

The Metropolitan Life Survey of

THE
AMERICAN
TEACHER
2000

**Are We Preparing Students
For The 21st Century?**

MetLife®

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TEACHER
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**ARE WE PREPARING STUDENTS
FOR THE 21st CENTURY?**

A SURVEY OF TEACHERS, STUDENTS AND PARENTS

Conducted For:

THE METROPOLITAN LIFE INSURANCE COMPANY

Field Dates:

Teachers: April 12 to May 31, 2000

Students: March 16 to April 27, 2000

Parents: April 17 to April 30, 2000

Project Directors:

Anne Axelrod, Senior Vice President

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Foreword from MetLife®

The education debate swept the nation in the 1980s. But the crucial voice of the teacher was often missing. Believing that better policies would be crafted if informed by the classroom, in 1984 we asked Louis Harris & Associates, Inc. (now Harris Interactive Inc.) to elicit teachers' opinions on education issues.

That began our annual series: *The Metropolitan Life Survey of the American Teacher*. Survey topics have changed to address salient issues over the years, but the underlying premise remains unaltered: to bring the voices of those most affected by education reforms and most familiar with classroom realities to the attention of policymakers and the American public.

Education is a top concern of the nation as we enter the 21st century. Newspapers and political debates are awash with references to schools. But what do we know about the expectations young people hold for their future? Are schools preparing students for the world they will face after graduation? Who bears responsibility for educating America's youth? Our newest survey explores what teachers, students and parents think about today's teens, where they are headed, and how prepared they are to get there.

The survey tells us that students hold high expectations for themselves in terms of their education, career, and personal life. It also tells us that parents and teachers do not see the same promise. This misalignment is revealing. Schools, teachers, and parents each play a pivotal role in ushering America's youth into adulthood. Yet if adults do not share students' optimism for the future, who will provide them with opportunities and tools to fulfill their promise?

Through the 2000 survey, MetLife continues its commitment to improving public education. It is our intention that the findings spark discussion on how we can come together to set America's youth on the road to a better future.



Robert H. Benmosche
Chairman of the Board and Chief Executive Officer

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PREFACE



The Metropolitan Life Survey of the American Teacher, 2000 appears at a time when improving education is a top priority of the American public. The survey reveals that education is a particularly important issue for its key stakeholders; parents and teachers believe that improving the quality of education in schools is the most important issue facing America today. This year's survey has implications for teachers, students, parents and others for whom education is a top concern.

The 2000 survey has a special focus on the secondary school experience. In previous years, *The Metropolitan Life Survey of the American Teacher* has indicated that the high school years are associated with a lower level of enthusiasm for going to school and higher levels of teacher disinterest — from both the teacher and student perspective (1988). This year's survey reveals that four in ten secondary school students feel that what they think doesn't count very much at school and three in ten feel left out of things going on around them at school.

The current survey also extends these findings, showing that this is a vulnerable period for parents as well. Parents of secondary school students are twice as likely as those of primary school students to be among those parents feeling most alienated from their child's school. These converging findings highlight the transition between primary and secondary school as a critical time for students, teachers and parents.

Concerns about low levels of parental involvement exist among both teachers and parents. A majority of teachers feel that students spend too little time with their parents; half of parents agree. Although most parents of teens say they talk about school every day with their child, only one-quarter of teens say such discussions happen every day. Previous reports in the *MetLife* series have highlighted the important impact that talking about school has on students' lives. Discussing homework and other things that go on in school was related to students' paying attention in class, looking forward to going to school and doing well in school (1988, 1998).

In addition to its relation to student performance, parental involvement also affects teachers' job satisfaction. Previous editions of the *MetLife* series have consistently shown this effect. In 1985, more than half of teachers believed that having more parent involvement with the schools would help a lot in keeping good people in teaching. In 1987, teachers who reported excellent parent-teacher relations were more satisfied in their jobs and were less likely to have considered leaving teaching. In 1992, new teachers who said they were likely to leave the teaching profession in the next five years most often cited lack of parental support as a major factor in their decision. Finally, half of teachers in 1993 said that the highest priority in public education policy in the next few years should be strengthening parents' roles in their children's education. The findings from this year's survey indicate that this issue still resonates.

A major finding of the current survey is the gap that exists among the views of teachers, students and parents on such important issues as responsibility and students' sources of support for academic and emotional situations. *The Metropolitan Life Survey of the American Teacher, 1988* foreshadowed this result, finding that teachers' and students' views greatly diverged with respect to violence and drug use among students. The 1994 survey found that this lack of communication could have serious results. Students who had been victims of violence were least likely to discuss personal problems and conflicts with teachers or their parents.

For teens today, the issue of people getting along together is very important - they are most likely to say that having people get along with each other is the most important issue facing America today. Can schools address this concern? The 1996 survey found that schools could play a role. Students who said their teachers did a good job of teaching tolerance were more likely than those who said their teachers did a poor job to report that students from different backgrounds got along very or somewhat well at their school.

On a positive note, this year's survey finds that teens today have great hopes for the future. Most plan to attend a four-year college. But many parents and students worry a lot about having enough money to pay for college, and half of teachers say that most or some of their students who have the aptitude to go to college, might not be able to go because of the cost of a college education. The 1993 survey revealed that three-quarters of teachers strongly supported creating a college loan program in which those who borrow pay back either with a percentage of their income or through community service.

However, secondary school teachers today believe that nearly half of their students will not be going to college after they leave high school. Furthermore, only one-quarter of teachers give their school an "A" in preparing students in learning about different jobs and careers. As early as 1989, the *MetLife* series has shown the concern among teachers for this area. Three-quarters of teachers thought that providing more direct links to job training and jobs would help a lot in students' transition to work and more than a third of secondary school teachers said that they would most like to see job training have added funding in their school.

Thus, the findings from *The Metropolitan Life Survey of the American Teacher, 2000*, in conjunction with the results from this series during the past sixteen years, reveal many areas in which teachers, parents and schools can better prepare students for the 21st century.

INTRODUCTION



Harris Interactive Inc. conducted *The Metropolitan Life Survey of the American Teacher, 2000: Are We Preparing Students For the 21st Century?* on behalf of the Metropolitan Life Insurance Company. This report is part of a series of surveys sponsored annually by MetLife since 1984. This study investigates students' preparedness for the future in terms of their education, careers, personal and community life. The current study incorporates the perspectives of key stakeholders in this issue: public school students in grades 7 through 12, public school teachers in grades 7 through 12 and parents of public school students in grades 7 through 12. Since issues of preparedness are of concern to parents of children of all ages, the survey also includes parents of public school students in grades K - 6.

Topics in this survey include the quality of secondary school education, parental involvement, issues of responsibility, educational plans and career plans, social interactions and support, and confidence in the future.

Survey Method

A nationally representative sample of 3961 public school students in grades 7 through 12 were interviewed. A total of 1067 students were surveyed during an English class using a self-administered questionnaire, and a total of 2894 students were interviewed online using a self-administered questionnaire. School interviews averaged 25 minutes in length and online interviews averaged 20 minutes in length. Interviews were conducted between March 16, 2000 and April 27, 2000.

A nationally representative sample of 2017 parents of public school students in grades K through 12 were interviewed. A total of 256 parents were interviewed by telephone, and a total of 1761 parents were interviewed online. Interviews averaged 15 minutes in length and were conducted between April 17, 2000 and April 30, 2000. Telephone interviews were conducted from Harris's facilities in Binghamton, NY.

A nationally representative sample of 1010 public school teachers in grades 7 - 12 were interviewed; 101 opted to participate online and 909 were interviewed by telephone. Interviews of teachers averaged 15 minutes in length and were conducted between April 12, 2000 and May 31, 2000. Telephone interviews were conducted from Harris's facilities in Youngstown, Ohio.

Detailed methodologies of the student, parent and teacher surveys appear in Appendix A. All three survey questionnaires, including the total responses to each question, appear in Appendix B.

A Note on Reading the Exhibits and Figures

An asterisk (*) on an exhibit signals a value of less than one-half percent (0.5%). A dash (-) represents a value of zero. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents. Calculations of responses discussed in the text are based on raw numbers and not percentages, therefore these figures may differ slightly from calculations based on percentages. The base for each question is the total number of respondents



answering that question. Note that in some cases results may be based on small sample sizes. This is typically true when questions were asked of subgroups. Caution should be used in drawing any conclusions from the results based on these small samples. Percentages depicted may not add up to 100% because some answer categories may be excluded from the figure.

Project Responsibility and Acknowledgments

The Harris team responsible for the design and analysis of the survey included Anne Axelrod, Ph.D., Senior Vice President and Dana Markow, Ph.D., Project Manager. Harris Interactive Inc. is responsible for final determination of the topics, question wording, collection of data, analysis and interpretation in the report.

Public Release of Survey Findings

All Harris Interactive Inc. surveys are designed to comply with the code and standards of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls (NCPP). Because data from the survey may be released to the public, release must stipulate that the complete report is also available.

EXECUTIVE SUMMARY



As a new generation of adults enters a new century, how well-prepared are they? Will they have a solid foundation in basic subjects such as English, math and science? Are they learning about different careers and job opportunities that will offer them the most potential? Will they have the educational background to pursue the careers they want? How will they manage work and personal goals? Do they value and have an interest in being involved in their community? The common thread that underlies all of these questions is the role of teachers and schools in ushering today's teens into adulthood. *The Metropolitan Life Survey of the American Teacher, 2000* investigates these issues from the perspectives of those most involved — teachers, parents and the teens themselves.

The views of these three groups differ on several important issues, including teens' sources for guidance and support and the nature of responsibility. Teachers, parents and students offer **competing voices**, each often overemphasizing their own role in comparison to the roles of others. Teachers' views contrast with those of teens and their parents in their apparent **pessimism**. Yet upon closer examination, these findings may reflect more **realism** on teachers' parts. The competing voices of teachers, parents and students do converge on some issues. All three groups agree on the importance of education and that students' **academic preparedness for the future is better in some areas than others**.

All three groups of stakeholders express a strong belief in the importance of education. When parents and teachers are asked about the most important issue facing America today, the most frequent response is improving the quality of education in schools. For students, this issue is second only to having people get along with each other. In addition, better education is a key reason why many students believe that their lives will be better than their parents' lives, with seven in ten teens saying they plan to attend a four-year college.

How well are schools doing in preparing students? Overall, schools are earning a "B" average. Teachers, students and parents think schools are doing better at teaching basics such as English, math and science than they are at teaching more general life skills such as knowing about current events, knowing how to solve problems, learning about different jobs and careers, being a good citizen and getting along with other people. But who is most responsible for a student's getting a good education? The good news is that all three groups — parents, students and teachers — feel invested in this goal. The challenge is that parents and students each feel that they are most responsible, while teachers are divided as to where this responsibility lies.

The teen years are difficult to navigate — for parents and teachers of teens, as well as teens themselves. The survey pinpoints a gulf that exists among all three groups' views on important issues such as responsibility and students' sources of support for academic and emotional situations. These differences call to mind the parable of the three blindfolded men who set out to describe an elephant — each group's perspective is limited by their specific vantage point.

So, are parents discussing education with their teens? Six in ten parents of teens say they talk about school every day with their child. However, according to students,

only one-quarter talk about school every day with their parents. This discrepancy has implications for how well-informed parents really are about their child's school life. To whom do teens go for advice about school? Nine in ten parents say that their child would most likely go to them. Yet only eight in ten students say they could go to their family for advice. More striking is how parents and students view advice from other people in teens' lives. Seven in ten teens say they could go to educators (teachers, guidance counselors, principals) for advice about classes, but only half of parents say that students would most likely turn to this group. Parents also consistently underestimate the role of teens' friends as sources of support for advice about classes, help when they feel threatened at school, or help when they feel sad or depressed. Although teachers also tend to overestimate their own role in these situations, they are slightly more likely than parents to recognize friends' involvement.

This pattern of each group overemphasizing its own role and underemphasizing the role of others is also seen in parents' and students' views on who is most responsible for different aspects of teens' lives. Most parents see themselves as most responsible for their child's getting a good education, learning about different jobs and careers, and their safety, health and happiness. But at least half of students say they themselves are the ones most responsible for these areas of their lives. Teachers' views are more dependent on the situation. Most feel that they are most responsible for a student's learning about different jobs and careers, that parents are most responsible for a student's health, and that students are most responsible for their own happiness. The issue of who is most responsible may not have a single answer, but the differing perspectives of parents, students and teachers may illuminate one source of tension among the groups and a touchstone for dialogue.

Does lack of time together contribute to these differing views? Most adults, and teachers in particular, think that parents do not spend enough time with their children. A sizeable number of students also hold this view — representing 4.6 million teens nationwide. Furthermore, in secondary school, teachers may not spend much time with students — being together for one class period as opposed to the entire school day that elementary school teachers and students typically spend together.

Parents' assessments of what their children are looking for in a job also differ from what teens themselves report. Parents are most likely to say that having a job that is meaningful is at the top of teens' lists. Yet teens list it as fourth (behind earning lots of money, having time for personal activities, and having fun at work) with only three in ten saying it is one of the two most important aspects of the job they want to have.

Beyond their future careers, how well are today's teens prepared for life? As mentioned previously, many students feel a strong sense of responsibility for aspects of their own lives. In addition, many teens feel very responsible for broader, societal issues, such as keeping school safe and having people get along together. In fact, students are most likely to report that having people get along with each other is the most important issue facing America today. Although many teens participate in civic activities, students are less likely than parents to say they do things to help out their neighbors and their community and to think it's very important to vote in elections.

What aspects of students' lives are associated with feeling unprepared for the future? In other words, what are possible **warning signs**? Students with a lower

overall quality of life (such as not getting along with their parents, not being happy at school, not feeling safe, and being bored, sad or getting into trouble a lot) are more likely to give lower ratings to their education and to not feel very confident that they will achieve their goals for the future. Furthermore, low-income students are more likely to have a low quality of life. Interestingly, minority students are more likely than non-minority students to feel very confident about achieving their goals and to believe that they will have more money, job opportunities, time for family and activities and happiness than their parents.

Challenges for Teachers

What are the issues that teachers face in preparing students for the 21st century? One area of contention is the nature of their role. Teachers are somewhat divided as to whether parents, students or teachers are most responsible for a student's getting a good education, or whether parents or teachers are most responsible for a student's safety. In addition, teachers are faced with **high levels of student distrust**. Four in ten secondary school students trust their teachers only a little or not at all, and low-income and minority students are more likely than others to have little or no trust for teachers. Lack of trust is one of the reasons most frequently given by students as to why they would not go to teachers for advice or help.

Many students also feel alienated from school: three in ten feel left out of things going on around them at school and four in ten feel that what they think doesn't count very much at school. Teachers are aware of some of these feelings, even overestimating the proportion of students who hold the latter view. Teachers are also faced with many parents who feel alienated from their children's school — a feeling that increases markedly from the elementary to secondary school years.

These factors all may contribute to a lack of optimism among teachers. Only two in ten teachers are very confident that their students will achieve their goals for the future and only slightly more than half believe that schools will provide a better education during their students' lifetime. This apparent pessimism also emerges in teachers' expectations concerning students attending college and the range of their future careers. Yet these views may in fact reflect a realism lacking in parents' and teens' views.

Conclusion

Junior and senior high school students feel confident in achieving their goals and feel well-prepared on several academic fronts. They believe in the importance of education and most plan to go to college. Parents' and teachers' views are more tempered. Today's teens are concerned with issues such as people getting along together and having jobs that allow time for personal and family activities. Yet the adults in their lives are not aware of these concerns. In so many areas addressed in this survey, teachers, students and parents have divergent outlooks on the same issues. Their "competing voices" are highlighted throughout this report. Dialogue between parents and teachers, as well as discussions among teens and the adults in their lives, to increase understanding of each other's expectations, experiences and concerns may be important steps to better prepare teens for their futures.

MAJOR FINDINGS



I. Quality of Life Profile

According to several measures, most students report a good quality of life. Yet at the same time, many students are also experiencing difficulties often unrecognized by adults. For example, nearly half of students (48%) say that they are always bored but teachers think that this describes only 21% of their students.

- Nine in ten (91%) students say they have a lot of friends;
- Nine in ten (89%) students say they feel safe;
- Nine in ten (88%) students say they get along well with their parents;
- Eight in ten (78%) students say they have been happy at school this year;
- Nearly half (48%) of students say they are always bored;
- One-third (33%) of students often feel sad and unhappy; and
- Nearly two in ten (17%) students say they get into trouble a lot.

II. Preparedness Profile

Teachers get higher marks for preparing students in basic skills than in more general life skills:

- “A” in English (students, 47%; teachers, 37%; parents, 31%);
- “A” in math (students, 41%; teachers, 36%; parents, 31%);
- “A” in science (students, 40%; teachers, 36%; parents, 29%);
- “A” in getting along with other people (students, 28%; teachers, 23%; parents, 29%);
- “A” in knowing about current events (students, 29%; teachers, 20%; parents, 30%);
- “A” in learning about different jobs and careers (students, 23%; teachers, 25%; parents, 27%);
- “A” in being a good citizen (students, 29%; teachers, 20%; parents, 32%); and
- “A” in knowing how to solve problems (students, 33%; teachers, 11%; parents, 23%).

III. Responsibility Profile

The majority of parents and students each feel most responsible for a student’s getting a good education. Teachers are not of one mind, distributing the responsibility among themselves, parents and students.

- Two-thirds (66%) of parents feel that they are most responsible for their teen’s getting a good education, sixteen percent say that their child is most responsible and seventeen percent say their child’s teacher is most responsible.
- Six in ten (57%) teens feel that they are most responsible for their getting a good education, two in ten (19%), say that their parents are most responsible and two in ten (22%) say their teachers are most responsible.
- Three in ten (31%) teachers feel that they are most responsible for a student’s getting a good education, one-third (36%) say that the student is most responsible and three in ten (30%) say the parent is most responsible.



At least half of students feel that they are most responsible for several aspects of their lives.

- Three-quarters (77%) feel that they are most responsible for their happiness.
- Seven in ten (72%) feel that they are most responsible for their health.
- Six in ten (57%) feel that they are most responsible for their getting a good education.
- Slightly more than half (53%) feel that they are most responsible for their safety.
- Half (48%) feel that they are most responsible for their learning about different jobs and careers.

IV. Education

Secondary school parents and teachers are most likely to report that improving the quality of education in schools is the most important issue facing America today. For students, this issue is second to having people get along with each other:

- Improving the quality of education in schools (parents, 33%; teachers, 44%; students, 18%);
- Having people get along with each other (parents, 28%; teachers 24%; students, 23%);
- Keeping schools safe (parents, 16%; teachers, 9%; students, 18%);
- Keeping the environment clean (parents, 5%; teachers, 7%; students, 20%);
- Helping the poor (parents, 2%; teachers, 3%; students, 9%); and
- Something else (parents, 16%, teachers, 11%; students, 9%).

Most secondary school students plan to attend a four-year college, more than parents and teachers think plan to attend.

- Seven in ten (71%) secondary school students plan to attend a four-year college;
- Half of parents of secondary school students (52%) think their child will attend a four-year college;
- Secondary school teachers think that one-third of their students (32%) plan to attend a four-year college;
- Eight percent of students plan to attend a two-year community college;
- Sixteen percent of parents think their child will attend a two-year community college; and
- Secondary school teachers think that two in ten (19%) of their students plan to attend a two-year community college.

V. Future Life

Half (49%) of students feel that, overall, their lives will be better than their parents' lives.

- Most students think they will have more money (72%), job opportunities (68%) and happiness (54%) than their parents.
- Slightly fewer students think they will have more time for hobbies and other activities (46%) and time for family (31%).
- Minority students are more likely than others to say they will have more than their parents in terms of each of these aspects of their lives.
- Three in ten students (29%) cite having better jobs and nearly one-quarter (23%) cite education as reasons why their lives will be better than their parents' lives.

VI. Sources of Support

Most adults, as well as a sizeable number of students, think that parents do not spend enough time with their children:

- 87% of teachers;
- 51% of parents; and
- 24% of students — representing 4.6 million students nationwide.

Parents and students disagree about the amount of time they spend talking about school.

- Six in ten (58%) parents of teens say they talk about school every day with their child.
- One-quarter (23%) of teens say they talk about school every day with at least one of their parents.

Parents, students and teachers have different views on students' sources of advice about what classes to take at school.

- Parents report that their teen would most likely go to the following people: family (87%), educators (53%) and friends (33%).
- Teachers report their students would most likely go to the following people: educators (94%), friends (49%) and family (44%).
- Students report that they could go to the following people: family (77%), friends (71%) and educators (70%).

Parents, students and teachers have different views on students' sources of help when they feel threatened at school.

- Parents report that their teen would most likely go to the following people: family (87%), educators (51%) and friends (33%).
- Teachers report their students would most likely go to the following people: educators (92%), friends (37%) and family (36%).
- Students report that they could go to the following people: friends (75%), family (74%) and educators (63%).



Parents, students and teachers have different views on students' sources of help when they feel sad or depressed.

- Parents report that their teen would most likely go to the following people: family (86%), friends (46%) and educators (15%).
- Teachers report their students would most likely go to the following people: educators (80%), friends (64%) and family (30%).
- Students report that they could go to the following people: friends (77%), family (63%) and educators (33%).

VII. Community Involvement

Parents are more likely to think that their teens do things to help out their neighbors and their community than teens themselves report.

- Half (50%) of teens say they do things to help out their neighbors.
- Two-thirds (67%) of parents of teens say their child does things to help out their neighbors.
- Half (48%) of teens say they do things to help out their community.
- Six in ten (61%) parents of teens say their child does things to help out their community.
- Eight in ten (84%) teens think it's very important to vote in elections, compared to nine in ten (94%) parents of teens.

VIII. Teacher Challenges

Some of the challenges teachers face come from their relationships with students in terms of trust, while others come from their own expectations about the future of education.

- Four in ten (39%) secondary school students trust their teachers only a little or not at all.
- Minority students are more likely than non-minority students to report this level of trust (47% vs. 37%).
- Students whose families have a hard time buying things (53%) are more likely than those with just enough (39%) or who can buy anything (38%) to report this level of trust.
- Only slightly more than half (56%) of teachers believe that schools will provide a better education during their students' lifetime.

IX. Warning Signs

Several aspects of students' lives are related to issues of preparedness for the future, including low quality of life, low income and minority status.

- Low-income students are more likely than high income students to have a low quality of life (65% vs. 24%).
- Students with a low quality of life grade their teachers more harshly overall than those with a high quality of life (B- vs. B).

Feelings of alienation are prevalent among students, parents and teachers at the secondary school level.

- Four in ten (39%) students feel that what they think doesn't count very much at school.
- Three in ten (28%) students feel left out of things going on around them at school.
- Half (51%) of secondary school parents feel that what they think doesn't count very much at their child's school.
- Nearly half (45%) of secondary school parents feel left out of things going on at their child's school.
- Low-income parents are more likely than high income parents to feel highly alienated (22% vs. 14%).
- Three in ten (28%) teachers feel left out of things going on around them at school.
- Three in ten (27%) teachers feel that what they think doesn't count very much at school.



CHAPTER 1:

SCHOOL REPORT CARDS — ROOM FOR IMPROVEMENT



Competing Voices

"Teach them about life and what is right and wrong."

(Father of 12th grade boy)

~

"Pay attention to the 'average' student—affirm them—don't pay so much attention to the 'star' or 'problem'"

(Mother of 9th grade girl)

~

"Teach Reading, Writing, and Arithmetic only and leave the teaching of morals and values at home where they belong!!!!"

(Mother of 10th grade girl)

Overview

Improving the quality of education is a high priority for both teachers and parents, while teens' concerns are more diverse. The grading of the quality of education at their own schools by parents, teachers and students shows room for improvement. Schools are doing a better job covering basics, such as English, Math and Science, than general life skills (e.g., getting along with each other, problem solving, being a good citizen). Disaffected parents and students are the harshest graders.

The Most Important Issue Facing America — Education and School Safety

When asked which of several issues is the most important facing America today, parents and teachers point to the schools; more specifically — quality of education and school safety:

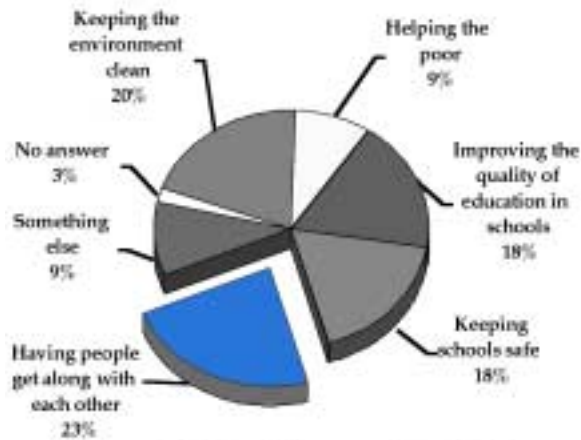
- One-third (33%) of parents and more than four in ten (44%) teachers feel that the quality of education in the school is the most important issue facing America today,
- With an additional 16% of parents and 9% of teachers saying that it's school safety that's key.

Secondary school students are most likely to mention having people get along with each other (23%). Yet in general, the views of students tend to be more diverse, with about equal numbers indicating quality of education (18%), school safety (18%), and the environment (20%) (Exhibit 1.1).

Exhibit 1.1
Important Issues Facing America Today

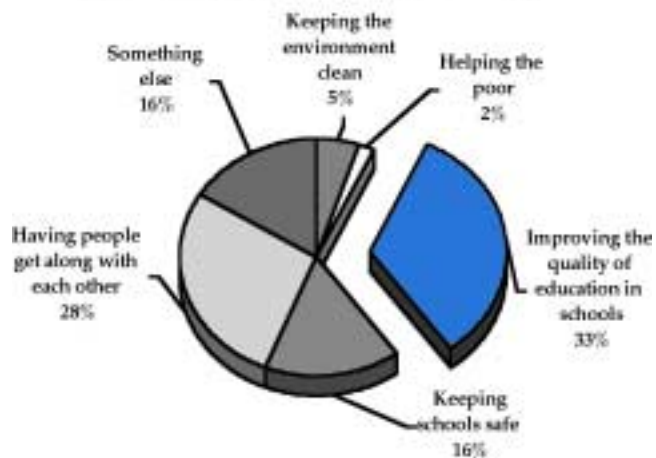
Q560 Which of the following is the most important issue facing America today?

Secondary School Students (N = 1067)*

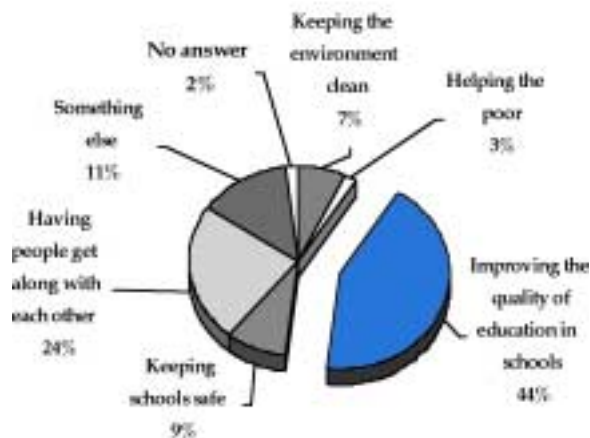


* School Respondents Only

Secondary School Parents (N = 855)



Secondary School Teachers (N = 1010)





PARENTS AND STUDENTS SPEAK OUT ON EDUCATION

Parents' concern with education is reflected in their responses to the question, "What can America's teachers do to help your child succeed in life?"

"Education, education, education. Do not just push a child through the system. Provide them with a solid foundation of learning to succeed in life."
(Mother of Kindergarten boy)

"Strong academics, problem solving, teach to accept differences in others. They cannot solve the child's problems at home."
(Mother of 12th grade boy)

Many students mention education when asked, "What do you think is the most important issue or problem facing America today?"

"I think the most important problem facing America today is that a very big amount of people are starting to not care about education. If people don't care about education it's likely that there will be more criminals etc. Because if those people can not get decent jobs they will eventually turn to a life of crime and robbery to get by. This makes it very unsafe for people on the streets...and because it is already very unsafe to be outside in some areas it will probably be that in the future we will not have freedom to do the activities we want at all."
(8th grade girl)

"Education. So many teachers are doing it until they can get a better job, or to pay a few bills. There are so few teachers that truly care about their students and are in it to expand the student's knowledge and help them find a joy in learning."
(11th grade girl)

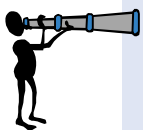
"Education. We don't have enough funds to provide for our needs, and we aren't getting any more funds than we have. Schools are overcrowded and teachers are not paid enough."
(8th grade girl)

Are Teachers Doing Everything They Can? That Depends on Whom You Ask

Groups of students and parents say that teachers are not doing everything they can to help students succeed.

- One in three secondary school students (34%) do not think teachers are doing everything they can, as do
- One-quarter (24%) of parents, including three in ten parents of secondary school students (31%).

Note, however, that parents most critical of teachers in this respect are those scoring high on school alienation (56%) — those who believe that what they think doesn't count very much at their child's school and that they are left out of things going on there (Exhibits 1.2 - 1.3).



OBSERVATION: *The question remains as to whether the highly alienated parents expect or need more from teachers, or whether their children are attending schools of poorer quality.*



Exhibit 1.2
Teachers Do Everything
They Can to Help Students Succeed

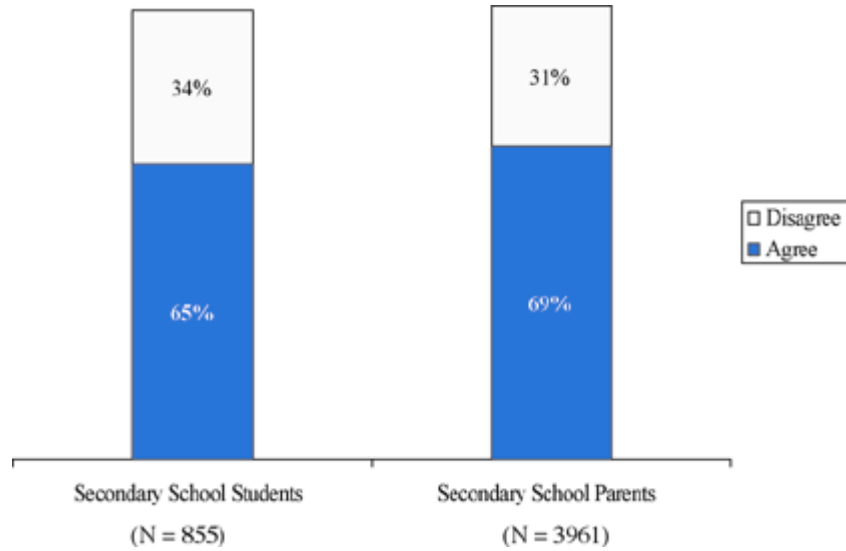


Exhibit 1.3
Teachers in My Child's School Do Everything
They Can to Help Students Succeed

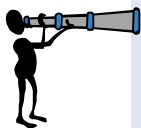
Base: All Parents

(Base)		Agree	Disagree
Total	(2017)	.76	.24
Child's grade			
K - 6	(1162)	.82	.18
7 - 12	(855)	.69	.31
Parent's education			
High school or less	(598)	.76	.24
Some college	(797)	.77	.23
4 year degree or more	(622)	.77	.23
Parent's school alienation			
High alienation	(302)	.44	.56
Low alienation	(426)	.92	.08
Income			
Under \$25K	(341)	.78	.22
\$25K - \$74K	(1229)	.78	.22
\$75K+	(291)	.80	.20

Teachers Are Better at Teaching Some Subjects Than Other Subjects

Teachers get higher marks for teaching basic skills, such as English, Math and Science than they do for teaching their students more general life skills such as how to get along with other people or how to be good citizens.

- Eight in ten teachers give their school “A’s” or “B’s” in terms of preparing their students in English (82%), Math (78%), and Science (81%), compared to 73% who give their schools high marks for teaching getting along with others and 68% who give high marks for teaching being a good citizen.
- About two-thirds of parents give schools high marks in terms of preparing their children in English (68%), Math (68%) and Science (67%), compared to 62% who give the schools high marks for teaching students about getting along with each other or being good citizens.
- Among students, 80% rate teachers highly in English, 69% in Math and 70% in Science, with fewer (63%) giving teachers high marks for preparing them to get along and be good citizens.



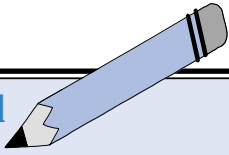
OBSERVATION: *Note that teachers think they are doing better at preparing their students than parents or students give them credit for doing. However, previous research from the MetLife Series has found that, overall, teachers view students' lacking basic skills more seriously than do students. In The Metropolitan Life Survey of the American Teacher, 1996, three-quarters of teachers (74%) reported that deficiency in basic skills is a serious problem, while half of students (53%) held this opinion.*

Also of interest is the finding that parents and teachers are of one mind when it comes to how well the schools are preparing students in the area of problem solving. Relatively few parents (55%) or teachers (60%) give the schools high marks in this area. Students, however, have a more favorable view, with 69% rating the school highly (Exhibits 1.4 - 1.7).

Exhibit 1.4
“A” Report Card

Q430 How would you grade your teachers in preparing you in the following areas?

Q.532/Q510 How would you grade the quality of education in [your child’s/your] school in preparing your [child/students] in the following areas?



“A” Report Card
% “A”

	Secondary School Students*	Secondary School Parents	Secondary School Teachers
	1067	855	1010
	%	%	%
<i>Basic skills (average)</i> . . . . .	.43	.30	.36
English . . . . .	.47	.31	.37
Math . . . . .	.41	.31	.36
Science . . . . .	.40	.29	.36
<i>General life skills (average)</i> . . . . .	.28	.28	.20
Getting along with other people . . . . .	.28	.29	.23
Knowing about current events . . . . .	.29	.30	.20
Learning about different jobs and careers . . . . .	.23	.27	.25
Being a good citizen . . . . .	.29	.32	.20
Knowing how to solve problems . . . . .	.33	.23	.11
OVERALL AVERAGE . . . . .	.34	.29	.26

**School Respondents Only*

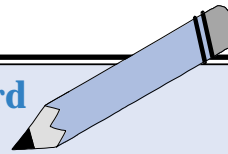
Exhibit 1.5
High Marks



Q430 How would you grade your teachers in preparing you in the following areas?

Q.532/Q510 How would you grade the quality of education in [your child's/your] school in preparing your [child/students] in the following areas?

“A/B” Report Card
% “A” or “B”



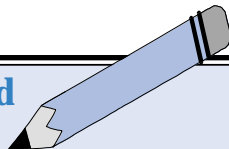
	Secondary School Students*	Secondary School Parents	Secondary School Teachers
	1067	855	1010
	%	%	%
<i>Basic skills (average)</i> . . . . .	.73	.68	.80
English . . . . .	.80	.68	.82
Math . . . . .	.69	.68	.78
Science . . . . .	.70	.67	.81
<i>General life skills (average)</i> . . . . .	.64	.60	.67
Getting along with other people . . .	.63	.62	.73
Knowing about current events . . . .	.66	.66	.66
Learning about different jobs and careers . . . . .	.57	.57	.68
Being a good citizen . . . . .	.63	.62	.68
Knowing how to solve problems . . .	.69	.55	.60
OVERALL AVERAGE . . . . .	.67	.63	.72

**School Respondents Only*

Exhibit 1.6
“C” Report Card

Q430 How would you grade your teachers in preparing you in the following areas?

Q.532/Q510 How would you grade the quality of education in [your child’s/your] school in preparing your [child/students] in the following areas?



	Secondary School Students*	Secondary School Parents	Secondary School Teachers
	1067	855	1010
	%	%	%
<i>Basic skills (average)</i> . . . . .	.15	.20	.16
English . . . . .	.13	.20	.15
Math . . . . .	.16	.19	.18
Science . . . . .	.16	.20	.16
<i>General life skills (average)</i> . . . . .	.23	.23	.27
Getting along with other people . . . . .	.25	.22	.23
Knowing about current events . . . . .	.23	.22	.27
Learning about different jobs and careers . . . . .	.25	.24	.25
Being a good citizen . . . . .	.21	.22	.26
Knowing how to solve problems . . . . .	.21	.27	.33
OVERALL AVERAGE . . . . .	.20	.22	.23

**School Respondents Only*

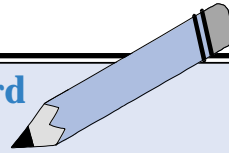
Exhibit 1.7
Low Marks



Q430 How would you grade your teachers in preparing you in the following areas?

Q532/Q510 How would you grade the quality of education in [your child's/your] school in preparing your [child/students] in the following areas?

“D/F” Report Card
% “D” or “F”



	Secondary School Students*	Secondary School Parents	Secondary School Teachers
	1067	855	1010
	%	%	%
<i>Basic skills (average)</i> . . . . .	.11	.12	.3
English . . . . .	.6	.11	.2
Math . . . . .	.14	.13	.4
Science . . . . .	.13	.13	.2
<i>General life skills (average)</i> . . . . .	.13	.17	.6
Getting along with other people . . .	.12	.16	.3
Knowing about current events . . . . .	.11	.13	.6
Learning about different jobs and careers . . . . .	.18	.19	.7
Being a good citizen . . . . .	.15	.16	.5
Knowing how to solve problems . . .	.10	.18	.6
OVERALL AVERAGE . . . . .	.12	.15	.4

**School Respondents Only*



PARENTS SPEAK OUT ON THE SCHOOL CURRICULUM

Should schools be providing general life skills such as getting along with other people, being good citizens and learning about different jobs and careers? Parents are of two minds; some call for “back to basics,” while others demand a broader education.

“Get back to the basics.” (*Mother of 11th grade boy*)

“... More time on teaching the basics, math, Eng., etc.; less on social interaction programs.” (*Father of 8th grade girl*)

“Teach more about the real world and less about trying to pass that test to make them, the school district, the state and fed. governments look better.”
(*Mother of 10th grade boy*)

“More hands on, realistic education; less reliant on just book learning.”
(*Mother of 5th grade girl*)

“Help get them ready for jobs in what they would like to do, educate them in that job that they are thinking of doing for a living.” (*Mother of 12th grade boy*)

Some Parents Are More Critical of the Schools Than Others

One factor that appears to play a role in parents assigning poor marks is their feelings of alienation from their child’s school. Parents with a high level of school alienation—those who believe that what they think doesn’t count very much at their child’s school and that they are left out of things going on at their child’s school — report that their child’s school has a “C” average, while unalienated parents give their child’s school a “B+.” Parents with high levels of school alienation are toughest on their schools’ quality of education in terms of preparing their teens to be good citizens (“C-”) and knowing how to solve problems (“C-”) (Exhibit 1.8).

Exhibit 1.8
School Report Card: Parents' School Alienation



Q.532 How would you grade the quality of education in your child's school in preparing your child in the following areas?

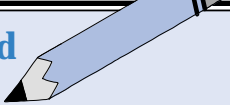
Report Card		
	Total Secondary School Parents	Parents' School Alienation
		High Low
English .....	.B	.C+ ..... .B+
Math .....	.B-	.C ..... .B+
Science .....	.B-	.C ..... .B+
Getting along with other people .....	.B-	.C ..... .B+
Knowing about current events .....	.B-	.C ..... .B+
Learning about different jobs and careers .....	.B-	.C ..... .B
Being a good citizen .....	.B-	.C- ..... .B+
Knowing how to solve problems .....	.B-	.C- ..... .B+
OVERALL .....	.B-	.C ..... .B+
Total Secondary School Parents: N = 855		
High: N = 178		
Low: N = 114		

Some Students Are Also More Critical Than Others

Students' quality of life is influenced by such aspects of their daily life as having a lot of friends, getting along well with their parents, being happy at school, feeling safe, and not being bored, sad or getting into trouble a lot. Those students who rank the lowest in terms of quality of life consistently give their school lower grades in preparing them in a range of topic areas (Exhibit 1.9).

Exhibit 1.9
School Report Card and Students' Quality of Life

Q430 How would you grade your teachers in preparing you in the following areas?



	Total Students	Students' Quality of Life	
		High	Low
English .....	.B+	.A-	.B
Math .....	.B	.B	.B-
Science .....	.B	.B+	.B-
Getting along with other people .....	.B-	.B	.C+
Knowing about current events .....	.B-	.B	.B-
Learning about different jobs and careers .....	.B-	.B-	.C+
Being a good citizen .....	.B-	.B	.C+
Knowing how to solve problems .....	.B	.B+	.B-
OVERALL .....	.B	.B	.B-
Total Secondary School Students (School Respondents Only): N = 1067			
High: N = 245			
Low: N = 281			

**Learning About Different Jobs and Careers —
Whose Job Is It And How Well Are They Doing?**

While most teachers (72%) feel that the schools are responsible for telling students about different jobs and careers, few teachers think the schools are doing a good job in this area (Exhibits 1.10-1.12). In fact:

- Only 25% give the school an “A,” in this area, while
- 68% give the school an “A” or “B.”

Parents and students also give the schools low marks in this area (only 27% and 23% respectively give the schools an “A”). But note that they don’t think the schools are most responsible for this. Parents and students tend to assume this responsibility themselves:

- The majority of parents (54%) think it’s their job,
- While many students tend to think it’s their job (48%).

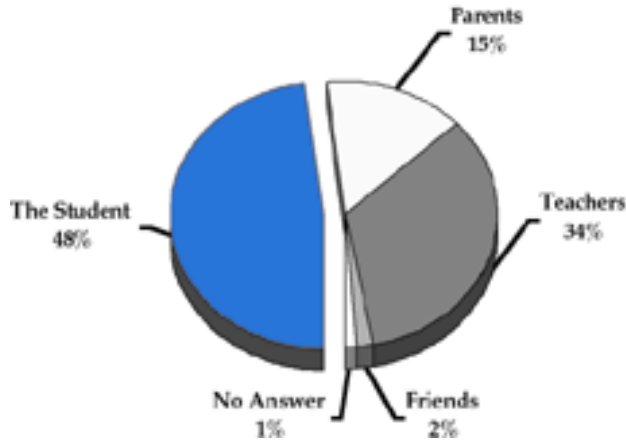
Exhibit 1.10

Responsibility for Learning about Different Jobs and Careers

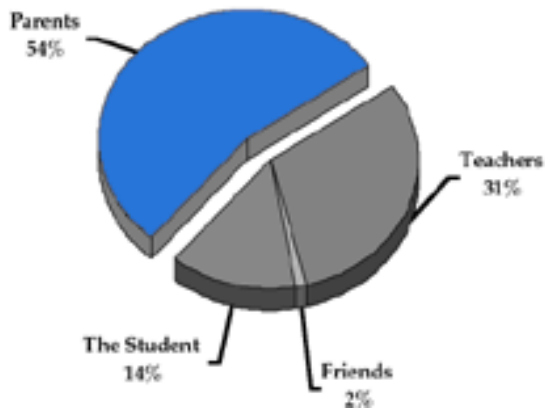


Q435/Q535/Q515 Who is most responsible for your/your child's/your students' learning about different jobs and careers?

Secondary School Students (N = 3961)



Secondary School Parents (N = 855)



Secondary School Teachers (N = 1010)

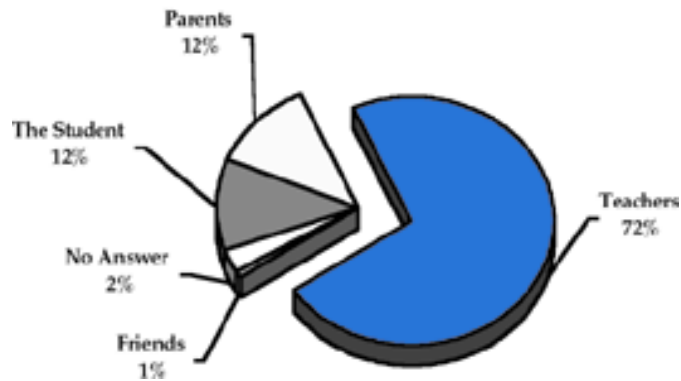
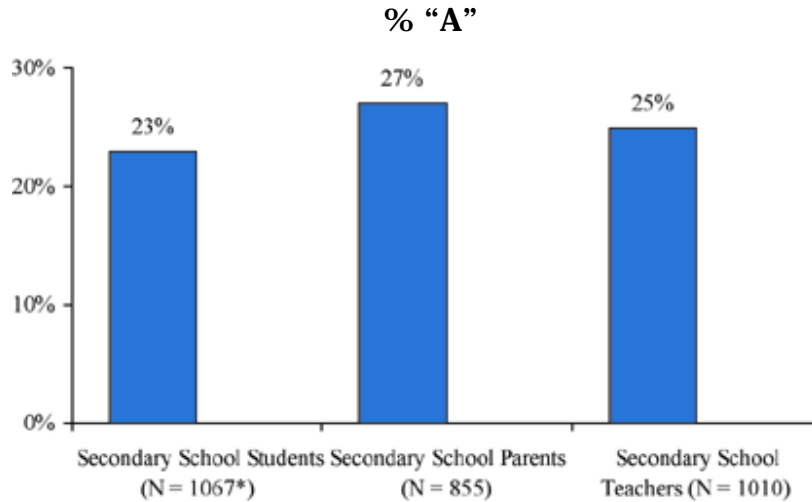


Exhibit 1.11
“A’s” in Career Preparation

Q430 How would you grade your teachers in preparing you in the following areas?
In learning about different jobs and careers.

Q.532/Q570 How would you grade the quality of education in [your child’s/your] school in preparing your [child/students] in the following areas? - In learning about different jobs and careers.

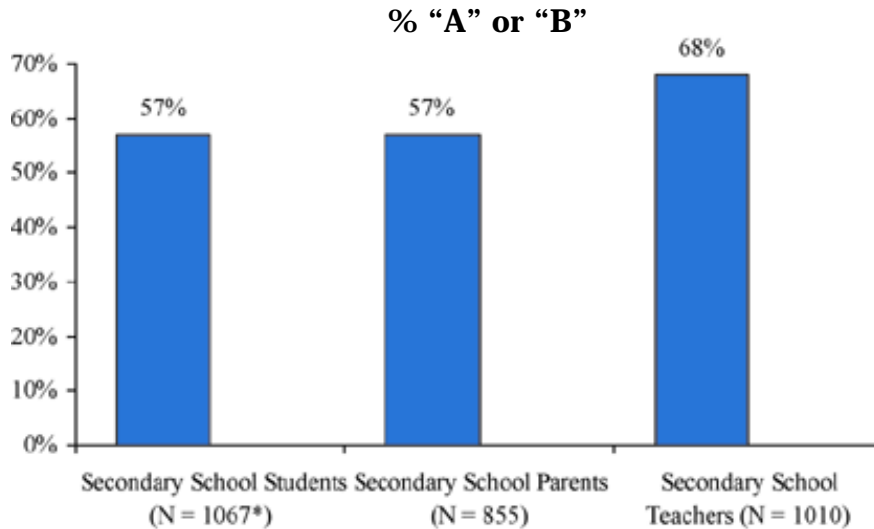


* School Respondents Only

Exhibit 1.12
“A’s” or “B’s” in Career Preparation

Q430 How would you grade your teachers in preparing you in the following areas?

Q.532/Q570 How would you grade the quality of education in [your child’s/your] school in preparing your [child/students] in the following areas?



* School Respondents Only

CHAPTER 2

DIVERGENT VIEWS ON PARENT AND TEACHER INVOLVEMENT



Competing Voices

"It is the teacher's responsibility to teach my child the subjects that he needs to learn in school. It is my responsibility to help him to succeed in life."

(Mother of 5th grade boy)

~

"I think that the teachers are getting an enormous salary to teach. Therefore the parents should not have to teach their children when they get home from school. The teaching of lessons should be done thoroughly at school."

(Mother of Kindergarten boy)

~

"BECOME INVOLVED!!!!!! Parents should ask every day: what do you have for homework tonight? What is due tomorrow? What is due next week? Please send your children to school ready to learn. That is, clean, fed, well-rested, emotionally stable. In a word: prepared. . ."

(Secondary school teacher)

Overview

Teens, parents and teachers have very different views about their own as well as others' roles and responsibilities in school and at home. In particular, students think they are doing a lot better on many fronts than their parents or teachers think they are doing:

- The majority of students (but not adults) feel that their parents are spending enough time with them.
- When they need advice about classes, most students feel that they can go to their parents, to their teachers and /or to their friends.
- And, many have taken it on themselves — as opposed to placing the responsibility on others — to get a good education.

But, what students think has little in common with what their parents and teachers think, especially when it comes to their school life.

Who Says Parents Aren't Spending Enough Time with Their Children?

Whether or not parents are spending sufficient time with their children is very much dependent upon whom you ask. If you ask teens, the majority (67%) will say yes, their parents are spending "just enough time" with them. But, if you ask their parents, this number drops to 45%; ask teachers and it drops even further, to 10% (Exhibit 2.1).

Most adults, as well as a sizeable number of students, think that parents do not spend enough time with their children:

- 87% of teachers are of this mind, as are
- 51% of parents, and
- 24% of students.

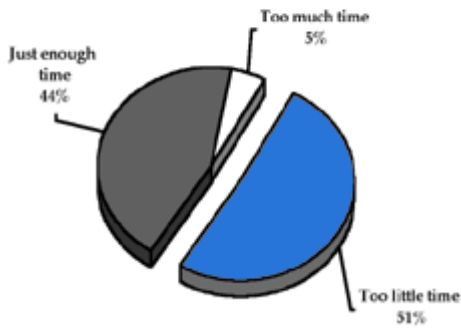
Although many students are satisfied with the amount of time they spend with their parents, it should be noted that the 24% who are not translate into more than 4.6 million students nationwide.

Exhibit 2.1
Spending Time Together

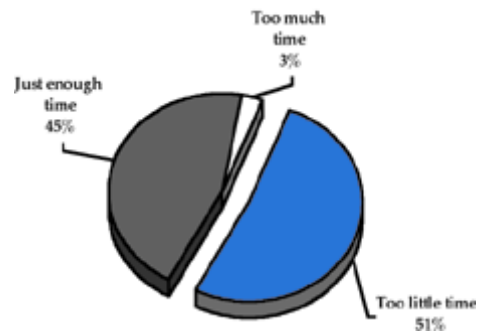
Q315/Q405 Overall, do you feel that you spend too much time, too little time, or just enough time with your parents/child?

Q405 Overall, do you feel that your students spend too much time, too little time, or just enough time with their parents?

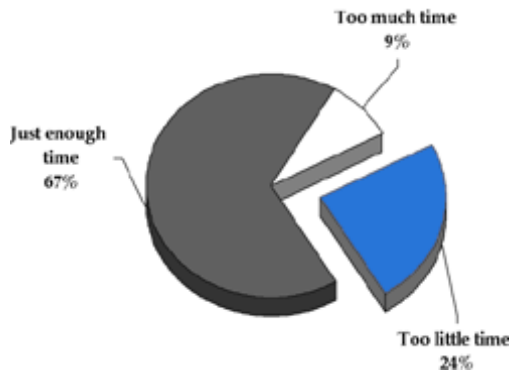
**Parents of Primary School Students
(N = 1162)**



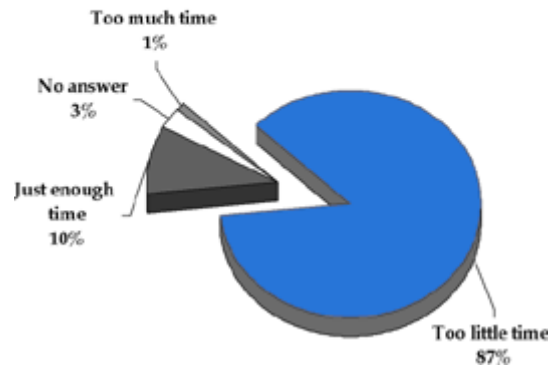
**Parents of Secondary School Students
(N = 855)**



Secondary School Students (N = 3961)



Secondary School Teachers (N = 1010)





STUDENTS SPEAK OUT ABOUT SPENDING TIME WITH PARENTS

What do teens who feel they spend too little time with their parents want to do with them if they had the time? Two-thirds (65%) would like to do things such as play games, go shopping, or watch a movie or TV. One-quarter (25%) would like to talk. And 14% just want to spend time together or hang out.

“Talk about my after high school plans.” (10th grade boy)

“I’d like to get to know my mother and for her to get to know me. She knows nothing about me and I am hurt by that. She doesn’t even try to find out what’s going on with my life. Sometimes I feel like I need to get into some trouble for her to start paying attention to me.” (9th grade girl)

“I would just like to talk about what my life is like. I wish that they would really care about how I do in school. All they do is see my report card and tell me I could do better if the grade isn’t a 100. They could help me with my homework. They could make sure I do my homework. Anything really.” (12th grade boy)

“Have them come to some of my games and competitions and concerts and things like that.” (9th grade boy)

So, What Are Parents and Children Doing Together?

While many parents may be spending time with their children, not many are talking to them about school, with parents of teens especially unlikely to be doing so.

- Two-thirds (66%) of parents, and 58% of parents of teens (grades 7 - 12), say they talk to their children about school on a daily basis.
- This number drops to 23% when we ask students (grades 7 - 12).

However, parents who feel they spend enough time with their children are highly likely to be spending at least some of that time talking about school — 78% vs. 55% among parents who spend too little time with their children (Exhibits 2.2 - 2.3).





Exhibit 2.2
Parent - Child Activities

Q305/330 During a typical week, how much time do you spend doing the following activities with at least one of your parents/your child?

Student Base: All Students

Parent Base: All Parents

% "Every Day with Child/Parent"				
	Total	Parents		Students
	Total	K - 6	7 - 12	Total
Base:	2017	1162	855	3961
	%	%	%	%
Eat a meal	.70	.78	.59	.36
Do an errand	.29	.37	.18	.10
Watch TV	.37	.45	.27	.21
Talk about school	.66	.72	.58	.23

Exhibit 2.3
Parent - Child Activities II

Base: All Parents

Q330 During a typical week, how much time do you spend doing the following activities with your child?

% "Every Day with Child"					
	(Base)	Eat a Meal	Do an Errand	Watch TV	Talk about School
Total	(2017) ...%	.70	.29	.37	.66
Time spent with child					
Too little	(1103) ...%	.59	.19	.30	.55
Just enough/too much	(914) ...%	.82	.40	.45	.78



Are Parents Alienated or Just Too Busy to Be Involved with the Schools?

It's clear from the survey that many parents don't feel that they have a voice in the schools - and this feeling increases as their children get older:

- 36% report being left out of things going on at their child's school (29% in K - 6, 45% in 7 - 12), and
- 41% feel that what they think doesn't count very much at their child's school (33% in K - 6, 51% in 7 - 12).

That said, 53% of parents also report spending too much time at work, with 29% admitting that they don't know what's going on at school (Exhibits 2.4 - 2.5).

Exhibit 2.4

Parents' School Alienation

Base: All Parents

% "Strongly/somewhat agree"			
	Total	Parents	
Base:	2017	K-6	7 - 12
	%	%	%
I'm left out of things going on at my child's school	.36	.29	.45
What I think doesn't count very much at my child's school	.41	.33	.51
AVERAGE:	.38	.31	.48

Exhibit 2.5

Parental Availability

Base: All Parents

% "Strongly/Somewhat Agree"			
	Total	Parents	
Base:	2017	K-6	7 - 12
	%	%	%
I really don't know what is going on in my child's school	.29	.19	.42
I spend too much time at work	.53	.53	.53
AVERAGE:	.41	.36	.48



The two measures of parents' school alienation (being left out of things going on at school and feeling what they think doesn't count very much at school) were used to calculate an overall Parents' School Alienation Index. Parents with high levels of school alienation are more likely to be low-income (22% vs. 14%), to lack a college degree (18% vs. 10%; 16% vs. 10%) and to have a child in secondary school (21% vs. 11%).

So, are parents too busy or being left out of things? The findings suggest that busy schedules are the culprit. Parents who spend too much time at work are more alienated than those who don't feel they spend too much time at work (16% vs. 11%) (Exhibits 2.6 - 2.7).

Exhibit 2.6
Who Are the Alienated Parents?

Base: All Parents

	Base	Parents' School Alienation Index	
		High	Low
Total	(2017)	.15	.23
Sex			
Male	(528)	.18	.17
Female	(1489)	.13	.28
Minority Status			
Non-minority	(1610)	.15	.22
Minority	(214)	.17	.25
Income			
Under \$25K	(341)	.22	.23
\$25K - \$74K	(1229)	.14	.22
\$75K+	(291)	.14	.29
Education			
High school or less	(598)	.18	.20
Some college	(797)	.16	.24
Four year degree or more	(622)	.10	.28
Child's Grade			
K - 6	(1162)	.11	.30
7 - 12	(855)	.21	.14

Exhibit 2.7
Alienated or Too Busy?



Base: Parent working full-time

	Spend Too Much Time	
	Agree	Disagree
Base: .....	.825	.357
	%	%
High Alienation .....	.16	.11
Low Alienation .....	.18	.27

Where Are Teens Going for Advice — Home vs. School?

On a positive note, most teens in need of advice about what classes to take at school feel that they *could* get this advice at home, at school or from friends (Exhibit 2.8).

More to the point:

- 77% of teens feel they could go to a family member,
- 70% feel they could go to someone at school, and
- 71% could go to a friend.

But where *would* they go for advice in this area? Here there's little agreement between parents and teachers, with both overestimating the role they would play and underestimating the role that the other party might play:

- Almost all teachers (94%) think students would rely on the schools for advice; few (44%) think students would seek this sort of guidance at home.
- Most parents (87%), on the other hand, feel that their children would look for advice at home, with only 53% thinking their children would look toward the schools for help in this area.
- And both parents and teachers seem to underestimate the role friends might play.



Exhibit 2.8
Sources of Advice about Classes

Q330 (Students) *Who are the people you could go to if you needed advice about what classes to take at school?*

Q410/410 (Parents/Teachers) *Who are the people your child/your students would most likely go to if they needed advice about what classes to take at school?*

Student Base: All Students
 Parent Base: Secondary School Parents
 Teacher Base: All Teachers

	<u>Students</u>	<u>Parents</u>	<u>Teachers</u>
Base: .....	.3961	.855	.1010
	%	%	%
Sources of support			
Family .....	.77	.87	.44
Friends .....	.71	.33	.49
Educators .....	.70	.53	.94
Others .....	.16	.5	.3
Education support index .....	.2.3	.1.8	.1.9

Getting a Good Education — Whose Responsibility Is It Anyway?

While many teens (57%) take responsibility for getting a good education, many others (42%) think that it is someone else’s responsibility (Exhibit 2.9):

- 19% say that it’s their parent’s job, and
- 22% say it’s the responsibility of their teachers.

That more teens aren’t taking the lead in this area is hardly surprising given what parents and teachers have to say about this subject. In the minority are those that think that students should take responsibility:

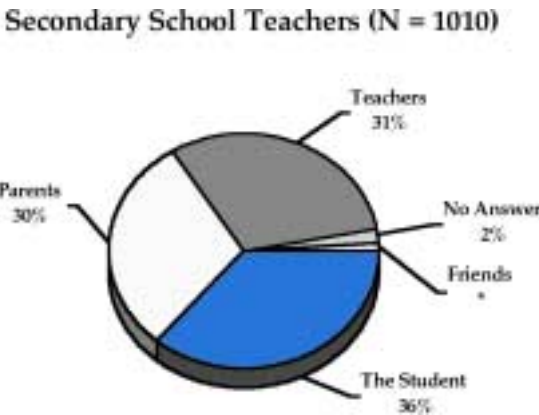
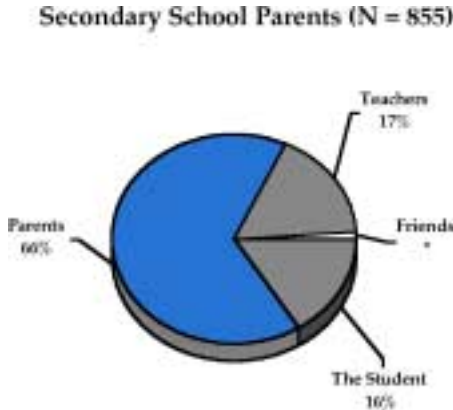
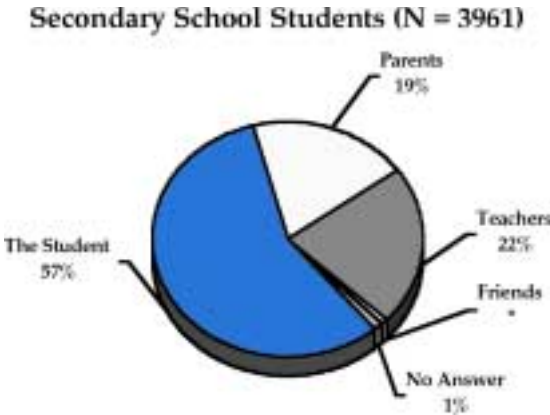
- Among parents, only 16% feel that it’s their child’s job, and
- Among teachers, the comparable number is 36%.

So, if parents and teachers don’t think it’s the child’s job, then whose job is it to ensure that students get a good education? Sixty-six percent of parents feel responsible. Thirty percent of teachers agree that it is the parent’s responsibility. Some teachers (31%) feel that the responsibility rests with them.

Exhibit 2.9
Responsibility for Getting a Good Education



Q435/Q535/Q515 *Who is most responsible for your/your child's/ a student's getting a good education?*





PARENTS SPEAK OUT ON PARENTAL INVOLVEMENT IN EDUCATION

“Engage the parents in the total learning process. Reinforce civics and an understanding of the local here and now. Reinforce citizenship as the most important thing to possess.” *(Mother of 1st grade boy)*

~

“I think that teachers should learn to form partnerships with parents in the education of their students. When parents come to learn that education is NOT the sole responsibility of teachers and teachers incorporated parental assistance as part of their instruction, children will have a better shot at success and America will benefit greatly. There is a saying in our school district called T.E.A.M. and this stands for Together Everyone Achieves More. Parents and teachers working TOGETHER will definitely afford more opportunity for success.” *(Mother of 7th grade girl)*

~

“I think a major benefit would be if teachers continued to work closely with parents after elementary school. It takes both parents and teachers taking an interest in the child’s life.” *(Mother of 9th grade girl)*

~

“Teachers can only do so much. It is hard to help children learn anything when they are so worried about what can and cannot be said in a class, when some children are unruly in class and cannot be controlled and they don’t have the necessary books or equipment to teach. Parents should be the ones helping their children succeed.” *(Mother of 11th grade girl)*

CHAPTER 3:

WHAT ARE TEENS UP TO AND DO THEIR PARENTS AND TEACHERS KNOW?



Competing Voices

"Well I think a lot of kids have trouble because their families are apart or don't communicate with their children and that's why most join gangs, or have unprotected sex and also get involved with drugs and that's why teens are like that 'cause sometimes we think that nobody cares about us, and this is why some teens kill themselves that's what I think." (11th grade girl)

~

". . . My generation of teens just don't give a damn. . . My generation of teens is under a lot of stress now-a-days, we have dreams but how can we reach those dreams when we are under so much stress! School being the biggest stressor of them all!" (10th grade boy)

~

"I roller skate, ice skate, and roller blade. I'd like for them [my parents] to experience this with me. But a simple meal together would suffice." (10th grade boy)

Overview

In order to better understand students' prospects for the future, we decided to explore students' lives today:

- Do they have a lot of friends and get along with their parents?
- Are they often bored and do they get into trouble a lot?
- Are they stressed out?
- Do they feel connected to or alienated from their lives at home and at school?

One possible hint of things to come is that students with a lower quality of life and those who are alienated from home and school are less confident about achieving their goals for the future.

Quality of Life

How well are junior and senior high school students doing in their lives today? On several measures, teens report a good quality of life (Exhibit 3.1). Most teens report that they have a lot of friends (91%), feel safe (89%), get along well with their parents (88%) and are happy at school this year (78%). Yet at the same time, many students are also experiencing difficulties. Nearly half (48%) say that they are always bored, one-third (33%) often feel sad and unhappy and almost two in ten (17%) get into trouble a lot.

How do the parents of junior and senior high school students view their children's lives? For most of these measures, parents' assessments concur with those of students themselves (Exhibit 3.1). However, parents are more likely to report that their teen gets along well with his/her parents (93% vs. 88%) and are less likely to say that their teen often feels sad and unhappy (21% vs. 33%). Yet, for the other characteristics discussed there is remarkable agreement.



Are teachers' views in sync with those of students and parents? In most instances, teachers are less positive about the overall quality of their students' lives. In particular, nine in ten students and parents report that students have a lot of friends and get along well with their parents. Yet, teachers report that only three-quarters (72%) of their students have a lot of friends and only two-thirds (64%) get along well with their parents. However, in contrast to student reports, they believe that only 21% of their students often feel sad and unhappy and that the same proportion are always bored.

Exhibit 3.1
Students', Parents' and Teachers' Views on Quality of Life

Student Base: All students
 Parent Base: Secondary school parents
 Teacher Base: All teachers

	<u>Students</u>	<u>Parents</u>	<u>Teachers</u>
Base .....	.3961	.855	.1010
	%	%	%
Have a lot of friends .....	.91	.90	.72
Get along well with parents .....	.88	.93	.64
Are always bored .....	.48	.45	.21
Often feel sad and unhappy .....	.33	.21	.21
Are happy at school this year .....	.78	.77	.74
Get into trouble a lot .....	.17	.14	.15
Feel safe .....	.89	.87	.83

Seven measures of quality of life were used to calculate an overall Quality of Life Index for each student (Exhibits 3.2-3.3): having friends, getting along with parents, being happy at school, feeling safe, being bored, feeling sad and unhappy, and getting into trouble a lot. Girls and boys are equally likely to have a high quality of life, as are non-minority and minority students. However, students who report that their family has a hard time buying the things they need are more than twice as likely as those who say that their family has enough money to buy pretty much anything they want to have a low quality of life (65% vs. 24%). Quality of life is also associated with students' confidence in achieving their goals for the future. Students who are not confident about achieving their goals are almost four times as likely as those who are very confident to have a low quality of life (84% vs. 23%).

Exhibit 3.2
The Impact of Family Income and Race/Ethnicity on Quality of Life



Base: All students

	Total	Family Income			Race/Ethnicity	
		Hard time buying things	Just enough or no problem	Can buy anything	Non-minority	Minority
Base	3961	203	3070	681	2992	493
	%	%	%	%	%	%
Quality of Life Index						
Low .....	.31	65	30	24	30	33
Medium .....	.49	31	51	46	49	49
High .....	.20	4	19	30	21	18

Exhibit 3.3
The Impact of Confidence and Gender on Quality of Life

Base: All students

	Total	Confidence in Achieving Goals			Gender	
		Very confident	Somewhat confident	Not very/not at all confident	Boys	Girls
Base	3961	2296	1476	188	1454	2507
	%	%	%	%	%	%
Quality of Life Index						
Low .....	.31	23	38	84	30	32
Medium .....	.49	51	50	14	51	47
High .....	.20	26	12	3	19	21

Activities

How do students characterize their daily activities such as playing sports, participating in after-school activities and reading books in their free time? What are parents' and teachers' perspectives on these aspects of students' lives? Parents and teachers consistently underestimate students' involvement in sports and after-school activities (Exhibits 3.4-3.5). There are exceptions however. While nearly six in ten (56%) parents report that their teen reads books in his/her free time, less than half of students (46%) say that this describes them. But teachers think that only 30% of their students read books in their free time (Exhibit 3.6). Finally, while most students (92%) and parents (85%) say that students have a lot of interests, teachers think this statement describes 58% of their students (Exhibit 3.7).

Exhibit 3.4
Play Sports

% "Like me/my child" (students/parents)
Mean % of students (teachers)

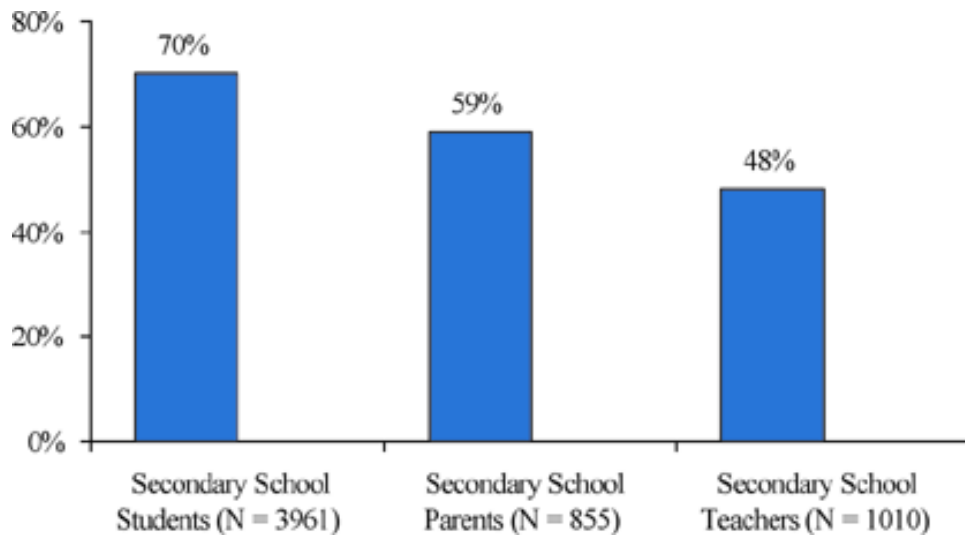


Exhibit 3.5
Participate in After-School Activities

% "Like me/my child" (students/parents)
Mean % of students (teachers)

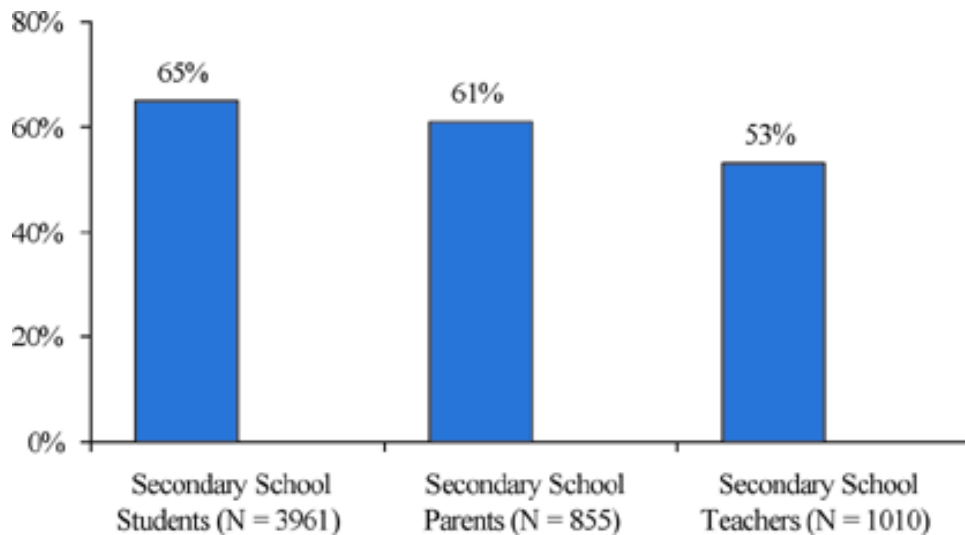


Exhibit 3.6
Read Books in Their Free Time



% “Like me/my child” (students/parents)
Mean % of students (teachers)

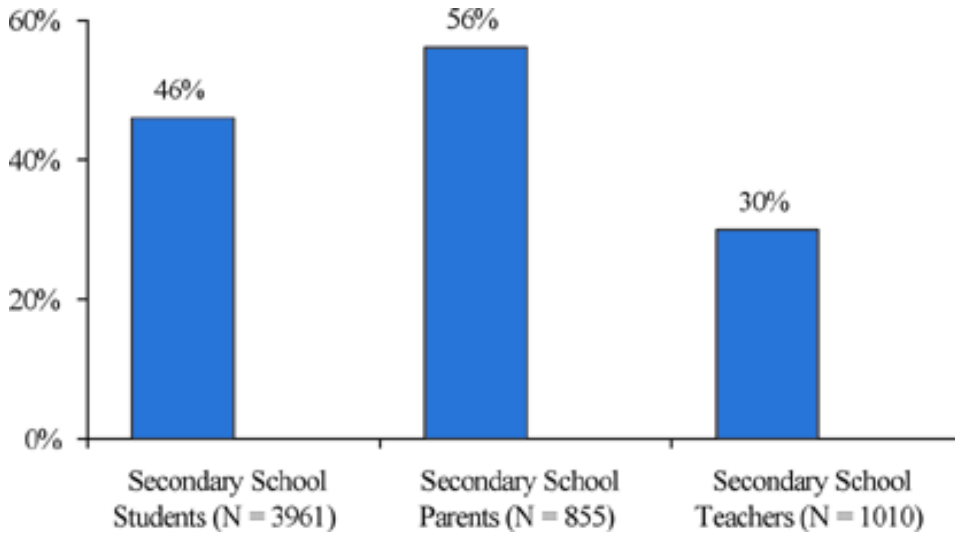
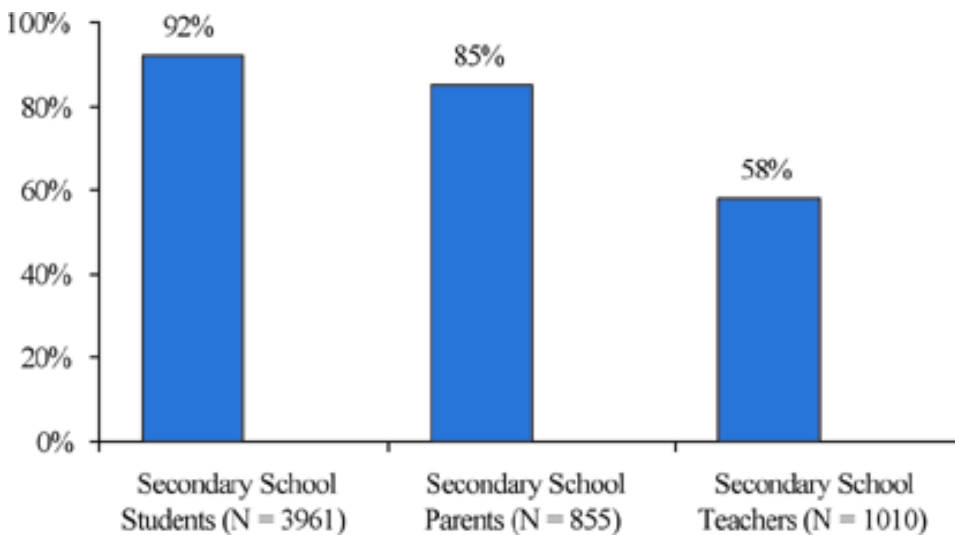


Exhibit 3.7
Have a Lot of Interests

% “Like me/my child” (students/parents)
Mean % of students (teachers)





Four measures of students' activities were used to calculate an overall Activity Index for each student (Exhibits 3.8-3.9): playing sports, participating in after-school activities, reading books in their free time, and having a lot of interests. Minority and non-minority students are almost equally likely to report high activity while girls are slightly more likely to have a high activity level than boys (32% vs. 28%). According to these measures, junior high students are more likely than senior high students to have a high activity level (34% vs. 25%). Quality of life is also associated with activity level. Students with a high quality of life are much more likely to report a high activity level than those students with a low quality of life (44% vs. 19%).

Exhibit 3.8
Impact of Gender, Race/Ethnicity and School Level on Activity

Base: All students

	Total	Gender		Race/Ethnicity		School Level	
		Boy	Girl	Non-minority	Minority	Grades 7 - 9	Grades 10 - 12
Base	3961	1454	2507	2992	493	1703	2257
	%	%	%	%	%	%	%
Activity Index							
Low	.18	17	.20	18	.19	17	.20
Medium	.52	55	.48	51	.52	49	.55
High	.30	28	.32	31	.29	34	.25

Exhibit 3.9
Impact of Quality of Life on Activity

Base: All students

	Total	Quality of Life		
		High	Medium	Low
Base	3961	885	1829	1247
	%	%	%	%
Activity Index				
Low	.18	7	.16	.30
Medium	.52	49	.53	.51
High	.30	44	.31	.19

Stress

Students and teachers are in agreement as to how many students wish they had more time for fun, saying that this statement describes three-quarters of students. However, while nearly three-quarters of students (73%) say that they are under a lot of pressure to do well in school, teachers think that this is true for only half of their students (49%) (Exhibits 3.10-3.11). These measures of stress were used to calculate a Stress Index for each student. Both family income and quality of life are related to

students' levels of stress. Students whose families have a hard time buying things they need are more likely than those whose families can buy anything they want to have a high level of stress (35% vs. 24%). Those with a low quality of life are more likely than those with a high quality of life to experience a high level of stress (36% vs. 16%) (Exhibit 3.12).



Exhibit 3.10
Wish They Had More Time for Fun

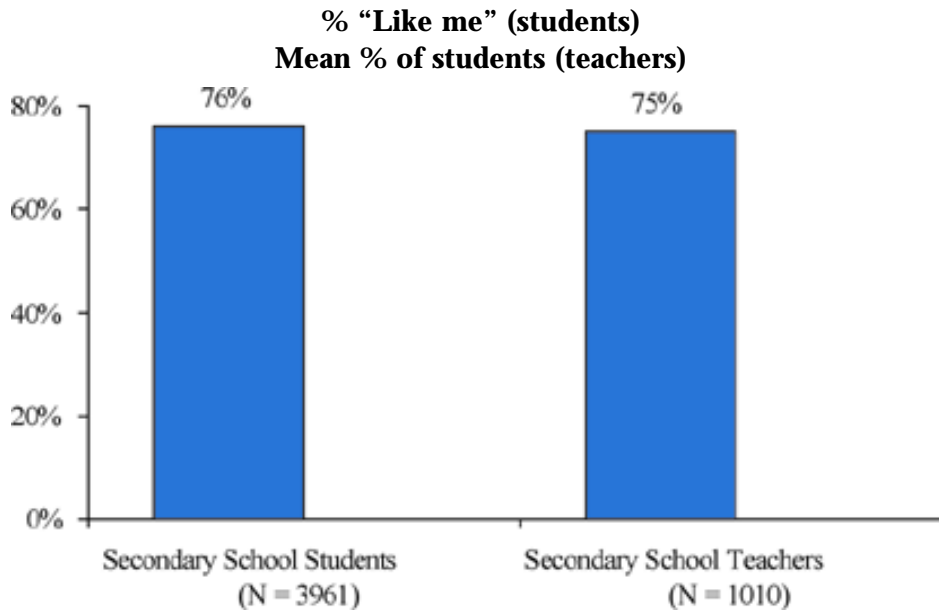


Exhibit 3.11
Are Under a Lot of Pressure to Do Well in School

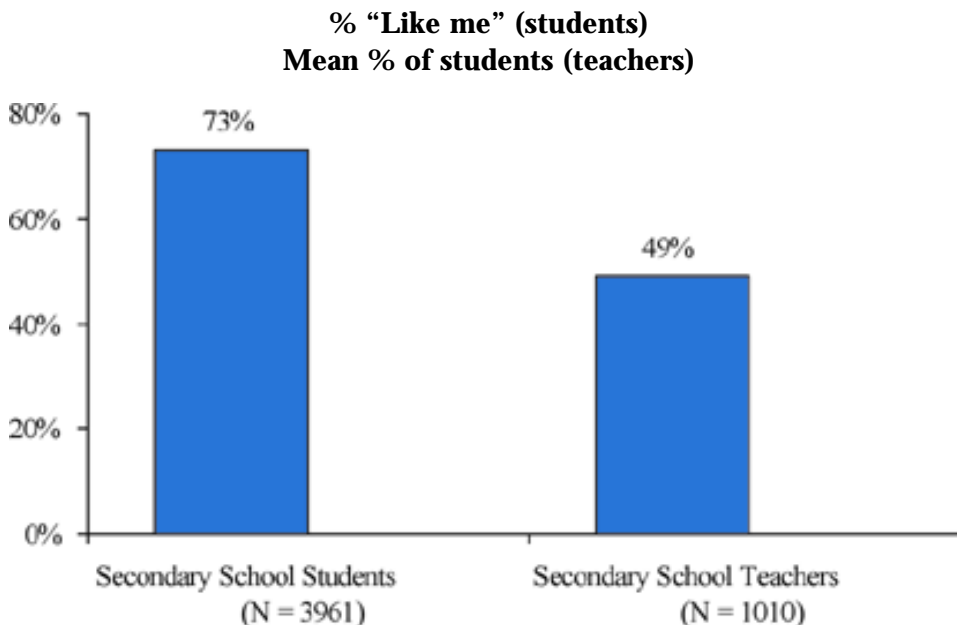




Exhibit 3.12
Impact of Income and Quality of Life on Stress

Base: All students

	Total	Family Income			Quality of Life		
		Hard time buying things	Just enough or no problem	Can buy anything	High	Medium	Low
Base	3961	203	3070	681	885	1829	1247
	%	%	%	%	%	%	%
Stress Index							
Low	.6	4	.6	.7	13	.6	.3
Medium	.68	60	.69	.69	70	.72	.62
High	.25	35	.25	.24	16	.22	.36

Alienation

Feelings of alienation are often related to feeling left out of things and believing that what you think doesn't count very much. For students, these feelings may arise at school or at home. At home, sizable minorities of students feel that they are left out of things going on around them (20%) and that what they think doesn't count very much (28%). Teachers believe that even more students feel this way (Exhibit 3.13).

Exhibit 3.13
Students' Home Alienation

Student Base: All students

Teacher Base: All teachers

	% "A lot/Somewhat like me" (students)	
	Mean % of students (teachers)	
	Students	Teachers
Base	3961	1010
	%	%
Are left out of things going on around them at home	.20	.33
What they think doesn't count very much at home	.28	.44
Average	.24	.39

Students report that feelings of alienation are even higher at school. Three in ten students (28%) feel left out of things going on around them at school and four in ten (39%) feel that what they think doesn't count very much at school. Teachers concur with students' assessments of being left out of things. Strikingly, teachers think that half of their students (51%) believe that what they think doesn't count very much at school (Exhibit 3.14).

Exhibit 3.14
Students' School Alienation



Student Base: All students
 Teacher Base: All teachers

	% "A lot/Somewhat like me" (students) Mean % of students (teachers)	
	Students	Teachers
Base .....	.3961	.1010
	%	%
Are left out of things going on around them at school .....	.28	.30
What they think doesn't count very much at school .....	.39	.51
Average .....	.34	.41

These measures of alienation at home and at school were used to calculate a Student's Alienation Index. While minority and non-minority students are equally likely to feel highly alienated, several other aspects of students' lives are associated with higher levels of alienation among students, including: low income, spending too little time with parents, lack of confidence in achieving goals and a low quality of life (Exhibits 3.15–3.16).

Exhibit 3.15
Impact of Race/Ethnicity, Income and Time with Parents on Students' Alienation

Base: All students

	Race/ Ethnicity		Family Income			Time Spent with Parents		
	Non- minority	Minority	Hard time buying things	Just enough or no problem	Can buy anything	Too little	Just enough/ too much	
Base .....	.3961						
	2992	.493	203	.3070	.681	941	.3017	
	%	%	%	%	%	%	%	
Alienation Index								
Low22	23	.22	8	.20	.38	16	.24
Medium48	49	.46	33	.51	.43	46	.49
High29	28	.31	58	.29	.19	38	.26



Exhibit 3.16
Impact of Quality of Life and Confidence on Students' Alienation

Base: All students

	Total	Quality of Life			Confidence in Achieving Goals		
		High	Medium	Low	Very confident	Somewhat confident	Not very/not at all confident
Base	3961	885	1829	1247	2296	1476	188
	%	%	%	%	%	%	%
Alienation Index							
Low .....	.22	51	.20	.8	29	.14	.6
Medium .....	.48	41	.60	.34	49	.50	.31
High .....	.29	8	.20	.58	23	.36	.64

CHAPTER 4:

SOURCES OF SUPPORT FOR STUDENT



Competing Voices

“. . . GET INVOLVED in what’s happening in their students’ lives !!! But don’t get personal.” (Mother of 1st grade girl)



“Not only be their teacher but be their friend. Children need to know there are always other people to talk to. Parents can not always be there in today’s society.” (Mother of 2nd grade girl)



“STOP TRYING TO BE THEIR FRIEND AND BEGIN BEING THEIR EDUCATOR WHILE MAKING THE PARENTS TAKE RESPONSIBILITY FOR THEIR ACTIONS. . .” (Father of 4th grade boy)

Overview

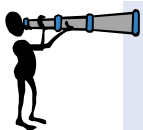
As students prepare for their futures, whom do they rely upon for guidance? Do they have a network of support from peers and adults? Students report a wide range of support, including family members, educators and friends. Teachers show a greater awareness than parents of this range of support. Students’ base of support is most restricted when it comes to help when they are feeling sad or depressed.

Parents’ Perspective

Who do parents and teachers see as sources of support for teens when they need advice or help? The answer for each group appears to be “me” (Exhibits 4.1 - 4.3). Parents overwhelmingly report that their child would most likely go to a family member if they needed advice about what classes to take at school (87%), for help if they felt threatened by another student at school (87%), or for help if they were feeling sad or depressed (86%). They see educators as the next most likely source for help about classes (53%) or when threatened at school (51%), but friends (46%) are next for support when their child is sad or depressed.

Teachers’ Perspective

While teachers are most likely to see educators as sources of support for their students, they are equally likely to see family and friends as people students turn to when they need advice about classes or help when threatened (Exhibits 4.1 - 4.3). Teachers are more likely to report that their students would go to friends than go to family when feeling sad or depressed.



OBSERVATION: *Parents and teachers each show a lack of appreciation for the role that they play in teens’ lives. In comparison to students’ own reports, both parents and teachers overemphasize their own influence and underemphasize the other adults’ role.*



Students' Perspective

To whom do students say they can turn? In the case of the school-related issues, students see all three groups — family, friends and educators — as people they could go to for advice. Family is a slightly more likely source for advice about classes. Educators are a slightly less likely source for help when they feel threatened at school (Exhibits 4.1 - 4.3). When students are feeling sad or depressed they are most likely to say they could go to friends for help (77%), followed by family (63%) and educators (33%).

Exhibit 4.1

Sources of Advice about Classes

Q330 (Students) Who are the people you could go to if you needed advice about what classes to take at school?

Q410/410 (Parents/Teachers) Who are the people your child/your students would most likely go to if they needed advice about what classes to take at school?

Student Base: All students

Parent Base: Secondary school parents

Teacher Base: All teachers

	<u>Students</u>	<u>Parents</u>	<u>Teachers</u>
Base: .....	.3961	.855	.1010
	%	%	%
Sources of support			
Family .....	.77	.87	.44
Friends .....	.71	.33	.49
Educators .....	.70	.53	.94
Others .....	.16	.5	.3
None/no one .....	.3	-.	-.
Don't know/not sure	*	.3	-.
No answer	*	-.	*
Education support index .....	.23	.18	.19

Exhibit 4.2
Sources of Help When Threatened



Q340 (Students) *Who are the people you could go to for help if you felt threatened by another student at school?*

Q420/420 (Parents/Teachers) *Who are the people your child/your students would most likely go to for help if they felt threatened by another student at school?*

Student Base: All students
 Parent Base: Secondary school parents
 Teacher Base: All teachers

	Students	Parents	Teachers
Base: .....	.3961	.855	.1010
	%	%	%
Sources of support			
Family .....	.74	.87	.36
Friends .....	.75	.33	.37
Educators .....	.63	.51	.92
Others .....	.15	.7	.14
None/no one .....	.5	.1	*
Don't know/not sure	*	.3	-
No answer	*	-	.1
Safety support index .....	.23	.18	.16



Exhibit 4.3
Sources of Help When Sad or Depressed

Q350 (Students) *Who are the people you could go to for help if you were feeling sad or depressed?*

Q430/430 (Parents/Teachers) *Who are the people your child/your students would most likely go to if they were feeling sad or depressed?*

Student Base: All students
 Parent Base: Secondary school parents
 Teacher Base: All teachers

	<u>Students</u>	<u>Parents</u>	<u>Teachers</u>
Base: . . . . .	.3961	.855	.1010
	%	%	%
Sources of support			
Family . . . . .	.63	.86	.30
Friends . . . . .	.77	.46	.64
Educators . . . . .	.33	.15	.80
Others . . . . .	.15	.13	.18
None/no one . . . . .	.9	*	.1
Don't know/not sure	*	.2	-
No answer	*	-	.1
Mental Health Support Index . . . . .	.1.9	.1.6	.1.9

Range of Support

Parents, teachers and students have differing views on who are students' sources of support; they also differ in their understanding of the range of people to whom students turn. An Overall Social Support Index was developed to calculate the number of groups (family, friends, educators, others) who are perceived by each respondent as sources of support in the three situations discussed (Exhibit 4.4). An individual score can range from 0 (a student has no source of support in any of the three situations) to 12 (a student has someone in each of the four groups to turn to across the three situations). A striking difference exists among students', parents' and teachers' perceptions. Students (78%) are more likely than parents (56%) or teachers (57%) to report that they have a wide range of support. However, only two in ten students (20%) have a range of support that extends to most groups across all three situations.

Exhibit 4.4
Overall Social Support



	Secondary School Students	Secondary School Parents	Secondary School Teachers
Base	3961	855	1010
	%	%	%
Social Support Index:			
0-1 .....	.2	.1	.1
2-4 .....	.20	.43	.42
5-12 .....	.78	.56	.57
5-8 .....	.57	.50	.46
9-12 .....	.20	.7	.12
Mean	6.5	5.2	5.4

Which Students Have the Most Support?

What aspects of students' lives are associated with a wider base of support? When it comes to advice about classes, non-minority students are more likely than minority students to report that they could turn to three or four groups of people (among family, friends, educators and others) (52% vs. 42%). In addition, students with a high quality of life (who have friends, get along well with parents, are happy at school, feel safe, and are not bored, sad or get into a lot of trouble) are more likely than those with a low quality of life to report that they could turn to more people (63% vs. 39%). However, family income is not associated with the range of support that students have in this situation (Exhibit 4.5).

Exhibit 4.5
Education Support Index

Base: All students

	Family Income			Race/Ethnicity		Quality of Life			
	Hard time buying things	Just enough or no problem	Can buy anything	Non- minority	Minority	High	Medium	Low	
Base	3961	203 ..	3070 ..	.681	2992 ..	.493	885 ..	1829 ..	1247
	%	%	%	%	%	%	%	%	%
0-1 .....	.21	22 ..	.21 ..	.21	18 ..	.25	11 ..	.20 ..	.30
2 .....	.30	36 ..	.29 ..	.32	30 ..	.32	26 ..	.30 ..	.31
3-4 .....	.49	42 ..	.50 ..	.47	52 ..	.42	63 ..	.50 ..	.39



In terms of help when they feel threatened at school, race or ethnic background, family income and quality of life all impact students' range of support. Students with higher family incomes, high quality of life and who are not minorities are more likely to report that they could turn to three or four groups of people if they felt threatened by another student at school (Exhibit 4.6).

Exhibit 4.6
Safety Support Index

Base: All students

	Family Income			Race/Ethnicity		Quality of Life		
	Hard time buying things	Just enough or no problem	Can buy anything	Non-minority	Minority	High	Medium	Low
Total								
Base . . . . .	.3961	203 . . .3070	. . .681	2992 . . .493		885 . . .1829	. .1247	
	%	%	%	%	%	%	%	%
0-1 . . . . .	.27	38 . . .27	. . .23	23 . . .34		15 . . .24	. . .39	
2 . . . . .	.25	30 . . .25	. . .22	24 . . .24		23 . . .24	. . .28	
3-4 . . . . .	.48	32 . . .48	. . .56	53 . . .42		62 . . .52	. . .33	

When it comes to help when they are feeling sad or depressed, race or ethnic background, family income and quality of life also all play a role. As with safety support, students with higher family incomes, high quality of life and those who are not minorities are more likely to report that they could turn to three or four groups of people if they were feeling sad or depressed (Exhibit 4.7). However, overall only three in ten students (28%) have the widest base of support for this aspect of their mental health. In contrast, half of students have this level of support for advice about classes (49%) and for help when threatened at school (48%).

Exhibit 4.7
Mental Health Support Index

Base: All students

	Family Income			Race/Ethnicity		Quality of Life		
	Hard time buying things	Just enough or no problem	Can buy anything	Non-minority	Minority	High	Medium	Low
Total								
Base . . . . .	.3961	203 . . .3070	. . .681	2992 . . .493		885 . . .1829	. .1247	
	%	%	%	%	%	%	%	%
0-1 . . . . .	.39	43 . . .39	. . .38	35 . . .42		21 . . .36	. . .55	
2 . . . . .	.33	37 . . .34	. . .28	33 . . .34		34 . . .36	. . .27	
3-4 . . . . .	.28	20 . . .28	. . .34	31 . . .24		45 . . .28	. . .18	

Why Not Go to Teachers?

For those students who do not mention teachers as a source of support, what are their reasons? Students offer a range of responses. Across situations, students often offer that teachers are not helpful or don't understand, they don't like or trust teachers and teachers don't care (Exhibits 4.8-4.10). However, in relation to help when they feel threatened at school, students also mention they wouldn't go to a teacher because of peer pressure (11%). Concerning help when they are sad or depressed, students are also more likely to mention that they wouldn't go to teachers because it's too personal to involve a teacher or it's not their business (18%).

For example, students offer that:

- “I don't really know I'm just afraid to ask for help sometimes.” (*11th grade girl*)
- “Don't like them or trust 'em.” (*11th grade girl*)
- “I think they would have a hard time understanding.” (*8th grade girl*)

Exhibit 4.8

Reasons for Not Asking Teacher about Classes

Q335 *Why wouldn't you go to a teacher for advice?*

Base: Student Internet respondents and could not go to teacher

	Total
Base: .....	.986
	%
Teachers are not helpful/don't understand .....	.21
Don't like/don't trust teachers .....	.21
Teachers don't care .....	.11
Teachers don't know me/I don't know them .....	.9
Don't feel comfortable with them/hard to talk with .....	.6
Not feel close .....	.4
Feel more comfortable talking with my friends/family .....	.4
Too personal to involve teacher/not their business .....	.3
Too busy/no time .....	.2
Can handle my own problems/can make my own decisions .....	.2
Teachers don't like me .....	.2
Not their job/not their expertise .....	.1
Peer pressure/no respect from other peers .....	.1
Comfortable talking with a counselor .....	.1
Depend on situation/teacher .....	.1
Would change teacher-student relationship .....	.1
Would only promote their classes	*
Other .....	.13
I would go to teacher .....	.4
None	*
Don't know .....	.3
No answer	*



Exhibit 4.9

Reasons for Not Asking Teacher for Help When Threatened

Q345 *Why wouldn't you go to a teacher for help?*

Base: Student Internet respondents and could not go to teacher

	Total
Base:	1162
	%
Teachers are not helpful/don't understand .....	.26
Don't like/don't trust teachers .....	.15
Peer pressure/no respect from other peers .....	.11
Teachers don't care .....	.9
Don't feel comfortable with them/hard to talk with .....	.8
Can handle my own problems/can make my own decisions .....	.6
Too personal to involve teacher/not their business .....	.5
Feel more comfortable talking with my friends/family .....	.4
Not feel close .....	.3
Too busy/no time .....	.1
Teachers don't know me/I don't know them .....	.1
Not their job/not their expertise .....	.1
Comfortable talking with a counselor .....	.1
Depend on situation/teacher .....	.1
Would change teacher-student relationship	*
Teachers don't like me	*
Other .....	.17
I would go to teacher .....	.1
None .....	.1
Don't know .....	.2
No answer .....	.1

Exhibit 4.10

Reasons for Not Asking Teacher for Help When Sad



Q355 *Why wouldn't you go to a teacher for help?*

Base: Student Internet respondents and could not go to teacher

	Total
Base:	2258
	%
Too personal to involve teacher/not their business .....	.18
Teachers are not helpful/don't understand .....	.17
Don't like/don't trust teachers .....	.12
Teachers don't care .....	.11
Don't feel comfortable with them/hard to talk with .....	.9
Not feel close .....	.8
Teachers don't know me/I don't know them .....	.4
Feel more comfortable talking with my friends/family .....	.4
Too busy/no time .....	.2
Not their job/not their expertise .....	.2
Can handle my own problems/can make my own decisions .....	.1
Comfortable talking with a counselor .....	.1
Depend on situation/teacher .....	.1
Would change teacher-student relationship .....	.1
Teachers don't like me	*
Peer pressure/no respect from other peers	*
Other .....	.11
I would go to teacher .....	.1
None	*
Don't know .....	.1
No answer	*

STUDENTS SPEAK OUT ON WHY THEY DON'T TURN TO TEACHERS FOR . . .

ADVICE ABOUT CLASSES

“Teachers don’t have an accurate enough grasp on each individual’s interests and don’t know what they’re looking for in, and need to get out, of life. They can only see things from an education for the moment point of view because they don’t know what’s in your long run plans.” *(9th grade girl)*

~

“cause I don’t feel comfortable talking to teachers about my future.” *(8th grade girl)*

~

“I don’t feel like I can trust most of the teachers in my school.” *(10th grade girl)*

~

“I don’t really like any of the high school teachers, maybe if I was still in middle school I would, ‘cause in middle school you get a lot closer to your teachers.”
(11th grade girl)

~

“They always suggest the classes that are most educational. They don’t tell you to pick any classes that are fun and interesting.” *(7th grade boy)*

~

“They don’t always understand where it is you’re coming from and they think some classes aren’t easy or they may underestimate your abilities.” *(11th grade girl)*

~

“Because the profession that I want to go into has nothing to do with being a teacher so I figure they wouldn’t know what classes to take.” *(11th grade girl)*

~

“Teachers are usually pretty busy and they don’t really act like they care.”
(7th grade girl)

~

“Because many of the teachers in my school are unapproachable. They don’t really care what happens with the students. And I don’t really have a bond with any of my teachers.” *(10th grade boy)*

~

“Teachers don’t concern themselves with the students personally. It’s almost as if they think we’re too young to understand anything concerning our future, it would be a waste of their time because we’re too young to be thinking of those things (as they see it).” *(11th grade girl)*

HELP WHEN THREATENED AT SCHOOL

~

“They discuss students’ lives with everybody.” *(9th grade boy)*

~

“Teachers are not as authoritative as a police officer and have less power.”
(11th grade boy)

“Because either a) the teacher would overreact and make it a big deal, or b) the teacher wouldn’t do anything and tell me to ignore the person.” *(9th grade girl)*

~

“They wouldn’t handle the situation right and in the end, it wouldn’t be anonymous.” *(10th grade boy)*

~

“Teachers are worried about their own safety. They don’t mix in with student problems. Even though it is a part of their job description they aren’t too keen on helping.” *(11th grade boy)*

~

“I would rather go to my friends and I wouldn’t want to feel like a baby.” *(8th grade girl)*

~

“Unless the teacher witnesses the event, it’s my word against theirs. Usually, no one is willing to come forward and confirm things, so the teacher has no choice but to do nothing about it.” *(9th grade girl)*

~

“Again, my teachers don’t really care. They would stop a fight that breaks out, but would not help if they didn’t know it was happening. Friends are more reliable...and more trustworthy.” *(10th grade boy)*

~

“If you went to a teacher it would be like tattling or ratting somebody out. Kids today all think they can take care of the situation as I think I can too. Only the people that don’t have a lot of friends or are the so called ‘nerds’ go to teachers or principal type model. I don’t want to be coming off like I don’t like the ‘nerds’ and I am not being prejudiced against them.” *(9th grade girl)*

HELP WHEN SAD

“I feel that my relationship with my teachers is more on a just-at-school basis that doesn’t lend itself to discussing my personal problems with them.” *(11th grade boy)*

~

“Because I don’t think they’d understand.” *(9th grade boy)*

~

“Unless you are very close with the teacher, they are typically overworked, under-appreciated, over-stressed, over-hassled and they have their own lives, so they don’t have time to help out one student.” *(10th grade boy)*

~

“Because I wouldn’t feel right talking to them about my feelings.” *(8th grade girl)*



“Because the teachers in my town think that teenagers LIE period, that nothing that they say is the truth only if it is the homework. You can’t even trust them. They say they will keep a secret they tell all the teachers and you hear them whispering back and forth. . . it’s really unfair that these teachers think they can walk all over you because they’re a higher rank in the community. Well, us students don’t like it and I think it’s time they started hearing us out and stop assuming the answers. It’s not fair.”
(8th grade girl)

~

“I like keeping things to myself. I don’t like when others feel sorry or down for me.”
(12th grade girl)

~

“Most of my teachers tend to be cynical and impatient with teen sob stories, as they call them. I would much rather talk to a friend who’s recently been there, or a man or woman of God whom I trust . . .” *(8th grade girl)*

~

“They wouldn’t help and it would be embarrassing.” *(10th grade boy)*

CHAPTER 5:

NAVIGATING PERSONAL RELATIONSHIPS



Competing Voices

“Provide and present the information to the child. Help them to understand what is being taught. It is not the teacher’s job to teach a child manners and respect. That’s my job as a parent.” (Mother of 12th grade girl)

~

“Teachers can do more to see that the children respect each other, and in turn the children will respect themselves. They must fully understand the concept that when children tease and name call, they are forever changing those they hurt.” (Mother of 1st grade boy)

Overview

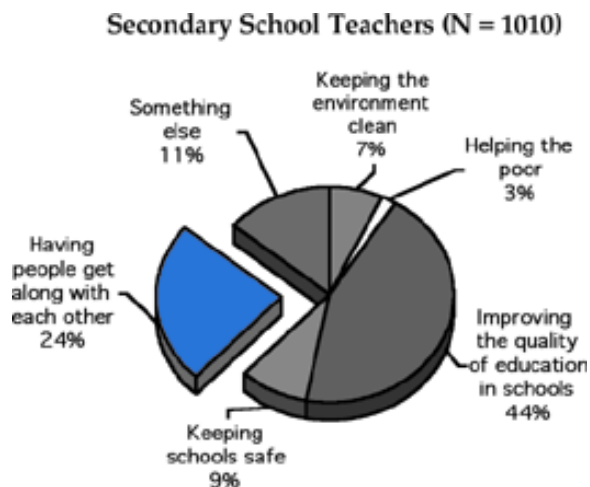
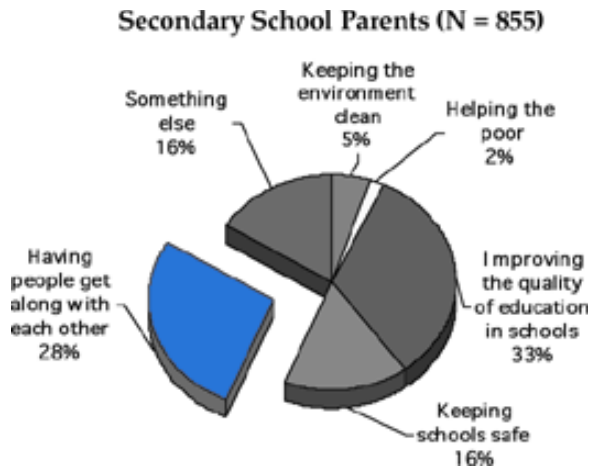
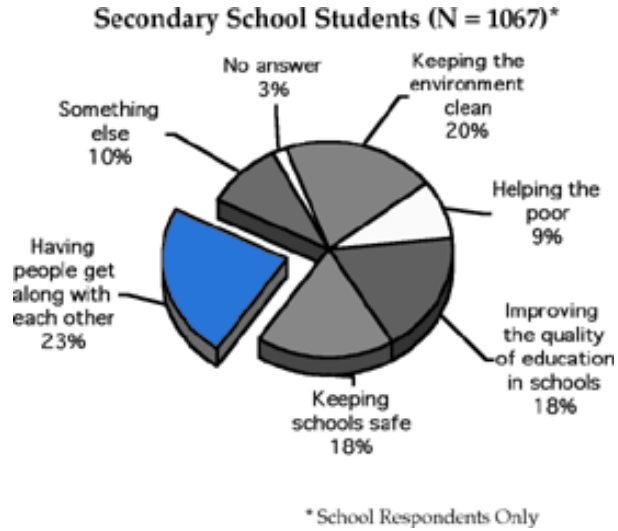
Despite the finding that many students, parents and teachers are concerned with the issue of people getting along well with each other, they do not think that schools are doing a good job of preparing students in this area. However, most teens today do feel responsibility for having people get along with each other. In terms of getting along with teachers, trust seems to be a serious issue among teens. Four in ten secondary school students have little or no trust of their teachers.

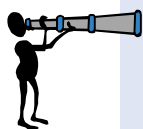
Getting Along Together

When asked for the most important issue facing America today, one-quarter of secondary school students (23%), parents (28%) and teachers (24%) say, “having people get along with each other” (Exhibit 5.1). Among students this is the top response, and for parents and teachers it is second only to “improving the quality of education in schools.”

Exhibit 5.1
Getting Along as an Important Issue

Q560/560/540 Which of the following is the most important issue facing America today?





OBSERVATION: Results from *The Metropolitan Life Survey of the American Teacher, 1999* may provide some context for the finding that students view getting along together as an important issue. Last year's study revealed that violence and concern about violence affects many students:

- One-quarter (25%) of students in grades 7 - 12 have been the victim of a violent act in or around school;
- Three in ten (29%) students in grades 7 - 12 are worried about being physically attacked in or around school; and
- One-quarter (23%) of students in grades 7 - 12 are concerned about school shootings happening in their school.

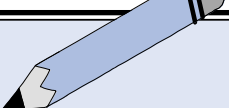
A father of a 9th grade boy illustrates the concern with this issue by giving the following suggestion for what America's teachers can do to help his child succeed in life: "Have mandatory classes that teach how to get along even when you don't like someone." How well are schools preparing students in getting along with other people? Four in ten students (36%) and parents (38%) give their school a "C" or lower in this area. Teachers are least likely to say that schools are doing a poor job, with only one-quarter (26%) giving their school a "C" or lower (Exhibit 5.2).

Exhibit 5.2
Grading Schools on Getting Along

Q430 How would you grade your teachers in preparing you in the following areas? Getting along with other people

Q530/Q510 How would you grade the quality of education in [your child's/your] school in preparing your [child/students] in the following areas? Getting along with other people

**Report Card
"Getting Along"**



	Secondary School Students	Secondary School Parents	Secondary School Teachers
	1067*	855	1010
	%	%	%
A or B .....	.63	.62	.73
C or lower .....	.36	.38	.26
C .....	.25	.22	.23
D or F .....	.12	.16	.3
No Answer .....	.1	-	.1

*School Respondents Only

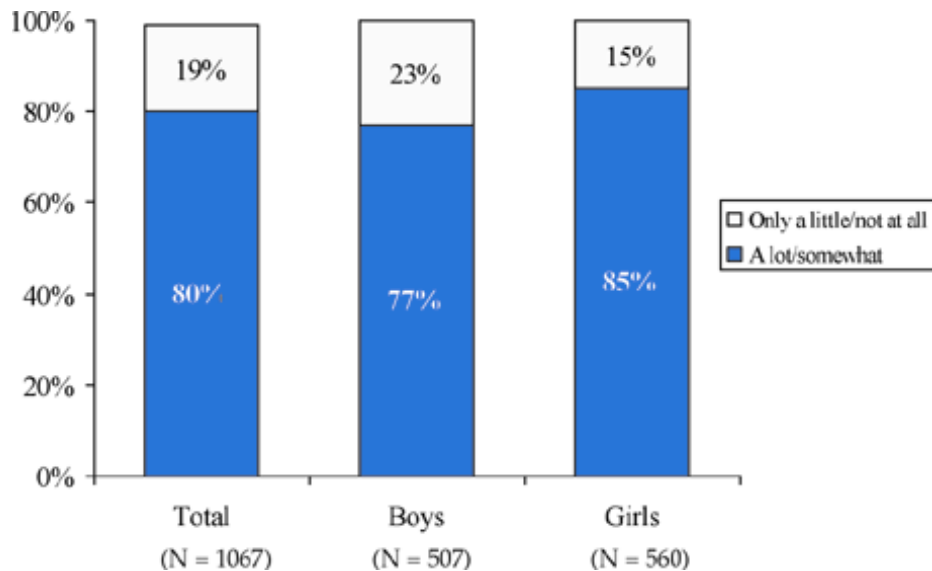
How do students view their role in having people get along together? Most students (80%) feel a lot or somewhat responsible for this aspect of life (Exhibit 5.3). Girls and boys do differ in their view, with girls more likely than boys to feel responsible (85% vs. 77%).

Exhibit 5.3

Students Feel Responsible for Having People Get Along

Q525E How responsible do you personally feel to help with each of the following? Having people get along together.

Base: School respondents



Trust

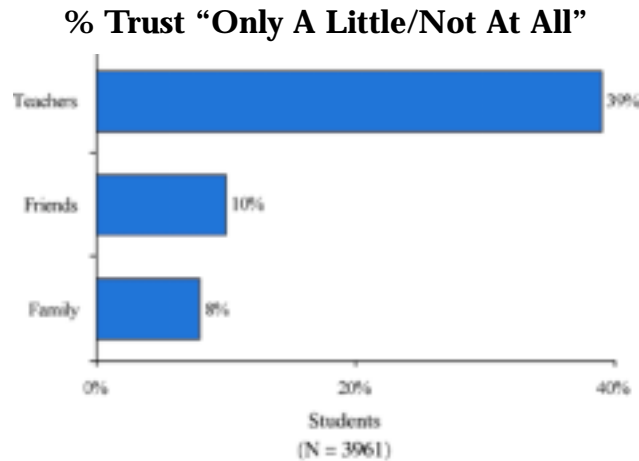
One component of people getting along with each other, and of relationships in general, is trust. How does students' trust, or lack thereof, differ among the various people in their lives? A striking four in ten students (39%) trust their teachers only a little or not at all. Students are four times more likely to express this low level of trust about their teachers as they are about their friends and family (Exhibit 5.4).

Exhibit 5.4
Groups of People Trusted



Q.360 How much do you trust the following groups of people?

Base: All students



A student’s family income and race or ethnic background are both associated with lower levels of trust (Exhibits 5.5 - 5.7). Students’ trust of teachers is related to both family income and race or ethnic background. Students’ trust of family is related to family income and their trust of friends is related to minority status:

- Minority students are more likely than non-minority students to trust only a little or not at all their teachers (47% vs. 37%) and their friends (17% vs. 6%).
- Students in low-income families are more likely than those with higher incomes to trust only a little or not at all their teachers (53% vs. 39% vs. 38%) and their family (20% vs. 8% vs. 5%)

Exhibit 5.5
Students’ Trust of Teachers

Base: All students

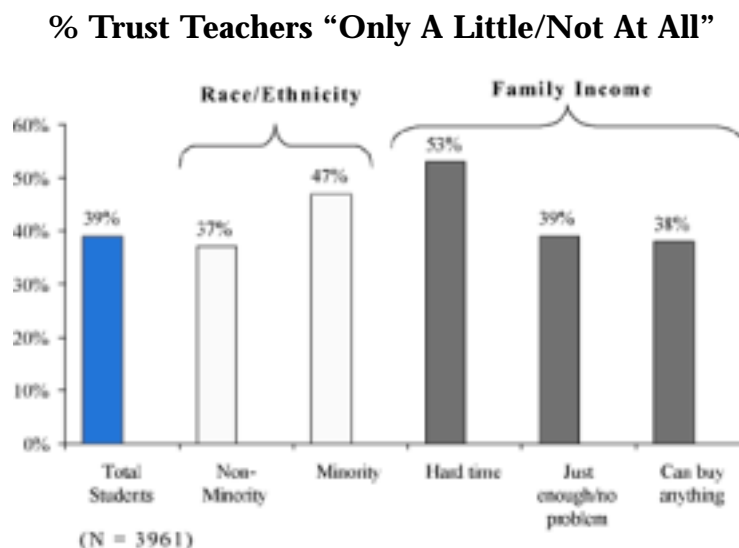


Exhibit 5.6
Students' Trust of Friends

Base: All students

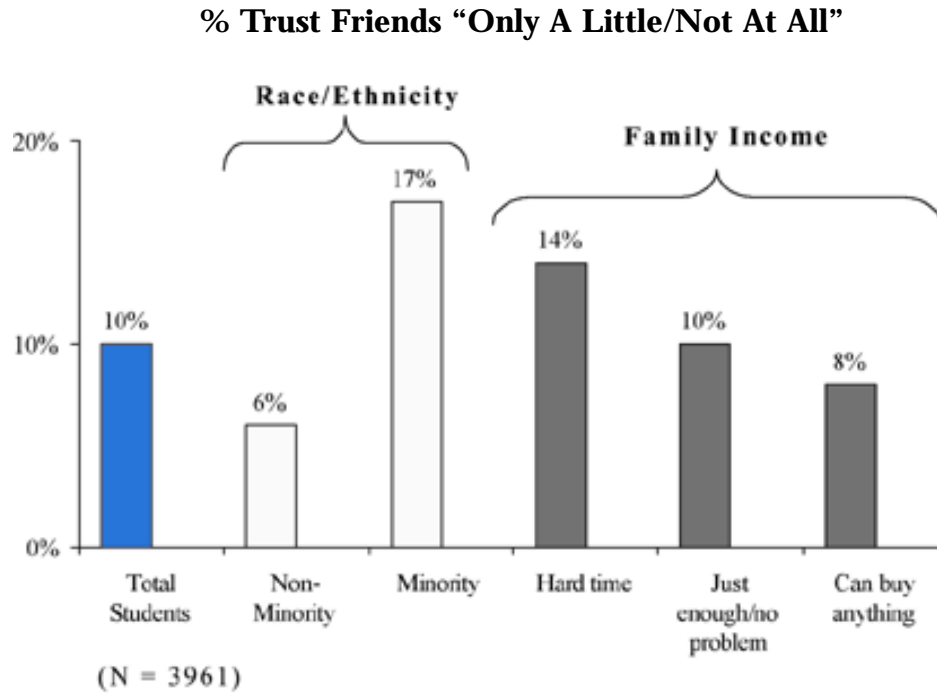
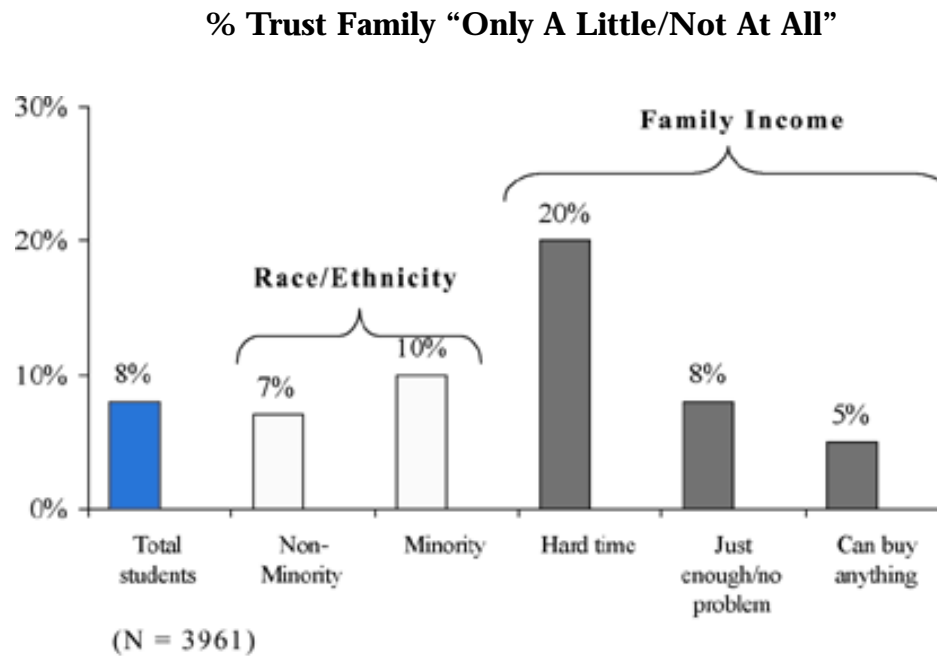


Exhibit 5.7
Students' Trust of Family

Base: All students



CHAPTER 6:

CITIZENSHIP AND COMMUNITY INVOLVEMENT



Competing Voices

"I think what America has lost these days is trust of each other. If there were some way to develop this, then people would be able to get along much better." (11th grade boy)

". . . Reinforce civics and an understanding of the local here and now. Reinforce citizenship as the most important thing to possess."
(Mother of 1st grade boy)

"Spend more time on education instead of all the social issues they currently deal with . . ." (Father of 9th grade girl)

Overview

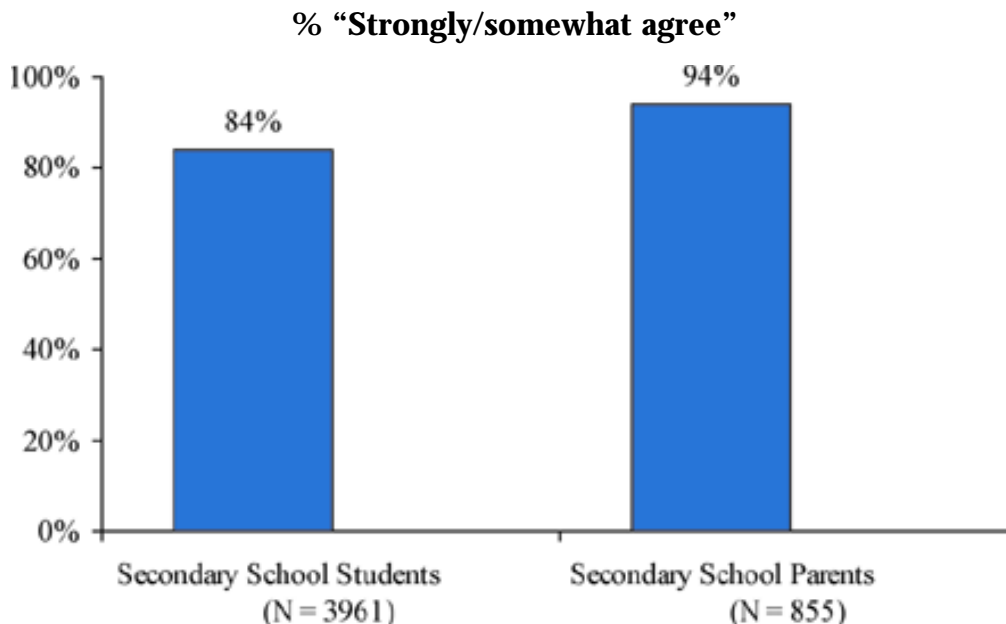
As in other, broader life skills, many students, teachers and parents feel that their schools are not preparing students in being good citizens. In addition, today's teens are less likely than their parents to think voting is very important. Finally, while most parents are involved in community service, only half of teens participate in this activity.

Civic Responsibility

In the midst of this election year, do secondary school students and parents consider voting to be important? Nearly all parents of secondary school students (94%) agree that it's very important to vote in elections. Secondary school students are less likely to feel this way, although most (84%) agree that it's very important (Exhibit 6.1).

Exhibit 6.1

"I Think It's Very Important to Vote in Elections"



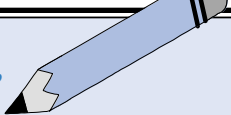
Education involves general life skills as well as more basic skills such as English, math and science. In the words of a mother of a 10th grade girl when asked what America’s teachers can do to help her child succeed, “reward them for being a good student and a good citizen . . .” How well are schools doing in preparing students in being good citizens? One-third of secondary school students (36%) and four in ten parents (38%) give their schools a “C” or lower in this area (Exhibit 6.2). Secondary school teachers rate their school slightly better, with three in ten (31%) assigning a “C” or lower.

Exhibit 6.2
Being a Good Citizen

Q.430 How would you grade your teachers in preparing you in the following areas? - In being a good citizen?

Q.532/Q512 How would you grade the quality of education in [your child’s/your] school in preparing your [child/students] in the following areas? - In being a good citizen?

Report Card
“Being a Good Citizen”



	Secondary School Students	Secondary School Parents	Secondary School Teachers
	1067	855	1010
	%	%	%
A or B . . . . .	.63	.62	.68
C or Lower . . . . .	.36	.38	.31
C . . . . .	.21	.22	.26
D or F . . . . .	.15	.16	.05
No Answer . . . . .	.01	-	.01

**School Respondents Only*

Students’ Community Involvement

Do secondary school students do things to help out their neighbors and their community? Most parents think so. Two-thirds of secondary school parents (67%) say that their child does things to help out their neighbors and six in ten (61%) say that their child does things to help out their community (Exhibits 6.3 - 6.4). However, according to students themselves, only half do things to help out their neighbors (50%) and their community (48%). From teachers’ perspectives even fewer students are participating in this type of service. Teachers report that 38% of their students do things to help out their neighbors and 36% do things to help out their community.

Exhibit 6.3
Do Things to Help Out Their Neighbors

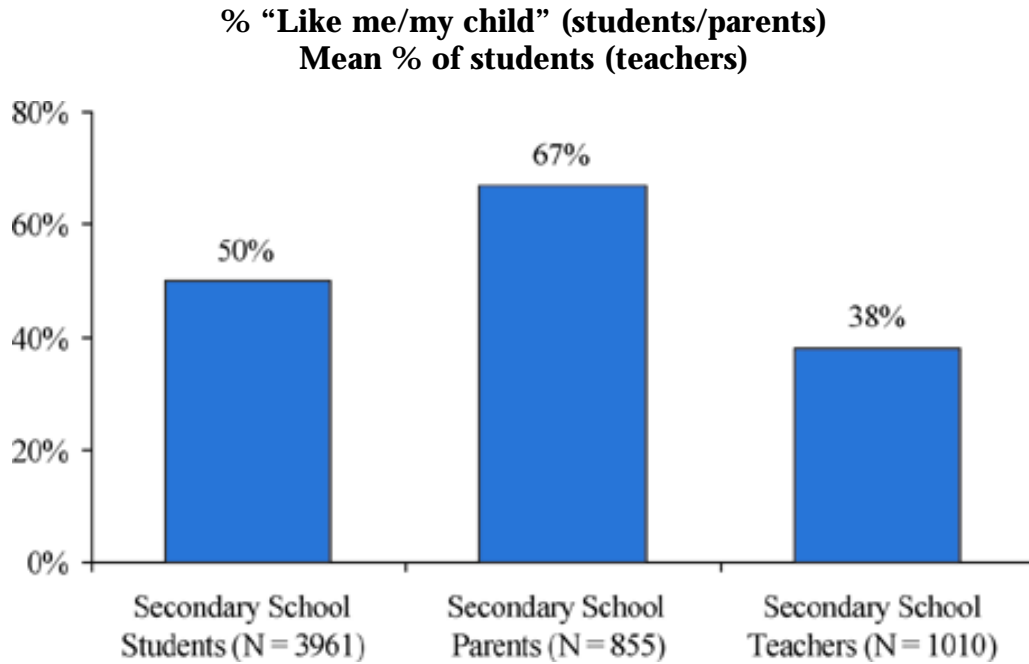
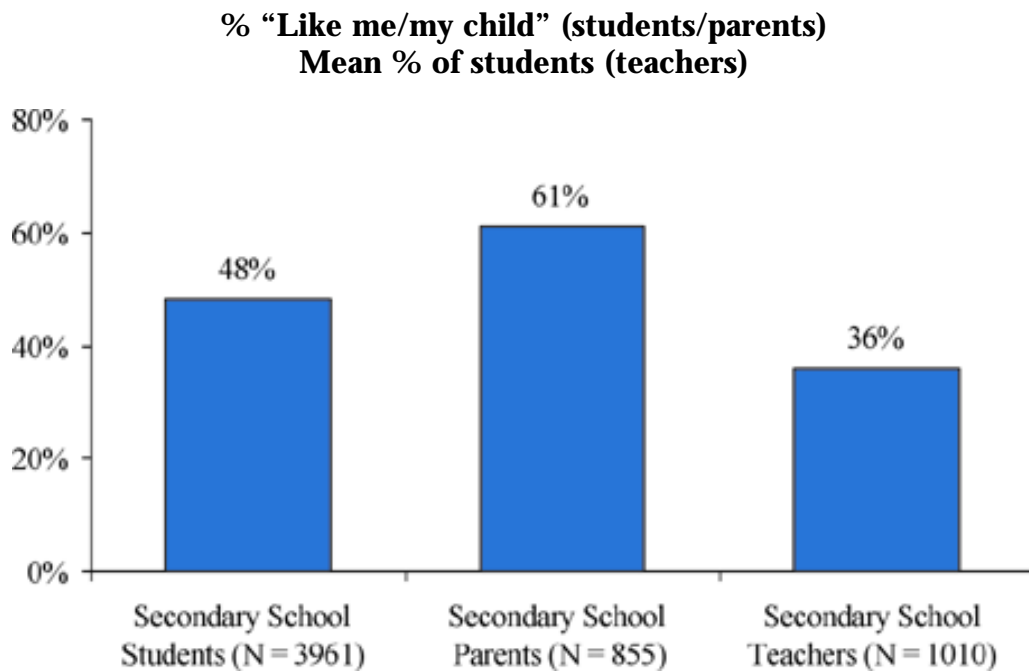


Exhibit 6.4
Do Things to Help Out Their Community





Parents' Community Involvement

Do students have role models at home for community service? According to parents they do: nine in ten secondary school parents (89%) report that they do things to help out their neighbors and eight in ten (81%) say they do things to help out in their community. However, from the students' perspective this behavior is less common. Two-thirds of students (64%) say that their parents do things to help out their neighbors and six in ten (56%) report that their parents do things to help out in their community (Exhibits 6.5 - 6.6).

Exhibit 6.5

Parent Does Things to Help Out Neighbors

"My parents do things to help out their neighbors" (students)

"I do things to help out my neighbors" (parents)

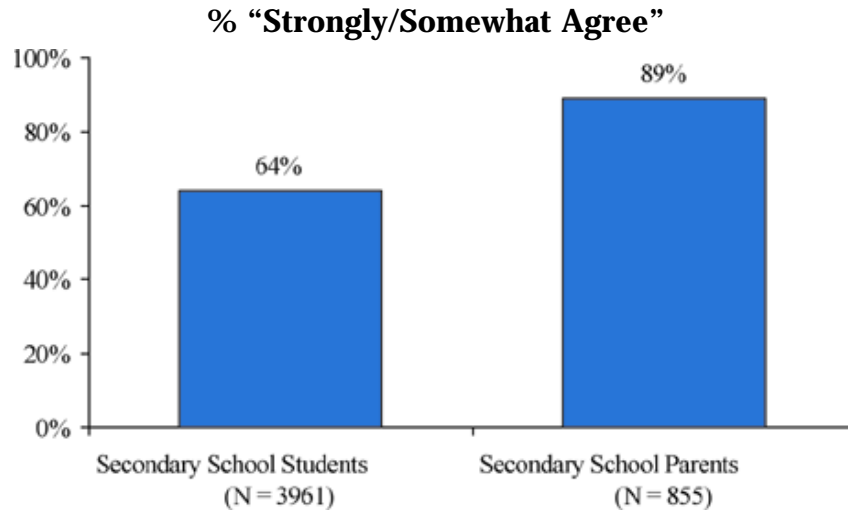
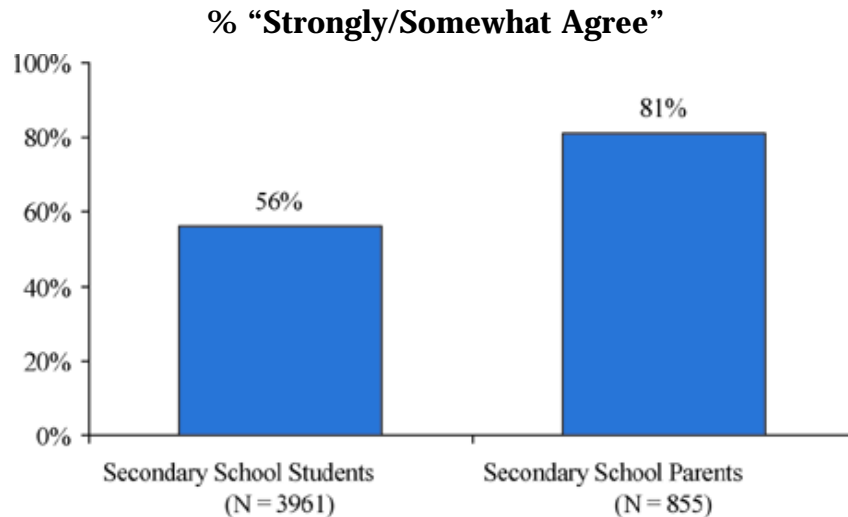


Exhibit 6.6

Parent Does Things to Help Out in Community

"My parents do things to help out their community" (students)

"I do things to help out in my community" (parents)



CHAPTER 7:

RESPONSIBILITY — WHOSE LIFE IS IT ANYWAY?



Competing Voices

"My child's success or lack thereof depends mostly on my child's efforts. There is a limit as to what the teacher can do. The child must learn to accept responsibility for their education." (Mother of 8th grade boy)

~

". . . Parents should take more responsibility in their children's lives. . ."
(Father of 2nd grade girl)

~

"Learn that teaching is not a job it's a responsibility."
(Father of 8th grade boy)

~

"Because I am in charge of how I wanna live my life and only I can dedicate myself." (8th grade boy)

Overview

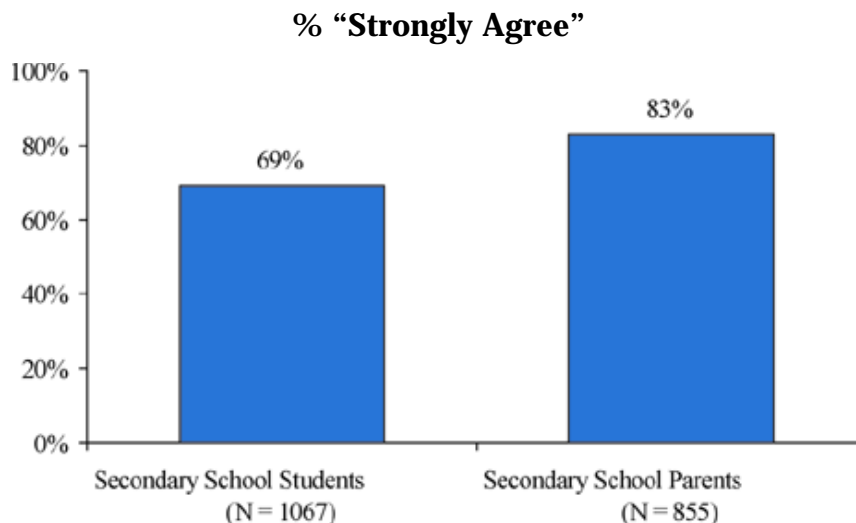
Teens and their parents demonstrate a strong sense of responsibility for different areas of students' lives, including getting a good education, learning about different jobs and careers, as well as their safety, health and happiness. Teachers feel most responsible for students' learning about different jobs and careers and school safety, but not for other aspects of students' lives. In addition to feeling responsible for areas of their own lives, many students feel responsible for larger social issues including, keeping schools safe, having people get along with each other, improving school education, keeping the environment clean and helping the poor.

Responsibility for Teens' Lives

Most parents of secondary school children (83%) strongly feel that people need to take responsibility for their own lives (Exhibit 7.1). Secondary school students are less likely to hold this view, although a majority of students (69%) do strongly agree.

Exhibit 7.1

"I Think People Need to Take Responsibility for Their Own Lives"





Interestingly, most parents' strong feelings about this issue do not seem to carry over to their views on responsibility in their teen's life (Exhibit 7.2). In considering several aspects of their child's life (such as their safety, health, happiness, getting a good education, and learning about different jobs and careers) parents consistently say that they are most responsible, and not their teens. Overall, mothers and fathers do not differ in these views, although fathers are more likely than mothers to say that they are most responsible for their child's learning about different jobs and careers (61% vs. 47%). The child's gender does not seem to influence parents' views either, although parents of girls are slightly more likely than parents of boys to think that they are most responsible for their teen's safety (95% vs. 88%).

Exhibit 7.2
Parents' Views on Own Responsibilities

Q535 The MOST responsible for each of the following: Parent

Base: Secondary school parents

	Total	Parent's Gender		Child's Gender	
		Male	Female	Boy	Girl
Base . . . . .	.855	242	. . . .613	442	. . . .413
	%	%	%	%	%
Your child's safety . . . . .	.91	92	. . . .91	88	. . . .95
Your child's getting a good education . . . . .	.66	65	. . . .67	67	. . . .65
Your child's health . . . . .	.93	95	. . . .91	93	. . . .93
Your child's learning about different jobs and careers . . . . .	.54	61	. . . .47	56	. . . .50
Your child's happiness . . . . .	.64	66	. . . .62	64	. . . .63

In contrast, at least half of secondary school students feel that they are most responsible for these different aspects of their lives (Exhibit 7.3). In fact, three-quarters of students think that they are most responsible when it comes to their health (72%) and happiness (77%). Boys and girls are equally likely to feel responsible for these areas, with the exception of safety for which boys are more likely than girls to feel most responsible (59% vs. 46%). Students' quality of life is related to some of students' views on responsibility. For the purposes of this analysis, quality of life is defined by such characteristics as having a lot of friends, getting along with parents, being happy at school, feeling safe, being bored, feeling sad and unhappy and getting into trouble a lot. Students with a low quality of life are more likely than those with a high quality of life to feel most responsible for their safety (55% vs. 47%) and learning about different jobs and careers (54% vs. 47%).

Exhibit 7.3
Students' Views on Own Responsibilities



Q435 The MOST responsible for each of the following: Student

Base: All students

	Total	Gender		Quality of Life		
		Boys	Girls	High	Medium	Low
Base	3961	1454	2507	885	1829	1247
	%	%	%	%	%	%
Your safety . . . . .	.53	59 . . . . .	.46	47 . . . . .	.53 . . . . .	.55
Your getting a good education . . . . .	.57	56 . . . . .	.59	56 . . . . .	.58 . . . . .	.57
Your health . . . . .	.72	70 . . . . .	.74	73 . . . . .	.71 . . . . .	.73
Your learning about different jobs and careers . . . . .	.48	49 . . . . .	.46	47 . . . . .	.44 . . . . .	.54
Your happiness . . . . .	.77	77 . . . . .	.77	79 . . . . .	.75 . . . . .	.78

Teachers' views on their responsibilities are more dependent on the specific area of the student's life (Exhibit 7.4). Teachers are most likely to feel most responsible for a student's learning about different jobs and careers (72%), followed by a student's safety (39%) and a student's getting a good education (31%). Few teachers feel that they are most responsible for a student's health (2%) or happiness (2%). The size of the teacher's school is related to some of teachers' views on responsibility. Teachers from smaller schools (less than 500 students) are more likely than those from larger schools (2000 or more students) to think that they are most responsible for a student's getting a good education (36% vs. 23%) and a student's learning about different jobs and careers (77% vs. 59%).

Exhibit 7.4
Teachers' Views on Own Responsibilities

Q515 The MOST responsible for each of the following: Teacher

Base: All teachers

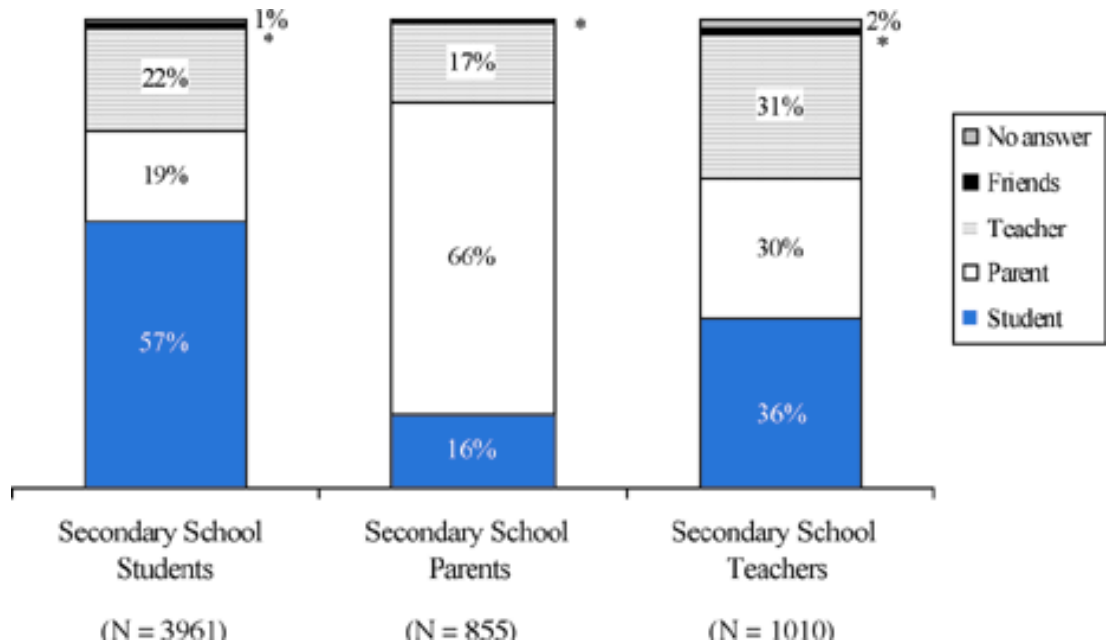
	Total	Number of Students in School		
		500-		
		<500	1999	2000+
Base	1010	202	629	171
	%	%	%	%
A student's safety . . . . .	.39	37 . . . . .	.41 . . . . .	.36
A student's getting a good education . . . . .	.31	36 . . . . .	.33 . . . . .	.23
A student's health . . . . .	.2	4 . . . . .	.2 . . . . .	.3
A student's learning about different jobs and careers . . . . .	.72	77 . . . . .	.75 . . . . .	.59
A student's happiness . . . . .	.2	2 . . . . .	.2 . . . . .	.1

A Closer Look at Responsibility for Students' Lives

How do students, parents and teachers differ in their views on responsibility? In the case of a student's getting a good education, most students (57%) think that they are most responsible and most parents (66%) think that they are most responsible (Exhibit 7.5). Teachers, however, are almost equally divided, placing the responsibility among themselves (31%), the student (36%) and parents (30%).

Exhibit 7.5 *Students' Getting a Good Education*

Q435/Q535/Q515 *Who is MOST responsible for each of the following things?*

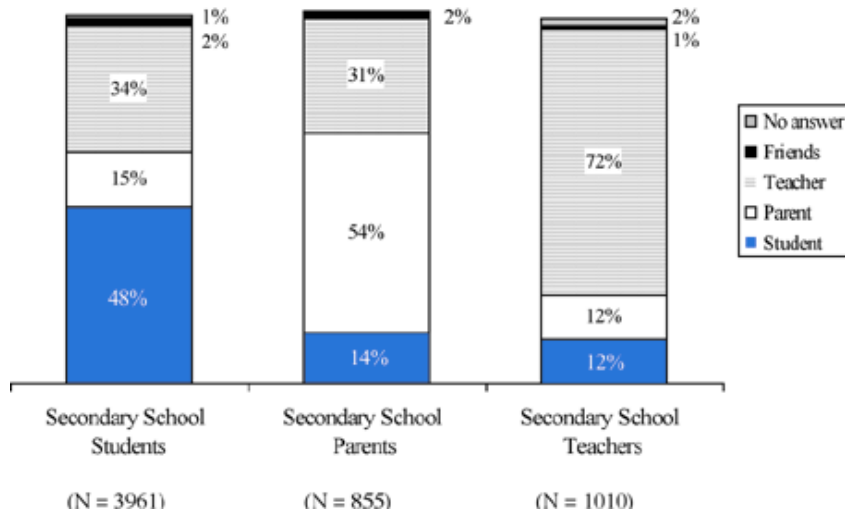


In the case of a student's learning about different jobs and careers, half of students (48%) say that they are most responsible, although one-third (34%) say that teachers are most responsible (Exhibit 7.6). Parents are equally likely to mention teachers (31%), although more than half say that they themselves are most responsible (54%). Teachers predominantly think that they are most responsible for a student's learning about different jobs and careers (72%).

Exhibit 7.6
Students' Learning about Different Jobs and Careers



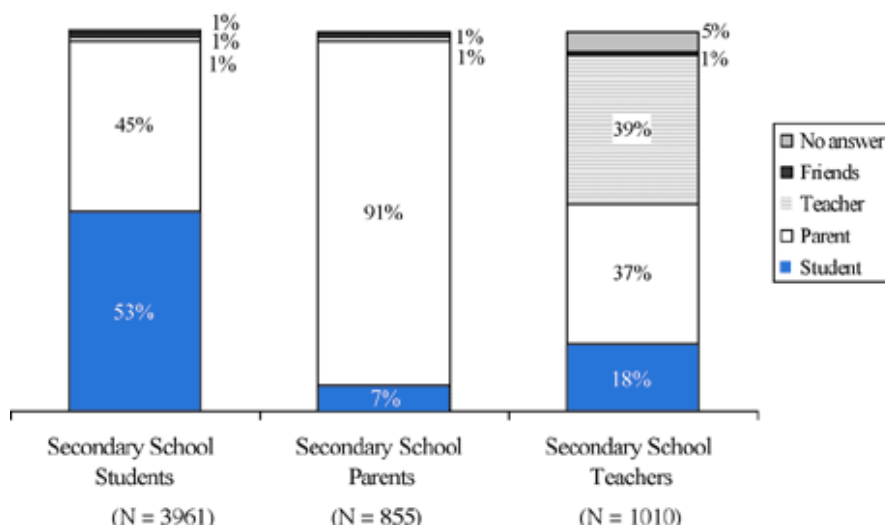
Q435/Q535/Q515 Who is MOST responsible for each of the following things?



For a student's safety, students are nearly equally divided between themselves and parents. Slightly more than half of students (53%) say that they are most responsible, while slightly less than half (45%) say that parents are most responsible (Exhibit 7.7). In contrast, nearly all parents (91%) say that they are most responsible for this area of their child's life. According to teachers, they (39%) and a student's parents (37%) are equally likely to be most responsible for a student's safety.

Exhibit 7.7
Students' Safety

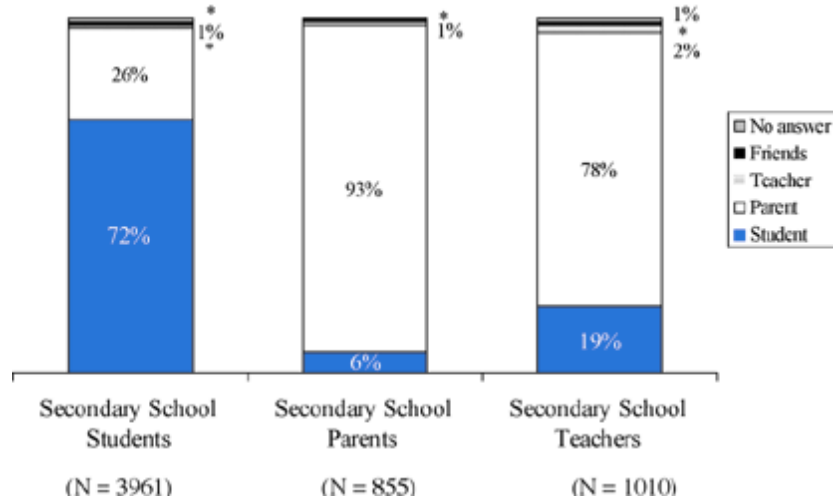
Q435/Q535/Q515 Who is MOST responsible for each of the following things?



When it comes to a student's health, both parents and teachers are most likely to say that the parent is most responsible (93% and 78%, respectively) (Exhibit 7.8). However, three-quarters of students feel that they are most responsible for their health; nearly three times as many as say that parents are most responsible (26%).

Exhibit 7.8
Students' Health

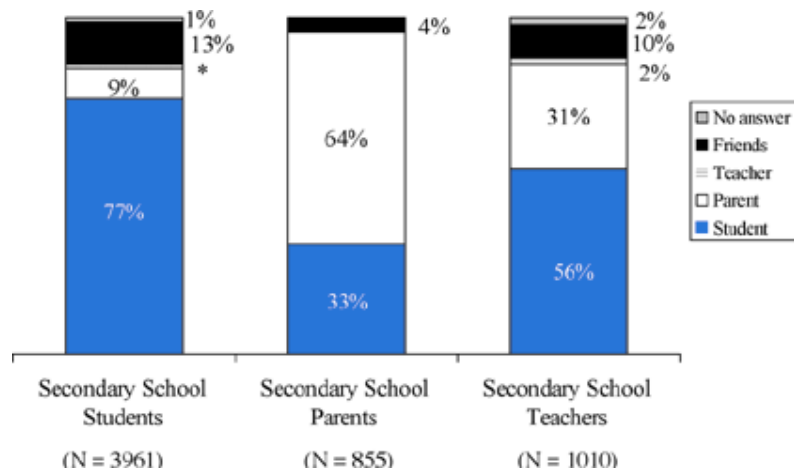
Q435/Q535/Q515 Who is MOST responsible for each of the following things?



Considering the personal nature of a student's happiness, students', parents' and teachers' views are surprisingly varied (Exhibit 7.9). Three-quarters of students (77%) say that they are most responsible, with only nine percent saying their parents are most responsible for their happiness. Yet two-thirds of parents of teens (64%) say that they are most responsible for their child's happiness. Slightly more than half of teachers (56%) say that the student is most responsible, with three in ten saying that parents are most responsible. Students and teachers are almost equally likely to mention friends' responsibility (13% and 10%, respectively).

Exhibit 7.9
Students' Happiness

Q435/Q535/Q515 Who is MOST responsible for each of the following things?





Social Responsibility

Substantial minorities of students feel “a lot” responsible for several societal issues (Exhibit 7.10):

- Keeping schools safe (44%);
- Having people get along together (43%);
- Improving the quality of education in schools (33%);
- Keeping the environment clean (31%); and
- Helping the poor (25%).

Students’ gender and quality of life are related to their feelings of responsibility in some areas. Girls are more likely to feel highly responsible for keeping schools safe (47% vs. 41%) and helping the poor (29% vs. 21%), while boys are more likely to feel highly responsible for keeping the environment clean (34% vs. 28%). Students with a high quality of life are more likely than those with a low quality of life to feel “a lot” responsible for improving the quality of education in schools (42% vs. 29%), keeping schools safe (54% vs. 37%) and having people get along together (52% vs. 39%).

Exhibit 7.10

Responsibility for Social Issues

Q525 How responsible do you personally feel to help with each of the following?

Base: School respondents

% “A Lot”						
	<u>Total</u>	<u>Gender</u>		<u>Quality of Life</u>		
		<u>Boys</u>	<u>Girls</u>	<u>High</u>	<u>Medium</u>	<u>Low</u>
Base . . . . .	.1067	507 . . . . .	.560	245 . . . . .	.541 . . . . .	.281
	%	%	%	%	%	%
Keeping the environment clean . . . . .	.31	34 . . . . .	.28	36 . . . . .	.30 . . . . .	.30
Helping the poor . . . . .	.25	21 . . . . .	.29	30 . . . . .	.24 . . . . .	.22
Improving the quality of education in schools . . . . .	.33	31 . . . . .	.34	42 . . . . .	.31 . . . . .	.29
Keeping schools safe . . . . .	.44	41 . . . . .	.47	54 . . . . .	.43 . . . . .	.37
Having people get along together . . . . .	.43	41 . . . . .	.46	52 . . . . .	.42 . . . . .	.39



PARENTS SPEAK OUT ON RESPONSIBILITY . . .

OF STUDENTS

“My child’s success or lack thereof depends mostly on my child’s efforts. There is a limit as to what the teacher can do. The child must learn to accept responsibility for their education.” (*Mother of 8th grade boy*)

“Actually, most of his teachers are doing what they can. My teenage son is lazy both at home & school. He does not want to do daily homework or chores. He needs to help himself.” (*Mother of 10th grade boy*)

“Stop pointing the finger at the schools and start drilling the student’s families. I see so many parents make excuses for their children’s actions or lack of action. The children need to become more accountable for their education. Stop looking to blame someone else for the lack of education. Basically, if the parents, child and community work together every child’s educational level will improve. The quality is already there.” (*Mother of 11th grade boy*)

OF PARENTS

“Teachers are not the problem. The problem is parents expecting teachers to raise their kids for them.” (*Father of 12th grade boy*)

“I feel that America’s teachers have somewhat given up on the dream they had as children, because of so little parent involvement. The teachers can only do so much, it is up to the parent to see that the child succeeds in life, in every aspect. I have 5 girls ranging from second grade to college. The parents need to vote for or help the community raise money for programs for these kids and keep them motivated and eager for a better way. Teachers can insist on parent involvement. If a parent is not helping to educate or help their children succeed then I feel like it is up to the teacher to see to it that the parents and/or parent does everything possible to see that, that happens. We get involved when a child is being abused!!!! Why not get involved when a child is not getting a chance to be a productive citizen. Children are what they see in the home and out of the home. Praise the children that are really trying hard even though they have a C average. . .” (*Mother of 7th grade girl*)

STUDENTS SPEAK OUT ON RESPONSIBILITY

“*Why do you feel that you are most responsible for your getting a good education?*”

“You have to make sure you can be responsible enough to handle your first day at your first job, you gotta know how to live your life when you leave home, without asking teachers or parents. You have to start taking responsibility.” (*7th grade boy*)

“Because it is me that is doing my homework, paying attention and doing what I am told in school, plus I know what I want to be when I grow up.” (*7th grade girl*)

“I feel that no matter what anyone does or says, it is MY work, MY time, MY effort, that makes the difference. My parents are responsible to guide and help me - but I take the biggest responsibility in MY future. *(8th grade boy)*

“It is up to me to make sure that I am paying attention and on the ball at all times in the classroom. Teachers don’t have the time to hold every kid’s hand through school. I have to be responsible for myself to stay on the ball.” *(8th grade boy)*

“Because no one else can force or tell me to study and do my homework but myself and I plan to do well in school.” *(8th grade girl)*

“Because no one can make me learn, so I have to be responsible and learn it myself, even though the teachers teach, doesn’t mean the student is learning, this is why I feel that I am responsible for getting my education.” *(9th grade boy)*

“I should be concerned with my life, and although my parents have a right to be concerned about it, it is not their responsibility.” *(9th grade boy)*

“I am old enough to shape my own destiny.” *(9th grade boy)*

“I think I am responsible for getting a good education because really no one can help you if you don’t want to learn. And I have to have the power to go through all the bad things that go along with school to stick to it to learn and get a good education so therefore I think I am responsible.” *(9th grade girl)*

“I put the most pressure on myself to do well in school.” *(10th grade girl)*

“I think that no matter how much you are taught, it is up to you to actually learn. A teacher or parent can’t make you do work or learn the material. It is all on you.” *(11th grade boy)*

“Getting a good education depends on they way I feel about school. I can learn a lot if I want to.” *(11th grade girl)*

“It is my choice to do the work. If I didn’t want to do it, then I could destroy my own education, even if I got the best schooling.” *(11th grade girl)*

“Because I am the only person that I would hurt if I didn’t.” *(12th grade girl)*

“Because I am the one who has to go everyday and learn the skills, do the studying, paying attention, keeping myself out of trouble and keeping my grades up to the standards that they need to be.” *(12th grade girl)*

“Because my parents did not graduate high school, so I have to help myself with classes like advanced calculus or computer programming.” *(12th grade boy)*

CHAPTER 8:

PLANS FOR THE FUTURE — EDUCATION



Competing Voices

" . . . I want to go to a good college, so I pressure myself into doing the work for making good grades." (10th grade girl)

" . . . I think children should be taught more about actual life lessons than basic education. I feel most kids that graduate high school and don't immediately go on to college move out on their own with no knowledge of actual life. . ." (Mother of 1st grade boy)

Overview

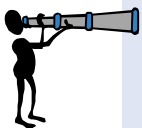
Most students plan to go to college, although their parents' expectations are slightly lower. From the teachers' perspective, only one-third of their students plan to attend a four-year college. Parents and students have similar expectations about how their college education will be paid, but differ in their understanding of each other's savings plans and financial worries.

College Plans

College is the main plan for most secondary students after they finish high school (Exhibit 8.1). Seven in ten (71%) secondary school students plan to attend a four-year college, while 8% plan to attend a two-year community college. Parents are less likely to see college in their teens' future. Half of parents of secondary school students (52%) think their child will attend a four-year college, and 16% think their child will attend a two-year community college.

Teachers' perspectives on their students' plans differ, particularly in the number of students who will be working full-time after high school:

- Secondary school teachers think that one-third of their students (32%) plan to attend a four-year college;
- Three in ten (28%) of their students plan to work full-time;
- Two in ten (19%) of their students plan to attend a two-year community college;
- 14% plan to attend a technical or vocational school; and
- 7% plan to do something else.

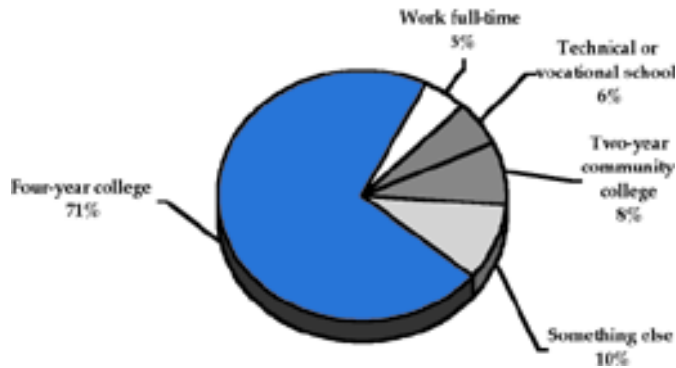


OBSERVATION: *Teachers' responses may be more realistic than pessimistic. According to the Current Population Survey 1999, only 23% of adults have at least a four-year college degree.*

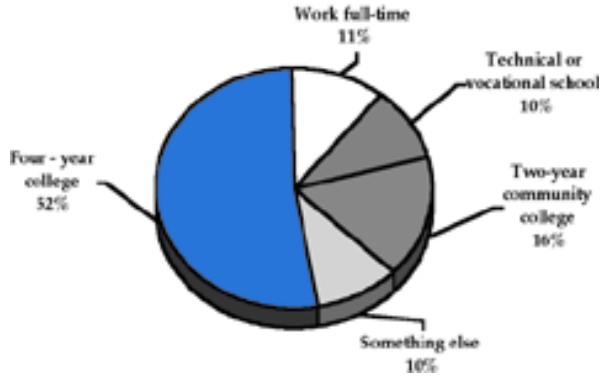
Exhibit 8.1
Plans after High School

Q402/Q502 Which of the following BEST describes your/your child's/your students' main plan after you/be/she/they leave(s) high school?

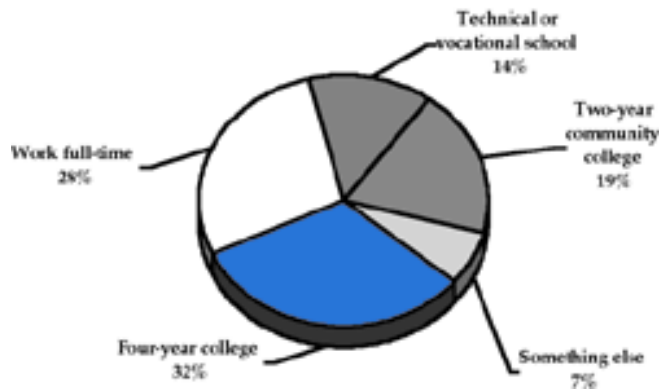
Secondary School Students (N = 3961)



Secondary School Parents (N = 855)



Secondary School Teachers (N = 1010)



College Financing

How will students pay for their college education? Parents (60%) and students (61%) are in agreement when they both are most likely to report that parents will pay. However overall, both parents (88%) and students (86%) are most likely to mention one or more options based on the student paying (Exhibit 8.2). These sources include scholarships, student loans, the child's working their way through and the child's savings. However, parents and students differ in their reliance on these various types of options. Parents are more likely to mention student loans (56% vs. 46%). Students are more likely to mention scholarships (70% vs. 58%), their own savings (47% vs. 25%) and working their way through college (52% vs. 46%).

Exhibit 8.2

Paying for College Education

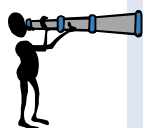
Q410/Q510 How will you/your child pay for [your/his/her] college education? Please check all that apply.

Student Base: Plan to attend college

Parent Base: Secondary school parent and child plans to attend college

	<u>Students</u>	<u>Parents</u>
Base: .....	.3810	.751
	%	%
Student pays .....	.86	.88
Student loans .....	.46	.56
Scholarships .....	.70	.58
Child's own savings, trust funds or inheritance .....	.47	.25
Working way through .....	.52	.46
Others pay .....	.68	.63
Parents will pay .....	.61	.60
Other relatives will pay .....	.15	.9
Loans from parents or other relatives .....	.12	.9
Some other way .....	.10	.12
Don't know .....	.6	.1

In terms of current savings plans, two-thirds of parents (65%) report that they are saving money so their child can go to college (Exhibit 8.3). While four in ten students (42%) report that they are saving money, only one-quarter of parents (24%) think their child is saving money so they can go to college.



OBSERVATION: *Teens and parents may need to talk more about their plans to pay for their college education. One-quarter of parents (23%) report that no one in their family is saving money so that their child can go to college. This may come as a shock for students: only 15% say that no one is saving money in their family.*



Exhibit 8.3
Saving Money for College Education

Q425/525 *Who in your family is saving money so that you/your child can go to college?*
 Please check all that apply.

Student Base: Plans to attend college

Parent Base: Secondary school parent and child plans to attend college

	<u>Students</u>	<u>Parents</u>
Base: .....	.3810	.751
	%	%
Family savings .....	.73	.73
Child is saving money .....	.42	.24
Parents saving money .....	.60	.65
Someone else is saving .....	.15	.18
No one in my family is saving money .....	.15	.23
Don't know .....	.12	.4
No answer	*	-

How much do students and parents worry about having enough money to pay for college? Two in ten students (18%) worry a lot and slightly less than half (46%) worry a little (Exhibit 8.4). However, parents are much more likely to think that teens don't worry at all (52% vs. 35%). Concerning parents' worries about college financing, many students are in the dark. One in four (25%) don't know how much their parents worry about having enough money to pay for their college education. Two in ten (22%) report that their parents worry a lot, one-third (35%) think their parents worry a little and two in ten (18%) think that their parents do not worry at all. Many parents report that they worry a lot (35%) or a little (41%) about having enough money to pay for college (Exhibit 8.5). However, one-quarter (24%) say that they do not worry at all.

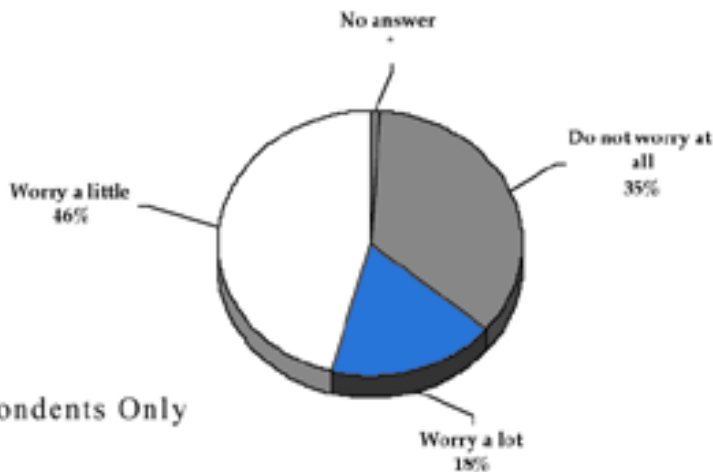
Exhibit 8.4
Students' Worries about Financing College



Q415 How much do you worry about having enough money to pay for your college education?

Q520 How much do you think your child worries about having enough money to pay for his/her college education?

Secondary School Students Planning to Attend College* (N = 1000)



*School Respondents Only

Parents of Secondary School Students Planning to Attend College (N = 751)

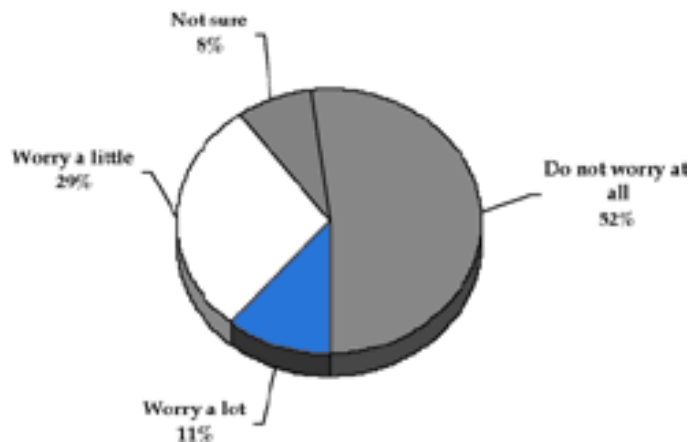
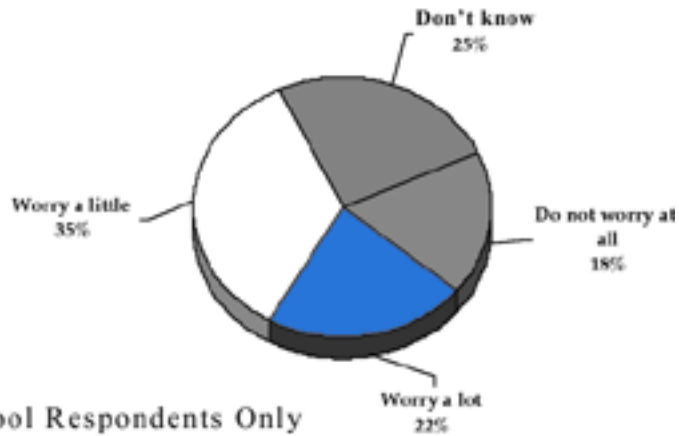


Exhibit 8.5
Parents' Worries about Financing College

Q420 How much do you think your parents worry about having enough money to pay for your college education?

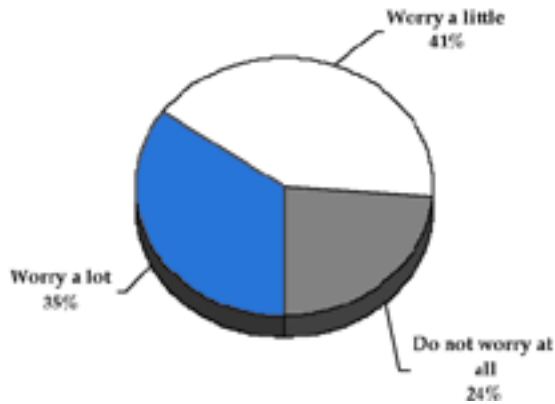
Q515 How much do you worry about having enough money to pay for your child's education?

Secondary School Students Planning to Attend College* (N = 1000)



* School Respondents Only

Parents of Secondary School Students Planning to Attend College (N = 751)



CHAPTER 9:

PLANS FOR THE FUTURE — CAREERS, PERSONAL LIVES



Competing Voices

"My career goals and business potential are moving at an exponential rate.

As a computer consultant it isn't difficult to establish yourself in the work force." (11th grade boy)

~

"I just don't think that I will succeed." (11th grade girl)

Overview

Earning lots of money and having time for personal or family activities rank high on students' list of important job characteristics. Although teachers and parents think that earning lots of money is important to students, they are less likely to recognize the importance placed on having enough time for family. Today's teens are interested in pursuing careers in entertainment, high tech, education, health care, and law. Parents and teachers believe that the areas that offer the most potential are high tech, education and health care. However, teachers are also more likely to say that blue collar and service areas (such as retail, construction and restaurants or hotels) offer potential for their students.

Personal Milestones

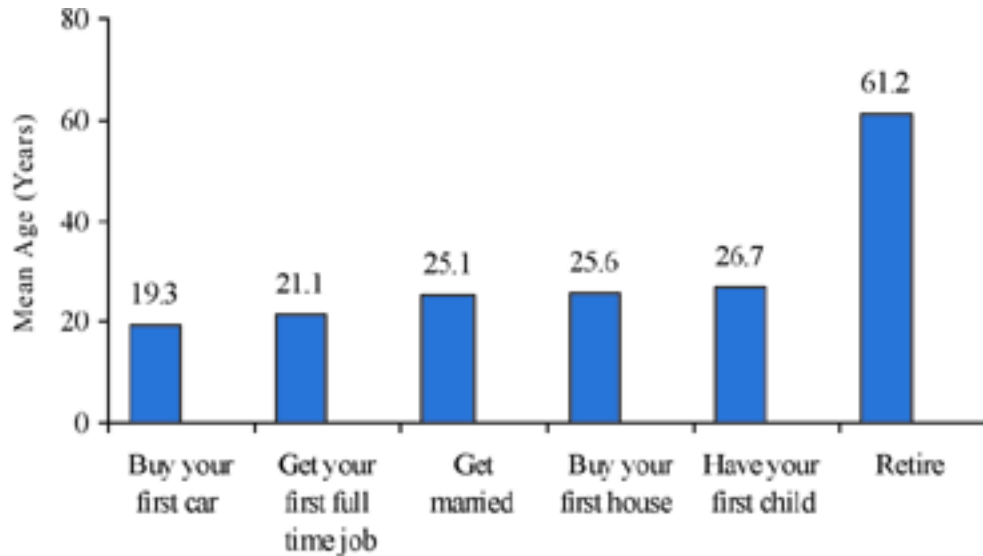
At what age do today's teens expect to achieve many of life's milestones? On average, today's teen expects to buy their first car at 19, get their first full-time job at 21, get married at 25, buy their first house at 26, have their first child at 27 and retire at 61 (Exhibit 9.1). Most of these ages, in fact, reflect current national averages. One exception is the age at which they will buy their first house. The national median age for first-time home buyers is 32 years.¹ Teens today expect to purchase their first home six years earlier than this, on average.

¹ National Association of Realtors, 2000

Exhibit 9.1
Milestone Ages

Q505 How old will you be when you . . . ?

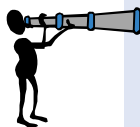
Base: School respondents



Future Careers

According to today's junior and senior high school students, the top areas in which they would like to work after they finish their education are:

- Entertainment (33%);
- Education (26%);
- High tech (26%);
- Health care (25%);
- Law (25%);
- Government (16%);
- Finance (12%);
- Construction (10%); and
- Agriculture (10%).



OBSERVATION: As noted previously, learning about different jobs and careers is one area in which students (as well as parents and teachers) feel their schools are not preparing them well. This was a finding of the 1987 MetLife report as well; parents ranked schools low in preparing students for education and jobs beyond high school. Students' focus on the highly visible entertainment industry as a future career area may reflect a lack of knowledge about other fields.

Parents and teachers have a different view of what areas offer the most potential for their children and students (Exhibit 9.2). For the adults, high tech is the way to go, with both parents and teachers most likely to mention this area. Education and health care are the next most popular areas. Interestingly, parents place education second on their list and teachers place this third. But teachers are still more likely than parents to see education as an area of potential (52% vs. 31%).

According to parents of students in kindergarten through 12th grade, the areas of work that offer the most potential for their child in his or her future career are:

- High tech (53%);
- Education (31%);
- Health care (28%);
- Finance (20%);
- Law (19%);
- Entertainment (16%);
- Government (11%);
- Construction (11%); and
- Social service agencies (10%).

Another distinction between parents and teachers is that teachers are more likely to see blue collar and service work as areas of potential for today's teens. According to secondary school teachers, the areas of work that offer the most potential for their students in their future careers are:

- High tech (75%);
- Health care (60%);
- Education (52%);
- Retail (50%);
- Construction (44%);
- Restaurants or hotels (43%)
- Manufacturing (41%);
- Finance (40%); and
- Social service agencies (33%).



Exhibit 9.2
Future Careers

Q450 *In which areas would you like to work after you finish your education?*

Q545 *Which areas of work do you think offer the most potential for your child in (his/her) future career?*

Q527 *Which areas of work do you think offer the most potential for your students in their future careers?*

Student Base: School respondents and plan to work

Parent Base: All parents

Teacher Base: All teachers

	Total Students	Total Parents	Total Teachers
Base	1064	2017	1010
	%	%	%
Agriculture, forestry, fishing or mining .....	.10	.7	.26
Architecture .....	.1	.1	-
Art .....	.3	.2	*
Athletics/sports/professional sports .....	.6	.2	*
Automotive	*	.1	*
Aviation/aerospace industry .....	.1	.1	*
Business .....	.2	.1	.1
Clergy/church based employment	*	.1	*
Construction .....	.10	.11	.44
Education .....	.26	.31	.52
Engineering .....	.2	.1	.1
Entertainment .....	.33	.16	.17
Family business/self employed	*	*	.1
Finance (investments/banking) .....	.12	.20	.40
Government .....	.16	.11	.24
Health care .....	.25	.28	.60
High tech (computers, Internet, etc.) .....	.26	.53	.75
Journalism/writing .....	.1	.1	*
Law .....	.25	.19	.25
Law enforcement/policeman/fireman .....	.1	.1	*
Manufacturing (factory work) .....	.5	.6	.41
Military .....	.1	.1	.2

Exhibit 9.2 (continued)
Future Careers



Q450 *In which areas would you like to work after you finish your education?*

Q545 *Which areas of work do you think offer the most potential for your child in (his/her) future career?*

Q527 *Which areas of work do you think offer the most potential for your students in their future careers?*

School Base: School respondents and plan to work

Parent Base: All parents

Teacher Base: All teachers

	<u>Total Students</u>	<u>Total Parents</u>	<u>Total Teachers</u>
Base	1064	2017	1010
	%	%	%
Music	-	*	*
Operative unskilled (truck diver, carpet installer, construction)	-	*	.1
Restaurants or hotels .....	.9	.4	.43
Retail (stores) .....	.8	.6	.50
Sales/marketing/advertising	*	.1	.1
Scientist/science related .....	.3	.3	.1
Service worker (day care/hairdresser) .....	.2	*	.1
Skilled craftsmen (drafting, carpenter, electrician) .....	.1	.1	.1
Social service agencies .....	.7	.10	.33
Too young/too early to tell	-	*	-
Veterinary/animal care .....	.2	.2	*
Whatever (he/she) is good at/whatever makes (him/her) happy/it's up to (him/her) ..	-	*	-
Other	-	.2	-
Something else	*	-	-
None	-	-	-
Don't know .....	.4	.4	-
Do not plan to work	-	-	-
No answer .....	.1	-	.1

Important Aspects of Jobs

What characteristics of jobs do secondary school students consider to be the most important? Students are most likely to mention having a job were they can earn lots of money (47%), that allows time for personal or family activities (44%), where they can have fun at work (35%) and that is meaningful to them (30%) (Exhibit 9.3).



Parents of secondary school students also are most likely to think that these aspects are most important to their teens. However, they are more likely to think that having a meaningful job is important (45% vs. 30%) and less likely to think that having a job that allows time for personal or family activities (24% vs. 44%) and having a job where you can have fun at work (30% vs. 35%) is important.

From teachers' perspectives, most students (84%) consider having a job where they can earn lots of money as one of the two most important aspects of the job they will have, yet fewer than half of the students (47%) mention this characteristic. Teachers are next most likely to mention having a job where they can have fun at work (33%). Overall, teachers are more likely to think that students most value earning lots of money and having fun at work.

Exhibit 9.3
Most Important Aspects of Jobs

Q440 Thinking about the job you want to have after you finish your education, what TWO things are MOST important to you?

Q540 Which of the following do you think your child considers to be the TWO most important aspects of the job (he/she) will have after (he/she) finishes (his/her) education?

Q525 Which of the following do your students consider to be the TWO most important aspects of the job after they finish their education?

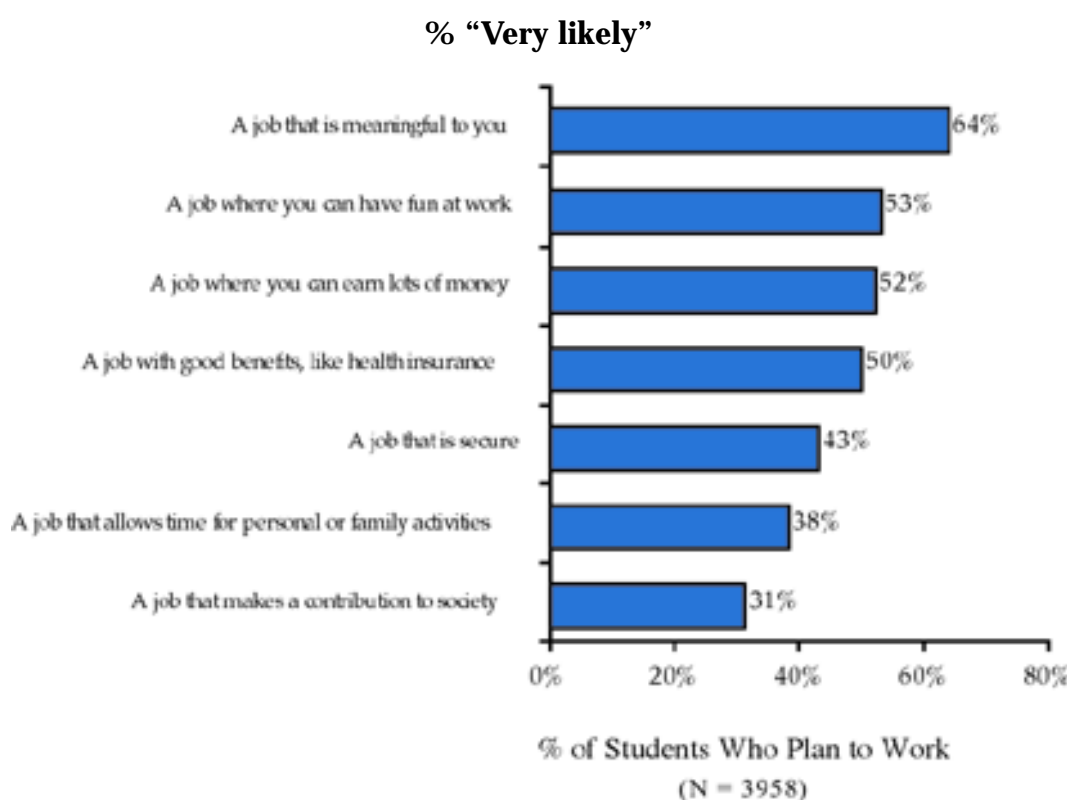
- Base: All students
- Base: Secondary school parents
- Base: All teachers

	<u>Total Students</u>	<u>Total Parents</u>	<u>Total Teachers</u>
Base .....	.3961	.855	.1010
	%	%	%
Having a job that allows time for personal or family activities .....	.44	.24	.17
Having a job that makes a contribution to society .....	.7	.15	.5
Having a job where I (he/she) can earn lots of money .....	.47	.44	.84
Having a job that is meaningful to me (him/her) .....	.30	.45	.27
Having a job that is secure, so I don't (he/she doesn't) have to worry about losing it .....	.10	.11	.17
Having a job with good benefits, like health insurance .....	.17	.17	.12
Having a job where I (he/she) can have fun at work .....	.35	.30	.33
Something else .....	.2	.3	.2
I do not plan to work	*	-	-
No answer .....	.1	-	-
Not sure	-	.2	*

Although only three in ten (30%) students mention having a job that is meaningful to them as one of the two most important aspects of the job they will have after they finish their education, two-thirds (64%) think that it is very likely that their job will be meaningful (Exhibit 9.4). Half of students think that it is very likely that their job will enable them to have fun at work (53%), earn lots of money (52%) and have good benefits, like health insurance (50%).

Exhibit 9.4
Likely Job Characteristics

Q445 How likely will it be that the job you have after you finish your education will be the following?

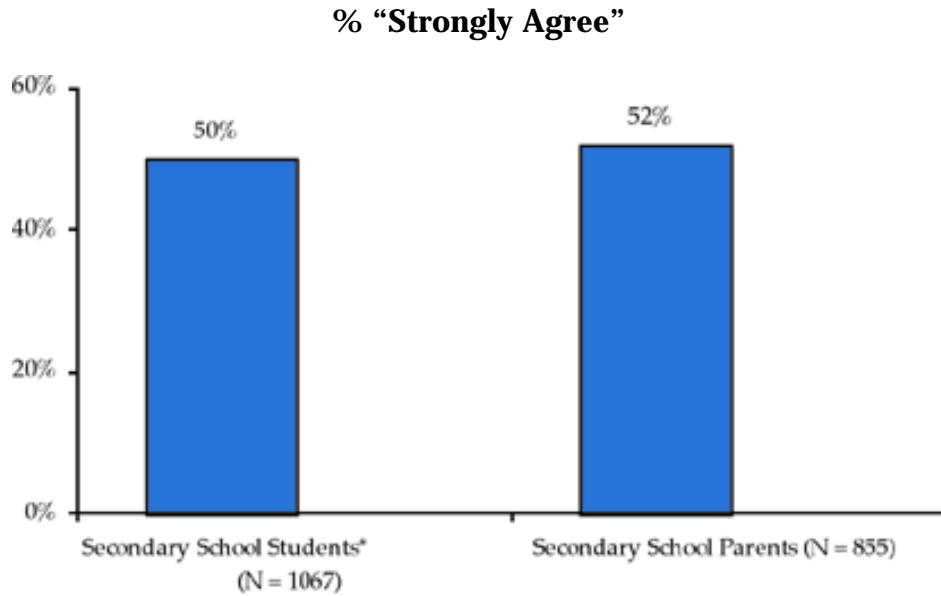


Intersection of Work and Family

Half of secondary school students (50%) and parents (52%) strongly agree that it’s important for a parent to stay at home and take care of their children when they are young (Exhibit 9.5). Yet, only four in ten students (38%) think it is very likely that the job they have after they finish their education will allow time for personal or family activities (Exhibit 9.4). In terms of how they view their current situation, one in eight students (13%) think their parents spend too much time at work, compared to one-quarter (23%) of secondary school parents who describe their situation that way (Exhibit 9.6).

Exhibit 9.5
Importance of Staying Home with Young Children

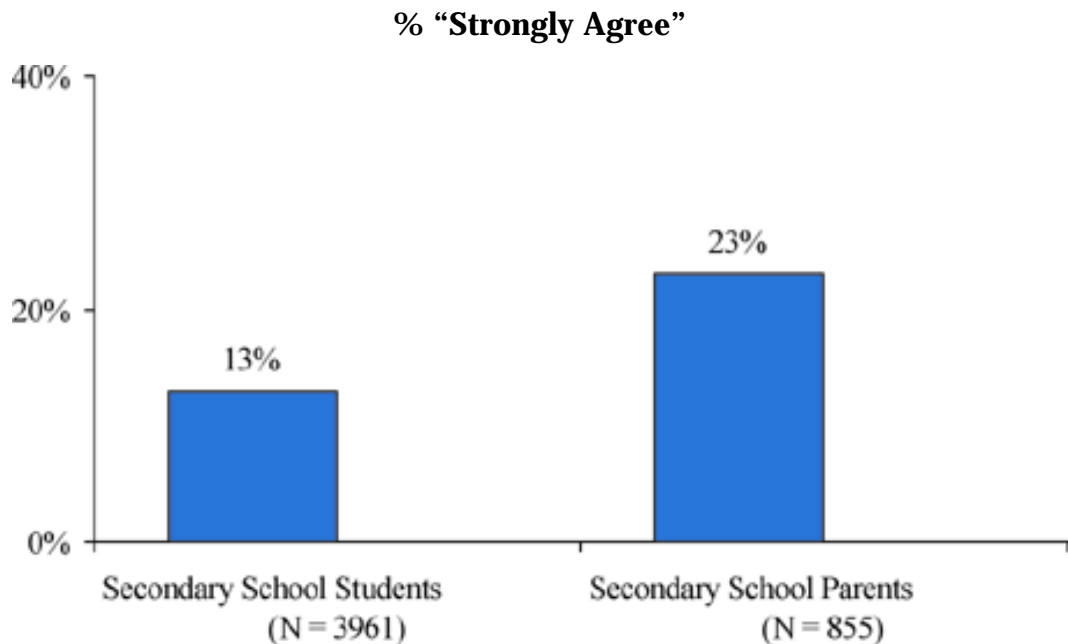
Q235/325 *I think it's important for a parent to stay at home and take care of their children when they are young.*



* School Respondents Only

Exhibit 9.6
Spending Too Much Time at Work

Q235/327 *My parents/I spend too much time at work*



CHAPTER 10:

FACING THE FUTURE



Competing Voices

"... I have more opportunities and will have more education."

(10th grade girl)



"Life isn't always easy. The world needs help, and people right now aren't always taking the best care of it."

Overview

Most students are very confident about their future. They believe that their lives will be better than their parents', based on having better jobs and more education. The majority also believes that education will improve during their lifetime. Parents' optimism for their child's future is slightly more tempered. Teachers show the most reservations about their students' achieving their goals for the future.

Confidence in the Future

Most students report confidence in achieving their goals for the future. Six in ten students say that they are very confident, a finding that has not changed since the last time The Metropolitan Life Survey of the American Teacher gauged teen confidence, in 1997 (62%). While a majority of students are very confident, only half of parents (52%) are very confident that their child will achieve their goals for the future. Teachers do not display this level of confidence regarding their students. Only two in ten (19%) are very confident that their students will achieve their goals for the future (Exhibit 10.1).



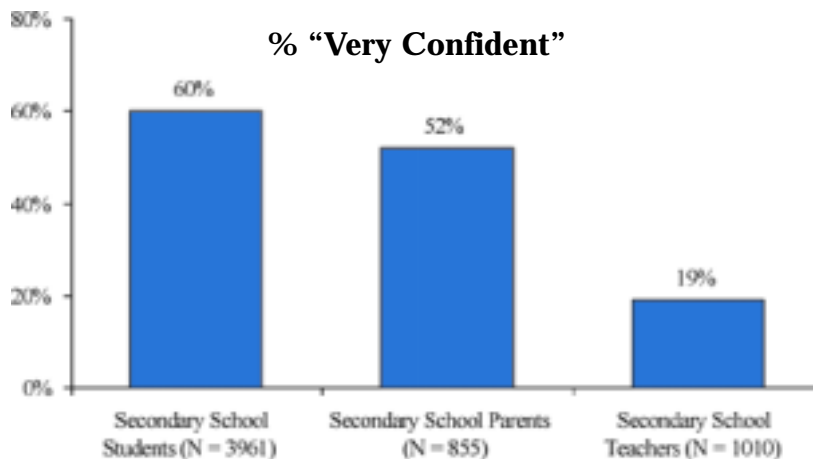
OBSERVATION: *Adults' lower expectations may prevent some students from reaching their goals for the future.*

Exhibit 10.1

Confidence in Achieving Future Goals

Q520 *How confident are you that you will achieve your goals for the future*

Q555/535 *How confident are you that [your child/your students] will achieve [his/her/their] goals for the future?*





What are the characteristics that distinguish students who are the most confident? Gender, minority status and quality of life are all related to confidence in achieving future goals. Students with a high quality of life are more likely than those with a low quality of life to be very confident (78% vs. 45%) and boys are more likely than girls to be very confident (64% vs. 57%). However, minority students are more likely than non-minority students to feel very confident that they will achieve their goals for the future (68% vs. 58%) (Exhibit 10.2).

Exhibit 10.2
Impact of Gender, Race/Ethnicity and Quality of Life on Confidence

Q520 How confident are you that you will achieve your goals for the future?

Base: All students

	<u>Base</u>	<u>Very Confident</u>
Total . . . . .	.3961%	.60
Gender		
Boys . . . . .	.1454%	.64
Girls . . . . .	.2507%	.57
Race/Ethnicity		
Non-minority . . . . .	.2992%	.58
Minority . . . . .	.493%	.68
Quality of Life		
High . . . . .	.885%	.78
Medium . . . . .	.1829%	.63
Low . . . . .	.1247%	.45

Whose Lives Will Be Better — Teens or Their Parents?

How do students and parents think that teens’ lives will compare with those of the previous generation? Most students and parents believe that teens today will have more money (72% and 67%, respectively) and job opportunities (68% and 71%, respectively) than their parents (Exhibit 10.3). While students are slightly more optimistic than their parents in terms of how much money they will have, they are even more confident than their parents in terms of free time and happiness, although only about half of students think they will have more of these than their parents:

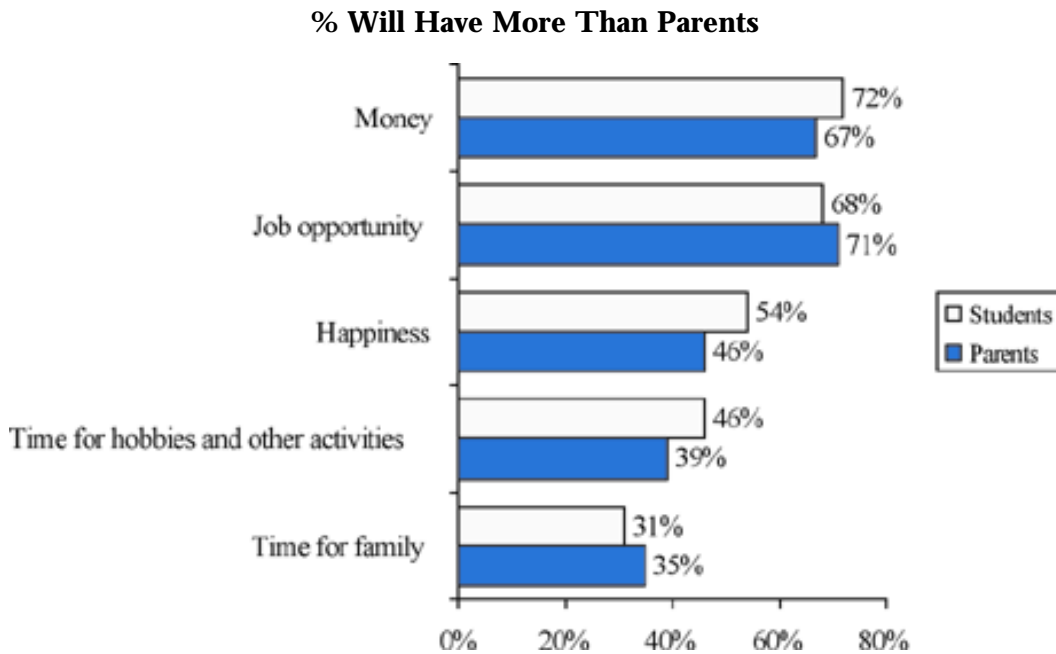
- Students are more likely than parents to predict that they will have more happiness than their parents (54% vs. 46%); and
- Students are more likely than parents to predict that they will have more time for hobbies and other activities than their parents (46% vs. 39%).

With only one-third saying that today’s teens will have more time for family than their parents, parents (35%) and students (31%) are least optimistic about this area of life.

Exhibit 10.3
Having More



Student Base: All students (N = 3961)
Parent Base: Secondary School Parents (N = 855)



In terms of comparing specific aspects of their lives to their parents' lives, gender, minority status and quality of life illuminate interesting patterns (Exhibit 10.4). Boys are more likely than girls to think they will have more money than their parents (75% vs. 70%), but gender does not distinguish boys' and girls' predictions for other areas of their lives. Minority students are consistently more likely than non-minority students to believe they will have more than their parents in each of the areas. Finally, although students with a low quality of life are less likely than others to be very confident about achieving their goals for the future, they do think they will have more happiness and more time for family and for hobbies and other activities than their parents did.



Exhibit 10.4
Students' Predictions on Having More

Q510 When you think about your life when you finish your education, do you think that you will have more than, the same amount as, or less than your parents did of each of the following?

Base: All students

% "More Than Parents"								
	Gender		Race/Ethnicity		Quality of Life			
	Boys	Girls	Non-minority	Minority	High	Medium	Low	
Total								
Base	1454	2507	2992	493	885	1829	1247	
.%	%	%	%	%	%	%	%	
Money	75	70	68	82	69	75	71	
Job opportunities	69	67	65	77	68	69	66	
Happiness	53	55	52	59	45	53	60	
Time for hobbies and other activities	48	44	44	50	45	43	51	
Time for family	32	30	29	35	24	29	39	

In order to better understand how students view their futures overall, a Future Life Index was calculated based on students' responses to whether they will have more than, the same as or less than their parents of money, time for family, time for hobbies and other activities, job opportunities and happiness (Exhibit 10.5). Only 1% of students think their lives will be worse than their parents' lives based on these criteria. Half (50%) believe their lives will be the same as their parents', and slightly less than half (49%) believe their lives will be better than their parents' lives. Minority students are more likely than non-minority students to believe their lives will be better (56% vs. 45%) and students with a low quality of life (54%) are more likely than those with a high (44%) or medium (47%) quality of life to think their lives will be better.

Exhibit 10.5
Future Life Index

Base: All students

	Gender		Race/Ethnicity		Quality of Life		
	Boys	Girls	Non-minority	Minority	High	Medium	Low
Total							
Base	1454	2507	2992	493	885	1829	1247
.%	%	%	%	%	%	%	%
Better than parents	50	47	45	56	44	47	54
Same as parents	49	52	54	44	55	52	44
Worse than parents	1	1	1	*	*	*	2

Students who said their lives will be better than their parents' lives cite many reasons for this optimism (Exhibit 10.6). Nearly one-quarter (23%) emphasize education, second only to better jobs (29%).

Exhibit 10.6

Life Will Be Better Than Parents' Lives

Q517 You seem to feel that overall, your life will be better than your parents' lives. Why do you feel that way?

Base: Life will be better than parents' lives, Internet respondents

	Total
Base:	1319
	%
Better jobs/income . . . . .	.29
Better/more education . . . . .	.23
More/better opportunities . . . . .	.12
Better/happier lifestyle . . . . .	.8
Happier family structure/values . . . . .	.7
Learned from their mistakes . . . . .	.6
Life is easier now/parents had hard life . . . . .	.5
Advances in society/technology . . . . .	.5
More self esteem/goal oriented . . . . .	.5
Happier than my parents . . . . .	.5
Parents have worked hard/helped me/learned from them . . . . .	.4
Smarter than my parents/wiser decisions . . . . .	.3
Life has changed . . . . .	.3
Work harder/more responsible . . . . .	.2
Hoping/I want a better life . . . . .	.2
Not marry/not have kids/not immediately . . . . .	.2
Want to be successful . . . . .	.1
Young . . . . .	.1
Don't like parents/don't respect them . . . . .	.1
I am different than my parents	*
Parents are divorced	*
Not have a lot of children	*
Other . . . . .	.10
Don't know . . . . .	.2
No answer	*
None	*



STUDENTS SPEAK OUT ON THEIR FUTURE

You seem to feel that overall, your life will be better than your parents' lives. Why do you feel that way?

"I feel that way because my parents stay at work too much and they don't have time to spend with us and I'm getting a better education now since the schools have developed better then awhile ago." (7th grade boy)

"Because I want to go to college and both of my parents didn't go to college and also, I'm going to try and plan out my life as far as getting married and having kids." (7th grade girl)

"Because my parents messed up. They dropped out of school and that hurt them a lot." (7th grade girl)

"Now, there are more job opportunities, and also a better option. Also because technology has developed way more." (7th grade girl)

"Because, since the advancement of computers, there are many more jobs out there for the working man. I am very skilled in computers." (8th grade boy)

"Because they went to college for a year and a half, and I plan on going to college for a long time. I will have more job opportunities and make more money." (8th grade boy)

"Because, the world is changing for the better. And because it will be my life and I will make decisions for ME. I want to be at the head and make life better for myself and those around me." (8th grade boy)

"Because there are more opportunities out there now then back then." (8th grade boy)

"There is more technology now then there was back then and more jobs available with the technology." (8th grade girl)

"I believe that I have learned from my parent's mistakes and will have different things important to me. Furthermore, my parents did not have many of the opportunities that will be available to me." (8th grade girl)

"Because my parents married early, I was born when they were very young. I am planning my future whereas my parents did not." (9th grade boy)

"Because times change, and I am living in an easier time to live in." (9th grade boy)

“I think it will be because I’m gonna go to college and they never got that experience. They also didn’t end up being what they wanted to be.” *(9th grade girl)*

“Because after I graduate from high school I will have a better chance to go to college than my parents’ had. And after college I plan to get a great job that pays lots of money. So I can take care of my family and give them all the things they need.”
(9th grade girl)

“Because times have changed. Hello people it is the year two thousand, the twenty-first century here. I am gonna go out there and I am gonna work my butt off so that I can have the job that I want.” *(10th grade boy)*

“Society has advanced, I am smarter, and I won’t pass up opportunities.”
(10th grade boy)

“Because my mom has to work very hard and long hours to earn her paycheck and she has a really hard job. I think also if I get a job that pays more money I won’t have to worry about making ends meet.” *(10th grade girl)*

“Because I see their mistakes and I learn from them. And the lesson that a credit card shouldn’t be taken too lightly has helped me already.” *(11th grade, girl)*

“My parents have struggled a lot in life. Since I have opportunities they never had, naturally it will be easier for me to have a better life and even help them out.”
(11th grade boy)

“Because my parents never got a college education and they could never do what they truly wanted with their lives. Plus, they have made sure that I would get the things that they didn’t.” *(11th grade boy)*

“Because they didn’t finish college, by doing that they were stuck as well as having children young. I want to go to college and have a job that I TRULY LOVE!!!!!! Not having a job only because that is the only one I can get because of no diploma.”
(12th grade girl)

“Because I, unlike my parents have stayed dedicated to school, so I will have more economic opportunities...they dropped out in high school, while I will go to college.”
(12th grade boy)

“Because I plan to have more education under my belt.” *(12th grade boy)*



Predictions for the Future

Overall secondary school students and teachers are more optimistic than parents when it comes to the future (Exhibit 10.7). When asked to consider whether the environment will become cleaner, there will be fewer poor people, schools will provide a better education, schools will be safer, and people will get along better with each other, parents of secondary school students (38%) are more likely than students (23%) or teachers (20%) to say that none of these will happen in the lifetime of teens today. All three groups — particularly students and teachers — are most optimistic about the future of education. Six in ten students (58%) and teachers (56%) think that school will provide a better education, as do four in ten (38%) parents.

- Teachers are more likely than students and parents to say that the environment will become cleaner (37% vs. 29% and 26% respectively);
- Students are most optimistic when it comes to poverty. One-third (32%) believe that there will be fewer poor people, as compared to 12% of teachers and 9% of parents.
- Half of students (46%) believe that schools will be safer, compared to four in ten teachers (39%) and one-quarter of parents (26%).
- Students, parents and teachers are in closest agreement about the chance for better human relations. Slightly more than one-quarter of students (28%) and teachers (27%) and slightly less than one-quarter of parents (22%) believe that people will get along better with each other.

Exhibit 10.7

Predictions for the Future

Q535/Q570/Q560 Which of the following do you think will happen during [your/your child's/your students'] lifetime?

	Secondary School Students	Secondary School Parents	Secondary School Teachers
	1067	855	1010
	%	%	%
The environment will become cleaner . . .	.29	.26	.37
There will be fewer poor people . . . . .	.32	.9	.12
Schools will provide a better education . .	.58	.38	.56
Schools will be safer . . . . .	.46	.26	.39
People will get along better with each other . . . . .	.28	.22	.27
None of these will happen in [my/my child's/my students'] lifetime . .	.23	.38	.20
No answer	*	-	-

**School Respondents Only*

CHAPTER 11:

TEACHERS ON TEACHING



Overview

The preceding chapters in this report have highlighted the competing voices that exist concerning issues related to education and preparedness. This chapter focuses specifically on teachers - their experiences and their perspectives on the tensions that they face in schools today. What is it like teaching junior and senior high school students today and how do teachers view their role? Many teachers feel alienated from their school, especially those who teach in schools with high proportions of low-income or minority students. One-third of teachers believe the quality of their school's education rates a "C" average. Teachers see themselves as a source of support for students when it comes to advice about classes, feeling safe at school and for help when they are sad or depressed. Teachers feel particularly responsible for students' learning about different jobs and careers.

Looking at education in the future, only slightly more than half of teachers see the quality of education improving. However, half of teachers believe that education is among the career areas that offer the most potential for their students.

The Teaching Experience

How do secondary school teachers view their relationship with their school? Many teachers feel alienated - they believe they are left out of things going on around them at their school (28%), and what they think doesn't count very much at their school (27%) (Exhibit 11.1). Feelings of alienation are not equally distributed among all teachers. Those feelings are most prevalent among teachers whose schools have high proportions of low-income or minority students. Teachers whose schools are at least two-thirds minority students (35%) are more likely than those with fewer minority students (27%) to feel left out of things going on around them at school. Teachers whose school's population is more than two-thirds low-income students are most likely to hold the latter view (34%), compared to teachers whose students are one-third or fewer low-income (24%) (Exhibit 11.2).

Exhibit 11.1

Being Left Out of Things

Q312 *I am left out of things going on around me at my school*

Base: All teachers

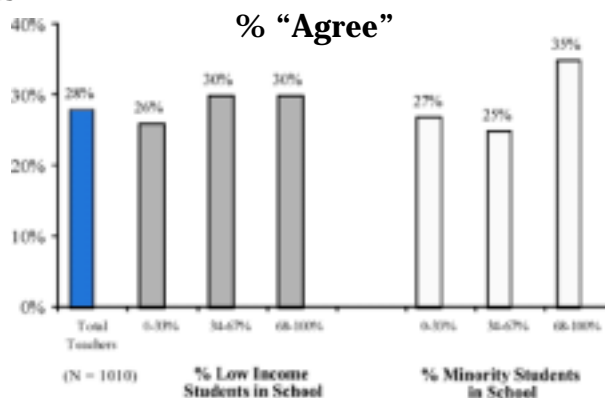
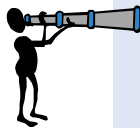
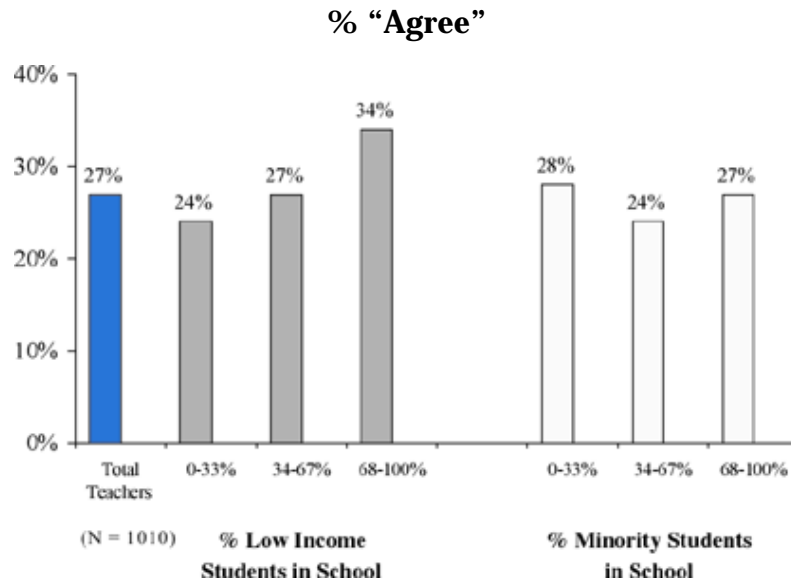


Exhibit 11.2
Thinking Doesn't Count Very Much

Q312 *What I think doesn't count very much at my school*

Base: All teachers



OBSERVATION: *These findings of teacher alienation are alarming given the potential impact such feelings may have on the quality of teaching provided, teacher satisfaction and teacher retention. Previous editions of the MetLife series have consistently shown that job satisfaction is related to other aspects of teacher connectedness, specifically parental involvement.*

Unfortunately, feelings of alienation among teachers are not new. The Metropolitan Life Survey of the American Teacher, 1988 found that three in ten teachers felt that in their schools the principals did not recognize and develop teachers' leadership potential by involving them in decision-making about school organization and curriculum. Yet nearly all teachers felt that principals should involve them in decision-making.



TEACHERS SPEAK OUT ON TEACHER TRAINING

One aspect of the teaching experience that may reduce feelings of alienation is training and mentoring. Several teachers mentioned this area when asked, “What changes would you like to see occur that would improve the education you provide your students?”

“... Create effective mentoring programs for young teachers. It often takes three years or so to become a good teacher.”

“... Teacher training, it seems, needs to incorporate even more real time hours of student teaching within the classroom. . .”

“... Furthermore, make my evaluation meaningful. I’ve taught for four years and never been evaluated. . .”

“... Finally, teacher and administrator training to incorporate new technology. My school is full of computers—only a handful of us use them for more than occasional word processing. This is not unusual.”

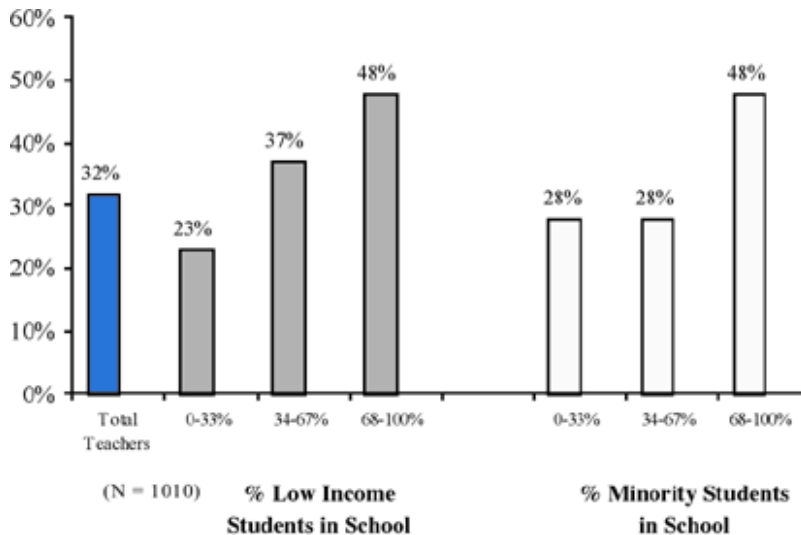


What is the quality of education that schools are providing students? According to nearly one-third of teachers (32%), their school has earned a “C” or worse overall (Exhibit 11.3). As with feelings of alienation, teaching in schools with high proportions of low-income or minority students impacts teachers’ views on the quality of education provided. Teachers whose schools consist of more than two-thirds low-income students are twice as likely as those whose schools are less than one-third low-income students to grade the quality of their school’s education this way (48% vs. 23%). The same trend holds for schools with high vs. low proportions of minority students (48% vs. 28%).

Exhibit 11.3
Overall Quality of Education

% “C” or “D” or “F”

Base: All teachers





TEACHERS SPEAK OUT ON CLASS SIZE

Another area that may be related to quality of education is class size. This issue was mentioned by several teachers when asked, “What changes would you like to see occur that would improve the education you provide your students?”

“Decrease the class size, increase the number of parental volunteer aides in all grades, . . .”

~

“ . . . Next, a drastic reduction in class size. I mean, drastic. There should be no class with more than 25 students, period. That may mean hiring more teachers—oh well. Given a choice of smaller classes or more technology, I for one would choose smaller classes, even though I use and like technology in the classroom. . . .”

~

“ . . . Another important change that is needed is class size. Children can easily tune out when there are 25 - 40 students in a class. They can ‘hide.’ One on one education with 10 - 15 in a class makes it impossible for them to deny responsibility for their education. This would also further help to improve their attitude, and those who didn’t want to learn would soon find themselves ‘flunking out!’ . . .”

Teachers believe that their schools are doing a better job with the basics than with more general life skills (Exhibit 11.4). Eight in ten teachers give their school an A or B in preparing their students in English (82%), math (78%) and science (81%). However, this drops off in their grading of general life skills, such as preparing students in getting along with other people (73%), knowing about current events (66%), learning about different jobs and careers (68%), being a good citizen (68%) and knowing how to solve problems (60%).

Exhibit 11.4
Teachers' Ratings



Q512 How would you grade the quality of education in your school with respect to preparing students in the following areas?

Report Card % "A" or "B"							
Total Teachers	% Low-Income Students in School			% Minority Students in School			
	0-33%	34-67%	68-100%	0-33%	34-67%	68-100%	
Base:	1010	481	311	151	669	158	162
	%	%	%	%	%	%	%
The Basics							
English . . . . .	.82	86 . . . . .	.79 . . . . .	.74	86 . . . . .	.78 . . . . .	.70
Math . . . . .	.78	84 . . . . .	.74 . . . . .	.64	82 . . . . .	.78 . . . . .	.62
Science . . . . .	.81	86 . . . . .	.78 . . . . .	.69	84 . . . . .	.78 . . . . .	.67
General life skills							
Getting along with other people . .	.73	79 . . . . .	.65 . . . . .	.69	74 . . . . .	.75 . . . . .	.67
Knowing about current events . . . .	.66	70 . . . . .	.65 . . . . .	.56	69 . . . . .	.69 . . . . .	.51
Learning about different jobs and careers . . . . .	.68	69 . . . . .	.68 . . . . .	.62	68 . . . . .	.70 . . . . .	.65
Being a good citizen . . . . .	.68	75 . . . . .	.64 . . . . .	.55	70 . . . . .	.71 . . . . .	.57
Knowing how to solve problems . . . .	.60	66 . . . . .	.55 . . . . .	.48	63 . . . . .	.59 . . . . .	.46



TEACHERS SPEAK OUT ON QUALITY OF EDUCATION

“What changes would you like to see occur that would improve the education you provide your students?”

“. . . Major change needs to occur — I really feel that after graduation at middle school students should choose either subject centered schools, trade schools, or occupational training schools — high schools as the ‘all encompassing’ continuing education should cease. As we try to educate en masse we are cheating all students.”

“. . . Students who can’t (or won’t) meet traditional behavioral norms should be withdrawn from the class setting and placed in alternative schools. . .”

The Teacher's Role

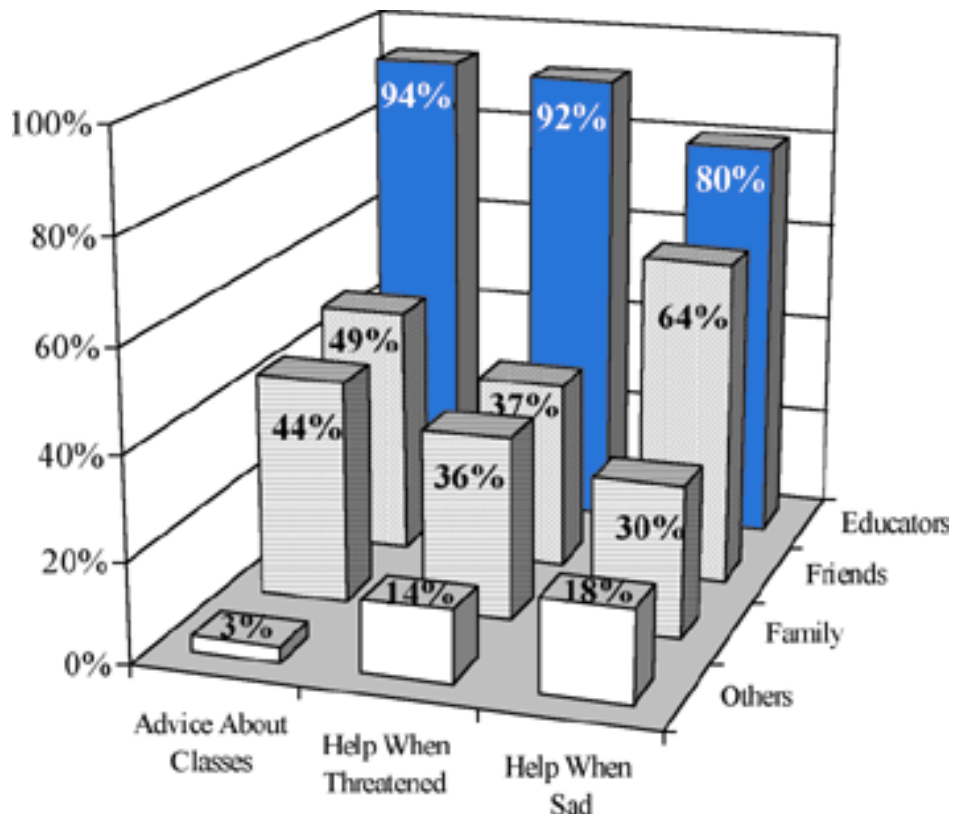
Nearly all teachers believe that they or other school personnel are people that their students would go to if they needed advice about what classes to take at school (94%) or for help if they felt threatened by another student at school (92%). Teachers are less likely to see themselves as sources of support if students were feeling sad or depressed (80%), yet they are still viewed as the primary source of support, compared to family and friends (Exhibit 11.5).

Exhibit 11.5

Teachers' Perspectives on Sources of Support

Q410/420/430 *Who are the people your students would most likely go to [if they needed advice about what classes to take at school]/ [for help if they felt threatened by another student at school]/[for help if they were feeling sad or depressed]?*

Base: All teachers

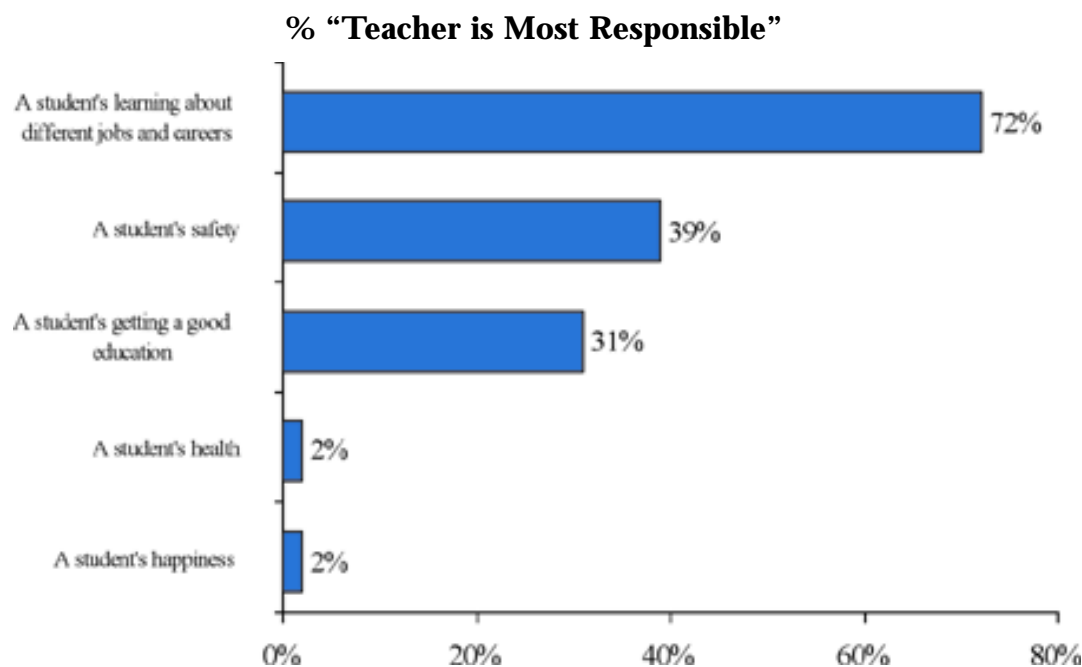


How do teachers view their responsibilities in terms of students' getting a good education, learning about different jobs and careers, and their safety, health and happiness? Teachers are most likely to view students' learning about different jobs and careers as the teacher's responsibility (Exhibit 11.6). Three-quarters of secondary school teachers (72%) think that a student's teachers are most responsible for this aspect of students' lives. Four in ten (39%) think that teachers are most responsible for a student's safety, and three in ten (31%) think that teachers are most responsible for a student's getting a good education. Few teachers feel most responsible for a student's health (2%) or happiness (2%).

Exhibit 11.6
Teachers' Perspectives on Own Responsibilities

Q515 Who do you think is most responsible for each of the following things?

Base: All teachers





TEACHERS SPEAK OUT ON THE TEACHER'S ROLE

“What changes would you like to see occur that would improve the education you provide your students?”

“In my school, teachers are dead last on the list of those who have influence over education. Custodians and Secretaries have more influence on the administration than I do. Please give me a TWO-WAY evaluation process. Everyone gets to evaluate me; I should be able to evaluate my supervisors. . . “

“More accountability on behalf of the student, teachers, and school districts is most definitely a step in the right direction. Greater accountability for student behavior would be a major plus. . . ”

“. . . I think the biggest change needed is that STUDENTS need to take responsibility for their own education. The fact that we (the public) cater to their ideas of ‘I hate school,’ ‘I only come because my parents make me,’ or ‘I’m bored; school is no fun’ is pitiful. . . Right now, no matter how good a teacher is, at least 50% of the class doesn’t learn anything. This is mainly because the students just don’t bother to pay attention. I tell my students often: I can TEACH you something, but only YOU can LEARN it!”

“. . . teachers are not respected as professionals, but viewed as “overpaid” (the public consensus) babysitters. No wonder that so many teachers leave the profession, they are not valued, not paid well, and have a burden beyond the understanding of those who have never taught . . . “

Education in the Future

Do teachers think their students should become teachers themselves? Education (52%) comes in third place, after high tech (75%) and health care (60%), as an area that teachers think offers the most potential for their students in their future careers (Exhibit 11.7). Following education are retail (50%), construction (44%), restaurants or hotels (43%), manufacturing (41%), and finance (40%).

Students planning to pursue careers in education require college degrees. Yet teachers indicate that many of their students with potential for advanced learning may not be able to pursue this option. Half of teachers report that most (13%) or some (38%) of their students, who have the aptitude to go to college, might not be able to go because of the cost of a college education (Exhibit 11.8). This effect is particularly striking for teachers with high proportions of minority or low-income students in their school. Teachers in schools with more than two-thirds minority students are three times as likely as those with few minority students to report that most of the students are this affected (30% vs. 9%). For teachers in schools with mostly low-income students, this disparity is even greater (40% vs. 4%).

Exhibit 11.7
Teachers' Views on Employment



Q527 Which areas of work do you think offer the most potential for your students in their future careers?

Base: All teachers

	Total Teachers
Base	1010
	%
High tech (computers, Internet, etc.) .....	.75
Health care .....	.60
Education .....	.52
Retail (stores) .....	.50
Construction .....	.44
Restaurants or hotels .....	.43
Manufacturing (factory work) .....	.41
Finance (investments/banking) .....	.40
Social service agencies .....	.33
Agriculture, forestry, fishing or mining .....	.26
Law .....	.25
Government .....	.24
Entertainment .....	.17
Military .....	.2
Business .....	.1
Engineering .....	.1
Family business/self employed .....	.1
Operative unskilled (truck diver, carpet installer, construction) .....	.1
Sales/marketing/advertising .....	.1
Scientist/science related .....	.1
Service worker (day care/hairdresser) .....	.1
Skilled craftsmen (drafting, carpenter, electrician) .....	.1



Exhibit 11.7 (continued)
Teachers' Views on Employment

Q527 Which areas of work do you think offer the most potential for your students in their future careers?

Base: All teachers

Art	*
Athletics/sports/professional sports	*
Automotive	*
Aviation/aerospace industry	*
Clergy/church based employment	*
Journalism/writing	*
Law enforcement/policeman/fireman	*
Music	*
Veterinary/animal care	*
No answer .....	.1

Exhibit 11.8
Impact of Cost on Pursuing a College Education

Q507 How many of your students who have the aptitude to go to college, might not be able to go because of the cost of a college education?

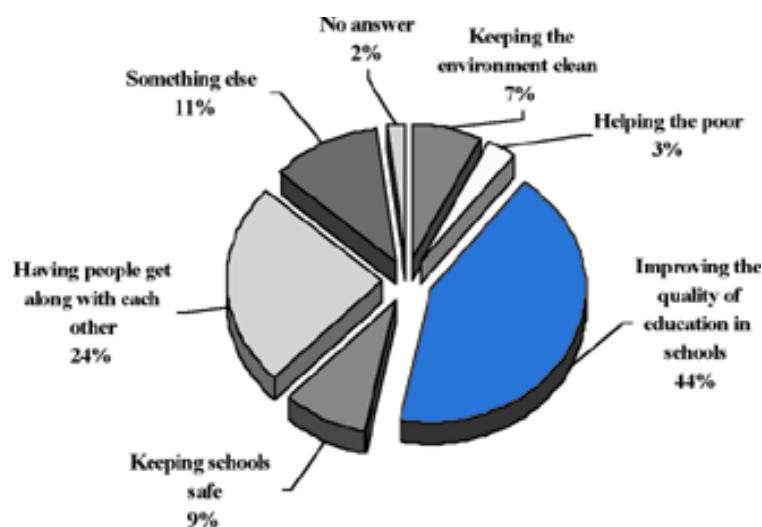
Base: All teachers

	Total Teachers	% Low-Income Students in School			% Minority Students in School		
		0-33%	34-67%	68-100%	0-33%	34-67%	68-100%
Base: .....	.1010	481	.311	.151	669	.158	.162
	%	%	%	%	%	%	%
Most .....	.13	4	.16	.40	9	.16	.30
Some .....	.38	36	.43	.30	37	.43	.34
A few .....	.39	48	.33	.19	45	.32	.23
None .....	.10	11	.8	.9	9	.8	.12
No answer .....	.1	*	-.2	.2	*	.1	.1

Teachers are most likely to consider improving the quality of education in schools as the most important issue facing America today. More than four in ten (44%) choose this issue, compared to one-quarter (24%) selecting having people get along with each other, followed by keeping schools safe (9%), keeping the environment clean (7%), helping the poor (3%) or some other issue (11%) (Exhibit 11.9).

Exhibit 11.9
Teachers' Most Important Issues

Q.540 Which of the following is the most important issue facing America today?



Secondary School Teachers (N = 1010)

Teachers are not particularly optimistic about the chances of education improving. Slightly more than half (56%) believe that schools will provide a better education during their students' lifetime (Exhibit 11.10). However, this issue fares better than the others, with less than half believing that schools will be safer (39%), the environment will become cleaner (37%), people will get along better with each other (27%), and there will be fewer poor people (12%). Furthermore, two in ten teachers (20%) think that none of these will happen in their students' lifetime.

Exhibit 11.10
Which Will Happen During Students' Lifetime

Q560 *Which of the following do you think will happen during your students' lifetime?*

Base: All teachers

	Total Teachers	% Low-Income Students in School			% Minority Students in School		
		0-33%	34-67%	68-100%	0-33%	34-67%	68-100%
Base:	1010	481	.311	.151	669	.158	.162
	%	%	%	%	%	%	%
The environment will become cleaner . . . . .	.37	39	.40	.26	40	.27	.34
There will be fewer poor people . . . . .	.12	12	.13	.06	12	.11	.10
Schools will provide a better education . . . . .	.56	55	.60	.50	54	.62	.57
Schools will be safer . . . . .	.39	39	.40	.38	40	.39	.38
People will get along better with each other . . . . .	.27	27	.28	.29	26	.27	.31
None of these will happen in my student's lifetime . . . . .	.20	19	.17	.26	20	.22	.19



TEACHERS SPEAK OUT ON IMPROVING EDUCATION

In addition to issues regarding teacher training, class size, quality of education and the teacher's role, several other issues arose when teachers were asked, "What changes would you like to see occur that would improve the education you provide your students"?

" . . . make sure designated monies for education make it to the classroom (not stopping at the district level), make sure each classroom has a large color TV and a VCR and cable with satellite access, increase teachers' salaries to a livable level that can compete with comparable careers requiring the same education."

" . . . I need more money for classroom materials. Honestly, I could use more money for me too, but, well... so it goes."

"There needs to be a change in the way that the community views education. There is too short a view on the point of education - society is not looking at high school students as tomorrow's voters or wage earners, but as just kids. It has caused a problem of large proportion. It has been devalued to the extent that students do not feel that they have to actually try — just that they have to be there . . ."

“The most important change would be a change for the better in the quality of family life that young people experience. So many grow up with such devastating problems that they have difficulty concentrating or their learning is not as important as simply staying alive with the least number of problems or hassles. . . “

“ . . . In small school districts some segments of the community have been excessively empowered at the expense of the chief school administrator. We need to have “the pendulum” return to allow Superintendents of School District to once again be the true educational leader rather than a political pawn. Renewable tenure on a 3 to 5 year basis would be worthy of consideration if properly instituted and administered, with input from the teacher’s association.”

“Equity funding would be a good start. In Ohio annual per pupil funding varies from under \$4,000 to more than \$11,000. Not surprisingly, the schools funded at higher levels score higher on student achievement tests. Abolish the federal department of education and direct the funds to state and local levels. Decisions and policies should be decided by local administrators/school boards. Reduce the education bureaucracy by eliminating many administrative jobs that were created to provide more higher paying jobs. Many administrators were not successful teachers. Administrators need to know more about instruction and teacher evaluation. Some can not recognize a good teacher from an unsuccessful one. Abolish education departments in universities. Too much theory is taught by professors who have not been in a secondary/elementary school in years. Many college professors teach at college level because they were not successful in the classroom. The worst teachers I have ever had were all in the school of education. . . “

“Perhaps... we need to allocate funds evenly, so that in “poor” schools. (i.e. schools in areas where parent/guardian incomes are low, where there are racial/ethnic ghettos), students receive the same per pupil amount of spending as in richer schools. This would also, hopefully, affect the teachers’ salaries, so each district and school within any one district would be competitive in salary offerings, therefore attracting more teachers to the poor, urban and rural schools. I would like to see bilingual education brought back where needed, but under its original framework, with a teacher and an aide within each classroom... with proper placements of incoming students, with newcomer classes for new immigrants... without political fights changing up the programs every time the wind changes direction. . . The small school approach should be used more than at present time... and magnet schools/academies. Schools should be built up as community centers, with daycare and classes for adults and families taking place before and after the regular school day. Little businesses (such as cafes, bike repair centers...) can be run by classes. Perhaps we should cooperate with Social Services to include boarding schools in areas with high numbers of students with no living/competent parents.”



TEACHERS SPEAK OUT ON PARENTS' ROLE IN CHILD'S SUCCESS

"What can America's parents do to help their children succeed in school?"

"Stay involved in their education, don't 'lose interest' just 'cause they are now in high school. Know what they study, when they study, and make sure they have the time to study and a quiet place."

~

"As far as what to do to help them, teach them to think for themselves, to be life learners, model for them, read with them, be with them. Too many busy parents have shuffled off time to be better wage earners and have given up an unbearable price that they don't realize they are paying. Granted, Susy may have the best dance teacher and the hottest new outfits, but if it means her time with mom and dad is down to an hour and a half a day at best, ultimately it isn't worth it. To help their children succeed, school can no longer be looked at as a place to dump their kids and forget about them for the day, hoping against hope that the school is doing what is supposed to do. To help them succeed they need to really be looking for opportunities to be with them as a support, not as an absent parent."

~

"Care for them! Provide them with values, not things. Equally important would be to punish bad behavior—it is not always the other kid's fault, or the school's fault, or the teacher's fault. I am really tired of hearing "My child doesn't do that," when a quick check of a cumulative file will show that the child has been doing exactly that for years."

~

"More contact time with their children spent in conversation. Less mindless TV and more PBS. Trips to museums on occasion. Recognition of teachers as allies working on the same hopes and dreams which parents have; the education of their children."

"Take an active interest in their children's education. Make it very clear that education is a high priority in the household. When problems arise, do not blame the school, teachers, or administrators, but instead discuss the problem intelligently with school officials and make joint decisions as to how best to resolve the problems."

~

"(I'm writing this as a parent myself): parents need to be PRESENT. Within the modern U.S. context, to me this means that we need to be involved in the nitty-gritty, keeping our children well-fed and healthy, checking up on homework every day, helping them with time management, providing opportunities for them to engage in supplementary classes, exposing them to various cultural experiences and viewpoints, talking with them . . . And, when we can't individually do all the above, working together with relatives and friends to give them the benefits of the extended family (the greater "village") to do so."

~

". . . If parents would quit criticizing schools in front of their kids, show more respect for teachers, show more interest and concern about what their kids are learning, and encourage their kids to take education seriously, then I think we would see a great improvement in our children's education. . ."

APPENDIX A — METHODOLOGY

METHODOLOGY



Student Sample

School Survey

A total of 1067 public school students in grades 7 through 12 were surveyed during an English class using a self-administered questionnaire. Interviews averaged 25 minutes in length and were conducted between March 16, 2000 and April 27, 2000. The Harris national probability sample of schools and students is based on a highly stratified two-stage sampling design. This design employs features similar to the sample designs used in various national surveys of students and schools that are conducted by the U.S. National Center of Education Statistics. Sample is drawn from a list of approximately 80,000 public, private and parochial schools in the United States. It is selected to account for differences in grade enrollment, region and the size of the municipality where schools are located. For this study, only public schools were selected. A random selection of schools is drawn on the basis of the number of students in each cell proportionate to the number of students in the universe, creating a cross section of young people in a set of designated grades.

After sending a letter to principals soliciting their participation, Harris Interactive Inc. contacted the principals in selected schools by telephone to request their participation in the survey. An eligible grade was randomly assigned to each school. If the principal agreed to participate, a random selection process was then used to select a particular class to complete the survey. The principal was asked to alphabetize all classes for the grade assigned by the Harris firm. Using a random number selection grid, an interviewer identified an individual class. For junior and senior high school, where students attend different classes for each subject, only English classes were used to make the selection. Since all students in all grades must study English, this ensures a more representative sample of students by academic track and level of achievement.

A number of steps were included in the consent process in order to maximize response rates. The alert letter contained a brief description of the survey process and some background information on the Harris organization and schools were offered an incentive to participate. In addition, at a principal's request, calls were made to local boards or district offices to gain approval from the appropriate officials. If necessary, copies of the introductory letters and other materials were mailed or sent via fax to the principal and/or other school officials.

If a particular school could not participate, it was replaced by a school with similar demographic characteristics so as to preserve the integrity of the primary selection. Another randomly drawn school was chosen within the same region, with similar grade enrollment and size of municipality, and in the same or the nearest zip code to the original school.

Harris Interactive Inc. mailed instructions, a set of questionnaires and materials for return mail to the teacher of the selected class. In addition, teachers were provided with guidelines for administering the survey. By providing teachers with educa-

tional materials, including *The Basic Primer on Public Opinion Polling*, we hope to ensure that this exercise is woven into the classroom curriculum in a meaningful way. Furthermore, by surveying only one class in each school, we impose on the school as little as possible. Students were given envelopes in which to seal their completed surveys before returning them to the teacher. Please note that the survey instrument is anonymous; at no point was the student asked to provide his or her name.

All interviews were carefully edited and checked for completeness and accuracy. Surveys with significant errors or large proportions of missing data were removed; typically this represents less than 1% of the questionnaires that arrive in-house. However, as with all self-administered questionnaires, occasional questions were sometimes left blank. Findings for each question are reported based on the total number of potential respondents in the sample. As an overall check, each questionnaire was reviewed to ensure that a majority of all possible responses had been completed.

Online Survey

The survey questionnaire was self-administered online by means of the Internet to 2894 public school students in grades 7 through 12 who have access to the Internet. Interviews averaged 20 minutes in length and were conducted between March 24, 2000 and April 2, 2000.

Sample was drawn from the Harris Poll Online database of approximately 6.5 million households who are registered as participants. In order to reach students in grades 7 through 12, the sample was drawn from the Youth Panel, which is a subset of the Harris Interactive Panel of Cooperative Respondents. Currently, there are nearly 500,000 HPOL members under the age of 18.

Email addresses for households in the database are obtained from participation in the following sources: Youth Panel web communities (HarrisZone.com and HarrisKidZone.com), Harris Poll Online registration, the Harris/Excite Poll, Harris Poll Online banner advertisements, Excite and Netscape product registrations, Harris telephone research, media recruitment, and sweepstakes sponsored by Matchlogic and its subsidiaries (e.g., DeliverE, Preferences.com, etc.). Invitations for this study were emailed to a selected sample of the database identified as being 13 to 20 years old and residing in the U.S.A.

Interviews were conducted using a self-administered, online questionnaire, via Harris's proprietary, web-assisted interviewing software. The Harris Online interviewing system permits online data entry of interviews by the respondents. Questionnaires are programmed into the system with the following checks:

1. Question and response series
2. Skip patterns
3. Question rotation
4. Range checks
5. Mathematical checks
6. Consistency checks
7. Special edit procedures

For questions with pre-coded responses, the system only permits answers within a specified range; for example, if a question has three possible answer choices (e.g., “Agree”, “Disagree”, “Not sure”), the system will only accept coded responses corresponding to these choices. All data is tabulated, checked for internal consistency and processed by computer. A series of computer-generated tables is then produced for each sample group showing the results of each survey question, both by the total number of respondents and by important subgroups.

To maintain the reliability and integrity in the sample, the following procedures are used:

1. Password protection: Each invitation contains a password that is uniquely assigned to that e-mail address. A respondent is required to enter the password at the beginning of the survey to gain access into the survey. Password protection ensures that a respondent completes the survey only one time.
2. Reminder invitations: To increase the number of respondents in the survey and to improve overall response rates, up to two additional reminder invitations are typically mailed at 2-4 day intervals to those respondents who have not yet participated in the survey.
3. Summary of the survey findings: To increase the number of respondents in the survey and to improve overall response rates, respondents are often provided with a summary of some of the survey responses. This too is done via the Internet. Respondents are sent an email that provides them access to a web site that will contain the survey findings. As with the survey itself, this is a password-protected site that is accessible for a limited period (1-2 weeks).

The data processing staff performs machine edits and additional cleaning for the entire data set. Our edit programs act as a verification of the skip instructions and other data checks that are written into the online program. The edit programs list any errors by case number, question number and type. These were then resolved by senior EDP personnel, who inspected the original file and made appropriate corrections. Complete records were kept of all such procedures.

Weighting of Student Data

Data were weighted to reflect the national population of public school students in grades 7 through 12 for key demographic variables (grade, gender, race and region). Demographic weights were based on data from the U.S. National Center of Education Statistics. In addition, data collected online were weighted to key behavioral and attitudinal variables to align it with the data collected using the school methodology and to represent two-thirds of the total interviews.

Teacher Sample

The survey included a total of 1010 interviews with a nationally representative sample of current public school teachers of grades 7 through 12 throughout the continental United States. Interviews averaged 15 minutes in length and were conducted between April 12, 2000 and May 31, 2000. Teachers were given the option of partic-

ipating by telephone or online. Telephone interviews were conducted from Harris's telephone research center in Youngstown, Ohio

Harris drew a random sample of 7500 current public school teachers throughout the United States from a list compiled by Market Data Retrieval of Westport, Conn. Sample sites for completed interviews were set for state, based on statistics of public school teachers in each state published by the U.S. National Center of Education Statistics.

Selected teachers were sent an alert letter containing a brief description of the survey process and some background information on the Harris organization in order to maximize response rates. Teachers were given the option of participating by telephone or online and provided with a Harris toll-free telephone number and with a website URL and unique password. Each selected teacher who did not participate online was contacted at his or her school by telephone and invited to participate in the survey. If the teacher was not available, a message was left, including a toll-free number to allow a return call.

Before being asked to complete the actual interview, each teacher was screened to ensure that he or she is currently teaching at least part-time in a public school and currently teaches in grades 7 through 12. If the interview was being conducted by telephone, and the respondent passed the screen, an appointment was made to complete the interview at a time convenient for the teacher. If the interview was being conducted online, the respondent completed the interview at that time.

Weighting of Teacher Data

The sample was not weighted since its distribution by the key variable of race already reflected the actual proportions in the population.

Parent Sample

Telephone Survey

The survey included a total of 256 interviews with a nationally representative sample of parents of public school students in grades K through 12. Interviews averaged 15 minutes in length and were conducted between April 18, 2000 and April 30, 2000. Interviews were conducted from Harris's telephone research center in Binghamton, NY.

Eligible households were identified from a random national sample. The Harris Interactive Inc. National Telephone Sample is based on a methodology designed to produce representative samples of persons in telephone households in the 48 continental United States. The Harris National Telephone Sample makes use of random digit selection procedures that assure equal representation of persons in households "listed" in telephone directories, as well as persons in households which are "unlisted" in telephone directories.¹ The Harris National Telephone Sample is selected by a three-stage, stratified sampling process. The ultimate result of this process is a set of sample selections (telephone numbers). The sample is explicitly designed to assure the proper representation of households in central city, suburban, and rural areas within each of the 48 continental states.

¹ Some households are "unlisted" as the result of a request for an unlisted phone number by the telephone subscriber. Other households are "unlisted" in the published directory because the telephone number was assigned after the publication date of the directory. Samples that are restricted to directory listed numbers only may contain serious sample biases because of the exclusion of various types of unlisted households.

Online Survey

The survey questionnaire was self-administered online by means of the Internet to 1761 parents of public school students in grades K through 12 who have access to the Internet. Interviews averaged 15 minutes in length and were conducted April 17, 2000 and April 26, 2000.

Sample was drawn from the Harris Poll Online database of approximately 6.5 million households who are registered as participants in Harris's online database. Email addresses for households in the database are obtained from participation in the following sources: Harris Poll Online registration, the Harris/Excite Poll, Harris Poll Online banner advertisements, Excite and Netscape product registrations, Harris telephone research, media recruitment, and sweepstakes sponsored by Matchlogic and its subsidiaries (e.g., DeliverE, Preferences.com, etc.). Invitations for this study were emailed to a selected sample of the database identified as being 25 to 59 years old and residing in the U.S.A.

Weighting of the Parent Data

The completed interviews were weighted to the U.S. Census Bureau's latest population parameters on education, gender, race or ethnicity and age. This weighting adjusted these key variables where necessary to their actual proportions in the population. In addition, data collected online were weighted to key behavioral and attitudinal variables to align it with the data collected using the Harris National Telephone sample and to represent two-thirds of the total interviews.

Telephone Interviewing Procedures (Teachers and Parents)

Interviewing for this study was conducted by Harris's professional interviewing staff and was continuously quality monitored by the supervisory staff. Through direct supervision of the interviewing staff and continuous monitoring of the interviews, a uniformity of responses was achieved that could not have been obtained by other interviewing methods.

The Harris computer assisted telephone interviewing system (CATI) permits on-line data entry and editing of telephone interviews. Questionnaires are programmed into the system with the following checks:

1. Question and response series
2. Skip patterns
3. Question rotation
4. Range checks
5. Mathematical checks
6. Consistency checks
7. Special edit procedures

The CATI system reduces clerical error by eliminating the need for keypunching, since interviewers enter the respondents' answers directly into a computer during the interview itself. For questions with pre-coded responses, the system only

permits answers within a specified range; for example, if a question has three possible answer choices (e.g., “Provides,” “Does not provide,” “Not sure”), the CATI system will only accept coded responses corresponding to these choices. All data is tabulated, checked for internal consistency and processed by computer. A series of computer-generated tables is then produced for each sample group showing the results of each survey question, both by the total number of respondents and by important subgroups.

The data processing staff performs machine edits and additional cleaning for the entire data set. Harris’s edit programs act as a verification of the skip instructions and other data checks that are written into the CATI program. The edit programs list any errors by case number, question number and type. These were then resolved by senior EDP personnel, who inspected the original file and made appropriate corrections. Complete records were kept of all such procedures.

Online Interviewing Procedures (Teachers and Parents)

Interviews were conducted using a self-administered, online questionnaire, via Harris’ proprietary, web-assisted interviewing software. The Harris Online interviewing system permits online data entry of interviews by the respondents. Questionnaires are programmed into the system with the following checks:

1. Question and response series
2. Skip patterns
3. Question rotation
4. Range checks
5. Mathematical checks
6. Consistency checks
7. Special edit procedures

For questions with pre-coded responses, the system only permits answers within a specified range; for example, if a question has three possible answer choices (e.g., “Agree”, “Disagree”, “Not sure”), the system will only accept coded responses corresponding to these choices. All data is tabulated, checked for internal consistency and processed by computer. A series of computer-generated tables is then produced for each sample group showing the results of each survey question, both by the total number of respondents and by important subgroups.

To maintain the reliability and integrity in the sample, the following procedures are used:

1. Password protection: Each invitation contains a password that is uniquely assigned to that e-mail address. A respondent is required to enter the password at the beginning of the survey to gain access into the survey. Password protection ensures that a respondent completes the survey only one time.
2. Reminder invitations: To increase the number of respondents in the survey and to improve overall response rates, up to two additional reminder invitations are typically mailed at 2-4 day intervals to those respondents who have not yet participated in the survey.

3. Summary of the survey findings: To increase the number of respondents in the survey and to improve overall response rates, respondents are often provided with a summary of some of the survey responses. This too is done via the Internet. Respondents are sent an email that provides them access to a web site that will contain the survey findings. As with the survey itself, this is a password-protected site that is accessible for a limited period (1-2 weeks).

The data processing staff performs machine edits and additional cleaning for the entire data set. Our edit programs act as a verification of the skip instructions and other data checks that are written into the online program. The edit programs list any errors by case number, question number and type. These were then resolved by senior EDP personnel, who inspected the original file and made appropriate corrections. Complete records were kept of all such procedures.

Reliability of Survey Percentages

The results from any survey sample are subject to sampling variation. The magnitude of this variation is measurable and is affected both by the number of interviews involved and by the level of the percentages expressed in the results.

Exhibit A.1 shows the range of sampling variation that applies to percentage results for this type of survey. The chances are 95 in 100 that the survey results do not vary, plus or minus, by more than the indicated number of percentage points from the results that would have been obtained had interviews been conducted with all persons in the universe represented by the sample.

For example, if the response for a sample size of 300 is 30%, then in 95 out of 100 cases the response of the total population would be between 25% and 35%. Note that survey results based on subgroups of a small size can be subject to large sampling error.



Exhibit A.1

Approximate Sampling Tolerances (at 95% Confidence) to Use in Evaluating Percentage Results					
Number of People Asked Question on Which Survey Result Is Based	Survey Percentage Result at 10% or 90%	Survey Percentage Result at 20% or 80%	Survey Percentage Result at 30% or 70%	Survey Percentage Result at 40% or 60%	Survey Percentage Result at 50%
2,000	1	2	2	2	2
1,500	2	2	2	2	3
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

Sampling tolerances also are involved in the comparison of results from different parts of the sample (subgroup analysis) or from different surveys. Exhibit A.2 shows the percentage difference that must be obtained before a difference can be considered statistically significant. These figures too represent the 95% confidence interval.

For example, suppose one group of 1,000 has a response of 34% “yes” to a question, and an independent group of 500 has a response of 28% “yes” to the same question, for an observed difference of 6 percentage points. According to the Exhibit, this difference is subject to a potential sampling error of 5 percentage points. Since the observed difference is greater than the sampling error, the observed difference is considered statistically significant.

Exhibit A.2

Approximate Sampling Tolerances (at 95% Confidence) to Use in Evaluating Differences Between Two

Percentage Results



Approximate Sample Size of Two Groups Asked Question on Which Survey Result Is Based	Survey Percentage Result at 10% or 90%	Survey Percentage Result at 20% or 80%	Survey Percentage Result at 30% or 70%	Survey Percentage Result at 40% or 60%	Survey Percentage Result at 50%
5,000 vs. 2,000	2	2	2	3	3
1,000	2	3	3	3	3
500	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14
2,000 vs. 2,000	2	2	3	3	3
1,000	2	3	3	4	4
500	3	4	4	5	5
200	4	6	7	7	7
100	6	8	9	10	10
50	8	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
500	3	4	5	5	5
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
500 vs. 500	4	5	6	6	6
200	5	7	8	8	8
100	6	9	10	11	11
50	9	12	13	14	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15
100 vs. 100	8	11	13	14	14
50	10	14	16	17	17
50 vs. 50	12	16	18	19	20

Non-Sampling Error

Sampling error is only one way in which survey findings may vary from the findings that would result from interviewing every member of the relevant population. Survey research is susceptible to human and mechanical errors as well, such as interviewer recording and data handling errors. However, the procedures used by the Harris firm, including the CAI systems described earlier, keep these types of errors to a minimum.

APPENDIX B — THE QUESTIONNAIRES

HARRIS INTERACTIVE INC.
111 Fifth Avenue
New York, New York 10003

Study No. 11699 - Students

Date: June 16, 2000

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<p align="center">Metropolitan Life Insurance Company Survey of the American Teacher 2000 - Students Datsheeted Questionnaire</p>
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Field Period: 03/24/2000-04/2/2000 (Internet)
03/16/2000-04/27/2000 (School/Paper)

SUBJECTS FOR QUESTIONNAIRE

Section 100: Demographics
Section 200: Daily Life
Section 300: Family and Friends
Section 400: Future Plans I
Section 500: Future Plans II
Section 600: Conclusion

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Proprietary Questions Not To Be Released: None

Internet: Place Status Bars: Q217 (1/3), Q402 (2/3), Thank You Page (3/3)

<p>Base for all questions, unless otherwise noted, is 3961. Percentages are weighted. Bases are unweighted. An asterisk (*) represents a value less than 0.5%. A dash (-) indicates a value of zero.</p>
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PLANS, HOPES AND DREAMS

THANK YOU for taking part in this important study. We are conducting this survey to learn more about the opinions and experiences of students nationwide.

This is not a test. There are no right or wrong answers. We want to know about your everyday activities and opinions.

We are not asking for your name. Therefore, no one will be able to identify your answers. You have been given an envelope in which to seal your answer sheet before you hand it in. It will be opened only by the survey professionals in New York at Harris Interactive. No teachers or other school personnel will open the envelopes.

The schools participating in this project have been scientifically selected to represent all junior and senior high school students in the country. So it is very important that you answer all questions carefully and honestly.

We would appreciate it if you would complete the entire questionnaire. However, you may stop at any time, and if you do not want to answer a question, please skip it and go on to the next question.

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INSTRUCTIONS:

Please read all of the instructions carefully. There are several types of questions. Here are some examples of the questions you will be asked:

• **EXAMPLE ONE:**

In questions like this one, circle the number that matches your answer.

What is your favorite season of the year? (CIRCLE ONE ANSWER ONLY)

- Spring1
- Summer②
- Fall3
- Winter4

• **EXAMPLE TWO:**

In questions like this one, put a circle around the number that matches your answer to each statement, as shown.

How often do you . . . ? (CIRCLE ONE ANSWER NEXT TO EACH ITEM - A THROUGH C)

	<u>Always</u>	<u>Sometimes</u>	<u>Never</u>
A. Walk to school.....	①	2	3
B. Do homework while listening to the radio.....	1	②	3
C. Brush your teeth after meals.....	1	2	③

• **EXAMPLE THREE:**

In questions like this one, circle the number or numbers that match your answer.

NOTE: You may have more than one answer.

What are your favorite colors? **(CIRCLE AS MANY ANSWERS AS YOU NEED)**

- | | |
|--------------------------------------|---|
| Red | 1 |
| Yellow | 2 |
| Green | ③ |
| Orange | 4 |
| Purple | 5 |
| Blue | ⑥ |
| Something else (WRITE ANSWER BELOW): | |
| Black _____ | ⑦ |

- Some questions will be about families. Families consist of many different people: mothers, fathers, grandparents, sisters and brothers. In this study, there are some questions about mothers and fathers. However, not all families are alike. For example, some families only have one parent and some families have a mother and a father.
- For questions that ask about your mother, please answer about your mother or the person who fills that role for you, such as a stepmother or grandmother. If no one fills that role for you, please circle that answer.
- For questions that ask about your father, please answer about your father or the person who fills that role for you, such as a stepfather or grandfather. If no one fills that role for you, please circle that answer.
- Please answer the questions in the order they appear.
- Use a pencil to mark your answers. In case you change your mind, you can erase your first answer and mark the one you want. Make sure you erase your first answer completely.
- Please do not talk about your answers with other students.
- If you have trouble understanding any part of the survey, please ask your teacher for help.

**THANK YOU VERY MUCH FOR YOUR HELP
WITH THIS VERY IMPORTANT PROJECT!**

SECTION 100: DEMOGRAPHICS

BASE: INTERNET RESPONDENTS (c/?)

Q102 Thank you for taking part in this important study. We are conducting this survey to learn more about the opinions and experiences of junior and senior high school students nationwide.

<P>You will be answering several types of questions. Some of these questions will be about families. Families consist of many different people: mothers, fathers, grandparents, sisters and brothers. In this study, there are some questions about mothers and fathers. However, not all families are alike. For example, some families only have one parent and some families have a mother and a father.

<P>For questions that ask about your mother, please answer about your mother or the person who fills that role for you, such as a stepmother or grandmother. If no one fills that role for you, please select that answer.

<P>For questions that ask about your father, please answer about your father or the person who fills that role for you, such as a stepfather or grandfather. If no one fills that role for you, please select that answer.

<center>Thank you very much for your help with this very important project!</center>

BASE: ALL RESPONDENTS

Q105 How old are you?

|_|_|

Mean
15.0

No Answer
*

[RANGE 8 - 99]

IF Q105/13 - 20, THEN ASK Q110; ALL OTHERS SKIP TO Q126

BASE: 13 - 20 YEARS (Q105/13 - 20)

Q110 Are you a boy or a girl?

1	Boy	51
2	Girl	49

BASE: 13 - 20 YEARS OLD (Q105/13 - 20)

Q115 What grade are you in?

06	6th grade or less (SKIP TO Q126)	-
07	7th grade	17
08	8th grade	18
09	9th grade	20
10	10th grade	17
11	11th grade	15
12	12th grade	13
97	None of these (SKIP TO Q126)	-
	No answer	*

BASE: INTERNET AND IN GRADES 7 - 12 (c/? AND Q115/07 - 12)

Q120 Is the school you go to a public school or a private school or parochial school?

1	Public	100
2	Private or parochial	-

BASE: INTERNET AND IN GRADES 7 - 12 (c/? AND Q115/07 - 12)

Q125 Is the school you go to . . .

1	In an urban or city area
2	In a suburban area next to a city
3	In a small town or rural area

BASE: INTERNET RESPONDENTS (c/?)

Q126 In what country do you live?

[DROP DOWN MENU WITH CHOICES LISTED-SEE STANDARD RESPONSES]

BASE: INTERNET AND U.S. (C/? AND Q126/U.S.)

Q127 In what state or territory do you currently live?

[DROP DOWN MENU WITH CHOICES LISTED-SEE STANDARD RESPONSES]

BASE: INTERNET AND U.S. (C/? AND Q126/U.S.)

Q128 What is your zip code? <I> Please enter only the first five digits. </I>

[PROGRAMMER NOTE: ALLOW ONLY 5 DIGIT, NUMERIC CODE]

|_|_|_|_|

[PROGRAMMER NOTE: DISPLAY Q129 AND Q130 ON ONE SCREEN]

BASE: INTERNET AND CANADIAN RESPONDENTS (C/? AND Q126/CANADA)

Q129 In what province or territory do you currently reside?

[DROP DOWN MENU WITH CHOICES LISTED-SEE STANDARD RESPONSES]

BASE: INTERNET AND CANADIAN RESPONDENTS (C/? AND Q126/CANADA)

Q130 What is your postal code?

[PROGRAMMER NOTE: ALLOW 10 DIGIT, ALPHA NUMERIC CODE]

|_|_|_|_|_|_|_|_|_|_|_|

BASE: INTERNET AND NON-U.S./CANADIAN RESPONDENTS (C/? AND Q126/ NOT U.S., NOT CANADA)

Q131 What is your postal code?

[PROGRAMMER NOTE: ALLOW 10 DIGIT, ALPHA NUMERIC CODE]

|_|_|_|_|_|_|_|_|_|_|_|

FROM THIS POINT, SCHOOL/PAPER RESPONDENTS (C/?) OR INTERNET RESPONDENTS IN CONTINENTAL U.S. AND GRADES 7 - 12) (C/? AND Q115/07 - 12 AND Q127/CONTINENTAL U.S.) WILL BE REFERRED TO AS "ALL QUALIFIED RESPONDENTS"]

IF QUALIFIED RESPONDENT, THEN ASK Q135; ALL OTHERS, SKIP TO Q190

BASE: ALL QUALIFIED RESPONDENTS

Q135 Who are the adults that you live with <U>most</U> of the time?

- | | | |
|---|--|-----------|
| 1 | Your mother and your father | 62 |
| 2 | Your mother and your stepfather | 12 |
| 3 | Your father and your stepmother | 2 |
| 4 | Your mother only | 16 |
| 5 | Your father only | 3 |
| 6 | One of your parents and his or her companion | 2 |
| 7 | Grandparents, aunts, uncles, etc. | 3 |
| 8 | Some other adults (for example, guardians, foster parents, a group home) | 1 |
| | No answer | * |

BASE: ALL QUALIFIED RESPONDENTS

Q140 How many brothers or sisters under the age of 18 do you live with most of the time? Do not count yourself. <I>If "None", please enter "0."</I>

|_|_|_|	Mean	No Answer
	1.2	1
[RANGE 0-20]		

BASE: ALL QUALIFIED RESPONDENTS

Q142 Are you of Hispanic origin, such as Mexican American, Latin American, Puerto Rican, or Cuban?

- | | | |
|----|-----------------------------|-----------|
| 1 | Yes, of Hispanic origin | 14 |
| 2 | No, not of Hispanic origin | 81 |
| 99 | Decline to answer/no answer | 5 |

BASE: ALL QUALIFIED RESPONDENTS

Q145 What is your race or ethnic background?

- | | | | |
|-----------------|----|--|-----------|
| <u>Priority</u> | | | |
| 0-4 | 01 | White | 69 |
| -3 | 02 | Black or African-American | 16 |
| -2 | 03 | Asian, Asian Indian, or Pacific Islander | 6 |
| -1 | 04 | Native American or Alaskan Native | 1 |
| -5 | 96 | Other (SPECIFY AT Q147) | * |
| | 99 | Decline to answer | 8 |

BASE: INTERNET AND OTHER RACE (C/? AND Q145/96)

Q147 What is your race or ethnic background?

[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS

Q150 What grades do you usually get?

01	Mostly A's	15
02	Mostly A's and B's	46
03	Mostly B's	8
04	Mostly B's and C's	20
05	Mostly C's	4
06	Mostly C's and D's	4
07	Mostly D's	*
08	Mostly D's and F's	1
09	My school does not use grades	1
	No answer	*

BASE: ALL QUALIFIED RESPONDENTS

Q155 How much education has your mother completed?

01	High school or less	27
02	Some college or vocational school after high school	24
03	Two year community college degree	8
04	Four year college/university degree	19
05	Graduate or professional degree beyond college	9
06	No one fills the role of mother in my family	*
98	Don't know	12
	No answer	*

BASE: ALL QUALIFIED RESPONDENTS

Q160 How much education has your father completed?

01	High school or less	26
02	Some college or vocational school after high school	21
03	Two year community college degree	8
04	Four year college/university degree	16
05	Graduate or professional degree beyond college	10
06	No one fills the role of father in my family	3
98	Don't know	16
	No answer	*

BASE: ALL QUALIFIED RESPONDENTS

Q165 Does your mother work full-time, part-time, or does she not work at this time?

1	Mother works full-time	64
2	Mother works part-time	18
3	Mother is not working	17
4	No one fills the role of mother in my family	2
	No answer	*

BASE: ALL QUALIFIED RESPONDENTS

Q170 Does your father work full-time, part-time, or does he not work at this time?

1	Father works full-time	81
2	Father works part-time	6
3	Father is not working	5
4	No one fills the role of father in my family	8
	No answer	*

BASE: ALL QUALIFIED RESPONDENTS

Q175 Which one of the following statements <U>best</U> describes your family situation?

1	My family has a hard time buying the things we need	7
2	My family has just enough money for the things we need	21
3	My family has no problem buying the things we need, and sometimes we can also buy special things	55
4	My family has enough money to buy pretty much anything we want	17
	No answer	*

BASE: SCHOOL RESPONDENTS (N=1067)

Q180 Not including e-mail, how many hours did you spend on the Internet or World Wide Web <U/>yesterday?</U> <I>If you did not spend any time on the Internet or World Wide Web yesterday, please enter "0."</I>

|_|_|	Mean	No Answer
	0.9	2
[RANGE 0-24]		

BASE: SCHOOL RESPONDENTS (N=1067)

Q185 In an average week, how many days do you spend some time on the Internet or World Wide Web?

01	Seven days a week	10
02	Six days a week	6
03	Five days a week	10
04	Four days a week	9
05	Three days a week	11
06	Two days a week	12
07	One day a week	14
08	No days at all	28
	No answer	*

BASE: SCHOOL RESPONDENTS (N=1067)

Q190 Where do you have access to the Internet or World Wide Web? <I>Please check all that apply.</I>

[MULTIPLE RESPONSE]

01	Home	63
02	School	62
03	Someplace else	39
04	I don't have access to the Internet	9

IF QUALIFIED RESPONDENT, THEN ASK Q217.
ALL OTHERS, SKIP TO Q219

BASE: INTERNET RESPONDENTS (N=2894)

Q180 Not including e-mail, how many hours did you spend on the Internet or World Wide Web <U/>yesterday?</U> <I>If you did not spend any time on the Internet or World Wide Web yesterday, please enter "0."</I>

|_|_|	Mean	No Answer
	2.1	-
[RANGE 0-24]		

BASE: INTERNET RESPONDENTS (N=2894)

Q185 In an average week, how many days do you spend some time on the Internet or World Wide Web?

01	Seven days a week	41
02	Six days a week	14
03	Five days a week	17
04	Four days a week	9
05	Three days a week	9
06	Two days a week	6
07	One day a week	3
08	No days at all	*
	No answer	

BASE: INTERNET RESPONDENTS (N=2894)

Q190 Where do you have access to the Internet or World Wide Web? <I>Please check all that apply.</I>

[MULTIPLE RESPONSE]

01	Home	96
02	School	77
03	Someplace else	37
04	I don't have access to the Internet	*

IF QUALIFIED RESPONDENT, THEN ASK Q217.
ALL OTHERS, SKIP TO Q219

SECTION 200: DAILY LIFE

BASE: ALL QUALIFIED RESPONDENTS

Q215/217 How well does each of the following statements describe you? Is this a lot like you, somewhat like you, not much like you, or not at all like you?

[GRID]
[ROTATE]

		<u>A Lot</u> <u>Like Me</u>		<u>Somewhat</u> <u>Like Me</u>		<u>Not Much</u> <u>Like Me</u>		<u>Not At All</u> <u>Like Me</u>		<u>No</u> <u>Answer</u>
A. I have a lot of friends	1	57	2	34	3	6	4	3		-
B. I get along well with my parents	1	42	2	46	3	9	4	3		*
C. I am always bored	1	13	2	35	3	39	4	13		*
D. I often feel sad and unhappy	1	9	2	24	3	38	4	28		*
E. I have been happy at school this year	1	32	2	46	3	15	4	7		*
F. I get into trouble a lot	1	5	2	13	3	31	4	52		*
G. I feel safe	1	47	2	41	3	8	4	3		*

BASE: ALL RESPONDENTS

Q215/219 How well does each of the following statements describe you? Is this a lot like you, somewhat like you, not much like you, or not at all like you?

[GRID]
[ROTATE]

	A Lot <u>Like Me</u>	Somewhat <u>Like Me</u>	Not Much <u>Like Me</u>	Not At All <u>Like Me</u>	No <u>Answer</u>
H. I do things to help out my neighbors	1 14	2 36	3 30	4 20	*
I. I do things to help out my community	1 15	2 33	3 33	4 19	*
J. I have a lot of interests	1 63	2 29	3 7	4 1	*
K. I play sports	1 51	2 19	3 14	4 16	*
L. I participate in after-school activities	1 42	2 23	3 17	4 17	*
M. I read books in my free time	1 18	2 28	3 28	4 25	*

IF QUALIFIED RESPONDENT, THEN ASK Q222; ALL OTHERS, SKIP TO Q405

BASE: ALL QUALIFIED RESPONDENTS

Q215/222 How well does each of the following statements describe you? Is this a lot like you, somewhat like you, not much like you, or not at all like you?

[GRID]
[ROTATE]

No	A Lot <u>Like Me</u>	Somewhat <u>Like Me</u>	Not Much <u>Like Me</u>	Not At All <u>Like Me</u>	
<u>Answer</u>					
N. I wish I had more time for fun	1 51	2 25	3 15	4 9	*
O. I'm under a lot of pressure to do well in school	1 37	2 35	3 18	4 9	*
P. I'm left out of things going on around me at school	1 10	2 18	3 40	4 32	*
Q. I'm left out of things going on around me at home	1 5	2 15	3 35	4 45	*
R. What I think doesn't count very much at school	1 13	2 26	3 32	4 29	*
S. What I think doesn't count very much at home	1 9	2 19	3 31	4 41	*

Q235 How much do you agree or disagree with the following statements?

[GRID]
[ROTATE]

<u>Answer</u>	<u>Strongly Agree</u>		<u>Somewhat Agree</u>		<u>Somewhat Disagree</u>		<u>Strongly Disagree</u>		<u>No</u>
<u>BASE: SCHOOL/PAPER RESPONDENTS (C/?) (N=1067)</u>									
A. I think it's important for a parent to stay home and take care of their children when they are young	1	50	2	40	3	7	4	2	1
<u>BASE: ALL QUALIFIED RESPONDENTS</u>									
B. Teachers in my school do everything they can to help students succeed	1	23	2	43	3	24	4	11	*
<u>BASE: ALL QUALIFIED RESPONDENTS</u>									
C. My parents really don't know what is going on in my school	1	18	2	37	3	25	4	20	*
<u>BASE: SCHOOL/PAPER RESPONDENTS (C/?) (N=1067)</u>									
D. I think people need to take responsibility for their own lives	1	69	2	25	3	3	4	2	1
<u>BASE: ALL QUALIFIED RESPONDENTS</u>									
E. My parents do things to help out their neighbors	1	24	2	40	3	22	4	14	*
<u>BASE: ALL QUALIFIED RESPONDENTS</u>									
F. My parents do things to help out in their community	1	18	2	38	3	28	4	16	*
<u>BASE: SCHOOL/PAPER RESPONDENTS (C/?) (N=1067)</u>									
G. I think it's very important to vote in elections	1	51	2	33	3	10	4	5	*
<u>BASE: ALL QUALIFIED RESPONDENTS</u>									
H. My parents spend too much time at work	1	13	2	27	3	34	4	26	*

SECTION 300: FAMILY AND FRIENDS

BASE: ALL QUALIFIED RESPONDENTS

Q305 During a typical week, how much time do you spend doing the following activities with at least one of your parents?

[GRID]
[ROTATE]

<u>Answer</u>	<u>Never</u>		<u>1 - 2 Times A Week</u>		<u>3 - 4 Times A Week</u>		<u>5 - 6 Times A Week</u>		<u>Every Day</u>	<u>No</u>	
A. Eating a meal with a parent	1	8	2	19	3	18	4	18	5	36	-
B. Doing an errand with a parent	1	9	2	39	3	29	4	13	5	10	*
C. Watching TV with a parent	1	14	2	31	3	21	4	13	5	21	*
D. Talking about school with a parent	1	12	2	34	3	21	4	10	5	23	*

BASE: ALL QUALIFIED RESPONDENTS

Q310 Overall, do you feel that you spend too much time, too little time, or just enough time with your parents?

1	Too much time	9
2	Too little time	24
3	Just enough time	67
	No answer	*

BASE: INTERNET AND SPEND TOO LITTLE TIME WITH PARENTS (C/? AND Q310/2)

Q315 What would you like to do with your parents if you had more time to spend with them?

[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS

Q330 Who are the people you could go to if you needed advice about what classes to take at school? <I> Please check all that apply. </I>

[MULTIPLE RESPONSE]

01	Mother or father	66
02	Brother or sister	38
03	Friend	70
04	Teacher	58
05	Guidance counselor	52
06	Clergy (minister, priest, rabbi or imam)	9
96	Someone else [SPECIFY AT Q332]	-
08	No one	3
	Psychologist/therapist/social worker	*
	Other relatives/family members	1
	Cousin	2
	Grandparent	2
	Aunt/uncle	3
	Boyfriend/girlfriend	2
	Friends' family	*
	Families' friends	1
	Principal/dean	1
	Coaches	*
	Other church person (youth group leader, nun)	*
	Police/security	*
	Boss/co-workers	1
	God/Jesus	*
	Pets/dog/cat	1
	Godparent	1
	Counselor	*
	Someone else/other	5
	Don't know	*
	Refused	*

BASE: INTERNET AND SOMEONE ELSE FOR ADVICE (C/? AND Q330/96)

Q332 Please specify who else you could go to for advice about what classes to take at school.

[TEXT BOX]

BASE: INTERNET AND COULD NOT GO TO TEACHER (C/? AND Q330 NOT EQUAL 4)

Q335 Why wouldn't you go to a teacher for advice?

[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS

Q340 Who are the people you could go to for help if you felt threatened by another student at school? <I> Please check all that apply. </I>

[MULTIPLE RESPONSE]

01	Mother or father	65
02	Brother or sister	35
03	Friend	74
04	Teacher	55
05	Guidance counselor	46
06	Clergy (minister, priest, rabbi or imam)	11
96	Someone else [SPECIFY AT Q342]	-
08	No one E	5
	Psychologist/therapist/social worker	*
	Other relatives/family members	1
	Cousin	2
	Grandparent	2
	Aunt/uncle	2
	Boyfriend/girlfriend	1
	Friends' family	*
	Families' friends	*
	Principal/dean	4
	Coaches	*
	Other school staff	*
	Other church person (youth group leader, nun)	*
	Police/security	1
	Boss/co-workers	1
	God/Jesus	*
	Pets/dog/cat	*
	Godparent	*
	Counselor	*
	Someone else/other	3
	Don't know	*
	Refused	*

BASE: INTERNET AND SOMEONE ELSE FOR HELP (C/? AND Q340/96)

Q342 Please specify who else you could go to for help if you felt threatened by another student at school.

[TEXT BOX]

BASE: INTERNET AND COULD NOT GO TO TEACHER (C/? AND Q340 NOT EQUAL 4)

Q345 Why wouldn't you go to a teacher for help?

[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS

Q350 Who are the people you could go to for help if you were feeling sad or depressed? <I> Please check all that apply. </I>

[MULTIPLE RESPONSE]

01	Mother or father	52
02	Brother or sister	33
03	Friend	77
04	Teacher	23
05	Guidance counselor	23
06	Clergy (minister, priest, rabbi or imam)	12
96	Someone else [SPECIFY AT Q352]	-
08	No one E	9
	Psychologist/therapist/social worker	1
	Cousin	2
	Grandparent	3
	Aunt/uncle	1
	Other relatives/family members	1
	Boyfriend/girlfriend	3
	Friends' family	*
	Families' friends	*

Principal/dean	*
Coaches	*
Other school staff	*
Police/security	*
Boss/co-workers	*
God/Jesus	1
Pets/dog/cat	*
Godparent	*
Counselor	*
Other church person (youth group leader, nun)	*
Someone else/other	2
Don't know	*
Refused	*

BASE: INTERNET AND SOMEONE ELSE FOR HELP (C/? AND Q350/96)

Q352 Please specify who else you could go to for help if you were feeling sad or depressed.

[TEXT BOX]

BASE: INTERNET ONLY AND COULD NOT GO TO TEACHER (C/? AND Q350 NOT EQUAL 4)

Q355 Why wouldn't you go to a teacher for help?

[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS

Q360 How much do you <U>trust</U> the following groups of people - a lot, somewhat, only a little, or not at all?

[GRID]
[ROTATE]

	A Lot	Somewhat	Only A Little	Not At All	No Answer
A. Your friends	1 53	2 37	3 8	4 2	*
B. Your family	1 72	2 20	3 6	4 2	*
C. Your teachers	1 19	2 41	3 29	4 11	*

SECTION 400: FUTURE PLANS I

BASE: ALL QUALIFIED RESPONDENTS

Q402 Which of the following <U>best</U> describes your main plans after you leave high school?

1	Work full-time	[ASK Q405]	5
2	Attend a technical or vocational school	[ASK Q405]	6
3	Attend a two year community college	[ASK Q410]	8
4	Attend a four year college	[ASK Q410]	71
6	Something else	[ASK Q405]	10
	No answer		*

BASE: WILL WORK, ATTEND TECH SCHOOL OR SOMETHING ELSE (Q402/1 OR 2 OR 6) AND SCREENOUTS (Q115 NE 7 - 12 OR Q126 NOT U.S.) (N=672)

Q405 Do you plan to attend college someday?

1	Yes, plan to attend college	79
2	No, do not plan to attend college	21
	No answer	*

IF QUALIFIED RESPONDENT AND PLANS TO ATTEND COLLEGE (Q405/1), THEN ASK Q410;
IF QUALIFIED RESPONDENT AND DOES NOT PLAN TO ATTEND COLLEGE (Q405/2), THEN SKIP TO Q435;

ALL OTHERS, SKIP TO Q510

BASE: QUALIFIED RESPONDENTS AND PLAN TO ATTEND COLLEGE (Q402/3 OR 4 OR Q405/1) (N=3810)

Q410 How will you pay for your college education? <I> Please check all that apply. </I>

[MULTIPLE RESPONSE]

01	Parents will pay	61
02	Other relatives will pay	15
03	Student loans	46
04	Loans from parents or other relatives	12
05	Scholarships	70
06	My own savings, trust funds or inheritance	47
07	Working my way through	52
96	Some other way	10
98	Don't know	E 6

BASE: SCHOOL/PAPER RESPONDENTS AND PLAN TO ATTEND COLLEGE (C/? AND Q402/3 OR 4 OR Q405/1 (N=1000)

Q415 How much do you worry about having enough money to pay for your college education?

1	I worry a lot	18
2	I worry a little	46
3	I do not worry at all	35
	No answer	*

BASE: SCHOOL/PAPER RESPONDENTS AND PLAN TO ATTEND COLLEGE (C/? AND Q402/3 OR 4 OR Q405/1 (N=1000)

Q420 How much do you think your parents worry about having enough money to pay for your college education?

1	They worry a lot	22
2	They worry a little	35
3	They do not worry at all	18
9	Don't know	25
	No answer	*

BASE: QUALIFIED RESPONDENTS AND PLAN TO ATTEND COLLEGE (Q402/3 OR 4 OR Q405/1) (N=3810)

Q425 Who in your family is saving money so that you can go to college? <I> Please check all that apply. </I>

[MULTIPLE RESPONSE]

1	I am saving money	42
2	My parents are saving money	60
3	Someone else is saving	15
4	No one in my family is saving money	15
8	Don't know E	12
	No answer	*

BASE: SCHOOL/PAPER RESPONDENTS (C/?) (N=1067)

Q430 How would you grade your teachers in preparing you in the following areas? Would you give them an A, B, C, D, or F?

[ROTATE ITEMS]	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>	<u>No Answer</u>
A. In English	1 47	2 33	3 13	4 4	5 2	*
B. In math	1 41	2 28	3 16	4 7	5 7	1
C. In science	1 40	2 30	3 16	4 7	5 6	1
D. In getting along with other people	1 28	2 35	3 25	4 8	5 4	1
E. In knowing about current events	1 29	2 37	3 23	4 8	5 3	*
F. In learning about different jobs and careers	1 23	2 34	3 25	4 11	5 7	*
G. In being a good citizen	1 29	2 34	3 21	4 9	5 6	1
H. In knowing how to solve problems	1 33	2 36	3 21	4 6	5 4	*

BASE: ALL QUALIFIED RESPONDENTS

Q435 Who is <U>most</U> responsible for each of the following things?

[GRID]
[ROTATE]

	<u>You</u>	<u>Your Parents</u>	<u>Your Teachers</u>	<u>Friends</u>	<u>No Answer</u>
A. Your safety	1 53	2 45	3 1	4 1	1
B. Your getting a good education	1 57	2 19	3 22	4 *	1
C. Your health	1 72	2 26	3 *	4 1	*
D. Your learning about different jobs and careers	1 48	2 15	3 34	4 2	1
E. Your happiness	1 77	2 9	3 *	4 13	1

BASE: INTERNET AND QUALIFIED RESPONDENTS (C/? AND IN CONTINENTAL U.S. AND IN GRADES 7 - 12) (Q127/CONTINENTAL U.S. AND Q115/07 - 12)

Q437 Why do you feel that [INSERT RESPONSE TO Q435B] are most responsible for your getting a good education?

[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS

Q440 Thinking about the job you want to have after you finish your education, what <U>two</U> things are <U>most</U>important to you? <I>Please check two answers only.</I>

[MULTIPLE RESPONSE - MAXIMUM OF TWO ANSWERS]

01	Having a job that allows time for personal or family activities	44
02	Having a job that makes a contribution to society	7
03	Having a job where I can earn lots of money	47
04	Having a job that is meaningful to me	30
05	Having a job that is secure, so I don't have to worry about losing it	10
06	Having a job with good benefits, like health insurance	17
07	Having a job where I can have fun at work	35
08	Something else	2
09	I do not plan to work E [ASK Q450]	-
	No answer	1

BASE: PLAN TO WORK (Q440 NE 09) (N=3958)

Q445 How likely will it be that the job you have after you finish your education will be the following?

[GRID]
[ROTATE]

	Very Likely	Somewhat Likely	Not Very Likely	Not At All Likely	No Answer
A. A job that allows time for personal or family activities	1 38	2 47	3 12	4 2	1
B. A job that makes a contribution to society	1 31	2 40	3 23	4 5	1
C. A job where you can earn lots of money	1 52	2 39	3 7	4 1	1
D. A job that is meaningful to you	1 64	2 29	3 5	4 1	1
E. A job with good benefits, like health insurance	1 50	2 40	3 8	4 1	1
F. A job where you can have fun at work	1 53	2 36	3 9	4 1	1
G. A job that is secure	1 43	2 47	3 8	4 1	1

BASE: SCHOOL/PAPER RESPONDENT AND PLAN TO WORK (C/? AND Q440 NE 09) (N=1064)

Q450 In which areas would you like to work after you finish your education?

[MULTIPLE RESPONSE]

1	Education	26
2	Health care	25
3	Agriculture, forestry, fishing, or mining	10
4	Law	25
5	Construction	10
6	Retail (stores)	10
7	Restaurants or hotels	8
8	Government	9
9	Social service agencies	06
10	Manufacturing (factory work)	7
11	High tech (computers, internet, etc.)	5
12	Finance (investments, banking, etc.)	26
13	Entertainment	12
14	Something else (WRITE ANSWER BELOW)	33
?	I don't know E	4
?	I do not plan to work E	-
	Athletics/sports/professional sports	6
	Engineering	2
	Veterinary/animal care	2
	Business2	1
	Architecture	3
	Art	1
	Military 1	*
	Family business/self-employed	*
	Sales/marketing/advertising	*
	Aviation/aerospace industry	1
	Journalism/writing	1
	Scientist/science related	3
	Automotive	*
	Service worker	2
	Skilled craftsmen	1
	Policeman/fireman	1
	Clergy/church based employment	*
	Something else	*
	None	-
	Refused	-
	No answer	1

SECTION 500: FUTURE PLANS II

BASE: SCHOOL/PAPER RESPONDENTS (C/?) (N=1067)

Q505 How old will you be when you do each of the following things?

	<u>Years Old</u> [RANGE 13 - 99]	<u>Do Not</u> <u>Expect To Do This</u>		<u>No</u> <u>Answer</u>	
	Mean				
A. Get married	|__|__|	25.1	2	6	3
B. Get your first full-time job	|__|__|	21.1	2	2	3
C. Have your first child	|__|__|	26.7	2	8	3
D. Buy your first house	|__|__|	25.6	2	3	3
E. Retire	|__|__|	61.2	2	7	5
F. Buy your first car	|__|__|	19.3	2	1	3

BASE: ALL QUALIFIED RESPONDENTS

Q510 When you think about your life when you finish your education, do you think that you will have <U>more</U> than, the <U>same amount</U> as, or <U>less</U> than your parents did of each of the following?

[GRID]
[ROTATE]

	<u>More Than</u> <u>My Parents</u>		<u>The Same As</u> <u>My Parents</u>		<u>Less Than</u> <u>My Parents</u>		<u>No</u> <u>Answer</u>
A. Money	1	72	2	23	3	5	*
B. Time for family	1	31	2	57	3	12	*
C. Time for hobbies and other activities	1	46	2	44	3	10	*
D. Job opportunities	1	68	2	27	3	5	*
E. Happiness	1	54	2	43	3	3	*

INTERNET ONLY (C/?): IF QUALIFIED RESPONDENT (IN U.S. AND GRADES 7 - 12) (Q115/07 - 12 AND Q126/U.S.), THEN CREATE SCORE: LIFE SCORE = Q510A + Q510B + Q510C + Q510D + Q510E;
IF QUALIFIED RESPONDENT (IN U.S. AND GRADES 7 - 12) (Q115/07 - 12 AND Q126/U.S.) AND LIFE SCORE >=13, THEN ASK Q515;
IF QUALIFIED RESPONDENT (IN U.S. AND GRADES 7 - 12) (Q115/07 - 12 AND Q126/U.S.) AND LIFE SCORE <=7, THEN SKIP TO Q517;
ALL OTHERS SKIP TO Q520

BASE: INTERNET AND QUALIFIED AND LIFE WILL BE WORSE (LIFE SCORE>=13)

Q515 You seem to feel that overall, your life will be worse than your parents' lives. Why do you feel that way?

[TEXT BOX]

BASE: INTERNET AND QUALIFIED AND LIFE WILL BE BETTER (LIFE SCORE<=7)

Q517 You seem to feel that overall, your life will be better than your parents' lives. Why do you feel that way?

TEXT BOX]

BASE: ALL RESPONDENTS

Q520 How confident are you that you will achieve your goals for the future?

1	Very confident	60
2	Somewhat confident	35
3	Not very confident	3
4	Not at all confident	1
	No answer	*

BASE: SCHOOL/PAPER RESPONDENTS (C?/?) (N=1067)

Q524 Which one of the following is the most important issue facing America today?

1	Keeping the environment clean	20
2	Helping the poor	9
3	Improving the quality of education in schools	18
4	Keeping schools safe	18
5	Having people get along with each other	23
6	Something else _____	-
	Decline of values/morals/family unit	*
	Crime/violence	2
	Religion/God	1
	Something else	6
	None/nothing	*
	No answer	3

BASE: SCHOOL/PAPER RESPONDENTS (C?/?) (N=1067)

Q525 How responsible do you personally feel to help with each of the following?

[GRID]

	<u>A Lot</u>	<u>Somewhat</u>	<u>Only A Little</u>	<u>At All</u>	<u>No Answer</u>
A. Keeping the environment clean	1 31	2 47	3 18	4 3	1
B. Helping the poor	1 25	2 45	3 22	4 7	1
C. Improving the quality of education in schools	1 33	2 34	3 20	4 11	1
D. Keeping schools safe	1 44	2 32	3 16	4 7	1
E. Having people get along with each other	1 43	2 37	3 14	4 5	1

BASE: INTERNET AND QUALIFIED RESPONDENTS (C/? AND IN CONTINENTAL U.S. AND IN GRADES 7 - 12) (Q127/CONTINENTAL U.S. AND Q115/07 - 12)

Q530 What do you think is the most important issue or problem facing America today?

[TEXT BOX]

BASE: SCHOOL/PAPER RESPONDENTS (C?/?) (N=1067)

Q535 Which of the following do you think will happen during your lifetime?

[MULTIPLE RESPONSE]

1	The environment will become cleaner	29
2	There will be fewer poor people	32
3	Schools will provide a better education	58
4	Schools will be safer	46
5	People will get along better with each other	28
6	None of these will happen in my lifetime E	23
	No answer	*

**HARRIS INTERACTIVE INC.
111 Fifth Avenue
New York, New York 10003**

FOR OFFICE USE ONLY

Questionnaire No.: _____
 _____ (1-5)

**Study No.: 11933 (main #: 11699)
J:/11xxx/116xx/11699/1933-parents/1933Pdsq**

Card Number (6-7)

Date: June 15, 2000

Set Point No. / / / /

**Survey of the American Teacher 2000 - Parents
Datasheeted Questionnaire**

Time Started: _____ **A.M./P.M.**

Interviewer _____ I.D. NO.: _____ Date of Interview: _____

Area Code: _____ Telephone No.: _____

BASE: ALL RESPONDENTS

Q201 Hello, I'm _____ from Harris Interactive, the national survey research firm in New York. We are conducting a national survey concerning issues of importance to Americans. I'd like to speak with a (male/female) head of household, 18 years of age or older, who is at home now. Would that be you or someone else?

- | | | |
|---|-------------------|-----------|
| 1 | Continue | ASK Q210 |
| 9 | Decline to answer | SCREENOUT |

SMS - Location (109)

- 1=East
- 2=Central
- 3=Mountain
- 4=Pacific

SMS - Status of SMS record (110)

- 1=Virgin
- 2=During Screener
- 3=During Questionnaire
- 4=Complete

SMS - LHA Size-of-place Code (111)

- 1=Urban
- 2=Suburban
- 3=Rural

SMS - Quota Cell (112)

- 1=New England
- 2=Mid-Atlantic
- 3=South-east
- 4=South-central
- 5=Midwest
- 6=Plains
- 7=Mountain
- 8=West

Base for all respondents is 2017. Base for "has child in public school grades 7-12 is 855. Other bases are as noted. Percentages are weighted. Bases are unweighted. An asterisk (*) represents a value less than 0.5%. A dash (-) indicates a value of zero.

SECTION 200: SCREENING QUESTIONS

BASE: ALL RESPONDENTS

Q210 During your school life did you primarily attend public, parochial or private school?
(135)

1	Public	90
2	Parochial	7
3	Private	3
4	Not sure	*

BASE: ALL RESPONDENTS

Q215 How many children are there in your household who currently attend public school?
(136,137)

|_|_|	1	46
	2 or more	54

[RANGE 0 – 20]

IF Q215/0 THEN SCREENOUT;
IF Q215/1 THEN GO TO Q230;
IF Q215>1 THEN ASK Q220

BASE: HAS MORE THAN ONE CHILD IN PUBLIC SCHOOL (Q215>1)

Q220 How many of your children are currently enrolled in public school in the following grades? How many of your children are currently enrolled in public school in (READ EACH ITEM)?

[RANGE 0 – 10]

Q220 A. Kindergarten through sixth grade |_|_| (138,139)

Q221 B. Seventh through ninth grade |_|_| (140,141)

Q222 C. Tenth through twelfth grade |_|_| (142,143)

PROGRAMMER: CHECK THAT Q220A + Q220B + Q220C = Q215

BASE: HAS MORE THAN ONE CHILD IN PUBLIC SCHOOL (Q215>1) (N=1067)

Q225 For this survey, we would like to ask questions about one of your children in public school. When answering the questions, please think about the student who most recently celebrated a birthday.

What grade is that child currently enrolled in? (INTERVIEWER NOTE: READ LIST IF NECESSARY.)
(144,145)

[DO NOT ROTATE]

01	Kindergarten	9
02	First grade	7
03	Second grade	6
04	Third grade	12
05	Fourth grade	10
06	Fifth grade	9
07	Sixth grade	6
08	Seventh grade	9
09	Eighth grade	9
10	Ninth grade	8
11	th grade	5
12	Eleventh grade	3
13	Twelfth grade	5

BASE: HAS ONE CHILD IN PUBLIC SCHOOL (Q215/1) (N=950)

Q230 What grade is this child currently enrolled in? (INTERVIEWER NOTE: READ LIST IF NECESSARY.)
(146,147)

[DO NOT ROTATE]

01	Kindergarten	12
02	First grade	10
03	Second grade	7
04	Third grade	7
05	Fourth grade	8
06	Fifth grade	5
07	Sixth grade	5
08	Seventh grade	4
09	Eighth grade	7
10	Ninth grade	8
11	th grade	10
12	Eleventh grade	8
13	Twelfth grade	7

[PROGRAMMER: FROM THIS POINT, RESPONDENTS WHO HAVE AT LEAST ONE CHILD IN PUBLIC SCHOOL (Q215>0) WILL BE REFERRED TO AS “ALL QUALIFIED RESPONDENTS”]

BASE: ALL QUALIFIED RESPONDENTS

Q235 Is this child a boy or a girl?
(148)

1	Boy	53
2	Girl	47

[PROGRAMMER: WHERE INDICATED — [his/her], [he/she] – PLEASE INSERT THE APPROPRIATE PRONOUN BASED ON Q235]

SECTION 300: STUDENTS’ LIVES

BASE: ALL QUALIFIED RESPONDENTS

Q312 How much do you agree or disagree with the following statements? (READ EACH ITEM) – do you strongly agree, somewhat agree, somewhat disagree or strongly disagree?

[GRID]
[ROTATE]

		Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree			
A. I’m left out of things going on at my child’s school (153)	1	12	2	24	3	27	4	37
B. What I think doesn’t count very much at my child’s school(154)	1	14	2	26	3	27	4	32

BASE: HAS CHILD IN PUBLIC SCHOOL IN GRADES 7 - 12 (Q225/08 - 13 OR Q230/08 - 13)

Q315 How well does each of the following statements describe your child? (READ EACH ITEM) Is this a lot like your child, somewhat like your child, not much like your child, or not at all like your child?

[GRID]
[ROTATE]

	<u>A Lot Like My Child</u>		<u>Somewhat Like My Child</u>		<u>Not Much Like My Child</u>		<u>Not At All Like My Child</u>	
A. Has a lot of friends (155)	1	64	2	26	3	7	4	3
B. Gets along well with [his/her] parents (156)	1	64	2	30	3	5	4	2
C. Is always bored (157)	1	16	2	30	3	32	4	23
D. Is often sad and unhappy (158)	1	6	2	15	3	37	4	42
E. Has been happy at school this year (159)	1	43	2	34	3	14	4	9
F. Gets into trouble a lot (160)	1	5	2	9	3	23	4	63
G. Feels safe (161)	1	52	2	35	3	8	4	5

BASE: HAS CHILD IN PUBLIC SCHOOL IN GRADES 7 - 12 (Q225/08 - 13 OR Q230/08 - 13)

Q319 How well does each of the following statements describe your child? (READ EACH ITEM) Is this a lot like your child, somewhat like your child, not much like your child, or not at all like your child?

[GRID]
[ROTATE]

	<u>A Lot Like My Child</u>		<u>Somewhat Like My Child</u>		<u>Not Much Like My Child</u>		<u>Not At All Like My Child</u>	
H. Does things to help out our neighbors (162)	1	29	2	38	3	19	4	14
I. Does things to help out our community (163)	1	21	2	40	3	20	4	19
J. Has a lot of interests (164)	1	52	2	33	3	13	4	2
K. Plays sports (165)	1	41	2	17	3	17	4	24
L. Participates in after-school activities (166)	1	40	2	20	3	18	4	21
M. Reads books in [his/her] free time (167)	1	28	2	27	3	20	4	24

BASE: ALL QUALIFIED RESPONDENTS

Q325 How much do you agree or disagree with the following statements? (READ EACH ITEM) – do you strongly agree, somewhat agree, somewhat disagree or strongly disagree?

[GRID]
[ROTATE]

	Strongly <u>Agree</u>	Somewhat <u>Agree</u>	Somewhat <u>Disagree</u>	Strongly <u>Disagree</u>
A. I think it's important for a parent to stay home and take care of their children when they are young (168)	1 48	2 34	3 14	4 4
B. Teachers in my child's school do everything they can to help students succeed (169)	1 36	2 41	3 16	4 8
C. I really don't know what is going on in my child's school (170)	1 8	2 21	3 29	4 42
D. I think people need to take responsibility for their own lives (171)	1 82	2 14	3 2	4 2

BASE: ALL QUALIFIED RESPONDENTS

Q327 How much do you agree or disagree with the following statements? (READ EACH ITEM) – do you strongly agree, somewhat agree, somewhat disagree or strongly disagree?

[GRID]
[ROTATE]

	Strongly <u>Agree</u>	Somewhat <u>Agree</u>	Somewhat <u>Disagree</u>	Strongly <u>Disagree</u>
E. I do things to help out my neighbors (172)	1 48	2 41	3 8	4 3
F. I do things to help out in my community (173)	1 44	2 39	3 13	4 4
G. I think it's very important to vote in elections (174)	1 76	2 17	3 3	4 4
H. I spend too much time at work (175)	1 24	2 29	3 24	4 23

BASE: ALL QUALIFIED RESPONDENTS

Q330 During a typical week, how much time do you spend doing the following activities with your child? How much time do you spend (READ EACH ITEM) – never, one to two times a week, three to four times a week, five to six times a week or every day?

[GRID]
[ROTATE]

	Never	1 – 2 Times A <u>Week</u>	3 – 4 Times A <u>Week</u>	5 – 6 Times A <u>Week</u>	<u>Every Day</u>
A. Eating a meal with your child (176)	1 1	2 5	3 12	4 11	5 70
B. Doing an errand with your child (177)	1 4	2 23	3 28	4 16	5 29
C. Watching TV with your child (178)	1 4	2 24	3 25	4 10	5 37
D. Talking about school with your Child (179)	1 1	2 7	3 13	4 13	5 66

SECTION 400: STUDENTS' SUPPORT SYSTEMS

BASE: ALL QUALIFIED RESPONDENTS

Q405 Overall, do you feel that you spend too much time, too little time, or just enough time with your child?
(180)

Too much time	4
Too little time	51
Just enough time	44

BASE: HAS CHILD IN PUBLIC SCHOOL IN GRADES 7 – 12 (Q225/08 – 13 OR Q230/08 – 13)

Q410 Who are the people your child would most likely go to if [he/she] needed advice about what classes to take at school?
(READ LIST)

[MULTIPLE RESPONSE]

(209)

1	You or your spouse/partner	83
2	Teacher	33
3	Brother or sister	32
4	Friend	33
5	Guidance counselor	41
6	Clergy (minister, priest, rabbi or imam)	5
7	Other [SPECIFY AT Q415]	-
8	Not sure E	3
	Grandparent	1
	Aunt/uncle	*
	Cousin	*
	Coaches	*
	Principal	*
	Other school staff	*
	Other church person (youth group leader, nun)	*

BASE: OTHER PEOPLE (Q410/7)

Q415 Please specify who your child would most likely go to for advice about what classes to take at school.

[TEXT BOX]

BASE: HAS CHILD IN PUBLIC SCHOOL IN GRADES 7 – 12 (Q225/08 – 13 OR Q230/08 – 13)

Q420 Who are the people your child would most likely go to for help if [he/she] felt threatened by another student at school?
(READ LIST)

[MULTIPLE RESPONSE]

(210)

1	You or your spouse/partner	82
2	Teacher	41
3	Brother or sister	26
4	Friend	33
5	Guidance counselor	26
6	Clergy (minister, priest, rabbi or imam)	6
7	Other [SPECIFY AT Q425]	-
8	Not sure E	3
	Grandparent	2
	Aunt/uncle	*
	Cousin	*
	Principal	2
	Coaches	*
	Police/security	2
	Other school staff	1
	Other church person (youth group leader, nun)	*
	Psychologist/therapist/case worker/doctor/physician	*
	None/no one	1

BASE: OTHER PEOPLE (Q420/7)

Q425 Please specify who your child would most likely go to for help.

[TEXT BOX]

BASE: HAS CHILD IN PUBLIC SCHOOL IN GRADES 7 – 12 (Q225/08 – 13 OR Q230/08 – 13)

Q430 Who are the people your child would most likely go to for help if [he/she] were feeling sad or depressed? (READ LIST)
(211)

[MULTIPLE RESPONSE]

1	You or your spouse/partner		79
2	Teacher		9
3	Brother or sister		30
4	Friend		46
5	Guidance counselor		10
6	Clergy (minister, priest, rabbi or imam)		12
7	Other	[SPECIFY AT Q435]	-
8	Not sure	E	2
	Grandparent		4
	Aunt/uncle		1
	Cousin		*
	Boyfriend/girlfriend		*
	Friend's family		*
	Coaches		*
	Principal		*
	Other school staff		*
	Other church person (youth group leader, nun)		*
	Psychologist/therapist/case worker/doctor/physician		1
	None/no one		*

BASE: OTHER PEOPLE (Q430/7)

Q435 Please specify who your child would most likely go to for help.

[TEXT BOX]

SECTION 500: STUDENTS' ASPIRATIONS

BASE: ALL QUALIFIED RESPONDENTS

Q502 What do you think your child will do after [he/she] leaves high school? Will [he/she] (READ LIST)?
(212)

1	Work full-time	[ASK Q505]	9
2	Attend a technical or vocational school	[ASK Q505]	8
3	Attend a two year community college	[ASK Q510]	14
4	Attend a four year college	[ASK Q510]	62
5	Something else	[ASK Q505]	7

BASE: CHILD WILL WORK, ATTEND TECH SCHOOL OR SOMETHING ELSE (Q502/1 OR 2 OR 5) (N=469)

Q505 Do you think your child will attend college someday, or not?
(213)

1	Yes, will attend college	59
2	No, will not attend college	41

IF CHILD WILL ATTEND COLLEGE (Q505/1) THEN ASK Q510;
 IF CHILD WILL NOT ATTEND COLLEGE AND IN GRADES K-6 (Q505/2 AND Q225/01-07 OR Q230/01-07), THEN SKIP TO Q545;
 IF CHILD WILL NOT ATTEND COLLEGE AND IN GRADES 7-12 (Q505/2 AND Q225/08-13 OR Q230/08-13), THEN SKIP TO Q530

BASE: CHILD PLANS TO ATTEND COLLEGE (Q502/3 OR 4 OR Q505/1) (N=1857)

Q510 How will your child pay for [his/her] college education? (READ LIST)

(214)

[MULTIPLE RESPONSE]

1	[His/Her] parents will pay	63
2	Other relatives will pay	10
3	Student loans	52
4	Loans from parents or other relatives	9
5	Scholarships	60
6	Child's own savings, trust funds or inheritance	27
7	Child will work [his/her] way through	40
8	Some other way	8
9	Not sure	5

BASE: CHILD PLANS TO ATTEND COLLEGE (Q502/3 OR 4 OR Q505/1) (N=1857)

Q515 How much do you worry about having enough money to pay for your child's college education? Do you worry a lot, a little or not at all?

(215)

A lot	37
A little	44
Not at all	19

BASE: CHILD PLANS TO ATTEND COLLEGE AND IN GRADES 7 - 12 (Q225/08 - 13 OR Q230/08 - 13 AND Q502/3 OR 4 OR Q505/1) (N=751)

Q520 How much do you think your child worries about having enough money to pay for [his/her] college education? Does [he/she] worry a lot, a little or not at all?

(216)

A lot	11
A little	29
Not at all	52
Not sure	8

BASE: CHILD PLANS TO ATTEND COLLEGE (Q502/3 OR 4 OR Q505/1)

Q525 Who in your family is saving money so that your child can go to college? (READ LIST)

(217)

[MULTIPLE RESPONSE]

1	You are saving money	68
2	Child is saving money	22
3	Someone else is saving	21
4	No one in your family is saving money	20
5	Not sure	3

BASE: HAS CHILD IN PUBLIC SCHOOL IN GRADES 7 - 12 (Q225/08 - 13 OR Q230/08 - 13)

Q530 How would you grade the quality of education in your child's school with respect to preparing [him/her] in the following areas? (READ EACH ITEM)

Would you give your child's school an A, B, C, D or F, where A is the highest grade and F is the lowest grade?

[GRID]

[ROTATE]

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
A. In English (218)	1 31	2 37	3 20	4 8	5	4
B. In math (219)	1 31	2 38	3 19	4 10	5	3
C. In science (220)	1 29	2 37	3 20	4 10	5	3
D. In getting along with other people (221)	1 29	2 33	3 22	4 10	5	7
E. In knowing about current events (222)	1 30	2 36	3 22	4 9	5	4

BASE: HAS CHILD IN PUBLIC SCHOOL IN GRADES 7 – 12 (Q225/08 – 13 OR Q230/08 – 13)

Q532 How would you grade the quality of education in your child’s school with respect to preparing [him/her] in the following areas? (READ EACH ITEM)

Would you give your child’s school an A, B, C, D or F, where A is the highest grade and F is the lowest grade?

[GRID]
[ROTATE]

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>
F. In learning about different jobs and careers (223)	1 27	2 30	3 24	4 13	5	6
G. In being a good citizen (224)	1 32	2 29	3 22	4 10	5	6
H. In knowing how to solve problems (225)	1 23	2 32	3 27	4 13	5	5

BASE: HAS CHILD IN PUBLIC SCHOOL IN GRADES 7 – 12 (Q225/08 – 13 OR Q230/08 – 13)

Q535 Who is <U>most</U> responsible for each of the following things? Are <U>you</U>, your <U>child</U>, your child’s <U>teachers</U> or your child’s <U>friends</U> most responsible for (READ EACH ITEM)?

[GRID]
[ROTATE]

	<u>You</u>	<u>Your Child</u>	<u>Your Child’s Teachers</u>	<u>Your Child’s Friends</u>
A. Your child’s safety (226)	1 91	2 7	3 1	4 1
B. Your child’s getting a good education (227)	1 66	2 16	3 17	4 *
C. Your child’s health (228)	1 93	2 6	3 1	4 *
D. Your child’s learning about different jobs and careers (229)	1 54	2 14	3 31	4 2
E. Your child’s happiness (230)	1 64	2 33	3 -	4 4

BASE: HAS CHILD IN PUBLIC SCHOOL IN GRADES 7 - 12 (Q225/08 - 13 OR Q230/08 - 13)

Q540 Which of the following do you think your child considers to be the <U>two</U> most important aspects of the job [he/she] will have after [he/she] finishes [his/her] education? (READ LIST)
(231)

[MULTIPLE RESPONSE - MAXIMUM OF TWO ANSWERS]

1	Having a job that allows time for personal or family activities	24
2	Having a job that makes a contribution to society	15
3	Having a job where [he/she] can earn lots of money	44
4	Having a job that is meaningful to [him/her]	45
5	Having a job that is secure, so [he/she] doesn't have to worry about losing it	11
6	Having a job with good benefits, like health insurance	17
7	Having a job where [he/she] can have fun at work	30
8	Something else	3
9	Not sure	2

BASE: ALL QUALIFIED RESPONDENTS

Q545 Which areas of work do you think offer the most potential for your child in [his/her] future career? (READ LIST)
[MULTIPLE RESPONSE]

(232,233)

1	Agriculture, forestry, fishing, or mining	7
2	Construction	11
3	Education	31
4	Entertainment	16
5	Finance (investments, banking, etc.)	20
6	Government	11
7	Health care	28
8	High tech (computers, internet, etc.)	53
9	Law	19
0	Manufacturing (factory work)	6
1	Restaurants or hotels	4
2	Retail (stores)	6
3	Social service agencies	10
4	Something else	2
	[SPECIFY AT Q548]	
	Architecture	1
	Art	2
	Athletics/sports/professional sports	2
	Automotive	1
	Aviation/aerospace	1
	Business	1
	Clergy/church based employment	1
	Engineering	1
	Family business/self-employment	*
	Journalism/writing	1
	Law enforcement/policeman/fireman	1
	Military	1
	Music	*
	Operative unskilled (truck driver, carpet installer construction)	*
	Sales/marketing/advertising	1
	Scientist/science related	3
	Service worker (day care, hairdresser)	*
	Skilled craftsmen (drafting, carpenter, electrician)	1
	Too young/too early to tell	*
	Veterinary/animal care	2
	Whatever he/she is good at, whatever makes her/him happy, it's up to him/her	*
	Don't know	4

BASE: OTHER AREA (Q545/96)

Q548 Please specify which other areas of work you think offer the most potential.

[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS

Q550 How do you think your child's life will compare to your own? Will [he/she] have more than, the same amount as, or less than you did of each of the following areas? (READ EACH ITEM) Will [he/she] have more than, the same amount as, or less than you had?

[GRID]
[ROTATE]

	More Than I Have		The Same As I Have		Less Than I Have	
A. Money (234)	1	76	2	16	3	8
B. Time for family (235)	1	35	2	47	3	18
C. Time for hobbies and other Activities (236)	1	40	2	44	3	16
D. Job opportunities (237)	1	75	2	15	3	10
E. Happiness (238)	1	52	2	44	3	4

BASE: ALL QUALIFIED RESPONDENTS

Q555 How confident are you that your child will achieve [his/her] goals for the future – very confident, somewhat confident, not very confident or not at all confident? (239)

1	Very confident	60
2	Somewhat confident	35
3	Not very confident	4
4	Not at all confident	1

BASE: ALL QUALIFIED RESPONDENTS

Q560 Which of the following is the most important issue facing America today? (READ LIST) (240)

1	Keeping the environment clean	6
2	Helping the poor	3
3	Improving the quality of education in schools	32
4	Keeping schools safe	19
5	Having people get along with each other	26
6	Something else [SPECIFY AT Q565]	2
	All of the above/all are important	1
	Crime/violence/guns/gun control	1
	Drugs/alcohol	*
	Economy/jobs/lower taxes	1
	Health care	*
	Keep the family together/stable homes	1
	Lack of religion/put God back in charge	1
	Morality/morals	2
	Other family values related	1
	Personal responsibility/work ethic	1
	Political/government/corporate corruption	*
	Tolerance of others/race issues	*
	Too much government interference in private lives	1
	Don't know	1
	No answer	1

BASE: SOMETHING ELSE IS MOST IMPORTANT ISSUE (Q560/6)

Q565 Please specify what is the most important issue facing America today.

[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS

Q570 Which of the following do you think will happen during your child's lifetime? (READ LIST)

(241)

[MULTIPLE RESPONSE]

1	The environment will become cleaner	28
2	There will be fewer poor people	11
3	Schools will provide a better education	42
4	Schools will be safer	31
5	People will get along better with each other	21
6	None of these will happen in my child's lifetime	33

E

BASE: INTERNET RESPONDENTS

Q575 (605) What can America's teachers do to help your child succeed in life?

[TEXT BOX]

SECTION 100: DEMOGRAPHICS

BASE: ALL QUALIFIED RESPONDENTS

Q100 The next few questions ask for your demographic information.

BASE: ALL QUALIFIED RESPONDENTS

Q103 Gender (from observation)

(113)

1	Male	45
2	Female	55

BASE: ALL QUALIFIED RESPONDENTS

Q106 What is your year of birth? <I> Please enter as a four-digit number, e.g., 1963.</I>

(114,117)

[RANGE: 1900-1992]	18-24	1	45-54	24
	25-34	23	55+	5
|_|_|_|_|	35-44	47		

BASE: ALL QUALIFIED RESPONDENTS

Q115 Do you use a computer at the following locations, or not? Do you use a computer at (READ EACH ITEM), or not?

[GRID]

[DO NOT ROTATE]

	<u>Use</u>	<u>Do Not Use</u>
A. Home (118)	1	2
B. Your workplace (119)	1	2
C. Another location (120)	1	2

BASE: USES COMPUTER (Q115A/1 OR B/1 OR C/1)

Q117 Do you use the computer to access the Internet or the World Wide Web, or an online service at the following location(s)? Do you use the computer to access the Internet or the World Wide Web at (READ EACH ITEM), or not?

[GRID]

[DO NOT ROTATE]

	<u>Use</u>	<u>Do Not Use</u>
<u>BASE: USES COMPUTER AT HOME (Q115A/1)</u>		
A. Home (121)	1	2
<u>BASE: USES COMPUTER AT WORKPLACE (Q115B/1)</u>		
B. Your workplace (122)	1	2
<u>BASE: USES COMPUTER AT ANOTHER LOCATION (Q115C/1)</u>		
C. Another location (123)	1	2

BASE: USES COMPUTER TO ACCESS INTERNET (Q117A/1 OR B/1 OR C/1)

Q121 Excluding e-mail, how many hours a week do you spend on the Internet or World Wide Web?
(124,126)

[RANGE: 0-168]

_ _ _ _ _

BASE: ALL QUALIFIED RESPONDENTS

Q135 What is your marital status? Are you married, single, divorced, separated, widowed or living with a partner?
(127)

1	Married	70
2	Single	8
3	Divorced	12
4	Separated	3
5	Widowed	2
6	Living with partner	5

BASE: ALL QUALIFIED RESPONDENTS

Q146 What is the highest level of education you have completed or the highest degree you have received? (PROBE: IF RESPONDENT SAYS JUST "HIGH SCHOOL": What was the highest grade you completed? IF 12TH GRADE, CODE "HIGH SCHOOL GRADUATE". IF 11TH GRADE OR LESS, CODE "LESS THAN".)
(128)

1	Less than high school	4
2	Completed some high school	7
3	High school graduate or equivalent (e.g., GED)	36
4	Completed some college, but no degree	27
5	College graduate (e.g., B.A., A.B., B.S.)	17
6	Completed some graduate school, but no degree	2
7	Completed graduate school (e.g., M.S., M.D., Ph.D.)	6

BASE: ALL QUALIFIED RESPONDENTS

Q149 What is your employment status? Are you employed full-time, employed part-time, self-employed, not employed, but looking for work, not employed and not looking for work, retired, a student or a homemaker?
(129)

1	Employed full-time	58
2	Employed part-time	9
3	Self-employed	12
4	Not employed, but looking for work	2
5	Not employed and not looking for work	1
6	Retired	3
7	Student	1
8	Homemaker	13

BASE: ALL QUALIFIED RESPONDENTS

Q157 Which of the following income categories best describes your total 1999 <U> household </U> income before taxes? Was it (READ LIST)? (INTERVIEWER: TOTAL HH INCOME BEFORE TAXES FROM ALL SOURCES – IF UNSURE OF 1999 INCOME, PROBE FOR ESTIMATE.)

(130,131)

01	Less than \$15,000	6
02	\$15,000 to \$24,999	11
03	\$25,000 to \$34,999	17
04	\$35,000 to \$49,999	24
05	\$50,000 to \$74,999	18
06	\$75,000 to \$99,999	9
07	\$100,000 to \$124,999	4
08	\$125,000 to \$149,999	1
09	\$150,000 to \$199,999	1
10	\$200,000 to \$249,999	*
11	\$250,000 or more	*
12	Decline to answer	8

BASE: ALL QUALIFIED RESPONDENTS

Q175 Are you of Hispanic origin, such as Mexican American, Latin American, Puerto Rican, or Cuban, or not?

(132)

1	Yes, of Hispanic origin	12
2	No, not of Hispanic origin	84
3	Decline to answer	4

BASE: ALL QUALIFIED RESPONDENTS

Q178 Do you consider yourself (READ LIST)?

(133)

1	White	JUMP TO Q185	73
2	Black	JUMP TO Q185	7
3	African American	JUMP TO Q185	5
4	Asian or Pacific Islander	JUMP TO Q185	1
5	Native American or Alaskan native	JUMP TO Q185	2
6	Mixed racial background	JUMP TO Q180	3
7	Other race [SPECIFY AT Q179]	ASK Q179	-
8	Decline to answer	JUMP TO Q185	5
	Hispanic		2
	Mexican		1
	Not specified		1

BASE: OTHER RACE (Q178/7)

Q179 Please specify what race you consider yourself.

[TEXT BOX]

BASE: MIXED RACIAL BACKGROUND RESPONDENTS (Q178/6) (N=50)

Q180 You indicated that you consider yourself of a mixed racial background. With which of the following racial groups do you most closely identify? (READ LIST)

(134)

[MULTIPLE RESPONSE]

1	White	47
2	Black	9
3	African American	3
4	Asian or Pacific Islander	11
5	Native American or Alaskan native	17
6	Other race	37
7	Decline to answer	8

BASE: ALL QUALIFIED RESPONDENTS

Q199 That completes the interview. Thank you very much for your cooperation.

HARRIS INTERACTIVE INC.

111 Fifth Avenue
New York, New York 10003

J11932 - Teachers

June 16, 2000

J11xxx:\116xx\11699\1932-teachers\J11932-DSQ.doc

SURVEY OF THE AMERICAN TEACHER 2000 - TEACHERS DATASHEETED QUESTIONNAIRE

Field Period: 04/12/2000-05/31/2000

SUBJECTS FOR QUESTIONNAIRE

Section 200: Screener

Section 300: Students' Lives

Section 400: Students' Support Systems

Section 500: Students' Aspirations

Section 600: School Demographics

Section 100: Demographics

Place Status Bars: Q325 (1/3), Q510 (2/3), Thank You Page (3/3) For Qualified Respondents
Q540(1/3), Q100 (2/3), Thank You Page (3/3) For Unqualified Respondents

Proprietary Questions Not To Be Released: All publicly released

Base for all questions, unless otherwise noted, is 1010. Percentages and bases are unweighted. An asterisk (*) represents a value less than 0.5%. A dash (-) indicates a value of zero.

SECTION 200: SCREENING QUESTIONS

BASE: ALL RESPONDENTS

Q225 Thank you in advance for participating in this survey. First, I would like to confirm some information. Do you currently teach in a public school, or not?

1	Yes, I teach in a public school	100	ASK Q230
2	No, I do not teach in a public school	-	SKIP TO Q540
9	Decline to answer	-	SKIP TO Q540

BASE: PUBLIC SCHOOL TEACHERS (Q225/1)

Q230 Do you currently teach at least part-time in the classroom, or not?

1	Yes, I teach at least part-time	100	ASK Q235
2	No, I do not teach at least part-time	-	SKIP TO Q540
9	Decline to answer	-	SKIP TO Q540

BASE: PUBLIC SCHOOL TEACHERS AT LEAST PART-TIME IN CLASSROOM (Q230/1)

Q235 What grade do you teach? <I>Please check all that apply.</I>

[MULTIPLE RESPONSE]

[DISPLAY IN TWO COLUMNS: 01-07; 08-13]

01	Kindergarten	1
02	First grade	1
03	Second grade	1
04	Third grade	1
05	Fourth grade	2
06	Fifth grade	3
07	Sixth grade	6
08	Seventh grade	19
09	Eighth grade	22
10	Ninth grade	66
11	Tenth grade	70
12	Eleventh grade	72
13	Twelfth grade	69

IF Q235/08 OR 09 OR 10 OR 11 OR 12 OR 13, THEN ASK Q305;
OTHERWISE, SKIP TO Q540

[PROGRAMMER: FROM THIS POINT, RESPONDENTS WHO ARE PUBLIC SCHOOL TEACHERS AT LEAST PART-TIME IN CLASSROOM TEACHING 7 – 12 GRADE) (Q225/1 AND Q230/1 AND Q235/08-13) WILL BE REFERRED TO AS “ALL QUALIFIED RESPONDENTS”]

SECTION 300: STUDENTS' LIVES

BASE: ALL QUALIFIED RESPONDENTS

Q305 What is the main subject area that you teach?

01	English	16
02	Mathematics	13
03	History	11
04	Science	17
05	Computers	4
06	Physical education	4
07	Music	4
08	Art	4

09	Special education	3	
10	General - I do not teach one main subject	2	
96	Other	-	[SPECIFY AT Q310]
	Business	3	
	Foreign languages	6	
	Industrial arts/automotive/vocational	4	
	Theatre	1	
	Family and consumer science/home economics	3	
	Two or more subjects	1	
	Refused	4	

BASE: OTHER SUBJECT AREA (Q305/96)

Q310 Please specify what is the main subject area that you teach.

[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS

Q312 How much do you agree or disagree with the following statements?

[GRID]

[ROTATE]

[DO NOT DISPLAY RESPONSE CHOICE LETTER LABELS ON SCREEN]

[ROTATE ITEMS]	Strongly <u>Agree</u>	Somewhat <u>Agree</u>	Somewhat <u>Disagree</u>	Strongly <u>Disagree</u>	<u>Refused</u>
A. I'm left out of things going on around me at my school	1 5	2 23	3 29	8 42	9 *
B. What I think doesn't count very much	1 7	2 20	3 32	8 41	9 *

BASE: ALL QUALIFIED RESPONDENTS

Q315 What percentage of your students do you think can be described by each of the following phrases? <I>Your best estimate is fine.</I>

[GRID]

[ROTATE]

[DO NOT DISPLAY RESPONSE CHOICE LETTER LABELS ON SCREEN]

[RANGE 0 – 100]

	<u>%</u>	<u>Mean</u>	<u>Refused</u>
A. Have a lot of friends	|_|_|_|	72.33	1
B. Get along well with their parents	|_|_|_|	63.89	4
C. Are always bored	|_|_|_|	21.19	*
D. Often feel sad and unhappy	|_|_|_|	21.00	8
E. Have been happy at school this year	|_|_|_|	74.28	1
F. Get into trouble a lot	|_|_|_|	15.23	*
G. Feel safe	|_|_|_|	82.74	1

BASE: ALL QUALIFIED RESPONDENTS

Q320 What percentage of your students do you think can be described by each of the following phrases? <I>Your best estimate is fine.</I>

[GRID]
[ROTATE]
[DO NOT DISPLAY RESPONSE CHOICE LETTER LABELS ON SCREEN]
[RANGE 0 – 100]

	<u>%</u>	<u>Mean</u>	<u>Refused</u>
H. Do things to help out their neighbors	|_|_|_|	38.26	8
I. Do things to help out their community	|_|_|_|	35.78	2
J. Have a lot of interests	|_|_|_|	58.07	1
K. Play sports	|_|_|_|	47.80	1
L. Participate in after-school activities	|_|_|_|	52.95	1
M. Read books in their free time	|_|_|_|	30.48	2

BASE: ALL QUALIFIED RESPONDENTS

Q325 What percentage of your students do you think can be described by each of the following phrases? <I>Your best estimate is fine.</I>

[GRID]
[ROTATE]
[DO NOT DISPLAY RESPONSE CHOICE LETTER LABELS ON SCREEN]
[RANGE 0 – 100]

	<u>%</u>	<u>Mean</u>	<u>Refused</u>
N. Wish they had more time for fun	|_|_|_|	75.31	1
O. Are under a lot of pressure to do well in school	|_|_|_|	49.42	1
P. Are left out of things going on around them at school	|_|_|_|	29.82	2
Q. Are left out of things going on around them at home	|_|_|_|	33.17	15
R. Believe that what they think doesn't count very much at school	|_|_|_|	51.04	2
S. Believe that what they think doesn't count very much at home	|_|_|_|	44.00	9

SECTION 400: STUDENTS' SUPPORT SYSTEMS

BASE: ALL QUALIFIED RESPONDENTS

Q405 Overall, do you feel that your students spend too much time, too little time, or just enough time with their parents?

1	Too much time	1
2	Too little time	87
3	Just enough time	10
	Refused	3

BASE: ALL QUALIFIED RESPONDENTS

Q410 Who are the people your students would most likely go to if they needed advice about what classes to take at school?
<I>Please check all that apply.</I>
[MULTIPLE RESPONSE]

01	You	68
02	Another teacher	57
03	Mother or father	39
04	Brother or sister	15
05	Friend	49
06	Guidance counselor	74
07	Clergy (minister, priest, rabbi or imam)	3
96	Other	-
98	Not sure	-
	E	
	Principal	3
	School administrators/administration	1
	Coaches	1
	Other school staff	*
	Grandparents	*
	Other relatives	*
	Psychologist/therapist/case worker/doctor/physician	*
	Refused	*

BASE: OTHER PEOPLE (Q410/96)

Q415 Please specify to whom your students would most likely go for advice about what classes to take at school.
[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS

Q420 Who are the people your students would most likely go to for help if they felt threatened by another student at school?
<I>Please check all that apply.</I>
[MULTIPLE RESPONSE]

01	You	65
02	Another teacher	57
03	Mother or father	34
04	Brother or sister	12
05	Friend	37
06	Guidance counselor	47
07	Clergy (minister, priest, rabbi or imam)	5
96	Other	-
98	Not sure	-
	E	
	Principal	23
	School administrators/administration	14
	Other school staff	4
	Coaches	1
	Police/security	7
	Refused	1
	Psychologist/therapist/case worker/doctor/physician	2
	Peer mediation/student advocate	1
	None/no one	*

BASE: OTHER PEOPLE (Q420/96)

Q425 Please specify to whom your students would most likely go for help.
[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS

Q430 Who are the people your students would most likely go to for help if they were feeling sad or depressed? <I>Please check all that apply.</I>
[MULTIPLE RESPONSE]

01	You		47
02	Another teacher		46
03	Mother or father		25
04	Brother or sister		13
05	Friend		64
06	Guidance counselor		60
07	Clergy (minister, priest, rabbi or imam)		13
96	Other	[SPECIFY AT Q435]	-
98	Not sure	E	-
	Principal		2
	School administrators/administration		2
	Other school staff		2
	Coaches		1
	Other relatives		*
	Psychologist/therapist/case worker/doctor/physician		5
	Peer mediation/student advocate		1
	None/no one		1
	Refused		1

BASE: OTHER PEOPLE (Q430/96)

Q435 Please specify to whom your students would most likely go for help.

[TEXT BOX]

SECTION 500: STUDENTS' ASPIRATIONS

BASE: ALL QUALIFIED RESPONDENTS

Q505 What percentage of your students do you think will do the following after they leave high school? Your responses should sum to 100%. <I>Your best estimate is fine.</I>

[GRID]

[DO NOT ROTATE]

[RANGE 0-100]

[SUM OF A-E SHOULD EQUAL 100%]

[DO NOT DISPLAY RESPONSE CHOICE LETTER LABELS ON SCREEN]

	%	Mean	Refused
A. Work full-time	|_|_|_|	27.58	*
B. Attend a technical or vocational school	|_|_|_|	14.15	*
C. Attend a two year community college	|_|_|_|	19.04	*
D. Attend a four year college	|_|_|_|	32.14	*
E. Something else	|_|_|_|	7.49	2
TOTAL =	_____	100%	

BASE: ALL QUALIFIED RESPONDENTS

Q507 How many of your students who have the <U>aptitude</U> to go to college, might <U>not</U> be able to go because of the cost of a college education?

1	Most	13
2	Some	38
3	A few	39
4	None	10
	Refused	1

BASE: ALL QUALIFIED RESPONDENTS**Q510** How would you grade the quality of education in your school with respect to preparing students in the following areas?

[GRID]

[ROTATE]

[DO NOT DISPLAY RESPONSE CHOICE LETTER LABELS ON SCREEN]

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>Refused</u>
A. In English	1 37	2 46	3 15	4 2	5 *	1
B. In math	1 36	2 42	3 18	4 3	5 *	1
C. In science	1 36	2 45	3 16	4 2	5 *	1
D. In getting along with other people	1 23	2 50	3 23	4 3	5 *	1
E. In knowing about current events	1 20	2 46	3 27	4 5	5 1	1

BASE: ALL QUALIFIED RESPONDENTS**Q512** How would you grade the quality of education in your school with respect to preparing students in the following areas?

[GRID]

[ROTATE]

[DO NOT DISPLAY RESPONSE CHOICE LETTER LABELS ON SCREEN]

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>	<u>Refused</u>
F. In learning about different jobs and careers	1 25	2 43	3 25	4 6	5 1	1
G. In being a good citizen	1 20	2 48	3 26	4 4	5 1	1
H. In knowing how to solve problems	1 11	2 49	3 33	4 5	5 1	*

BASE: ALL QUALIFIED RESPONDENTS**Q515** Who do you think is most responsible for each of the following things?

[GRID]

[ROTATE]

[DO NOT DISPLAY RESPONSE CHOICE LETTER LABELS ON SCREEN]

	<u>The Student</u>	<u>Student's Parents</u>	<u>Student's Teachers</u>	<u>Student's Friends</u>	<u>Refused</u>
A. A student's safety	1 18	2 37	3 39	4 1	5
B. A student's getting a good education	1 36	2 30	3 31	4 *	2
C. A student's health	1 19	2 78	3 2	4 *	1
D. A student's learning about different jobs and careers	1 12	2 12	3 72	4 1	2
E. A student's happiness	1 56	2 31	3 2	4 10	2

BASE: ALL QUALIFIED RESPONDENTS

Q525 Which of the following do your students consider to be the two most important aspects of the job they will have after they finish their education? <I>Please check two answers only.</I>

[MULTIPLE RESPONSE – MAXIMUM OF TWO ANSWERS]

01	Having a job that allows time for personal or family activities	17
02	Having a job that makes a contribution to society	5
03	Having a job where they can earn lots of money	84
04	Having a job that is meaningful to them	27
05	Having a job that is secure, so they don't have to worry about losing it	17
06	Having a job with good benefits, like health insurance	12
07	Having a job where they can have fun at work	33
96	Something else	2
98	Not sure E	*

BASE: ALL QUALIFIED RESPONDENTS

Q527 Which areas of work do you think offer the most potential for your students in their future careers? <I>Please check all that apply.</I>

[MULTIPLE RESPONSE]

01	Agriculture, forestry, fishing, or mining	26
02	Construction	44
03	Education	52
04	Entertainment	17
05	Finance (investments, banking, etc.)	40
06	Government	24
07	Health care	60
08	High tech (computers, internet, etc.)	75
09	Law	25
10	Manufacturing (factory work)	41
11	Restaurants or hotels	43
12	Retail (stores)	50
13	Social service agencies	33
96	Some other area [SPECIFY AT Q528]	-
97	Refused	1
	Military	2
	Engineering	1
	Operative unskilled (truck driver, carpet installer, construction)	1
	Business	1
	Service worker (day care, hair dresser)	1
	Skilled craftsmen (drafting, carpenter, electrician)	1
	Scientist/science related	1
	Sales/marketing/advertising	1
	Family business/self-employed	1
	Art	*
	Automotive	*
	Athletics/sports/professional sports	*
	Clergy/church based employment	*
	Law enforcement/policeman/fireman	*
	Music	*
	Aviation/aerospace industry	*
	Journalism/writing	*
	Veterinary/animal	*

BASE: OTHER AREA (Q527/96)

Q528 Which other areas of work do you think offer the most potential for your students?

[TEXT BOX]

BASE: ALL QUALIFIED RESPONDENTS

Q535 How confident are you that your students will achieve their goals for the future?

1	Very confident	19
2	Somewhat confident	70
3	Not very confident	10
4	Not at all confident	1
	Refused	*

BASE: ALL RESPONDENTS

Q540 Which of the following is the most important issue facing America today?

01	Keeping the environment clean	7
02	Helping the poor	3
03	Improving the quality of education in schools	44
04	Keeping schools safe	9
05	Having people get along with each other	24
96	Some other issue [SPECIFY AT Q545]	-
	Morality/morals	2
	Other family values related	2
	Keep family together/stable homes	1
	Personal responsibility/work ethic	1
	Economy/jobs/lower taxes	1
	Lack of religion/put God back in church	1
	Population control	*
	All of the above, all are important	*
	Health care	*
	Political/government/corporate corruption	*
	Drugs/alcohol	*
	Crime/violence/guns/gun control	*
	Tolerance of others/race issues	*
	Too much government interference in private lives	*
	Other	1
	Refused	2

BASE: SOMETHING ELSE IS MOST IMPORTANT ISSUE (Q540/96)

Q545 What is the most important issue facing America today?

[TEXT BOX]

IF QUALIFIED RESPONDENT (PUBLIC SCHOOL TEACHERS AT LEAST PART-TIME IN CLASSROOM TEACHING 7 – 12 GRADE) (Q235/08 OR 09 OR 10 OR 11 OR 12 OR 13), THEN ASK Q560;
ALL OTHERS SKIP TO Q605

BASE: ALL QUALIFIED RESPONDENTS

Q560 Which of the following do you think will happen during your students’ lifetime? *<I>Please check all that apply.</I>*

[MULTIPLE RESPONSE]

01	The environment will become cleaner		37
02	There will be fewer poor people		12
03	Schools will provide a better education		56
04	Schools will be safer		39
05	People will get along better with each other		27
06	None of these will happen in my students’ lifetime	E	20

SECTION 600: SCHOOL DEMOGRAPHICS

BASE: ALL RESPONDENTS

Q605 The next few questions ask for your demographic information.

[PROGRAMMER NOTE: PLACE THE FOLLOWING IN A BOX AS INDICATED; UNDO STANDARD BOLD FONT AND DISPLAY IN NORMAL TYPE – PLEASE NOTE THAT THIS IS A MODIFICATION OF THE STANDARD TEXT]

Are you wondering **why** we ask demographic questions? We do so to properly generalize survey results to the greater population—your answers help us to ensure that we have sufficient diversity among our respondents. As you may already know we never disclose the identity of any one individual—your answers will always be kept strictly confidential. If you have questions or concerns about the questions we ask, please feel free to share them with us at the end of the survey.

IF QUALIFIED RESPONDENT (PUBLIC SCHOOL TEACHERS AT LEAST PART-TIME IN CLASSROOM TEACHING 7 – 12 GRADE) (Q235/08 OR 09 OR 10 OR 11 OR 12 OR 13), THEN GO TO Q610; ALL OTHERS SKIP TO Q103

BASE: ALL QUALIFIED RESPONDENTS

Q610 Altogether, how many years have you worked as a teacher? *<I>Please round fractions up to the next whole number. If you have worked less than 6 months, please enter “0”.</I>*

|_|_|	Mean	Refused
	18.28	*
[RANGE 0-50]		

BASE: ALL QUALIFIED RESPONDENTS

Q615 At what age do you expect to retire?

|_|_|	Mean	Refused
	58.93	3
[RANGE 30-99]		

BASE: ALL QUALIFIED RESPONDENTS

Q625 What percentage of your students come from families whose income is below the average of the community? *<I>Your best estimate is fine. If you are not sure, please enter “888”.</I>*

|_|_|_|%	Mean	Refused	Not Sure
	38.68	2	5
[range 0-100, 888]			

BASE: ALL QUALIFIED RESPONDENTS

Q630 What percentage of your students receive federally funded meals? <I>Your best estimate is fine. If you are not sure, please enter "888".</I>

|_|_|_|%	Mean	Refused	Not sure
	37.27	4	12
[range 0-100, 888]			

BASE: ALL QUALIFIED RESPONDENTS

Q635 What percentage of your students come from minority families? <I>Your best estimate is fine. If you are not sure, please enter "888".</I>

|_|_|_|%	Mean	Refused	Not sure
	28.21	11	1
[range 0-100, 888]			

[IF Q635/>0 ASK Q637, OTHERS SKIP TO Q640]

BASE: HAVE MINORITY STUDENTS (Q635>0) (N=936)

Q637 What percentage of your <U>minority</U> students are . . .? <I>Your best estimate is fine. If you are not sure, please enter "888".</I>

[GRID]
 [DO NOT ROTATE]
 [DO NOT DISPLAY RESPONSE CHOICE LETTER LABELS ON SCREEN]
 [RANGE 0 – 100, 888]

	%	Mean	Refused
A. Hispanic	|_|_|_|	23.27	*
B. Black or African-American, non-Hispanic	|_|_|_|	20.88	*
C. Asian or Pacific Islander, non-Hispanic	|_|_|_|	6.51	*

BASE: ALL QUALIFIED RESPONDENTS

Q640 In total, how many students attend your school? <I>Your best estimate is fine. If you are not sure, please enter "9998".</I>

|_|_|_|_|	Mean	Refused
	1162	*
[range 1-9997, 9998]		

SECTION 100: DEMOGRAPHICS

[PROGRAMMER NOTE: DISPLAY Q103-106 ON ONE PAGE]

BASE: ALL RESPONDENTS

Q103 Are you...?

1	Male	50
2	Female	50

BASE: ALL RESPONDENTS

Q106 What is your year of birth? <I> Please enter as a four-digit number, e.g., 1963.</I>

[RANGE: 1900-1992]

Mean Age
45.79

Refused
12

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[PROGRAMMER NOTE: DISPLAY Q175 AND Q178 ON ONE PAGE]

BASE: ALL RESPONDENTS

Q175 Are you of Hispanic origin, such as Mexican American, Latin American, Puerto Rican, or Cuban?

1	Yes, of Hispanic origin	3
2	No, not of Hispanic origin	95
9	Decline to answer	1

BASE: ALL RESPONDENTS

Q178 Do you consider yourself...?

[PROGRAMMER NOTE: DISPLAY IN TWO COLUMNS]

01	White	SKIP TO Q702	89
02	Black	SKIP TO Q702	2
03	African American	SKIP TO Q702	3
04	Asian or Pacific Islander	SKIP TO Q702	1
05	Native American or Alaskan native	SKIP TO Q702	*
06	Mixed racial background	SKIP TO Q180	1
96	Other race [SPECIFY AT Q179]	ASK Q179	-
99	Decline to answer	SKIP TO Q702	2
	Hispanic		*
	Other		1

BASE: OTHER RACE (Q178/96)

Q179 Please specify what race you consider yourself.

[TEXT BOX]

BASE: MIXED RACIAL BACKGROUND RESPONDENTS (Q178/06) (N=14)

Q180 You indicated that you consider yourself of a mixed racial background. With which of the following racial groups do you most closely identify? <I> Please check all that apply. </I>

[MULTIPLE RESPONSE]

01	White	43
02	Black	7
03	African American	14
04	Asian or Pacific Islander	7
05	Native American or Alaskan native	29
96	Other race	29
99	Decline to answer E	-

BASE: ALL RESPONDENTS

Q702 Thank you so much for participating in this survey. Your views and experiences are very important to us and will make a vital contribution to this study. As a measure of our appreciation, we would like to send you a summary of the survey results.

Would you prefer to receive this summary via e-mail notification or by regular mail?

1	E-mail notification	[ASK Q704]
2	Regular mail	[SKIP TO Q706]
3	I do not want to receive the summary	[SKIP TO Q718]

BASE: PREFERS EMAIL NOTIFICATION (Q702/1)

Q704 Please enter your e-mail address.

[TEXT BOX]

SKIP TO Q718

[PROGRAMMER: DISPLAY Q706 THROUGH Q716 ON ONE PAGE]

BASE: PREFERS REGULAR MAIL (Q702/2)

Q706 To enable us to mail the summary to you, please provide the following information.

 First Name:

[TEXT BOX]

BASE: PREFERS REGULAR MAIL (Q702/2)

Q708 Last Name:

[TEXT BOX]

BASE: PREFERS REGULAR MAIL (Q702/2)

Q710 Street Address:

[TEXT BOX]

BASE: PREFERS REGULAR MAIL (Q702/2)

Q712 City:

[TEXT BOX]

BASE: PREFERS REGULAR MAIL (Q702/2)

Q714 State/Province/Territory:

[DROP DOWN MENU WITH CHOICES LISTED—SEE STANDARD RESPONSES]

BASE: PREFERS REGULAR MAIL (Q702/2)

Q716 Zip/Postal Code:

[PROGRAMMER: ALLOW 10 DIGIT, ALPHA NUMERIC CODE]

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The Metropolitan Life Survey of the American Teacher series brings the opinions of those most closely connected to school life to the attention of the American public and policy makers.

- **The Metropolitan Life Survey of the American Teacher, 1999: Violence In America's Public Schools: Five Years Later** revisits issues addressed in the 1993 study, and compares current findings with the state of affairs five years ago. This survey investigates the issue of school violence from the perspectives of students, teachers and law enforcement officers.
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(Continued on inside back cover)

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The 1999 survey and an executive summary of the 1998 survey are also available on the website.**

