

**OSBA- COMBINED
SURVEY RESEARCH REPORT
EXECUTIVE SUMMARY
JANUARY 24, 2007**

On January 14, and January 19, 2007 The Nelson Report completed two surveys. The following survey research report is a combination of responses from the two surveys, and provides some valuable information regarding Oregonians' perceptions and attitudes toward the public school system. Although some of the questions were identical to those presented in previous surveys, numerous questions were different and distinct. In terms of those questions that were repeated, the reader will note there are slight differences in responses from previous surveys.

This survey research project was undertaken by the Oregon School Boards Association in conjunction with Seattle Northwest Securities and K & L Preston Gates Ellis, LLP in order to establish another benchmark on Oregonians' attitudes concerning issues facing education.

Below, The Nelson Report has highlighted the key results of the survey research report. Throughout this executive summary, The Nelson Report identifies "key" demographics for many of the questions. Key demographics are those subgroups that respond at a higher percentage rate than the total sample for any given response. The key demographic groups for any given opinion are not necessarily the only subgroups in the survey who share that opinion. They are however, the ones that hold that opinion most strongly.

A total of 400 respondents were interviewed between January 9 and January 14, 2007. The margin of error for this survey is +/-4.91% at the 95% level of confidence.

A total of 400 respondents were interviewed between January 14 and January 19, 2007. The margin of error for this survey is +/-4.91% at the 95% level of confidence.

MOST SERIOUS PROBLEMS FACING OREGON SCHOOLS

Issues surrounding “funding/money management” were perceived to be the most serious problems facing Oregon schools today, followed by “growth/overcrowding.”

Below, the top answers are displayed in more detail. The full responses can be found in the final report. Since this question and other open-ended questions call for multiple responses, the results are displayed in terms of the percentage of respondents who mentioned a particular issue (totaling over 100%) and the percentage of total responses (totals 100%). The top responses are listed below in descending numerical order.

The issues have been grouped according to the subjective interpretation of The Nelson Report and can be regrouped as the reader sees fit.

Issues	Percent Of Respondents	Percent Of Responses
LACK OF FUNDING	48	29
OVERSPENDING/BUDGET SHORTFALL	12	7
TOO MUCH ADMINISTRATION	5	3
UNDERPAID TEACHERS	4	2
SUBTOTAL	69	41
OVERCROWDING	19	11
CLASS SIZES	7	4
POPULATION GROWTH	2	1
SUBTOTAL	28	16

MOST SERIOUS PROBLEMS FACING LOCAL SCHOOL DISTRICT TODAY

Again, issues surrounding “funding/money management” were perceived to be the most serious problems facing local school districts today, followed by “growth/overcrowding.”

Again, the top answers are listed below in descending numerical order. The issues have been grouped according to the subjective interpretation of The Nelson Report and can be regrouped as the reader sees fit.

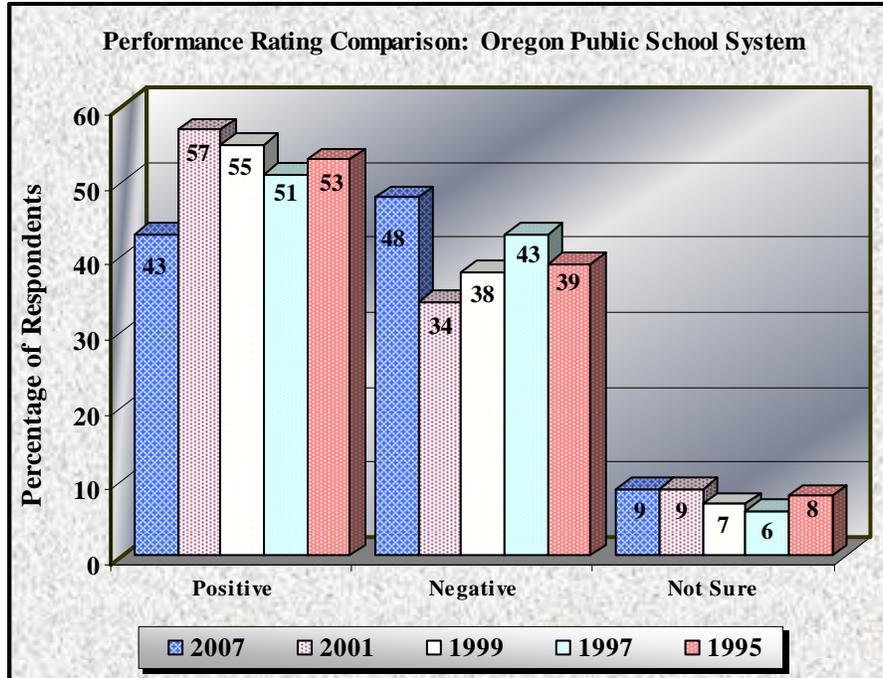
Issues	Percent Of Respondents	Percent Of Responses
LACK OF FUNDING	32	19
OVERSPENDING/BUDGET SHORTFALL	16	10
HIGH TEACHER/ADMINISTRATIVE SALARIES	5	3
LOW TEACHER SALARIES	3	2
TRANSPORTATION COSTS	1	1
SUBTOTAL	57	35
CLASS SIZES	17	10
OVERCROWDING	11	7
NEED MORE TEACHERS/STAFF	2	1
POPULATION GROWTH	1	1
SUBTOTAL	31	19

PERFORMANCE RATING: OREGON PUBLIC SCHOOL SYSTEM

Slightly less than half of respondents, 48%, gave Oregon's public school system a negative performance rating (only fair-36%, poor-12%), while 43% gave Oregon's public school system a positive performance rating (excellent-4%, pretty good-39%). Nine percent were not sure.

When comparing current results with those from previous surveys there has been a significant decrease increase in the number of respondents who give Oregon's public school system a positive rating (-14%) and (+14%) increase who give Oregon's public school system negative performance rating.

Survey Ratings	Positive	Negative	Not Sure
2007	43	48	9
2001	57	34	9
1999	55	38	7
1997	51	43	6
1995	53	39	8



Key groups who gave Oregon’s public school system a negative performance rating were males (52%), 45-54 years old (52%), 55-64 years old (50%), respondents with school children in the past (50%), respondents with an 8th grade or less education (67%), high school graduates/GED (54%), 9th-11th grade education (50%), voters in 1 out of 4 elections (55%), 4 out of 4 elections (50%), Republicans (52%), Eastern (60%), and Coast (56%).

Main reasons for an only fair rating were: (36% of all respondents)

Lack of funding	16%
Overcrowding/class sizes	13%
Overspending/budget shortfall	10%
Need improvement	10%

Top reasons for a poor rating were: (12% of all respondents)

Poor quality education	20%
Curriculum	18%
Overspending/budget shortfall	16%

Key demographics who gave Oregon’s public school system a positive performance rating were females (47%), 18-34 years old (50%), 35-44 years old (48%), respondents with children currently in school (51%), respondents with a 9th-11th grade education (50%), post graduate work (49%), voters in 2 out of 4 elections (51%), 3 out of 4 elections (45%), Democrats (48%), Mid-Willamette and Southern (47%), and Tri-County (45%).

Primary reason for an excellent rating was: (4% of all respondents)

Personal experience	69%
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Principal reasons for a pretty good rating were: (39% of all respondents)

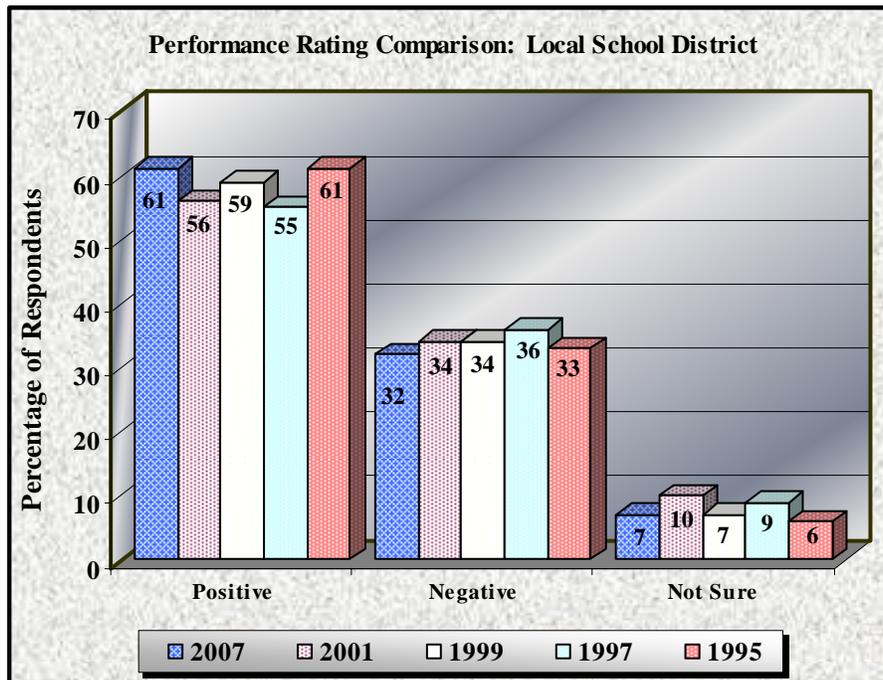
Personal experience	14%
Do well with what they have	13%
Quality education/curriculum	13%

PERFORMANCE RATING: LOCAL SCHOOL DISTRICT

A large percentage of respondents, 61%, gave their local school district a positive performance rating (excellent-14%, pretty good-47%), while 32% gave their local school district a negative performance rating (only fair-23%, poor-9%). Seven percent were not sure.

When comparing current results with those from previous surveys there has been a slight increase in the number of respondents who give their local school district a positive performance rating as displayed in the following table.

Survey Ratings	Positive	Negative	Not Sure
2007	61	32	7
2001	56	34	10
1999	59	34	7
1997	55	36	9
1995	61	33	6



It is interesting to note, that overall, Oregonians appear to perceive local school districts much more positively than Oregon's public school system.

Key demographics who gave their local school district a positive performance rating were females (64%), 18-34 years old (68%), 55-64 years old (67%), respondents with children currently in school (72%), respondents with an 8th grade or less education (100%), vocational/technical (73%), post graduate work (67%), voters in 1 out of 4 elections (67%), 3 out of 4 elections (64%), Democrats (67%), Independents/Others (66%), and Tri-County (66%).

Primary reasons for an excellent rating were: (14% of all respondents)

Do their best with what they have	22%
Provide quality education	16%
Fiscal management	14%

Top reasons for a pretty good rating were: (47% of all respondents)

Do well with what they have	16%
Children get good education	15%
Qualified/good teachers	13%
Room for improvements	12%

Key groups who gave their local school district a negative performance rating were males (35%), 45-54 years old (37%), 65+ years old (35%), respondents who never had school children (37%), respondents with a 9th-11th grade education (39%), some college (36%), high school graduates/GED (35%), voters in 2 out of 4 elections (34%), Republicans (42%), Coast (39%), Eastern (36%), and Southern (36%).

Foremost reasons for an only fair rating were: (23% of all respondents)

Poor curriculum	20%
Overspending/mismanage funds	12%
Poor quality education	10%

Main reasons for a poor rating were: (9% of all respondents)

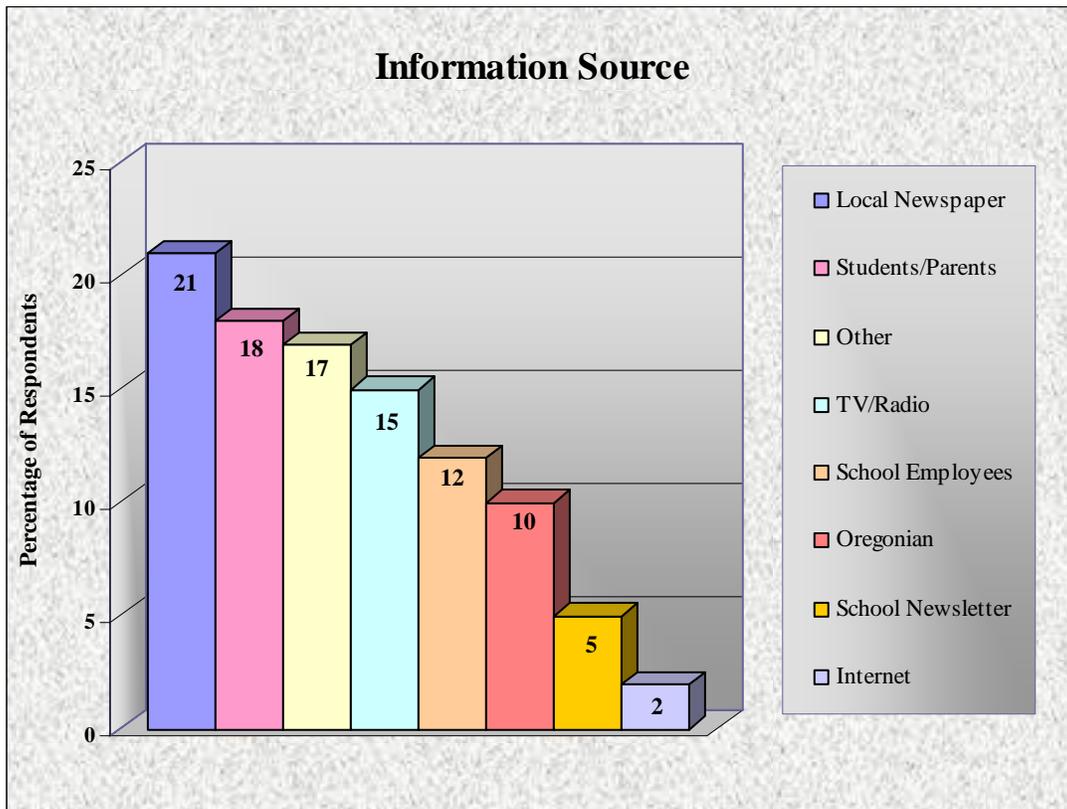
Dissatisfied with education provided	19%
Overspend/poor money management	16%

In a special cross tab, 70% of respondents who later **avored** a hypothetical school district bond measure (45% of all respondents) gave their local school district a **positive** performance rating.

In another interesting cross tab, 43% of respondents who later **opposed** a hypothetical school district bond measure (12% of all respondents) also gave their local school district a **positive** performance rating.

INFORMATION SOURCE

A plurality of respondents, 21%, received their main information about Oregon K-12 education from their local newspaper, while 18% received information from students/parents. Seventeen percent cited “other” information sources, 15% from TV/radio and 12% from school employees. Ten percent received their main information from the Oregonian, five percent from school newsletters and two percent received their main information from the internet.



Key demographics who received their main information from their local newspaper were males (24%), 65+ years old (29%), respondents with an 8th grade or less education (33%), some college (24%), voters in 4 out of 4 elections (23%), Democrats (24%), Mid-Willamette and Eastern (30%), and Southern (28%).

Key groups who received their main information from students/parents were females (21%), 18-34 years old (22%), 45-54 years old (21%), respondents with children currently in school (21%), respondents with a 9th-11th grade education (40%), vocational/technical (27%), high school graduates/GED (22%), voters in 2 out of 4 elections (25%), Independents/Others (26%), Eastern (26%), and Southern (25%).

“Other” information sources are listed in the table below. It is important to note, the following percentages were taken from a smaller sub-sample (17% of all respondents).

		Of Total Universe
Personal experience	35%	6%
School employees/former employees	24%	4%
Children/grandchildren	15%	3%

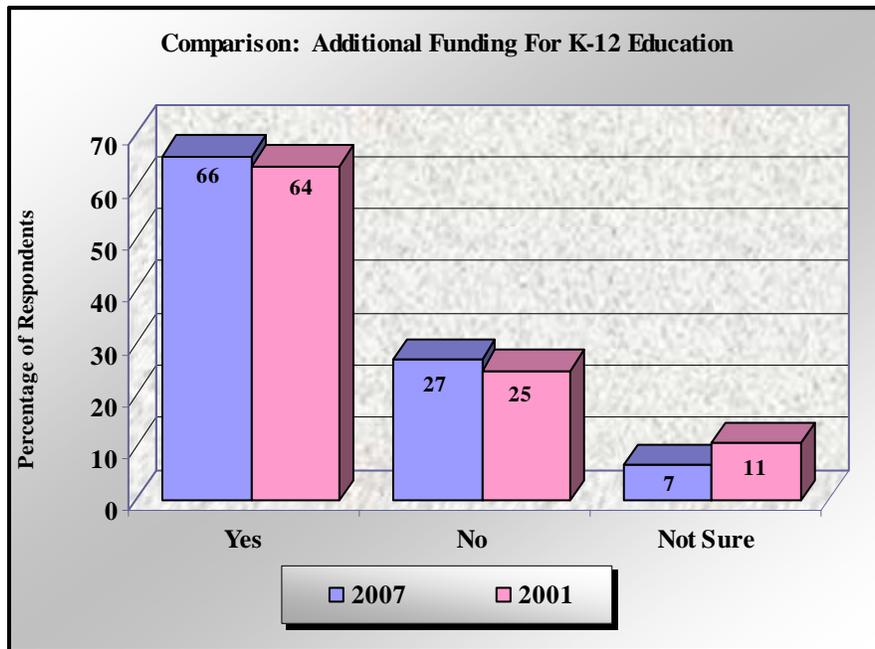
Next, respondents were asked who or what were the most credible sources of information regarding Oregon K-12 schools. The top answers are listed below in descending numerical order.

Credible Information Sources	Percent Of Respondents	Percent Of Responses
TEACHERS/SCHOOL EMPLOYEES	19	19
LOCAL NEWSPAPER	13	13
STUDENTS	11	11
NEWS/TV/RADIO	11	11
PERSONAL EXPERIENCE	7	7

ADDITIONAL FUNDING FOR K-12 EDUCATION

A high percentage of respondents, 66%, believed additional funding is needed for public K-12 education, while 27% did not. Seven percent were not sure.

When comparing current results to those from 2001, results have remained relatively consistent as reflected in the following chart.



Key demographics who believed additional funding is needed for K-12 education were females (69%), 18-34 years old (81%), 35-44 years old (71%), 45-54 years old (68%), respondents with children currently in school (74%), respondents who never had school children (72%), respondents with an 8th grade or less education (100%), post graduate work (79%), 9th - 11th grade education (70%), college degree (68%), voters in 2 out of 4 elections (71%), 1 out of 4 elections (70%), Democrats (77%), Independents/Others (71%), Southern (78%), and Coast and Eastern (72%).

Foremost reasons for believing more funding was needed were: (66% of all respondents)

Lack of funding	17%
Reduce class sizes/overcrowding	15%
Overspending/budget shortfall	10%
Need more qualified teachers	9%
Education is important	9%

Key groups who did not believe additional funds were needed were males (30%), 55-64 years old (32%), respondents with school children in the past (30%), vocational/technical school (36%), some college (32%), high school graduates/GED (31%), voters in 3 out of 4 elections (35%), Republicans (41%), and Mid-Willamette (31%).

Main reasons for not believing more funding was needed were: (27% of all respondents)

Poor money management	53%
Schools already have adequate funding	15%
Administration costs are too high	13%
Overspending/budget shortfall	12%

In a special cross tab, 90% of respondents who later **avored** the state of Oregon keeping the \$1.1 billion in personal income tax kicker refunds to pay for public schools (44% of all respondents) believed **more funding was needed** for K-12 education.

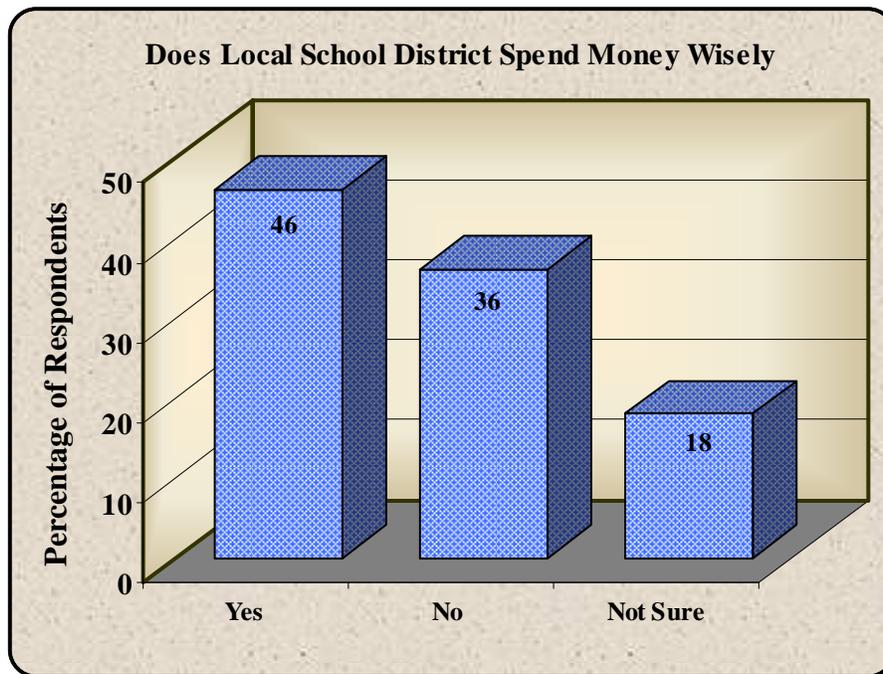
In another interesting cross tab, 40% of respondents who later **opposed** the State of Oregon keeping the \$1.1 billion in personal income tax kicker refunds to pay for public schools (18% of all respondents) also believed **more funding was needed** for K-12 education.

In another key cross tab, 82% of respondents who later **avored** the State of Oregon keeping the \$275 million in corporate income tax kicker refunds to pay for public schools (48% of all respondents) believed **more funding was needed** for K-12 education.

In yet another cross tab, 36% of respondents who later **opposed** the State of Oregon keeping the \$275 million in corporate income tax kicker refunds to pay for public schools (12% of all respondents) also believed **more funding was needed** for K-12 education.

SCHOOL DISTRICT SPENDING

Slightly less than half of respondents, 46%, believed their local school district spends money wisely, while 36% did not think their district spends money wisely. Eighteen percent were not sure.



Key demographics who believed their local school district spends money wisely were 35-44 and 45-54 years old (53%), 55-64 years old (49%), respondents with children currently in school (57%), respondents with an 8th grade or less education (100%), post graduate work (64%), college degree (53%), voters in 3 out of 4 elections (49%), 4 out of 4 elections (48%), Democrats (52%), Tri-County (51%), and Mid-Willamette (49%).

Principal reasons for believing districts spend money wisely were: (46% of all respondents)

Do well with what they have	19%
Spend/budget wisely	10%

Key groups who did not believe their local district spends money wisely were males (40%), 65+ years old (43%), 18-34 years old (42%), respondents who never had school children (49%), some college (50%), high school graduates/GED (41%), voters in 2 out of 4 elections (41%), Republicans (43%), Coast (48%), Southern (47%), and Eastern (42%).

Top reasons for believing the district did not spend wisely were: (36% of all respondents)

High administrative costs	19%
Overspend/budget shortfalls	19%
Unnecessary spending	10%

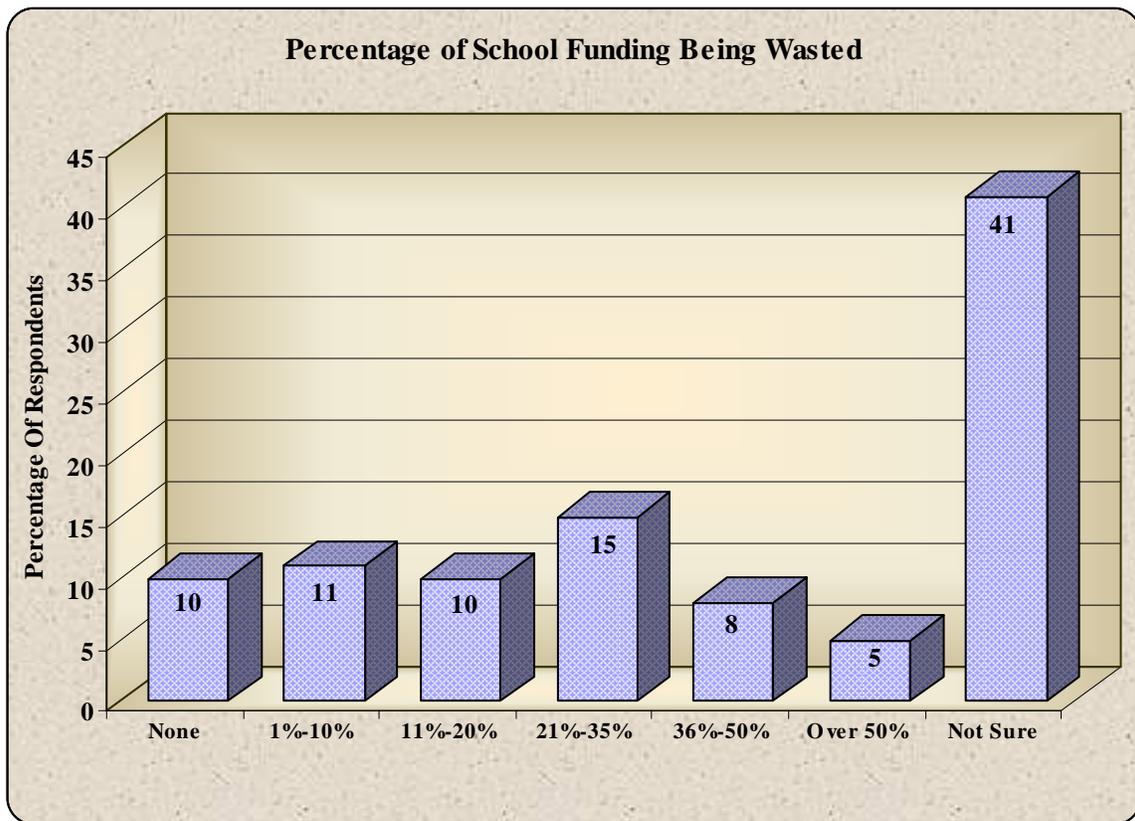
In a special cross tab, 57% of respondents who later **avored** a hypothetical school district bond measure (36% of all respondents) believed their local school district **spends money wisely**.

In another interesting cross tab, 23% of respondents who also later **avored** a hypothetical school district bond measure (15% of all respondents) **did not believe** their local school district spends money wisely.

In yet another cross tab, 57% of respondents who later **opposed** a hypothetical school district bond measure (17% of all respondents) **did not believe** their local school district spends money wisely.

WASTED SCHOOL FUNDING

While a plurality of respondents, 41%, were not sure what percentage of school funding was being wasted, of those with an opinion, 15% believed between 21% and 35% was being wasted, while eleven percent believed between 1% and 10% was being wasted. Ten percent did not believe any school funding was being wasted, another ten percent believed between 11% and 20% was being wasted, and eight percent believed between 36% and 50% was being wasted. Another five percent believed over 50% of school funding was being wasted as displayed in the following chart.



Key demographics who believed between 21% and 35% was being wasted were males (17%), 18-34 years old (22%), 65+ years old (17%), respondents with an 8th grade or less education (33%), 9th-11th grade education (20%), high school graduates/GED (17%), voters in 3 out of 4 elections (17%), Republicans (18%), Eastern (22%), and Coast (17%).

Key groups who were not sure how much funding was being wasted were females (50%), 35-44 and 65+ years old (46%), respondents who had school children in the past and never had school children (46%), respondents with a 9th-11th grade education (60%), college degree (49%), some college (46%), high school graduates/GED (45%), voters in 2 out of 4 elections (55%), Democrats (45%), Eastern (52%), and Coast (43%).

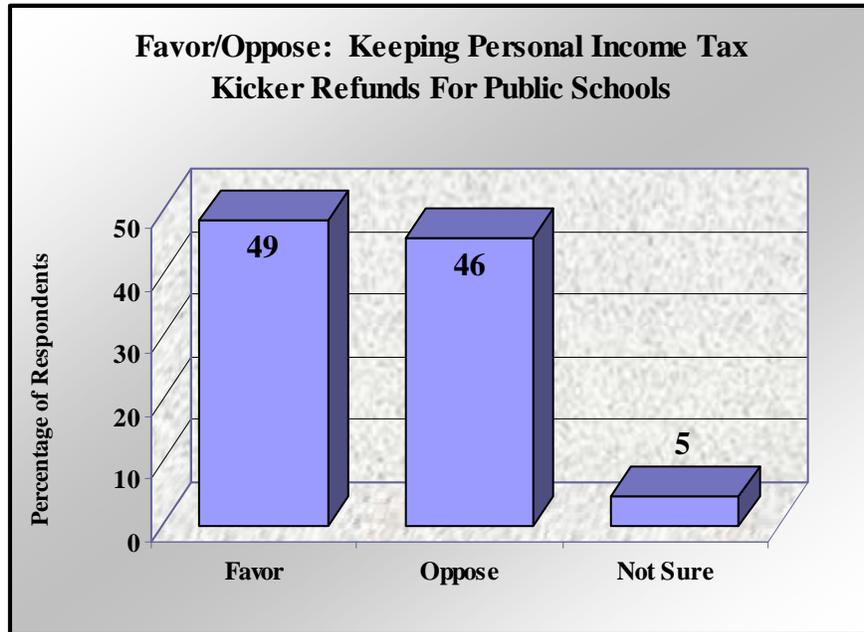
PERSONAL INCOME/CORPORATE KICKER

Next, respondents were read the following information and question:

“According to Oregon's kicker law, the state must return "excess" tax revenue to taxpayers if the money collected is more than 2 percent higher than state budget projections.”

“Would you FAVOR or OPPOSE the State of Oregon keeping the \$1.1 billion in personal income tax kicker refunds to pay for public schools?”

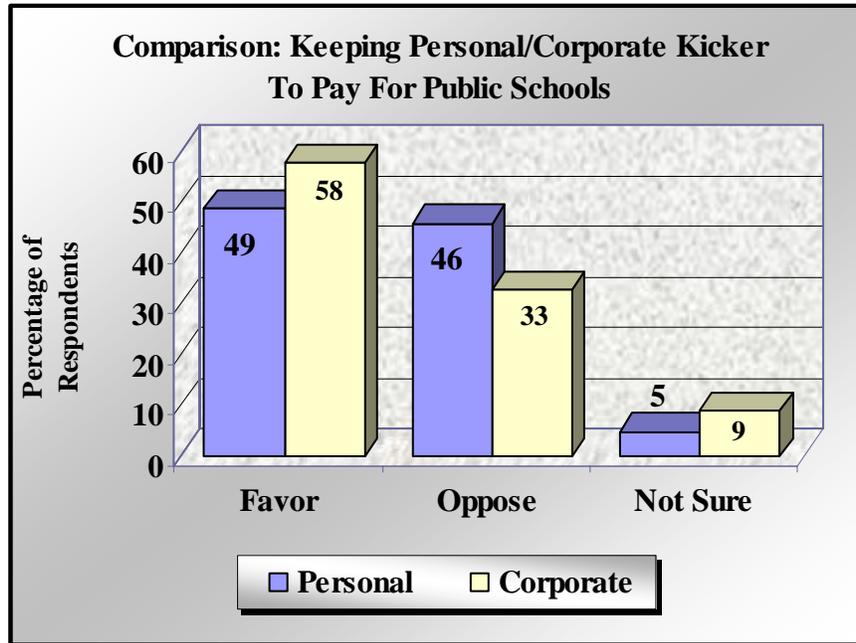
Slightly less than half of respondents, 49%, favored the State of Oregon keeping the \$1.1 billion in personal income tax kicker refunds to pay for public schools, while 46% opposed. Five percent were not sure.



Key demographics who favored the State of Oregon keeping the \$1.1 billion in personal income tax kicker refunds to pay for public schools were 18-34 years old (61%), 35-44 years old (51%), respondents who never had school children (60%), respondents with children currently in school (51%), respondents with an 8th grade or less education (67%), post graduate work (64%), voters in 2 out of 4 elections (59%), Democrats (65%), and Southern (57%).

Key groups who opposed the state keeping personal income tax kicker refunds were males (49%), 45-54 years old (52%), 65+ years old (48%), respondents with school children in the past (50%), vocational/technical (55%), some college (52%), high school graduates/GED (50%), college degree (49%), voters in 3 out of 4 elections (56%), 1 out of 4 elections (52%), Republicans (65%), Mid-Willamette (49%), and Eastern (48%).

In addition, well over half of respondents, 58%, favored the State of Oregon keeping the \$275 million in corporate income tax kicker refunds to pay for public schools, while 33% opposed. Another nine percent were not sure. The chart below shows the comparison between the corporate and personal income tax kicker results.



Key demographics who favored the State of Oregon keeping corporate income tax kicker refunds to pay for public schools were 18-34 years old (71%), 35-44 years old (62%), 45-54 years old (61%), respondents who never had school children (69%), respondents with children currently in school (66%), post graduate work (76%), 9th-11th grade education (10%), voters in 2 out of 4 elections (68%), 1 out of 4 elections (63%), Democrats (70%), Independents/Others (64%), Coast (64%), and Southern (61%).

Key groups who opposed the State of Oregon keeping corporate income tax kicker refunds to pay for public schools were males (38%), 65+ years old (38%), 55-64 years old (35%), respondents with school children in the past (39%), respondents with an 8th grade or less education (67%), come college (37%), vocational/technical (36%), voters in 3 out of 4 elections (41%), 4 out of 4 elections (35%), Republicans (49%), Eastern (37%), and Mid-Willamette (36%).

In a special cross tab, 83% of respondents who previously **avored** the State of Oregon keeping personal income tax kicker refunds to pay for public education (41% of all respondents) also **avored** keeping corporate income tax kicker refunds.

In another interesting cross tab, 32% of respondents who previously **opposed** the State of Oregon keeping personal income tax kicker refunds to pay for public education (15% of all respondents) **avored** keeping corporate income tax kicker refunds.

In yet another key cross tab, 63% of respondents who previously **opposed** the State of Oregon keeping personal income tax kicker refunds to pay for public education (29% of all respondents) also **opposed** keeping corporate income tax kicker refunds.

PRIORITY RANKINGS: BOND MEASURE COMPONENTS

Next, respondents were given a list of items that could legally be included in a local school district bond measure and were asked to rate them on a scale of one to four, with “1” representing a low priority and “4” representing a high priority. The ones and twos have been collapsed into a low priority and the threes and fours into a high priority. Below, the bond measure components are listed in descending order of priority. In previous surveys, respondents were simply asked if they favored or opposed each component being included in a local bond measure rather than asked to prioritize each of the components.

Bond Measure Components	High Priority	Low Priority	Not Sure
Renovate, maintain, and expand existing school buildings	77	21	2
Technology infrastructure upgrades such as wiring and cabling for computers or other technological improvements	71	24	5

Bond Measure Components	High Priority	Low Priority	Not Sure
Replace roofs	69	17	14
Renovate schools to meet seismic and safety requirements	66	30	4
Renovate to meet handicapped access requirements	64	30	6
Construct new school buildings	48	49	3
Purchase land for future school buildings	38	57	5
Construct athletic facilities such as gymnasiums, stadiums, artificial turf	34	62	4

A very high percentage of respondents rated “renovate, maintain and expand existing buildings,” and “technology infrastructure upgrades” as the highest priorities. On the other hand, “purchase land for future school buildings” and “athletic facilities” received much, lower priority rankings.

CONSTRUCT NEW SCHOOL VS. MODERNIZE EXISTING BUILDING

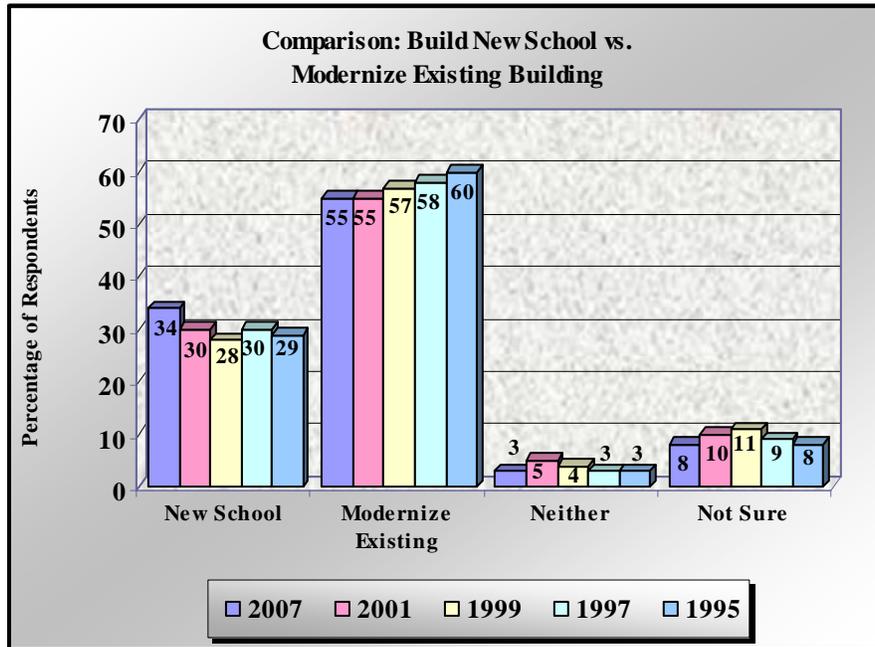
Next, respondents were given the following information and question:

“Many schools built over 25 years ago do not have adequate heating, electrical wiring, science lab fixtures, cabling for classroom computers, and generally need extensive renovation. If the construction costs were about the same for each option, which of the following options would you favor to update school buildings in your district ~ Would you prefer to CONSTRUCT A NEW SCHOOL TO REPLACE THE OLDER ONE or MODERNIZE AN EXISTING OR OLDER SCHOOL BUILDING?”

Well over half of respondents, 55%, preferred to modernize an existing school building, while 34% preferred to construct a new school. Three percent preferred neither option, and eight percent were not sure.

Again, comparing current results to those from previous surveys, results have remained relatively consistent.

Survey	Construct New School	Modernize Existing	Neither	Not Sure
2007	34	55	3	8
2001	30	55	5	10
1999	28	57	4	11
1997	30	58	3	9
1995	29	60	3	8



Key groups who preferred to modernize an existing school building were females (59%), 65+ years old (61%), respondents with school children in the past (57%), respondents with an 8th grade or less education (100%), 9-11th grade education (69%), vocational technical (64%), high school graduates/GED (63%), some college (57%), voters in 3 out of 4 elections (60%), 4 out of 4 elections (57%), Democrats (57%), Tri-County (63%), and Coast (61%).

Key demographics who preferred to construct a new school were males (38%), 18-34 years old (41%), 35-44 years old (40%), 55-64 years old (36%), respondents with children currently in school and respondents who never had school children (37%), post graduate work (38%), college degree (36%), voters 1 out of 4 elections (47%), 3 out of 4 elections (39%), Southern and Eastern (44%), and Mid-Willamette (39%).

WHO’S AHEAD: HYPOTHETICAL BOND MEASURE

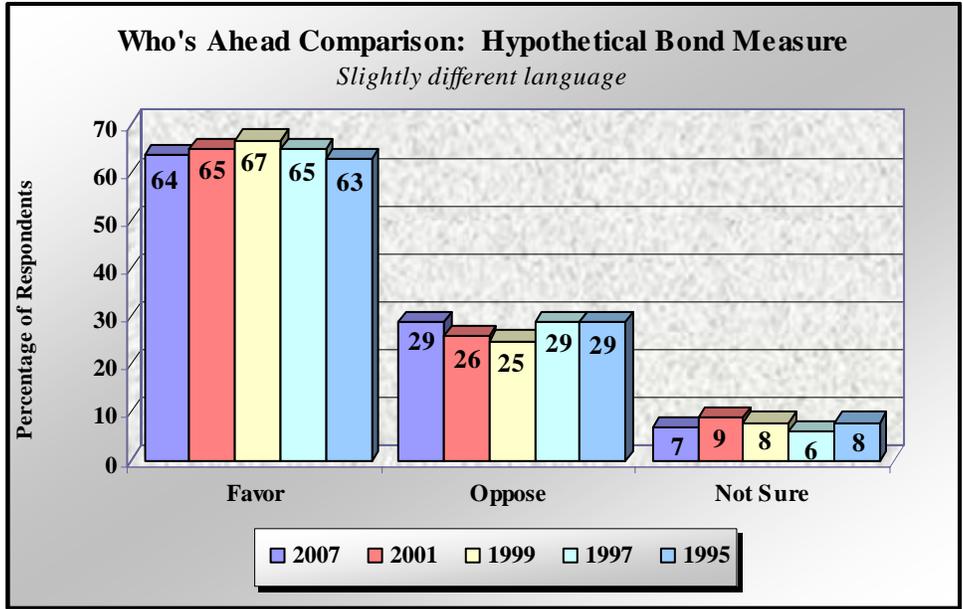
Next, respondents were read the following information and question:

“Hypothetically speaking, would you FAVOR or OPPOSE a bond measure for your local school district which would pay for renovation of existing buildings to meet safety and handicapped requirements and construction and furnishing of additional classrooms. The measure would increase your property tax rate by approximately \$1.50 per thousand dollars of assessed value.”

A large percentage of respondents, 64%, said they would favor a local school district bond measure, while 29% opposed. Seven percent were not sure.

When comparing current results to those from previous surveys, results have remained relatively consistent. It is important to note, there was a slight difference in the property tax increase in the 1997 and 1995 surveys.

Year/Tax Increase	Favor	Oppose	Not Sure
2007 - \$1.50/thousand tax increase	64	29	7
2001 - \$1.50/thousand tax increase	65	26	9
1999 - \$1.50/thousand tax increase	67	25	8
1997 - \$1.70/thousand tax increase	65	29	6
1995 - \$1.30/thousand tax increase	63	29	8



Key demographics who favored the hypothetical bond measure were 35-44 years old (82%), 45-54 years old (66%), respondents with children currently in school (74%), respondents with an 8th grade or less education (100%), post graduate work (70%), college degree (69%), voters in 1 out of 4 elections (77%), Democrats (72%), and Tri-County (67%).

Top reasons for favoring the bond measure were: (64% of all respondents)

It's needed	26%
Education/children are important	22%
Buildings old/need improvements	10%

Key demographics who opposed the hypothetical bond measure were males (31%), 65+ years old (34%), respondents who never had school children (38%), respondents with school children in the past (31%), respondents with a 9th-11th grade education (38%), some college (35%), high school graduates/GED (33%), voters in 3 out of 4 elections (38%), Republicans (36%), Independents/Others (33%), Eastern (33%), and Coast (32%).

Primary reasons for opposing the bond measure were: (29% of all respondents)

Taxes are too high	24%
Mismanage existing funds	14%
Schools already have sufficient funds	14%

PUSH RESULTS

Next, respondents were asked a series of questions designed to gauge the positive or negative impact of certain pieces of information. This methodology was used to ascertain which arguments produced the greatest net movement from the original "who's ahead" question.

The reader should keep in mind the "if you knew. . ." format. Certain arguments may push people "if they knew," but the nature of the argument may make it impossible to convince someone that it is factual. In addition, the resources required to do the convincing may be too great when compared to other arguments. This series was crosschecked later in the survey by the agree/disagree series. The results are ranked on the following page in descending positive order. The net gain/loss reflects the push or movement off the original "who's ahead" question. Results from previous surveys are displayed alongside current results. It is important to note, however the proposals from 1997 and 1995 surveys presented a slightly different property tax increase.

Question	Favor	Oppose	Not Sure	Net Gain/Loss
	'07 (01) (99)(97)(95)	'07 (01) (99)(97)(95)	'07 (01) (99)(97)(95)	'07 (01) (99)(97)(95)
Who's Ahead Results:				
Hypothetical Bond Measure	64 (65)(67)(65)(63)	29 (26)(25)(29)(29)	7 (9)(8)(6)(8)	

If you knew bond payments would be structured so that new residents who move into the community in the future would assist in the payment of the bond measure, would you FAVOR or OPPOSE the proposal?

70	23	7	+6
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Question	Favor '07 (01) (99)(97)(95)	Oppose '07 (01) (99)(97)(95)	Not Sure '07 (01) (99)(97)(95)	Net Gain/Loss '07 (01) (99)(97)(95)
Who's Ahead Results: Hypothetical Bond Measure	64 (65)(67)(65)(63)	29 (26)(25)(29)(29)	7 (9)(8)(6)(8)	
If you knew the bond measure would provide for the renovation of the district's buildings to bring them up to required safety, health and earthquake preparedness standards, including handicapped access requirements, would you FAVOR or OPPOSE the proposal?	70 (73)(74)(74)(80)	24 (20)(21)(22)(17)	6 (7)(5)(4)(3)	+6 (+8)(+7)(+9)(+17)
If you knew the bond measure would provide funding for additional classrooms to help reduce class sizes, would you FAVOR or OPPOSE a bond measure that would increase your property tax rate by approximately \$1.50 per thousand dollars of assessed value? <i>Slightly different language</i>	65 (64)(67)(69)(71)	30 (28)(27)(24)(23)	5 (8)(6)(7)(6)	+1 (-1)(+0)(+4)(+8)
If you knew the proposed bond measure would fund technology infrastructure upgrades such as wiring and cabling which would enable all of the district's schools to use computers and technology equally, would you FAVOR or OPPOSE the bond measure? <i>Slightly different language</i>	65 (69)(67)(70)(74)	30 (25)(27)(24)(21)	5 (6)(6)(6)(5)	+1 (+4)(+0)(+5)(+11)
If you knew the state would match 25% of the total cost of the proposed school district bond measure, would you FAVOR or OPPOSE the proposal?	63 (65)	29 (25)	8 (10)	-1 (+0)
If you knew the bond measure would cost \$225 per year for the owner of a home with an assessed value of \$150,000, would you FAVOR or OPPOSE the bond measure?	56 (54)(60)	36 (30)(30)	8 (16)(10)	-8(-11)(-7)

Key observations to this series were as follows:

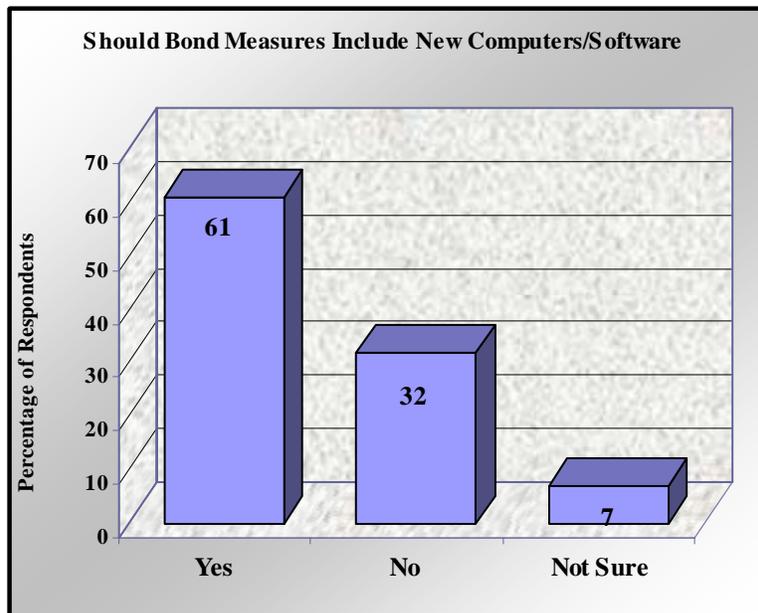
- The argument that produced one of the largest increases (+6%) in support of the bond measure was knowledge that bond payments would be structured so that new residents who move into the community in the future would assist in the payment of the bond measure. Key demographics moved to favor were **65+ years old** (+10%), **55-64 years old** (+9%), **respondents who never had school children** (+10%), **vocational/technical school** (+36%), **high school graduates/GED** (+9%), voters in 2 out of 4 elections (+8%), Independents/Others (+10%), **Democrats** (+8%), **Coast** (+19%), **Eastern** (+9%), and Mid-Willamette (+8%).
- Knowledge that the bond measure would provide for the renovation of the district's buildings to bring them up to required safety, health and earthquake preparedness standards, including handicapped access requirements pushed respondents to favor the proposal by another +6%. Key demographics moved with this information were **65+ years old** (+13%), **55-64 years old** (+11%), **respondents who never had school children** (+13%), respondents with school children in the past (+8%), **vocational/technical school** (+27%), **high school graduates/GED** (+11%), some college (+9%), voters in 3 out of 4 elections (+13%), **Democrats** (+8%), **Coast** (+13%), and **Eastern** (+9%).
- On the other hand, information that the state would match 25% of the total cost of the proposed school district bond measure slightly reduced support for the proposal (-1%). Key demographics responding to this information were **45-54 years old** (-4%), 55-64 years old (-3%), respondents with school children in the past (-3%), some college (-6%), **high school graduates/GED** (-4%), voters in 3 out of 4 elections (-7%), **Republicans** (-5%), and **Tri-County** (-8%).
- Reducing support for the hypothetical bond measure by the largest margin (-8%), was knowledge that the bond measure would cost \$225 per year for the owner of a home with an assessed value of \$150,000. Key demographics moved with this information were **45-54 years old** (-14%), respondents with a 9th-11th grade education (-23%), **high school graduates/GED** (-12%), voters in 1 out of 4 elections (-16%), 4 out of 4 elections (-10%), **Republicans** (-10%), Southern (-21%), and **Tri-County** (-13%).

TECHNOLOGY

Next, respondents were given the following information and question:

“Currently, school district bonds can only be used for technology infrastructure upgrades such as wiring and cabling. New computers and software must be paid for out of the school district’s general operating budget or through an operating levy. Do you believe school district bond measures should be allowed to include funding for new computers and software?”

A large number of respondents, 61%, believed bond measure proposals should include funding for new computers and software, while 32% did not. Seven percent were not sure.

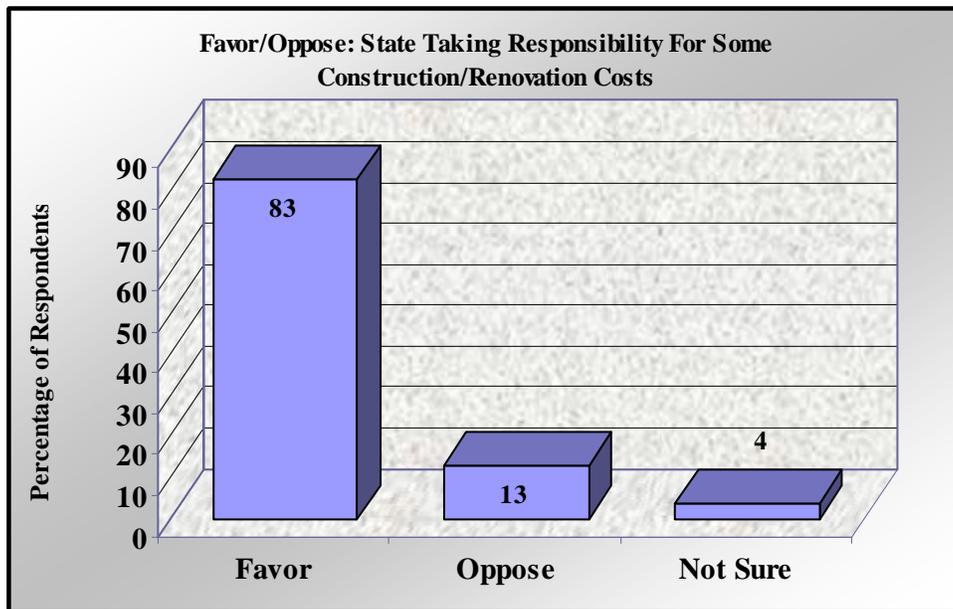


Key demographics who believed bond measures should include funding for new computers and software were females (64%), 18-34 years old (81%), 35-44 and 45-54 years old (66%), respondents with children currently in school (69%), respondents who never had school children (68%), vocational/technical school (73%), respondents with a 9th-11th grade education (69%), college degree (68%), voters in 1 out of 4 elections (72%), 2 out of 4 elections (63%), Independents/Others (67%), and Mid-Willamette (63%).

Key demographics who did not believe bond measures should include funding for new computers and software were males (37%), 65+ years old (38%), 55-64 years old (37%), respondents with school children in the past (36%), respondents with an 8th grade or less education (50%), some college (37%), voters in 3 out of 4 elections (38%), 4 out of 4 elections (34%), Republicans (34%), Southern (38%), and Coast (35%).

FAVOR/OPPOSE: STATE TAKING RESPONSIBILITY FOR SOME SCHOOL CONSTRUCTION/RENOVATION COSTS

A very high number of respondents, 83%, favored the state taking responsibility for some of the school construction and renovation costs, while 13% opposed. Four percent were not sure.



Key demographics who favored the state taking responsibility for some of the school construction and renovation costs were females (86%), 18-34 years old (92%), 35-44 years old (88%), respondents who never had school children (85%), respondents with an 8th grade or less education (100%), 9th-11th grade education (92%), vocational technical school (91%), voters in 1 out of 4 elections (95%), 2 out of 4 elections (85%), Independents/Others (92%), Democrats (87%), Southern (88%), and Mid-Willamette (86%).

Key groups who opposed the state taking responsibility for some of the school construction and renovation costs were males (17%), 45-54 years old (17%), 65+ years old (16%), some college (15%), voters in 4 out of 4 elections (16%), 3 out of 4 elections (15%), Republicans (21%), Eastern (20%), and Coast (16%).

Following the question about the state taking responsibility for some of the school construction and renovation costs, respondents were asked the following question. The net gain/loss reflects the push or movement off the original “who’s ahead” question.

Question	Favor	Oppose	Not Sure	Net Gain/Loss
Who's Ahead Results: Should State Take More Financial Responsibility	83	13	4	
If you knew the state assuming the responsibility for some school construction and renovation costs would reduce the funding available for school operations, would you FAVOR or OPPOSE the state assuming some responsibility for these costs?	33	52	15	-50

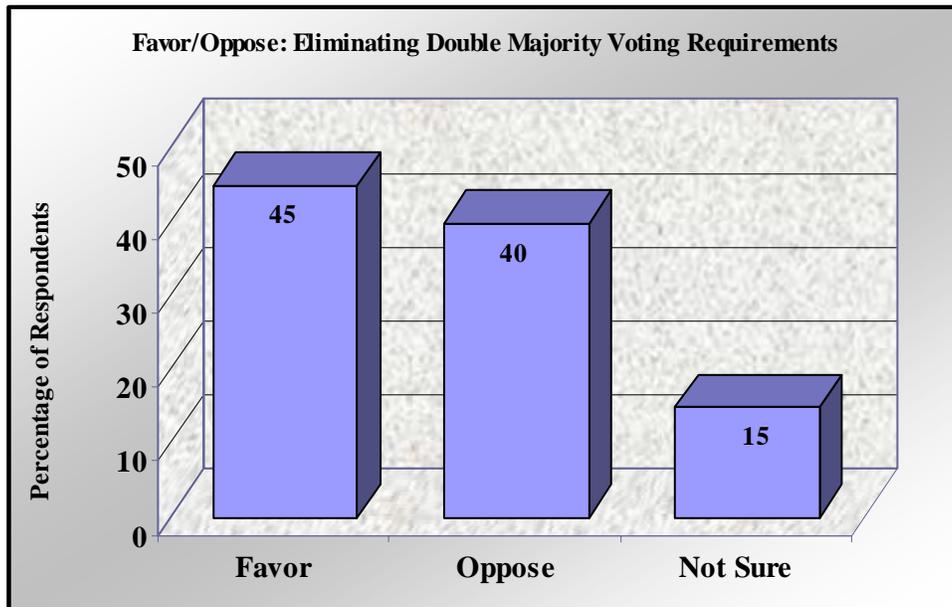
- Information that the state assuming the responsibility for some school construction and renovation costs would reduce the funding available for school operations substantially reduced support for the proposal (-50%). Key groups who decreased in support were females (-52%), 35-44 years old (-59%), 55-64 years old (-56%), 18-34 years old (-54%), respondents with children currently in school (-54%), respondents with an 8th grade or less education (-100%), vocational/technical school (-64%), 9th-11th grade education (-61%), post graduate work (-58%), voters in 2 out of 4 elections (-59%), 1 out of 4 elections (-56%), Independents/Others (-56%), Democrats (-52%), Coast (-61%), and Mid-Willamette (-56%).

FAVOR/OPPOSE: ELIMINATING OREGON'S DOUBLE MAJORITY VOTING REQUIREMENTS

Respondents were given the following information and question:

“Under Oregon’s “double majority” law school district and local government bond measures and levies can only be approved if 50% of voters voting approve the measure *and* 50% of a district’s registered voters cast ballots in non-general elections. Would you FAVOR or OPPOSE an amendment to Oregon’s constitution that would eliminate double majority voting requirements?”

Slightly less than half of respondents, 45%, favored eliminating Oregon’s double majority voting requirements, while 40% opposed. Fifteen percent were not sure.



Key demographics who favored eliminating double majority voting requirements were 45-54 years old (51%), 35-44 years old (47%), respondents with children currently in school (49%), respondents with an 8th grade or less education (67%), post graduate work (59%), college degree (50%), voters in 4 out of 4 elections (47%), Democrats (52%), Independents/Others (51%), Southern (53%), and Mid-Willamette (47%).

Principal reasons for favoring the proposal were: (45% of all respondents)

Voters should make final decision	23%
Non-voters overturn the will of voters	20%
Will provide incentive for voters to vote	13%
Penalizes people who vote	8%
Impacts schools	8%

Key groups who opposed eliminating double majority voting requirements were 65+ years old (43%), vocational/technical (45%), respondents with a 9th-11th grade education and some college (44%), voters in 2 out of 4 and 3 out of 4 elections (44%), Republicans (51%), and Mid-Willamette (42%).

Primary reasons for opposing the elimination of double majority requirements were: (40% of all respondents)

Majority of voters need to vote	37%
No changes needed	16%
Forces people to vote	12%
Would have a negative impact if changed	10%

Following the question about the elimination of double majority voting requirements, respondents were asked the following questions. The net gain/loss reflects the push or movement off the original “who’s ahead” question.

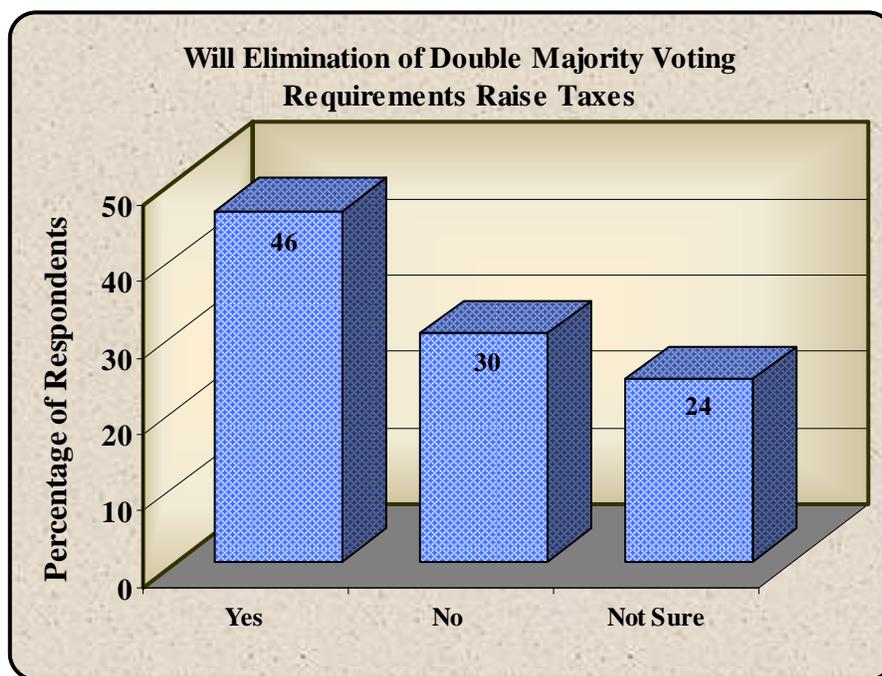
Question	Favor	Oppose	Not Sure	Net Gain/Loss
Who's Ahead Results: Eliminating Double Majority Voting Requirements	45	40	15	
If you knew in May 2006, some school districts lost their elections despite overwhelming voter approval because they did not meet voter turnout requirements, would you FAVOR or OPPOSE eliminating Oregon's double majority requirement?	54	35	11	+9
If you knew Oregon's double majority requirement allows non-voters to overturn the will of the people who vote in non-general elections, would you FAVOR or OPPOSE eliminating Oregon's double majority requirement?	50	35	15	+5
If you knew that elimination of the double majority requirement would allow school districts and local governments to spread out levy requests so they weren't all on the ballot at the same time, would you FAVOR or OPPOSE eliminating Oregon's double majority requirement?	46	33	21	+1

Key observations to this series were as follows:

- The argument that produced the largest increase (+9%) in support for eliminating Oregon's double majority voting requirements was information that in May 2006, some school districts lost their elections despite overwhelming voter approval because they did not meet voter turnout requirements. Key groups who increased in support were females (+11%), 18-34 years old (+22%), **35-44 years old** (+20%), **respondents with children currently in school** and respondents who never had school children (+13%), **respondents with an 8th grade or less education** (+33%), **vocational/technical school** (+19%), voters in 2 out of 4 elections (+14%), **1 out of 4** and 3 out of 4 elections (+11%), Independents/Others (+14%), **Coast** (+23%), and Mid-Willamette (+13%).

- The fact that Oregon’s double majority requirement allows non-voters to overturn the will of the people who vote in non-general elections moved respondents to favor the proposal by +5%. Key demographics who increased to favor were **35-44 years old** (+10%), 55-64 years old (+8%), **respondents with children currently in school** (+10%), **respondents with an 8th grade or less education** (+33%), 9th-11th grade education (+28%), **vocational/technical** (+19%), college degree (+7%), **voters in 1 out of 4 elections** (+8%), and **Coast** (+18%).

Furthermore, slightly less than half of respondents, 46%, believed the elimination of Oregon’s double majority voting requirements would raise taxes, while 30% did not. Twenty-four percent were not sure.



Key demographics who believed the elimination of Oregon’s double majority voting requirements would raise taxes were males (52%), 45-54 years old (52%), 55-64 years old (50%), respondents with children currently in school (52%), respondents with an 8th grade or less education (100%), college degree (52%), voters in 4 out of 4 elections (48%), Republicans (55%), Eastern (57%), Coast (53%), and Mid-Willamette (49%).

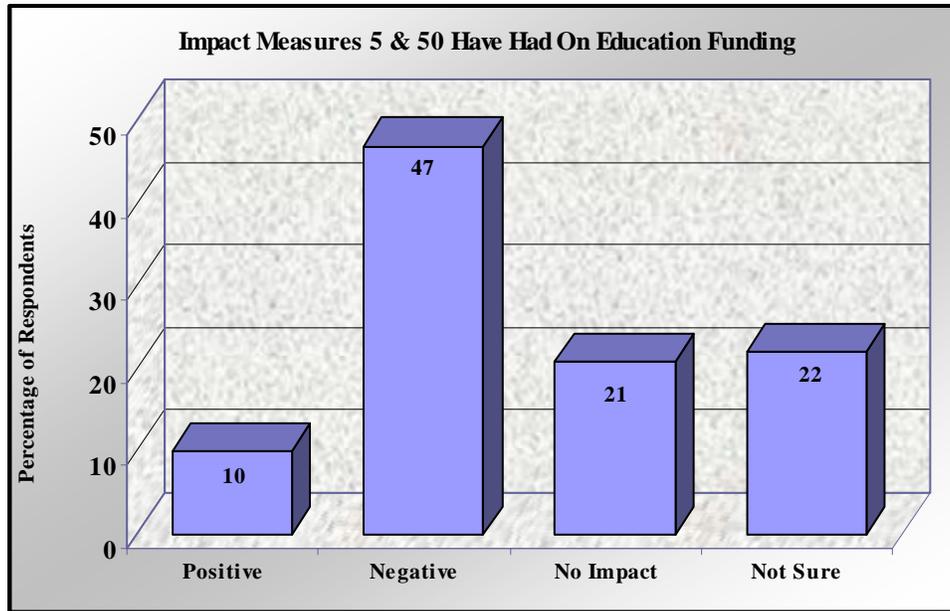
Key groups who did not believe the elimination of Oregon's double majority requirements would raise taxes were females (32%), 35-44 years old (39%), respondents with school children in the past (32%), vocational/technical (36%), high school graduates/GED (34%), voters in 3 out of 4 elections (40%), Democrats and Independents/Others (32%), Tri-County (34%), and Mid-Willamette (32%).

IMPACT MEASURES 5 & 50 HAVE HAD ON SCHOOL FUNDING

Respondents were given the following information and question:

“With the passage of Measure 5 in 1990, property taxes dedicated for funding education were limited to a maximum of \$5 per thousand dollars of assessed value. Measure 50 further restricted property tax funding for education. Do you believe the passage of these measures has had a POSITIVE, NEGATIVE or has it had NO IMPACT AT ALL on education funding?”

Slightly less than half of respondents, 47%, believed the passage of Measures 5 and 50 have had a negative impact on education funding, while 21% believed they have had no impact at all. Ten percent believed the passage of Measures 5 and 50 have had a positive impact on education funding and 22% were not sure.



Key demographics who believed the passage of Measures 5 and 50 have had a negative impact on education funding were males (50%), 55-64 years old (55%), 35-44 and 45-54 years old (52%), respondents with children currently in school (56%), post graduate work (69%), vocational/technical (55%), college degree (54%), voters in 3 out of 4 elections (50%), 2 out of 4 elections (49%), Democrats (58%), and Tri-County and Mid-Willamette (53%).

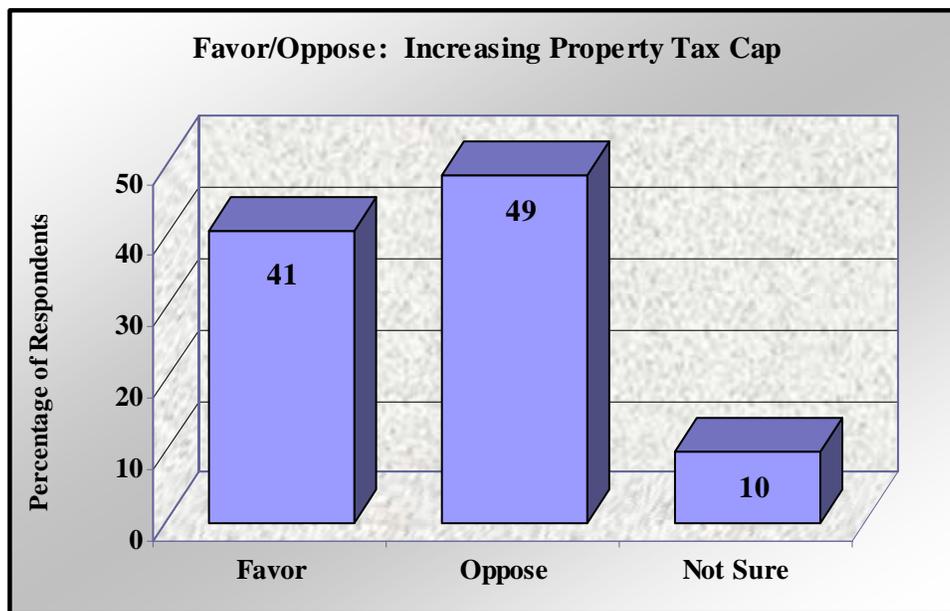
Key demographics who believed the passage of Measures 5 and 50 have had no impact at all on education funding were 18-34 years old (25%), 65+ years old (24%), 35-44 years old (23%), respondents with an 8th grade or less education (67%), some college (26%), high school graduates/GED (24%), voters in 1 out of 4 elections (27%), Republicans (27%), Independents/Others (24%), Southern (39%), and Eastern (26%).

Key groups who believed Measures 5 & 50 have had a positive impact on education funding were 65+ years old (15%), respondents with a 9th-11th grade education (20%), high school graduates/GED (14%), and voters in 2 out of 4 elections (13%).

In a key cross tab, 65% of respondents who later **avored** increasing the property tax cap (27% of all respondents) believed Measures 5 and 50 have had a **negative** impact on education funding.

In another special cross tab, 31% of respondents who later **opposed** increasing the property tax cap (15% of all respondents) also believed Measures 5 and 50 have had a **negative** impact on education funding.

In addition, slightly less than half of respondents, 49%, opposed a constitutional amendment that would increase the property tax cap and authorize school districts to ask voters for additional funding for school operations, while 41% favored. Ten percent were not sure.

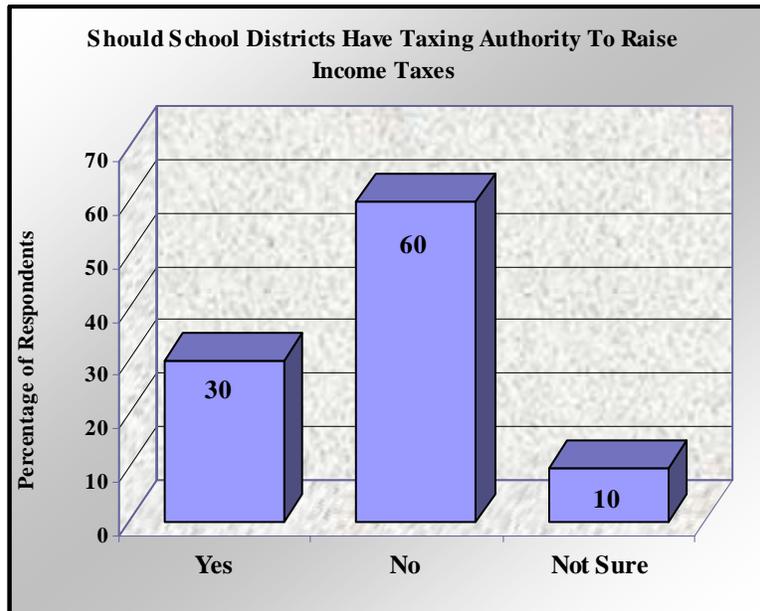


Key demographics who opposed a constitutional amendment that would increase the property tax cap were males (51%), 55-64 years old (56%), 65+ years old (54%), respondents with school children in the past (54%), vocational/technical (73%), respondents with an 8th grade or less education (67%), some college (59%), high school graduates/GED (52%), voters in 3 out of 4 and 4 out of 4 elections (51%), Republicans (56%), Eastern (61%), and Tri-County (51%).

Key groups who favored increasing the property tax cap were 18-34 years old (59%), 35-44 years old (51%), respondents who never had school children (49%), respondents with children currently in school (43%), respondents with a 9th -11th grade education (60%), post graduate work (55%), college degree (44%), voters in 2 out of 4 elections (46%), 3 out of 4 elections (43%), Democrats (48%), Southern (53%), and Mid-Willamette (46%).

SHOULD SCHOOL DISTRICTS HAVE TAXING AUTHORITY TO RAISE INCOME/SALES TAXES

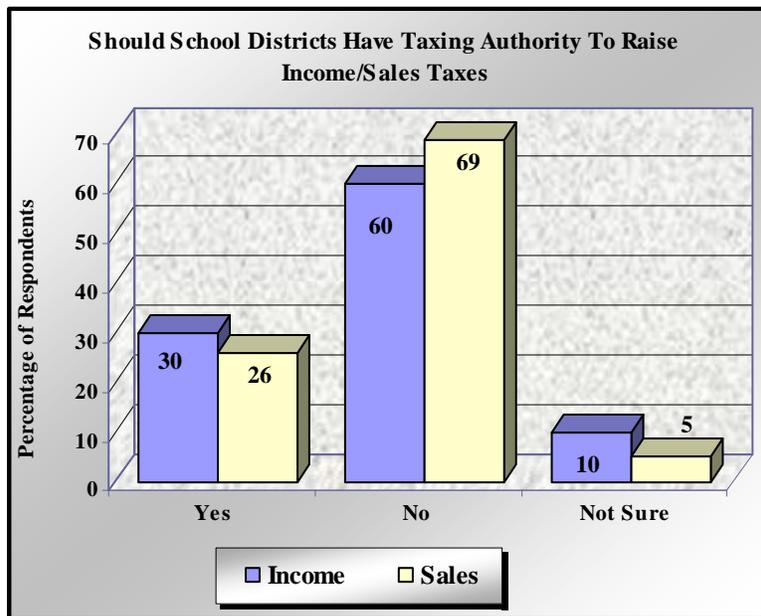
A large percentage of respondents, 60%, did not believe school districts should have taxing authority to raise income taxes, while 30% believed they should. Ten percent were not sure.



Key demographics who did not believe school districts should have taxing authority to raise income taxes were 55-64 years old (67%), 65+ years old (64%), respondents with school children in the past (63%), high school graduates/GED (70%), come college (65%), voters in 1 out of 4 elections (66%), Republicans (70%), Southern (67%), Eastern (63%), and Tri-County (62%).

Key demographics who believed school districts should have taxing authority to raise income taxes were 35-44 years old (38%), 45-54 years old (35%), respondents with children currently in school (40%), respondents who never had school children (32%), post graduate work (45%), vocational/technical (36%), respondents with an 8th grade or less education (33%), voters in 3 out of 4 elections (37%), Democrats (39%), Coast (36%), and Mid-Willamette (34%).

Furthermore, a high percentage of respondents, 69%, did not believe school districts should have taxing authority to implement a sales tax, while 26% believed they should. Five percent were not sure. The chart below shows the comparison between the income tax and sales tax results.

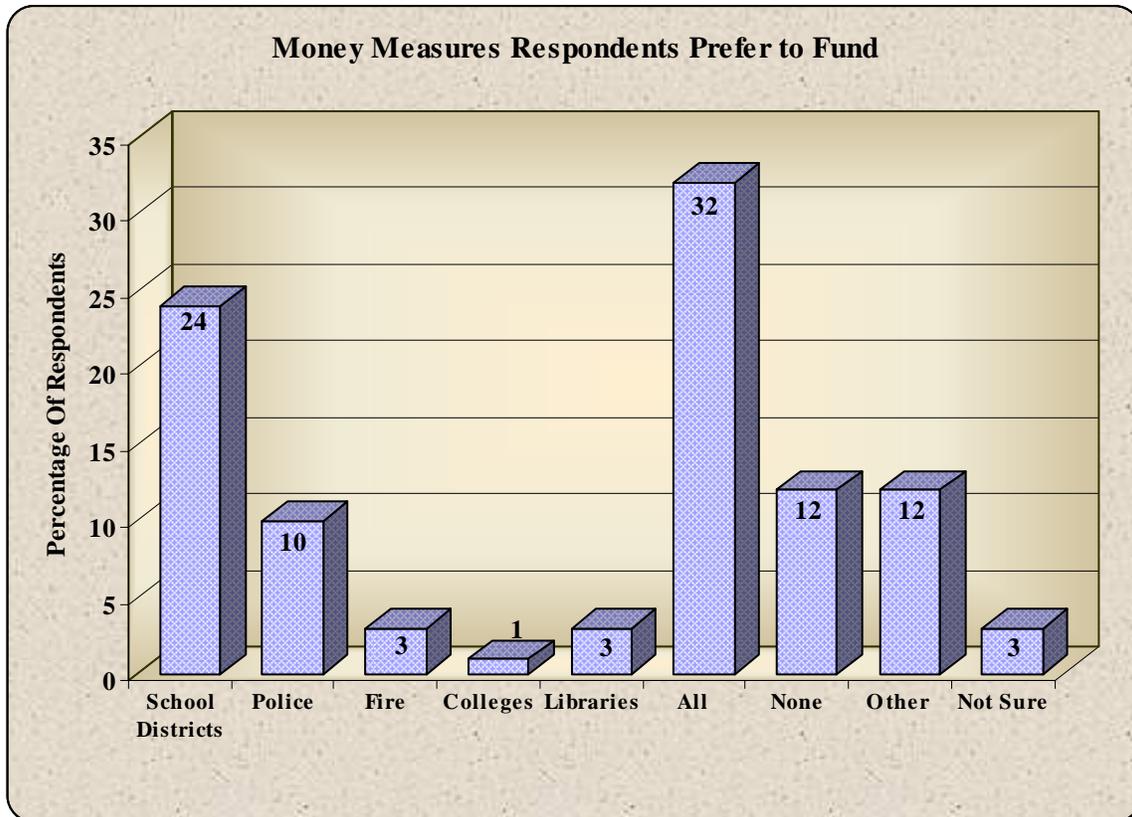


Key demographics who did not believe school districts should have taxing authority to implement a sales tax were 65+ years old (75%), 55-64 years old (74%), respondents with school children in the past (74%), high school graduates/GED (79%), college degree (72%), voters in 1 out of 4 elections (75%), 4 out of 4 elections (72%), Republicans (78%), and Tri-County (71%).

Key groups who believed school districts should have taxing authority to implement a sales tax were 18-34 years old (38%), 35-44 years old (34%), 45-54 years old (28%), respondents who never had school children (34%), respondents who currently have children in school (28%), vocational/technical and post graduate work (36%), respondents with an 8th grade or less education (33%), voters in 3 out of 4 elections (34%), and Independents/Others (29%).

MONEY MEASURES RESPONDENTS PREFER TO FUND

A plurality of respondents, 32%, were willing to pay more property taxes to fund all types of money measures, while 24% preferred to pay more taxes to fund school districts only. Twelve percent did not prefer to pay for any of the potential money measures presented, while another 12% cited “other” options. Ten percent preferred to pay for police only, three percent for fire only, three percent for libraries only and one percent for colleges only. Another three percent were not sure.



Key groups who preferred to fund all measures were 35-44 years old (44%), 55-64 years old (34%), respondents with children currently in school (36%), respondents with an 8th grade or less education (100%), post graduate work (37%), vocational/technical (36%), voters in 4 out of 4 elections (34%), Democrats (40%), Independents/Others (35%), and Tri-County (37%).

Key groups who preferred to fund school districts only were 18-34 years old (38%), 35-44 years old (32%), respondents with children currently in school (38%), vocational/technical (45%), respondents with a 9th-11th grade education (38%), voters in 2 out of 4 elections (33%), 1 out of 4 elections (28%), 3 out of 4 elections (27%), Democrats (28%), Coast (47%), and Eastern (29%).

Respondents who cited “other” options are listed in the table below. It is important to note, the following percentages were taken from a much smaller sub-sample (12% of all respondents).

		Of Total Universe
Police & fire only	40%	5%
Schools & police only	11%	1%
Schools & fire only	9%	1%

In a special cross-tab, 40% of respondents who previously **avored** a hypothetical bond measure (26% of all respondents) said they would support **all of the money measures presented**.

In another key cross-tab, 30% of respondents who also previously **avored** the hypothetical bond measure (19% of all respondents) said they would support a **school district money measure only**.

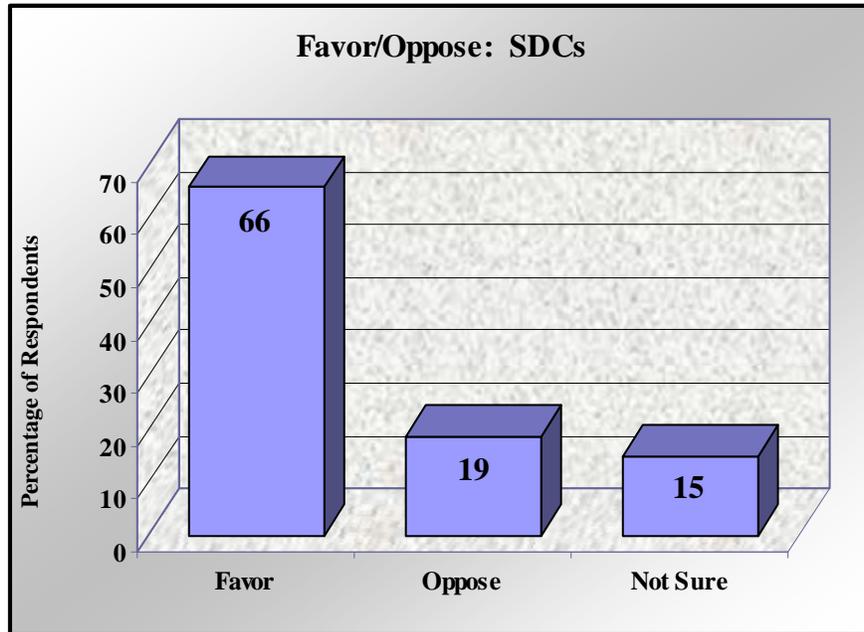
FAVOR/OPPOSE: SYSTEM DEVELOPMENT CHARGES

Respondents were given the following information and question:

“System Development Charges or SDCs are fees assessed against new development to recover all or part of the cost of building certain infrastructure needed to serve that development. Currently, Oregon law only allows SDCs for five types of infrastructure; water, sewers, storm water, transportation and parks and recreation.”

“One way some people have proposed to partially pay for school districts’ capital construction costs is to allow SDCs for school district construction costs. Would you FAVOR or OPPOSE System Development Charges to help pay for schools in high growth districts?”

A high percentage of respondents, 66%, favored System Development Charges to help pay for schools in high growth districts, while 19% opposed. Fifteen percent were not sure.



Key demographics who favored System Development Charges in high growth school districts were 35-44 years old (74%), 18-34 years old (70%), 55-64 years old (68%), respondents with children currently in school (75%), respondents with a 9th-11th grade education (75%), post graduate work (74%), vocational/technical school (73%), college degree (69%), voters in 1 out of 4 elections (72%), Democrats (74%), Tri-County (69%), and Mid-Willamette and Coast (68%).

Foremost reasons for favoring SDCs were: (66% of all respondents)

Community growth puts pressure on schools	24%
Provides more funding for schools	19%
New developers can afford it/should help pay	16%
New residents should pay for school construction	12%
Everyone should pay their fair share	10%

Key groups who opposed System Development Charges were males (21%), 45-54 years old (23%), 65+ years old (22%), respondents with an 8th grade or less education (50%), some college (23%), high school graduates/GED (21%), Republicans (23%), Independents/Others

(21%), Eastern (27%), and Southern (22%).

Main reasons for opposing SDCs were: (19% of all respondents)

School district mismanages/wastes existing funds	11%
Charges/fees are passed on to the homebuyer	11%
Districts already have enough funds	11%

FAVOR/OPPOSE: GOVERNOR’S PROPOSED HEALTH BENEFIT PLAN FOR SCHOOL EMPLOYEES

Respondents were given the following information and question:

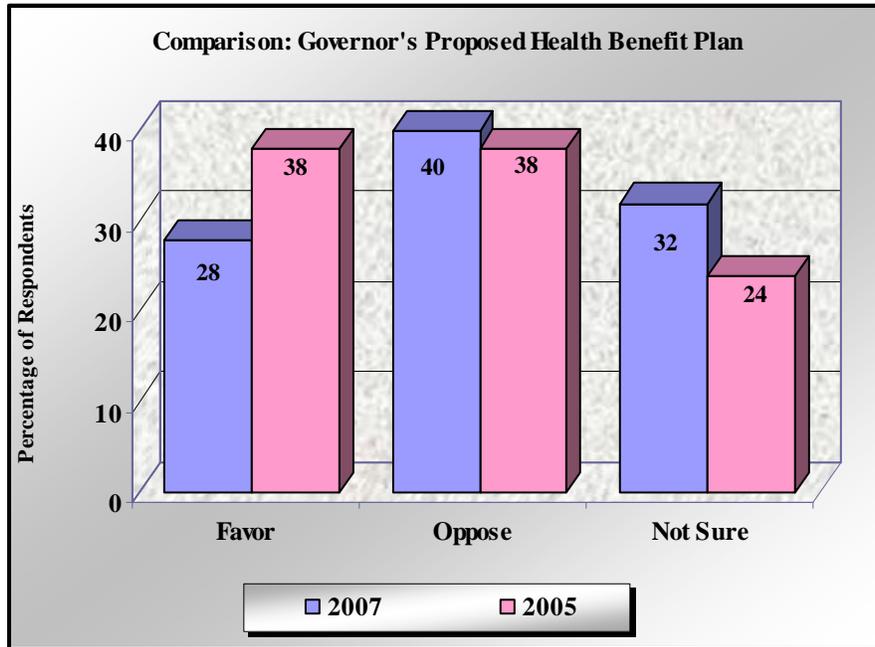
“Currently, eight out of ten Oregon school districts get health insurance from the Oregon School Boards Association Health Insurance Trust. The trust was established 41 years ago as a way for local school districts to offer health insurance to school employees and their families. The Trust provides insurance for 91,000 people. Only the insurance program for state government workers is larger.”

“Governor Ted Kulongoski wants to create a new mandatory health insurance plan for Oregon school employees. The Governor’s proposal creates a new government agency run by a board of school employees to oversee the agency. The proposal is modeled after the present insurance program for state government employees.”

“From what you have heard or read would you FAVOR, or OPPOSE the Governor’s proposed health benefit plan for school employees?”

A plurality of respondents, 40%, opposed the Governor’s proposed health benefit plan for school employees, while 28% favored the proposal. A high 32% were not sure.

When comparing current results to results from 2005, there has been a significant decrease (-10%) in the percentage of respondents who favor the proposal and an increase in the number of respondents who were undecided (+8%).



Key groups who opposed the Governor's proposed health benefit plan for school employees were males (43%), 55-64 years old (44%), 65+ years old (42%), respondents with school children in the past (43%), respondents with an 8th grade or less education (50%), high school graduates/GED (49%), vocational/technical (45%), college degree (43%), Republicans (54%), and Eastern (54%).

Primary reasons for opposing the Governor's Health Plan were: (40% of all respondents)

Employees already have good benefits	15%
It isn't needed	13%
Oppose Governor	13%
School employees shouldn't handle own benefits	11%

Key demographics who favored the Governor’s proposed health benefit plan were females (31%), 18-34 years old (47%), 65+ years old (35%), respondents who never had school children (32%), respondents with a 9th-11th grade education (60%), 8th grade or less education (50%), post graduate work (38%), high school graduates/GED (31%), voters in 3 out of 4 elections (32%), Democrats (34%), Independents/Others (33%), Southern (44%), and Coast (36%).

Principal reasons for favoring the proposal were: (28% of all respondents)

Everyone needs health insurance	29%
Teachers are underpaid/deserve it	18%
Reasonable	12%
Keeps costs down	10%

Key groups who were not sure were 35-44 and 45-54 years old (40%), 55-64 years old (34%), respondents with children currently in school (40%), vocational/technical (46%), post graduate work (37%), some college and college degree (35%), voters in 1 out of 4 elections (36%), Democrats (37%), and Tri-County (36%).

Following the question about the Governor’s proposed health benefit plan for school employees, respondents were asked the following questions. The results are displayed in descending order of **opposition**. The net gain/loss reflects the push or movement off the original “who’s ahead” question. Results from 2005 are displayed in parenthesis alongside current results.

Question	Favor	Oppose	Not Sure	Net Gain/Loss
Who's Ahead Results: Proposed Health Plan For School Employees	28 (38)	40 (38)	32 (24)	
If you knew it would cost Oregon school districts \$31 million more per year if school employees did not share in paying the cost of their health insurance, would you FAVOR or OPPOSE the proposal?	15 (17)	70 (68)	15 (15)	+30 (+30)
If you knew under the proposed statewide insurance pool, school employees would no longer share in the cost of their health insurance benefits and school districts would be required to pick up 100% of the cost, would you FAVOR or OPPOSE the proposal?	19 (16)	68 (72)	13 (12)	+28 (+34)
If you knew local taxpayers may have to assume the financial costs if the state does not budget enough to pay for school district health insurance rate increases, would you FAVOR or OPPOSE a statewide health insurance pool?	22 (21)	63 (64)	15 (15)	+23 (+26)

Key observations to this series were as follows:

- The argument that produced the largest increase (+30%) in opposition of the Governor's proposed health plan was information that it would cost Oregon school districts \$31 million more per year if school employees did not share in paying the cost of their health insurance. Key groups who increased in opposition were **females** (+37%), **45-54 years old** (+35%), 18-34 years old (+34%), respondents with children currently in school (+32%), respondents with a 9th-11th grade education (+40%), college degree (+33%), voters in 3 out of 4 and 4 out of 4 elections (+32%), **Democrats** (+38%), **Coast** (+42%), Southern (+33%), and Tri-County (+32%).

- Knowledge that under the proposed statewide insurance pool, school employees would no longer share in the cost of their health insurance benefits and school districts would be required to pick up 100% of the cost moved respondents to oppose the proposal by +28%. Key demographics who increased to oppose were **females** (+34%), 65+ years old (+35%), **45-54 years old** (+34%), respondents with school children in the past (+31%), respondents with a 9th-11th grade education and college degree (+30%), **Democrats** (+35%), **Coast** (+34%), and Tri-County (+32%).
- The fact that local taxpayers may have to assume the financial costs if the state does not budget enough to pay for school district health insurance rate increases significantly pushed respondents to oppose by +23%. Key groups impacted by this information were **females** (+29%), **45-54 years old** (+26%), 18-34 years old (+25%), respondents with children currently in school (+27%), vocational/technical (+37%), some college (+26%), voters in 2 out of 4 elections (+29%), 3 out of 4 elections (+27%), **Democrats** (+27%), **Coast** (+36%), and Mid-Willamette (+25%).

AGREE/DISAGREE

In this series, respondents were presented with a number of potentially prejudicial statements regarding the Oregon public school system. This format was designed to serve as a crosscheck on various close-ended questions as well as to pick up variations on prejudices not readily apparent in those types of questions. This also serves as a preliminary check on various themes.

The results are displayed in two different tables. In the first table, the key push argument for the hypothetical bond measure has been isolated and set against its corresponding agree/disagree question. The second table simply displays all of the agree/disagree statements in descending order of agreement with results from previous surveys displayed alongside current results.

HYPOTHETICAL BOND MEASURE

PUSH I: COST OF BOND MEASURE TO TAX PAYERS

If you knew the bond measure would cost \$225 per year for the owner of a home with an assessed value of \$150,000, would you FAVOR or OPPOSE the bond measure?

Favor 56

Oppose
36

Not Sure
8

AGREE/DISAGREE

My taxes are already too high. I can't afford any increases in property taxes, even if it is for schools.

Agree
37

Disagree 58

Not Sure
5

DOUBLE MAJORITY

PUSH I: SOME SCHOOL DISTRICTS LOST ELECTIONS DESPITE OVERWHELMING VOTER APPROVAL

If you knew in May 2006, some school districts lost their elections despite overwhelming voter approval because they did not meet voter turnout requirements, would you FAVOR or OPPOSE eliminating Oregon's double majority requirement?

Favor 54

Oppose
35

Not Sure
11

AGREE/DISAGREE

Some school districts lost their elections despite overwhelming approval because they didn't meet voter turnout requirements. I favor eliminating Oregon's double majority requirement.

Agree 57

Disagree
36

Not Sure
7

GOVERNOR'S PROPOSED HEALTH PLAN

PUSH I: TAXPAYERS MAY HAVE TO ASSUME THE COST

If you knew local taxpayers may have to assume the financial costs if the state does not budget enough to pay for school district health insurance rate increases, would you FAVOR or OPPOSE a statewide health insurance pool?

Favor
22

Oppose 63

Not Sure
15

AGREE/DISAGREE

The Governor's proposed mandatory health insurance plan for Oregon school employees will surely go over budget. Taxpayers will have to pick up the shortfall. I oppose the Governor's plan..

Agree 59

Disagree
25

Not Sure
16

AGREE/DISAGREE STATEMENTS IN DESCENDING ORDER OF AGREEMENT

Statement	Agree '07 (01) (99)(97)(95)	Disagree '07 (01) (99)(97)(95)	Not Sure '07 (01) (99)(97)(95)
We need to make sure corporations are paying their fair share when it comes to public education. I favor increasing the corporate income tax and using those funds for education funding.	70	23	7
I don't believe school districts should have taxing authority to raise income taxes or implement a sales tax to pay for K-12 education.	65	28	7

Statement	Agree '07 (01) (99)(97)(95)	Disagree '07 (01) (99)(97)(95)	Not Sure '07 (01) (99)(97)(95)
The Governor's proposed mandatory health insurance plan for Oregon school employees will surely go over budget. Taxpayers will have to pick up the shortfall. I oppose the Governor's plan. <i>Slightly different language</i>	(2005) 59 (63)	(2005) 25 (22)	(2005) 16 (15)
Some school districts lost their elections despite overwhelming approval because they didn't meet voter turnout requirements. I favor eliminating Oregon's double majority requirement.	57	36	7
A quality education is still possible even if our schools are operating with substantially less money.	53 (64)(60)(49)(51)	41 (29)(31)(44)(40)	6 (7)(9)(7)(9)
Oregon needs to provide increased funding for schools. I would favor the state keeping our personal and corporate kicker refunds if it helped school districts fund programs and capital improvements.	53	42	5
School districts don't need more money, they need to be more accountable with the funding they already have. <i>Slightly different language</i>	49 (40)	43 (48)	8 (12)
Ballot Measures 5 and 50 which limited property taxes have had a negative impact on public school funding and ultimately hurt our local school districts. I would favor increasing the property tax cap to help our schools.	41	49	10

Statement	Agree '07 (01) (99)(97)(95)	Disagree '07 (01) (99)(97)(95)	Not Sure '07 (01) (99)(97)(95)
My taxes are already too high. I can't afford any increases in property taxes, even if it is for schools. <i>Slightly different language</i>	37 (47)	58 (43)	5 (10)

CONCLUSIONS

1. Issues surrounding “funding/money management” are perceived to be the most serious problems facing Oregon schools today, followed by “growth/overcrowding.”
2. Again, issues surrounding “funding/money management” are perceived to be the most serious problems facing local school districts today, followed by “growth/overcrowding.”
3. Slightly less than half of respondents give Oregon’s public school system a negative performance rating. When comparing current results to those from previous surveys, there has been a significant decrease in the number of respondents who give Oregon’s public school system a positive rating.
4. Main reasons for giving Oregon’s public school system a negative performance rating are “lack of funding” and “overcrowding/class sizes.”
5. Principal reasons for giving Oregon’s public school system a positive performance rating are “personal experience,” “do well with what they have” and “quality education/curriculum.”
6. A large percentage of respondents give their local school district a positive performance rating. When comparing current results to those from previous surveys, there has been a slight increase in the number of respondents who give their local school district a positive rating.
7. Top reasons for giving their local school district a positive rating are “do well with what they have,” “children get good education,” and “qualified/good teachers.”
8. Foremost reasons for giving their local school district a negative rating are “poor curriculum,” “overspending/mismanage funds,” and “poor quality education.”
9. Less than one-quarter of respondents receive their main information about Oregon K-12 education from their local newspaper, while slightly fewer numbers receive information from “students/parents.”
10. In addition, “teachers/school employees” are believed to be the most credible sources of information regarding Oregon K-12 schools, followed by their “local newspaper.”
11. A high percentage of respondents believe additional funding is needed for public K-12 education.
12. Foremost reasons for believing more funding is needed are “lack of funding,” “reduce class sizes/overcrowding” and “overspending/budget shortfall.”

13. Main reasons for not believing more funding is needed are “poor money management,” “schools already have adequate funding” and “administration costs are too high.”
14. Slightly less than half of respondents believe their local school district spends money wisely.
15. Principal reasons for believing their local school district spends money wisely are “do well with what they have” and “spend/budget wisely.”
16. Main reasons for believing their district does not spend money wisely are “high administrative costs,” “overspend/budget shortfalls” and “unnecessary spending.”
17. While a plurality of respondents are not sure what percentage of school funding is being wasted, of those with an opinion, slightly over one-quarter believe more than 20% of school funding is being wasted.
18. Slightly less than half of respondents favor the state of Oregon keeping the \$1.1 billion in personal income tax kicker refunds to pay for public schools.
19. Furthermore, well over half of respondents favor the state of Oregon keeping the \$275 million in corporate tax kicker refunds to pay for public schools.
20. A very high percentage of respondents rate “renovate, maintain and expand existing buildings” and “technology infrastructure upgrades” as the highest priorities. On the other hand, “purchase land for future school buildings” and “athletic facilities” receive much lower priority rankings.
21. Well over half of respondents prefer to modernize an existing school building rather than construct a new school. When comparing current results to those from previous surveys, results have remained relatively consistent.
22. A large percentage of respondents say they would favor a hypothetical local school district bond measure at a cost of \$1.50 per thousand dollars of assessed value. Again, comparing current results to those from previous surveys, results have remained consistent.
23. Top reasons for favoring a hypothetical bond measure are “it’s needed,” “education/children are important” and “buildings old/need improvements.”
24. Primary reasons for opposing a hypothetical bond measure are “taxes are too high,” “mismanage existing funds” and “schools already have sufficient funds.”
25. The argument that produces one of the largest increases in support of the hypothetical bond measure is knowledge that bond payments would be structured so that new residents who move into the community in the future would assist in the payment of the

- bond measure.
26. Knowledge that the bond measure would provide for the renovation of the district's buildings to bring them up to required safety, health and earthquake preparedness standards, including handicapped access requirements pushes respondents to favor the measure. Protecting the community's investment in current school buildings solicits very strong levels of support.
 27. On the other hand, information that the state would match 25% of the total cost of the proposed school district bond measure slightly reduces support for the proposal. While this argument slightly decreases support, a large majority of respondents still favor the hypothetical bond measure.
 28. Reducing support for the hypothetical bond measure by the largest margin is knowledge that the bond measure would cost \$225 per year for the owner of a home with an assessed value of \$150,000. Again, despite the decrease, a majority of respondents still favor the proposed bond measure.
 29. A large number of respondents believe bond measure proposals should include funding for new computers and software.
 30. A very high number of respondents favor the state taking responsibility for some of the school construction and renovation costs.
 31. Knowledge that the state assuming the responsibility for some of the school construction and renovation costs would reduce the funding available for school operations **very significantly** reduces support for the proposal.
 32. Slightly less than half of respondents favor eliminating the double majority voting requirements, while slightly fewer numbers oppose.
 33. Principal reasons for favoring the proposal are "voters should make final decision," "non-voters overturn the will of voters," and "will provide incentive for voters to vote."
 34. Primary reasons for opposing the elimination of double majority voting requirements are "majority of voters need to vote," "no changes needed" and "forces people to vote."
 35. The argument that produces the largest increase in support for eliminating Oregon's double majority voting requirements is information that in May 2006, some school districts lost their elections despite overwhelming voter approval because they did not meet voter turnout requirements. This is a **primary** issue for respondents.
 36. The fact that Oregon's double majority requirement allows non-voters to overturn the will of the people who vote in non-general elections also moves respondents to favor the proposal.

37. Slightly less than half of respondents believe the elimination of Oregon’s double majority requirements will raise taxes.
38. Slightly less than half of respondents believe the passage of Measures 5 and 50 have had a negative impact on education funding.
39. Slightly less than half of respondents oppose a constitutional amendment that would increase the property tax cap and authorize school districts to ask voters for additional funding for school operations.
40. A large percentage of respondents do not believe school districts should have taxing authority to raise income taxes.
41. A high percentage of respondents do not believe school districts should have taxing authority to implement a sales tax.
42. A plurality of respondents say they are willing to pay more property taxes to fund all types of money measures, while slightly less than one quarter prefer to pay more property taxes to fund school districts only.
43. A high percentage of respondents favor system development charges to help pay for schools in high growth districts.
44. Foremost reasons for favoring system development charges are “community growth puts pressure on schools,” “provides more funding for schools” and “new developers can afford it/should help pay.”
45. Main reasons for opposing system development charges are “school district mismanages/wastes existing funds,” “charges/fees are passed on to the homebuyer” and “districts already have enough funds.”
46. A plurality of respondents oppose the Governor’s proposed health benefit plan for school employees.
47. Primary reasons for opposing the Governor’s proposed health benefit plan are “employees already have good benefits”, “it isn’t needed” and “oppose Governor”.
48. “Everyone needs health insurance” tops the list of reasons for favoring the Governor’s proposed health benefit plan, followed by “teachers are underpaid/deserve it” and “reasonable”.

49. It is clear respondents believe school funding and overcrowding are serious issues for Oregon schools both locally and statewide as reflected repeatedly throughout both surveys. While respondents appear to have a less positive perception of Oregon's public school system, Oregonians continue to have a very positive perception of their local school district, and would generally support a local school district bond measure at a cost of \$1.50 per thousand. The renovation, maintenance and expansion of existing buildings as well as technology appear to very important to respondents and these components solicit strong levels of support across the board.

While Oregonians are initially very supportive of the state taking responsibility for some of the school construction and renovation costs they are clearly unwilling to make a trade-off by reducing the amount of state funding available for school operations.

Despite sentiment throughout both surveys about a lack of school funding, Oregonians appear to be wary of any proposal they believe could increase their taxes such as eliminating double majority voting requirements, increasing property tax caps and giving school districts additional taxing authority. This all seems to be reflective of an underlying concern regarding fiscal accountability. Respondents are clearly more supportive of the state of Oregon keeping the corporate income tax kicker over the personal income tax kicker to pay for education.

Although respondents initially oppose the Governor's proposal to establish a statewide health insurance benefit pool for school employees, it is clear information regarding the potential negative financial impact on individual school districts and increased or miscalculated costs being at taxpayers' expense all increase the number of voters who oppose by a sizeable margin.

While there appears to be some confusion as to who eventually pays system development charges, respondents seem to be very supportive of SDCs to help pay for schools in high growth districts.