

The Joyce Foundation

Education Survey

MARCH 2013 | Presented by: NORC at the University of Chicago

EXECUTIVE SUMMARY

This Joyce Foundation study of Chicago Public School (CPS) parents and other residents of the city regarding their views on teacher evaluation and education reform was conducted between February 7-28, 2013. The Education and Child Development department at NORC at the University of Chicago managed the telephone survey of adults 18 years of age or older which were administered by professional interviewers (including Spanish bi-linguals), who were specifically trained for the study.

STUDY DESIGN

The target population of the survey was residents of the City of Chicago aged 18 years or older. The sampling frame was constructed from random-digit dial (RDD) and cell phone residential telephone directories in Chicago. For the cell sample the sample frame is defined by the three area codes in the city of Chicago – 312, 773, and 872. The RDD frame was split into listed and unlisted households. The listed frame would contain households with children aged 5-17. For the unlisted RDD, the exchanges that are at least 50% within the block groups that define the City of Chicago were used. The goal was to interview an adult in 1,000 different households. Oversampling of parents with children 5-17 years old was done to achieve a roughly 50% CPS adult proportion in the sample.

The questionnaire was drafted by the Joyce Foundation and reviewed by NORC staff prior to being programmed into a computer-assisted telephone interview (CATI) format. NORC researchers conducted pre-survey interviews on a draft version of the questionnaire with both CPS parents and city residents without school-age children to gauge potential respondent understanding of the survey items, concerns about the aims of the survey, and the length of the interview. NORC also translated the questionnaire into Spanish, an exercise with which we have considerable expertise.

Telephone interviews were completed with 1,010 individuals, in both English and Spanish depending on respondent preference. 843 interviews were completed via landline telephones and 167 via cellphones. 92 interviews were completed in Spanish. Of the 1,010 interviews, 520 were with CPS parents. The other 490 respondents included adults without children and those with children of any age who are not enrolled in CPS.

Sampling weights were derived to reflect both the population of adults in Chicago and a subpopulation of it—parents with children in the Chicago Public School system. The sampling weights were adjusted for undercoverage and nonresponse bias. Poststratification was done to adjust for the differential coverage rates and response rates across various demographic groups. The poststratification variables included age, sex, race and income. The weighted data were used in all analyses.

SELECTED FINDINGS

Grading public schools

- 73% of Chicago Public School (CPS) parents give an “A” or “B” to the school their oldest child attends (Q1).
- In contrast, only 25% of all Chicago households give an “A” or “B” to the Chicago public schools as a whole (Q2).
- 36% of all respondents give public schools in the United States and “A” or “B” (Q3).

Issues Facing the Chicago Public Schools

- Respondents stated that the most important issues facing the Chicago Public Schools are “lack of funding” and “crime, gangs, and drugs,” identified by nearly equal percentages of respondents, almost 25% for each (Q8).

Opinions about Education Reform and teacher Quality

- Almost 90% of CPS parents are somewhat or very satisfied with their child’s current teachers (Q9).
- 75% of respondents have neither seen nor heard anything about the details of the new teacher evaluation system (Q12).
- 63% of Chicago households believe that improvement in student achievement should carry more weight in a teacher’s evaluation than the 30% weight in the new teacher evaluation system (Q13).
- 72% believe that teachers with the lowest evaluation ratings should be laid off first, regardless of their experience, if teacher layoffs are required (Q17).

Opinions about School Quality

- To improve student performance in low-achieving schools, 37% of households endorse a strategy of devoting more resources while keeping the staff intact, and another 31.8% endorse replacing the principal and maybe even part of the staff. Almost 19% approve of allowing an experienced non-profit to come in and run the school, and only 6% advocate closing the school and transferring students to a higher performing school (Q28).

- 52% of respondents “strongly agreed” that if a school in their neighborhood had a history of low student achievement results despite efforts to turn the school around, CPS should make it easier for public charter schools to expand into the neighborhood (Q28).

School Closures

- 53% of respondents strongly or somewhat agree that the district should close some schools that are serving less than half the number of students that the school was built to serve in order to help balance its budget and free up resources to support the remaining schools more efficiently. 41% strongly or somewhat disagree with this approach to school closings (Q30).
- 75% believe the primary responsibility of the teacher’s union should be to partner with the district in improving schools and helping teachers get better (Q33).

POTENTIAL AREAS FOR ADDITIONAL PROBING

One direction for additional analyses is to assess differences between the CPS parents and other respondents. CPS parents are arguably more knowledgeable about the challenges faced by CPS and have a more direct stake in reform strategies. If large differences of opinion are found, that could indicate important disconnections between non-CPS households and the school system. Conversely, if substantial agreements between CPS parents and non-CPS households are found, that points to consensus and possibly broader-based support for particular policies.

Another factor that may warrant additional probing is household income. Higher income households may differ significantly from lower income households because of different frames of reference for comparing CPS. This may prove to be complicated and difficult to disentangle. On the one hand, higher income households are less likely to enroll their children in CPS and more likely to use private alternatives. On the other hand, higher income households may be more likely to take advantage of top-quality selective options within CPS, experiencing the best that CPS has to offer in terms of principals, teachers, and school facilities. This suggests comparing opinions among groups defined by cross-classifying households by income and whether CPS parents.

A third factor for additional probing is neighborhood of residence. Using the zip code data, respondents could be grouped in geographical areas corresponding to broad classes such as “north side,” “south side,” and “west side;” or to smaller aggregations corresponding to traditional Chicago neighborhoods.

JOYCE EDUCATION SURVEY

CPSPARENT – Derived variable	Percent
No	85.9
Yes	14.1

QUEX_INTRO

We'd like to begin by asking your opinions about public education and public school teachers.

1. Suppose the schools in your neighborhood were graded A-F, as students are often graded. What grade would you give the school that your *oldest* child attends?

Q1	Percent
A	33.8
B	39.9
C	17.7
D	4.1
F	3.4
DON'T KNOW	1.0
REFUSED	0.2

If CPSPARENT = 1, ask Q2 (V1), else ask Q2 (V2)

2. **V1** - Using the same A-F scale, what grade would you give public schools in Chicago as a whole?
V2 – Suppose the schools in Chicago were graded A-F as students are often graded. What grade would you give Chicago public schools as a whole?

Q2	Percent
A	7.8
B	16.9
C	40.4
D	18.4
F	8.0
DON'T KNOW	6.9
REFUSED	1.6

3. Using the same A-F scale, how would you grade public schools in the United States?

Q3	Percent
A	4.9
B	31.4
C	41.9
D	10.4
F	3.2
DON'T KNOW	7.8
REFUSED	0.4

4. When you think about public education and how we expect our schools to prepare students in numerous ways – what is your *primary* expectation of public schools? Is it to...

Q4	Percent
Prepare students to be a good citizens	29.6
Prepare students to go to college	43.3
Prepare students to get a good job	15.6
OTHER (SPECIFY)	10.5
DON'T KNOW	0.5
REFUSED	0.5

5. Do you live within the Chicago city limits?

Q5	Percent
YES	100.0

IF NO, GO TO THANK_YOU_6.

6. When you think about public schools in Chicago, over the past five years, would you say that schools have made improvements, gotten worse, or stayed the same?

Q6	Percent
MADE IMPROVEMENTS	31.0
GOTTEN WORSE	28.3
STAYED THE SAME	34.7
DON'T KNOW	4.9
REFUSED	1.2

7. How have things gotten [IF Q6=1, “better”, IF Q6=2 “worse”]?

- a. REFUSED
- b. DK

8. What do you think is the *most* important issue facing public education in Chicago? Would you say... (RANDOMIZE)

Q8	Percent
Low student achievement	14.8
Low quality of teachers	11.3
Low quality of principals	3.7
Lack of funding	24.2
Crime, gangs, and drugs	24.7
Overcrowding	8.6
OTHER (SPECIFY)	11.6
DON'T KNOW	0.9
REFUSED	0.3

OPINIONS ABOUT EDUCATION REFORM AND TEACHER QUALITY

If CPSPARENT = 1, ask Q9 else SKIP to Q10 V2

9. Research shows that the quality of a teacher is the most important factor in a school. How satisfied are you with your *oldest* child's current teachers? Would you say...

Q9	Percent
Very satisfied	45.8
Somewhat satisfied	43.9
Somewhat dissatisfied	6.3
Very dissatisfied	3.5
DON'T KNOW	0.2
REFUSED	0.4

If CPSPARENT = 1, ask Q10 V1, else SKIP to Q10 V2

10. V1 - If you could choose your child's teacher, what would be the *most important factor* for you in choosing the best possible teacher for your child? Would it be...

V2 - If parents could choose their child's teacher, what do you think would be the most important factor for them in choosing the best possible teacher for their child? Would it be...

Q10	Percent
Knowing that the teacher would be caring toward your child	21.6
Years of teaching experience	8.5
The teacher's educational background, such as where the teacher went to college, what they majored in, and the grades they received	11.7
Evidence that the teacher's students are learning	38.1
Reputation among other parents and students	12.3
None of the above	6.9
DON'T KNOW	0.8
REFUSED	0.1

11. One critique of the teacher evaluation system in Chicago was that until this year, almost all teachers were rated as “excellent” or “superior.” About what percentage of teachers with whom you’ve had experience would you describe as “excellent” or “superior”?

Q11	Percent
0-25%	25.6
26-50%	21.0
51-75%	13.2
76-100%	25.5
DON'T KNOW	12.1
REFUSED	2.5

12. This school year, under a new state law and in cooperation with the teachers’ union, the Chicago Public Schools (CPS) is implementing a new teacher evaluation system intended to provide feedback to teachers and connect them to resources and coaching to help them improve. Have you heard or seen anything about the details of this new system?

Q12	Percent
YES	25.2
NO	74.5
DON'T KNOW	0.3

Q13_INTRO

Under the new teacher evaluation system, 70% of a teacher’s evaluation will be determined by their principal’s observation of their teaching. The remaining 30% will be determined by how much the student actually learns in the classroom, as measured by state tests and other examinations designed by the teachers themselves.

13. In your opinion, is the 70-30 split about right – in other words – should 70 percent of a teacher’s evaluation be based on the principal’s observation of the teacher and 30 percent based on improvement in student achievement? Would you say...

Q13	Percent
Yes, the balance seems about right	19.7
No, principal observation should carry more weight, or	12.7
No, improvement in student achievement should carry more weight	62.9
DON'T KNOW	2.8
REFUSED	1.9

Q14_INTRO

Let me tell you a little more about how the evaluation system works. At the end of each year, teachers will be rated as *excellent* (which means they are well above average), *proficient* (which means they meet expectations), *developing* (which means they need to improve), or *unsatisfactory*, (which means they are far below standards).

14. The *unsatisfactory* teachers – meaning the ones in the lowest category -- will be given resources and coaching to help them improve. However, if they don't improve within the school year, they could be removed from the classroom. Which statement better describes your opinion of this approach?

Q14	Percent
This is not fair to teachers, teachers ought to have more than a year to improve.	33.9
This is fair to children, more than a year with an ineffective teacher hurts their chances at succeeding in school.	61.7
DON'T KNOW	2.9
REFUSED	1.5

15. *Developing* teachers – who are in the second lowest category – will also be expected to improve each school year in order to keep their jobs. How many years should a developing teacher have to improve?

Q15	Percent
Less than one year	8.9
One year	29.8
Two years	39.0
More than two years	20.5
DON'T KNOW	1.4
REFUSED	0.5

16. If you knew your child was being taught by a teacher who was rated in one of these lower performance categories, which of the following would you do? Choose all that apply. RANDOMIZE

Q16	Percent
Try to transfer your child to a different teacher	27.2
Pressure the principal to remove the teacher	12.2
Give the teacher time to improve	27.3
Support the teacher and your child's learning by doing more work with your child at home.	61.6
None of the above	1.6
DON'T KNOW	0.4
REFUSED	0.1

17. As you may have heard, Chicago Public Schools is experiencing a financial shortfall that may require some teachers to be laid off. If layoffs are required, which teachers should be laid off first? Would you say:

Q17	Percent
The lowest-rated teachers regardless of their level of experience	71.9
The least experienced teachers regardless of their ratings	20.6
DON'T KNOW	5.1
REFUSED	2.4

18. Under current law, teachers in Chicago receive tenure within 3 or 4 years on the job, if they get “excellent” or “proficient” ratings on a consistent basis. Tenure assures that the teacher is guaranteed to keep his or her job forever as long as they don’t violate safety policies or commit a crime. **Do you agree or disagree** that teachers should lose their tenure if their evaluation ratings are consistently less than proficient? (AFTER RESPONSE PROBE), Do you...

Q18	Percent
Strongly agree	52.3
Somewhat agree	21.5
Somewhat disagree	11.5
Strongly disagree	10.2
Neither agree nor disagree	3.1
DON'T KNOW	0.6
REFUSED	0.9

19. Under most circumstances, teachers with similar levels of experience are paid the same, regardless of their ratings or their track record of success. **Do you agree or disagree** that teachers with better evaluation ratings should be paid more than those with low ratings? (**AFTER RESPONSE PROBE**), Do you...

Q19	Percent
Strongly agree	53.0
Somewhat agree	19.2
Somewhat disagree	11.0
Strongly disagree	13.9
Neither agree nor disagree	2.0
DON'T KNOW	0.6
REFUSED	0.3

20. Individual teacher ratings are not made public because it is part of a teacher's personnel file, which is protected by law. **Would you agree or disagree** with a policy that made the average ratings of a school publicly available? (**AFTER RESPONSE, PROBE**) Do you...

Q20	Percent
Strongly agree	51.2
Somewhat agree	21.2
Somewhat disagree	9.3
Strongly disagree	15.0
Neither agree nor disagree	2.6
DON'T KNOW	0.6
REFUSED	0.1

21. Who should have the **primary** responsibility for ensuring that struggling teachers improve? (RANDOMIZE)

Q21	Percent
The teacher him or herself	19.3
The principal who hires and manages the teacher every day	46.1
The district which sets the overall hiring policies and practices	16.1
The union which represents the teaching profession as a whole	17.3
DON'T KNOW	0.7
REFUSED	0.6

22. There are many different indicators of school quality. On a scale of one to five where 1 means not important and 5 means very important, please rank the following indicators of school quality: (RANDOMIZE)

Q22A	Not important	2	3	4	Very important	DON'T KNOW	REFUSED
Student attendance	2.6	1.2	10.6	21.0	64.5	0.0	0.0
Teacher attendance	2.0	1.3	4.5	22.0	69.3	0.9	0.0
Student Test scores	4.3	5.2	25.2	27.7	37.3	0.3	0.0
Student Grades	1.6	2.3	18.7	30.4	47.1	0.0	0.0
High school graduation rates	1.9	2.4	8.1	15.4	71.9	0.3	0.1
College enrollment rates	2.4	4.6	18.7	30.0	43.5	0.8	0.1

23. We've talked a lot about how to hold teachers accountable. But many people feel that parents should also be held accountable. Which of the following statements comes closer to the way you feel about parent responsibility?

Q23	Percent
Parents and teachers are full partners in a child's education. Parents have a responsibility to read to young children, do homework with their kids every night, attend school functions and take responsibility for getting their kids to school every day. If parents don't do their part, it is not fair to blame the teachers when students fall behind.	83.9
It's the teacher's job to teach and if students are not learning it's not fair to blame the parents. Many public school parents are working hard. They don't always know how to help kids with homework and many of them do not have a lot of time for school functions.	13.9
DON'T KNOW	1.4
REFUSED	0.8

SCHOOL QUALITY

- 24.** There are some public schools in Chicago where very few students are making progress every year as measured by state tests. Efforts have been made for many years to improve these schools but often, there has been little change in student achievement. For these schools, which of the following strategies should the district pursue? Choose one:

RANDOMIZE

Q24	Percent
Devote more resources while keeping the staff intact	37.4
Replace the principal and maybe even part of the staff	31.8
Close the school and transfer the students to a higher performing school	6.4
Allow an experienced non-profit to come in and run the school	18.8
DON'T KNOW	3.5
REFUSED	2.2

- 25.** When schools consistently underperform **would you agree or disagree** with giving parents a tuition voucher so that they can send their children to a private school? (**AFTER RESPONSE, PROBE**)
Do you...

Q25	Percent
Strongly agree	30.89
Somewhat agree	15.66
Somewhat disagree	14.32
Strongly disagree	33.5
Neither agree nor disagree	4.99
DON'T KNOW	0.42
REFUSED	0.21

- 26.** Chicago schools - to state one challenge - enroll a higher percentage of low-income students than many other cities and towns in Illinois and face other significant challenges that other cities and towns may not. Considering these challenges, **do you agree or disagree** that it is fair to hold Chicago schools to the same expectations for academic progress as the rest of the state? (AFTER RESPONSE, PROBE) Do you...

Q26	Percent
Strongly agree	52.7
Somewhat agree	18.3
Somewhat disagree	11.3
Strongly disagree	15.3
Neither agree nor disagree	1.4
DON'T KNOW	0.7
REFUSED	0.4

Now I would like to talk about public charter schools. A charter school is a public school, funded by taxpayers. Charter schools operate separately from the school district -- usually by a nonprofit educational organization. These schools agree to meet certain standards of student achievement in exchange for flexibility in their curriculum and management. Typically, they do not use union teachers and are not bound by the union contract. Chicago currently has dozens of charter schools and plans to add more each year.

- 27.** Many existing charter schools in Chicago have waiting lists because more parents want to enroll their children in public charters schools than these schools can currently accommodate. **Would you agree or disagree** that Chicago Public Schools (CPS) should make it easier for public charter schools to expand in neighborhoods where public charter schools have waiting lists ? (AFTER RESPONSE, PROBE) Do you...

Q27	Percent
Strongly agree	46.4
Somewhat agree	17.3
Somewhat disagree	8.0
Strongly disagree	24.0
Neither agree nor disagree	2.4
DON'T KNOW	1.2
REFUSED	0.7

28. If a school in your neighborhood had a history of low student achievement results despite efforts to turn the school around, **would you agree or disagree** that CPS should make it easier for public charter schools to expand into your neighborhood? (**AFTER RESPONSE, PROBE**) Do you...

Q28	Percent
Strongly agree	52.1
Somewhat agree	15.8
Somewhat disagree	8.9
Strongly disagree	19.2
Neither agree nor disagree	2.5
DON'T KNOW	1.4
REFUSED	0.1

29. If a school in your neighborhood had a history of low student achievement despite efforts to improve those results, **would you agree or disagree** that parents of students in that school should have the right to intervene and hire a nonprofit with education experience to manage the school? (**AFTER RESPONSE, PROBE**) Do you...

Q29	Percent
Strongly agree	32.3
Somewhat agree	28.8
Somewhat disagree	12.2
Strongly disagree	21.3
Neither agree nor disagree	4.1
DON'T KNOW	1.1
REFUSED	0.2

30. Chicago Public Schools recently announced plans to close some schools that are serving less than half the number of students that the school was built to serve in order to help balance its budget and free up resources to support the remaining schools more efficiently. **Would you agree or disagree** with a policy that would close these under-enrolled schools in order to balance the district's budget? (**AFTER RESPONSE, PROBE**) Do you...

Q30	Percent
Strongly agree	30.8
Somewhat agree	22.4
Somewhat disagree	14.6
Strongly disagree	26.6
Neither agree nor disagree	3.8
DON'T KNOW	1.3
REFUSED	0.6

31. In order to balance its budget, Chicago may have to make some tough choices. **Do you agree or disagree** that to help balance its budget Chicago should... **(READ EACH OPTION and AFTER RESPONSE, PROBE FOR EACH) Strongly agree/Somewhat agree/Somewhat disagree/Strongly disagree/Neither agree nor disagree**
RANDOMIZE

Q31	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Neither agree nor disagree	DON'T KNOW	REFUSED
Close under-enrolled schools	27.5	27.9	17.6	22.4	3.0	1.0	0.5
Lay off teachers and increase class sizes	5.6	8.3	17.2	65.6	2.1	0.8	0.4
Cut after-school programs like arts and sports	4.3	7.0	10.6	76.0	1.7	0.3	0.2
Raise taxes on businesses	26.5	26.0	15.6	27.9	2.8	0.8	0.5
Raise taxes paid by individuals	11.4	20.3	12.8	52.7	2.2	0.4	0.2

32. For the first time in 25 years, schools were temporarily closed this fall because of a teachers' strike. In many other cities, teachers do not have the right to strike. Which statement do you agree with?

Q32	Percent
Teachers in Chicago need the right to strike in order to be heard and have a voice in setting education policy.	53.2
Teachers should have a voice in setting education policy but they should not have the right to strike because it takes children out of school and burdens families.	45.3
DON'T KNOW	1.2
REFUSED	0.3

33. Now that the strike is over and the district and the union have to work together, which statement better reflects your view of the relationship between the district and the teachers union?

Q33	Percent
The primary responsibility of the teachers union should be to advocate for its members on issues like wages and benefits and to ensure that the district abides by the terms of its contract.	20.6
The primary responsibility of the teachers union should be to partner with the district in improving schools and helping teachers get better.	75.1
DON'T KNOW	2.4
REFUSED	1.9

34. The school district needs to close a budget deficit and may need to close some schools. **Do you agree or disagree** with each of the following positions regarding where the district and union work together? Do you think...(READ EACH OPTION and AFTER RESPONSE, PROBE FOR EACH) Strongly agree/Somewhat agree/Somewhat disagree/Strongly disagree/Neither agree nor disagree

Q34A	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Neither agree nor disagree	DON'T KNOW	REFUSED
The district and union should work together to agree on budget cuts	61.0	28.1	3.9	5.5	0.8	0.7	0.0
The district and union should work together to agree on which schools to close	55.3	24.8	5.7	12.0	1.6	0.2	0.3
The district alone should bear the responsibility for solving these challenges	17.1	12.8	23.0	45.0	1.7	0.2	0.2

PROFILE QUESTIONS – JOYCE EDUCATION STUDY

IF CPSPARENT=1, ASK D1, ELSE ASK D2

D1. What grade is your oldest child in this school year?

D1	Percent
K-5	39.5
6-8	21.8
9-12	38.7
DON'T KNOW	0.0

D2. Do you know anyone who works for the Chicago Public Schools or the Chicago Teachers Union?

D2	Percent
YES	56.2
NO	43.7
DON'T KNOW	0.1
REFUSED	0.0

D3. In what year were you born?

D3	Percent
1916	0.1
1919	0.1
1921	0.2
1923	0.3
1924	0.1
1925	0.5
1926	0.1
1927	0.3
1928	0.3
1929	0.3
1930	0.1
1931	0.6
1932	0.1
1933	0.5
1934	0.2
1935	0.6
1936	0.5
1937	0.7
1938	0.2
1939	0.7
1940	0.7
1941	0.5
1942	0.6
1943	0.8
1944	0.5
1945	1.0
1946	0.8
1947	1.2
1948	0.7
1949	2.2
1950	1.4
1951	1.3
1952	1.3
1953	1.0
1954	1.4
1955	1.3
1956	1.1
1957	0.8

D3	Percent
1958	1.3
1959	1.5
1960	1.2
1961	2.0
1962	2.3
1963	1.1
1964	1.4
1965	2.8
1966	2.2
1967	1.8
1968	2.8
1969	2.2
1970	1.7
1971	3.6
1972	2.0
1973	1.6
1974	2.3
1975	1.7
1976	1.3
1977	2.0
1978	1.0
1979	0.6
1980	1.6
1981	0.7
1982	1.1
1983	0.4
1984	1.8
1985	3.5
1986	3.1
1987	2.6
1988	1.9
1989	4.8
1990	3.2
1991	1.8
1992	1.3
1993	0.7
1994	2.2
1995	0.9
7777	0.2
9999	3.2

D4. How many different *cell*-phone numbers, if any, could I have reached you on for this call?

D4	Percent
0	19.4
1	67.1
2	9.4
3	1.4
4	0.8
5	0.4
DON'T KNOW	0.3
REFUSED	1.3

D5. How many different landline telephone numbers, if any, are there in your home that I could have reached you on for this call? Include listed or unlisted numbers. Don't count cell phones or landlines used *only* for fax or modem.

D5	Percent
0	26.6
1	68.6
2	4.3
3	0.3
5	0.0
REFUSED	0.3

IF D4>0 AND D5>0 ASK D6, ELSE SKIP TO D7:

D6. Generally speaking, would you say you use your landline phone most of the time, your cell phone most of the time, or would you say you use both about equally?

D6	Percent
LANDLINE	21.6
CELL PHONE	47.9
BOTH EQUALLY	30.1
REFUSED	0.4

ASK OF CELL PHONE FRAME ONLY

D7. How many adults, in addition to you, carry and use this cell phone at least once a week or more?

D7	Percent
0	39.7
1	43.7
2	10.7
3	5.9

D8. Are you of Hispanic, Latino, or Spanish origin?

PROMPT IF NECESSARY: For Example, Mexican, Mexican American, Puerto Rican, Cuban

D8	Percent
YES	26.0
NO	72.7
DON'T KNOW	0.5
REFUSED	0.9

D9. In addition to being of Hispanic, Latino, or Spanish origin what race or races do you consider yourself to be?

DO NOT READ LIST. ACCEPT MULTIPLE RESPONSES.

- WHITE, CAUCASIAN
- BLACK, AFRICAN-AMERICAN
- AMERICAN INDIAN, ALASKA NATIVE
- ASIAN INDIAN
- NATIVE HAWAIIAN
- CHINESE
- GUAMANIAN OR CHAMORRO
- FILIPINO
- SAMOAN
- JAPANESE
- KOREAN
- VIETNAMESE
- OTHER ASIAN
- OTHER PACIFIC ISLANDER
- [VOL] SPANISH, HISPANIC, OR LATINO
- SOME OTHER RACE [GO TO D14_SPECIFY]
- DON'T KNOW
- REFUSED

D10 SPECIFY.

OPEN ENDED RESPONSE

IF NOT HISPANIC/LATINO/SPANISH IN D8, ASK:

D11. What race or races do you consider yourself to be?

DO NOT READ LIST. ACCEPT MULTIPLE RESPONSES.

ONLY IF RESPONDENT NEEDS “PROMPTING,” READ:

Are you White, Black, Asian or some other race?

D11	Percent
White	50.7
Black	42.0
American Indian, Alaska Native	0.8
Asian Indian	2.0
Hawaiian	*
Chinese	0.3
Guamanian or Chamorro	*
Filipino	0.8
Samoan	*
Japanese	0.2
Korean	0.2
Vietnamese	*
Other Asian	0.3
Other Pacific Islander	0.0
[Vol] Spanish, Hispanic, or Latino	0.0
Some other race	3.3
DON'T KNOW	0.1
REFUSED	2.2

D12 SPECIFY.

OPEN ENDED RESPONSE

D13. Does your total household income fall above or below \$50,000 dollars?

INTERVIEWER NOTE: If asked, this is 'yearly' household income

Below \$50,000 [ASK D14](#)
\$50,000+ [ASK D15](#)

D13	Percent
BELOW \$50,000	47.1
\$50,000 PLUS	48.4
DON'T KNOW	0.7
REFUSED	3.8

ASK IF "BELOW \$50K IN D13"

D14. And in which group does your total household income fall?

READ LIST

Under \$10,000
\$10,000 to under \$20,000
\$20,000 to under \$30,000
\$30,000 to under \$40,000
\$40,000 to under \$50,000

DON'T KNOW
REFUSED

ASK IF "\$50K OR HIGHER IN D13"

D15. And in which group does your total household income fall?

READ LIST

\$50,000 to under \$100,000
\$100,000 to under \$150,000
\$150,000 or more
DON'T KNOW
REFUSED

D14_D15	Percent
Under \$10,000	5.8
\$10,000 to under \$20,000	9.1
\$20,000 to under \$30,000	13.8
\$30,000 to under \$40,000	10.1
\$40,000 to under \$50,000	8.4
\$50,000 to under \$75,000	16.0
\$75,000 to under \$100,000	10.5
\$100,000 to under \$150,000	10.1
\$150,000 or more	9.2
DON'T KNOW	1.4
REFUSED	5.7

D16. And what is your five digit zip code?

D16	Percent
6017*	0.2
6028*	0.1
6045*	0.2
60101*	0.7
60130*	0.1
60406*	0.2
60428*	0.2
60605	0.6
60606	0.2
60607	1.1
60608	2.5
60609	2.0
60610	0.5
60611	0.5
60612	0.7
60613	0.9
60614	3.1
60615	2.4
60616	1.7
60617	2.3
60618	5.0
60619	3.5
60620	2.1
60621	0.9

D16	Percent
60622	0.8
60623	1.3
60624	0.7
60625	1.9
60626	2.3
60627	0.1
60628	2.3
60629	5.1
60630	2.4
60631	1.5
60632	2.8
60633	1.1
60634	3.1
60636	1.0
60637	1.4
60638	3.1
60639	1.6
60640	2.5
60641	2.7
60642	0.9
60643	4.1
60644	0.7
60645	1.5
60646	1.1
60647	2.8
60649	2.1
60651	4.4
60652	0.8
60653	1.6
60654	0.3
60655	1.7
60656	1.2
60657	2.3
60659	2.4
60660	1.3
60707*	0.5
DON'T KNOW	0.3
REFUSED	1.0

- invalid zip codes due to respondent or data entry error

D17. INTERVIEWER RECORD GENDER

IF UNSURE, ASK THE FOLLOWING: Are you male or female?

D17	Percent
MALE	47.7
FEMALE	52.1
REFUSED	0.2

CONCLUSION

This is the end of the opinion survey. Thank you very much for participating. We really appreciate that you shared your valuable time and opinions.

If you have any questions about your rights as a study participant, you may call the NORC Institutional Review Board, toll free, at 866-309-0542. Any other questions can be directed to the study's toll free number [877-262-1484](tel:877-262-1484).

IF RDD SAMPLE, TERMINATE