STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
AGENDA

Virginia Commonwealth University
Student Commons, Richmond Salons 1 and 2, 2nd floor
Richmond, Virginia
September 19, 2016
4:00 p.m. – 5:30 p.m.

Joint Meeting with Council of Presidents

1. Welcome and Introductions
2. Council of Presidents Priorities (Taylor Reveley III)
3. Budget condition and 2017 General Assembly Priorities (All)
4. Commonwealth Education Poll for 2016 (Robyn McDougle) Page 1
5. Process for Enrollment Projections and Degree Estimates (Tod Massa)
6. Update on The Virginia Plan Initiatives (Peter Blake)
7. Adjourn

September 8, 2016

Dear Members of the General Professional Advisory Committee (GPAC),

We're grateful to Director Blake for passing this invitation on to each of you as a member of the General Professional Advisory Committee.

This document lists the questions used in our 2015-16 Commonwealth Education Poll, a state-wide survey of adults in Virginia that provides a representative picture of public opinion on questions asked.

As we prepare questions for our 2016-17 Poll we are interested in hearing suggestions and responses from key education policy stakeholders like yourselves:

- **What questions or topic areas should we consider including this year that were not included last year?** (Specific wording of questions is not needed – a general sense of the topic or question is sufficient.)
- **What questions asked last year were particularly valuable?** (To add questions we have to drop others, so this gives us a sense of what to lock in.)

While we can't include every suggestion in the poll, your responses help us craft a set of questions that are relevant to a broad range of stakeholders and policy-makers.

We look forward to being with you briefly during the September 19th GPAC meeting. To make best use of that time, we wanted to get this request to you ahead of time and encourage you to bring responses with you. If other commitments preclude your participation in the meeting on the 19th, **please send any suggestions and responses by that same date to our Assistant Director Grant Rissler at risslerge@vcu.edu or call him at 804-827-2603.** Grant is also happy to answer any questions about the poll (a PDF of the full 2015-16 poll report is attached).

Thank you in advance for your interest and suggestions.

Sincerely,

Robyn McDougle, Ph.D.
Interim Executive Director, CEPI

Grant Rissler
Assistant Director for Programs, CEPI

Questions

Commonwealth Education Poll 2015-2016
State-wide survey of adult Virginians

Q1. In your opinion, how much does the amount of money spent on the public schools affect the quality of students' education **– a great deal, quite a lot, not too much, or not at all**?

Q2. Overall, do you think the funding for public schools in Virginia is **enough to meet their needs**, or **not enough to meet their needs**?

Q3. Would you be **willing** or **not willing** to pay higher taxes so that school funding could be increased?

Q4. As I mention a few areas that receive money from the state government, tell me if you would be willing or not willing to pay more in taxes in order to keep the program going at its current level. (First, / Next,) **[INSERT ITEM; RANDOMIZE]**… **READ FOR FIRST ITEM, THEN IF NECESSARY:** Would you be willing or not willing to pay more in taxes in order to keep this program going at its current level?

- Public schools
- Mental health services
- Universities and higher education
- Prisons
- Programs for aid to low-income families
- Transportation

Q5. Now I'm going to read you some statements about Standards of Learning, or S-O-L, which are a standardized testing program for public schools in Virginia. For each statement, please tell me how much you agree or disagree. (First,/Next,) **[INSERT ITEM; RANDOMIZE]**. **READ FOR FIRST ITEM, THEN IF NECESSARY:** Do you strongly agree, somewhat agree, somewhat DISagree, or strongly disagree?

- The SOL tests make sure that all students in Virginia meet the same academic standards
- The SOL tests are putting too much pressure on students
- The SOL tests hold schools accountable for student achievement
- So much class time is spent preparing for the SOL tests that teachers can't cover all the important material
- The SOL tests help improve student achievement

NO QUESTION 6

Q7. One of the ongoing policy challenges is low-performing schools. Would you be **willing** or **not willing** to pay more in taxes in order to provide additional resources to high-poverty, low-performing schools that are working to increase student performance?

NO QUESTION 8

Q9. Would you **favor** or **oppose** more state funds being used to ensure that public school parents who only understand limited English have access to information about their children's education in a language they fully understand?

Q10. Many families who come from other countries have school-age children who understand little or no English. Which one of the following do you think is the BEST way for public schools to handle the education of non-English-speaking students, even if none of these is exactly right?

- Require students to learn English in special classes AT THE PARENTS' EXPENSE before enrolling in regular classes
- Require public schools to provide instruction in the students' native language
- Require students to learn English in separate public school classes before enrolling in regular classes

Q11. There are increasing opportunities for students to earn high school credits online over the Internet. Even if you do not currently have kids, would you be willing to have your child earn **ALL** of their high school credits online, just **some** or **none at all**?

Q12. Policymakers are considering various ways to align high school learning with the needs of employers. One proposal is to have students focus on general skills in grades 9 and 10, and classes focused on their desired career in grades 11 and 12. Would you **favor** or **oppose** organizing education in Virginia public high schools this way?

Q13. Some schools have adopted a policy that requires all eighth graders to develop a career plan for themselves. Would you **favor** or **oppose** such a policy being adopted by your local school system? **[IF ALREADY ADOPTED, ASK:** Do you favor or oppose that policy?**]**

Q14. Thinking about students and their future, please tell me how much you agree or disagree with each of the following statements. **[INSERT ITEMS; RANDOMIZE]**. **READ FOR FIRST ITEM, THEN IF NECESSARY:** Do you strongly agree, somewhat agree, somewhat DISagree, or strongly disagree?

- Today's HIGH SCHOOL graduate is ready for the world of work
- Today's HIGH SCHOOL graduate is ready for college
- Today's COMMUNITY COLLEGE graduate is ready for the world of work *(new in 2015-16*)
- Today's COMMUNITY COLLEGE graduate is ready for a four-year college or university (*new in 2015-16)*
- Today's FOUR-YEAR COLLEGE OR UNIVERSITY graduate is ready for the world of work

Q16. In general, do you feel the public schools in your community are **very safe, safe, not very safe, not at all safe**?

Q17. Which approach to school safety do you most agree with, even if neither is exactly right? **[READ AND RANDOMIZE 1-2]**

- We should address school safety issues with additional security measures
- We should address school safety issues through the mental health system

NO QUESTION 18

Q19. Overall do you think that colleges and universities in Virginia are doing a good job or bad job...

- In providing the skills that will be useful in obtaining a job
- In developing students' writing and communication skills
- In producing graduates in scientific fields, such as engineering, math and technology
- In preparing students for the workforce needs of the future

NO QUESTION 20

Q21. How much do you think Virginia's public colleges and universities contribute to economic development in your area? **A great deal, quite a lot, not much** or **not at all?**

Q22. Based on what you know, how safe are college and university campuses in Virginia? V**ery safe, safe, not very safe, not at all safe**?

Q23. Currently, any university employee who becomes aware of a sexual assault accusation must report it to the school's Title 9 investigator as soon as they can reasonably do so. If it is determined that the safety of the campus is at risk, the university must report the allegation to the police, even if the victim does not want it reported. How much do you support or oppose this law? Do you **strongly support, somewhat support, somewhat oppose, strongly oppose?**

VIRGINIA COMMONWEALTH UNIVERSITY

VCU L. Douglas Wilder School of Government and Public Affairs

Commonwealth Education Poll 2015-16

A survey of Virginians conducted by the Commonwealth Educational Policy Institute

Contact:
Dr. Robyn McDougle – Interim Executive Director, Commonwealth Educational Policy Institute (CEPI); Phone 804 827 3290; E-mail: rdmcdougle@vcu.edu

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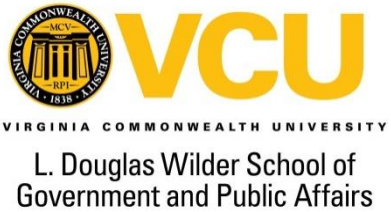

COMMONWEALTH EDUCATION POLL 2015-16

A survey of Virginians conducted by the Commonwealth Educational Policy Institute (CEPI)
www.cepi.vcu.edu

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Acknowledgements

We're grateful to everyone who makes this annual poll possible but we wanted to specifically acknowledge a number of people who played critical roles in the development, publication and dissemination of the findings.

We are always grateful for the support provided by the Virginia General Assembly in its annual appropriations – the poll would not be possible without that support. We're also grateful to our many colleagues here at the L. Douglas Wilder School of Government and Public Affairs, including Dean Niraj Verma, and Dr. Henry Brownstein, Director of the Center for Public Policy, for ongoing support of the Institute and help with dissemination of the poll. Finally, thanks to Pam Stallsmith and Brian McNeill for assistance in disseminating press releases about the poll.

A particular word of thanks to the following folks who played key roles:

Survey Director - Farrah Stone Graham, Ph.D.
Report Writer - Grant Rissler, Asst. Director for Programs, CEPI
Planning Contributor - Marti Collier, Asst. Director for Administration, CEPI

Additionally, thanks to all the anonymous respondents who took the time to answer the questions contained in this poll and for you, the reader, for making use of the information.

Sincerely,

Dr. Robyn McDougle
Interim Executive Director
Commonwealth Educational Policy Institute

Perspectives on K-12 Funding

Majority Willing to Pay Higher Taxes to Increase School Funding

As the General Assembly debates whether to support the Governor's proposed increase in education spending, the Commonwealth Education Poll shows that a majority of the public not only supports increased funding but would be willing to pay part of the bill out of their own pocket. Fifty-six percent (56%) of Virginians indicate a personal willingness to pay higher taxes in order to increase school funding, while 40% say they are not willing to do so. The proportion willing to pay higher taxes for this purpose is 3% higher than last year.

Higher Taxes for Increased School Funding?

Would you be willing or not willing to pay higher taxes so that school funding could be increased?

	2016	2015	2014	2013	2012
Willing	56	53	59	60	61
Not willing	40	43	38	35	35
Don't know/Refused	4	4	3	5	5

Source: Commonwealth Education Poll 2015-2016

Younger respondents were more willing to pay higher taxes to increase funding for schools. Those aged 18-34 (64% willing) and 35-44 (67% willing) were clearly different than those aged 45-64 (50% willing) and those 65 and older (45% willing). This difference could be driven by the greater likelihood of younger respondents being a parent with children currently in the school system, but that is unlikely to be the entire explanation as parents of public school students are only 6% more likely to be willing to pay more in taxes (60% of parents vs. 54% of everyone else).

Given the well-known divide between the two dominant parties on the question of taxes, it is unsurprising that Democrats (66%) are more likely to be willing to pay higher taxes than are Republicans (48%). Independents (43% are willing) are the least likely to be willing to pay more in taxes.

There were also significant differences in willingness to pay more in taxes based on education and household income. The proportion of those willing to pay more was higher among those with at least a college degree (64%) than for those with some college (56%) or a high school education or less (48%). This closely tracks the breakdown by household income, where respondents in households with income over $100,000 (63%) were more likely to be willing to pay more in taxes than those earning between $50,000 and $100,000 (54%) and those earning less than $50,000 (53%).

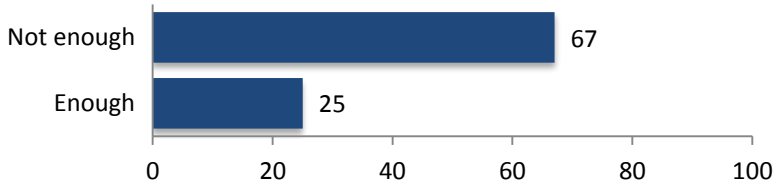
Two-Thirds Say Funding for Schools is Not Enough

The results of the poll indicate that a strong majority of Virginians feel that current funding for public schools is not enough to meet existing needs and that the amount of money spent on education affects the quality of education a great deal or quite a lot.

More than two-thirds of Virginians (67%) say that Virginia schools do not have enough funds to meet their needs, while only 25% say schools have enough funding now. The portion of respondents who believe schools do not have enough is 8% higher than in 2011 and only 3% lower than in 2001.

Do Schools Have Enough?

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



Source: Commonwealth Education Poll 2015-2016
Don't know responses (9%) not shown

Certain demographic categories were more likely to think that schools don't currently have enough funding. Parents of public school students (74%) were significantly more likely than respondents without a child in the public school system (64%) to think schools were operating below needed funding levels. Minority respondents (77%) were more likely to think funding for schools was not enough when compared to whites (62%). Likewise, Democrats (79%) more often said schools did not have enough compared to their Independent (67%) or Republican (54%) counterparts. Though a majority of persons identifying with each party felt funding was not enough, the gap between Democrats and Republicans grew from 12% to 24% between last year's results and this years.

Differences based on education level and household income were also present:

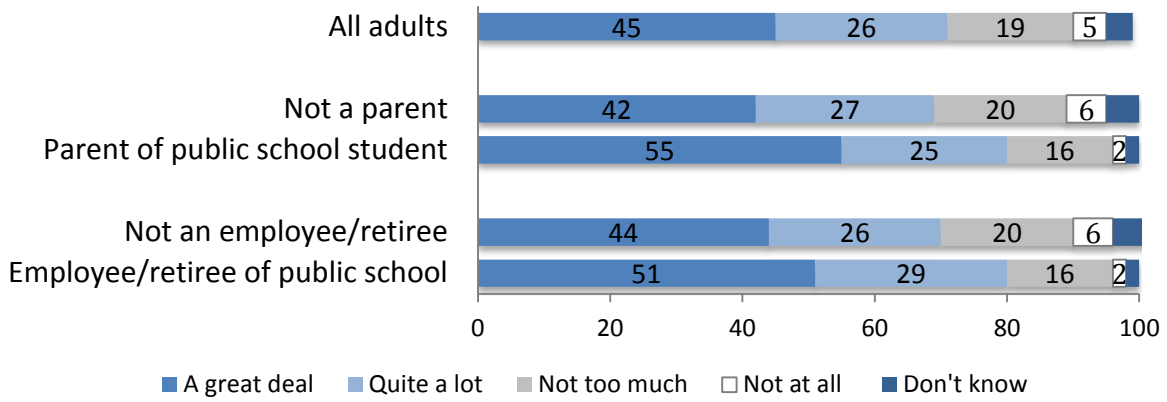
- Respondents with a high school diploma or less education were most likely (at 72%) to say that schools didn't have enough funding. This compared to 65% of respondents with some college and 64% of respondents with a college degree.
- Respondent from the lower income bracket ($50,000 or less in household income) were more likely (72%) to feel that schools didn't have enough. This is compared to 65% of those with household incomes between $50,000 and $100,000 and only 64% of those with income exceeding $100,000 who said the same.

Likewise there was little difference between women and men.

Perceptions about whether schools have enough funding are meaningful to conversations about education quality because Virginians also see the amount of funding dedicated to public schools as affecting quality. More than seven-in-ten respondents (71%) said that the amount of funding affects quality a great deal or quite a lot, which is down 7% compared to responses last year.

Does Funding Affect Education Quality?

In your opinion, how much does the amount of money spent on the public schools affect the quality of students' education . . . ?



Source: Commonwealth Education Poll 2015-2016

Here a direct connection to public schools seems to make a difference in perceptions of the importance of funding. School employees/retirees (51%) and parents of public school students (55%) were more likely to say funding mattered a great deal when compared to non-employee/retiree (44%) and non-parent respondents (42%). Age also plays a role with those in age categories more likely to have children in school saying more often that funding matters a great deal. Fifty-three percent (53%) of those aged 35-44 and 50% of those aged 45-64 said funding mattered a great deal while those aged 18-34 (40%) and 65+ (40%) were less likely to say the same. Those with incomes of more than $100,000 (60%) were also more likely to say that funding had a great deal of impact on the quality of education, compared to respondents with income between $50,000 and $100,000 (37%) or income below $50,000 (40%).

School Funding Ranks as Top Priority along with Funding for Mental Health

While only a narrow majority would pay more to increase school funding, almost three-quarters of respondents (72%) would be willing to see an increase in their own taxes in order to keep funding for public schools the same. The breakdown in demographic differences is similar in pattern to those reported above for those willing to pay more to increase funding:

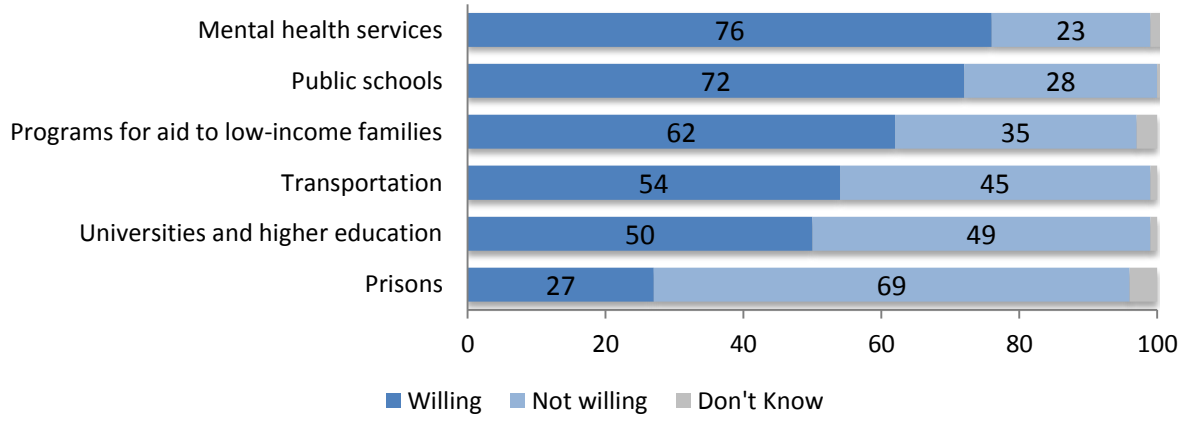
- A higher proportion of Democrats (84% of respondents willing) are ready to pay more for stable school funding than is the case for Republicans (63%) or Independents (57%).
- Higher proportions of parents of public schools students (79%) are willing to pay more to secure stable funding when compared to those who are not parents of public school students (69%).
- Respondents under 45 (both categories had more than 80% of respondents willing to pay more) were more frequently willing to pay increased taxes than older respondents (45-64, 65% willing; 65+, 62% willing.)
- A higher proportion of minority respondents (78%) are also willing to pay more in taxes than is the case among white respondents (69%).

Among broad state government budget categories, public schools was one of two clear priorities for the public. The second area is mental health, where an even higher percentage (76%) of respondents are willing to see their taxes raised in order to keep funding the same. This is a 4% increase over last year.

When it came to mental health programs, Democrats (82%) were again more willing to pay more in taxes compared to Republicans (72%) and Independents (61%). Likewise, women (80%) were more likely than men (70%) and respondents with some college or a college degree or more (both 80%) were more likely than those with just high school (68%) to say they were willing to pay more in taxes for

Comparing Willingness to Pay: Public Schools vs. other State Programs

As I mention a few areas that receive money from the state government, tell me if you would be willing or not willing to pay more in taxes in order to keep the program going at its current level?



Source: Commonwealth Education Poll 2015-2016

mental health programs.

Other major state funding programs were lower on the priority list for the public but saw an increase in the percent of people willing to pay more in taxes to support them. Sixty-two percent (62%) of Virginians are willing to pay more in taxes for programs that provide aid to low-income families, up

from 56% last year. Likewise, 54% of Virginians are willing to pay more in taxes for transportation, up from 46% last year.

Views about higher education funding are nearly equally divided with 50% of respondents willing to pay more in taxes for higher education and 49% not willing to do so. Prison funding garnered the least support; 69% say they are not willing to pay more in taxes to keep prison funding at its current level while 27% are willing to do so. Both these categories remained basically unchanged compared to last year.

As with public school and mental health funding, Democrats are usually more likely to be willing to pay higher taxes than Republicans or Independents. Only in regard to prisons are Republicans (32%) more willing to see taxes increased than Democrats (24%). Among the three partisan identifier groups, Independents are the least willing to pay more in taxes in regard to 5 of the 6 program areas (higher education is the exception – see table at right).

Partisan Differences on Willingness to Pay Higher Taxes to Keep Funding for State Programs the same?

Would you be willing or not willing to pay more in taxes in order to keep program going at its current level? (% Willing)

	Dem	Rep	Ind
Mental Health Services	82	72	61
Public Schools	84	63	57
Aid to low-income families	76	51	44
Transportation	60	50	35
Higher Education	62	34	46
Prisons	24	32	20

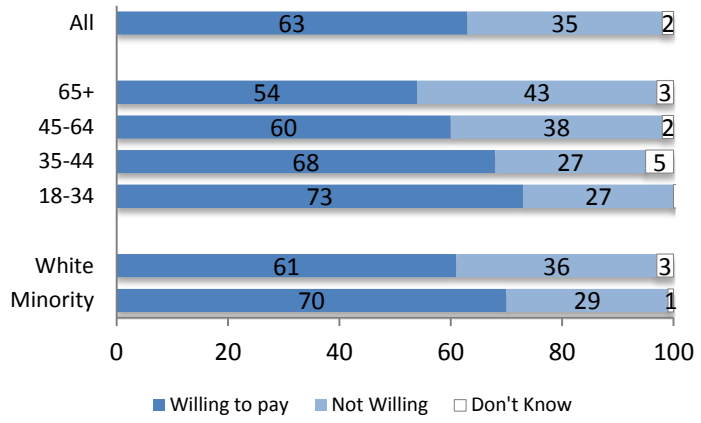
Source: Commonwealth Education Poll 2015-2016

Public Willingness to Pay More to Help High-Poverty, Low-Performing Schools

Repeated studies have shown that there are unique challenges to providing high quality education in high-poverty environments. Given that a majority of respondents see SOLs as providing equal standards and accountability to school systems across different types of communities, an interesting follow-up question is whether the public is willing to pay more in taxes in order to provide additional resources to high-poverty, low-performing schools that are working to increase student performance. A majority (63%) of respondents would be willing to pay more in taxes to do so.

Willing to pay extra to help low-performing schools?

Would you be willing or not willing to pay more in taxes in order to provide additional resources to high-poverty, low-performing schools that are working to increase student performance?



Source: Commonwealth Education Poll 2015-2016

There was significant variability, however, between different demographic groups. Younger respondents were more likely to support additional resources for high-poverty, low-performing schools. Among 18-34 year-olds, almost three-quarters (73%) were willing to pay more in taxes, while that proportion dropped to 68% among 35-44 year-olds, 60% among 45-64 year-olds and 54% among those 65 or older. Likewise, minority respondents (70%) and Democrats (76%) were more likely than whites (61%) and Independents (57%) and Republicans (51%) to be willing to pay more in taxes to increase resources flowing to high-poverty, low-performing schools.

Partisan Differences in Willingness to Pay

Would you be willing or not willing to pay more in taxes in order to provide additional resources to high-poverty, low-performing schools that are working to increase student performance?

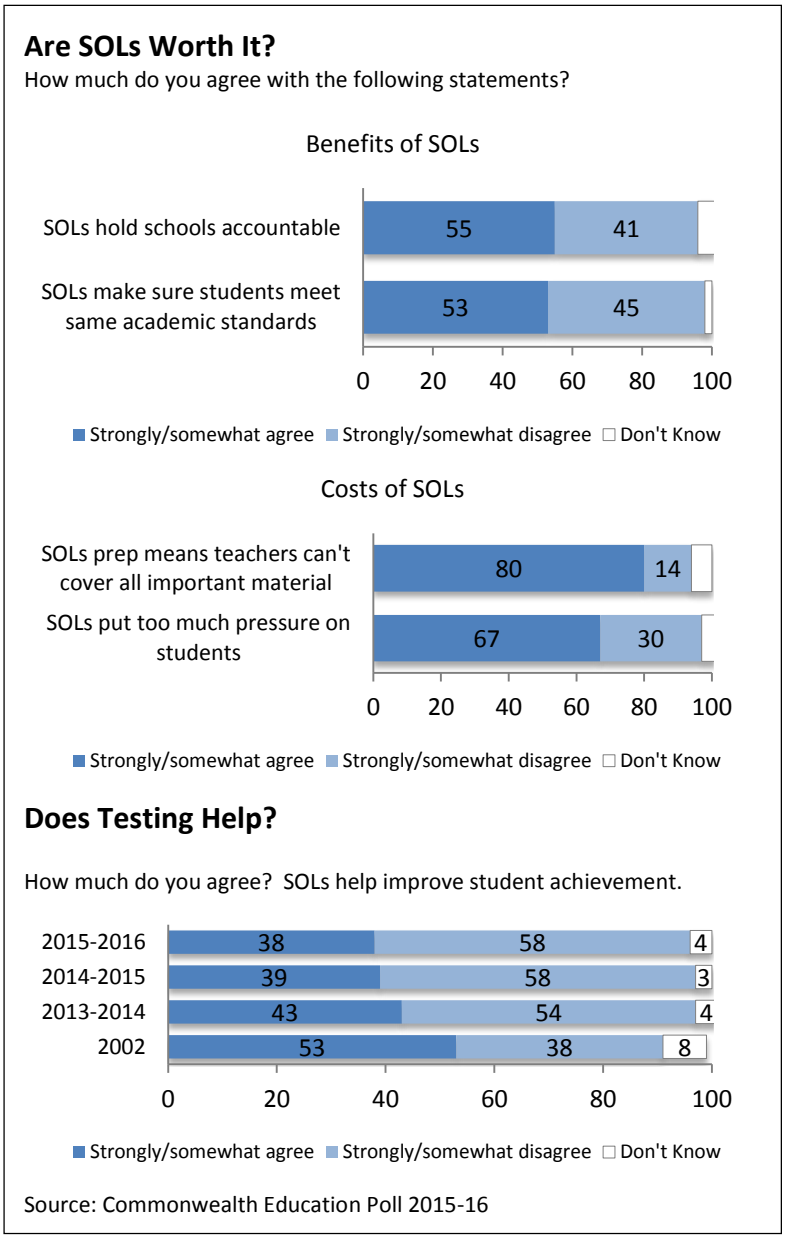
	Democrat	*Independent*	*Republican*
Willing	76%	57%	51%
Not Willing	23%	43%	45%
Don't know	1%	0%	4%

Source: Commonwealth Education Poll 2015-2016

Perspectives on K-12 Policy Issues

High-stakes Testing: Large Majority Sees Impact on Students/Teachers; Narrow Majority Sees Benefit in Equal Accountability for Schools

As national efforts increased to cap the time spent taking tests or reduce the number of standardized tests required of students, the public continues to register strong concerns about the impacts that testing has on students and teachers while also agreeing that Virginia's Standards of Learning (SOLs) and the testing to assess progress against them hold schools accountable and lead to equal standards for all students.

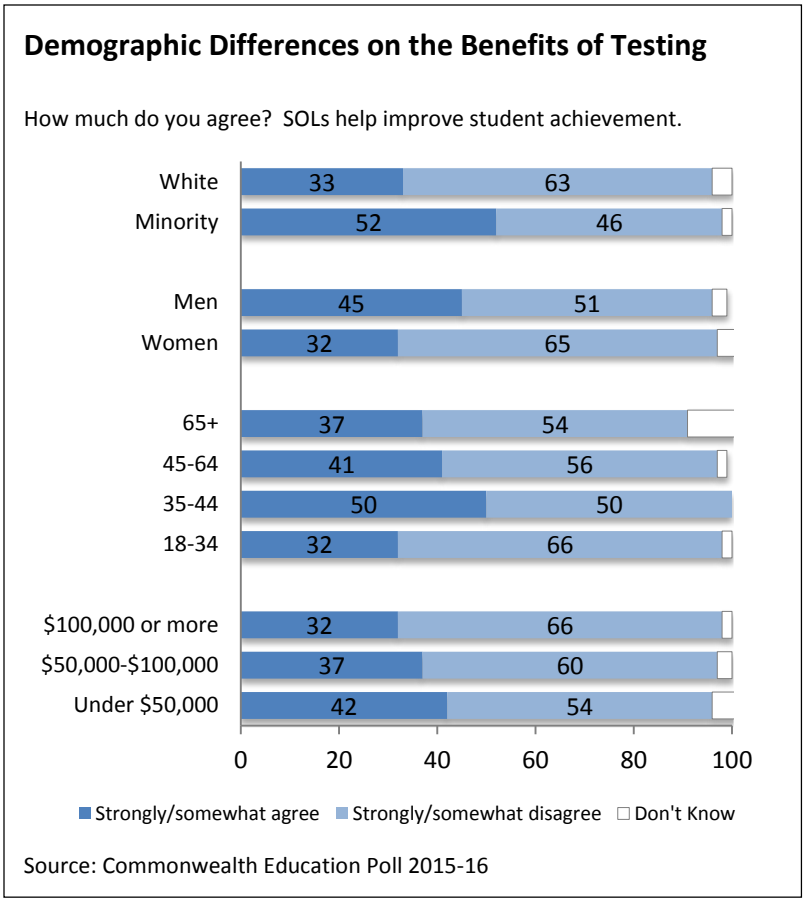


Narrow majorities of respondents see the SOLs as a positive in promoting accountability and equity across educational institutions. Fifty-five percent (55%) see a benefit in accountability, agreeing that the SOLs hold schools accountable for student achievement. Only 41% disagree. A slightly smaller majority, 53%, see an equity benefit, saying that the SOLs make sure that all students in Virginia meet the same academic standards. Minority respondents are more likely to agree that SOLs hold schools accountable (63%) and ensure that all students meet the same standards (61%) when compared to whites where only 52% and 51% agreed with the same respective statements.

Though part of the argument for standardized testing has been its potential use as a tool for assessing and improving student achievement, a majority of Virginians (58%) disagree with the

statement that SOLs help improve student achievement. Women (65%) were more likely to disagree than were Men (51%). Likewise, those with household income above $100,000 (66%) were more likely to disagree than those with incomes between $50,000 and $100,000 (60%) or those with incomes below $50,000 (54%).

However, not all demographic categories showed majority disagreement with the statement that SOLs help student achievement. A small majority of minority respondents (52%, compared to 33% of whites) and respondents in the 35-44 age bracket (50%, compared to 32% for the 18-34 age bracket) agreed with the statement.



If modest majorities see benefits in accountability from the SOLs there is a clear and resounding sense from the public that SOLs create negative impacts on the classroom experience and for the individual student. More than eight-in-ten Virginians (80%) agree that preparations for SOL testing take so much class time that teachers can't cover all the important material. A strong majority (67%) agree that SOL tests are putting too much pressure on students.

When comparing the responses of demographic cohorts on the issue of too much pressure on students, similar majorities of Democrats (70%) and Republicans (66%) agreed strongly or somewhat that SOLs put too much pressure on students. There was a significant difference between white and minority opinion, with 71% of white respondents agreeing strongly or somewhat that SOLs put too much pressure on students, compared to 59% of minority respondents. Also, several groups were more likely to *strongly* agree that SOLs put too much pressure on students:

- Among women, 54% *strongly* agreed, compared to 34% of men.
- Among respondents with some college, 56% *strongly* agreed, compared to 42% of those with an education level of high school or less and 35% of those with an education level of college graduate or more.

Examining the demographic breakdowns on the issue of SOLs preventing teachers from covering all the important material, agreement (strong or somewhat) was again similar across party identification – Democrats (83%); Republicans (82%) – with Independents less likely to agree (66%). Several other groups were more likely to agree strongly or somewhat with the statement that "SOLs take so much class time that teachers can't cover all the important material":

- Respondents in the 35-44 age bracket (90%) compared to 83% for those 18-34, 79% for those 45-65 and 72% for those 65 and older.
- White respondents (83%) compared to minority respondents (75%).

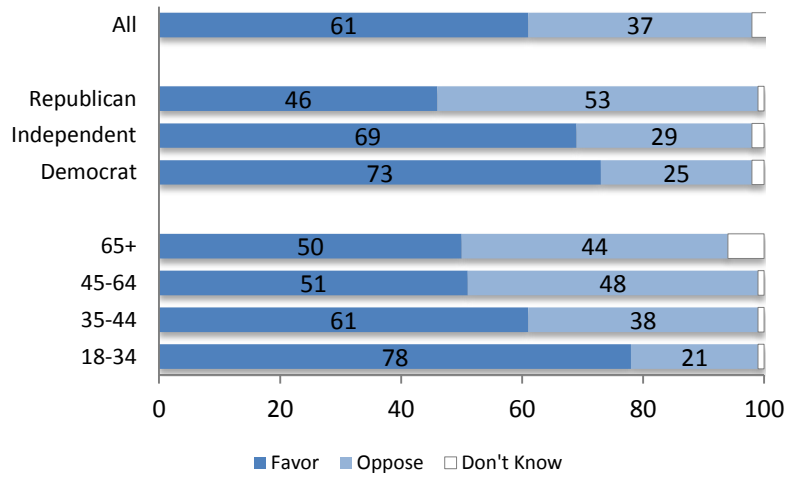
Policy toward English Language Learners

A recent report by the Joint Legislative Audit and Review Commission (JLARC) noted that the population served by public school systems in Virginia is increasingly diverse, including a growing number of recent immigrants, some of whom arrive in their new homes with limited ability to speak or understand English. Similar to the challenge of delivering quality education in high-poverty areas, there are unique challenges to working with a higher percentage of English language learners in schools, whether the learner is a student in the classroom or the parent of a student coming in for a parent-teacher conference. This year's poll surveyed the public on two areas of policy toward English Language Learners (ELLs):

- using more state funds to increase parental access to information about their child's education in a language they understood
- what path ELL students should take while they are learning English – learning English in special classes at the parents' expense, learning English in separate classes in public schools or receiving instruction in the students' native language.

State funds for communication with limited English parents

Would you favor or oppose more state funds being used to ensure that public school parents who only understand limited English have access to information about their children's education in a language they fully understand?



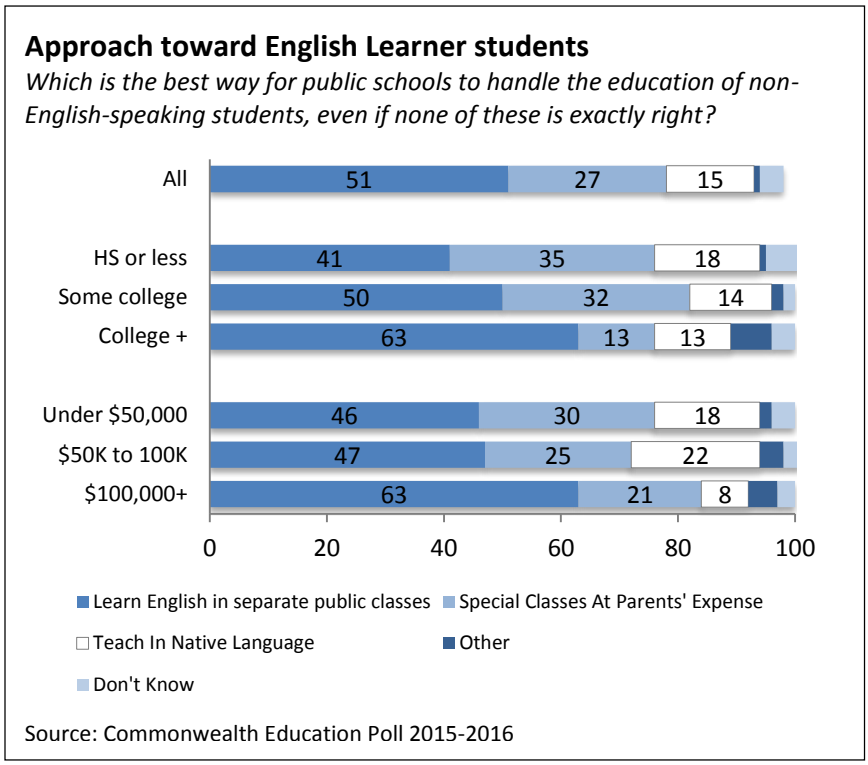
Source: Commonwealth Education Poll 2015-2016

On the first question, a majority of respondents (61%) support more state funds being used to make sure that parents with limited English have information about their child's education in a language they can understand.

Younger cohorts were more supportive with 78% of those aged 18-34 being supportive, compared to 61% of 35-44 year olds, 51% of 45-64 year olds and 50% of those 65 years and older. Minority respondents (74%) were more likely than white respondents (54%) to support more funding being used to facilitate communication to parents in languages other than English. Support varied by education level as well with those with a college degree or more (70%) being more supportive than

those with some college (53%) or a high school diploma or less (58%). Finally there were also significant partisan differences with support among Democrats (73%) being very similar to Independents (69%) while only 46% of Republicans expressed support for such a policy.

In regards to which path respondents thought an English learner student should take, a majority (51%) said students should learn English in separate classes within the public schools before enrolling in mainstream classes. Twenty-seven percent (27%) thought special classes paid for by parents were the best path while only 15% felt students should be taught in their native language until they learned English.



On this question, support again varied by income and education demographics but also based on the geographic region of the respondent. Respondents with household income above $100,000 were most likely to support English language learners being enrolled in separate classes in public schools, at 63%. This compared to 47% support for that option from those in the $50,000 to $100,000 income bracket and 46% support from those with household income below $50,000. Similarly, respondents with a college degree supported separate classes in public schools at a 63% rate while those with some college and those with a high school diploma or less were less supportive of that option (50% and 41% respectively.)

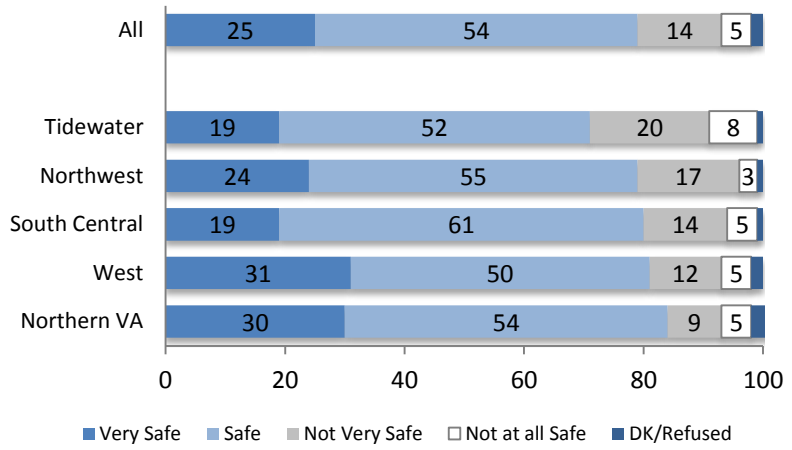
Regionally, 59% of respondents in Northern Virginia supported separate public school English classes while respondents from the Northwest region were evenly split with 41% of respondents supporting separate public school English classes and 41% supporting special classes paid for by parents.

School Safety – Majority See Schools as Safe or Very Safe

Despite several high profile mass shootings in the past few months, a majority of Virginians feel the schools in their community are safe. Seventy-nine percent (79%) of respondents indicated feeling their community's schools were safe or very safe, with 25% saying they were very safe. Only 19% felt their schools were not very or not at all safe.

How Safe Are Public Schools?

In general, do you feel the public schools in your community are very safe, safe, not very safe, or not at all safe?



Source: Commonwealth Education Poll 2015-2016

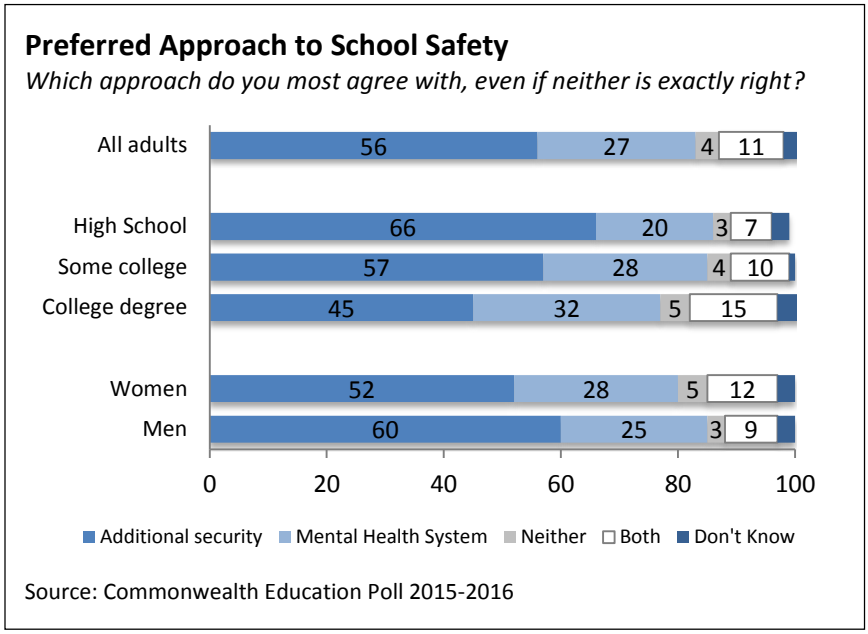
There were regional differences for those who felt their schools were safe or very safe. Respondents from Northern Virginia (30%), the West region (31%) were more likely to say their schools were very safe. In contrast, respondents from Tidewater (28%) were more likely to say schools were not very safe or not at all safe.

Family income and age also played a role in the safety perceptions of respondents. Those with annual household income above $100,000 (37%) were more likely to say their schools are very safe, compared to 23% for those earning $50,000 to $100,000 and 20% for those earning less than $50,000. Likewise, those aged 35-44 (35%) were more likely to say their schools are very safe, compared to 18-34 year olds (21%), 45-64 year olds (25%) and those 65 or older (26%).

Majority prefer to address school safety issue through added security measures

Respondents were also asked their opinion on approaches to addressing issues of school safety, specifically whether to use additional security measures or the mental health system. A majority (56%) agreed that additional security measures should be used to address school safety. About a quarter of respondents, 27%, thought that safety issues should be addressed through the mental health system. Eleven percent (11%) offered that both approaches should be used.

Again, there were regional differences regarding which approach to use. Respondents from the Tidewater (68%) and West (61%) regions were significantly more likely to think additional security measures should be used. Those in the South Central (35%) and Northern Virginia (31%) were more likely to think that the mental health system should be used.



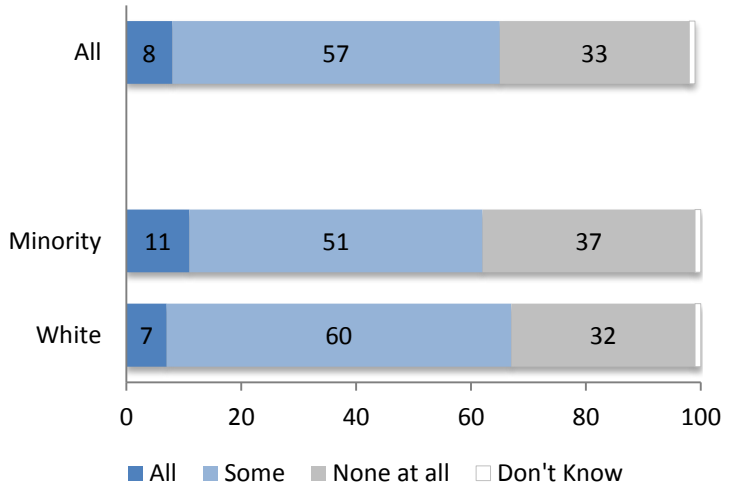
Family income, education level, party and gender also played a role. Respondents with a household income over $100,000 (at 47%) were less likely to agree that additional security measures should be used, compared to 61% of those with incomes between $50,000 and $100,000 and 60% of those with incomes less than $50,000. Those with a high school diploma or less (at 66%) were more likely to think additional security measures should be used, compared to those with a college degree or higher, where only 45% said the same. With regard to party identification, 63% of Republicans think additional security measures should be used compared to 57% of Independents and 50% of Democrats. Finally, men were more likely to agree with using security measures (60%) compared to women (52%).

Majority would be willing to have children earn some high school credits online

With the rapid evolution of communications technology, more and more options exist for students to learn through virtual or online platforms. Such virtual classrooms are slated for potential expansion in the governor's proposed budget in order to provide high school students an option to earn credit in subjects that their schools may not otherwise be able to provide. We asked respondents to our poll whether they would be willing to have their own child earn all, some or none of their high school credits online. A majority of respondents (57%) were willing to have their own child earn some of their high school credits online, while 33% would not want their children to earn any credits online. Only 8% of respondents would be willing to have their child earn all of their high school credits online. White respondents (at 60%) were more likely to be willing to have their children earn some of their high school degree online when compared to minority respondents (51%).

Earning high school credits online

Would you be willing to have your child earn all of their high school credits online, just some, or none at all?



Source: Commonwealth Education Poll 2015-2016

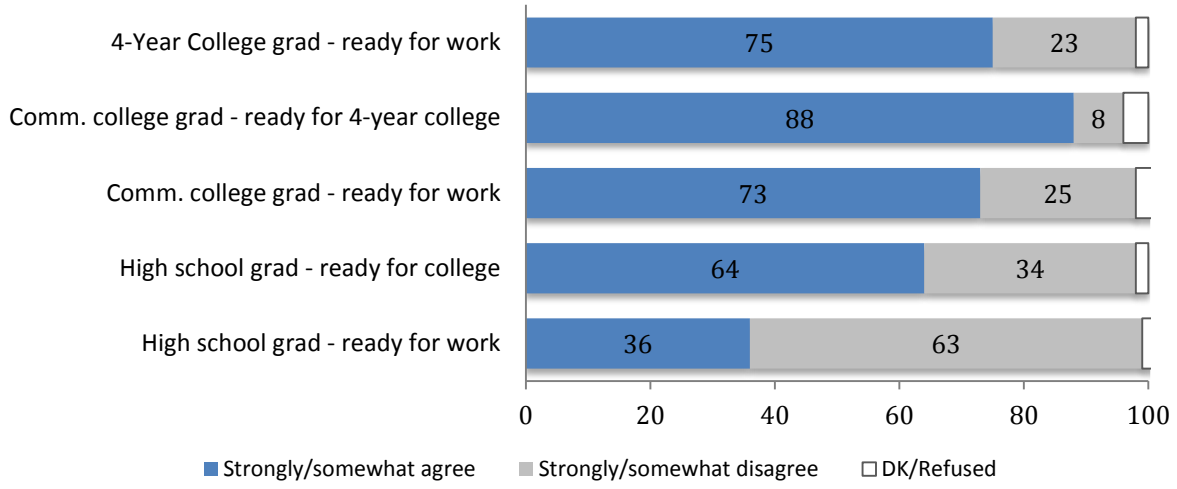
Perspectives on Workforce Readiness and Development

Majority don't see high school grads as ready for workforce; Community college and 4-year college grads are seen as equally ready.

Workforce readiness is a key area for policymakers because of its connection to attracting business to the commonwealth and long-term economic growth. Workforce development, though often thought of in terms of higher education, is also a topic in K-12 discussions both in terms of immediate readiness to join the workforce and preparation to pursue further training in college. To get a sense of public perception on how ready graduates of high school, community college and four-year colleges, we asked respondents about how prepared graduates of each level are to move into the next phase. The responses suggest that the public generally thinks high school graduates are not ready to join the workforce, but have been prepared to go to college. College graduates, whether from a

Ready for the Next Phase?

Thinking about students and their future, please tell me how much you agree or disagree with each of the following statements…?



Source: Commonwealth Education Poll 2015-2016

community college or a four-year institution, are perceived as ready for the working world.

A strong majority (63%) think that high school graduates are not prepared for the workplace, strongly or somewhat *disagreeing* with the statement that high school graduates are ready for the world of work. Respondents with a college degree or more are more likely to disagree strongly or somewhat (71%) that high school grads are ready for the workforce, compared to those with some college (63%) and those with a high school diploma or less (53%). Household income levels also mark a difference of opinion on the question. Seventy-six percent (76%) of those with an annual income of $100,000 or

more disagreed strongly or somewhat with the suggestion that high schools graduates were ready for the workforce. This compared to 60% among respondents with incomes between $50,000 and $100,000 and 54% for respondents with incomes below $50,000.

Overall, however, Virginians believe that high school graduates are prepared for higher education, which may indicate that public opinion of workforce readiness of high school graduates is less an indictment of the K-12 educational system and more a belief that the current system is geared more towards preparing students for college than it is toward preparing them for a specific career. A majority (64%) agreed that high school graduates are ready for college, with significant differences of opinion based on age, gender and income. Respondents aged 35-44, at 76%, were most likely to agree strongly or somewhat that high school graduates are ready for college, followed by those aged 18-34 (69%), those aged 45-64 (59%) and those 65 or older (57%). Likewise, 70% of women agreed strongly or somewhat with high school graduates being ready for college, compared to only 59% of men. Also, those with an annual household income of less than $50,000 (72%) were most likely to agree compared to those with incomes between $50,000 and $100,000 (60%) and those with incomes above $100,000 (61%).

Increasingly, workforce development policy-makers have seen community colleges as a key catalyst for workforce readiness. Based on the responses to the poll, almost 3 in 4 members of the public (73%) see community college graduates as ready to join the workforce. Women (77%) were more likely to agree than men (69%) with the readiness of community college graduates. Likewise, 77% of those with an education level of a college degree or more were more likely to agree with the statement, compared to 73% of those with some college and 68% of those with a high school diploma or less.

In addition to seeing community college graduates as workforce ready, the public overwhelmingly sees them as being “ready for a four-year college or university.” Eighty-eight percent (88%) agreed strongly or somewhat with that statement, with 38% agreeing strongly. The rate of agreement was 24% higher than what was registered for high school graduates, suggesting that community college is seen as a useful stepping stone to a four-year degree. Parents of Virginia college students (at 43%) were more likely to *strongly* agree than were non-parents (35%). Additionally, 42% of Democrats *strongly* agreed, compared to 36% of Independents and 32% of Republicans.

Though a bachelor’s degree is often seen as a gateway credential to many white-collar jobs, overall the difference in perceived workforce readiness was not statistically different between community college graduates (73%) and graduates of four-year colleges and universities (75%). However, 27% of all respondents *strongly* agreed with the statement that graduates of a four year college or university are ready for the world of work (compared to 21% for community college

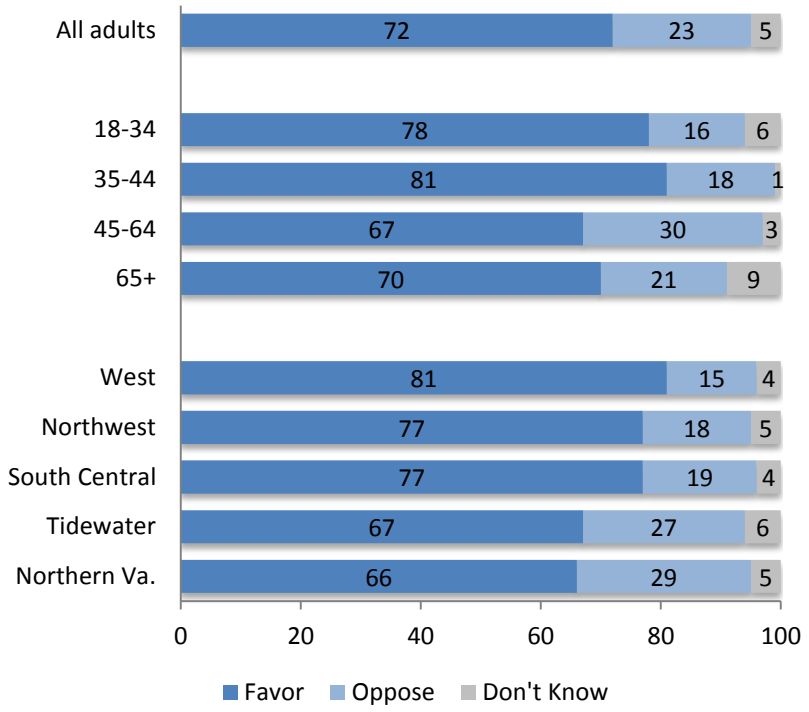
graduates). For four-year college graduates, women (79%) were again more likely to strongly or somewhat agree that graduates were ready for the workforce than were men (70%).

Preparing for a Career in Secondary School

Given the gap in perceived workforce readiness shown above and the fact that only 46.6% of Virginians aged 25-64 have an associates degree or higher[1], some policy-makers have questioned whether secondary education systems need to have a greater focus on preparing some students for an immediate career, potentially through technical education in high demand blue collar fields. One broad idea has been to have grades 9 and 10 focus on general skills and grades 11 and 12 focus on skills needed for a desired career path. Another policy already implemented in some Virginia schools is to have 8th graders prepare a career plan for themselves. In order to get a sense of public support or opposition for such changes we asked respondents about both possible changes – there was broad support for restructuring high school but split opinion about career planning in 8th grade.More than seven in 10 (72%) respondents supported a transition from focusing on general skills in grades 9 and 10 to a desired career focus in a student's junior and senior years. The age of respondents shows a difference in how likely a person is to support the proposal -

Restructure High School for Career Focus in Grades 11, 12

Policymakers are considering various ways to align high school learning with the needs of employers. One proposal is to have students focus on general skills in grades 9 and 10, and classes focused on their desired career in grades 11 and 12. Would you favor or oppose organizing education in Virginia public high schools this way?



Source: Commonwealth Education Poll 2015-2016

[1] Minnesota Office of Higher Education, "Percent of Population with Associate Degree or Higher, Top States by Age." Available at http://www.ohe.state.mn.us/dPg.cfm?pageID=1814. Accessed January 12, 2016.

those aged 18-34 (78% in favor) and 35-44 (81% in favor) were more likely to favor this proposal than those aged 45-64 (67%) and those 65 and older (70%).

At the same time, those with higher education levels and incomes were less likely to favor such a restructuring. Those with a college degree or more (at 66%) were less supportive of the idea than those with some college (76%) and those with a high school diploma or less (75%). Similarly, those with an annual income of $100,000 or more (at 66%) were less supportive of the idea than those with incomes between $50,000 and $100,000 (75% in favor) and respondents with incomes below $50,000 (76% in favor).

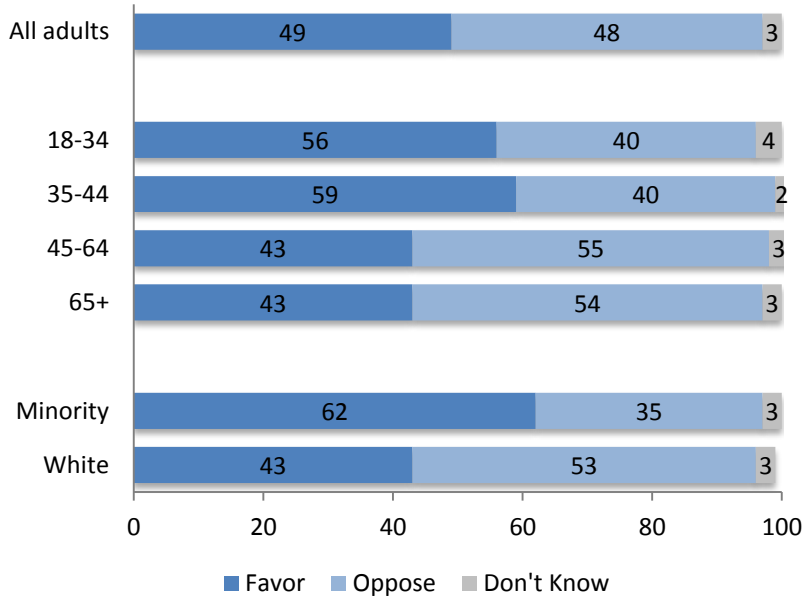
There were also significant regional differences in opinion on the idea of restructuring the high school experience. Respondents from those regions with a larger proportion of rural communities – the West at 81% in favor, the Northwest and South Central, both at 77% in favor) were more likely to be supportive of the idea than those in Northern Virginia (at 66% in favor) and Tidewater (at 67% in favor).

As noted above, there was no clear support for a policy requiring 8th graders to develop a career plan for themselves. The public appears to be evenly split, with 49% favoring such a policy for their local school system and 48% opposing it.

However, as with high school restructuring, younger respondents were more likely to be supportive. Those aged 18-34 (56% in favor) and 35-44 (59% in favor) were more likely to favor such a policy than those aged 45-64 and those 65 and older (both show only 43% in support). Minority respondents also showed a significantly higher amount of support (62%) for such a policy than did white respondents (43%).

Require a Career Plan for Eighth Graders

Some schools have adopted a policy that requires all eighth graders to develop a career plan for themselves. Would you favor or oppose such a policy being adopted by your local school system?



Source: Commonwealth Education Poll 2015-2016

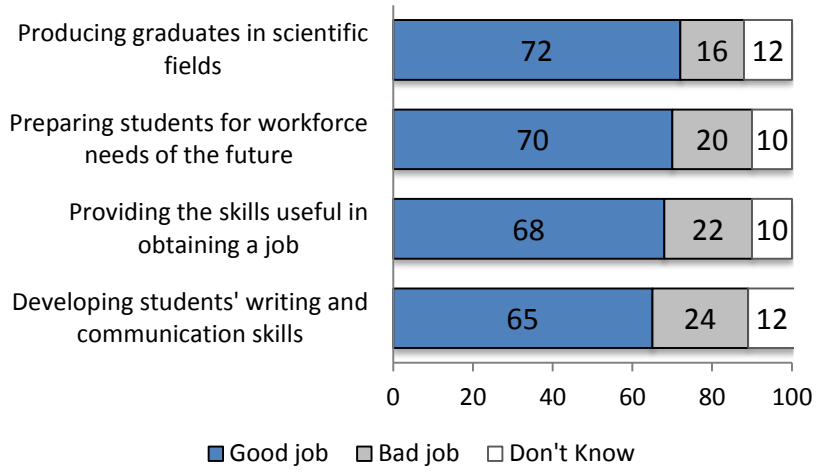
Perspectives on Higher Education

Evaluating the Performance of Higher Education

Higher education is also a key player in developing a competitive workforce and equipping students for success in a career. When it comes to specific outcomes, strong majorities say Virginia colleges and universities are doing a good job in four critical areas related to workforce development. Seventy-two (72%) percent of Virginians say colleges and universities are doing a good job in producing graduates in scientific fields and 70% said the same about preparing students for the workforce needs for the future. Sixty-eight (68%) percent say the state schools do a good job providing the skills that will be useful in obtaining a job. A slightly smaller majority (65%) thinks they are doing a good job developing students' writing and communication skills.

How are Virginia's Colleges and Universities Doing?

Overall, do you think the colleges and universities in Virginia are doing a good job or a bad job in following areas?



Source: Commonwealth Education Poll 2015-2016

How are Virginia's Colleges and Universities Doing?

Overall, do you think the colleges and universities in Virginia are doing a good job or a bad job in following areas? (Percent saying Good Job)

	2016	2015	2014	2013	2012
Producing graduates in scientific fields	72	72	72	67	68
Preparing students for the workforce needs of the future	70	65	69	62	66
Providing the skills useful in obtaining a job	68	69	72	65	68
Developing students' writing and communication skills	65	62	63	59	57

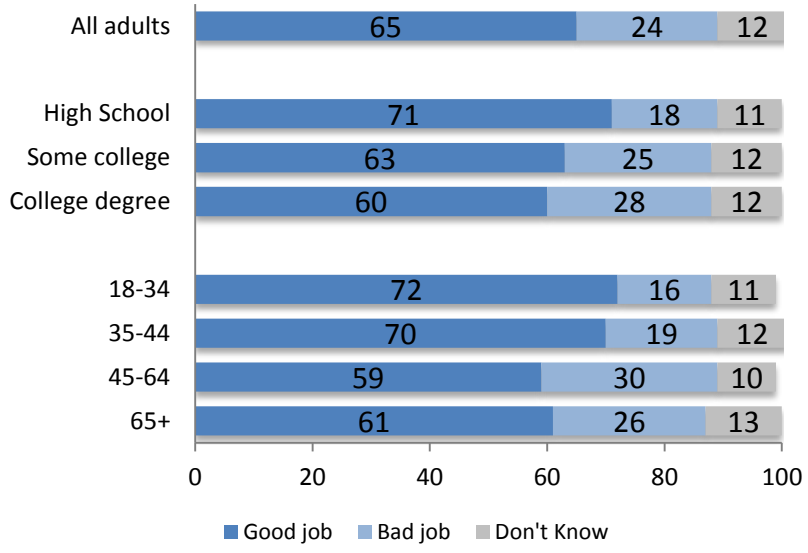
Source: Commonwealth Education Poll 2015-2016

Public opinion on these factors is either steady or trending slightly upward over the last five years in which the Commonwealth Education Poll has asked the question. All of the variation is within the poll's margin of error.

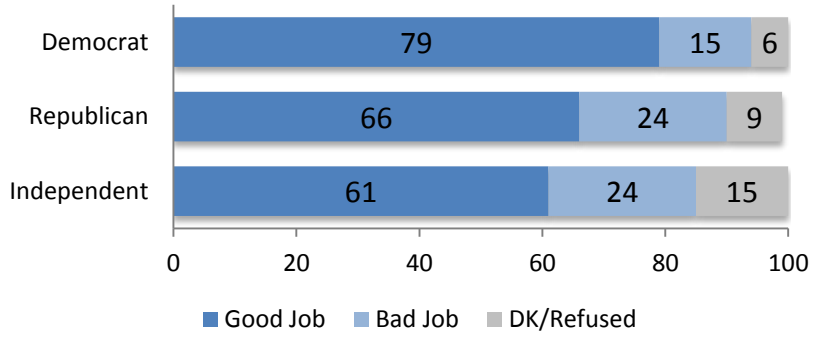
Different age groups evaluated higher education outcomes somewhat differently. Respondents in the 18-34 and 35-44 year-old groups were significantly more positive about the performance of colleges and universities in the area of developing students' writing and communication skills (72% and 70% respectively said colleges were doing a good job). Older age groups were less likely to say the same, where only 59% of respondents in the 45-64 year-old group and 61% of the 65 or older group felt colleges were doing a good job.

Evaluating Higher Education Outcomes

Overall, do you think the colleges and universities in Virginia are doing a good job or bad job in developing students' writing and communication skills?



Overall, do you think the colleges and universities in Virginia are doing a good job or bad job in preparing students for the workforce needs of the future?



Source: Commonwealth Education Poll 2015-2016

Relative to the same outcome area of communication/writing skills, there was also a difference in perspective among those with college experience. Those with a college degree or more (60%) and those with some college (63%) were less likely to say colleges were doing a good job. This compared to 71% of respondents with a high school diploma or less who said the same.

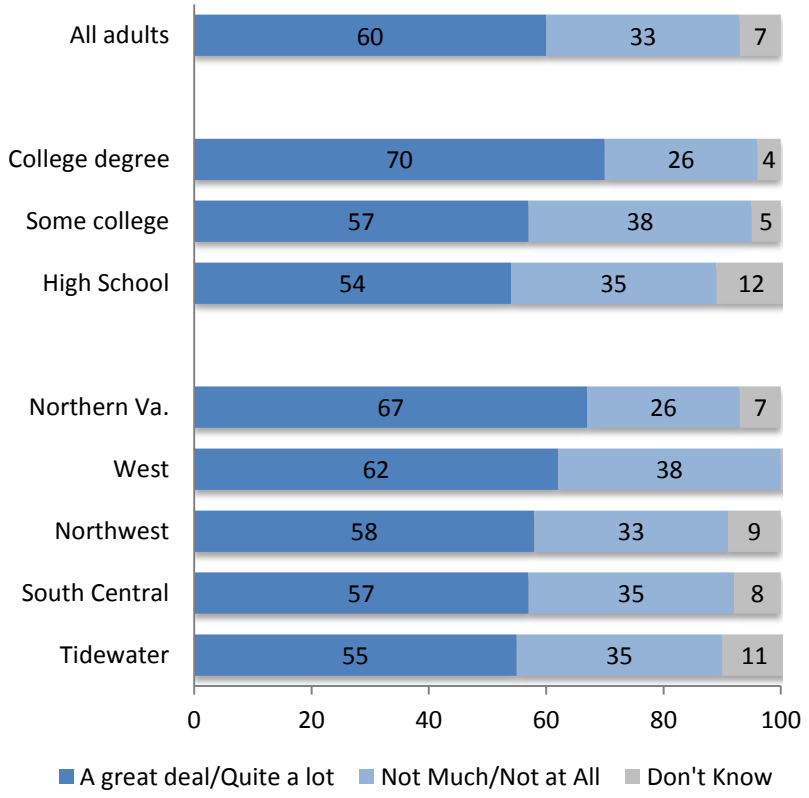
In the area of preparing students for the workforce needs of the future, there was a significant difference in perspective based on partisan identity. Almost eight in 10 Democrats (79%) felt colleges were doing a good job, compared to 66% of Republicans and 61% of Independents. Those aged 35-44 (at 60%) were less likely to say the same, compared to those aged 18-34 (72%), 45-64 (75%) or 65 or older (72%).

Majority think public colleges/universities contribute to economic development

While colleges and universities are often touted for their role in developing a highly skilled workforce, they also impact local economies in a variety of ways, from construction of new facilities to jobs for residents in the nearby community. For the first time in the Commonwealth Education Poll, we asked respondents how much they thought these institutions had an impact on economic development in their area.

Economic Development Impact of Colleges and Universities

How much do you think Virginia's public colleges and universities contribute to economic development in your area?



Source: Commonwealth Education Poll 2015-2016

A clear majority (60%) of respondents felt that colleges and universities impacted their local economy "a great deal" or "quite a lot." Only 33% said "not much" or "not at all."

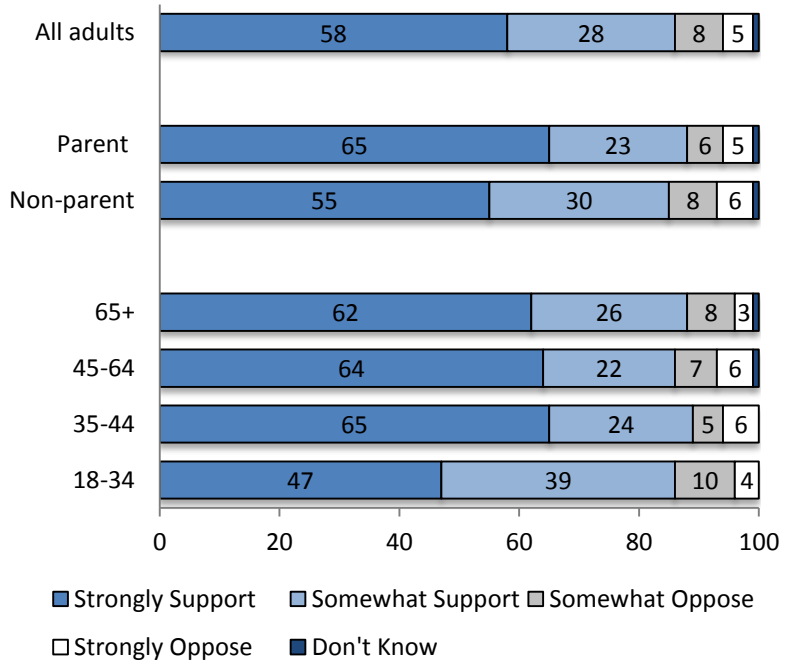
Factors of education level and geographic region both showed significant differences in responses. Though a majority in all regions placed the level of impact at a great deal or quite a lot, respondents living in Northern Virginia (at 67%) were more likely to think there was a significant impact, compared to respondents from the West (62%), the Northwest (58%), South Central (57%) and the Tidewater region (55%). Likewise, those with a college degree or more (at 70%) were more likely than those with some college (57%) or a high school diploma or less (54%) to see the economic impact of colleges and universities as "a great deal" or "quite a lot."

Strong Majority Supports Current Law on Reporting Sexual Assaults

In the 2015 session of the General Assembly, policy-makers invested significant time in crafting new legislation regarding the reporting of sexual assaults on college campuses. The policy approved last spring required any university employee who becomes aware of a sexual assault accusation to report it to the school's Title 9 investigator as soon as they can reasonably do so and also required the university, if it was determined that the safety of the campus is at risk, to report the allegation to the police, even if the victim did not want it reported. This year's Commonwealth Education Poll found that a strong majority (86%) supported the current policy either strongly (58%) or somewhat.

Requirement to Report Sexual Assaults

Currently, any university employee who becomes aware of a sexual assault accusation must report it to the school's Title 9 investigator as soon as they can reasonably do so. If it is determined that the safety of the campus is at risk, the university must report the allegation to the police, even if the victim does not want it reported. How much do you support or oppose this law? (Percentage saying each)



Source: Commonwealth Education Poll 2015-2016

This result is particularly interesting given that in our 2014-15 poll, an overwhelming majority of Virginians (92%) said they believed that colleges and universities should be required to report sexual assaults to the police in all cases. The strong support for the policy as currently written seems to indicate that the public wants incidents to be reported if a risk exists to campus safety, but that they are comfortable with campus administrators assessing that risk and deciding whether police involvement is necessary.

The demographic breakout on this question shows a difference in support between parents and those likely to be current college students. Parents of a Virginia college student were more likely to strongly support the current policy (65%) than were non-parents (55%). However the age group most represented on college campuses - 18-34 year-olds – was the least likely to *strongly* support the current

policy as only 47% provided that response. For comparison, 65% of 35-44 year olds, 64% of 45-64 year olds and 62% of those 65 and older *strongly* supported the current policy.

Despite continued media attention on mass shootings in the past year and a painful history with such events on college campuses, a strong majority of Virginians (67%) believes that Virginia's college and university campuses are safe or very safe, with 14% saying very safe. This is largely unchanged from 2015 when 66% judged campuses safe or very safe. Three in 10 respondents, 30%, said that campuses are not very or not at all safe.

How Safe are College Campuses?

Based on what you know, how safe are college and university campuses in Virginia?

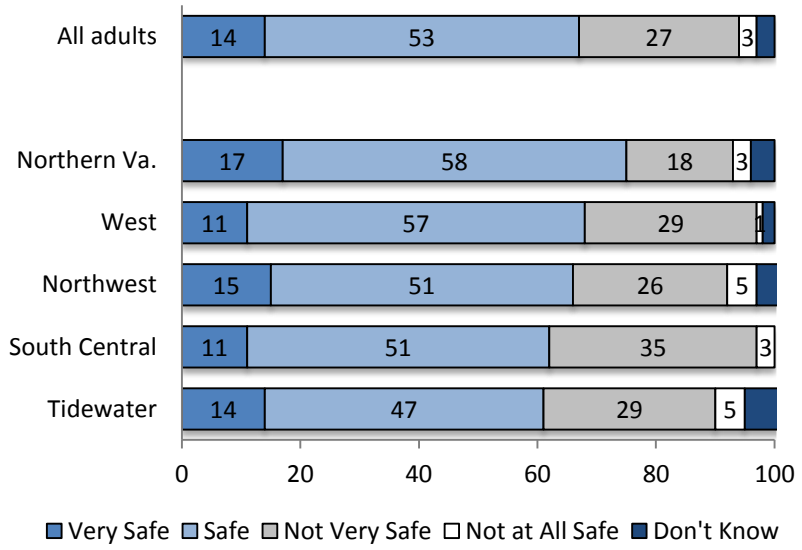
	2016	2015	2014
Very safe	14	11	12
Safe	53	55	58
Not very safe	27	28	22
Not safe at all	3	4	3
Don't know/Refused	3	2	4

Source: Commonwealth Education Poll 2015-2016

While a majority in each geographic region judged campuses to be safe/very safe, there were differences. A larger portion of respondents from Northern Virginia said campuses were safe or very safe (75%) than did respondents in South Central, Tidewater and Northwest. In those three regions between 61% and 66% said campuses were safe or very safe.

How Safe are College Campuses? (Regional breakdown)

Based on what you know, how safe are college and university campuses in Virginia? (Percentage saying each)



Source: Commonwealth Education Poll 2015-2016

Additionally, those with personal experience on a college campus had a higher estimation of safety. Respondents with some college (71%) or a college degree or more (77%) were more likely to say campuses were safe or very safe, compared to those with a high school diploma or less (54%).

Respondents in the 18-34 and 35-44 year-old groups were significantly more positive about campus safety (76% and 70% respectively said campuses are safe or very safe). Older age groups were less likely to say the same, where only 63% of respondents in the 45-64 year-old group and 60% of the 65 or older group saying campuses are safe or very safe.

Methodology of the Commonwealth Education Poll

The Commonwealth Education Poll 2015-2016, sponsored by Virginia Commonwealth University (VCU), obtained telephone interviews with a representative sample of 801 adults, age 18 or older, living in Virginia. Telephone interviews were conducted by landline (400) and cell phone (401, including 176 without a landline phone). The survey was conducted by Princeton Survey Research Associates International (PSRAI). Interviews were done in English by Princeton Data Source from December 15-20, 2015. Statistical results are weighted to correct known demographic discrepancies. The margin of sampling error for the complete set of weighted data is ± 4.2 percentage points.

A combination of landline and cellular random digit dial (RDD) samples was used to represent all adults in Virginia who have access to either a landline or cellular telephone. Both samples were provided by Survey Sampling International, LLC (SSI) according to PSRAI specifications. Numbers for the landline sample were drawn with probabilities in proportion to their share of listed telephone households from active blocks (area code + exchange + two-digit block number) that contained three or more residential directory listings. The cellular sample was not list-assisted, but was drawn through a systematic sampling from dedicated wireless 100-blocks and shared service 100-blocks with no directory-listed landline numbers.

The data are weighted to adjust for unequal probabilities of selection due to multiple adults living in landline households and for frame size of the landline and cell phone sampling frames. In addition, the data are weighted on sex, age, education, race, Hispanic origin, region of residence and population density to reflect the demographic composition of the adult population in Virginia. Percentages reported in the text and tables are weighted, while the number of cases shown in the tables for various subgroups is the actual number of respondents.

Questions answered by the full sample of adults are subject to a sampling error of plus or minus 4.2 percentage points at the 95 percent level of confidence. This means that in 95 out of 100 samples like the one used here, the results obtained should be no more than 4.2 percentage points above or below the figure that would be obtained by interviewing all Virginian residents with telephones. Where the answers of subgroups are reported, the sampling error would be higher. Because of non-response (refusals to participate, etc.), standard calculations of sampling error are apt to understate the actual extent to which survey results are at variance with the true population values. Surveys are also subject to errors from sources other than sampling. While every effort is made to identify such errors, they are often difficult or impossible to measure. Readers making use of the results are urged to be mindful of the limitations inherent in survey research.

TOPLINE RESULTS

Commonwealth Education Poll 2015-2016
State-wide survey of Virginians[2]
December 15-20, 2015
Number of Respondents: 801

Q1. In your opinion, how much does the amount of money spent on the public schools affect the quality of students' education – a great deal, quite a lot, not too much, or not at all?

	15-16	**14-15**	**13-14**	**12-13**	**11-12**	**10-11**	**09-10**	**08-09**	**2003**	**2002**
	%	%	%	%	%	%	%	%	%	%
A great deal	45	51	50	45	51	42	39	43	42	45
Quite a lot	26	27	25	22	20	26	30	27	31	26
Not much	19	15	16	23	16	20	18	20	18	19
Not at all	5	4	3	4	4	4	4	4	2	4
Don't Know/Refused	4	3	6	6	9	7	10	7	7	5

Q2. Overall, do you think the funding for public schools in Virginia is enough to meet their needs, or not enough to meet their needs?

	15-16	**14-15**	**13-14**	**12-13**	**11-12**	**10-11**	**09-10**	**08-09**	**05**	**04**	**03**	**02**	**01**
	%	%	%	%	%	%	%	%	%	%	%	%	%
Enough	25	26	27	25	29	31	27	28	26	20	27	23	21
Not enough	67	68	65	64	60	59	63	62	64	69	64	67	70
Don't know/Refused	9	6	8	11	11	10	11	10	9	9	9	9	10

Q3. Would you be willing or not willing to pay higher taxes so that school funding could be increased?

	15-16	**14-15**	**13-14**	**12-13**	**11-12**	**10-11**	**09-10**	**08-09**	**05**	**04**	**03**	**02**	**01**
	%	%	%	%	%	%	%	%	%	%	%	%	%
Willing	56	53	59	60	61	55	53	55	55	57	61	60	57
Not willing	40	43	38	35	35	39	41	37	38	36	34	34	36
Don't know/Refused	4	4	3	5	5	7	6	8	6	7	5	6	7

Q4. As I mention a few areas that receive money from the state government, tell me if you would be willing or not willing to pay more in taxes in order to keep the program going at its current level. (First, / Next,) **[INSERT ITEM; RANDOMIZE]**… **READ FOR FIRST ITEM, THEN IF NECESSARY:** Would you be willing or not willing to pay more in taxes in order to keep this program going at its current level?

	Willing	**Not willing**	**DK**
	%	%	%
a. Public schools	72	28	1
14-15	70	28	2
13-14	70	28	2
12-13	69	27	4
11-12	79	19	2
10-11	69	27	4
09-10	66	31	3
08-09	68	28	3

[2] Percentages may add to 99 or 101 due to rounding. Cells that are blank contain no cases. Cells with a zero percent entry contain cases, but the percentage is less than 0.5%.

b. Mental health services	76	23	2
14-15	72	26	2
13-14	69	29	2
12-13	70	23	7
11-12	68	27	5
10-11	60	34	6
09-10	61	34	5
08-09	62	31	8
c. Universities and higher education[3]	50	49	1
14-15	48	50	3
13-14	49	49	2
12-13	50	46	4
11-12	49	47	4
10-11	50	44	6
09-10	48	49	3
08-09	46	49	5
d. Prisons	27	69	4
14-15	27	69	4
13-14	21	74	6
12-13	21	72	7
11-12	26	68	6
10-11	23	71	7
09-10	25	69	6
08-09	24	68	7
e. Programs for aid to low-income families	62	35	3
14-15	56	41	3
13-14	62	35	3
12-13	60	35	5
11-12	63	34	3
10-11	60	35	5
09-10	59	36	4
08-09	61	33	7
f. Transportation	54	45	1
14-15	46	50	3
13-14	52	45	3
12-13	49	48	4
11-12	50	47	4
10-11	48	47	5
09-10	46	50	4
08-09	48	46	5

[3] "Public" as added to the 2010-2011 wording.

Q5. Now I'm going to read you some statements about Standards of Learning, or S-O-L, which are a standardized testing program for public schools in Virginia. For each statement, please tell me how much you agree or disagree. (First,/Next,) **[INSERT ITEM; RANDOMIZE]**. **READ FOR FIRST ITEM, THEN IF NECESSARY:** Do you strongly agree, somewhat agree, somewhat DISagree, or strongly disagree?

	Strongly agree	**Somewhat agree**	**Somewhat disagree**	**Strongly disagree**	**Don't know/Refused**
	%	%	%	%	%
a. The SOL tests make sure that all students in Virginia meet the same academic standards	20	33	21	24	2
14-15	17	37	20	23	3
13-14	21	34	19	21	5
b. The SOL tests are putting too much pressure on students	44	23	17	13	4
14-15	43	23	18	13	3
13-14	37	26	18	15	5
c. The SOL tests hold schools accountable for student achievement	22	33	19	22	5
14-15	23	35	20	17	4
13-14	25	37	18	14	6
d. So much class time is spent preparing for the SOL tests that teachers can't cover all the important material	56	24	8	6	6
14-15	53	26	10	7	4
13-14	55	20	11	8	7
e. The SOL tests help improve student achievement	13	25	26	32	4
14-15	13	26	27	31	3
13-14	12	31	28	26	4

Virginia 2002

	Strongly agree	**Somewhat agree**	**Somewhat disagree**	**Strongly disagree**	**Don't know/Refused**
	%	%	%	%	%
a. The SOL tests make sure that all students in Virginia meet the same academic standards	22	41	17	13	8
b. The SOL tests are putting too much pressure on students	36	25	20	12	7
c. The SOL tests hold schools accountable for student achievement	29	45	11	6	9
d. So much class time is spent preparing for the SOL tests that teachers can't cover all the important material	45	27	11	6	11
e. The SOL tests help improve student achievement	13	42	22	16	8

NO QUESTION 6

Q7. One of the ongoing policy challenges is low-performing schools. Would you be willing or not willing to pay more in taxes in order to provide additional resources to high-poverty, low-performing schools that are working to increase student performance?

	15-16
	%
Willing	63
Not willing	35
Don't Know/Refused	2

NO QUESTION 8

Q9. Would you favor or oppose more state funds being used to ensure that public school parents who only understand limited English have access to information about their children's education in a language they fully understand?

	15-16
	%
Favor	61
Oppose	37
Don't Know/Refused	2

Q10. Many families who come from other countries have school-age children who understand little or no English. Which one of the following do you think is the BEST way for public schools to handle the education of non-English-speaking students, even if none of these is exactly right?

	14-15
	%
Require students to learn English in special classes AT THE PARENTS' EXPENSE before enrolling in regular classes	27
Require public schools to provide instruction in the students' native language	15
Require students to learn English in separate public school classes before enrolling in regular classes	51
Other (Volunteered)	3
Don't Know/Refused	4

Q11. There are increasing opportunities for students to earn high school credits online over the Internet. Even if you do not currently have kids, would you be willing to have your child earn ALL of their high school credits online, just some or none at all?

	15-16	**14-15**
	%	%
All	8	8
Some	57	58
None at all	33	33
Don't Know/Refused	1	1

Q12. Policymakers are considering various ways to align high school learning with the needs of employers. One proposal is to have students focus on general skills in grades 9 and 10, and classes focused on their desired career in grades 11 and 12. Would you favor or oppose organizing education in Virginia public high schools this way?

	15-16
	%
Favor	72
Oppose	23
Don't Know/Refused	5

Q13. Some schools have adopted a policy that requires all eighth graders to develop a career plan for themselves. Would you favor or oppose such a policy being adopted by your local school system? **[IF ALREADY ADOPTED, ASK:** Do you favor or oppose that policy?**]**

	15-16
	%
Favor	49
Oppose	48
Don't Know/Refused	3

Q14. Thinking about students and their future, please tell me how much you agree or disagree with each of the following statements. **[INSERT ITEMS; RANDOMIZE]**. **READ FOR FIRST ITEM, THEN IF NECESSARY:** Do you strongly agree, somewhat agree, somewhat DISagree, or strongly disagree?

	Strongly agree	**Somewhat agree**	**Somewhat disagree**	**Strongly disagree**	**Don't know/Refused**
	%	%	%	%	%
a. Today's HIGH SCHOOL graduate is ready for the world of work	10	26	30	33	2
2014-15	4	26	39	31	1
2013-14	5	28	34	33	1
b. Today's HIGH SCHOOL graduate is ready for college	15	49	21	13	2
2014-15	11	53	23	11	2
2013-14	12	51	24	11	2
c. Today's COMMUNITY COLLEGE graduate is ready for the world of work *(new in 2015-16*)	21	52	16	9	3
d. Today's COMMUNITY COLLEGE graduate is ready for a four-year college or university (*new in 2015-16)*	38	50	5	3	4

e. Today's FOUR-YEAR COLLEGE OR UNIVERSITY graduate is ready for the world of work	27	48	13	10	2
2014-15	10	54	25	10	1
2013-14	13	55	20	10	2

Q16. In general, do you feel the public schools in your community are very safe, safe, not very safe, not at all safe?

	15-16	**14-15**	**13-14**
	%	%	%
Very safe	25	20	29
Safe	54	59	51
Not very safe	14	14	13
Not at all safe	5	5	4
Don't Know/Refused	2	1	3

Q17. Which approach to school safety do you most agree with, even if neither is exactly right? **[READ AND RANDOMIZE 1-2]**

	15-16	**13-14**
	%	%
We should address school safety issues with additional security measures	56	54
We should address school safety issues through the mental health system	27	27
Neither (VOLUNTEERED)	4	
Both (VOLUNTEERED)	11	10
Don't Know/Refused	3	9

NO QUESTION 18

Q19. Overall do you think that colleges and universities in Virginia are doing a good job or bad job...

	Good job	**Bad job**	**Don't know**
	%	%	%
a. In providing the skills that will be useful in obtaining a job	68	22	10
14-15	69	22	10
13-14	72	18	10
12-13	65	18	16
11-12	68	19	13
b. In developing students' writing and communication skills	65	24	12
14-15	62	28	11
13-14	63	25	12
12-13	59	24	17
11-12	57	25	18
c. In producing graduates in scientific fields, such as engineering, math and technology	72	16	12
14-15	72	16	12
13-14	72	12	16
12-13	67	12	20
11-12	68	12	21

d. In preparing students for the workforce needs of the future	70	20	10
14-15	65	26	9
13-14	69	21	11
12-13	62	21	16
11-12	66	20	14

NO QUESTION 20

Q21. How much do you think Virginia's public colleges and universities contribute to economic development in your area?

	15-16
	%
A great deal	29
Quite a lot	31
Not much	29
Not at all	4
Don't Know/Refused	7

Q22. Based on what you know, how safe are college and university campuses in Virginia?

	15-16	**14-15**	**13-14**	**12-13***	**11-12***
	%	%	%	%	%
Very safe	14	11	12	22	25
Safe	53	55	58	58	53
Not very safe	27	28	22	12	13
Not at all safe	3	4	3	4	4
Don't Know/Refused	3	2	4	4	5

*Response wording was "somewhat safe" instead of "safe."

Q23. Currently, any university employee who becomes aware of a sexual assault accusation must report it to the school's Title 9 investigator as soon as they can reasonably do so. If it is determined that the safety of the campus is at risk, the university must report the allegation to the police, even if the victim does not want it reported. How much do you support or oppose this law? Do you **[READ]**

	15-16
	%
Strongly support	58
Somewhat support	28
Somewhat oppose	8
Strongly oppose	5
Don't Know/Refused	1

Tables with Subgroup Analysis

		Q1. In your opinion, how much does the amount of money spent on the public schools affect the quality of students' education – a great deal, quite a lot, not too much, or not at all?					
		A great deal	Quite a lot	Not too much	Not at all	Don't know	Number of cases
All adults		45%	26%	19%	5%	4%	801
VA Region	Northwest	39%	33%	22%	2%	4%	105
	Northern VA	50%	27%	15%	6%	3%	234
	West	47%	26%	20%	2%	5%	138
	South Central	50%	16%	24%	7%	4%	138
	Tidewater	39%	30%	18%	7%	6%	186
Gender	Men	44%	28%	18%	6%	4%	442
	Women	47%	24%	20%	4%	4%	359
Age	18-34	40%	30%	22%	4%	3%	141
	35-44	53%	29%	15%	2%	1%	100
	45-64	50%	23%	17%	6%	5%	314
	65 and older	40%	25%	24%	6%	5%	216
Education	H.S. or less	39%	24%	26%	5%	6%	206
	Some college	47%	25%	18%	5%	5%	210
	College grad or more	50%	30%	14%	5%	1%	379
Family Income	Under $50,000	40%	25%	24%	4%	7%	234
	50K to under $100,000	37%	33%	21%	6%	3%	203
	$100,000 or more	60%	25%	10%	4%	1%	242
Race	White	46%	29%	16%	5%	4%	570
	Minority[4]	42%	22%	26%	6%	4%	191
School employee or retiree?	Yes	51%	29%	16%	2%	2%	164
	No	44%	26%	20%	6%	5%	631
Parent of public school student?	Yes	55%	25%	16%	2%	2%	183
	No	42%	27%	20%	6%	5%	618
Party identification	Democrat	50%	26%	16%	4%	4%	328
	Republican	40%	31%	21%	4%	4%	343
	Independent	49%	15%	27%	7%	2%	67

[4] Minority includes all non-white respondents as well as Hispanics of any racial identification.

		Q2. Overall, do you think the funding for public schools in Virginia is enough to meet their needs, or not enough to meet their needs?			
		Enough	Not enough	Don't know	Number of cases
All adults		25%	67%	9%	801
VA Region	Northwest	24%	68%	9%	105
	Northern VA	29%	60%	11%	234
	West	24%	67%	9%	138
	South Central	23%	70%	7%	138
	Tidewater	21%	72%	7%	186
Gender	Men	27%	65%	8%	442
	Women	22%	69%	9%	359
Age	18-34	28%	63%	9%	141
	35-44	16%	74%	10%	100
	45-64	22%	72%	6%	314
	65 and older	30%	61%	10%	216
Education	H.S. or less	24%	72%	4%	206
	Some college	22%	65%	13%	210
	College grad or more	27%	64%	9%	379
Family Income	Under $50,000	19%	72%	9%	234
	50K to under $100,000	28%	65%	7%	203
	$100,000 or more	26%	64%	10%	242
Race	White	29%	62%	9%	570
	Minority	16%	77%	7%	191
School employee or retiree?	Yes	23%	74%	3%	164
	No	25%	66%	9%	631
Parent of public school student?	Yes	21%	74%	5%	183
	No	26%	64%	10%	618
Party identification	Democrat	14%	79%	7%	328
	Republican	38%	54%	8%	343
	Independent	28%	67%	5%	67

		Q3. Would you be willing or not willing to pay higher taxes so that school funding could be increased?			
		Willing	Not willing	Don't know	Number of cases
All adults		56%	40%	4%	801
VA Region	Northwest	49%	48%	3%	105
	Northern VA	60%	35%	5%	234
	West	61%	35%	3%	138
	South Central	55%	43%	2%	138
	Tidewater	50%	42%	8%	186
Gender	Men	56%	40%	4%	442
	Women	56%	39%	5%	359
Age	18-34	64%	32%	3%	141
	35-44	67%	27%	6%	100
	45-64	50%	47%	3%	314
	65 and older	45%	50%	5%	216
Education	H.S. or less	48%	46%	6%	206
	Some college	56%	38%	6%	210
	College grad or more	64%	34%	2%	379
Family Income	Under $50,000	53%	42%	4%	234
	50K to under $100,000	54%	42%	4%	203
	$100,000 or more	63%	34%	3%	242
Race	White	55%	41%	3%	570
	Minority	56%	39%	5%	191
School employee or retiree?	Yes	62%	35%	3%	164
	No	55%	41%	5%	631
Parent of public school student?	Yes	60%	33%	7%	183
	No	54%	42%	3%	618
Party identification	Democrat	66%	29%	4%	328
	Republican	48%	49%	3%	343
	Independent	43%	49%	8%	67

		Q4a. As I mention a few areas that receive money from the state government, tell me if you would be willing or not willing to pay more in taxes in order to keep the - Public schools - program going at its current level.			
		Yes, willing to pay more in taxes	No, not willing	Don't know	Number of cases
All adults		72%	28%	1%	801
VA Region	Northwest	76%	24%	0%	105
	Northern VA	73%	26%	1%	234
	West	69%	29%	2%	138
	South Central	70%	30%	0%	138
	Tidewater	70%	29%	1%	186
Gender	Men	70%	28%	1%	442
	Women	73%	27%	0%	359
Age	18-34	81%	19%	0%	141
	35-44	83%	17%	0%	100
	45-64	65%	33%	2%	314
	65 and older	62%	37%	1%	216
Education	H.S. or less	68%	31%	1%	206
	Some college	74%	25%	1%	210
	College grad or more	73%	26%	1%	379
Family Income	Under $50,000	73%	26%	1%	234
	50K to under $100,000	70%	30%	0%	203
	$100,000 or more	75%	24%	1%	242
Race	White	69%	30%	1%	570
	Minority	78%	21%	0%	191
School employee or retiree?	Yes	75%	24%	1%	164
	No	71%	28%	1%	631
Parent of public school student?	Yes	79%	21%	0%	183
	No	69%	30%	1%	618
Party identification	Democrat	84%	14%	1%	328
	Republican	63%	36%	1%	343
	Independent	57%	43%	0%	67

		Q4b. As I mention a few areas that receive money from the state government, tell me if you would be willing or not willing to pay more in taxes in order to keep the - Mental health services - program going at its current level.			
		Yes, willing to pay more in taxes	No, not willing	Don't know	Number of cases
All adults		76%	23%	2%	801
VA Region	Northwest	75%	23%	2%	105
	Northern VA	78%	20%	2%	234
	West	74%	25%	1%	138
	South Central	78%	21%	1%	138
	Tidewater	71%	27%	1%	186
Gender	Men	70%	27%	2%	442
	Women	80%	19%	1%	359
Age	18-34	79%	21%	1%	141
	35-44	75%	25%	1%	100
	45-64	78%	20%	2%	314
	65 and older	68%	29%	2%	216
Education	H.S. or less	68%	30%	2%	206
	Some college	80%	19%	1%	210
	College grad or more	80%	19%	2%	379
Family Income	Under $50,000	75%	24%	1%	234
	50K to under $100,000	75%	22%	2%	203
	$100,000 or more	79%	20%	1%	242
Race	White	76%	22%	2%	570
	Minority	74%	25%	1%	191
School employee or retiree?	Yes	72%	26%	3%	164
	No	76%	23%	1%	631
Parent of public school student?	Yes	70%	28%	2%	183
	No	78%	21%	1%	618
Party identification	Democrat	82%	16%	1%	328
	Republican	72%	26%	2%	343
	Independent	61%	38%	0%	67

		Q4c. As I mention a few areas that receive money from the state government, tell me if you would be willing or not willing to pay more in taxes in order to keep the – universities and higher education - program going at its current level.			
		Yes, willing to pay more in taxes	No, not willing	Don't know	Number of cases
All adults		50%	49%	1%	801
VA Region	Northwest	40%	60%	0%	105
	Northern VA	53%	46%	2%	234
	West	48%	50%	1%	138
	South Central	49%	49%	1%	138
	Tidewater	52%	46%	2%	186
Gender	Men	49%	49%	2%	442
	Women	50%	49%	1%	359
Age	18-34	54%	44%	2%	141
	35-44	50%	49%	1%	100
	45-64	50%	48%	1%	314
	65 and older	42%	57%	1%	216
Education	H.S. or less	49%	49%	1%	206
	Some college	51%	48%	1%	210
	College grad or more	49%	50%	2%	379
Family Income	Under $50,000	53%	46%	1%	234
	50K to under $100,000	50%	50%	0%	203
	$100,000 or more	44%	53%	3%	242
Race	White	44%	54%	1%	570
	Minority	59%	41%	1%	191
Parent of public school student?	Yes	52%	46%	1%	183
	No	49%	50%	1%	618
Parent of VA college student?	Yes	50%	48%	2%	312
	No	49%	50%	1%	489
Party identification	Democrat	62%	36%	1%	328
	Republican	34%	65%	1%	343
	Independent	46%	53%	1%	67

		Q4d. As I mention a few areas that receive money from the state government, tell me if you would be willing or not willing to pay more in taxes in order to keep the – Prisons - program going at its current level.			
		Yes, willing to pay more in taxes	No, not willing	Don't know	Number of cases
All adults		27%	69%	4%	801
VA Region	Northwest	33%	61%	6%	105
	Northern VA	29%	65%	6%	234
	West	27%	71%	2%	138
	South Central	20%	75%	5%	138
	Tidewater	23%	75%	2%	186
Gender	Men	28%	70%	3%	442
	Women	25%	69%	6%	359
Age	18-34	33%	62%	5%	141
	35-44	26%	74%	0%	100
	45-64	25%	70%	5%	314
	65 and older	20%	74%	6%	216
Education	H.S. or less	23%	74%	3%	206
	Some college	27%	67%	6%	210
	College grad or more	30%	66%	3%	379
Family Income	Under $50,000	23%	73%	4%	234
	50K to under $100,000	28%	68%	4%	203
	$100,000 or more	29%	68%	3%	242
Race	White	30%	67%	3%	570
	Minority	20%	74%	6%	191
Parent of public school student?	Yes	21%	74%	5%	183
	No	29%	68%	4%	618
Party identification	Democrat	24%	72%	4%	328
	Republican	32%	65%	3%	343
	Independent	20%	73%	7%	67

		Q4e. As I mention a few areas that receive money from the state government, tell me if you would be willing or not willing to pay more in taxes in order to keep the – Programs for aid to low-income families - program going at its current level.			
		Yes, willing to pay more in taxes	No, not willing	Don't know	Number of cases
All adults		62%	35%	3%	801
VA Region	Northwest	61%	36%	2%	105
	Northern VA	67%	30%	3%	234
	West	57%	41%	2%	138
	South Central	62%	35%	3%	138
	Tidewater	58%	37%	5%	186
Gender	Men	59%	38%	4%	442
	Women	65%	33%	2%	359
Age	18-34	66%	31%	3%	141
	35-44	65%	32%	2%	100
	45-64	62%	36%	3%	314
	65 and older	56%	40%	4%	216
Education	H.S. or less	59%	37%	4%	206
	Some college	61%	37%	3%	210
	College grad or more	66%	32%	2%	379
Family Income	Under $50,000	66%	32%	2%	234
	50K to under $100,000	58%	39%	4%	203
	$100,000 or more	62%	35%	3%	242
Race	White	59%	39%	2%	570
	Minority	67%	28%	5%	191
Parent of public school student?	Yes	65%	31%	5%	183
	No	61%	37%	2%	618
Party identification	Democrat	76%	20%	3%	328
	Republican	51%	45%	3%	343
	Independent	44%	55%	1%	67

		Q4f. As I mention a few areas that receive money from the state government, tell me if you would be willing or not willing to pay more in taxes in order to keep the - Transportation - program going at its current level.			
		Yes, willing to pay more in taxes	No, not willing	Don't know	Number of cases
All adults		54%	45%	1%	801
VA Region	Northwest	55%	45%	0%	105
	Northern VA	57%	42%	1%	234
	West	54%	44%	2%	138
	South Central	55%	43%	2%	138
	Tidewater	47%	52%	1%	186
Gender	Men	57%	42%	1%	442
	Women	51%	48%	2%	359
Age	18-34	52%	47%	1%	141
	35-44	70%	30%	0%	100
	45-64	51%	48%	1%	314
	65 and older	48%	48%	4%	216
Education	H.S. or less	48%	50%	2%	206
	Some college	52%	47%	1%	210
	College grad or more	61%	38%	1%	379
Family Income	Under $50,000	54%	45%	1%	234
	50K to under $100,000	43%	56%	1%	203
	$100,000 or more	66%	34%	1%	242
Race	White	52%	46%	2%	570
	Minority	58%	41%	1%	191
Parent of public school student?	Yes	50%	49%	1%	183
	No	55%	44%	1%	618
Party identification	Democrat	60%	39%	1%	328
	Republican	50%	49%	1%	343
	Independent	35%	61%	4%	67

		Q5a. For each statement, please tell me how much you agree or disagree. The SOL tests make sure that all students in Virginia meet the same academic standards					
		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know	Number of cases
All adults		20%	33%	21%	24%	2%	801
VA Region	Northwest	15%	32%	27%	23%	3%	105
	Northern VA	19%	36%	24%	20%	2%	234
	West	18%	28%	21%	31%	2%	138
	South Central	24%	27%	23%	26%	0%	138
	Tidewater	23%	38%	13%	23%	3%	186
Gender	Men	21%	34%	22%	22%	1%	442
	Women	19%	31%	21%	26%	2%	359
Age	18-34	9%	40%	24%	26%	1%	141
	35-44	23%	38%	20%	18%	0%	100
	45-64	25%	30%	19%	25%	1%	314
	65 and older	24%	27%	23%	21%	5%	216
Education	H.S. or less	26%	31%	19%	23%	1%	206
	Some college	18%	33%	23%	24%	2%	210
	College grad or more	15%	35%	23%	25%	2%	379
Family Income	Under $50,000	25%	32%	21%	21%	2%	234
	50K to under $100,000	18%	34%	24%	23%	1%	203
	$100,000 or more	14%	35%	22%	28%	1%	242
Race	White	15%	36%	22%	25%	2%	570
	Minority	32%	29%	21%	18%	0%	191
School employee or retiree?	Yes	21%	38%	15%	24%	2%	164
	No	20%	32%	23%	24%	2%	631
Parent of public school student?	Yes	21%	33%	20%	26%	0%	183
	No	20%	33%	22%	23%	2%	618
Party identification	Democrat	22%	35%	21%	21%	1%	328
	Republican	18%	35%	22%	23%	1%	343
	Independent	16%	23%	25%	32%	4%	67

		Q5b. For each statement, please tell me how much you agree or disagree. The SOL tests are putting too much pressure on students.					
		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know	Number of cases
All adults		44%	23%	17%	13%	4%	801
VA Region	Northwest	48%	28%	11%	8%	5%	105
	Northern VA	39%	19%	24%	15%	2%	234
	West	45%	25%	16%	11%	3%	138
	South Central	51%	25%	11%	10%	3%	138
	Tidewater	41%	22%	16%	16%	5%	186
Gender	Men	34%	27%	21%	16%	3%	442
	Women	54%	19%	13%	9%	4%	359
Age	18-34	45%	24%	16%	11%	3%	141
	35-44	42%	28%	17%	11%	2%	100
	45-64	46%	23%	15%	13%	2%	314
	65 and older	38%	20%	18%	16%	8%	216
Education	H.S. or less	42%	26%	15%	13%	3%	206
	Some college	56%	18%	11%	14%	1%	210
	College grad or more	35%	24%	24%	12%	5%	379
Family Income	Under $50,000	49%	25%	11%	11%	3%	234
	50K to under $100,000	38%	25%	21%	13%	4%	203
	$100,000 or more	44%	20%	22%	11%	4%	242
Race	White	45%	26%	15%	9%	4%	570
	Minority	40%	19%	19%	20%	2%	191
School employee or retiree?	Yes	47%	19%	14%	18%	2%	164
	No	43%	24%	17%	12%	4%	631
Parent of public school student?	Yes	47%	23%	16%	12%	1%	183
	No	43%	23%	17%	13%	4%	618
Party identification	Democrat	46%	24%	18%	9%	2%	328
	Republican	43%	23%	16%	14%	3%	343
	Independent	37%	24%	16%	16%	7%	67

		Q5c. For each statement, please tell me how much you agree or disagree. The SOL tests hold schools accountable for student achievement					
		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know	Number of cases
All adults		22%	33%	19%	22%	5%	801
VA Region	Northwest	16%	36%	20%	23%	5%	105
	Northern VA	23%	36%	16%	22%	3%	234
	West	24%	34%	18%	20%	3%	138
	South Central	20%	26%	28%	22%	4%	138
	Tidewater	22%	33%	15%	22%	7%	186
Gender	Men	21%	34%	20%	22%	4%	442
	Women	23%	33%	17%	22%	5%	359
Age	18-34	12%	38%	23%	24%	3%	141
	35-44	18%	43%	21%	15%	3%	100
	45-64	32%	28%	15%	21%	3%	314
	65 and older	20%	31%	18%	22%	9%	216
Education	H.S. or less	29%	30%	16%	20%	5%	206
	Some college	17%	33%	21%	25%	5%	210
	College grad or more	18%	37%	20%	21%	4%	379
Family Income	Under $50,000	27%	32%	17%	19%	5%	234
	50K to under $100,000	20%	36%	15%	27%	2%	203
	$100,000 or more	16%	32%	24%	24%	3%	242
Race	White	18%	34%	21%	22%	5%	570
	Minority	30%	33%	14%	20%	3%	191
School employee or retiree?	Yes	22%	33%	14%	26%	4%	164
	No	22%	33%	20%	21%	4%	631
Parent of public school student?	Yes	24%	34%	18%	20%	4%	183
	No	21%	33%	19%	23%	5%	618
Party identification	Democrat	27%	30%	18%	21%	3%	328
	Republican	17%	41%	18%	22%	2%	343
	Independent	22%	9%	31%	28%	11%	67

		Q5d. For each statement, please tell me how much you agree or disagree. So much class time is spent preparing for the SOL tests that teachers can't cover all the important material					
		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know	Number of cases
All adults		56%	24%	8%	6%	6%	801
VA Region	Northwest	56%	28%	7%	2%	7%	105
	Northern VA	54%	23%	10%	8%	5%	234
	West	59%	28%	9%	2%	3%	138
	South Central	60%	19%	8%	6%	7%	138
	Tidewater	52%	24%	7%	9%	9%	186
Gender	Men	50%	28%	8%	6%	7%	442
	Women	61%	20%	8%	5%	5%	359
Age	18-34	58%	25%	10%	1%	6%	141
	35-44	59%	31%	5%	3%	2%	100
	45-64	59%	20%	7%	9%	5%	314
	65 and older	49%	23%	13%	8%	8%	216
Education	H.S. or less	54%	24%	10%	6%	6%	206
	Some college	60%	21%	5%	7%	7%	210
	College grad or more	54%	25%	9%	5%	6%	379
Family Income	Under $50,000	57%	26%	10%	4%	4%	234
	50K to under $100,000	56%	23%	8%	6%	8%	203
	$100,000 or more	57%	21%	9%	7%	6%	242
Race	White	58%	25%	8%	4%	5%	570
	Minority	52%	23%	9%	9%	8%	191
School employee or retiree?	Yes	61%	21%	7%	9%	3%	164
	No	55%	25%	9%	5%	7%	631
Parent of public school student?	Yes	59%	24%	5%	8%	3%	183
	No	55%	24%	10%	5%	7%	618
Party identification	Democrat	64%	19%	7%	6%	4%	328
	Republican	52%	30%	9%	4%	4%	343
	Independent	46%	20%	12%	8%	15%	67

		Q5e. For each statement, please tell me how much you agree or disagree. The SOL tests help improve student achievement					
		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know	Number of cases
All adults		13%	25%	26%	32%	4%	801
VA Region	Northwest	10%	26%	26%	34%	4%	105
	Northern VA	13%	29%	26%	30%	2%	234
	West	12%	22%	25%	38%	3%	138
	South Central	15%	23%	24%	34%	3%	138
	Tidewater	15%	24%	27%	28%	6%	186
Gender	Men	16%	29%	24%	27%	3%	442
	Women	10%	22%	28%	37%	4%	359
Age	18-34	6%	26%	33%	33%	2%	141
	35-44	14%	36%	22%	28%	0%	100
	45-64	19%	22%	22%	34%	2%	314
	65 and older	15%	22%	27%	27%	10%	216
Education	H.S. or less	19%	25%	23%	29%	4%	206
	Some college	9%	26%	27%	35%	3%	210
	College grad or more	11%	25%	27%	33%	4%	379
Family Income	Under $50,000	15%	27%	25%	29%	5%	234
	50K to under $100,000	14%	23%	27%	33%	3%	203
	$100,000 or more	10%	22%	31%	35%	2%	242
Race	White	9%	24%	29%	34%	4%	570
	Minority	23%	29%	21%	25%	2%	191
School employee or retiree?	Yes	13%	25%	23%	34%	5%	164
	No	13%	25%	26%	32%	3%	631
Parent of public school student?	Yes	17%	27%	22%	35%	0%	183
	No	12%	25%	27%	31%	5%	618
Party identification	Democrat	16%	26%	28%	27%	3%	328
	Republican	8%	26%	28%	35%	3%	343
	Independent	22%	19%	15%	39%	5%	67

		Q7. One of the ongoing policy challenges is low-performing schools. Would you be willing or not willing to pay more in taxes in order to provide additional resources to high-poverty, low-performing schools that are working to increase student performance?			
		Willing	Not Willing	Don't know	Number of cases
All adults		63%	35%	2%	801
VA Region	Northwest	66%	34%	0%	105
	Northern VA	65%	32%	2%	234
	West	67%	30%	2%	138
	South Central	62%	34%	4%	138
	Tidewater	57%	42%	2%	186
Gender	Men	61%	37%	2%	442
	Women	65%	32%	2%	359
Age	18-34	73%	27%	1%	141
	35-44	68%	27%	5%	100
	45-64	60%	38%	2%	314
	65 and older	54%	43%	3%	216
Education	H.S. or less	59%	37%	4%	206
	Some college	64%	35%	1%	210
	College grad or more	67%	31%	2%	379
Family Income	Under $50,000	67%	33%	0%	234
	50K to under $100,000	64%	35%	1%	203
	$100,000 or more	64%	33%	3%	242
Race	White	61%	36%	3%	570
	Minority	70%	29%	1%	191
School employee or retiree?	Yes	65%	35%	1%	164
	No	63%	35%	2%	631
Parent of public school student?	Yes	64%	32%	3%	183
	No	63%	35%	2%	618
Party identification	Democrat	76%	23%	1%	328
	Republican	51%	45%	4%	343
	Independent	57%	43%	0%	67

		Q9. Would you favor or oppose more state funds being used to ensure that public school parents who only understand limited English have access to information about their children's education in a language they fully understand?			
		Favor	Oppose	Don't know	Number of cases
All adults		61%	37%	2%	801
VA Region	Northwest	55%	42%	4%	105
	Northern VA	68%	32%	1%	234
	West	55%	42%	3%	138
	South Central	62%	36%	2%	138
	Tidewater	58%	40%	2%	186
Gender	Men	61%	37%	2%	442
	Women	60%	38%	2%	359
Age	18-34	78%	21%	1%	141
	35-44	61%	38%	1%	100
	45-64	51%	48%	1%	314
	65 and older	50%	44%	6%	216
Education	H.S. or less	58%	39%	2%	206
	Some college	53%	44%	3%	210
	College grad or more	70%	29%	1%	379
Family Income	Under $50,000	62%	35%	3%	234
	50K to under $100,000	56%	43%	1%	203
	$100,000 or more	62%	37%	1%	242
Race	White	54%	44%	2%	570
	Minority	74%	23%	2%	191
School employee or retiree?	Yes	61%	36%	3%	164
	No	60%	38%	2%	631
Parent of public school student?	Yes	61%	37%	2%	183
	No	60%	38%	2%	618
Party identification	Democrat	73%	25%	2%	328
	Republican	46%	53%	1%	343
	Independent	69%	29%	2%	67

		Q10. Many families who come from other countries have school-age children who understand little or no English. Which one of the following do you think is the BEST way for public schools to handle the education of non-English-speaking students, even if none of these is exactly right?					
		At the parents' expense	In students' native language	In separate classes	Other (VOL)	Don't Know	Number of cases
All adults		27%	15%	51%	3%	4%	801
VA Region	Northwest	41%	15%	41%	2%	1%	105
	Northern VA	16%	13%	59%	7%	4%	234
	West	30%	12%	54%	2%	2%	138
	South Central	34%	19%	41%	1%	4%	138
	Tidewater	23%	16%	53%	2%	6%	186
Gender	Men	28%	14%	50%	2%	5%	442
	Women	25%	16%	52%	5%	3%	359
Age	18-34	18%	21%	54%	3%	3%	141
	35-44	25%	19%	50%	5%	1%	100
	45-64	28%	12%	53%	4%	3%	314
	65 and older	36%	9%	46%	4%	5%	216
Education	H.S. or less	35%	18%	41%	1%	6%	206
	Some college	32%	14%	50%	2%	2%	210
	College grad or more	13%	13%	63%	7%	4%	379
Family Income	Under $50,000	30%	18%	46%	2%	4%	234
	50K to under $100,000	25%	22%	47%	4%	3%	203
	$100,000 or more	21%	8%	63%	5%	3%	242
Race	White	29%	10%	55%	5%	2%	570
	Minority	22%	26%	47%	0%	5%	191
School employee or retiree?	Yes	18%	14%	56%	6%	6%	164
	No	29%	15%	50%	3%	3%	631
Parent of public school student?	Yes	25%	18%	51%	4%	3%	183
	No	27%	14%	51%	3%	4%	618
Party identification	Democrat	19%	21%	51%	4%	5%	328
	Republican	32%	6%	58%	3%	1%	343
	Independent	37%	23%	36%	2%	3%	67

		Q11. There are increasing opportunities for students to earn high school credits online over the Internet. Even if you do not currently have kids, would you be willing to have your child earn ALL of their high school credits online, just some or none at all?				
		All	Some	None at all	Don't Know	Number of cases
All adults		8%	57%	33%	1%	801
VA Region	Northwest	7%	60%	32%	1%	105
	Northern VA	5%	60%	34%	1%	234
	West	11%	61%	26%	2%	138
	South Central	9%	52%	38%	0%	138
	Tidewater	11%	52%	35%	1%	186
Gender	Men	6%	57%	36%	1%	442
	Women	11%	57%	31%	1%	359
Age	18-34	11%	61%	28%	0%	141
	35-44	6%	52%	40%	2%	100
	45-64	9%	55%	35%	1%	314
	65 and older	3%	58%	36%	2%	216
Education	H.S. or less	9%	51%	39%	2%	206
	Some college	8%	61%	30%	1%	210
	College grad or more	8%	61%	30%	1%	379
Family Income	Under $50,000	12%	52%	34%	1%	234
	50K to under $100,000	7%	60%	32%	1%	203
	$100,000 or more	6%	61%	32%	0%	242
Race	White	7%	60%	32%	1%	570
	Minority	11%	51%	37%	1%	191
School employee or retiree?	Yes	4%	63%	32%	0%	164
	No	9%	56%	33%	1%	631
Parent of public school student?	Yes	9%	56%	34%	1%	183
	No	8%	57%	33%	1%	618
Party identification	Democrat	8%	59%	34%	0%	328
	Republican	6%	60%	32%	2%	343
	Independent	21%	45%	34%	0%	67

		Q12. Policymakers are considering various ways to align high school learning with the needs of employers. One proposal is to have students focus on general skills in grades 9 and 10, and classes focused on their desired career in grades 11 and 12. Would you favor or oppose organizing education in Virginia public high schools this way?			
		Favor	Oppose	Don't know	Number of cases
All adults		72%	23%	5%	801
VA Region	Northwest	77%	18%	5%	105
	Northern VA	66%	29%	5%	234
	West	81%	15%	4%	138
	South Central	77%	19%	4%	138
	Tidewater	67%	27%	6%	186
Gender	Men	72%	25%	3%	442
	Women	73%	21%	7%	359
Age	18-34	78%	16%	6%	141
	35-44	81%	18%	1%	100
	45-64	67%	30%	3%	314
	65 and older	70%	21%	9%	216
Education	H.S. or less	75%	19%	6%	206
	Some college	76%	21%	3%	210
	College grad or more	66%	29%	6%	379
Family Income	Under $50,000	76%	19%	5%	234
	50K to under $100,000	75%	20%	6%	203
	$100,000 or more	66%	30%	4%	242
Race	White	73%	21%	7%	570
	Minority	72%	26%	2%	191
School employee or retiree?	Yes	68%	27%	4%	164
	No	73%	22%	5%	631
Parent of public school student?	Yes	69%	29%	2%	183
	No	73%	21%	6%	618
Party identification	Democrat	70%	24%	6%	328
	Republican	79%	19%	2%	343
	Independent	61%	28%	10%	67

		Q13. Some schools have adopted a policy that requires all eighth graders to develop a career plan for themselves. Would you favor or oppose such a policy being adopted by your local school system?			
		Favor	Oppose	Don't know	Number of cases
All adults		49%	48%	3%	801
VA Region	Northwest	46%	47%	6%	105
	Northern VA	46%	51%	3%	234
	West	44%	53%	4%	138
	South Central	59%	40%	1%	138
	Tidewater	49%	47%	4%	186
Gender	Men	49%	49%	2%	442
	Women	49%	47%	4%	359
Age	18-34	56%	40%	4%	141
	35-44	59%	40%	2%	100
	45-64	43%	55%	3%	314
	65 and older	43%	54%	3%	216
Education	H.S. or less	55%	43%	2%	206
	Some college	47%	49%	4%	210
	College grad or more	43%	53%	4%	379
Family Income	Under $50,000	51%	46%	3%	234
	50K to under $100,000	52%	45%	3%	203
	$100,000 or more	47%	50%	2%	242
Race	White	43%	53%	3%	570
	Minority	62%	35%	3%	191
School employee or retiree?	Yes	51%	45%	4%	164
	No	49%	48%	3%	631
Parent of public school student?	Yes	49%	48%	3%	183
	No	49%	48%	3%	618
Party identification	Democrat	54%	44%	2%	328
	Republican	43%	54%	3%	343
	Independent	61%	33%	6%	67

		Q14a. Thinking about students and their future, please tell me how much you agree or disagree with each of the following statements. Today's HIGH SCHOOL graduate is ready for the world of work					
		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know	Number of cases
All adults		10%	26%	30%	33%	2%	801
VA Region	Northwest	11%	32%	27%	28%	3%	105
	Northern VA	12%	21%	29%	37%	1%	234
	West	5%	26%	30%	39%	0%	138
	South Central	13%	27%	36%	23%	1%	138
	Tidewater	10%	28%	28%	31%	3%	186
Gender	Men	9%	26%	30%	34%	1%	442
	Women	11%	26%	29%	31%	2%	359
Age	18-34	9%	24%	34%	31%	2%	141
	35-44	13%	31%	32%	25%	0%	100
	45-64	9%	26%	27%	37%	1%	314
	65 and older	10%	24%	31%	34%	2%	216
Education	H.S. or less	16%	29%	27%	26%	2%	206
	Some college	10%	25%	25%	38%	1%	210
	College grad or more	5%	23%	37%	34%	1%	379
Family Income	Under $50,000	16%	28%	24%	30%	2%	234
	50K to under $100,000	9%	29%	30%	30%	2%	203
	$100,000 or more	2%	22%	33%	43%	0%	242
Race	White	6%	28%	32%	32%	2%	570
	Minority	17%	24%	26%	32%	1%	191
Parent of public school student?	Yes	13%	30%	24%	33%	0%	183
	No	9%	24%	32%	32%	2%	618
Parent of VA college student	Yes	8%	24%	29%	38%	0%	312
	No	11%	27%	30%	30%	2%	489
Party identification	Democrat	10%	26%	33%	31%	1%	339
	Republican	7%	28%	30%	34%	1%	316
	Independent	13%	24%	24%	36%	4%	83

		Q14b. Thinking about students and their future, please tell me how much you agree or disagree with each of the following statements. Today's HIGH SCHOOL graduate is ready for college					
		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know	Number of cases
All adults		15%	49%	21%	13%	2%	801
VA Region	Northwest	15%	56%	20%	7%	2%	105
	Northern VA	17%	49%	19%	14%	1%	234
	West	15%	49%	21%	11%	4%	138
	South Central	17%	50%	19%	14%	1%	138
	Tidewater	11%	46%	26%	14%	3%	186
Gender	Men	12%	47%	21%	16%	4%	442
	Women	18%	52%	20%	10%	0%	359
Age	18-34	13%	56%	19%	11%	1%	141
	35-44	16%	60%	11%	11%	3%	100
	45-64	13%	46%	24%	15%	2%	314
	65 and older	16%	41%	26%	14%	3%	216
Education	H.S. or less	22%	46%	15%	16%	2%	206
	Some college	9%	49%	26%	13%	3%	210
	College grad or more	13%	54%	23%	9%	1%	379
Family Income	Under $50,000	20%	52%	16%	11%	1%	234
	50K to under $100,000	14%	46%	21%	16%	4%	203
	$100,000 or more	8%	53%	23%	14%	1%	242
Race	White	12%	53%	20%	12%	2%	570
	Minority	20%	42%	22%	14%	2%	191
Parent of public school student?	Yes	19%	49%	17%	13%	2%	183
	No	14%	50%	22%	12%	2%	618
Parent of VA college student	Yes	15%	44%	22%	17%	2%	312
	No	15%	52%	20%	11%	2%	489
Party identification	Democrat	16%	49%	25%	9%	1%	339
	Republican	12%	50%	19%	15%	3%	316
	Independent	9%	56%	12%	19%	3%	83

		Q14c. Thinking about students and their future, please tell me how much you agree or disagree with each of the following statements. Today's COMMUNITY COLLEGE graduate is ready for the world of work					
		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know	Number of cases
All adults		21%	52%	16%	9%	3%	801
VA Region	Northwest	25%	50%	17%	6%	2%	105
	Northern VA	19%	54%	17%	8%	2%	234
	West	19%	55%	17%	8%	1%	138
	South Central	22%	44%	18%	13%	3%	138
	Tidewater	21%	53%	11%	8%	6%	186
Gender	Men	20%	49%	19%	9%	3%	442
	Women	22%	55%	13%	9%	2%	359
Age	18-34	22%	54%	12%	10%	2%	141
	35-44	19%	54%	20%	5%	2%	100
	45-64	22%	51%	16%	9%	2%	314
	65 and older	17%	50%	16%	11%	6%	216
Education	H.S. or less	23%	45%	15%	15%	2%	206
	Some college	22%	51%	16%	8%	3%	210
	College grad or more	18%	59%	16%	3%	4%	379
Family Income	Under $50,000	25%	45%	14%	13%	3%	234
	50K to under $100,000	17%	62%	13%	6%	2%	203
	$100,000 or more	18%	52%	20%	7%	3%	242
Race	White	19%	53%	17%	7%	3%	570
	Minority	23%	52%	13%	10%	2%	191
Parent of public school student?	Yes	27%	50%	11%	10%	2%	183
	No	19%	53%	17%	8%	3%	618
Parent of VA college student	Yes	22%	48%	15%	12%	3%	312
	No	20%	54%	16%	7%	3%	489
Party identification	Democrat	22%	56%	12%	8%	2%	339
	Republican	18%	54%	17%	8%	2%	316
	Independent	29%	35%	15%	13%	7%	83

		Q14d. Thinking about students and their future, please tell me how much you agree or disagree with each of the following statements. Today's COMMUNITY COLLEGE graduate is ready for a four-year college or university					
		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know	Number of cases
All adults		38%	50%	5%	3%	4%	801
VA Region	Northwest	36%	54%	5%	0%	5%	105
	Northern VA	43%	45%	5%	3%	4%	234
	West	29%	59%	5%	2%	5%	138
	South Central	40%	48%	5%	4%	3%	138
	Tidewater	36%	51%	6%	4%	2%	186
Gender	Men	34%	53%	7%	3%	4%	442
	Women	41%	48%	4%	2%	4%	359
Age	18-34	40%	50%	6%	2%	3%	141
	35-44	37%	57%	2%	1%	3%	100
	45-64	35%	52%	6%	3%	4%	314
	65 and older	41%	44%	6%	5%	4%	216
Education	H.S. or less	33%	54%	5%	5%	3%	206
	Some college	38%	50%	6%	3%	4%	210
	College grad or more	42%	47%	5%	1%	5%	379
Family Income	Under $50,000	41%	48%	6%	3%	2%	234
	50K to under $100,000	33%	51%	6%	5%	5%	203
	$100,000 or more	42%	49%	4%	1%	4%	242
Race	White	36%	53%	5%	2%	4%	570
	Minority	40%	47%	5%	4%	4%	191
Parent of public school student?	Yes	39%	52%	4%	2%	3%	183
	No	37%	50%	6%	3%	4%	618
Parent of VA college student	Yes	43%	45%	4%	4%	4%	312
	No	35%	53%	6%	2%	4%	489
Party identification	Democrat	42%	48%	4%	3%	3%	339
	Republican	32%	55%	6%	3%	3%	316
	Independent	36%	48%	9%	1%	7%	83

		Q14e. Thinking about students and their future, please tell me how much you agree or disagree with each of the following statements. Today's FOUR-YEAR COLLEGE OF UNIVERSITY graduate is ready for the world of work					
		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know	Number of cases
All adults		27%	48%	13%	10%	2%	801
VA Region	Northwest	20%	55%	13%	10%	1%	105
	Northern VA	28%	50%	12%	9%	2%	234
	West	23%	53%	11%	12%	1%	138
	South Central	23%	47%	16%	12%	3%	138
	Tidewater	34%	40%	14%	10%	2%	186
Gender	Men	23%	47%	15%	12%	2%	442
	Women	30%	49%	11%	8%	2%	359
Age	18-34	32%	44%	14%	8%	2%	141
	35-44	26%	50%	9%	12%	2%	100
	45-64	23%	51%	13%	11%	3%	314
	65 and older	22%	48%	16%	13%	1%	216
Education	H.S. or less	32%	42%	8%	14%	3%	206
	Some college	24%	51%	14%	9%	2%	210
	College grad or more	23%	53%	17%	7%	1%	379
Family Income	Under $50,000	32%	42%	11%	12%	3%	234
	50K to under $100,000	24%	50%	13%	11%	2%	203
	$100,000 or more	24%	51%	18%	7%	1%	242
Race	White	24%	52%	13%	9%	2%	570
	Minority	30%	44%	13%	13%	1%	191
Parent of public school student?	Yes	29%	48%	8%	14%	1%	183
	No	26%	48%	15%	9%	2%	618
Parent of VA college student	Yes	25%	50%	13%	11%	1%	312
	No	27%	48%	13%	10%	2%	489
Party identification	Democrat	32%	47%	12%	8%	1%	339
	Republican	20%	54%	12%	12%	2%	316
	Independent	23%	43%	21%	8%	5%	83

		Q16. In general, do you feel the public schools in your community are very safe, safe, not very safe, not at all safe?					
		Very Safe	Somewhat Safe	Not Very Safe	Not At All Safe	Don't know	Number of cases
All adults		25%	54%	14%	5%	2%	801
VA Region	Northwest	24%	55%	17%	3%	1%	105
	Northern VA	30%	54%	9%	5%	3%	234
	West	31%	50%	12%	5%	2%	138
	South Central	19%	61%	14%	5%	1%	138
	Tidewater	19%	52%	20%	8%	1%	186
Gender	Men	25%	54%	14%	4%	3%	442
	Women	25%	54%	13%	7%	1%	359
Age	18-34	21%	62%	11%	4%	2%	141
	35-44	35%	51%	13%	1%	0%	100
	45-64	25%	51%	16%	8%	1%	314
	65 and older	26%	50%	15%	5%	4%	216
Education	H.S. or less	18%	56%	15%	10%	1%	206
	Some college	25%	54%	16%	4%	1%	210
	College grad or more	32%	53%	10%	2%	3%	379
Family Income	Under $50,000	20%	56%	16%	7%	1%	234
	50K to under $100,000	23%	61%	11%	4%	1%	203
	$100,000 or more	37%	45%	12%	4%	2%	242
Race	White	27%	55%	12%	4%	2%	570
	Minority	21%	52%	18%	8%	2%	191
School employee or retiree?	Yes	28%	51%	14%	7%	1%	164
	No	25%	55%	14%	5%	2%	631
Parent of public school student?	Yes	27%	57%	13%	3%	0%	183
	No	24%	53%	14%	6%	2%	618
Party identification	Democrat	26%	55%	13%	5%	1%	328
	Republican	29%	51%	15%	3%	2%	343
	Independent	17%	59%	13%	10%	2%	67

		Q17. Which approach to school safety do you most agree with, even if neither is exactly right?					
		Additional security measures	Through the mental health system	Neither (VOL.)	Both (VOL.)	Don't Know	Number of cases
All adults		56%	27%	4%	11%	3%	801
VA Region	Northwest	53%	29%	2%	11%	5%	105
	Northern VA	46%	31%	4%	16%	4%	234
	West	61%	25%	5%	6%	3%	138
	South Central	53%	35%	3%	7%	2%	138
	Tidewater	68%	15%	6%	10%	2%	186
Gender	Men	60%	25%	3%	9%	3%	442
	Women	52%	28%	5%	12%	3%	359
Age	18-34	52%	36%	2%	9%	1%	141
	35-44	54%	26%	4%	16%	1%	100
	45-64	62%	22%	3%	11%	2%	314
	65 and older	54%	24%	5%	10%	7%	216
Education	H.S. or less	66%	20%	3%	7%	3%	206
	Some college	57%	28%	4%	10%	1%	210
	College grad or more	45%	32%	5%	15%	4%	379
Family Income	Under $50,000	60%	25%	5%	7%	3%	234
	50K to under $100,000	61%	26%	2%	9%	2%	203
	$100,000 or more	47%	32%	2%	16%	3%	242
Race	White	56%	28%	3%	10%	3%	570
	Minority	57%	26%	2%	12%	2%	191
School employee or retiree?	Yes	54%	28%	5%	10%	3%	164
	No	56%	26%	4%	11%	3%	631
Parent of public school student?	Yes	55%	24%	4%	16%	2%	183
	No	56%	28%	4%	9%	3%	618
Party identification	Democrat	50%	34%	3%	11%	2%	328
	Republican	63%	21%	4%	10%	2%	343
	Independent	57%	23%	5%	13%	2%	67

		Q19a. Overall do you think the college and universities in Virginia are doing a good job or bad job… in providing skills that will be useful in obtaining a job?			
		Good job	Bad job	Don't know	Number of cases
All adults		68%	22%	10%	801
VA Region	Northwest	67%	22%	11%	105
	Northern VA	69%	21%	10%	234
	West	62%	29%	9%	138
	South Central	71%	24%	5%	138
	Tidewater	69%	17%	14%	186
Gender	Men	65%	26%	9%	442
	Women	71%	19%	10%	359
Age	18-34	74%	20%	6%	141
	35-44	61%	30%	9%	100
	45-64	69%	22%	9%	314
	65 and older	63%	20%	17%	216
Education	H.S. or less	67%	25%	8%	206
	Some college	70%	19%	11%	210
	College grad or more	67%	22%	11%	379
Family Income	Under $50,000	68%	25%	8%	234
	50K to under $100,000	67%	22%	11%	203
	$100,000 or more	70%	18%	11%	242
Race	White	68%	21%	10%	570
	Minority	66%	25%	9%	191
Parent of VA college student	Yes	72%	21%	8%	312
	No	66%	23%	11%	489
Party identification	Democrat	71%	21%	8%	328
	Republican	65%	26%	9%	343
	Independent	64%	22%	14%	67

		Q19b.Overall do you think the college and universities in Virginia are doing a good job or bad job… in developing students' writing and communication skills?			
		Good job	Bad job	Don't know	Number of cases
All adults		65%	24%	12%	801
VA Region	Northwest	65%	25%	10%	105
	Northern VA	63%	20%	18%	234
	West	62%	30%	7%	138
	South Central	65%	25%	9%	138
	Tidewater	69%	21%	10%	186
Gender	Men	66%	23%	10%	442
	Women	63%	24%	13%	359
Age	18-34	72%	16%	11%	141
	35-44	70%	19%	12%	100
	45-64	59%	30%	10%	314
	65 and older	61%	26%	13%	216
Education	H.S. or less	71%	18%	11%	206
	Some college	63%	25%	12%	210
	College grad or more	60%	28%	12%	379
Family Income	Under $50,000	69%	22%	9%	234
	50K to under $100,000	59%	25%	16%	203
	$100,000 or more	65%	24%	11%	242
Race	White	64%	25%	11%	570
	Minority	66%	21%	13%	191
Parent of VA college student	Yes	61%	28%	10%	312
	No	67%	21%	12%	489
Party identification	Democrat	63%	25%	12%	328
	Republican	68%	22%	10%	343
	Independent	61%	25%	14%	67

		Q19c.Overall do you think the college and universities in Virginia are doing a good job or bad job… in producing graduates in scientific fields, such as engineering, math and technology?			
		Good job	Bad job	Don't know	Number of cases
All adults		72%	16%	12%	801
VA Region	Northwest	75%	13%	12%	105
	Northern VA	73%	18%	9%	234
	West	81%	11%	9%	138
	South Central	68%	20%	12%	138
	Tidewater	65%	14%	20%	186
Gender	Men	69%	21%	9%	442
	Women	75%	10%	15%	359
Age	18-34	78%	11%	11%	141
	35-44	62%	24%	14%	100
	45-64	71%	19%	10%	314
	65 and older	77%	12%	12%	216
Education	H.S. or less	68%	18%	14%	206
	Some college	73%	14%	13%	210
	College grad or more	75%	15%	10%	379
Family Income	Under $50,000	79%	12%	10%	234
	50K to under $100,000	66%	15%	18%	203
	$100,000 or more	73%	19%	8%	242
Race	White	74%	15%	11%	570
	Minority	69%	17%	14%	191
Parent of VA college student	Yes	73%	16%	11%	312
	No	72%	15%	13%	489
Party identification	Democrat	75%	14%	11%	328
	Republican	75%	18%	8%	343
	Independent	57%	20%	24%	67

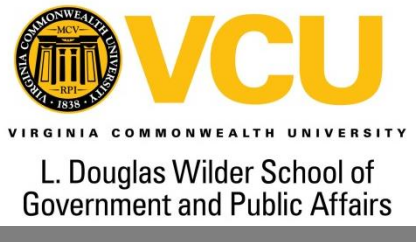
		Q19d.Overall do you think the college and universities in Virginia are doing a good job or bad job… in preparing students for the workforce needs of the future?			
		Good job	Bad job	Don't know	Number of cases
All adults		70%	20%	10%	801
VA Region	Northwest	63%	25%	13%	105
	Northern VA	75%	15%	10%	234
	West	72%	23%	5%	138
	South Central	70%	21%	9%	138
	Tidewater	68%	19%	12%	186
Gender	Men	67%	24%	9%	442
	Women	73%	16%	10%	359
Age	18-34	72%	23%	5%	141
	35-44	60%	23%	18%	100
	45-64	75%	17%	8%	314
	65 and older	72%	18%	11%	216
Education	H.S. or less	69%	22%	10%	206
	Some college	66%	23%	11%	210
	College grad or more	75%	16%	9%	379
Family Income	Under $50,000	72%	21%	7%	234
	50K to under $100,000	69%	19%	12%	203
	$100,000 or more	72%	17%	11%	242
Race	White	71%	20%	8%	570
	Minority	69%	19%	12%	191
Parent of VA college student	Yes	72%	20%	8%	312
	No	69%	20%	11%	489
Party identification	Democrat	79%	15%	6%	328
	Republican	66%	24%	9%	343
	Independent	61%	24%	15%	67

		Q21. How much do you think Virginia's public colleges and universities contribute to economic development in your area?					
		A great deal	Quite a lot	Not Much	Not At All	Don't know	Number of cases
All adults		29%	31%	29%	4%	7%	801
VA Region	Northwest	28%	30%	25%	8%	9%	105
	Northern VA	22%	45%	24%	2%	7%	234
	West	34%	28%	36%	2%	1%	138
	South Central	32%	25%	29%	6%	8%	138
	Tidewater	33%	22%	31%	4%	11%	186
Gender	Men	30%	27%	32%	6%	6%	442
	Women	28%	35%	26%	2%	8%	359
Age	18-34	26%	32%	29%	4%	9%	141
	35-44	30%	32%	30%	5%	3%	100
	45-64	30%	31%	29%	4%	5%	314
	65 and older	29%	30%	27%	4%	10%	216
Education	H.S. or less	30%	24%	30%	5%	12%	206
	Some college	25%	32%	33%	5%	5%	210
	College grad or more	32%	38%	24%	2%	4%	379
Family Income	Under $50,000	31%	29%	29%	4%	7%	234
	50K to under $100,000	24%	33%	30%	5%	8%	203
	$100,000 or more	31%	37%	27%	3%	3%	242
Race	White	29%	34%	28%	4%	5%	570
	Minority	30%	25%	31%	5%	10%	191
Parent of VA college student	Yes	30%	30%	30%	5%	5%	312
	No	29%	32%	28%	3%	8%	489
Party identification	Democrat	35%	31%	26%	4%	5%	328
	Republican	25%	32%	32%	5%	6%	343
	Independent	27%	26%	26%	1%	20%	67

		Q22. Based on what you know, how safe are college and university campuses in Virginia?					
		Very Safe	Safe	Not Very Safe	Not At All Safe	Don't know	Number of cases
All adults		14%	53%	27%	3%	3%	801
VA Region	Northwest	15%	51%	26%	5%	4%	105
	Northern VA	17%	58%	18%	3%	4%	234
	West	11%	57%	29%	1%	2%	138
	South Central	11%	51%	35%	3%	0%	138
	Tidewater	14%	47%	29%	5%	6%	186
Gender	Men	16%	56%	22%	3%	4%	442
	Women	12%	51%	31%	4%	3%	359
Age	18-34	14%	62%	20%	2%	3%	141
	35-44	16%	54%	24%	2%	5%	100
	45-64	15%	48%	30%	4%	3%	314
	65 and older	12%	48%	32%	5%	3%	216
Education	H.S. or less	9%	45%	38%	5%	2%	206
	Some college	15%	56%	23%	3%	4%	210
	College grad or more	18%	59%	17%	2%	3%	379
Family Income	Under $50,000	12%	51%	31%	4%	2%	234
	50K to under $100,000	14%	54%	26%	2%	3%	203
	$100,000 or more	18%	57%	18%	4%	3%	242
Race	White	15%	56%	24%	3%	2%	570
	Minority	12%	45%	33%	5%	5%	191
Parent of VA college student	Yes	17%	47%	31%	4%	1%	312
	No	12%	56%	24%	3%	4%	489
Party identification	Democrat	17%	50%	26%	5%	2%	328
	Republican	13%	57%	25%	2%	3%	343
	Independent	6%	50%	34%	4%	5%	67

		Q23. Currently, any university employee who becomes aware of a sexual assault accusation must report it to the school's Title 9 investigator as soon as they can reasonably do so. If it is determined that the safety of the campus is at risk, the university must report the allegation to the police, even if the victim does not want it reported. How much do you support or oppose this law?					
		Strongly support	Somewhat support	Somewhat oppose	Strongly oppose	Don't know	Number of cases
All adults		58%	28%	8%	5%	1%	801
VA Region	Northwest	60%	30%	5%	3%	1%	105
	Northern VA	57%	31%	7%	4%	1%	234
	West	62%	31%	4%	3%	0%	138
	South Central	55%	26%	10%	8%	1%	138
	Tidewater	57%	22%	12%	9%	0%	186
Gender	Men	56%	29%	8%	6%	1%	442
	Women	60%	27%	8%	4%	1%	359
Age	18-34	47%	39%	10%	4%	0%	141
	35-44	65%	24%	5%	6%	0%	100
	45-64	64%	22%	7%	6%	1%	314
	65 and older	62%	26%	8%	3%	1%	216
Education	H.S. or less	64%	20%	7%	8%	1%	206
	Some college	54%	30%	8%	7%	1%	210
	College grad or more	55%	35%	8%	2%	1%	379
Family Income	Under $50,000	60%	24%	8%	8%	1%	234
	50K to under $100,000	51%	33%	9%	6%	0%	203
	$100,000 or more	63%	29%	5%	2%	1%	242
Race	White	57%	32%	7%	4%	1%	570
	Minority	62%	23%	7%	8%	1%	191
Parent of VA college student	Yes	65%	23%	6%	5%	1%	312
	No	55%	30%	8%	6%	1%	489
Party identification	Democrat	61%	27%	8%	4%	1%	328
	Republican	55%	31%	8%	6%	1%	343
	Independent	60%	28%	3%	7%	2%	67

Press Releases



COMMONWEALTH EDUCATION POLL 2015-16

A survey of Virginians conducted by the Commonwealth Educational Policy Institute

Embargoed until 11:30am, Monday, January 11, 2016

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Press Release I [January 11, 2016]: Majorities Say Current School Funding is Insufficient, Would Pay More in Taxes to Increase Support

While legislators prepare to take up a budget proposal from the governor that contains significant increases in funding for education, a recent poll by the Commonwealth Educational Policy Institute shows that Virginians strongly support increased funding for public schools and see it as having a direct impact on school quality.

More than two-thirds of Virginians (67 percent) say that Virginia schools do not have enough funds to meet their needs, while only 25 percent say schools have enough funding now. More than seven in 10 respondents (71 percent) said that the amount of funding affects education quality a great deal or quite a lot. Additionally, most Virginians (56 percent) would be willing to contribute more in taxes to increase money for schools, while 40 percent say they are not willing to do so. A willingness to pay more in taxes grows to 63 percent for additional funding targeted to high-poverty, low-performing schools that are working to increase student performance.

The proportion willing to pay higher taxes for overall education funding is 3 percentage points higher than last year but a partisan breakdown of support shows 66 percent of Democrats willing to see taxes increased, compared to only 48 percent of Republicans and 43 percent of independents. For funding targeted to high-poverty, low-performing schools, the breakdown is similar, with support from 76 percent of Democrats, 51 percent of Republicans and 57 percent of independents.

“This data suggests lawmakers have public backing to grow resources for education, especially if it’s targeted to low-performing areas,” said Dr. Robyn McDougle, interim executive director of the Commonwealth Educational Policy Institute and associate professor at the L. Douglas Wilder School of Government and Public Affairs at Virginia Commonwealth University.

"At the same time, the poll shows it's likely that legislators will hear different feedback from their constituents on taxes as a way to pay for that growth, depending on their political party."

Lawmakers looking to pull funds from other programs to support education will likely leave funding for mental health services untouched if public opinion is any guide. According to the poll, that area of state government is the only one that Virginians see as a higher priority than public school funding.

More than seven in 10 respondents (72 percent) said they would be willing to pay more in taxes to keep public schools funded at the current level and 76 percent said the same regarding mental health services. Compared to the previous year, willingness to support programs for aid to low-income families increased six percentage points to 62 percent and support for transportation grew eight percentage points to 54 percent. Willingness to support higher education (50 percent) and prisons (27 percent) was statistically unchanged.

Though there was significant variation along partisan lines, a majority of Democrats and Republicans would support higher taxes to keep funding levels stable for mental health services, public schools, aid to low-income families and transportation. Conversely, Republican willingness to support higher education was only 34 percent while Democratic support was 62 percent.

“Given these insights into public priorities, those advocating for increased spending on higher education or prisons will likely face more of an uphill battle to win significant gains,” McDougle said.

Recent actions to reduce the number of standardized tests also appear in line with public opinion. More than three-quarters of Virginians (80 percent) agree that preparations for SOL testing take so much class time that teachers can’t cover all the important material and a strong majority (67 percent) agree that SOL tests are putting too much pressure on students.

Most Virginians (58 percent) disagree with the statement that SOLs help improve student achievement. However, a narrow majority overall (55 percent) see a benefit of the SOLs in holding schools accountable and a similar proportion (53 percent) think SOLs make sure that all students in Virginia meet the same academic standards.

Other findings of the newly released poll include:

- Seventy-nine percent of respondents feel their community’s schools were safe or very safe, with 25 percent saying they were very safe.
- Fifty-six percent prefer additional security measures be used to address school safety issues while 27 percent preferred addressing school safety issues through the mental health system.
- Sixty-one percent of respondents support using more state funds to make sure that parents with limited English proficiency have access to information about their child’s education in a language they understand.

These findings are part of a new statewide survey conducted by Virginia Commonwealth University. The Commonwealth Education Poll was conducted by landline and cell telephone from December 15-20, 2015, with a random sample of 801 adults in Virginia. The margin of error for the poll is plus or minus 4.2 percentage points. This poll is conducted annually by VCU’s Commonwealth Educational Policy Institute (CEPI), which is part of the L. Douglas Wilder School of Government and Public Affairs. Portions of the poll related to higher education and workforce development will be released on Mon., Jan. 18.

For a PDF of the 39-page report including complete question wording and detailed tables of results see http://cepi.vcu.edu/publications/polls/.

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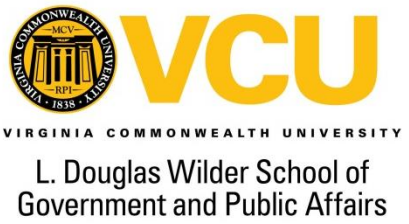

COMMONWEALTH EDUCATION POLL 2015-16

A survey of Virginians conducted by the Commonwealth Educational Policy Institute

Embargoed until 11:30am, Monday, January 18, 2016

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Press Release II [January 18, 2016]: Public Sees Role for High Schools in Workforce Development, Judge Higher Ed to Be Doing a "Good Job" in Critical Skill Areas

With many policy makers focused on workforce development as an engine for continued economic growth, a recent poll of Virginians by the Commonwealth Educational Policy Institute at Virginia Commonwealth University found a strong majority (63 percent) think that high school graduates are not prepared for the workplace but that they are prepared for college (64 percent).

The poll also found that more than seven in 10 respondents (72 percent) would support restructuring high school to make employer-aligned skill sets for a student's desired career the focus of grades 11 and 12. Support for such a shift was strongest among respondents in regions with a larger proportion of rural communities — the West (81 percent in favor), the Northwest and South Central (both at 77 percent in favor). However, respondents were split evenly on whether they would support a policy requiring eighth graders to develop a career plan.

"Most people don't think current high school graduates are ready to succeed in the workplace," said Dr. Robyn McDougle, interim executive director of the Commonwealth Educational Policy Institute and associate professor at the L. Douglas Wilder School of Government and Public Affairs at VCU. "For some, attending college is the next key step toward a career, but these responses suggest that the public supports a high school structure that provides career skills that match up with a student's vision for his or her future and the needs of employers."

Poll responses also indicate that the public sees community colleges as a key catalyst for workforce readiness with almost three in four members of the public (73 percent) saying community college graduates are ready to join the workforce and 88 percent saying they are ready for a four-year college or university. Seventy-five percent see graduates of four-year colleges and universities as ready to join the workforce.

Strong majorities also say Virginia colleges and universities are doing a good job in four specific outcome areas often mentioned as critical for workforce development:

- Producing graduates in scientific fields – 72 percent
- Preparing students for the workforce needs for the future – 70 percent
- Providing the skills that will be useful in obtaining a job – 68 percent
- Developing students' writing and communication skills – 65 percent

A clear majority (60 percent) of respondents feel that colleges and universities impacted their local economy "a great deal" or "quite a lot," speaking to the direct role of such institutions in local economies as well as through educational outcomes.

Another key finding of the 2015-16 Commonwealth Education Poll is that a sizable majority (86 percent) support or strongly support the current policy on sexual assault reporting for college campuses, which was passed by the General Assembly last spring. Parents of Virginia college students (at 65 percent) were more likely to strongly support the current policy than the population overall (58 percent), while younger respondents (ages 18-34) were less likely (at 47 percent).

"Last spring legislators were under significant pressure to draft new policy to strengthen reporting requirements for sexual assaults on campus," McDougle said. "They invested significant time and energy in weighing the options and the public clearly supports the result."

Despite continued media attention on mass shootings in the past year and a painful history with such events on college campuses, a strong majority of Virginians (67 percent) believes that Virginia's college and university campuses are safe or very safe, with 14 percent saying very safe. This is largely unchanged from 2015 when 66 percent judged campuses safe or very safe. Respondents from Northern Virginia were most likely (75 percent) to think campuses are safe or very safe.

In other findings, the poll shows that a majority of Virginians (57 percent) would be willing for their child to earn some of their high school credits via online platforms while only 8 percent would be willing to have their child's entire high school career be online.

These findings are part of a new statewide survey conducted by Virginia Commonwealth University. The Commonwealth Education Poll was conducted by landline and cell telephone from December 15-20, 2015, with a random sample of 801 adults in Virginia. The margin of error for the poll is plus or minus 4.2 percentage points. This poll is conducted annually by VCU's Commonwealth Educational Policy Institute (CEPI), which is part of the L. Douglas Wilder School of Government and Public Affairs. Portions of the poll related K-12 funding and policy were released on Mon., Jan. 11.

For a PDF of the 33-page report including complete question wording and detailed tables of results see http://cepi.vcu.edu/publications/polls/.

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