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## SURVEY ANALYSIS

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**TO:** INTERESTED PARTIES  
**FROM:** ROBERT COON  
**SUBJECT:** LITTLE ROCK SURVEY – JUNE/JULY 2020  
**DATE:** 8/6/20



### **Executive Summary**

The majority of families surveyed are enrolled in Little Rock public schools, with 67.77% having at least one child in a traditional public school (LRSD). LRSD enrollment is lower among families with household income over \$100k (-15%). Along income lines, enrollment in charter schools is consistent with that of LRSD, with a slightly higher enrollment among families making between \$51-\$75k. Type of enrollment also mirrors educational attainment of parents/guardians. As educational attainment increases, as does enrollment in charter and private schools. Private school enrollment percentages are highest in ZIP codes in the western part of the city (72212, 72223, and 72227).

Families were split fairly evenly on their recent online learning experiences. LRSD families rated their experience lower than their private and charter counterparts.

63% of families are concerned that their students are falling behind without traditional classroom instruction, including 40% that are very concerned. Concern is higher among public and charter school families. Math was by far the top rated subject of concern, especially among families with students in middle and high school. Broadband and device ownership are near universal, with both registering 90%+.

Overall, the top obstacle facing K through 12 students, as identified by their parents/guardians, was the lack of tutoring or one on one teaching (22%). An additional 11% indicated that lack of teacher instruction and interaction was their greatest obstacle. Taken together, 33% of responses centered around the need for direct or one on one teaching from a teacher or tutor.

Finally, in regard to support programs, the order of priority varied slightly depending on how the questions were asked, but overall the top three programs by all measurements were tutoring and study group programs, reading and math programs, and parental support. Additional to being the top overall, these three programs were ranked the highest by respondents making less than \$50k per year, and across all racial groups including Black, Hispanic/Latino, and Asian residents.

## **Methodology**

This public opinion survey was conducted among 667 residents of the City of Little Rock (and Cammack Village) between June 22-July 13, 2020 and has a margin of error of +/- 3.78%. All respondents are over the age of 18 and 95.65% of respondents were contacted via cellular telephone, and 4.35% were contacted by a landline phone.

Respondents were screened (Q1 and Q2) with 100% of respondents identified as over the age of 18, and 100% identified as having a household member currently enrolled in a K through 12 school.

According to U.S. Census Bureau estimates for 2019, the population of Little Rock is 51% White, 42% Black, and 7% Hispanic/Latino, compared to a survey demographic of 49% White, 40% Black, and 3% Hispanic/Latino. The survey is representative of the city in regard geographic distribution as compared to voter registration. The most recent Census Bureau estimates put median income for Little Rock at \$49,957. Accordingly, the percentage of respondents making more \$100k is disproportionately high, however 42% of respondents have incomes less than \$75k, with 7% unsure or refusing to answer. Furthermore, as a reference point, many of the survey findings were consistent across all income levels, and results were examined by income level to determine views of lower income residents.

## **Household Size**

Q3. "How many people reside in your household, including yourself?"

Two	11.71%
Three	29.51%
Four	29.67%
Five	19.76%
Six	4.15%
Seven	1.71%
More than seven	1.71%
Refused	1.71%

## **School Enrollment**

Q4. "In which of the following level of schooling will students in your household be enrolled in the upcoming school year - Elementary, Middle or High School?"

Elementary only	32.44%
Middle School only	11.95%
High School only	26.10%

<i>Elementary, Middle, &amp; High</i>	3.66%
<i>Elementary &amp; Middle</i>	10.24%
<i>Elementary &amp; High</i>	6.59%
<i>Middle &amp; High</i>	8.54%
<i>Unsure/Refused</i>	0.49%

### **School Type**

Q5: "What type of school or schools do students in your household attend?"

<i>Public School</i>	61.47%
<i>Private School</i>	20.99%
<i>Charter School</i>	10.04%
<i>Public &amp; Private</i>	3.75%
<i>Public &amp; Charter</i>	2.25%
<i>Private &amp; Charter</i>	0.30%
<i>Private, Public, &amp; Charter</i>	0.30%
<i>Unsure/Refused</i>	0.90%

The majority of families surveyed are enrolled in Little Rock public schools. In total, 67.77% have at least one child in an LRSD school. LRSD enrollment is lower among families with household income over \$100k (-15%). Enrollment in private schools increases at the \$75k (+19%) and \$100k (+38%) marks. Enrollment in charter schools is consistent across income levels.

Type of enrollment also mirrors educational attainment of parents/guardians. As educational attainment increases, as does enrollment in charter and private schools. Private school enrollment percentages are highest in ZIP codes in the western part of the city (72212, 72223, and 72227).

Charter and LRSD families have similar income profiles. However, employment statistics between the two groups does vary. 87% of charter school family respondents indicated they're currently employed compared to 79% of LRSD family respondents. The higher percentage of charter school parents/guardians that are employed does drive some differences in opinions on issues in this survey.

### **Primary Info Source**

Q6: "What would you consider your primary source for school related updates and information?"

<i>Direct from Teacher</i>	33.13%
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<i>Direct from Principal</i>	19.04%
<i>Direct from District</i>	36.43%
<i>Local News</i>	0.90%
<i>Word of Mouth</i>	0.60%
<i>Social Media</i>	3.75%
<i>Unsure/Refused</i>	6.15%

Among LRSD families, 44% receive their information from the district and 31% from their student’s teacher. Private and charter school families receive roughly the same amount from their teachers, but higher percentages from their school principal, which is likely due to the organizational structure of those types of schools.

Black respondents received a higher share of information directly from the school district (45%), compared to only 11% from their student’s principal (-8%). Overall the amount of communication to families from principals correlated with household income. Lower income respondents indicated much lower direct communication from principals, relying more on their school district or teacher, than those at higher income levels.

### **Online Experience**

*Q7: “Because of the COVID-19 pandemic, schools in Arkansas were required to close their physical locations and shift to online-only instruction. As a parent or guardian of a school aged child, with 5 being the best and 1 being the worst, how would you rate your student or students overall online learning experience over the past few months?”*

<i>One (Worst)</i>	11.24%
<i>Two</i>	17.39%
<i>Three</i>	33.43%
<i>Four</i>	20.39%
<i>Five (Best)</i>	15.44%
<i>Unsure/Refused</i>	2.10%

Overall, 29% of respondents rated their recent online learning experience a one or two, 33% a three, and 36% a four or five. LRSD families rated their experience lower than their private and charter counterparts – with 33% giving it a one or two, compared with 21% and 18%, respectively.

White families were more negative about their experience than black families. 36% of white families gave their experience a one or two and only 27% gave it a four or five. Comparatively, 20% of black respondents gave their experience a one or two, and 44% gave it a four or five.

On the whole, lower income families rated their experiences better than those at higher income levels.

**Online Concern**

*Q8: "Thinking more about the recent shift to online learning, how concerned are you that the students in your household are falling behind without traditional classroom instruction?"*

<i>Very Concerned</i>	<i>40.03%</i>
<i>Somewhat Concerned</i>	<i>23.39%</i>
<i>Not Too Concerned</i>	<i>17.39%</i>
<i>Not Concerned at All</i>	<i>18.29%</i>
<i>Unsure/Refused</i>	<i>0.90%</i>

63% of families are concerned that their students are falling behind without traditional classroom instruction, including 40% that are very concerned. Among LRSD families, 66% are concerned compared to 54% of private school and 63% of charter school families.

The worse experience (Q7) that a family had during the previous period of online learning, the greater their level of concern with falling behind.

Parents and guardians with lower educational attainment said they were very concerned about their children falling behind more than families with higher educational attainment. This could reflect concern over whether these parents/guardians had the ability to assist their students successfully given their own educational levels.

**Subject of Concern**

*Q9: "Is there a specific subject or area that you are particularly concerned about them falling behind in?"*

<i>Math</i>	<i>27.19%</i>
<i>Reading</i>	<i>9.22%</i>
<i>Science</i>	<i>1.65%</i>
<i>English</i>	<i>1.42%</i>
<i>Foreign Language</i>	<i>0.47%</i>

<i>Extracurricular</i>	<i>0.71%</i>
<i>All Subjects</i>	<i>6.86%</i>
<i>Socialization</i>	<i>1.42%</i>
<i>Math and Science</i>	<i>5.67%</i>
<i>Math and Reading</i>	<i>3.78%</i>
<i>Math and English</i>	<i>2.36%</i>
<i>Other</i>	<i>6.15%</i>
<i>None/Unsure/Refused</i>	<i>33.10%</i>
<i>*Includes Math</i>	<i>45.86%</i>

Math was by far the top rated subject of concern, especially among families with students in middle and high school. Elementary only families were concerned equally about math and reading (21%).

Math was the top concern among LRSD, private, and charter school families. Charter school families selected math as their top concern by 8 percentage points more than the overall sample.

The concern over math is consistent across all income categories and levels of educational attainment.

### **Broadband**

Q10: "Do you currently have high-speed internet or "broadband" at your residence?"

<i>Yes</i>	<i>96.25%</i>
<i>No</i>	<i>3.75%</i>

96% of families responded that they had high-speed internet or "broadband" at their residence, including 95% of LRSD families. Broadband was consistent among white, Hispanic, and black families, and among respondents who are employed and those who are unemployed. 20% of families with household income under \$25k indicated that they did not have broadband, roughly half of the overall respondents without it.

### **Broadband Follow Up**

Q11: "What is the main reason you currently don't have high-speed internet at home?"

<i>Not Affordable</i>	<i>52.00%</i>
<i>Not Available</i>	<i>16.00%</i>

<i>Don't Need It</i>	24.00%
<i>Other</i>	8.00%

Of those without high-speed internet or broadband, cost appears to be the driving factor rather than availability. As noted above, 96% of families reported having broadband, with lower income (under \$25k) being the only demographic under that average (80%).

### **Devices**

*Q12: "Do you currently have a computer, tablet, or laptop at your residence that is suitable for students in your home to use for online learning?"*

<i>Yes</i>	90.25%
<i>No</i>	9.60%
<i>Unsure/Refused</i>	0.15%

90% of families reported that they currently have a device suitable for students in their home to use for online learning. Notably, household size did not affect responses on this question.

Among types of schools, LRSD families did lag slightly behind the overall at 88%. As expected, families without broadband were more likely not to have the necessary devices either (40%).

Socioeconomic factors appear to affect device ownership more so than broadband. 15% of black respondents reported not having the necessary devices, as did 41% of families making less than \$25k. Notably 20% of those who said they were currently unemployed lacked the necessary devices for online education, a concern given the higher levels of unemployment related to the coronavirus pandemic.

### **Device Borrowing**

*Q13: "Did you borrow a laptop or device from your student's school for home use over the last few months?"*

<i>Yes</i>	35.08%
<i>No</i>	64.62%
<i>Unsure/Refused</i>	0.30%

Overall, only 35% of respondents indicated that they borrowed a device during the recent period of online learning. Borrowing rates were higher among families who indicated that they didn't have the necessary devices for online learning (77% borrowed) and among lower income families – 56% of those making less than \$25k and 53% of those making \$26-\$50k.

While larger households indicated they had the necessary devices, they did borrow devices for student use at greater rates – likely for convenience purposes.

LRSD families borrowed devices slightly more than the overall average (+4%).

Notably, borrowing a device did not impact the online experience that families had during the recent period of online learning.

### **Biggest Obstacle - Coronavirus**

*Q14: "Thinking about the K through 12 students in your home, in your opinion, what would you consider to be the biggest obstacle or barrier to their educational success during the coronavirus pandemic?"*

<i>Food/Meals</i>	<i>0.15%</i>
<i>Tutoring/One on One Teaching</i>	<i>22.19%</i>
<i>Physical/Mental Healthcare</i>	<i>0.75%</i>
<i>Internet/Broadband</i>	<i>1.95%</i>
<i>Computers/Devices</i>	<i>1.50%</i>
<i>Safe Spaces/Child Supervision</i>	<i>5.40%</i>
<i>College Preparation</i>	<i>0.30%</i>
<i>Workforce/Career Training</i>	<i>0.45%</i>
<i>Parent Support/Help</i>	<i>4.80%</i>
<i>Lack of Socialization</i>	<i>12.74%</i>
<i>Lack of Teacher Instruction/Interaction</i>	<i>10.64%</i>
<i>Parents Doing the Teaching</i>	<i>1.80%</i>
<i>Student Motivation/Distracted</i>	<i>4.95%</i>
<i>Curriculum/Content/Platform</i>	<i>4.35%</i>
<i>Need Classroom Setting</i>	<i>8.25%</i>
<i>Other</i>	<i>10.04%</i>
<i>Unsure/Refused</i>	<i>9.75%</i>

Overall, the top obstacle facing K through 12 students, as identified by their parents/guardians, was the lack of tutoring or one on one teaching (22%). 11% indicated that lack of teacher instruction and interaction was their greatest obstacle. Taken together, 33% of responses centered around the need for direct or one on one teaching from a teacher or tutor.



Tutoring and one on one teaching was the top obstacle identified by parents and guardians that rated their recent experience as a one, two, or three. For families that rated their experience as a four, socialization was their biggest obstacle.

Among families that are very concerned about their students falling behind, 27% said tutoring and one on one teaching was their biggest obstacle.

Responses were consistent among both white and black respondents. The need for one on one teaching and direct teacher interaction was also consistent across all income levels.

**#1 Resource**

*Q15: "What would you say is the number one service or resource that could be provided to you that would help with your child's education?"*

<i>Internet</i>	<i>38.23%</i>
<i>Devices</i>	<i>3.75%</i>
<i>Internet &amp; Devices</i>	<i>0.60%</i>
<i>Live Teacher Instruction</i>	<i>19.19%</i>
<i>Child Supervision</i>	<i>0.60%</i>
<i>Online/In-Home Tutoring</i>	<i>7.05%</i>
<i>Better Curriculum/Platform</i>	<i>7.35%</i>
<i>Additional Learning Resources</i>	<i>1.35%</i>
<i>Online Training for Teachers</i>	<i>0.60%</i>
<i>Training/Support for Families</i>	<i>2.25%</i>
<i>Organization/Communication</i>	<i>3.15%</i>
<i>Re-Open Schools</i>	<i>9.90%</i>
<i>Other</i>	<i>6.00%</i>

When asked what the number one service or resource that could be provided to help with education, 38% of respondents said the internet followed by 19% who responded with live teacher instruction/interaction (22% for LRSD families). Live teacher instruction/interaction was higher among families that were very (+4%) or somewhat (+2%) concerned about their students falling behind.

Responses to this question do have some inconsistencies, making the "internet" results unclear, especially considering internet/broadband only registered at 1.95% in Q14. 95% of those who answered "internet" to this question signified they currently have high-speed internet or broadband, which may suggest that cost is a factor or that they viewed connectivity as their greatest need for online learning. 49% of private

school families said internet was the resource that would help their students, while internet was also the top answer among higher income level respondents.

### **Outlook on Opportunity**

*Q16: "In your opinion, do students of different races in Little Rock have the same opportunity to attend a great school, or do some students have an advantage due to their race?"*

<i>Same Opportunity</i>	<i>26.99%</i>
<i>Advantage for Some</i>	<i>61.92%</i>
<i>Undecided/Refused</i>	<i>11.09%</i>

Overall, 62% of respondents indicated that they believed students of different races have an advantage due to their race. Black families signified that some students have an advantage (71%) more than their white counterparts (58%).

Responses didn't vary significantly by income level, but differences did emerge along gender and geographic lines.

Men were less inclined to say that some had an advantage due to their race (56%), with 32% indicated students had the same opportunity. On the other hand, 66% of women said some students had an advantage, with 24% indicating their opportunity was the same.

Responses to this question are likely driven by ideology, as viewed through the lens of geography. While residents in 72207 have similar income, educational, and racial demographics to those in 72212, 72211, and 72223, their ideological views are known to be more progressive and less conservative. Likewise, their responses to this question correlate. 69% of residents of 72207 indicated that some students have an advantage, compared to 56% in 72212, 54% in 72211, and 52% in 72223.

### **Racial Impact**

*Q17: "To what degree do you think your race has impacted the well-being of people in your household?"*

<i>Significantly Negatively Impacted</i>	<i>5.55%</i>
<i>Somewhat Negatively Impacted</i>	<i>11.69%</i>
<i>Not Impacted at All</i>	<i>39.88%</i>
<i>Somewhat Positively Impacted</i>	<i>18.44%</i>
<i>Significantly Positively Impacted</i>	<i>16.04%</i>

Unsure/Refused

8.40%

A plurality of parents and guardians surveyed (40%) indicate that their race hasn't impacted the well-being of their household. White families in this survey identify a positive impact of their race to a greater degree (47%) than black families a negative one (35%).

Respondents at higher income and educational attainment levels also believed their race had a positive impact on their families' well-being.

### **Biggest Obstacle – Generally**

Q18: "Thinking more broadly now, including things other than education, what would you say is the biggest obstacle or problem that your family currently faces?"

Money/Finances	15.44%
Race/Racism	32.98%
Health/Healthcare Services	3.15%
Food	0.30%
Protecting Self/Others Coronavirus	7.65%
School/Education	4.50%
Work/Life Balance	5.40%
Job/Employment/Economy	6.60%
Social Isolation/Limitations	13.04%
Uncertainty	0.90%
Other	10.04%

Race and/or racism topped the chart as the biggest obstacle facing families in this survey (33%), including both black (37%) and white (30.28%) families. These results are understandable given recent events surrounding the death of George Floyd and the associated national movement on racial issues.

Following race/racism, social isolation (17%) and personal finances (12%) were the next highest two issues. Concern over personal finances were predictably higher among lower income households – 32% for those making less than \$25k and 29% for those making \$26-\$50k. Personal finances were also the top issue for those who are currently unemployed (29%). Women were more concerned with personal finances (20%) than men (10%).

While race/racism led with wealthier households, they were also concerned with the effects of social isolation related to coronavirus (21% for \$100k+).

## **Mental/Physical Health Assistance**

*"INTRO: Now I'm going to describe several different types of community support programs that could be offered to families in Little Rock, at no cost, to help support education. For each tell me if the program would be very helpful, somewhat helpful, not so helpful, or not helpful at all to your household..."*

*Q19: "First: Assistance for families who need help accessing or coordinating mental or physical healthcare services - Would this type of support program be:"*

<i>Very Helpful</i>	<i>19.94%</i>
<i>Somewhat Helpful</i>	<i>20.24%</i>
<i>Not Too Helpful</i>	<i>12.14%</i>
<i>Not Helpful at All</i>	<i>46.48%</i>
<i>Unsure/Refused</i>	<i>1.20%</i>

In total, 40% of respondents indicated that a program providing mental and physical health assistance would be helpful to their families. Families with students in public (43%) and charter (49%) schools were slightly above the overall average.

The need for mental and physical healthcare services was higher among black respondents (51%), lower income households (59% - Under \$25k; 62% - \$26-\$50k), and those where the respondent is currently unemployed (54%).

## **Safe Spaces and Child Supervision**

*Q20: "Programs that provide child supervision and a safe space for students to socialize and interact with other children outside of regular school hours - Would this type of support program be:"*

<i>Very Helpful</i>	<i>34.93%</i>
<i>Somewhat Helpful</i>	<i>25.19%</i>
<i>Not Too Helpful</i>	<i>9.15%</i>
<i>Not Helpful at All</i>	<i>30.13%</i>
<i>Unsure/Refused</i>	<i>0.60%</i>

Programs providing safe spaces and child supervision are considered helpful by a 60% of households surveyed. LRSD families (62%) and charter school families (80%), in particular, indicated they would find this type of program to be helpful.

Black (70%) and Latino (71%) exceeded that of white (51%) households on this issue. Notably 43% of black families indicated safe spaces and child supervision would be “very helpful”.

Support was broad across all incomes, with the highest support among families with household income ranging between \$26k-\$50k.

### **College and Workforce Readiness**

*Q21: “Readiness programs to help students prepare for college or enter the workforce, including assistance with college or job applications - Would this type of support program be:”*

<i>Very Helpful</i>	<i>47.08%</i>
<i>Somewhat Helpful</i>	<i>19.49%</i>
<i>Not Too Helpful</i>	<i>5.70%</i>
<i>Not Helpful at All</i>	<i>26.99%</i>
<i>Unsure/Refused</i>	<i>0.75%</i>

Programs to assist students with college and workforce readiness were 4th overall (67%) and 4th in intensity (very helpful). This type of assistance rated higher with charter school families with 73% indicating it would be helpful (62% very) as well as black families (78%, 63%).

Both overall support, and intensity were higher among lower income groups, and declined as income increased.

### **Food Support**

*Q22: “Food support programs to ensure students and their families have access to healthy and nutritious food both at school and at home - Would this type of support program be: ”*

<i>Very Helpful</i>	<i>29.54%</i>
<i>Somewhat Helpful</i>	<i>16.19%</i>
<i>Not Too Helpful</i>	<i>11.69%</i>
<i>Not Helpful at All</i>	<i>41.83%</i>
<i>Unsure/Refused</i>	<i>0.75%</i>

Food support programs were not viewed as widely helpful (46%), however some subgroups indicated they would find the assistance beneficial.

Just over half of LRSD families (51%) said food support would be helpful (33% very helpful) along with 55% of charter school families. Black respondents found food support to be helpful at a higher rate (68%) and this type of program saw greater level of support among lower income residents, as expected.

**Learning and Tutoring Programs**

*Q23: “Additional learning opportunities such as one on one tutoring or study group programs - Would this type of support program be:”*

<i>Very Helpful</i>	<i>54.27%</i>
<i>Somewhat Helpful</i>	<i>26.54%</i>
<i>Not Too Helpful</i>	<i>5.70%</i>
<i>Not Helpful at All</i>	<i>13.04%</i>
<i>Unsure/Refused</i>	<i>0.45%</i>

Tutoring and study group programs ranked as the 2<sup>nd</sup> highest overall with 81% and 2<sup>nd</sup> in intensity (54% very helpful). Support for these programs were slightly higher among LRSD families (84%) and charter school families (85%). Notably, even private school families rated tutoring or study group programs at 68% helpful.

Along racial lines support was broad with white (74%), Hispanic/Latino (86%), and black (89%) residents finding this type of program helpful.

**Technology Assistance**

*Q24: “Technology assistance, including financial help for families who need broadband connectivity or devices like laptops for students in their homes - Would this type of support program be:”*

<i>Very Helpful</i>	<i>37.63%</i>
<i>Somewhat Helpful</i>	<i>14.69%</i>
<i>Not Too Helpful</i>	<i>9.60%</i>
<i>Not Helpful at All</i>	<i>37.48%</i>
<i>Unsure/Refused</i>	<i>0.60%</i>

Despite “internet” being named as the top resource in question 15, only 52% of respondents indicated technology support, including financial assistance, would be helpful to their families. However, among certain groups, this type of assistance saw greater support.

Both LRSD families (58%) and charter school families (61%) indicated that they would find these services helpful. Respondents who are currently unemployed registered at an even higher rate (75%).

Finally, there was a large racial gap on this question as white families found this assistance mostly not helpful (64%) and black families helpful (69%). Hispanic/Latino families were in-between at 57% helpful.

### **Reading and Math Programs**

*Q25: "Programs targeted at helping students improve in specific subject areas such as reading or math - Would this type of support program be:"*

<i>Very Helpful</i>	55.17%
<i>Somewhat Helpful</i>	27.44%
<i>Not Too Helpful</i>	2.85%
<i>Not Helpful at All</i>	14.09%
<i>Unsure/Refused</i>	0.45%

Results for Question 25 were similar to those in Question 23, however the mention of math and reading programs resulted in numbers being slightly higher. Programs targeting specific subjects like reading and math were the top overall (83%) and in intensity (55%). LRSD families (85%) and charter school families (90%) viewed these programs even higher.

Subject specific programs had broad support among all races – white (78%), black (88%), Hispanic/Latino (95%) – and across all income levels ranging from 91% at the lowest income to 75% at the highest.

### **Parent Support Programs**

*Q26: "Programs to equip parents and guardians with the tools and training they need to assist their children with online learning - Would this type of support program be:"*

<i>Very Helpful</i>	52.17%
<i>Somewhat Helpful</i>	25.04%
<i>Not Too Helpful</i>	4.95%
<i>Not Helpful at All</i>	17.39%
<i>Unsure/Refused</i>	0.45%

Programs to support parents and guardians more effectively assist their students ranked as #3 overall (77%) and in intensity (52%). As with other programs, helpfulness was higher among LRSD families (82%), charter school families (79%), and black respondents (87%).

Lower income families found these types of programs to be particularly helpful. In the three lowest income levels support notably exceeded the overall average – 94%, 86%, and 84% respectively.

### **Most Important Program**

*Q27: “Now, thinking about the programs we just discussed, please tell me which three programs would be most important to your family in order of importance. First which is the Most Important Program:*

<i>Mental/Physical Health Assistance</i>	<i>6.75%</i>
<i>Safe Spaces/Child Supervision</i>	<i>12.29%</i>
<i>College/Workforce Readiness</i>	<i>19.04%</i>
<i>Food Support</i>	<i>4.05%</i>
<i>Learning and Tutoring Programs</i>	<i>16.34%</i>
<i>Technology Assistance</i>	<i>7.95%</i>
<i>Reading and Math Programs</i>	<i>13.49%</i>
<i>Parent Support Programs</i>	<i>11.69%</i>
<i>Unsure/Refused</i>	<i>8.40%</i>

When asked to choose which of the above programs would be the most helpful, college and workforce readiness was the highest rated by the overall survey universe, despite other programs ranking higher in helpfulness in questions 19 through 25.

Note that reading and math programs and learning/tutoring programs have some overlap in scope, which may have resulted in some dilution among the two.

When examined through the lens of school enrollment type, results varied slightly. LRSD families ranked college and workforce readiness the highest (19.02%), followed by learning and tutoring programs (15.12%), reading and math programs (13.90%), and parental support (12.93%). Charter school families ranked learning and tutoring programs the highest (25.37%), followed by reading and math (17.91%), safe spaces (15.71%), and college and workforce readiness (14.93%).

White and black respondents had similar priorities, in slightly different orders. White families ranked college and workforce readiness as the most important (18.65%), followed by learning and tutoring (17.74%), safe spaces (14.98%), and reading and math (11.93%). Black families ranked college and workforce readiness as the highest (18.59%), followed by reading and math (15.99%), learning and tutoring (14.50%), and parental support (11.15%).



## **#2 Program**

Q28: "What is the Second Most important Program?"

Mental/Physical Health Assistance	6.06%
Safe Spaces/Child Supervision	8.35%
College/Workforce Readiness	10.31%
Food Support	6.22%
Learning and Tutoring Programs	25.86%
Technology Assistance	12.11%
Reading and Math Programs	18.00%
Parent Support Programs	9.49%
Unsure/Refused	3.60%

## **#3 Program**

Q28: "What is the Second Most important Program?"

Mental/Physical Health Assistance	7.13%
Safe Spaces/Child Supervision	10.53%
College/Workforce Readiness	9.00%
Food Support	7.98%
Learning and Tutoring Programs	16.30%
Technology Assistance	10.19%
Reading and Math Programs	15.96%
Parent Support Programs	17.49%
Unsure/Refused	5.43%

## **Demographics**

AGE	
18-34	9.30%
35-49	64.77%
50-64	23.39%
65+	1.95%

RACE	
White	49.03%
Hispanic	3.15%
Black	40.33%
Asian American	1.95%

Refused	0.60%
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Native American	1.05%
Other	1.50%
Don't Know/Refused	3.00%

EDUCATIONAL ATTAINMENT	
Did Not Complete High School	1.80%
High School or GED	9.90%
Some College	13.94%
Technical or 2-Year Degree	9.00%
Bachelor's Degree	32.23%
Master's or Professional Degree	22.34%
Advanced Graduate or Ph.D.	9.45%
Don't Know/Refused	1.35%

INCOME	
< \$25,000	9.90%
\$26-50,000	16.34%
\$51-75,000	16.34%
\$76-100,000	14.84%
> \$100,000	35.53%
Refused	7.05%

GENDER	
Male	41.83%
Female	57.72%
Other	0.45%

EMPLOYMENT STATUS	
Currently Employed	80.66%
Currently Unemployed	10.34%
Retired	3.75%
Out of Workforce	4.65%
Unsure/Refused	0.60%

ZIP	
72202	0.30%
72103	0.75%
72202	3.60%
72204	13.49%
72205	6.45%
72207	6.30%
72209	12.29%
72210	5.55%

72211	10.04%
72212	9.45%
72223	13.04%
72227	6.60%