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## Arkansas Parent Survey 2022

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***ARKANSAS EDUCATION REPORT***  
***Volume 19, Issue 04***

**ARKANSAS PARENT SURVEY**  
**2022**

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**August 31, 2022**

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## Executive Summary

The Office for Education Policy at the University of Arkansas administered a survey on education topics to a representative sample of 500 Arkansas parents of school-aged children in late 2021 and addressed a variety of education-related topics.

The following findings emerged from the survey and are discussed in this report.

Arkansas parents...

- felt like their students were learning more in school in 2021-22 than in 2020-21.
- widely support Career and Technical Education.
- widely support free prekindergarten.
- strongly support programs that provide resources for school choice options.
- are divided over if schools should be allowed to teach about how racism can exist in society and its institutions or about Critical Race Theory (CRT).
- feel like schools in the state are good, but the local school that their child attends is even better.
- have differing opinions about what factors are the most important when considering a school for their child.
- have diverse perceptions of teacher salary.
- feel welcome at their student's school, and are pleased with instruction and think that discipline and grading practices at their child's school are fair.
- have college-going expectations for their children, but don't want their child to become a teacher.

## Introduction

Schools play an important role in communities throughout Arkansas, and public schools were open for in-person instruction during the 2020-21 school year when those in many other states were still closed in response to the COVID-19 pandemic. While the majority of Arkansas' public school students were attended school in person, some parents elected to use hybrid or virtual models of school to continue their learning. Arkansas' private schools were not required to provide face-to-face instruction, although many followed the example of the public schools. Regardless of the type of school that students attended, the learning environment was different than it had even been as protocols were followed and cases rose. Even parents who homeschool their children faced new challenges in educating their children. Tests administered at the end of the 2020-21 school year revealed significant declines in reading and math performance of Arkansas' students compared to pre-pandemic levels.

Although COVID disruptions to learning were unprecedented, the education system in Arkansas continued to work to educate students. Many of the challenges that schools traditionally face were exacerbated by the pandemic, and schools to face challenges around the supply of high-quality teachers, disagreements about what should be taught in schools, supporting the most at-risk students, focusing on students' mental health and closing long-standing differences in student achievement rates.

Schools and communities will need to work together to begin to address these challenges, and accelerate learning. Raising up parent voices will inform school leaders and policymakers as they develop plans to effectively meet the needs of the people in their communities.

The Office for Education Policy at the University of Arkansas administered a survey on education topics to a representative sample of 500 Arkansas parents of school-aged children. The survey was administered between November 22 and December 16, 2021 and addressed a variety of education-related topics.

The majority of the students of these parents attended public schools, including traditional public schools (66%), public charter schools (10%), and public magnet schools (4%). A smaller percentage of students were reported to be homeschooled (11%), attending private schools (7%), or attending school through a virtual platform (2%). On average, parents that participated in the survey had 2.6 school-aged children. If the parent indicated that they had more than one school-aged child, the survey randomly selected a child for them to respond about.

We summarize parents' perspectives in this report and provide suggestions for policymakers, school leaders, and other education stakeholders to consider.

# FINDINGS

## 1. Arkansas parents felt like their students were learning more in school in 2021-22 than in the 2020-21 school year.

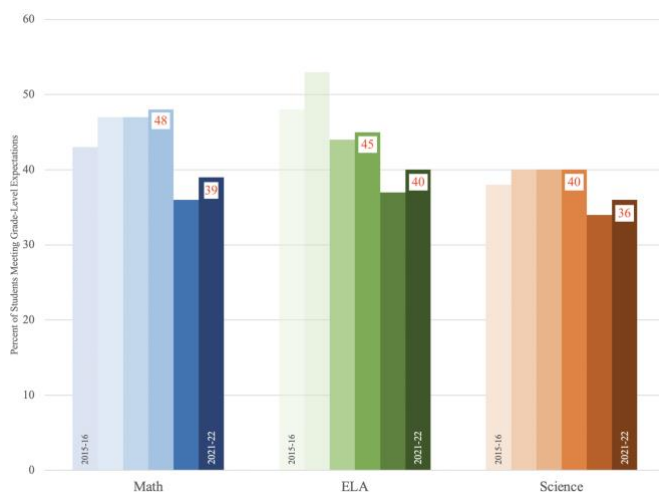
Unlike most states, Arkansas' public schools were required to be open for in-person during the 2020-21 school year with the exception of short closures due to outbreaks of COVID. The majority of public school students, therefore, [attended school in-person](#) in 2021, but hybrid and virtual learning options were also available for public school students throughout the state. Private schools were not mandated to provide in-person learning for the 2020-21 school year, although many likely followed the public school openings.

**59%** of parents surveyed indicated that their student was learning much more (29%) or more (30%) in 2021-22 than in the 2020-21 school year.

**58%** of parents reported their student's instruction was primarily in person in 2020-21, and they were more likely to feel that their student was learning more in 2021-22 than parents whose students were not primarily receiving in-person instruction the prior year: 65% to 54%, respectively.

Parent perspective on increased learning was consistent across racial groups and school types. The majority of parents reported that their child was learning more in 2021-22 than in the prior year across all school types, but this was especially true among parents of students attending private schools. Nearly all (82%) of parents of students attending private schools felt that their student was learning more than in the prior year.

**Figure 1.** ACT Aspire Proficiency Rates, Arkansas students 2015-16 through 2021-22\*  
\*No data from 2019-20 due to COVID-related school closures



**Next Steps:** Assessment results from public school students reflected sharp declines in 2020-21. [Preliminary public-school assessment data](#) from the 2021-22 school year indicates that while a slightly higher percentage of students were meeting grade level expectations in math, English Language Arts, and science, Arkansas students are still performing well below 2018-19 (pre-COVID) levels. Monitoring how effective schools are at growing student learning and meeting the needs of families is critical to ensuring that Arkansas students and families are being well served.

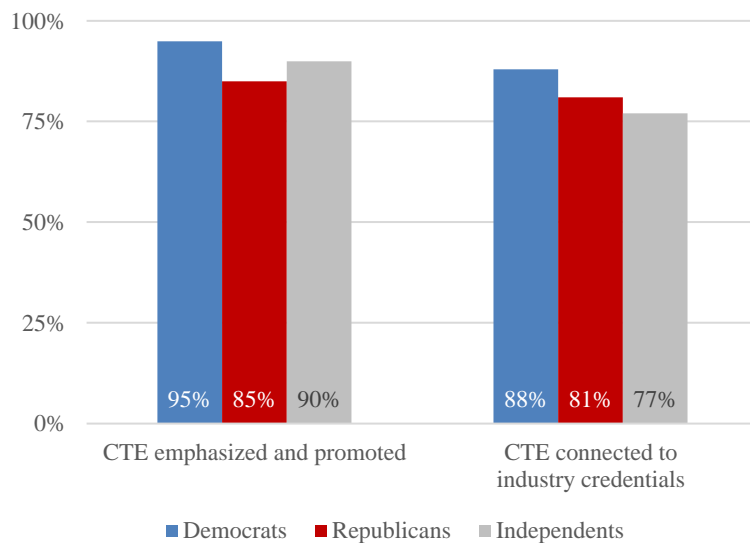
## 2. Arkansas parents widely support Career and Technical Education.

Career and technical education (CTE) provides students with the academic and technical skills, knowledge, and training necessary to succeed in college and careers. These courses are offered in middle schools and high schools throughout the state and cover a variety of [occupational areas](#) including Agriculture Science and Technology, Business and Marketing Technology, and Trade and Industry.

Parents surveyed support CTE courses and would like them to provide students with credentials that are relevant on the job market. **88%** of parents surveyed agreed that Career and Technical Education classes should be emphasized and promoted as a viable path to employment after high school. **79%** of parents agreed that Career and Technical Education classes should be connected to industry-recognized credentials. Industry-recognized credentials validate the knowledge and skills required for success in a given occupation or industry.

Parents from the three most common political parties support CTE emphasis and industry-recognized credentials. Republican respondents were least likely to agree that CTE courses should be emphasized (85%), and Independents were least likely to support connection to industry credentials (77%).

**Figure 2.** Percentage of Parents Agreeing with CTE Statements, by Political Party Identification



A substantial percentage of parents surveyed reported that they did not know if CTE courses should be emphasized (8%) or tied to industry credentials (16%). The lack of parental knowledge about CTE was evidenced across all student grade levels, including high school.

**Next Steps:** To continue to provide high-quality CTE in the state and ensure that students know about the valuable resources, CTE leaders should consider promoting the programs more with parents, even with those of elementary school students. CTE leaders and business leaders should continue to collaborate and ensure that CTE programs align with local workforce needs.

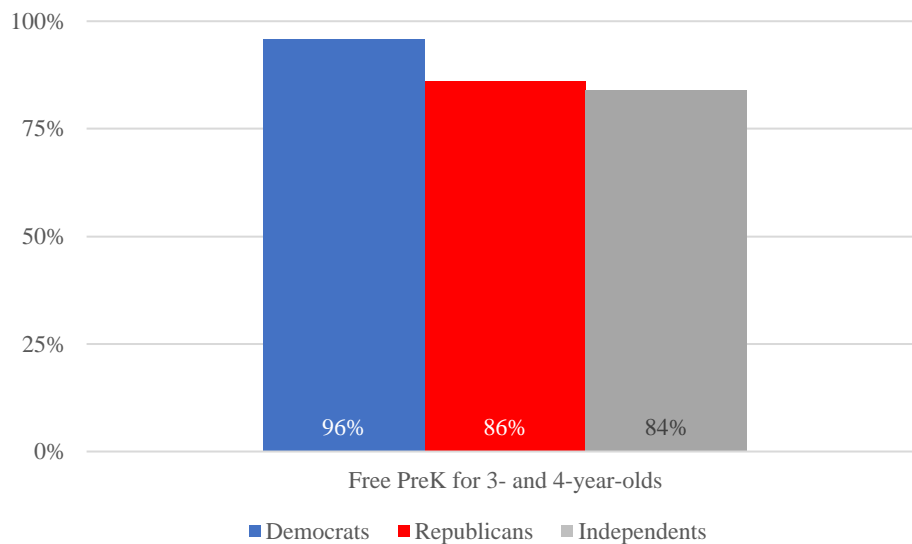
### 3. Arkansas parents widely support universal Pre-Kindergarten.

Oklahoma is one of just five states (the other are Colorado, Florida, Vermont and West Virginia) along with the District of Columbia that offer universal preschool access to all age-eligible children regardless of family income.

Arkansas parents would like to have the same opportunity. **81%** of surveyed parents agreed that Free Pre-Kindergarten should be available for all 3- and 4-year-old children.

Although support for PreK was widespread, there was variation in support associated with respondent's reported political affiliation. Parents that identified themselves as Democrats were the most likely to support PreK (96%) but Republicans and Independents were still very supportive at 86% and 84% respectively.

**Figure 3.** Percentage of Parents Agreeing with Universal Pre-Kindergarten Availability, by Political Party Identification



**Next Steps:** Education stakeholders and policy makers should continue to expand access to high-quality and affordable pre-kindergarten and early childhood education options. Continuing to develop a better understanding of the current [state of early childhood education in Arkansas](#) and its workforce is critical to improving learning opportunities for our youngest learners.



**4. Arkansas parents strongly support programs that provide resources for school choice options.**

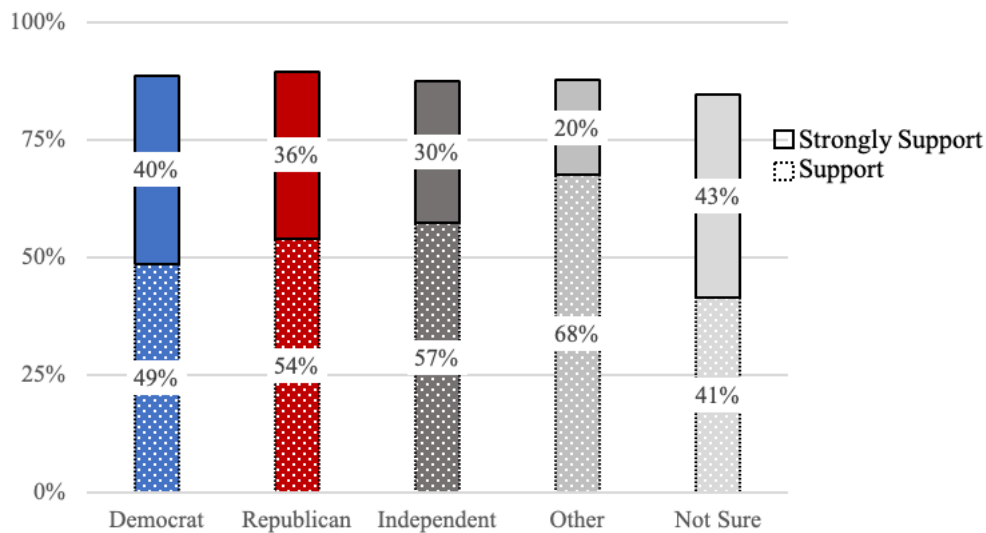
Arkansas has two programs that provide resources allowing families to select a school for their child: The Succeed Scholarship Program and The Philanthropic Investment in Arkansas Kids Scholarship Program. The survey did not identify these programs by name, but described each program and asked parents to report if they supported or opposed the program and if they would be likely to use the scholarship if they had the opportunity to do so.

*Succeed Scholarship*

**88%** of parents support or strongly support Arkansas's K-12 scholarship program allowing students with special needs, from foster homes, or of military connected families to get a voucher (approximately \$7,000) for private school tuition. This money does not reduce the funding for public schools.

In 2020-21, several hundred students participated in this program, called the Succeed Scholarship Program. Parental support for the Succeed Scholarship Program was strong across all political parties.

**Figure 4.** Percentage of Parents Supporting the Succeed Scholarship, by Political Party Identification

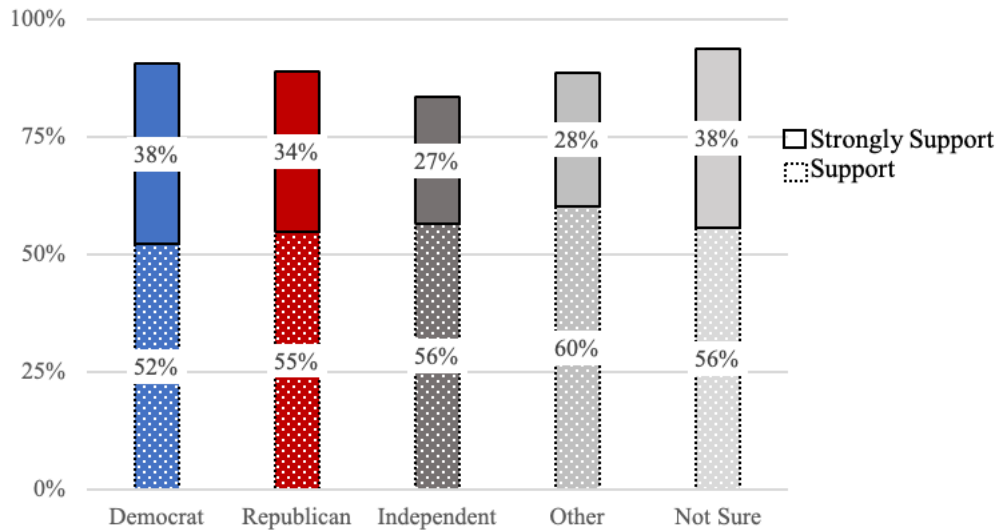


*Philanthropic Investment in Arkansas Kids Scholarship*

**88%** of parents support or strongly support Arkansas's K-12 tax-credit scholarship program, where donations from individuals and businesses will fund private school scholarships (approximately \$6,000) for student from families with lower annual incomes (approximately \$53,000 for a family of four). The Philanthropic Investment in Arkansas Kids Scholarship Program began in 2022.

Parental support for the tax-credit scholarship program was also strong across all political parties.

**Figure 6.** Percentage of Parents Supporting the Tax-Credit Scholarship, by Political Party Identification



**73%** of Arkansas parents surveyed indicated that they would be very likely or likely to use one of these scholarships to enroll a child in their household in a private school if eligibility restrictions were not a factor.

Based on how likely they would be to use a scholarship program, parents selected two factors that best described why they would or would not be likely to use a scholarship for private school tuition. The percentage of parents that selected each option are identified below.

Reasons identified by parents who indicated that they were likely to use a scholarship:

1. **Quality of private school education (75%)**
2. **School culture of private school (39%)**
3. Interested in sending my child to a private school (34%)
4. Religious affiliation of private school (26%)
5. Parent engagement in private school (28%)

Reasons identified by parents who indicated that they were unlikely to use a scholarship:

1. **Not interested in sending my child to a private school (75%)**
2. **Private schools are too far away (52%)**
3. Religious affiliation of private school (41%)
4. Transportation wouldn't be provided (32%)

**Next Steps:** Education stakeholders and policy makers should continue to expand access to high-quality education and include options for parents to select schools that are the best fit for their students. Monitoring how effective schools are at growing student learning and meeting the needs of families is critical to ensuring that Arkansas students and families are being well served.

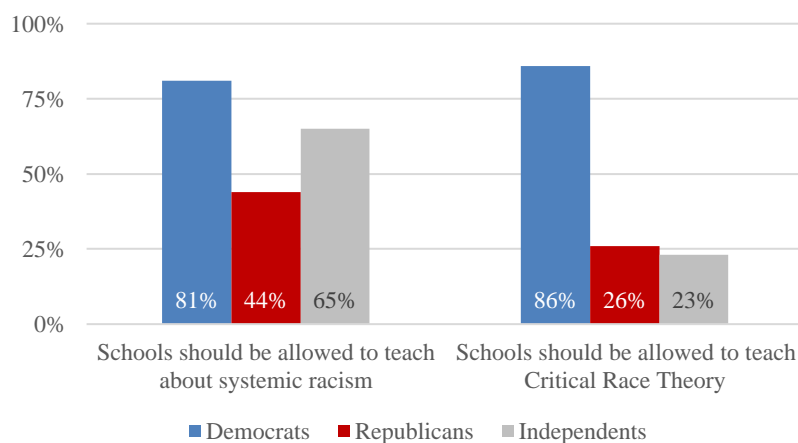
## 5. Arkansas parents are divided over if schools should be allowed to teach about how racism can exist in society and its institutions or about Critical Race Theory (CRT).

Nationally, there are ongoing discussions about what schools should, and should not, be teaching. Our survey randomly split the parent survey sample into two groups, and asked each group a version of a question about what schools should be able to teach. Among parents asked if schools should be allowed to teach “about how racism can exist in society and its institutions”, **60%** agreed. Among parents who received the question asking if schools should be allowed to teach “Critical Race Theory” (CRT) only **40%** agreed.

The survey found substantial variation in agreement rates by race/ethnicity and political ideology for both questions. Hispanic parents were more likely than white or Black parents to support teaching about systemic racism (77% vs. 59% and 56%). Black parents were much more likely than white or Hispanic parents to support teaching about Critical Race Theory (75% vs. 30% and 40%).

Democrats were more likely to agree with both statements, with 81% of those asked agreeing that schools should be able to teach about systemic racism, and 86% of those asked agreed that schools should be allowed to teach Critical Race Theory. Among parents that identified as Republicans, 44% of those asked agreed that schools should be allowed to teach about systemic racism, but only 26% of those asked agreed that schools should be allowed to teach Critical Race Theory. Parents that identified as Independents demonstrated the largest difference between the responses to the two versions of the question.

**Figure 7.** Percentage of Parents Agreeing with Statements about School Instruction, by Political Party Identification



A relatively high percentage of respondents indicated they were “Not Sure” about the topic: 20% were not sure if schools should be allowed to teach about systemic racism and 29% indicated they were not sure if schools should be allowed to teach Critical Race Theory. Republicans were the most likely to be unsure about systemic racism, at 22%, and Independents were most unsure about the teaching of Critical Race Theory, at 36%.

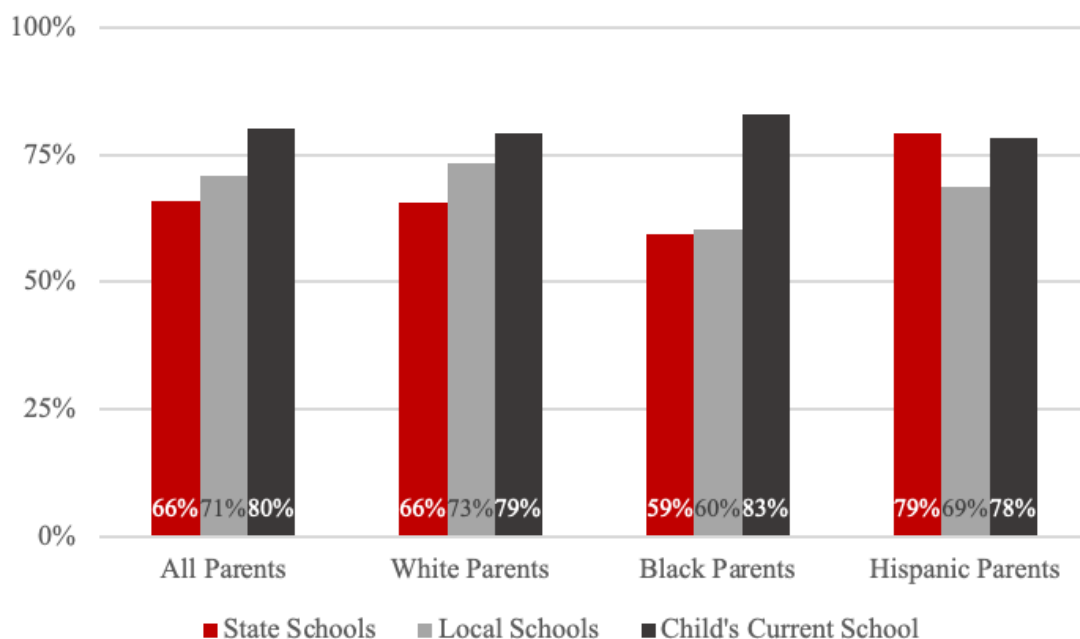
## 6. Arkansas parents feel like schools in the state are good, but the local school that their child attends is even better.

Our survey asked parents to rate the quality of Public Kindergarten through 12<sup>th</sup> grade schools in Arkansas, in their local community, as well as their child’s current school. Similar to [national results](#), parents felt that their local school was the best.

66% of parents ranked the quality of schools in the state as Good or Excellent. Local schools received a higher percentage, with 71% of parents responding that they were Good or Excellent. Parents felt that the school that their student was attending was the best, with 81% identifying it as Good or Excellent. There was variation by race in the perception of the quality of schools state-wide and locally, but little variation in the perception of the quality of their child’s current school.

Black parents were the least likely to rank state or local schools as high quality, with only 59% indicating that state schools were Good or Excellent, and only 60% reporting that local schools were Good or Excellent. When rating the quality of their students’ current school, however, Black parents were more likely to identify the school as Good or Excellent. 83% of black parents felt their child’s school was high quality, compared to 79% of white parents and 78% of Hispanic parents.

**Figure 8.** Percentage of Parents Reporting Schools are “Excellent” or “Good”, by Race/Ethnicity

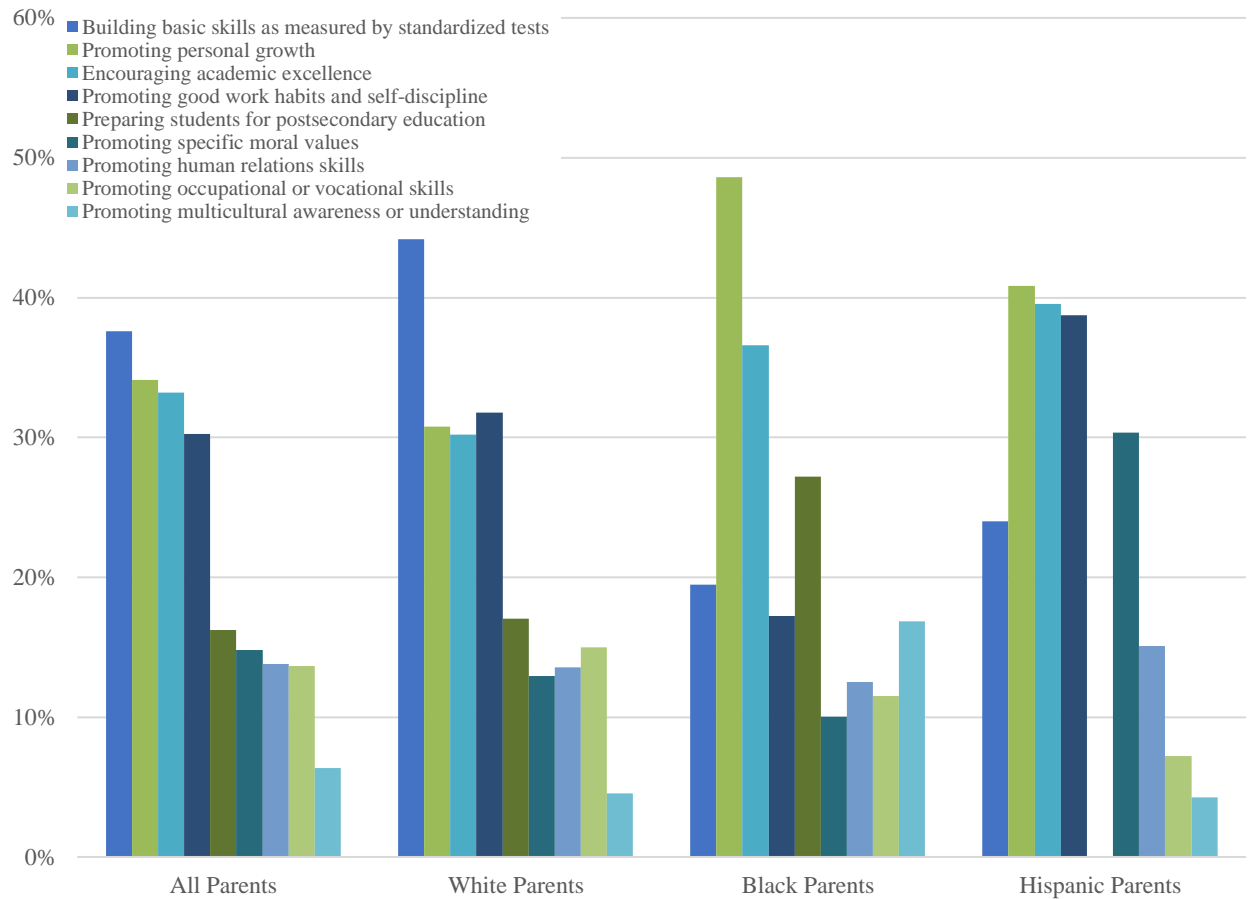


**Next Steps:** Education leaders and policy makers should continue to discuss school quality in the state and leverage parental support to enhance local school systems. Sharing information about how well schools are growing students academically could help parents and stakeholders develop a deeper understanding of success and opportunities for improvement.

**7. Arkansas parents have differing opinions about what factors are the most important when considering a school for their child.**

In the survey, we asked parents to rank nine factors in order of importance when considering a school for their child. The response rates of selection as one of parents’ two most important are presented in the figure below.

**Figure 9.** Parents’ Top Two Most Important Factors in School Selection, by Race/Ethnicity



Parents from different racial/ethnic groups ranked the most important factors when considering a school for their child differently. White parents were most likely to identify building basic skills (reading, math, etc.) as measured by standardized tests as the most important, followed by promoting personal growth (self-esteem, self-knowledge, etc.). Black and Hispanic parents were most likely to identify promoting personal growth (self-esteem, self-knowledge, etc.), followed by encouraging academic excellence. Black parents were more likely than other groups to value preparation for post-secondary instruction, while Hispanic parents were more interested in promoting good work habits and specific moral values than other groups.

**Next Steps:** Given the substantial variation among parents regarding what is most important to them, school leaders and policymakers should consider gathering information from their parents about their preferences in order to meet the needs of the local community.

## 8. Arkansas parents have diverse perspectives of teacher salary.

Teacher salaries are a consistent topic of debate in Arkansas and throughout the nation. In the survey, we asked parents to indicate on a slider bar what they thought was the average salary for teachers in their child’s school. The values on the slider ranged from \$20,000 to \$90,000. We matched parent respondents with assigned public school district using zip codes, and compared the district’s reported average teacher salary with the salary selected by the surveyed parents.

Across the sample, **50%** of parents surveyed underestimated the average teacher salary in their local district by more than \$10,000. Average teacher salary in the local districts of surveyed parents was \$51,700, but on average, parents estimated that the average teacher in their district earned about \$43,000 each year.

The rates of under-estimation of teacher salary were consistent across the reported annual family income levels of surveyed parents. Among parents reporting annual incomes less than \$20,000, 48% underestimated local teacher salaries by more than \$10,000, as did 44% of parents reporting annual incomes over \$100,000.

About **11%** of parents overestimated teacher salary by more than \$10,000. The rates of over-estimation varied across the reported annual family income levels of surveyed parents. Among parents reporting annual incomes less than \$20,000, 12% overestimated local teacher salaries by more than \$10,000, while only 4% of parents reporting annual incomes between \$50,000 and \$100,000 overestimated local teacher salaries by more than \$10,000.

**Figure 10.** Parent Estimation of Local Teacher Salary



**Next Steps:** While many parents estimated local teacher salaries well, nearly half of parents surveyed under-estimated teacher salaries by an amount greater than 25% of the actual average teacher salary. It is important for policymakers and stakeholders to gain a more accurate understanding of local contexts of teacher salaries and benefits in order to develop effective policies to recruit and retain high quality teachers in every community throughout the state.

## **9. Arkansas parents feel welcome at their student's school, are pleased with instruction and think discipline and grading practices are fair.**

We asked Arkansas parents about how they felt about their child's school. We asked if they felt welcome, if they trusted the teachers, and if they were satisfied with the academics and extracurriculars. We also asked if parents felt that grading and discipline practices at their school were fair. Overall, parents were pleased with the quality and fairness of their school systems, although there was some variation by parent race/ethnicity.

**87%** of parents surveyed agreed or strongly agreed that they feel welcome at their student's school, and there was no variation among parents of different races.

**86%** of parents indicated that they trust the teachers at their student's school, although there was some variation with Hispanic parents reporting slightly lower trust (81%) and African American parents reporting higher levels of trust in the teachers (93%).

**81%** of parents were satisfied or very satisfied with the instruction and **79%** were satisfied with the extracurricular activities at their student's school. African American parents, however, were 3 percentage points less likely to be satisfied with instruction and extracurricular activities.

**88%** of parents indicated that they feel grading practices at their student's school are fair, although there was some variation among by parent race/ethnicity. Only 75% of Hispanic parents reported grading fairness, while 90% of African American parents felt that grading was fair.

**82%** of parents overall indicated that they feel discipline practices at their student's school are fair. Hispanic parents were 6 percentage points more likely to feel that discipline practices at their student's school are fair.

**Next Steps:** Although the vast majority of parents responded positively about their child's school, school leaders should collect similar information from their own parents to inform evaluation the practices and procedures for welcoming parents into the school and creating opportunities for parents to be involved in school activities. District leaders and policymakers should consider greater specificity and transparency in policies about grading and discipline.

## 10. Arkansas parents have high expectations for their children, but most don't want their child to become a teacher.

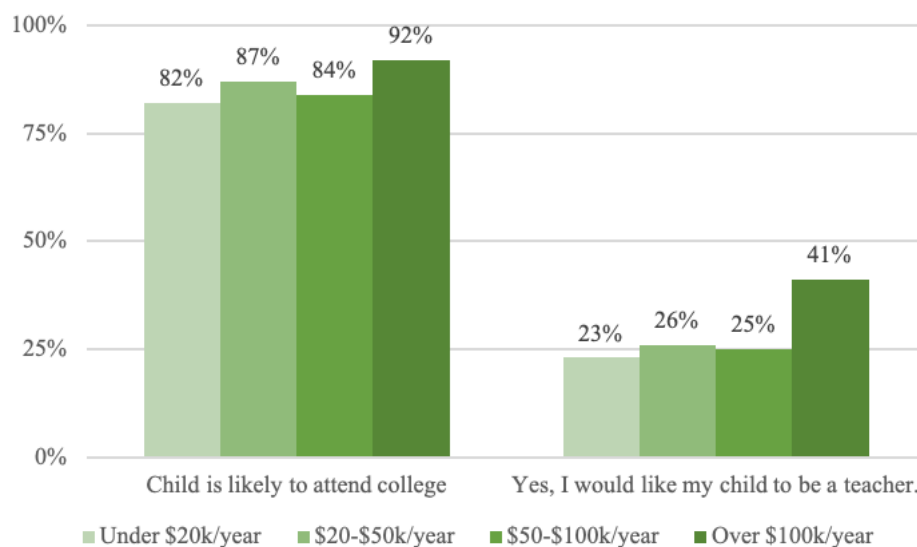
We asked Arkansas parents about how likely they thought it is was that their child would go to college, and if they would like for their child to become a teacher.

The vast majority of parents responded that it was very likely or likely that their student would go to college (**86%**), but only **27%** of parents indicated that they would like their child to become a teacher.

The parental perceptions of the likelihood of college-going increased slightly based on annual family income, with 82% parents with reported annual incomes under \$20,000 and 95% of parents with reported annual incomes over \$100,000 indicating that their believed their child would go to college.

Parental perspectives on if they would like their child to be a teacher also differed by annual family income. Only 25% parents making less than \$100,000 annually wanted their child to become a teacher, while 41% of parents earning over that amount indicated that they would like their child to become a teacher.

**Figure 11.** Parent's Expectations for their Child



**Next Steps:** Although 86% of parents reported that it was very likely or likely that their child would attend college, [data show](#) that fewer than half of Arkansas high school graduates actually attend college. In addition, [only half of those](#) will graduate from a 4-year institution in six years. Arkansas students will continue to need high-quality teachers, and since many parents underestimated teacher salaries, better communication about the benefits of teaching might stimulate more parents to support the idea of their child become a teacher.



## Methodology

The OEP Parent Survey is a partnership between the Office for Education Policy, Saint Louis University and the professional polling firm YouGov. YouGov interviewed 514 parents in Arkansas and 716 parents in Missouri who were then matched down to a sample of 500 and 600 respectively to produce the final dataset. The respondents were matched to a sampling frame on gender, age, race, and education. The frame was constructed by stratified sampling from the full 2019 American Community Survey (ACS) 1-year sample with selection within strata by weighted sampling with replacements (using the person weights on the public use file).

The matched cases were weighted to the sampling frame using propensity scores. The matched cases and the frame were combined, and a logistic regression was estimated for inclusion in the frame. The propensity score function included age, gender, race/ethnicity, years of education, and region. The propensity scores were grouped into deciles of the estimated propensity score in the frame and post-stratified according to these deciles. The weights were then post-stratified on 2016 and 2020 Presidential vote choice, and a four-way stratification of gender, age (4-categories), race (4-categories), and education (4-categories), to produce the final weight.

The margin of error for the Arkansas sample is estimated to be +/-6.38 percent at a 95 percent confidence interval. Some questions in the poll were administered to roughly equal halves of the samples, (i.e., split samples), which produce larger margins of error. The survey was administered between November 22 and December 16, 2021.

Sample n=500:

**Parent characteristics: (weighted)**

55% Female

70% White

15% Black/African American

10% Hispanic

5% Other Races (Asian, Native American, Two or more races, Other Race, Middle Eastern)

20% Democrat

34% Republican

28% Independent

4% Other

14% Not Sure

13% Less than \$10,000

12% \$10,000 - \$19,999

14% \$20,000 - \$29,999

10% \$30,000 - \$39,999

12% \$40,000 - \$49,999

8% \$50,000 - \$59,999

7% \$60,000 - \$69,999

5% \$70,000 - \$79,999

4% \$80,000 - \$99,999

4% \$100,000 - \$119,999

4% \$120,000 - \$149,999

2% \$150,000 - \$199,999

0% \$200,000 - \$249,999

0% \$250,000 - \$349,999

0% \$350,000 - \$499,999

0% \$500,000 or more

4% Did not respond

**Reported Student characteristics: (unweighted)**

Reported grade level percentages

	K	1	2	3	4	5	6	7	8	9	10	11	12
Survey	10	10	9	7	7	8	8	7	6	5	10	7	6
State Public	7	8	7	8	8	8	8	8	9	8	7	7	8

Reported programmatic percentages

	FRL	EL	SWD	Homeless	Foster	Military- connected	Migrant	GT
Survey	62	10	13	1	0.4	8	0.5	25
State Public	65	8	14	2	0.4	1	0.6	8

## Missouri – Arkansas Parent Poll on Education Arkansas Questions Only

Variable Names: EDU001

*Special instructions for programmers: If 0 children, end survey*

*For remaining survey questions randomly select associated verbiage based on EDU001 response. Verbiage can be:*

- *1 child selected in EDU001 – “your school-aged child”*
- *2 children selected in EDU001 – randomize “your oldest/youngest school-aged child”*
- *3 children selected in EDU001 – randomize “your oldest/middle/youngest school-aged child”*
- *4 children selected in EDU001 – randomize “your oldest/2<sup>nd</sup> oldest/3<sup>rd</sup> oldest/youngest school-aged child”*
- *5+ children selected in EDU001 – randomize “your oldest/2<sup>nd</sup> oldest/middle/2<sup>nd</sup> youngest/youngest school-aged child”*

*Use same verbiage throughout remainder of survey wherever we place [CHILD].*

Question text:

How many children do you currently have between the ages of 5 and 18 in Kindergarten through 12<sup>th</sup> grade?

Dropdown 1-5+

Variable Names: EDU002

Question text:

In what grade level is your [CHILD]?

Columns:

1. Kindergarten
2. 1st grade
3. 2nd grade
4. 3rd grade
5. 4th grade
6. 5th grade
7. 6th grade
8. 7th grade
9. 8th grade
10. 9th grade
11. 10th grade
12. 11th grade
13. 12<sup>th</sup> grade

Variable Names: EDU004, EDU005, EDU006, EDU007, EDU008, EDU0009, EDU010

Question text:

Select all that apply to your [CHILD].

- EDU004 English learner (receiving support in learning to speak English)
- EDU005 Student with disability
- EDU006 Homeless or lacks private adequate housing
- EDU007 In foster care
- EDU008 Has a parent that is military connected
- EDU009 Identified as Gifted and Talented
- EDU010 Migrant

Variable Names: EDU011

Question text:

What type of school does your [CHILD] attend?

1. Traditional public school
2. Public charter school
3. Public magnet school
4. Private school, religious
5. Private school, not religious
6. Homeschool
7. Other (please specify)

Variable Names: EDU012, EDU013, EDU014,

*Special instructions for programmers:*

*Skip EDU012 if answer to EDU011 is 6 or 7*

*Include state of residence on EDU014*

Question text:

How would you rate the quality of the following?

Rows:

- EDU012 Your [CHILD] current school
- EDU013 Public Kindergarten through 12<sup>th</sup> grade schools in your local community
- EDU014 Public Kindergarten through 12<sup>th</sup> grade schools in [State of residence]

Columns:

1. Excellent
2. Good
3. Fair
4. Poor
5. Not sure

Variable Names: EDU015

*Special instructions for programmers. Randomize order- much less to much more and much more to much less*

Question text:

Compared to last year, do you feel like your [CHILD] is learning...

1. Much more than last year
2. More than last year
3. About the same as last year
4. Less than last year
5. Much less than last year

Variable Names: EDU016, EDU017

Question text: Select whether the following statements apply to your situation

Rows:

- EDU016 I am fully vaccinated or have started the process of getting vaccinated against COVID-19
- EDU017 My [CHILD] is vaccinated, has started the process of getting vaccinated, or I plan to get my [CHILD] vaccinated against COVID-19
- EDU018 My [CHILD] receives a free or reduced cost lunch at school
- EDU019 My [CHILD]'s school experience last year was primarily in-person

Columns:

1. Yes
2. No
3. Not sure

Variable Names: EDU018

Question text:

How likely do you think it is that your [CHILD] will go to college?

1. Very likely
2. Likely
3. Unlikely
4. Very unlikely

#### ARKANSAS SPECIFIC QUESTIONS

Variable Names: AR019, AR020, AR021, AR022, AR023, AR024,

*Special instructions for programmers: Split sample and randomize who sees AR019 and AR022*

Question text:

Do you agree or disagree with the following statements?

Rows:

- AR019 Schools should be allowed to teach about how racism can exist in society and its institutions
- AR020 Career and Technical Education classes should be emphasized and promoted as a viable pathway after high school
- AR021 I would like for one of my children to become a teacher
- AR022 Schools should be allowed to teach Critical Race Theory
- AR023 Free Pre-Kindergarten should be available for all 3- and 4-year-old children
- AR024 Career and Technical Education classes should be connected to recognized industry credentials

Columns:

1. Agree
2. Disagree
3. Not sure

Variable Names: AR025 Variable Type: Slider \$20,000 to \$90,000

Question text:

What do you think is the average salary for teachers in your [CHILD]'s school?

Variable Names: AR026

Variable Type: Ranking top 5

Question text:

Rank the following in order of importance when considering a school for your [CHILD]. Select your top five, with the first being the most important.

1. Building basic skills (reading, math, etc.) as measured by standardized tests
2. Encouraging academic excellence
3. Preparing students for postsecondary education
4. Promoting occupational or vocational skills
5. Promoting good work habits and self-discipline
6. Promoting personal growth (self-esteem, self-knowledge, etc.)
7. Promoting human relations skills

8. Promoting specific moral values
9. Promoting multicultural awareness or understanding

Variable Names: AR027, AR028 AR029, AR030, AR031, AR032

*Special instructions for programmers: Skip if answer to EDU011 is 6 or 7, Randomize question order and whether respondents are shown either all positive (a) or negative framing (b).*

Question text:

Thinking about your [CHILD]'s school- please answer the following:

Rows:

- AR027a I trust the teachers at this school
- AR028a I feel welcome at this school
- AR029a I am satisfied with the instruction at this school
- AR030a I am satisfied with the extracurricular activities at this school
- AR031a Grading practices at this school are fair
- AR032a Discipline practices at this school are fair

- AR027b I do not trust the teachers at this school
- AR028b I do not feel welcome at this school
- AR029b I am not satisfied with the instruction at this school
- AR030b I am not satisfied with the extracurricular activities at this school
- AR031b Grading practices at this school are unfair
- AR032b Discipline practices at this school are unfair

Columns:

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

Variable name: AR033, AR034

Question text: Indicate whether you support or oppose the following Arkansas scholarship programs:

Rows:

- AR033 Arkansas has a scholarship program allowing students with special needs, from foster homes, or of military connected families to get a voucher (~\$7,000) for private school tuition. This money does not reduce the funding for public schools.
- AR034 Arkansas has a tax-credit scholarship program, where donations from individuals and businesses will fund private school scholarships (~ \$6,000) for lower income students (~\$53,000 for a family of four). Donors receive a tax credit of 100% of their donation on state tax liability.

Columns:

1. Strongly support
2. Support
3. Oppose
4. Strongly oppose

Variable name: AR035

Question text:

If eligibility restrictions were not a factor, how likely would you be to use one of these scholarships to enroll a child in your household in a private school?

1. Very likely
2. Likely
3. Unlikely
4. Very unlikely

Variable name: AR036a

Variable type: Ranking

*Special instructions for programmers: If answer to EDU035 “likely” or “very likely”*

Question text:

Please select the 2 factors that best describe why you would use a scholarship for private school tuition.

6. Interested in sending my child to a private school
7. Religious affiliation of private school
8. Quality of private school education
9. Parent engagement in private school
10. School culture of private school

Variable name: AR036b

Variable type: Ranking

*Special instructions for programmers: If answer to EDU035 “unlikely” or “very unlikely”*

Question text:

Please select the 2 factors that best describe why you would not use a scholarship for private school tuition.

Columns:

5. Not interested in sending my child to a private school
6. Religious affiliation of private school
7. Transportation wouldn't be provided
8. Private schools are too far away
9. Tuition would probably too expensive even with a scholarship