NOTICE OF MEETING
SCHOOL DISTRICT NO. 17

Notice is hereby given of a Board of Education Committee of the Whole meeting of School District No. 17, in the County of Douglas, which will be held at 6:00 p.m. on **Monday, February 27, 2012** at 5606 South 147th Street, Omaha, Nebraska.

An agenda for such meetings, kept continuously current are available for public inspection at the office of the superintendent at 5606 South 147th Street, Omaha, Nebraska.

MIKE KENNEDY,
Secretary

2-24-12

THE DAILY RECORD OF OMAHA

LYNDA K. HENNINGSEN, Publisher

PROOF OF PUBLICATION

UNITED STATES OF AMERICA,
The State of Nebraska,
District of Nebraska,
County of Douglas,
City of Omaha, } **ss.**

J. BOYD

being duly sworn, deposes and says that she is

LEGAL EDITOR

of THE DAILY RECORD, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, printed in Omaha, in said County of Douglas, for more than fifty-two weeks last past; that the printed notice hereto attached was published in THE DAILY RECORD, of Omaha, on

February 24, 2012

That said Newspaper during that time was regularly published and in general circulation in the County of Douglas, and State of Nebraska.

MARY M. MOSHER
GENERAL
NOTARY
COMMISSION
EXPIRES
MAY 6, 2014
STATE OF NEBRASKA

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Subscribed in my presence and sworn to before me this 24th **day of** February **20** 12

Notary Public in and for Douglas County, State of Nebraska

COMMITTEE OF THE WHOLE MEETING

FEBRUARY 27, 2012

NAME:	REPRESENTING:
MICHAEL HAGAN	KIDS RIDE THE BUS
Matt Hilderbrand	RMS
Megan Schmidt	Leadership Academy
Shelly Gauthier	MSHS-Leadership AC.
Julie Dunn	UNO - class req.
Jonathan Braden	OWH
Sam Bivens	Leadership Academy
Cheris Kite	Leadership Academy
Lindsey Vogel	Leadership Acad.
Amanda Wharton-Hunt	Leadership Academy
Ehn Wienc	UNO - class req.
SETH WOODKE	UNO
Ellen Kramer	Leadership Academy
McKayla LaBorde	UNO
Kelli Heller	
BOB SHADFAD	FIRST STUDENT
Anne Cooke	Leadership Academy
Shelly Madsen	Leadership Academy
Treavor Wragge	Leadership Academy
Allen Hazel	

Millard
PUBLIC SCHOOLS

COMMITTEE OF THE WHOLE MEETING

FEBRUARY 27, 2012

MILLARD PUBLIC SCHOOLS
BOARD COMMITTEE OF THE WHOLE

The Board of Education Committee of the Whole will meet on Monday, February 27, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

The Public Meeting Act is posted on the Wall and Available for Public Inspection

Public Comments on agenda items - This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board Vice-President before the meeting begins.

A G E N D A

1. Bus Student Identification Demonstration

2. Post Bond Issue Survey

Public Comments - This is the proper time for public questions and comments on any topic. Please make sure a request form is given to the Board Vice President before the meeting begins.

Committee Meeting Minutes
February 27, 2012

The members of the Board of Education met as a committee of the whole on Monday, February 27, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The topics included a demonstration for identification of bus students, and the post bond issue survey.

Present: Linda Poole, Dave Anderson, Mike Pate, Patrick Ricketts, and Mike Kennedy

Absent: Todd Clarke

Also in attendance were Keith Lutz, Ken Fossen, and other administrators.

A representative from "Kids Ride the Bus" provided a demonstration regarding a unique system for identifying students as they get on and off buses or vans. The system identifies students via recognition of the iris of their eyes.

The cost of the system is substantial, but a local bank has offered to provide the funds for the system in exchange for including its logo and short message on the email notices that would be sent to parents whenever a student get on or off a bus or van. The district is not ready to make any decisions on this request.

Julie Smith, representative from Wiese Research Association, reviewed the survey and highlighted several reasons the community gave as to why they did or didn't vote for the bond issue. One of the major conclusions of the survey was that parent household who have children in school may have been underrepresented.

Even with the defeat of the bond issue the community was still positive by giving the District high marks in providing students with a quality education.

Board members agree there will be continued needs of the district and that there will be another bond issue, but they will continue to talk with the administration about when it will be the best time to bring another bond issue forward. The Board could always use their budget authority to provide additional funds, which they have not had to do in many years.

Linda Poole
Chairman

AGENDA SUMMARY SHEET

AGENDA ITEM: Bus Student Identification Demonstration

MEETING DATE: February 27, 2012

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Bus Student Identification Demonstration

ACTION DESIRED: Approval ___ Discussion ___ Information Only _x_ .

BACKGROUND: We have been approached by "Kids Ride the Bus" regarding a unique system for identifying students as they get on and off our buses/vans. The system identifies student via recognition of the iris of their eyes. After recognition, the system tracks students by documenting the location/time when he/she boards the bus and does the same when he/she disembarks.

There are a number of compelling reasons for using such a tracking system, however, there are equally as many challenges related to it. The cost of the system is substantial; however, a local bank has offered to provide the funds for the system in exchange for including its logo and a short message on the email notices that sent to parents whenever a student gets on or off a bus/van.

We would like to take a few minutes at the committee meeting to demonstrate the identification system. We are nowhere near ready to make a decision as to whether or not we should recommend the system. We just want to make the board aware of: (1) the existence of the system and how it operates, (2) the offer of the bank to assist us with implementing it if we should so choose, and (3) some of the "pros and cons" of implementing such a system.

Michael Hagan from "Kids Ride the Bus" (Sioux Falls, SD) will be present to do the demonstration and answer questions.

OPTIONS AND ALTERNATIVES: n/a

RECOMMENDATION: n/a

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Flexible

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT'S APPROVAL: __ __

MILLARD PUBLIC SCHOOLS
POST BOND STUDY

- SUMMARY REPORT -

December 2011

Wiese Research Associates, Inc.

9375 Burt Street, Suite 100
Omaha, NE 68114
(402) 391-7734

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INTRODUCTION TO THE SUMMARY REPORT

In preparing a summary of research findings, an attempt was made to present the information deemed most important and to discuss the data in such a way that will be meaningful and understandable to the reader. Since summaries by their very nature are not comprehensive, it cannot be expected that all findings of potential value will be thoroughly discussed or presented in this report. Therefore, the reader should consider not only this document, but also the comprehensive Tabular Results, provided under separate cover, for a more thorough review of these findings.

For this report, Wiese Research Associates, Inc. (WRA) has relied upon its professional research experience in selecting data for presentation and, where deemed appropriate, has forwarded some possible interpretations with regard to how these results might influence planning or decision making. However, these interpretations are certainly not meant to be the only possible conclusions that can be drawn from the information obtained in this study. Further, no final recommendations or suggested courses of action have been included in this report. Rather, Millard Public Schools must consider these results, along with information and knowledge possessed outside the scope of this study, when making final determinations and decisions based on the research.

The format of this report consists of a narrative discussion of key findings and final conclusions, followed by numerous charts that graphically depict the results. This discussion of findings is preceded by a brief description of the study methodology employed for this research.

STUDY METHODOLOGY

PURPOSE OF THE RESEARCH

- Millard Public Schools commissioned Wiese Research Associates, Inc. (WRA) to conduct a study that would explore the reasons that contributed to the recently proposed school bond's failure to pass. While exploring these reasons was the primary objective of the study, an overall secondary objective was to obtain both actionable and useful information to assist Millard Public Schools in any potential future bond endeavors. Understanding the perceptions of residents who actually voted on the bond issue in terms of the purposes of the bond itself, the yearly tax amount for homeowners, the amount and clarity of information provided to residents by the school district, along with determining the sources of information utilized by residents to help form their opinions and the actual reasons residents had for voting the way they did, should aid Millard Public Schools in future decisions.

SAMPLING DESIGN

- With any research project, it is critically important to accurately define and understand the population to be studied. The population is the group from which all sampling takes place and to which the results must be projected. For this study, the "population of interest" was defined as *registered voters within the Millard School District who actually voted on the bond issue this past November*. Lists of these actual voters were obtained from the Douglas and Sarpy County Election Commissioners by Millard Public Schools for sampling purposes. The total sample for this project was 500 completed interviews.

- In order to ensure proper representation of the actual bond voters, WRA established quotas based on the outcome of the vote where 57% of the sample voted "against" the bond and 43% voted "for" the bond. Thereby, the total sample for this project should reflect the opinions of the composition of this population in terms of their actual vote. It is important to note that the lists provided to Millard Public Schools by the Election Commissioners did not include phone numbers and therefore, Millard Public Schools appended phone numbers to this list based on their internal database of households with children who are currently or were formerly enrolled in Millard Public Schools along with those households who have a child attending a school outside of the school district. WRA received lists of all voters totaling 26,899 records. For the purposes of this study, the school district and WRA agreed to interview just one individual per household, even though multiple individuals from a household could be included on the list, in order to achieve a more random sample and eliminate any relationship bias. Therefore, of the 26,899 records, WRA deduped the list to allow for one record per

household and this resulted in a sample of 15,852 records. Further, 4,258 of these records were not within the Millard Public Schools' database and therefore, did not have a phone number appended. WRA sent this file of 4,258 records to Telematch in attempts to obtain listed phone numbers for these households. Telematch was able to provide WRA with 2,321 "matches" from its database, resulting in a total of 13,915 unique households from which to sample. Given that the phone numbers obtained through Telematch were "non-parent" households (i.e., no child currently or formerly attending a Millard Public School or currently attending a school outside the Millard District), it was important to represent these households proportionately within the study sample and therefore, a quota was set for the Telematch obtained phone numbers versus district database-provided phone numbers.

- Finally, the completes based on high school region were allowed to "fall out" at random. While high school region was not determined for households not included in the district's database before commencement of the project, this information was provided by the district based on address after the interviewing was completed. This random sampling procedure should result in the sample for this project closely representing actual voters based on high school region. The chart below summarizes the composition of the sample as it compares to actual voters based on the bond vote outcome and whether or not the unique household record was in the Millard Public School database or not (phone number obtained through Telematch).

CHART A
QUOTAS/COMPLETES BY ACTUAL BOND VOTE & LIST TYPE

BOND VOTE	ACTUAL	COMPLETED INTERVIEWS
Supported	43%	215 (43%)
Opposed	57%	285 (57%)
LIST SOURCE TYPE*	**UNIQUE HOUSEHOLDS**	**COMPLETED INTERVIEWS**
District Database	11,567 (73%)	368 (74%)
Telematch	4,258 (27%)	132 (26%)

The number of sample records that remained after eliminating multiple households.

- Households for contact were selected on a random basis from the derived sample lists (i.e., database and Telematch sources). Millard School District residency was confirmed at the beginning of the survey along with registered voter status. Additional screening was employed to ensure that the respondent in the household completed the ballot for the recent school bond election and mailed it or handed it back in by the deadline. Finally, respondents were required to indicate whether they voted "for" or "against" the recent proposed bond in order to be interviewed for this study. This was necessary in order to determine the specific questions to ask of respondents based on the objectives as well as to obtain a sample that was proportionately representative of the actual outcome of the vote.

ACCURACY OF RESULTS

- The accuracy of research results when random sampling is utilized is a function of both the sample size as well as the obtained results for any given question. The chart below depicts the error ranges achieved for the total sample of n=500 as well as for selected subsample sizes, given various obtained result percentages.

EXPECTED STANDARD ERROR RANGES FOR SELECTED SAMPLE SIZES*

Sample Size	*For obtained results of…*								
	10%	20%	30%	40%	50%	60%	70%	80%	90%
n=500	±2.6	±3.5	±4.0	±4.3	±4.4	±4.3	±4.0	±3.5	±2.6
n=400	±2.9	±3.9	±4.5	±4.8	±4.9	±4.8	±4.5	±3.9	±2.9
n=300	±3.4	±4.5	±5.2	±5.5	±5.7	±5.5	±5.2	±4.5	±3.4
n=200	±4.2	±5.5	±6.4	±6.8	±6.9	±6.8	±6.4	±5.5	±4.2
n=100	±5.9	±7.8	±9.0	±9.6	±9.8	±9.6	±9.0	±7.8	±5.9
n=50	±8.3	±11.1	±12.7	±13.6	±13.9	±13.6	±12.7	±11.1	±8.3

Ranges expressed as percentage points at the 95% confidence level.

METHOD OF SAMPLE CONTACT

- Telephone was the method of sample contact for this project. All calling took place from one of WRA's central interviewing facilities in Nebraska. WRA utilized its own staff of trained and experienced interviewers for this project. Each interviewer was fully briefed on the proper administration of the questionnaire prior to sample contact, with surveys monitored while in progress by WRA supervisors.

INTERVIEWING DATES

- Data collection for this study took place from December 13 to December 19, 2011 which was approximately one month after the bond vote. The average interview length was approximately 10 minutes on the phone and a copy of the survey administered to respondents can be found in Appendix A. When referring to research results from this study, it is important to keep in mind the time period in which data was collected.

KEY FINDINGS

DEMOGRAPHICALLY AND AS MIGHT BE EXPECTED, VOTERS AGAINST THE BOND TENDED TO BE OLDER AND LESS LIKELY TO HAVE A CHILD ENROLLED IN MILLARD… [Reference: Table 1 And Figure 1]

- Prior to reviewing the research results obtained through this study, it is of value to understand the characteristics of the sample. While quotas dictated how the total sample was apportioned across households based on the vote "for" and "against" the bond as well as based on whether or not the household was in the school district's database, the remaining characteristics were allowed to "fall out" at random. Table 1 presents the profile of the total sample of actual voters along with the characteristics based on whether respondents were "for" or "against" the bond. Again, it is important to note that voters "against" the bond comprised 57% of the households interviewed for this study which needs to be kept in mind when reviewing the total sample results.

- On an overall voter basis, it appears that a majority were female (57%) and the median age among bond voters was 54.2 years old. Only about one-third of bond voters currently have a child enrolled in the Millard School District. Given the fact that approximately 40% of the households within the district have a child enrolled at a Millard school, this result would seem to indicate that proportionately fewer parent households actually voted on the bond than the amount of parent households that actually exist within the district. In terms of the education level of actual voters, approximately two-thirds (67%) obtained an education at the college graduate or beyond level. A majority of voters have lived within the district for over 15 years (57%) and by high school region, a greater proportion of actual voters appear to be from the Millard West region (40%) when compared to the Millard North (32%) or Millard South (28%) regions.

- When examining the demographic characteristics between those who actually voted "for" the bond versus those who voted "against" the bond, some statistically significant differences exist. In terms of gender, a significantly greater proportion of female voters was found among those who supported the bond when compared to those who opposed the bond (64% versus 52%, respectively). By age group, it can be seen that those who voted "against" the bond tended to be older (median age of 57.1 years) than those who supported the bond (median age of 49.8 years). In a corollary trend, not surprisingly, a greater proportion of those opposing the bond currently do not have a child attending a Millard school (79%) when compared to those who supported the bond (52%). Finally, a slightly greater proportion of those who favored the bond were college graduates or beyond (74%) when compared to those who opposed the bond (61%). No significant differences were seen by high school region based on the vote "for" or "against" the bond.

- In efforts to gain insight into the degree to which the "mail-in" voting methodology for the recently proposed bond specifically may have impacted the actual vote, a question was included in this study to determine the incidence of having voted in the 2010 general election, which required going to the polls. While it is socially desirable to respond positively in this regard, results indicate that 92% of bond voters overall indicated that they had voted in the 2010 general election by going to the polls. A statistically significant difference in these results was seen based on the actual vote "for" or "against" the bond with those opposing the bond significantly more often stating that they had voted in the 2010 general election when compared to those who voted "for" the bond (95% versus 88%, respectively). No statistically significant differences in these "going to the poll" results were seen by whether bond voters had a child currently enrolled at Millard Public Schools or by their high school region.

TOP-OF-MIND PERCEPTIONS REGARDING THE PURPOSE OF THE MILLARD SCHOOL BOND…
[Reference: Table 2 And Figure 2]

- Prior to informing and reminding respondents about the details of the bond, the "top-of-mind" perceived purposes of the bond were assessed from bond voters. While the interviewing for this study was completed approximately one month after the actual vote, these perceptions can help to identify the particular components that emerged most frequently from communications as well as from information sources utilized by voters.

- As shown in Table 2, *renovation (38%)* and *security (34%)* related purposes were the *primary* categories volunteered most often by the total sample. When considering *first* mentions specifically within the category of renovations, *artificial turf and sports facility improvements and repairs (17%)* were collectively, *specific* factors mentioned most frequently. When considering *all* purposes volunteered, 71% of the total sample mentioned *artificial turf* and/or *sports facility improvements/repairs*. While the categories of *renovations (87%)* and *security (57%)* were volunteered most often on a total mentions basis as well, approximately one-third of bond voters volunteered a technology-related factor with *update computers (13%)* being a specific component mentioned most frequently. *Building addition*-related purposes were volunteered by 21% of the total sample while rarely was *energy savings (2%)* volunteered as a purpose.

- When results are examined between those who supported the bond versus those who opposed the bond, statistically significant differences exist. On a primary (first mention) purpose basis, the *artificial turf* was mentioned significantly more often among those who opposed the bond versus those who favored the bond (16% versus 7%). This was also found to be true with regard to the total mentions or purposes volunteered by respondents with 45% those supporting the bond citing *artificial turf* compared to 61% who opposed the bond. It can be said that the *artificial turf* when combined with *sports facility improvements/repairs* was the single specific purpose volunteered most often among those who not only opposed the bond, but those who supported it as well. Obviously, this was an individual component that was "top-of-mind" for many voters. As Table 2 shows, when it comes to the category of *technology*, bond supporters significantly more often volunteered these related factors when compared to those opposing the bond (48% vs. 24%). In terms of *security*, those who were "for" the bond as well as those who were "against" the bond were similar in terms of the degree to which this was viewed as a purpose of the bond.
- When results are examined by whether or not a bond voter has a child enrolled in Millard Public Schools, those who do significantly more often volunteered purposes related to *security* and *technology* versus those who do not. By high school region, *security* was mentioned significantly more often as a purpose among those within the Millard West region versus those residing within the Millard North or Millard South region. *Building addition* purposes were more often "top-of-mind" among those within the Millard North (27%) region versus those from either the Millard South (16%) or Millard West (20%) regions.

HIGHER ANNUAL TAX "PERCEPTIONS" WERE FOUND AMONG BOND VOTERS WHILE MANY HAD NO IDEA WHAT THE TAX AMOUNT WOULD BE…
[Reference: Figure 3]

- All respondents in this study were asked if they recalled approximately what the yearly cost or tax would be for the owner of a house valued at $100,000 if the bond had passed. While it is possible that some respondents were personalizing this question and answering based on their own property tax potential increase versus that for a house valued at a $100,000, it would appear from the results in Figure 3 that many misperceptions exist. Given that the $140.8 million bond issue would cost approximately $15 a year for an owner of

a house valued at $100,000, only 8% of the bond voters in total replied that the tax amount would be exactly $15 per year. It is important to note that 49% of the respondents *did not know* what the annual tax amount would be for a home valued at $100,000.

- Among those respondents who felt they knew what the tax would be, the mean amount was $47.00 and these perceptions were significantly different based on whether respondents voted "for" or "against" the bond, with those opposing the bond having a significantly higher average annual tax perception versus those supporting the bond ($55 versus $40, respectively). Further, 58% of those "against" the bond did not have any idea what the tax amount would be and this compares to 37% of those in support of the bond. Those who currently did not have a child enrolled in Millard Public Schools also held a higher dollar perception versus those who currently do have a child enrolled ($57 versus $34). In fact, 19% of those with a child enrolled in Millard correctly knew that the amount was $15 and this compares to just 3% of those without a child enrolled. Finally, higher annual tax perceptions appear to exist among those who are older versus their younger counterparts and it can also be seen that a greater proportion of those age 60 and over did not know what the annual tax amount would be.

THE OMAHA WORLD-HERALD WAS MOST OFTEN UTILIZED AS A SOURCE OF INFORMATION REGARDING THE PROPOSED BOND… [Reference: Figure 4]

- All respondents who voted on the recent bond issue were asked to volunteer their primary as well as secondary sources of information regarding how they learned the specifics of the Millard School bond. When considering bond voters in total, it can be seen in Figure 4 that 43% stated that the Omaha World-Herald newspaper was their *primary* source of information regarding the bond, while 19% referred to this as a secondary source of information. The Omaha World-Herald was the primary as well as most frequently mentioned source of information overall regarding the bond among voters who *favored the bond*, voters who *opposed the bond*, voters who *have a child enrolled* in Millard Public Schools, and voters who *do not have a child enrolled* in Millard Public Schools. Overall, this source was volunteered far more often than any other individual source of information. Still, it can be seen that a significantly greater proportion of those who voted "against" the bond relied on the Omaha World-Herald for information versus those who supported the bond, while those without a child attending a Millard Public School also volunteered this source significantly more often than those who currently have a child enrolled in Millard Public Schools.

- The only other meaningful differences, which would be expected in these results, is that those who currently have a child enrolled in Millard Public Schools more often relied upon *district/school newsletter/publications* and the *district website/email* versus those without a child at Millard Public Schools. This same trend correlates with those who voted "for" the bond versus those who voted "against" the bond given that parents were more often in favor of this bond.
- While not shown in Figure 4, a significantly greater proportion of those age 60 and over relied on the Omaha World-Herald for information versus their younger counterparts. By comparison, those under age 40 significantly more often relied on the *ballot itself/the bond packet* for information versus their older counterparts. Nevertheless, the Omaha World-Herald had the most impact on all of the voter segments illustrated in Figure 4 when compared to any other single source of information.

VOLUNTEERED REASONS FOR SUPPORTING THE MILLARD SCHOOL BOND…
[Reference: Table 3 And Table 4A]

- The unaided reasons for having supported the bond tended to be fairly broad or general. When considering the *primary* reason, *responsibility to provide best education/support schools (20%), benefit my children/grandchildren in the district (17%), importance of security (14%), my job is education/I see the value (9%),* and *improvements/upgrades are needed (8%)* were mentioned most often. Multiple reasons for supporting the bond were probed for and accepted and when considering all reasons volunteered, these same five primary reasons were mentioned most often along with *the importance of upgrading technology, reasonable cost to the taxpayer,* and *the importance of updating buildings*.
- When results among those who supported the bond were examined by whether or not they have a child attending a Millard Public School, some differences were found. As shown in Table 4A, those with a child enrolled were significantly more likely to volunteer the *bond would benefit my children/grandchildren in the district* when compared to those without a child enrolled which is to be expected (41% versus 17%, respectively). On the other hand, those who supported the bond but do not currently have a child attending a Millard school significantly more often volunteered that it was their *responsibility to provide the best education/support schools, my job is education/I see the value,* and *trust Millard to spend wisely* than what was seen among bond supporters who currently do have a child enrolled at a Millard school.

THE ARTIFICIAL TURF AND ECONOMIC FACTORS CONTRIBUTED MOST OFTEN TO VOTERS OPPOSING THE BOND…
[Reference: Table 5 And Table 5A]

- When those who were opposed to the school bond were asked to volunteer their primary reason for not voting for the bond, the *artificial turf not needed/football fields (24%)* was volunteered most often followed by economic factors such as *amount of money was too high (20%), tax increase (16%),* and *poor timing/poor economy (10%)*. When considering all reasons volunteered for not supporting the Millard School bond, again, *artificial turf not needed/football fields (43%), tax increase (34%), amount of money was too high (27%), poor timing/poor economy (27%)* were volunteered most often again followed by *Millard does not use money efficiently (11%), security system is excessive (11%),* and *unnecessary expenditures in general (10%)*.

- When examining the reasons based on whether or not the voter opposing the bond had a child attending a Millard school, some statistically significant differences were seen. First, it must be kept in mind that those opposing the bond were far more likely *not* to have a child attending a Millard Public School. That said, it is interesting to see that a significantly greater proportion of those who oppose the bond with a child attending volunteered *artificial turf not needed/football fields (57%)* versus those questioned without a child enrolled (*39%).* Also, a significantly greater proportion of those with a child than those who do not have a child attending a Millard school cited that the *amount of money was too high* as a reason for opposing the bond (41% versus 23%, respectively). Regardless of whether or not voters had a child attending a Millard school, those who opposed the bond most often volunteered the *artificial turf not being needed/football fields* as a reason for opposing the bond, while collectively economic factors often contributed to this vote as well.

THE AMOUNT OF THE BOND BEING TOO HIGH AND ECONOMIC FACTORS WERE REINFORCED AS KEY REASONS FOR OPPOSING THE BOND WHEN QUESTIONED ON AN AIDED BASIS…
[Reference: Figure 5 And Table 6]

- After obtaining reasons for supporting or opposing the bond on an unaided basis, those respondents who voted "against" the bond were asked about the degree to which some specific reasons may have impacted their vote. The results in Figure 5 reinforce the unaided findings in terms of perceptions that *some improvements were not needed, the bond amount was too high,* and *economic factors* contributed to the defeat of the bond. More specifically, a majority of those who voted against the bond stated that *some improvements were not needed (79%), the bond amount was too high (74%), the poor economy (62%),* and *the property tax increase (53%)* were majors reasons for not supporting the bond. For approximately one-third (32%) of those who voted against the bond, a major reason was that the *bond uses/tax impact was confusing*. *Opinions of family/friends/acquaintances* played into the decision to vote against the bond for some individuals (14%), while less than 10% felt that the *ballot language was not clear (9%), negative publicity/newspaper article (6%),* and *opinions special interest/political groups (6%)* were major reasons for not supporting the bond.

- When these results were examined by whether or not those voting against the bond currently have a child attending a Millard school, those who do not were significantly more likely to cite the *poor economy* and the *property tax increase* as major reasons versus those voting against the bond who currently do have a child enrolled. Further, those opposing the bond without a Millard student in the household were significantly more prone to cite *negative publicity/newspaper article* as having an impact on their vote when compared to those questioned with a Millard student.

- When those who had voted against the school bond were asked on an open-ended basis if there were any other considerations besides the bond itself that impacted their vote, no other specific factor was volunteered by more than 3% of these respondents. In fact, 85% of those voting "against" the school bond were unable to specify any other factor having impacted their vote, on an unaided basis, as shown in Table 6.

AN EVALUATION OF MILLARD PUBLIC SCHOOLS IN TERMS OF COMMUNICATIONS REGARDING THE BOND AS WELL AS PROVIDING STUDENTS WITH A QUALITY EDUCATION… [Reference: Figure 6, Figure 7, Table 7, Figure 8, And Table 8]

- For a majority of bond voters (56%), the amount of information regarding the bond provided by the Millard School District to residents was *about right*. Rarely did these voters feel that they received too much information (5%), while a meaningful number (39%) felt that they did not receive enough information about the bond. Statistically speaking, those who voted "for" the Millard School bond were significantly more likely to feel that they did not receive enough information versus those who voted "against" the school bond (43% versus 36%, respectively). Still, it should be kept in mind that even among those who voted "against" the school bond a meaningful number felt that they did not receive enough information. No meaningful differences in these results were seen based on whether or not the voter had a child enrolled at a Millard Public School or by high school region.

- When all respondents in this study were asked to rate the Millard School District in terms of clearly explaining the uses of the bond, it can be seen in Figure 7 that a majority (51%) rated the district as *at least good* in this regard. At the other end of the scale, we do see 21% of bond voters feeling that the district performed *poorly* or *very poorly* in this regard. As also shown in Figure 7, those who voted "for" the bond significantly more often felt that the district did a better job in explaining the uses of the bond versus those who voted "against" the bond. That is, twice as many respondents who voted "against" the bond (27%) gave the district a *poor* or *very poor* rating when compared to those who voted "for" the bond (13%).

- Another logical difference in results that appears in Figure 7 is that bond voters who currently have a child enrolled in a Millard school tended to rate the district better in terms of clearly explaining the uses of the bond (17% *excellent*) versus those who do not have a child enrolled (8% *excellent*). Some differences by high school region were also found with those voting on the bond from the Millard South region being less likely to give the district an *excellent* rating when compared to those from the Millard North or Millard West region. Overall, it would appear that among voters, some perceived room for improvement exists for the school district in terms of the amount of information provided to district residents as well as in providing a clear explanation regarding the uses of the bond.

- Those respondents who did not rate the district as *excellent* in terms of clearly explaining the bond were subsequently asked what information about the bond wasn't clear or could have been explained better. The results to this question were obtained on an open-ended basis and have been summarized in Table 7. For nearly one-third of the respondents who rated the district as less than excellent, a general reason of *providing a better explanation or more specific information (31%)* was volunteered. The *need for the artificial turf* was volunteered by 14% of these respondents, while 6% wanted a better explanation regarding the *need for security*.

- When examining these results based on whether respondents voted "for" or "against" the bond, some statistically significant differences were seen. That is, a significantly greater proportion of those who voted "for" the bond felt that the district could have explained better *the need for the artificial turf (21%)* when compared to those voting "against" the bond (9%). On the other hand, those voting "against" the bond who felt the district could have explained the purposes better more often volunteered *why that much money/justify the high amount (8%)* versus those who were in support of the bond (2%).

- Finally, all respondents were asked to give the Millard School District a letter grade to reflect their perception of the district's performance in providing students with a quality education. These letter grade ratings have been summarized in Figure 8 and indicate that for 60% of those who voted on the bond issue, they feel that the district should receive a letter grade of "A" in terms of providing students with a quality education. In total, 87% rated the district with at least a "B" letter grade for providing a quality education. Rarely was a letter grade of "D" or "F" given by anyone, while a small number (5%) of bond voters rated the district as a "C" in this regard.

- Some differences based on whether respondents supported or opposed the bond were seen. As shown in Figure 8, 72% of those who voted "for" the bond gave the Millard School District a rating of "A" in providing the students with a quality education and this compares to just 51% of those who voted "against" the school bond. Still, the vast majority of those who voted "against" the school bond do perceive the Millard School District positively in terms providing a quality education given that 83% gave the district *at least* a letter grade rating of "B." It is not surprising to find that those with a child enrolled were more positive toward the district in terms of it providing a quality education when compared to those who do not currently have a child enrolled. In a corollary trend, the performance grades tend to decrease slightly as the age of the voter increases. Nevertheless, a majority (55%) of those voting on the bond issue who are

age 60 and over gave the Millard School District a letter grade of "A" in terms of providing students with a quality education and in total, 85% gave the district *at least* a letter grade of "B." Overall, it would appear that those who voted on the bond issue view the district fairly positive in terms of providing a quality education to students.

- Those who gave the district a rating of less than the letter grade of "A" were subsequently asked to provide the reasons for their rating. These reasons have been summarized in Table 8 and as shown, no one specific reason was mentioned by a majority of these respondents. It can be seen that for 22% of those rating the district as less than an "A," *always room for improvement* was the reason given for the rating. This translates to just 7% of the total sample (or total bond voters). When reviewing the other responses, the *need to focus on basic education (9%), other school districts are better (8%), my child's experience (8%),* and *poor education/poor curriculum (8%)* were mentioned most often among respondents questioned.

- When looking at these results based on whether the respondent voted "for" or "against" the bond, a couple of statistically significant differences were found. More specifically, a greater proportion of those voting "for" the bond who rated the district as less than an "A" volunteered *there is always room for improvement (42%)* versus those who voted "against" the bond (14%). On the other hand, 11% of those who opposed the bond felt that their rating for the district was not higher because the district provides *a poor education/poor curriculum* and this compares to only a 2% mention among those who were in favor of the bond. Again, there does not appear to be a single individual factor mentioned by a meaningful number of these respondents that would most often contribute to less than excellent perceptions of the district, in terms of providing a quality education.

LOWER THE BOND AMOUNT AND DO NOT INCLUDE THE ARTIFICIAL TURF WERE MENTIONED MOST OFTEN AS THINGS THE MILLARD SCHOOL DISTRICT COULD HAVE DONE TO HAVE HAD OPPOSITION VOTERS SUPPORT… [Reference: Table 9]

- Those who specifically voted against the school bond were asked what, if anything, could the Millard School District have done differently to have had their support for the bond. As shown in Table 9, 22% of these voters felt that they may have supported a bond if it was for a *lower amount or if it was done incrementally*, while 20% may have supported the bond if the *artificial turf/football facility* was not included. For nearly one-fifth (18%) of voters against the bond, providing *more information/a better explanation* may have positively impacted their vote, while 11% volunteered that the district should *only spend for necessities/eliminate unnecessary expenditures*. No statistically significant differences in these results were seen between voters opposing the bond who currently have a child attending a Millard school versus those opposing the bond without a child enrolled. On an overall basis, it would appear that again, the amount of the bond, the current economic situation, and the specific inclusion of the artificial turf/football facility were most instrumental in impacting voters to oppose the bond. For some of these individuals, the concern about raising taxes and eliminating waste also drove their decision.

FINAL SUGGESTIONS/COMMENTS REGARDING THE RECENT OR ANY FUTURE MILLARD SCHOOL BOND… [Reference: Table 10]

- At the end of the interview, all respondents were afforded an opportunity to volunteer, in their own words, any final suggestions or comments regarding the recent or any future Millard School bond. These unaided responses are summarized in Figure 10 and show that for 18% of those voting on the bond issue, *get more information out/better explanation/promote* was volunteered most often albeit primarily by those who voted "for" the bond versus those who voted "against" the bond (31% versus 9%, respectively). *Lower bond amount/make smaller increments (10%), bad timing/poor economy (10%), take the astro turf out (9%),* and *understand a "want" versus a "need" (8%)* were additional comments worth noting. No other specific comment or suggestion was volunteered by more than 5% of the

total sample. In looking at these results among those who supported the bond, as mentioned, 31% volunteered to *get more information out/better explanation/promote* and this was the most frequently mentioned suggestion among these voters. *Take the astro turf out* and *try again/will vote for it* follow, each being mentioned by 10%. Interestingly, those who supported the bond significantly more often volunteered that the vote *should not have been mailed/should vote at ballot box* when compared to those who opposed the bond.

- When considering those who opposed the bond, the most frequently mentioned final suggestion or comment included *lower the bond amount/make smaller increments (12%), bad timing/poor economy (12%),* and *understand a "want" versus a "need" (12%)*. Overall, suggestions volunteered by those opposing the bond frequently centered around spending only on necessities or staying within the current budget. In fact, *understanding a "want" versus a "need," spend on education,* and *spend what they have wisely* were mentioned significantly more often among those who voted against the bond versus those who were in support of the bond.
- The only significant difference in results based on whether or not the voter has a child enrolled in a Millard school is those without a child currently attending more often volunteered *lower the bond amount/make smaller increments* when compared to voters who currently have a child enrolled.

IN CONCLUSION…

- Millard District information indicates that currently, approximately 40% of the households within the district have a child enrolled in a Millard school. When considering the demographic characteristics of those who actually voted on the bond issue, results would suggest that a notably smaller proportion of parent households voted in the recent bond election when compared to the actual proportion of parent households in the district. More specifically, only 33% of the actual bond voters stated that they currently have a child attending a Millard school. In a related trend, voters opposed to the bond tended to be older and less likely to have a child enrolled in Millard when compared to supporters of the bond. Overall, it would appear that the turnout among parent households may have been underrepresented.

- Based on the fact that 95% of those who voted "against" the bond stated that they had voted at the polls in the 2010 general election, it cannot necessarily be said that the mail-in methodology for the recent bond vote had a significant impact on the vote based on these results. Of course, information that might be available outside the scope of this study (i.e., cross-referencing 2010 general election versus bond voter lists, etc.) may be useful in gaining further insight into this issue.

- Perceived higher tax implications exist among bond voters, particularly among those who voted "against" the bond. The fact that many voters did not know the annual tax amount for a $100,000 home also suggests that there was room for improvement in communicating this message. Bond voters in support of the bond and/or with a child enrolled at a Millard school significantly more often had knowledge of the correct amount (i.e., $15 based on a $100,000 home) versus those "against" the bond and/or without a child attending a Millard school. Still, most voters either had higher annual tax perceptions or did not know what the tax amount would be for a $100,000 home.

- When it comes to the primary "top-of-mind" perceived purpose of the bond, *renovations* and *security* improvements topped the list. When considering the category of renovations, the single most often mentioned perceived purposes were the *artificial turf* and/or *sports facility improvements/repairs*. These were the single, "top-of-mind" specific purposes of the bond volunteered by not only voters "against" the bond, but also among voters in support of the bond. *Updating computers* was another specific individual element volunteered to a meaningful degree among voters "for" as well as "against" the proposed bond. While placement of the artificial turf was a specific component that was fairly prominent in the wording of the ballot itself, it cannot be concluded from results here that the language of the ballot was necessarily a major reason the bond did not pass.

- The Omaha World-Herald was found to be the top source utilized for information regarding the bond among bond voters. This source was utilized on a primary basis among bond voters significantly more often than any other information source. Referring to the Omaha World-Herald was found to be particularly high among those voting "against" versus "for" the proposed bond. Also, voters who do not currently have a child enrolled in the district significantly more often referred to the Omaha World-Herald as a source of information versus those who currently have a child attending a Millard school. Given this finding, it would appear that the Omaha World-Herald could have had an impact on voters' opinions.

- On an overall basis, it would appear that among those who supported the bond, a general feeling of an obligation to the district as far as helping to provide a quality education often contributed to their support along with the importance of security. More specifically, among those voting "for" the bond, *responsibility to provide best education/support schools, benefit my children/grandchildren in the district,* and *the importance of security* were the top reasons for supporting the bond.
- When those who opposed the bond were given an opportunity to express their reasons for doing so, the artificial turf and economic factors contributed most often to their vote. Voters who were against the bond volunteered *artificial turf not needed/football fields* as the top reason for not supporting the bond, and this was followed by *tax increase, amount of money was too high,* and *poor timing/poor economy*. Other reasons for opposing the bond worth noting include *Millard does not use the money efficiently, security system is excessive,* and *unnecessary expenditures*. It should also be noted that even among voters who opposed the bond who have children in the school district, the artificial turf/football fields was a significant reason for voting against the bond. The amount of the bond being too high and economic factors were again reinforced as key reasons for opposing the bond when voters were questioned on an aided basis.
- There is evidence to suggest that the district's communication efforts regarding the bond could have been better. While a majority of bond voters felt that the amount of information the Millard School District provided regarding the bond was *about right* (56%), a meaningful number (39%) felt that they did not receive enough information about the bond. When all respondents were further asked to rate the Millard School District in terms of clearly explaining the uses of the bond, 21% of bond voters that the district performed *poorly* or *very poorly*. As one might expect, those who voted "for" the bond significantly more often felt the district did a better job in explaining the uses versus those who voted "against" the bond. Given earlier results showing the misperceptions or lack of information regarding the annual tax amount that would be incurred by a homeowner of a $100,000 house, it would appear that there was room for improvement in communicating how the bond was to be used and the impact on taxes.

- When those who opposed the bond were questioned as to what the district could have done to gain their support for the bond, *lower the bond amount* and *do not include the artificial turf* were volunteered most often followed by *provide more information/better explanation,* and the district should *only spend for necessities/eliminate unnecessary expenditures*.
- At the conclusion of the interview, all respondents were afforded an opportunity to volunteer, in their own words, any final suggestions or comments regarding the recent or any future Millard School bond. *Get information out/better explanation/promote* was volunteered most often, albeit primarily by those who voted "for" the bond versus those who voted "against" the bond, followed by *lower bond amount/make smaller increments, bad timing/poor economy, take the astro turf out,* and *understand a "want" versus a "need."* In going forward, a smaller bond in the future may be possible but success will depend on many factors including the actual amount of the bond, the purposes of the bond (i.e., are they viewed to be necessary expenditures?), the perceived economic climate at the time the bond is put forth, as well as the district's ability to encourage parents to vote and effectively communicate the need for improvements and the actual tax impact for homeowners.

SUMMARY TABLES & GRAPHS

Table 1

CHARACTERISTICS OF THE SAMPLE

• In Total & By Voters "For" Vs. Voters "Against" The Bond •

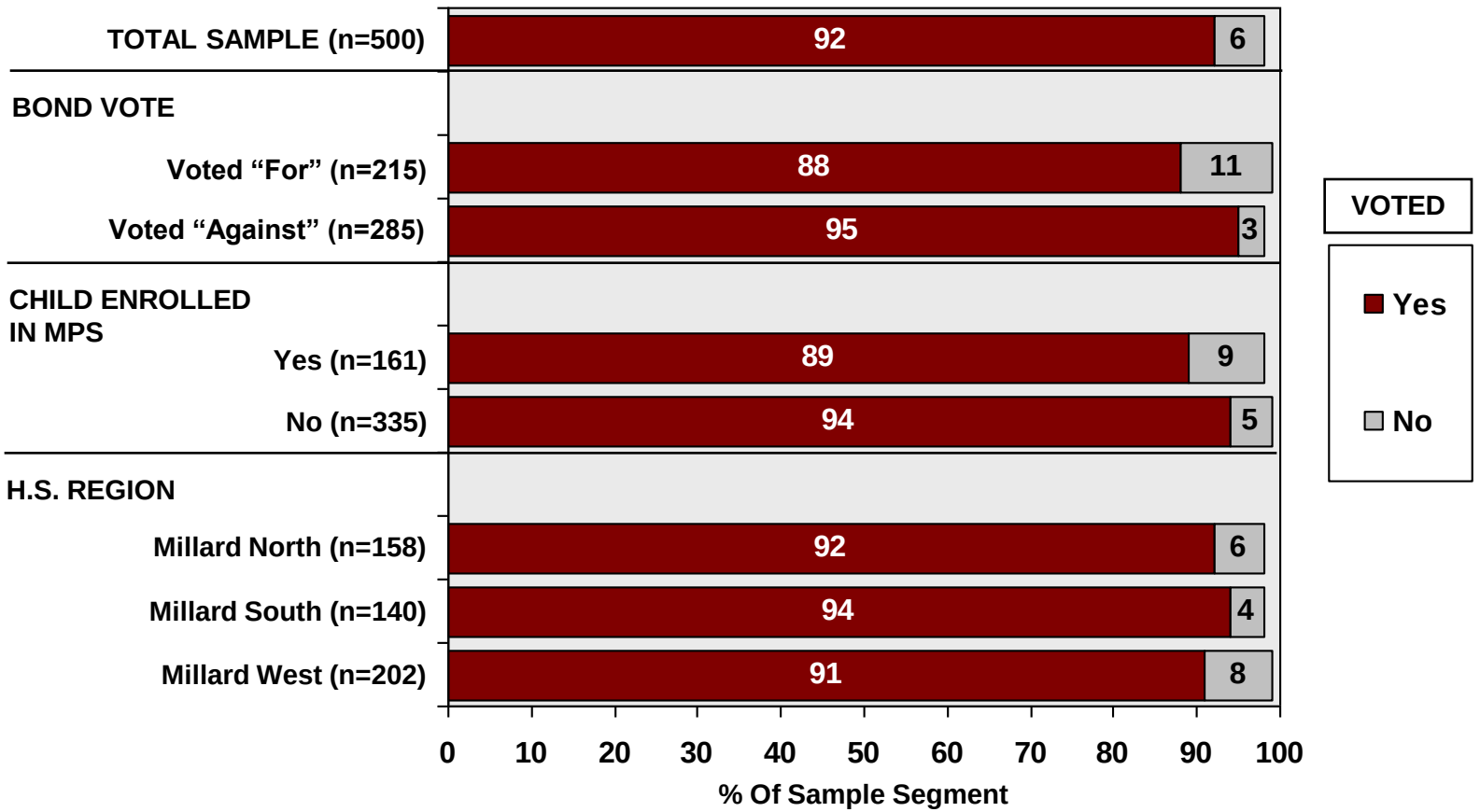
CATEGORY	Characteristic	% OF TOTAL SAMPLE (n=500)	% Of Voters "For" The Bond (n=215)	% Of Voters "Against" The Bond (n=285)
GENDER	Male	43%	36%	48%
	Female	57%	64%	52%
AGE GROUP	Under 30	3%	3%	3%
	30 To 39	12%	18%	8%
	40 To 49	22%	27%	18%
	50 To 59	25%	24%	26%
	60 & Older	38%	28%	45%
	Median Age	*54.2 Years*	*49.8 Years*	*57.1 Years*
LEVEL OF EDUCATION	Less Than High School	1%	--	1%
	High School Graduate	7%	5%	9%
	Some College/Technical School	25%	21%	29%
	College Graduate/Beyond	67%	74%	61%
LENGTH OF RESIDENCE IN MILLARD	Less Than 1 Year	1%	2%	1%
	1 To 3 Years	5%	7%	4%
	4 To 6 Years	9%	10%	8%
	7 To 10 Years	14%	14%	14%
	11 To 15 Years	14%	14%	14%
	Over 15 Years	57%	53%	59%
CHILD ATTENDING A MILLARD SCHOOL	Yes, Currently	33%	48%	21%
	Not Currently, But Expect To In Next 5 Years	4%	6%	3%
	Not Currently/Not In Next 5 Years	63%	46%	76%
HIGH SCHOOL REGION	Millard North	32%	32%	31%
	Millard South	28%	26%	29%
	Millard West	40%	42%	40%

Percentages total vertically to 100% for each category based on those responding.
(Reference: Q12, 14, 14A, 14B, 15, 16, 19)

Figure 1

INCIDENCE OF HAVING VOTED IN THE 2010 GENERAL ELECTION

• In Total & By Selected Sample Segments •



(Reference: Q13)

Table 2

Millard Public Schools
Omaha, NE.

TOP-OF-MIND PERCEPTIONS REGARDING THE PURPOSE OF THE MILLARD SCHOOL BOND

• In Total & By Voters "For" Vs. Voters "Against" The Bond •

Volunteered Purposes	% Of Total Sample (n=500)		Voters "For" The Bond (n=215)		Voters "Against" The Bond (n=285)	
	First Mention	Total Mentions*	First Mention	Total Mentions*	First Mention	Total Mentions*
RENOVATIONS (NET)	38%	87%	32%	86%	44%	88%
Artificial Turf	12%	54%	7%	45%	16%	61%
Sports Facilities Improvements/Repairs	5%	17%	3%	20%	6%	15%
Enclose Classrooms/Add Walls	1%	6%	1%	6%	--	6%
Maintenance	1%	5%	--	5%	1%	5%
New Field So Everyone Has A Field	1%	2%	1%	4%	1%	1%
Renovations In General	17%	38%	18%	44%	17%	33%
All Other Renovations Reponses	1%	7%	2%	6%	3%	5%
SECURITY (NET)	34%	57%	34%	59%	33%	56%
Security Cameras	1%	4%	1%	6%	1%	3%
Update/Improve Security Systems	1%	3%	1%	2%	1%	4%
Add Doors To Classrooms	1%	3%	1%	4%	1%	2%
Security In General	29%	49%	30%	51%	29%	48%
All Other Security Responses	2%	7%	1%	7%	1%	6%
TECHNOLOGY (NET)	12%	34%	15%	48%	9%	24%
Update Computers	3%	13%	2%	15%	4%	11%
Interactive White Boards	1%	3%	1%	6%	--	2%
Technology In General	8%	20%	11%	32%	5%	12%
All Other Technology Responses	--	3%	--	4%	--	1%

(Continued)

TOP-OF-MIND PERCEPTIONS REGARDING THE PURPOSE OF THE MILLARD SCHOOL BOND

• In Total & By Voters "For" Vs. Voters "Against" The Bond •

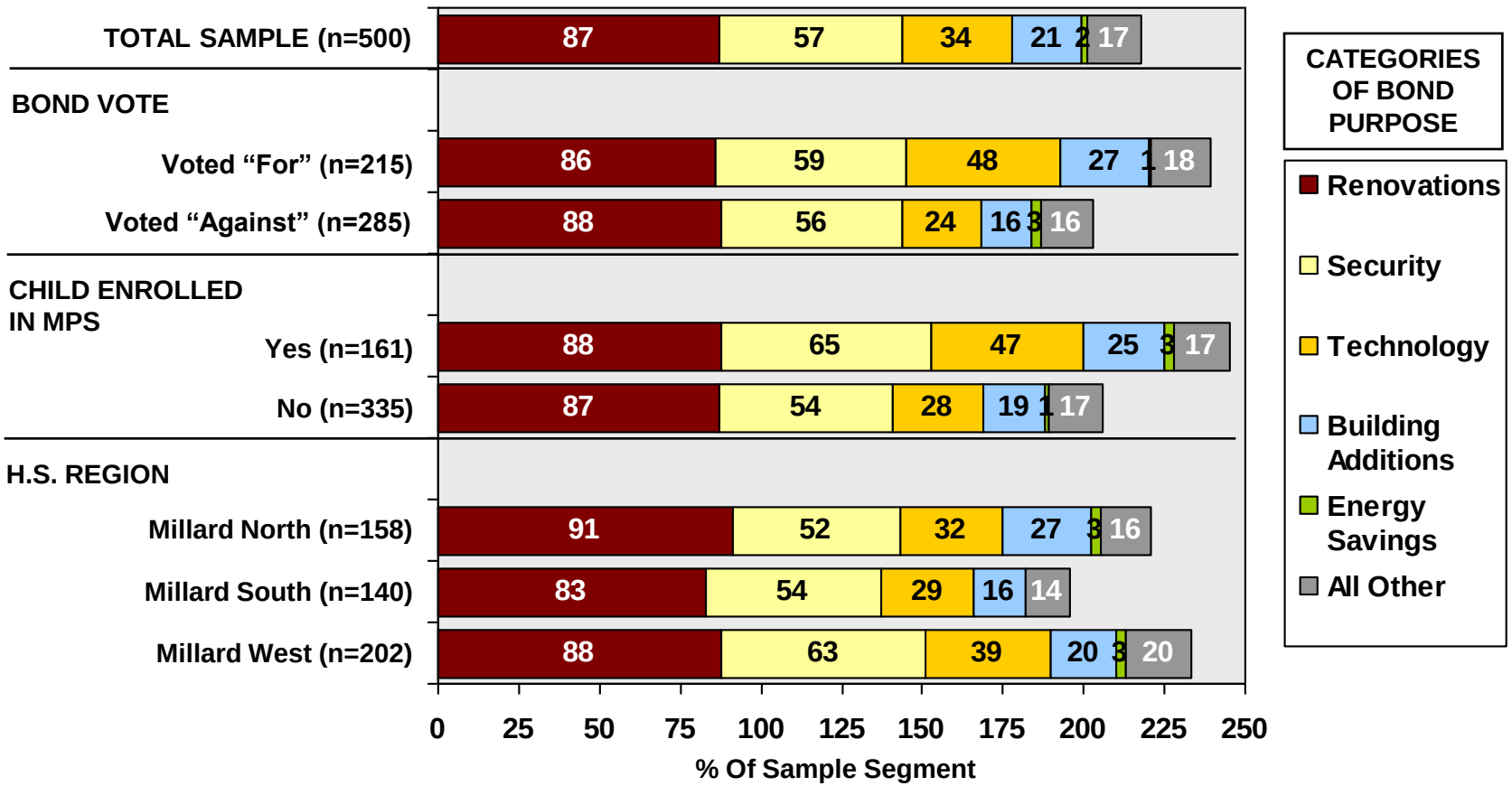
Volunteered Purposes	% Of Total Sample (n=500)		Voters "For" The Bond (n=215)		Voters "Against" The Bond (n=285)	
	First Mention	Total Mentions*	First Mention	Total Mentions*	First Mention	Total Mentions*
BUILDING ADDITIONS (NET)	7%	21%	9%	27%	5%	16%
New Buildings/Schools	2%	7%	1%	7%	2%	7%
Additional Classrooms	1%	4%	1%	5%	--	3%
Building Additions In General	4%	9%	6%	14%	2%	6%
All Other Building Additions Responses	--	3%	1%	4%	1%	1%
ENERGY SAVINGS (NET)	--	2%	--	1%	--	3%
ALL OTHER PURPOSES (NET)	5%	17%	6%	18%	5%	16%
Update Classrooms	2%	5%	3%	5%	1%	5%
Athletics (Unspecified)	--	3%	--	3%	--	2%
All Other Responses	3%	14%	3%	16%	4%	10%
NOTHING/DON'T KNOW	4%	4%	4%	4%	5%	5%

**Up to 10 replies accepted.*
(Reference: Q1)

Figure 2

TOP-OF-MIND CATEGORIES OF PERCEPTIONS REGARDING THE PURPOSE OF THE MILLARD SCHOOL BOND

• In Total & By Selected Sample Segments •

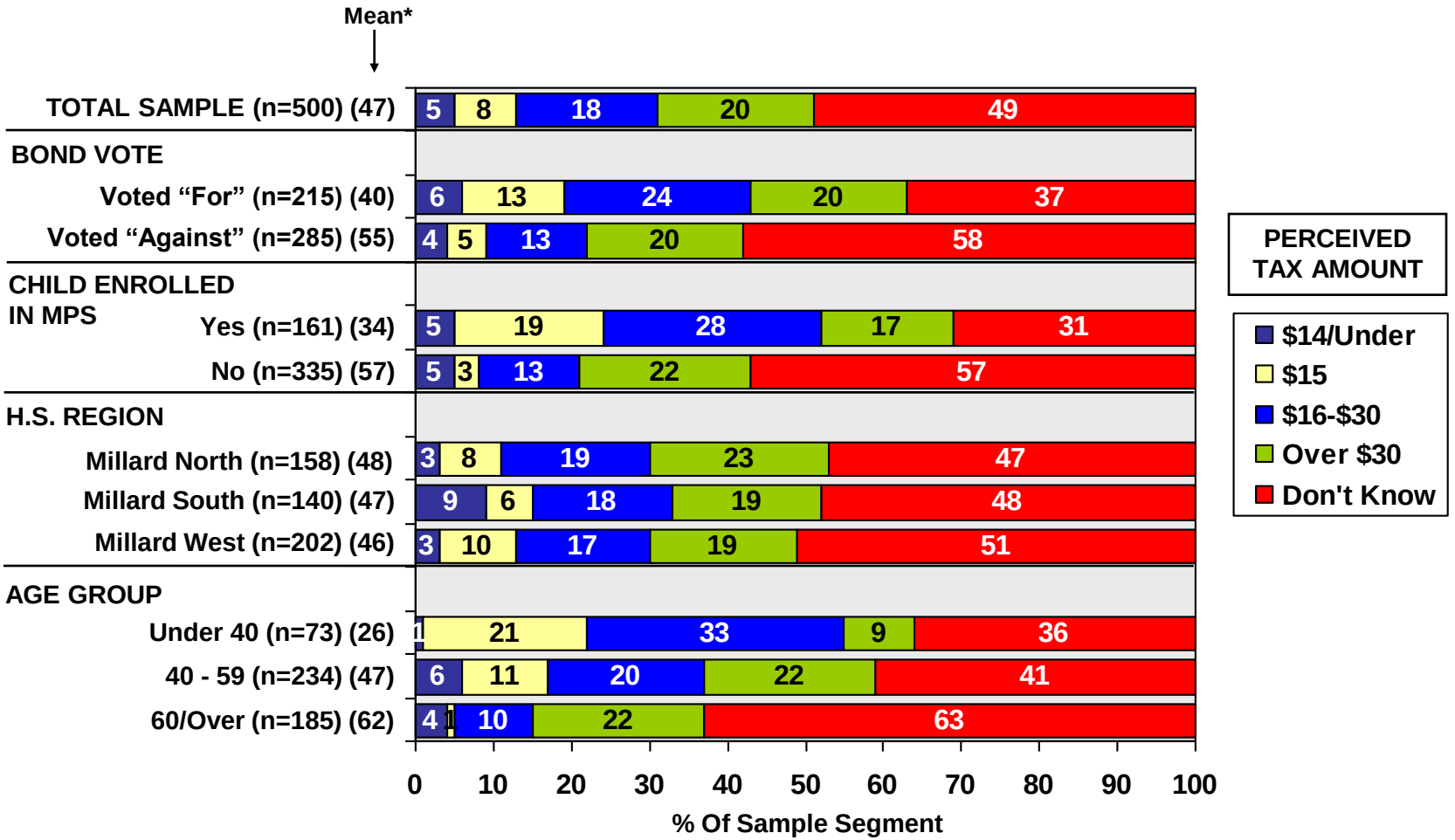


Up to 10 replies accepted.
(Reference: Q1)

Figure 3

PERCEPTIONS REGARDING THE ANNUAL TAX FOR A HOUSE VALUED AT $100,000 IF THE BOND HAD PASSED

• In Total & By Selected Sample Segments •

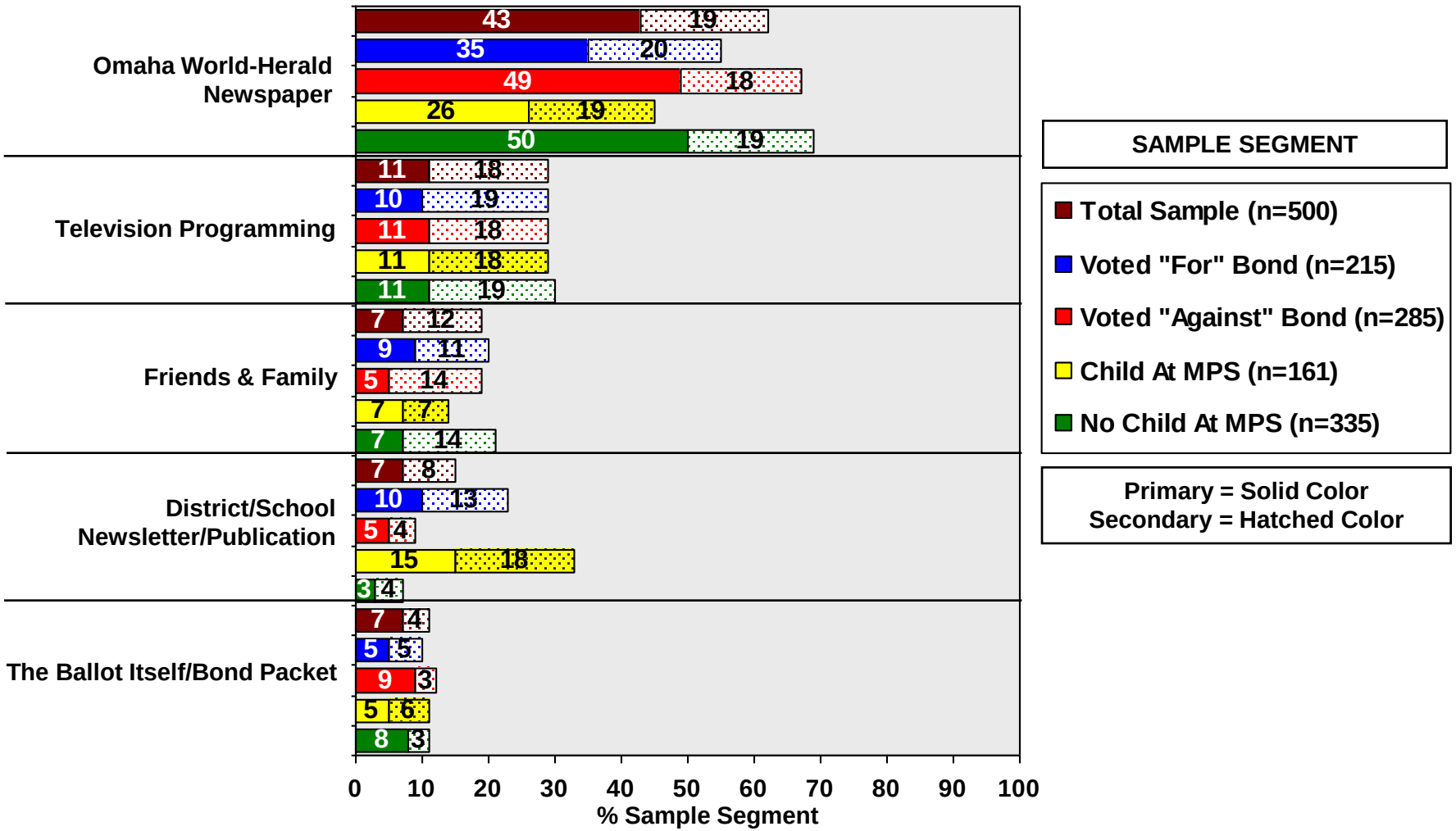


**Mean based on those able to say.*
(Reference: Q2)

Figure 4

PRIMARY/SECONDARY SOURCES OF INFORMATION REGARDING THE SPECIFICS OF THE MILLARD SCHOOL BOND

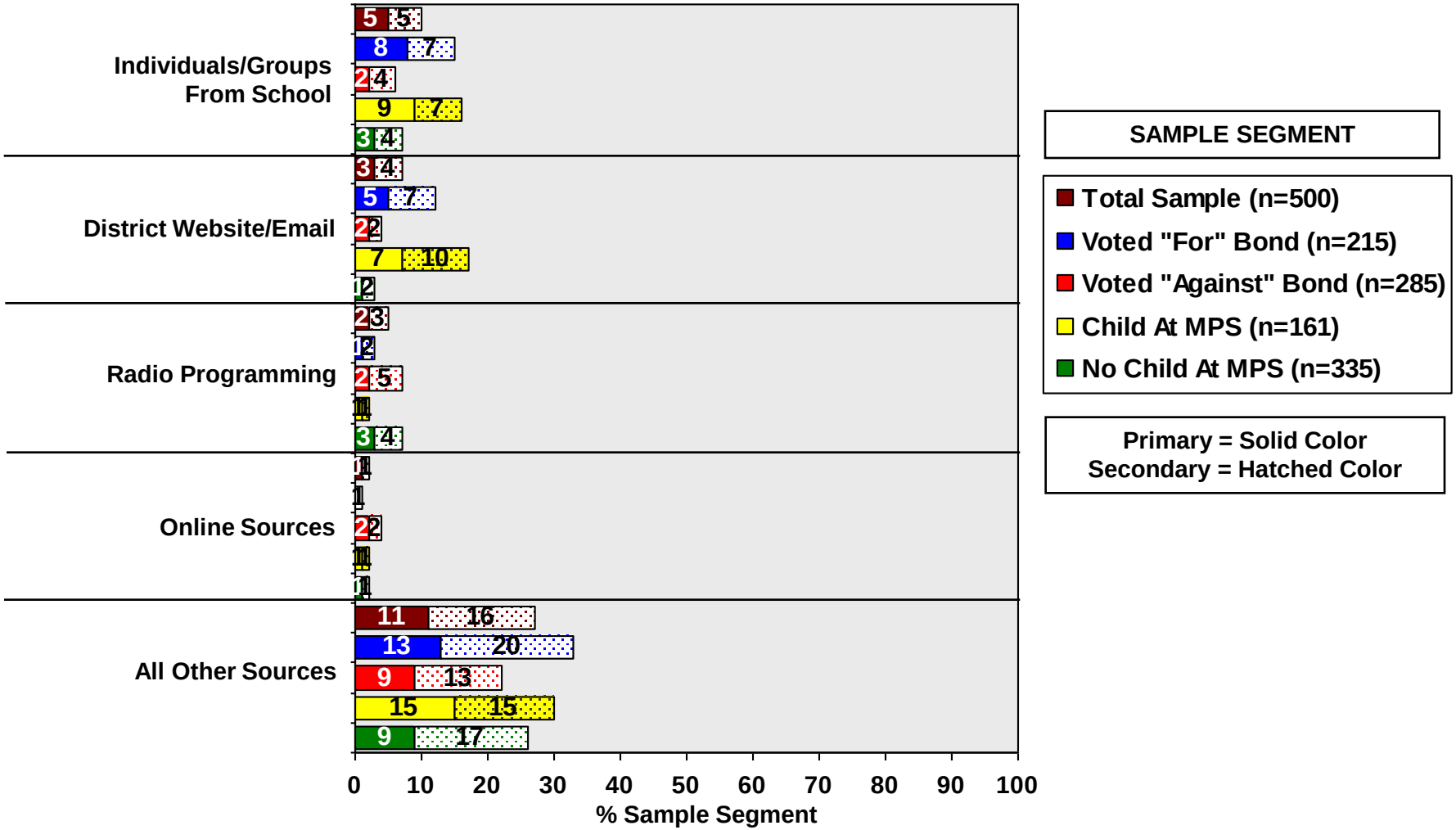
• In Total & By Selected Sample Segments •



(Continued)

PRIMARY/SECONDARY SOURCES OF INFORMATION REGARDING THE SPECIFICS OF THE MILLARD SCHOOL BOND

• In Total & By Selected Sample Segments •



Up to 3 secondary sources accepted.
(Reference: Q3-4)

Table 3

VOLUNTEERED MAIN/SECONDARY REASONS FOR VOTING "FOR" THE MILLARD SCHOOL BOND

Volunteered Reasons	Main Reason	Total Reasons*
Responsibility To Provide Best Education/Support Schools	20%	33%
Benefit My Children/Grandchildren In District	17%	28%
Importance Of Security	14%	27%
My Job Is Education/I See The Value	9%	14%
Improvements/Upgrades Needed	8%	14%
District Needs The Money	5%	9%
Importance Of Updating Buildings	4%	11%
Importance Of Upgrading Technology	3%	15%
Reasonable Cost To Taxpayer	3%	14%
Trust Millard Administration To Spend Wisely	3%	7%
Importance Of Maintenance To Prevent Future Costs	2%	6%
Maintain Millard's Quality Reputation	2%	8%
Improve Classrooms	2%	3%
Importance Of Practice Fields/Athletic Fields	1%	7%
Money For Teachers/Staff	1%	3%
Affects Home Value/Protect Property Values	--	3%
All Other Reasons	6%	11%

Up to 5 reasons accepted.
Base: Those voting for the bond / n=215.
(Reference: Q5)

Table 4A

VOLUNTEERED REASONS FOR VOTING "FOR" THE MILLARD SCHOOL BOND

• By Whether Child Enrolled In MPS •

Volunteered Reasons	Child Attending MPS (n=103)	No Child Attending MPS (n=112)
Benefit My Children/Grandchildren In District	41%	17%
Importance Of Security	32%	23%
Responsibility To Provide Best Education/Support Schools	26%	40%
Importance Of Upgrading Technology	18%	12%
Reasonable Cost To Taxpayer	16%	13%
Improvements/Upgrades Needed	15%	13%
Importance Of Updating Buildings	13%	9%
My Job Is Education/I See The Value	9%	19%
District Needs The Money	7%	11%
Maintain Millard's Quality Reputation	7%	9%
Importance Of Maintenance To Prevent Future Costs	7%	4%
Importance Of Practice Fields/Athletic Fields	6%	8%
Affects Home Value/Protect Property Values	4%	2%
Improve Classrooms	4%	2%
Trust Millard To Spend Wisely	3%	10%
Importance Of Renovations	3%	2%
Money For Teachers/Staff	2%	4%
All Other Reasons	8%	9%

**Up to 5 reasons accepted.*
Base: Those voting for the bond.
(Reference: Q5)

Table 5

VOLUNTEERED MAIN/SECONDARY REASONS FOR VOTING "AGAINST" THE MILLARD SCHOOL BOND

Volunteered Reasons	Main Reason	Total Reasons*
Artificial Turf Not Needed/Football Fields	24%	43%
Amount Of Money Was Too High	20%	27%
Tax Increase	16%	34%
Poor Timing/Poor Economy	10%	27%
Unnecessary Expenditures (Unspecified)	5%	10%
Millard Does Not Use Money Efficiently	5%	11%
Security System Excessive	4%	11%
Not Used For Education	4%	7%
No Children In Millard	4%	7%
Lack Of Specific Information	2%	5%
Bonus/Salaries For Staff/Early Retirements	1%	5%
School District Needs To Live Within Its Means	1%	5%
Technology Not Needed	1%	4%
Last Bond Not Paid Off	1%	3%
All Other Reasons	2%	12%

Up to 5 reasons accepted.
Base: Those voting against the bond / n=285.
(Reference: Q6)

Table 5A

VOLUNTEERED REASONS FOR VOTING "AGAINST" THE MILLARD SCHOOL BOND

• By Whether Child Enrolled In MPS •

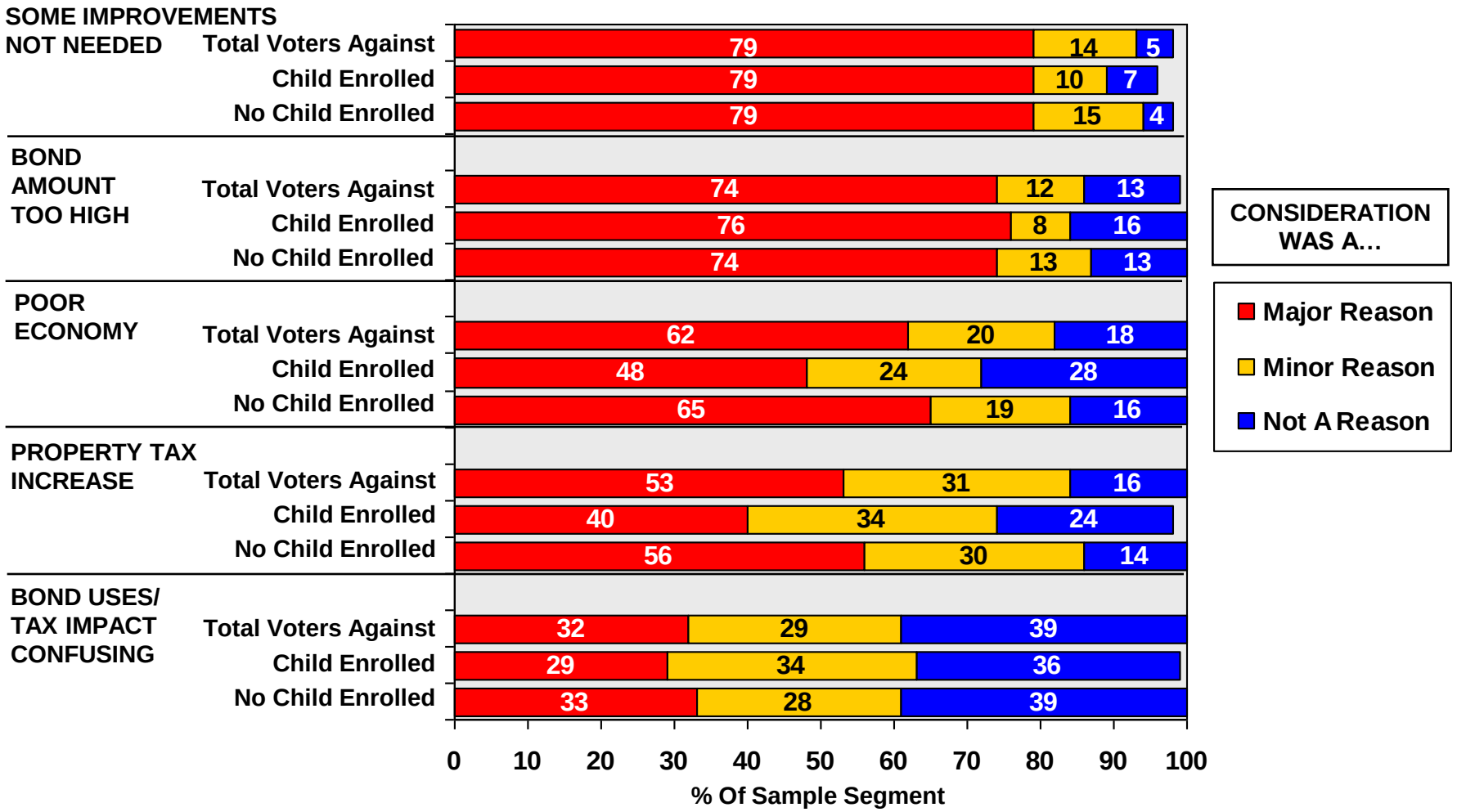
Volunteered Reasons	Child Attending MPS (n=58)	No Child Attending MPS (n=223)
Artificial Turf Not Needed/Football Fields	57%	39%
Amount Of Money Was Too High	41%	23%
Tax Increase	28%	36%
Poor Timing/Poor Economy	26%	27%
Security System Excessive	10%	11%
Millard Does Not Use Money Efficiently	7%	12%
Not Used For Education	7%	7%
Lack Of Specific Information	7%	5%
Technology Not Needed	7%	4%
Last Bond Not Paid Off	7%	2%
Unnecessary Expenditures (Unspecified)	5%	11%
Bonus/Salaries For Staff/Early Retirements	3%	5%
No Need For Renovations/Additions	3%	2%
Millard Does Not Need The Money	3%	1%
Not Truthful/Deceptive/Misinformation	3%	1%
No Children In Millard System	--	9%
School District Needs To Live Within Its Means	--	6%
All Other Reasons	7%	7%

Up to 5 reasons accepted.
Base: Those voting against the bond.
(Reference: Q6)

Figure 5

AIDED REASONS THAT MAY HAVE IMPACTED THE VOTE AGAINST THE BOND

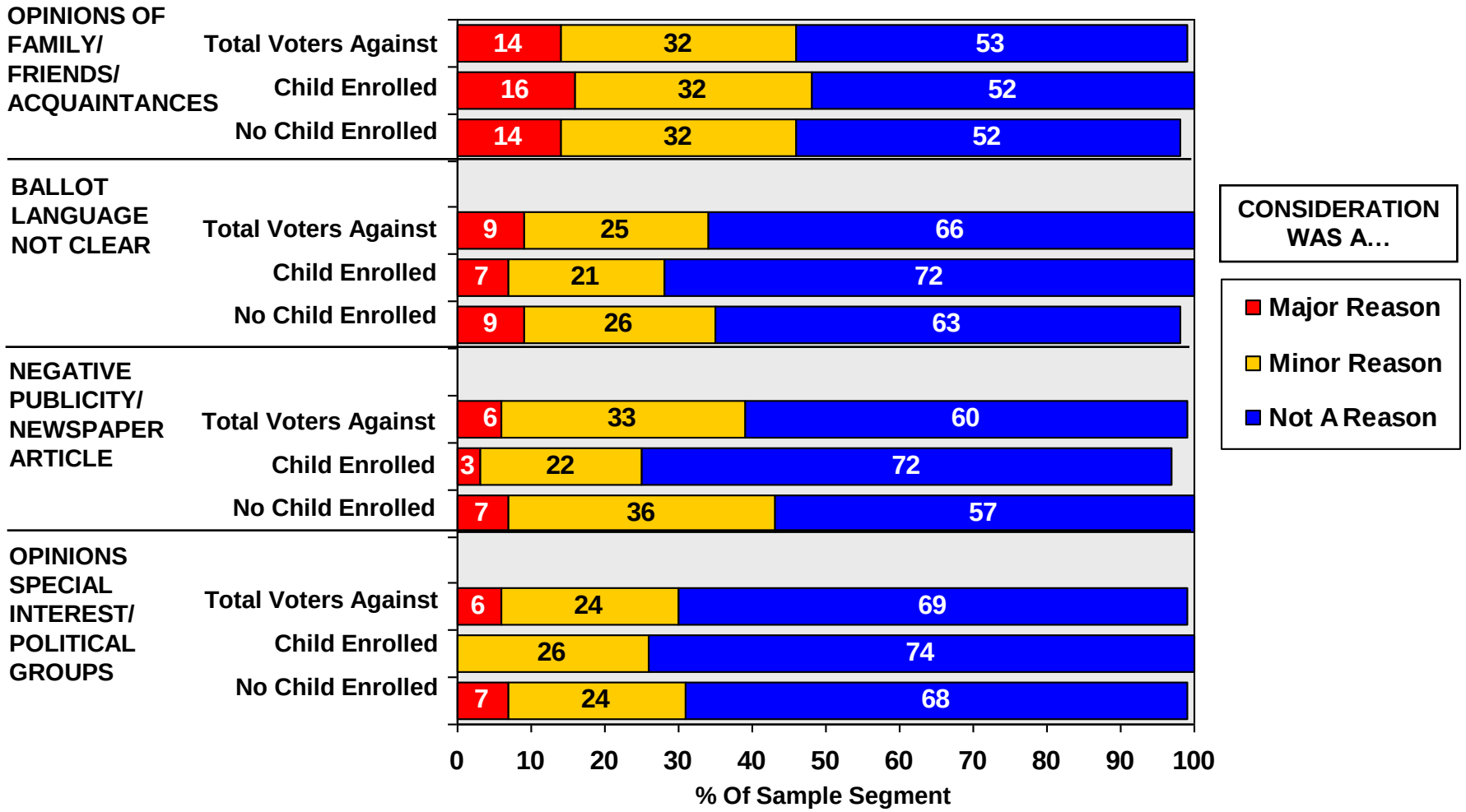
• Total Voters "Against" The Bond & By Whether They Had Child Enrolled In MPS •



(Continued)

AIDED REASONS THAT MAY HAVE IMPACTED THE VOTE AGAINST THE BOND

• Total Voters "Against" The Bond & By Whether They Had Child Enrolled In MPS •



Base: Those who voted against the bond / n=285 (with child at MPS / n=58 and without child at MPS / n=223).
Distance from end of bars to 100% = "Not sure" responses.
(Reference: Q9A-I)

Table 6

VOLUNTEERED OTHER CONSIDERATIONS BESIDES THE BOND ITSELF THAT IMPACTED VOTE "AGAINST"

• Total Voters "Against" The Bond •

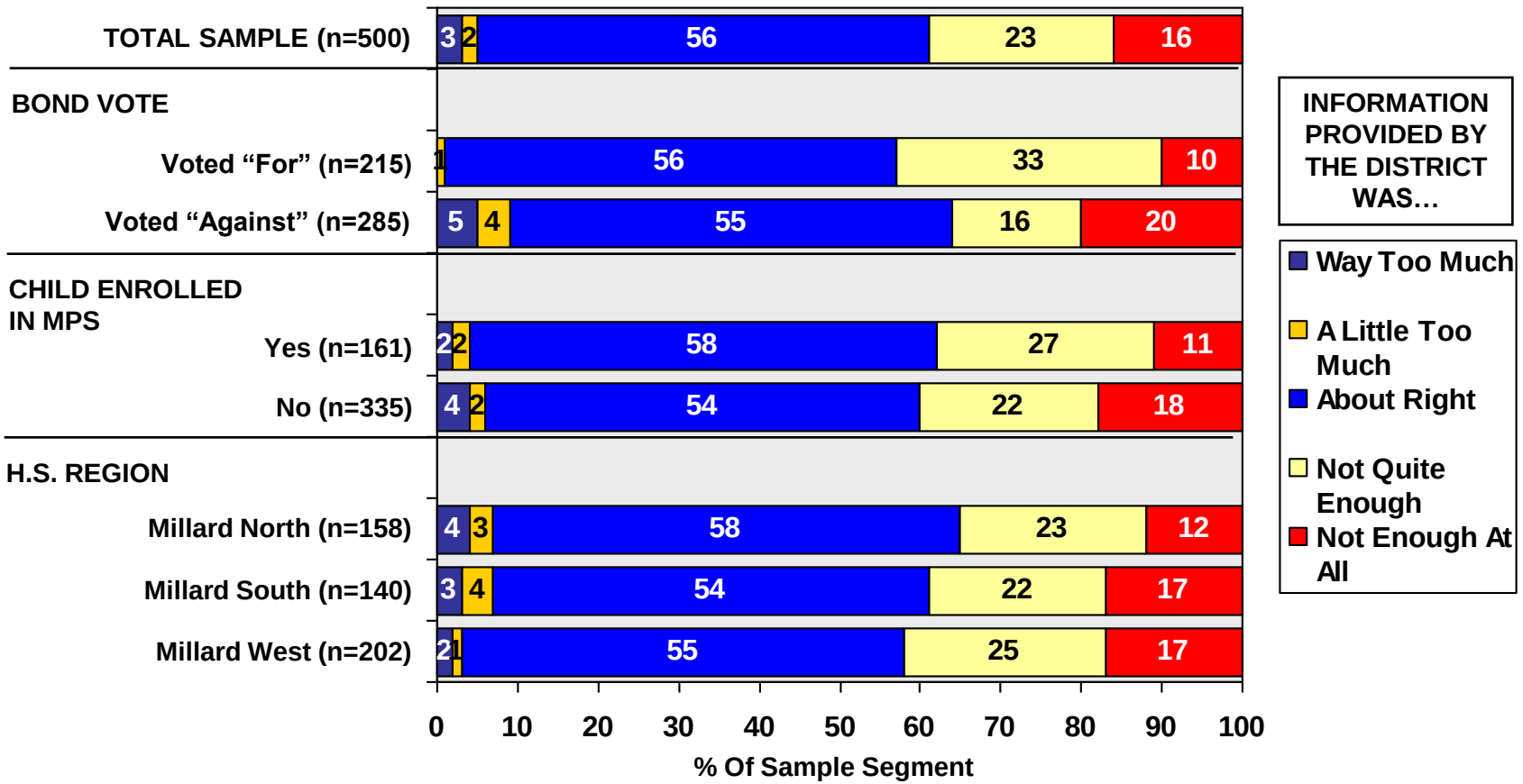
Volunteered Other Considerations	Total Voters Against (n=285)
High Cost	3%
No Children In Millard	3%
Don't Want Taxes Going Up	2%
Poor Timing/Poor Economy	2%
Inefficiency Of Spending Money Now	2%
Wishes Instead Of Needs	1%
Too Much Money Goes To Staff/Admin	1%
All Other Considerations	5%
None	84%
Don't Know	1%

Percentages total vertically and may exceed 100% due to multiple (3) replies accepted.
(Reference: Q9A)

Figure 6

PERCEPTIONS REGARDING THE AMOUNT OF BOND INFORMATION PROVIDED BY THE MILLARD SCHOOL DISTRICT TO RESIDENTS

• In Total & By Selected Sample Segments •

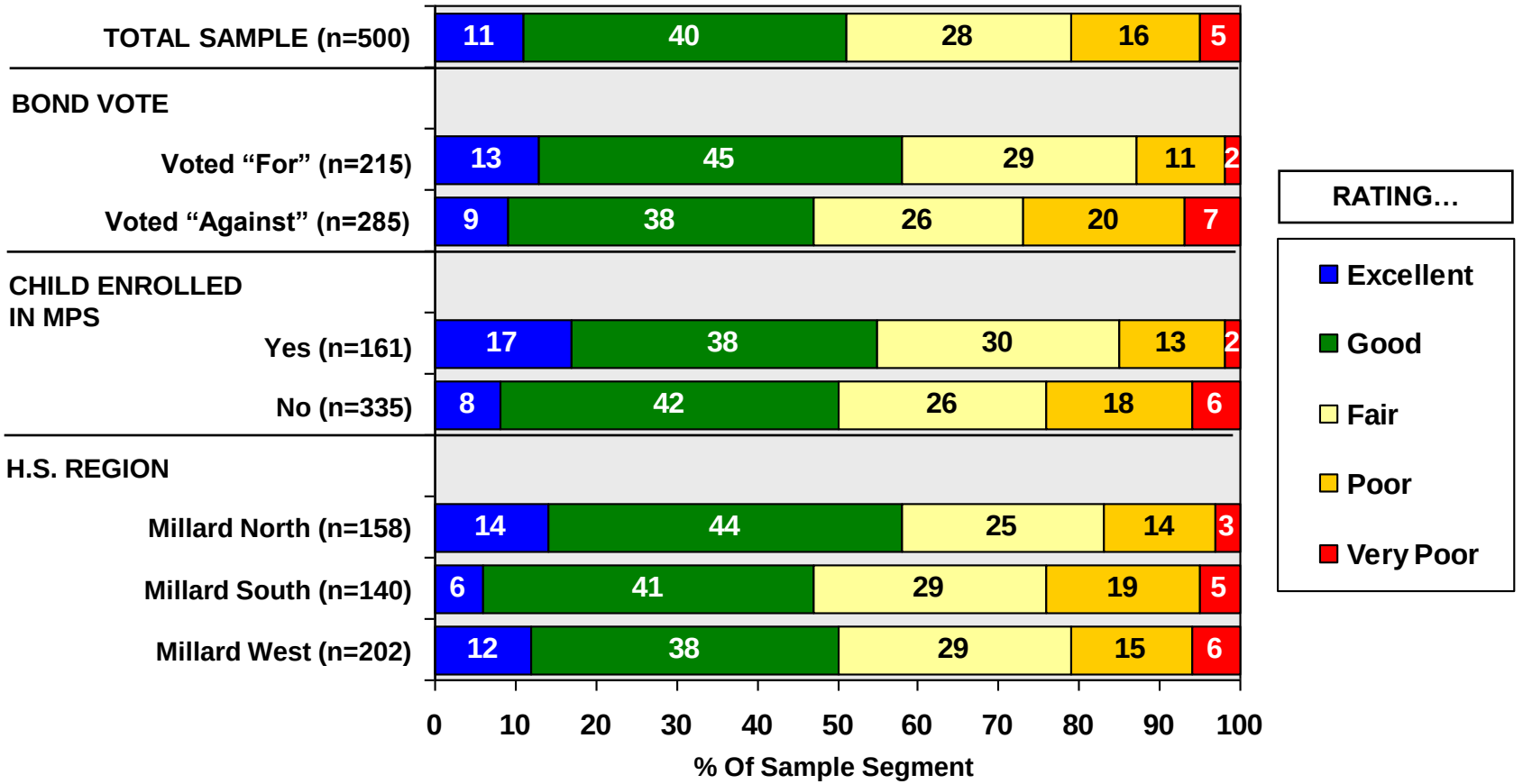


(Reference: Q7)

Figure 7

RATINGS FOR THE MILLARD SCHOOL DISTRICT IN TERMS OF CLEARLY EXPLAINING THE USES OF THE BOND

• In Total & By Selected Sample Segments •



(Reference: Q8)

Table 7

VOLUNTEERED REASONS FOR NOT RATING THE MILLARD SCHOOL DISTRICT AS "EXCELLENT" IN TERMS OF CLEARLY EXPLAINING THE BOND

• In Total & By Voters "For" Vs. Voters "Against" The Bond •

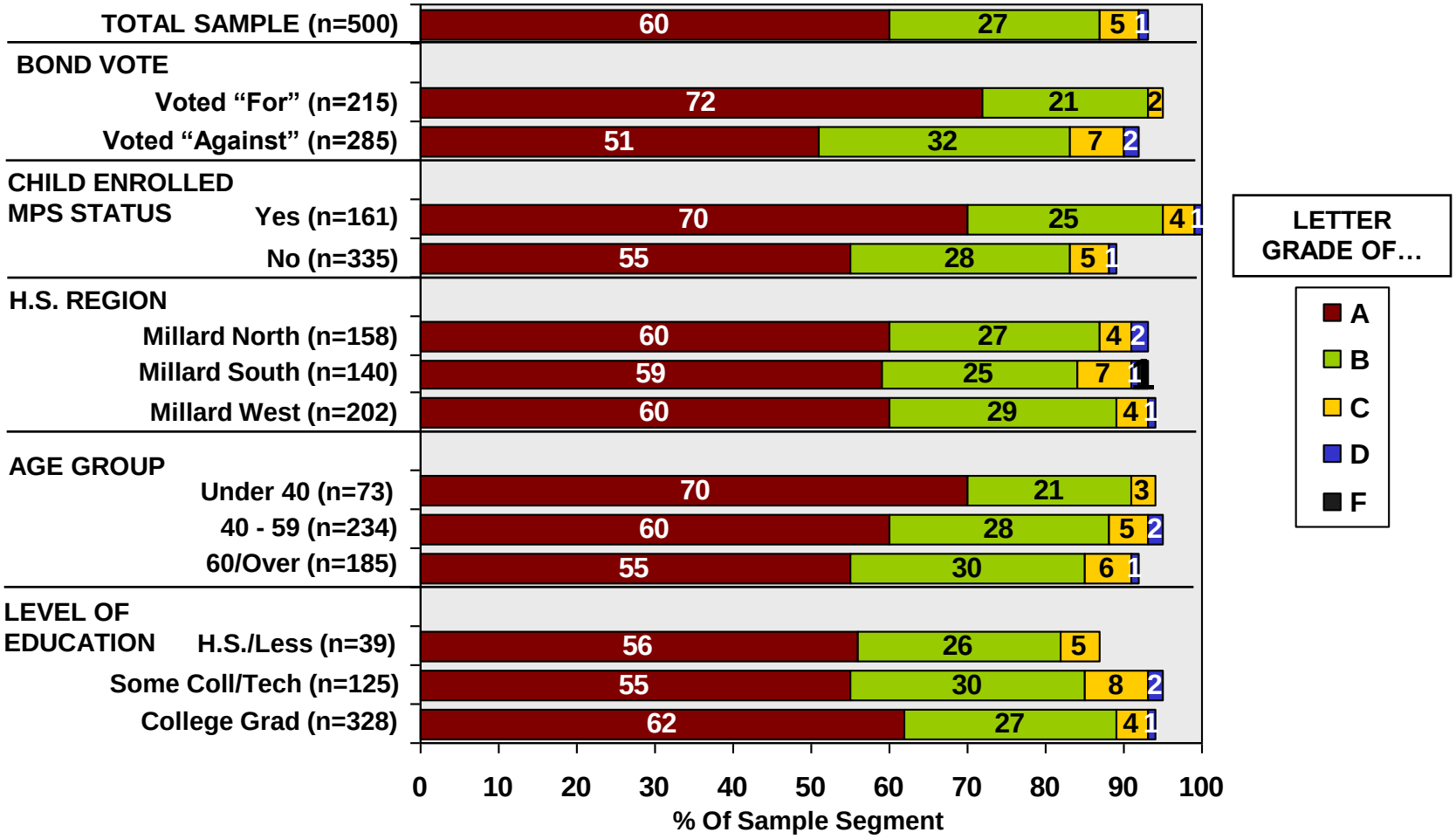
Volunteered Reasons	% Of Total Sample Rating < Excellent (n=444)	-- VOTERS --	
		"For" Rating < Excellent (n=186)	"Against" Rating < Excellent (n=258)
Presented Better/Better Explanation/More Specific Info	31%	34%	28%
Need For Artificial Turf	14%	21%	9%
Need For Security	6%	4%	7%
Why That Much Money/Justify High Amount	5%	2%	8%
How Much Taxes Would Be Raised	4%	3%	5%
Actual Information From MPS/School Board	4%	3%	5%
More Specifics On Technology	3%	4%	2%
Not Honest/Without The Spin/Contradictory Information	3%	2%	3%
Poor Media Reporting	2%	4%	2%
Needed More Mailings	2%	3%	2%
Impact On Students/Education Side	2%	3%	2%
More Specifics On Renovations	2%	2%	1%
All Other Reasons	9%	7%	10%
Don't Know	32%	27%	36%

Percentages total vertically and may exceed 100% due to multiple (2) reasons accepted.
(Reference: Q8A)

Figure 8

LETTER GRADE RATING FOR MILLARD SCHOOL DISTRICT IN PROVIDING STUDENTS WITH A QUALITY EDUCATION

• In Total & By Selected Sample Segments •



Distance from end of bars to 100% = "Don't know" responses.
(Reference: Q10)

Table 8

VOLUNTEERED REASONS FOR RATING THE MILLARD SCHOOL DISTRICT AS LESS THAN AN "A" IN PROVIDING STUDENTS WITH A QUALITY EDUCATION

• In Total & By Voters "For" Vs. Voters "Against" The Bond •

Volunteered Reasons	% Of Base Sample Rating < "A" (n=168)	-- VOTERS BASE --	
		"For" Rating < "A" (n=50)	"Against" Rating < "A" (n=118)
Always Room For Improvement	22%	42%	14%
Need To Focus On Basic Education	9%	6%	10%
Other School Districts Are Better	8%	6%	9%
My Child's Experience	8%	4%	9%
Poor Education/Poor Curriculum	8%	2%	11%
Word Of Mouth	7%	4%	8%
Poor Quality Teachers	5%	6%	4%
Teachers Not Committed/Not Caring	4%	4%	4%
Teachers Need To Give More Individual Attention To Students	4%	4%	4%
Waste Resources	4%	--	6%
Need More Parental Involvement	2%	4%	1%
Poor Security	2%	2%	2%
Need To Properly ID Special Needs Children	2%	2%	2%
Too Much Emphasis On Test Scores	2%	2%	3%
Poor Discipline Policies	2%	--	3%
Concern With Being Politically Correct/Liberal Slant	2%	--	3%
Student Teacher Ratios	2%	--	3%
All Other Reasons	18%	22%	17%
No Reason	4%	--	5%
Don't Know/Refused	11%	6%	13%

Base: Those rating the school district as less than "A" grade.
Percentages total vertically and may exceed 100% due to multiple (3) replies accepted.
(Reference: Q10A)

Table 9

WHAT, IF ANYTHING, COULD THE MILLARD SCHOOL DISTRICT HAVE DONE DIFFERENTLY TO HAVE HAD YOUR SUPPORT FOR THE BOND?

• Total Voters "Against" The Bond & By Whether They Have Child Enrolled In MPS •

Volunteered Responses	Total Voters Against (n=285)	Child Attending MPS (n=58)	No Child Attending (n=223)
Lesser Amount For Bond/Do It Incrementally	22%	19%	23%
Not Include The Artificial Turf/Football Facility	20%	26%	18%
More Information/Better Explanation	18%	22%	17%
Only Spend For Necessities/Eliminate Unnecessary Expenditures	11%	17%	10%
Poor Timing/Wait Until Economy Improves	9%	7%	10%
Don't Raise My Taxes	7%	7%	7%
Be Better Stewards Of Money/Don't Waste	7%	7%	7%
Less Emphasis On Security	5%	5%	4%
Focus On Education	3%	3%	3%
Pay Off Other Bond First	2%	5%	1%
Too Much Money Spent On Staff	2%	--	3%
All Other Responses	7%	12%	6%
Nothing	19%	12%	20%
Don't Know	4%	3%	4%

Percentages total vertically and may exceed 100% due to multiple (3) replies accepted.
(Reference: Q9B)

Table 10

VOLUNTEERED FINAL SUGGESTIONS/COMMENTS REGARDING THIS OR ANY FUTURE MILLARD SCHOOL BOND

• In Total & By Voters "For" Vs. "Against" The Bond & Child Enrolled In MPS Status •

Volunteered Suggestions/Comments	% Of Total Sample (n=500)	-- VOTERS --		-- CHILD ENROLLED IN MPS --	
		"For" Bond (n=215)	"Against" Bond (n=285)	Yes (n=161)	No (n=335)
Get More Information Out/Better Explanation/Promote	18%	31%	9%	20%	18%
Lower Bond Amount/Make Smaller Increments	10%	8%	12%	5%	13%
Bad Timing/Poor Economy	10%	7%	12%	7%	11%
Take The Astro Turf Out	9%	10%	8%	12%	7%
Understand A "Want" Versus A "Need"	8%	1%	12%	7%	8%
Try Again/Will Vote For It	5%	10%	1%	6%	4%
Spend On Education	5%	2%	8%	4%	6%
Don't Raise Taxes/Consider Taxpayer	4%	3%	5%	4%	4%
Live Within Budget/Cut Expenses	4%	--	7%	1%	5%
Should Not Have Been Mailed/Vote At Ballot Box	3%	6%	1%	4%	3%
Be Truthful	2%	1%	2%	3%	1%
Will Not Support/Vote Against	2%	--	4%	1%	3%
Decrease Staff Pay	2%	--	2%	--	2%
Spend What They Have Wisely	2%	--	4%	1%	3%
All Other Suggestions/Comments	11%	7%	14%	11%	11%
None	31%	33%	29%	32%	29%
Don't Know/Refused	2%	1%	2%	2%	2%

Percentages total vertically and may exceed 100% due to multiple (3) replies accepted.
(Reference: Q11)

APPENDIX A – SURVEY INSTRUMENT

INTRODUCTION: (ASK TO SPEAK WITH THE MALE/FEMALE – ROTATE – HEAD OF HOUSEHOLD)

Hello, my name is _____ and I'm with WRA Research, an independent market research firm here in Omaha. We are conducting a very important study with residents in the Millard School District to obtain their opinions about the recently proposed school bond issue. Your household was selected at random and please be assured all of your individual replies will be kept strictly confidential.
(IF NECESSARY, EXPLAIN:) Your individual replies will be combined with other residents of the District and reported only on a combined basis. The questions I have should only take about 10 minutes.
(IF RESPONDENT ASKS WHO IS SPONSORING THE STUDY, SAY:) The Millard School District is interested in understanding residents' thoughts regarding the recent bond issue.

SQ1. First, just to confirm, you do live within the Millard School District, correct?
(OPEN-ENDED)

1 Yes
2 No **(THANK & TERMINATE)**
3 **(DON'T KNOW) (THANK & TERMINATE)**

SQ2. And are you a registered voter?
(OPEN-ENDED)

1 Yes
2 No **(ASK TO SPEAK TO IF THERE IS ANOTHER HEAD OF HOUSEHOLD REGISTERED TO VOTE & RE-READ INTRO. IF NOT AVAILABLE, SET CALLBACK) (OTHERWISE, THANK & TERMINATE)**
3 **(DON'T KNOW) (ASK TO SPEAK TO IF THERE IS ANOTHER HEAD OF HOUSEHOLD REGISTERED TO VOTE & RE-READ INTRO. IF NOT AVAILABLE, SET CALLBACK) (OTHERWISE, THANK & TERMINATE)**

SQ3. And did you complete the ballot for the recent school bond election and mail it or hand it back in by the deadline?
(OPEN-ENDED)

1 Yes
2 No **(ASK TO SPEAK WITH SOMEONE ELSE IN THE HOUSEHOLD WHO MAY HAVE AND RE-READ INTRO. IF NOT AVAILABLE, SET CALLBACK) (OTHERWISE, THANK & TERMINATE)**
3 **(DON'T KNOW) (ASK TO SPEAK WITH SOMEONE ELSE IN THE HOUSEHOLD WHO MAY HAVE AND RE-READ INTRO. IF NOT AVAILABLE, SET CALLBACK) (OTHERWISE, THANK & TERMINATE)**

SQ4. Some of the questions I have today depend on whether you were FOR or AGAINST the bond. So that I know which questions to ask you, did you vote FOR or AGAINST the bond?
(OPEN-ENDED)
(IF NECESSARY, SAY:) Again, all of your individual replies will be held in strict confidence and we appreciate your honest and candid replies.

1 Voted for
2 Voted against
3 **(DON'T KNOW) (THANK, EXPLAIN & TERMINATE)**
4 **(REFUSED) (THANK, EXPLAIN & TERMINATE)**

QUOTA INSTRUCTIONS (BASED ON LIST COUNTS)

1. Based on everything you read, saw, or heard regarding the Millard School Bond PRIOR TO THE VOTE, can you tell me what the District wanted to use the bond for specifically?
(OPEN-ENDED) (PROBE FOR UP TO 5 REPLIES)

What else?
(OPEN-ENDED) (PROBE FOR SPECIFICS)

What other things?
(OPEN-ENDED) (PROBE FOR SPECIFICS)

What else?
(OPEN-ENDED) (PROBE FOR SPECIFICS)

Anything else?
(OPEN-ENDED) (PROBE FOR SPECIFICS)

2. And do you recall approximately what the yearly cost or tax would be for the owner of a house VALUED AT $100,000 if the bond had passed? **(OPEN-ENDED) (PROBE FOR BEST ESTIMATE IF NOT SURE)**

_____ **(DOLLARS PER YEAR FOR $100,000 HOME)**

3. What would you say was your PRIMARY source of information regarding the specifics of the Millard School Bond?
(OPEN-ENDED) (IF RADIO/TV, ASK WHAT PROGRAMS. IF NEWSPAPER, PROBE WHICH PAPER AND ARTICLE. IF DISTRICT INFORMATION, PROBE IF DISTRICT NEWSLETTER/PUBLICATION)

1 Television programming **(SPECIFY:)**
2 Radio programming **(SPECIFY:)**
3 Newspaper **(SPECIFY:)**
4 District newsletter/publication **(SPECIFY:)**
5 District website
6 School newsletter
7 Friends and family
8 Talking with teachers/principals
9 The ballot itself
96 **(OTHER – SPECIFY:)**
99 **(DON'T RECALL)**

4. How else did you learn about the specifics of the bond?
(OPEN-ENDED) (SHOW SECONDARY POSSIBLE SOURCES)(ALLOW 3 RESPONSES)

1 Television programming **(SPECIFY:)**
2 Radio programming **(SPECIFY:)**
3 Newspaper **(SPECIFY:)**
4 District newsletter/publication **(SPECIFY:)**
5 District website
6 School newsletter
7 Friends and family
8 Talking with teachers/principals
9 The ballot itself
96 **(OTHER – SPECIFY:)**
99 **(DON'T RECALL)**

(ASK Q5 IF VOTED "FOR" THE BOND – CODE "1" IN SQ4. OTHERWISE, SKIP TO Q6)
5. And what would you say was the MAIN REASON you voted FOR the Millard School Bond?
(OPEN-ENDED) (PROBE FOR MAIN REASON SPECIFICS) (RECORD VERBATIM!)

What other reasons contributed to your vote FOR the bond?
(OPEN-ENDED) (PROBE & RECORD VERBATIM!)

What else? **(OPEN-ENDED) (PROBE & RECORD VERBATIM!)**

Anything else? **(OPEN-ENDED) (PROBE & RECORD VERBATIM!)**

(ASK Q6 IF VOTED "AGAINST" THE BOND – CODE "2" IN SQ4. OTHERWISE, SKIP TO Q7)
6. And what would you say was the MAIN REASON you voted AGAINST the Millard School Bond?
(OPEN-ENDED) (PROBE FOR MAIN REASON SPECIFICS) (RECORD VERBATIM!)

What other reasons contributed to your vote AGAINST the bond?
(OPEN-ENDED) (PROBE & RECORD VERBATIM!)

What else? **(OPEN-ENDED) (PROBE & RECORD VERBATIM!)**

Anything else? **(OPEN-ENDED) (PROBE & RECORD VERBATIM!)**

7. Now, I'd like to ask you about the AMOUNT of information regarding the specifics of the bond that was provided by the Millard School District to residents such as yourself. Would you say that the AMOUNT of information provided by the District was…
(READ RESPONSES) (REPEAT RESPONSES IF NEEDED)

1 Way too much
2 A little too much
3 About right
4 Not quite enough
5 Or, Not enough at all

8. And please tell me how you would rate the Millard School District in terms of CLEARLY EXPLAINING what the bond would be used for. Would you say that the District did an…
(READ RESPONSES) (REPEAT RESPONSES IF NEEDED)

1 Excellent
2 Good
3 Fair
4 Poor
5 Or, Very poor job in clearly explaining the uses of the bond

(IF RATING OF "EXCELLENT" – CODE "1" IN Q8, SKIP TO Q9. OTHERWISE, ASK Q8A)
8A. Why isn't your rating regarding the explanation of the bond higher? What information about the bond wasn't clear or could have been explained better?
(OPEN-ENDED) (PROBE FOR SPECIFICS)

Anything else?
(OPEN-ENDED) (PROBE FOR SPECIFICS)

(IF VOTED "AGAINST" BOND IN SQ4 – CODE "2," ASK Q9. OTHERWISE, SKIP TO Q10)
9. Naturally, some considerations outside of the bond itself may have impacted your decision and influenced your vote. Again, you may have mentioned some of these earlier but for each of the following, please tell me if that was a MAJOR REASON, a MINOR REASON, or NOT REALLY A REASON you voted against the bond. The (first/next/last) one is…
(ROTATE A-I) (REPEAT RESPONSES AS NEEDED)

A The increase you would see in your property tax
B The poor economy in general
C The bond amount being too high
D Some of the improvements not being needed
E Negative publicity or newspaper articles about the bond or the Millard School District
F The opinions of special interest or political groups
G The bond itself was confusing in terms of uses and/or impact on taxes
H The language on the ballot was not clear
I The opinions of your friends, family members or acquaintances

1 Major reason
2 Minor reason
3 Not really a reason
4 **(NOT SURE)**

9A. Any other considerations besides the bond itself that impacted your vote?
(OPEN-ENDED) (PROBE FOR SPECIFICS) (RECORD VERBATIM!)

9B. What, if anything, could the Millard School District have done differently to have had your support for the bond?
(OPEN-ENDED) (PROBE FOR SPECIFICS) (RECORD VERBATIM!)

Anything else? **(OPEN-ENDED)(PROBE FOR SPECIFICS) (RECORD VERBATIM!)**

10. Overall, how would you rate the Millard School District in providing students with a quality education? Would you give the District a grade of A, B, C, D, or F?
(OPEN-ENDED)

1 A
2 B
3 C
4 D
5 F
6 **(DON'T KNOW)**

(ASK Q10A IF CODE "2-5" IN Q10. OTHERWISE, SKIP TO Q11)
10A. Why isn't your grade for the District higher?
(OPEN-ENDED) (PROBE FOR SPECIFICS) (RECORD VERBATIM)

11. What final suggestions or comments do you have with regard to this recent or any future Millard School bond issues?
(OPEN-ENDED) (PROBE FOR SPECIFICS)(RECORD VERBATIM!)

Anything else? **(OPEN-ENDED)(PROBEFOR SPECIFICS)(RECORD VERBATIM!)**

Now just some final questions for classification purposes only.

12. How long have you lived in the Millard School District?
(READ RESPONSES)
1 Less than 1 year
2 1 to 3 years
3 4 to 6 years
4 7 to 10 years
5 11 to 15 years
6 Or, over 15 years
7 **(REFUSED)**

13. Did you vote in the November 2010 general election last year?
(OPEN-ENDED)

1 Yes
2 No
3 **(NOT SURE/REFUSED)**

14. Is your age
(READ RESPONSES)

1 Under 30
2 30 to 39
3 40 to 49
4 50 to 59
5 Or, 60 or older
6 **(REFUSED)**

14A. Do you currently have a child attending a Millard Public School?
(OPEN-ENDED)

1 Yes **(SKIP TO Q15)**
2 No
3 **(REFUSED)(SKIP TO Q15)**

14B. Do you expect to in the next 5 years?

1 Yes
2 No
3 **(DON'T KNOW/REFUSED)**

15. Finally, what is the highest level of formal education you have had the opportunity to complete?
(READ RESPONSES)

1 Less than high school
2 High school graduate
3 Some college or technical school
4 Or, College graduate or beyond
5 **(REFUSED)**

That concludes the interview. I just need to verify that I reached you at
(INSERT PHONE NUMBER)
(IF NOT CORRECT, RECORD NUMBER:) _____

In case my supervisor wants to verify I completed this survey, can I please have your first name?

(RECORD NAME)

Thank you! That concludes my questions. Millard Schools appreciates your time and opinions as the School Board tries to determine the wishes of taxpayers in the District.

RECORD ONLY

16. Gender

1 Male
2 Female

17. Household Type **(FROM LIST:)**

1 Parent
2 Non-Parent

18. Zip code **(FROM LIST:)**

19. Region **(FROM LIST:)**

1 Millard North
2 Millard South
3 Millard West

20. Serial number **(FROM LIST:)**