
LITERACY SURVEY

Report of Findings and Analysis

PRESENTED TO



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September 10, 2007

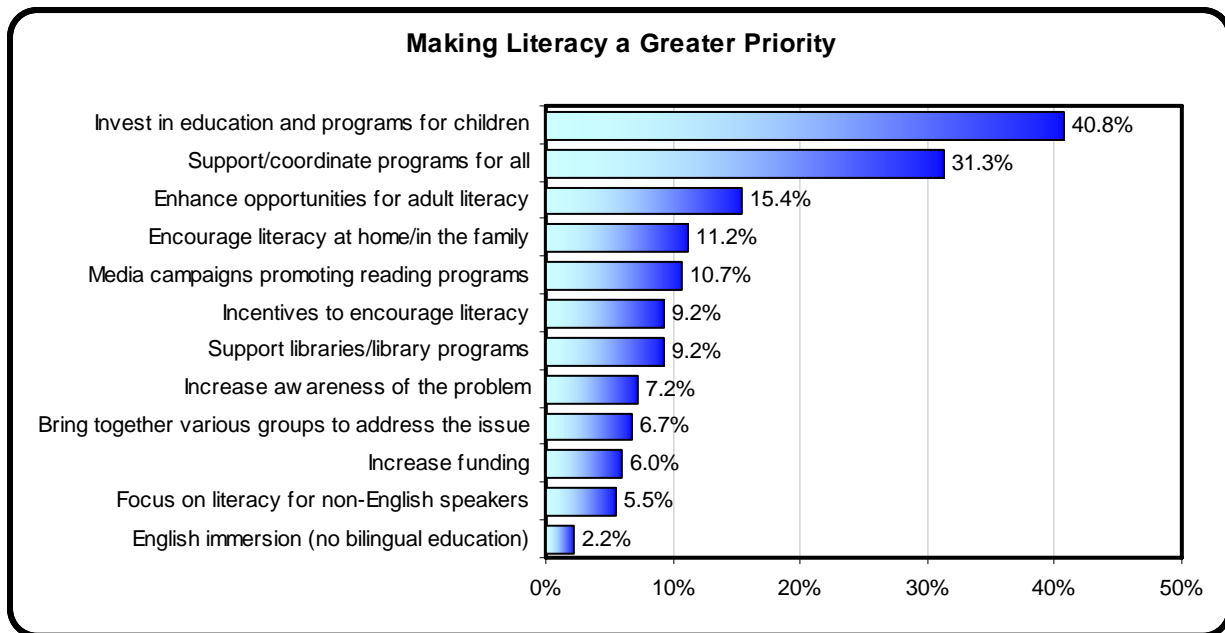


Marketing Intelligence
Marketing Research & Strategy Consultants

I. SURVEY FINDINGS

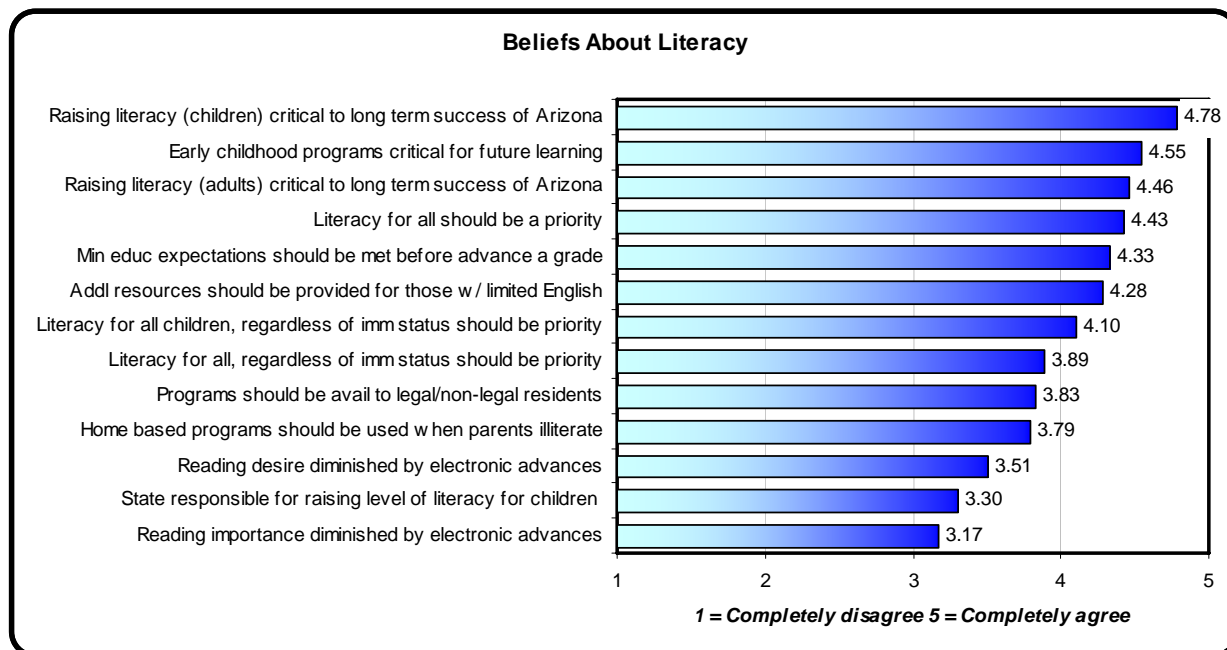
The following survey findings are based on 429 responses to a web-based survey conducted by Marketing Intelligence, a Tucson, Arizona based marketing research and strategy consulting firm. The survey participants signed up to take a series of surveys involving the Tucson Region and thus should not necessarily be considered a random sample of area citizens. However, the respondents can be characterized as a sample of area citizens who are likely to be concerned about issues affecting the local community.

MAKING LITERACY A GREATER PRIORITY



Respondents were asked on an open ended basis to identify what they feel is the most effective thing the community can do to make literacy a greater priority. Childhood education emerged as the most important factor for the Tucson region to address, with 40% stating that there needs to be an emphasis on improving the quality of education and the effectiveness of the school system. General reading and literacy programs are considered a highly effective method as well (31.3%), with libraries/library programs highlighted by an additional 9.2%, and while these should continue to be varied in scope in order to reach the different segments of the community, there was mention that these programs should also work together to maximize the effectiveness of their efforts. Enhanced opportunities for adult literacy education (15.4%) and a continued emphasis on literacy in the home (11.2%) are somewhat important, however even in these recommendations participants allude to the positive effect of these initiatives on children. There is some support for increased promotion of (10.7%), incentives to (9.2%), and public awareness about (7.2%) reading and the literacy problem, indicating that greater communication efforts may be needed to alert the Tucson Region of this issue in general. Also, 6% – 7% of respondents felt that collaborative efforts by diverse segments of the community and increased funding might help make literacy a greater priority. Although noted, there was only little specific mention of addressing literacy among the non-English speaking population.

BELIEFS AND PERCEPTIONS CONCERNING LITERACY



The majority of respondents feel strongly that raising literacy levels is critical to Arizona's long term success. The mean answer pertaining to the criticality of raising literacy for children is 4.78 on a 5-point agreement scale, with 83% completely agreeing with the statement. For the same statement pertaining to adults, the mean response is 4.46 on the 5-point agreement scale and 64% completely agree with the statement.

There is also strong agreement that early childhood programs are critical for future learning and that literacy for all should be a priority. However, in the case of the latter, "all" may not necessarily include those with non-legal residency status. The number of those who completely agree with two similar statements drops from 63% when "all" is left to be defined by the respondent to 50% when "all" is defined as "regardless of immigration status," and the mean response drops from 4.43 to 3.89. There is greater support for prioritization of literacy for children of immigrants (as opposed to all non-legal immigrants), with a majority of respondents indicating that literacy for all children regardless of immigration status should be a priority (59%).

A majority of respondents also completely agree that additional resources should be provided to help those with limited English skills become literate in English (58%), that minimum educational expectations should be met before a student advances to a higher grade level (56%) and that literacy programs should be made available to legal and non-legal residents (50%).

There is nearly equal agreement and disagreement that the State is responsible for raising the level of literacy for children and that electronic advances such as the Internet, video games and portable digital devices have diminished the desire and the importance of reading.

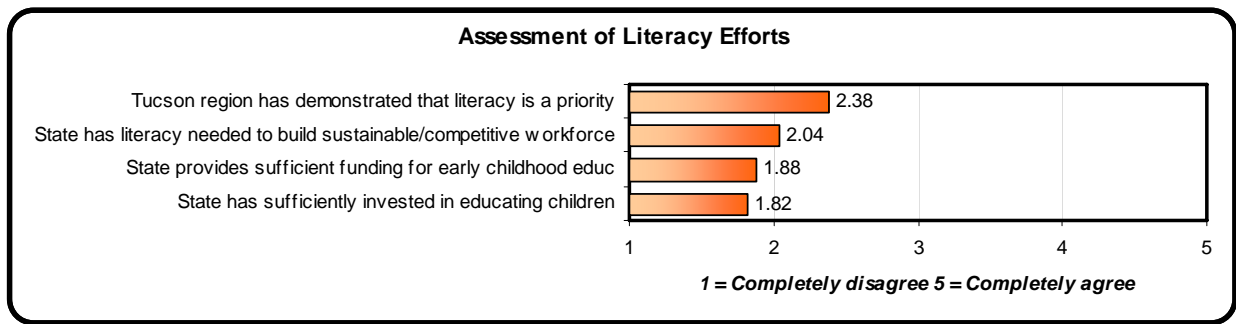
Segmentation Analysis

Those with children in the household are more likely to agree that the desire to read has been diminished by electronic advances and that raising the level of literacy should be the responsibility of the State.

Hispanics are more likely to agree that raising the level of literacy should be the responsibility of the State, while Caucasians are more likely to agree that early childhood programs are critical.

The older the respondent is, the more likely they are to agree that the importance and the desire to read have been diminished by electronic advances and that literacy should be a priority for all, including those with non-legal immigration status.

Females are more likely than Males to feel that immigration status should have little or no bearing on prioritization of and access to literacy programs.



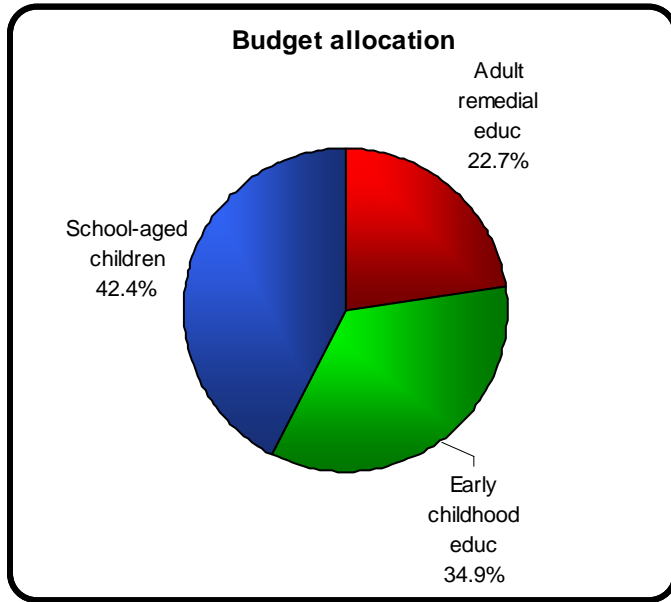
Nearly half of all respondents completely disagree that that State of Arizona has sufficiently invested in educating children (49.8%) and that it provides sufficient funding for early childhood education (45%). There is also disagreement that Arizona has the necessary level of literacy needed to build a sustainable and competitive workforce and that the Tucson Region has demonstrated that literacy is a priority.

Segmentation Analysis

Hispanics are more likely to disagree that the Tucson Region has demonstrated that literacy is a priority, while Caucasians are more likely to disagree that the State of Arizona has the necessary literacy to build a sustainable and competitive workforce.

Females are more likely than Males to disagree for all of the four assessment statements.

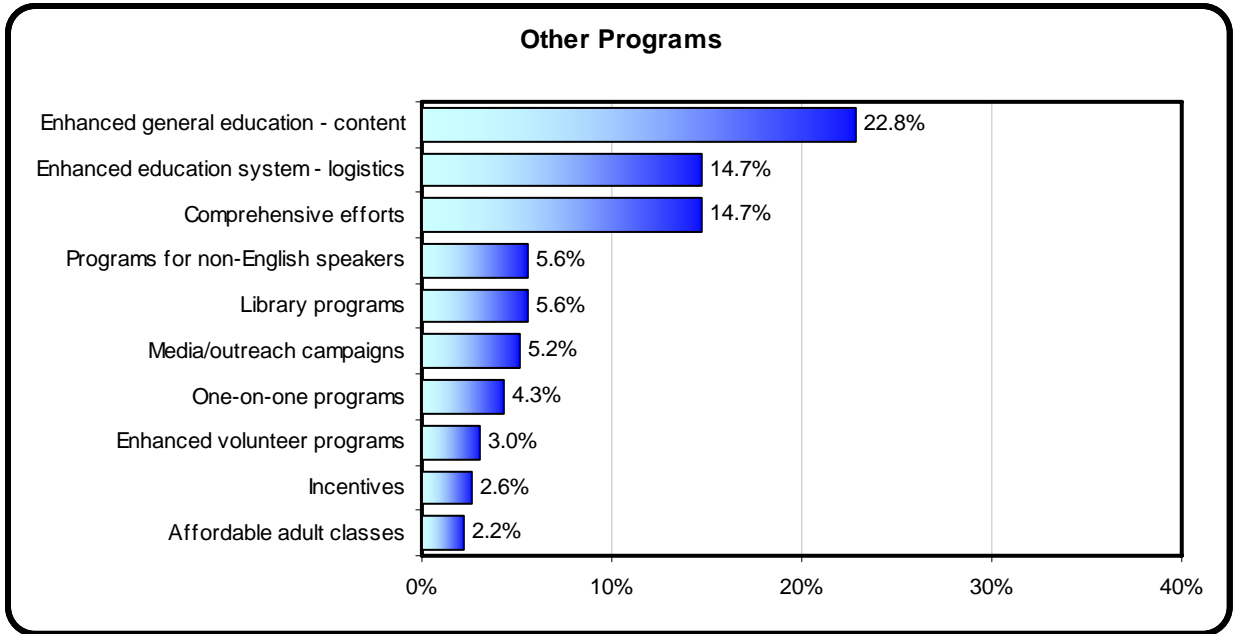
LITERACY PROGRAM PRIORITIZATION



Respondents were asked how they would allocate funding for different literacy programs if they were in charge of budgeting. Overall, 42% of the funding would go towards programs for school-aged children, 35% towards programs for early childhood education and 23% for adult remedial education.

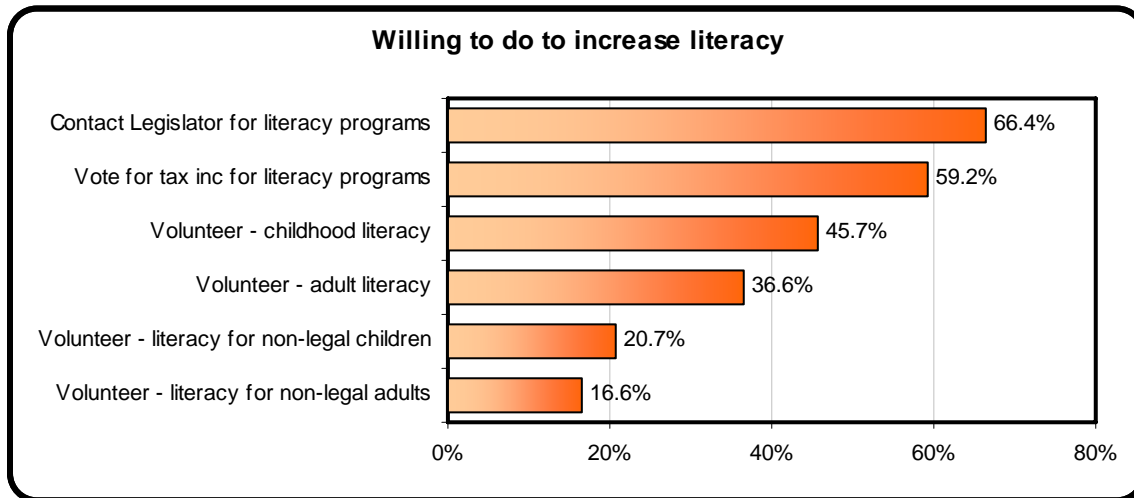
Segmentation Analysis

Responses are similar across most of the segments with one exception. Those 35 years of age or younger are likely to allocate proportionally greater funding towards programs for school-aged children.



When asked what other programs should be included, a variety of general education programs addressing diverse topics are considered important by just under one-fourth of respondents, with several mentioning that there should be an emphasis on practical subject areas applicable to everyday life (i.e. finance, communication skills). Participants seem to indicate that cultivating a well-rounded, educated population is integral in combating literacy issues. Almost 15% also feel that the education system should offer enhanced learning opportunities for both children and adults by expanding schooling (longer school days, after-school programs, night school, year-round curricula, etc.). Another suggestion given by about 15% of respondents is undertaking a comprehensive approach in which individuals and entities from across the community are engaged in addressing literacy. Numerous specific types of programs were mentioned by small proportions, including: programs for non-English speakers (5.6%); library programs (5.6%); one-on-one programs (4.3%); and volunteer programs (3.0%). This breadth of programs indicates, as with the various general education subjects recommended, that in order to increase literacy a diverse set of tactics must be implemented. Other suggestions included raising awareness of the problem and available support centers through media outreach campaigns (5.2%) and facilitating literacy education by way of incentives (2.6%) and affordable adult classes (2.2%).

Willingness to Take Action



In order to increase literacy rates, respondents are more likely to be willing to take relatively simplistic and quick actions that will enhance program funding, such as contacting their Legislator or voting for tax increases directed towards literacy programs.

Likelihood of volunteering is based on whether the program targets children or adults and whether it targets legal or non-legal residents. Programs for children and legal residents are more likely to attract volunteers than those for adults and non-legal residents respectively.

Segmentation Analysis

Overall, those who have not lived in the Region as long as established residents and 36 – 45 years olds are more likely to volunteer for all of the programs and to contact their Legislator (they are not more likely to support tax increases).

Respondents with children in the home are more likely than those without children to volunteer for programs aimed at children and to contact their Legislator.

Hispanics are more likely than Caucasians (or other ethnicities) to volunteer for programs targeting non-legal residents.

Females are more likely than Males to contact their Legislators.

II. SURVEY RESPONDENTS

