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Mason Public Schools

Survey on a Future Bond Proposal

Executive Summary and Demographic Analysis

- Educational
- Political
- Industrial
- Consumer

- Market
- Research
- Analysis

Report Draft #1

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Table of Contents

METHODOLOGY	3
KEY FINDINGS	5
EXECUTIVE SUMMARY	8
DETAILED ANALYSIS OF SURVEY RESULTS	18
First and second "vote today" test of a bond proposal of up to \$80 million.....	18
Demographic breakouts of the 1st and 2nd "vote" results	19
Support unchanged for a scaled back \$68.5 million dollar bond proposal.....	22
Support increased by two points for a scaled back \$61.1 million dollar bond proposal	24
Opinion of Mason Public Schools education quality.....	26
Only 19 percent of respondents said school taxes are too high.....	27
Rating Mason Schools job of managing finances.....	28
More than 7-in-10 offered a positive rating for condition of school buildings/other facilities	29
Word-of-mouth, Lansing State Journal, and Community News top information sources.....	30

METHODOLOGY

EPIC • MRA administered live telephone interviews with 300 registered voters who reside in the Mason Public School District. The interviews were conducted from March 4th through March 7th, 2017. Respondents were included in the sample if they said they are registered voters who reside in the Mason Public School District and said they are very certain, somewhat certain or will probably vote in the November off-year general election: in 2017.

Respondents for the interviews were selected utilizing an interval method of randomly selecting records of households of people who are registered to vote, at least seldom participate in November off-numbered years when elections for city government officials are held -which sometimes include ballot questions for tax related issues- and have commercially-listed landline telephone numbers as well as cell phone numbers from the area. Thirty percent of all interviews were conducted with cell phone users. The sample was stratified so every area of the district is represented in the sample based on its contribution to an average of November elections held in odd-numbered years.

Generally, in interpreting survey results, all surveys are subject to error; that is, the results of the survey may differ from that which would have been obtained if the entire population was interviewed. The size of the sampling error depends on the total number of respondents asked a specific question. The table on the next page represents the estimated sampling error for different percentage distributions of responses based on sample size.

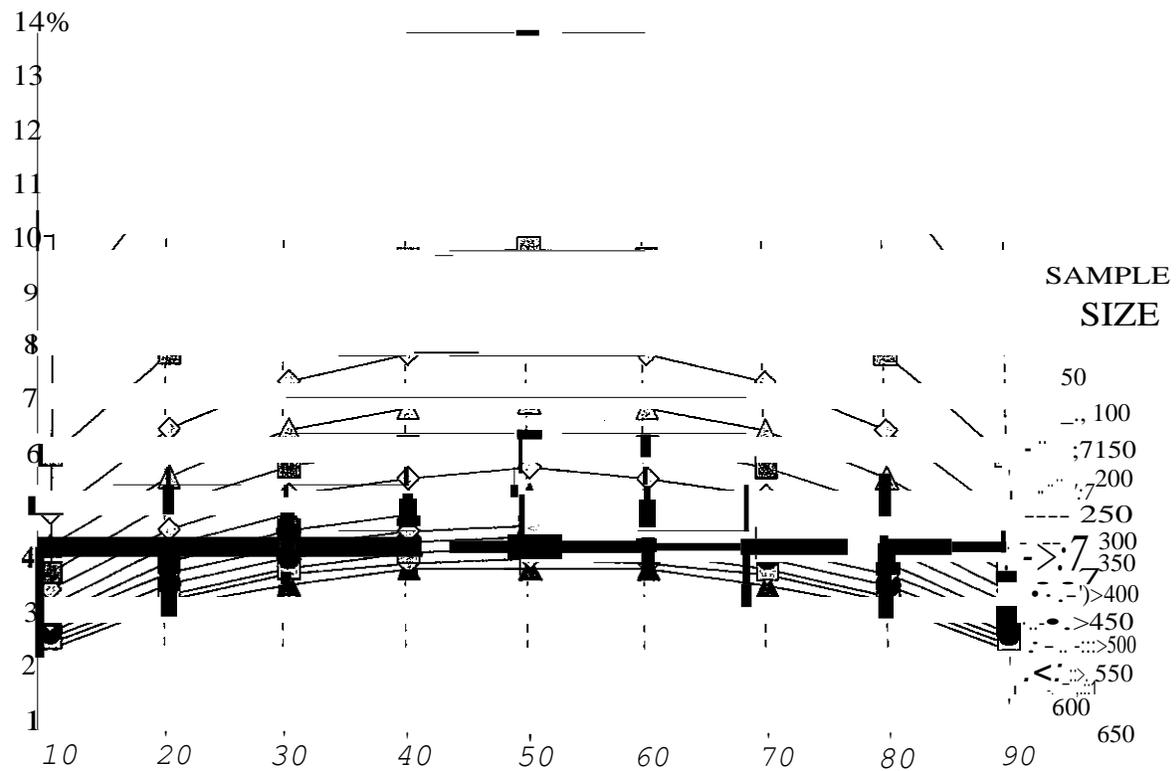
For example, when asked if they would vote "yes" or "no" on the bond proposal after hearing more details about the features of the bond proposal, a 50 percent of all 300 respondents said that they would directly vote "yes" on the bond proposal (Question #32). As indicated in the chart below, this percentage would have a sampling error of plus or minus 5.7 percent. That means that with repeated sampling, it is very likely (95 out of every 100 times), that the percentage for the entire population would fall between 44.3 percent and 55.7 percent, hence the margin of error ± 5.7 percent.

EPIC • MRA SAMPLING ERROR BY PERCENTAGE (AT 95 IN 100 CONFIDENCE LEVEL)

Percentage of sampling error

SAMPLE SIZE	10	20	30	40	50	60	70	80	...2P.
700	2.2	3.0	3.3	3.7	3.6	3.7	3.3	3.0	2.2
650	2.3	3.1	3.5	3.8	3.8	3.8	3.5	3.1	2.3
600	2.4	3.2	3.7	3.9	4	3.9	3.7	3.2	2.4
550	2.5	3.3	3.8	4.1	4.2	4.1	3.8	3.3	2.5
500	2.6	3.5	4	4.3	4.4	4.3	4	3.5	2.6
450	2.8	3.7	4.2	4.5	4.6	4.5	4.2	3.7	2.8
400	2.9	3.9	4.5	4.8	4.9	4.8	4.5	3.9	2.9
350	3.1	4.2	4.8	5.1	5.2	5.1	4.8	4.2	3.1
300	3.4	4.5	5.2	5.5	5.7	5.5	5.2	4.5	3.4
250	3.7	5	5.7	6.1	6.2	6.1	5.7	5	3.7
200	4.2	5.5	6.4	6.8	6.9	6.8	6.4	5.5	4.2
150	4.8	6.4	7.3	7.8	8	7.8	7.3	6.4	4.8
100	5.9	7.8	9	9.6	9.8	9.6	9	7.8	5.9
50	8.3	11.1	12.7	13.6	13.9	13.6	12.7	11.1	8.3

Margin of error



Percentage of sampling error

KEY FINDINGS

- More than 7-in-10 respondents (72 percent) gave Mason Public Schools a combined A&B grade for the quality of education provided- a grade that is significantly higher than the average A&B grade for all Michigan school districts (56 percent).
- A 63 percent solid majority said school taxes in Mason Public Schools are about right, with only 19 percent saying taxes are too high, and 8 percent saying they are too low.
- A 58 percent majority gave the district a positive rating for managing district finances, with 29 percent offering a negative rating.
- A 71 percent majority offered a positive rating for the condition of the schools, buildings, facilities and grounds owned and operated by Mason Public Schools.
- When respondents were asked if they voted in the May 2016 election on a bond proposal of just under \$80 million that was defeated, 78 percent of likely November 2017 voters said that they voted in that election.
- When asked how they voted, 44 percent said they voted "yes," 46 percent said they voted "no," and 10 percent refused or said they couldn't remember. These voters are assumed to be mostly "no" voters.
- When survey respondents who did not vote were asked if they had been able to vote, how they would have voted, **41** percent said they would have voted "yes," 26 percent said they would have voted "no," and 33 percent were undecided.
- When respondents were asked in an open-ended question why they voted "yes" **or** would have voted "yes," the top reasons cited were: "pro-public education/always votes yes" (cited by 30%); "building/facility improvements/upgrades" (19%); "funding is needed" (10%); "improve education quality" (9%); "improvements are needed" (7%); "new building needed/district overcrowding" (5%); "technology" (5%); "have/know students" (**4%**); with other reasons cited by 3 percent or less.
- When asked why they voted "no" or would have voted "no," the top reasons cited were: "tax increase/taxes are too high" (30%); "too much money" (12%); "need more information/details" (10%); "wasteful spending" (9%); "too much at once" (7%); "against new buildings" (5%); "should maintain existing buildings/facilities" (4%); with other reasons cited by 3 percent or less.
- All respondents were informed that the bond proposal failed by 638 votes in the May 2016 election, and that some parents and residents are asking the district to place a similar bond proposal on a future election ballot. If approved, a bond proposal estimated to be as much as \$80 million dollars would be spent on school improvements, renovating and expanding one or more existing buildings, or possibly building a new school, and updating computers and technology. After hearing about the cost in increased taxes, a 45 percent plurality said they would vote "yes," including 38 percent who would directly vote "yes," 44 percent would vote "no," including 39 percent who would directly vote "no," with 11 percent undecided.

- Top reasons cited for voting "yes" were: "pro-education/always votes yes" (cited by 22%); "building/facility improvements/upgrades" (18%); and "funding is needed" (14%).
- Top reasons cited for voting "no" included: "tax increase/taxes are too high" (37%); "wasteful spending" (15%); and "too much money" (12%).
- When respondents were asked about several options under consideration to address a student overcrowding problem in the elementary schools, a 39 to 37 percent plurality, with 24 percent undecided, said they opposed the idea of moving all 5th graders from the elementary schools to a new 5th grade wing that would be built at the middle school. This option would cost just under \$30 million dollars.
- After hearing arguments by supporters and opponents of the idea of moving all 5th graders from the elementary schools to a new wing at the middle school, a 49 to 36 percent plurality opposed the proposal, with 15 percent undecided.
- Under another proposal, all kindergarten students would be moved from the elementary schools to the Harvey Education Center, formerly known as Cedar Street Elementary. A 57 to 26 percent majority said they favored the idea (17 percent undecided).
- After hearing arguments by supporters and opponents of the idea, a 56 percent majority said they favored the idea (down 1 point), 30 percent opposed it (up 4 points), with 14 percent undecided.
- A 49 to 31 percent plurality (20 percent undecided), favored the idea of renovating and expanding all three elementary schools to address the student overcrowding problem.
- A 61 to 22 percent solid majority (17 percent undecided), opposed the idea of moving all 4th and 5th grade students out of the elementary schools and into the Harvey Education Center.
- A 64 to 22 percent solid majority (14 percent undecided), opposed the proposal to move all kindergarten students into the Harvey Education Center, and move all 5th graders into the middle school.
- A narrow 51 to 34 percent majority (15 percent undecided) opposed a proposal to move all 4th and 5th grade students out of the elementary schools and into a renovated and expanded Steele Elementary, with the Harvey Education Center renovated and reopened as a kindergarten through 3rd grade building for in town students.
- A 54 to 33 percent majority (13 percent undecided) opposed moving all 4th and 5th grade students into a newly constructed intermediate school that would be located on property that would have to be purchased.
- When asked which of the options they preferred the most, 29 percent preferred expanding existing elementary schools to make space for all elementary students, 20 percent preferred moving all kindergarten students into the Harvey Education Center; with 17 percent preferring moving 4th and 5th grade students into a new intermediate school.

- When asked about their top a second choice, 22 percent chose moving 4th and 5th grade students to Steele Elementary School and reopening Harvey Educational Center as a kindergarten through 3^d grade school, 16 percent preferred moving kindergarten students into the Harvey Education Center and 5th graders to the middle school, 13 percent favored moving 4th and 5th grade students into a new intermediate school, and 11 percent preferred expanding existing schools to make space for all elementary students.
- A 75 to 19 percent majority supported technology upgrades.
- A 74 to 17 percent majority supported HVAC improvements, including new boilers, air conditioning and temperature control systems.
- A 72 to 16 percent majority supports improvements that would make all schools safe and secure, including more secure entrances at all schools, upgraded sidewalks, parking and site improvements, playgrounds, vehicle traffic route renovations and pedestrian traffic upgrades, as well as replacement of aging buses.
- A 56 to 29 percent majority supports upgrades at Mason Middle School that would convert large group classrooms into science labs, renovation of the wood shop, robotics and STEM labs, and in Mason High School, science classes relocated to industrial arts space, a new wood shop, STEM and robotics labs, and an athletic multi-purpose addition built.
- After hearing about the improvements that would be funded, a 59 to 32 percent majority said they would vote "yes," including a bare 50 percent majority who would directly vote "yes" and 27 percent who would directly vote "no."
- A 59 to 32 percent majority said they would vote "yes" on a scaled back \$68.5 million proposal that would exclude improvements to the high school, including 49 percent who would directly vote "yes" and 27 percent who would directly vote "no."
- A further scaled back bond proposal of \$61.1 million, which would not include improvements to the high school or middle school, is supported by a 61 to 31 percent majority, including a narrow 51 percent majority directly voting "yes" and 27 percent directly voting "no."
- The top source of information were: "general word-of-mouth" (cited by 16%); "Lansing State Journal" (13%); "Community News" (12%); "Keynotes Newsletter/notes/flyers from the district" (8%); "own children/other students" (7%); "other parents with children" (6%); and "TV news reports on Charmel6/WLNS" (5%).

EXECUTIVE SUMMARY

The prospects of Mason Public Schools earning voter approval for a bond proposal of up to \$80 million dollars, which would require a property tax increase of 3.45 mills to be levied for a period of up to 30 years, is certainly possible, but *only* if the district can focus on those options that are most supported by voters -to relieve the student overcrowding problem in the elementary schools - and *only* if the benefits of making the improvements that are proposed can be effectively communicated to the voting public.

The citizen's committee, that has been discussing possible school improvements and a variety of options for dealing with overcrowding in the elementary schools, considered several proposals for addressing the overcrowding challenge, and the committee has been fairly divided about which approaches are best to pursue. To this, this survey clearly shows that district voters oppose several of the options presented.

In examining the idea of moving all 5th grade students from the elementary schools to the middle school, a 39 to 37 percent narrow plurality said they oppose the idea, including 25 percent strongly opposed and 14 percent strongly in favor, with 24 percent undecided. After hearing arguments for and against the plan, a stronger 49 to 36 percent plurality said they opposed the plan, including 28 percent strongly opposed and 13 percent strongly in favor, with 15 percent undecided.

Voters who participated in the May 2016 election said they opposed the idea by a 42 to 36 percent plurality on the first test, with opposition increasing to a 51 to 36 percent majority on the second test after arguments.

Voters who *did not* participate in the May 2016 election said they favored the idea by a 44 to 27 percent plurality, but after hearing arguments for and against the proposal, a 47 to 38 percent plurality opposed the idea.

Among respondents who said they voted "yes" in favor of the bond proposal in the May 2016 election, a 46 to 30 percent plurality favored moving all 5th graders to the middle school on the first question, with a stronger 48 to 39 percent plurality favoring the plan after hearing arguments both for and against it. "No" voters opposed it by 55 to 28 percent on the first test, and 64 to 27 percent on the second.

Respondents who refused to say how they voted were split with 35 percent favoring and opposing the idea on the first test, and opposing it by 43 to 26 percent on the second.

Voters who said they would vote "yes" on a similar future bond proposal favored the idea of moving 5th graders into the middle school by a 51 to 24 percent narrow majority, and after hearing arguments both for and against the plan, a 49 to 39 percent plurality favored it. "No" voters opposed the plan by 58 to 21 percent on the first question and 63 to 24 percent on the second. "Undecided" voters went from a 48 to 21 percent plurality in favor of the plan to a 33 to 33 percent tie after arguments.

In looking at the idea of moving all kindergarten students from the elementary schools to the Harvey Education Center, a 57 to 26 percent majority favored the idea when first asked the question- including 28 percent strongly opposed and 14 percent strongly in favor- with 17 percent undecided. After hearing arguments both for and against the idea, a 56 to 30 percent majority still favored the idea, including 27 percent who strongly favored it, and 1.8 percent who strongly opposed it, with 14 percent undecided.

Voters who participated in the May 2016 election said they favored the idea by 56 to 27 percent on the first question, and 56 to 29 percent on the second question after hearing arguments. Respondents who did not participate in the election favored the idea by 60 to 18 percent on the first question, and 58 to 33 percent on the second.

Among respondents who participated in the May election and voted "yes" in favor of the bond proposal, they favor moving kindergarten students to the Harvey Center by 59 to 24 percent on the first question, and 57 to 30 percent on the second. Election participants who voted "no" on the bond proposal also favored the idea of moving kindergarten students to Harvey, by 53 to 32 percent on the first question and 56 to 30 percent on the second. Respondents who refused to say how they voted in the May election, or can't remember how they voted, favored the idea plan by 61 to 17 percent on the first question, but, after hearing arguments for and against the idea, support dropped by 9 points to a 52 to 26 percent majority.

Respondents who said they would vote "yes" on a similar bond proposal in the future favored the idea of moving kindergarten students to the Harvey Center by 63 to 23 percent on the first question, which had a three-point dip in support on the second question to 60 to 29 percent. Voters who said they would vote "no" on a future bond proposal favors moving kindergarten students to the Harvey Center by a 50 to 32 percent bare majority, and after hearing arguments,

support improved to a 53 to 34 percent majority on the second question. "Undecided" voters on a future bond proposal went from a 58 to 12 percent majority in favor of the idea to a 48 to 21 percent plurality on the second question.

On the idea of renovating and expanding all three existing elementary schools to increase school size to address current overcrowding as well as future growth, a 49 to 31 percent plurality favored the idea, including 26 percent who strongly favored the plan, 16 percent who strongly opposed it, with 20 percent undecided.

Voters who participated in the May 2016 election said they favored renovation and expansion of the existing elementary schools 49 to 34 percent. Respondents who did not participate favored the idea by a 51 to 22 percent majority.

Voters who participated in May and voted "yes" on the bond proposal, favor the idea of expanding the existing elementary schools by 63 to 27 percent, "no" voters were opposed by 44 to 33 percent, and respondents who refused to say favored the idea by 57 to 17 percent.

Voters who said they would vote "yes" on a similar bond proposal in the future favored the idea by 64 to 26 percent, "no" voters opposed it 40 to 34 percent, and undecided voters favored it by 45 to 18 percent.

On the idea of moving all 4th and 5th grade students from elementary schools to the Harvey Education Center, a solid 61 to 22 percent majority opposed the plan, including 41 percent who strongly opposed it and only 5 percent who strongly favored it, with 17 percent undecided.

Voters who participated in the May 2016 election said they opposed moving 4th and 5th graders to Harvey by 63 to 22 percent, while respondents who did not participate were opposed by 56 to 20 percent.

Voters who participated in May and voted "yes" on the bond proposal, oppose the idea by 62 to 26 percent, "no" voters were opposed by 67 to 19 percent, and respondents who refused to say opposed the plan by 48 to 17 percent.

Voters who said they would vote "yes" on a similar bond proposal in the future were opposed by 58 to 29 percent, "no" voters were opposed by 68 to 14 percent, and undecided voters were opposed by 42 to 24 percent.

On the idea of moving all kindergarten students to the Harvey Center, and all 5th grade students to the middle school, a solid 64 to 22 percent majority opposed the plan, including 47

percent who strongly opposed it and only 8 percent who strongly favored it, with 14 percent undecided.

Voters who participated in the May election said they oppose this plan 68 to 21 percent, while respondents who did not participate were opposed by 53 to 25 percent.

Voters who participated in May and voted "yes" on the bond proposal, oppose the idea by 60 to 26 percent, "no" voters opposed it by 77 to 16 percent, and respondents who refused to say opposed it by 61 to 22 percent.

Voters who said they would vote "yes" on a similar bond proposal in the future were opposed by 60 to 27 percent, "no" voters were opposed by 75 to 15 percent, and undecided voters were opposed by 42 to 30 percent.

When respondents were asked about the plan to move all 4th and 5^h graders to a renovated and expanded Steele Elementary School, a narrow 51 to 34 percent majority opposed the idea, including 33 percent who strongly opposed it and 10 percent who strongly favored it, with 15 percent undecided.

Voters who participated in the May election said they oppose this plan 52 to 35 percent, while respondents who did not participate opposed it by 47 to 31 percent.

Voters who participated in May and voted "yes" on the bond proposal, opposed the idea by 49 to 39 percent, "no" voters opposed it by 62 to 27 percent, and respondents who refused to say favored the idea by 61 to 17 percent.

Voters who said they would vote "yes" on a similar bond proposal in the future were opposed by 47 to 40 percent, "no" voters were opposed by 56 to 28 percent, and undecided voters were opposed by 42 to 33 percent.

When respondents were asked about the plan to move all 4th and 5^h graders to a renovated and expanded Steele Elementary School, a narrow 51 to 34 percent majority opposed the idea, including 33 percent who strongly opposed it and 10 percent who strongly favored it, with 15 percent undecided.

Voters who participated in the May election said they oppose this plan 52 to 35 percent, while respondents who did not participate opposed it by 47 to 31 percent.

Voters who participated in May and voted "yes" on the bond proposal, opposed the idea by 49 to 39 percent, "no" voters opposed it by 62 to 27 percent, and respondents who refused to say favored the idea by 61 to 17 percent.

Voters who said they would vote "yes" on a similar bond proposal in the future were opposed by 47 to 40 percent, "no" voters were opposed by 56 to 28 percent, and undecided voters were opposed by 42 to 33 percent.

Finally, when all respondents were asked about moving 4th and 5th graders from the elementary schools into a new constructed 4th and 5th grade intermediate school that would be located on property that would have to be purchased, a 54 to 33 percent majority said they opposed the idea, including 36 percent who strongly opposed it, 14 percent who strongly supported it, and 13 percent who were undecided.

Voters who participated in the May election said they oppose a new building to house 4th and 5th graders by 57 to 31 percent, while respondents who DID NOT participate were split on the idea at 44 percent in favor and opposed.

Voters who participated in May and voted "yes" on the bond proposal, favor the idea by a narrow 47 to 45 percent plurality, "no" voters opposed it by 76 to 15 percent, and respondents who refused to say favored the idea by 69 to 26 percent.

Voters who said they would vote "yes" on a similar bond proposal in the future were barely in favor by 45 to 44 percent, "no" voters were opposed by 66 to 20 percent, and undecided voters were opposed by 45 to 39 percent.

After all respondents heard a list of five ideas proposed to address overcrowding that were read to them, 29 percent said they preferred expanding the existing elementary schools to make space for all elementary students enrolled; 20 percent said they preferred moving kindergarten students to Harvey Educational Center and 5th graders to the middle school; 17 percent said they preferred moving 4th and 5th graders into a new intermediate school built at a new location; 8 percent said they preferred moving 4th and 5th graders into Steele Elementary School and reopening Harvey Education Center as a kindergarten through 3'd grade school; 4 percent preferred moving all 4th and 5th graders into Harvey Education Center; with 22 percent undecided.

Among respondents who voted in the May election, 29 percent preferred expanding the existing elementary schools; 20 percent said they preferred moving kindergarten students to Harvey Education Center and 5th graders to the middle school; 17 percent said they preferred moving 4th and 5th graders into a new intermediate school built at a new location; 8 percent said they preferred moving 4th and 5th graders into Steele Elementary School and reopening Harvey

Education Center as a kindergarten through 3rd grade school; 4 percent preferred moving all 4th and 5th graders into Harvey Education Center; and 21 percent were undecided.

Among those respondents who DID NOT vote in the May election, 29 percent preferred expanding the existing elementary schools; 22 percent said they preferred moving kindergarten students to Harvey Education Center and 5th graders to the middle school; 20 percent said they preferred moving 4th and 5th graders into a new intermediate school built at a new location; 7 percent said they preferred moving 4th and 5th graders into Steele Elementary School and reopening Harvey Education Center as a kindergarten through 3rd grade school; 4 percent preferred moving all 4th and 5th graders into the Harvey Education Center; and 18 percent were undecided.

Among those respondents who participated in the May election and voted "yes," 38 percent said they preferred expanding the existing elementary schools; 24 percent said they preferred moving 4th and 5th graders into a new intermediate school built at a new location; 22 percent said they preferred moving kindergarten students to Harvey Education Center and 5th graders to the middle school; 6 percent said they preferred moving 4th and 5th graders into Steele Elementary School and reopening Harvey Education Center as a kindergarten through 3rd grade school; and 18 percent were undecided.

Of those respondents who participated in May and voted "no," 24 percent said they preferred expanding the existing elementary schools; 18 percent preferred moving kindergarten students to Harvey Center and 5th graders to the middle school; 10 percent preferred moving 4th and 5th graders into Steele Elementary and reopening Harvey Center as a kindergarten through 3rd grade school; 9 percent preferred moving 4th and 5th graders to Harvey Center; 8 percent preferred moving 4th and 5th graders into a new intermediate school; and 31 percent were undecided.

Of respondents who refused to say how they voted in May or can't remember, 26 percent preferred moving 4th and 5th graders into a new school; 17 percent preferred expanding the existing elementary schools; 17 percent preferred moving kindergarten students to Harvey Center and 5th graders to the middle school; 9 percent preferred moving 4th and 5th graders into Steele Elementary and reopening Harvey Center as a kindergarten through 3rd grade school; and 30 percent were undecided.

Among respondents who would vote "yes" on a future bond proposal, 36 percent preferred expanding the existing elementary schools; 25 percent preferred moving 4th and 5th graders into a new school; 19 percent preferred moving kindergarten students to Harvey Education Center and 5th graders to the middle school; 7 percent preferred moving 4th and 5th graders into Steele Elementary and reopening Harvey Center as a kindergarten through 3rd grade school; 1 percent preferred moving kindergarten students to Harvey Center and 5th graders to the middle school; with 12 percent undecided.

Among respondents who would vote "no" on a future bond proposal, 24 percent preferred expanding the existing elementary schools; 19 percent preferred moving kindergarten students to Harvey Education Center and 5th graders to the middle school; 11 percent preferred moving 4th and 5th graders to Steele Elementary School; 9 percent preferred moving 4th and 5th graders into a new school; 7 percent preferred moving kindergarten students to Harvey Center and 5th graders to the middle school; and 31 percent were undecided.

Among respondents who were undecided on a future bond proposal: 27 percent preferred moving kindergarten students to Harvey Education Center and 5th graders to the middle school; 18 percent preferred expanding the existing elementary schools to make space for all students; 18 percent preferred moving 4th and 5th graders into a new school; 6 percent preferred moving kindergarten students to Harvey Center and 5th graders to the middle school; 3 percent preferred moving 4th and 5th graders to Steele Elementary School; with 27 percent undecided.

Clearly, expanding the existing elementary schools was the most preferred option for addressing the overcrowding challenge among "yes" voters in the May election, and also among future "yes" voters on a bond proposal, as well as among "no" voters. Among all respondents, while the option of moving kindergarten students to Harvey Education Center was supported by the highest percentage, when it was combined with moving 5th graders into the middle school, support dropped dramatically.

However, among respondents who are "undecided" about a future bond proposal, surprisingly, their top choice is moving kindergarten students into the Harvey Education Center and 5th graders into the middle school. And, among respondents who voted in the May election, but refused to say how they voted or said they couldn't remember, their top choice was moving 4th and 5th graders to a new school.

Moving kindergarten students from the elementary schools to the Harvey Education Center would relieve at least some of the overcrowding problem, and expanding the existing elementary schools to accommodate more students, but not as many students if kindergarten students were to remain in the elementary schools, are the elements of a solution to overcrowding that is most supported by voters.

On the initial test of a bond proposal of up to \$80 million, a 45 percent plurality said they would vote "yes," including 38 percent who would directly vote "yes," 44 percent would vote "no," including 39 percent who would directly vote "no," with 11 percent undecided.

Top reasons for voting "yes" on the bond proposal included: "pro-public education/always votes yes" (22%); "building/facility improvements/upgrades" (18%); "funding is needed" (14%); "improvements are needed" (8%); "improve education quality" (7%); "reasonable cost" (7%); and "technology" (7%).

Top reasons for voting "no" included: "tax increase/taxes are too high" (37%); "wasteful spending" (15%); "too much money" (12%); "need more information/details" (9%); "against new buildings" (5%); and "unused/closed buildings" (4%).

Then, after hearing details about the various options under discussion for addressing the overcrowding issue, and also hearing about four other features of the bond proposal, support increased significantly to a 59 to 32 percent majority, including 50 percent who would directly vote "yes," 27 percent who would directly vote "no," with 9 percent undecided.

In addition to responding to questions about options to address "overcrowding," when respondents were asked about four other features of the bond proposal, support ranged from a low of 56 to a high of 75 percent, as shown below, ranked from the strongest to weakest support:

1. "Technology upgrades would provide teachers and students with additional computers and devices, multimedia components and infrastructure, and expanded wireless capacity, at a cost of \$4.7 million dollars. This feature was supported by a 75 to 19 percent majority (45 percent strongly);"
2. "HVAC improvements would be made at all buildings including new boilers, air conditioning and temperature control systems." This feature was supported by a 74 to 17 percent majority (45 percent strongly);"
3. "The proposal includes improvements intended to make all schools safe and secure, such as more secure entrances at all schools, upgraded sidewalks, parking and site

improvements, playgrounds, vehicle traffic route renovations and pedestrian traffic upgrades, as well as the replacement of aging school buses. The cost of these improvements will be \$6.25 million dollars." This feature was supported by a 72 to 16 percent majority (41 percent strongly);"

4. "At Mason Middle School, other upgrades would convert large group class rooms into science labs, renovation of the wood shop, robotics and STEM labs, and in Mason High School, science classes relocated to industrial arts space, a new wood shop, STEM and robotics labs, and an athletic multi-purpose addition built, at a cost of \$18.6 million." This feature is supported by a 56 to 29 percent majority (30 percent strongly).

Survey respondents were also asked if they participated in the May 2016 election when district voters defeated a bond proposal. A 78 percent majority of likely November 2017 voters said they participated in the May election, and among those who voted, 44 percent said they voted "yes," 46 percent said they voted "no," 4 percent said they couldn't remember and 6 percent refused to say. Most of the respondents who refused to say or can't remember were likely "no" voters on the bond proposal, based on responses in most school districts.

When respondents who DID NOT vote in the May election were asked how they would have voted if they were able to participate, 41 percent said they would have voted "yes," 26 percent said they would have voted "no," and 33 percent were "unsure" of how they would have voted.

There were several other questions included in the survey that were not directly related to the bond proposal. On one question, Mason Public Schools gets very high A&B grades for the quality of education it provides to its students. A 72 percent majority offered a combined A&B grade (28 percent "A"), with 9 percent offering a "C" grade and only 4 percent offering a "D" or "F" grade. Another 15 percent were undecided about what grade to offer.

A 71 percent majority either said school taxes are "about right" (63 percent) or "too low" (8 percent), with only 19 percent saying school taxes are "too high" and 10 percent unsure. Having only 19 percent saying school taxes are "too high" is ideal for a school district and it is among the lowest numbers ever registered on this important question in EPIC-MRA polling. The idea range is usually in the high teens to mid 20's as a percentage of the electorate. When the "too high" percentage exceeds 30 percent it becomes more difficult to pass a tax related

proposal, and if it were above 40 percent, it can be very difficult, if not impossible, to convince voters to consider a tax related proposal.

With only 19 percent saying taxes are too high, that means that an overwhelming majority of voters in the Mason Public School District are receptive to a tax increase if they are supportive of the purpose for an increase.

A 58 percent majority gave Mason Public Schools a positive job rating on managing district finances (14 percent excellent/44 percent pretty good), with 29 percent offering a negative rating (6 percent poor/23 percent just fair), with 13 percent undecided. It is important to note that the percentage offering a positive rating on managing finances is 14 points lower than the combined A&B grade of 72 percent. The gap between these two figures is typically much higher in most school districts.

A 71 percent majority offered a positive rating for the condition of the schools, facilities, property and grounds owned and operated by Mason Public Schools, including 20 percent who offered an "excellent" rating, with 23 percent offering a negative rating (4 percent). This relatively high percentage means that voters and parents are clearly not aware of any serious problems that must be addressed in a bond proposal. It will be important to inform the community of the improvements that are needed, because there is clearly a disconnect between the community perception about the sound condition of the buildings and the stated need for school district improvements that are needed as the reason for a bond proposal.

In summation, while other options for addressing overcrowding may be preferred among specific groups of voters, the top option to relieve overcrowding is to move all kindergarten students into the Harvey Education Center, and to address the remaining overcrowding problem, the next preferred option is to expand existing elementary schools to make space for more students. If Mason Schools and the citizens school study committee can focus on a couple of specific solutions to the overcrowding issue, instead of discussing multiple options, and also focus on those features of the bond proposal that enjoy broad public support, the prospects of success in earning voter approval of a bond proposal will be greatly enhanced.

DETAILED ANALYSIS OF SURVEY RESULTS

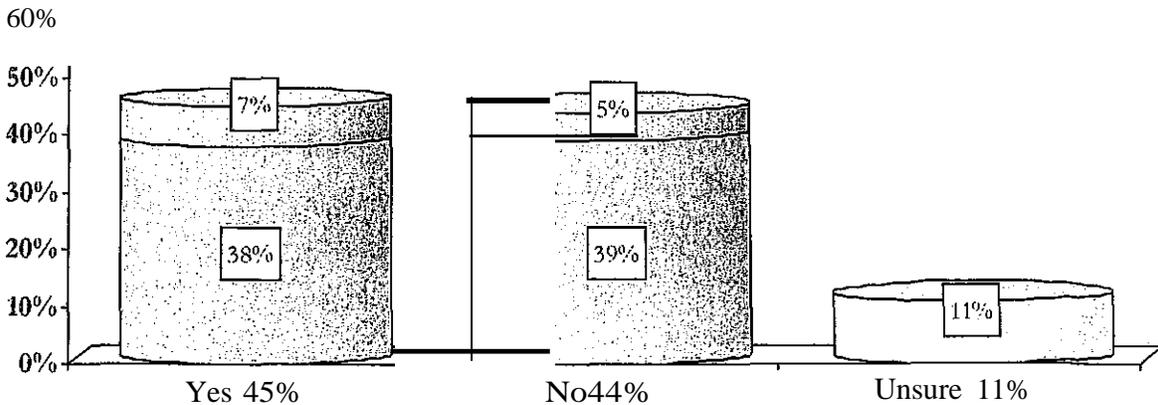
First and second "vote today" test of a bond proposal of up to \$80 million

On the first "vote today" test of a possible future bond proposal to fund up to \$80 million dollars in improvements to Mason Public Schools, a 45 percent plurality said they would vote "yes," including 38 percent who would directly vote "yes" (without "leaners"). Forty-four percent would vote "no," including 39 percent who would directly vote "no" (without "leaners").

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"Vote today" first test on a future \$80 million bond proposal

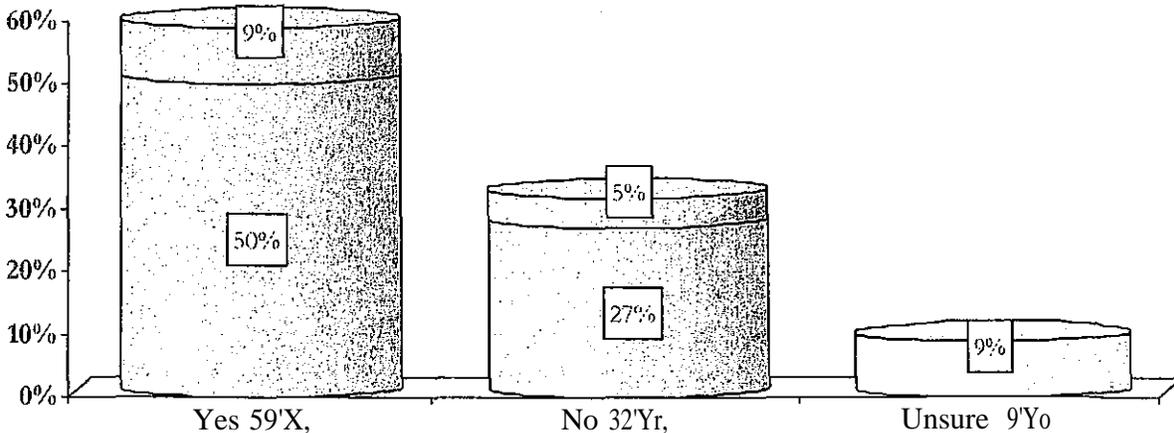


Then, after responding to questions about various options to address the overcrowding problem in the elementary schools, and indicating whether they support or oppose four specific features of the bond proposal, a 56 percent majority said they would vote "yes," including 50 percent who would directly vote "yes," 32 percent said they would vote "no," including 27 percent who would directly vote "no," with 9 percent undecided.

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"Vote today" second test on a future \$80 million dollar bond nproposal



Demographic breakouts of the 1st and 2nd "vote" results

The following table shows the total "yes" and "no" vote percentages on an \$80 million dollar bond proposal, broken down by geographical regions and other demographic breakouts, followed by results of the second test, conducted after respondents heard more detailed information about the specific features of the bond proposal, with the third column showing "yes" vote movement from the first to the second test:

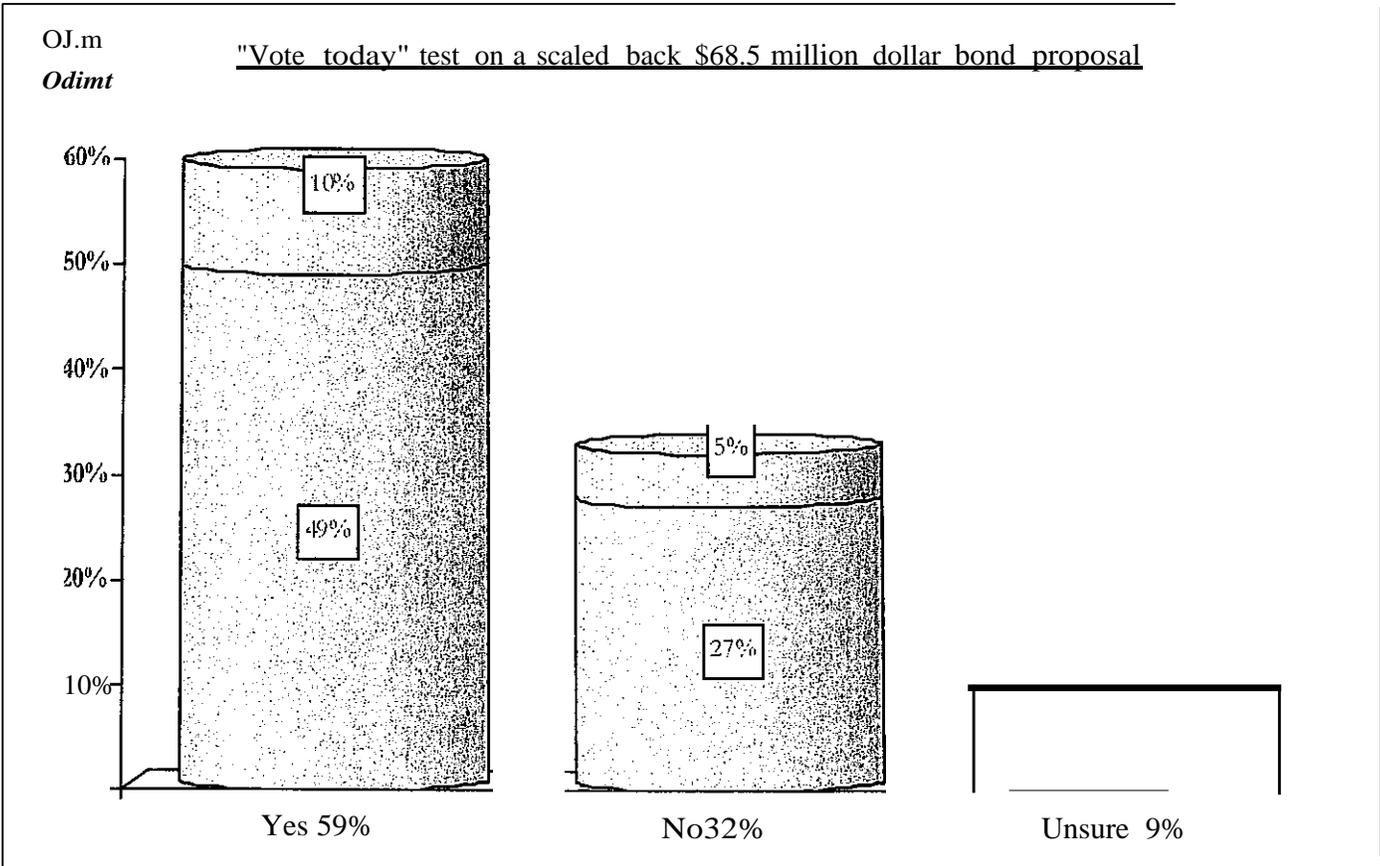
\$80 million bond proposal	1ST TEST		2ND TEST		MOVE TO YES
	YES	NO	YES	NO	
District-Wide Results	45%	44%	59%	32%	+14%
Voting in odd-year Nov elections					
Votes all the time	44%	47%	54%	36%	+10%
Votes most of the time	46%	39%	66%	27%	+20%
Votes half/seldom	53%	35%	73%	20%	+20%
Very certain to vote in Nov	44%	45%	57%	32%	+13%
Somewhat certain/prob vote in Nov	48%	40%	65%	30%	+17%
Votes by absentee ballot	36%	54%	49%	38%	+13%
Votes at the polls	51%	38%	56%	25%	+5%
Grading Mason Schools:					
A&B	51%	36%	67%	25%	+16%
C	37%	59%	44%	56%	+7%
D&F	0%	100%	9%	82%	+9%
Opinion of School Taxes:					
Too high	16%	79%	21%	68%	+5%
About right	51%	37%	67%	24%	+16%
Too low	75%	13%	88%	8%	+13%
Job rating on managing finances:					
Positive -- Excel/Good	59%	31%	69%	23%	+10%
Negative-Fair/Poor	23%	67%	40%	53%	+17%
Undecided	34%	49%	61%	22%	+27%
Rate condition of schools/facilities:					
Positive -- Excel/Good	43%	46%	59%	32%	+16%
Negative-Fair/Poor	53%	37%	65%	28%	+12%
Undecided	42%	47%	47%	42%	+5%
Voted in May 2016:					
Yes, voted	44%	45%	59%	32%	+15%
Did not vote	53%	35%	67%	25%	+14%

\$80 million bond proposal	1 ST TEST		2 ND TEST		MOVE TO YES
	YES	NO	YES	NO	
How they voted in May 2016:					
Voted Yes	89%	5%	91%	4%	+2%
Voted No	6%	83%	29%	61%	+23%
Refused/Can't remember	26%	43%	52%	26%	+26%
Kindergarten students to Harvey:					
Favor	50%	39%	68%	25%	+18%
Oppose	40%	55%	45%	51%	+5%
Undecided	38%	43%	51%	26%	+13%
Expand existing elementaries:					
Favor	60%	30%	77%	16%	+17%
Oppose	38%	56%	51%	46%	+13%
Undecided	23%	57%	31%	46%	+8%
Overcrowding option preferred:					
Expand existing elem	56%	37%	72%	21%	+16%
K-Harvey/5 ^h -middle	44%	41%	64%	25%	+20%
4 th &5 ^h to Harvey	15%	69%	23%	69%	+8%
4 th &5 ^h to Steele	38%	58%	54%	38%	+16%
4 ^h &5 ^h to new school	65%	23%	83%	13%	+18%
Source of school information:					
Lansing State Journal	45%	47%	60%	28%	+15%
Community News	46%	46%	62%	30%	+16%
TV6	40%	47%	63%	10%	+23%
Notes/flyers	45%	47%	57%	37%	+12%
Word-of-mouth	46%	42%	63%	32%	+17%
Students	55%	36%	55%	34%	+0%
Parents	40%	50%	52%	40%	+12%
Other sources	44%	41%	59%	34%	+15%
Children:					
Has school age children	67%	22%	74%	21%	+7%
No school age children	40%	48%	56%	34%	+16%
Schools children attend:					
Mason Schools	65%	24%	73%	22%	+8%
Age groups:					
Age 18-34	60%	30%	75%	20%	+15%
Age 35-49	59%	29%	75%	21%	+16%
Age 50-64	41%	46%	59%	34%	+18%
Age 65 & older	40%	51%	50%	37%	+10%

\$80 million bond proposal	PTTEST		2N°TEST		MOVETO YES
	YES	NO	YES	NO	
Union membership:					
Respondent a member	57%	32%	61%	27%	+4%
Someone else a member	53%	33%	61%	25%	+8%
No members	42%	48%	54%	35%	+12%
Years in Mason School District:					
1-10 years	54%	19%	70%	22%	+16%
11-20 years	56%	38%	69%	25%	+13%
20+ years	42%	49%	55%	36%	+13%
Lifetime (Volunteered)	38%	49%	57%	30%	+19%
Educational attainment:					
High school or less	31%	58%	46%	45%	+15%
Post high school/tech	47%	43%	65%	27%	+18%
College	51%	37%	63%	28%	+12%
Income:					
Income under \$50K	39%	51%	49%	38%	+10%
Income of\$50K-\$75K	38%	52%	60%	32%	+22%
Income of\$75-\$100K	51%	41%	69%	26%	+18%
Incomes over \$100K	62%	25%	77%	21%	+15%
Gender:					
Men	46%	42%	57%	35%	+11%
Women	44%	45%	61%	29%	+17%
Age range:					
Age 18-49	59%	29%	75%	20%	+16%
Age 50 and over	40%	49%	54%	36%	+14%
Gender and age:					
Men under age 50	55%	27%	73%	20%	+18%
Men age 50 and over	43%	49%	50%	41%	+7%
Women under age 50	64%	31%	77%	21%	+13%
Women age 50 and over	39%	49%	57%	31%	+18%
Gender and education:					
College educated men	51%	36%	60%	31%	+9%
Men without college	41%	49%	54%	39%	+13%
College educated women	52%	38%	66%	25%	+14%
Women without college	38%	51%	58%	32%	+20%

Support unchanged for a scaled back \$68.5 million dollar bond proposal

When all respondents were asked if they would vote "yes" or "no" on a scaled back \$68.5 million dollar bond proposal, which would exclude any improvements to the high school, but include those options most supported by the community to address overcrowding in the elementary schools, as well as improvements to the middle school, funding for safety and security upgrades, new buses, computers and technology, with taxes increasing by 2.88 mills that would cost \$144 per year, or \$12 per month, a 59 percent majority said they would vote "yes" (49 percent direct "yes"), 32 percent would vote "no" (27 percent direct "no"), with 9 percent undecided.



While the overall results were unchanged from the second vote on a \$80 million dollar bond proposal with 59 to 32 percent voting "yes," the direct "yes" vote slipped by one point from 50 to 49 percent. While all the time odd-year election voters were three points more supportive of the scaled back plan than the original plan (54 to 57 percent), most of the time voters were six

points less supportive (66 to 60 percent), as were half the time/seldom voters who slipped by eight points (73 to 65 percent).

Those who voted by absentee ballot were more supportive by three points of the scaled back plan (49 to 52 percent), while those who voted at the polling place were less supportive by three points (67 to 64 percent).

While very certain November 2017 voters increased support by two points for the scaled back plan (57 to 59 percent), somewhat certain voters and voters who will probably vote in November slipped by eight points (65 to 57 percent).

Respondents who voted in the May election slipped by one point in support for a scaled back plan compared to the original plan (59 to 58 percent), and those respondents who did not vote slipped in support by three points (67 to 64 percent). Respondents who voted "yes" in May dropped by eleven points in support on the scaled back plan (91 to 80 percent), with "no" voters increasing in support by six points (29 to 35 percent), and respondents who refused to say how they voted or can't remember increasing in support by 18 points (52 to 70 percent/small sample).

The same pattern could be seen among all respondents in voting on the initial test of a future bond proposal. Among "yes" voters on a future bond proposal, support slipped by 11 points on a scaled back plan (95 to 84 percent), among "no" voters, support increased by 12 points (21 to 33 percent), and among undecided voters, support dropped by nine points (67 to 58 percent).

All parents slipped in support by three points for a scaled back plan (74 to 71 percent), non-parents remained unchanged (56 to 56 percent), and parents of Mason Public School students were also unchanged (73 to 73 percent).

Younger voters age 18-34 slipped by 15 points in support for a scaled back plan (75 to 60 percent), voters age 35 to 49 slipped by four points (75 to 71 percent), voters age 50-64 increased in support by five points (59 to 64 percent), and seniors age 65 and over slipped by one point (50 to 49 percent).

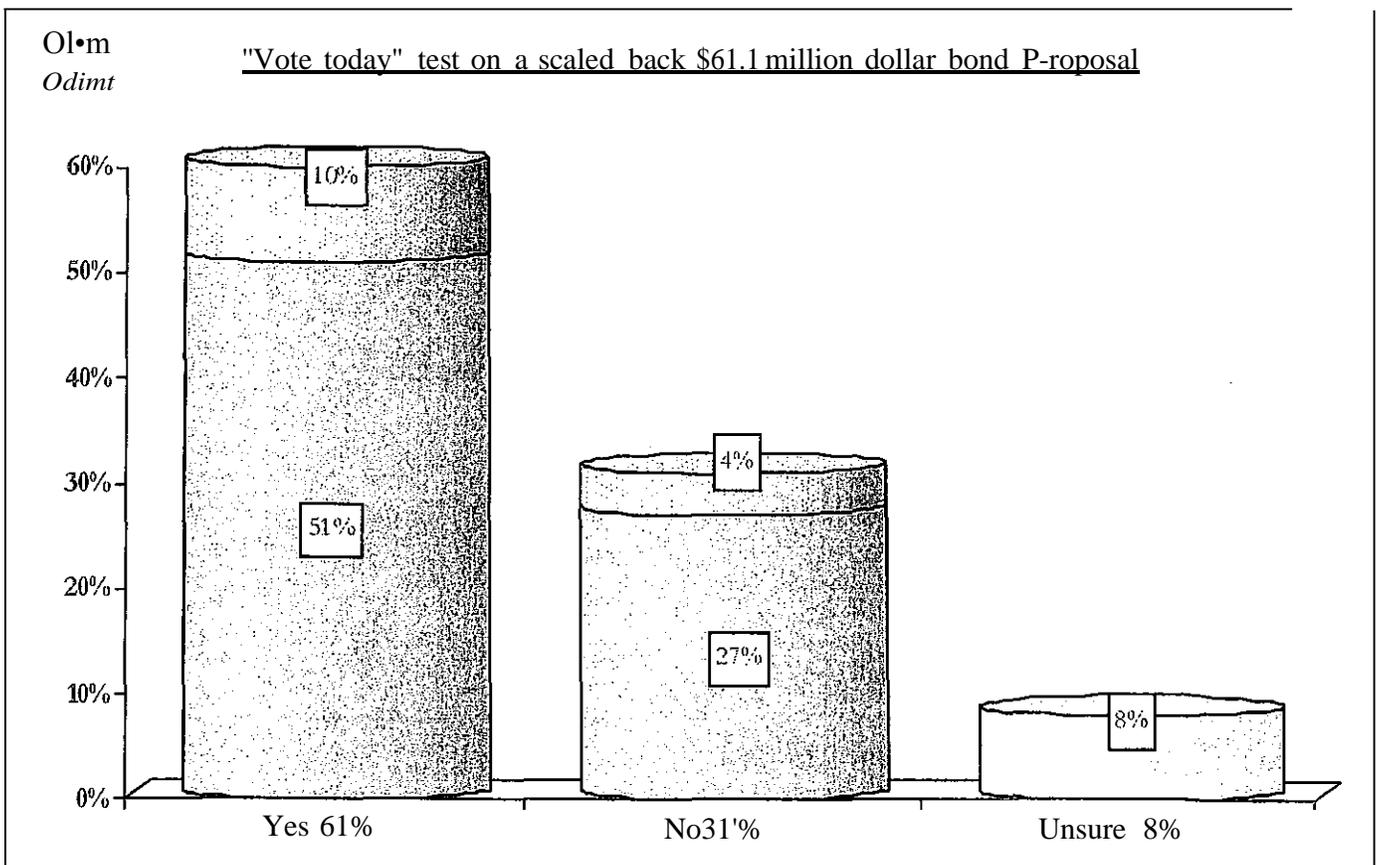
Union members slipped by 12 points (73 to 61 percent), respondents who said someone else in the household was a union member dropped by 14 points (75 to 61 percent), and homes with no union members increased by four points (54 to 58 percent).

Respondents who said that taxes are too high increased support for the scaled back plan by seven points (21 to 28 percent), respondents who said taxes are about right slipped in support

by four points (67 to 63 percent), as did respondents who said taxes are too low in slipping by five points in support (88 to 83 percent).

Support increased by two points for a scaled back \$61.1 million dollar bond proposal

When all respondents were asked if they would vote "yes" or "no" on a scaled back \$61.1 million dollar bond proposal, which would exclude any improvements to the high school or the middle school, but include those options most supported by the community to address overcrowding in the elementary schools, as well as funding for safety and security upgrades, new buses, computers and technology, with taxes increasing by 2.48 mills and costing \$124 per year, or \$10.33 per month, a 61 percent majority said they would vote "yes" (51 percent direct "yes"), 31 percent would vote "no" (27 percent direct "no"), with 8 percent undecided.



The overall results on a further scaled back \$61.1 million dollar bond proposal increased slightly by two points from the second vote on an \$80 million dollar bond proposal, with 61 to 32 percent voting "yes," the direct "yes" vote increased by one point, from 50 to 51 percent. While all the time odd-year election voters were four points more supportive of the scaled back

plan than the original plan (54 to 58 percent), most of the time voters were one point less supportive (66 to 65 percent), as were half the time/seldom voters who slipped by eight points (73 to 65 percent).

Those who voted by absentee ballot were more supportive by one point for the scaled back plan (49 to 50 percent), while those who voted at the polling place were more supportive by one point (67 to 68 percent).

While very certain November 2017 voters increased support by three points for the scaled back plan (57 to 60 percent), somewhat certain voters and voters who will probably vote in November slipped by one point (65 to 64 percent).

Respondents who voted in the May election increased by two points in support for a scaled back plan compared to the original plan (59 to 61 percent), and those respondents who did not vote slipped in support by five points (67 to 62 percent). Respondents who voted "yes" in May dropped by eleven points in support on the scaled back plan (91 to 80 percent), with "no" voters increasing in support by 11 points (29 to 40 percent), and respondents who refused to say how they voted or can't remember, increasing in support by 22 points (52 to 74 percent/small sample).

The same pattern could be seen among all respondents in voting on the initial test of a future bond proposal. Among "yes" voters on a future bond proposal, support slipped by 13 points on a scaled back plan (95 to 82 percent), among "no" voters, support increased by 18 points (21 to 39 percent), and among undecided voters, support dropped by nine points (67 to 58 percent).

All parents were unchanged in support for a further scaled back plan of \$61.1 million dollars (74 to 74 percent), non-parents increased in support two points (56 to 58 percent), and parents of Mason Public School students also increased by two points (73 to 75 percent).

Younger voters age 18-34 slipped by 15 points in support for a further scaled back plan (75 to 60 percent), voters age 35 to 49 increased by one point (75 to 76 percent), voters age 50-64 increased in support by six points (59 to 65 percent), and seniors age 65 and over were unchanged from the original proposal (50 to 50 percent).

Union members slipped by three points (73 to 70 percent), respondents who said someone else in the household was a union member dropped by eight points (75 to 67 percent), and homes with no union members increased by four points (54 to 58 percent).

Respondents who said that taxes are too high increased support for the scaled back plan by 11 points (21 to 32 percent), respondents who said taxes are about right were unchanged in support (67 to 67 percent), with respondents who said taxes are too low increasing in support by four points (88 to 92 percent).

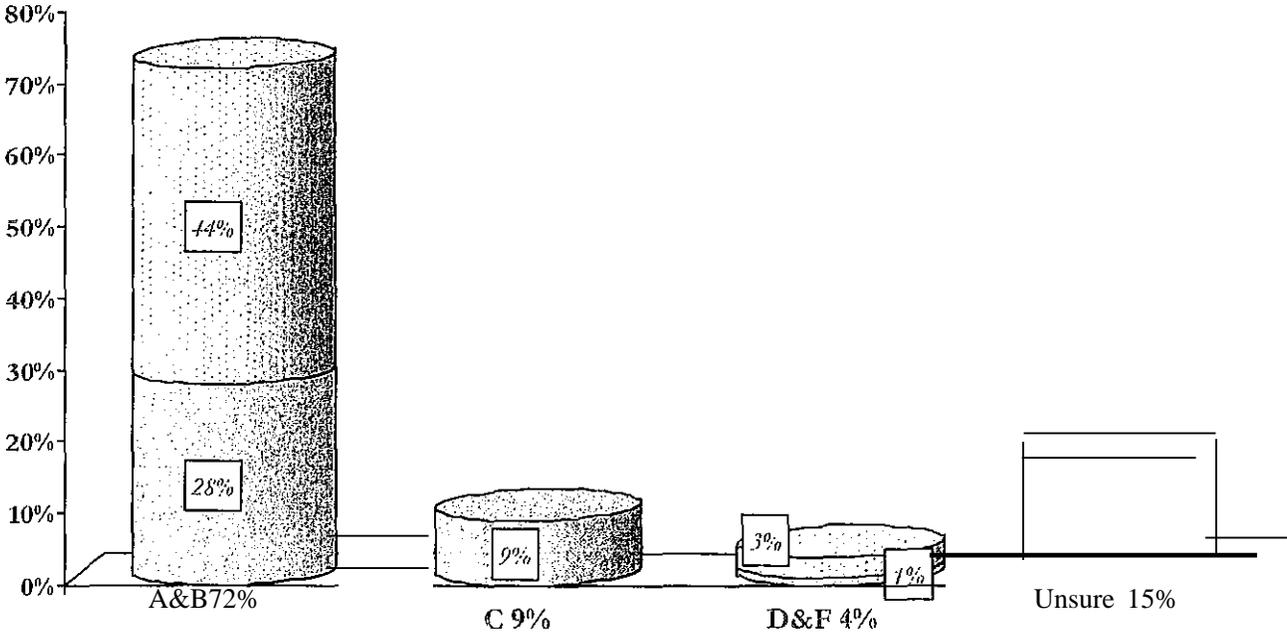
Opinion of Mason Public Schools education quality

All respondents were asked to give a letter "grade" to the Mason Public Schools for the "quality of education provided," with "A" standing for excellent, "B" for good, "C" for average, "D" for below average, and "F" for failure. In all, more than 7-in-10 respondents offer Mason Public Schools an "A" & "B" grade.

	<u>All Parents</u>	<u>Non-Parents</u>
28% A		
44% B		
72% TOTAL A&B	76%	71%
9% C	16%	8%
3% D		
1% F		
4% TOTAL D&F	5%	3%
15% Undecided/ref	3%	18%

DB/D
O.4/F

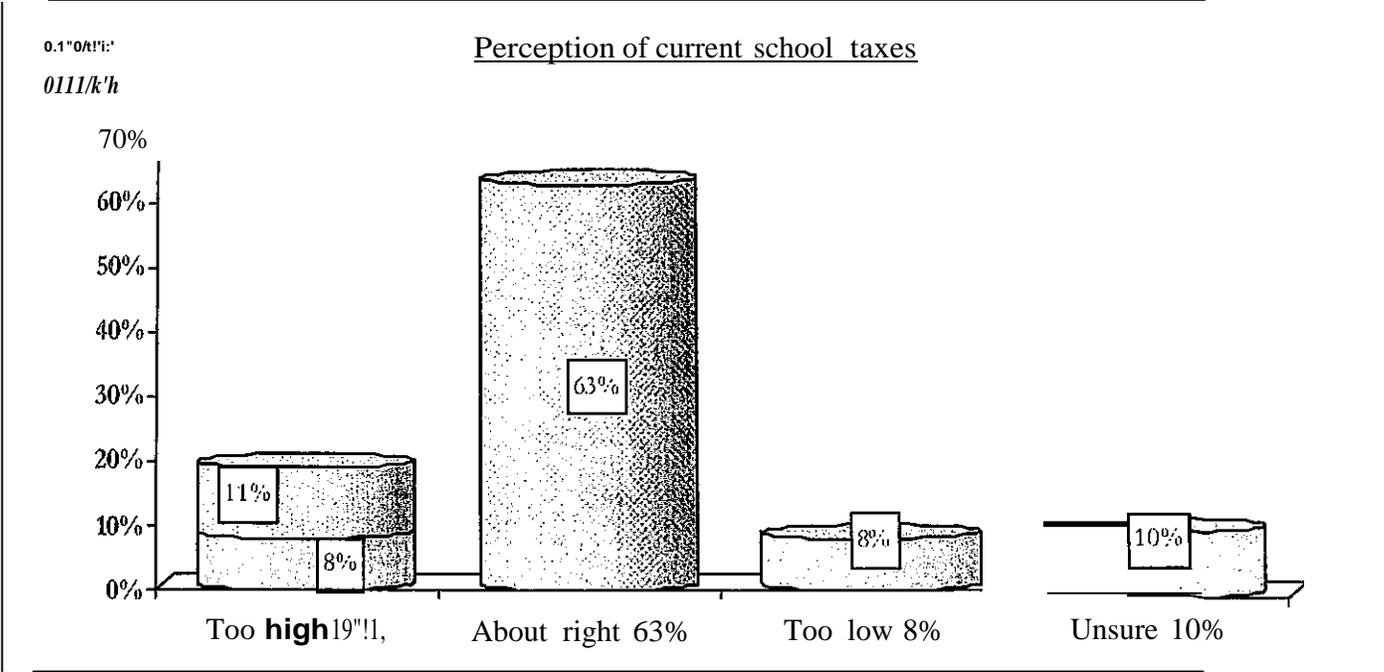
"Grading" Mason Public Schools in providing a quality education:



Only 19 percent of respondents said school taxes are too high

When asked if the state and local taxes paid to fund a kindergarten through a 12th grade education was "too high," "too low" or "about right," only 19 percent said taxes are "too high" (8 percent said "much too high") in Mason Public Schools.

	All	All Parents	Non- Parents
	8% Much too high		
	11% Somewhat too high		
	19% TOTAL TOO HIGH	14%	20%
	63% About right	66%	63%
	8% Too low	21%	5%
	10% Undecided/Refused	0%	13%



A 79 to 16 percent solid majority of respondents who said school taxes are too high would vote "no" on the initial question, with a 68 to 21 percent majority voting "no" on the second question after hearing more detailed information. A 51 to 37 percent majority of respondents saying school taxes are about right would vote "yes" on the first question, with a 67 to 24 percent majority saying they would vote "yes" on the second question. A 75 to 13 percent majority of respondents saying taxes are too low said they would vote "yes" on the first question, with an 88 to 8 percent majority voting "yes" on the second.

The ideal level of concern that school taxes are "too high" is in the high teens to low 20's as a percentage, which Mason Public Schools shows at 19 percent. When the "too high" percentage is at that level, voters are receptive to a tax related ballot proposal, if they are supportive of the purpose for a tax increase. When the "too high" percentage exceeds 30 percent, it becomes significantly more difficult to garner support for a tax related proposal, and when the level exceeds 40 percent, voter approval becomes extremely difficult- often impossible - to achieve.

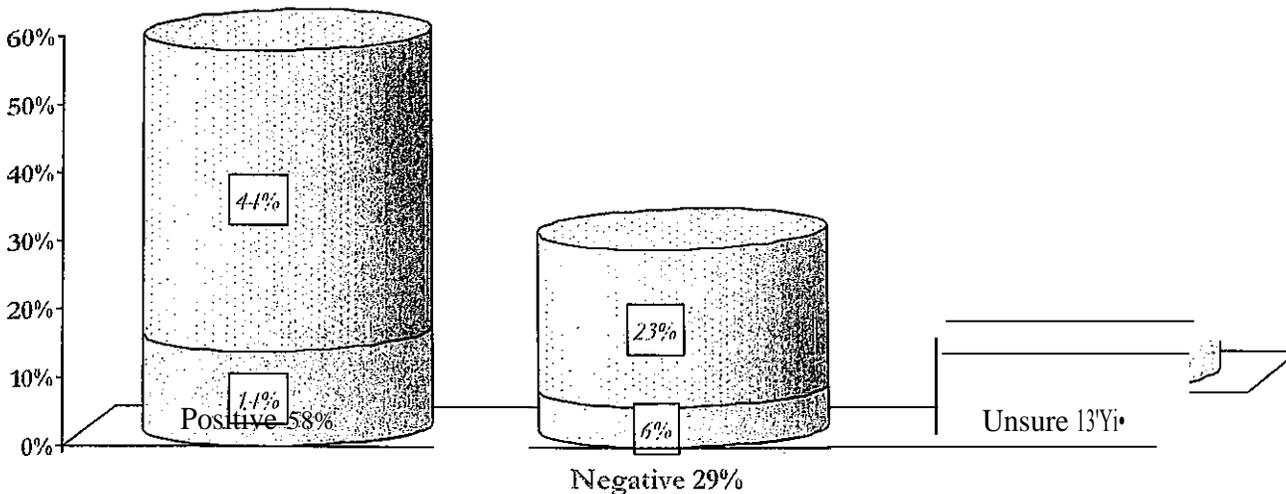
Rating Mason Schools job of managing finances

When respondents were asked to rate the job Mason Schools has done managing district finances (either a "positive" rating of "excellent" or "pretty good" or a "negative" rating of "just fair" or "poor"), the responses were:

	All	All Parents	Non- Parents
14%	Excellent		
44%	Pretty good		
58%	TOTAL POSITIVE	60%	58%
23%	Just fair		
6%	Poor		
29%	TOTAL NEGATIVE	31%	28%
13%	Undecided/Refused	9%	14%

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Rating Mason Public Schools job managing district finances:



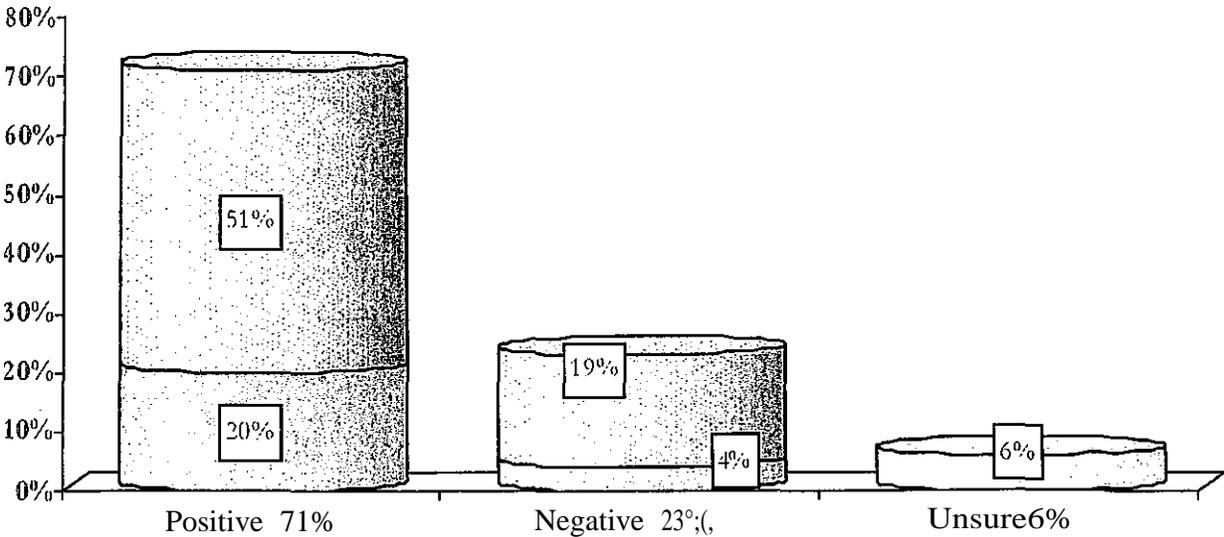
More than 7-in-10 offered a positive rating for condition of school buildings/other facilities

More than a 7-in-10 majority (71 percent) offered a "positive" rating for the condition of the schools and facilities owned and operated by the district.

All		Parents	Non-Parents
20%	Excellent		
51%	Pretty good		
71%	TOTAL POSITIVE	48%	76%
19%	Just fair		
4%	Poor		
23%	TOTAL NEGATIVE	50%	16%
6%	Undecided/Refused	0%	8%

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Opinio11 of school facility conditions



Clearly, such relatively high ratings show that efforts to maintain the appearance of school property have been effective among non-parents. However, among parents, who see first hand the schools and facilities, there are slightly more parents offering a negative rating about the condition of facilities than a positive rating. Parents understand what the problems are much more than non-parents, so it will be important to demonstrate to the general public what improvements are needed, and how the bond proposal will provide them. It may be useful to produce a video presentation that visually shows what needs to be improved and what improved schools would look like, and how students would academically benefit if a bond proposal is passed and improvements made.

Word-of-mouth, Lansing State Journal, and Community News top information sources

Where do you get the information that influences your opinions the most about Mason

Public Schools?

- 16% | General word-of-mouth
- 13% | Lansing State Journal
- 12% | Community News
- 8% | Keynotes Newsletter/notes/flyers/correspondence/information from the district
- 7% | Own children/other students
- 6% | Other parents with children in the district
- 5% | TV news reports on Charmel 6 – WLNS
- 4% | Board of education members or meetings
- 4% | Teachers/Parent-teacher conferences
- 3% | Social media such as Facebook or Twitter
- 3% | Support staff members (secretaries, food service, custodians, etc.)
- 3% | Television news reports in general
- 3% | The Mason Public Schools web site
- 3% | TV news reports on Channel10 -- WILX
- 2% | Mason Bond Info Website
- 2% | School district administrators
- 1%** | None; have no source of information
- 1% | Online in General
- 1% | Radio news reports
- 1% | Other (*less than 1%* each)Undecided/Refused

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