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Running head: A CORRELATIONAL STUDY OF SUCCESSFUL BOND ISSUES

A Correlational Study of Successful School Bond Issues
and Successful Athletic Teams

Mark Beem

March, 2009

A dissertation submitted to the Education Faculty of Lindenwood
University in partial fulfillment of the requirements for the
degree of
Doctor of Education
School of Education

Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.


Full Legal Name: Garland M. Beem

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A Correlation Study of Successful School Bond Issues
and Successful Athletic Teams


Mark Beem

This dissertation has been approved as partial
fulfillment of the requirements for the
degree of
Doctor of Education
at Lindenwood University by the School of Education



Dr. Terry Reid, Dissertation Chair

Aug 10, 2009
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August 10, 2009
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Abstract

This study was completed to determine if there was a relationship between successful school bond issues and successful athletic teams. Data were obtained from 53 school districts in central and southwest Missouri that had attempted to pass a bond issue within the past five years. Superintendents in those districts were asked to respond to a survey regarding the success of their recent bond issues and the success of their football and basketball teams the year of the bond issue and the year preceding. The perceptions of the superintendent's in regard to community support and the effect of athletics on successful bond issues were also questioned.

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Chapter One

Introduction

One-third of the public schools in the United States, housing about 14 million students, are presently inadequate to meet the educational, health, and safety needs of those students. The researcher believes that indicates neglect of school building maintenance, unprepared school administrators to properly organize bond issue campaigns, and anti-tax mindset are factors that will continue to contribute to that inadequacy. To counteract these barriers, school administrators and boards of education must acquaint themselves with sound strategies for passing bond issues for repair, renovation, and new building projects (Boschee & Holt, 1999). The success of a bond issue to fund new facilities and facility improvement is an integral component of the overall success of the school district. Adequate facilities to promote a positive learning environment are crucial in the success of all students.

The mission for all school districts should be based on the needs of the students. As public schools experience growth and overcrowding, fulfilling the

need for equal opportunity for all students becomes more difficult. According to Sielke (2001), the court case of Pauley v. Bailey in West Virginia provided a detailed definition for a quality education and equal opportunity in regard to facilities. The Virginia State Court ordered, in specified detail, that each school would provide adequate and quality space for each curriculum area. In the United States, the most common means to provide the funding for these buildings is to tax property within the school district. Subsequently, these bond issues often face organized opposition and schools must be aware of strategies necessary to ensure success.

The facilities problem facing public schools will not get better with time. Holmes (2004) stated: The U. S. Department of Education found that the average age of America's 86,000 public schools in 2002 was 44 years. In 2005, one third of the nation's school districts required repair or replacement of one or more buildings. In addition, the department estimated that at least 2,400 new public schools will be needed by 2008 to accommodate rising enrollments attributed to

the baby boom echo." (p. 1)

The success of a school bond issue not only affects present building needs but also the needs of future generations. The challenge for public schools is to build schools to provide for the changing needs of students and convey these needs to the community and the voters of the district.

In order to successfully pass a bond issue, much planning must be completed to increase the chance for success. In a 2006 poll by Phi Delta Kappa/Gallup, regarding the public's attitude toward public education, financing education was listed as the number one issue. In Missouri, property taxes are a major part of that funding, so there are a few things that must be done to improve the likelihood of public support for a tax increase. No set strategy can guarantee success, but looking at past results of successful bond issues can offer hints for success. School districts must first plan before implementing any action. The chance for success must be explored realistically with attention directed to board unity, the state of the economy, recent turmoil, site of facility, and general support for the issue (Herring &

Waddle, 2001). A foundation must be built with community input before any referendum should be considered.

School districts must also be able to justify need to the public. The researcher believes here must be clear communication, to the voter, why there is a need to increase tax revenue for the school district. In the mind of the voter, the issue must be reasonable, needed, and desirable. Loss of state funding, enrollment increases, and aging facilities could all be considered items of justification. The citizens must also be involved in the process. There should a committee with broad representation from within the community. Only including the local banker and other businessmen could hinder the support of the working class individual. School personnel should be a part of the committee, but not have a dominating presence within the group. It is better to have the committee chaired by a non school related person.

Another important issue is voter contact. In a survey of more than 100 superintendents, low key campaigns were not thought to offer much success. The use of media to communicate the issue and one-to-one

contact were reported to very effective means of voter contact. This is especially true in small communities. An opportunity for patrons to ask questions and get direct answers from those educated on the issue has been proven to be very effective. Passing a bond issue is a process that involves proper communication and effective timing.

There is not much room for error in a school bond issue campaign, as many issues that do not pass the first time, continue to not pass in subsequent elections (Harring & Waddle, 2001). Issues that do not pass the first time usually have more difficulty if placed on the ballot again.

It is the belief of the researcher that athletics play an important role in the school and community relationship, as evidenced by the number of spectators at the various sporting events. There is an opportunity to communicate with patrons in an environment where students are on center stage. The success of any bond issue is dependent not only on need, but on the perception of the community in reference to the school. Perception of school quality, dedication of the staff members and pride

displayed by students are particular areas of importance. Extra-curricular activities create a sense of belonging for the students and allow parents and patrons to come together to support the school in a very public manner. Pride and support go hand in hand as issues of financial stability are currently at the height of concern. In current economic times, tax related issues must call on that pride and support to choose school support even in times of economic stress.

Statement of the Problem

Adequate facilities are needed to provide a productive learning environment and, in Missouri, these facilities are usually funded by an Ad Valorem Tax that must be approved by local voters. Recent history of school bond issues in southwest and central Missouri offers varying degrees of success. A question that is commonly asked is why do some districts have successful bond campaigns and others fail? Raising taxes is not a popular topic in any district, but in some districts issues are still approved. A positive feeling about the school by the community is one possible explanation. A community

that is involved and feels ownership with the school is usually more willing to support the school. And, in Southwest and Central Missouri, public school athletics are an integral component of the school and community. Friday night football games and competitive high school basketball games usually fill the stands with community members, parents, and patrons. The energy and enthusiasm felt at these contests are rarely equaled at any other time during the school year.

The purpose of this study is to assess the relationship between the success of athletic teams and the passing of school bond issues. The following research questions were posed in this study for southwest Missouri schools that have run bond issues in the past five years:

1. Is there a positive relationship between successful athletic teams and the passage of the bond issue within the same year the bond issue was presented?
2. Is there a positive relationship between successful athletic teams and the success of the bond issue the year preceding the bond

issue election?

3. Did the superintendent perceive that the success of the athletic teams affected the passage of the school bond issue?
4. Does the superintendent perceive that the community supports the school district and that athletics promote that support?

Purpose of the Study

It is a common observation that about one third of bond elections fail each year. This percentage has recently increased. School board members and superintendents are advised to pay attention to both research and successful practice. (Lifto, 2001). The purpose of this study is to inform researchers, educators, and local boards of education of the best time to place a bond issue on the ballot in reference to the success of school athletic teams. This study will help the reader understand the relationship between high achieving athletic teams and successful bond issues and provide information in regard to the importance of when to place an issue on the ballot. It is the goal of the researcher to assist those who face the challenge of passing a school bond issue by

providing strategies that promote the success of the tax issue thereby, resulting in a quality learning environment for all students.

Many school districts need a variety of successful strategies to pass a bond issue. Timing is one of those strategies. "For many school districts already struggling to pay for essential budget items, building cost cannot come out of the usual tax revenues, and in many cases, opposition to such projects is too great to overcome" (Boschee & Holt, 1999, p. 12). The study will help the reader understand the importance of placing an issue on the ballot at a time in which opposition is at a minimum. Timing is everything when it comes to the passage of a school bond issue. The feeling in the community must be one of support and recognition of need. The perception about the quality of the school is as important as the actual school quality in regard to school bond issue passage.

Design of the Study

A correlational study was conducted among schools that have placed bond issues on the ballot in the past five years and the success of the athletic teams in

basketball and football in those schools. Success monitored was limited to the year that the issue was placed on the ballot and the preceding year. This study involved 53 districts in southwest and central Missouri. A survey was sent via email to 90 school districts in counties of southwest and central Missouri. To protect the rights of those who participated in the study, responses were kept confidential.

The instrument used in this study consisted of a questionnaire designed by the researcher to evaluate the success of the bond issues and the success of the basketball and football teams in the school. The questionnaire was designed to determine if the success of school athletic teams play a role in the success of the passage of a school bond issue. The questionnaire was also designed to see if greater success by the school athletic teams also brought about a greater number of yes voters in a bond campaign. The questionnaire asked about the success of the most recent bond issue and the percentage of yes voters. The survey also included questions about the school's basketball and/or football team and their success at

the conference, district, and state level in the year of the bond issue and the previous year. There were also two questions regarding the perception of the superintendent in regard to the effect of athletics on the bond issue success and the support of the school by the community. The strategies that were used were developed by researching the athletic teams in southwest and central Missouri that draw the greatest amount of fan interest. Those activities are basketball and football.

Limitations of the Study

The scope of the study was limited to each of the following:

1. Superintendents in southwest and central Missouri
2. The last five years of bond issues placed on the ballot
3. The number of surveys returned
4. Definition of Successful athletic teams could be defined differently
5. Time frame at the end of the school year
6. The bias of the author

7. Bias of the superintendent's completing the survey

Other circumstances could affect the result of the bond issue. Community support could be encouraged by means other than athletics, and there could be more of an emphasis on other activities. For this study, "success" was defined as winning district and/or conference championships. Patrons may measure success in other ways not defined in the study.

Operational Definitions

1. Adequate Facilities: School buildings that can accommodate student needs regarding space, climate, and learning environment
2. Ad Valorem Tax: A tax based on the assessed value of property (Boschee & Holt, 1999)
3. Anti Tax Mindset: Present mindset reflecting the resistance of the present voter to support a tax increase
4. Conference Championship: Athletic teams that win a yearly competition of teams within an established conference

5. District Championship: Athletic teams that win a competition of teams determined by the Missouri State High School Activities Association
6. State Competition: Athletic teams that advance past the district competition to the state level
7. Successful Athletic Teams: Understood in this study as teams that have won district championships, conference championships, or advanced to state tournament play

The problem of providing quality facilities for school districts is shared by Missouri and states across the nation. Funding for these facilities becomes more and more difficult as many Americans believe they are already taxed too much. Public support for local bond initiatives has decreased from a pass rate of 75 percent in the early 1960's to a low of 35 percent in 1985 and 1986, indicating voter apathy for education (Muir & Schnieder, 1999).

Methods and strategies that serve to improve community support for school districts should be

evaluated and provide a means for a successful bond campaign. Each student is entitled to the same opportunity for success. However, school districts that fail in attaining community support for also fail to provide a facility conducive to productive student learning. Schools must search for new ways to pull the community together to gain consensus support for school programs and school improvement. Often, though, the feeling of the community about the school changes from year to year based on occurrences that are perceived by the community to be positive or negative. Subsequently, it is very important to time the placing on a bond issue on the ballot when community support is greatest. This study of the relationship between successful athletic teams and successful school bond issues will provide direction for school districts to make the decision of "when" to go to the voters.

Quality leadership is essential to improve the chances of a successful bond campaign. In order to promote change leaders must provide a sense of community spirit and a feeling of teamwork. First a leader must be able to relate to the community and

establish relationships with the communities that are sustained over time and offer hope and support. Next, this relationship should be based on trust that is earned over a period of time. And, there must be the ability to reframe the community, if needed, to allow them new ways of thinking about a situation. Deep rooted beliefs and conceptual frameworks resist facts and reasoned arguments and good relationships are necessary in order to form those new habits (Sparks, 2009).

Subsequently, there must be a positive relationship with a good feeling of trust before patrons will spend their own tax dollars on school improvements.

Chapter Two

Review of the Literature

Hubert B. Herring, an editor of the business section of the New York Times stated

“Education is the ultimate apple pie issue and to vote against is to be banded anti-child and un-American. Ask any group of suburbanites to say yea or nay to a proposition, should we do the best for our children and the vote will surely be unanimous. But it is alas, never that simple”.

(Herring & Waddle, 2001, p. 1)

So, why is it so difficult to pass a bond issue to provide or improve facilities for the education of our young people? Ultimately, the answer is money. When money will be taken out of a person's pocket then questions will arise. Does the school really need a new building? Is the school doing a good job managing my taxes already? Is the money really needed or is this just a way to raise teacher salaries? How much is this going to cost me? These are all legitimate questions that must be answered. However, the positive feeling that an individual has about the school district will limit the number of questions and

also make answering questions much easier. This chapter will include information regarding why new facilities are needed, successful strategies for bond issue passage, and the importance of community relations. In addition, the role of athletics in the public school system is also discussed.

The Need for New Facilities

School leaders must convey the message of the need of new facilities to the public. School leaders must constantly restate the case for better facilities for children. While it is self-evident to those who work in the schools that buildings are inadequate, it is not clear to the public. The public must be convinced of the need and encouraged to pay for these costs (Boschee & Holt, 1999). This public support is crucial to the success of a school bond issue.

The National Education Association recently estimated the need for \$322 billion for new school construction, renovation and technology (Clark, 2001). These needs must be conveyed to the patrons of our local school districts.

The United States Congress discussed the issue of school facilities in February, 2008. Congressman Ben

Chandler stated that

"the United States Department of Education tells us that modern, functional school facilities are a precondition for student learning. Study after study links school performance with building conditions. Many of our schools are in poor health stemming from old outdated buildings. The average public school building is over 40 years old and often contains hazards such as lead based paint. To compound these problems, one-fourth of our schools are overcrowded from trying to cram today's student population into yesterday's classrooms. We must provide students with the tools necessary to compete in the global world".

(American Federation of Teachers, 2006, p. 16)

In the same hearing, Representative George Miller, California, made similar statements:

"The Building Educational Success Together group reported that there continues to be millions of students in sub-standard and crowded conditions, particularly schools that serve low-income students. These conditions make it more difficult for our teachers to teach and for our

children to learn. A professor from UCLA, Dr. Phillip Earthman, indicates that there is a difference of between 5 and 17 percentile points between achievement of students in poor buildings and those students in above standard buildings. Student attitudes and behavior also improve when facility conditions improve". (American Federation of Teachers, 2006, p. 16)

Dr. Carol Vincent also spoke at the hearing:

"A growing body of research has linked student learning and behavior as well as staff morale to the physical building. Several studies report that as much as 14 percent improvement in student achievement can occur when there are adequate school facilities. A study in the District of Columbia school system found that when you control other factors, such as social and economic status, students' standardized test scores were lower in schools with poor building conditions. Students who came from the poorest conditions achieved 6 percent below those that were in buildings that had fair conditions and 11 percent lower than those in schools with

excellent facilities. Another study from Georgia attributed the quality of school facilities with a 14.2 percent difference on the Iowa test of basic skill". (American Federation of Teachers, 2006, p. 16)

According to Congressman Ben Chandler, quality school facilities also affect the socio-economic conditions of the area. Schools are more and more the center of the community and they are expected to be open day and night. When these facilities are inadequate, people will move elsewhere and located in an area with more appealing schools.

Representative Lynn Woolsey commented that he is "greatly concerned that schools across the nation are in a state of despair. Studies have proven that student performance is directly related to their learning environment. As our school buildings continue to age not only does student academic achievement suffer, but the cost of fixing our schools continues to increase exponentially. Schools should be safe and healthy places where children are excited to go and learn. The physical condition of the school

speaks directly to how much we value the children learning inside of it. Sadly, in many cases, school buildings are literally crumbling. A modern and fully equipped school is critical to a teachers' ability to teach and a child's ability to learn. There is no excuse in the wealthiest country in the world, for children to be educated in substandard facilities" (American Federation of Teachers, 2006, p. 16)

A decade ago, one out of every four school buildings in America was inadequate, due to the lack of repair and maintenance. In 2005, reports indicated that things had not improved and appeared to have grown worse. Many of the schools in poor condition suffer from age and overcrowding. These are just a few of the findings reported in a statistical report released by the National Center for Education Statistics, Condition of America's Public School Facilities. It would take \$127 billion to bring schools into good condition, if 75 percent of schools were in need of repair. And, the United States would have to spend \$322 million to bring all schools to the point where they are safe, well constructed, and have

up-to-date technology(Schwartz, 2007). As time goes on and facilities are not upgraded, time itself will continue to cause condition issues.

Many times adults do not see the need for new school buildings. Often heard are comments such as "I went to that school and it was just fine for me, it should be okay for students today." Community members who are not involved in school happenings do not realize how schools have evolved over the last four decades. If people were to continue the one room school house today it would be equipped with a computer, a TV/VCR and numerous other items. The one room would be subdivided into a special room for those who perform at a slower rate than others. All restrooms would need to be ADA accessible. This shows us what American schools have gone through without even approaching the gamut of changes that have affected the "three R's" (Schwartz, 2007).

Dr. Gary Sharpe, former executive director of the Missouri Association of School Administrators, discussed that school facility problems across the state are acute and must be addressed.

"High expectations have been set for students

academically, but we have not provided the facilities appropriate for a maximum learning environment. The Missouri Assessment Program and the Missouri School Improvement Program have increased the level of accountability for students and schools so as a result the need for quality facilities has never been more important"

Many facilities that may not need to be replaced are in need of extensive repair. Almost one third of school districts nationwide reported extensive repair or replacement of at least one building. Around one half of the schools reported unsatisfactory environment conditions, such as ventilation, heating, lighting, or plumbing (Schwartz, 2007).

A national survey conducted by the American Association of School Administrators found that 74 percent of school facilities should be replaced or repaired immediately; another 12 percent were identified as inadequate places of learning (Hansen, 1992). Teachers and students are expected to perform at a very high level but yet most facilities are rated at a very low level.

Senator Barbara Mikulski of Maryland states "We

as a nation must do all we can to make sure that no child is left behind and we must create a safe environment for young students to succeed" (Schwartz, 2007, p. 203). If the goal is to leave no child left behind, there must be adequate facilities to properly educate our students.

The average age of a public school building in 2005 was 42 years. Public schools nationwide were given a "D" grade by the American Society of Engineers Report Card. Most of the building is taking place in the more affluent districts and updates are not being made in poor minority districts (Schwartz, 2007).

The American Federation of Teachers (2006) reports that on a survey of more than 100 teachers, many schools were reported to contain mold, infestation, overcrowding, crumbling walls and extreme temperatures. And, since studies have reported that student performance is directly related to learning environment, student achievement surely suffers. The physical condition of a school speaks directly to how much the children learning inside are valued. A modern school is critical to a teacher's ability to teach and a child's ability to learn.

The answer to making facility improvements is to make the idea welcoming and an integral part of the community. Everyone that has a say, including administrators, staff, teachers, and voters that approve referendums, must sign on to the program (Grell, 1999). It must be a community effort and need must be present and communicated.

Facility needs must be met or people will be walking into crumbling schools in the next few years (Turner, 2002). Inadequate buildings cannot be ignored and will only continue to worsen as building cost continues to rise.

In a suffering economy, many school districts have chosen to wait until a later date to address building needs. However, our children's needs are much too important to wait on a healthy economy. Needs must be addressed before the education of our children suffers (Mathinson, 1998).

Facility issues are not going to go away and buildings are not going to magically be updated. Entire communities must share the same vision and work together to make it happen (Lockwood, 2002).

Many school buildings are falling apart due to

age or lack of proper maintenance and do not meet the needs of modern educational programs. Unfortunately, school administrators and boards of education have found it increasingly difficult to obtain the funds necessary to correct facility problems. This problem must be addressed in order to provide quality educational services that parents, students, and business people are demanding (Boschee & Holt, 1999). The following charts illustrate the many inadequacies of school buildings throughout the United States.

The following tables reflect various building conditions across the nation:

Table 1

Schools and students with less-than adequate physical conditions listed by the number of those effected.

Building Feature	Number of schools	Students affected
Heating, ventilation, air conditioning	28,100	15,456,000
Plumbing and Roofs	23,100	12,254,000
Exterior Wall, finishes, windows, doors	21,000	11,916,000
Electrical power, Lighting	20,500	11,034,000
Interior finishes	20,500	10,837,000
Safety Codes	19,500	7,630,000

Note. "Status Report on Conditions at Our Public School Facilities; New Report Provides National Data -- Now Available from NTIS." *PR Newswire*. PR Newswire Association LLC. 2000. Retrieved February 09, 2009 from HighBeam <http://www.highbeam.com/doc/1G1-66145031.html>

Table 2

Schools and students with unsatisfactory environmental conditions

Environmental Condition	Number of Schools	Number of Students Affected
Ventilation	21,100	11,559,000
Acoustics	21,900	11,044,000
Physical Security	18,900	10,638,000
Indoor Air Quality	15,000	8,353,000
Heating	15,000	7,888,000
Lighting	12,200	6,682,000

Note. "Status Report on Conditions at Our Public School Facilities; New Report Provides National Data -- Now Available from NTIS." PR Newswire. PR Newswire Association LLC. 2000. Retrieved February 09, 2009 from HighBeam Research <http://www.highbeam.com/doc/1G1-66145031.html>

Table 3

State Analysis of Facilities with inadequate facilities and buildings

State	% of Schools Reporting at least one Inadequate Original Building	% of Schools Reporting at least one Attached or Detached Building or Addition	% of Schools Reporting at least one Temporary Building	% of Schools Reporting at least One on site Building
Alabama	32.5	19.1	31.3	39.1
Alaska	36.7	21.7	22.8	44.6
Arkansas	27.1	14.2	28.8	40.8
California	16.8	11.8	14.5	24.9
Colorado	31.8	14.3	24.3	42.9
Connecticut	21.3	12.3	16.5	32.2

Delaware	27.1	13.7	8	30
Florida	30.0	7.7	0	40.5
Georgia	18.3	10.7	20.9	31.2
Hawaii	18.5	9	15.1	26.2
Idaho	16.3	5.5	11.2	21.4
Illinois	27.4	14.9	13.3	31.9
Indiana	29.2	8.8	4.4	31
Iowa	28.1	11.5	2.6	29.2
Kansas	14.9	7.6	8.5	18.8
Kentucky	33.7	14.5	18.8	38.3
Louisiana	24	12.9	17.7	30.9
Maine	28	8.7	24.8	38.6
Maryland	34.5	14.5	13	37.5
Massachusetts	27.3	9.3	6.1	30.7
Michigan	37.8	11.8	4.9	40.8
Minnesota	19.4	9.9	16.4	21.6
Mississippi	32.8	11.8	19.1	38.5
Missouri	14.5	9.9	6.4	28.5
Montana	29.5	11.8	10.1	35.2
Nebraska	20.9	9.9	19	23.2
Nevada	33.4	16.9	1.1	26.1

New Hampshire	17.3	9.6	16	27.2
New Jersey	25.6	9.7	1.1	23.2
New Mexico	28.6	4.6	13.6	38.4
New York	25	4.6	5.7	19.1
North Carolina	20.5	12.8	24.5	29.9
North Dakota	33	13.7	6.7	32.8
Ohio	27.1	8.5	8.2	36.1
Oklahoma	31.4	9.6	16	38
Oregon	18.9	10	1.1	23
Pennsylvania	29.3	20.2	13.6	38.9
Rhode Island	21.2	11.3	5.7	21
South Carolina	20.1	19.8	24.5	36.9
South Dakota	18.6	9.6	6.7	21.3
Tennessee	22.6	13.8	8.2	27.2
Texas	34.4	13.6	16	27.1
Utah	18.6	12	0	29.3
Vermont	20.8	10.6	8.4	34.1
Virginia	37.6	13.2	14	21.4
Washington	29.5	22	13.2	27.4
West Virginia	31.8	13.9	18	44.2

Wisconsin	18.3	16.1	10.8	41.9
Wyoming	17.5	16.9	4.9	32.8
Washington DC	49.3	25.3	35.5	49.3

Note. Retrieved February 09, 2009 from HighBeam Research:
<http://www.highbeam.com/doc/1G1-66145031.html> *Note.* "Status Report on
 Conditions at Our Public School Facilities; New Report Provides National Data --
 Now Available from NTIS." *PR Newswire.* PR Newswire Association LLC. 2000

Missouri Laws and regulations attempt to mandate proper facilities by maintaining guidelines for Missouri schools. According to the Missouri Department of Elementary and Secondary Education (2007), class sizes in all categorically funded programs must meet the class size standards for that program. Student enrollment in individual classes must be consistent with the following guidelines:

Table 4

Standards

<u>GRADES</u>	<u>MINIMUM</u>	<u>DESIRABLE</u>
K-12	25	20
3-4	27	22
5-6	30	25
7-12	33	28

Note. Obtained from the Missouri Department of Elementary and Secondary Education. (2002). Standards and Indicators manual. Missouri School Improvement Program. Jefferson City:Missouri Department of Elementary and Secondary Education.

These guidelines, previously listed, attempt to provide a better education for Missouri students and improve teacher to student ratios. However, many schools do not have the facilities necessary to split classes to ensure these numbers. There is no state funding available to build additional facilities so the responsibility returns to local voters.

This need to build additional classrooms will continue to grow as state legislatures push for reduced class size. While many school districts have met their approved debt limits, their infrastructure needs continue to grow. The increase in state spending for school infrastructure reflects the acknowledgement that funding for schools should be a state responsibility and must be borne by the state or shared with the local school district (Siekle, 2001,). Unfortunately, money is an obstacle that most boards of education encounter. Research estimates that the nation's schools need 112 billion dollars to repair, renovate and modernize facilities to good, overall condition. One third of the schools that are unsafe need 65 billion dollars for repairs or replacement. Forty percent of the schools need 36 billion dollars

to repair or replace more than one building feature. These figures reinforce the thought that money is a very important obstacle to overcome.

The vast majority of states rely on voter approved bond issues to fund their infrastructure needs. Choosing to rely on local bond issues raises equity issues for students and tax payers as bond issues are tied to property wealth. The state of Missouri has a debt limit of 15% of a district's assessed valuation which limits the size and standards for some projects. Lower income districts may not be able to pass a bond issue to meet the needs of the school (Sielke, 2001). This also influences the taxpayer's reluctance to pass a bond issue.

It is important for citizens to realize that there is a great demand for adequate school facilities. These facilities should be the center of community pride and should mirror the expectations they have for their students (King, 2001). In other words, a community that expects student success should be willing to provide the buildings necessary to achieve that success.

Successful Strategies

A common observation is that about one in three bond elections fail each year. Subsequently, school board members and superintendents are well advised to pay attention to research and successful practice (Lifto & Senden, 2004).

The success of a school bond issue has many variables but each individual variable can be a deciding factor in that success. In these tax resistant times, it might be necessary to use a combination of participatory planning, solid organization and savvy strategies to pass a bond issue (Holmes, 2004).

Community involvement and support is essential in the success of a bond issue. Activities should be scheduled around and in conjunction with other community activities (Cannon & Cannon, 1997). An example might be a community chili supper and an athletic contest or music program. People are very busy and when school activities and community activities can coincide, results are usually favorable.

As information is disseminated, the topic and

selected activities should focus on the benefits to children and community. Supporters need to explain the benefits of quality programs to the entire community and how better facilities contribute to providing a quality education (Boschee & Holt, 1999). Children are the key. If people think that what they are doing will benefit children, most will support the activity.

Ronald Leon and Laurie Weidner (2002) developed six proven strategies for passing bond referendums:

1. Involve a cross section of the community in planning and implementation.
2. Get school advocates on early.

District "cheerleaders" are important because they have credibility and will publicly endorse a school's efforts.

Students and parent booster organizations play an important role. Know what the school wants and need to say to the largest block of voters.

3. Identify the right people to carry the message. Site and PTA leaders are important communicators in a public information

effort.

4. Bring in contracted experts to validate and add credibility to the efforts.
5. Explore all viable funding options before pursuing a bond referendum. Make sure voters understand that increasing a tax burden is a last resort.
5. Link the tax increase to the quality of education and the maintenance of property values

These strategies-along with a well thought out communication plan- can help a district pass a bond referendum even in touch economic times.

People are the key. Most people want to make schools better, and getting them to support the school takes organization and strategies for success (Spoor, 1998). Involved community members are more inclined to have a positive view of the school and as a result be more supportive.

Thomas Mathison (1998) suggests that time and resources are better served on finding yes voters as opposed to changing the mind of no voters. Schools need to create a positive image with those willing to

be a part of the school/community alliance. Energy spent on patrons with negative attitudes is often non-productive energy (Boethel, 2000).

The psychology of a voter and which strategies will produce success is very difficult to predict.

Boethel (2000) stated

“It is a satisfying experience to be surrounded by parents who agree on the need for a school bond. This satisfaction, however, cannot be taken as proof of community support. The parents who are active in school and district activities will support the bond, as will district employees who live in the local area, but as a group, including spouses and voting aged children, they are not enough to pass the bond”. (p. 4)

In many communities, even a guaranteed yes vote from every parent of every student is short of the number needed. As a result, support from the community is needed to pass a school bond issue.

A successful bond issue must start with a plan. Community meetings must be held in order to facilitate dialogue with school officials. Even if they are not well attended, an attempt must be made. A community

approach is an essential element of a winning campaign. Community members can be encouraged to be involved in many ways.

1. Stage town meetings and concentrate on people of influence. This type of communication encourages discussion of sensitive issues.
2. Use a variety of communication types to convey the message. Written materials to all community members and additional literature will clear up any misleading or confusing information.
3. Use an architect to sell the campaign. He or she can assist in answering questions about the building project by sharing his or her expertise.
4. Keep the community involved. Once the bond issue passes, there must be a continued effort to involve community members in the design process. The architectural firm can take the lead in this process.

Another key element is honesty. Do not mislead the public on issues of cost or tax changes. Future support of the district is too important to compromise

trust (Stotts, 2000).

The role of the superintendent as a leader in the process is also very important. School leaders must reach out to the public, especially in the pre-bond stage. After the issue is on the ballot, teachers and parents must take a more active role in the process. Telephone calls from parents and staff should be used early to gauge feelings about the issue and then again closer to election time. A call from a familiar person is much more powerful than a call from a school official (Pascopella, 2005).

Community-wide support of a bond issue offers great evidence of support for public education. As many districts struggle to pass bond issues, close attention must be paid to those having success (Spoor, 1998).

Community Relations

The relationship between the school and the community can be improved or damaged by a variety of means. The success of a bond issue can be dependent upon the state of this relationship.

There is no question that parent involvement is a very important component of school success. Recent

legislation such as the Goals 2000, Educate American Act and the reauthorized Elementary and Secondary Education Act, has made parent involvement in their child's education a national priority (Plevyak, 2003). School districts nationwide are being encouraged to re-examine their parent involvement programs and to demonstrate innovative approaches to better include parents in the education process. Research indicates that family involvement in schools increases student academic achievement. Unfortunately, few schools have programs to actively promote parental involvement (Kremer-Sadik, & Kim, 2007). Athletics serves as a partial fulfillment of that need.

Parent involvement can come in many forms. Traditional forms of parent involvement include participation in activities such as fundraising, sponsoring field trips, supplying resources, and attending performances and athletics events. Although these types of parent involvement activities only indirectly involve parents in their child's academic learning, they do provide an essential link between parents and schools. In fact, some parents feel more comfortable participating in extracurricular

activities as apposed to volunteering in a classroom (Halsey, 2004).

Communication is one key to successful parental involvement. This key component is ultimately the job of the school administration. Communicating with parents keeps them informed and helps them to feel they play an active role in their child's education. Without good communication, parents will have no desire to being involved. School administrators may be hesitant to make the effort to involve parents in the education of their children. There is risk involved for the administrator because it could expose them to easy access and additional confrontations. However, these risks are worth the results. (Plevyak, 2003).

Research indicates that a positive relationship between school and parents can result in some specific participation behaviors:

1. Parents' involvement on school activities were related significantly with teacher reports on children's academic performance
2. Teachers gave a high rating of educational motivation of children, social competence and

school readiness

3. Higher education levels were related to more school based involvement (Skinner, 2004)

In addition to positive behavior, parent involvement positively affects other student outcomes, as well. Students with parent involvement, regardless of their background or income level, attend school more regularly, enroll in more advance classes, and get better grades and are more likely to pursue post secondary education. Research also indicates that parents and elementary teachers are the single most important influences in a child's life (Plevyak, 2003).

The benefits of parent involvement include higher test scores, better grades, better attendance, higher levels of completed work, and a better attitude about school. The responsibility for this involvement lies in the hands of local school teachers and administrators (Halsey, 2004).

Research on parent involvement over the past decade has found that regardless of family income or background, a child who has parents actively involved are more likely to succeed in several areas of their

education. Children have a tendency to earn better grades and have improved test scores when parents are involved. Also, children tend to exhibit better social skills when their parents are more supportive of the school (Skinner, 2004).

Communication must be a two-way street as often schools do too much dictating. Researchers report that about 95% of school communication is one way, with the school telling parents what they should be doing. There are numerous in which parents can be involved in school, from helping students to complete homework to volunteering and joining organizations like the Parents as Teachers Organizations (PTA). Parents can become involved by attending extracurricular activities and supporting activities like the booster club (Plevyak, 2003).

Previous research suggests that social dynamics within a community are strong predictors of voter behavior. Piehl and Hall found sufficient evidence in 1973 that voters who are alienated from their community are more likely to oppose school financial elections than those with strong community identification (Penksa, 1996). When people are not

involved, they tend to develop cynical attitudes toward the process.

The community must be involved. When issues can only be resolved by public action, an engaged public rather than a persuaded public is a necessity (Kreiner, Moore & O'Callaghan, 2005).

To build community support for schools, school boards are developing communication strategies that reach diverse community groups. This process is often referred to as public engagement. The premise is that parents who support and understand the expectations of the school will be more likely to provide the resources to meet student needs. When school and parents can collaborate and participate together, success will result (Skinner, 2004).

The community can be described as the "customer of the school district." The voice of the customer is one that will provide accurate direction for a school district, large or small. Typically, districts rely on committees to gain community input. However, community involvement in the school can make a difference and give the customer a strong voice (Darling, Caldwell & Smith, 2005).

The attitudes of many young adults toward their community are often not very positive. Factors associated with community leadership, stewardship, family connections, civic affairs, social responsibility, voluntary service, close friendship, and other community contributions were all ranked in the bottom half of factors considered for successful adulthood according to a study in 2003 (Eccles, Stone & Hunt, 2003).

Two random surveys were conducted on 609 middle and high school students and another one with 1003 parents of school age children. The goal of the research was to provide data indicating what the parents and young people feel are positive school experiences. Students and parents report the following:

1. 57% of those surveyed say they participate in some kind of out-of school activity or program almost everyday
2. 37% say they participate at least two days a week
3. 66% say they participate in some type of sports activity

4. 62% are in school clubs or extracurricular activities

5. 52% are in some type of after school program

Along with this study came some surprising results from these young adults. Eighty five percent of the students acknowledged that students who did participate in an activity were better off than those who did not. Given the choice of activities, 54% chose sports, 9% chose academics, and 36% chose art, music or dance. This study reinforces the idea that school is a major part of the life of a young person and parents also believe that involvement in these activities is also very important (Sanders & Kaplan, 2000).

Bringing together schools, parents and communities takes enormous energy, trust, patience, and optimism. Engaging the public to gain support for issues can be very challenging. Successful school districts that have developed positive partnerships with their community usually do the following:

1. Lengthen ties to community leaders
2. Develop trust and build relationships
3. Follow through on commitments

4. Know and understand the needs of families, and enlist parents as liaisons

5. Build cultural awareness

Effective partnerships between school and community are a collaboration of invested individuals contributing to the academic, social and personal success of the school and community. Schools and communities must come together to meet the needs of the students in order to ensure well rounded, educated, productive members of society (Plevyak, 2003).

Schools must work together with communities as benefits are achieved in more than just tangible ways. Community projects can connect all involved to achieve a common goal. The following principles could allow school and community to work together to accomplish a task such as a building project:

1. Engages people in responsible and challenging action for the common good
2. Provides structured opportunities for people to reflect critically on the service experience
3. Articulates clear service and learning goals

for everyone involved

4. Allows for those with needs to define goals
5. Clarifies the responsibilities of each person and the organization involved
6. Matches service providers and service needs through a process that recognizes changing circumstances
7. Expects genuine active and sustained organizational commitment (Lassen, Steele & Sailor, 2007).

Parents and community cannot be ignored as playing a key role in a child's education. When parents and community become involved in school, they feel like they are partners with the school and take responsibility for taking care of the needs of the school (Erikson, 2004).

There must be a conscious effort to communicate with the community. Researchers and parents report that around 95% of school communication is one-way, with school officials doing most of the talking (Plevyak, 2003). Parents must feel like they have input on decisions especially when it involves how their tax money is being spent.

Using a variety of means to communicate with parent will encourage parent and community participation. Parents should be informed of school issues and expectations. This can be accomplished through

1. Parent/Teacher Conferences
2. Telephone calls
3. E-Mail messages
4. Quick visits after school
5. Home visits
6. Newsletters (Halsey, 2004)

The school must take responsibility to make sure that there is a productive line of communication with the parents. Communication is the key to successful parent involvement. The first element needed to begin a successful community involvement program is to develop a policy that legitimizes the importance of community involvement. This starts with the local board of education and filters down throughout the school (Plevyak, 2003).

Ignoring community relations has definite consequences. School districts should take advantage of positive happenings in the district by

communicating with the general public. Some suggestions for good public relations include

1. Maintaining a working relationship with the media. Report the results of academic and extracurricular activities.
2. Making sure your school sends out a regular newsletter to parents.
3. Keeping employees informed about the district
4. Being accessible to the public and being seen at school events (Milo, 1997).

The National School Public Relations Association offers that the more schools provide positive information about their school districts, the more supportive the public will be when negative situations occur. The NSPRA builds relationships that foster support for schools. Society has become so hectic that families can become disconnected and parents have no idea of what's going on at school. School districts should develop a targeted communications plan as parents and school leader's work together to make recommendations for positive change. In Liberty, MO, the NSPRA worked with school officials to develop a strategic plan that involves important stakeholders

in the district in the decision making process for school effectiveness. A survey was distributed via the internet and a district website was developed to provide additional information to parents and community members. This plan has been developed over several years, and all educational programs, including facilities, are evaluated to show how the programs need to evolve to meet the needs of the stakeholders. Informed parents want to be involved and active in school improvement. Subsequently, since 2002, voters have approved bonds proposals at an average of 83 percent. Bonds and levies need organized support, and communities need to understand that quality schools mean better business and community success. Probably the number one reason that people will locate and stay in a community is the school, if they have children. Second, is the overall quality of the community which most people directly relate to the reputation of the school (Pascopella, 2005)

Good community relations are a continual process that must always be monitored for effectiveness. The public must always be informed not only of the decisions but the reasons for those decisions. Issues

are often complicate, and face-to-face question and answer sessions are sometimes necessary. Citizens must feel ownership in decisions and take responsibility for their implementation. Students must also be included in the school decision making process. If students thoroughly understand and support an issue, there is a greater chance that their parents will also support that issue. Service programs in all grades serve a purpose to encourage that support. When students can volunteer and be involved in the community, the school/community relationship is often improved (Stevenson, 2007).

There was also a relationship between successful bond issues and how the community feels about education in general. They concluded that voters who have favorable views about education programs are more likely to vote in favor of a school financial issue than those voters with negative attitudes (Penksa, 1996). A positive feeling results in positive support.

According to Pascopella in 2005, a study by Richard Kastory and Susan Harrington of Georgia College offers some interesting results regarding

school bond issues. Until the 1960's, four out of five school bond elections were successful. However, this ratio declined to only three out of five by 1980. Over one half of the voters believe that educational funding in the United States is unfair to taxpayers. As a result, school officials need to know specifically what factors will assist them in influencing voters to vote favorably on bond issues. This study asked two questions:

1. Why do you think the bond issue passed or failed?
2. What do you think was the most important issue?

The results are listed in the following table.

Table 5

Analysis of Voter perceptions is listed in reference to those issues that passed versus those issues that failed

		Passed	Failed
The number of children attending our local schools is increasing	Yes	52.6	2.5
	No	4	40.9
Most of our school children would benefit from the bond issue	Yes	46.5	6.5
	No	11.1	35.9
The dollar amount of the bond issue was reasonable	Yes	38.5	12.8
	No	19.2	29.6
All of the school members supported the bond issue	Yes	28.3	15.7
	No	29.4	26.6
Most school dollars are spent carefully	Yes	39.2	16
	No	17.5	27.3
Most of the important leaders in the community supported the bond issue	Yes	37.7	17.2
	No	17.5	25.6
The most influential local newspaper supported the bond issue	Yes	40.3	15.3
	No	17.5	26.8

Note. The previous table was constructed from information retrieved from Pascopella, 2005,p.16

As hypothesized, the perception of the voters was strongly related to bond passage or failure. Future research may need to be done to understand the mechanism by which school boards and administrators convey competency. Future research may need to determine what constitutes competency perceptions: i.e., student academic success, student activity success, leadership qualities, or come other attribute (Pascopella, 2005).

The community must be aware of the benefits for them as a result of successful schools. According to Grell, the Appalachia Educational Laboratory developed a short document that suggests the characteristics of a good community school.

1. Educators, community members and students worked together to identify any new construction or renovation.
2. Plans include a provision for skilled community volunteers to help construct new facilities.
3. "Ownership" by the community was secured

before local board approved construction.

4. The school helps provide the community with access to communications technology.
5. The school helps meet the leisure, recreational and wellness needs of the community. (Grell, 1999)

In Nebraska, in 1998, 22 school bond issues were attempted. Ten of them passed. In the last five years, 17 bond issues were attempted in central Nebraska schools. Only six passed. A struggling economy and an over reliance on property tax could be to blame. People are supportive of their local schools but communication must occur to satisfy their questions about the necessity of the issue (Grell, 1999).

Many communities feel that senior citizens generally do not support schools. This support can improve if schools attempt to get Senior Citizens interested in school activities. By offering them passes for free admission to athletic events, plays and other school activities, they can become more involved (Scarr, 1995).

There are ten classic reasons why school bond

referendums fail:

1. Board says . . . "Let's do a referendum . . . "
2. No citizen involvement
3. Alternatives not considered
4. Board division
5. No research
6. Relying on unreliable data
7. Minimal community support
8. No spokesperson
9. Poor media relations
10. No public awareness and interest

Any of these reasons individually cause a bond issue to fail. Five of the ten deal with community relations (Walker, 1996).

Schools must work with all members of the community to create a shared vision for the school. Without the support of the faculty, parents, and community, the odds of a successful bond issue is weakened. With broad based support, all things are possible. Communicate all the time, not just during a referendum (Walker, 1996). Good community relations are essential for successful school bond issues. Ignoring public relations has definite consequences as

learned from experience (Milo, 2007). Unsuccessful bond campaigns must evaluate school community relations to develop strategies to ensure future success.

Athletics and Activities

The sports program should be included in the promotion of a school bond issue. Sports are a big attraction for non parents, as well as parents (Carter, 2005). Athletics is a means to publicly promote the school district. The impact of athletics should not be ignored.

Charles Lamb, Superintendent of schools in Alpine, Texas, said, "If you wanted to cut out English IV, Algebra I and Shorthand, nobody would raise a fuss. You cut one "C" team in jr. high football, and they would come fire you." (Goldman,2001, p.1). When it comes to extracurricular activities, people have a passion not present in some educational programs. It is this passion that results in involvement and the confidence to voice opinions and concerns.

School activities, such as athletics, school clubs, music, art and drama, enable students to explore their interest and talents. Research shows

that students involved in extracurricular are less likely to use drugs, become teen parents, and drop out of school (Anfara, 2006).

Athletics offer recognition and respect in the eyes of students and their peers. It is understandable why so many young people are interested in participating in extra curricular activities. A widely accepted belief is that participation in these activities enhances social, psychological, physiological and motor development. Extracurricular activities can be traced to ancient time. Activities such as athletics, music, speech competitions, and drama were well established in Athens and Sparta (Mckown, 1952).

Other activities such as boxing, wrestling, dancing, hunting, swimming, and riding flourished during the Homeric period (Mahoney, 2000).

In the United States, extracurricular activities have undergone a series of changes. The first stage was characterized with apathy and opposition. From 1880 to 1896, educational leaders ignored and rejected extracurricular student activities and stressed the formal disciplined, in-school curriculum. In the next

stage of development, from 1896 until 1917, educators developed a passive acceptance of the program. In the third stage, from about 1918, educational leaders recognized the activity programs as being an important element of the total educational program. By the 1920's, educators regarded extra curricular activities as a potent force for developing social learning. The acceptance of the educational value of these activities was part of the growing recognition in the field of curriculum. By the mid 1920's, extracurricular activities became a fixture in school programs. Research has demonstrated a correlation between participation in extra curricular activities and outcomes such as academic achievement, self esteem, school competency and community participation later in life (Fraunce, 1960).

Most research has focused on athletics, but many other school activities favorably associate with positive self concept, academic self concept, taking advanced courses, time spent on homework, post secondary education, grade point average, parental involvement, absenteeism, senior-year educational aspirations, and occupational aspirations. The

statistically significant effects of all the different activities were small, but consistently positive. Administrators and local school boards should note that policy decisions that promote extracurricular activity should be considered and could have a positive benefit across a wide range of educationally relevant outcomes for students from all backgrounds (Marsh, 1992).

Similar research on extra curricular activities was conducted in one Midwestern school. A comparison was done of grade point averages, I.Q., days present, and the number of discipline referrals for participants and non-participants. The participants were found to have higher I.Q.'s, higher grade point averages, better attendance, and lower number of discipline referrals than their counterparts (Castle, 2008).

Most schools in the nation offer some type of extracurricular activity. Data collected shows a strong association between extracurricular participation and success indicators such as better attendance, higher academic achievement, and aspirations to higher levels of education.

Participating students reported better attendance and skipped class less often than the non participating students. They were also three times more likely to have a grade point average of 3.0 or higher.

Participating students are also likely to have higher academic achievement and higher levels of commitment and attachment to the school. Schools that promote participation in activities show significant declines in discipline problems and dropout rates (Black, 2002).

According to John Holloway, activities provide students with an academic safety net. There is evidence of intrinsic motivation and concentration. There is reduced delinquency, increased self esteem, and students have greater career aspirations. These attitudes may reflect socialization into groups that have a positive feeling about school. Participation in sports during the last two years of high school promotes higher educational aspirations and higher college attendance than non athletes. Athletes were more likely to be in a college preparatory program and more likely to enroll in college (Larson, 2000).

Burnett reports that research indicates that

leadership skills of students were statistically higher in athletes than non-athletes. Athletes in team sports are required to lead, communicate, and follow directions. Social recognition of sport participation are external sources of enjoyment for many. There is a positive relationship between their level of competitiveness and later successes and satisfaction. Experience gained through athletic participation often influences many areas of life, including job satisfaction. Activities are not only supportive of the academic mission of the school but are educational and vital to the total development of students. In addition to enhancing the entire school community, athletics provide more direct educational benefits to students. There is a learning process as athletes take information, directly apply it to the situation, receive feedback from coaches and peers, and evaluate the information's effectiveness under real life circumstances (Burnett, 2001).

The researcher believes that coaches that require a high standard of discipline, grade point average and respect from their athletes. This may contribute to a higher self-concept among athletes. The goal of any

education program is to help students grow physically, emotionally, intellectually, and morally. Participation in athletics will help promote characteristics such as teamwork, responsibility, discipline, cooperation, pride, time management, and citizenship.

Children in the United States should be encouraged to participate in activities. Studies show that these activities are positively associated with reduced delinquent behavior and increased academic performance and social acceptance. These activities positively enhance youth development and improve self discipline for those involved in structured activities. Participants in most extracurricular activities achieved better educational outcomes than non participants even after controlling for social class, gender, and intellectual aptitude (Kremer & Sadlik, 2007).

Consistent participation in extra curricular activities in grades 8-12 resulted in greater academic achievement and pro-social behaviors in young adulthood. Students that were engaged in multiple domains tended to remain that way across grade levels,

whereas students focused on one or two domains frequently changed their commitments (Shanahan, 2001).

Student drop outs and excessive absenteeism are great concerns for school districts. A student's sense of belonging and being part of the school and involved in activities can be traced across several means of school connection. An increase in feeling connected for students will improve attendance and therefore decrease the dropout rate (Libby, 2004).

Promoting positive mental health and strengthening character are also correlated to students being engaged in activities. Engagement is defined as any activity that is initiated to attain an outcome. Current research shows adolescent participation in structured extra curricular activities results in positive effects on academic and character building as well and preventing young adults from potential risk for negative developmental outcomes. Educators strive to instill morals and character in children without forcing these critical elements of education into the curriculum. Athletic participation helps develop basic values such as self confidence, self-respect, self-esteem and competitive

spirit. These human elements will aid children in the post education world (Burnett, 2001).

Athletics also promote wellness and combat student feelings of depression. Regular exercise increases norepinephrine and works to alleviate feelings of depression. Exercise can improve the body image, thus improving feelings of self worth. When students feel physically fit, they feel better. A moderate level of sports involvement (three to six hours per week) was associated with less depression when compared with a low level of sports involvement (two or less hours). As to the relationship between low sports involvement and depression, low levels of exercise are associated with low levels of serotonin, a neurotransmitter that may play a role in depression. Extracurricular activities provide an opportunity to raise self esteem by raising levels of norepinephrine, thereby decreasing depression (Sanders, Diego and Kaplan, 2000).

A study conducted by the YMCA of the USA in 2001 found that teens who participate in activities after school had better grades and better behavior. Seventy-nine percent of those surveyed who were

involved in activities had all "A" or "B" grades in comparison to those who did not participate in activities of which only fifty two percent has all "A" or "B" grades (Erikson, 2001).

Students who participate in activities achieve better grades, have lower truancy rates, attain higher levels of achievement levels in college, and feel more attached to their school according to a 17 year study that followed 1800 sixth graders in 10 Michigan school districts through high school and college (Mahoney, 2000).

Parents and community members are very passionate about athletics and support the many life lessons taught by coaches and competition in general. Often board meetings turn into forums when athletics are discussed. In many small communities, the hiring of a coach result in much more interest in hiring an English teacher (Lee, 2008).

All extra-curricular activities, not just athletics, can positively affect students and even draw families into a district. Schools with the reputation of success in extra curricular activities often have more families relocating to that district

instead of one with a poor reputation in those areas (Lee, 2008). And, those families tend to be more involved in the community and, therefore, more supportive of the school district.

Voter perception can vary from school district to school district. When district patrons perceive that the school is a safe place for children and that their district is providing good academic and athletic programs, they usually do not vote against bond issues (Seilke, 2001). Positive perception is a key in receiving community support.

Extracurricular activities are associated with school connectedness and as students participate in extracurricular activities, overall connectedness is higher. There is a connection that stems from athletics through participation as a participant and as a fan. Extracurricular activities play a major role in the educational process. Olivar Forrest (1995) wrote: An individual's participation in extracurricular activities can build a young person's interests in school, strengthen their sense of identity, and allow them greater exposure and self satisfaction from service (McNeeley, Nonnemaker &

Blum, 2002).

Student performance in the classroom is related to participation in extracurricular activities. Students involved in extracurricular activities outside the school day have been found to be more engaged in the classroom. Activities provide students with an opportunity to develop a positive support system among peers and school staff. Participation in activities can be very beneficial to the academic, social, physical, and emotional growth of students. School activities play an important role in the lives of students, parents, and school personnel. The cost of extracurricular activities has generated many studies and numerous debates on the benefits of sports. School research has examined the relationship between extracurricular activities and student development and found that there is a positive correlation. Schools must consider these results as well as the positive community support that comes from participation in these activities.

As a student's interest increases, parental involvement also increases. Involvement leads to understanding and positive perceptions.

Parental interest goes beyond the classroom; many lessons are learned in the extracurricular activities. A parent may not have time to coach, but they better go to the game (Morse, 2001).

Parents who are active in district activities will support a bond issue (Carter, 2005). People who are involved in the school have a tendency to support the school. School athletics bring about a level of participation of parents and community not usually equaled in other school activities.

Boosters will consistently vote in favor of a school bond issue and detractors will vote overwhelmingly against it (Lifto, 2001). In other words, voters who support your school will also support the needs of that school.

There are many reasons schools invest so heavily in sports programs. Most of those justifications relate to sports potential to positively influence young people. There is some debate in this area but many people perceive this to be the truth (Gerdy, 2000). Often, perception about the issue is just as important as the truth, as people will vote what they think they know. School patrons are usually very

supportive of sports and the booster club. Businesses in communities can benefit from supporting sports in many ways, especially name recognition to a large group of people.

If athletics do, in fact, contribute positively to meeting our nation's educational objectives, perhaps more investment is needed. Proponents of athletics claim a positive correlation with educational success. This correlation serves to promote the continuance of athletic activities in our schools even in the time of budget shortfalls (Gerdy, 2000).

Timing

Boards of Education considering a bond campaign should test the waters through informal and formal research. Given the scope of our campaign and the hurdles we anticipated, we chose to spend money up front to confirm the timing of our campaign and identify areas where we could make emotional and intellectual appeals for passing the bond (Leon and Weidner, 2002). Timing can dictate success of a school bond. Randomly picking a time could result in dollars lost and varied support.

School districts must spend money up front to confirm the timing of the campaign and to research areas where emotional and intellectual appeals can be made. Research regarding timing can minimize uncertainty and give valuable insight to campaign strategies.

In attempting to pass a bond issue, the community must take the lead and show the passion for its passage. The people need to inspire the community to move forward. Timing is essential and the school needs to have time to articulate the plan to the community. Community support must be high before the bond is even attempted (Carter, 2005)

The economy should also be considered when planning a bond issue. When the economy is suffering, patrons are not as easily convinced to spend additional tax dollars. The need must be there first, but justifying the need in hard economic times is a tough sell (Gehring, 2008).

Schools should time the bond carefully. The timing of the bond is critical. It is difficult to determine the correct time to attempt a bond election. One strategy is to use the information gathered

through polling your community to determine when the bond is likely to have the greatest success (Wodarz, 1998). Once again, proper timing is essential.

Timing is also essential for other reasons. Running a bond issue during a voting period that requires a 2/3 majority is suicide for a bond issue. Presidential election years and times when there will be sensitive issues with high voter turnout seem to be negative times that does not lend themselves to passing a bond issue.

In 36 of 50 studies conducted by a researcher at the University of Minnesota, there was a negative relationship between voter turnout and district success. In Minnesota, for example, over the past 10 years, fewer than half of operating levies passed in a presidential election year, but 81 percent passed in odd years. That would suggest that in many communities a November Election date should be avoided (Holmes, 2004).

According to the Missouri Constitution, , the vote required shall be four-sevenths at the general municipal election day, a primary or general elections and two-thirds in all other elections. The timing of

a school bond election is critical in Missouri. A passage rate of 57% is much more attainable than a 66% margin (Bosche & Holt, 1999).

In summary, there is no argument that school athletics play an integral role in decisions made within the public school system. Community support, generated by athletic success, can influence school perception within the framework of the community. The follow chapters assess that correlation.

Chapter Three

Methods and Procedures

Introduction

The school learning environment is an integral component in student success. Overcrowded and outdated buildings negatively affect the atmosphere of positive learning. School bond issues serve to provide funding to build new buildings and renovate existing structures. However, the success of school bond issues continues to offer a varying degree of success. The reason that school bond issues pass or fail is valuable information for school administrators and local boards of education in order to implement successful strategies and properly time ballot issues. Research indicates that a positive relationship between the school and community members can improve the opportunity for school bond issue success. Positive feelings originate from success in academics and school activities and the more the public is aware of this success the more positive relations will develop. The purpose of this study was to determine if the success of high school activities in football and basketball influence the success of school bond

issues. Football and basketball offer great public support in Central and Southwest Missouri, as determined by population of crowds, and this study was conducted to determine a correlation between successful athletic teams and successful school bond issues.

This chapter will restate the problem as well as describe the population used in this study. Information about the data collection and the questionnaire that is utilized is presented along with the methods used to administer the survey instrument. The procedure for statistical analysis of the data is also reviewed. The study was conducted through the selection of school districts that have attempted bond issues since 2003.

Statement of the Problem

A suffering economy and state mandated budget reductions to Missouri Public Schools increase the difficulty and importance of passing school bond issues. Adequate facilities for the students must be provided by constructing new buildings or renovation of existing buildings. Funding for these facilities is usually provided through an Ad Valorem Tax that

must be approved by local voters. The success of a school bond issue is often determined by the attitude of the local voter toward the school. Data from this study will determine if successful athletic teams are more typical of schools with bond issue success. The following questions will be answered:

1. Is there a positive relationship between successful athletic teams and the passage of the bond issue within the same year the bond issue was presented?
2. Is there a positive relationship between successful athletic teams and the success of the bond issue the year preceding the bond issue election?
3. Does the superintendent perceive that athletic success affected the passage of the bond issue?
4. Does the superintendent perceive that the community supports the school district?

Description of the Population

For the purpose of this study, George K. Baum & Company of Springfield, Missouri, provided the researcher with a list of public schools, excluding K-

8 Districts, in Southwest and Central Missouri, that have attempted school bond issues since 2003.

Counties considered were Greene, Christian, Webster, Lawrence, Polk, Stone, Taney, Dade, Camden, Douglass, Dallas, Barry, Hickory, and Cedar. Springfield Public Schools were not included due to the large number of individual schools within the district. Ninety district superintendents were selected from the provided list.

Instrumentation

A survey questionnaire (see Appendix B) included items for the superintendents to answer regarding the success of attempted bond issues and the success of football and basketball teams the year preceding and the year of the bond issue. There was also a question about the superintendent's perception in regards to the effect of the athletic teams on the bond issue and a question about the superintendent's perceptions about support of the school by the community. This instrument allowed the superintendents to provide factual information regarding the school districts.

The survey contained one question about the varying percentage of "yes" voters. The remainder of

the questions involved a "yes" or "no" response. Six of the questions involved athletic success in the district, conference and state levels of football and basketball the year of the bond issue and the year preceding . One question simply involved the success of the bond issue. One questions involved the perceptions of the superintendents in regards to the effect of athletic success on the bond issue. Another question involved the perception of the superintendents in regards to the support of the school by the community. Content validity was based on extensive literature review, and experts in the field of educational research have reviewed the survey instrument for needed quality.

Administrative Procedure

Surveys were emailed to ninety schools in Southwest and Central Missouri that attempted school bond issues since 2003. A cover letter (See Appendix A) was mailed with each survey explaining the purpose of the survey. Survey Monkey, an online means to collect and calculate data through email, was used to conduct the survey. The survey instrument used in this study was prepared by the individual conducting

the study.

Treatment of Data

Data from the superintendents who returned the survey was analyzed to determine if there was a relationship between successful athletic teams and school bond issue success. Chi square was considered but is heavily dependent upon the size of the sample and cannot provide valid information on the level of strength of that association. Phi Coefficient of Correlation and Cramer's V were used since one or more of the variables is nominal. The numerical value of the Phi coefficient of correlation is identical to that obtained by the Pearson product coefficient of correlation. Phi is a chi-squared based measure of association. Phi is used rather than chi-square because it eliminates the sample size by dividing chi-squared by the sample size and taking the square root. Chi-square is dependent on the strength of the relationship and the sample size.

The Phi correlation Coefficient was used for two by two tables. Phi is the geometric mean of percent differences across rows and percent differences across columns when used with two by two tables. That is, it

can be interrelated as a symmetric version of percent difference when using two by two tables. Phi measures the strength of the relationship defined as the number of cases on one diagonal minus the number on the other diagonal, adjusting for the marginal distribution of the variables. The Significance of phi is .50 with a perfect correlation of 1 and 0 representing no association. The Cramer's V chi-squared-based measure of nominal association was used because it gave good norming from 0 to 1, regardless of the size of the table. V is viewed as the association between variables as a percentage of their possible maximum possible variation. V can only reach 1.0 when the two variables have equal marginal. Significance is at the level of .50 with 1 being a perfect association and 0 representing no correlation. The Cramer V was used for tables larger than two by two. All the variables from questions 3 through 8 are nominal, hence the nominal relational measures Phi and Cramer's V. can be used for the strength of relationship between variables. The nominal symmetric measures both the strength and significance of the relationship between the row and column variables of a cross tabulation. There are also

descriptive statistics that will serve to describe the data, which will be useful when analyzing the statistical analysis related to each of the issues. The cross tabulation tables included frequency counts and column percentages, and provides important information (Miller, 2002).

Chapter Four

Analysis of Data

Introduction

As state budget shortfalls continue, the emphasis on local support of public education has never been more critical. Schools must continue to search for a variety of means to improve community support in order to provide the necessary funds for public education. Because of this critical issue, local school districts must take advantage of community support and place local bond issues on the ballot when support is at a maximum.

This study was conducted in order to determine the correlation between successful school bonds issues and successful athletic teams. A questionnaire was sent to 90 school superintendents in Southwest and Central Missouri, excluding Springfield Public Schools, to determine if there was a positive correlation between athletics and local support for a school bond issue.

Analysis of the Relationship between the Passage of School Bond Issues and Successful Athletic Teams and the Years Preceding the Bond Issue

The Pearson Correlation was used for statistical purposes to evaluate the relationship between the success of the bond issue and the success of the athletic teams the year of the bond issue and the year preceding. A relationship of 1.00 would be considered a perfect correlation. A significance factor at the .005 level was determined to indicate the relationship between variables.

The Phi Correlation Coefficient and Cramer's V were conducted regarding the success of the bond issue and losing seasons the year and the year preceding. The following tables summarize the data collected.

Table 6

Cross tab q1 and q3

			Q3		
			Yes	No	Total
q1	Yes	Count	10	33	43
		% within q1	23.3%	76.7%	100.0%
	No	Count	0	10	10
		% within q1	.0%	100.0%	100.0%
Total		Count	10	43	53
		% within q1	18.9%	81.1%	100.0%

Note. Results for question, "Is there a positive relationship between successful athletic teams in the same year of a school bond issue and the passage of the bond issue? Question 1 is the success of the bond issue and question 3 is the success of any basketball or football team on the district level the same year that the bond issue was proposed. The chart shows that the frequency of "No" answers at 81.1% indicates no correlation.

Table 7

Value and Significance are listed for Phi value and Cramer's V

	Value	Approx. Sig.
Phi	.233	.090
Cramers	.233	.090

Note. Results for question, "Is there a positive relationship between successful athletic teams in the same year of a school bond issue and the passage of the bond issue? A value of .233 and a significance of .090 is not "significant"

Table 8

Cross tab q1 and q4

			Q4		
			Yes	No	Total
q1	Yes	Count	12	31	43
		% within q1	27.9%	72.1%	100.0%
	No	Count	0	10	10
		% within q1	.0%	100.0%	100.0%
Total		Count	12	41	53
		% within q1	22.6%	77.4%	100.0%

Note. Results for question, "Is there a positive relationship between successful athletic teams in the same year of a school bond issue and the passage of the bond issue? Question 1 is the success of the school bond issue and question 4 is the success of any basketball or football team at the conference level the same year as the bond issue. Only 22.6% of the schools that had a successful bond issue also won conference championship.

Table 9

Symmetric Measures

	Value	Approx. Sig.
Phi	.261	.058
Cramer's V	.261	.058

Note. Results for question, "Is there a positive relationship between successful athletic teams in the same year of a school bond issue and the passage of the bond issue? The significance of Phi and Cramer's V is illustrated. A value of .261 and a significance of .058 indicates no significance.

Table 10

Cross tab q1 and q5

			q5		
			Yes	No	Total
q1	Yes	Count	8	35	43
		% within q1	18.6%	81.4%	100.0%
	No	Count	0	10	10
		% within q1	.0%	100.0%	100.0%
Total		Count	8	45	53
		% within q1	15.1%	84.9%	100.0%

Note. Results for question, "Is there a positive relationship between successful athletic teams in the same year of a school bond issue and the passage of the bond issue? Question 5 refers to the success of any basketball or football team at the state level the year of the bond issue. Only 15.1% of the school districts with successful bond issues advance to the state playoffs.

Table 11

Symmetric Measures

	Value	Approx. Sig.
Phi	.203	.139
Cramer's V	.203	.139

Note. Results for question, "Is there a positive relationship between successful athletic teams in the same year of a school bond issue and the passage of the bond issue? The significance of Phi and Cramer's V is illustrated. A significant correlation is .50 so, as illustrated in the above table, there is no correlation.

Table 12

Cross tab q6 and q1

			q1		
			Yes	No	Total
q6	Yes	Count	12	0	12
		% within q6	100.0%	.0%	100.0%
	No	Count	31	10	41
		% within q6	75.6%	24.4%	100.0%
Total		Count	43	10	53
		% within q6	81.1%	18.9%	100.0%

Note. Results for question, "Is there a positive relationship between successful athletic teams the preceding year of a school bond issue and the success of the bond issue? Question 6 refers to the success of any basketball or football team at the district level the year before the bond issue. Only 18.9% of the schools with successful bond issues reported success at the district level in basketball and football.

Table 13

Symmetric Measures

	Value	Approx. Sig.
Phi	.261	.058
Cramer's V	.261	.058

Note. Results for question, "Is there a positive relationship between successful athletic teams the preceding year of a school bond issue and the success of the bond issue? The significance of Phi and Cramer's V is illustrated. There is no significance.

Table 14

Cross tab q7 and q1

			q1		
			Yes	No	Total
q7	Yes	Count	12	0	12
		%			
		within q7	100.0%	.0%	100.0%
q7	No	Count	31	10	41
		%			
		within q7	75.6%	24.4%	100.0%
Total		Count	43	10	53
		%			
		within q7	81.1%	18.9%	100.0%

Note. Results for question, "Is there a positive relationship between successful athletic teams the preceding year of a school bond issue and the success of the bond issue? Question 7 refers to the success of any basketball or football team at the conference level the year before the bond issue. Only 18.9% of the schools with successful bonds issues had success at the conference level.

Table 15

Symmetric Measures

	Value	Approx. Sig.
Phi	.261	.058
Cramer's V	.261	.058

Note. Results for question, "Is there a positive relationship between successful athletic teams the year preceding a school bond issue and the success of the bond issue? The significance of Phi and Cramer's V are illustrated. There is no significant correlation.

Table 16

Cross tab q8 and q1

			q1		
			Yes	No	Total
q8	Yes	Count	9	0	9
		% within q8	100.0%	.0%	100.0%
	No	Count	34	10	44
		% within q8	77.3%	22.7%	100.0%
Total		Count	43	10	53
		% within q8	81.1%	18.9%	100.0%

Note. Results for question, "Is there a positive relationship between successful athletic teams the year preceding a school bond issue and the success of the bond issue? Question 8 is in regards to the success of any basketball or football team at the state level the year before the bond issue. Only 18.9% of the schools with successful bond issues had success at the state tournament level the year preceding.

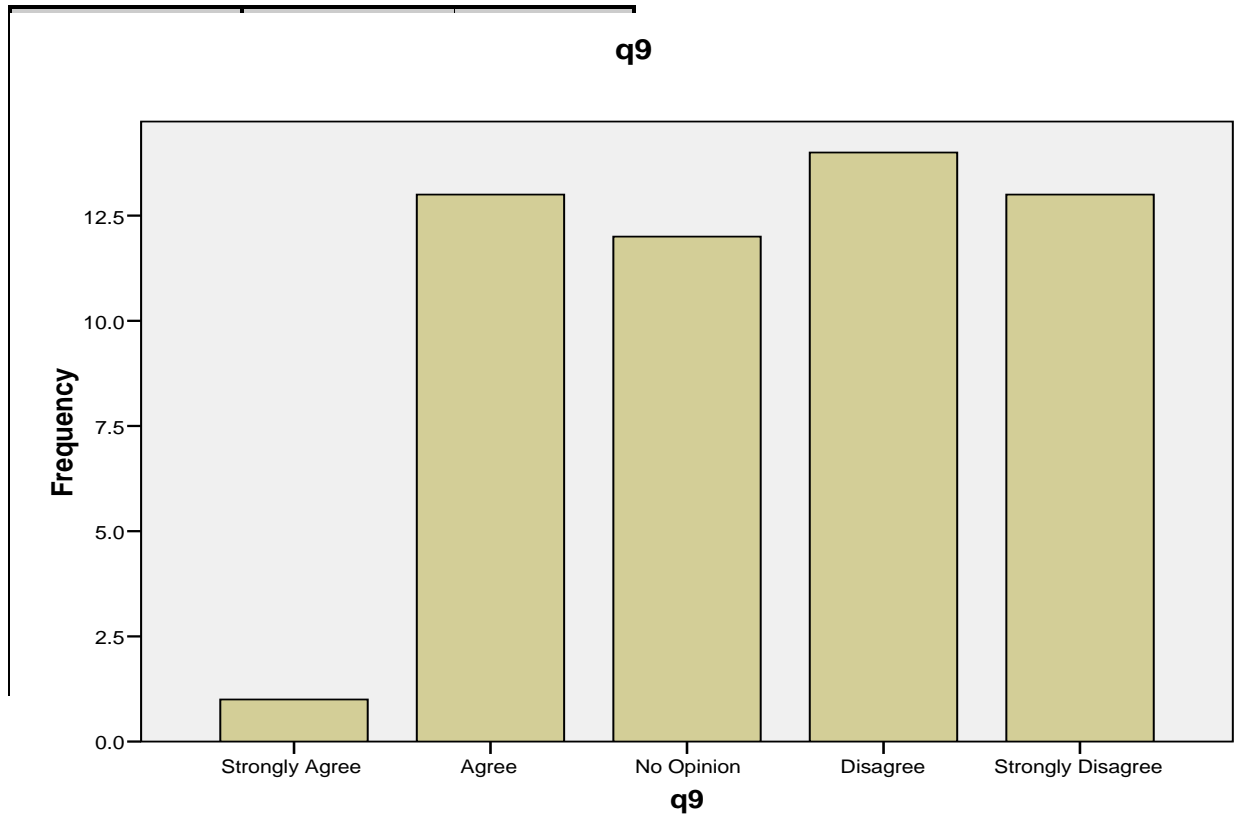
Table 17

Symmetric Measures

	Value	Approx. Sig.
Phi	.218	.112
Cramer's V	.218	.112

Note. Results for question, "Is there a positive relationship between successful athletic teams the year preceding a school bond issue and the success of the bond issue? The significance of Phi and Cramer's V are illustrated. There is no significance indicated.

Table 18

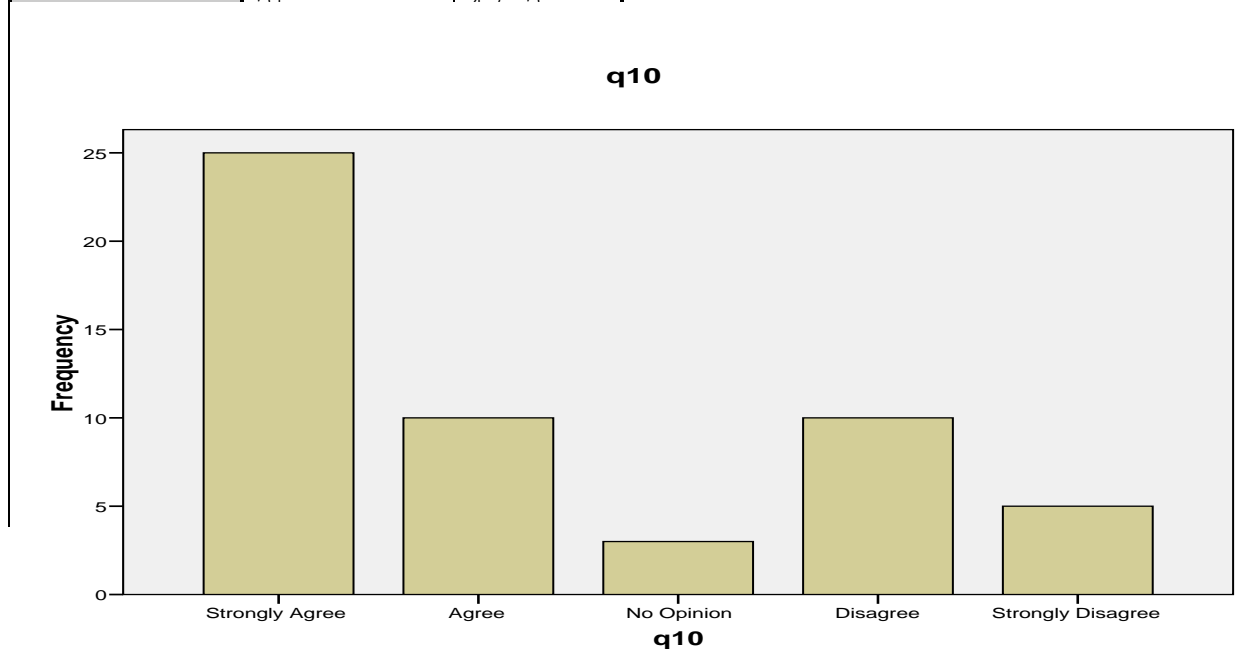
Frequency Analysis for q9

Note. Results for question, "Did the superintendent perceive that the success of the athletic teams affected the passage of the school bond issue? Just Over 20% of the respondents has commented that the success of the athletic teams affected the passage of the school bond issue. Hence we reject the hypothesis.

Table 19

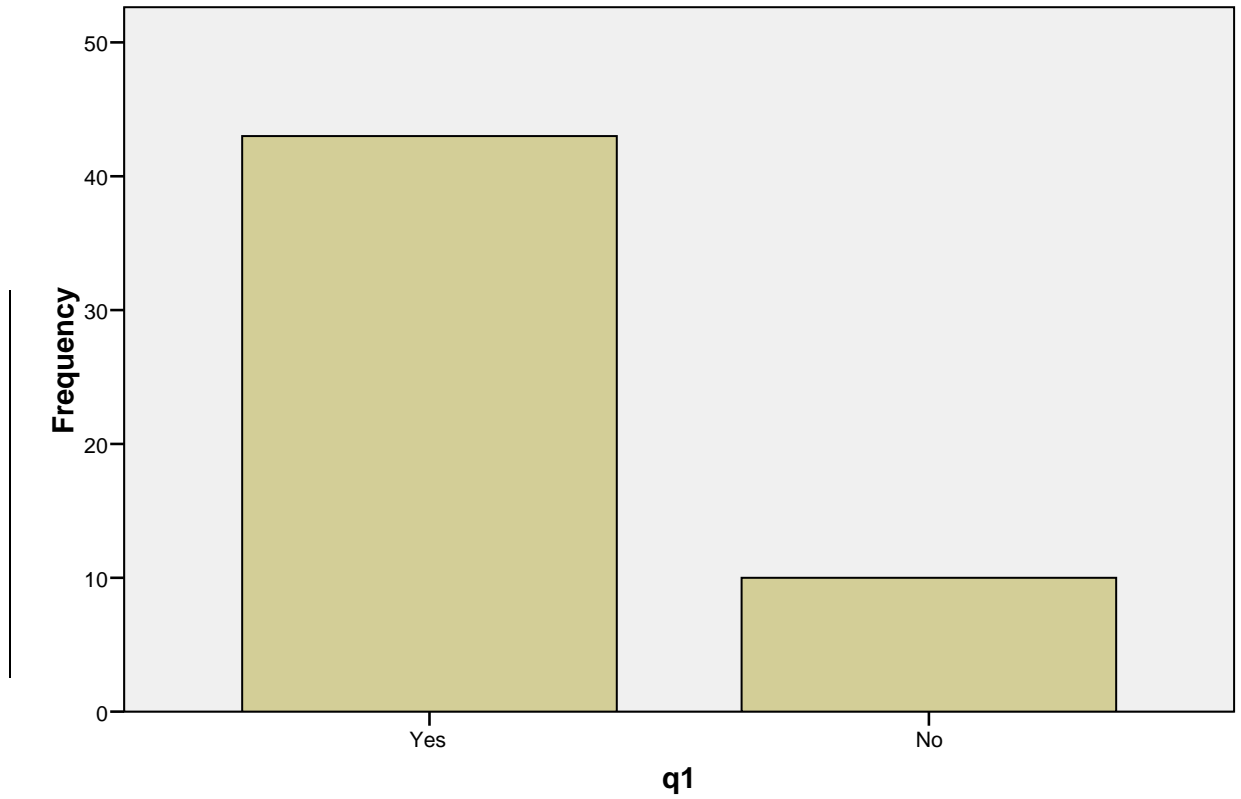
Frequency Analysis for q10

	Frequency	Percent
Strongly	25	47.0

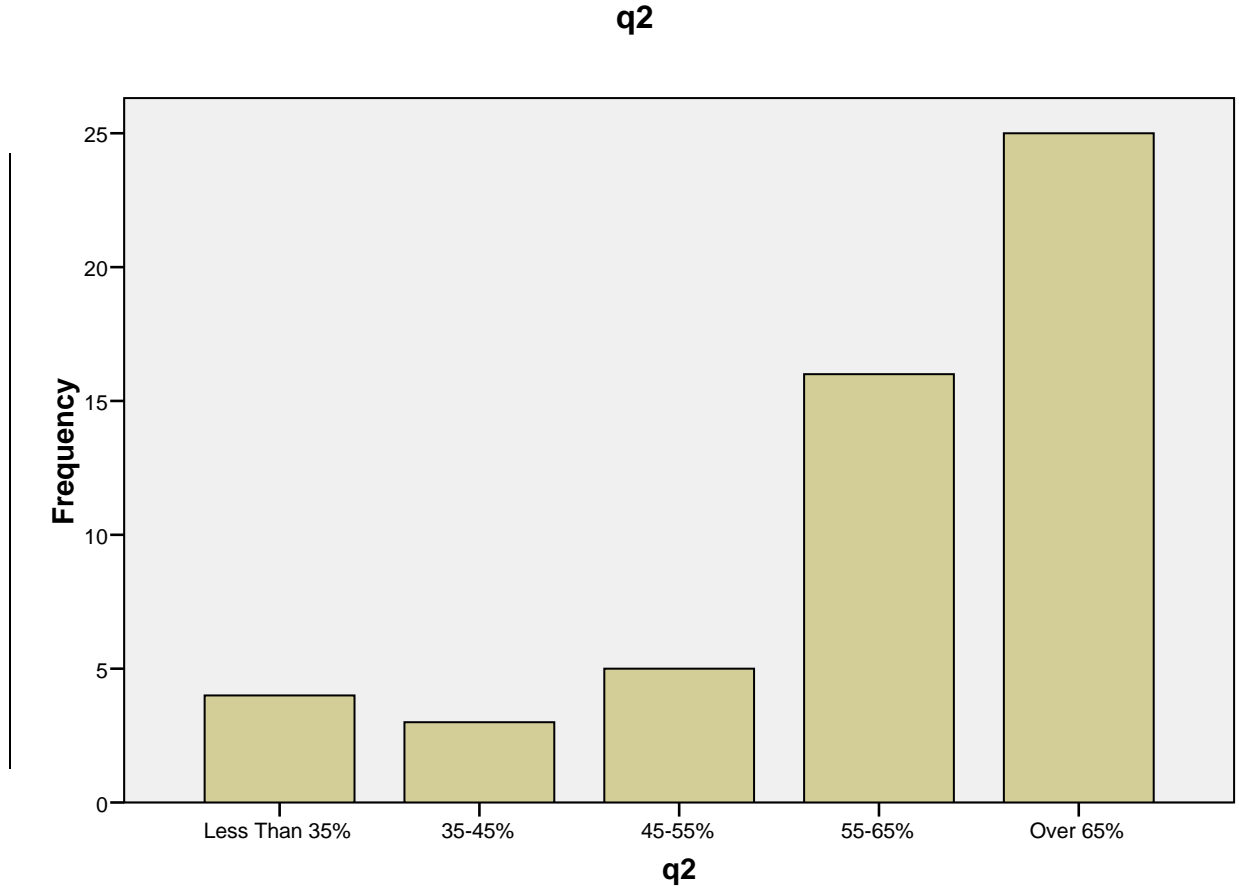


Note. Results for question, "Does the superintendent perceive that the community supports the school district?" More than 65% of the respondents believe that superintendent perceive that the community supports the school district. Hence we accept the hypothesis.

q1

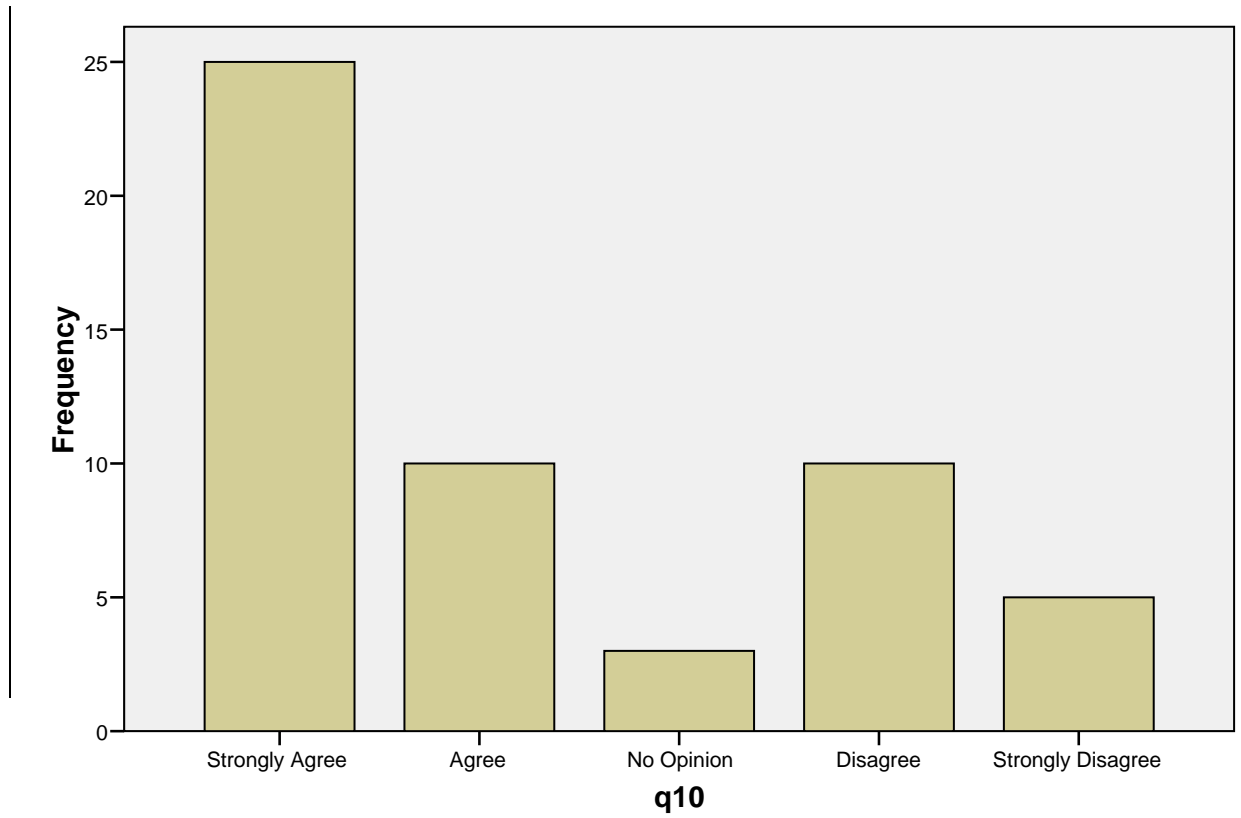


Note. Results for question, "Does the superintendent perceive that the community supports the school district?" 81.1% of school superintendents believe that the community supports the school district, so athletics may only generate a small portion of that support.



Note. Results for question, "Does the superintendent perceive that the community supports the school district?" Again, superintendents believe that the school supports the community.

1 1 1 2 2

q10

Note. Results for question, "Does the superintendent perceive that the community supports the school district?" Most superintendents agree that the community supports the school district.

Summary

Frequency analysis for Question #1 was the response to whether or not the most recent bond issue was successful at the school district. A positive response of 43 yes and 10 "no" responses was higher than previous research results in chapter two with a reported success rate of 67%. Question #2 reported the percent of yes voters with 25 schools reporting a percent greater than 65% positive votes and 16 schools reporting an approval rate of greater than 55% positive votes. Five schools had a percent of yes voters of 45%-55%. Three reported from 35%-45% success and four schools had positive voter results of less than 35%. Question #3 dealt with district championship success of the football or basketball team the year of the bond issue. Only 10 of the schools polled won a district championship compared to 79% of that same group having a successful bond issue. Question #4 asked a similar question with a conference championship in the same year of the issue being the issue. Only 12 of those questioned had a team that won a conference championship that year. Question five took the success one step further and asked about

teams advancing to state play. Just eight of 53 schools responding had a team advance to state play. Again, 79% of those same schools had a successful bond issue. Questions six, seven, and eight asked the same questions but in reference to the year preceding the bond issue. The results were very similar. There were 12 district superintendents that reported that the school won a district championship the year preceding the bond issue. Another 12 responded that the school won a conference championship the year preceding. Only 9 of the 53 had a school team advance to state play the year preceding year. Again, the same schools reported a bond passage success rate of 79%.

Statistical data indicated that there was not a positive correlation between the success of athletic teams and the success of school bond issues. Less than 19% of the school district polled won a district championship the year of the bond issue and less than 23% won a conference championship the year of the bond issue success. Less than 16% of the team's surveyed advanced to state play the year of the successful bond issue. The data analysis from the year prior to the bond issue offered almost identical results.

In regards to the perception of superintendents, almost 60% disagreed or strongly disagreed that athletics contributed to the success of their bond issue. Hence, the hypothesis was rejected. However, 66% of the superintendents polled believed that the community supported their school, in general. Hence, that hypothesis was accepted. In regards to the relationship between successful athletic teams in the same year of the bond issue, the phi correlation was .233 and the Cramer's V was .233. The correlation coefficient for basketball and football teams winning a district championship during the same year of the bond issue was .261. Similar results were found for a team advancing to state play during the year of the bond issue with a correlation coefficient of .203. The relationship between successful bond issues and athletic success the year preceding the bond issue resulted in a factor of .261. Specifically, the relationship to winning a district championship was .218. This study did not find a strong correlation between successful athletic teams and successful school bond issues. The low value for the test statistic indicates a weak relationship. The low

significance values for the Cramer's V and the Contingency coefficient indicated that there is a relationship between the two variables. Success was defined as district winners, conference winners and state qualifiers. Success may not be able to be defined within these three categories. For example, great improvement in a program was thought to define success even though there were not championships. And, other programs such as band and drama or other sports such as baseball and softball were just as important to promoting community support. One common thought by the superintendents was that their school had strong community support when their bond issues were successful. Athletics are a part of that support, but this study indicated that they are not the only means to obtaining community support. Successful athletic teams bring about community support and good attendance at school athletic functions. These venues present quality opportunity to recruit supporters for a bond issue.

Chapter Five

Summary, Conclusions, and Recommendations

Summary

The dependency of Missouri public school districts on the support of local voters has never been greater. School bond issues pass with ease in some communities while failing several times in others. Information that explains this variance is crucial to the success of local school districts.

When is the correct time to place an issue on the ballot? Will timing help promote success? Obviously, timing plays some role in the success of a school bond issue for varying reasons. Schools must place issues on the ballot when community support is at a maximum and the school is perceived as a successful institution. The problem under consideration was expressed in the following questions:

1. Is there a positive relationship between successful athletic teams and the passage of the bond issue within the same year the bond issue was presented?
2. Is there a positive relationship between successful athletic teams and the success of

the bond issue the year preceding the bond issue election?

3. Does the superintendent perceive that athletics play a factor in the success of a school bond issue?
4. Does the superintendent perceive that the community supports the school and that play a roll in the success of the bond issue?

Conclusions

There is no a significant correlation between the success of a school bond issue and the success of an athletic team the same year of the bond issue. And, there is not a significant correlation between the success of a school bond issue and the success of an athletic team the year preceding year of the bond issue. The superintendent also did not perceive a positive correlation between the success of their athletic teams and the success of the school bond issue. However, the superintendent did perceive that the community had positive support from the community and felt that that had a role in the success of the school bond issue.

Recommendations

1. This study indicated that community support is needed to pass a school bond issue.
2. This study indicated that athletics is not the only means to gain support from the community.
3. It is important that school districts take advantage of community involvement generated by whatever means necessary to promote the bond issue.
4. Sports generate a great number of supporters, but sports are not the only determining factor.
5. Athletics, in itself, cannot determine the success or failure of a school bond issue. However, athletics should not be ignored as a means of promoting the school and subsequently aid the passage of a public school bond issue. But, it should be noted that they are not the only means by which community support can be obtained.

The researcher based the hypothesis on the large support that most communities have in southwest and

central Missouri for high school athletics. The research indicated that there is no relationship between the two variables. In conclusion, the results of the data were constant and consistent. Hence, the hypothesis is rejected. Further studies should include the expansion to other activities and re-define the meaning of success. Schools could be in the same district and conference with a perennial power with continued success. As a result, a district could never win a conference or district championship, but still have a successful season. Other factors that could influence the success of the bond issue should also be considered such as trust, administrator turnover, and financial responsibility of the district and perceived need.

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Appendix A

October 1, 2008

Dear Superintendent:

I am currently completing my Educational Doctorate at Lindenwood University. A requirement of this degree is a dissertation that I hope to complete this winter. As many school districts face overcrowded classrooms and older buildings, the importance of the passage of school bond issues becomes more and more important. Community support is an important part of bond issue success and, in Southwest and Central Missouri, high school athletics is a venue to show that support. My topic is to see if there is a correlation between success of a bond issue and success of a school's athletic teams. The purpose of the study is to provide information to school administrators and local boards of education regarding what things to consider regarding the timing of a school bond issue. I would very much appreciate your cooperation in completing the attached survey and return it in the self-addressed envelope by November 1, 2008 I know that you are very busy, but I hope you can take a few minutes to complete the short questionnaire. Thank you for the attention that you have given this matter.

Sincerely,

Mark Beem
Hickory County R-I Superintendent

Enclosures

Appendix B

QUESTIONNAIRE FOR DISERTATION

Name of School

Name of Superintendent

Please circle the appropriate response.

1. Was your most recent bond issue successful? Yes No
2. What was the percentage of yes voters? A. Less than 35% B. 35%-45% C. 45%-55% D. 55%-65%. E. Over 65%
3. Did any basketball team or football team win a district championship the year of your bond issue? Yes No
4. Did any basketball or football team win a conference championship the year of your bond issue? Yes No
5. Did any football or basketball team advance to state tournament play the year of your bond issue? Yes No
6. Did any basketball or football team win a district championship the year preceding your bond issue? Yes No
7. Did any basketball or football tam win a conference championship the year preceding the bond issue? Yes No
8. Did any basketball or football team advance to state play the year preceding the bond issue? Yes No
9. Do you believe that the success of your bond issue was in any way related to the success of your football or basketball teams? Yes No
10. Do you believe that the strong community support of your district related to the success of your school bond issue? Yes No

Vita

Garland Mark Beem currently serves as the superintendent of the Hickory County R-I School District in Urbana, MO. Administrative experience includes four years as the superintendent in the current school, three years as superintendent of the Wheatland School District, and six years as the principal of the Weaubleau School District. Classroom experience was in physical education, health and alternative school education.

Educational studies include a Specialist in Educational Administration, a Masters in Educational Administration, and a Bachelor of Science in Education, all from Missouri State University in Springfield, Missouri.

