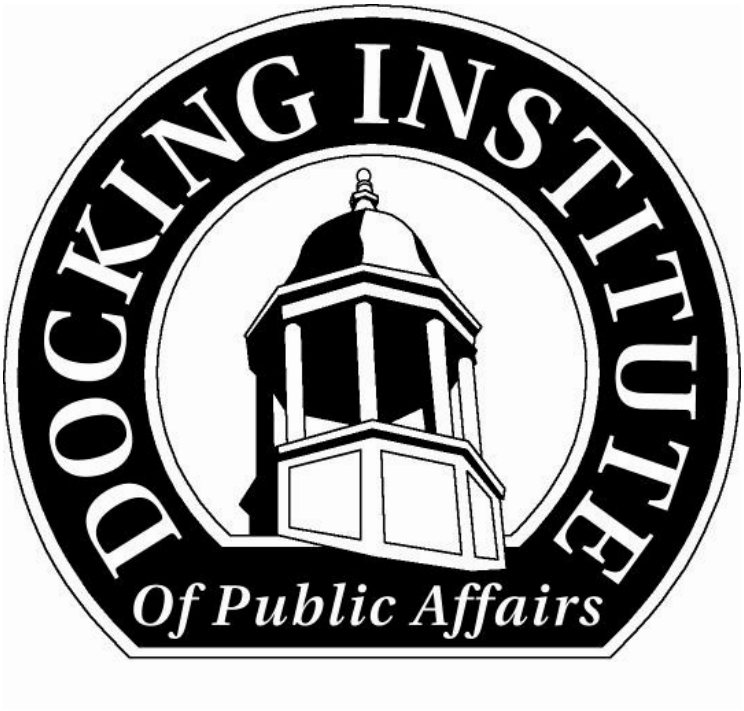
Manhattan Area Quality of Life Survey 2003



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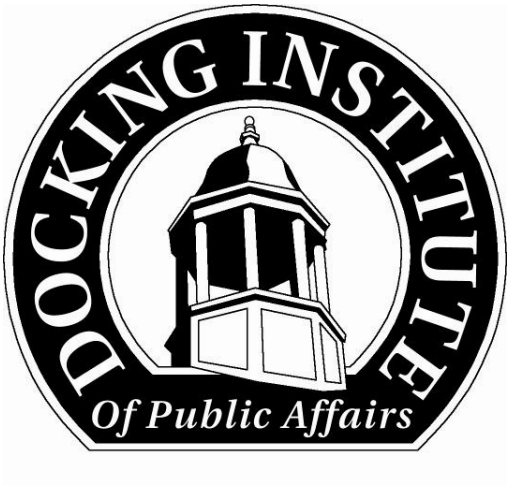

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The staff of **the Docking Institute of Public Affairs** and its **University Center for Survey Research** are dedicated to serving the people of Kansas and surrounding states.

Please do not hesitate to contact our staff with questions, comments or for assistance.

Manhattan Area Quality of Life Survey 2003

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December 2003

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Executive Summary

The Docking Institute of Public Affairs at Fort Hays State University studied citizens' perceptions about various quality of life elements associated with the Manhattan area in late 2003 on behalf of the Manhattan Area Chamber of Commerce. The purposes of this survey research were to assess attitudes regarding community climate, attitudes toward the local education system, and priority areas for community investment. Between November 10 and December 3, 2003, the Docking Institute of Public Affairs through its University Center for Survey Research conducted a telephone survey resulting in 650 completed interviews with randomly selected adult members of Riley County (the Manhattan area). Of 944 households contacted, these 650 completions resulted in a cooperation rate of 69%. This sample size of 650 offers a margin of error of +/- 3.8% at a 95% confidence level, assuming no response bias.

The Docking Institute's independent analyses of survey data find that:

- The top four highest rated community climate characteristics, as measured by the percentage of respondents rating the item as at least "good" are: beauty of community (90%), Manhattan as a place to raise a family (89%), safety from crime (87%), and outdoor facilities and recreation areas (85%).

- All ratings for the quality of general community climate characteristics saw a combined percentage of 50% offering at least a "good" rating.

    - The following sociodemographic factor(s) are associated with a more positive response on *feeling of safety from crime*: being a Manhattan resident (rather than a non-Manhattan resident of Riley County), married, homeowner, having higher income, having a higher level of education.

    - The following sociodemographic factor(s) are associated with a more positive rating of the *quality of roads*: older age, longer length of residence in area, higher income, higher level of education.

    - The following sociodemographic factor(s) are associated with a more positive rating of *indoor facilities and recreation areas*: being single, non-working, having no school-age children, renting, shorter length of residence, lower income.

    - The following sociodemographic factor(s) are associated with a more positive rating of *outdoor facilities and recreation areas*: being a Manhattan resident, volunteering in the community, homeowner, longer length of residence.

- The following sociodemographic factor(s) are associated with a more positive rating of *availability of good jobs*: married, having school age children, homeowner, higher income, higher level of education.

- The following sociodemographic factor(s) are associated with a more positive rating of availability of *reasonably priced housing*: having no school age children, younger age, shorter length of residence.

- The following sociodemographic factor(s) are associated with a more positive rating of *availability of acceptable housing*: higher income.

- The following sociodemographic factor(s) are associated with a more positive rating of *beauty of overall community*: married, homeowner, older age, longer length of residence, higher income.

- The following sociodemographic factor(s) are associated with a more positive rating of *beauty of entry points to Manhattan*: Being a non-Manhattan resident.

- The following sociodemographic factor(s) are associated with a more positive rating of quality of *one's own neighborhood*: white (versus a non-white racial background), married, higher income.

- The following sociodemographic factor(s) are associated with a more positive rating of *nightlife opportunities*: white, non-working, no school age children, younger age, shorter length of residence.

- The following sociodemographic factor(s) are associated with a more positive rating of *health services*: Manhattan resident, married, non-working, homeowner, younger age.

- The following sociodemographic factor(s) are associated with a more positive rating of *social services*: shorter length of residence, higher income.

- The following sociodemographic factor(s) are associated with a more positive rating of *local government's responsive to problems*: being a Manhattan resident, white.

- The following sociodemographic factor(s) are associated with a more positive rating of *the Manhattan area as a place to raise a family*: married, homeowner, older age, longer length of residence, higher income, higher level of education.

- The following sociodemographic factor(s) are associated with a more positive rating of *the Manhattan area as a place for senior adults*: married, homeowner, older age, longer length of residence, and higher income.

- The following sociodemographic factor(s) are associated with a more positive rating of *the Manhattan area as a place for visitors*: older age, longer length of residence.

- One-fourth of respondents from Manhattan rate their neighborhood streets as "excellent." The single largest percentage (45%) rates their streets as "good." Certain sociodemographic characteristics are associated with more positive ratings of street quality. The factors include: married, having school age children, homeowner, older age, longer length of residence, and higher household income.

- About one-third (34%) of respondents rate the quality of their neighborhood as "excellent." Almost half (48%) rate their neighborhood as "good." The following factors are associated with a more positive rating of the quality of one's neighborhood: being a community volunteer, married, having school age children, homeowner, older age, longer length of residence, higher household income, and higher educational level.

- In assessing opinions regarding the quantity of certain community climate attributes, 80% or more of the survey respondents indicated that they "agree" or "strongly agree" that there is a sufficient amount of: residential growth, preservation of historical sites, arts and culture available, and community leadership. Seventy percent to 79% of the survey respondents indicated that they "agree" or "strongly agree" that there is a sufficient amount of: entertainment or leisure activities, recreation facilities for adults, shopping opportunities, commercial growth, activities for children, and political leadership.

    - The following sociodemographic factor(s) are associated with more agreement that there is sufficient *residential growth* in the Manhattan area: homeowner.

    - The following sociodemographic factor(s) are associated with more agreement that there is sufficient *industrial growth* in the Manhattan area: non-working.

    - The following sociodemographic factor(s) are associated with more agreement that there is sufficient *shopping opportunities* in the Manhattan area: non-Manhattan resident, homeowner.

- The following sociodemographic factor(s) are associated with more agreement that there is sufficient *dining opportunity* in the Manhattan area: lower level of education, single, no school age children.

- The following sociodemographic factor(s) are associated with more agreement that there are sufficient *activities for teenagers* in the Manhattan area: white, no school age children.

- The following sociodemographic factor(s) are associated with more agreement that there are sufficient activities *for children* in the Manhattan area: older age, Manhattan resident, no school age children, homeowner.

- The following sociodemographic factor(s) are associated with more agreement that there is sufficient *news coverage* in the Manhattan area: non-working.

- The following sociodemographic factor(s) are associated with more agreement that there is sufficient *involvement of the general public in decision-making* in the Manhattan area: white.

- The following sociodemographic factor(s) are associated with more agreement that there are sufficient entertainment/leisure activities in the Manhattan area: no school age children.

- The following sociodemographic factor(s) are associated with more agreement that there is sufficient *arts and culture* in the Manhattan area: lower income, volunteer in community organizations, married, non-working, renter.

- The following sociodemographic factor(s) are associated with more agreement that there are sufficient recreational facilities for children in the Manhattan area: higher level of education.

- The following sociodemographic factor(s) are associated with more agreement that there is sufficient *preservation of the historic significance* of Manhattan area: older age.

- The following sociodemographic factor(s) are associated with more agreement that there is sufficient *political leadership* in the Manhattan area: lower level of income.

- The following sociodemographic factor(s) are associated with more agreement that there is sufficient *public parking* in the Manhattan

area: longer length of residence, higher income level, non-working, homeowner.

- With respect to transportation, a slight majority (56%) is either very satisfied or somewhat satisfied with air transportation service, and about 34% are either very satisfied or somewhat satisfied with public transportation.

  - The following sociodemographic factors are associated with greater satisfaction in *air transportation service*: non community volunteer, no school age children, lower age, shorter length of residence, lower household income, lower level of education.

  - The following sociodemographic factors are associated with greater satisfaction in *public transportation*: no school age children, renting, lower age, lower household income, lower level of education.

- A strong majority (79%) is very satisfied or somewhat satisfied with daycare services in the Manhattan area, but those who have no school age children are more satisfied.

- Fifty-eight percent of respondents feel the cost of living in the Manhattan area is too high, while 41% feel it is about right. The following factors are associated with an opinion that the cost of living is too high: school age children, homeowner, older age, longer length of residence, and lower education level.

- Half of all respondents feel the Manhattan area as a place to live has improved over the past two years, and another 45% feel it has stayed the same. Only 5% believe it has become worse as place to live. The following sociodemographic factors are associated with a more positive rating change in the area as a place to live: homeowner, older age, longer length of residence, higher household income.

- Slightly over half (52%) of all respondents are very satisfied with the Manhattan area as a place to live, and another 43% are somewhat satisfied. The following sociodemographic factors are associated with a more positive rating of the area as a place to live: non-working, homeowner, older age, longer length of residence, higher household income.

- A strong majority (79%) are very satisfied or somewhat satisfied with the general effectiveness of the USD 383 schools.

- With respect to rating the "learning environment" of various levels of the education system in the Manhattan area, 48% rate higher education as

excellent, and 33% rated USD 383 elementary schools as excellent. Close behind are vo-tech schools with 30% rating them as excellent. About 27% rated USD 383 preschools as excellent, and about 21% rate USD 383 middle and high schools as excellent.

- The following sociodemographic factors tend to result in a more positive rating of the learning environment of *USD 383 preschools*: non-Manhattan resident, older age, longer term resident.

- The following sociodemographic factors tend to result in a more positive rating of the learning environment of *USD 383 elementary schools*: non-Manhattan resident, higher household income.

- Non-Manhattan residents tend to have a more positive rating of the learning environment of *USD 383 middle and high schools.*

- The following sociodemographic factors tend to result in a more positive rating of the learning environment of Manhattan area *vocational-technical schools*: being a volunteer, being married, home-owning, being a longer term resident, and having a higher income.

- Those who are older tend to have a more positive rating of the learning environments.

- With respect to rating the "facilities" (school buildings, yard, equipment, etc.,) of various levels of the education system in the Manhattan area, about 48% rated higher education as excellent, followed by about 33% who rate the USD 383 elementary schools as excellent. Close behind are vo-tech schools with 30% rating them as excellent? About 27% rate USD 383 preschools as excellent and, lastly, about 21% rate USD 383 middle and high schools as excellent.

    - The higher the income, the more positive the rating of *USD 383 preschools*.

    - Those who own, those who are older, those who are longer term residents, and those with higher incomes have a more positive rating of *USD 383 elementary school* facilities.

    - Manhattan city residents and longer term residents tend to have a more positive rating of USD 383 *middle and high schools* facilities than non-Manhattan (in Riley County) residents.

    - Those who volunteer in the community, those who own homes, those who are older, and those who are longer term residents have

more positive ratings of the facilities of Manhattan area *vocational-technical schools*.

- Those who own, those who are married, and those who are older tend to have much positive ratings of the *higher education* facilities in the Manhattan area.

- In terms of source of information about USD 383 schools, the single largest percentage (48%) gets its information about USD 383 schools from the newspaper. Nearly equal percentages (about 21 to 22%) receive information from radio, TV, and/or the school newspaper.

- In terms of spending local tax dollars, creating local jobs is the most important spending priority among those offered to respondents, as 87% express willingness to fund this initiative with local tax monies. The next three top "vote getters" are essentially equal in terms of combined percentages responding "very willing" and "somewhat willing": roads (81%), long term economic development strategy (80%), and public transportation (78%).

  - The following sociodemographic factor(s) are associated with more willingness to fund *roads* with local tax dollars: being single, renting.

  - The following sociodemographic factor(s) are associated with more willingness to fund *air service* with local tax dollars: shorter length of residence.

  - The following sociodemographic factor(s) are associated with more willingness to fund *public transportation* with local tax dollars: single, lower household income.

  - The following sociodemographic factor(s) are associated with more willingness to fund *commercial growth* with local tax dollars: renter, younger age, longer length of residence.

  - The following sociodemographic factor(s) are associated with more willingness to fund *industrial growth* with local tax dollars: younger age.

  - The following sociodemographic factor(s) are associated with more willingness to fund *the planning of residential growth* with local tax dollars: no school age children, younger age, shorter length of residence.

- The following sociodemographic factor(s) are associated with more willingness to fund *development of attractions for tourism* with local tax dollars: renter, younger age.

- The following sociodemographic factor(s) are associated with more willingness to fund *helping businesses* with local tax dollars: renter, younger age.

- The following sociodemographic factor(s) are associated with more willingness to fund *creating local jobs* with local tax dollars: working, younger age, shorter length of residence, lower level of education.

- The following sociodemographic factor(s) are associated with more willingness to fund *creating a long term economic development strategy* with local tax dollars: working, renter, non-white, younger age, shorter length of residence.

Methods

Between November 10 and December 3, 2003 the Docking Institute of Public Affairs through its University Center for Survey Research conducted a telephone survey of randomly selected adults in Riley County. Interviews were completed with 650 of 944 households contacted, resulting in a cooperation rate of 69%. This sample size of 650 offers a margin of error of +/-3.8% at a 95% confidence level (that is, in 95 of 100 samples of the same size results would vary only +/- 3.8% from those reported here), assuming no response bias.

The Docking Institute and the Manhattan Area Chamber of Commerce agreed on the survey items used. It was the responsibility of the Docking Institute to help ensure technically correct and unbiased items were used. The Chamber had final approval of all survey items. Appendix 2 contains the questionnaire.

General Community Climate

Respondents were asked to rate a number of community climate characteristics of Manhattan with the following question, "The first set of questions deals with the City of Manhattan only. Using a scale of excellent, good, fair, or poor, how would you rate the following aspects of Manhattan?" Figures 1 and 2 show results across the array of items included in this series (Q1 series). Results are ordered from the highest combined percentage responding "excellent" and "good" to the lowest combined percentage offering these two ratings.

The top four highest ratings are very similar in magnitude of the percentage giving the item at least a rating of "good": These include: beauty of community (90%), as a place to raise a family (89%), safety from crime (87%), and outdoor facilities and recreation areas (85%). It is also interesting to note that with the exception of the last two items listed in Figure 2 ("availability of good jobs" and "availability of reasonably priced housing"), the combined percentage of respondents rating the community climate indicator as "excellent" or "good" exceeds 50%.

Appendix 1 contains the summary information on distributions of sociodemographic characteristics of the entire sample. A number of sociodemographic characteristics could be related to ratings of community climate indicators included in Figures 1 and 2. Table 1 reports which of the sociodemographic characteristics of the sample share a statistically significant association with particular items in the series of indicators listed in Figures 1 and 2. In addition in Table 1 and all similar tables in this report, where a difference in response between socio-demographic type is at least 5%, that difference has been noted using **bold-type** font. A great deal of information is presented in Table 1, and therefore, Table 2 summarizes the results shown in Table 1 by simply listing sociodemographic characteristics that have a significant positive influence on the rating of the quality of community climate indicators.

Figure 1. Rating the Quality of Community Climate Characteristics

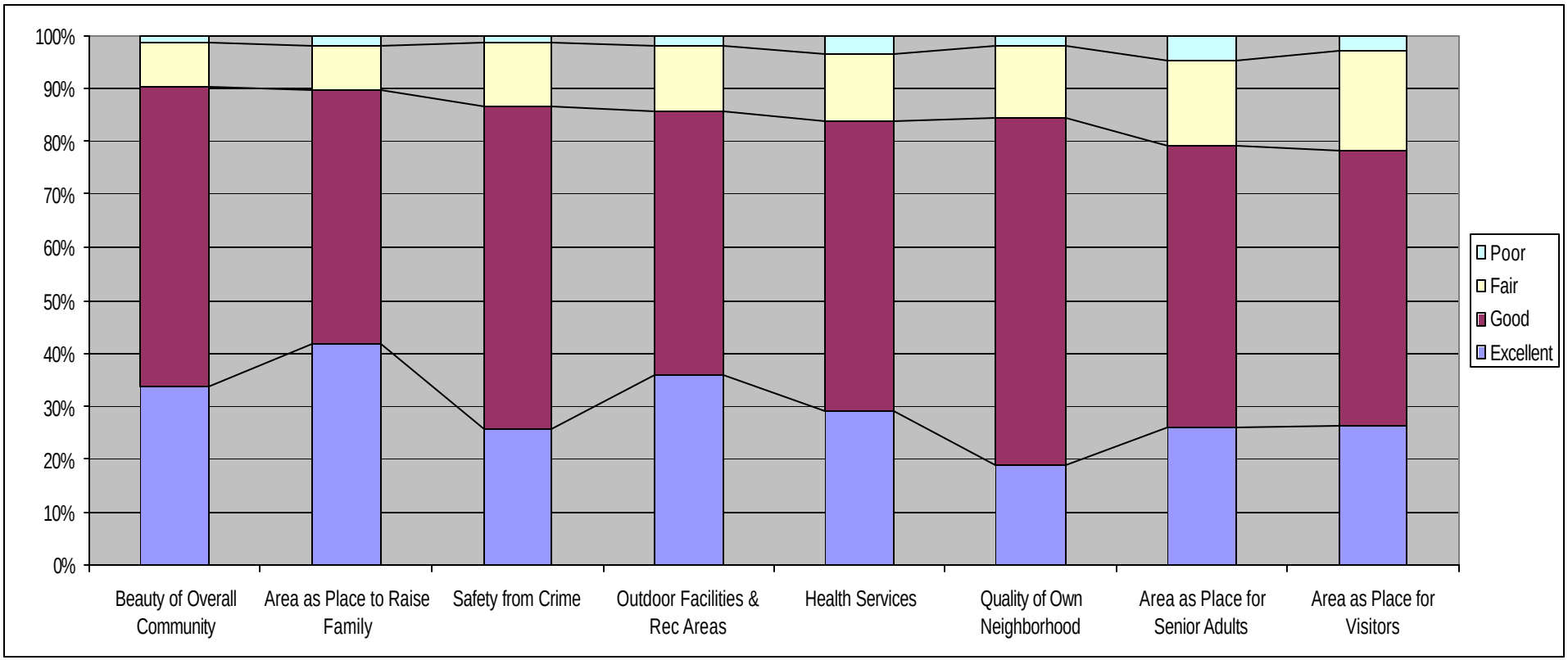


Figure 2. Rating the Quality of Community Climate Characteristics (continued)

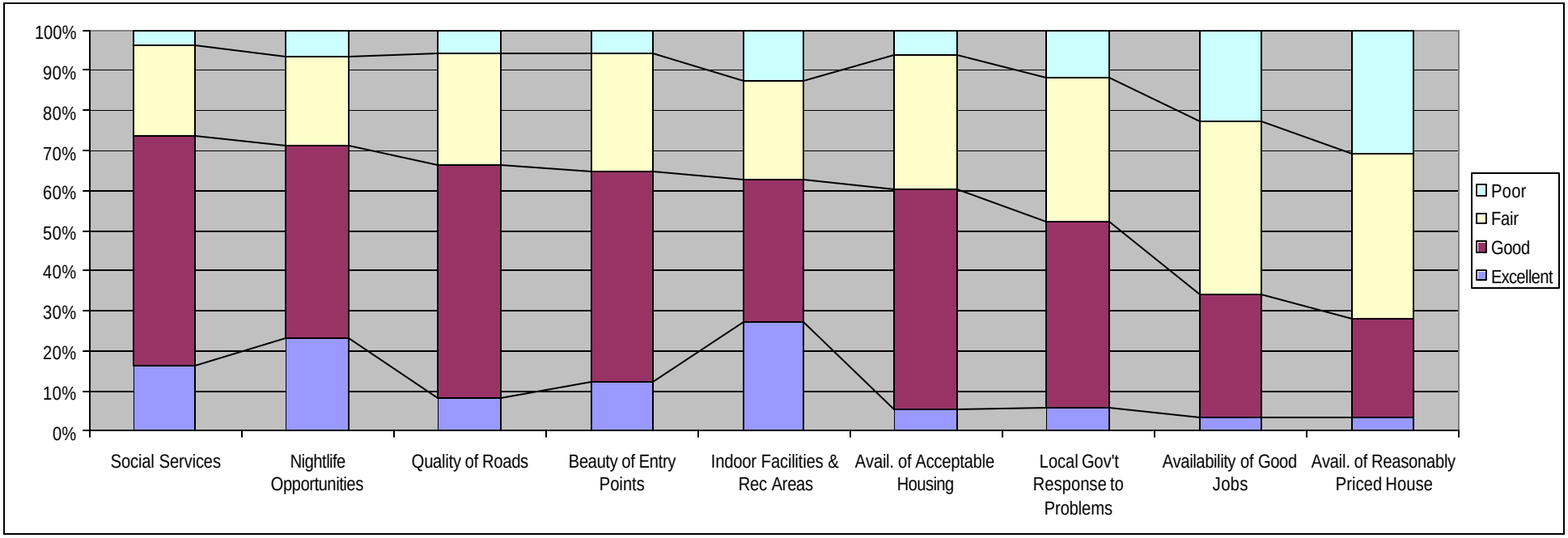


Table 1. Sociodemographics Sharing a Significant Association (P=.05) with Community Climate Quality Items*

Community Climate Item (see list below)		***Q1a***	***Q1b***	***Q1c***	***Q1d***	***Q1e***	***Q1f***	***Q1g***	***Q1h***	***Q1i***	***Q1j***	***Q1k***	***Q1l***	***Q1m***	***Q1n***	***Q1o***	***Q1p***	***Q1q***
Excellent %	Manhattan Resident	***28***			***38***					12			***31***	***18***				
	Non-Res.	***19***			***30***					13			***22***	***10***				
Good %	Manhattan Resident	60			49					***50***			***53***	57				
	Non-Res.	63			52					***59***			***60***	60				
Fair %	Manhattan Resident	***11***			***12***					***32***			13	22				
	Non-Res.	***17***			***16***					***21***			14	23				
Poor %	Manhattan Resident	2			2					6			3	***3***				
	Non-Res.	1			3					6			4	***8***				
Excellent %	Volunteer				***39***													
	Non				***32***													
Good %	Volunteer				48													
	Non				52													
Fair %	Volunteer				12													
	Non				14													
Poor %	Volunteer				2													
	Non				3													
Excellent %	White										19	***25***		17				
	Non-White										15	***15***		12				
Good %	White										***68***	***50***		***59***				
	Non-White										***49***	***30***		***42***				
Fair %	White										***12***	***21***		***21***				
	Non-White										***30***	***33***		***37***				
Poor %	White										***2***	***5***		***3***				
	Non-White										***6***	***22***		***10***				

Community Climate Item (see list below)		***Q1a***	***Q1b***	***Q1c***	***Q1d***	***Q1e***	***Q1f***	***Q1g***	***Q1h***	***Q1i***	***Q1j***	***Q1k***	***Q1l***	***Q1m***	***Q1n***	***Q1o***	***Q1p***	***Q1q***
Excellent %	Married	10		***23***		3			***37***		20		***33***			***46***	***29***	
	Single	7		***35***		4			***29***		18		***24***			***37***	***21***	
Good %	Married	***63***		36		***34***			56		***70***		53			48	***56***	
	Single	***52***		34		***26***			57		***61***		58			48	***50***	
Fair %	Married	***24***		***29***		44			7		***11***		11			6	***12***	
	Single	***34***		***18***		41			10		***17***		14			12	***22***	
Poor %	Married	4		13		***19***			0		1		3			1	3	
	Single	8		13		***28***			3		4		4			3	7	
Excellent %	Working			26								***22***	***27***		5			
	Non-Work			30								***29***	***35***		9			
Good %	Working			***32***								47	58		46			
	Non-Work			***44***								52	52		48			
Fair %	Working			***29***								23	13		14			
	Non-Work			***14***								18	11		8			
Poor %	Working			13								***8***	4		***14***			
	Non-Work			12								***1***	1		***8***			
Excellent %	School Age Child			***18***		3	2					***17***			5			
	No			***31***		4	4					***26***			6			
Good %	School Age Child			***31***		***39***	***20***					48			***40***			
	No			***37***		***28***	***27***					48			***49***			
Fair %	School Age Child			***33***		39	44					***28***			***41***			
	No			***21***		44	40					***19***			***34***			
Poor %	School Age Child			***18***		20	***35***					7			15			
	No			***10***		24	***29***					6			11			

Community Climate Item (see list below)		***Q1a***	***Q1b***	***Q1c***	***Q1d***	***Q1e***	***Q1f***	***Q1g***	***Q1h***	***Q1i***	***Q1j***	***Q1k***	***Q1l***	***Q1m***	***Q1n***	***Q1o***	***Q1p***	***Q1q***
Excellent %	Own	***11***		***24***	***38***	4			***37***		***21***		***33***			***47***	***31***	
	Rent	***5***		***34***	***31***	3			***27***		***16***		***23***			***33***	***17***	
Good %	Own	***61***		37	51	***35***			56		***69***		54			47	53	
	Rent	***52***		32	49	***25***			59		***61***		57			50	54	
Fair %	Own	***25***		26	***9***	42			7		***10***		11			***6***	***12***	
	Rent	***33***		23	***18***	43			11		***20***		15			***13***	***22***	
Poor %	Own	***3***		13	2	***20***			1		1		2			1	4	
	Rent	***10***		12	2	***28***			3		3		5			4	7	

For each of the below sociodemographic items measured on a continuous scale, Spearman's rho bivariate correlations were used to assess the item's relationship to the community climate items.

A "+" means that the greater the sociodemographic characteristic (e.g. the older the age), the more likely to respond positively on the rating scale.
A "**—** " means that the greater the sociodemographic characteristic, the more likely to respond negatively on the rating scale

Community Climate Item (see list below)	***Q1a***	***Q1b***	***Q1c***	***Q1d***	***Q1e***	***Q1f***	***Q1g***	***Q1h***	***Q1i***	***Q1j***	***Q1k***	***Q1l***	***Q1m***	***Q1n***	***Q1o***	***Q1p***	***Q1q***
Age		**+**				**—**		**+**			**—**	**—**			**+**	**+**	**+**
Length of Residence		**+**	**—**	**+**		**—**		**+**			**—**	**—**			**+**	**+**	**+**
Household Income	**+**	**+**	**—**		**+**		**+**	**+**		**+**		**+**			**+**	**+**	
Level of Education	**+**	**+**			**+**										**+**		

***** For all associations not involving continuous variables (upper part of table), percentage response distribution by sociodemographic is shown. Those differences in percentage by sociodemographic type that are at least 5%, are highlighted with **bold-type** font for ease of locating the substantive difference by sociodemographic type.

Questionnaire items and identifiers; identifiers correspond to the columns headings in Table 1.

Q1a. Safety from Crime
Q1b. Quality of Roads
Q1c. Indoor Facilities & Recreation Areas
Q1d. Outdoor Facilities & Recreation Areas
Q1e. Availability of Good Jobs
Q1f. Availability of Reasonably Priced Housing
Q1g. Availability of Acceptable Housing
Q1h. Beauty of Overall Community

Q1i. Beauty of Entry Points
Q1j. Quality of Own Neighborhood
Q1k. Nightlife Opportunities
Q1l. Health Services
Q1m. Social Services
Q1n. Local Government Response to Problems
Q1o. As a Place to Raise Family
Q1p. As a Place for Senior Adults
Q1q. As a Place for Visitors

Table 2. Sociodemographic Factors Having a Positive Influence on the Rating of Community Climate Quality Items

	Factors associated with a More Positive Rating on the scale of "Excellent, Good, Fair, Poor"*
Q1a. Safety from Crime	Manhattan resident Married Homeowner Higher income Higher level of education
Q1b. Quality of Roads	Older age Longer length of residence Higher income Higher level of education
Q1c. Indoor Facilities & Recreation Areas	Single Non-working No school age children Renter Shorter length of residence Lower income
Q1d. Outdoor Facilities and & Recreation Areas	Manhattan resident Volunteer in community organizations Homeowner Longer length of residence
Q1e. Availability of Good Jobs	Married Have School age children Homeowner Higher income Higher level of education
Q1f. Availability of Reasonably Priced Housing	No school age children Younger age Shorter length of residence
Q1g. Availability of Acceptable Housing	Higher income
Q1h. Beauty of Overall Community	Married Homeowner Older age Longer length of residence Higher income
Q1i. Beauty of Entry Points	Non Manhattan resident (in Riley County)
Q1j. Quality of Own Neighborhood	White (versus non-White racial group) Married Higher Income
Q1k. Nightlife Opportunities	White Non-working No school age children Younger age Shorter length of residence
Q1l. Health Services	Manhattan resident Married Non-working Homeowner Younger age

	Shorter length of residence Higher income
Q1m. Social Services	Manhattan resident White (versus non-White racial group)
Q1n. Local Government Response to Problems	Non-working No school age children
Q1o. As a Place to Raise a Family	Married Homeowner Older age Longer length of residence Higher income Higher level of education
Q1p. As a Place for Senior Adults	Married Homeowner Older age Longer length of residence Higher income
Q1q. As a Place for Visitors	Older age Longer Length of residence

* Based on statistically significant associations observed in simple, crosstabular and bivariate correlational analyses; see Table 1.

Those who indicated living within the Manhattan city limits were asked three follow-up questions to further assess quality of the community climate in Manhattan. The first of these three items asked respondents to rate how safe they feel in their own neighborhood on a scale of 0 (meaning "not at all safe") to 10 (meaning "extremely safe"). Figure 3 shows that respondents tend to feel quite safe in their neighborhood, with about 85% of respondents rating their feeling of safety as a "7" on the 0 to 10 scale. The single largest percentage (27%) rated their feeling of safety as an "8", followed by the percentage rating it a "9" (24%) and the percentage rating it a "10: extremely safe" (20%).

Figure 3. Feelings of Safety in Neighborhood (Manhattan Residents Only)

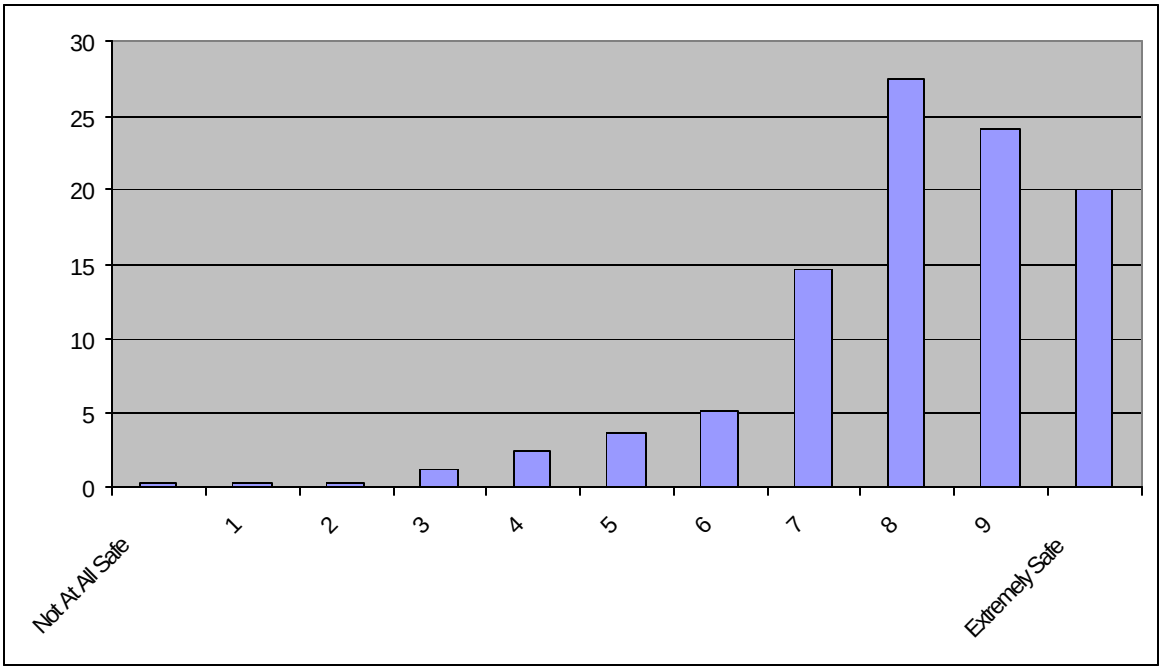


Table 3. shows the sociodemographic factors that share a statistically significant association with feelings of safety. The following factors contribute to stronger feelings that one's neighborhood is safe: married, homeowner, older age, longer length of residence, higher income, and higher level of education.

Table 3. Sociodemographic Factors Having a Positive Influence on Feelings of Safety in One's Neighborhood

Factors associated with a stronger feeling that the neighborhood is safe.*
Married
Homeowner
Older age
Longer length of residence
Higher income
Higher level of education

* Based on statistically significant (P=.05) associations observed in simple, crosstabular and bivariate correlational analyses (not shown).

The second follow-up item administered to Manhattan residents only asked the respondent to assess the quality of the streets in his/her neighborhood using the scale "excellent, good, fair, [or] poor." Figure 4 illustrates that fully one-fourth of respondents rate their neighborhood streets as "excellent." The single largest percentage (45%) rates their streets as "good."

Figure 4. Quality of Streets in Neighborhood (Manhattan Residents Only)

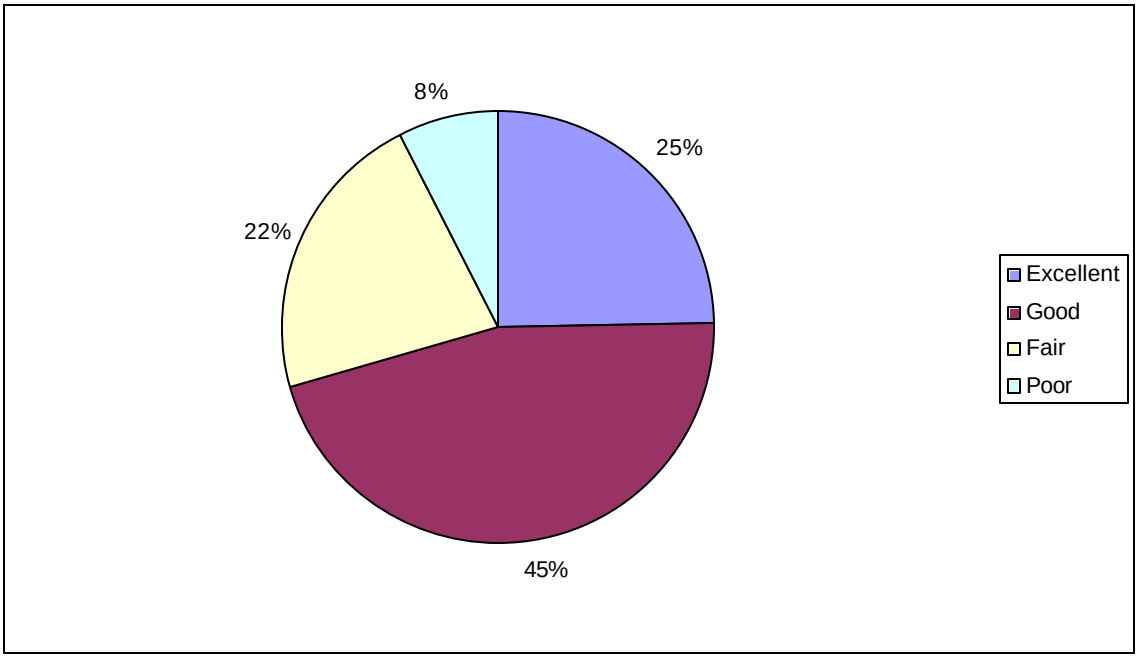


Table 4 shows that certain sociodemographic characteristics are associated with more positive ratings of street quality. The factors include: married, having school age children, home-owning, older age, longer length of residence, and higher household income.

Table 4. Sociodemographics Sharing a Significant Association (P=.05) with Rating of Neighborhood Street Quality*

	Excellent %	Good %	Fair %	Poor %
Married	26	***50***	***19***	***5***
Single	23	***41***	***25***	***11***
School Age Child	***29***	48	20	***3***
No	***23***	45	22	***9***
Own	***28***	***51***	***16***	***4***
Rent	***20***	***39***	***29***	***12***

For each of the below sociodemographic items measured on a continuous scale, Spearman's rho bivariate correlations were used to assess the item's relationship to the community climate item.

A "+" means that the greater the sociodemographic characteristic (e.g. the older the age), the more likely to respond positively on the rating scale.
A "— " means that the greater the sociodemographic characteristic, the more likely to respond negatively on the rating scale

Age	**+**
Length of Residence	**+**
Household Income	**+**

***** For all associations not involving continuous variables (upper part of table), percentage response distribution by sociodemographic is shown. Those differences in percentage by sociodemographic type that are at least 5%, are highlighted with **bold-type** font for ease of locating the substantive difference by sociodemographic type.

Finally, a third follow-up item asked of Manhattan residents only measured their perception of the quality of their neighborhood. Figure 5 shows that about one-third (34%) of respondents rate the quality of their neighborhood as "excellent." Almost half (48%) rate their neighborhood as "good." In addition, Table 4 shows that the following factors are associated with a more positive rating of the quality of one's neighborhood: being a community volunteer, married, having school age children, home-owning, older age, longer length of residence, higher household income, and higher educational level.

Figure 5. Quality of Neighborhood (Manhattan Residents Only)

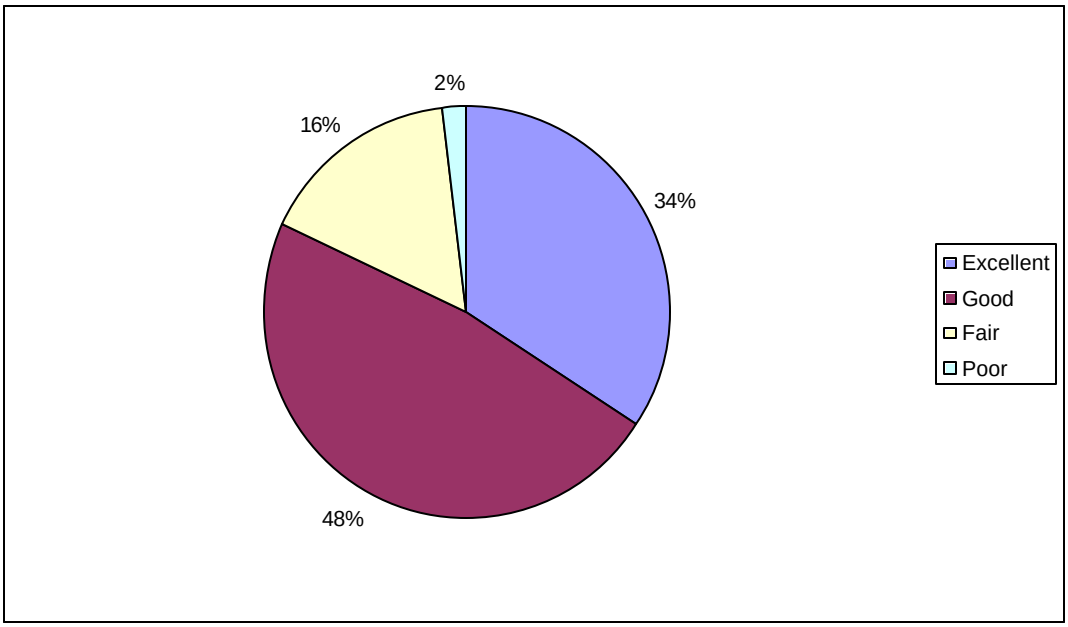


Table 5. Sociodemographics Sharing a Significant Association (P=.05) with Rating of Neighborhood Quality*

	Excellent %	Good %	Fair %	Poor %
Volunteer	***43***	***39***	***17***	2
Non	***25***	***58***	***14***	3
Married	***42***	46	***11***	1
Single	***26***	49	***22***	3
School Age Child	***45***	46	***8***	2
No	***31***	49	***19***	2
Own	***44***	46	***9***	1
Rent	***23***	49	***25***	3

For each of the below sociodemographic items measured on a continuous scale, Spearman's rho bivariate correlations were used to assess the item's relationship to the community climate item.

A "+" means that the greater the sociodemographic characteristic (e.g. the older the age), the more likely to respond positively on the rating scale.
A "— " means that the greater the sociodemographic characteristic, the more likely to respond negatively on the rating scale

Age	**+**
Length of Residence	**+**
Household Income	**+**
Level of Education	**+**

***** For all associations not involving continuous variables (upper part of table), percentage response distribution by sociodemographic is shown. Those differences in percentage by sociodemographic type that are at least 5%, are highlighted with **bold-type** font for ease of locating the substantive difference by sociodemographic type.

A second series of items (Q2a through Q2q) assesses satisfaction with the ***quantity*** of ***Manhattan area*** community climate characteristics. Respondents were asked about the extent to which they agree that there is "enough" of certain community attributes in the Manhattan area. Respondents had the option of choosing "strongly agree, agree, disagree, [or] strongly disagree," as an answer. Figures 6 and 7 illustrate the extent to which respondents feel there is sufficient quantity of certain community climate attributes in the Manhattan area.

On four of the items, 80% or more of the survey respondents indicated that they "agree" or "strongly agree" that there is a sufficient amount of: residential growth, preservation of historical sites, arts and culture available, and community leadership. On six of the items, 70% to 79% of the survey respondents indicated that they "agree" or "strongly agree" that there is a sufficient amount of: entertainment or leisure activities, recreation facilities for adults, shopping opportunities, commercial growth, activities for children, and political leadership.

As with the issues presented for the Q1 Series, there are a number of sociodemographic characteristics that are related to the ratings of community climate indicators included in Figures 6 and 7. Table 6 reports which of the sociodemographic characteristics of the sample share a statistically significant association with particular items in the Q2 Series indicators listed in Figures 6 and 7. Table 7 summarizes the results shown in Table 6 by simply listing sociodemographic characteristics that have a significant positive influence on extent of agreement that there is enough of the community attribute in the area.

Figure 6. Rating the Quantity of Manhattan Area Community Climate Characteristics

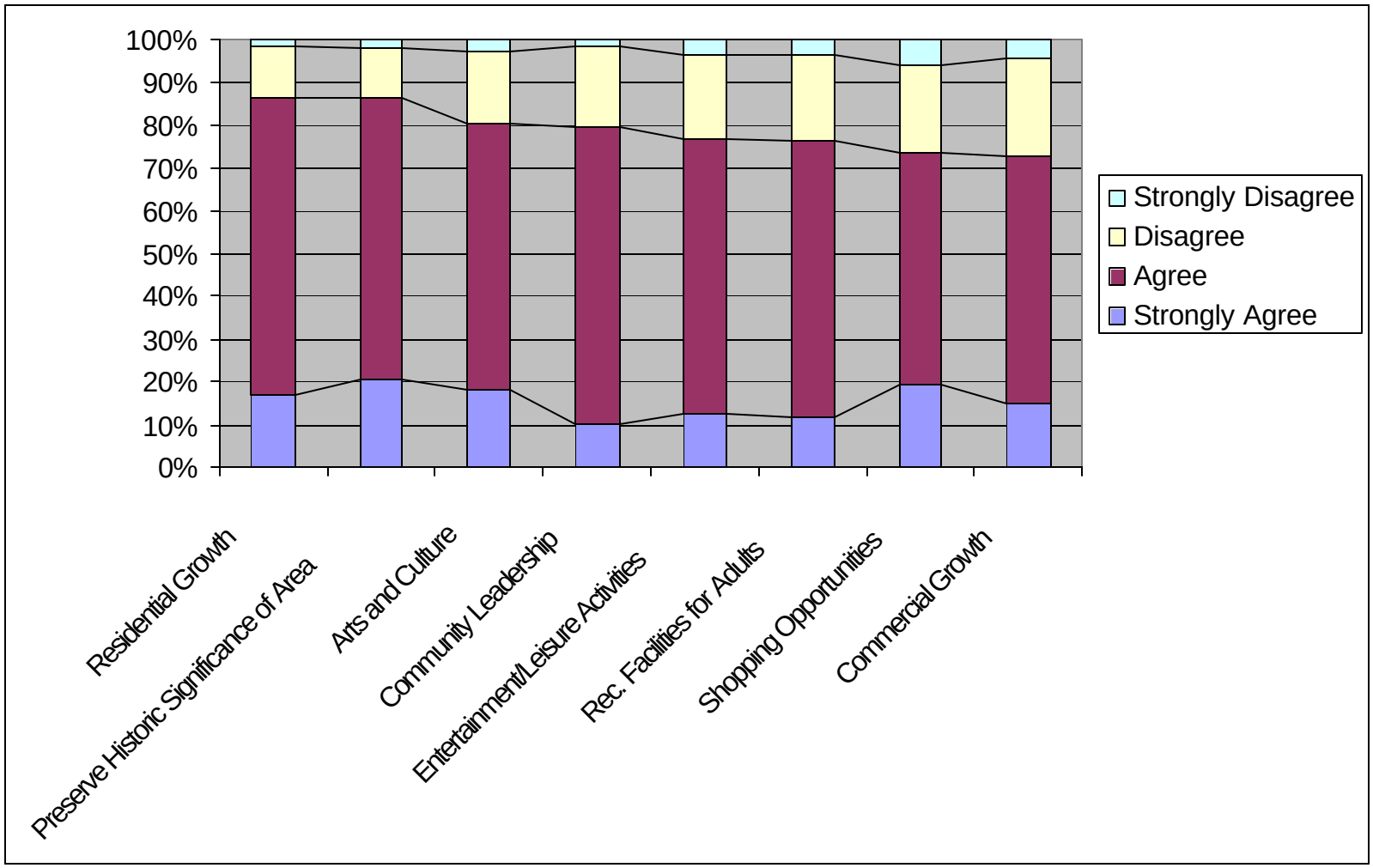


Figure 7. Rating the Quantity of Manhattan Area Community Climate Characteristics

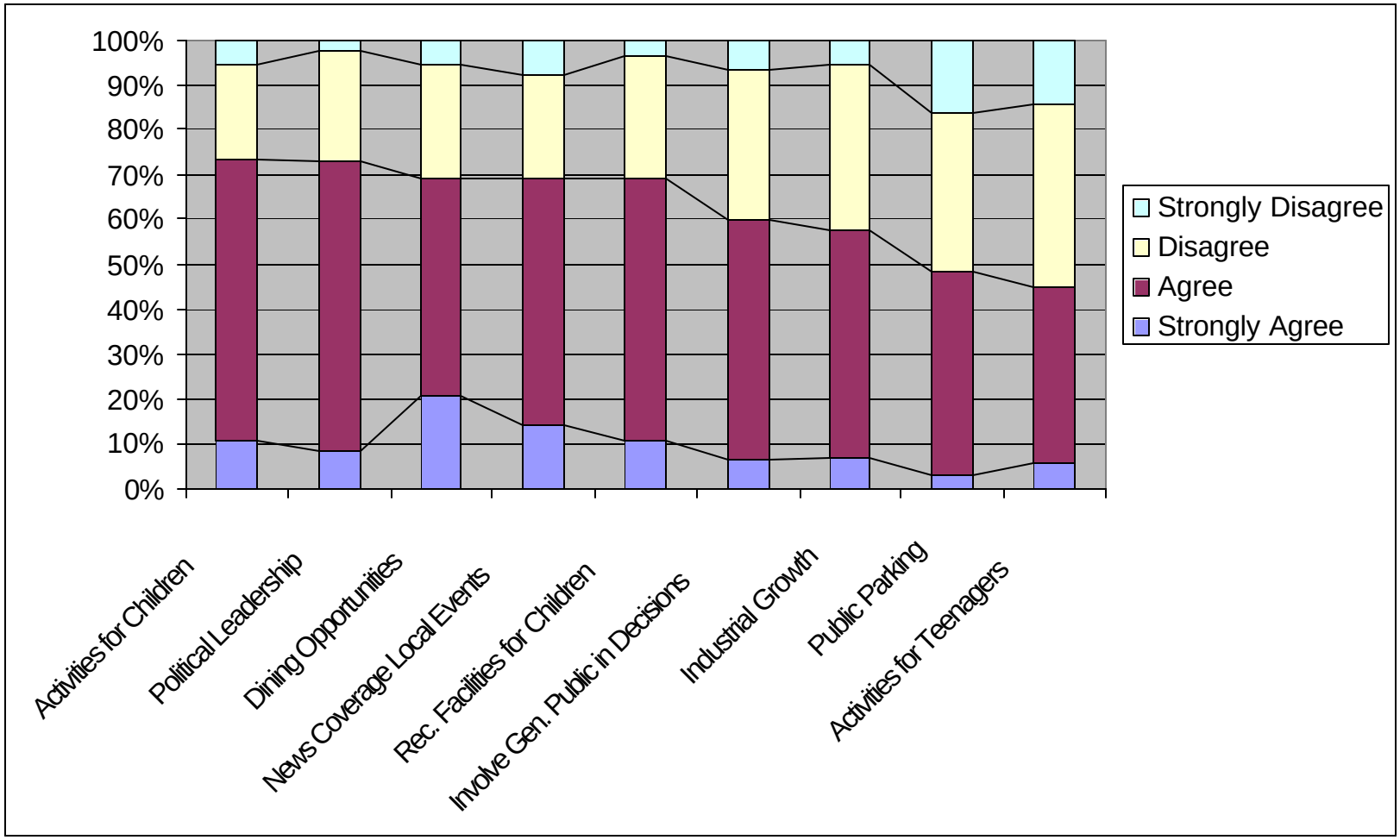


Table 6. Sociodemographics Sharing a Significant Association (P=.05) with Community Climate Quantity Items*

Community Climate Item (See list below)		***Q2a***	***Q2b***	***Q2c***	***Q2d***	***Q2e***	***Q2f***	***Q2g***	***Q2h***	***Q2i***	***Q2j***	***Q2k***	***Q2l***	***Q2m***	***Q2n***	***Q2o***	***Q2p***	***Q2q***
Strongly Agree %	Manhattan Resident				***18***			11										
	Non-Res.				***25***			10										
Agree %	Manhattan Resident				54			***65***										
	Non-Res.				53			***54***										
Disagree %	Manhattan Resident				21			***18***										
	Non-Res.				19			***31***										
Strongly Disagree %	Manhattan Resident				7			6										
	Non-Res.				4			5										
Strongly Agree %	Volunteer											***22***						
	Non											***14***						
Agree %	Volunteer											62						
	Non											62						
Disagree %	Volunteer											***14***						
	Non											***21***						
Strongly Disagree %	Volunteer											3						
	Non											2						
Strongly Agree %	White						6			7								
	Non-White						6			4								
Agree %	White						***41***			***54***								
	Non-White						***23***			***40***								
Disagree %	White						40			33								
	Non-White						44			38								
Strongly Disagree %	White						***13***			***6***								
	Non-White						***27***			***17***								

Community Climate Item (see list below)		***Q2a***	***Q2b***	***Q2c***	***Q2d***	***Q2e***	***Q2f***	***Q2g***	***Q2h***	***Q2i***	***Q2j***	***Q2k***	***Q2l***	***Q2m***	***Q2n***	***Q2o***	***Q2p***	***Q2q***
Strongly Agree %	Married					19						21						
	Single					23						15						
Agree %	Married					46						63						
	Single					52						59						
Disagree %	Married					***29***						***14***						
	Single					***20***						***22***						
Strongly Disagree %	Married					6						2						
	Single					5						4						
Strongly Agree %	Working			7					15	5		***15***						3
	Non-Work			7					14	9		***26***						3
Agree %	Working			***47***					***51***	***51***		63						***42***
	Non-Work			***58***					***64***	***68***		58						***53***
Disagree %	Working			39					***27***	***36***		19						***38***
	Non-Work			33					***15***	***29***		14						***29***
Strongly Disagree %	Working			6					8	7		3						18
	Non-Work			3					7	4		2						15
Strongly Agree %	School Age Child					18	3	10			9			8				
	No					22	7	11			14			13				
Agree %	School Age Child					***42***	***30***	***56***			***58***			61				
	No					***51***	***44***	***66***			***67***			67				
Disagree %	School Age Child					***32***	***45***	23			***27***			***28***				
	No					***23***	***38***	20			***17***			***17***				
Strongly Disagree %	School Age Child					8	***22***	***11***			7			4				
	No					4	***11***	***3***			3			3				

Community Climate Item (see list below)		***Q2a***	***Q2b***	***Q2c***	***Q2d***	***Q2e***	***Q2f***	***Q2g***	***Q2h***	***Q2i***	***Q2i***	***Q2k***	***Q2l***	***Q2m***	***Q2n***	***Q2o***	***Q2p***	***Q2q***
Strongly Agree %	Own	***21***			***22***			12				***21***						3
	Rent	***11***			***15***			9				***14***						3
Agree %	Own	***66***			56			65				***34***						***49***
	Rent	***75***			51			59				***58***						***38***
Disagree %	Own	12			***18***			***18***				***13***						34
	Rent	13			***25***			***26***				***24***						38
Strongly Disagree %	Own	1			4			5				2						***13***
	Rent	1			9			7				4						***22***

For each of the below sociodemographic items measured on a continuous scale, Spearman's rho bivariate correlations were used to assess the item's relationship to the community climate items.

A "+" means that the greater the sociodemographic characteristic (e.g. the older the age), the more likely to express agreement answer scale.
A "**—** " means that the greater the sociodemographic characteristic, the less likely to express agreement on the answer scale.

Community Climate Item (see list below)	***Q2a***	***Q2b***	***Q2c***	***Q2d***	***Q2e***	***Q2f***	***Q2g***	***Q2h***	***Q2i***	***Q2j***	***Q2k***	***Q2l***	***Q2m***	***Q2n***	***Q2o***	***Q2p***	***Q2q***
Age							**+**							**+**			
Length of Residence																	**+**
Household Income											**—**						**+**
Level of Education					**—**							**+**				**—**	

***** For all associations not involving continuous variables (upper part of table), percentage response distribution by sociodemographic is shown. Those differences in percentage by sociodemographic type that are at least 5%, are highlighted with **bold-type** font for ease of locating the substantive difference by sociodemographic type.

Questionnaire items and identifiers; identifiers correspond to the columns headings in Table 6.

Q2a. Residential growth in the Manhattan area
Q2b. How about commercial growth
Q2c. Industrial growth
Q2d. Shopping opportunities
Q2e. Dining opportunities
Q2f. Activities for teenagers
Q2g. Activities for children
Q2h. News coverage of local events

Q2i. Involvement of the general public in decision making
Q2j. Entertainment/leisure activities
Q2k. Arts and culture
Q2l. Recreational facilities for children
Q2m. Recreational facilities for adults
Q2n. Preservation of the historic significance of the area
Q2o. Community leadership
Q2p. Political leadership
Q2q. Public Parking

Table 7. Sociodemographic Factors Associated with Agreement that the Quantity of the Community Climate Attribute is Sufficient

	Factors associated with more agreement on the scale of "Strongly Agree, Agree, Disagree, Strongly Disagree"*
Q2a. Residential growth in the Manhattan area	Homeowner
Q2b. How about commercial growth	
Q2c. Industrial growth	Non-working
Q2d. Shopping opportunities	Non-resident Home-owner
Q2e. Dining opportunities	Lower level of education Single No school age children
Q2f. Activities for teenagers	White No school age children
Q2g. Activities for children	Older age Manhattan resident No school age children Homeowner
Q2h. News coverage of local events	Non-working
Q2i. Involvement of the general public in decision making	White
Q2j. Entertainment/leisure activities	No school age children
Q2k. Arts and culture	Lower income Volunteer in community organizations Married Non-working Renters
Q2l. Recreational facilities for children	Higher level of education
Q2m. Recreational facilities for adults	No school age children
Q2n. Preservation of the historic significance of the area	Older age
Q2o. Community leadership	
Q2p. Political leadership	Lower level of income
Q2q. Public Parking	Longer length of residence Higher household income Non-working Homeowners

* Based on statistically significant associations observed in simple, crosstabular and bivariate correlational analyses; see Table 6.

Six items assessed the community climate ***quality*** of the ***Manhattan area***. Two items pertain to transportation. Respondents were asked whether they are "very satisfied, somewhat satisfied, somewhat dissatisfied, [or] very dissatisfied" with public transportation in the area and with air service in the area. Figure 8 shows that respondents are more satisfied with air transportation service than with public transportation service. About 57% are either somewhat satisfied or very satisfied with air transportation service, while only 34% are somewhat or very satisfied with public transportation. Furthermore, about 34% of respondents indicate that they are very dissatisfied with public transportation in the area.

Figure 8. Satisfaction with Public Transportation and Air Service

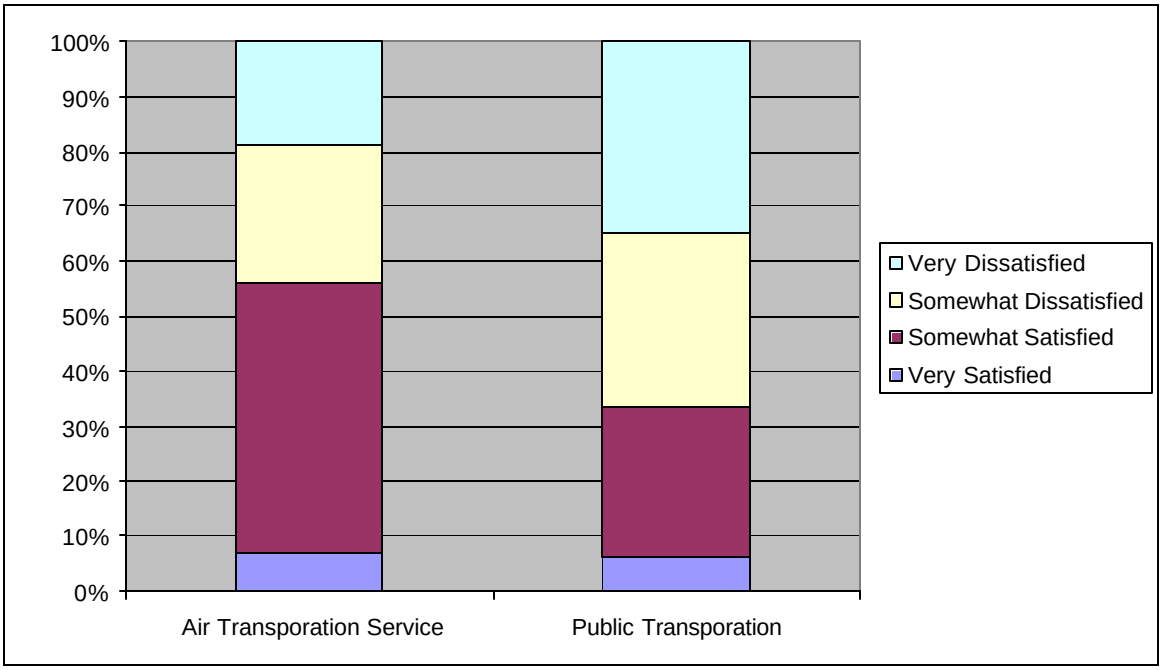


Table 8. reports those sociodemographic factors that are significantly associated with satisfaction in the air and public transportation service available in the Manhattan area. The factors associated with higher satisfaction are: being a non-volunteer in the community, having no school age children, renting, younger in age, shorter length of residence, lower household income, and lower education level.

Table 8. Sociodemographics Sharing a Significant Association (P=.05) with Satisfaction in Air Service and Public Transportation of the Area*

	Air Service				Public Transportation			
	Very Satisfied %	Some-what Satisfied %	Some-what Dissatisfied %	Very Dis-satisfied %	Very Satisfied %	Some-what Satisfied %	Some-what Dissatisfied %	Very Dis-satisfied %
Volunteer					5	***23***	35	38
Non					8	***33***	28	
School Age Child					7	***21***	33	40
No					6	***30***	31	33
Own	6	***45***	***28***	***21***	6	***22***	***35***	37
Rent	8	***56***	***21***	***15***	6	***35***	***27***	32

For each of the below sociodemographic items measured on a continuous scale, Spearman's rho bivariate correlations were used to assess the item's relationship to the community climate items.

A "+" means that the greater the sociodemographic characteristic (e.g. the older the age), the more likely to express satisfaction on the answer scale.
A "— " means that the greater the sociodemographic characteristic, the less likely to express satisfaction on the answer scale.

Age	—	—
Length of Residence	—	
Household Income	—	—
Level of Education	—	—

***** For all associations not involving continuous variables (upper part of table), percentage response distribution by sociodemographic is shown. Those differences in percentage by sociodemographic type that are at least 5%, are highlighted with **bold-type** font for ease of locating the substantive difference by sociodemographic type.

Another item asked respondents to rate daycare facilities in the Manhattan area. Figure 9 shows that 19% of respondents are "very satisfied" with daycare services, and another 60% are somewhat satisfied. Table 9 reports that those having no school age children tend to be more satisfied with daycare services in the area. It is likely that those having school age children have had more recent experience, and thus, knowledge about the actually daycare services situation in the Manhattan area. Consequently, those having school age children are likely to hold a more accurate assessment of the daycare situation.

Figure 9. Satisfaction with Area Daycare Services

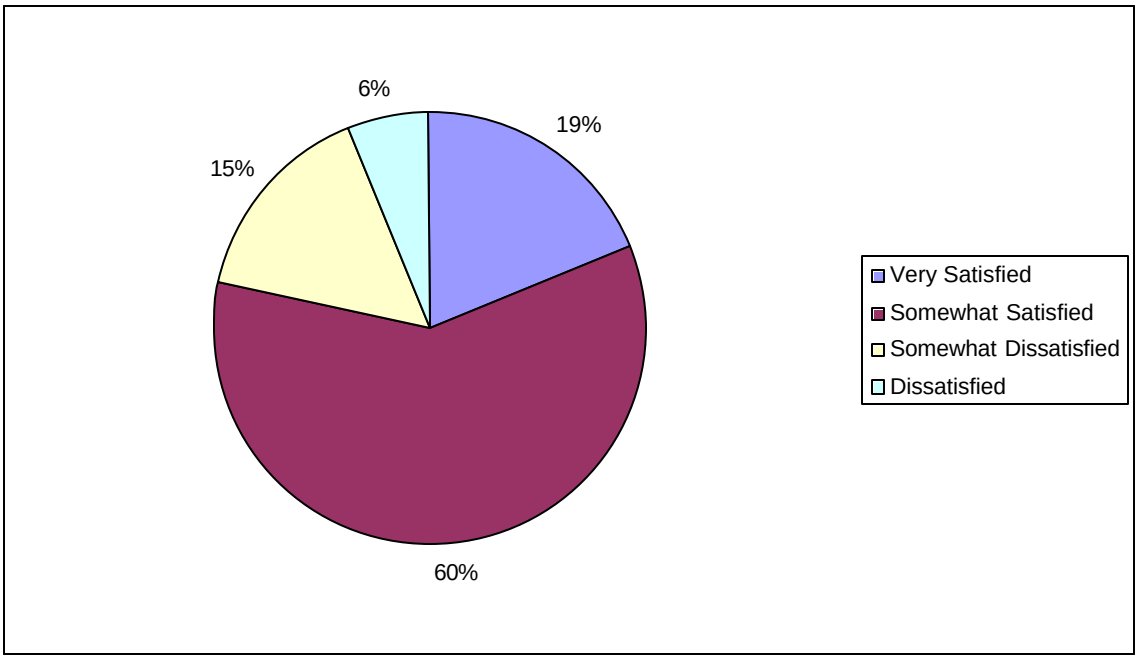


Table 9. Sociodemographics Sharing a Significant Association (P=.05) with Satisfaction in Manhattan Area Daycare Services*

	Very Satisfied %	Somewhat Satisfied %	Somewhat Dissatisfied %	Very Dissatisfied %
School Age Child	17	***51***	***25***	7
No	20	***64***	***10***	6

***** Those differences in percentage by sociodemographic type that are at least 5%, are highlighted with **bold-type** font for ease of locating the substantive difference by sociodemographic type.

In order to understand opinions regarding the affordability of living in the Manhattan area, respondents were asked, “Would you say that the cost of living in the Manhattan area is too high, about right, or too low?” Figure 10 shows that a majority (58%) feel the cost of living is too high. Nearly the remainder of respondents (41%) feel the cost of living is about right. Table 10 shows that the following factors are associated with an opinion that the cost of living is too high: having school age children, home-owning, older age, and longer length of residence. Table 10 also shows that the higher the formal educational level, the less likely to feel that the cost of living is too high.

Figure 10. Opinion About the Cost of Living in the Manhattan Area

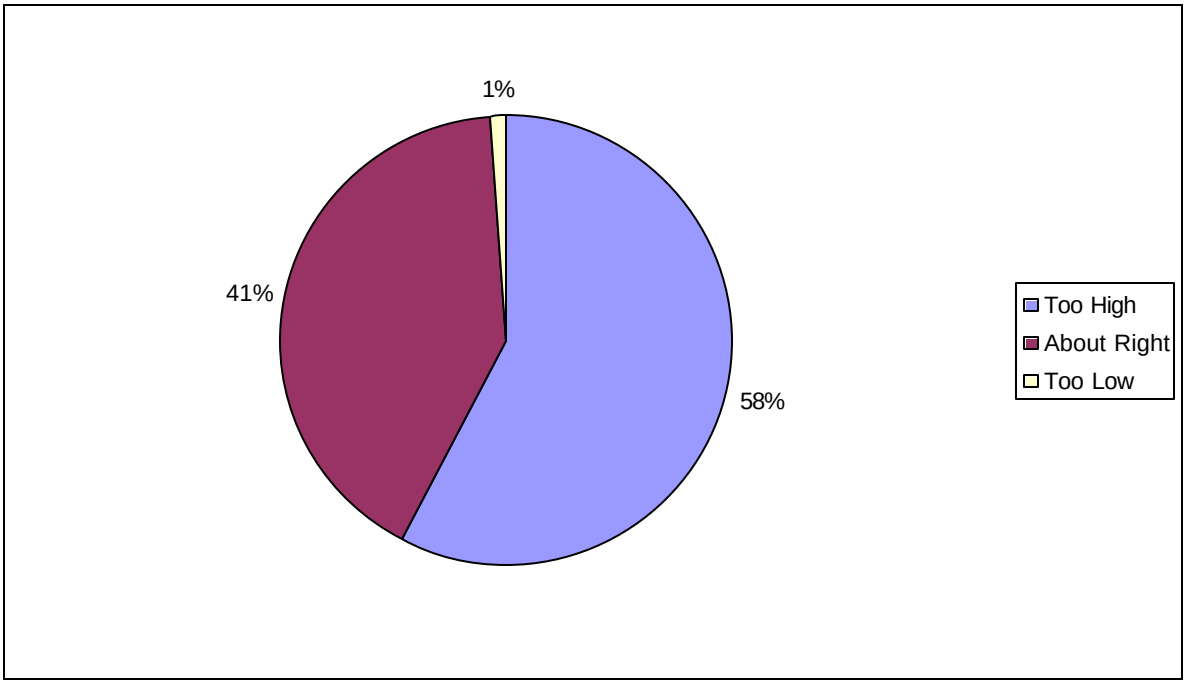


Table 10. Sociodemographics Sharing a Significant Association (P=.05) with Opinion About the Cost of Living in the Manhattan Area*

	Too High %	About Right %	Too Low %
School Age Children	***64***	***34***	2
No	***55***	***45***	1
Own	***61***	***38***	1
Rent	***52***	***47***	1

For each of the below sociodemographic items measured on a continuous scale, Spearman's rho bivariate correlations were used to assess the item's relationship to the community climate item.

A "**—**" means that the greater the sociodemographic characteristic (e.g. the older the age), the more likely to respond "too high".
A "+" means that the greater the sociodemographic characteristic, the more likely to respond "about right".

Age	**—**
Length of Residence	**—**
Level of Education	**+**

***** For all associations not involving continuous variables (upper part of table), percentage response distribution by sociodemographic is shown. Those differences in percentage by sociodemographic type that are at least 5%, are highlighted with **bold-type** font for ease of locating the substantive difference by sociodemographic type.

Two summary items are considered "global" indicators of quality of life in the Manhattan area. Respondents were asked, "In the past two years, has the Manhattan area improved as a place to live, become worse as a place to live, or stayed the same as a place to live?" Figure 11 finds that half of the respondents indicating that the area as improved as a place to live and another 45% indicating that the area has at least stayed the same in quality as a place to live. Table 11 shows that the following factors are tend to result the opinion that the area has improved as a place to live: home-owning, older age, longer length of residence, and higher income.

Figure 11. Change in Area Over the Past 2 Years as a Place to Live

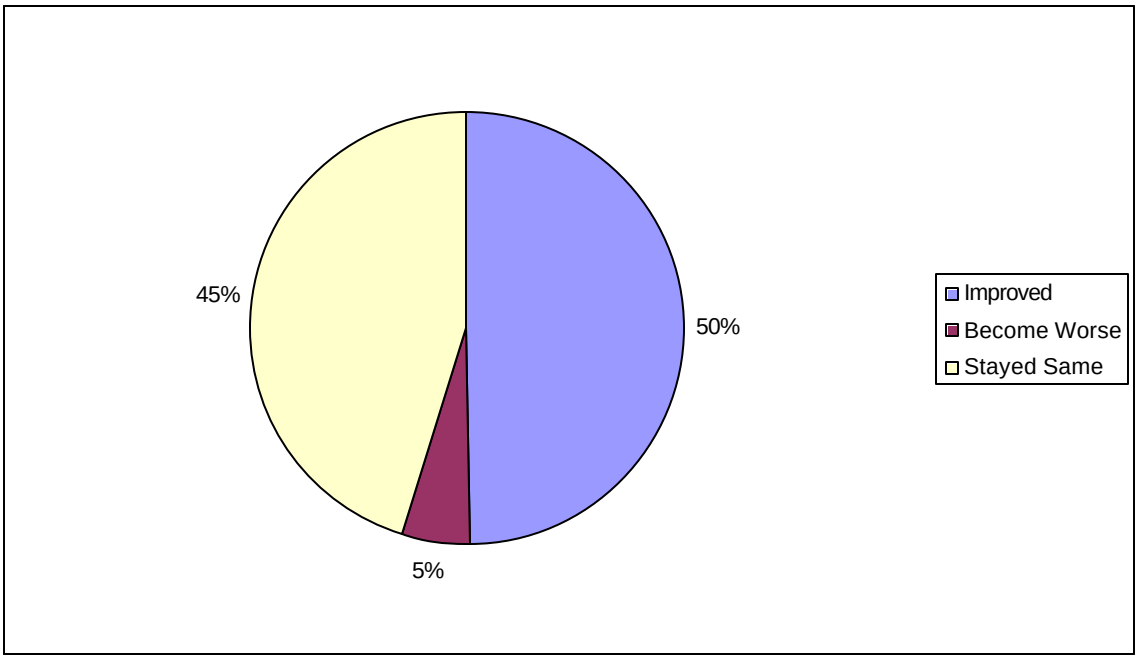


Table 11. Sociodemographics Sharing a Significant Association (P=.05) with Opinion About Change in the Past 2 Years in the Area as a Place to Live*

	Improved %	Become Worse %	Stayed Same %
Own	***54***	5	***41***
Rent	***43***	5	***52***

For each of the below sociodemographic items measured on a continuous scale, Spearman's rho bivariate correlations were used to assess the item's relationship to the community climate item.

A "**+**" means that the greater the sociodemographic characteristic (e.g. the older the age), the more likely to respond "improving".
A "+" means that the greater the sociodemographic characteristic, the more likely to respond "stayed same".

Age	**+**
Length of Residence	**+**
Household Income	**+**

***** For all associations not involving continuous variables (upper part of table), percentage response distribution by sociodemographic is shown. Those differences in percentage by sociodemographic type that are at least 5%, are highlighted with **bold-type** font for ease of locating the substantive difference by sociodemographic type.

A second and final global community climate question assessing the quality of life in the Manhattan area asked, “Overall, would you say you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied with the Manhattan area as a place to live?” Figure 12 clearly shows that slightly over half (52%) are “very satisfied,” and 43% are somewhat satisfied with the area as a place to live. Table 12 shows that the following factors tend to result in a rating of “very satisfied” rather than just “somewhat satisfied”: being a non-employed person, home-owning, older age, longer length of residence, and higher income.

Figure 12. Overall Satisfaction with the Manhattan Area as a Place to Live

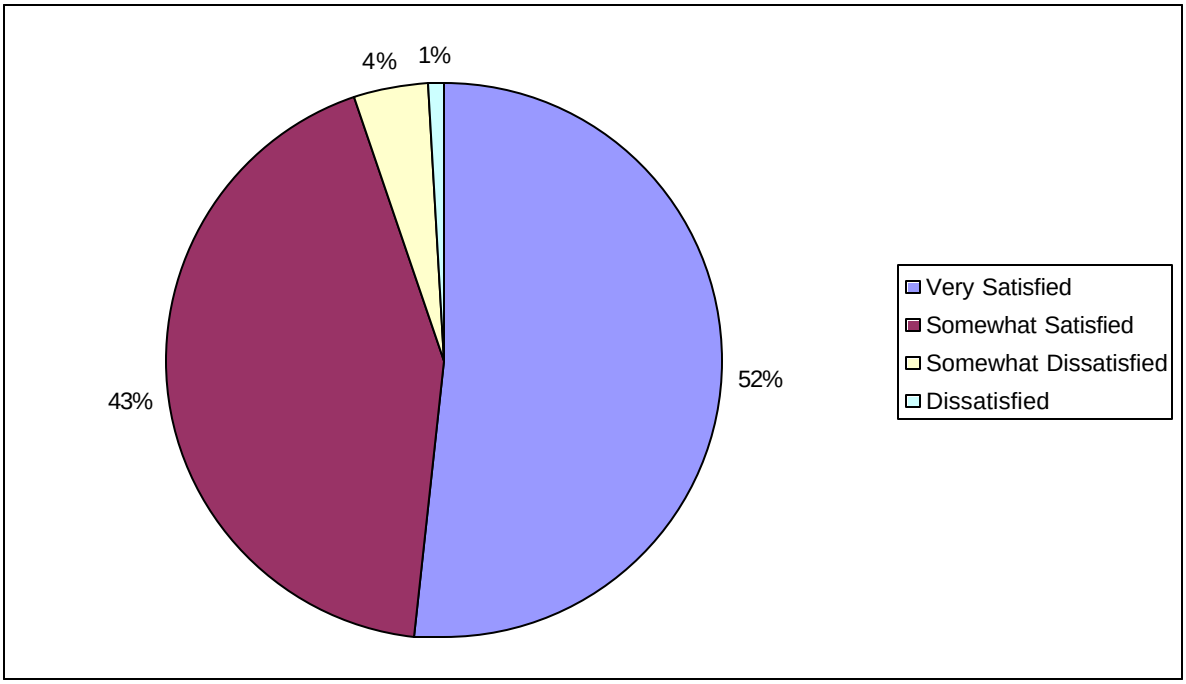


Table 12. Sociodemographics Sharing a Significant Association (P=.05) with Overall Satisfaction in the Manhattan Area as a Place to Live*

	Very Satisfied %	Somewhat Satisfied %	Somewhat Dissatisfied %	Very Dissatisfied %
Working	***48***	***47***	4	1
Non-Working	***59***	***34***	5	2
Own	***60***	***37***	3	1
Rent	***39***	***53***	6	2

For each of the below sociodemographic items measured on a continuous scale, Spearman's rho bivariate correlations were used to assess the item's relationship to the community climate item.

A "+" means that the greater the sociodemographic characteristic (e.g. the older the age), the more likely to express satisfaction on the answer scale.
A "— " means that the greater the sociodemographic characteristic, the less likely to express satisfaction on the answer scale.

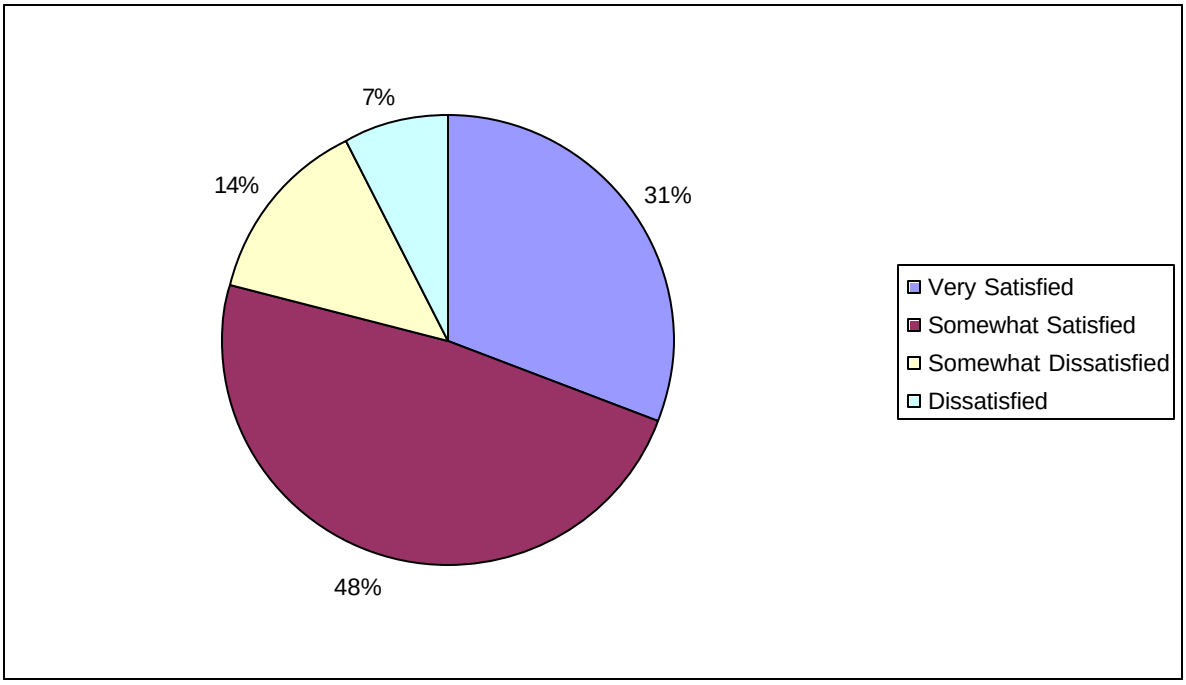
Age	**+**
Length of Residence	**+**
Household Income	**+**

***** For all associations not involving continuous variables (upper part of table), percentage response distribution by sociodemographic is shown. Those differences in percentage by sociodemographic type that are at least 5%, are highlighted with **bold-type** font for ease of locating the substantive difference by sociodemographic type.

Education System Quality

A critical component of community climate is an area's education system. A series of questions were designed to assess opinion about the quality of the Manhattan education system. The first in the set of questions asked, "In general, how satisfied are you with the effectiveness of USD 383 in preparing children for tomorrow's job." A substantial percentage (42%) responded "don't know." Figure 13 shows results among those who did rate the effectiveness of USD 383. Almost one-third are very satisfied, and nearly half (48%) indicate that they are somewhat satisfied. There were no sociodemographic characteristics sharing a statistically significant association with satisfaction with the effectiveness of USD 383 schools.

Figure 13. Satisfaction with General Effectiveness of USD 383 Schools



A series of items asked respondents to rate the "learning environment" of several school system levels in Manhattan (preschool, elementary, middle and high, vocational/technical, and higher education) on a scale of "excellent, good, fair, [or] poor". Figure 14 shows that the combined percentages rating the various levels as excellent or good exceed 60%. About 48% rated higher education as excellent, followed by about 33% who rate the USD 383 elementary schools as excellent. Close behind is vo-tech schools with 30% rating them as excellent. About 27% rate USD 383 preschools as excellent and, lastly, about 21% rate USD 383 middle and high schools as excellent.

Table 13 reports those sociodemographic factors that are significantly associated with the ratings of the learning environment at levels of the education system in Manhattan. At the preschool, elementary and middle and high school levels of the USD 383 system, non-Manhattan residents (living in Riley County) tend to rate the learning environments poorer than Manhattan residents. Those who are older and those who are a longer term resident tend to have a more positive rating of USD 383 preschools. The higher the household income, the more positive the rating of the learning environments of USD 383 elementary schools. The following sociodemographic factors tend to result in a more positive rating of the learning environment of Manhattan area vocational-technical schools: being a volunteer, being married, home-owning, being a longer term resident, and having a higher income. Those who are older tend to have a more positive rating of the higher education learning environments.

Figure 14. Rating the Learning Environment at Levels of the Education System in Manhattan

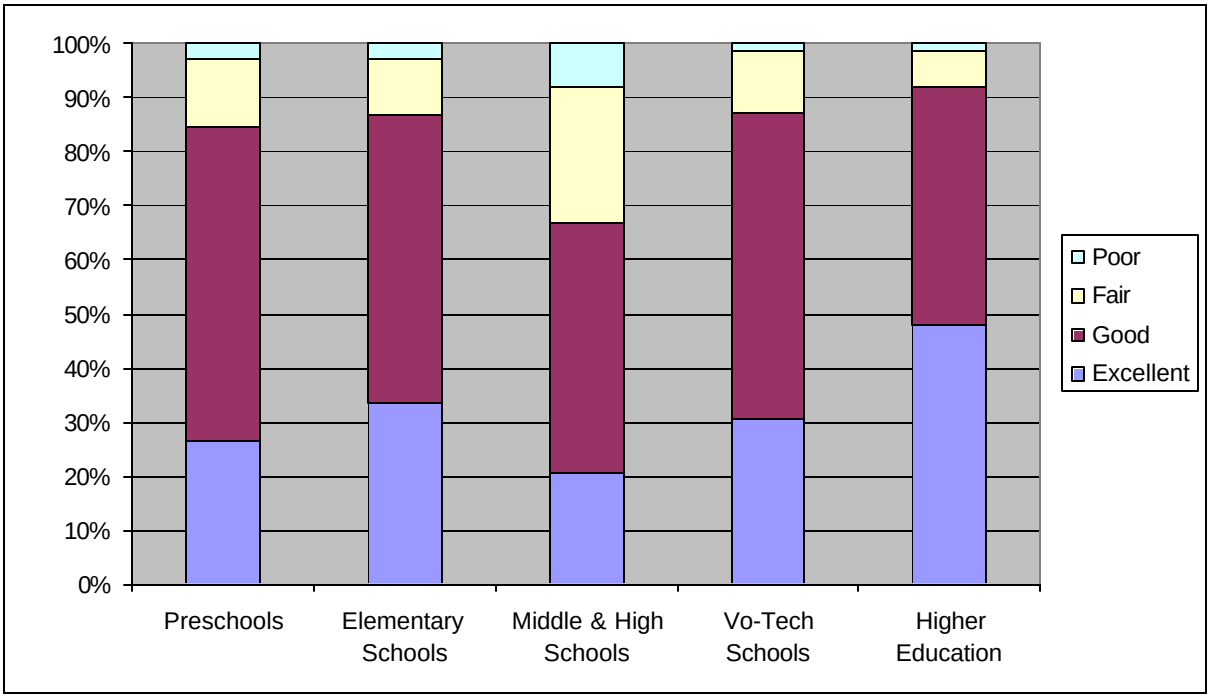


Table 13. Sociodemographics Sharing a Significant Association (P=.05) with Ratings of the Learning Environment at Levels of the Education System in Manhattan*

		USD 383 Preschools	USD 383 Elementary Schools	USD 383 Middle & High Schools	Manhattan Area Vo-Tech Schools	Manhattan Area Higher Education
Excellent %	Manhattan Resident	28	36	***23***		
	Non	29	22	***10***		
Good %	Manhattan Resident	59	53	45		
	Non	54	54	52		
Fair %	Manhattan Resident	***12***	***8***	26		
	Non	***17***	***22***	22		
Poor %	Manhattan Resident	***1***	3	***6***		
	Non	***10***	3	***16***		
Excellent %	Volunteer				***38***	
	Non				***22***	
Good %	Volunteer				***52***	
	Non				***62***	
Fair %	Volunteer				9	
	Non				15	
Poor %	Volunteer				1	
	Non				2	
Excellent %	White				***31***	
	Non-White				***25***	
Good %	White				***58***	
	Non-White				***41***	
Fair %	White				***10***	
	Non-White				***28***	
Poor %	White				1	
	Non-White				6	

		USD 383 Preschools	USD 383 Elementary Schools	USD 383 Middle & High Schools	Manhattan Area Vo-Tech Schools	Manhattan Area Higher Education
Excellent %	Married				***34***	
	Single				***27***	
Good %	Married				56	
	Single				57	
Fair %	Married				9	
	Single				14	
Poor %	Married				1	
	Single				3	
Excellent %	Own				***37***	
	Rent				***20***	
Good %	Own				55	
	Rent				59	
Fair %	Own				***8***	
	Rent				***18***	
Poor %	Own				1	
	Rent				3	
For each of the below sociodemographic items measured on a continuous scale, Spearman's rho bivariate correlations were used to assess the item's relationship to the community climate items. A "+" means that the greater the sociodemographic characteristic (e.g. the older the age), the more likely to respond positively on the rating scale. A "— " means that the greater the sociodemographic characteristic, the more likely to respond negatively on the rating scale						
Age		**+**				**+**
Length of Residence		**+**			**+**	
Household Income			**+**		**+**	

***** For all associations not involving continuous variables (upper part of table), percentage response distribution by sociodemographic is shown. Those differences in percentage by sociodemographic type that are at least 5%, are highlighted with **bold-type** font for ease of locating the substantive difference by sociodemographic type.

A series of items asked respondents to rate the "facilities [means school buildings, yards, equipment, etc.]" of several school system levels in Manhattan (preschool, elementary, middle and high, vocational/technical, and higher education) on a scale of "excellent, good, fair, [or] poor". Figure 15 shows that the combined percentages rating the various levels as excellent or good exceed 60%. About 48% rated higher education as excellent, followed by about 33% who rate the USD 383 elementary schools as excellent. Close behind is vo-tech schools with 30% rating them as excellent. About 27% rate USD 383 preschools as excellent and, lastly, about 21% rate USD 383 middle and high schools as excellent.

Table 14 reports those sociodemographic factors that are significantly associated with the ratings of facilities at various levels of the education system in Manhattan. Manhattan city residents and longer term residents tend to have a more positive rating of USD 383 middle and high schools facilities than non-Manhattan (in Riley County) residents. Those who volunteer in the community, those who own homes, those who are older, and those who are longer term residents have more positive ratings of the facilities of Manhattan area vocational-technical schools. Those who own, those who are older, those who are longer term residents, and those with higher incomes have a more positive rating of USD 383 elementary school facilities. Those who own, those who are married, and those who are older tend to have much positive ratings of the higher education facilities in the Manhattan area. Finally, the higher the income, the more positive the rating of USD 383 preschools.

Figure 15. Rating the Facilities at Levels of the Education System in Manhattan

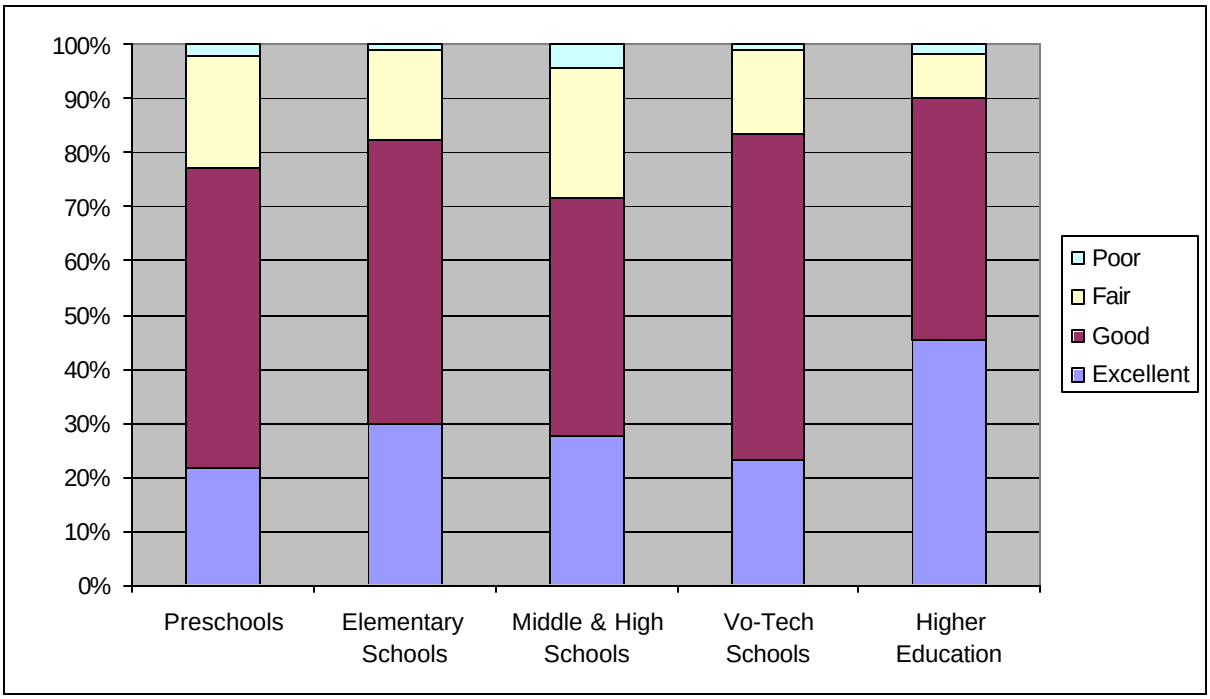


Table 14. Sociodemographics Sharing a Significant Association (P=.05) with Ratings of Facilities at Levels of the Education System in Manhattan*

		USD 383 Preschools	USD 383 Elementary Schools	USD 383 Middle & High Schools	Manhattan Area Vo-Tech Schools	Manhattan Area Higher Education
Excellent %	Manhattan Resident			***30***		
	Non			***18***		
Good %	Manhattan Resident			44		
	Non			43		
Fair %	Manhattan Resident			***22***		
	Non			***32***		
Poor %	Manhattan Resident			***4***		
	Non			***8***		
Excellent %	Volunteer				***27***	
	Non				***18***	
Good %	Volunteer				***58***	
	Non				***63***	
Fair %	Volunteer				14	
	Non				18	
Poor %	Volunteer				1	
	Non				1	
Excellent %	Married					***52***
	Single					***38***
Good %	Married					***40***
	Single					***49***
Fair %	Married					7
	Single					11
Poor %	Married					1
	Single					3

		USD 383 Preschools	USD 383 Elementary Schools	USD 383 Middle & High Schools	Manhattan Area Vo-Tech Schools	Manhattan Area Higher Education
Excellent %	Own		***32***		***26***	***49***
	Rent		***24***		***18***	***41***
Good %	Own		54		62	44
	Rent		51		58	45
Fair %	Own		***13***		***12***	7
	Rent		***24***		***22***	11
Poor %	Own		1		0	1
	Rent		1		2	3
For each of the below sociodemographic items measured on a continuous scale, Spearman's rho bivariate correlations were used to assess the item's relationship to the community climate items. A "+" means that the greater the sociodemographic characteristic (e.g. the older the age), the more likely to respond positively on the rating scale. A "— " means that the greater the sociodemographic characteristic, the more likely to respond negatively on the rating scale.						
Age			**+**		**+**	**+**
Length of Residence			**+**	**+**	**+**	
Household Income		**+**	**+**			

***** For all associations not involving continuous variables (upper part of table), percentage response distribution by sociodemographic is shown. Those differences in percentage by sociodemographic type that are at least 5%, are highlighted with **bold-type** font for ease of locating the substantive difference by sociodemographic type.

A series of items determined the sources of information about USD 383 schools that respondents most often use. Figure 16 shows that the single largest percentage (48%) gets its information about USD 383 schools from the newspaper. Nearly equal percentages (about 21 to 22%) receive information from radio, TV, and/or the school newspaper. A relatively small percentage (8%) receive information via the USD 383 website. Table 15 shows those having no school age children, being a home-owner, being of older age and being a longer term resident is positively associated with getting information about USD 383 from a newspaper. Being a volunteer, home-owning, being older age, and being a longer term resident are positively associated with getting information from the radio. Having children of school age is strongly associated with tending to get information from a school newsletter. Working and having a higher income are also positively associated with getting information from a school newsletter. Finally, being married, having school age children, and home-owning are positively associated with getting information about USD 383 from the USD 383 website.

Figure 16. Source of Information About USD 383 Schools

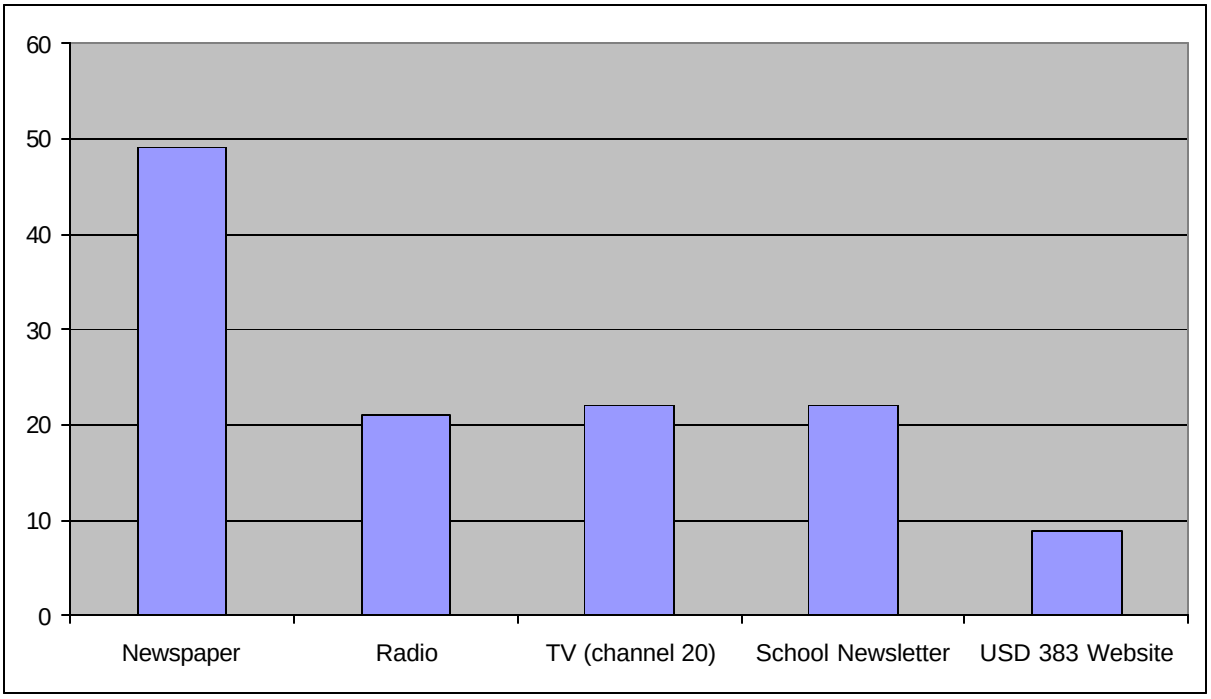


Table 15. Sociodemographics Sharing a Significant Association (P=.05) with Use of Particular Sources to Receive Information About USD 383 Schools*

		Newspaper	Radio	TV (channel 20)	School Newsletter	USD 383 website
Yes%	Volunteer		***25***			
	Non		***15***			
No%	Volunteer		***75***			
	Non		***85***			
Yes%	Married					***12***
	Single					***4***
No%	Married					***88***
	Single					***96***
Yes %	Working				***24***	
	Non-Working				***15***	
No %	Working				***76***	
	Non-Working				***85***	
Yes%	School Age Children	***36***			***45***	***15***
	No	***56***			***8***	***5***
No%	School Age Children	***64***			***56***	***85***
	No	***44***			***92***	***95***
Yes%	Own	***53***	***24***			***11***
	Rent	***39***	***14***			***5***
No%	Own	***47***	***76***			***89***
	Rent	***61***	***86***			***95***

For each of the below sociodemographic items measured on a continuous scale, Spearman's rho bivariate correlations were used to assess the item's relationship to the community climate items.

A "+" means that the greater the sociodemographic characteristic (e.g. the older the age), the more likely to respond "yes" .
A "— " means that the greater the sociodemographic characteristic, the more likely to respond "no".

	Newspaper	Radio	TV (channel 20)	School Newsletter	USD 383 website
Age	**+**	**+**			
Length of Residence	**+**	**+**			
Household Income				**+**	**+**
Education Level					**+**

***** For all associations not involving continuous variables (upper part of table), percentage response distribution by sociodemographic is shown. Those differences in percentage by sociodemographic type that are at least 5%, are highlighted with **bold-type** font for ease of locating the substantive difference by sociodemographic type.

Opinions on Areas for Community Investment

It is important for local community/economic development entities to know those aspects of the community climate that are important to citizens in terms of community investment. Respondents were presented with the question, "Taxes at the local level may be used in many ways. As a taxpayer, please tell me whether you would be very willing, somewhat willing, somewhat unwilling, or very unwilling to fund…[each community climate item in the list]". In examining combined percentages responding "very willing" and "somewhat willing", Figure 17 shows that creating local jobs is the most important spending priority among those offered to respondents, as 87% express willingness to fund this initiative with local tax monies. The next three top items are essentially equal in terms of combined percentages responding "very willing" and "somewhat willing": roads (81%), long term economic development strategy (80%), and public transportation (78%). Also of note is that no less than 56% of respondents are at least "somewhat willing" to fund every item mentioned in Figure 17. *Of course, it is also important to note that such support is not equivalent to support for new/additional taxation. Rather, this information should be treated as indicative of the relative priority among citizenry of selected attributes of the community for investment.*

Table 16 reports which of the sociodemographic characteristics of the sample share a statistically significant association with particular items in the series of indicators listed in Figures 17. A great deal of information is presented in Table 16, so Table 17 summarizes the results shown in Table 16 by simply listing sociodemographic characteristics that have a significant positive influence on the willingness to use local tax dollars to make certain community investments.

Figure 17. Willingness to Fund Particular Community Climate Investments

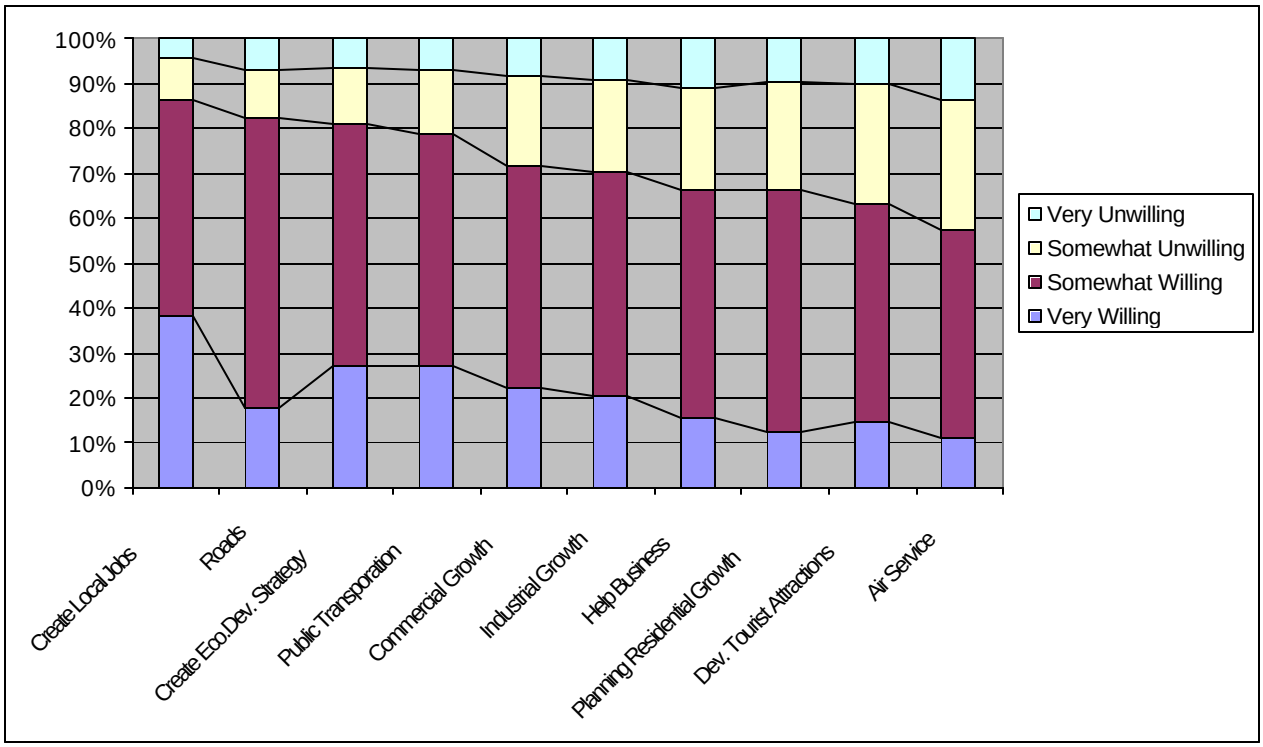


Table 16. Sociodemographics Sharing a Significant Association (P=.05) with Willingness to Use Local Taxes to Make Particular Community Climate Investments*

Community Climate Item (see list below)		***Q10a***	***Q10b***	***Q10c***	***Q10d***	***Q10e***	***Q10f***	***Q10g***	***Q10h***	***Q10i***	***Q10j***
Very Willing %	Married	***15***		***24***							
	Single	***22***		***32***							
Somewhat Willing %	Married	66		54							
	Single	63		49							
Somewhat Unwilling %	Married	12		14							
	Single	10		14							
Very Unwilling %	Married	8		8							
	Single	6		5							
Very Willing %	Working									***40***	***29***
	Non-Work									***33***	***23***
Somewhat Willing %	Working									47	54
	Non-Work									48	50
Somewhat Unwilling %	Working									9	12
	Non-Work									11	15
Very Unwilling %	Working									3	***5***
	Non-Work									8	***12***
Very Willing %	School Age Child						11				
	No						13				
Somewhat Willing %	School Age Child						***47***				
	No						***56***				
Somewhat Unwilling %	School Age Child						***31***				
	No						***21***				
Very Unwilling %	School Age Child						11				
	No						10				

Community Climate Item (see list below)		***Q10a***	***Q10b***	***Q10c***	***Q10d***	***Q10e***	***Q10f***	***Q10g***	***Q10h***	***Q10i***	***Q10j***
Very Willing %	Own	***15***			***19***		***10***	***11***	***13***	***34***	***24***
	Rent	***23***			***25***		***16***	***19***	***20***	***44***	***33***
Somewhat Willing %	Own	65			49		***50***	51	***47***	47	***53***
	Rent	63			52		***59***	46	***56***	49	***55***
Somewhat Unwilling %	Own	12			22		***27***	25	***26***	***12***	***15***
	Rent	9			18		***20***	28	***17***	***6***	***10***
Very Unwilling %	Own	8			10		***13***	***13***	***14***	6	8
	Rent	6			6		***5***	***7***	***7***	1	4
Very Willing %	White										***26***
	Non-White										***36***
Somewhat Willing %	White										54
	Non-White										55
Somewhat Unwilling %	White										***14***
	Non-White										***2***
Very Unwilling %	White										7
	Non-White										8

For each of the below sociodemographic items measured on a continuous scale, Spearman's rho bivariate correlations were used to assess the item's relationship to the community climate items.

A "+" means that the greater the sociodemographic characteristic (e.g. the older the age), the more likely to express willingness on the answer scale.
A "**—** " means that the greater the sociodemographic characteristic, the less likely to express willingness on the answer scale.

Community Climate Item (see list below)	***Q10a***	***Q10b***	***Q10c***	***Q10d***	***Q10e***	***Q10f***	***Q10g***	***Q10h***	***Q10i***	***Q10j***
Age	**—**			**—**	**—**	**—**	**—**	**—**	**—**	**—**
Length of Residence	**—**	**—**		**—**		**—**		**—**	**—**	**—**
Household Income			**—**							
Level of Education	**+**								**—**	

***** For all associations not involving continuous variables (upper part of table), percentage response distribution by sociodemographic is shown. Those differences in percentage by sociodemographic type that are at least 5%, are highlighted with **bold-type** font for ease of locating the substantive difference by sociodemographic type.

Questionnaire items and identifiers; identifiers correspond to the columns headings in Table 16.

Q10a. Road

Q10b. Air Service
Q10c. Public Transportation
Q10d. Commercial Growth
Q10e. Industrial Growth
Q10f. Planning Residential Growth
Q10g. Developing Attractions for Tourism
Q10h. Helping Businesses
Q10i. Creating Local Jobs
Q10j. Creating a Long Term Economic Development Strategy

Table 17. Sociodemographic Factors Having a Positive Influence on the Willingness to Fund Particular Community Climate Investments with Tax Dollars

	Factors associated with a more willingness to fund with local tax dollars
Q1a. Roads	Single Renter
Q1b. Air Service	Shorter length of residence
Q1c. Public Transportation	Single Lower income
Q1d. Commercial Growth	Renter Younger age Longer length of residence
Q1e. Industrial Growth	Younger age
Q1f. Planning Residential Growth	No school age children Younger age Shorter length of residence
Q1g. Developing Attractions for Tourism	Renter Younger age
Q1h. Helping Businesses	Renter Younger age Shorter length of residence
Q1i. Creating Local Jobs	Working Younger age Shorter length of residence Lower level of education
Q1j. Creating a Long Term Economic Development Strategy	Working Renter Non-White racial background Younger age Shorter length of residence

* Based on statistically significant associations observed in simple, crosstabular and bivariate correlational analyses; see Table 16.

Appendix 1.

Socio-Demographics of Survey Sample and Study Area Population

Socio-Demographic Indicators		*Survey Sample %*	*Study Population %*
Age (of those 18 and older)	21 years or older	90%	80%
	25 years or older	79.0	57.0[a]
	60 years or older	20.1	12.0[a]
	65 years or older	15.2	9.0[a]
Hispanic Origin		3.1	4.6[b]
Racial Background	White	91.3	84.8[b]
	Black or African American	3.6	6.9[b]
	Biracial	1.1	2.4[b]
	American Indian or Alaskan Native	.6	.6[b]
	Asian	.8	3.2[b]
	Native American or Pacific Islander	.6	.2[b]
	Other Race	2.0	1.9[b]
Marriage Status	Married	59.0	55.4[b]
	Single	41.0	44.6[b]
Employment Status	Working	70.6	73.7[b]
	Homemaker	5.6	Data not available
	Unemployed	8.6	3.6[c]
	Retired	15.2	7.5[d]
Have School Age Children	Yes	28.6	27.8[e]
	No	71.4	72.2[f]
Homeownership Status	Own	62.0	47.2[g]
	Rent	38.0	52.8[h]
Total Family Income Levels	Less than $10,000	8.2	13.7[i]
	$10,000 to $50,000	50.9	49.4[i]
	$50,000 and above	40.9	45.0[i]
Education Achieved	Eighth Grade or Less	.6	2.0[j]
	Some High School	2.3	4.2[j]
	High School Graduate	17.2	22.5[j]
	Vocational School	5.6	5.6[j]
	Some College	31.5	25.2[j]
	College Graduate	24.7	21.6[j]
	Post College Graduate	18.1	17.0[j]
Residential Location	Within Manhattan	75.4	74.0[k]
	Outside of Manhattan	24.6	26.0[k]

[a] Source: U.S. Census Bureau (http://factfinder.census.gov). The survey resulted in an under-sampling of those aged 18 to 24 due in part to the omission of prefixes assigned to university-based housing (prefixes 395 and 532), as these prefixes are considered to belong to a bank of "business" numbers, and also likely due in part to the current deployment of much of Riley County's military population (about 11.7% of Riley County's population age 18 and over population are members of the military).

[b] Source: U.S. Bureau of Labor Statistics (http://www.bls.gov).

[c] Source: U.S. Bureau of Labor Statistics (http://www.bls.gov). This figure represents the official unemployment rate for Riley County in 2002. The unemployment figure obtained from the survey may include individuals in Riley County that are not working but are not officially considered unemployed.

[d] Source: U.S. Census Bureau (http://factfinder.census.gov). This figure represents those individuals that are age 65 or older, and is used only as a rough estimate for retired individuals.

[e] Source: U.S. Census Bureau (http://www.ku.edu/pri/ksdata/census/2000/profile/DP020161.pdf). This figure represents the percent of households with children 18 years or younger.

[f] This figure is extrapolated by subtracting the percentage of households with children 18 years or younger from 100%.

[g] Source: U.S. Census Bureau (http://factfinder.census.gov).

[h] This figure is extrapolated by subtracting the percentage of homeowners from 100%.

[i] Source: U.S. Census Bureau (http://factfinder.census.gov). These figures represent individuals that are 25 years of age or older.

[k] Sources: U.S. Census Bureau (http://quickfacts.census.gov) and Wikipedia (http://en2.wikipedia.org).

Appendix 2.

MANHATTAN AREA
COMMUNITY CLIMATE/QUALITY OF LIFE SURVEY
2003

Q: intro
Hi, my name is _____ and I'm calling from Fort Hays State University. We are calling residents of Riley County on behalf of the Manhattan Chamber of Commerce to collect information about the quality of life in the area. I need to speak to the adult in the household over the age of 17 who has had the most recent birthday. Is that you?
[REREAD IF RESPONDENTS IS GIVEN THE PHONE]
Your answers will remain completely confidential. May I ask you a few questions?

Q1. The first set of questions deals with the City of Manhattan ONLY. Using the scale excellent, good, fair, or poor, how would you rate the following aspects of Manhattan:

A. Safety from crime
B. Quality of roads
C. Indoor facilities & recreational areas
D. Outdoor facilities & recreational areas
E. Availability of good jobs
F. Availability of reasonably priced housing
G. Availability of acceptable housing
H. Beauty of overall community
I. Beauty of entry points into community
J. Quality of your neighborhood
K. Nightlife opportunities
L. Health Services
M. Social Services
N. Local government response to problems
O. The area as a place to raise a family
P. The area as a place for senior adults
Q.The area as a place for visitors

Q2. This next set of questions is regarding the Manhattan AREA which includes all of Riley County. Please tell me whether you strongly agree, agree, disagree or strongly disagree that there is ENOUGH....

A. Residential growth in the Manhattan area
B. How about commercial growth
C. Industrial growth
D. Shopping opportunities

E. Dining opportunities
F. Activities for teenagers
G. Activities for children
H. News coverage of local events
I. Involvement of the general public in decision making
J. Entertainment/leisure activities
K.Arts and culture
L. Recreational facilities for children
M.Recreational facilities for adults
N. Preservation of the historic significance of the area
O. Community leadership
P. Political leadership
Q. Public Parking

Q3. Using the scale very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied, please tell me how satisfied you are with…

A. Public Transportation in the Manhattan Area
B. Manhattan Area Air Service
C. Daycare services in the Manhattan Area

D. Would you say that the cost of living in the Manhattan area is too high, about right, or too low?

Q4. The next few questions are about Manhattan schools. In general, how satisfied are you with the effectiveness of USD #383 in preparing children for tomorrow's job market?
1 Very Satisfied
2 Somewhat Satisfied
3 Somewhat Dissatisfied
4 Very Dissatisfied
7 DON'T KNOW ABOUT MANHATTAN SCHOOLS AT ALL
8 DON'T KNOW
9 REFUSED
IF RESP VOLUNTEERS THEY KNOW NOTHING ABOUT MANHATTAN SCHOOLS AT ALL, RESP ARE SKIPPED TO THE VOTECH SCHOOLS QUESTIONS.

Q4A. How do you get your information about USD#383? [OPEN-ENDED QUESTION FORMAT WITH A CHECK ALL THAT APPLY ANSWER OPTION] [IF NEEDED, SAY "like the newspaper, radio, or any other format you may have gotten information from"]

1 Newspaper,

2 Radio,
3 TV (channel 20)
4 School Newsletter
5 USD 383 website
6 other
8 DON'T KNOW/GETS NO INFORMATION
9 REFUSED

Q5. Now I am going to ask you to provide ratings of different school levels in Manhattan. First, do you think the learning environment at USD 383 preschools are excellent, good, fair, or poor?
[IF RESP SAYS THEY KNOW NOTHING ABOUT THIS SCHOOL TYPE, ENTER 8'S UNTIL THE NEXT SCHOOL TYPE]

Q5a. Thinking of the USD 383 preschool facilities, would you say they were excellent, good, fair, or poor? [FACILITIES MEANS SCHOOL BUILDINGS, YARDS, EQUIPMENT, ETC]

REPEATING THE SAME FORMAT ABOVE
Q6 and Q6a Elementary schools
Q7 and Q7a Middle and High Schools
Q8 and Q8a Manhattan area vocational/technical schools
Q9 and Q9a Manhattan area higher education institutions

Q10. Taxes at the local level may be used in many ways. As a taxpayer, please tell me whether you would be very willing, somewhat willing, somewhat unwilling, or very unwilling to fund…

A Road
B. Air service
C. Public transportation
D. Commercial growth
E. Industrial growth
F. Planning residential growth
G. Developing attractions for tourism
H. Helping businesses
I. Creating local jobs
J. Creating a long term economic development strategy

Q11. Overall, would you say you are VERY SATISFIED, SOMEWHAT SATISFIED, SOMEWHAT DISSATISFIED or VERY DISSATISFIED with the Manhattan area as a place to live?

Q12. In the past two years, has the Manhattan area improved as a place to live, become worse as a place to live, or stayed the same as a place to live? [MANHATTAN AREA INCLUDES ALL OF RILEY COUNTY]

Q12a. Do you live within Manhattan City limits, or do you live outside Manhattan City limits?

ONLY THOSE WITHIN CITY LIMITS RECEIVE THE FOLLOWING:
Q12b. Using a scale of 0 to 10, with 0 meaning not at all safe, and 10 meaning extremely safe, please rate the safety of your neighborhood.
Q12c. What is the quality of streets in your neighborhood, excellent, good, fair, or poor?
Q12d. And what is the quality of your neighborhood in general, excellent, good, fair, or poor?

Q13. And now, we have a few questions about yourself. Are you involved in any community group or organization, or do you volunteer?

Q14. What year were you born?

Q15. Are you of Mexican or some other Hispanic origin?

Q16. Do you consider yourself:
1. White
2 Black or African American
3 Biracial
4 American Indian or Alaskan Native
5 Asian
6 Native Hawaiian or Other Pacific Islander
7 Some other race

Q17. Are you married or single?

Q18. Are you working, a homemaker, unemployed, or retired?

Q19. Do you have children of school age living in Riley County?
IF NO, SKP TO Q21

Q20. How are the children being educated? At public school, private school, through home schooling, or more than one of the above.

Q21. Do you own or rent your home?
[OWNING INCLUDES PAYING A MORTGAGE]
[RENTING INCLUDES HOUSING ASSISTANCE]

Q22. How many years have you lived in the Manhattan area?

Q23. Was your total family income for the last year above or below $40,000?
[IF BELOW $40,000, READ THE FOLLOWING RESPONSES]
1 Was it less than $10,000,
2 Between $10,000 and $20,000,
3 Between $20,000 and $30,000?
4 Or was it between $30,000 and $40,000?
[IF ABOVE $40,000, READ THE FOLLOWING RESPONSES]
5 Was it between $40,000 and $50,000,
6 Between $50,000 and $60,000,
7 Between $60,000 and $70,000,
8 Between $70,000 and $80,000
9 Or was it over $80,000
88 DON'T KNOW
99 REFUSED

Q24. What is the highest level of education you completed?
[FIT ANSWER]
1 Eighth grade or less
2 Some high school
3 High school graduate
4 Vocational school
5 Some college
6 College graduate (Bachelors)
7 Post college graduate (Anything more than bachelors)
8 DON'T KNOW
9 REFUSED

FOR MANHATTAN RESIDENTS ONLY
Q25. In order to look at survey results according to different sections of town, please think of the intersection closest to your home. What are the names of the two streets at that intersection?
IF RESP SAYS THEY DON'T WANT TO NAME THEIR OWN STREET:
"YOU CAN PICK ANY INTERSECTION THAT IS CLOSE TO YOUR HOME. YOU DON'T HAVE TO NAME YOUR STREET."

ENTER THE NAME OF THE FIRST STREET HERE.

Q25a. STREET #2

Q26. That's all that I have. Thank you very much for your time.
SURVEYOR: WAS THE RESPONDENT...
1 FEMALE
2 MALE

Q27. WHAT SHIFT IS THIS?
1 MORNING
2 AFTERNOON
3 EVENING

Q28. AT WHAT STATION WAS THIS SURVEY COMPLETED?