

# SCHOOLING IN AMERICA SURVEY

## What Do Mothers Say About K-12 Education?

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Polling Paper No. 15

May 8, 2013

*With questions on the direction of K-12 education, federal government performance, education spending, grades and preferences for different types of schools, and views on charter schools, parent trigger policy, tax-credit scholarships, ESAs, school vouchers*

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# **Survey Project & Profile**

<b>Title:</b>	Schooling in America Survey
<b>Survey Organization:</b>	Braun Research, Inc. (BRI)
<b>Survey Sponsor:</b>	The Friedman Foundation for Educational Choice
<b>Interview Dates:</b>	April 1 to 8, 2013
<b>Interview Method:</b>	Live Telephone   77.5% landline and 22.5% cell phone
<b>Interview Length:</b>	10 minutes (average)
<b>Language(s):</b>	English
<b>Sample Frame:</b>	Adults (age 18+)
<b>Sampling Method:</b>	Dual Frame; Probability Sampling; Random Digit Dial (RDD)
<b>Population Samples:</b>	National/American Adults = 1,000 School Moms = 405
<b>Margins of Error:</b>	National/American Adults = $\pm$ 3.1 percentage points School Moms = $\pm$ 4.9 percentage points
<b>Response Rates:</b>	National/American Adults   Landline (LL) = 13.2% National/American Adults   Cell Phone = 11.4% School Moms   Landline (LL) = 13.3% School Moms   Cell Phone = 5.2%
<b>Weighting?</b>	Yes (Age, Race, Ethnicity, Gender, Region, and Landline/Cell)
<b>Oversampling?</b>	Yes (“School Moms” = mothers of school-age children)

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The author is responsible for overall polling design; question wording and ordering; this paper’s analysis, charts, and writing; and any unintentional errors or misrepresentations.

# Survey Demographics

<b>Percent (%) of National Sample</b>	
School Mom (weighted down)	15
Democrat	29
Republican	21
Independent	31
Urban	20
Suburban	34
Small Town	26
Rural	16
18 to 24	13
25 to 34	17
35 to 44	17
45 to 54	19
55 to 64	15
65 & Over	17
Hispanic	14
Not Hispanic	86
Asian	5
Black	12
Mixed Race	3
Native American	1
White	73
Catholic	25
Jewish	1
Mormon	2
Muslim	1
Protestant	33
Other	14
None	22
Under \$20,000	14
\$20,000 to \$39,999	16
\$40,000 to \$59,999	15
\$60,000 to \$79,999	13
\$80,000 to \$99,999	11
\$100,000 to \$149,999	11
\$150,000 or more	7
Male	49
Female	51

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## Overview

The “Schooling in America Survey” is a national project, commissioned by the Friedman Foundation for Educational Choice and conducted by Braun Research, Inc. (BRI).

Our methodology is in line with polling industry standards. A total of 1,000 telephone interviews were completed from April 1 to 8, 2013, by means of both landline and cell phone. A randomly selected and statistically representative national sample responded to 18 substantive questions and eight demographic questions. An initial sample included 700 American adults (age 18 and older) living in the United States. BRI then oversampled to reach an additional 300 interviews with mothers of school-age children to complete, combined with the national sample, 405 interviews with mothers having at least one child in preschool, elementary school, or high school. Throughout the remainder of this report we use “school moms” as a shorthand for this group of respondents. As a comparison group, we also track the responses of adult women and men who do not have children in preschool, elementary school, or high school, or who have no children at all, and we call this group “non-schoolers.”

Based on recent U.S. Census data, statistical results were weighted to correct known demographic discrepancies in order to establish a representative nationwide sample of American adults. The margin of sampling error for the national sample is  $\pm 3.1$  percentage points. The margin of error for the “school mom” sample is approximately  $\pm 4.9$  percentage points.<sup>1</sup>

### *What are we looking for in the polling results?*

We observe and report on respondents’ familiarity and views on a range of K-12 education topics and school choice reforms. However, there are some quick notes for consideration before moving into the data reporting and analysis. We are keenly

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<sup>1</sup> It is important to note that the margin of error is higher when considering the number of respondents for a given demographic subgroup. As an aid to the reader for estimating the margin of error and what it would take for a result to achieve statistical significance, we list the unweighted sample sizes for select demographic groups in the tables included in the “Survey Snapshots” section of this report.

interested in three types of numbers: *levels*, *differences*, and *intensity*. Most often in polling, particularly with respect to items employing semantic scales, we hear about levels of support or opposition, agreement or disagreement. About two-thirds of the questions in our survey instrument used semantic response scales, and so this will be a major focus here. On these questions in particular, it is critical to go beyond just reporting levels. The difference between the positive and negative poles of the scale can provide additional meaning to the numbers. The magnitude of this difference signals how likely it is that a population or group will be positive or negative on a question, issue, policy, etc. To reach statistical significance, the difference should be at least two times the margin of error established for an observed population.<sup>2</sup> For more than half of the survey items, we also consider the intensity of opinion, which is estimated by subtracting the percentage of “strong” negative responses from the percentage of “strong” positive responses. In other words, this is simply a difference of the “extreme” poles on a semantic response scale. On matters of politics and policy, this intensity is a helpful gauge to see how rigid or malleable a group’s opinion may be on a question.<sup>3</sup>

### *The Organization of This Paper*

This polling report has four sections. The first section summarizes key findings. We call the second section “Survey Snapshots,” which offers charts highlighting the core findings of the project. The third section describes the survey’s methodology, summarizes response statistics, and presents additional technical information on call dispositions for landline and cell phone interviews. The fourth section displays the survey questions and results (“topline numbers”), allowing the reader to follow the interview as it was conducted, with respect to question wording and ordering.

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<sup>2</sup> Langer Research Associates provides an excellent online tool for calculating the margin of error for a survey population of any sample size. It also allows for calculating the difference needed for statistical significance when comparing two populations, each having a different sample size. See the Langer Research “MoE Machine”: [www.langerresearch.com/moe.php#comparingGroups](http://www.langerresearch.com/moe.php#comparingGroups)

<sup>3</sup> Statistically significant differences are highlighted in parts of the next section. We indicate significant differences that occur with at least 90% confidence. In most cases, we report statistical significance at the 95% confidence level.

## **Summary of Findings**

### *Attention to K-12 Education Issues*

*(see question and charts on pages 25 and 40)*

**School moms (74%) are almost three times more likely to say they pay “a lot of attention” to matters in K-12 education issues than non-schoolers (27%).**

- Probably not a surprising result, considering the strong incentives for school moms to know what is happening with respect to educational topics and issues. Just 3% of school moms say they pay “very little” or no attention. Four out of 10 non-schoolers say either “very little” or no attention, indicating much more disengagement.

**Four out of 10 American adults (41%) say they pay “ a lot of attention” to K-12 education issues. This proportion is slightly greater than the number of respondents (30%) who said they give little to no attention to K-12 education.**

- Responses to this question have an important implication for advocates and public policy enthusiasts. There appears to be a considerable barrier for grabbing notice of the general public on K-12 education issues. Just one out of five respondents (21%) who do not have any children are engaged in this area, and almost half (49%) say they pay little or no attention. More than half of young adults (age 18 to 34) are disengaged and not following K-12, close to 54%.
- There are certain demographic groups that appear to be significantly more inclined to follow matters in K-12 education. Midwesterners (52%) are more likely to be paying a lot of attention than adults living in the Northeast, South, and West (38% in each region).<sup>4</sup> Republicans (49%) and Democrats (45%) are more likely to

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<sup>4</sup> We follow U.S. Census Bureau definitions for the four observed “regions” in this project. To see which states belong to which regions, go to the following web page: [www.census.gov/geo/www/us\\_regdiv.pdf](http://www.census.gov/geo/www/us_regdiv.pdf)

pay attention than Independents (34%). Nearly six out of 10 (57%) middle-age adults (age 35 to 54) say they “pay a lot of attention” to K-12 education.

- No significant differences are detected among demographic groups based on community type (urban, suburban, small town, rural) nor among income groups.

### *Assessing the Direction of K-12 Education*

*(see question and charts on pages 26, 41-42)*

#### **School moms are clearly unhappy with the direction of K-12 education in the United States, and yet, they are less critical compared with other groups.**

- The good news is that – in relative terms – school moms are among the most optimistic groups that believe K-12 education is “going in the right direction.” The bad news is that less than one-third of school moms (32%) actually gave this assessment. Approximately 61% of school moms say that K-12 has “gotten off on the wrong track.” There are almost twice as many school moms that are negative about the direction of K-12 education, compared with the number who are positive.
- Non-schoolers are even more dissatisfied with K-12 education in the country. Only one-quarter of this group (25%) say things are “going in the right direction.” Compared with school moms, roughly the same proportion of non-schoolers (62%) indicated things have “gotten off on the wrong track.”

#### **Only 26% of Americans feel that K-12 education is going in the right direction. About six out of 10 (62%) say things have “gotten off on the wrong track.” American adults are twice as likely to be negative right now.**

- Among regions of the country, the Northeast (32%) and Midwest (32%) are significantly more positive than the South (21%) and West (24%).



- Three out of four rural Americans (75%) say things are on the “wrong track,” which is substantially higher than urbanites (56%), suburbanites (62%), and small-town residents (60%) giving this assessment. Urban adults (34%) are more positive than counterparts in suburban (24%) and rural areas (18%). The negative differential for rural respondents is enormous in magnitude, -57 points.
- Middle-age (age 35 to 54) and older (age 55+) Americans are more pessimistic than younger adults (62%, 72%, and 45%, respectively). Just one out of five seniors (20%) see K-12 education “going in the right direction.” The negative differential is very large (-51 points) for this group.
- Latinos (38%) are more likely to see K-12 education in a positive light, compared to African Americans (24%) and whites (25%). The negative differential for Latinos is -10 points, whereas the results are approximately four times larger for African Americans (-45 points) and whites (-39 points).

### *Rating the Federal Government’s Performance*

*(see question and charts on pages 27, 43-44)*

### **When asked to “rate the federal government’s handling of matters in K-12 education,” four out of five school moms (79%) say “fair” or “poor.”**

- The proportion of school moms that offer a negative rating is higher than percentage non-schoolers (72%). Approximately one out of five in either group give the federal government a positive rating, either “good” or “excellent” (17% of school moms; 20% of non-schoolers).
- About four out of 10 school moms (40%) and non-schoolers (38%) give a “poor” rating to the federal government.

**Nearly three-quarters of Americans take a dim view of the federal government’s performance in K-12 education (74% say “fair” or “poor”). Just 19% say “good” or “excellent.”**

- The West region (80%) is considerably more negative than the Northeast (69%) or South (71%). The Northeast is most positive toward federal involvement (25%). The negative intensity is especially high in the West (-45 points).
- Urban adults are most favorable (24%), which is significantly higher than those living in rural areas (14%). Four out of 10 rural adults were negative (81%), and their negative intensity closely matches what is observed in the West region (-47 points).
- Democrats (30%) are more likely than Republicans (9%) or Independents (14%) to give a “good” or “excellent” rating to the federal government. Of all observed demographic, self-identified Democrats offer the most positive responses to this question asking about federal activity. They are also among the least likely to give a negative reaction (64%), though close to two-thirds are still negative. The negative differential among Republicans is wide (-74 points), and their negative intensity is the strongest across all demographics (-51 points).
- Young adults (27%) are more favorable toward the federal government than middle-age (18%) and older adults (15%). Young adults are also significantly less likely to express negatives responses, though more than six of 10 give negative ratings. The differential is much higher among middle-age (-61 points) and seniors (-62 points). These two age groups have a negative intensity that is four times greater than what is observed among young adults (-41 points and -46 points vs. -10 points, respectively).
- Just 15% of middle-income Americans give the federal government a “good” or “excellent” rating, which is significantly lower than low-income adults (24%). No more than one-quarter are positive within any of the three observed income groups.

- No significant differences emerged between among race/ethnic groups.

## *Spending on K-12 Education*

*(see questions and charts on pages 28-29, 45-46)*

**Based on open-end survey responses, neither school moms nor non-schoolers know how much is spent per student in America’s public schools. There is pervasive low awareness about public spending on K-12 education among American adults and all observed demographics.**

- Approximately \$10,652 is spent on each student in the nation’s public schools, and only 11% of school moms and 13% of non-schoolers could estimate the correct per-student spending range for the state (this dollar figure reflects “current expenditures” per student). More than one-third of school moms (35%) believe \$4,000 or less is being spent per student in the public schools, and this result is significantly higher than the average non-schooler response (22%). An additional 23% of mothers said they “don’t know” and did not offer a spending number. Northeasterners (24%) came closest to guessing within the correct range. Relatively higher cost-of-living in the Northeast could at least partially explain this significant difference.
- When considering “total expenditures” per student (\$12,309 in 2009-2010), which is another definition for educational spending, estimates for the full sample of adults and all demographic groups appear even more dramatically off-target.<sup>5</sup>

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<sup>5</sup> “Current Expenditures” data include dollars spent on instruction, instruction-related support services, and other elementary/secondary current expenditures, but exclude expenditures on long-term debt service, facilities and construction, and other programs. “Total Expenditures” includes the latter categories. See Stephen Q. Cornman, Jumaane Young, and Kenneth C. Herrell, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2009–10 (Fiscal Year 2010)* (NCES 2013-305). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics (November 2012).

URL: [nces.ed.gov/pubs2013/2013305.pdf](https://nces.ed.gov/pubs2013/2013305.pdf)

- Fully seven out of 10 Americans (70%) either underestimate educational spending per student (for either definition), or they cannot give an answer or guess. No matter how one defines educational expenditures per student, Americans have a poor understanding for the amount of money spent on K-12 education.

**When given the latest per-student spending information, American adults and school moms are significantly less likely to say public school funding is at a level that is “too low,” compared to answering without having such information.**

- In an experiment, we asked two slightly different questions about the per-student level of public school funding in the United States. On the item without specific spending information, nearly two-thirds of Americans and school moms (65% each) say public school funding was “too low.” However, on the item with spending information, which included a sentence referring to data on per-student funding in the U.S. (\$10,652), the proportion of adults saying “too low” shrinks by 21 percentage points to 44%, effectively a 32% reduction.
- Likewise, school moms are significantly less likely to say “too low” when given the spending information, shrinking by 15 percentage points to 50%.
- To no major surprise, the greatest divergence of opinion is observed within the political party category. Democrats are most likely to say “too low,” either without (79%) or with (62%) spending information. Republicans and Independents are much more aligned and less likely to give this response, either without spending information (56% and 65%, respectively) or with the statistic (33% and 35%, respectively). The proportion of Independents saying “too low” shrinks by 30 points, a 46% reduction.

## *Grades and Preferences for Different Types of Schools*

*(see questions and charts on pages 30-31, 47-50)*

**School moms, as well as other Americans, are much more likely to give grades A or B to private/parochial schools in their local areas, compared to regular public schools and charter schools.**

- When considering only those school moms who offered a grade, private schools (82% gave an A or a B) fare even better than regular public schools (44% gave an A or a B). The response pattern is similar for the full national sample when considering only responses giving grades (82% and 41%, respectively).
- When examining the full set of responses in the national sample, including those who said “don’t know” or “not applicable,” approximately 60% of Americans give an A or a B to local private/parochial schools (up 10 points from 50% in 2012); 39% give an A or a B to regular/district public schools (down 15 points from 54% last year); and 36% give an A or B to charter schools (up four points from 32%).<sup>6</sup> Only 3% of adults give a D or a F grade to private schools. Slightly more give low marks to charters (7%). This figure jumps a bit to 22% for public schools, which is up 10 points from 12% in 2012. It should be noted that a much higher proportion of voters did not express a view for charter schools (40%) and private schools (27%), compared with the proportion that did not grade public schools (6%).
- Americans are nearly three times more likely to give an A to private/parochial schools (25%) compared to the proportion of responses giving an A to public schools (9%). In one year’s time, the proportion of Americans giving an A to local public schools has dropped 13 points from 22%. There has been no change since 2012 for the proportion giving private schools an A.

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<sup>6</sup> Paul DiPerna, “National Moms and Schools Survey,” Friedman Foundation for Educational Choice, May 9, 2012. An important note about last year’s poll. The 2012 questionnaire had fewer questions compared to this year’s project (5 questions vs. 18 questions, not including demographics). The relative wording and ordering of questions used in both instruments are unchanged. However, this year there are additional questions that are positioned before, in-between, and after the questions that we carried over from last year’s survey.

**When asked for a preferred school type, 42% of school moms (a plurality) would choose a private school first. A regular public school option is the second-most frequently cited preference (36%). Mothers would pick a public charter school and those who would like to homeschool, both reached 9%.**

- American adults similarly show a diverse range of schooling preferences: 45% private school (up 8 points from last year); 34% regular public school (down 8 points); 10% charter school (up 2 points), and 7% want to homeschool (up 1 point).<sup>7</sup>
- Whether looking at the full national sample or any observed demographic, there is a clear disconnect between school preferences and actual enrollment patterns in the country. In stark comparison to the previous statistics, we estimate that about 9% of America’s K-12 students are in private schools, 83% attend regular public schools, 4% attend public charter schools, and up to 3% of students are likely in homeschool settings.<sup>8</sup>
- In a follow-up question, respondents in the national sample prioritize “better education/quality” (16%) as the key attribute they are looking for in the selection of their preferred school. The second-most cited attribute is a statistical tie among “individual attention” (10%) and “class size” (8%). Some caution is warranted when analyzing this item in the questionnaire. These characteristics appear to be a higher priority over others on the list. However, any of these qualities may or may not attract more urgency as a second or third priority, which we do not explore in this survey.

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<sup>7</sup> DiPerna, “National Moms and Schools Survey,” 2012.

<sup>8</sup> We consider this a rough estimation, based on the latest available data provided by the U.S. Department of Education and the National Alliance for Public Charter Schools. For the latest charter enrollment for the 2012-13 school year, go to URL: [www.publiccharters.org/pressreleasepublic/default.aspx?id=945](http://www.publiccharters.org/pressreleasepublic/default.aspx?id=945).

For public, private, and homeschool enrollment information, see Susan Aud, William Hussar, Frank Johnson, Grace Kena, Erin Roth, Eileen Manning, Xiaolei Wang, and Jijun Zhang, *The Condition of Education 2012* (NCES 2012-045). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics (May 2012). Washington, D.C. URL: [nces.ed.gov/programs/coe/indicator\\_pri.asp](http://nces.ed.gov/programs/coe/indicator_pri.asp)

## *Charter Schools*

*(see questions and charts on pages 32, 51-52)*

**School moms are much more likely to favor charter schools, rather than oppose such schools. We asked a pair of questions about charters. The initial question asked for an opinion without offering any definition. On this baseline question, 45% of mothers said they favored charters and 19% said they opposed them. In the follow-up question, respondents were given a definition for a charter school. With this basic definition, support rose 18 points to 63%, and opposition increased six points to 25%.**

- Mothers show a very large positive differential on either of the charter school questions (baseline = +25 points; definition = +38 points). The positive intensity is sizable as well (+17 points). School moms are three times more likely to have a strong positive view (25%) as a strong negative view (8%).
- The percentage of “don’t know” responses from school moms shrinks by 20 points (33% to 13%) comparing the baseline question to the definition question.

**American adults are very much aligned with school moms and are just as likely to favor charter schools. On the baseline question, the national sample was identical to school moms (45% support vs. 19% oppose). In the follow-up definition question, support rose 15 points to 60%, and opposition increased six points to 25%.**

- Like school moms, Americans exhibit a big positive differential on either of the charter school questions (baseline = +26 points; definition = +35 points). The positive intensity is similar, too (+15 points). Americans are nearly three times more likely to have a strong positive view (24%) as a strong negative view (9%).

- The percentage of “don’t know” responses from the national sample shrinks by 21 points (36% to 15%) comparing the baseline question to the definition question.
- Levels of support and opposition among demographic groups mirror American adults in the full national sample. There are few significant differences. High-income households (32%) are more likely to oppose charter schools than any other income group and look statistically different from level of opposition in the middle-income group (20%).

### *Tax-Credit Scholarships*

*(see questions and charts on pages 33, 53-54)*

**Nearly seven out of 10 school moms (69%) support tax-credit scholarships. Just 19% of school moms say they opposed tax-credit scholarships. Twelve percent of school moms did not have an opinion.<sup>9</sup>**

- The differential is highly positive for school moms (+50 points), and a little less so among non-schoolers (+38 points). The positive intensity (+24 points) is even greater than the result previously noted for charter schools. School moms are almost four times more likely to “strongly favor” tax-credit scholarships (33%) compared to “strongly oppose” such a policy (9%).

**Americans are at least twice as likely to support tax-credit scholarships, rather than oppose the school choice reform (66% favor vs. 24% oppose). The positive intensity is substantial (+21 points). Nine percent of respondents in the national sample did not offer an opinion.**

- Highest levels of support come from political Independents, middle-income families, and African Americans (each 72%). Along with school moms, these groups

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<sup>9</sup> A tax-credit scholarship policy allows an individual or business to reduce their taxes if they donate money to organizations that distribute private school scholarships.



also show the greatest differential numbers. The groups most likely to oppose tax-credit scholarships are Democrats (32%) and high-income adults (35%).

- The most intense support comes from urbanites (+27 points), Republicans (+29 points), middle-age adults (+31 points), middle-income families (+28 points), African Americans (+31 points), and Latinos (+28 points).

### *Education Savings Accounts (ESAs)*

*(see questions and charts on pages 34, 55-56)*

**Close to two-thirds of school moms (65%) support education savings accounts (ESAs), a relatively new type of school choice reform. One-quarter of school moms (25%) said they opposed ESAs. Less than one out of 10 school moms (9%) did not express an opinion.<sup>10</sup>**

- The differential is highly positive for both school moms (+40 points) and non-schoolers (+37 points). The positive intensity (+16 points) is about the same as charter schools, and a bit less than the intensity for tax-credit scholarships. School moms were twice as likely to “strongly favor” ESAs (31%) compared to “strongly oppose” this kind of reform (15%).

**The views expressed by American adults in the national sample are nearly identical to the opinions of school moms (64% favor ESAs vs. 25% oppose ESAs). The positive intensity (+17 points) is also very similar to school moms and non-schoolers. Eleven percent of respondents in the national sample did not express an opinion.**

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<sup>10</sup> An ESA policy allows parents to withdraw their child from a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for private school tuition, virtual education programs, private tutoring or save for future college expenses. In 2011, Arizona enacted the first ESA law in the country initially targeting students with special needs and then expanding it a year later for students attending chronically low-performing public schools.

- The positive differential among Americans is broad (+40 points). The highest differentials are found among Northeasterners (+53 points), young adults (+58 points), and Asian Americans (+65 points).<sup>11</sup> The lowest differentials are in the West (+21 points) and among urban adults (+26 points). Differentials tend to correlate closely with levels of support and opposition, and so we see the same groups having the highest and lowest levels of support and opposition.
- The demographic groups most likely to favor the ESA idea are Northeasterners (71%), Midwest (69%), suburban and small-town residents (both 68%), young adults (74%), high-income earners (70%), and Asian Americans (80%). The groups least likely to support ESAs are Westerners (55%) and seniors (57%).
- The most intense support comes from young adults (+26 points), high-income households (+24 points), Latinos (+29 points), and African Americans (+24 points). The lowest intensity is found among Westerners (+11 points), urbanites (+7 points), and older adults (+10 points).
- Despite pervasive social media rhetoric focusing on partisan conflict and disconnect when it comes to school choice reforms, this surveys shows no significant differences among Democrats, Republicans, and Independents.

## *School Vouchers*

*(see questions and charts on pages 35-36, 57-59)*

**School moms are twice as likely to support school vouchers, rather than oppose the policy. Like the previous pair of charter school questions, in an initial question respondents were asked for their views on vouchers without offering any definition or other context. On this baseline question,**

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<sup>11</sup> Thus far, I have been reluctant to highlight statistical results for Asian Americans because their unweighted sample size in the national sample is small (N=20), but the finding in this case being as large as it is, makes it worth mentioning because it can be suggestive to the reader.

**43% of mothers said they favored vouchers and 22% said they opposed them. In the follow-up question, respondents were given a straight-forward definition for a school voucher system, and mothers' support rose 23 points to 66%, and opposition increased four points to 26%.**

- School mom responses are significantly more positive than non-schoolers by ten points – approximately 56% of the latter group say they support school vouchers, while 35% oppose vouchers.
- Mothers show a very large positive differential on either of the voucher questions (baseline = +21 points; definition = +40 points). Their positive intensity is also quite large (+19 points). School moms are twice as likely to have a strong positive view (36%) as a strong negative view (16%) given the definition.
- The percentage of “don't know” responses from school moms shrinks by 25 points (34% to 9%) when comparing the baseline item to the definition item.

**When given the definition for a school voucher system, six out of 10 American adults (60%) say they support the policy – up four points since last year. Almost one-third of Americans (32%) say they oppose vouchers – also an increase of four points since 2012.<sup>12</sup> On the baseline question, the national sample shows the same level of support (43%) compared to school moms, though opposition was a little greater than among school moms (28% and 22%, respectively). In the follow-up item with definition, Americans' support for vouchers rose 17 points to 60%, and opposition increased four points to 32%.**

- The positive differential nearly doubles when comparing responses between the baseline and definition questions for vouchers (baseline = +15 points; definition = +29 points). Among all adults, the positive intensity for vouchers (+9 points) is a

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<sup>12</sup> DiPerna, “National Moms and Schools Survey,” 2012.

little less than what was detected for the other school choice reforms. The proportion of respondents to have a strong positive view of vouchers (31%) was significantly more than those having a strong negative view (21%). In 2012, 29% said they were “strongly favorable,” while 16% said they would “strongly oppose” vouchers.<sup>13</sup>

- The percentage of “don’t know” responses from the national sample shrinks by 21 points (29% to 8%) comparing the baseline item to the definition item.
- The demographic groups most likely to favor school vouchers are school moms (66%), Southerners (65%), Midwesterners (66%), those living in small towns (67%), Independents (66%), low-income earners (67%), and African Americans (65%). The groups that are least likely to support vouchers are non-schoolers (56%), Westerners (50%), suburbanites (56%), Democrats (52%), seniors (55%), and Latinos (51%).
- The groups that stand out on vouchers reflect those having the highest levels of support, including school moms (+40 points), small-town residents (+45 points), Independents (+38 points), young adults (+40 points), low-income earners (+44 points), and African Americans (+41 points). In relative contrast, the lowest differentials are among non-schoolers (+21 points), in the West (+11 points) suburbanites (+18 points), Democrats (+14 points), senior adults (+17 points), high-income earners (+18 points), and Latinos (+16 points).
- Statistically significant differences do emerge in some demographic categories. Adults in the South (65%) and Midwest (66%) respond more positively to vouchers compared to those living in the West (50%). Small-town residents (67%) are significantly more positive than suburbanites (56%). Independents (66%) are significantly more supportive of school vouchers compared to Democrats (52%). Middle-age adults (65%) are much more likely to support vouchers than older adults (55%). And seniors (37%) are significantly more likely

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<sup>13</sup> DiPerna, “National Moms and Schools Survey,” 2012.

than young adults (24%) to oppose vouchers. High-income earners (39%) are more likely to oppose vouchers than those who are low-income (23%).

**School moms are more than twice as likely to say they agree with universal eligibility as they are to disagree (66% vs. 31%). Nearly the reverse result occurs when mothers are asked what they think about voucher eligibility limited to financial need (35% agree vs. 62% disagree). The differentials for this pair of questions are nearly opposites to each other (+35 points vs. -27 points).**

- School moms are significantly more likely to agree with universal eligibility (66%), compared to non-schoolers (55%) and the national sample of American adults (58%).
- Half of school moms (50%) “strongly agree” with universal eligibility. Just one out of five say they “strongly disagree,” so the intensity of support is very large (+31 points). Mothers’ enthusiasm on the universal question is almost four times larger than non-schoolers (+8 points) and twice as large as the national sample of adults (+15 points).

**Like school moms, Americans are also more likely to say they agree with universal eligibility (58% agree vs. 37% disagree). The reverse result occurs when respondents are asked what they think about voucher eligibility limited to financial need. The differentials are +20 points supporting universal and -21 points disagreeing with means-testing vouchers only.**

- The Northeast stands out among the observed regions. Responses were nearly evenly split on the pair eligibility questions (universal = 53% agree vs. 45% disagree; means-testing = 48% agree vs. 49% disagree).
- Democrats significantly differed from Republicans and Independents. About 53% of Democrats agreed with universal eligibility (vs. 63% Republicans and 63% Independents), 42% say the opposite it (vs. 33% Republicans and 32%

Independents). On limiting eligibility to students with financial need, 46% of Democrats show support (vs. 30% of Republicans and 32% of Independents).

- All demographic groups are more likely to agree with the universal eligibility question. Young adults (+5 point differential) and African Americans (+17 point differential) are the observed demographic groups that are more likely to support financial need-based eligibility.

### *Parent Trigger*

*(see questions and charts on pages 37-38, 60-62)*

**A majority of school moms say they would favor a parent trigger policy (54% favor vs. 38% oppose). They show more support than non-schoolers (46% favor vs. 43% oppose). Eight percent of school moms did not give an opinion.<sup>14</sup>**

- School moms have one of the largest positive differentials (+15 points) across range of demographic groups. By comparison, the differential for non-schoolers is much smaller (+4 points), though still positive.
- At this time, mothers' intensity for the parent trigger is somewhat muted (+3 points). Non-schoolers exhibit negative intensity (-7 points).

**A plurality of American adults – nearly half (49%) – support the parent trigger idea. The positive differential among Americans is significant (+9 points). The intensity for the reform (-2 points) is within the national sample's margin of error, and so statistically it is negligible as is the case for school moms. Ten percent of the national sample did not share an opinion.**

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<sup>14</sup> The "parent trigger" is relatively new to K-12 education, allowing parents of children at a designated low-performing public school to petition for some form of accountability action to take place, such as dismissing and replacing school staff, or converting into a charter school. In 2010, the first law passed in California. At least five other states have passed some version of parent trigger over the past three years.

- Along with school moms, the demographics that reflect the strongest potentials for bases of support for parent trigger – based on differentials – are urban adults (+24 points), suburbanites (+18 points), Independents (+17 points), and young adults (+16 points). The groups most likely to oppose, or at least be ambivalent about, the parent trigger are living in small towns and rural areas (-3 points each) and Latinos (-6 points). Interestingly the intensity is essentially neutral for all of these groups. This policy concept is fairly new and is being developed and discussed (in the media) in only a few areas of the country. Hardened opinions have yet to emerge.

**When considering the various actions that could occur from a parent trigger policy, pluralities want a school choice option. One out of three school moms (32%) and one-fourth of non-schoolers (26%) say that offering a voucher or scholarship to enroll in another school was the best trigger outcome to serve affected students and families. About 18% of school moms and 25% of non-schoolers did not specify a preference.**

- Roughly equal proportions of Americans would support either the voucher option (27%) or dismissing and replacing school staff (26%). About one out of five adults (20%) say they would want to convert into a charter school. By far, the least popular option is to close the school and relocate students (6%).
- Some statistically significant differences emerge among demographic groups. African Americans are more likely than whites to support conversion into a charter school (31% vs. 18%). Urban adults (39%) are much more likely to support the “school turnaround” option that dismisses and replaces school staff, compared to suburbanites (22%), small town residents (23%) and those living in rural areas (21%). Urban and suburban dwellers are relatively more open to closure and relocation than rural adults (8%, 8%, and 1%, respectively). The South (30%) and Midwest (29%) are more likely to pick the voucher option, compared to those living in the West (18%).

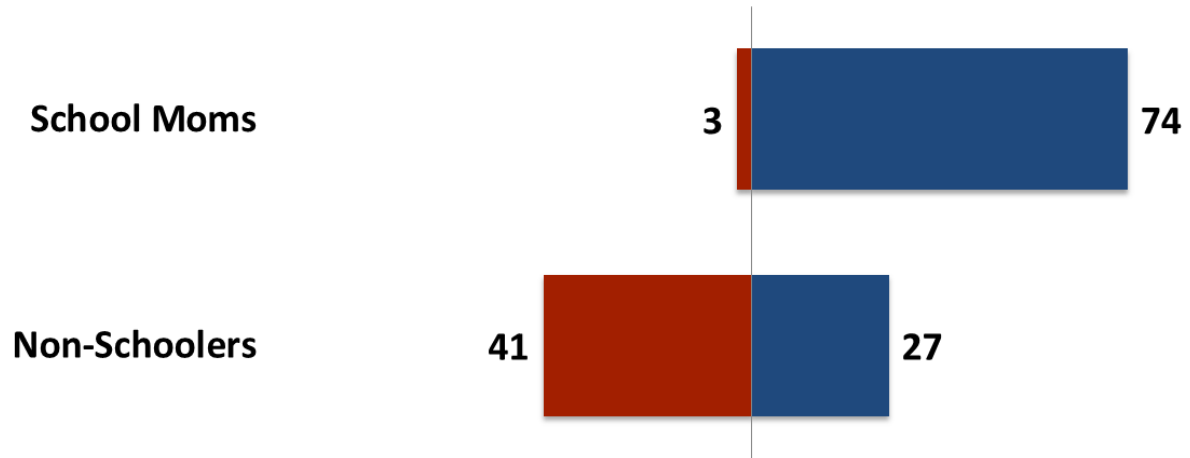


**Survey Snapshots  
for School Moms  
and Non-Schoolers**



Q2. How much attention do you pay to issues involving K-12 education?

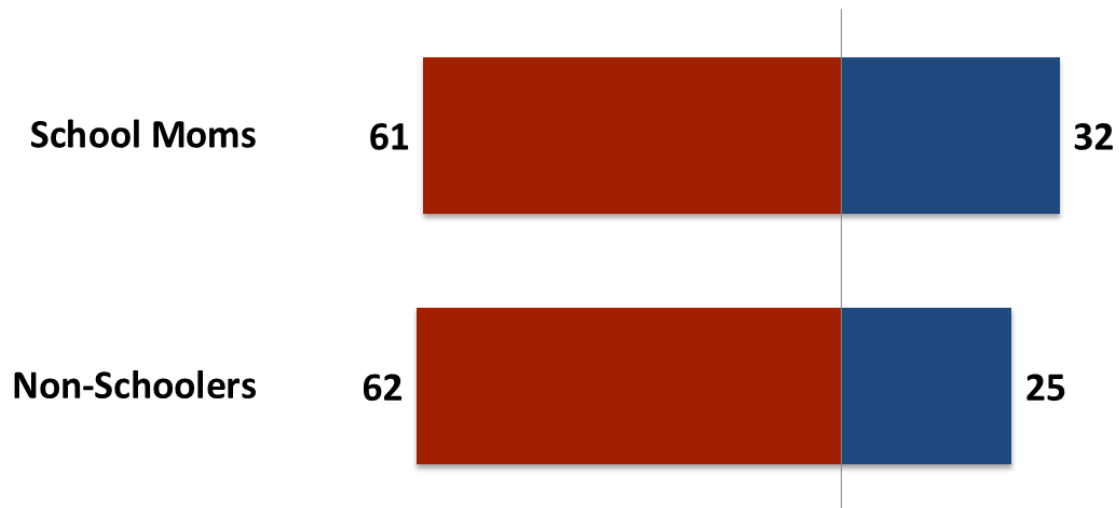
■ Very Little/None    ■ A Lot



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q2.

**Q3. In the United States, do you feel things in K-12 Education are generally going in the right direction, or do you feel things have generally gotten off on the wrong track?**

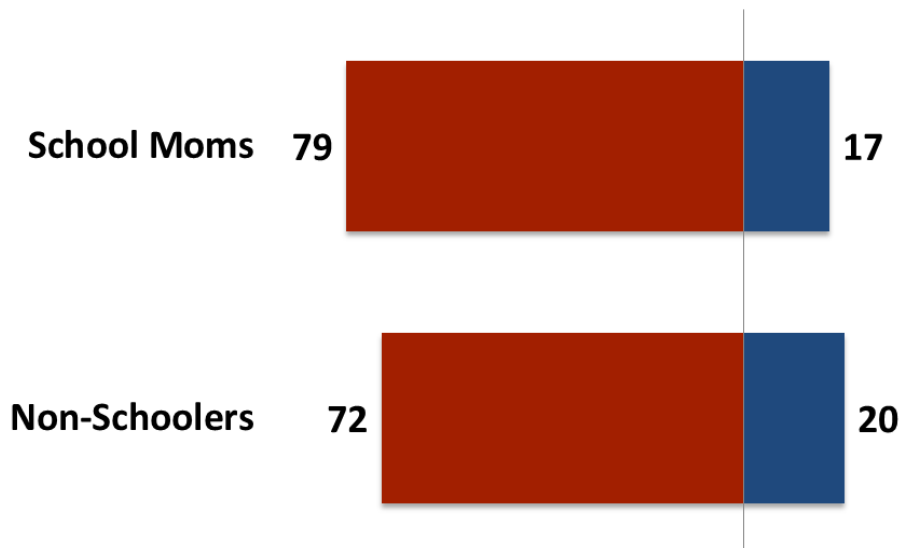
**Wrong Track** **Right Direction**



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *2013 Schooling in America Survey*, Q3.

**Q4. Generally speaking, how would you rate the federal government's handling of matters in K-12 Education?**

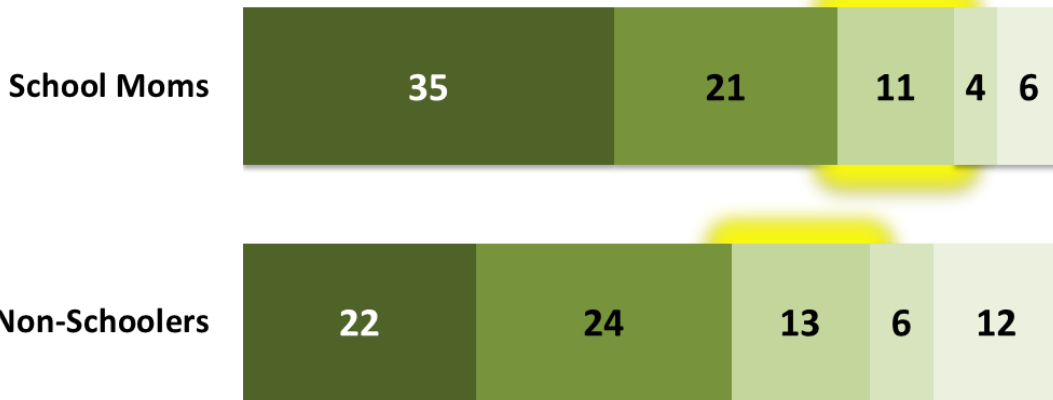
**Fair/Poor**   **Good/Excellent**



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q4.

**Q5. How much do you think is spent per year on each student in our country's public schools? Your estimate (to the nearest thousand dollars) will represent the combined expenditures of local, state, and federal governments.**

- **Less Than \$4,000**
- **\$4,001 - \$8,000**
- **\$8,001 - \$12,000**
- **\$12,001 - \$16,000**
- **Over \$16,000**



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q5.

Q6. (Split A) Do you believe that public school funding in our country is at a level that is:

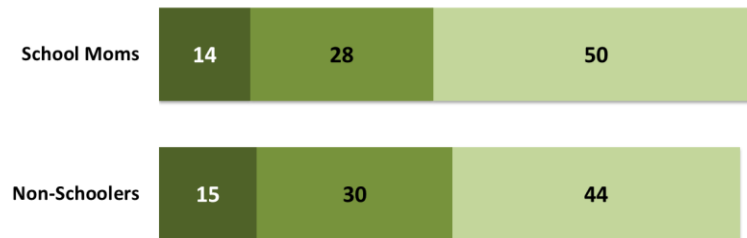
- Too High
- About Right
- Too Low



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q6A.

Q6. (Split B) According to the most recent information available, in the United States \$10,652 is being spent each year per student attending public schools. Do you believe that public school funding in our country is at a level that is:

- Too High
- About Right
- Too Low

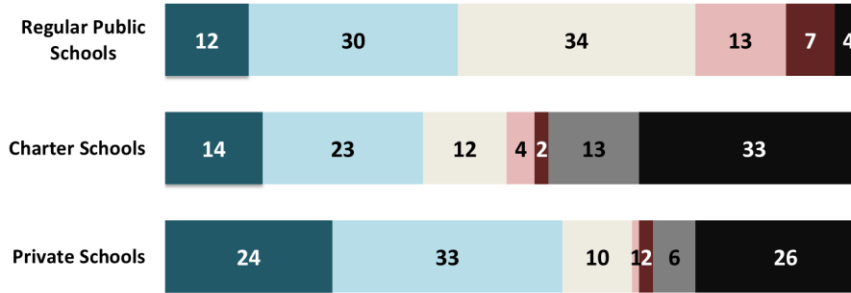


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q6B.

Q7. In thinking about the schools in your area, what grade would you give...

■ A ■ B ■ C ■ D ■ F ■ (N/A) ■ (DK)

(% of all School Mom responses)

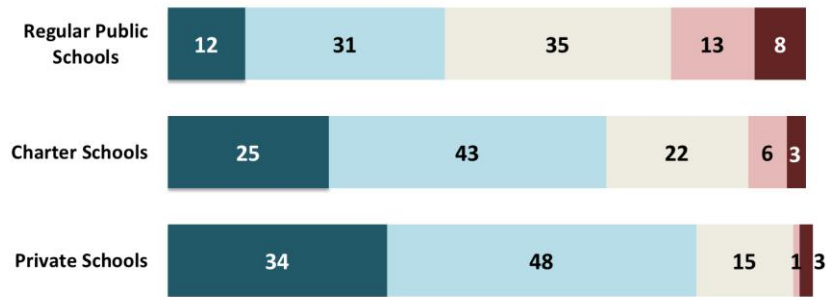


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q7.

Q7. In thinking about the schools in your area, what grade would you give...

■ A ■ B ■ C ■ D ■ F

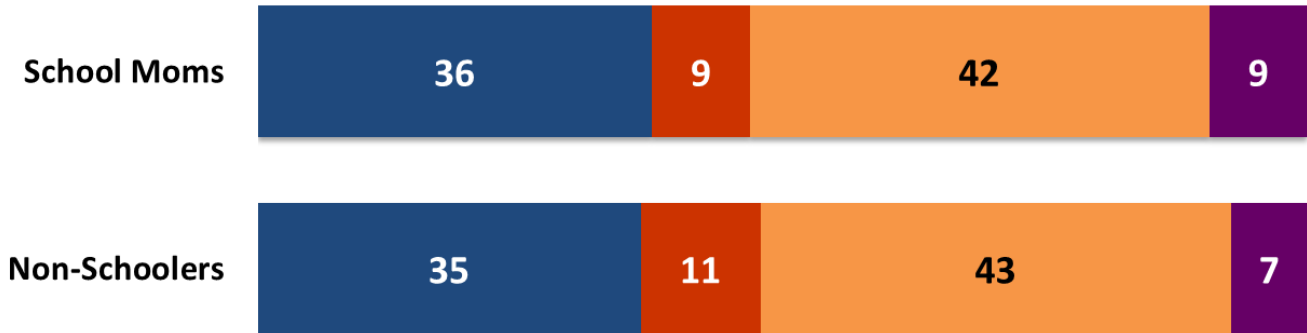
(% of only School Mom responses giving grades)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q7.

**Q8. If it were your decision and you could select any type of school, what type of school would you select in order to obtain the best education for your child?**

- Regular Public School
- Charter School
- Private School
- Homeschool



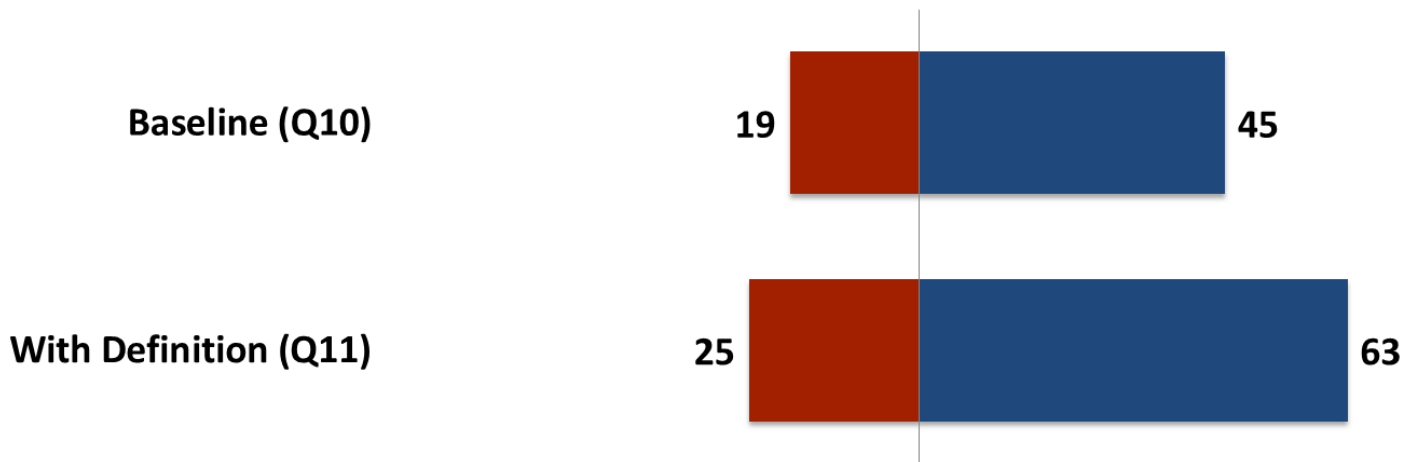
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q8.

Q10. Based on what you know, or have heard from others...  
In general, do you favor or oppose “charter schools”?

Q11. Charter schools are public schools that have more control over their own budget, staff, and curriculum, and are exempt from many existing public school regulations. With this information, do you generally favor or oppose charter schools?

■ Oppose ■ Favor

(% of School Moms)

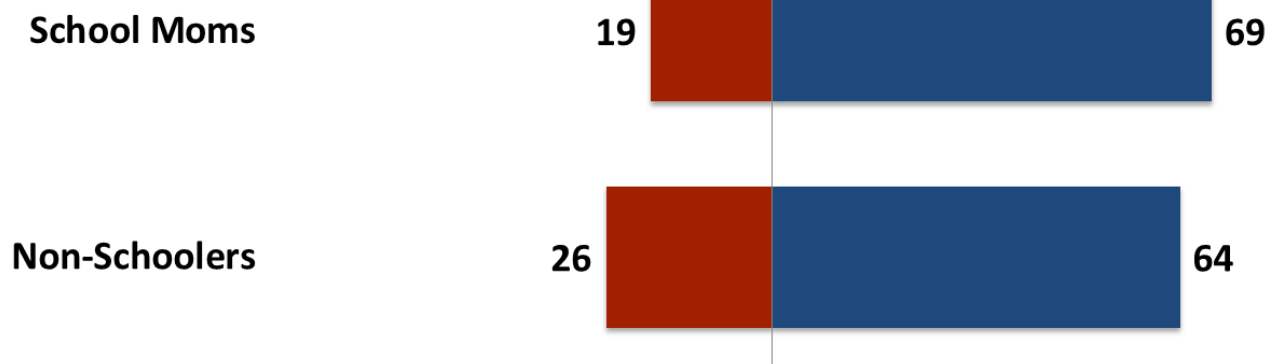


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q10 and Q11.



**Q12. A “tax credit” allows an individual or business to reduce the final amount of a tax owed to government. Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. A “tax-credit scholarship system” allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. In general, do you favor or oppose a tax-credit scholarship system?**

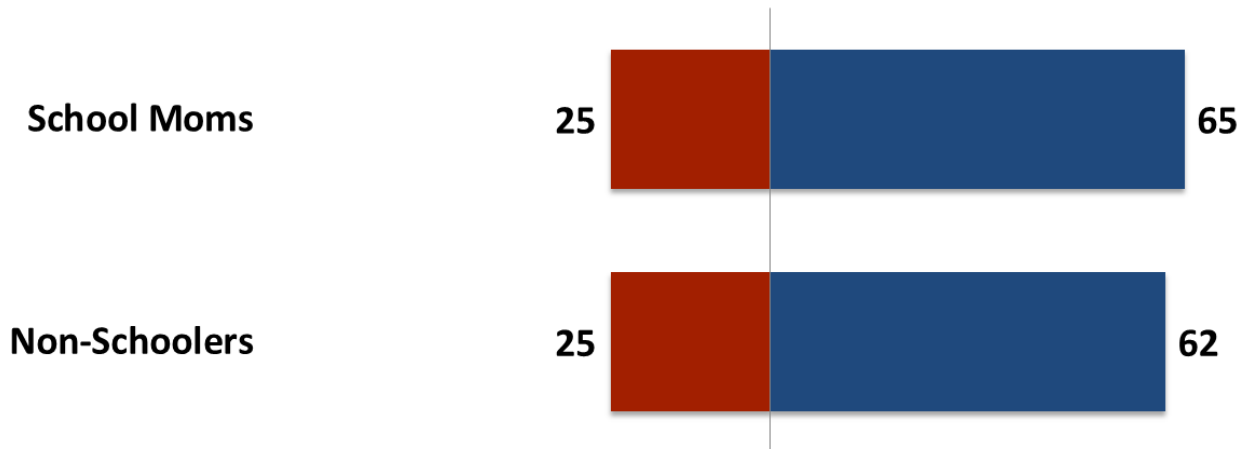
**■ Oppose    ■ Favor**



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *2013 Schooling in American Survey*, Q12.

**Q13. An education savings account - often called an "ESA" - allows parents to withdraw their child from a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for private school tuition, virtual education programs, private tutoring or save for future college expenses. In general, do you favor or oppose this kind of "savings account system"?**

**■ Oppose    ■ Favor**



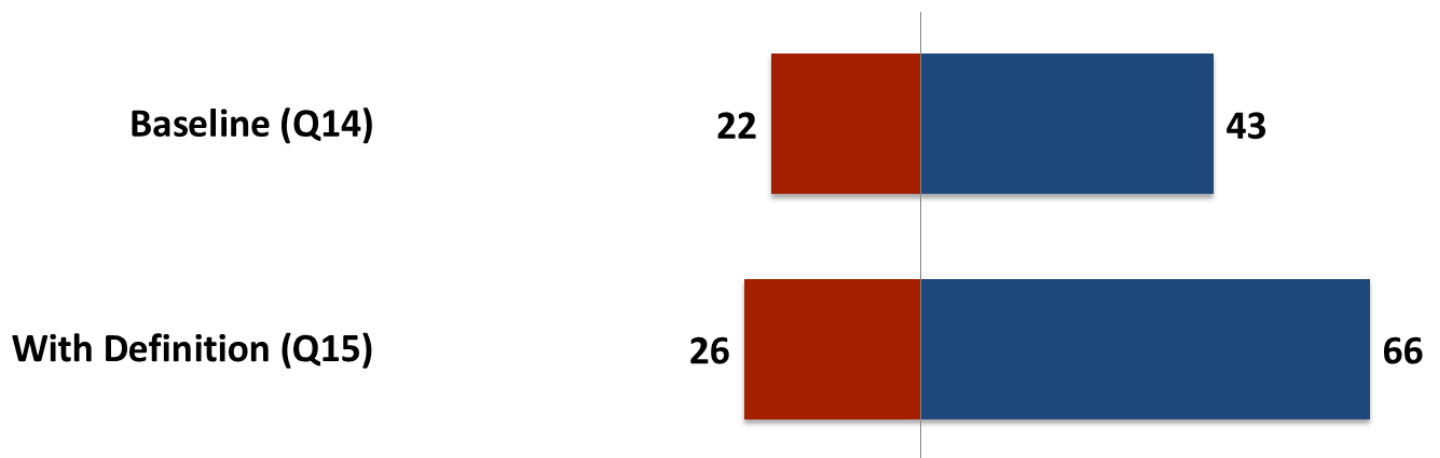
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q13.

Q14. Based on what you know, or have heard from others...  
In general, do you favor or oppose “school vouchers”?

■ Oppose ■ Favor

Q15. A school voucher system allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. If this policy were adopted, tax dollars currently allocated to a school district would be allocated to parents in the form of a “school voucher” to pay partial or full tuition for their child’s school. In general, do you favor or oppose a school voucher system?

(% of School Moms)



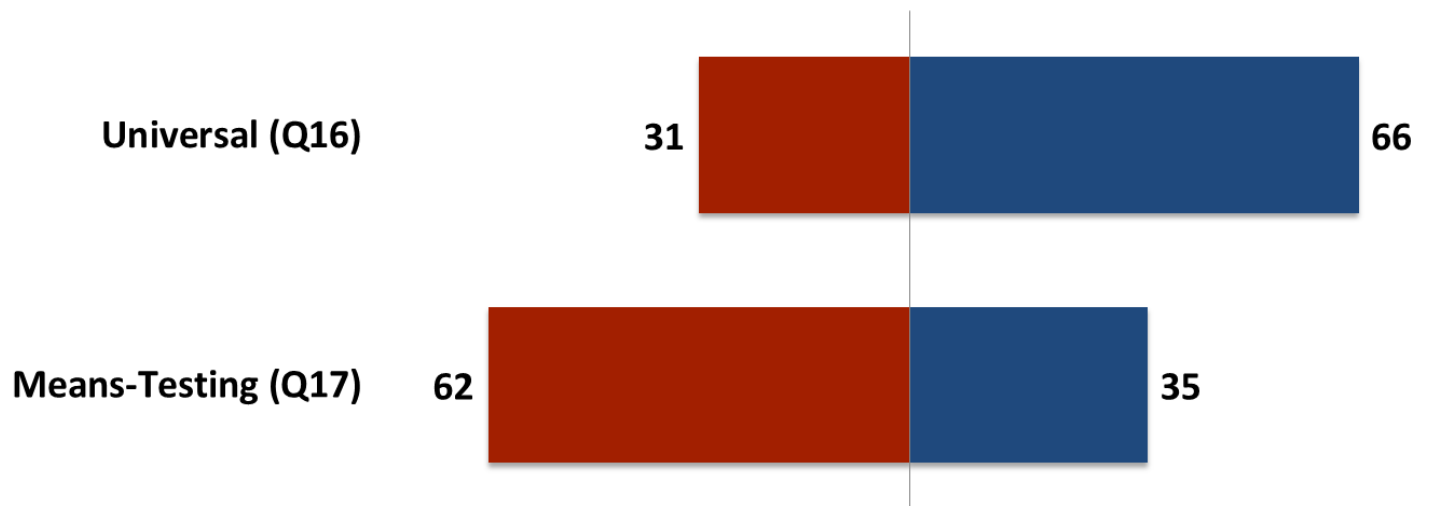
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q14 and Q15.

Q16. Some people believe that school vouchers should be available to all families, regardless of incomes and special needs. Do you agree or disagree with that statement?

■ Disagree ■ Agree

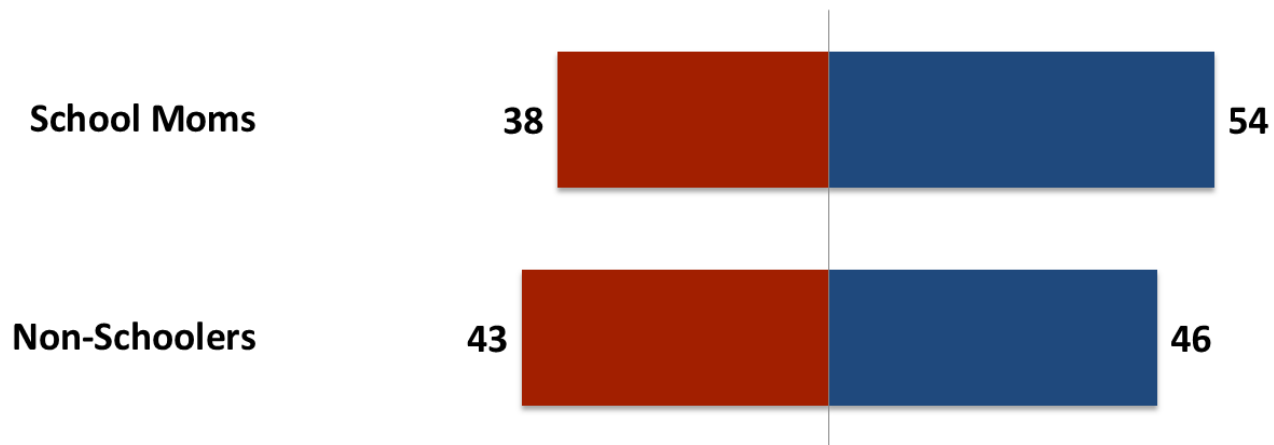
Q17. Some people believe that school vouchers should only be available to families based on financial need. Do you agree or disagree with that statement?

(% of School Moms)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q16 and Q17.

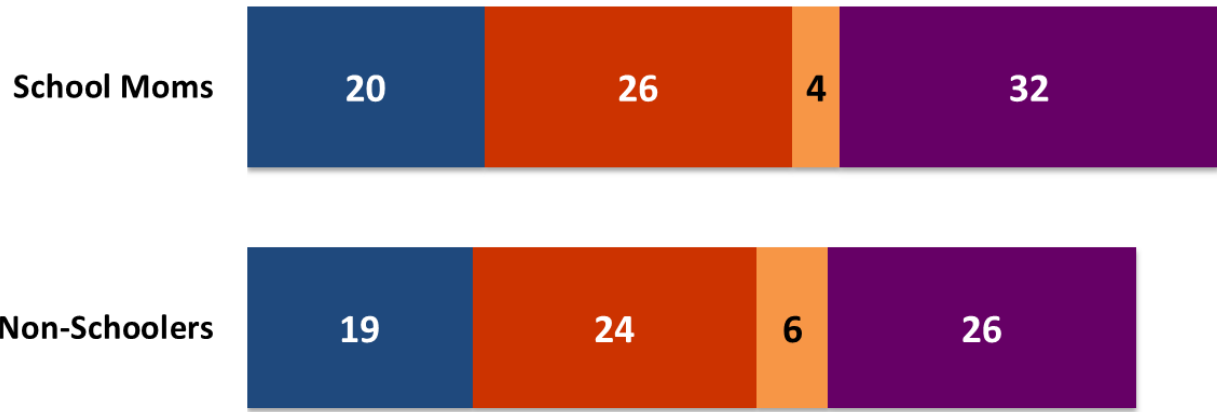
**Q18. A parent trigger policy allows parents of children at a low-performing public school to petition for some form of accountability action to take place. If parents representing more than half of the school’s students sign the petition, then the local school board governing that school would take one of the following actions: convert the school into a public charter school; dismiss and replace the principal; dismiss and replace staff or teachers; or close the school and relocate enrolled students. In general, do you favor or oppose a “parent trigger policy”?**



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *2013 Schooling in America Survey*, Q18.

**Q19. Considering the previous questions, which one of the following accountability actions do you feel would best serve students and families?**

- Convert the school into a public charter school
- Dismiss and replace the principal, staff, or teachers
- Close the school and relocate enrolled students
- Supply a voucher or scholarship to parents to enroll their child in another school, either private or public

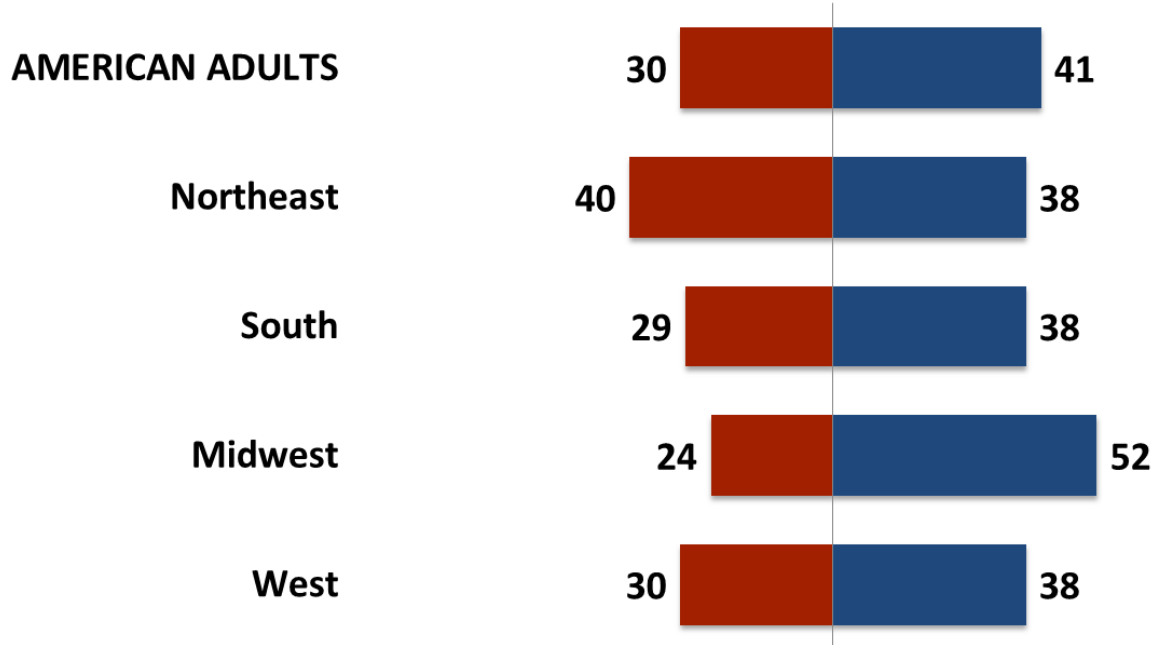


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *2013 Schooling in America Survey*, Q19.



**Survey Snapshots  
for the Nation, Regions,  
and Other Demographics**

Q2. How much attention do you pay to issues involving K-12 education?

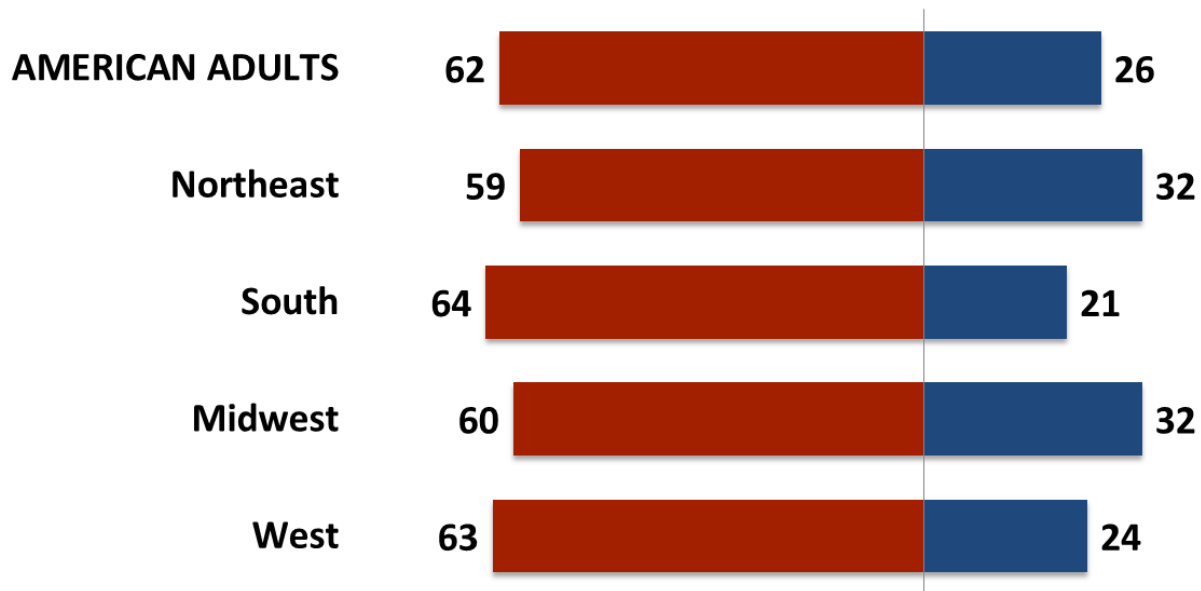


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q2.



Q3. In the United States, do you feel things in K-12 Education are generally going in the right direction, or do you feel things have generally gotten off on the wrong track?

■ Wrong Track ■ Right Direction



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q3.

**Q3. In the United States, do you feel things in K-12 education are generally going in the right direction, or do you feel things have generally gotten off on the wrong track?**

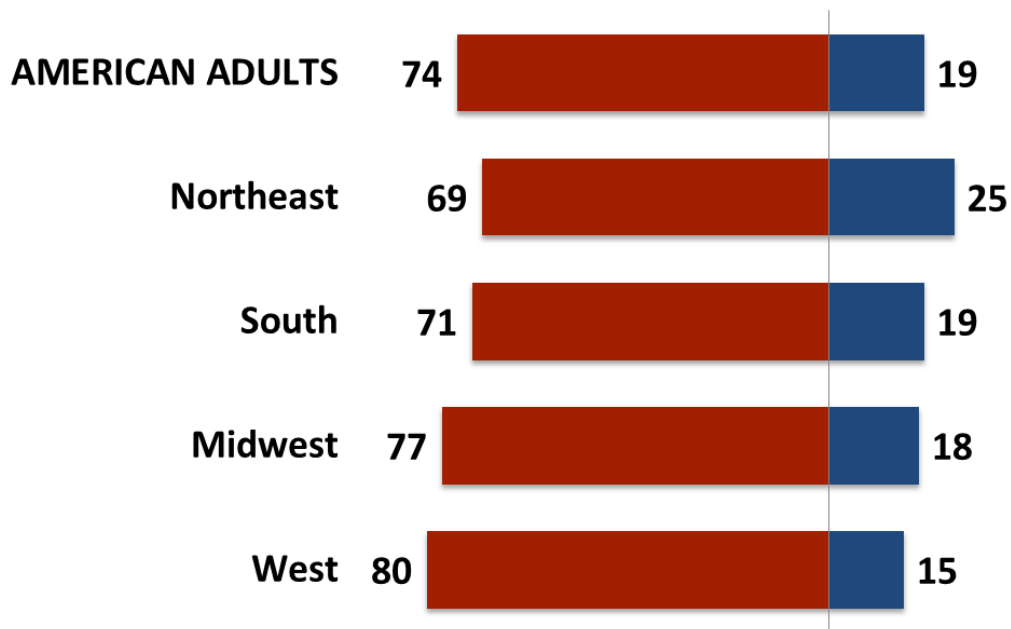
	Right Direction %	Wrong Track %	Diff	N=
<b>AMERICAN ADULTS</b>	<b>26</b>	<b>62</b>	<b>- 36</b>	<b>1,000</b>
School Mom	32	61	- 29	405
Non-Schooler	25	62	- 37	488
<b>REGION</b>				
Northeast	32	59	- 27	199
South	21	64	- 43	376
Midwest	32	60	- 28	226
West	24	63	- 39	199
<b>COMMUNITY</b>				
Urban	34	56	- 22	174
Suburban	24	62	- 38	355
Small Town	27	60	- 33	261
Rural	18	75	- 57	176
<b>PARTY ID</b>				
Democrat	28	64	- 36	273
Republican	30	62	- 32	244
Independent	20	67	- 47	288
<b>AGE GROUP</b>				
18 to 34	33	45	- 12	134
35 to 54	29	62	- 33	390
55 & Over	20	72	- 52	425
<b>HOUSEHOLD INCOME</b>				
Under \$40,000	28	61	- 33	273
\$40,000 to \$79,999	25	64	- 39	282
\$80,000 & Over	25	64	- 39	299
<b>RACE/ETHNICITY</b>				
Hispanic	38	49	- 11	73
Asian	14	54	- 40	20
Black	24	68	- 44	110
White	25	64	- 39	717

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Reference to whites refers to non-Hispanic whites. Blacks include only non-Hispanic blacks. Hispanics are of any race.

SOURCE: Friedman Foundation for Educational Choice, *2013 Schooling in America Survey*, Q3.

Q4. Generally speaking, how would you rate the federal government's handling of matters in K-12 education?

Fair/Poor Good/Excellent



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q4.

**Q4. Generally speaking, how would you rate the federal government's handling of matters in K-12 education?**

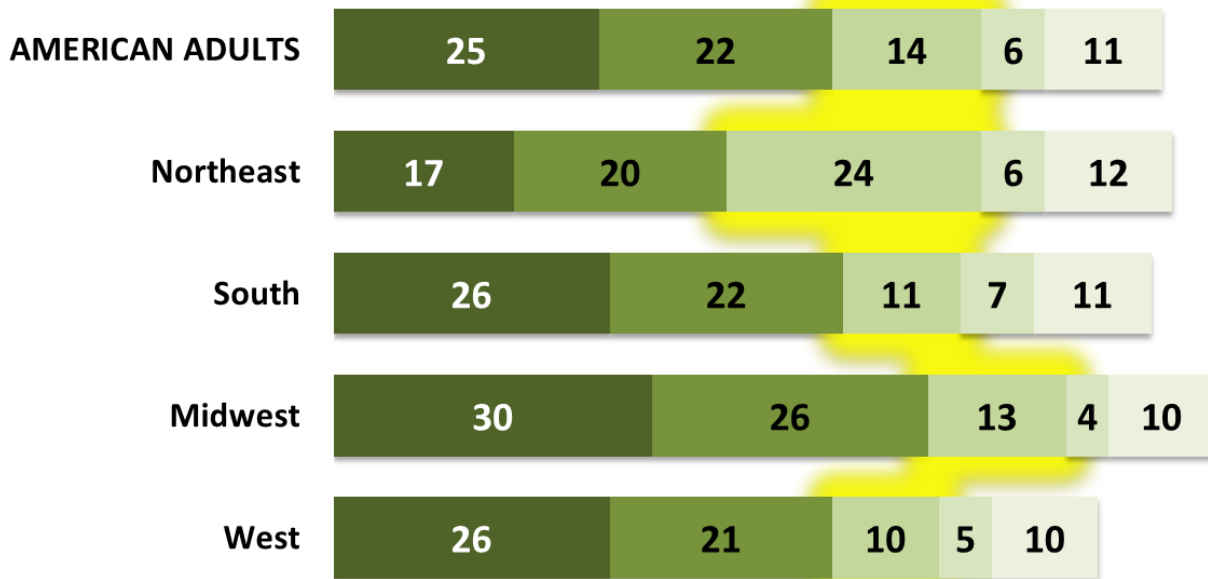
	Good/Excellent %	Fair/Poor %	Diff	Intensity	N=
<b>AMERICAN ADULTS</b>	<b>19</b>	<b>74</b>	<b>- 55</b>	<b>- 36</b>	<b>1,000</b>
School Mom	17	79	- 62	- 38	405
Non-Schooler	20	72	- 52	- 34	488
<b>REGION</b>					
Northeast	25	69	- 44	- 20	199
South	19	71	- 52	- 35	376
Midwest	18	77	- 59	- 40	226
West	15	80	- 65	- 45	199
<b>COMMUNITY</b>					
Urban	24	72	- 48	- 29	174
Suburban	20	71	- 51	- 34	355
Small Town	18	75	- 57	- 38	261
Rural	14	81	- 67	- 47	176
<b>PARTY ID</b>					
Democrat	30	64	- 34	- 24	273
Republican	9	83	- 74	- 51	244
Independent	14	79	- 65	- 42	288
<b>AGE GROUP</b>					
18 to 34	27	63	- 36	- 10	134
35 to 54	18	78	- 60	- 41	390
55 & Over	15	77	- 62	- 46	425
<b>HOUSEHOLD INCOME</b>					
Under \$40,000	24	72	- 48	- 33	273
\$40,000 to \$79,999	15	76	- 61	- 35	282
\$80,000 & Over	20	74	- 54	- 37	299
<b>RACE/ETHNICITY</b>					
Hispanic	20	72	- 52	- 35	73
Asian	32	68	- 36	- 9	20
Black	25	63	- 38	- 28	110
White	17	77	- 60	- 40	717

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Reference to whites refers to non-Hispanic whites. Blacks include only non-Hispanic blacks. Hispanics are of any race. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the combined percentages of "fair" and "poor" responses from the combined percentages of "good" and "excellent" responses. The difference indicates the enthusiasm behind the positive or negative ratings.

SOURCE: Friedman Foundation for Educational Choice, 2013 *Schooling in America Survey*, Q4.

**Q5. How much do you think is spent per year on each student in our country's public schools? Your estimate (to the nearest thousand dollars) will represent the combined expenditures of local, state, and federal governments.**

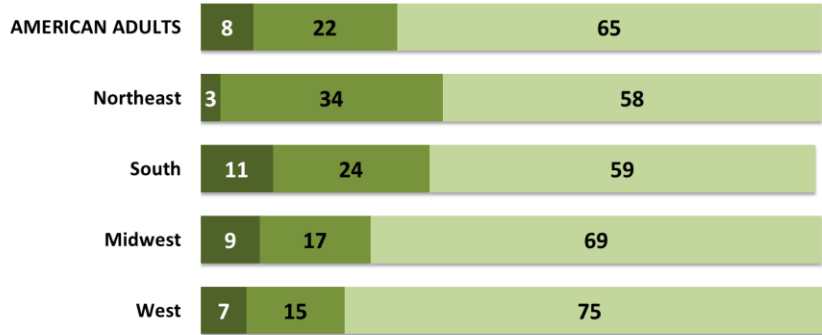
- **Less Than \$4,000**
- **\$4,001 - \$8,000**
- **\$8,001 - \$12,000**
- **\$12,001 - \$16,000**
- **Over \$16,000**



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q5.

Q6. (Split A) Do you believe that public school funding in our country is at a level that is:

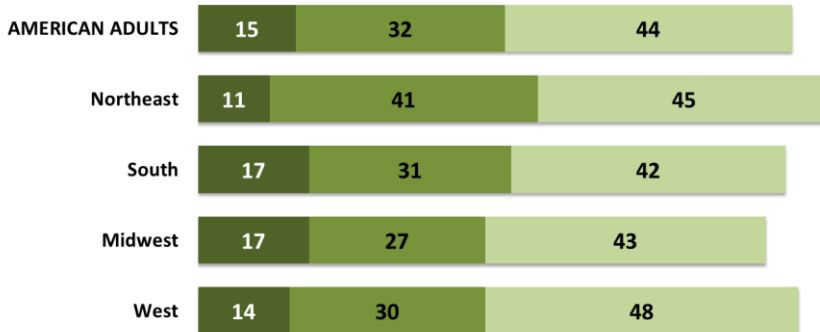
- Too High
- About Right
- Too Low



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q6A.

Q6. (Split B) According to the most recent information available, in the United States \$10,652 is being spent each year per student attending public schools. Do you believe that public school funding in our country is at a level that is:

- Too High
- About Right
- Too Low

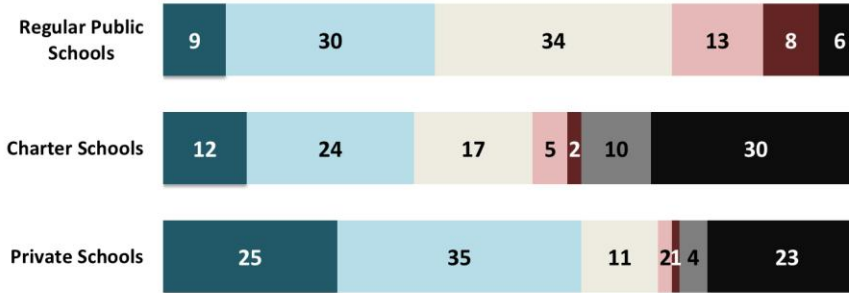


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q6B.

Q7. In thinking about the schools in your area, what grade would you give...

■ A ■ B ■ C ■ D ■ F ■ (N/A) ■ (DK)

(% of all responses)

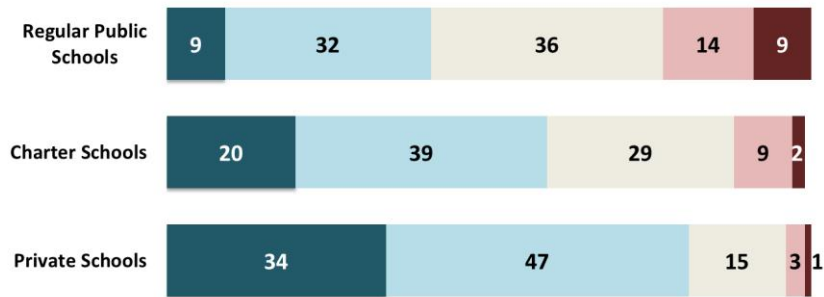


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q7.

Q7. In thinking about the schools in your area, what grade would you give...

■ A ■ B ■ C ■ D ■ F

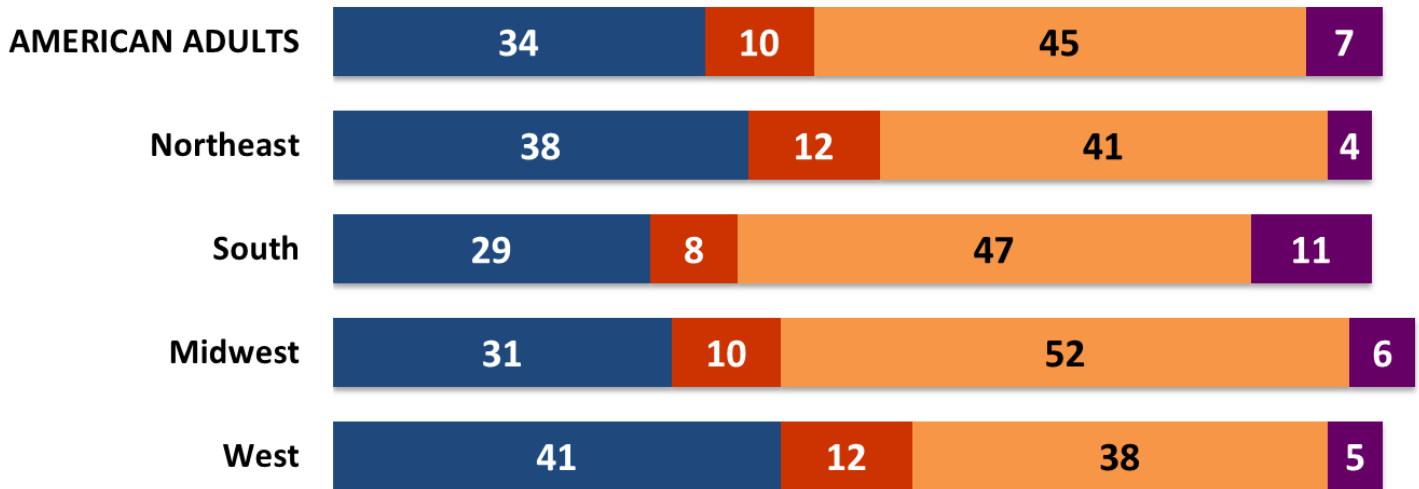
(% of only responses giving grades)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q7.

**Q8. If it were your decision and you could select any type of school, what type of school would you select in order to obtain the best education for your child?**

- **Regular Public School**
- **Charter School**
- **Private School**
- **Homeschool**



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *2013 Schooling in America Survey*, Q8.



**Q8. If it were your decision and you could select any type of school, what type of school would you select in order to obtain the best education for your child?**

	Public School %	Private School %	Charter School %	Homeschool %	N=
<b>AMERICAN ADULTS</b>	<b>34</b>	<b>45</b>	<b>10</b>	<b>7</b>	<b>1,000</b>
School Mom	36	42	9	9	405
Non-Schooler	35	43	11	7	488
<b>REGION</b>					
Northeast	38	41	12	4	199
South	29	47	8	11	376
Midwest	31	52	10	6	226
West	41	38	12	5	199
<b>COMMUNITY</b>					
Urban	34	50	8	6	174
Suburban	27	46	12	9	355
Small Town	39	41	8	8	261
Rural	38	42	10	7	176
<b>PARTY ID</b>					
Democrat	41	45	9	3	273
Republican	25	49	10	14	244
Independent	31	47	10	8	288
<b>AGE GROUP</b>					
18 to 34	31	49	9	8	134
35 to 54	27	48	10	8	390
55 & Over	40	40	10	6	425
<b>HOUSEHOLD INCOME</b>					
Under \$40,000	35	47	8	7	273
\$40,000 to \$79,999	35	43	14	6	282
\$80,000 & Over	31	48	9	8	299
<b>RACE/ETHNICITY</b>					
Hispanic	34	34	20	11	73
Asian	42	40	8	3	20
Black	35	44	14	3	110
White	33	48	8	7	717

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Reference to whites refers to non-Hispanic whites. Blacks include only non-Hispanic blacks. Hispanics are of any race.

SOURCE: Friedman Foundation for Educational Choice, 2013 *Schooling in America Survey*, Q8.

**Q9. What is the most important characteristic or attribute that would cause you to choose a [INSERT SCHOOL TYPE FROM PREVIOUS QUESTION] for your child? Please use one word, or a very short phrase.**

**Top 16 | Specific impressions offered by respondents in the national sample. Numbers represent counts (n), not percentages.**

<b>BETTER EDUCATION / QUALITY</b>	<b>164</b>
<b>INDIVIDUAL ATTENTION / ONE-ON-ONE</b>	<b>95</b>
<b>CLASS SIZE / STUDENT-TEACHER RATIO</b>	<b>82</b>
<b>BETTER TEACHERS / TEACHERS / TEACHING</b>	<b>80</b>
<b>SOCIALIZATION / PEERS / OTHER KIDS</b>	<b>70</b>
<b>ACADEMICS / CURRICULUM</b>	<b>61</b>
<b>DIVERSITY / VARIETY</b>	<b>47</b>
<b>DISCIPLINE / STRUCTURE</b>	<b>41</b>
<b>PUBLIC SCHOOL: POSITIVE MENTIONS</b>	<b>41</b>
<b>COST / TUITION / AFFORDABILITY</b>	<b>37</b>
<b>PRIVATE SCHOOL: POSITIVE MENTIONS</b>	<b>36</b>
<b>SAFETY / LESS DRUGS, VIOLENCE, BULLYING</b>	<b>30</b>
<b>RELIGION / RELIGIOUS REASONS</b>	<b>27</b>
<b>OPPORTUNITIES / CHOICES</b>	<b>22</b>
<b>ENVIRONMENT / CULTURE / COMMUNITY</b>	<b>17</b>
<b>OUTCOMES / RESULTS / GRADUATION RATE</b>	<b>16</b>

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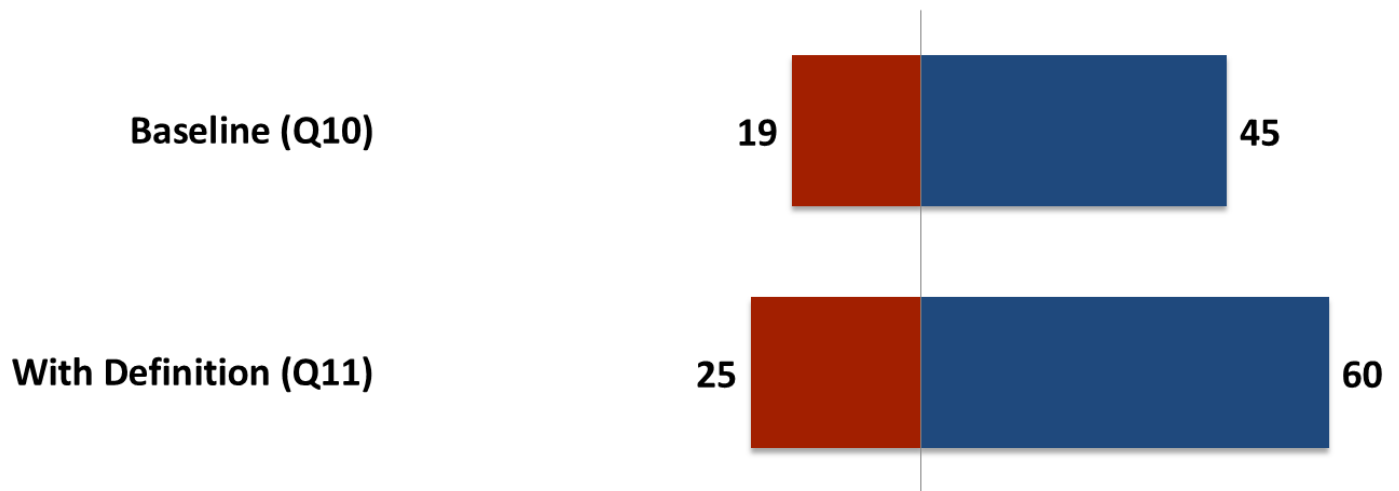
**SOURCE: Friedman Foundation for Educational Choice, 2013 Schooling in America Survey , Q9.**

Q10. Based on what you know, or have heard from others...  
In general, do you favor or oppose “charter schools”?

Q11. Charter schools are public schools that have more control over their own budget, staff, and curriculum, and are exempt from many existing public school regulations. With this information, do you generally favor or oppose charter schools?

■ Oppose ■ Favor

(% of American Adults)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q10 and Q11.

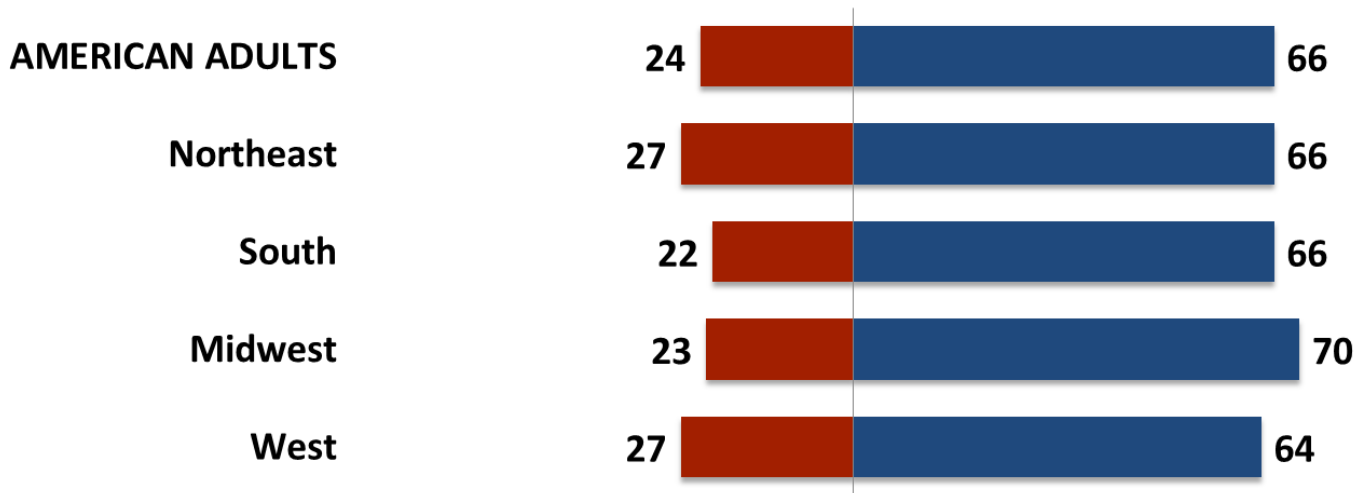
**Q11. Charter schools are public schools that have more control over their own budget, staff, and curriculum, and are exempt from many existing public school regulations. In general, do you favor or oppose charter schools?**

	<b>Favor %</b>	<b>Oppose %</b>	<b>Diff</b>	<b>Intensity</b>	<b>N=</b>
<b>AMERICAN ADULTS</b>	<b>60</b>	<b>25</b>	<b>+ 35</b>	<b>+ 15</b>	<b>1,000</b>
School Mom	63	25	+ 38	+ 17	405
Non-Schooler	58	25	+ 33	+ 13	488
<b>REGION</b>					
Northeast	55	28	+ 27	+ 10	199
South	63	25	+ 38	+ 15	376
Midwest	60	27	+ 33	+ 17	226
West	58	20	+ 38	+ 17	199
<b>COMMUNITY</b>					
Urban	61	27	+ 34	+ 19	174
Suburban	63	26	+ 37	+ 12	355
Small Town	56	23	+ 33	+ 19	261
Rural	57	26	+ 31	+ 10	176
<b>PARTY ID</b>					
Democrat	60	27	+ 33	+ 16	273
Republican	63	24	+ 39	+ 22	244
Independent	62	22	+ 40	+ 12	288
<b>AGE GROUP</b>					
18 to 34	61	20	+ 41	+ 8	134
35 to 54	59	28	+ 31	+ 19	390
55 & Over	60	25	+ 35	+ 17	425
<b>HOUSEHOLD INCOME</b>					
Under \$40,000	63	24	+ 39	+ 16	273
\$40,000 to \$79,999	64	20	+ 44	+ 24	282
\$80,000 & Over	58	32	+ 26	+ 7	299
<b>RACE/ETHNICITY</b>					
Hispanic	61	18	+ 43	+ 17	73
Asian	52	41	+ 11	+ 5	20
Black	58	29	+ 29	+ 20	110
White	60	25	+ 35	+ 13	717

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Reference to whites refers to non-Hispanic whites. Blacks include only non-Hispanic blacks. Hispanics are of any race. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates enthusiasm behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, 2013 *Schooling in America Survey*, Q11.

**Q12. A “tax credit” allows an individual or business to reduce the final amount of a tax owed to government. Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. A “tax-credit scholarship system” allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. In general, do you favor or oppose a tax-credit scholarship system?**



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q12.

**Q12. A “tax credit” allows an individual or business to reduce the final amount of a tax owed to government. Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. A “tax-credit scholarship system” allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. In general, do you favor or oppose a tax-credit scholarship system?**

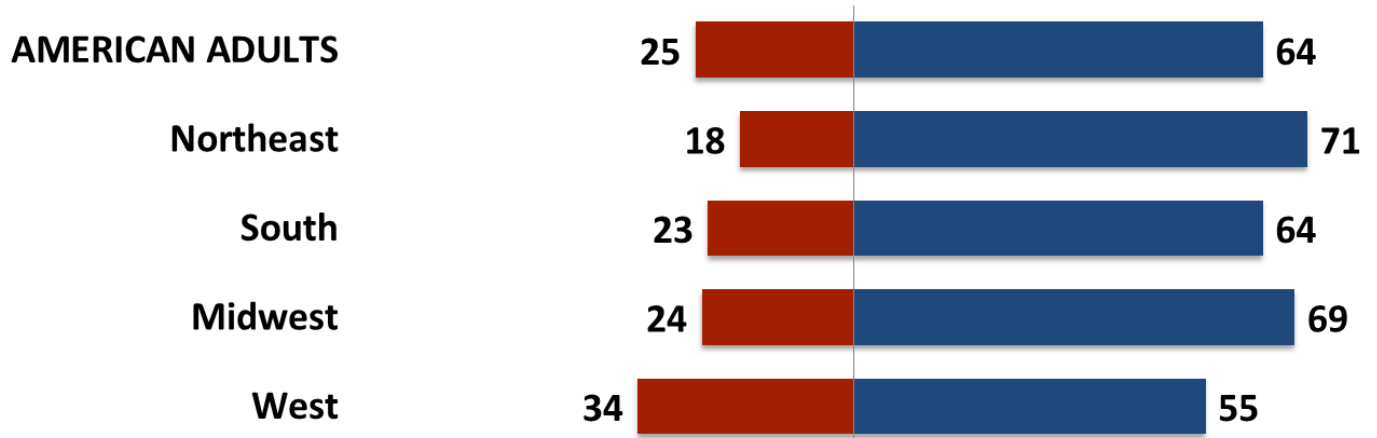
	Favor %	Oppose %	Diff	Intensity	N=
<b>AMERICAN ADULTS</b>	<b>66</b>	<b>24</b>	<b>+ 42</b>	<b>+ 21</b>	<b>1,000</b>
School Mom	69	19	+ 50	+ 24	405
Non-Schooler	64	26	+ 38	+ 18	488
<b>REGION</b>					
Northeast	66	27	+ 39	+ 21	199
South	66	22	+ 44	+ 21	376
Midwest	70	23	+ 47	+ 19	226
West	64	27	+ 37	+ 24	199
<b>COMMUNITY</b>					
Urban	65	28	+ 37	+ 27	174
Suburban	66	26	+ 40	+ 21	355
Small Town	68	21	+ 47	+ 21	261
Rural	68	23	+ 45	+ 16	176
<b>PARTY ID</b>					
Democrat	62	32	+ 30	+ 16	273
Republican	68	21	+ 47	+ 29	244
Independent	72	20	+ 52	+ 21	288
<b>AGE GROUP</b>					
18 to 34	63	24	+ 39	+ 18	134
35 to 54	69	20	+ 49	+ 31	390
55 & Over	66	28	+ 38	+ 16	425
<b>HOUSEHOLD INCOME</b>					
Under \$40,000	70	22	+ 48	+ 26	273
\$40,000 to \$79,999	72	20	+ 52	+ 28	282
\$80,000 & Over	61	35	+ 26	+ 13	299
<b>RACE/ETHNICITY</b>					
Hispanic	64	28	+ 36	+ 28	73
Asian	68	31	+ 37	+ 31	20
Black	72	22	+ 50	+ 31	110
White	65	24	+ 41	+ 17	717

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Reference to whites refers to non-Hispanic whites. Blacks include only non-Hispanic blacks. Hispanics are of any race. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates enthusiasm behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, 2013 *Schooling in America Survey*, Q12.

**Q13. An education savings account - often called an "ESA" - allows parents to withdraw their child from a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for private school tuition, virtual education programs, private tutoring or save for future college expenses. In general, do you favor or oppose this kind of "savings account system"?**

**■ Oppose   ■ Favor**



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q13.

**Q13. An education savings account - often called an "ESA" - allows parents to withdraw their child from a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for private school tuition, virtual education programs, private tutoring or save for future college expenses. In general, do you favor or oppose this kind of "savings account system"?**

	Favor %	Oppose %	Diff	Intensity	N=
<b>AMERICAN ADULTS</b>	<b>64</b>	<b>25</b>	<b>+ 39</b>	<b>+ 17</b>	<b>1,000</b>
School Mom	65	25	+ 40	+ 16	405
Non-Schooler	62	25	+ 37	+ 15	488
<b>REGION</b>					
Northeast	71	18	+ 53	+ 19	199
South	64	23	+ 41	+ 20	376
Midwest	69	24	+ 45	+ 15	226
West	55	34	+ 21	+ 11	199
<b>COMMUNITY</b>					
Urban	57	30	+ 27	+ 7	174
Suburban	68	23	+ 45	+ 21	355
Small Town	68	24	+ 44	+ 16	261
Rural	62	24	+ 38	+ 18	176
<b>PARTY ID</b>					
Democrat	64	27	+ 37	+ 18	273
Republican	62	24	+ 38	+ 19	244
Independent	65	23	+ 42	+ 15	288
<b>AGE GROUP</b>					
18 to 34	74	16	+ 58	+ 26	134
35 to 54	66	25	+ 41	+ 19	390
55 & Over	57	29	+ 28	+ 10	425
<b>HOUSEHOLD INCOME</b>					
Under \$40,000	64	28	+ 36	+ 13	273
\$40,000 to \$79,999	64	24	+ 40	+ 18	282
\$80,000 & Over	70	24	+ 46	+ 24	299
<b>RACE/ETHNICITY</b>					
Hispanic	63	18	+ 45	+ 29	73
Asian	80	15	+ 65	+ 20	20
Black	63	24	+ 39	+ 24	110
White	63	28	+ 35	+ 12	717

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Reference to whites refers to non-Hispanic whites. Blacks include only non-Hispanic blacks. Hispanics are of any race. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates enthusiasm behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, 2013 *Schooling in America Survey*, Q13.

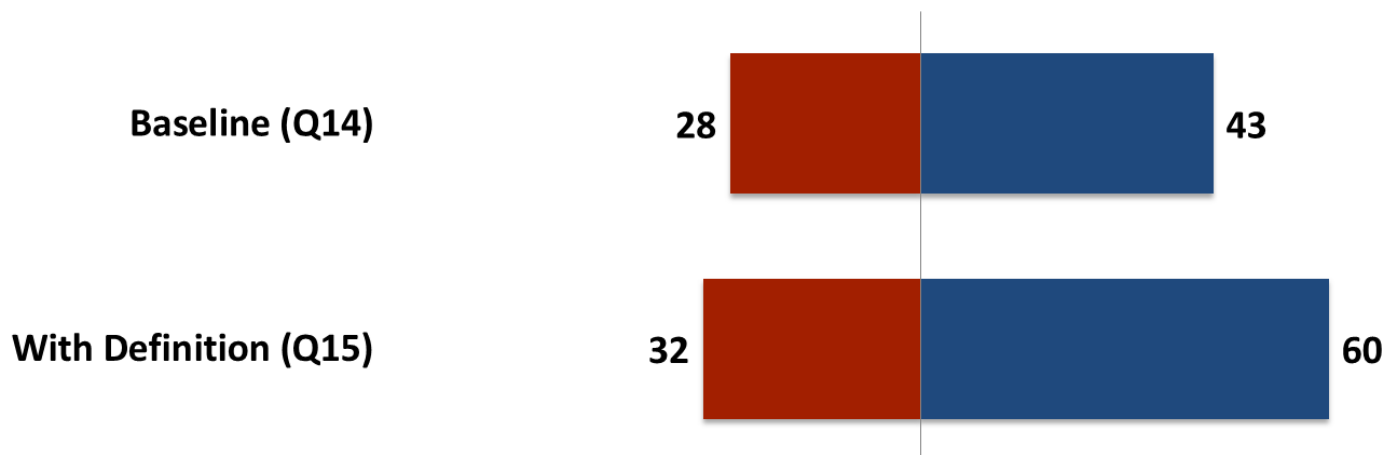


Q14. Based on what you know, or have heard from others...  
In general, do you favor or oppose “school vouchers”?

■ Oppose ■ Favor

Q15. A school voucher system allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. If this policy were adopted, tax dollars currently allocated to a school district would be allocated to parents in the form of a “school voucher” to pay partial or full tuition for their child’s school. In general, do you favor or oppose a school voucher system?

(% of American Adults)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q14 and Q15.

**Q15. A school voucher system allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. If this policy were adopted, tax dollars currently allocated to a school district would be allocated to parents in the form of a “school voucher” to pay partial or full tuition for their child’s school. In general, do you favor or oppose a school voucher system?**

	Favor %	Oppose %	Diff	Intensity	N=
<b>AMERICAN ADULTS</b>	<b>60</b>	<b>32</b>	<b>+ 28</b>	<b>+ 9</b>	<b>1,000</b>
School Mom	66	26	+ 40	+ 19	405
Non-Schooler	56	35	+ 21	+ 1	488
<b>REGION</b>					
Northeast	58	31	+ 27	- 1	199
South	65	28	+ 37	+ 12	376
Midwest	66	31	+ 35	+ 18	226
West	50	39	+ 11	+ 5	199
<b>COMMUNITY</b>					
Urban	60	31	+ 29	+ 16	174
Suburban	56	38	+ 18	even	355
Small Town	67	23	+ 44	+ 16	261
Rural	59	33	+ 26	+ 10	176
<b>PARTY ID</b>					
Democrat	52	38	+ 14	+ 7	273
Republican	63	32	+ 31	+ 12	244
Independent	66	28	+ 38	+ 9	288
<b>AGE GROUP</b>					
18 to 34	64	24	+ 40	+ 6	134
35 to 54	65	30	+ 35	+ 20	390
55 & Over	55	37	+ 18	+ 4	425
<b>HOUSEHOLD INCOME</b>					
Under \$40,000	67	23	+ 44	+ 19	273
\$40,000 to \$79,999	63	29	+ 34	+ 19	282
\$80,000 & Over	57	39	+ 18	- 2	299
<b>RACE/ETHNICITY</b>					
Hispanic	51	36	+ 15	- 1	73
Asian	57	41	+ 16	+ 1	20
Black	65	24	+ 41	+ 25	110
White	61	32	+ 29	+ 9	717

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Reference to whites refers to non-Hispanic whites. Blacks include only non-Hispanic blacks. Hispanics are of any race. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates enthusiasm behind the support or opposition for a given policy or proposal.

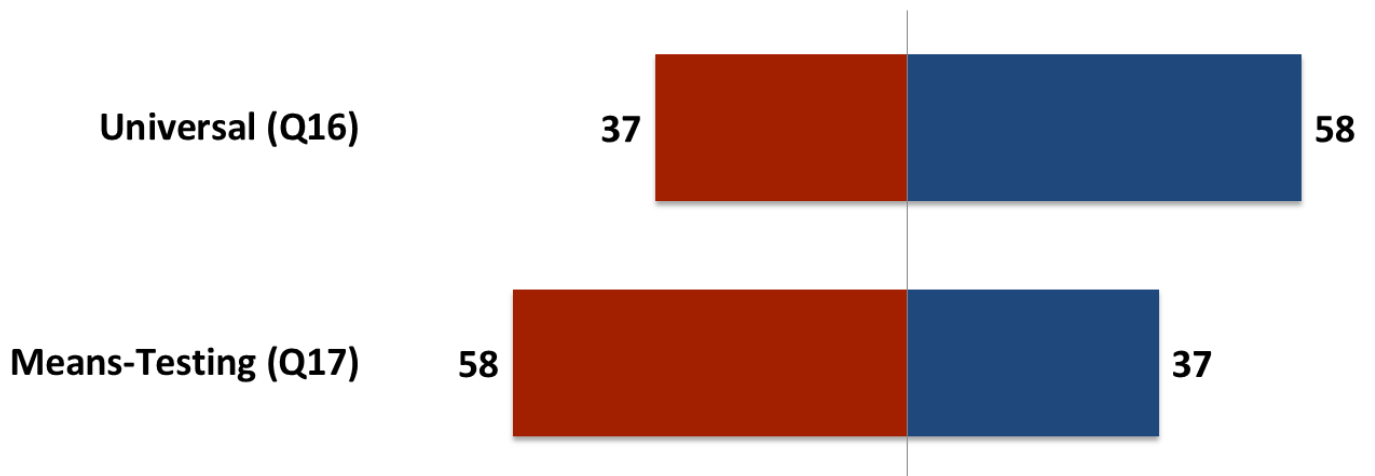
SOURCE: Friedman Foundation for Educational Choice, 2013 *Schooling in America Survey*, Q15.

**Q16. Some people believe that school vouchers should be available to all families, regardless of incomes and special needs. Do you agree or disagree with that statement?**

**Disagree**   **Agree**

**Q17. Some people believe that school vouchers should only be available to families based on financial need. Do you agree or disagree with that statement?**

**(% of American Adults)**



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q16 and Q17.

**Q18. A parent trigger policy allows parents of children at a low-performing public school to petition for some form of accountability action to take place. If parents representing more than half of the school’s students sign the petition, then the local school board governing that school would take one of the following actions: convert the school into a public charter school; dismiss and replace the principal; dismiss and replace staff or teachers; or close the school and relocate enrolled students. In general, do you favor or oppose a “parent trigger policy”?**

**■ Oppose      ■ Favor**

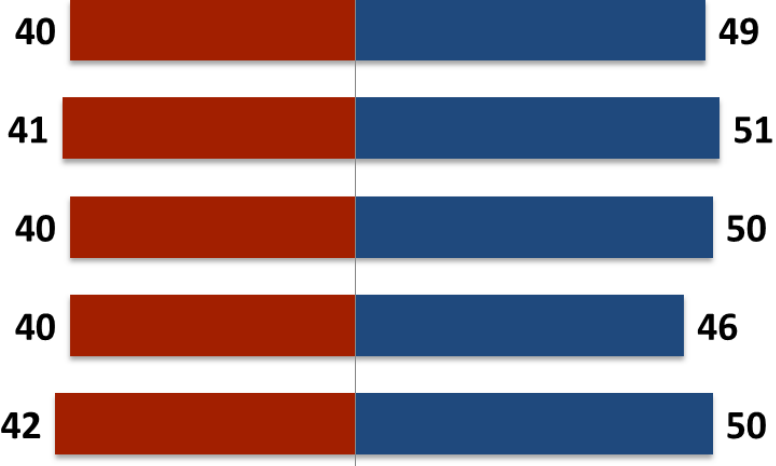
**AMERICAN ADULTS**

**Northeast**

**South**

**Midwest**

**West**



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2013 *Schooling in America Survey*, Q18.

**Q18. A parent trigger policy allows parents of children at a low-performing public school to petition for some form of accountability action to take place. If parents representing more than half of the school's students sign the petition, then the local school board governing that school would take one of the following actions: convert the school into a public charter school; dismiss and replace the principal; dismiss and replace staff or teachers; or close the school and relocate enrolled students. In general, do you favor or oppose a "parent trigger policy"?**

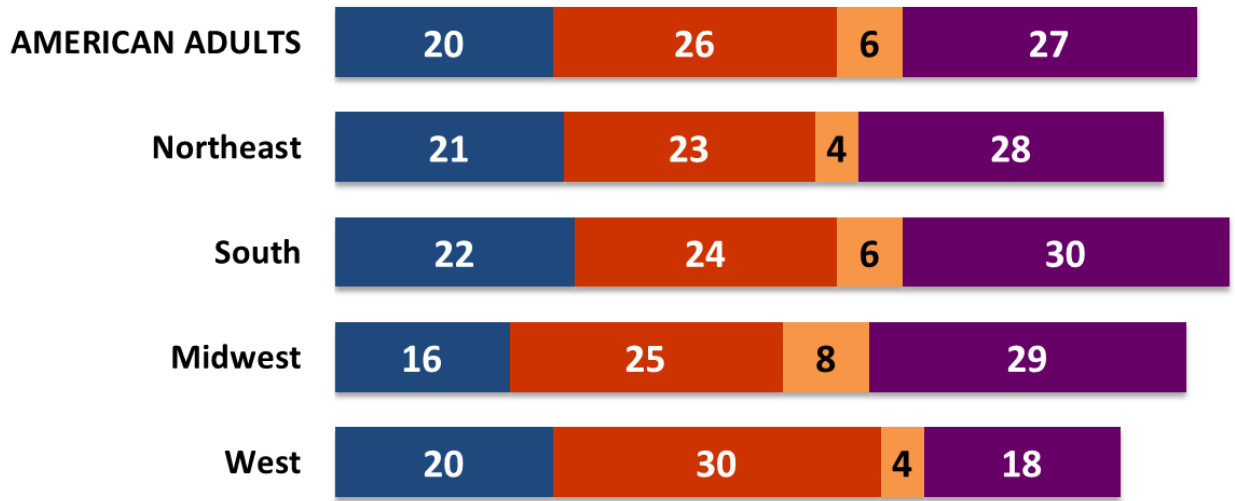
	Favor %	Oppose %	Diff	Intensity	N=
<b>AMERICAN ADULTS</b>	<b>49</b>	<b>40</b>	<b>+ 9</b>	<b>- 2</b>	<b>1,000</b>
School Mom	54	38	+ 16	+ 3	405
Non-Schooler	46	43	+ 3	- 7	488
<b>REGION</b>					
Northeast	51	41	+ 10	+ 2	199
South	50	40	+ 10	even	376
Midwest	46	40	+ 6	- 7	226
West	50	42	+ 8	- 6	199
<b>COMMUNITY</b>					
Urban	57	33	+ 24	+ 6	174
Suburban	53	35	+ 18	- 3	355
Small Town	44	47	- 3	- 3	261
Rural	45	48	- 3	- 6	176
<b>PARTY ID</b>					
Democrat	47	40	+ 7	- 5	273
Republican	52	39	+ 13	- 3	244
Independent	56	38	+ 18	+ 6	288
<b>AGE GROUP</b>					
18 to 34	51	35	+ 16	- 7	134
35 to 54	51	38	+ 13	+ 3	390
55 & Over	47	45	+ 2	- 4	425
<b>HOUSEHOLD INCOME</b>					
Under \$40,000	52	41	+ 11	- 4	273
\$40,000 to \$79,999	49	36	+ 13	+ 7	282
\$80,000 & Over	53	42	+ 11	- 4	299
<b>RACE/ETHNICITY</b>					
Hispanic	41	47	- 6	- 12	73
Asian	55	45	+ 10	even	20
Black	43	45	- 2	- 8	110
White	51	38	+ 13	even	717

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Reference to whites refers to non-Hispanic whites. Blacks include only non-Hispanic blacks. Hispanics are of any race. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates enthusiasm behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, 2013 *Schooling in America Survey*, Q18.

**Q19. Considering the previous questions, which one of the following accountability actions do you feel would best serve students and families?**

- Convert the school into a public charter school
- Dismiss and replace the principal, staff, or teachers
- Close the school and relocate enrolled students
- Supply a voucher or scholarship to parents to enroll their child in another school, either private or public



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *2013 Schooling in America Survey*, Q19.

## Data and Methods

The “Schooling in America Survey” project, commissioned by the Friedman Foundation for Educational Choice and conducted by Braun Research, Inc. (BRI), interviewed **700** adults (age 18 and older) in the United States – on an unweighted basis – and then oversampled to reach another **300** completed interviews with mothers of school-age children (in preschool, elementary school, or high school), called “school moms” in this report. Sampling methods included probability sampling and random-digit dial. Based on U.S. Census data, statistical results were weighted to correct known demographic discrepancies. As a result, the weighted national sample includes a total of **1,000** telephone interviews completed in English and from April 1 to 8, 2013, by means of both landline and cell phone. The weighting – discussed later in this section – established a statistically representative national sample of adults (age 18 and older) living in the United States.

The margin of sampling error for the national sample is  $\pm 3.1$  percentage points. The margin of error for the “school mom” sample is approximately  $\pm 4.9$  percentage points.

BRI’s live callers conducted all phone interviews. For this entire project, a total of **13,349** calls were made in the United States.

For the initial national sample, BRI made **8,399** total phone calls. Of these calls, **3,326** were unusable phone numbers (disconnected, fax, busy, non-residential, or non-answers, etc.); **4,305** were usable numbers but eligibility unknown (including refusals and voicemail); **36** cell phone numbers were usable but not eligible for this survey; **32** people did not complete the survey. The average response rate of the national landline interviews was **13.2%**. The average response rate of the national cell phone interviews was **11.4%**.

For the school mom oversample part of the survey, BRI made **4,950** total phone calls. Of these calls, **1,878** were unusable phone numbers (disconnected, fax, busy, non-residential, or non-answers, etc.); **2,559** were usable numbers but eligibility unknown (including refusals and voicemail); **0** cell phone numbers were usable but not eligible for this survey; **18** people did not complete the survey. The average response rate of this

oversample landline interviews was **13.3%**. The average response rate of this oversample cell phone interviews was **5.2%**.

Details on call dispositions, landline and cell phone response rates, and weighting are discussed in the following sections.

### ***Sample Design***

A combination of landline and cellular random-digit-dial (RDD) samples was used to represent adults 18 years of age and older in the United States who have access to either a landline or cellular telephone. Both samples were provided by Survey Sampling International, LLC (SSI) according to BRI specifications.

SSI starts with a database of all listed telephone numbers, updated on a four- to six-week rolling basis, 25 percent of the listings at a time. All active blocks—contiguous groups of 100 phone numbers for which more than one residential number is listed—are added to this database. Blocks and exchanges that include only listed business numbers are excluded.

Numbers for the landline sample were drawn with equal probabilities from active blocks (area code + exchange + two-digit block number) that contained three or more residential directory listings. The cellular sample was not list-assisted, but was drawn through a systematic sampling from dedicated wireless 100-blocks and shared service 100-blocks with no directory-listed landline numbers.

### ***Contact Procedures***

Interviews were conducted from April 1 to 8, 2013. As many as eight attempts were made to contact every sampled telephone number. The sample was released for interviewing in replicates, which are representative subsamples of the larger sample. Using replicates to control the release of sample ensures that complete call procedures are followed for the entire sample. Calls were staggered over times of day and days of the week to maximize the chance of making contact with potential respondents. Each phone number received at least one daytime call.



We have noticed, over the last several years, response rates have been declining for consumer polls. Generally, running surveys over a longer period of time will boost these response rates. However, lower response rates do not lead to lower reliability of the data. For example, polls with a sample size of 1,200 respondents run over a two-day period with response rates of 3% or 4% have been acceptable for public release.

The survey's margin of error is the largest 95% Confidence Interval for any estimated proportion based on the total sample—the one around 50%. The overall margin of error for this survey is  $\pm 3.1\%$ . This means that in 95 of every 100 samples drawn using the same methodology, estimated proportions based on the entire sample will be no more than 3.1 percentage points away from their true values in the population.

It is critical to note that the margin of sampling error (MSE) is higher when considering the number of respondents for a given demographic subgroup. For example, the MSE for a subgroup of 150 respondents is  $\pm 8.0$  percentage points.

In addition to sampling error, question wording, ordering, and other practical difficulties when conducting surveys may introduce error or bias into the findings of public opinion research.

### ***Weighting Procedures and Analysis***

Weighting is generally used in survey analysis to compensate for sample designs and patterns of non-response that might bias results. In this study, the sample demographics were balanced to population parameters. All data excluding the “school mom” total [n=405] is weighted by cell/landline; then, school moms were weighted down to 15% of the national sample [n=150]; and, then, BRI applied the national statistics of Gender, Age, Ethnicity (Hispanic), Race, and Region, while maintaining the split samples.

The weighted and unweighted results are available on request. All weighting measures are based on 2010 Census Bureau statistics.

## Call Dispositions and Response Rates

<b>National Sample Call Dispositions</b>					
<b><u>SUMMARY</u></b>			<b><u>DETAIL</u></b>		
<b>Landline</b>	<b>Cell Phone</b>		<b>Landline</b>	<b>Cell Phone</b>	
5,485	2,914	<b>Total</b>	1,254	884	<b>Disconnected</b>
5,485	2,914	<b>Released</b>	13	0	<b>Fax</b>
0	0	<b>Unreleased</b>	69	9	<b>Government/Business</b>
3,820	2,017	<b>Usable</b>	-	0	<b>Non Cell Phone</b>
1,665	897	<b>Unusable</b>	0	-	<b>Non Landline</b>
3,820	1,720	<b>Qualified</b>	1,336	893	<b>Unusable</b>
69.6%	69.2%	<b>Est. Usability</b>	1,026	12	<b>No Answer</b>
100.0%	85.2%	<b>Est. Eligibility</b>	58	1	<b>Busy</b>
13.2%	11.4%	<b>Est. Response</b>	1,084	13	<b>Usability Unknown</b>
			504	196	<b>Complete</b>
			21	11	<b>Break-Off</b>
			525	207	<b>Usable/Eligible</b>
			915	684	<b>Refused</b>
			41	33	<b>Language Barrier</b>
			812	760	<b>Voice Mail</b>
			638	261	<b>Call Back-Retired</b>
			132	27	<b>Strong Refusal</b>
			2	0	<b>Privacy Manager</b>
			2,540	1,765	<b>Usable/Eligible Unknown</b>
			-	-	<b>Under 18</b>
			-	36	<b>Terminate</b>
			0	36	<b>Usable/Ineligible</b>
			<b>13.2%</b>	<b>11.4%</b>	<b>Response Rate</b>

## School Mom Oversample Call Dispositions

<u>SUMMARY</u>			<u>DETAIL</u>		
Landline	Cell Phone		Landline	Cell Phone	
3,942	1,008	Total	658	447	Disconnected
3,942	1,008	Released	11	0	Fax
0	0	Unreleased	53	3	Government/Business
3,063	557	Usable	-	0	Non Cell Phone
879	451	Unusable	0	-	Non Landline
2,045	557	Qualified	722	450	Unusable
77.7%	55.3%	Est. Usability	658	2	No Answer
59.5%	100.0%	Est. Eligibility	46	0	Busy
13.3%	5.2%	Est. Response	704	2	Usability Unknown
			271	29	Complete
			16	2	Break-Off
			287	31	Usable/Eligible
			785	193	Refused
			34	12	Language Barrier
			689	227	Voice Mail
			438	84	Call Back-Retired
			87	9	Strong Refusal
			1	0	Privacy Manager
			2,034	525	Usable/Eligible Unknown
			-	-	Under 18
			195	0	Terminate
			195	0	Usable/Ineligible
			<b>13.3%</b>	<b>5.2%</b>	<b>Response Rate</b>

## **About the Author**

Paul DiPerna (paul@edchoice.org) is Research Director for the Friedman Foundation for Educational Choice in Indianapolis. He joined the foundation in September 2006. DiPerna's research interests include surveys and polling on K-12 education and school choice policies. His other responsibilities include directing and managing all research projects commissioned by the foundation. DiPerna has traveled to 25 states for his work, making presentations on survey findings and giving talks to discuss school choice policies for audiences including public officials, policy professionals, the media, academics, and advocates.

Previously, DiPerna served as the assistant director for the Brown Center on Education Policy at the Brookings Institution in Washington, D.C. His six years at Brookings included projects evaluating the federal Blue Ribbon Schools Program and analyzing student achievement in charter schools. DiPerna was a research analyst for the first five issues of the Brown Center Report on American Education (2000-2004). He also managed and coordinated the activities of the National Working Commission on Choice in K-12 Education (2001-2005).

A native of Pittsburgh, DiPerna earned an M.A. in political science from the University of Illinois (2000) and B.A. from the University of Dayton (1996).

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## About the Survey Organization

### **Braun Research, Inc. (BRI)**

The Braun Research network of companies, founded in 1995, combined employ 40 full-time and more than 187 part-time employees engaged in data collection via telephone, and internet for various survey research firms, government and advertising agencies, local community organizations, local and national business groups, foundations, universities and academic entities, as well as religious organizations. In 18 years, Braun Research has conducted more than 8,800 research projects by telephone, internet, and mail worldwide.

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Braun Research is a well-respected firm employing techniques and standards approved by various survey research academic organizations and other affiliations including those with whom Braun is an active member, including AAPOR (American Association for Public Opinion Research), MRA/CMOR (Market Research Association/Council on Marketing and Opinion Research), and CASRO (Council on American Survey Research Organizations).

Braun's services on behalf of other research firms are up to standards required by various professional associations where Braun enjoys membership, and in some cases, participates actively. Paul Braun is a member of the MRA/CMOR committees on response rate improvement and in launching a seal of quality for the industry. Paul Braun is recognized as a leader in the field by colleagues who asked him to serve on these committees. He has served as President of the New Jersey Chapter of AAPOR.

## **About the Survey Sponsor**

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Authors of our publications take full responsibility for research design, analysis, charts, and any unintentional errors or misrepresentations. They welcome any and all questions related to methods and findings.

## 2013 Schooling in America Survey, Questionnaire and Toplines

**Interview Dates:** April 1 to 8, 2013  
**Sample Frame:** Adults (18+)  
**Population Sample:** Weighted National, Adults (18+) = 1,000  
**Margin of Error:** Weighted National, Adults (18+) =  $\pm 3.1$  percentage points

*Displayed numbers in tables are percentages, unless otherwise noted.*

*Due to rounding, percentage totals for a given question may be slightly greater or less than 100%.*

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**“For this brief interview, if you are completely unsure about your answer or have no feelings for an answer, you can say ‘I Don’t Know.’” [ENTER AS “DK”]**

**[CODE GENDER OF RESPONDENT; DO NOT ASK, UNLESS GENDER IS IN QUESTION]**

	Male	Female
AMERICAN ADULTS	49	51

1. Are you currently the parent or guardian of a child who lives with you, and who is in any grade from preschool through high school?

**[IF NEEDED: IF CHILD IS CURRENTLY ENROLLED OR ENTERING PRESCHOOL IN THE UPCOMING SCHOOL YEAR, ENTER "YES"]**

**[IF NEEDED: IF YOUNGEST CHILD JUST GRADUATED IN 2012, ENTER "NO"]**

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS "DK"]**

	Yes	No < PS	No > HS	No Children	DK/Ref (VOL.)
AMERICAN ADULTS	30	6	25	40	< 1

2. How much attention do you pay to issues involving K-12 education?

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS "DK"]**

	A Lot	Some	Very Little	None	DK/Ref (VOL.)
AMERICAN ADULTS	41	27	14	16	2



3. In the United States, do you feel things in K-12 education are generally going in the right direction, or do you feel things have generally gotten off on the wrong track?

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

	<b>Right Direction</b>	<b>Wrong Track</b>	<b>DK/Ref (VOL.)</b>
<b>AMERICAN ADULTS</b>	<b>26</b>	<b>62</b>	<b>12</b>

4. Generally speaking, how would you rate the federal government’s handling of matters in K-12 education?

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>DK/Ref (VOL.)</b>
<b>AMERICAN ADULTS</b>	<b>3</b>	<b>16</b>	<b>35</b>	<b>39</b>	<b>7</b>

5. How much do you think is spent per year on each student in our country's public schools? Your estimate (to the nearest thousand dollars) will represent the combined expenditures of local, state, and federal governments.

**[OPEN-END. BASED ON RESPONSE, SELECT ONE OF THE FOLLOWING CATEGORIES]**

**[IF DEPENDS, PROBE ONCE, OFFERING RANGE CATEGORIES. IF STILL DEPENDS, ENTER AS "DK"]**

	<b>Less than \$4,000</b>	<b>\$4,001 – \$8,000</b>	<b>\$8,001 – \$12,000</b>	<b>\$12,001 – \$16,000</b>	<b>Over \$16,000</b>	<b>DK/Ref (VOL.)</b>
<b>AMERICAN ADULTS</b>	<b>25</b>	<b>22</b>	<b>14</b>	<b>6</b>	<b>11</b>	<b>23</b>

6. *(Split A)* Do you believe that public school funding in our country is at a level that is:

[ROTATE “TOO HIGH” AND “TOO LOW”]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Too High	About Right	Too Low	DK/Ref (VOL.)
AMERICAN ADULTS	8	22	65	5

6. *(Split B)* According to the most recent information available, in the United States \$10,652 is being spent each year per student attending public schools. Do you believe that public school funding in Texas is at a level that is:

[ROTATE “TOO HIGH” AND “TOO LOW”]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Too High	About Right	Too Low	DK/Ref (VOL.)
AMERICAN ADULTS	15	32	44	9

7. In thinking about the schools in your area, what grade would you give...

[GRADE OPTIONS: A, B, C, D, or F]

[ROTATE “REGULAR PUBLIC SCHOOLS,” “PRIVATE OR PAROCHIAL SCHOOLS”]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

AMERICAN ADULTS	A	B	C	D	F	NA/DK/Ref (VOL.)
Regular Public Schools	9	30	34	13	8	6
Charter Schools	12	24	17	5	2	40
Private Schools	25	35	11	2	1	27

8. If it were your decision and you could select any type of school, what type of school would you select in order to obtain the best education for your child?

[RANDOMIZE RESPONSES TO AVOID BIAS]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Charter School	Homeschool	Private School	Regular Public School	Virtual School	DK/Ref (VOL.)
AMERICAN ADULTS	10	7	45	34	1	3

9. What is the most important characteristic or attribute that would cause you to choose a **[INSERT SCHOOL TYPE FROM PREVIOUS QUESTION]** for your child? Please use one word, or a very short phrase.

**[OPEN-END. IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

**Top 16 | Specific impressions offered by respondents in the national sample. Numbers represent counts (n), not percentages.**

### **AMERICAN ADULTS**

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<b>BETTER EDUCATION / QUALITY</b>	<b>164</b>
<b>INDIVIDUAL ATTENTION / ONE-ON-ONE</b>	<b>95</b>
<b>CLASS SIZE / STUDENT-TEACHER RATIO</b>	<b>82</b>
<b>BETTER TEACHERS / TEACHERS / TEACHING</b>	<b>80</b>
<b>SOCIALIZATION / PEERS / OTHER KIDS</b>	<b>70</b>
<b>ACADEMICS / CURRICULUM</b>	<b>61</b>
<b>DIVERSITY / VARIETY</b>	<b>47</b>
<b>DISCIPLINE / STRUCTURE</b>	<b>41</b>
<b>PUBLIC SCHOOL: POSITIVE MENTIONS</b>	<b>41</b>
<b>COST / TUITION / AFFORDABILITY</b>	<b>37</b>
<b>PRIVATE SCHOOL: POSITIVE MENTIONS</b>	<b>36</b>
<b>SAFETY / LESS DRUGS, VIOLENCE, BULLYING</b>	<b>30</b>
<b>RELIGION / RELIGIOUS REASONS</b>	<b>27</b>
<b>OPPORTUNITIES / CHOICES</b>	<b>22</b>
<b>ENVIRONMENT / CULTURE / COMMUNITY</b>	<b>17</b>
<b>OUTCOMES / RESULTS / GRADUATION RATE</b>	<b>16</b>

---

<b>OTHER RESPONSES</b>	<b>43</b>
<b>DK / NO RESPONSE / REFUSED</b>	<b>57</b>

“For the remainder of this interview, if you are completely unsure about your answer or have no feelings for an answer, feel free to say ‘I Don’t Know.’” [ENTER AS “DK”]

10. Based on what you know, or have heard from others... In general, do you favor or oppose “charter schools”?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
AMERICAN ADULTS	19	26	11	8	36

11. Charter schools are public schools that have more control over their own budget, staff, and curriculum, and are exempt from many existing public school regulations. In general, do you favor or oppose charter schools? [PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
AMERICAN ADULTS	24	36	16	9	16

12. A “tax credit” allows an individual or business to reduce the final amount of a tax owed to government. Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. A “tax-credit scholarship system” allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. In general, do you favor or oppose a tax-credit scholarship system? **[PROBE:]** Would you say strongly or somewhat favor/oppose?

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
AMERICAN ADULTS	34	33	12	12	10

13. An education savings account – often called an ESA – allows parents to withdraw their child from a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for private school tuition, online education programs, private tutoring or saving for future college expenses. In general, do you favor or oppose this kind of “savings account system”? **[PROBE:]** Would you say strongly or somewhat favor/oppose?

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
AMERICAN ADULTS	32	32	9	16	11



14. Based on what you know, or have heard from others... In general, do you favor or oppose “school vouchers”?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
AMERICAN ADULTS	22	21	12	16	30

15. A school voucher system allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools.

If this policy were adopted, tax dollars currently allocated to a school district would be allocated to parents in the form of a “school voucher” to pay partial or full tuition for their child’s school. In general, do you favor or oppose a school voucher system? [PROBE:] Would you say strongly or somewhat favor/oppose?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
AMERICAN ADULTS	31	30	10	21	8

**[RANDOMIZE QUESTIONS 16 AND 17]**

**16.** Some people believe that school vouchers should be available to all families, regardless of incomes and special needs. Do you agree or disagree with that statement? **[PROBE:]** Would you say strongly or somewhat agree/disagree?

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>	<b>DK/Ref (VOL.)</b>
<b>AMERICAN ADULTS</b>	<b>37</b>	<b>20</b>	<b>15</b>	<b>22</b>	<b>5</b>

**17.** Some people believe that school vouchers should only be available to families based on financial need. Do you agree or disagree with that statement? **[PROBE:]** Would you say strongly or somewhat agree/disagree?

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>	<b>DK/Ref (VOL.)</b>
<b>AMERICAN ADULTS</b>	<b>23</b>	<b>14</b>	<b>19</b>	<b>39</b>	<b>5</b>

18. A parent trigger policy allows parents of children at a low-performing public school to petition for some form of accountability action to take place. If parents representing more than half of the school’s students sign the petition, then the local school board governing that school would take one of the following actions: convert the school into a public charter school; dismiss and replace the principal; dismiss and replace staff or teachers; or close the school and relocate enrolled students. In general, do you favor or oppose a “parent trigger policy”? [PROBE:] Would you say strongly or somewhat favor/oppose? **[PROBE:]** Would you say strongly or somewhat favor/oppose?

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

	<b>Strongly Favor</b>	<b>Somewhat Favor</b>	<b>Somewhat Oppose</b>	<b>Strongly Oppose</b>	<b>DK/Ref (VOL.)</b>
<b>AMERICAN ADULTS</b>	<b>23</b>	<b>27</b>	<b>15</b>	<b>25</b>	<b>11</b>

19. Considering the previous questions, which one of the following accountability actions do you feel would best serve students and families?

[RANDOMIZE RESPONSES TO AVOID BIAS]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	AMERICAN ADULTS
Convert the school into a public charter school	20
Dismiss and replace the principal, staff, or teachers	26
Close the school and relocate enrolled students	6
Supply a voucher or scholarship to parents to enroll their child in another school, either private or public	27
DK/Ref (VOL.)	22

**“Now the following questions should be pretty quick, and for statistical purposes only....”**

**20. Generally speaking, do you usually consider yourself a Republican, a Democrat, an Independent, or something else?**

**[Code for Democrat, Republican, Independent, Libertarian, Other, or “DK”]**

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

	<b>Democrat</b>	<b>Republican</b>	<b>Independent</b>	<b>Other</b>	<b>Libertarian (VOL.)</b>	<b>DK/Ref (VOL.)</b>
<b>AMERICAN ADULTS</b>	<b>29</b>	<b>21</b>	<b>31</b>	<b>14</b>	<b>1</b>	<b>5</b>

**21. How would you best describe where you live?**

**[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]**

	<b>Urban</b>	<b>Suburban</b>	<b>Small Town</b>	<b>Rural</b>	<b>DK/Ref (VOL.)</b>
<b>AMERICAN ADULTS</b>	<b>20</b>	<b>34</b>	<b>26</b>	<b>16</b>	<b>3</b>

22. What is your age?

[OPEN END. COLLAPSED INTO THREE CATEGORIES]

	18 to 34	35 to 54	55 & Over	DK/Ref (VOL.)
AMERICAN ADULTS	31	36	33	1

23. Are you, yourself, of Hispanic or Latino origin, such as Mexican, Puerto Rican, Cuban, or some other Spanish background?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS "DK"]

	Hispanic	Not Hispanic	DK/Ref (VOL.)
AMERICAN ADULTS	14	86	< 1

24. Which of the following best describes your race?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	American Indian, Native American	Asian, Pacific Islander, Asian American	Black, African American	Mixed Race	White	Other	DK/Ref (VOL.)
AMERICAN ADULTS	1	5	12	3	73	5	1

25. What is your religion, if any? [DO NOT READ CATEGORIES]

[IF GIVEN SPECIFIC PROTESTANT DENOMINATION, SIMPLY CODE PROTESTANT]

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

	Catholic	Jewish	Mormon	Muslim	Protestant	Other	None	DK/Ref (VOL.)
AMERICAN ADULTS	25	1	2	< 1	33	14	22	2

26. Please stop me when I read the category that best describes your current annual household income, before taxes?

[IF DEPENDS, PROBE ONCE. IF STILL DEPENDS, ENTER AS “DK”]

[COLLAPSED INTO THREE CATEGORIES]

	Under \$40,000	\$40,000 to \$79,999	\$80,000 & Over	DK/Ref (VOL.)
AMERICAN ADULTS	29	28	29	14

[PLEASE MAKE THE FOLLOWING TEXT AVAILABLE TO INTERVIEWERS ANYTIME A RESPONDENT ASKS ABOUT THE NATURE OF THE SURVEY SPONSOR OR FRIEDMAN FOUNDATION]

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