2015 SCHOOLING IN AMERICA SURVEY

Perspectives on School Choice, Common Core, and Standardized Testing

Polling Paper No. 24

Paul **DiPerna**

JUNE **2015**

With questions on the direction of K–12 education, education spending, grades and preferences for different types of schools, standardized testing, Common Core, and a variety of school choice reforms.

The Friedman Foundation
for Educational Choice
edchoice.org

Survey Project & Profile

Title:	2015 Schooling in America Survey
Survey Sponsor & Developer:	Friedman Foundation for Educational Choice
Survey Data Collection & Quality Control:	Braun Research, Inc.
Interview Dates:	April 22 to May 12, 2015
Interview Method:	Live Telephone | 60% landline and 40% cell phone
Interview Length:	17.5 minutes (average)
Language(s):	English, with Spanish option
Sample Frame & Method:	Dual Frame; Probability Sampling; Random Digit Dial (RDD)
Population Sample:	National sample of adults (age 18+) living in the 50 U.S. States and District of Columbia
Sample Size:	National/General Public, N = 1,002
Margins of Error:	National/General Public = ± 3.1 percentage points
Response Rates (RR) using AAPOR RR3:	Landline = 13.5%; Cell Phone = 13.5%
Weighting?	Yes (Landline/Cell for National, then Age, Gender, Race, Ethnicity, Census Division/Region)
Oversampling?	Yes (Latinos)* Total Latinos, N = 532 (n=125 from National sample; n=407 from additional oversample)

*** Latino and other race/ethnic results to be released at a later date.**

The survey's sponsor and sole funder was the Friedman Foundation for Educational Choice.
For more information, contact: Paul DiPerna at paul@edchoice.org

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.

June 30, 2015

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National K–12 Profile and Context

Trend NAEP Reading Avg Scores: 1971 | 1999 | 2012 [1]	**249 | 253 | 257**
Trend NAEP Math Avg Scores: 1973 | 1999 | 2012 [1]	**263 | 272 | 278**
Main NAEP Reading Avg Scores: 1992 | 2002 | 2013 [2]	**256 | 257 | 259**
Main NAEP Math Avg Scores: 1990 | 2000 | 2013 [2]	**238 | 250 | 264**
PISA Reading Avg Score (vs. OECD Avg) [3]	**498 (vs. 496)**
PISA Math Avg Score (vs. OECD Avg) [3]	**481 (vs. 494)**
PISA Science Avg Score (vs. OECD Avg) [3]	**497 (vs. 501)**
Public High School Graduation Rate [4]	**81%**
# Public School Students (sans Charter School Students) [6]	**47,206,216**
# Public Charter School Students [7]	**2,267,814**
# Private School Students [8]	**5,268,090**
# Home School Students [9]	**1,567,732**
% Public School Students (sans Charter School Students) [10]	**83.8%**
% Public Charter School Students [10]	**4.0%**
% Private School Students [10]	**9.4%**
% Home School Students [10]	**2.8%**
# Public School Districts [11]	**13,567**
# Public Schools (sans Charter Schools) [12]	**92,375**
# Public Charter Schools [12]	**6,079**
# Private Schools [13]	**30,861**
% Free and Reduced-Price Lunch [14]	**49.9%**
% Individualized Education Program (IEP) [14]	**12.9%**
% English Language Learners (ELL) [14]	**8.6%**
$ Revenue Per Student [15]	**$12,152**
$ "Total" Per Student Spending [15]	**$12,178**
$ "Current" Per Student Spending [15]	**$10,667**
$ "Instructional" Per Student Spending [15]	**$6,495**

National Profile Notes

1. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Long-term Trend Assessment. Cross-section averages of average reading scale scores of nine year olds, 13 year olds, and 17 year olds. Cross-section averages of average mathematics scale scores of nine year olds, 13 year olds, and 17 year olds.

   URLs: nces.ed.gov/programs/coe/indicator_cnj.asp
2. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP). Cross-section averages of average reading scale scores of fourth, eighth-, and 12th-grade students. Cross-section averages of average mathematics scale scores of fourth- and eighth-grade students.

   URLs: nces.ed.gov/programs/coe/indicator_cnb.asp; nces.ed.gov/programs/coe/indicator_cnc.asp
3. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, *Condition of Education Statistics*. Average scores of 15-year-old students on the Program for International Student Assessment (PISA) literacy scales for reading, mathematics, and science.

   URL: nces.ed.gov/programs/coe/indicator_cnk.asp
4. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, *Condition of Education Statistics*. Average scores of 15-year-old students on the Program for International Student Assessment (PISA) literacy scales for reading, mathematics, and science.

   URL: nces.ed.gov/programs/coe/indicator_cnk.asp
5. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, *Condition of Education Statistics*. Reported public high school graduation rates, determined by the Averaged Freshman Graduation Rate (AFGR). Data for 2011–12 school year.

   URL: nces.ed.gov/programs/coe/indicator_coi.asp
6. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, *Digest of Education Statistics*. Total enrollment in public schools – students in pre-kindergarten through 12th grade – excluding public charter school students. Data for 2012–13 school year.

   URL: nces.ed.gov/programs/digest/d14/tables/dt14_216.20.asp
7. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, *Digest of Education Statistics*. Total enrollment in public charter schools – students in Pre-kindergarten through 12th grade. Data for 2012–13 school year.

   URL: nces.ed.gov/programs/digest/d14/tables/dt14_216.90.asp
8. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, *Digest of Education Statistics*. Total enrollment in private schools—students in pre-kindergarten through 12th grade. Data for 2011–12 school year.

   URL: nces.ed.gov/programs/digest/d13/tables/dt13_205.20.asp
9. National- and state-level estimates reported by Ann Zeise for 2013–14 school year, accessed June 18, 2015: a2zhomeschooling.com/thoughts_opinions_home_school/numbers_homeschooled_students
10. Percentages are meant for general impressions only. Due to rounding, percentage totals may be slightly greater or less than 100 percent.

11. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, *Digest of Education Statistics*. Reporting total public school districts. Data for 2011–12 school year.

    URL: nces.ed.gov/programs/digest/d13/tables/dt13_214.10.asp

12. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, *Digest of Education Statistics*. Reporting total public schools (sans charter schools) and total public charter schools. Data for 2012–13 school year.

    URL: nces.ed.gov/programs/digest/d14/tables/dt14_216.30.asp

13. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, *Private School Universe Survey (PSS)*. Reporting total private schools. Data for 2011–12 school year.

    URL: nces.ed.gov/surveys/pss/tables/table_2011_15.asp

14. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Common Core of Data (CCD), using the ElSi tableGenerator, based on data obtained via "Local Education Agency (School District) Universe Survey", 2012–13 v.1a; "Public Elementary/Secondary School Universe Survey", 2012–13 v.1a; "State Nonfiscal Public Elementary/Secondary Education Survey", 2012–13 v.1a.

    URL: nces.ed.gov/ccd/elsi/tableGenerator.aspx

15. Stephen Q. Cornman, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2011–12 (Fiscal Year 2012)* (NCES 2014-30). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics (January 2015).

    URL: nces.ed.gov/pubs2014/2014301.pdf

Overview

The *Schooling in America Survey* is an annual project, developed and reported by the Friedman Foundation for Educational Choice. Our partner, Braun Research, Inc., conducts the live phone call interviews, collects the survey data, and provides data quality control. The purpose of the survey is to measure public opinion on, and in some cases awareness or knowledge of, a range of K–12 education topics and reforms. We report response levels, differences ("margins"), and intensities for the country and a range of demographic groups.[1] We also track response changes over time when possible.

Our annual snapshots consider the perceived direction of American K–12 education; the federal government's performance in K–12 education; education spending; grades and preferences for different types of schools; and school choice topics, such as charter schools, vouchers, education savings accounts, and tax-credit scholarships. Like last year, we have also asked two sets of questions with a special focus on standardized testing and the Common Core State Standards.

A total of 1,002 telephone interviews were completed from April 22 to May 12, 2015, by means of both landline and cell phone. A randomly selected and statistically representative national sample of American adults responded to more than 25 substantive items in live phone interviews. Statistical results have been weighted to correct for known demographic discrepancies. The margin of sampling error for the national sample is ± 3.1 percentage points.

In this year's project we included three split-sample experiments. A split-sample design is a systematic way of comparing the effects of two or more alternative wordings for a given question. The purpose of these experiments was to see if providing a new piece of information – or alternative wording – about certain aspects of K–12 education can significantly influence opinion on certain topics. We compare split-sample responses on questions exploring public spending on education; support for universal or means-

[1] Data for race and ethnic group results are not reported in this report and will be released at a later date.

tested school choice programs; and the importance of special interest endorsements. Those comparisons tend to be salient considerations in state politics and reflect undercurrents in education policy discussions.

Ground Rules and Organization

Before discussing the survey results, some brief ground rules for reporting national sample and demographic subgroup responses in this paper. For each survey topic (noted with a header at the top of the page), there is a sequence for reporting various analytical frames. First, we note the raw responses levels for the national sample on a given question. Following that initial observation, we consider the national sample's margin, hard/strong response levels, and the net intensity computed from the latter. Recent trends are displayed in charts.

If we detect statistical significance on a given item, then we briefly report demographic results and differences.[2] Explicit subgroup comparisons/differences are statistically significant with 95 percent confidence, unless otherwise clarified in the narrative. Finally, we orient any listing of subgroups' margins and intensities around "most/least likely" to respond one way or the other, typically emphasizing the propensity to be more/less positive. Lists of subgroups with respect to margins and intensities are meant to be suggestive for further exploration and research beyond this project.

The organization of this paper has three sections. The first section describes key findings and presents charts for additional context. The second section details the survey's methodology, summarizes response statistics, and provides additional technical

[2] For terminology: We use the label "school parents" to refer to those respondents who said they have one or more children in preschool through high school. We use the label "non-schoolers" for respondents without children, or who may have children that are not in the PK-12 grade range. For terms regarding age groups: "young adults" reflect respondents who are age 18 to 34; "middle-age adults" are 35 to 54; and "senior adults" or "seniors" are 55 and older. In some instances we combine self-identified partisans (Democrats or Republicans) with those who do not initially affiliate with one political party or the other, but in a follow-up question say they do "lean" toward Democrats or Republicans are termed "Leaners." The partisan labels that include Leaners are "Democrats/Leaners" and "Republicans/Leaners." Labels pertaining to income groups go as follows: "low-income earners" < $40,000; "middle-income earners" ≥ $40,000 and < $80,000; "high-income earners" ≥ $80,000.

information on call dispositions for landline and cell phone interviews and weighting. The third section lists the survey questions and results, allowing the reader to follow the survey interview as it was conducted, with respect to item wording and ordering.

SECTION I
Survey Findings & Snapshots

Issue Priority

Nearly one out of five respondents (17%) said "education" was the most important issue facing the country right now, trailing only "economy and jobs" (31%) as a first priority.

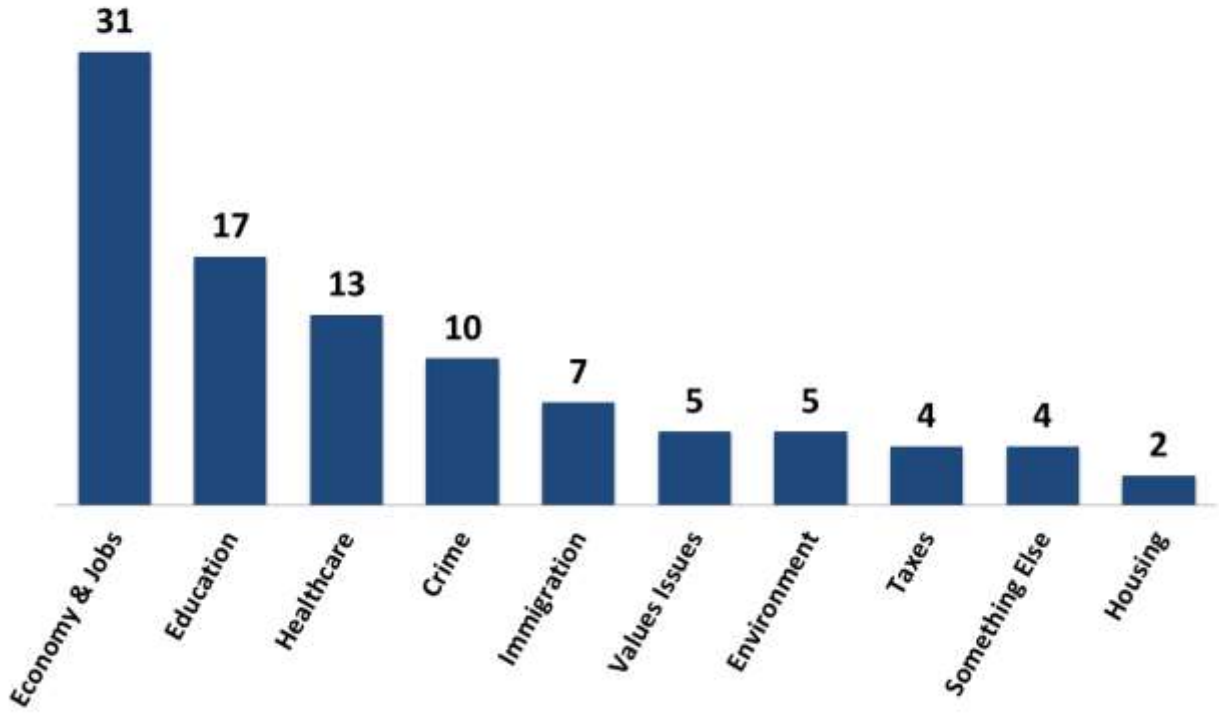
- What else is important? Nearly 13% of respondents indicated "healthcare" as a critical issue for the United States.
- Independents (40%) are more likely to be concerned about the economy and jobs, compared with Democrats (30%) and Republicans (29%).[3]

Certain demographic subgroups significantly differ from one another when saying education is a top priority:

- Urbanites (23%) are more likely to say education is a priority than people living in small town (13%) and rural (12%) communities.
- A higher proportion of Democrats (20%) are focused on education than Republicans (14%) and Independents (12%).
- More young adults (24%) put education at the top of their agenda for the country, compared with middle-age adults (15%) and seniors (13%).
- Middle-income earners (23%) are more likely to indicate education is a top priority for the country than low-income earners (14%).

[3] We are at least 95 percent confident of any noted significant differences comparing subgroups to the national average or between two or more subgroups. Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the unweighted sample size obtained in this survey. **We advise strong caution** when interpreting results for subgroups with relatively small sample sizes (for example, n ≤ 100). When I refer to subgroup sample sizes – for example in forthcoming tables – those numbers represent the unweighted number of interviews.

Which of the following do you see as the most important issue facing the country right now?
(% of All Responses)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *2015 Schooling in America Survey*, Q1.

Direction of K–12 Education

Americans are much more likely to think K–12 education has gotten off on the "wrong track" (60%), compared with about one-third of adults (32%) who say it is heading in the "right direction." That is nearly identical to last year's results (58% wrong track vs. 33% right direction).

We observe negative attitudes about the direction of K–12 education across most demographics. Most subgroup margins are greater than -20 percentage points. However, some key differences stand out when making comparisons within certain demographic categories, or comparing a subgroup to the national average:

- Two subgroups are significantly more likely to say "right direction" than the national average: Urbanites (40%) and Democrats/Leaners (38%).
- Two subgroups are significantly more likely to say "wrong track" than the national average: seniors (69%) and Republicans/Leaners (69%).
- Urbanites (40%) are more likely to say "right direction" than counterparts in small town (27%) and rural (26%) areas.
- Democrats (38%) are significantly more positive than Independents (27%).
- Democrats/Leaners (38%) are more positive than Republicans/Leaners (25%).
- Young adults (38%) and middle-age adults (36%) are more likely to be positive than seniors (22%).

All subgroup margins are negative. The largest are among: seniors (-47 points), Republicans/Leaners (-44), Republicans (-41 points), rural residents (-41 points), and small town residents (-39 points).

Q5. 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?

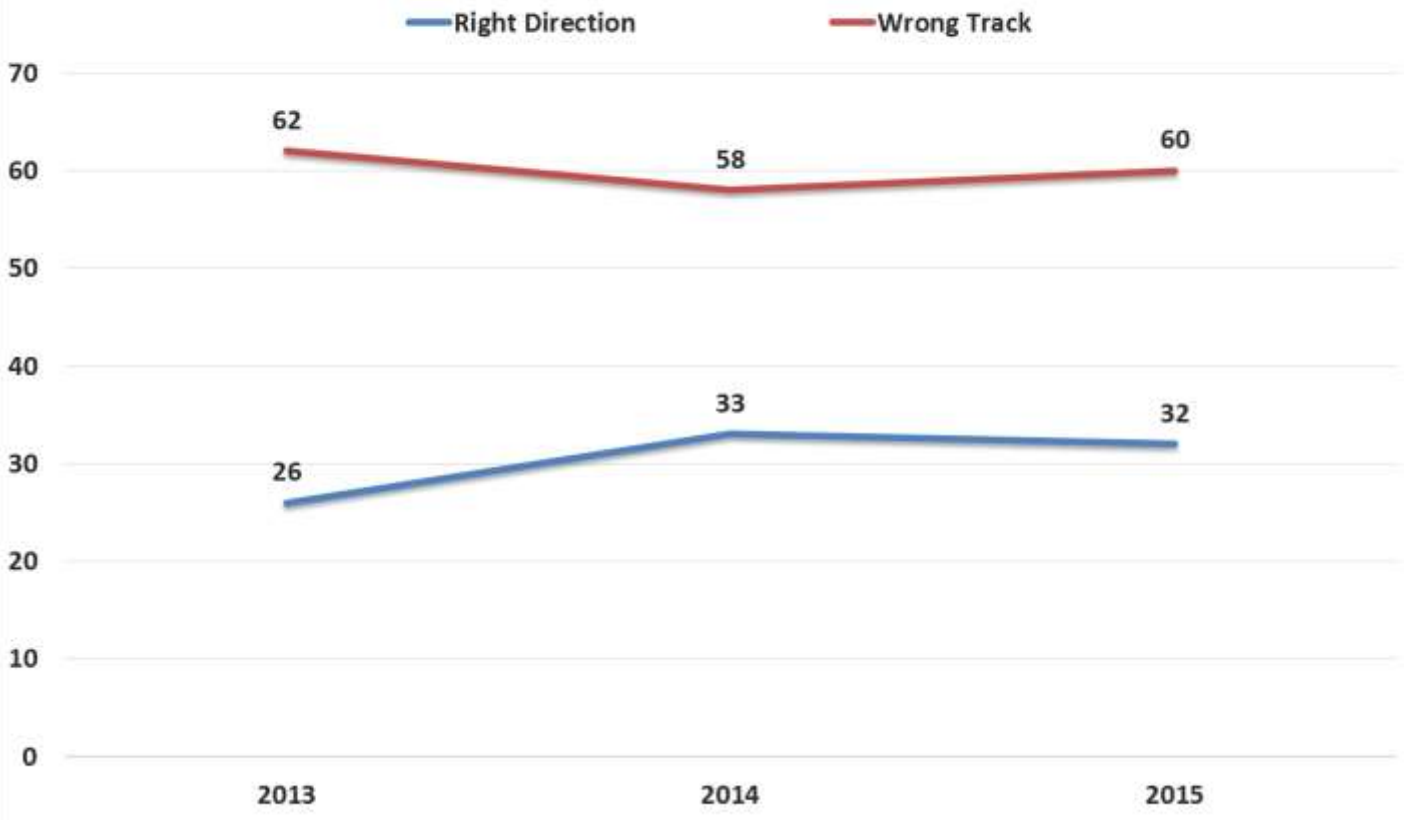
	Right Direction %	Wrong Track %	Margin	N=
TOTAL	**32**	**60**	**- 28**	**1,002**
School Parent	39	56	**- 17**	234
Non-Schooler	29	62	**- 33**	763
COMMUNITY				
Urban	40	52	**- 12**	211
Suburban	31	60	**- 29**	378
Small Town	27	66	**- 39**	248
Rural	26	67	**- 41**	149
PARTY ID				
Democrat	38	54	**- 16**	353
Republican	27	68	**- 41**	270
Independent	27	63	**- 36**	245
Democrat/Lean	38	53	**- 15**	462
Republican/Lean	25	69	**- 44**	400
AGE GROUP				
18 to 34	38	54	**- 16**	210
35 to 54	36	58	**- 22**	316
55 & Over	22	69	**- 47**	432
HOUSEHOLD INCOME				
Under $40,000	31	61	**- 30**	297
$40,000 to $79,999	30	62	**- 32**	301
$80,000 & Over	29	63	**- 34**	276

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.

SOURCE: Friedman Foundation for Educational Choice, *2015 Schooling in America Survey,* Q5.

The Public's Views on the Direction of K-12 Education, 2013-2015

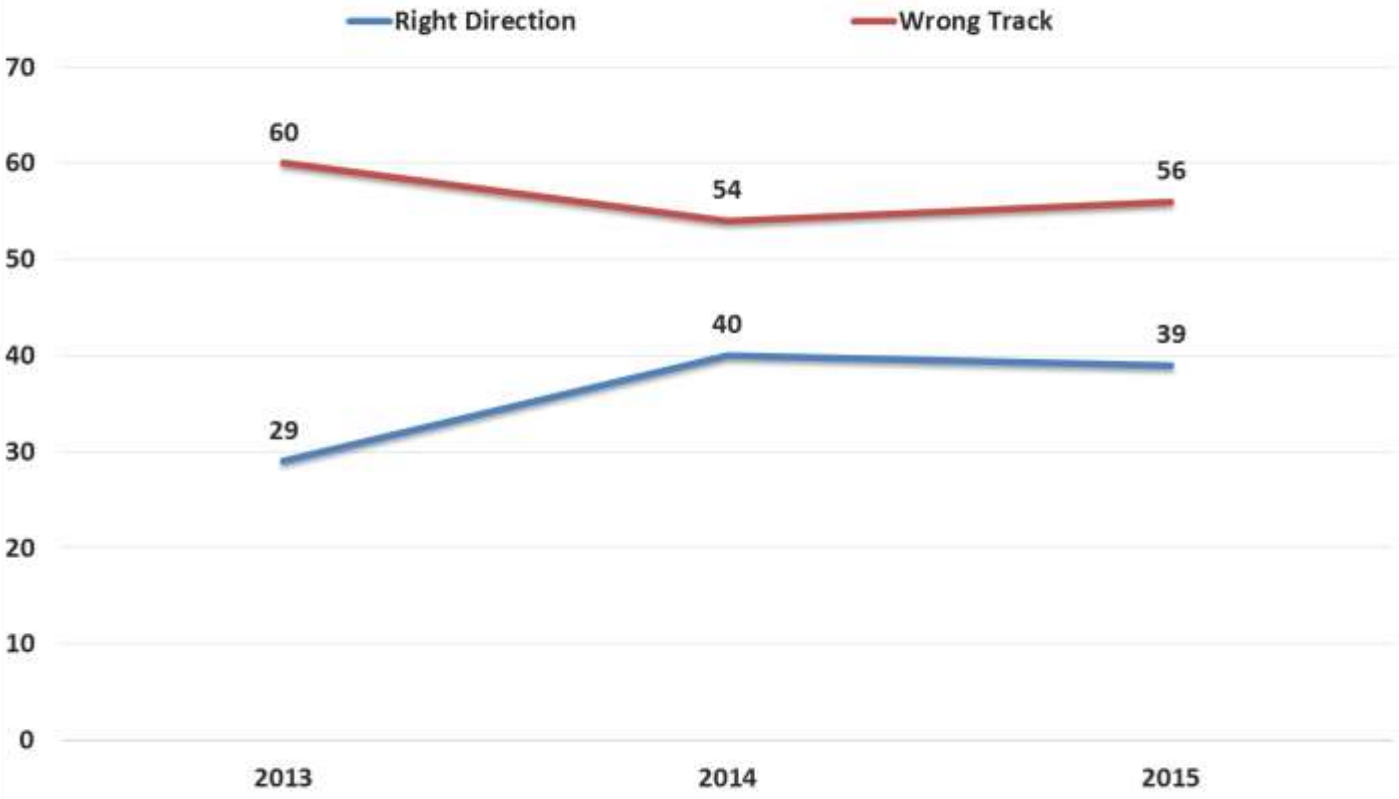
(% of All Responses)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Schooling in America Survey*, 2013-2015.

School Parents' Views on the Direction of K-12 Education, 2013-2015

(% of School Parents)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Schooling in America Survey*, 2013-2015.

Federal Government Performance

The country is decidedly pessimistic about federal involvement in K–12 education. Nearly three-quarters of Americans have a dim view of the federal government's performance in K–12 education (77% say "fair" or "poor"). Only 20 percent of respondents said "good" or "excellent."

That prevailing negative attitude cuts across all demographics. Subgroup margins are overwhelmingly negative—all but three wider than -50 percentage points. The largest margins are among Republicans/Leaners (-71 points) and Independents (-69 points). Intensities are also negative across the board. The largest are among Republicans/Leaners (-50 points), Republicans (-48 points), and rural residents (-44 points).

Not surprisingly, views about the federal government's involvement significantly differ along partisan lines: Democrats (25%) are significantly more likely to give positive ratings than Republicans (15%) and Independents (14%). Likewise, Democrats/Leaners (26%) are more positive than Republicans/Leaners (12%).

Q6. Generally speaking, how would you rate the federal government's handling of matters in K-12 Education?

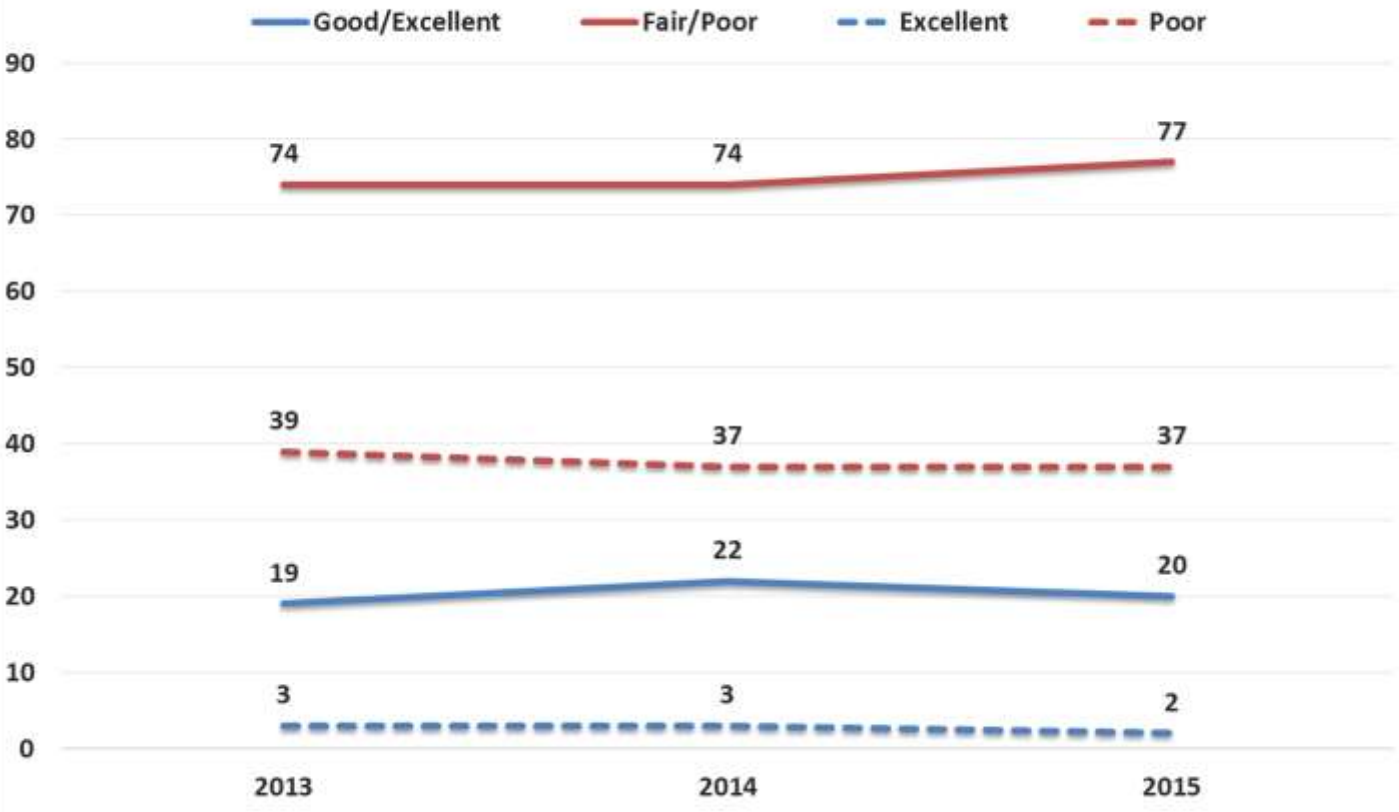
	Good/Excellent %	Fair/Poor %	Margin	Intensity	N=
TOTAL	**20**	**77**	**- 57**	**- 35**	**1,002**
School Parent	22	75	**- 53**	**- 30**	234
Non-Schooler	19	77	**- 58**	**- 37**	763
COMMUNITY					
Urban	26	71	**- 45**	**- 28**	211
Suburban	18	78	**- 60**	**- 35**	378
Small Town	17	79	**- 62**	**- 37**	248
Rural	17	77	**- 60**	**- 44**	149
PARTY ID					
Democrat	25	73	**- 48**	**- 23**	353
Republican	15	79	**- 64**	**- 48**	270
Independent	14	83	**- 69**	**- 40**	245
Democrat/Lean	26	72	**- 46**	**- 24**	462
Republican/Lean	12	83	**- 71**	**- 50**	400
AGE GROUP					
18 to 34	22	74	**- 52**	**- 27**	210
35 to 54	20	78	**- 58**	**- 36**	316
55 & Over	18	77	**- 59**	**- 40**	432
HOUSEHOLD INCOME					
Under $40,000	22	75	**- 53**	**- 28**	297
$40,000 to $79,999	21	76	**- 55**	**- 41**	301
$80,000 & Over	16	82	**- 66**	**- 41**	276

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. Intensity is measured by subtracting the combined percentages of "fair" and "poor" responses from the combined percentages of "good" and "excellent" responses. The difference considers only the most hardened views behind the positive or negative ratings.

SOURCE: Friedman Foundation for Educational Choice, *2015 Schooling in America Survey* , Q6.

The Public's Ratings of the Federal Government in K-12 Education, 2013-2015

(% of All Responses)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Schooling in America Survey*, 2013-2015.

Education Spending

Nearly $10,700 is spent on each student in America's public schools, on average, and less than one out of six respondents (14%) could estimate the correct per-student *spending range* for the national average.

- About 21% of respondents believed $4,000 or less was being spent per student in the nation's public schools. Another 23% of the national sample either said they "don't know" or could not offer a spending number.
- When considering "total expenditures" per student ($12,178 in 2011–12), which is another government definition for spending in K–12 education, it is even more likely Americans' estimates are dramatically further off target.[4] Respondents tended to underestimate rather than overestimate.
- Two out of three respondents (67%) either underestimated educational spending per student (with a cautious definition citing "current expenditures"), or they could not give an answer or guess.

When given an actual per-student spending statistic, Americans are less likely to say public school funding is at a level that is "too low."

- In a split-sample experiment, we asked two slightly different questions. On version 6A, 60% of respondents said that public school funding was "too low." (up from 56% in 2014) However, on version 6B, which included a sentence referring to data on per-student funding in America ($10,667), the proportion saying "too low" shrank by 11 percentage points to 49%. (up from 47% in 2014)

[4] "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, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2011–12 (Fiscal Year 2012)* (NCES 2014-30). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics (January 2015).

URL: nces.ed.gov/pubs2014/2014301.pdf

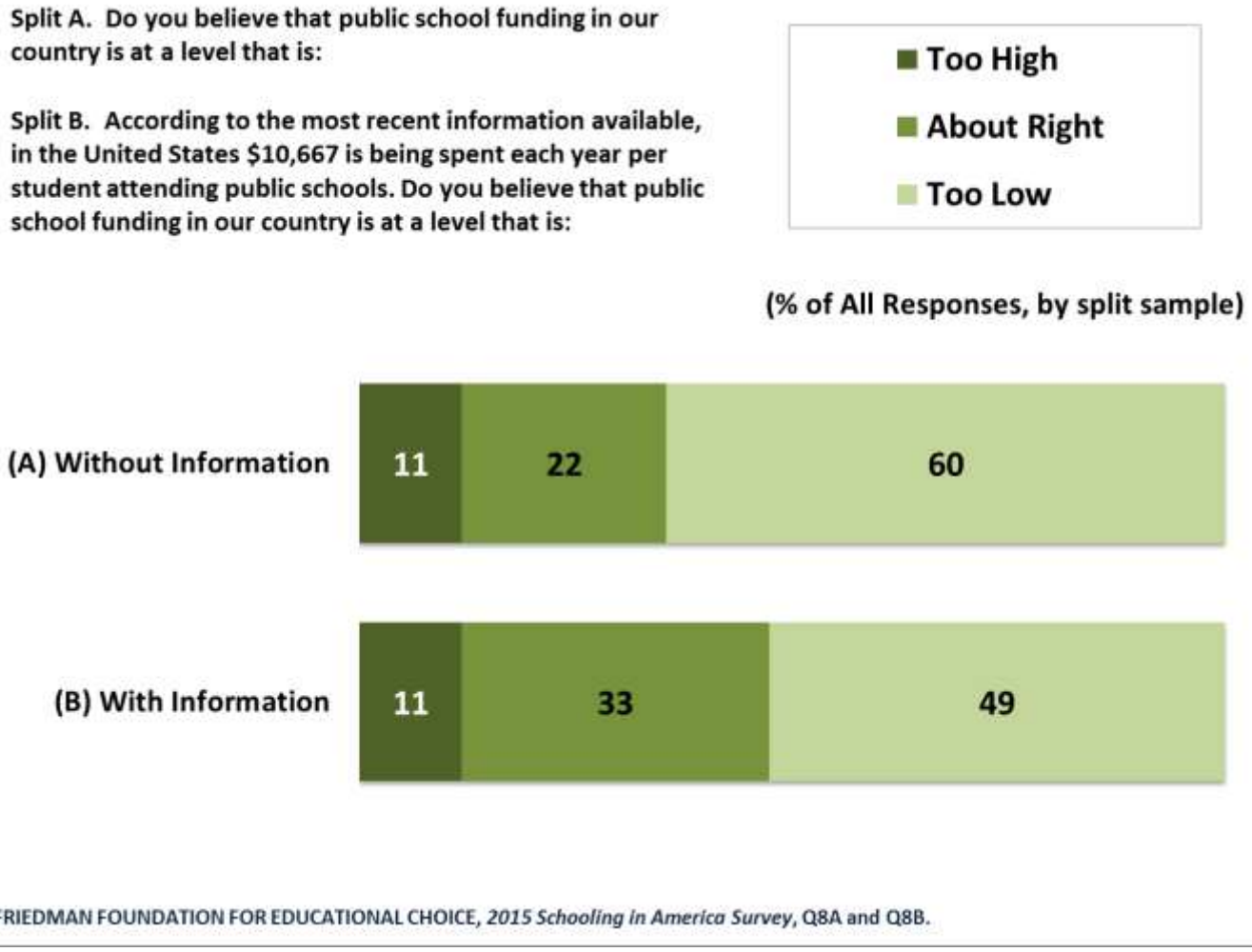
How much do you think is spent per year on each student in our country's public schools? Your estimate (to the nearest thousand dollars) will represent the combined expenditures of local, state, and federal governments.

(% of All Responses, % of School Parents)

FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *2015 Schooling in America Survey*, Q7.

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

Split B. According to the most recent information available, in the United States $10,667 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:



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *2015 Schooling in America Survey*, Q8A and Q8B.

Grades, Preferences for Types of Schools

Americans are much more likely to give grades A or B to private/parochial schools in their communities, compared with their local public schools. When considering only those respondents who actually gave a grade, the local private schools (83% gave an A or B) fare even better than public schools (46% gave an A or B).

- When considering *all responses*, we see approximately 44% of voters give an A or B to local public schools; 58% give an A or B to local private/parochial schools; and 36% give those high grades to public charter schools. Only 4% of respondents would give a D or F grade to private schools; 19% gave the same low grades to public schools; and 8% suggested low grades for charter schools.
- It is important to highlight that much higher proportions of respondents did not express a view for private schools (31%) or charter schools (43%), compared with the proportion that did not grade public schools (6%).
- When examining *only those responses giving grades* to different school types in their communities, we observed approximately 46% of the national sample gave an A or B to local public schools; 83% graded an A or B to local private/parochial schools; and 63% gave an A or B to charter schools. Only 4% of respondents gave a D or F grade to private schools; 14% gave low grades to charter schools; and 10% assigned poor grades to area public schools.

When asked for a preferred school type, a plurality of Americans chose a private school (41%) as a first option for their child. A little more than one-third of respondents (36%) would select a regular public school. Nearly equal proportions would select a public charter school (12%) or opt to homeschool their child (9%).

- Those private preferences signal a glaring disconnect with actual school enrollment patterns in the United States. The reality check is profound. About 85% of K–12 students attend public schools across the country. Only about 8% of students enroll in private schools. Roughly 5% of students currently go

to public charter schools. It is estimated that just under 3% of the country's students are homeschooled.

In a follow-up question, more respondents in our survey prioritized "better education/quality" (17%) than any other coded response to explain why they selected a certain school type. Other school attributes cited as important include "individual attention/one-on-one" (11%) and "better teachers/teachers/teaching" (11%).

Prominently cited school characteristics for choosing a specific school type:[5]

Public District School (N = 349)

16% DIVERSITY / VARIETY
16% SOCIALIZATION / PEERS / OTHER KIDS
11% BETTER EDUCATION / QUALITY
11% BETTER TEACHERS / TEACHERS / TEACHING
11% PUBLIC SCHOOL: POSITIVE MENTIONS

Private School (N = 416)

24% BETTER EDUCATION / QUALITY
17% INDIVIDUAL ATTENTION / ONE-ON-ONE
13% CLASS SIZE / STUDENT-TEACHER RATIO

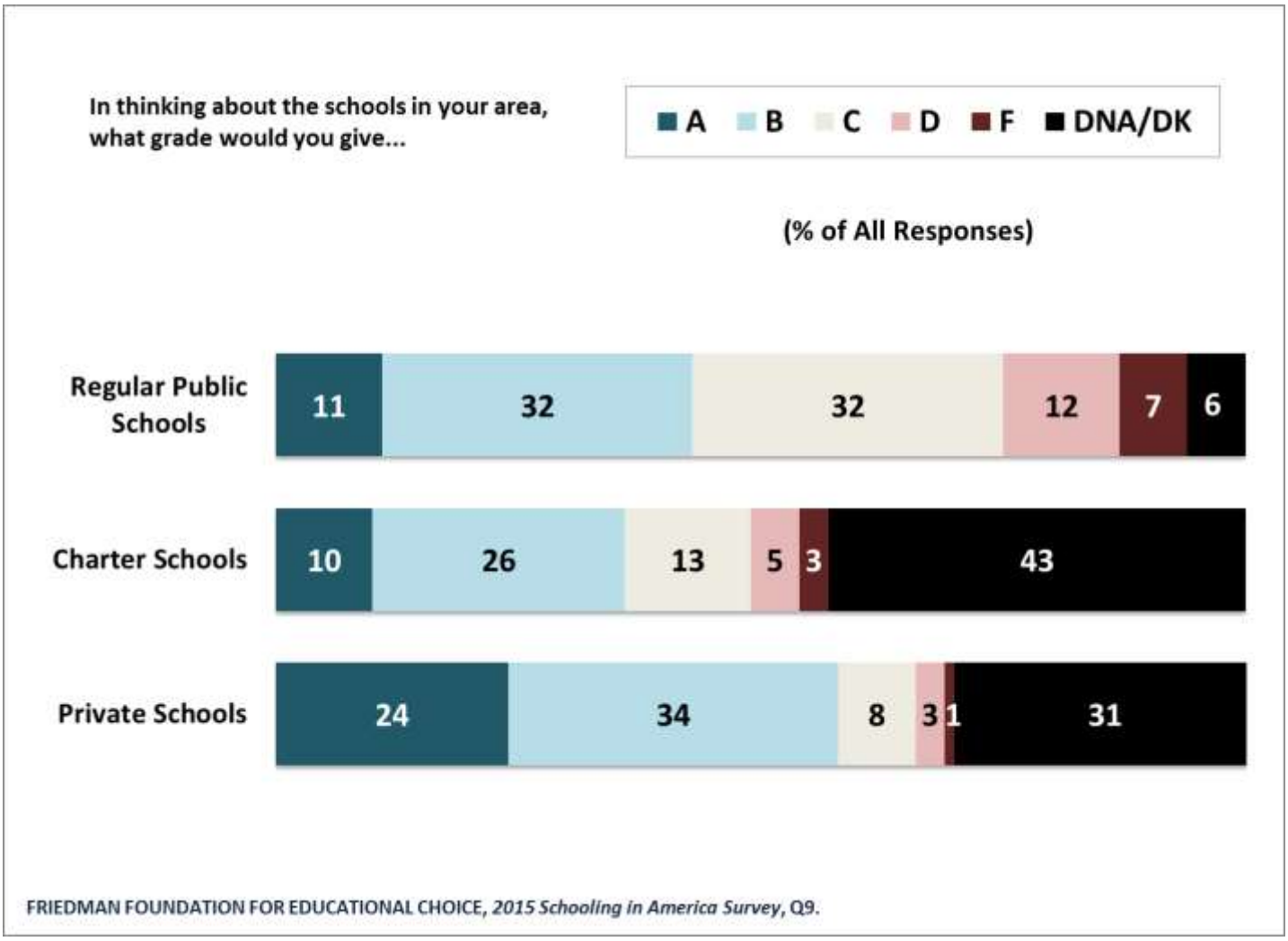
Public Charter School (N = 107)

17% INDIVIDUAL ATTENTION / ONE-ON-ONE
14% BETTER EDUCATION / QUALITY
14% BETTER TEACHERS / TEACHERS / TEACHING

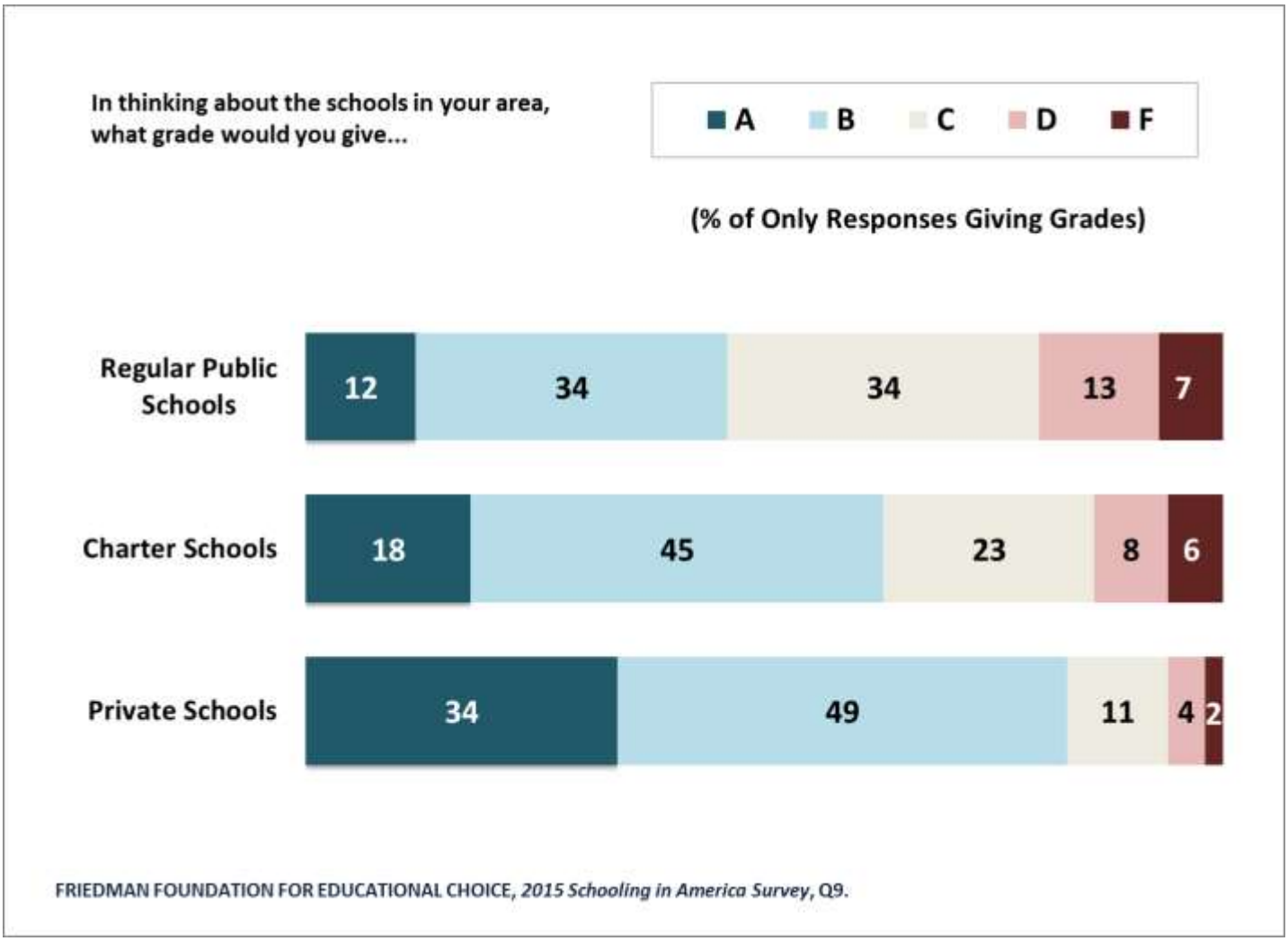
Home School (N = 95)

13% INDIVIDUAL ATTENTION / ONE-ON-ONE
8% BETTER EDUCATION / QUALITY
8% OUTCOMES / RESULTS / GRADUATION RATE
8% SAFETY / LESS DRUGS, VIOLENCE, BULLYING

[5] For observed subgroups on this question and in tables, we provide the total number of *unweighted* interviews (N). However, all percentages reflect the count of coded responses divided by the total number of *weighted* interviews. Unweighted N's are provided so the reader can roughly estimate and judge the reliability of reported percentages.

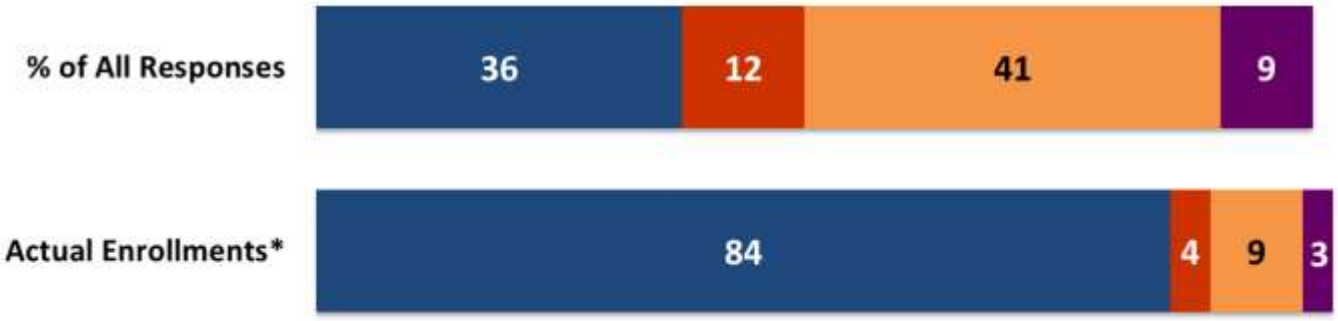


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *2015 Schooling in America Survey*, Q9.



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *2015 Schooling in America Survey*, Q9.

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?



* Based on U.S. Department of Education, National Center for Education Statistics. *The Condition of Education 2014*. Home school data based on Ann Zeise's estimates: 2zhomeschooling.com/thoughts_opinions_home_school/numbers_homeschooled_students

FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *2015 Schooling in America Survey*, Q10.

Q10. 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?

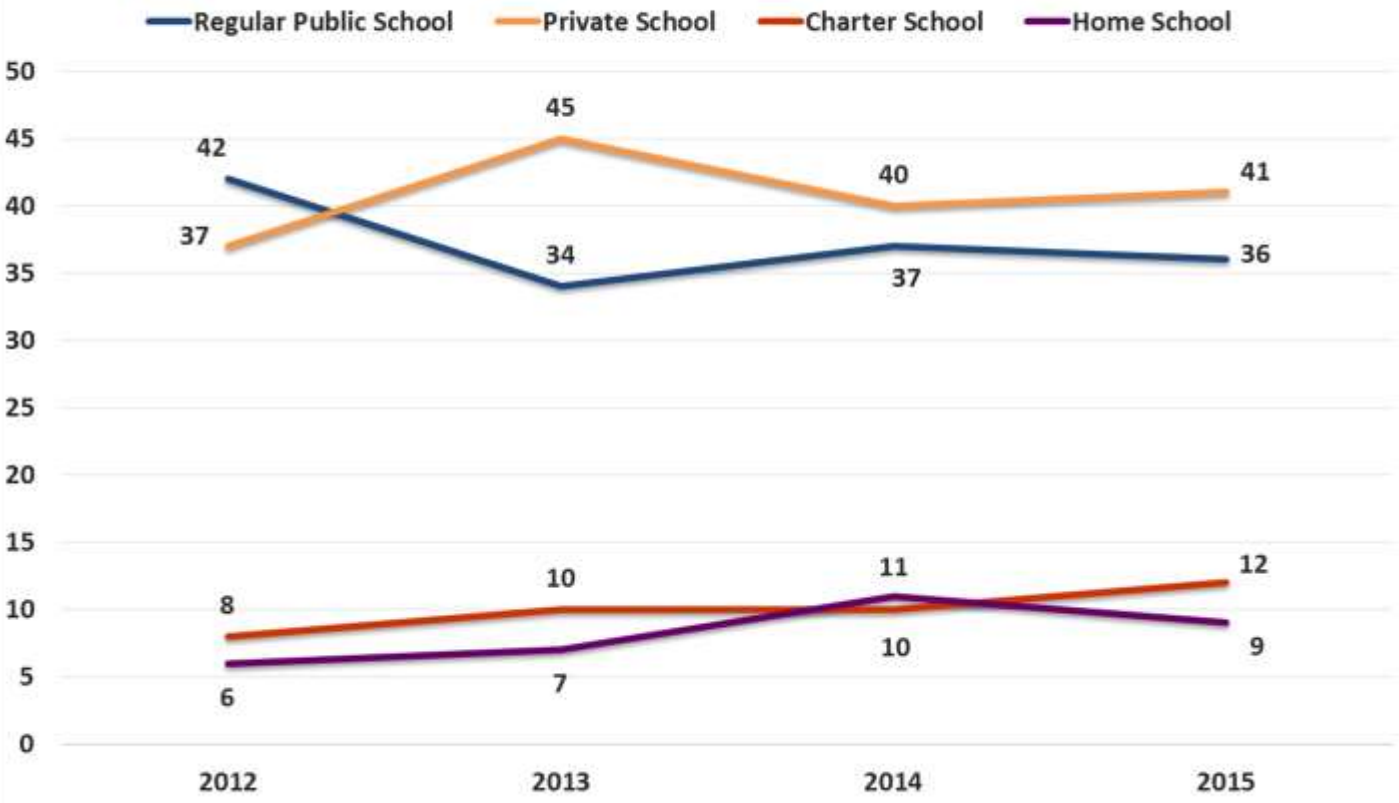
	Charter School %	Home School %	Private School %	Public School %	N=
TOTAL	**12**	**9**	**41**	**36**	**1,002**
School Parent	11	8	43	37	234
Non-Schooler	12	9	40	35	763
COMMUNITY					
Urban	12	8	39	37	211
Suburban	13	9	44	32	378
Small Town	9	10	41	36	248
Rural	11	10	38	40	149
PARTY ID					
Democrat	11	6	39	42	353
Republican	10	12	45	30	270
Independent	11	10	43	32	245
Democrat/Lean	12	6	39	41	462
Republican/Lean	11	13	45	28	400
AGE GROUP					
18 to 34	13	11	41	32	210
35 to 54	12	7	42	36	316
55 & Over	9	9	39	40	432
HOUSEHOLD INCOME					
Under $40,000	12	9	41	36	297
$40,000 to $79,999	10	10	44	33	301
$80,000 & Over	8	12	38	38	276

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.

SOURCE: Friedman Foundation for Educational Choice, *2015 Schooling in America Survey* , Q10.

The Public's Preferences for School Type, 2012-2015

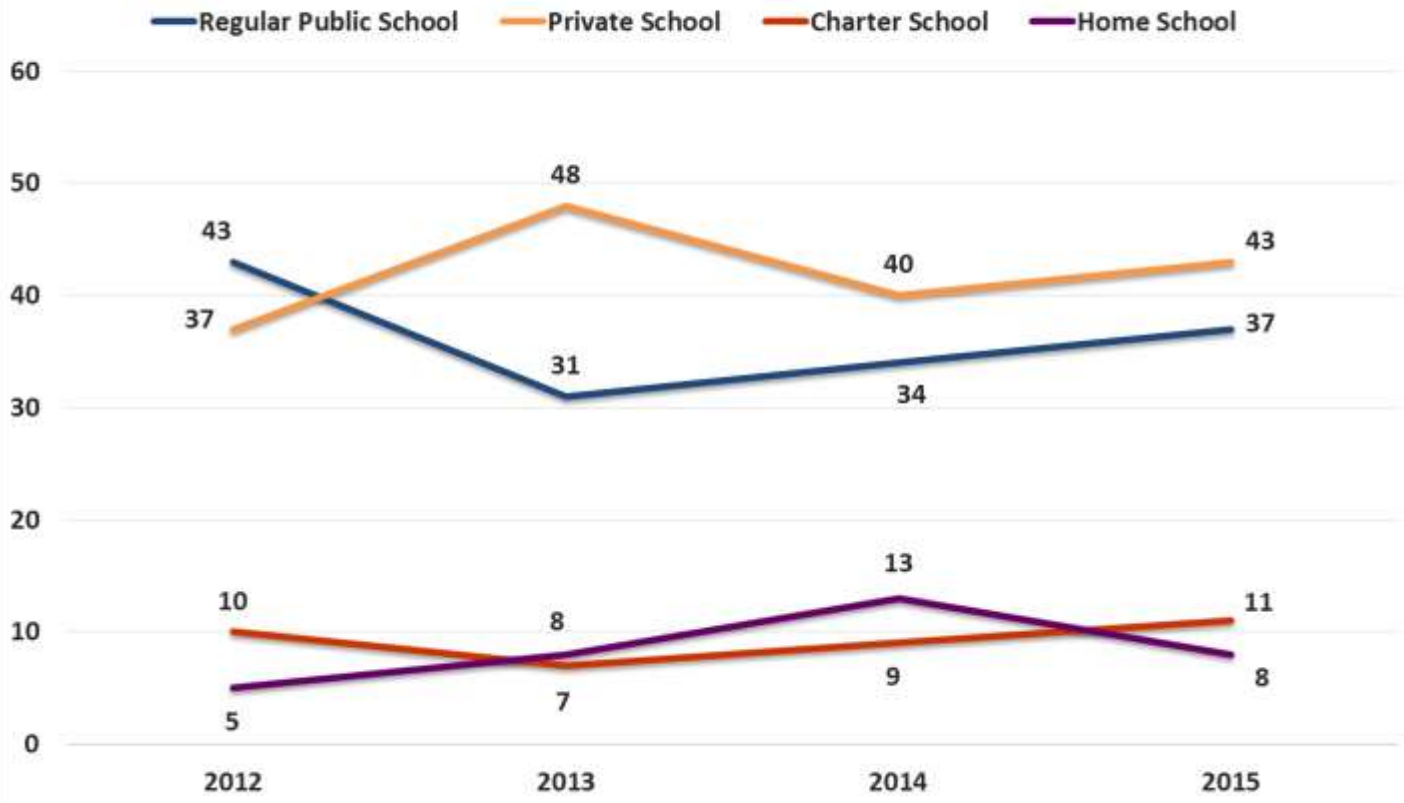
(% of All Responses)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Schooling in America Survey*, 2012-2015.

School Parents' Preferences for School Type, 2012-2015

(% of School Parents)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Schooling in America Survey*, 2012-2015.

Q11. 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 10 | Specific impressions offered by <u>all respondents</u> (N = 1,002) in the national sample. Numbers represent counts (n), not percentages.

BETTER EDUCATION / QUALITY	162
BETTER TEACHERS / TEACHERS / TEACHING	109
INDIVIDUAL ATTENTION / ONE-ON-ONE	109
ACADEMICS / CURRICULUM	75
CLASS SIZE / STUDENT-TEACHER RATIO	69
SOCIALIZATION / PEERS / OTHER KIDS	65
DISCIPLINE / STRUCTURE	63
DIVERSITY / VARIETY	59
ENVIRONMENT / CULTURE / COMMUNITY	53
STANDARDS / MORE CHALLENGING	48

SOURCE: Friedman Foundation for Educational Choice, *2015 Schooling in America Survey* , Q11.

Q11. 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 5 | Specific impressions offered by school parents (N = 278) in the national sample. Numbers represent counts (n), not percentages.

BETTER EDUCATION / QUALITY	45
INDIVIDUAL ATTENTION / ONE-ON-ONE	40
BETTER TEACHERS / TEACHERS / TEACHING	33
ACADEMICS / CURRICULUM	28
CLASS SIZE / STUDENT-TEACHER RATIO	27

SOURCE: Friedman Foundation for Educational Choice, *2015 Schooling in America Survey* , Q11.

Charter Schools

Charter schools are supported by a substantial number of Americans. A solid majority (53%) said they favor charter schools, whereas 27 percent of respondents said they oppose charters. Support has dipped since last year, although opposition is basically unchanged (2014: 61% favor vs. 26% oppose). The margin of support for charter schools is large (+26 points). Americans are almost twice as likely to express intensely positive responses toward charters (21% "strongly favor" vs. 12% "strongly oppose").

- We asked a pair of questions about public charter schools. The first question inquired an opinion without offering any definition. On this baseline question, 42% of respondents said they favored charters and 21% said they opposed them. (2014: 46% favor vs. 22% oppose) In the follow-up question, respondents were given a definition for a charter school. With this basic context, support rose 11 points to 53%, and opposition increased six points to 27%.
- The proportion of "don't know" responses shrinks by 16 points (34% to 18%) when comparing the baseline item to the definition item. Based on responses to the former, the subgroups having the highest proportions either saying they have never heard of or "don't know" about charter schools are: young adults (43%), small town residents (41%), and low-income earners (41%).

Positive views on charter schools span all observed demographics. Subgroup margins are substantially large in the positive direction—all wider than +20 percentage points—except for three subgroups: Democrats (+12 points), Democrats/Leaners (+14 points) and seniors (+19 points). The largest margins are among Republicans/Leaners (+37 points), Independents (+36 points), Republicans (+35 points), and young adults (+33 points).

- Republicans (60%) and Independents (58%) are significantly more likely to indicate support for charter schools than Democrats (47%). Likewise,

Republicans/Leaners (60%) are more positive than Democrats/Leaners (47%) and the national sample average (53%).

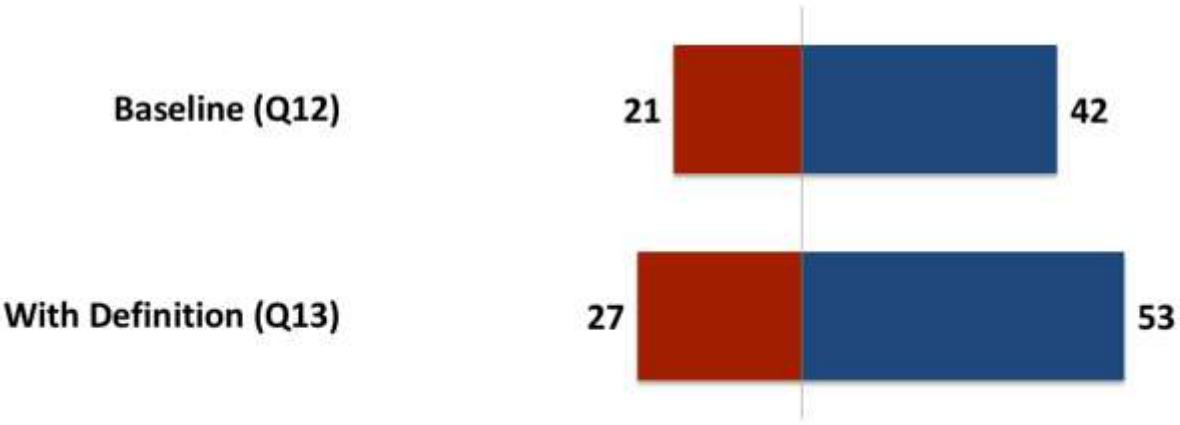
- Democrats (35%) are significantly more negative on charter schools than Republicans (25%), Independents (22%), and the national average (27%).

Intensities are also positive nearly across the board. The largest are among Republicans (+17 points), Republicans/Leaners (+17 points), and low-income earners (+16 points). The net intensity among Democrats is essentially zero or even—the proportions of strongly opposed an strongly favorable cancel each other out.

- Republicans (29%) and Republicans/Leaners (28%) stand out as most likely to say they "strongly favor" charter schools.

Baseline. Based on what you know, or have heard from others… In general, do you favor or oppose "charter schools"?

With Definition. 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"?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *2015 Schooling in America Survey*, Q12 and Q13.

Q13. 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?

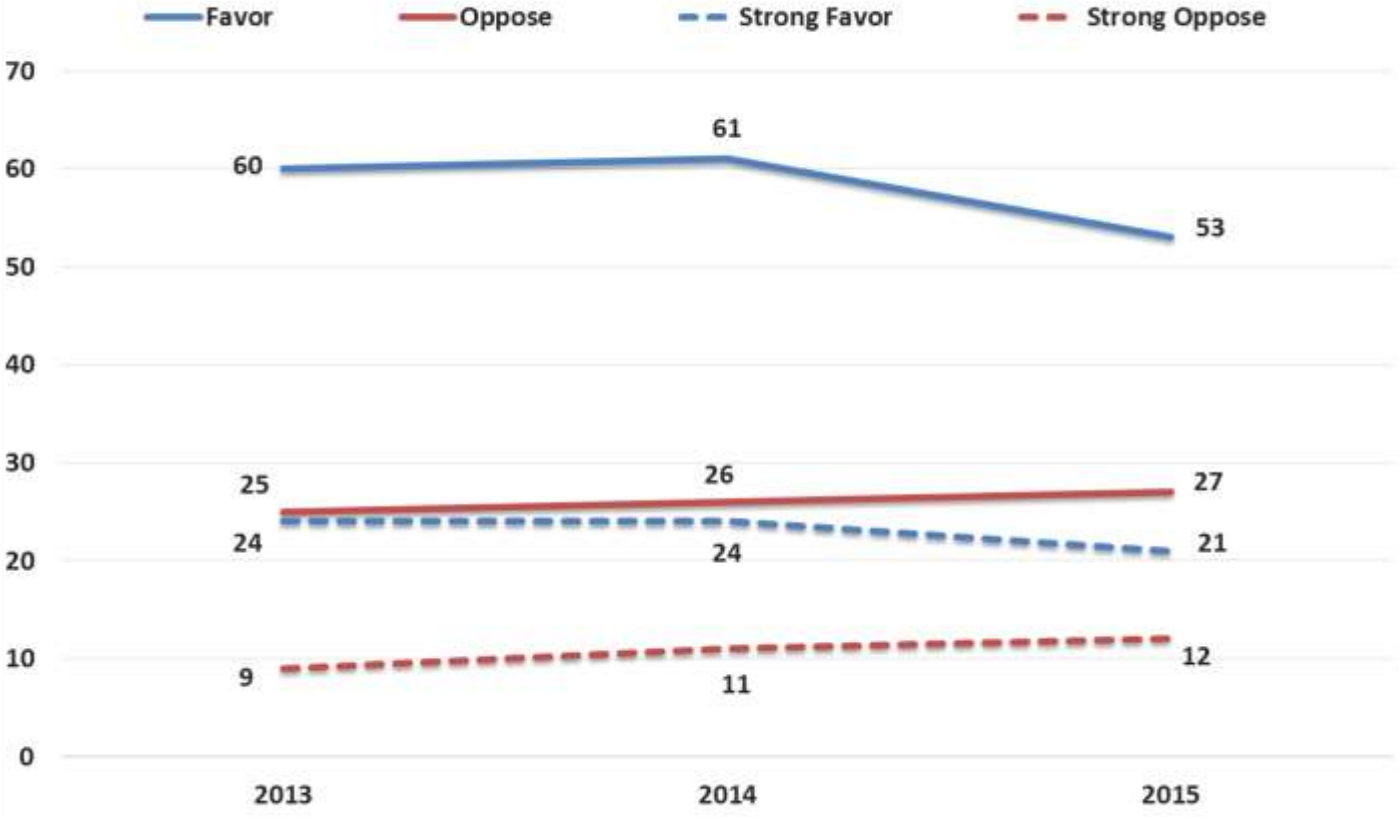
	Favor %	Oppose %	Margin	Intensity	N=
TOTAL	**53**	**27**	**+ 26**	**+ 10**	**1,002**
School Parent	54	30	**+ 24**	**+ 8**	234
Non-Schooler	53	26	**+ 27**	**+ 10**	763
COMMUNITY					
Urban	53	23	**+ 30**	**+ 9**	211
Suburban	54	27	**+ 27**	**+ 12**	378
Small Town	50	29	**+ 21**	**+ 7**	248
Rural	55	34	**+ 21**	**+ 9**	149
PARTY ID					
Democrat	47	35	**+ 12**	**even**	353
Republican	60	25	**+ 35**	**+ 17**	270
Independent	58	22	**+ 36**	**+ 13**	245
Democrat/Lean	47	33	**+ 14**	**+ 5**	462
Republican/Lean	60	23	**+ 37**	**+ 17**	400
AGE GROUP					
18 to 34	55	22	**+ 33**	**+ 11**	210
35 to 54	55	28	**+ 27**	**+ 9**	316
55 & Over	50	31	**+ 19**	**+ 9**	432
HOUSEHOLD INCOME					
Under $40,000	54	24	**+ 30**	**+ 16**	297
$40,000 to $79,999	53	28	**+ 25**	**+ 7**	301
$80,000 & Over	56	31	**+ 25**	**+ 8**	276

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. Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference considers only the most hardened views behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, *2015 Schooling in America Survey* , Q13.

The Public's Views on Charter Schools, 2013-2015

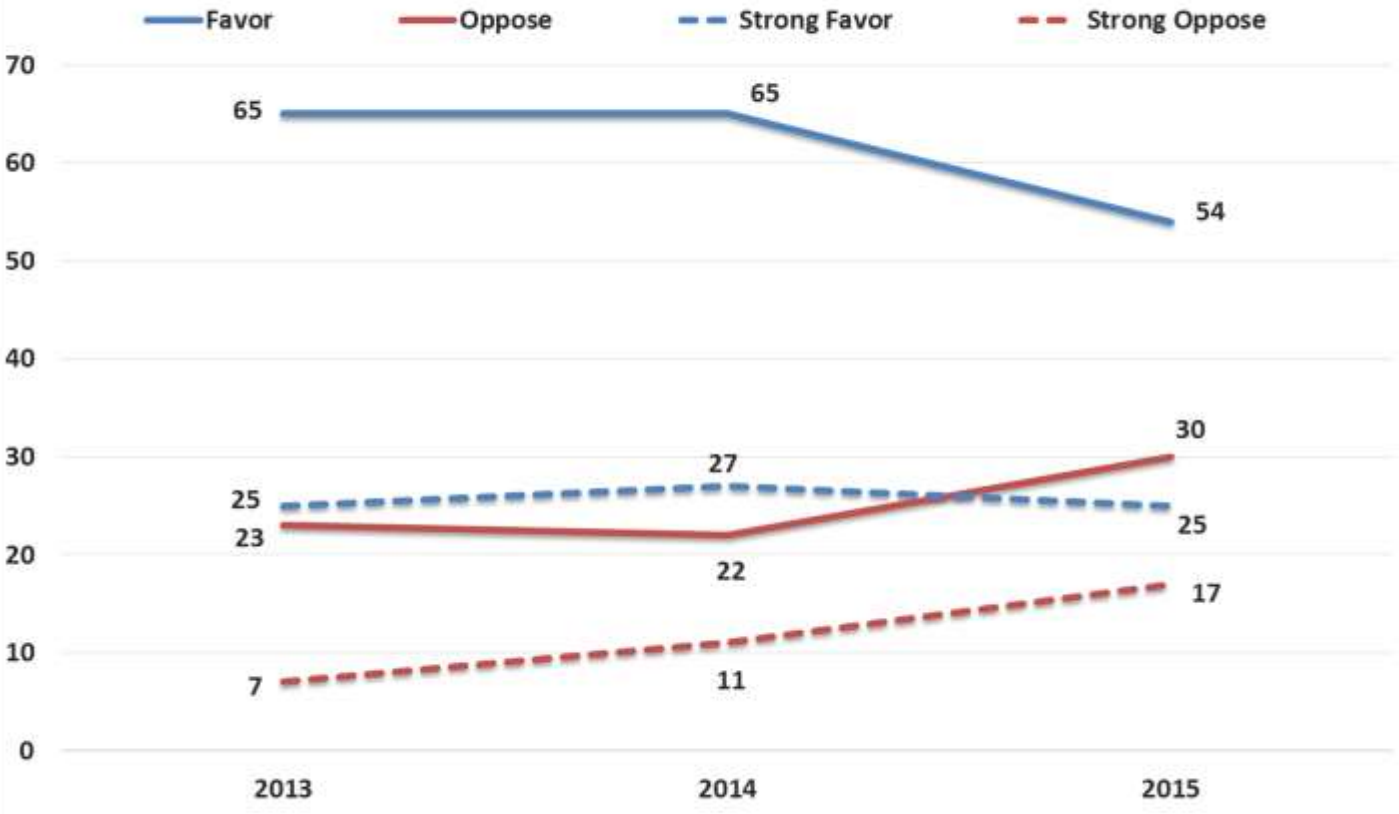
(With Definition, % of All Responses)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Schooling in America Survey*, 2013-2015.

School Parents' Views on Charter Schools, 2013-2015

(With Definition, % of School Parents)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Schooling in America Survey*, 2013-2015.

School Vouchers

Approximately six out of 10 Americans (61%) say they support school vouchers, compared with 33% who said they oppose such a school choice system. The levels are essentially unchanged since last year. (2014: 63% favor vs. 33% oppose) The margin of support (+28 points) is nearly 10 times the survey's margin of error. Respondents were more likely to express an intensely favorable view toward vouchers (34% "strongly favor" vs. 21% "strongly oppose").

- Similar to the previous pair of charter school questions, our interviewers asked baseline and follow-up questions about school vouchers. In the first question, respondents were asked for their views on vouchers without a definition or any other context. On this baseline question, 39% of the general population said they favored vouchers, and 26% said they opposed such an education policy. (2014: 43% favor vs. 21% oppose) In the follow-up question, using a basic definition for a school voucher system, support rose 22 points to 61%, and opposition increased seven points to 33%.
- The opinion change on vouchers – from baseline to follow-up – more than doubles the positive margin, from +13 points to +28 points. The intensity for vouchers also shifts in the positive direction, from +4 points to +13 points.
- We estimate 35% of respondents were initially unfamiliar with school vouchers. The proportion of "don't know" responses shrinks by 29 points (35% to 6%) when comparing the baseline item to the definition item. On the former, the subgroups having the highest proportions either saying they have never heard of or "don't know" about school vouchers are young adults (47%) and low-income earners (41%).

Like charter schools, all demographics express positive views on vouchers. Subgroup margins are substantially large in the positive direction—greater than +20 percentage

points for most subgroups. The largest margin is among young adults (+40 points). The smallest margin is among seniors (+7 points).

- A surprising finding that goes against conventional wisdom is suburbanites (65%) say they are significantly more supportive of vouchers than urbanites (54%).
- Republicans (64%) and Independents (66%) are significantly more likely to indicate support for school vouchers than Democrats (54%). Likewise, Republicans/Leaners (65%) are more positive than Democrats/Leaners (56%).
- Young adults (67%) and middle-age adults (65%) are more favorable toward school vouchers than seniors (49%).
- Low-income earners (66%) are significantly more supportive than high-income earners (56%).
- Seniors (42%) are significantly more negative on school vouchers than young adults (27%), middle-age adults (30%), and the national average (33%).

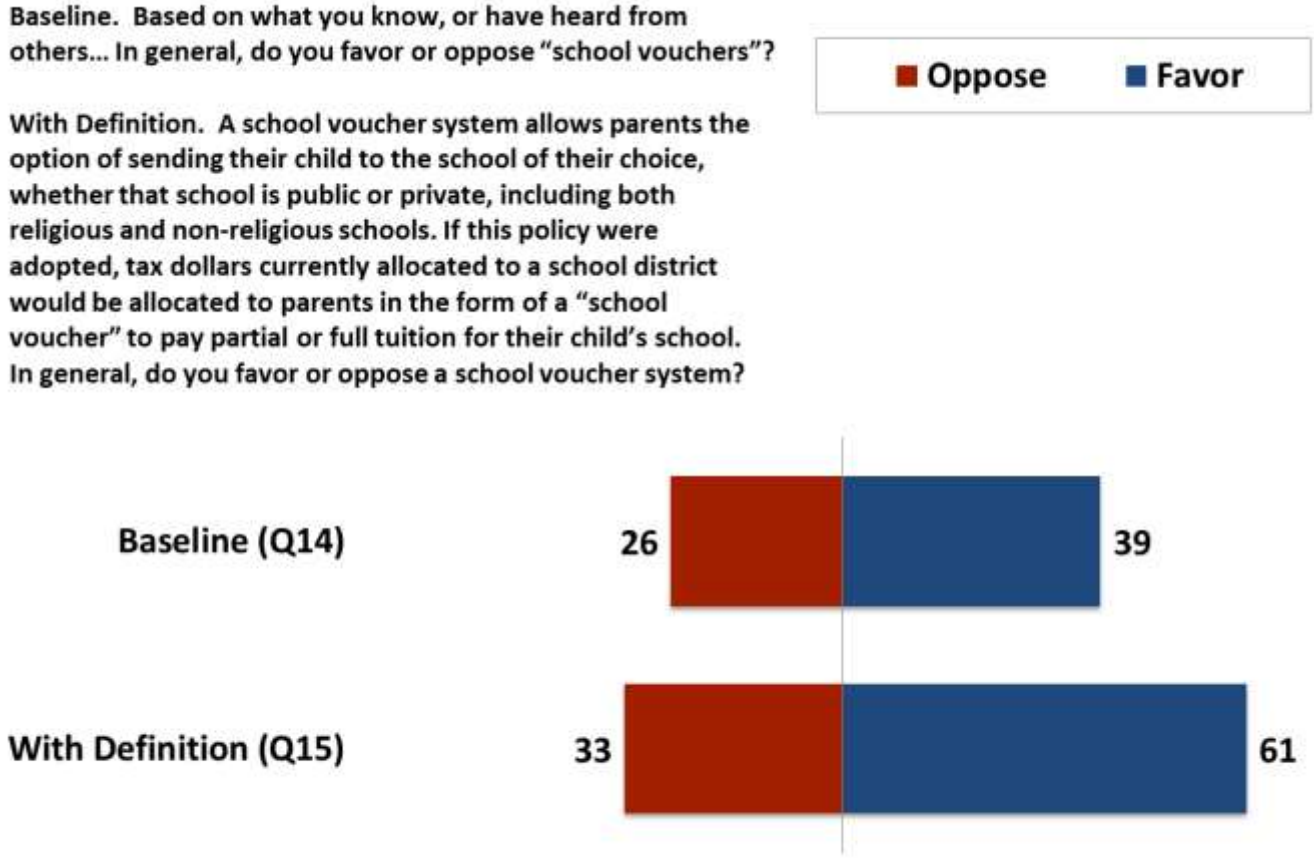
Intensities are also positive nearly across the board. The largest are among school parents (+25 points) and middle-age adults (+22 points). The lowest intensities are found among: seniors (-2 points), Democrats (+5 points), Democrats/Leaners (+6 points), and high-income earners (+4 points).

- School parents (42%) and middle-age adults (41%) are most likely to say they "strongly favor" school vouchers.
- Seniors (30%) and high-income earners (29%) have the largest proportions saying they "strongly oppose" school vouchers.

In a follow-up question, we learned the most common reasons for supporting school vouchers are "access to schools having better academic outcomes" (38%) and "more freedom and flexibility for parents" (28%). We also asked a similar follow-up to those respondents opposed to school vouchers. By far the most common reason for opposing school vouchers is the belief they "divert funding away from public schools" (57%).

Baseline. Based on what you know, or have heard from others… In general, do you favor or oppose "school vouchers"?

With Definition. 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?



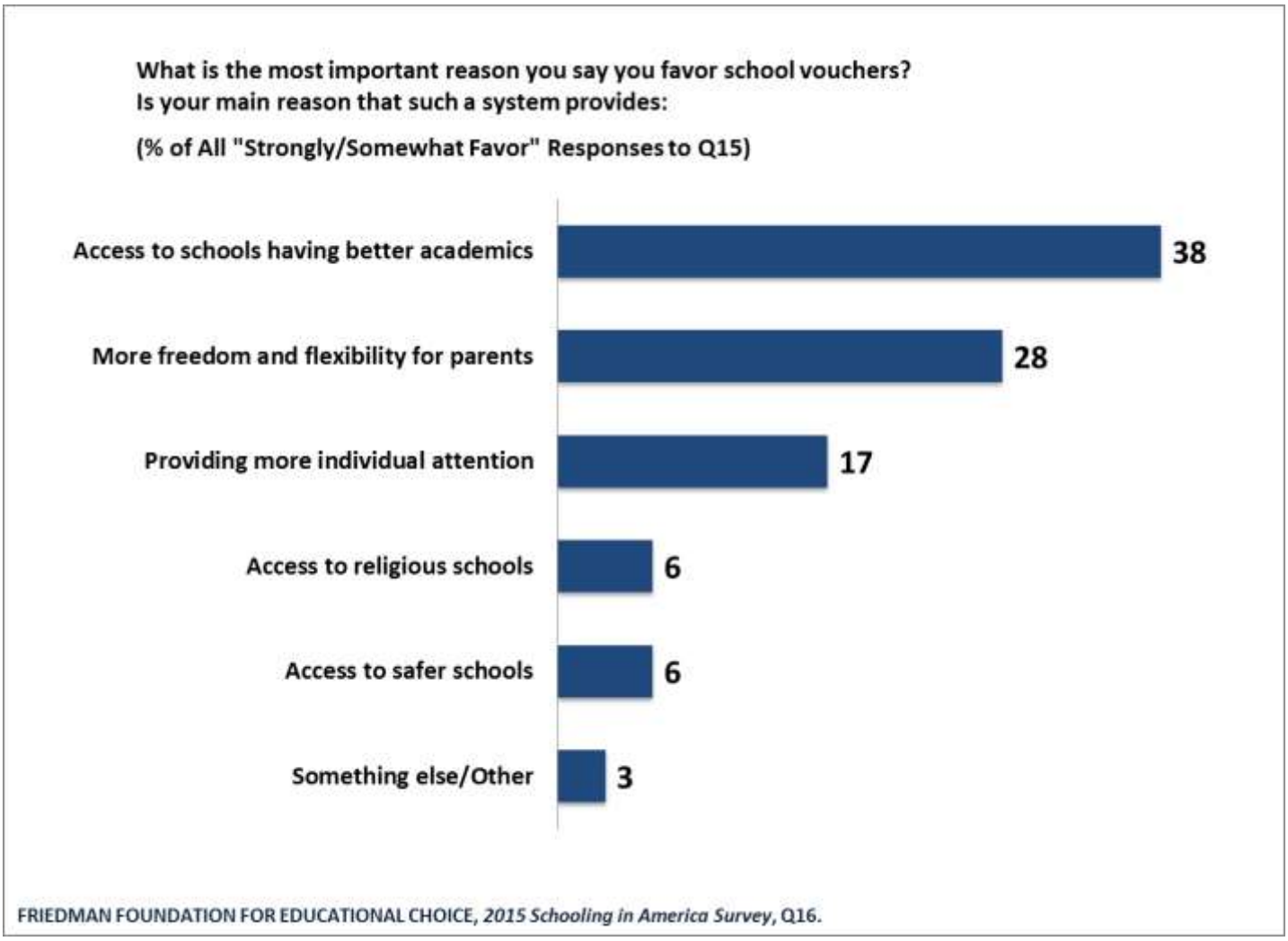
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *2015 Schooling in America Survey*, Q14 and Q15.

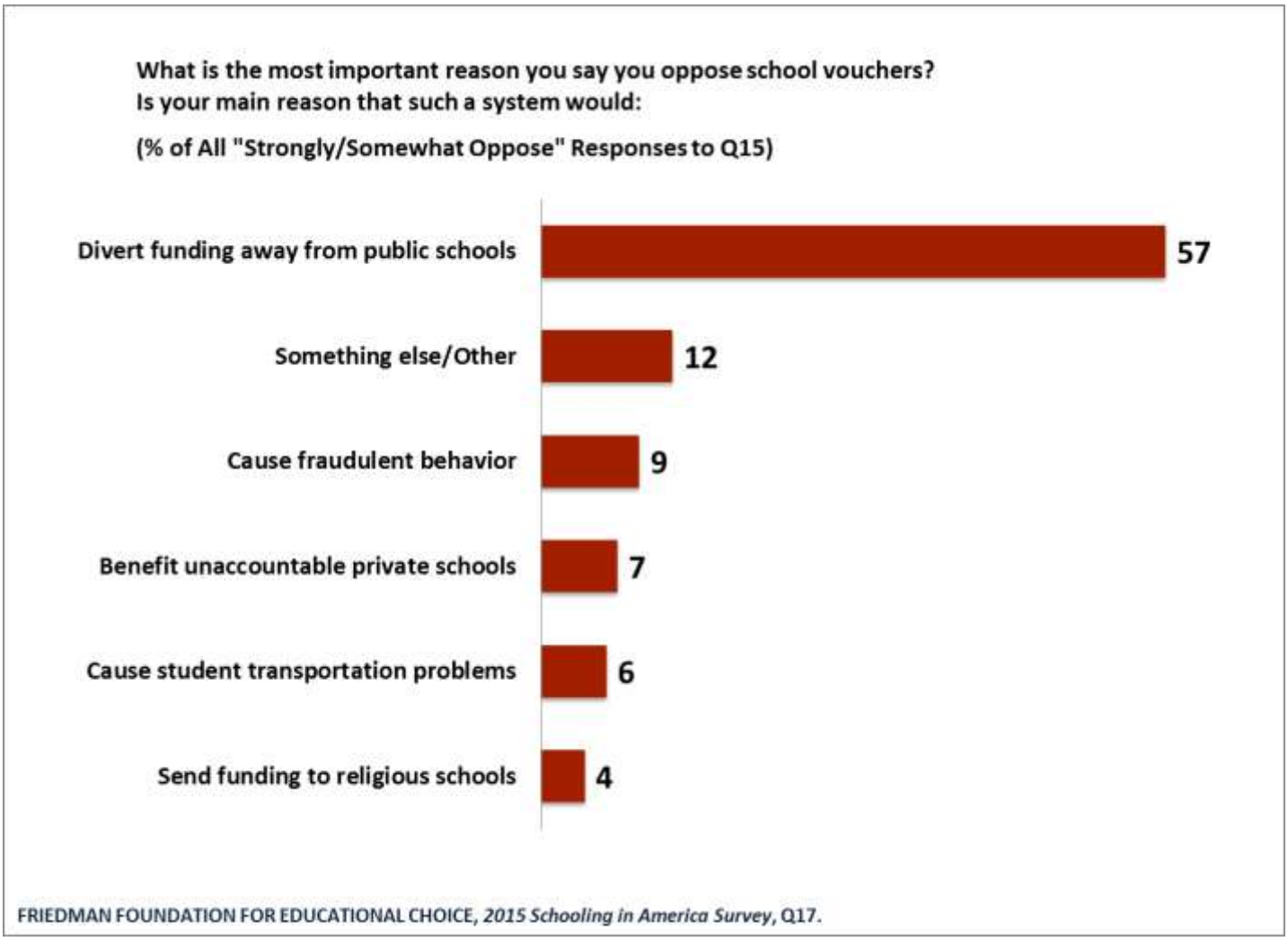
Q15. A school voucher system allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. If this policy were adopted, tax dollars currently allocated to a school district would be allocated 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?

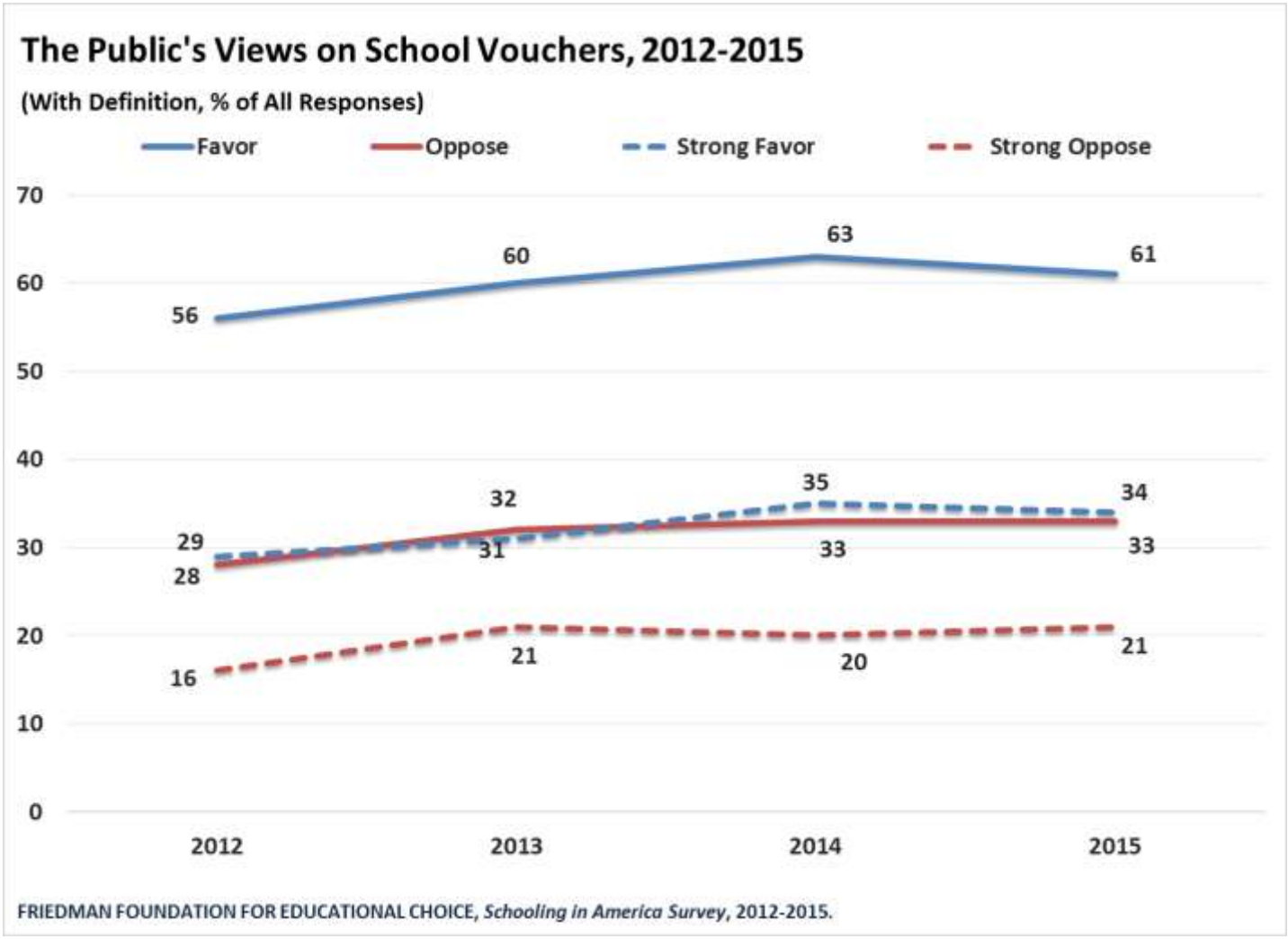
	Favor %	Oppose %	Margin	Intensity	N=
TOTAL	**61**	**33**	**+ 28**	**+ 13**	**1,002**
School Parent	63	30	**+ 33**	**+ 25**	234
Non-Schooler	60	34	**+ 26**	**+ 8**	763
COMMUNITY					
Urban	54	41	**+ 13**	**+ 5**	211
Suburban	65	29	**+ 36**	**+ 14**	378
Small Town	58	34	**+ 24**	**+ 13**	248
Rural	66	29	**+ 37**	**+ 18**	149
PARTY ID					
Democrat	54	38	**+ 16**	**+ 5**	353
Republican	64	29	**+ 35**	**+ 20**	270
Independent	66	30	**+ 36**	**+ 14**	245
Democrat/Lean	56	37	**+ 19**	**+ 6**	462
Republican/Lean	65	29	**+ 36**	**+ 20**	400
AGE GROUP					
18 to 34	67	27	**+ 40**	**+ 18**	210
35 to 54	65	30	**+ 35**	**+ 22**	316
55 & Over	49	42	**+ 7**	**- 2**	432
HOUSEHOLD INCOME					
Under $40,000	66	28	**+ 38**	**+ 20**	297
$40,000 to $79,999	61	32	**+ 29**	**+ 14**	301
$80,000 & Over	56	40	**+ 16**	**+ 4**	276

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. Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference considers only the most hardened views behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, *2015 Schooling in America Survey* , Q15.

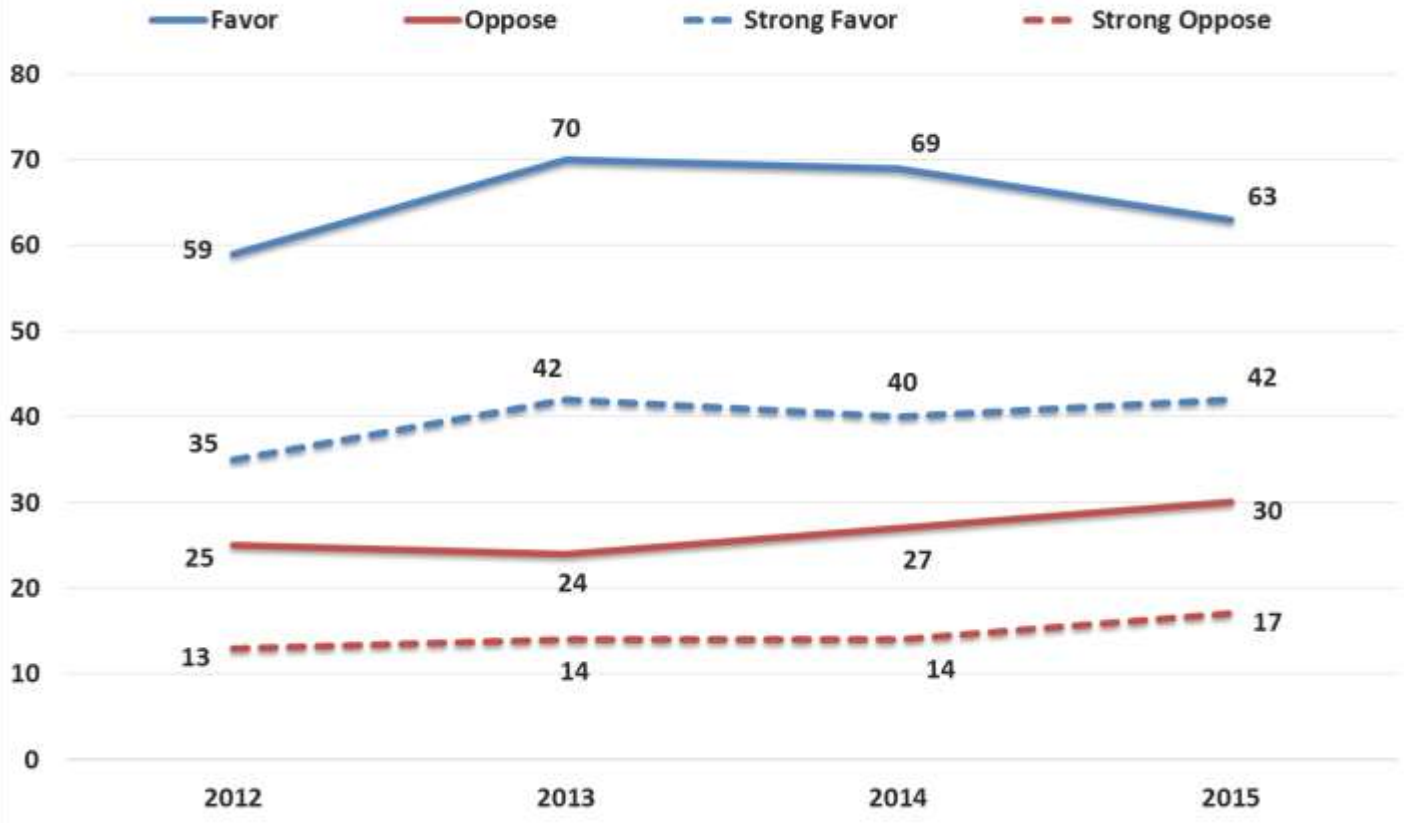

What is the most important reason you say you favor school vouchers?
Is your main reason that such a system provides:
(% of All "Strongly/Somewhat Favor" Responses to Q15)
Access to schools having better academics
38
More freedom and flexibility for parents
28
Providing more individual attention
17
Access to religious schools
6
Access to safer schools
6
Something else/Other
3
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2015 Schooling in America Survey, Q16.


What is the most important reason you say you oppose school vouchers?
Is your main reason that such a system would:
(% of All "Strongly/Somewhat Oppose" Responses to Q15)
Divert funding away from public schools
57
Something else/Other
12
Cause fraudulent behavior
9
Benefit unaccountable private schools
7
Cause student transportation problems
6
Send funding to religious schools
4
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, 2015 Schooling in America Survey, Q17.


The Public's Views on School Vouchers, 2012-2015
(With Definition, % of All Responses)
Favor
Oppose
Strong Favor
Strong Oppose
70
60
50
40
30
20
10
0
56
60
63
61
28
32
31
33
33
29
35
34
16
21
20
21
2012
2013
2014
2015
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, Schooling in America Survey, 2012-2015.

School Parents' Views on School Vouchers, 2012-2015

(With Definition, % of All Responses)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Schooling in America Survey*, 2012-2015.

Education Savings Accounts (ESAs)

Six out of 10 Americans (62%) say they support an "education savings account" system ("ESA"). The margin of support is large (+34 points) and less one-third of respondents (28%) said they oppose ESAs. The support level and margin have increased since last year (2014: 56% favor vs. 34% oppose) Americans are twice as likely to express an intensely favorable view toward ESAs (32% "strongly favor" vs. 16% "strongly oppose").

All demographics are supportive of ESAs. With only a few exceptions, subgroup margins are greater than +30 percentage points. The largest margins are among: young adults (+59 points), low-income earners (+47 points), school parents (+44 points), urbanites (+44 points), and Independents (+40 points). By far, the smallest margin is among seniors (+4 points).

- Urbanites (69%) are significantly more favorable toward ESAs than small town residents (54%).
- Young adults (75%) are significantly more supportive of ESAs than middle-age adults (65%) and seniors (45%). The twenty point gap between middle-age adults and seniors is also as significant difference.
- Low-income earners (70%) are more likely to support ESAs than middle-income earners (55%) and high-income earners (61%).
- Seniors (41%) are significantly more negative on ESAs than young adults (16%), middle-age adults (26%), and the national average (28%).

Intensities are also positive for nearly all demographic subgroups across the board. Young adults (+32 points) clearly stand out as most intensely positive. On the other end of the spectrum, seniors (-5 points) are the only subgroup to express a negative intensity.

- Independents (39%) and young adults (39%) have the greatest proportions saying they "strongly favor" ESAs.
- Seniors (27%) have the largest proportion saying they "strongly oppose" ESAs.

A split sample experiment in the follow-up question reveals Americans are inclined toward universal access to ESAs rather than means-tested eligibility based solely on financial need.

- In Split A, approximately two out of three respondents (66%) said they agree with the statement that "ESAs should be available to all families, regardless of incomes and special needs." About 45% "strongly agree" with that statement. Fewer than three out of 10 voters (27%) disagree with that statement; 16% said they "strongly disagree."
- In the comparison sample, Split B, respondents were asked if they agree with the statement "ESAs should only be available to families based on financial need." About one-third (36%) agreed with that statement, while 17% said "strongly agree." More than half (56%) said they disagree with means-testing ESAs, and 33% said they "strongly disagree."

Q19. An "education savings account," - often called an "ESA" - allows parents to take their child out of 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 saving for future college expenses. In general, do you favor or oppose this kind of "savings account system"?

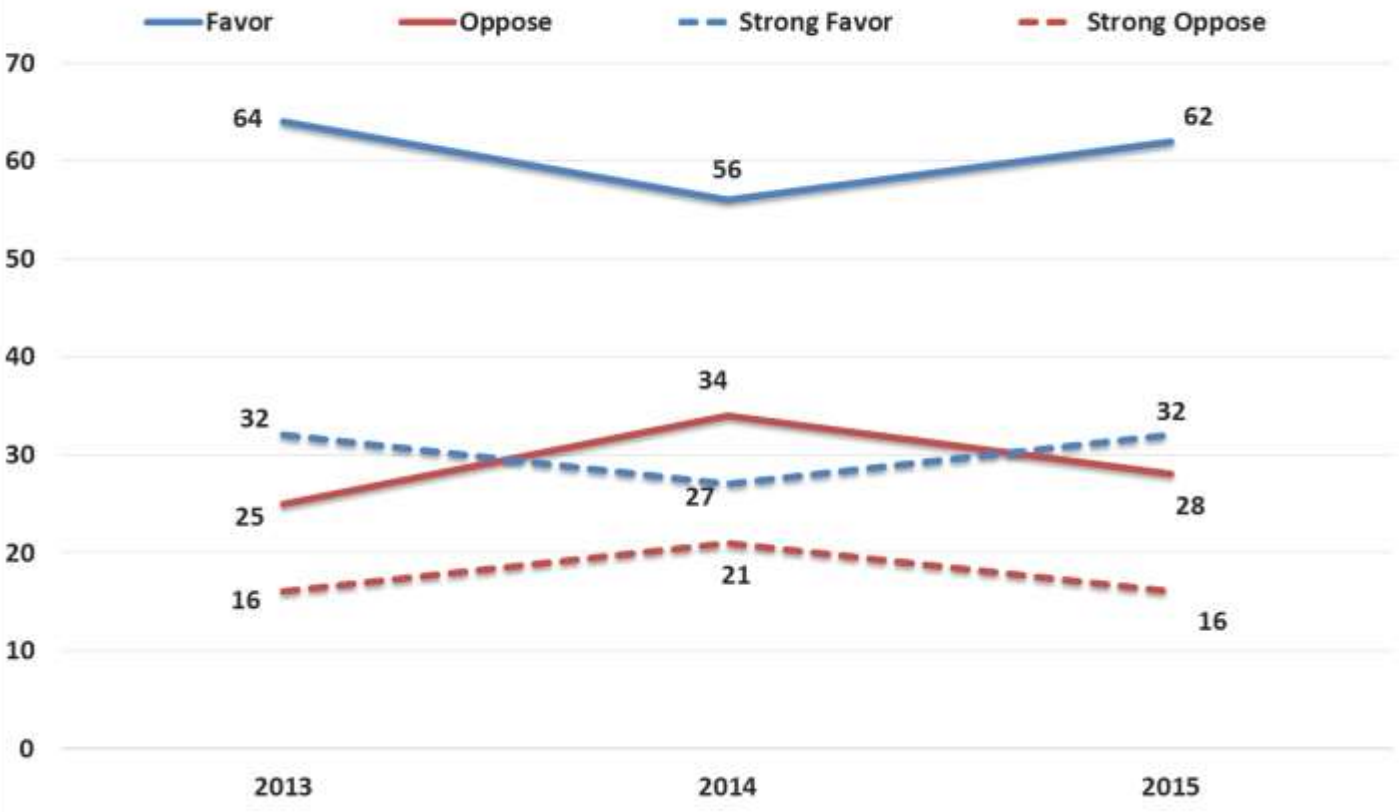
	Favor %	Oppose %	Margin	Intensity	N=
TOTAL	**62**	**28**	**+ 34**	**+ 16**	**1,002**
School Parent	67	23	**+ 44**	**+ 23**	234
Non-Schooler	60	30	**+ 30**	**+ 13**	763
COMMUNITY					
Urban	69	25	**+ 44**	**+ 21**	211
Suburban	61	26	**+ 35**	**+ 21**	378
Small Town	54	33	**+ 21**	**+ 7**	248
Rural	62	32	**+ 30**	**+ 10**	149
PARTY ID					
Democrat	60	30	**+ 30**	**+ 10**	353
Republican	61	28	**+ 33**	**+ 17**	270
Independent	65	25	**+ 40**	**+ 22**	245
Democrat/Lean	62	28	**+ 34**	**+ 17**	462
Republican/Lean	60	28	**+ 32**	**+ 15**	400
AGE GROUP					
18 to 34	75	16	**+ 59**	**+ 32**	210
35 to 54	65	26	**+ 39**	**+ 22**	316
55 & Over	45	41	**+ 4**	**- 5**	432
HOUSEHOLD INCOME					
Under $40,000	70	23	**+ 47**	**+ 22**	297
$40,000 to $79,999	55	32	**+ 23**	**+ 12**	301
$80,000 & Over	61	30	**+ 31**	**+ 13**	276

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. Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference considers only the most hardened views behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, *2015 Schooling in America Survey* , Q19.

The Public's Views on Education Savings Acccounts (ESAs), 2013-2015

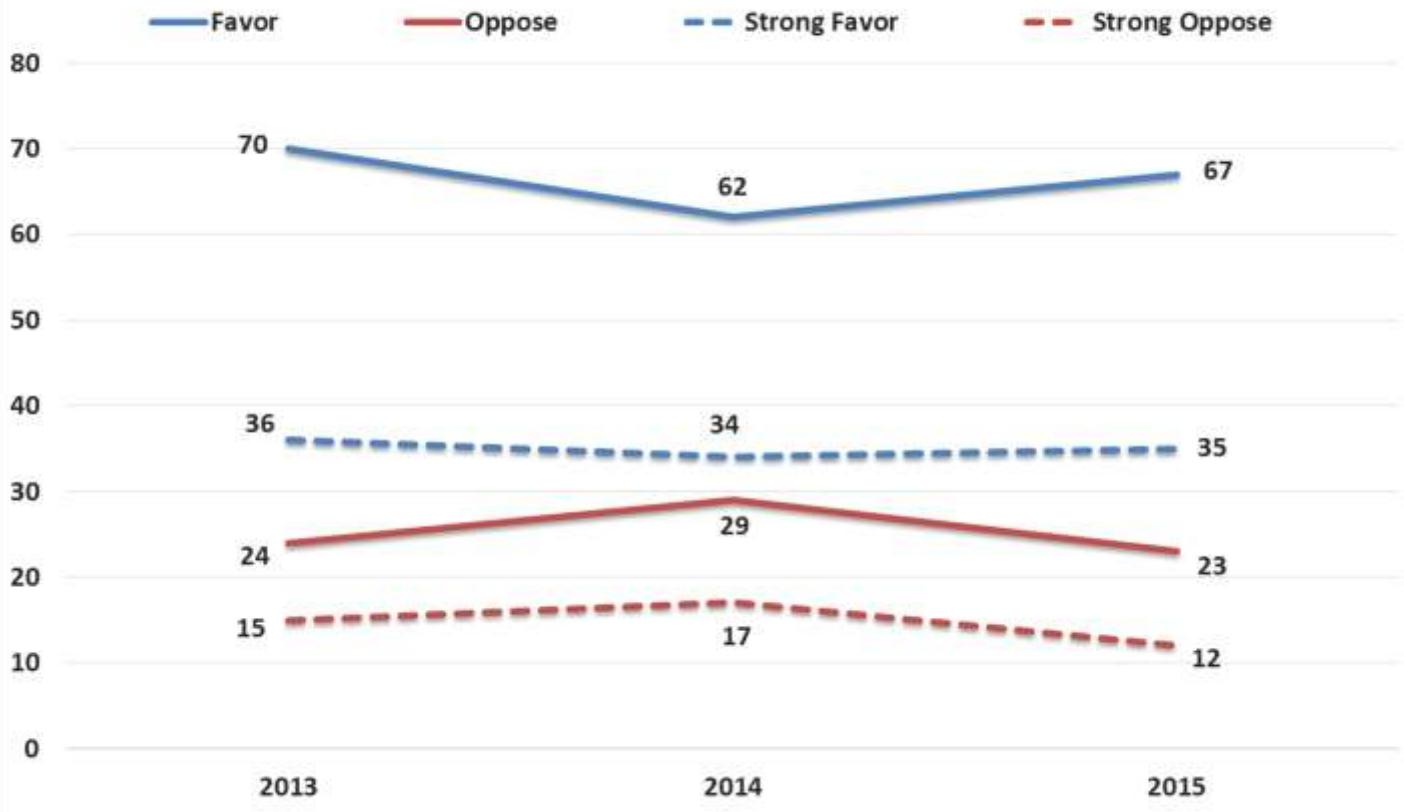
(% of All Responses)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Schooling in America Survey*, 2013-2015.

School Parents' Views on Education Savings Acccounts (ESAs), 2013-2015

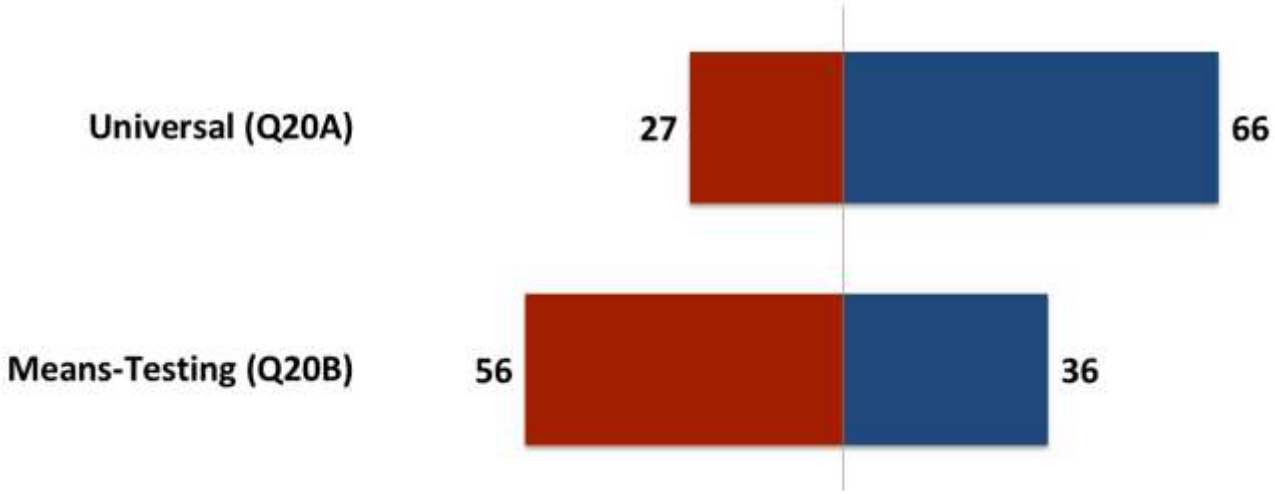
(% of School Parent Responses)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Schooling in America Survey*, 2013-2015.

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

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



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *2015 Schooling in America Survey*, Q20A and Q20B.

Tax-Credit Scholarships

Americans are more than twice as likely to support a tax-credit scholarship program than they are to oppose one. Six out of 10 respondents (60%) said they supported the reform, whereas 29 percent said they oppose tax-credit scholarships. The result is slightly decreased since last year (2014: 64% favor vs. 25% oppose). The margin is +31 percentage points. The general public is almost twice as likely to express intensely positive responses toward tax-credit scholarships (28% "strongly favor" vs. 16% "strongly oppose").

With only two exceptions, observed subgroup margins are greater than +20 percentage points. The largest margins are among: young adults (+52 points), urbanites (+48 points), low-income earners (+45 points), Republicans/Leaners (+41 points), and Republicans (+39 points). Once again when it comes to a school choice reform, seniors show the smallest margin of support (+8 points).

- Urbanites (72%) are significantly more favorable toward tax-credit scholarships than suburbanites (57%), small town residents (50%), and the national sample average (60%).
- Republicans (64%) are more supportive than Democrats (54%). Similarly, Republicans/Leaners (65%) are significantly different than Democrats/Leaners (57%).
- Young adults (72%) are significantly more supportive of tax-credit scholarships than middle-age adults (61%), seniors (47%), and the national average (60%). Middle-age adults are also significantly more favorable to scholarships compared with seniors.
- Seniors (39%) are significantly more negative than young adults (20%), middle-age adults (28%), and the national average (29%).

Net intensities are positive for all observed demographic subgroups, except seniors (-2 points). Subgroups that are most intensely positive include: young

adults (+24 points), school parents (+22 points), urbanites (+22 points), and low-income earners (+20 points).

- Urbanites (38%) have the greatest proportion saying they "strongly favor" tax-credit scholarships.
- Seniors (23%) have the largest proportion saying they "strongly oppose" tax-credit scholarships.

Q22. 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?

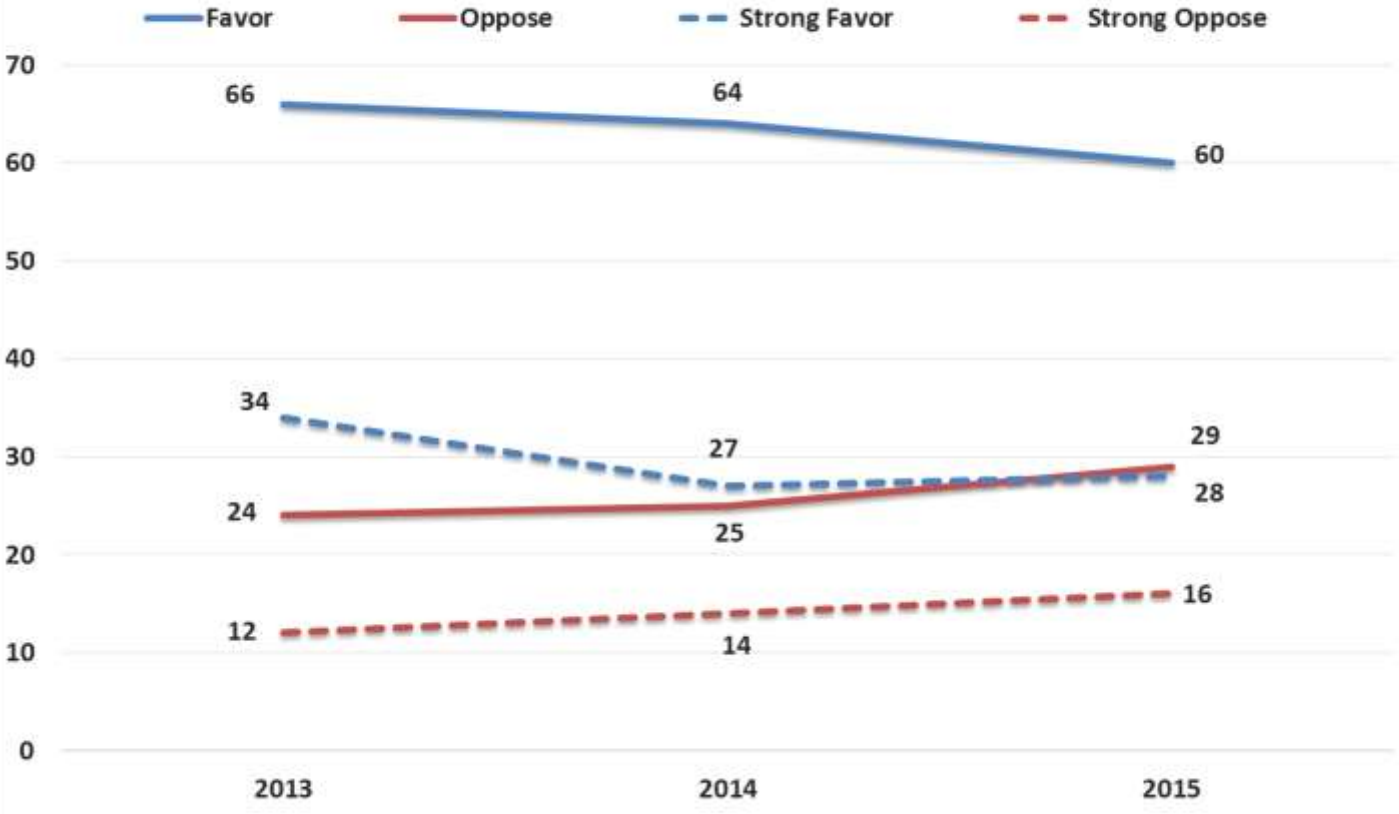
	Favor %	Oppose %	Margin	Intensity	N=
TOTAL	**60**	**29**	**+ 31**	**+ 12**	**1,002**
School Parent	61	27	**+ 34**	**+ 22**	234
Non-Schooler	59	30	**+ 29**	**+ 8**	763
COMMUNITY					
Urban	72	24	**+ 48**	**+ 22**	211
Suburban	57	30	**+ 27**	**+ 11**	378
Small Town	50	35	**+ 15**	**+ 3**	248
Rural	62	27	**+ 35**	**+ 14**	149
PARTY ID					
Democrat	54	33	**+ 21**	**+ 8**	353
Republican	64	25	**+ 39**	**+ 13**	270
Independent	62	29	**+ 33**	**+ 11**	245
Democrat/Lean	57	33	**+ 24**	**+ 11**	462
Republican/Lean	65	24	**+ 41**	**+ 14**	400
AGE GROUP					
18 to 34	72	20	**+ 52**	**+ 24**	210
35 to 54	61	28	**+ 33**	**+ 16**	316
55 & Over	47	39	**+ 8**	**- 2**	432
HOUSEHOLD INCOME					
Under $40,000	67	22	**+ 45**	**+ 20**	297
$40,000 to $79,999	58	30	**+ 28**	**+ 9**	301
$80,000 & Over	55	37	**+ 18**	**+ 6**	276

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. Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference considers only the most hardened views behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, *2015 Schooling in America Survey* , Q22.

The Public's Views on Tax-Credit Scholarships, 2013-2015

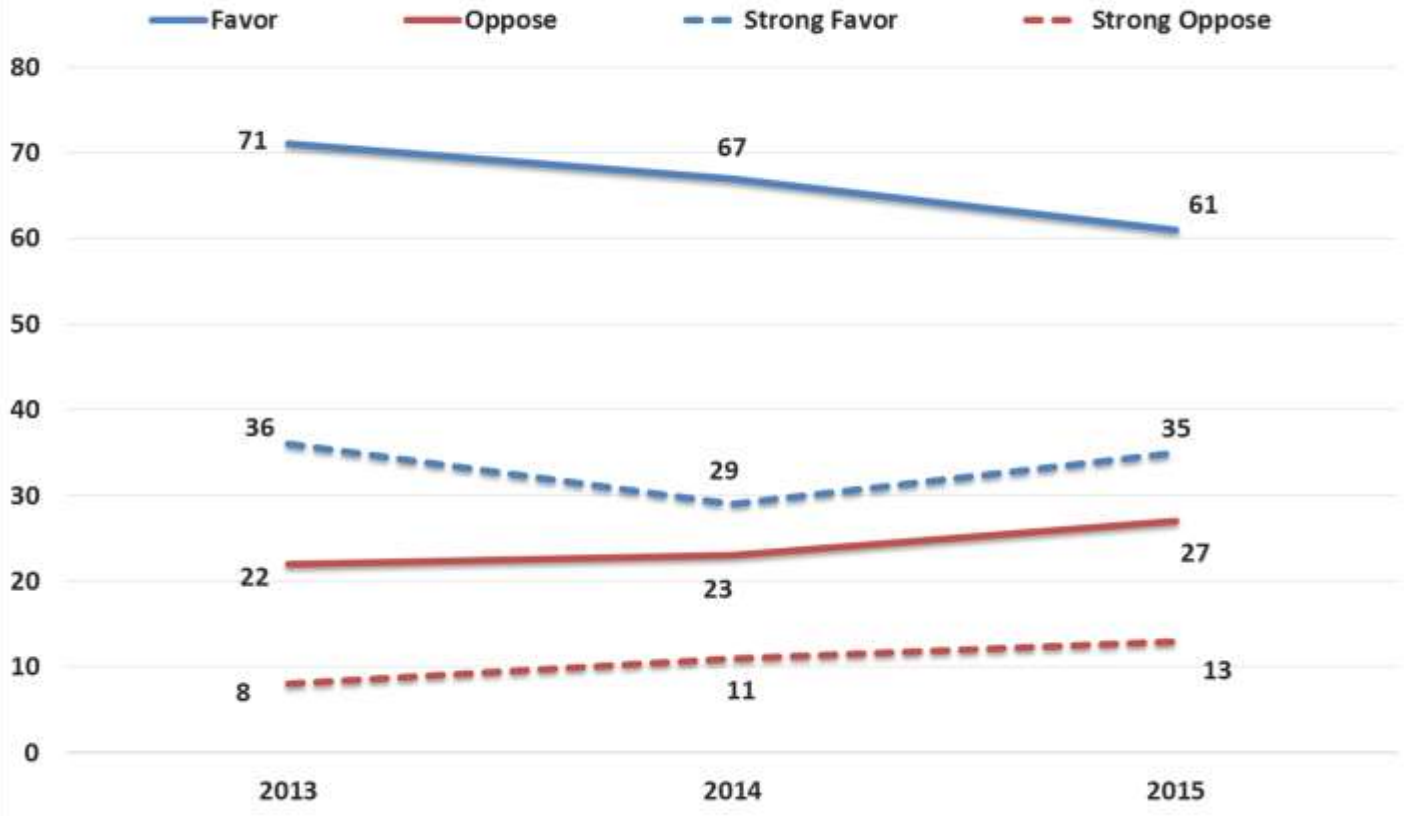
(% of All Responses)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Schooling in America Survey*, 2013-2015.

School Parents' Views on Tax-Credit Scholarships, 2013-2015

(% of School Parents)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Schooling in America Survey*, 2013-2015.

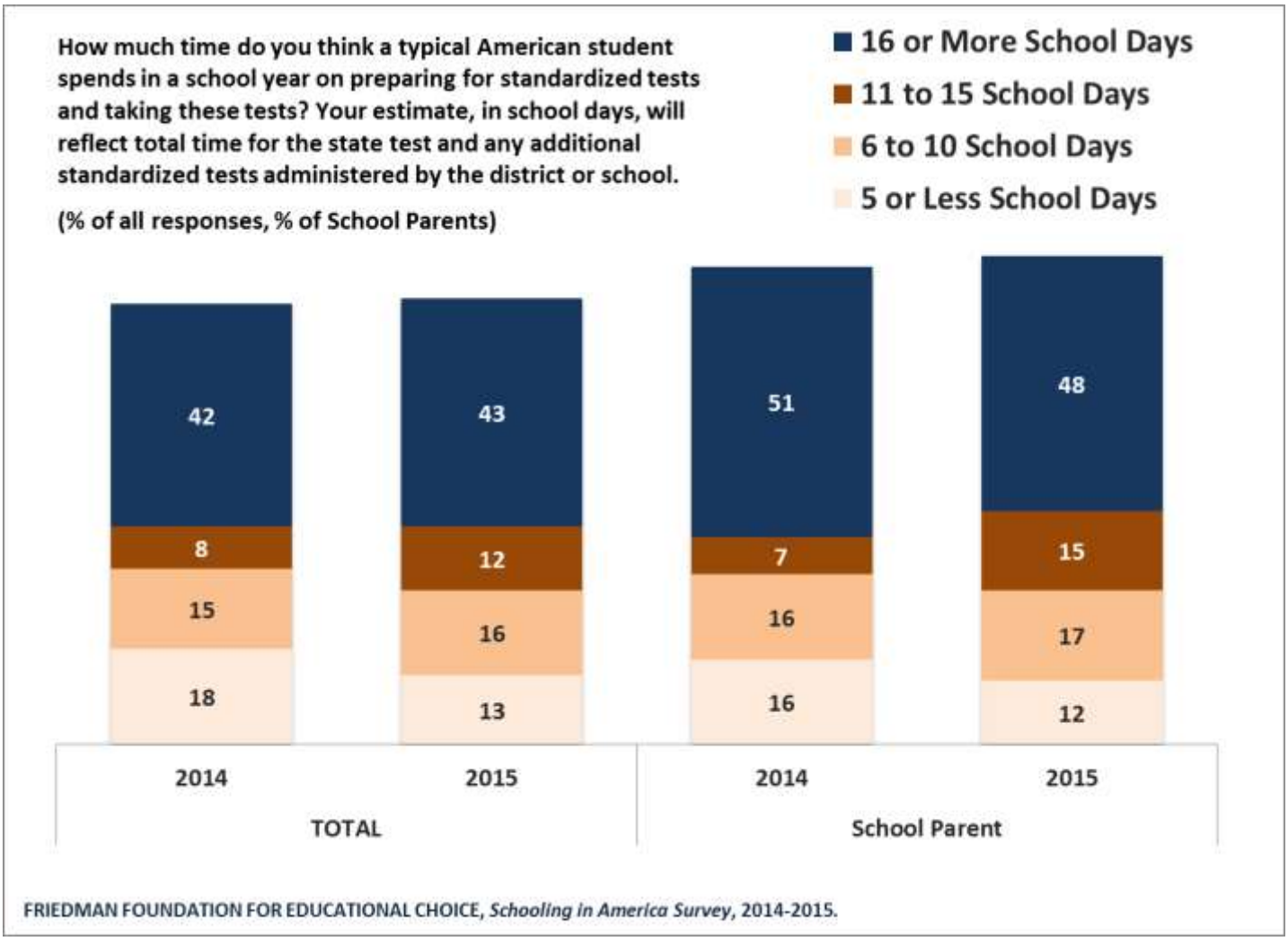
Standardized Testing

More than two out of five Americans (43%) believed students spend at least 16 or more days of the school year – nearly 10% of the academic year – on standardized testing activities. That figure is essentially unchanged since last year (42% in 2014).

- High-income earners (49%) are significantly more likely to say "16 or more school days" than low-income earners (38%).
- Seniors (25%) are significantly more likely than young adults (11%) and middle-age adults (12%) to say they "don't know" or are unsure about responding to this question.

A plurality of Americans (42%) said the amount of time spent on standardized testing is "too high," compared with 19% who said "too low." Since last year, those numbers have increased and decreased, respectively (2014: 36% too high vs. 24% too low).

- Views on testing diverge greatly among income groups. High-income earners (58% too high vs. 14% too low) are much more likely to say "too high" than low-income earners (30% too high vs. 25% too low), middle-income earners (43% too high vs. 20% too low), and the national sample average.
- Nearly half of school parents (47%) said the amount of time spent on standardized testing is "too high;" however, that level is not significantly different compared with non-schoolers (40%) or the national average (42%). Among school parents, the "too high" sentiment is more than twice as high as the proportion who said "too low" (19%).
- A plurality of middle-age adults believe American schools spend too much time on testing (45% too high vs. 20% too low). This subgroup's "too high" response is significantly greater than seniors' (37%).



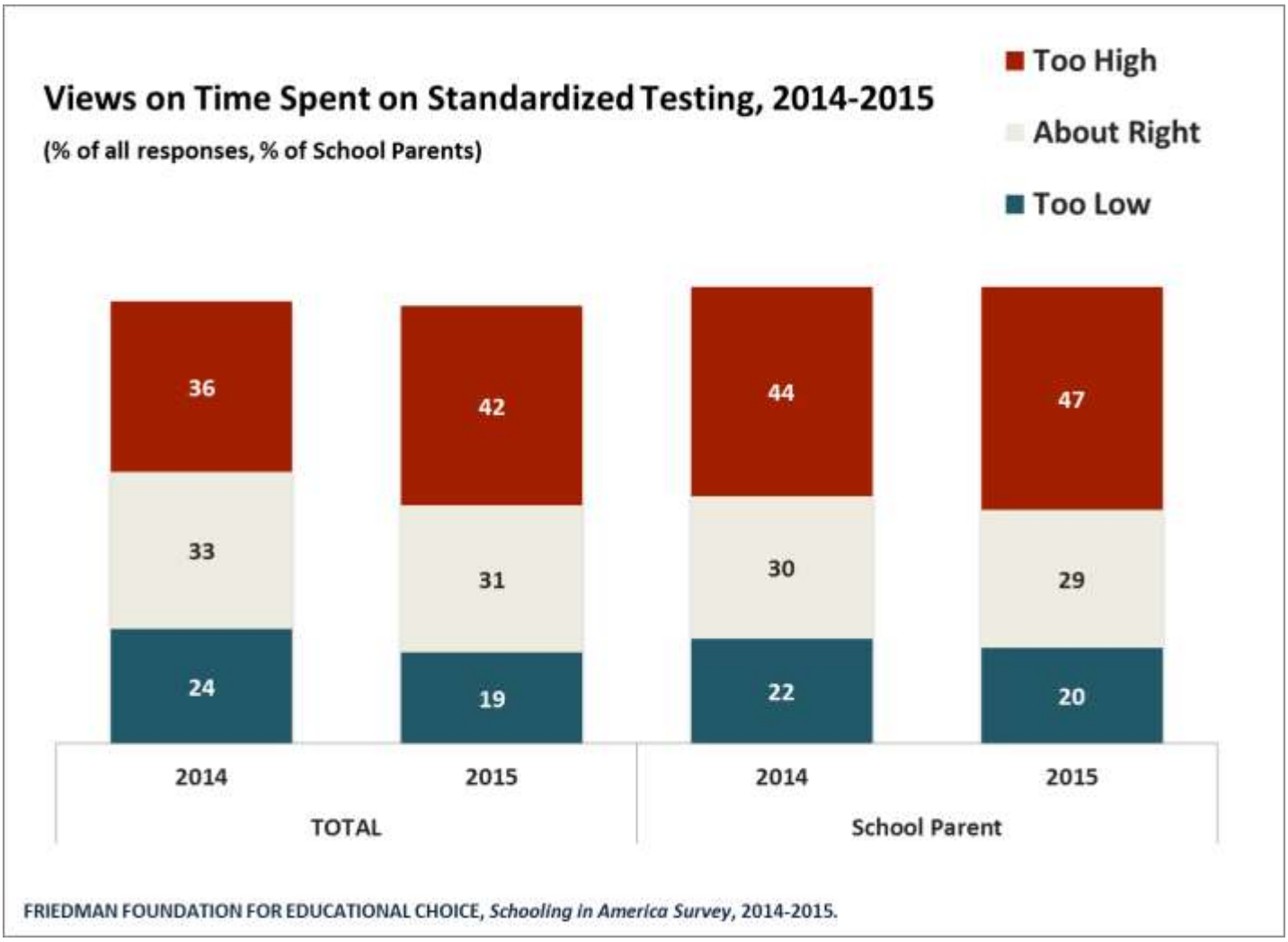
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Schooling in America Survey*, 2014-2015.

Q24. Do you believe the amount of time spent on standardized testing in American schools is:

	Too High %	About Right %	Too Low %	N=
TOTAL	**42**	**31**	**19**	**1,002**
School Parent	47	29	20	234
Non-Schooler	40	31	19	763
COMMUNITY				
Urban	39	35	17	211
Suburban	46	28	20	378
Small Town	39	30	20	248
Rural	44	28	19	149
PARTY ID				
Democrat	38	34	22	353
Republican	43	27	17	270
Independent	44	29	20	245
Democrat/Lean	39	35	22	462
Republican/Lean	44	28	15	400
AGE GROUP				
18 to 34	42	32	21	210
35 to 54	45	28	20	316
55 & Over	37	32	17	432
HOUSEHOLD INCOME				
Under $40,000	30	39	25	297
$40,000 to $79,999	43	29	20	301
$80,000 & Over	58	21	14	276

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.

SOURCE: Friedman Foundation for Educational Choice, *2015 Schooling in America Survey* , Q24.



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Schooling in America Survey*, 2014-2015.

State Accountability and Intervention

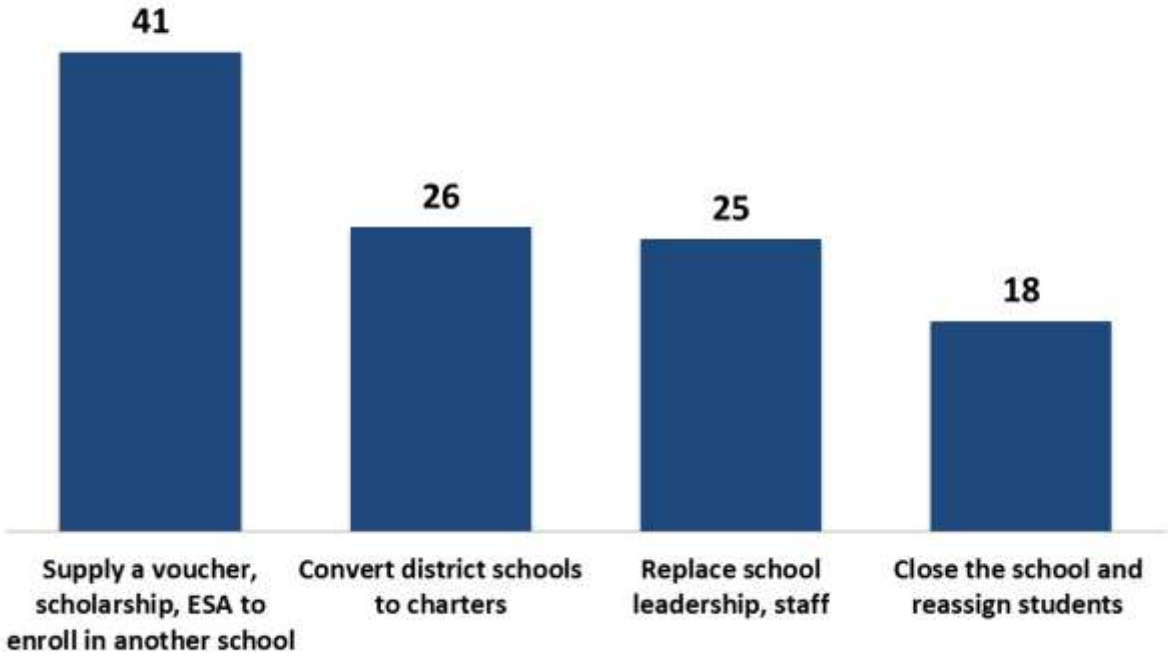
When asked about what state government should do to intervene, if at all, in low-performing schools, the highest proportion of respondents (41%) said supplying vouchers/scholarships to affected families would be a useful state intervention. Significantly smaller proportions believed converting district schools to charter schools (26%), dismissing the school personnel (25%), or closing the school (18%) would be useful to affected students and families.[6]

- Republicans (33%) are significantly less likely than Democrats (44%) and Independents (44%) to say the school choice option is more useful. That is a surprising finding. In this circumstance, Republicans and Democrats switch their relative positions with respect to advancing vouchers, scholarships, or ESAs. It is also noteworthy that Democrats are more likely to say school choice is more useful to affected families than other interventions.
- Young adults (52%) are much more likely to say the school choice option is more useful than middle-age adults (39%) and seniors (35%).
- Low-income earners (47%) are significantly more likely to say the school choice option is more useful than high-income earners (36%).
- High-income earners (27%) are significantly more likely to rate the school choice option a "1" ("least useful") than low-income earners (16%), middle-income earners (17%), and the national average (19%).
- Nearly half of school parents (49%) rate the school closure/reassignment option a "1" ("least useful"), which is significantly higher than the levels observed for non-schoolers (38%) and the national average (41%).

[6] We asked respondents to rate four types of potential accountability actions where the state could intervene in a low-performing school. Ratings were based on a scale ranging from 1 to 5, where a "1" reflected a least useful action to be taken by the state, and a "5" reflected a most useful action.

We would now like to ask what you believe state government should do to intervene – if at all – in low-performing school districts and schools. On a scale from 1 to 5, please rate how useful each one of the following actions would be to affected students and families in a low-performing school? A "1" would reflect LEAST useful action; a "5" would reflect MOST useful action.

(combined % of all "4" and "5" responses)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *2015 Schooling in America Survey*, Q25.

Q25. We would now like to ask what you believe state government should do to intervene – if at all – in low-performing school districts and schools. On a scale from 1 to 5, please rate how useful each one of the following actions would be to affected students and families in a low-performing school? A "1" would reflect LEAST useful action; a "5" would reflect MOST useful action. (reporting combined % of "4" and "5" responses)

	Supply a voucher, scholarship, ESA %	Convert district schools to charters %	Replace school leadership, staff %	Close the school and reassign students %	N=
TOTAL	**41**	**26**	**25**	**18**	**1,002**
School Parent	43	28	24	14	234
Non-Schooler	41	25	25	20	763
COMMUNITY					
Urban	46	27	24	21	211
Suburban	41	25	24	13	378
Small Town	39	26	25	22	248
Rural	40	26	27	21	149
PARTY ID					
Democrat	44	24	23	18	353
Republican	33	29	27	16	270
Independent	44	28	22	17	245
Democrat/Lean	45	24	22	18	462
Republican/Lean	38	30	28	18	400
AGE GROUP					
18 to 34	52	25	26	18	210
35 to 54	39	28	26	17	316
55 & Over	35	24	23	19	432
HOUSEHOLD INCOME					
Under $40,000	47	27	26	18	297
$40,000 to $79,999	43	24	21	19	301
$80,000 & Over	36	27	29	17	276

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.

SOURCE: Friedman Foundation for Educational Choice, *2015 Schooling in America Survey* , Q25.

Common Core State Standards

Half of respondents (50%) said they support the Common Core State Standards (Common Core) compared with 40 percent who said they oppose this approach to developing and implementing state-level academic standards. Sentiment has not changed since last year (2014: 50% favor vs. 41% oppose). The margin is +10 percentage points. Net intensity goes in the negative direction (19% strongly favor vs. 24% strongly oppose).

- Impressions toward the baseline question sends a more mixed message. Without any context or definition, 40% of Americans say they support Common Core, whereas the proportion in opposition is nearly equal (39%). Support on the baseline has climbed six points since last year (2014: 34% support vs. 39% oppose). The protocol used for this set of Common Core questions is similar to the approach used for the voucher and charter school question pairs.
- In the second/follow-up question – providing additional context to the purpose and origins of the Common Core – respondents increased their support by 10 points to 50%, and opposition increased by one point to 40%.
- We estimate one-fifth of respondents (20%) were initially unfamiliar with Common Core. That result is down from 26% in 2014. The proportion of "don't know" responses shrinks by 11 points down to 9% when comparing the baseline and context items.
- School parents, suburbanites, and high-income earners are significantly more likely than the national average to express a view about Common Core on the baseline question.

Compared with responses to the school choice questions, demographic subgroup margins are smaller in size, except among Democrats (+28 points), Democrats/Leaners (+26 points), and urbanites (+25 points). Negative margins are observed among rural residents (-6 points), Republicans/Leaners (-4 points), and Republicans (-3 points).

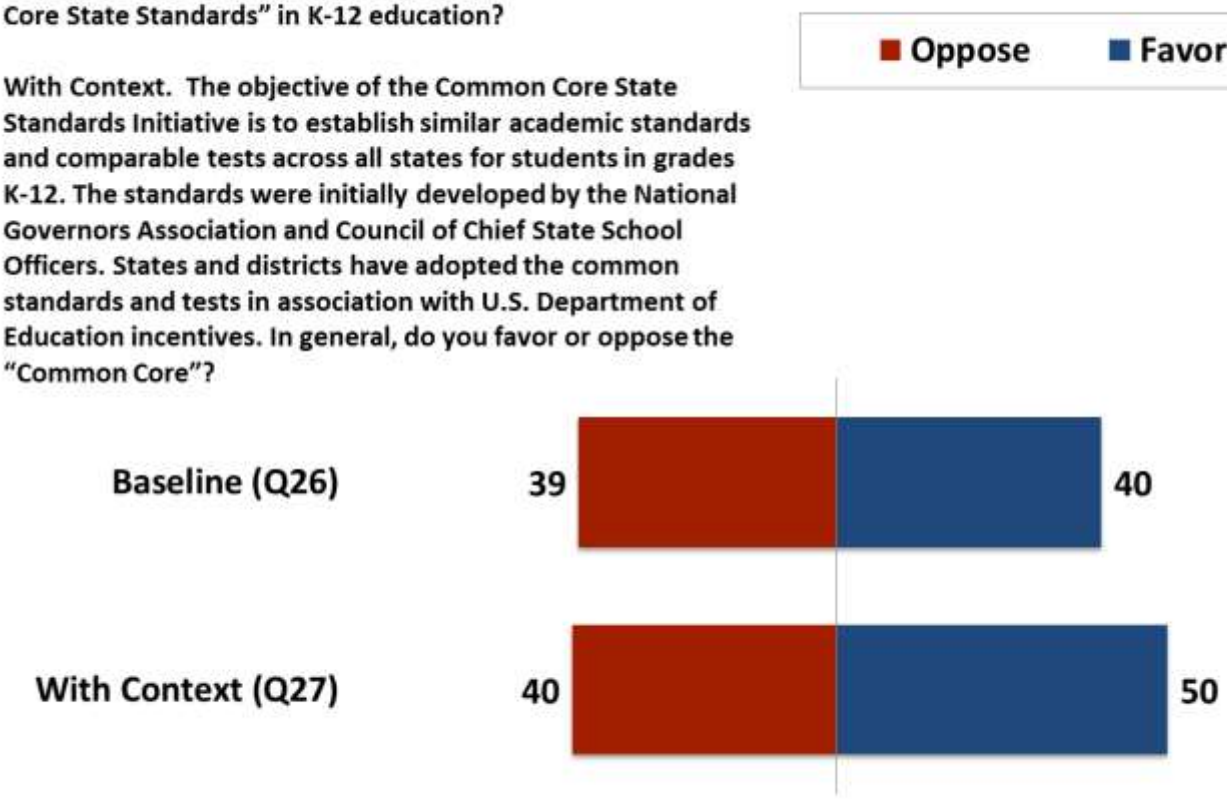
- Democrats (60%) are significantly more supportive of Common Core than Republicans (43%), Independents (50%), and the national average (50%). Similarly, Democrats/Leaners (59%) are more positive than Republicans/Leaners (43%).
- Urbanites (57%) are more likely to support Common Core than rural residents (43%). Conversely, small town residents (44%) and rural residents (49%) are more significantly opposed to Common Core, compared with urbanites (32%).

Intensities are mostly negative across observed demographic subgroups. The largest positive intensities are among Democrats (+7 points) and Democrats/Leaners (+5 points). The largest negative are found among: Republicans/Leaners (-16 points), Republicans (-14 points), high-income earners (-13 points), and rural residents (-11 points).

- Democrats (24%) and Democrats/Leaners (23%) are most likely to say they "strongly favor" the Common Core.
- Rural residents (33%), Republicans/Leaners (31%), high-income earners (31%), and Republicans (30%) are most likely to say they "strongly oppose" Common Core.

Baseline. Based on what you know, or have heard from others… In general, do you favor or oppose the "Common Core State Standards" in K-12 education?

With Context. The objective of the Common Core State Standards Initiative is to establish similar academic standards and comparable tests across all states for students in grades K-12. The standards were initially developed by the National Governors Association and Council of Chief State School Officers. States and districts have adopted the common standards and tests in association with U.S. Department of Education incentives. In general, do you favor or oppose the "Common Core"?



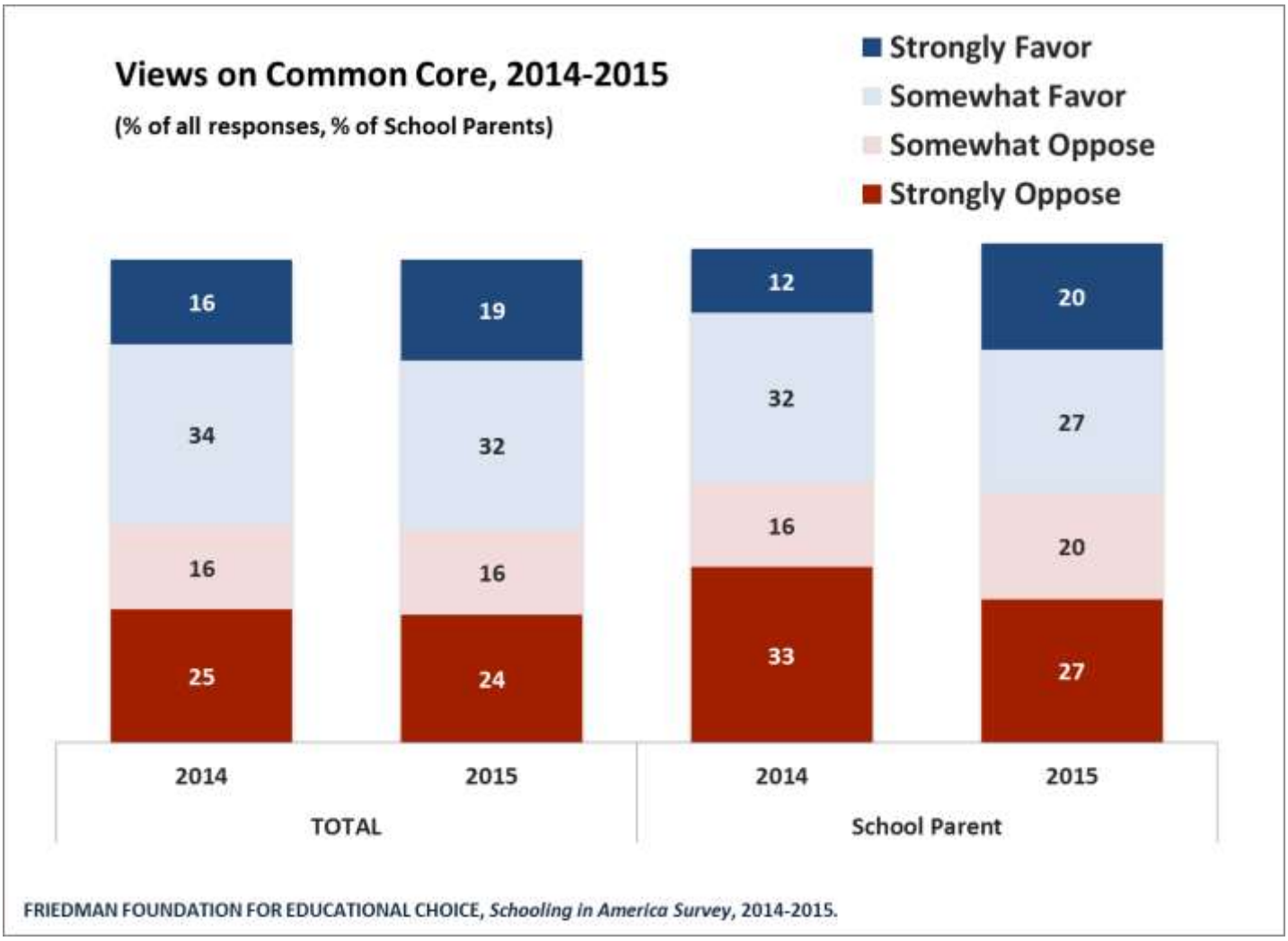
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *2015 Schooling in America Survey*, Q26 and Q27.

Q27. The objective of the Common Core State Standards Initiative is to establish similar academic standards and comparable tests across all states for students in grades K-12. The standards were initially developed by the National Governors Association and Council of Chief State School Officers. States and districts have adopted the common standards and tests in association with U.S. Department of Education incentives. In general, do you favor or oppose the "Common Core"?

	Favor %	Oppose %	Margin	Intensity	N=
TOTAL	**50**	**40**	**+ 10**	**- 6**	**1,002**
School Parent	47	46	**+ 1**	**- 7**	234
Non-Schooler	51	38	**+ 13**	**- 6**	763
COMMUNITY					
Urban	57	32	**+ 25**	**+ 1**	211
Suburban	51	40	**+ 11**	**- 7**	378
Small Town	47	44	**+ 3**	**- 8**	248
Rural	43	49	**- 6**	**- 11**	149
PARTY ID					
Democrat	60	32	**+ 28**	**+ 7**	353
Republican	43	46	**- 3**	**- 14**	270
Independent	50	42	**+ 8**	**- 9**	245
Democrat/Lean	59	33	**+ 26**	**+ 5**	462
Republican/Lean	43	47	**- 4**	**- 16**	400
AGE GROUP					
18 to 34	53	38	**+ 15**	**+ 1**	210
35 to 54	48	43	**+ 5**	**- 9**	316
55 & Over	50	38	**+ 12**	**- 6**	432
HOUSEHOLD INCOME					
Under $40,000	51	39	**+ 12**	**- 2**	297
$40,000 to $79,999	50	44	**+ 6**	**- 9**	301
$80,000 & Over	52	43	**+ 9**	**- 13**	276

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. Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference considers only the most hardened views behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, *2015 Schooling in America Survey* , Q27.



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Schooling in America Survey*, 2014-2015.

Political Signals

A candidate for public office is more likely to win over voters with affirming positions on ESAs and school vouchers compared with a "pro" position on Common Core (30%, 29%, and 18%, respectively). Support significantly varies within certain demographic categories: Age, political party allegiance, and household income earnings.

- If an American has a particular view on ESAs, she or he is more than twice as likely to vote for the pro-ESA candidate (30% "more likely" vs. 14% "less likely"). Well above half of respondents (53%) signaled that an ESA position would not make or break her/his vote, saying "no difference." (2014: 27% more likely vs. 19% less likely; 51% no difference)

Support for a pro-ESA candidate, by subgroup

	More Likely to Vote	Margin
Age 18 to 34	40%	+32 points
Low-income	37%	+28 points
School Parent	37%	+24 points
Independent	33%	+20 points
Age 35 to 54	31%	+18 points
Democrat	31%	+15 points
Republican	28%	+12 points
High-income	28%	+9 points
Middle-income	26%	+8 points
Age 55+	21%	even

- Americans are more likely to vote for a pro-voucher candidate, rather than oppose one (29% "more likely" vs. 21% "less likely"). Just less than half of

respondents (45%) said that vouchers are not a make-or-break issue. (2014: 27% more likely vs. 16% less likely; 53% no difference)

Support for a pro-voucher candidate, by subgroup

	More Likely to Vote	Margin
Republican	36%	+19 points
Age 18 to 34	33%	+18 points
Low-income	31%	+17 points
School Parent	34%	+13 points
Independent	31%	+9 points
Age 35 to 54	29%	+9 points
Middle-income	26%	+2 points
High-income	31%	even
Democrat	24%	-1 point
Age 55+	24%	-4 points

- Americans are slightly less likely to vote for a pro-Common Core candidate, rather than support one (18% "more likely" vs. 23% "less likely"). A majority of respondents (54%) said Common Core did not make a difference. (2014: 16% more likely vs. 24% less likely; 56% no difference)

Support for a pro-Common Core candidate, by subgroup

	More Likely to Vote	Margin
Democrat	21%	+3 points
Age 18 to 34	24%	+2 points
Low-income	19%	-1 point
Independent	20%	-2 points
Age 55+	17%	-4 points
Middle-income	18%	-7 points
High-income	20%	-9 points

Age 35 to 54	14%	-10 points
School Parent	17%	-13 points
Republican	15%	-14 points

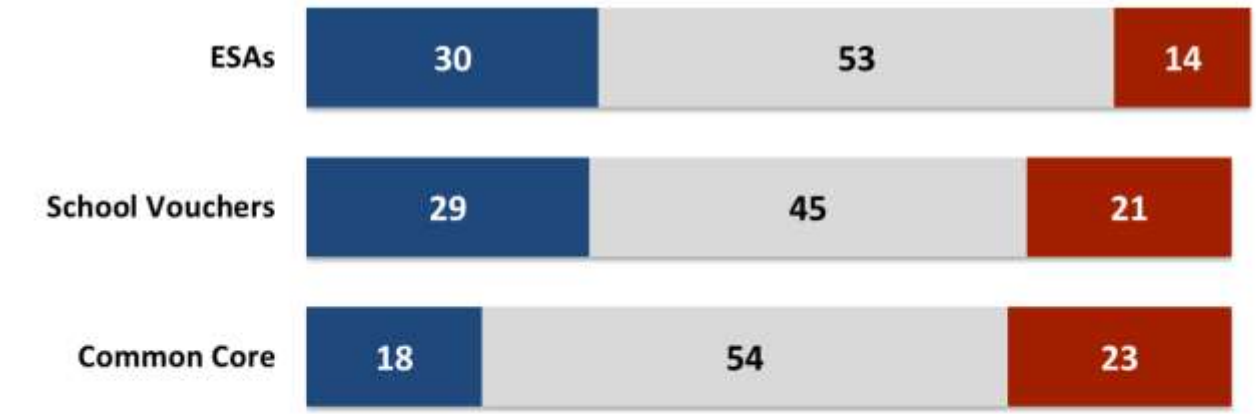
On the final substantive question in our survey, we conducted a third split-sample experiment. To one-half of the national sample, we asked, "How influential to you is a teachers' union endorsement of a candidate for state office?" A clear plurality (46%) said the union has a positive influence. One-quarter (25%) said the teachers' union has a negative influence. However, Americans are barely more likely to say the union signal has a "strong positive influence" (18%), compared with a strong negative influence" (15%). One out of five respondents (19%) said the endorsement "does not matter to me."

- Democrats (62%), Democrats/Leaners (60%), and urbanites (59%) have the highest proportions saying a teachers' union endorsement has a positive influence, and each group is significantly higher than the national sample average.
- Republicans/Leaners (42%), Republicans (39%), small town residents (37%), and seniors (34%) have the highest proportions saying it has a negative influence, and each group is significantly higher than the national sample average.

To the other half of the national sample, we asked "How influential to you is a parent advocacy organization's endorsement of a candidate for state office?" A slightly larger proportion (50%) said the organization would have a positive influence. Only 16% said such a group would have a negative influence. Roughly one out of four respondents said the endorsement "does not matter to me."

- Democrats (59%) are significantly more likely than Republicans (43%) to say a parent advocacy organization' endorsement has a positive influence. Likewise, Democrats/Leaners (57%) are significantly more likely than Republicans (44%) to say a parent advocacy organization' endorsement has a positive influence.

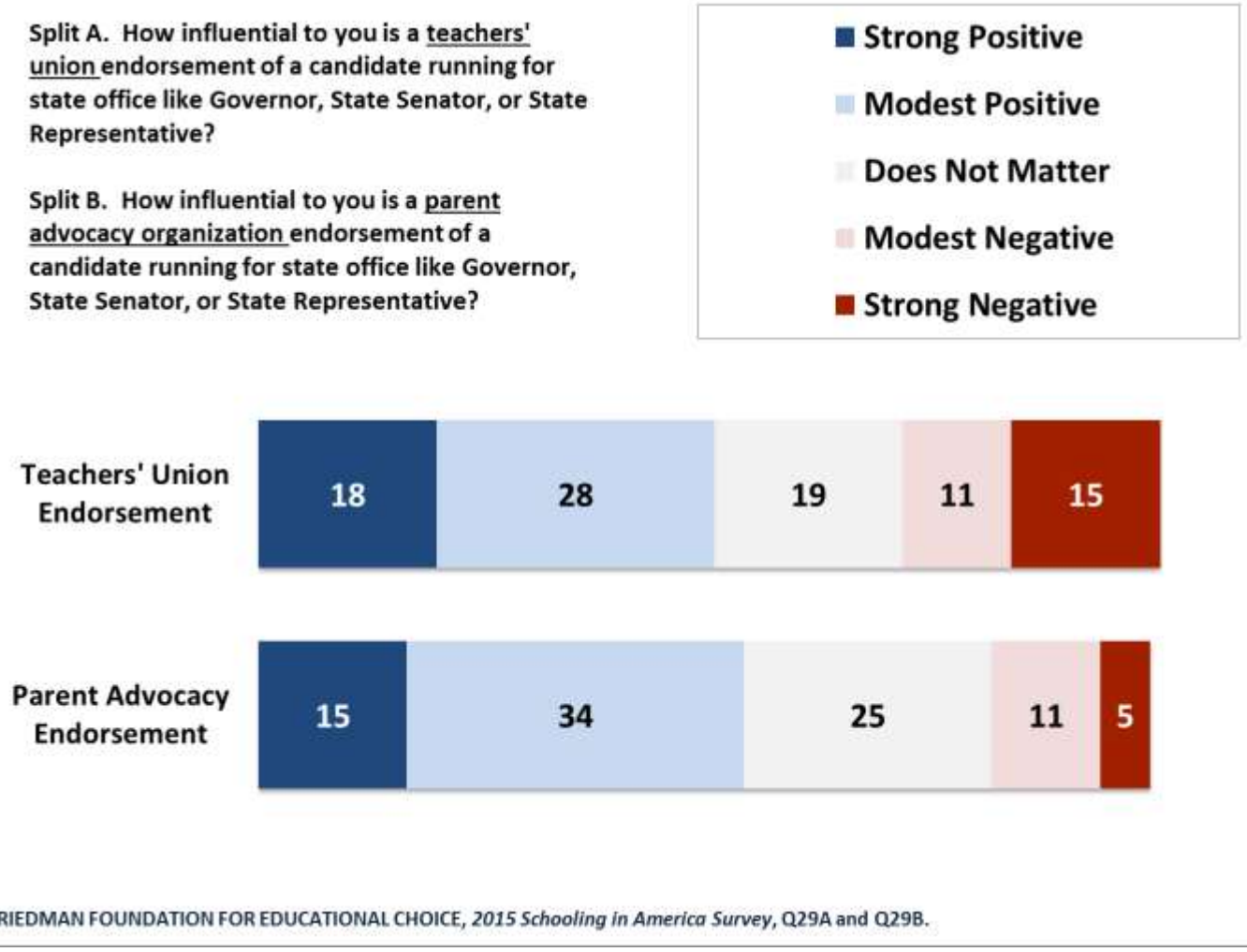
Thinking ahead to the next election, if a candidate for Governor, State Senator or Representative supports [INSERT], would that make you more likely to vote for him or her, less likely, or make no difference whatsoever in your voting?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *2015 Schooling in America Survey, Q18, Q21, Q28.*

Split A. How influential to you is a teachers' union endorsement of a candidate running for state office like Governor, State Senator, or State Representative?

Split B. How influential to you is a parent advocacy organization endorsement of a candidate running for state office like Governor, State Senator, or State Representative?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *2015 Schooling in America Survey*, Q29A and Q29B.

SECTION II
Methods & About Us

Methods

The "Schooling in America Survey" project, funded and developed by the Friedman Foundation for Educational Choice and conducted by Braun Research, Inc. (BRI), interviewed a statistically representative national sample of adults (age 18+) in the 50 U.S states and District of Columbia. Methodology included probability sampling and random-digit dial. The unweighted national sample includes a total of 1,002 General Population telephone interviews completed in English or Spanish from April 22 to May 12, 2015, by means of both landline and cell phone. Statistical results were weighted to correct known demographic discrepancies. The margin of sampling error for the total national sample is ± 3.1 percentage points.

During our study, we oversampled Latinos in the 50 U.S. states and District of Columbia to bring total Latinos to N=532 (comprised of n=125 from the national sample dialing and n=407 from oversample dialing). We offered respondents the option of whether to progress through the interview in either English or Spanish. Results for Latinos and other demographics based on race and ethnicity will be released at a later date.

For this entire project, a total of 19,600 calls were made. BRI's live callers conducted all phone interviews.

National sample:

- 10,600 in total – 6,300 landline; 4,300 cell
- Of these calls 3,776 (2,633 landline, 1,143 cell) were unusable phone numbers (disconnected, fax, busy, non-residential, or non-answers, etc.);
- 5,752 (3,043 landline, 2,709 cell) were usable numbers but eligibility unknown (including refusals and voicemail);
- 42 (6 landline, 36 cell) phone numbers were usable but not eligible for this survey; and
- 25 (14 landline, 11 cell) people did not complete the survey.
- The average response rate of the landline interviews was **13.5%**.
- The average response rate of the cell phone interviews was **13.5%**.

Latino oversample

- 9,000 in total – 5,400 landline; 3,600 cell
- Of these calls 3,172 (2,256 landline, 916 cell) were unusable phone numbers (disconnected, fax, busy, non-residential, or non-answers, etc.);
- 4,930 (2,621 landline, 2,309 cell) were usable numbers but eligibility unknown (including refusals and voicemail);
- 477 (258 landline, 219 cell) phone numbers were usable but not eligible for this survey; and
- 14 (11 landline, 3 cell) people did not complete the survey.
- The average response rate of the landline interviews was **10.7%**.
- The average response rate of the cell phone interviews was **13.1%**.

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 the General Population (adults age 18+ in the 50 U.S. states and District of Columbia) who have access to either a landline or cellular telephone. Survey Sampling International, LLC (SSI) provided both samples 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 22 to May 12, 2015. 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 the 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.

The Hagan-Collier Method guided respondent selection. Respondents in the landline sample were chosen by asking for the youngest adult male who is now at home. If the youngest male was not home, then the next step would be to request an interview with the youngest female at home. Interviews in the cell sample were conducted with the person who answered the phone, as long as that person was an adult 18 years of age or older.

The survey's margin of sampling error (MSE) is the largest 95% Confidence Interval for any estimated proportion based on the total sample – the one around 50%. The national sample's margin of error for this survey is ± 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. Sampling errors and statistical tests of significance do not address any potential design effect due to weighting.

It is critical to note that the 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 ± 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.

Call Dispositions and Response Rates

We use the American Association for Public Opinion Research's "Response Rate 3" (AAPOR RR3) for computing response rates for landline and cell phone proportions of the sample. The response rate is the percentage of known or assumed residential households for which a completed interview was obtained.

National Sample Call Dispositions

SUMMARY		
Landline	Cell Phone	
6,300	4,300	Total
6,300	4,300	Released
0	0	Unreleased
4,502	3,220	Usable
1,798	1,080	Unusable
4,467	2,966	Qualified
71.5%	74.9%	Est. Usability
99.0%	92.0%	Est. Eligibility
13.5%	13.5%	Est. Response

DETAIL		
Landline	Cell Phone	
1,327	972	Disconnected
3	0	Fax
133	87	Government/Business
0	0	Cell Phone
.	.	Landline
1,463	1,059	Unusable
1,047	82	No Answer
126	2	Busy
1,173	84	Usability Unknown
601	401	Complete
14	11	Break-Off
615	412	Usable/Eligible
528	302	Refused
89	55	Language Barrier
1,217	1,315	Voice Mail
1,083	942	Call Back-Retry
114	89	Strong Refusal
12	6	Privacy Manager
3,043	2,709	Usable/Eligible Unknown
6	36	Under 18
6	35	Usable/Ineligible
13.5%	13.5%	Response Rate

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.

Research provides evidence that participation in surveys tends to vary for different subgroups of the population. Subgroup participation and cooperation may also vary because of substantive interest regarding a survey's topics and questions. To compensate for these known and potential biases, the sample data are weighted for analysis.

The national sample was weighted using population parameters from the U.S. Census Bureau's 2010 Decennial Census for adults 18 years of age or older living in the 50 U.S. states and the District of Columbia. Results were weighted on Landline/Cell Phone usage first, and then Age, Race, Ethnicity, Gender, and Region. The initial weighting to match current patterns of telephone status and relative usage of landline and cell phones are based on the Center for Disease Control's *Early Release of Estimates From the National Health Interview Survey (NHIS)*, July–December 2013.

For the total Latino sample results, we weighted to general population parameters for total Latinos and weighted on Age, Race, Ethnicity, and Gender and Region, based on the U.S Census Bureau's *2013 American Community Survey (ACS), Five-year Estimates*. Please note that we could not use the dual method for weighting Latinos as some phone usage (i.e., landline-only and dual-usage) statistics do not exist for this population. When reporting race, age, gender, etc., only "wireless only" and "wireless mostly" are reported. Also, since 'Latino' is an ethnicity and not a race, we can include 'race' as a weighting factor for Latinos, but Latinos are the ethnicity, which cannot serve as a weighting factor.

Weighted and unweighted results are available on request.

Weighting Results for National Sample

	Pre-Weight	Post-Weight	Census Target
AGE			
18 - 24	**10.2%**	**13.2%**	**13.1%**
25 - 34	**10.8%**	**17.0%**	**17.5%**
35 - 44	**12.4%**	**17.7%**	**17.5%**
45 - 54	**19.2%**	**18.8%**	**19.2%**
55 - 64	**19.1%**	**15.5%**	**15.6%**
65+	**24.1%**	**16.8%**	**17.2%**
[Refused]	**4.4%**	**1.0%**	**.**
HISPANIC			
Yes	**12.5%**	**14.2%**	**14.2%**
No	**87.5%**	**85.8%**	**85.8%**
RACE			
Asian [or Pacific Islander]	**3.3%**	**4.8%**	**4.9%**
Black [or African American]	**10.3%**	**11.8%**	**12.0%**
White	**72.3%**	**74.3%**	**74.7%**
[Other]	**11.2%**	**7.5%**	**8.5%**
[DK]	**1.0%**	**0.6%**	**.**
[Refused]	**2.0%**	**1.0%**	**.**
GENDER			
[Male]	**49.5%**	**48.5%**	**48.5%**
[Female]	**50.5%**	**51.5%**	**51.5%**
CENSUS REGION/DIVISION			
NORTHEAST	**18.8%**	**18.1%**	**18.3%**
MIDWEST	**21.3%**	**21.3%**	**21.7%**
SOUTH	**36.9%**	**37.2%**	**37.0%**
WEST	**23.1%**	**23.3%**	**23.0%**

About the Author

Paul DiPerna is Research Director for the Friedman Foundation for Educational Choice. He joined the Foundation in September 2006. Paul's research interests include surveys and polling on K–12 education and school choice policies. He has developed and reported more than 25 state polls, four national polls, and other survey projects over the last six years. He is also responsible for directing and managing all research projects commissioned by the foundation. Paul has traveled to 28 states for his work. He presents survey research findings and discusses school choice policies for audiences including public officials, policy professionals, academics, and advocates.

Previously, Paul 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. Paul 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, Paul 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.

The Braun Research network of companies, founded in 1995, combined employ 39 full-time and more than 236 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 20 years, Braun Research has conducted almost 10,000 research projects by telephone, internet, and mail worldwide.

Nationally-known research firms have hired Braun Research, including the Gallup Organization, the Pew Research Center, the Eagleton Poll, Mathematica Policy Research, and *The Washington Post*. Braun Research has worked for the New Jersey Department of Health and Human Services, as well as other government agencies including the United States Departments of the Treasury and Defense, and the Center for Disease Control.

The work we accomplish for other research firms requires us to perform all work up to standards required by the various research organizations where we enjoy membership and in some cases participate actively. Paul Braun is recognized as a leader in the field by colleagues who asked him to serve on these committees. For example, Paul Braun is a member of the MRA/CMOR committees on response rate improvement and in launching a seal of quality for the industry. He has served as President of the New Jersey Chapter of AAPOR, and he is currently serving on AMEC in North America.

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 (The American Association for Public Opinion Research) and MRA/CMOR (Market Research Association/Council on Marketing and Opinion Research) and CASRO (Council on American Survey Research Organizations).

About the Survey Sponsor and Developer

The Friedman Foundation for Educational Choice

The Friedman Foundation for Educational Choice is a 501(c)(3) nonprofit and nonpartisan organization, solely dedicated to advancing Milton and Rose Friedman's vision of school choice for all children. First established as the Milton and Rose D. Friedman Foundation in 1996, the Foundation continues to promote school choice as the most effective and equitable way to improve the quality of K–12 education in America. The Foundation is dedicated to research, education, and outreach on the vital issues and implications related to choice in K–12 education.

Commitment to Methods & Transparency

The Friedman Foundation for Educational Choice is committed to research that adheres to high scientific standards, and matters of methodology and transparency are taken seriously at all levels of our organization. We are dedicated to providing high-quality information in a transparent and efficient manner.

All individuals have opinions, and many organizations (like our own) have specific missions or philosophical orientations. Scientific methods, if used correctly and followed closely in well-designed studies, should neutralize these opinions and orientations. Research rules and methods minimize bias. We believe rigorous procedural rules of science prevent a researcher's motives, and an organization's particular orientation, from pre-determining results. If research adheres to proper scientific and methodological standards, its findings can be relied upon no matter who has conducted it. If rules and methods are neither specified nor followed, then the biases of the researcher or an organization may become relevant, because a lack of rigor opens the door for those biases to affect the results. Our authors 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.

SECTION III
Survey Questions & Topline Results

2015 Schooling in America Survey Questions and Topline Results

Interview Dates:	April 22 to May 12, 2015
Sample Frame & Method:	Dual Frame; Probability Sampling; Random Digit Dial (RDD)
Population Sample:	National sample of adults (age 18+) living in the 50 U.S. States and District of Columbia
Sample Size:	National/General Public, N = 1,002
Margins of Error:	National/General Public = ± 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%.

Hello, I am _____ calling for BR Interviewing in Princeton, New Jersey. We are conducting a telephone opinion survey and would like to know your opinions on some important issues. We are not selling anything or asking for donations. May I please speak to the youngest male aged 18 or over?

[IF NO MALE, ASK:] May I please speak to the youngest female aged 18 or over?

S1. Are you under 18 years old , OR are you 18 or older?

1) Under 18
2) 18 or older
9) DK/RF

"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"]

D1. [CODE FOR REGION - UNWEIGHTED]

	Northeast	Midwest	South	West
TOTAL	**18.8**	**21.3**	**36.9**	**23.1**

D2. [CODE GENDER OF RESPONDENT; DO NOT ASK, UNLESS GENDER IS IN QUESTION - UNWEIGHTED]

	Male	Female
TOTAL	**49.5**	**50.5**

1. Which of the following do you see as the most important issue facing the country right now?

[RANDOMIZE RESPONSES 1-9 TO AVOID BIAS]

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

	Crime	Economy & Jobs	Education	Environment	Healthcare	Housing	Immigration	Values Issues	Taxes
TOTAL	**10**	**31**	**17**	**5**	**13**	**2**	**7**	**5**	**4**

2. 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 2015, ENTER "NO"]

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

	Yes	No < PK	No > HS	No Children	DK/Ref (VOL.)
TOTAL	**28**	**3**	**19**	**50**	**< 1**

3. **(If Q2 = 1)** How many of your children (or grandchildren) attend a:

	Regular Public School (or District School)	Public Charter School	Private School
TOTAL (% answering ≥ 1)	**84**	**7**	**12**

4. (If Q2 = 3) How many of your children (or grandchildren) attended a:

	Regular Public School (or District School)	Public Charter School	Private School
TOTAL (% answering ≥ 1)	**84**	**7**	**20**

5. 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"]

	Right Direction	Wrong Track	DK/Ref (VOL.)
TOTAL	**32**	**60**	**8**

6. 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"]

	Excellent	Good	Fair	Poor	DK/Ref (VOL.)
TOTAL	**2**	**18**	**40**	**37**	**3**

7. 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"]

	Less than $4,000	$4,001 – $8,000	$8,001 – $12,000	$12,001 – $16,000	Over $16,000	DK/Ref (VOL.)
TOTAL	21	23	14	7	12	24

[RANDOMLY ASSIGN QUESTIONS 8A AND 8B]

8. ***(Split A)*** Do you believe that public school funding in the United States 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.)
TOTAL	11	22	60	8

8. ***(Split B)*** According to the most recent information available, in the United States $10,677 is being spent each year per student attending public schools. Do you believe that public school funding in TOTAL 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.)
TOTAL	**11**	**33**	**49**	**7**

9. 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," "CHARTER SCHOOLS," "PRIVATE OR PAROCHIAL SCHOOLS"]

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

TOTAL	A	B	C	D	F	DNA/DK/Ref (VOL.)
Regular Public Schools	**11**	**32**	**32**	**12**	**7**	**6**
Charter Schools	**10**	**26**	**13**	**5**	**3**	**33**
Private Schools	**24**	**34**	**8**	**3**	**1**	**31**

10. 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	DK/Ref (VOL.)
TOTAL	**12**	**9**	**41**	**36**	**3**

11. 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 10 | Specific impressions offered by respondents in the national sample. Numbers represent counts (n), not percentages.

BETTER EDUCATION / QUALITY	**162**
BETTER TEACHERS / TEACHERS / TEACHING	**109**
INDIVIDUAL ATTENTION / ONE-ON-ONE	**109**
ACADEMICS / CURRICULUM	**75**
CLASS SIZE / STUDENT-TEACHER RATIO	**69**
SOCIALIZATION / PEERS / OTHER KIDS	**65**
DISCIPLINE / STRUCTURE	**63**
DIVERSITY / VARIETY	**59**
ENVIRONMENT / CULTURE / COMMUNITY	**53**
STANDARDS / MORE CHALLENGING	**48**

SOURCE: Friedman Foundation for Educational Choice, *2015 Schooling in America Survey* , Q11.

"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"]

12. Based on what you know, or have heard from others… 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.)
TOTAL	**17**	**25**	**12**	**9**	**37**

13. 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.)
TOTAL	**21**	**32**	**16**	**12**	**19**

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

[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.)
TOTAL	**19**	**20**	**10**	**15**	**36**

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.)
TOTAL	**34**	**27**	**12**	**21**	**7**

16. **[IF Q15 = "Strongly Favor" OR "Somewhat Favor"]** What is the most important reason you say you favor school vouchers? Is your main reason that such a system provides:

[RANDOMIZE RESPONSES 1 to 5, TO AVOID BIAS]

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

	TOTAL
Access to Religious Schools	**6**
Access to Safer Schools	**6**
Access to Schools Having Better Academics	**38**
Access to Schools Providing More Individual Attention	**17**
More Freedom and Flexibility for Parents	**28**
(Something Else/Other)	**3**
DK/Ref (VOL.)	**2**

17. **[IF Q15 = "Strongly Oppose" OR "Somewhat Oppose"]** What is the most important reason you say you oppose school vouchers? Is your main reason that such a system would:

[RANDOMIZE RESPONSES 1 to 5, TO AVOID BIAS]

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

	TOTAL
Benefit Unaccountable Private Schools	**7**
Cause Fraudulent Behavior	**9**
Cause Student Transportation Problems	**6**
Divert Funding Away from Public Schools	**57**
Send Funding to Religious Schools	**4**
(Something Else/Other)	**12**
DK/Ref (VOL.)	**5**

18. Thinking ahead to the next election, if a candidate for Governor, State Senate, or State Representative supports school vouchers, would that make you more likely to vote for him or her, less likely, or make no difference whatsoever in your voting?

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

	More Likely	No Difference	Less Likely	DK/Ref (VOL.)
TOTAL	**29**	**45**	**21**	**5**

19. An "education savings account" – often called an ESA – allows parents to take their child out of 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, tutoring, online education programs, special needs therapies, or save 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.)
TOTAL	**32**	**29**	**12**	**16**	**11**

[RANDOMLY ASSIGN QUESTIONS 20A AND 20B]

20. ***(Split A)*** Some people believe that education savings accounts 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"]

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	DK/Ref (VOL.)
TOTAL	**45**	**21**	**11**	**16**	**7**

20. ***(Split B)*** Some people believe that education savings accounts 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"]

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	DK/Ref (VOL.)
TOTAL	**17**	**19**	**23**	**33**	**9**

21. Thinking ahead to the next election, if a candidate for Governor, State Senate, or State Representative supports education savings accounts, would that make you more likely to vote for him or her, less likely, or make no difference whatsoever in your voting?

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

	More Likely	No Difference	Less Likely	DK/Ref (VOL.)
TOTAL	**30**	**53**	**14**	**3**

22. 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.)
TOTAL	**28**	**32**	**13**	**16**	**11**

“Now we have some questions about a couple other education issues in the news.”

23. When thinking about standardized assessments and tests… How much time do you think a typical American student spends in a school year on preparing for standardized tests and taking these tests? Your estimate, in school days, will reflect total time for the state test and any additional standardized tests administered by the district or school.

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

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

	5 or Less	6 to 10	11 to 15	16 or More	DK/Ref (VOL.)
TOTAL	13	16	12	43	16

24. Do you believe the amount of time spent on standardized testing in American schools 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.)
TOTAL	42	31	20	9

25. We would now like to ask what you believe state government should do to intervene – if at all – in low-performing school districts and schools." On a scale from 1 to 5, please rate how useful each one of the following actions would be to affected students and families in a low-performing school?

A "1" would reflect a LEAST useful action. A "5" would reflect a MOST useful action.

[RANDOMIZE RESPONSES 1 to 4, TO AVOID BIAS]

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

	TOTAL % "4" + "5"
Convert the district school to a public charter school	**26**
Dismiss and replace the school principal, teachers, and staff	**25**
Close the school and reassign students to a nearby district school	**18**
Supply a voucher, scholarship, or ESA to affected parents to enroll their child in another school, either private or public, regardless of location	**41**

26. Based on what you know, or have heard from others… In general, do you favor or oppose "the Common Core State Standards" in K-12 education?

[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.)
TOTAL	**15**	**25**	**15**	**24**	**22**

27. The objective of the Common Core State Standards Initiative is to establish similar academic standards and comparable tests across all states for students in grades K-12. The standards were initially developed by the National Governors Association and Council of Chief State School Officers. States and districts have adopted the common standards and tests in association with U.S. Department of Education incentives. In general, do you favor or oppose the "Common Core"?

[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.)
TOTAL	**16**	**34**	**16**	**25**	**9**

28. Thinking ahead to the next election, if a candidate for Governor, State Senator, or Representative supports the Common Core, would that make you more likely to vote for him or her, less likely, or make no difference whatsoever in your voting?

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

	More Likely	No Difference	Less Likely	DK/Ref (VOL.)
TOTAL	**18**	**54**	**23**	**5**

[RANDOMLY ASSIGN QUESTIONS 29A AND 29B]

29. ***(Split A)*** How influential to you is a <u>teachers' union endorsement</u> of a candidate running for state office like Governor, State Senator, or State Representative?

[PROBE:] Would you say strong or modest positive/negative?

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

	Strong Positive	Modest Positive	Does Not Matter	Modest Negative	Strong Negative	DK/Ref (VOL.)
TOTAL	**18**	**28**	**19**	**11**	**15**	**9**

29. ***(Split B)*** How influential to you is a parent advocacy organization endorsement of a candidate running for state office like Governor, State Senator, or State Representative?

[PROBE:] Would you say strong or modest positive/negative?

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

	Strong Positive	Modest Positive	Does Not Matter	Modest Negative	Strong Negative	DK/Ref (VOL.)
TOTAL	**15**	**34**	**25**	**11**	**5**	**10**

"Now the following questions should be pretty quick, and for statistical purposes only…."

30. 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"]

	Democrat	Republican	Independent	Other	Libertarian (VOL.)	DK/Ref (VOL.)
TOTAL	**336**	**25**	**25**	**9**	**< 1**	**4**

31. (ASK IF Q30 = INDEPEDNDENT/LIBERTARIAN/OTHER/DK/REF) As of today do you lean more to the Republican Party or more to the Democratic Party?

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

	Democrat	Republican	No Preference (VOL.)	DK/Ref (VOL.)
TOTAL	**32**	**29**	**25**	**14**

32. How would you best describe where you live?

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

	Urban	Suburban	Small Town	Rural	DK/Ref (VOL.)
TOTAL	**23**	**37**	**24**	**14**	**2**

33. Which of the following age categories do you fall in?

[OPEN END, THEN CODE TO AGE CATEGORY]

	18 to 34	35 to 54	55 & Over	DK/Ref (VOL.)
TOTAL	**30**	**37**	**32**	**1**

34. 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.)
TOTAL	**14**	**85**	**< 1**

35. 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.)
TOTAL	**1**	**5**	**12**	**3**	**74**	**4**	**2**

36. 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"]

	Under $40,000	$40,000 to $79,999	$80,000 & Over	DK/Ref (VOL.)
TOTAL	**33**	**30**	**26**	**12**

[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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