

MINNESOTA

K-12 & SCHOOL CHOICE SURVEY

What do voters say about
K-12 education?

Polling Paper No. 23

Paul **DiPerna**

APRIL 2015

With questions on the direction of K-12 education, statewide performance, education spending, grades and preferences for different types of schools, charter schools, school vouchers, education savings accounts, and tax-credit scholarships

The Friedman Foundation
for Educational Choice
edchoice.org 

Survey Project & Profile

Title:	Minnesota K-12 & School Choice Survey
Survey Sponsor & Developer:	The Friedman Foundation for Educational Choice
Survey Data Collection & Quality Control:	Braun Research, Inc. (BRI)
Interview Dates:	February 7 to 24, 2015
Interview Method:	Live Telephone 60% landline and 40% cell phone
Interview Length:	14 minutes (average)
Language(s):	English
Sample Frame:	Registered Voters
Sampling Method:	Dual Frame; Probability Sampling; Random Digit Dial (RDD)
Population Sample:	MINNESOTA (statewide) = 606
Margins of Error:	MINNESOTA = \pm 4.0 percentage points Twin Cities = \pm 5.5 percentage points
Response Rates:	Landline (LL) = 14.2% Cell Phone = 13.7%
Weighting?	Yes (Landline/Cell, Age, Race, Ethnicity, Gender, and Region)
Oversampling?	No

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

Survey Demographics

Percent (%) of State Sample <i>after weighting</i>	
K-12 Parent	29
Democrat	34
Republican	23
Independent	28
Urban	21
Suburban	38
Small Town	24
Rural	17
18 to 24	10
25 to 34	13
35 to 44	17
45 to 54	17
55 to 64	20
65 & Over	21
Hispanic	2
Not Hispanic	98
Asian	4
Black	3
Mixed Race	.
Native American	.
White	92
Under \$20,000	11
\$20,000 to \$39,999	15
\$40,000 to \$59,999	17
\$60,000 to \$79,999	14
\$80,000 to \$99,999	11
\$100,000 to \$149,999	12
\$150,000 or more	10
Male	49
Female	51

April 15, 2015

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Minnesota's K-12 Profile

Average State Rank on NAEP¹	6
High School Graduation Rate²	80%
# Regular Public School Students³	796,579
# Charter School Students⁴	43,159
# Private School Students⁶	76,693
# Home School Students⁷	17,451
% Regular Public School Students⁸	85.3%
% Charter School Students⁸	4.6%
% Private School Students⁸	8.2%
% Home School Students⁸	1.9%
# School Districts³	337
# Regular Public Schools³	2,456
# Charter Schools⁵	149
# Private Schools⁶	504
Digital Learning Climate⁹	Strong
% Free and Reduced-Price Lunch³	37.1%
% Individualized Education Program (IEP)³	14.6%
% English Language Learners (ELL)³	7.2%
\$ Revenue Per Student¹⁰	\$13,087
\$ "Total" Per Student Spending¹⁰	\$13,026
\$ "Current" Per Student Spending¹⁰	\$10,781
\$ "Instructional" Per Student Spending¹⁰	\$7,070

Minnesota Profile Notes

1. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP). Average of four rankings (rounded upward to nearest single digit) based on 2013 state scale scores for fourth-grade reading (#8); fourth-grade math (#1); eighth-grade reading (#10); eighth-grade math (#4).
URL: nationsreportcard.gov/data_tools.asp
2. Reported public high school graduation rates, determined by the Adjusted Cohort Graduation Rate (ACGR) on the National Center for Education Statistics section on the U.S. Department of Education website. Data for 2012-2013 school year.
URL: nces.ed.gov/ccd/tables/ACGR_2010-11_to_2012-13.asp
3. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Common Core of Data (CCD). Data for the 2011-2012 school year. The number of enrolled charter school students is subtracted from the NCES reported "Number enrolled," and we report that difference as the number of enrolled "regular public school students."
URL: nces.ed.gov/nationsreportcard/states
4. National Alliance for Public Charter Schools. Data for the 2013-2014 school year.
URL: dashboard.publiccharters.org/dashboard/students/page/overview/state/MN/year/2014
5. National Alliance for Public Charter Schools. Data for the 2013-2014 school year.
URL: dashboard.publiccharters.org/dashboard/schools/page/overview/state/MN/year/2014
6. U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS). PSS estimates for the 2011–2012 school year.
URL: nces.ed.gov/surveys/pss/tables/table_2011_15.asp
7. State-level estimates reported by Ann Zeise, accessed March 18, 2015:
a2zhomeschooling.com/thoughts_opinions_home_school/numbers_homeschooled_students
8. Percentages are meant for general impressions only. Due to rounding, percentage totals may be slightly greater or less than 100%.
9. Author rating (Weak, Moderate, or Strong), based on John Watson, Larry Pape, Amy Murin, Butch Gemin, and Lauren Vashaw, *Keeping Pace with K-12 Online Learning: An Annual Review of State-Level Policy and Practice*, (Evergreen Education Group, 2014), p. 118.
URL: www.kpk12.com/wp-content/uploads/EEG_KP2014-fnl-lr.pdf
10. 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 “Minnesota K-12 & School Choice Survey” project, commissioned by the Friedman Foundation for Educational Choice and conducted by Braun Research, Inc. (BRI), measures Minnesota registered voters’ familiarity and views on a range of K-12 education topics and school choice reforms. We report response levels and differences of voter opinion, as well as the intensity of those responses.

Where do Minnesotans stand on important issues and policy proposals in K-12 education? I make some brief observations in this memo.

A randomly selected and statistically representative sample of Minnesota voters responded to 20 substantive questions and items, as well as seven demographic questions. A total of 606 telephone interviews were conducted in English from February 7 to 24, 2015, by means of both landline and cell phone. Statistical results have been weighted to correct for known demographic discrepancies. The margin of sampling error for the statewide sample is ± 4.0 percentage points.

In this polling project we also 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 the experiments were to see if providing new or alternative pieces of information can significantly influence opinion on salient issues in state politics and education policy conversations.

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

Summary Findings

Issue Priority

- ▶ Education is a high priority for Minnesota voters right now. One out of five respondents (20%) said “education” was the most important issue facing Minnesota, just slightly edging out “economy and jobs” (19%).

What else was important to voters? Equal proportions (15%) indicated “healthcare” and “taxes” as the state’s highest priority.

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

- Democrats (27%) are significantly different on this response compared with Independents (18%) and Republicans (11%).
- Females (25%) are more likely than males (15%) to prioritize education as an issue.
- Older voters (15%) tend to be less inclined to point to education as a top priority, compared with younger voters (26%) and middle-age voters (23%).¹

¹ In this section we discuss responses offered by a range of demographic groups. We are at least 90% confident of any noted significant differences comparing subgroups to state 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 small sample sizes. When I refer to subgroup sample sizes – for example in forthcoming tables – those numbers represent the unweighted number of interviews.

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 specific grade range PK-12. For terminology regarding age groups: “young voters” reflect respondents who are age 18 to 34; “middle-age voters” are 35 to 54; and “older voters” or “seniors” are 55 and older. Labels pertaining to income groups go as follows: “low-income” < \$40,000; “middle-income” ≥ \$40,000 and < \$80,000; “high-income” ≥ \$80,000.

Direction of K-12 Education

- ▶ Minnesotans are much more likely to think K-12 education is heading in the “right direction” (52%), compared with being on the “wrong track” (36%).

We observe positive attitudes about the direction of K-12 education across most demographics. However, some key differences stand out when making comparisons within demographic categories:

- Younger voters (63%) give a positive response more often than older voters (46%). The margin for seniors is only +2 points.
- Democrats (62%) are more likely to say “right direction” compared with Republicans (45%). The Republican margin is just +3 points.
- High-income earners (58%) are significantly more positive than middle-income earners (48%).
- Suburban voters (57%) and small-town voters (55%) are significantly more likely to signal a positive direction than those who reside in rural communities (42%). Rural voters expressed the only negative margin (-3 points).

The largest positive margins are among: young voters (+41 points), Democrats (+32 points), high-income earners (+24 points), school parents (+23 points), suburbanites (+22 points), and low-income earners (+22 points).

Statewide Performance of Public Schools

- ▶ A very large proportion of voters have a sharply positive view of the state’s public school system. Nearly two out of three gave positive ratings to the state’s public school system (65% said “good” or “excellent”; 33% said “fair” or “poor”).

There are several significant differences when comparing subgroups within a demographic category:

- Young voters (74%) are more positive than either middle-aged (60%) or older voters (63%).
- High-income earners (74%) are more positive than low-income (58%) and middle-income earners (62%).
- Suburbanites (73%) are more likely to give a positive rating than urban (57%) or rural voters (55%).
- Democrats (71%) are more positive than Independents (61%).

The largest positive margins are among: suburbanites (+49 points), Democrats (+45 points), young voters (+48 points), and high-income earners (+51 points).

Education Spending

- ▶ About \$10,700 is spent on each student in Minnesota’s public schools, and just 14% of respondents could estimate the correct per-student *spending range* (\$8,001 to \$12,000) for the state.

One-fifth of respondents (20%) thought \$4,000 or less was being spent per-student in the state’s public schools. Another 26% of voters either said they “don’t know” or could not offer a spending number.

When considering “total expenditures” per student (\$13,205 in 2011-12), which is another definition for educational spending, it is even more likely voter estimates are more dramatically off target.² Respondents tended to underestimate rather than overestimate.

² “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

Seven out of 10 survey respondents (69%) either underestimated educational spending per student (with a cautious definition citing “current expenditures”), or they could not give an answer or guess.

- ▶ When given the latest per-student spending information, voters are less likely to say public school funding is at a level that is “too low,” compared with answering without having such information.

In an experiment, we asked three slightly different questions about the level of public school funding in Minnesota. On version 6A, 45% of voters said public school funding was “too low.” However, on version 6B, which included a sentence referring to data on current per-student funding in Minnesota (\$10,781), the proportion of voters saying “too low” shrank by 14 percentage points to 31%.

Grades and Preferences for Different Types of Schools

- ▶ Minnesota voters are more likely to give A or B grades to private and parochial schools in their communities than they are their local public schools. When considering all responses, we see approximately 54% of voters give an A or B to local public schools, whereas 64% give an A or B to local private/parochial schools and 41% give those high grades to public charter schools. Only 3% of voters give a D or F grade to local private schools; 10% assigned similar low grades to public schools and 6% gave those grades to public charter schools.

When examining only those responses giving grades to different school types in their communities, we saw approximately 56% of voters give an A or B to local public schools, whereas 83% give an A or B to local private/parochial schools. Only 4% of voters give a D or F grade to private schools, and 10% assigned similar low grades to area public schools.

It should be noted that much higher proportions of voters did not express a view for private schools (23%) or charter schools (36%), compared with the proportion that did not grade public schools (4%).

- ▶ In Minnesota, substantial gaps exist between personal school preferences and actual school enrollments. When asked for a preferred school type, a plurality of voters said they would choose a regular public school (45%) as a first option. In reality, about 85% of K-12 students attend public schools in Minnesota. More than one out of three voters (36%) said they would want to send their child to a private school. Only 8% of students enroll in private schools. Almost one out of ten would opt for a charter school (8%). Nearly 5% of students currently go to public charter schools. Approximately 7% of respondents said they would like to homeschool their child. It is estimated that just under 2% of the state's students are homeschooled.

In a follow-up question, more respondents in our survey prioritized “better education/quality” (15%) 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” (10%) and “diversity/variety” (10%).

The following are prominently cited school characteristics for choosing a specific school type:

Public District School (N = 274)

21% Diversity/Variety

16% Socialization/Peers/Other Kids

Private School (N = 222)

20% Better Education/Quality

16% Class Size/Student-Teacher Ratio

16% Individual Attention/One-on-One

Public Charter School (N = 55)

25% Individual Attention/One-on-One

20% Better Education/Quality

20% Class Size/Student-Teacher Ratio

Home School (N = 39)

25% Morals/Values/Ethics

16% Individual Attention/One-on-One

Charter Schools

- ▶ Voters support public charter schools. A significant majority (59%) say they favor charter schools, whereas 28% of respondents say they oppose charters. The margin of support for charter schools is large (+31 points). Intensity is moderately positive (+12 points).

We asked a pair of questions about public charter schools. The first question asked for an opinion without offering any definition or context. On this baseline question, 50% of voters said they favored charters and 22% said they opposed them. In the follow-up question, respondents were given a definition for a charter school. With this basic definition, support rose nine points to 59%, and opposition increased six points to 28%.

We estimate 27% of respondents were initially unfamiliar with charter schools before listening to the survey's definition.

The opinion contrast budged modestly in the positive direction when comparing baseline responses to follow-up. The positive margin of support favoring charter schools grew from +28 points to +31 points.

All demographic subgroups clearly support charter schools, albeit at slightly varying levels. The smallest margin – still in the positive direction – is reflected among urban voters (+15 points). The subgroups having the highest margins

are: Republicans (+47 points), rural voters (+42 points), small-town voters (+40 points), low-income earners (+40 points), and females (+38 points).

The intensity moved slightly more in the positive direction, comparing baseline (+9 points) to follow-up (+12 points). So positive intensity lifted upward +3 points. Specifically on the follow-up, Minnesotans were twice as likely to say they “strongly favor” charter schools (20%) compared with those who said they “strongly oppose” (8%) such schools.

School Vouchers

- ▶ Six out of 10 Minnesota voters (64%) said they support school vouchers, compared with 31% who said they oppose such a choice system. The margin of support (+33 points) is more than *eight-times* the survey’s margin of error. The intensity of support is also significantly positive +15 points (33% “strongly favor” vs. 18% “strongly oppose”).

Our interviewers also asked baseline and follow-up questions about school vouchers. In the first question, respondents were asked for their views on vouchers without definition or context: 40% of Minnesotans said they favored vouchers and 25% said they opposed such an education policy. In the follow-up question – using a basic definition for a school voucher system – voter support rose 24 points to 64%, and opposition increased six points to 31%.

The opinion change on vouchers – from baseline to follow-up – more than doubles the positive margin, from +15 points to +33 points. The intensity for vouchers also shifts in the positive direction, from +6 points to +15 points.

We estimate 35% of respondents were initially unfamiliar with school vouchers. The proportion of “don’t know” (DK) responses shrinks by 30 points (35% to 5%) when comparing the baseline item to the definition item.

The demographic subgroups that are most likely to favor school vouchers are: low-income earners (margin = +55 points), Republicans (margin = +51 points), young voters (margin = +50 points), and small-town voters (margin = +48 points). Although still showing positive margins, the subgroups that are relatively the least likely to support vouchers are Democrats (margin = +18 points) and high-income earners (margin = +18 points). No observed subgroup shows a negative margin of support-opposition.

Which subgroups are most enthusiastic about school vouchers? Republicans (+32 points) and low-income earners (+32 points) indicate the most robust support for school vouchers. On the other hand, the weakest positive intensity is expressed by: Democrats (+4 points), older voters (+7 points), high-income earners (+8 points), suburbanites (+8 points), and Twin Cities residents (+9 points).

Education Savings Accounts (ESAs)

- ▶ Nearly six out of 10 Minnesotans (59%) said they support an “education savings account” system (“ESA”). Voters are significantly more likely to favor ESAs rather than oppose such a system. The margin of support is large (+27 points) and just one-third (32%) said they oppose ESAs.

There are some notable differences within demographic categories:

- School parents (65%) are more likely to favor ESAs compared with non-schoolers (56%).
- Republicans (65%) are more favorable than Democrats (54%).
- Older voters (51%) are significantly less supportive than young voters (63%) or middle-age voters (65%).
- Low-income earners (66%) are more likely to support ESAs than high-income earners (53%).

A number of subgroups stand out for their intensity toward this policy idea. Most intensely favorable subgroups are: low-income earners (+23 points),

middle-age voters (+22 points), rural voters (+21 points), young voters (+20 points), school parents (+19 points), Independents (+17 points), and Republicans (+17 points). A few subgroups registered a positive intensity level in the low single digits, barely reflecting a positive direction: urbanites (+6 points), Democrats (+6 points), and older voters (+2 points).

- ▶ There is overwhelming support to establish ESAs for students with physical disabilities or diagnosed with other special needs.
 - Four out of five voters (80%) support this general proposal that state policymakers are considering in 2015. Only 15% of voters oppose this ESA plan.
 - Minnesotans were *six times more likely* to say they “strongly favor” ESAs for student with special needs (42%) compared with those who said they “strongly oppose” (7%) the idea.
- ▶ If a voter has a particular view on ESAs, he or she is twice as likely to vote for the pro-ESA candidate (31% “more likely” vs. 14% “less likely”). About one-half of voters (56%) signaled that ESAs are not a make or break issue or did not express an opinion on this item.

A few demographic subgroups are worth noting for their position on ESAs. When considering responses sharing a preference, the subgroups most likely to say they will support a pro-ESA candidate are young voters (40% and margin = +28 points), small-town voters (34% and margin = +21 points), and middle-age voters (33% and margin = +21 points).

There is a consistent likelihood to support a pro-ESA candidate regardless of political party identification:

Democrat:	35% more likely to support; margin = +18 points
Republican:	31% more likely to support; margin = +19 points
Independent:	29% more likely to support; margin = +11 points

No observed demographic is overall less likely to support a pro-ESA candidate.

Tax-Credit Scholarships

- ▶ Minnesota Voters are more than twice as likely to support a tax-credit scholarship system than they are to oppose one. Almost two out of three voters support the idea. The percentage of those who favor (65%) is much larger than the proportion of voters who say they oppose such a school choice reform (25%). The favor-oppose margin is +40 percentage points. Likewise, voters are more than twice as likely to express intensely positive responses toward tax-credit scholarships (26% “strongly favor” vs. 10% “strongly oppose”).

Some significant contrasts emerge on this item when comparing subgroups within demographic categories:

- Republicans (76%) are much more supportive than either Democrats (62%) or Independents (60%).
- Older voters (56%) are relatively less likely to support such a policy compared with young voters (76%) and middle-age voters (69%).
- High-income earners (58%) are relatively less likely to support tax-credit scholarships compared with low-income earners (74%) and middle-income earners (68%).

Highest margins of support are among Republicans (+58 points), young voters (+62 points), and low-income earners (+60 points). On the other end of the range, the lowest margins are exhibited by older voters (+22 points), high-income earners (+22 points), and Independents (+28 points).

Most intensely favorable subgroups are young voters (+24 points), school parents (+23 points), rural voters (+22 points), low-income earners (+22 points), Republicans (+21 points), and middle-age voters (+21 points). The

weakest intensities for tax-credit scholarships are among Democrats (+10 points), older voters (+6 points), and high-income earners (+9 points).

- ▶ In a follow-up question, we asked respondents to indicate why they said they expressed support or opposition to tax-credit scholarships:

Asked to those favorable, the most common reasons for supporting tax-credit scholarships are “more freedom and flexibility for parents” (36%) and “access to schools having better academic outcomes” (27%).

Asked to those in the opposition, the most common reasons for opposing tax-credit scholarships are “divert funding away from public schools” (49%) and that such a program would “benefit business and wealthy individuals” (17%).

- ▶ Minnesota voters are much more likely to prefer universal access to tax-credit scholarships rather than means-tested eligibility based solely on financial need.

In a split-sample experiment, we asked about different scholarship eligibility descriptions. Nearly seven out of 10 voters (68%) in one half of the survey sample said they agree with the statement that tax-credit scholarships “should be available to all families, regardless of incomes and special needs.” Approximately 30% of respondents “strongly agree” with that statement. One-fourth of voters (26%) disagree with that statement; 12% said they “strongly disagree.”

In the other split sample, just under four out of 10 respondents (38%) agreed with the statement that tax-credit scholarships “should only be available to families based on financial need.” One-fifth of respondents (15%) “strongly agree” with that statement. Nearly six out of 10 respondents (56%) disagree with that statement; 27% said they “strongly disagree.”

- ▶ If a voter has a particular view on tax-credit scholarships, he or she is more than twice as likely to vote for the pro-school choice candidate (26% “more

likely” vs. 12% “less likely”). Six out of 10 voters (60%) signaled that a tax-credit scholarship program would not be a make or break issue or did not express an opinion on this item.

Once again when it comes to voting preference, a respondent’s age matters. The subgroups most likely to say they will vote for a candidate who supports tax-credit scholarships are young voters (32% and margin = +26 points) and middle-age voters (30% and margin = +21 points). By contrast, older voters run about even (19% “more likely” vs. 17% “less likely”).

Like ESAs, there is a consistent likelihood to support a pro-tax-credit scholarship candidate regardless of political party identification:

Democrat:	28% more likely to support; margin = +14 points
Republican:	29% more likely to support; margin = +18 points
Independent:	21% more likely to support; margin = +8 points

No observed demographic is overall less likely to support a pro-tax-credit scholarship candidate.

Advocacy Group Signals

- ▶ To one-half of the statewide sample, we asked “How influential to you is the teacher’s union endorsement of a candidate for state office..., ” and a clear plurality (45%) said that the union has a positive influence. Nearly one-quarter (24%) said the teacher’s union has a negative influence.

However, the influence tends to be mild in its intensity (+2 points). Voters are barely more likely to say the union signal is a “strong positive influence” (16%), compared with a “strong negative influence” (14%).

The teachers union endorsement carries more weight with certain demographics than others. It is a strong positive signal for: urban voters

(62%), Democrats (63%), young voters (59%), and low-income earners (56%). The union endorsement is a negative signal for at least a plurality within certain groups, including Republicans (47%) and rural voters (39%).

- ▶ To the other half of the statewide sample, we asked “How influential to you is a parent advocacy organization’s endorsement of a candidate for state office..., ” and a slightly larger plurality (48%) said that the organization would have a positive influence. Only 13% said such a group would have a negative influence.

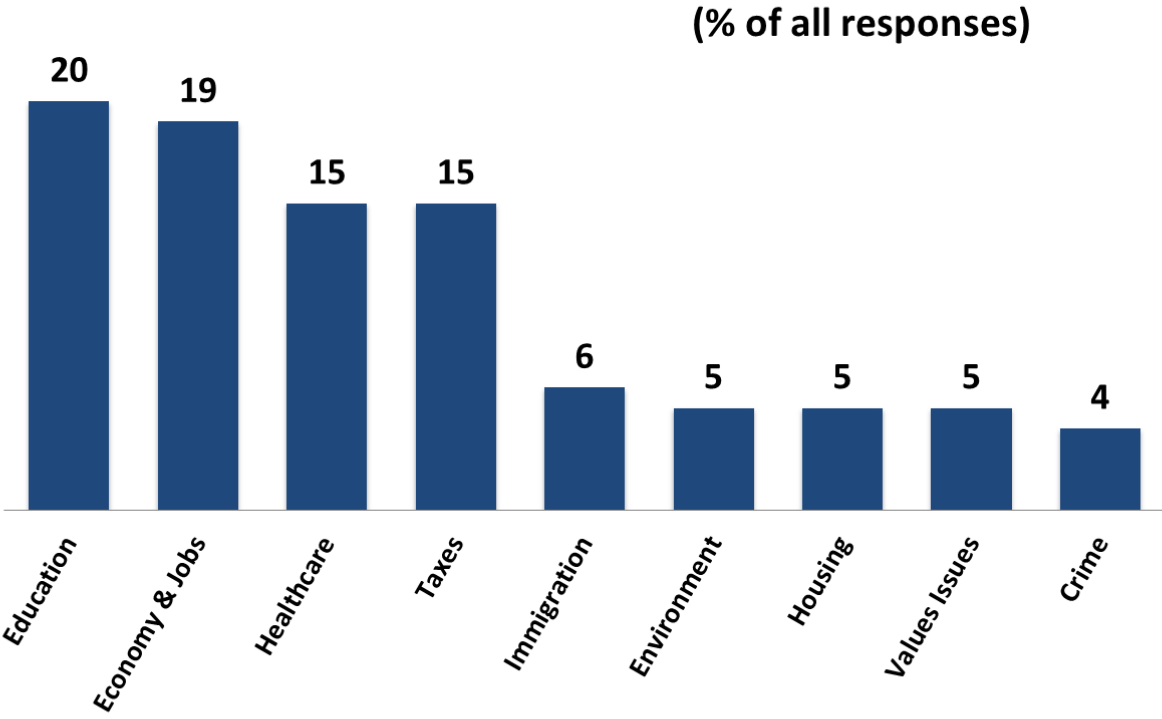
Intensity of this positive influence also tends to be mild (+7 points). Voters are a little more likely to say the parent advocate’s signal is a “strong positive influence” (11%), compared with a “strong negative influence” (4%).

A parent group’s endorsement carries the most weight among: Democrats (59%), middle-age voters (57%), urban voters (54%), school parents (53%), and middle-income earners (53%). Such an endorsement does not carry an overall negative signal for any observed subgroup.



Survey Snapshots

Q1. Which of the following do you see as the most important issue facing the state of Minnesota right now?



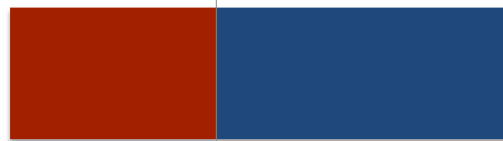
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Minnesota K-12 & School Choice Survey, Q1.*

Q3. Do you feel things in Minnesota's K-12 education system are generally going in the right direction, or do you feel things have generally gotten off on the wrong track?

■ Wrong Track ■ Right Direction

MINNESOTA

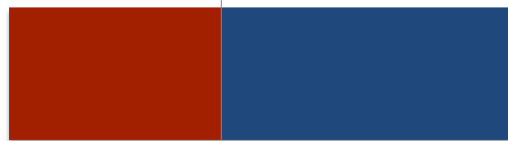
36



52

Twin Cities

37



52

FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Minnesota K-12 & School Choice Survey*, Q3.

Q3. Do you feel things in Minnesota’s K-12 education system 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=
ALL RESPONDENTS	52	36	+ 16	606
Twin Cities	52	37	+ 15	323
School Parent	56	33	+ 23	156
Non-Schooler	51	38	+ 13	449
COMMUNITY				
Urban	50	35	+ 15	123
Suburban	57	35	+ 22	224
Small Town	55	35	+ 20	146
Rural	42	45	- 3	109
PARTY ID				
Democrat	62	30	+ 32	204
Republican	45	42	+ 3	140
Independent	53	37	+ 16	174
AGE GROUP				
18 to 34	63	22	+ 41	105
35 to 54	53	36	+ 17	179
55 & Over	46	44	+ 2	299
HOUSEHOLD INCOME				
Under \$40,000	55	33	+ 22	165
\$40,000 to \$79,999	48	40	+ 8	184
\$80,000 & Over	58	34	+ 24	180
RACE/ETHNICITY				
Asian	64	18	+ 46	17
Black	63	37	+ 26	23
Hispanic	84	16	+ 68	9
White	51	37	+ 14	528
GENDER				
Female	52	39	+ 13	308
Male	53	34	+ 19	298

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, *Minnesota K-12 & School Choice Survey*, Q3.

Q4. How would you rate Minnesota's public school system?



MINNESOTA

33



65

Twin Cities

32



66

FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Minnesota K-12 & School Choice Survey, Q4.*

Q4. How would you rate Minnesota's public school system?

	Good/Excellent %	Fair/Poor %	Margin	Intensity	N=
ALL RESPONDENTS	65	33	+ 32	+ 8	606
Twin Cities	66	32	+ 34	+ 10	323
School Parent	63	35	+ 28	+ 8	156
Non-Schooler	66	32	+ 34	+ 8	449
COMMUNITY					
Urban	57	42	+ 15	+ 3	123
Suburban	73	24	+ 49	+ 15	224
Small Town	66	33	+ 33	+ 5	146
Rural	55	41	+ 14	+ 3	109
PARTY ID					
Democrat	71	26	+ 45	+ 15	204
Republican	67	32	+ 35	+ 9	140
Independent	61	35	+ 26	+ 5	174
AGE GROUP					
18 to 34	74	26	+ 48	+ 7	105
35 to 54	60	36	+ 24	+ 8	179
55 & Over	63	35	+ 28	+ 9	299
HOUSEHOLD INCOME					
Under \$40,000	58	39	+ 19	+ 3	165
\$40,000 to \$79,999	62	37	+ 25	+ 4	184
\$80,000 & Over	74	23	+ 51	+ 17	180
RACE/ETHNICITY					
Asian	62	38	+ 24	+ 14	17
Black	51	49	+ 2	+ 10	23
Hispanic	83	17	+ 66	+ 27	9
White	65	32	+ 33	+ 7	528
GENDER					
Female	64	32	+ 32	+ 11	308
Male	65	33	+ 32	+ 6	298

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. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the combined percentages of "fair" and "poor" responses from the combined percentages of "good" and "excellent" responses. The difference indicates the enthusiasm behind the positive or negative ratings.

SOURCE: Friedman Foundation for Educational Choice, *Minnesota K-12 & School Choice Survey*, Q4.

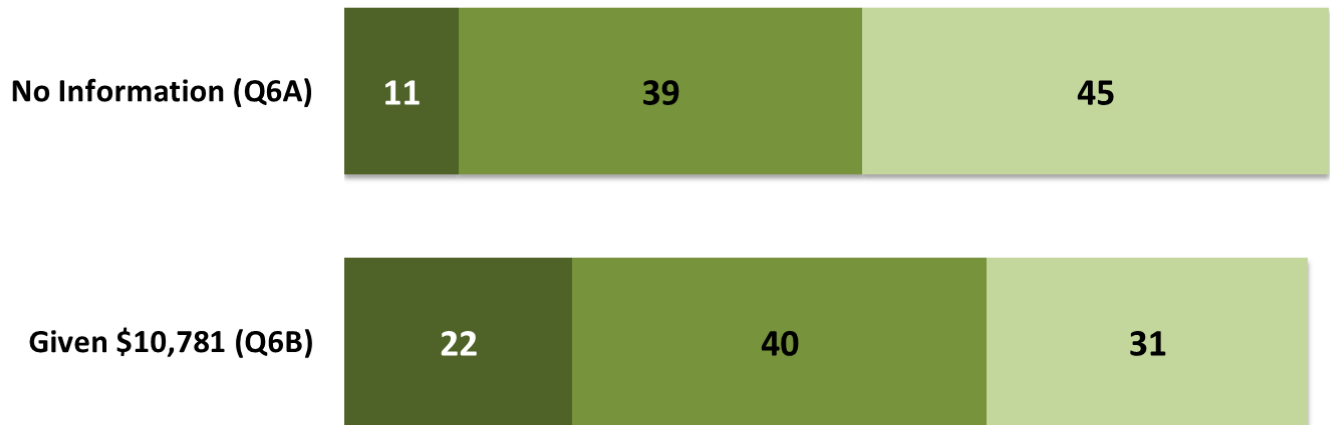
Q5. How much do you think is spent per year on each student in Minnesota's public schools? Your estimate (to the nearest thousand dollars) will represent the combined expenditures of local, state, and federal governments.



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Minnesota K-12 & School Choice Survey, Q5.*

Q6-Split A. Do you believe that public school funding in Minnesota is at a level that is:

Q6-Split B. According to the most recent information available, in Minnesota \$10,781 is being spent each year per student attending public schools. Do you believe that public school funding in Minnesota is at a level that is:

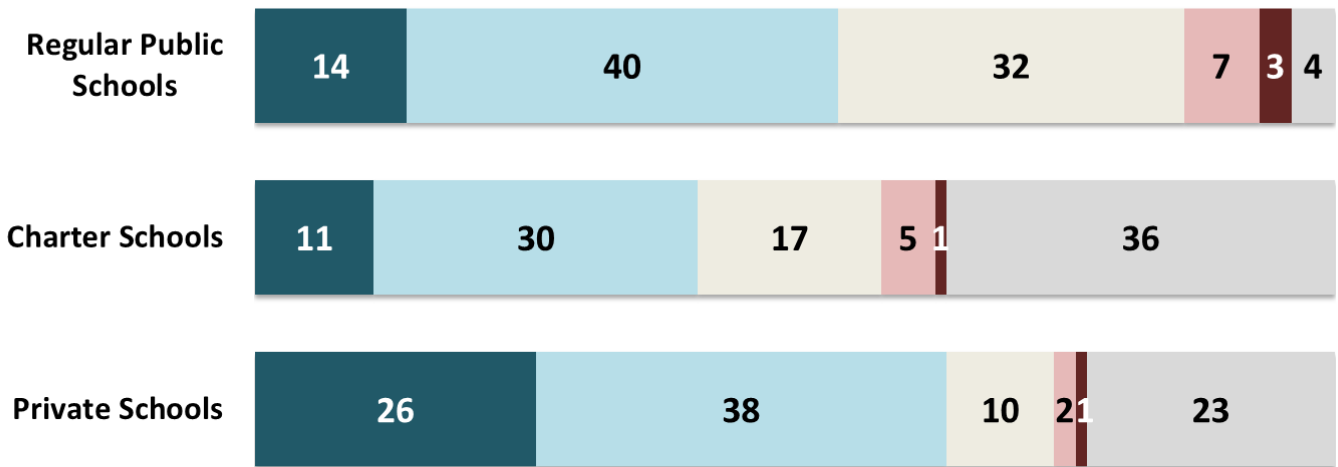


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Minnesota K-12 & School Choice Survey*, Q6A and Q6B.

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



(% of all responses)

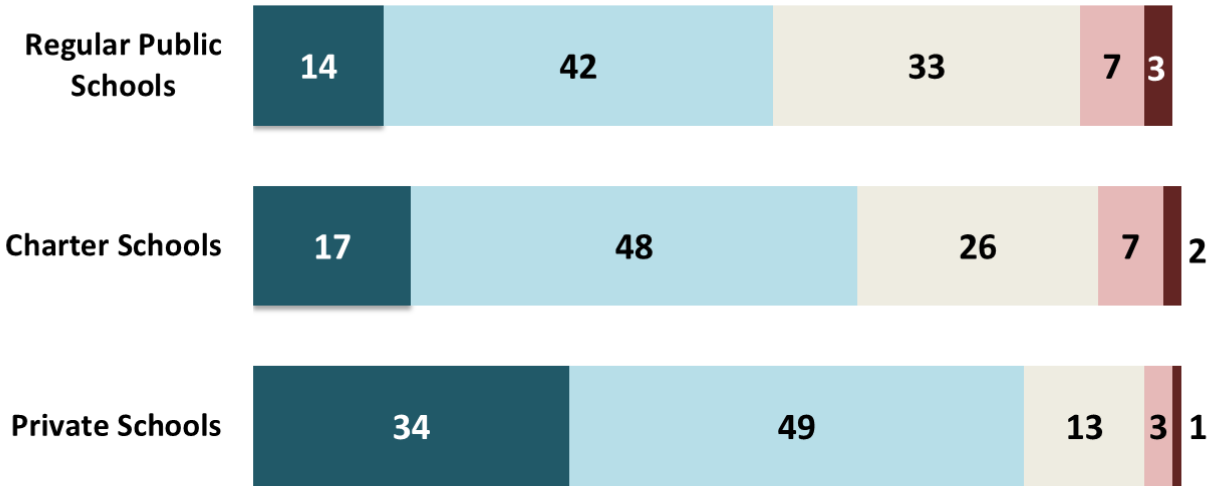


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Minnesota K-12 & School Choice Survey, Q7.*

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



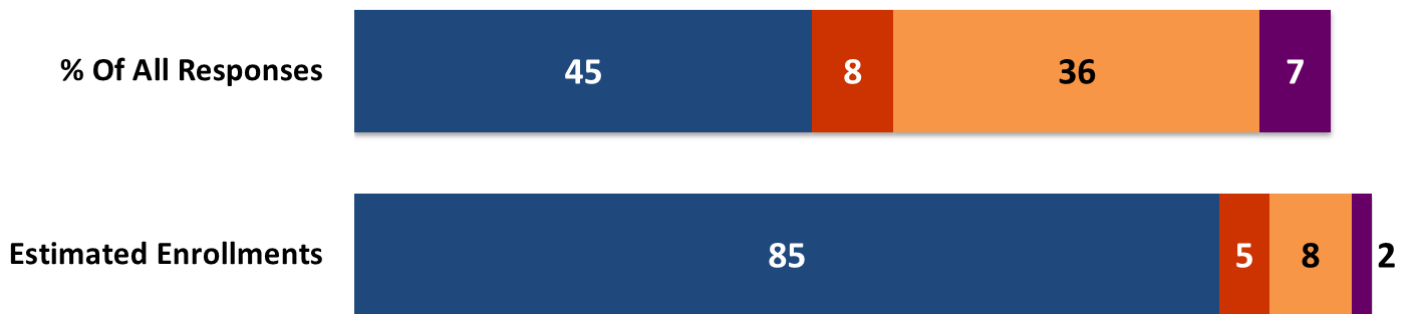
(% of only responses giving grades)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Minnesota K-12 & School Choice Survey, Q7.*

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

- Regular Public School
- Charter School
- Private School
- Home School



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Minnesota K-12 & School Choice Survey, Q8.*

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

	Public School %	Private School %	Charter School %	Home School %	N=
ALL RESPONDENTS	45	36	8	7	606
Twin Cities	43	41	8	5	323
School Parent	41	38	11	8	156
Non-Schooler	47	36	7	6	449
COMMUNITY					
Urban	47	39	8	4	123
Suburban	46	40	7	4	224
Small Town	49	26	12	11	146
Rural	34	41	8	11	109
PARTY ID					
Democrat	56	30	10	1	204
Republican	32	47	7	11	140
Independent	45	38	8	6	174
AGE GROUP					
18 to 34	53	27	5	11	105
35 to 54	42	40	10	6	179
55 & Over	43	39	9	5	299
HOUSEHOLD INCOME					
Under \$40,000	38	34	12	13	165
\$40,000 to \$79,999	48	36	7	7	184
\$80,000 & Over	49	38	7	2	180
RACE/ETHNICITY					
Asian	59	23	18	0	17
Black	38	35	12	12	23
Hispanic	65	33	2	0	9
White	45	37	8	7	528
GENDER					
Female	42	38	10	7	308
Male	48	35	7	6	298

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, *Minnesota K-12 & School Choice Survey*, Q8.

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

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

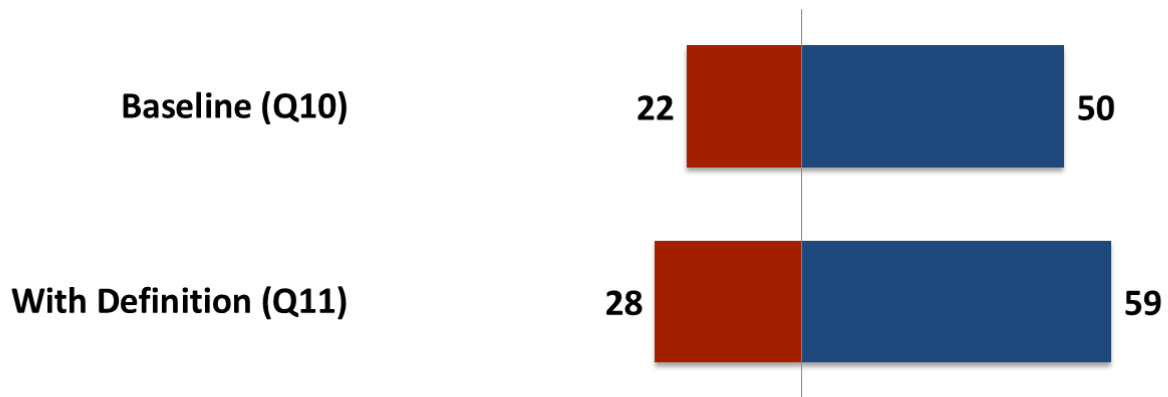
BETTER EDUCATION / QUALITY	92
INDIVIDUAL ATTENTION / ONE-ON-ONE	59
DIVERSITY / VARIETY	57
SOCIALIZATION / PEERS / OTHER KIDS	50
CLASS SIZE / STUDENT-TEACHER RATIO	48
TEACHERS / BETTER TEACHERS / TEACHING	43
MORALS / VALUES / ETHICS	39
ACADEMICS / CURRICULUM	34
ENVIRONMENT / CULTURE / COMMUNITY	27
DISCIPLINE / STRUCTURE	25

SOURCE: Friedman Foundation for Educational Choice, *Minnesota K-12 & School Choice Survey*, Q9.

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

■ Oppose ■ Favor

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



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Minnesota K-12 & School Choice Survey*, Q10 and Q11.

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

	Favor %	Oppose %	Margin	Intensity	N=
ALL RESPONDENTS	59	28	+ 31	+ 12	606
Twin Cities	54	31	+ 23	+ 10	323
School Parent	55	29	+ 26	+ 13	156
Non-Schooler	60	27	+ 33	+ 12	449
COMMUNITY					
Urban	51	36	+ 15	+ 5	123
Suburban	58	30	+ 28	+ 12	224
Small Town	62	22	+ 40	+ 14	146
Rural	65	23	+ 42	+ 18	109
PARTY ID					
Democrat	55	35	+ 20	+ 5	204
Republican	66	19	+ 47	+ 23	140
Independent	54	33	+ 21	+ 8	174
AGE GROUP					
18 to 34	59	25	+ 34	+ 14	105
35 to 54	59	27	+ 32	+ 12	179
55 & Over	58	30	+ 28	+ 11	299
HOUSEHOLD INCOME					
Under \$40,000	63	23	+ 40	+ 17	165
\$40,000 to \$79,999	56	32	+ 24	+ 12	184
\$80,000 & Over	59	28	+ 31	+ 8	180
RACE/ETHNICITY					
Asian	50	23	+ 27	+ 14	17
Black	68	17	+ 51	+ 24	23
Hispanic	92	6	+ 86	even	9
White	58	29	+ 29	+ 11	528
GENDER					
Female	63	25	+ 38	+ 16	308
Male	54	31	+ 23	+ 8	298

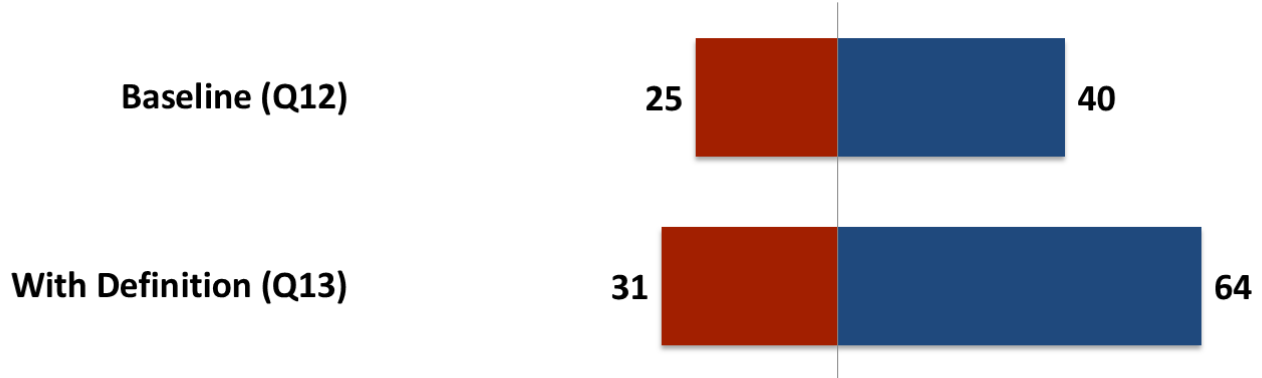
NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed 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. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates enthusiasm behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, *Minnesota K-12 & School Choice Survey*, Q11.

Q12. Based on what you know, or have heard from others... In general, do you favor or oppose “school vouchers”?

■ Oppose ■ Favor

Q13. 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, *Minnesota K-12 & School Choice Survey*, Q12 and Q13.

Q13. 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=
ALL RESPONDENTS	64	31	+ 34	+ 15	606
Twin Cities	59	36	+ 23	+ 9	323
School Parent	66	28	+ 38	+ 22	156
Non-Schooler	63	32	+ 31	+ 13	449
COMMUNITY					
Urban	59	33	+ 26	+ 16	123
Suburban	61	35	+ 26	+ 8	224
Small Town	71	23	+ 48	+ 23	146
Rural	69	30	+ 39	+ 22	109
PARTY ID					
Democrat	57	39	+ 18	+ 4	204
Republican	72	21	+ 51	+ 32	140
Independent	60	34	+ 26	+ 12	174
AGE GROUP					
18 to 34	73	23	+ 50	+ 21	105
35 to 54	66	29	+ 37	+ 23	179
55 & Over	58	37	+ 21	+ 7	299
HOUSEHOLD INCOME					
Under \$40,000	76	21	+ 55	+ 32	165
\$40,000 to \$79,999	63	31	+ 32	+ 15	184
\$80,000 & Over	56	38	+ 18	+ 8	180
RACE/ETHNICITY					
Asian	73	18	+ 55	+ 32	17
Black	80	20	+ 60	+ 38	23
Hispanic	49	36	+ 13	- 5	9
White	64	31	+ 33	+ 14	528
GENDER					
Female	65	28	+ 37	+ 18	308
Male	64	33	+ 31	+ 14	298

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. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates enthusiasm behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, *Minnesota K-12 & School Choice Survey*, Q13.

Q14. 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"?

■ Oppose ■ Favor

MINNESOTA

32



59

Twin Cities

34



58

FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Minnesota K-12 & School Choice Survey, Q14.*

Q14. 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"?

	Favor %	Oppose %	Margin	Intensity	N=
ALL RESPONDENTS	59	32	+ 27	+ 13	606
Twin Cities	58	34	+ 24	+ 11	323
School Parent	65	29	+ 36	+ 19	156
Non-Schooler	56	33	+ 23	+ 11	449
COMMUNITY					
Urban	51	35	+ 16	+ 6	123
Suburban	59	32	+ 27	+ 13	224
Small Town	63	29	+ 34	+ 15	146
Rural	61	31	+ 30	+ 21	109
PARTY ID					
Democrat	54	37	+ 17	+ 7	204
Republican	65	29	+ 36	+ 17	140
Independent	57	34	+ 23	+ 13	174
AGE GROUP					
18 to 34	63	29	+ 34	+ 20	105
35 to 54	65	28	+ 37	+ 22	179
55 & Over	51	38	+ 13	+ 2	299
HOUSEHOLD INCOME					
Under \$40,000	66	25	+ 41	+ 23	165
\$40,000 to \$79,999	61	29	+ 32	+ 11	184
\$80,000 & Over	53	41	+ 12	+ 11	180
RACE/ETHNICITY					
Asian	50	27	+ 23	+ 36	17
Black	78	9	+ 69	+ 32	23
Hispanic	94	3	+ 91	+ 30	9
White	58	34	+ 24	+ 11	528
GENDER					
Female	61	28	+ 33	+ 16	308
Male	57	36	+ 21	+ 10	298

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. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates enthusiasm behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, *Minnesota K-12 & School Choice Survey*, Q14.

Q15. The Minnesota State Legislature is considering a proposal that would provide education savings accounts to students with physical disabilities or diagnosed with other special needs. In general, do you favor or oppose this kind of proposal?

■ Oppose ■ Favor

MINNESOTA

15

80

Twin Cities

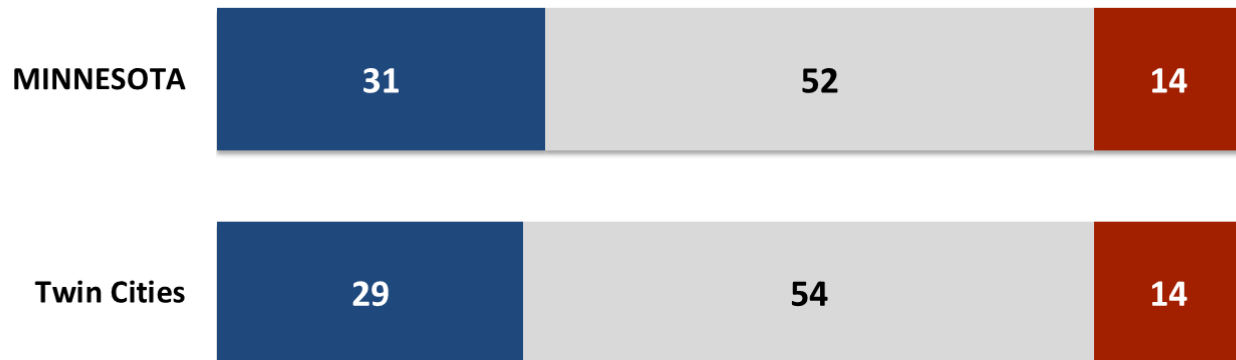
15

81

FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Minnesota K-12 & School Choice Survey, Q15.*

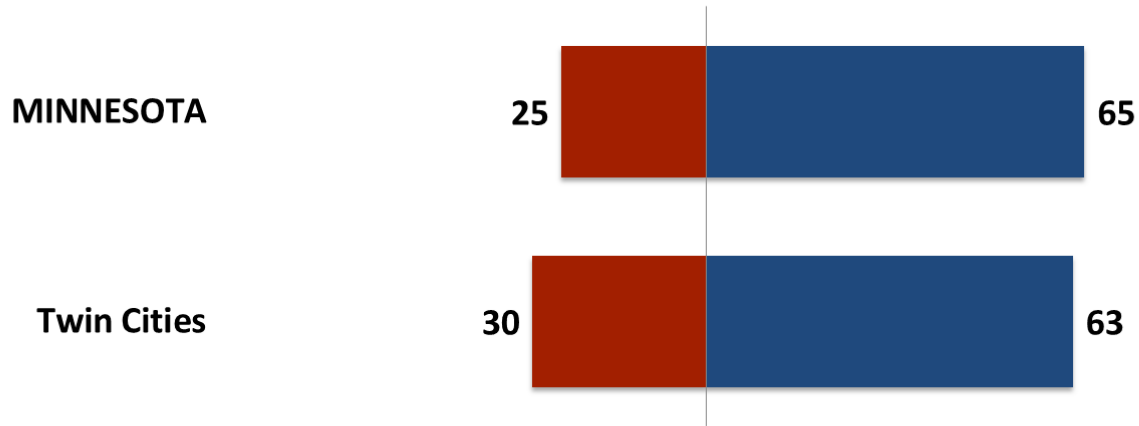
Q16. Thinking ahead to the next election, if a candidate for Governor, State Senator, or State Representative supports education savings accounts, would that make you more likely to vote for him or her, less likely, or make no difference whatsoever in your voting?

- More Likely
- No Difference
- Less Likely



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Minnesota K-12 & School Choice Survey*, Q16.

Q17. A “tax credit” allows an individual or business to reduce the final amount of a tax owed to government. Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. A “tax-credit scholarship system” allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. In general, do you favor or oppose a tax-credit scholarship system?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Minnesota K-12 & School Choice Survey, Q17.*

Q17. 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?

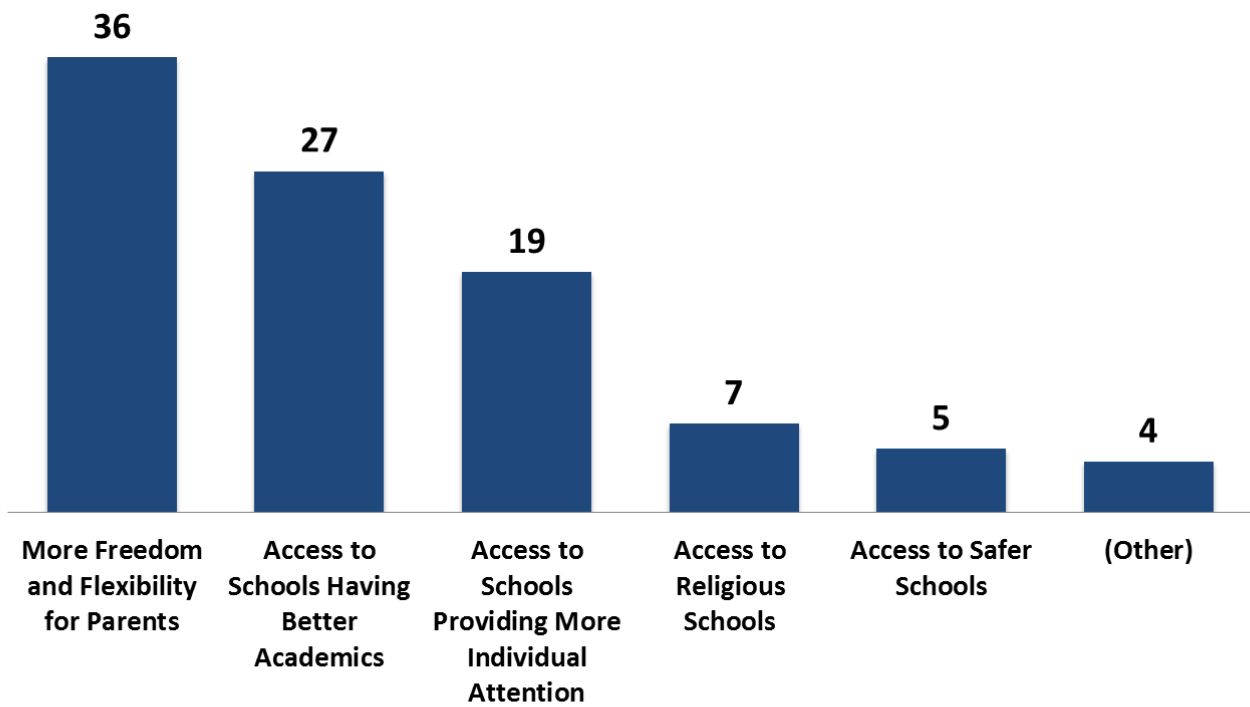
	Favor %	Oppose %	Margin	Intensity	N=
ALL RESPONDENTS	65	25	+ 40	+ 16	606
Twin Cities	63	30	+ 33	+ 15	323
School Parent	67	23	+ 44	+ 23	156
Non-Schooler	65	26	+ 39	+ 14	449
COMMUNITY					
Urban	65	25	+ 40	+ 16	123
Suburban	64	30	+ 34	+ 12	224
Small Town	66	21	+ 45	+ 17	146
Rural	70	19	+ 51	+ 22	109
PARTY ID					
Democrat	62	28	+ 34	+ 10	204
Republican	76	18	+ 58	+ 21	140
Independent	60	32	+ 28	+ 17	174
AGE GROUP					
18 to 34	76	14	+ 62	+ 24	105
35 to 54	69	22	+ 47	+ 21	179
55 & Over	56	34	+ 22	+ 6	299
HOUSEHOLD INCOME					
Under \$40,000	74	14	+ 60	+ 22	165
\$40,000 to \$79,999	68	20	+ 48	+ 18	184
\$80,000 & Over	58	36	+ 22	+ 9	180
RACE/ETHNICITY					
Asian	68	14	+ 54	+ 45	17
Black	78	10	+ 68	+ 38	23
Hispanic	98	2	+ 96	+ 44	9
White	64	26	+ 38	+ 14	528
GENDER					
Female	63	25	+ 38	+ 13	308
Male	67	25	+ 42	+ 18	298

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. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates enthusiasm behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, *Minnesota K-12 & School Choice Survey*, Q17.

Q18. What is the most important reason you say you favor tax-credit scholarships? Is your main reason that such a system provides:

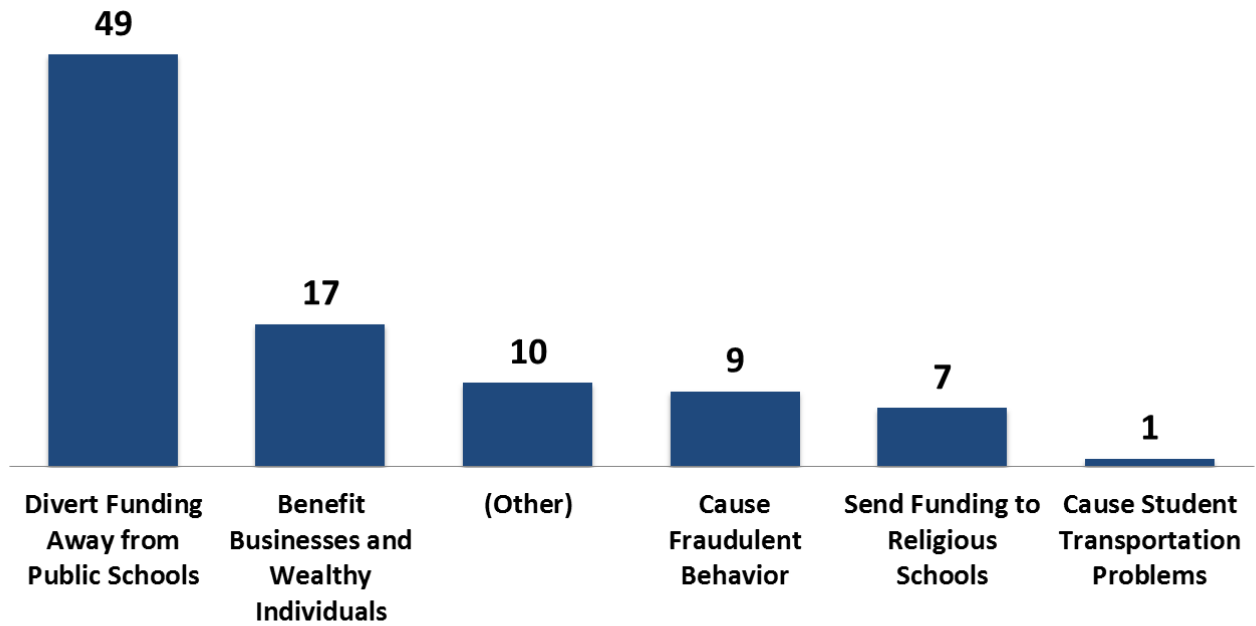
(% of only respondents saying "somewhat favor" or "strongly favor" to Q17)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Minnesota K-12 & School Choice Survey, Q18.*

Q18. What is the most important reason you say you oppose tax-credit scholarships? Is your main reason that such a system would:

(% of only respondents saying "somewhat oppose" or "strongly oppose" to Q17)

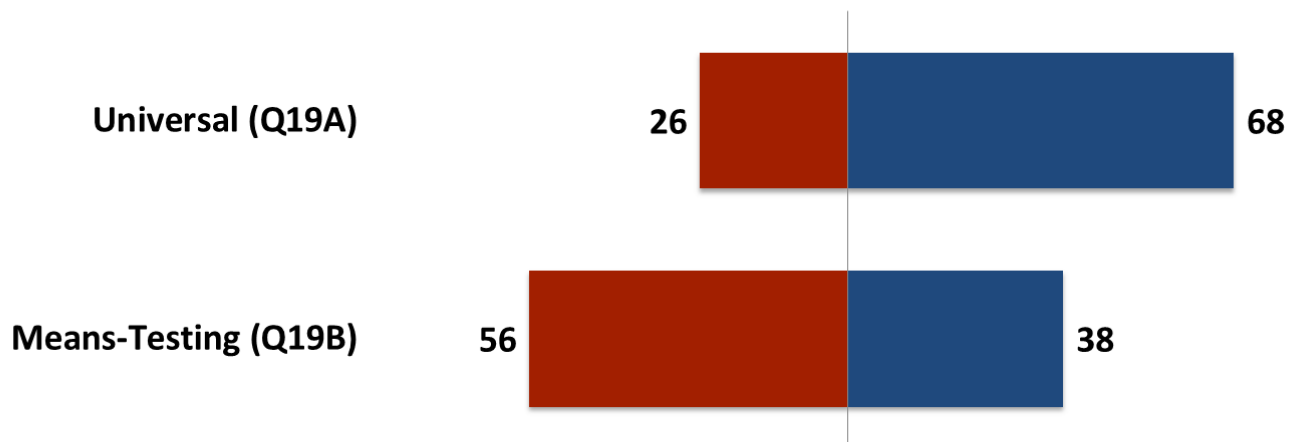


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Minnesota K-12 & School Choice Survey, Q18.*

Q19-Split A. Some people believe that tax-credit scholarships *should be available to all families, regardless of incomes and special needs.* Do you agree or disagree with that statement?

■ Disagree ■ Agree

Q19-Split B. Some people believe that tax-credit scholarships *should only be available to families based on financial need.* Do you agree or disagree with that statement?



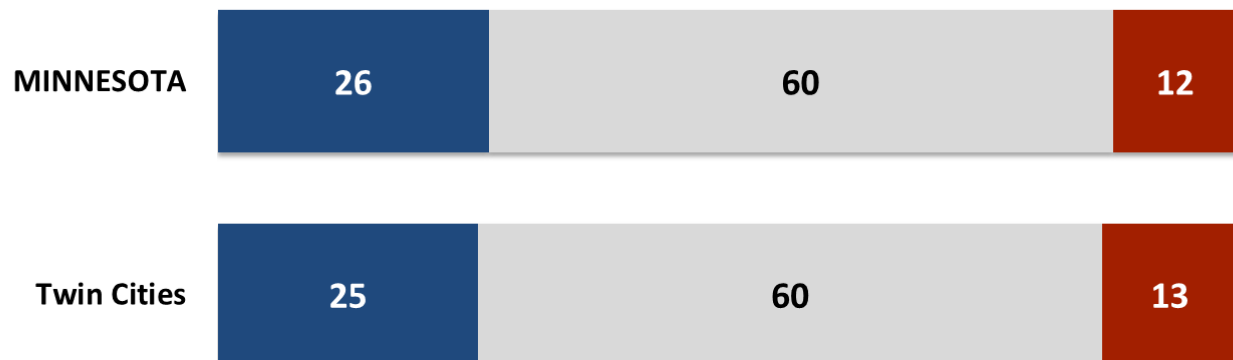
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Minnesota K-12 & School Choice Survey*, Q19A and Q19B.

Q20. Thinking ahead to the next election, if a candidate for Governor, State Senator, or State Representative supports tax-credit scholarships, would that make you more likely to vote for him or her, less likely, or make no difference whatsoever in your voting?

■ More Likely

■ No Difference

■ Less Likely

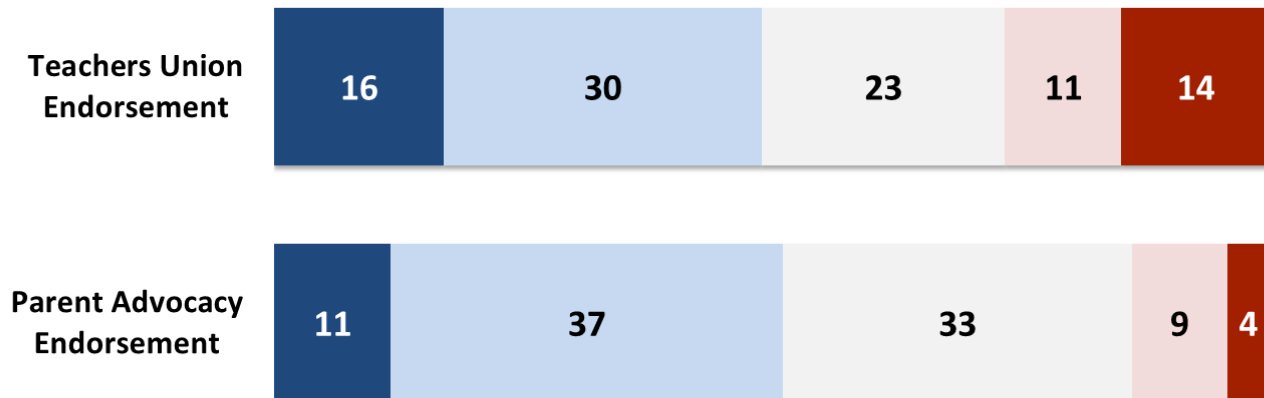


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Minnesota K-12 & School Choice Survey*, Q20.

Q21-Split A. How influential to you is the teachers union's endorsement of a candidate running for state office like Governor, State Senator, or State Representative?

Q21-Split B. How influential to you is a parent advocacy organization's endorsement of a candidate running for state office like Governor, State Senator, or State Representative?

- Strong Positive
- Modest Positive
- Does Not Matter
- Modest Negative
- Strong Negative



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Minnesota K-12 & School Choice Survey*, Q21.

Methods Summary

The “Minnesota K-12 & School Choice Survey” project, commissioned by the Friedman Foundation for Educational Choice and conducted by Braun Research, Inc. (BRI), interviewed a statistically representative sample of registered voters in the state of Minnesota. Methodology included probability sampling and random-digit dial. The unweighted statewide sample includes a total of **606** telephone interviews completed in English from February 7 to 24, 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 statewide sample is ± 4.0 percentage points.

BRI’s live callers conducted all phone interviews. For this entire project, a total of **7,400** calls were made in Minnesota: **4,200** landline and **3,200** cell phone. Of these calls, **2,661** were unusable phone numbers (disconnected, fax, busy, non-residential, or non-answers, etc.); **3,950** were usable numbers but eligibility unknown (including refusals and voicemail); **87** cell phone numbers were usable but not eligible for this survey; **19** people did not complete the survey. The average response rate of the landline interviews was **14.7%**. The average response rate of the cell phone interviews was **13.7%**.

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 registered voters in Minnesota who have access to either a landline or cellular telephone. Both samples were provided by Survey Sampling International, LLC (SSI) according to BRI specifications.

SSI starts with a database of all listed telephone numbers, updated on a four- to six-week rolling basis, 25 percent of the listings at a time. All active blocks – contiguous groups of 100 phone numbers for which more than one residential number is listed –

are added to this database. Blocks and exchanges that include only listed business numbers are excluded.

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

Contact Procedures

Interviews were conducted from February 7 to 24, 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.

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

The survey's margin of error is the largest 95% Confidence Interval for any estimated proportion based on the total sample – the one around 50%. The overall statewide margin of error for this survey is $\pm 4.0\%$. 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 4.0 percentage points away from their true values in the population.

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

Minnesota Statewide Call Dispositions					
<u>SUMMARY</u>			<u>DETAIL</u>		
Landline	Cell Phone		Landline	Cell Phone	
4,200	3,200	Total	927	762	Disconnected
4,200	3,200	Released	3	0	Fax
0	0	Unreleased	76	24	Government/Business
2,949	2,403	Usable	0	-	Cell Phone
1,251	797	Unusable	-	0	Landline
2,541	1,798	Qualified	1,006	786	Unusable
70.2%	75.1%	Est. Usability	736	45	No Answer
82.8%	74.5%	Est. Eligibility	87	1	Busy
14.2%	13.7%	Est. Response	823	46	Usability Unknown
			360	246	Complete
			11	8	Break-Off
			371	254	Usable/Eligible
			924	774	Refused
			18	8	Language Barrier
			668	683	Voice Mail
			249	521	Call Back-Retry
			56	38	Strong Refusal
			8	3	Privacy Manager
			1,923	2,027	Usable/Eligible Unknown
			-	-	Under 18
			77	87	Usable/Ineligible
			14.2%	13.7%	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. We weighted overall statewide results based on Landline/Cell Phone usage, and then Age, Gender, Race, Ethnicity, and Region.

All weighting measures are based on Census Bureau statistics for the state of Minnesota.

The weighted and unweighted data are available on request.

About the Author

Paul DiPerna (paul@edchoice.org) is Research Director for the Friedman Foundation for Educational Choice in Indianapolis. He joined the foundation in September 2006. DiPerna's research interests include surveys and polling on K-12 education and school choice policies. He also directs and manages all other research projects commissioned by the foundation. DiPerna has traveled to 28 states for his work, presenting survey research findings and discussing various school choice policies for audiences including public officials, policy professionals, advocates, and academics.

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

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

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About the Survey Organization

Braun Research, Inc. (BRI)

The Braun Research network of companies, founded in 1995, combined employ 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.

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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).

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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.

Minnesota K-12 & School Choice Survey Questions and Results

Interview Dates: February 7 to 24, 2015

Sample Frame: Registered Voters

Population Samples: MINNESOTA (statewide) = 606

Twin Cities = 323

Margins of Error: MINNESOTA = ± 4.0 percentage points

Twin Cities = ± 5.5 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%.

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

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

	Male	Female
MINNESOTA	49	51

1. Which of the following do you see as the most important issue facing the state of Minnesota 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
MINNESOTA	4	19	20	5	15	5	6	5	15
Twin Cities	2	20	22	6	13	5	6	4	16

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 2014, ENTER "NO"]

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

	Yes	No < PK	No > HS	No Children	DK/Ref (VOL.)
MINNESOTA	29	3	30	39	0

3. Do you feel things in Minnesota’s K-12 education system 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.)
MINNESOTA	52	36	11
Twin Cities	52	37	11

4. How would you rate Minnesota’s public school system?

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

	Excellent	Good	Fair	Poor	DK/Ref (VOL.)
MINNESOTA	13	52	28	5	2
Twin Cities	14	51	28	4	2

5. How much do you think is spent per year on each student in Minnesota'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.)
MINNESOTA	20	24	14	7	10	26
Twin Cities	18	24	14	9	11	23

[RANDOMLY ASSIGN QUESTIONS 6A AND 6B]

6. **(Split A)** Do you believe that public school funding in Minnesota 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.)
MINNESOTA	11	39	45	4
Twin Cities	11	39	46	4

6. **(Split B)** According to the most recent information available, in Minnesota \$10,781 is being spent each year per student attending public schools. Do you believe that public school funding in MINNESOTA 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.)
MINNESOTA	22	40	31	6
Twin Cities	23	41	30	6

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

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

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

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

ALL RESPONDENTS	A	B	C	D	F	DNA/DK/Ref (VOL.)
Regular Public Schools	14	40	32	7	3	4
Charter Schools	11	30	17	5	1	37
Private Schools	26	38	10	2	1	23

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

[RANDOMIZE RESPONSES TO AVOID BIAS]

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

	Charter School	Homeschool	Private School	Regular Public School	Virtual School	DK/Ref (VOL.)
MINNESOTA	8	7	36	45	1	2
Twin Cities	8	5	41	43	1	2

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

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

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

MINNESOTA

BETTER EDUCATION / QUALITY	92
INDIVIDUAL ATTENTION / ONE-ON-ONE	59
DIVERSITY / VARIETY	57
SOCIALIZATION / PEERS / OTHER KIDS	50
CLASS SIZE / STUDENT-TEACHER RATIO	48
TEACHERS / BETTER TEACHERS / TEACHING	43
MORALS / VALUES / ETHICS	39
ACADEMICS / CURRICULUM	34
ENVIRONMENT / CULTURE / COMMUNITY	27
DISCIPLINE / STRUCTURE	25
OTHER RESPONSES	15
DK / NO RESPONSE / REFUSED	18

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

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

[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.)
MINNESOTA	16	34	14	7	27
Twin Cities	13	34	17	9	25

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

[PROBE:] Would you say strongly or somewhat favor/oppose?

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

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
MINNESOTA	20	38	20	8	14
Twin Cities	18	36	23	8	14

12. 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.)
MINNESOTA	18	21	13	12	35
Twin Cities	17	19	15	16	32

13. 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.)
MINNESOTA	33	31	13	18	5
Twin Cities	29	30	16	20	5

14. 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.)
MINNESOTA	28	30	17	15	9
Twin Cities	26	32	18	15	8

15. The Minnesota State Legislature is considering a proposal that would provide education savings accounts to students with physical disabilities or diagnosed with other special needs. In general, do you favor or oppose this kind of proposal?

[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.)
MINNESOTA	42	37	8	7	5
Twin Cities	43	38	8	6	4

16. 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.)
MINNESOTA	31	52	14	3
Twin Cities	29	54	14	3

17.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.)
MINNESOTA	26	39	15	10	10
Twin Cities	26	37	19	11	7

18. [IF Q17 = “Strongly Favor” OR “Somewhat Favor”] What is the most important reason you say you favor tax-credit scholarships? 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”]

	MINNESOTA	Twin Cities
Access to Religious Schools	7	7
Access to Safer Schools	5	5
Access to Schools Having Better Academics	27	30
Access to Schools Providing More Individual Attention	19	17
More Freedom and Flexibility for Parents	36	33
(Something Else/Other)	4	4
DK/Ref (VOL.)	3	3

18. [IF Q17 = “Strongly Oppose” OR “Somewhat Oppose”] What is the most important reason you say you favor tax-credit scholarships? 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”]

	MINNESOTA	Twin Cities
Benefit Businesses and Wealthy Individuals	17	16
Cause Fraudulent Behavior	9	12
Cause Student Transportation Problems	1	0
Divert Funding Away from Public Schools	49	49
Send Funding to Religious Schools	7	8
(Something Else/Other)	10	9
DK/Ref (VOL.)	6	5

“Just a couple more questions about tax-credit scholarships...”

[RANDOMLY ASSIGN QUESTIONS 19A AND 19B]

19. (Split A) Some people believe that tax-credit scholarships 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.)
MINNESOTA	30	38	14	12	6
Twin Cities	25	39	16	13	6

19. (Split B) Some people believe that tax-credit scholarships 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.)
MINNESOTA	15	23	29	27	6
Twin Cities	16	20	33	25	6

20. Thinking ahead to the next election, if a candidate for Governor, State Senate, or State Representative supports tax-credit scholarships, 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.)
MINNESOTA	26	60	12	3
Twin Cities	25	60	13	3

[RANDOMLY ASSIGN QUESTIONS 21A AND 21B]

21. (Split A) How influential to you is the teachers union’s 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.)
MINNESOTA	16	30	23	11	14	7
Twin Cities	17	30	24	10	13	6

21. (Split B) How influential to you is a parent advocacy organization’s 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.)
MINNESOTA	11	37	33	9	4	6
Twin Cities	10	38	35	6	4	7

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

22. 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 (VOL.)	Libertarian (VOL.)	DK/Ref (VOL.)
MINNESOTA	34	23	28	10	1	5

23. 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.)
MINNESOTA	21	38	24	17	< 1

24. 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.)
MINNESOTA	23	35	41	1

25. 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.)
MINNESOTA	2	98	0

26. 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 (VOL.)	DK/Ref (VOL.)
MINNESOTA	< 1	4	3	< 1	92	< 1	0

27. 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.)
MINNESOTA	26	31	34	10

[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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