
LATINO PERSPECTIVES ON K–12 EDUCATION & SCHOOL CHOICE

Polling Paper No. 25

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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

**Friedman
Foundation**

*For
Educational
Choice*

Survey Project & Profile

Title:	Latino Perspectives on K–12 Education & School Choice (as part of the 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 Sample = ± 3.1 percentage points Latino Sample = ± 4.2 percentage points
Response Rates (RR) using AAPOR RR3:	Landline = 13.5%; Cell Phone = 13.5% Oversample, Landline = 10.7%; Oversample, Cell Phone = 13.1%
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)

* Results from the *2015 Schooling in America Survey* previously released on June 30, 2015

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.

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Overview

The *Latino Perspectives on K–12 Education & School Choice* project has been 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 Latinos’ opinions and attitudes, and in some cases awareness or knowledge of, a range of K–12 education topics and reforms.

Survey snapshots of the Latino community describe their perceptions about the 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. We have also asked two sets of questions with a special focus on standardized testing and the Common Core State Standards.

We report response levels, differences (“margins”), and intensities for Latinos responses, and when feasible, make comparisons with national averages and with the responses of two other subgroups – non-Hispanic whites and African Americans.

This project is part of a larger national survey study—the *2015 Schooling in America Survey*—released on June 30, 2015. A total of 1,409 telephone interviews were completed in the United States 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.

During our fieldwork, we also oversampled Latinos to bring total respondents in that subgroup to n=532 (comprised of n=125 from the national sample plus n=407 from the additional sampling). We offered respondents the option to progress through the interview in either English or Spanish.

The margin of sampling error for Latinos (N = 532) is ± 4.2 percentage points. The margin of sampling error for the national sample (N = 1,002) is ± 3.1 percentage points.

In this year's survey 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-tested school choice programs, and the importance of special interest endorsements. Those comparisons tend to be salient considerations in state politics and reflect some of the undercurrents in education policy discussions.

Ground Rules and Organization

Before discussing the survey results, some brief ground rules for reporting Latino sample, national sample, and other demographic subgroup responses. 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 response levels for the Latino sample on a given question. Following that initial observation, we consider the Latino sample's margin, hard/strong response levels, and the net intensity computed from the latter.

All mentions of demographic subgroups in this report refer to those subgroups within the Latino sample only. The only exceptions are mentions of non-Hispanic white responses and African-American responses. When statistically meaningful, we also make comparisons between the full national sample (N = 1,002) and the Latino sample (N = 532).

If we detect statistical significance on a given item, then we briefly report the differences.¹ Explicit subgroup comparisons/differences are statistically significant

¹ A note on terminology. We use the label “school parents” to refer to those Latino respondents who said they have one or more children in preschool through high school. We use the label “non-schoolers” for Latino respondents without children, or who may have children that are not in the PK–12 grade range. For age groups: “young adults” reflect Latino respondents who are age 18 to 34; “middle-age adults” are Latinos 35 to 54; and “senior adults” or “seniors” are Latinos 55 and older. For this report we have combined self-identified Latino

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 or less positive on a question. Comparing margins and intensities are meant to be suggestive for further exploration and research beyond this project.

The organization of this paper has four sections. The first section describes key findings, primarily discussing results within the Latino sample. The second section, called "Survey Snapshots," presents charts for additional context supporting those findings. The third section details the national survey's overall methodology, summarizes response statistics, and provides additional technical information on call dispositions for landline and cell phone interviews and weighting. The fourth 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.

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. Labels pertaining to Latino income groups go as follows: "low-income earners" < \$40,000; "middle-income earners" ≥ \$40,000 and < \$80,000; "high-income earners" ≥ \$80,000.



SECTION I

Key Findings

Issue Priority

About one out of five Latino respondents (22%) said “education” was the most important issue facing the country right now, trailing only “economy and jobs” (27%) as a first priority.

- What else is important? Nearly 13% of respondents indicated “immigration” as a critical issue for the United States.
- Southerners (27%) are more likely to be concerned about education than those Latinos who live in the West (16%).²
- Young Latinos (30%) and middle-age Latinos (17%) are more likely to be focused on education than seniors (10%).

Direction of K–12 Education

Latinos are substantially more likely to think K–12 education has gotten off on the “wrong track” (53%), compared with 38 percent who say it is heading in the “right direction.” On this question, the margin is -15 points.

Compared with the national average (32%), Latinos (38%) are relatively more likely to say the direction of K-12 education is “going in the right direction.” Conversely, the national average for “wrong track” (60%) is significantly more negative than the Latino average (53%).

² In this report we are at least 95 percent confident of any noted significant differences when making three types of comparisons: (1) comparing the Latino sample vs. National sample; (2) Latino sample vs. subgroups within the Latino sample; or (3) between two or more subgroups within the Latino sample. 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, $n \leq 100$). When I refer to subgroup sample sizes – in forthcoming tables – those numbers represent the unweighted number of interviews.

We observe negative attitudes about the direction of K–12 education across most demographics. Most subgroup margins are greater than -10 percentage points. However, some key differences stand out when making comparisons within certain demographic categories, or comparing a subgroup to the national average:

- School parents (50%) are significantly more likely to say “right direction” than non-schoolers (31%) as well as the overall Latino average.
- Two subgroups are significantly more likely to say “wrong track” than the Latino average: suburbanites (64%) and Independents (69%).
- Middle-age Latinos (45%) are more positive than younger Latinos (31%).
- Low-income Latinos (47%) are relatively more positive than middle-income (32%) and high-income Latinos (26%).
- Republicans (64%) are significantly more negative than Democrats (48%).

Most subgroup margins are negative. The exceptions within the Latino sample are: school parents (+6 points), urbanites (+7 points), and low-income earners (+2 points).

Federal Government Performance

The Latino community is wary about federal involvement in K–12 education. Nearly three-quarters of Latinos have a dim view of the federal government’s performance in K–12 education (73% say “fair” or “poor”). Only 23 percent of respondents said “good” or “excellent.”

Negative attitudes cut across all Latino demographics. Subgroup margins are overwhelmingly negative—all but three wider than -40 percentage points. The largest margins are among high-income earners (-75 points), Republicans (-68 points), non-schoolers (-62 points), and suburbanites (-60 points).

Education Spending

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

- About 23% of respondents believed \$4,000 or less was being spent per student in the nation’s public schools. Another 22% of the Latino respondents 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.³ 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, Latinos are less likely to say public school funding is “too low.”

- In a split-sample experiment, we asked two slightly different questions. On version 6A, 59% of respondents said public school funding was “too low.” 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 15 percentage points to 44%.

³ “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

Grades, Preferences for Types of Schools

Latinos are much more likely to give grades A or B to private schools in their communities, compared with their local public schools. When considering only those respondents who actually gave a grade, the local private schools (82% gave an A or B) fare even better than public schools (50% gave an A or B).

- When considering *all responses*, we see approximately 47% of voters give an A or B to local public schools; 60% give an A or B to local private/parochial schools; and 43% give those high grades to public charter schools. Only 4% of respondents would give a D or F grade to private schools; 17% gave the same low grades to public schools; and 9% 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 (27%) or charter schools (36%), compared with the proportion that did not grade public schools (5%).
- When examining *only those responses giving grades* to different school types in their communities, we observed approximately 50% of the Latino sample gave an A or B to local public schools; 82% graded an A or B to local private/parochial schools; and 68% gave an A or B to charter schools. Only 6% of respondents gave a D or F grade to private schools; 14% gave low grades to charter schools; and 17% assigned poor grades to area public schools.

When asked for a preferred school type, a plurality of Latinos selected a private school (46%) as a first option for their child. A little less than one-third of respondents (32%) would choose 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 Latino enrollment patterns in the United States. About 92% of Latino K–12 students attend public schools across the country. Only about 3.5% of students enroll in private schools. Roughly 4.5% of Latino students currently go to public

charter schools. We could not find a reliable estimate for the proportion of Latino students who homeschool.⁴

In a follow-up question, more Latino 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” (14%), “class-size/student-teacher ratio” (11%), and “academics/curriculum/courses” (11%).

Charter Schools

Charter schools are supported by a solid majority of Latinos. About six out of 10 (62%) said they favor charter schools, whereas 26 percent of Latino respondents said they oppose charters. Latinos are significantly more likely to support charter schools than the national average (53%).

Latinos show a large margin of support for charter schools (+36 points). They are more than twice as likely to express intensely positive responses toward charters (25% “strongly favor” vs. 11% “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, 49% of Latino respondents said they favored charters and 17% said they opposed them. In the follow-up question, respondents were given a definition for a charter school. With basic context, support rose 13 points to 62%, and opposition increased nine points to 26%.

⁴ Author’s calculations based on Latino student enrollment estimates provided by the U.S. Department of Education’s National Center for Education Statistics (NCES): estimated 449,485 private school students (2011–12) nces.ed.gov/surveys/pss/tables/table_2011_09.asp and nces.ed.gov/surveys/pss/tables/table_2011_15.asp; estimated 569,660 public charter school students (2011–12): dashboard.publiccharters.org/dashboard/students/page/race/year/2012; estimated 11,693,788 regular public school students (2011–12): nces.ed.gov/ccd/elsi/tableGenerator.aspx

- The proportion of “don’t know” responses shrinks by 19 points (32% to 13%) 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: small-town residents (43%) and low-income earners (37%).

Positive views on charter schools span nearly all observed demographics.⁵ Most subgroups have substantially large margins in the positive direction—greater than +30 percentage points. The largest margins are among western Latinos (+41 points), Republicans (+40 points), and middle-income earners (+40 points). High-income earners produced the smallest positive margin (+32 points).

Intensities are also positive nearly across the board. The largest are among Republicans (+21 points), middle-income earners (+22 points), and seniors (+20 points).

Outside of the Latino sample, African Americans supported charter schools by a two-to-one ratio (56% favor vs. 27% oppose). The margin of support (+29 points) and positive intensity (+2 points) were smaller than the attitudes expressed by Latinos.

Latinos were significantly more supportive of charters than whites (52%), but the difference between Latinos and African Americans (56%) was not significantly different.

School Vouchers

Approximately seven out of 10 Latinos (71%) say they favor school vouchers, compared with 24 percent who said they oppose such a school choice system. Latino support is significantly higher than the national average (61%). The margin of support (+47 points) is nearly nine times the sample’s margin of

⁵ Latino responses in the Midwest appear to be an outlier (31% favor vs. 47% oppose), and caution must be taken when interpreting those results because of the subgroups small sample size (n = 40). Likewise, rural Latino support is relatively small (margin = +9 points) compared with other subgroups and the sample size is small (n = 38). Henceforth, we do not report subgroup results for those subgroups with unweighted sample sizes smaller than 100 respondents.

error. Respondents were more likely to express an intensely favorable view toward vouchers (40% “strongly favor” vs. 14% “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, Latino respondents were asked for their views on vouchers without a definition or any other context. On this baseline question, 43% said they favored vouchers, and 15% said they opposed such an education policy. In the follow-up question, using a basic definition for a school voucher system, support rose 28 points to 71%, and opposition increased nine points to 24%.
- The opinion change on vouchers—from baseline to follow-up—markedly expands the margin, from +28 points to +47 points. The intensity for vouchers also shifts increasingly in the positive direction, from +15 points to +26 points.
- We estimate 41% of Latino respondents were initially unfamiliar with school vouchers. The proportion of “don’t know” responses shrinks by 36 points (41% to 5%) when comparing the baseline item to the definition item.

All demographics within the Latino sample express highly positive views on vouchers. Subgroup margins are substantially large in the positive direction—greater than +30 percentage points for all observed subgroups but two. The largest margins are among small-town residents (+65 points), young Latinos (+60 points), Republicans (+54 points), suburbanites (+52 points), and low-income earners (+52 points). The smallest margins are among urbanites (+26 points), seniors (+29 points), and high-income earners (+30 points).

- A surprising finding that goes against conventional wisdom is both suburbanites (74%) and small-town residents (79%) say they are more supportive of vouchers than urbanites (60%). Those differences are statistically significant.
- Young Latinos (78%) are more favorable toward school vouchers than seniors (60%).

The net intensity among Latinos (+26 points) is double the national average (+13 points). Intensities are also positive across Latino demographics. The largest are among Republicans (+41 points), suburbanites (+33 points), small-town residents (+33 points),

young Latinos (+32 points), and middle-income earners (+31 points). The smallest intensities are among urbanites (+5 points) and high-income earners (+12 points).

African Americans supported school vouchers (70% favor vs. 25% oppose) by similar proportions as Latinos. The margin of support (+45 points) and positive intensity (+24 points) were comparable to those opinions provided by Latinos. Both Latinos and African Americans were significantly more supportive of charters than whites (58%).

In a follow-up question, among Latinos, we learned the most common reasons for supporting school vouchers are “access to schools having better academic outcomes” (44%) and “more freedom and flexibility for parents” (22%). 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” (43%).

Education Savings Accounts (ESAs)

Nearly three out of four Latinos (73%) say they support an “education savings account” system (ESA). That result is significantly higher than the national average observed in our survey (62%). The Latino margin of support is large (+51 points). Less than one-fourth of respondents (22%) said they oppose ESAs. In our survey, Latinos were nearly four times as likely to express an intensely favorable view toward ESAs (41% “strongly favor” vs. 11% “strongly oppose”).

All observed Latino demographics are supportive of ESAs. With only one exception, subgroup margins are greater than +30 percentage points. The largest margins are among school parents (+60 points), young Latinos (+60 points), and Democrats (+58 points). The smallest margin is among seniors (+26 points).

Latino intensity of support for ESAs (+30 points) is almost twice as large as was observed for the national average (+16 points). Intensities are also positive for all subgroups in the Latino sample. Southern Latinos (+36 points) and Republicans (+36 points) appear most

intensely positive. On the other end of the spectrum, high-income earners (+18 points) and seniors (+19 points) appear to be relatively the least positive in terms of comparing hard opinions on the item.

African American support for ESAs nearly mirrored the national average. About six out of 10 African Americans (63%) support ESAs, compared with 28 percent saying they oppose. Their margin of support (+35 points) and positive intensity (+20 points) are similar to what we observed of the national sample.

Latinos were significantly more supportive of ESAs than whites (57%), but the difference between the latter and African Americans was not significantly different.

A split-sample experiment in the follow-up question reveals Latinos are relatively more inclined to favor universal access to ESAs, while also being slightly supportive of means-tested eligibility based solely on financial need.

- In Split A, approximately two out of three respondents (69%) said they agree with the statement: “ESAs should be available to all families, regardless of incomes and special needs.” About 46% “strongly agree” with that statement. Fewer than three out of 10 voters (28%) disagree; 18% 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 half of respondents (53%) agreed, while 26% said “strongly agree.” Four out of 10 (43%) said they disagree with means-testing ESAs, and 24% said they “strongly disagree.”

Tax-Credit Scholarships

Latinos are nearly five times as likely to support a tax-credit scholarship program than they are to oppose one. More than three out of four respondents (76%) said they supported the reform, whereas 16 percent said they oppose

tax-credit scholarships. The margin is +60 percentage points. That finding is significantly different than what we observed for the national average (60% favor vs. 29% oppose, margin = +31 points). The Latino community is more than four times as likely to express intensely positive responses toward tax-credit scholarships (37% “strongly favor” vs. 8% “strongly oppose”).

With only one exception, observed subgroup margins are greater than +50 percentage points. Young Latinos produced the largest margin (+72 points). Relatively speaking, seniors showed the smallest margin of support (+37 points). Young Latinos (83%) and middle-age Latinos (75%) are significantly more supportive of tax-credit scholarships than seniors (62%).

Net intensities are positive for all observed demographic subgroups, and there appears to be some variation. Subgroups with the most intensely positive responses include Republicans (+41 points) and middle-income earners (+35 points). The weakest positive intensity is among seniors (+16 points) and high-income earners (+21 points).

Outside of the Latino sample, seven out of 10 African American (70%) said they favored tax-credit scholarships, while less than one-fourth (22%) said they opposed the reform. Both Latinos and African Americans were significantly more supportive of this kind of school choice policy than whites (57%).

Standardized Testing

More than two out of five Latinos (42%) believed students spend at least 16 or more days of the school year – nearly 10 percent of the academic year – on standardized testing activities.

- High-income earners (57%) are significantly more likely to say “16 or more school days” than low-income earners (39%).
- Seniors (23%) are significantly more likely than young adults (8%) to say they “don’t know” or are unsure about responding to this question.

A plurality of Latinos (39%) said the amount of time spent on standardized testing is “about right,” compared with 31 percent who said “too high” or 25 percent who said “too low.”

- Views on testing diverge greatly among income groups. High-income earners (48% too high vs. 25% too low) are much more likely to say “too high” than low-income earners (16% too high vs. 26% too low).
- There are clear differences when comparing across race/ethnic groups. Both Latinos (31%) and African Americans (24%) are significantly less likely to say “too high” compared with whites (46%). Conversely, African Americans (32%) are more likely to say “too low” compared with whites (17%).

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 Latino respondents (53%) said supplying vouchers/scholarships to affected families would be a useful state intervention. Significantly smaller proportions believed converting district schools to charter schools (33%), dismissing the school personnel (28%), or closing the school (25%) would be useful to affected students and families.⁶

- Again, significant differences emerge when comparing across race/ethnic groups. Both Latinos (53%) and African Americans (55%) are significantly more likely to say “supply a voucher, scholarship, or ESA” is more useful to families than whites (35%).

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.

Common Core State Standards

A majority of Latino respondents (56%) said they support the Common Core State Standards (Common Core) compared with 35 percent who said they oppose that approach to developing and implementing state-level academic standards. The margin is +21 percentage points. However, the net intensity is more or less a wash (20% strongly favor vs. 19% strongly oppose).

- Without any context or definition, 42% of Latinos say they support Common Core, whereas the proportion in opposition is about 10 points less (32%). 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 follow-up question, which provided additional context to the purpose and origins of the Common Core, respondents increased their support by 14 points to 56%, and opposition increased by three points to 35%.
- We estimate one-fourth of respondents (24%) were initially unfamiliar with Common Core. The proportion of “don’t know” responses shrinks by 16 points down to 8% when comparing the baseline and context items.

On Common Core, we observe differences in views between minority groups and whites:

	<u>Favor</u>	<u>Oppose</u>	<u>Margin</u>	<u>Intensity</u>
Latino	56%	35%	+ 21	+1
African American	58%	37%	+ 21	+ 10
Non-Latino White	46%	44%	+ 2	- 13

Political Signals

A candidate for public office is more likely to win over Latinos with affirming positions on ESAs and school vouchers compared with a “pro” position on Common Core (39%, 34%, and 21%, respectively).

- If a respondent had a particular view on ESAs, she or he was more than four times as likely to vote for a pro-ESA candidate (39% “more likely” vs. 10% “less likely”). Nearly half of respondents (49%) signaled an ESA position would not make or break their votes, saying “no difference.”
- Latinos are also much more likely to vote for a pro-voucher candidate than to oppose one (34% “more likely” vs. 13% “less likely”). Just fewer than half of respondents (49%) said vouchers are not a make-or-break issue.
- Latinos are slightly more likely to vote for a pro-Common Core candidate than to support one (21% “more likely” vs. 17% “less likely”). A majority of respondents (59%) said Common Core did not make a difference.

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 solid majority of Latinos (60%) said the union has a positive influence. That is a significantly different result compared with the views of whites (40%). One out of six Latinos (17%) said the teachers’ union has a negative influence, which is also significantly different than the opinion of whites (31%). Latinos are more likely to say the union signal has a “strong positive influence” (25%), compared with a strong negative influence” (10%). Thirteen percent of Latino respondents said the endorsement “does not matter to me.” On this question, Latinos and African Americans respond similarly with no significant differences.

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?” Compared with the other split version, a slightly larger majority of Latinos (63%) said a parent advocacy organization would have a positive influence. That is a significantly different result

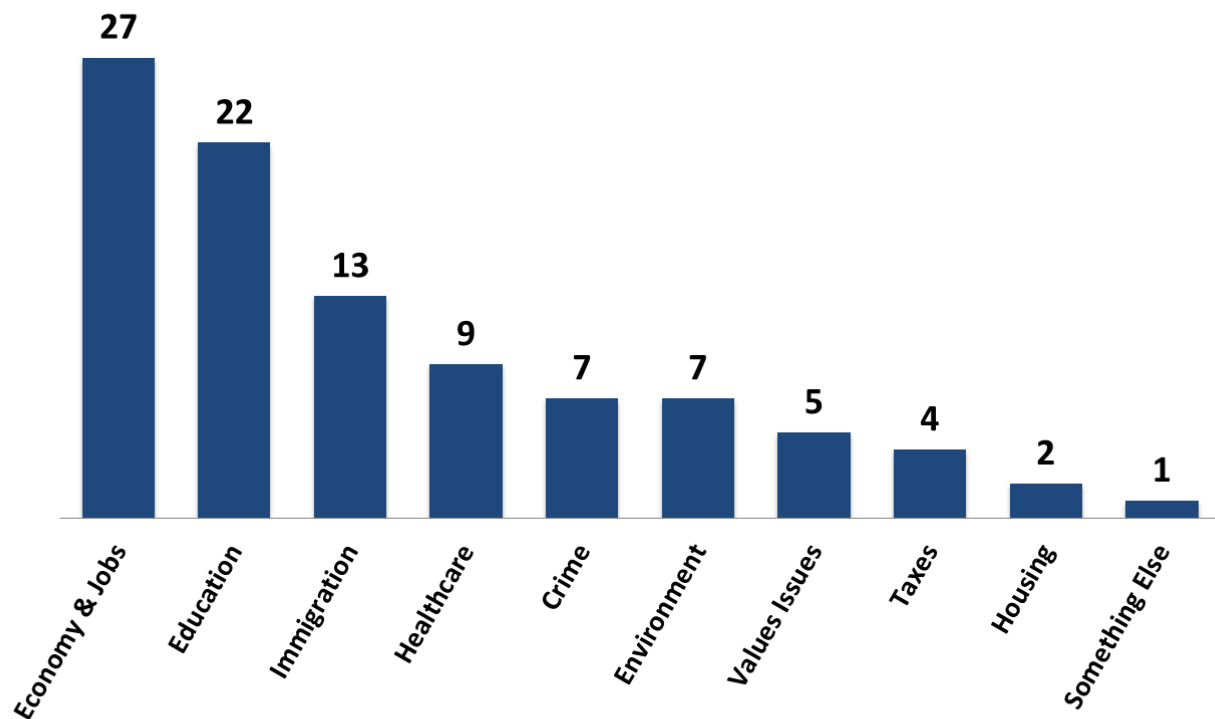
compared with the views of whites (45%). Only 12% said such a group would have a negative influence, which is not statistically different from whites (18%). Almost one out of five Latino respondents (18%) said the endorsement “does not matter to me.” Like the other split-sample question, Latinos and African Americans respond similarly with no significant differences.



SECTION II

Survey Snapshots

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



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Latino Perspectives on K–12 Education & School Choice*, Q1.

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=
LATINO	38	53	- 15	532
National Average	32	60	- 28	1,002
African American	41	52	- 11	103
Asian American	58	20	+ 38	33
White (non-Hispanic)	25	67	- 42	683
School Parent	50	44	+ 6	200
Non-Schooler	31	59	- 28	330
REGION				
Northeast	37	52	- 15	78
Midwest	37	60	- 23	40
South	36	57	- 21	175
West	40	48	- 8	239
COMMUNITY				
Urban	48	41	+ 7	153
Suburban	27	64	- 37	197
Small Town	41	52	- 11	131
Rural	46	49	- 3	38
PARTY ID				
Democrat	42	48	- 6	302
Republican	33	64	- 31	119
Independent	27	69	- 42	49
AGE GROUP				
18 to 34	31	60	- 29	160
35 to 54	45	46	- 1	191
55 & Over	40	51	- 11	158
HOUSEHOLD INCOME				
Under \$40,000	47	45	+ 2	211
\$40,000 to \$79,999	32	59	- 27	160
\$80,000 & Over	26	65	- 39	110

NOTE: Besides the race/ethnic categories, all other demographic subgroups reported in this table are part of the Latino-only sample. 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, *Latino Perspectives on K-12 Education & School Choice*, Q5.

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=
LATINO	23	73	- 50	- 27	532
National Average	20	77	-57	- 27	1,002
African American	29	65	- 36	- 22	103
Asian American	42	57	- 15	+ 5	33
White (non-Hispanic)	16	80	- 64	- 40	683
School Parent	32	68	- 36	- 18	200
Non-Schooler	16	78	- 62	- 34	330
REGION					
Northeast	22	76	- 54	- 23	78
Midwest	19	82	- 63	- 42	40
South	21	73	- 52	- 30	175
West	25	72	- 47	- 23	239
COMMUNITY					
Urban	23	72	- 49	- 19	153
Suburban	19	79	- 60	- 37	197
Small Town	30	67	- 37	- 20	131
Rural	13	72	- 59	- 29	38
PARTY ID					
Democrat	24	73	- 49	- 22	302
Republican	13	81	- 68	- 47	119
Independent	20	79	- 59	- 20	49
AGE GROUP					
18 to 34	20	77	- 57	- 31	160
35 to 54	22	71	- 49	- 22	191
55 & Over	29	69	- 40	- 27	158
HOUSEHOLD INCOME					
Under \$40,000	30	67	- 37	- 13	211
\$40,000 to \$79,999	21	76	- 55	- 35	160
\$80,000 & Over	12	87	- 75	- 45	110

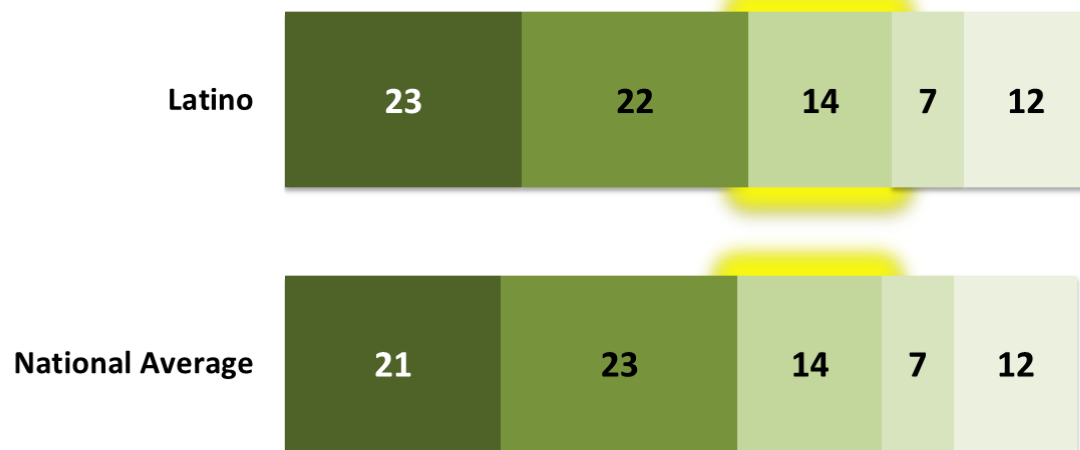
NOTE: Besides the race/ethnic categories, all other demographic subgroups reported in this table are *part of the Latino-only sample*. Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. 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, *Latino Perspectives on K-12 Education & School Choice*, Q6.

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 Latino Responses, % of All Responses)

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



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Latino Perspectives on K-12 Education & School Choice*, 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:

■ Too High

■ About Right

■ Too Low

(% of Latino Responses, by split sample)

(A) Without Information



(B) With Information

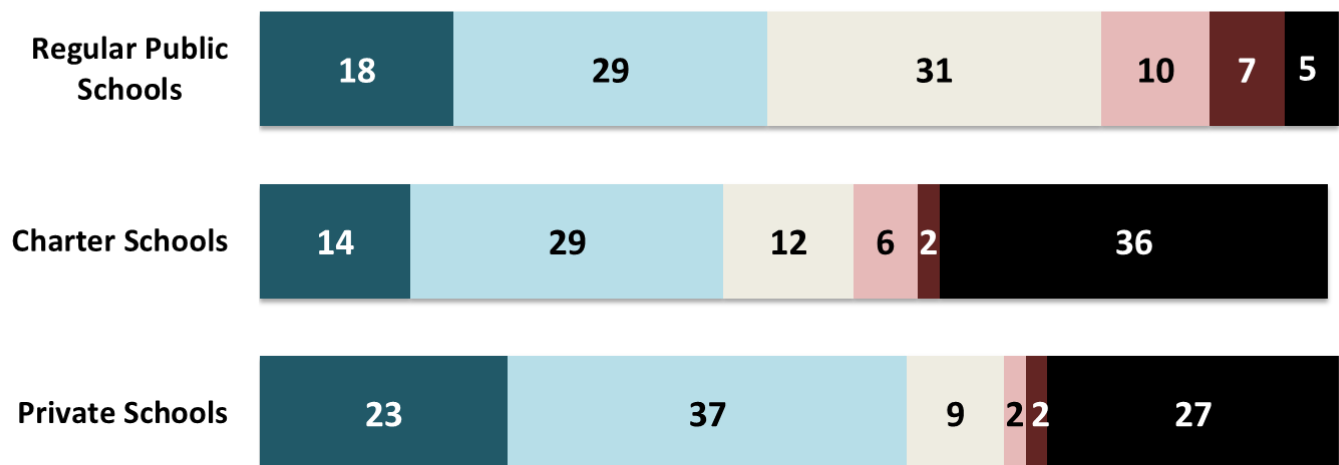


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Latino Perspectives on K-12 Education & School Choice*, Q8A and Q8B.

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

A B C D F DNA/DK

(% of Latino Responses)

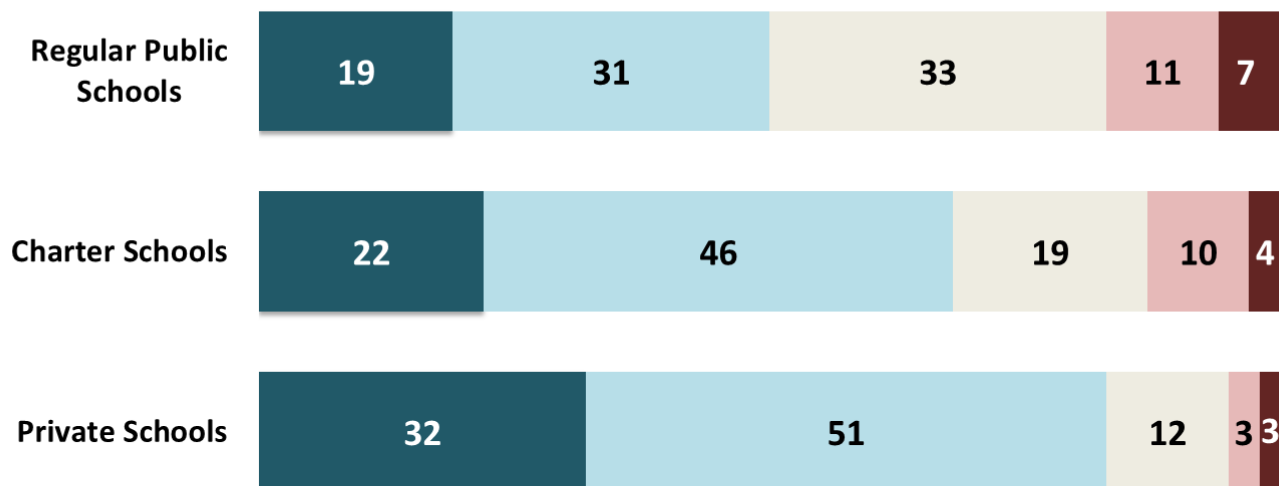


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Latino Perspectives on K-12 Education & School Choice*, Q9.

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

A B C D F

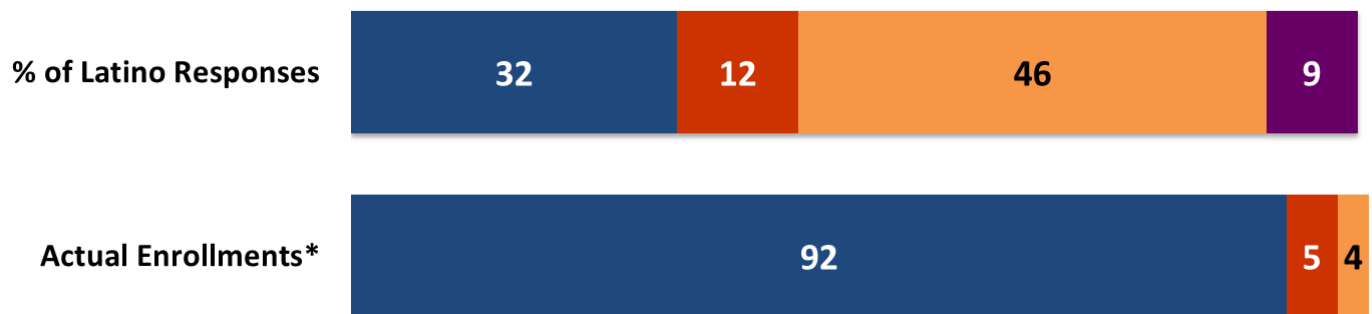
(% of Only Latino Responses Giving Grades)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Latino Perspectives on K-12 Education & School Choice*, 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?

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



* Proportions have been rounded for Private School enrollment (3.5%) and Charter School enrollment (4.5%). We do not provide an estimate for Latinos who homeschool their children.

FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Latino Perspectives on K–12 Education & School Choice*, Q10.

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 15 | Specific impressions offered by Latino respondents (N = 525). Numbers represent counts (n), not percentages.

BETTER EDUCATION / QUALITY	90
INDIVIDUAL ATTENTION / ONE-ON-ONE	72
CLASS SIZE / STUDENT-TEACHER RATIO	60
ACADEMICS / CURRICULUM	58
BETTER TEACHERS / TEACHERS / TEACHING	54
DISCIPLINE / STRUCTURE	47
OUTCOMES / RESULTS / GRADUATION RATE	40
STANDARDS / MORE CHALLENGING	30
PUBLIC SCHOOL: POSITIVE MENTIONS	29
RESOURCES / FUNDING	29
COST / TUITION / AFFORDABILITY	27
PUBLIC SCHOOL: NEGATIVE MENTIONS	26
ALMA MATER / SOCIAL NETWORK	25
ENVIRONMENT / CULTURE / COMMUNITY	24
SOCIALIZATION / PEERS / OTHER KIDS	23

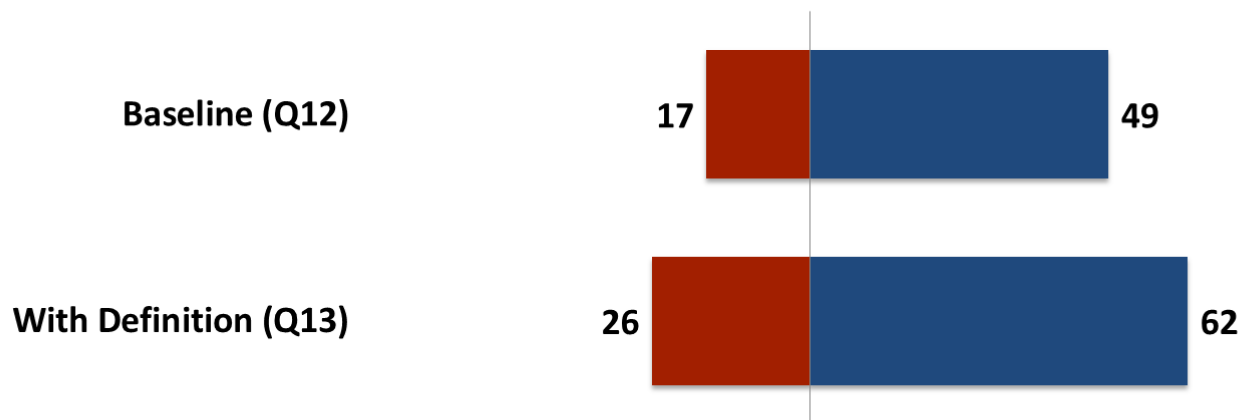
SOURCE: Friedman Foundation for Educational Choice, *Latino Perspectives on K–12 Education & School Choice*, Q11.

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

■ Oppose ■ Favor

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”?

(% of Latino Responses)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Latino Perspectives on K–12 Education & School Choice*, 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=
LATINO	62	26	+ 36	+ 14	532
National Average	53	27	+ 26	+ 10	1,002
African American	56	27	+ 29	+2	103
Asian American	51	18	+ 33	+ 17	33
White (non-Hispanic)	52	29	+ 23	+ 10	683
School Parent	64	25	+ 39	+ 15	200
Non-Schooler	60	26	+ 34	+ 14	330
REGION					
Northeast	73	18	+ 55	+ 5	78
Midwest	31	47	- 16	- 4	40
South	63	28	+ 35	+ 17	175
West	63	22	+ 41	+ 20	239
COMMUNITY					
Urban	65	26	+ 39	+ 13	153
Suburban	63	26	+ 37	+ 18	197
Small Town	58	20	+ 38	+ 13	131
Rural	52	43	+ 9	+ 11	38
PARTY ID					
Democrat	61	26	+ 35	+ 13	302
Republican	67	27	+ 40	+ 21	119
Independent	59	26	+ 33	+ 24	49
AGE GROUP					
18 to 34	61	27	+ 34	+ 11	160
35 to 54	62	25	+ 37	+ 15	191
55 & Over	63	24	+ 39	+ 20	158
HOUSEHOLD INCOME					
Under \$40,000	59	22	+ 37	+ 12	211
\$40,000 to \$79,999	65	25	+ 40	+ 22	160
\$80,000 & Over	64	32	+ 32	+ 12	110

NOTE: Besides the race/ethnic categories, all other demographic subgroups reported in this table are part of the Latino-only sample. 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.

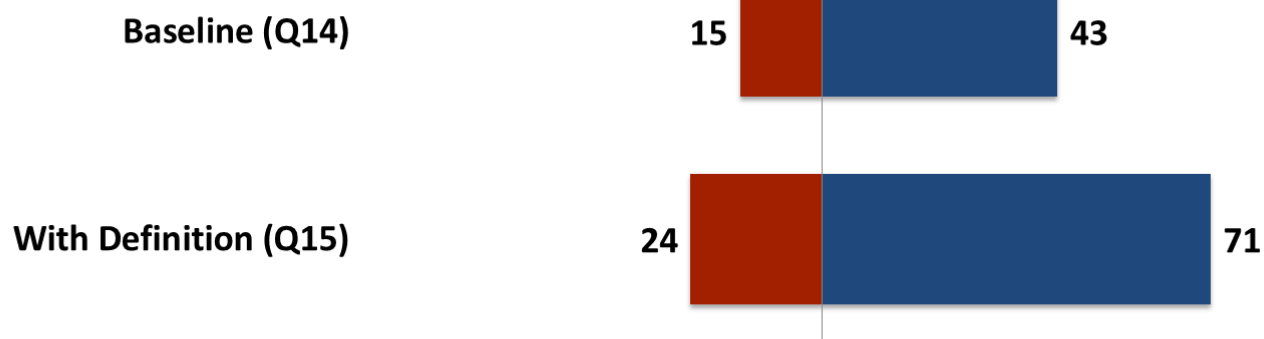
SOURCE: Friedman Foundation for Educational Choice, *Latino Perspectives on K-12 Education & School Choice*, Q13.

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?

■ Oppose ■ Favor

(% of Latino Responses)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Latino Perspectives on K–12 Education & School Choice*, 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?

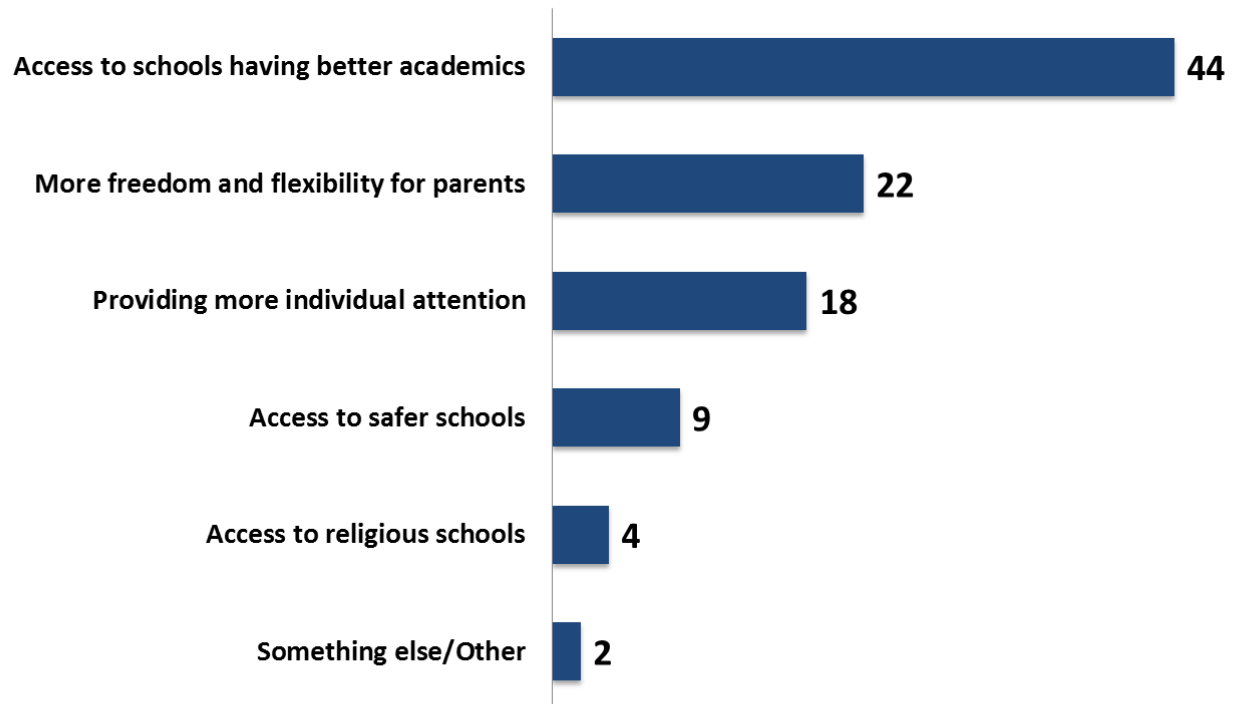
	Favor %	Oppose %	Margin	Intensity	N=
LATINO	71	24	+ 47	+ 26	532
National Average	61	33	+ 28	+ 13	1,002
African American	70	25	+ 45	+ 24	103
Asian American	59	35	+ 24	+ 15	33
White (non-Hispanic)	58	36	+ 22	+ 9	683
School Parent	72	24	+ 48	+ 29	200
Non-Schooler	70	24	+ 46	+ 24	330
REGION					
Northeast	72	23	+ 49	+ 26	78
Midwest	65	26	+ 39	+ 24	40
South	70	24	+ 46	+ 28	175
West	72	23	+ 49	+ 24	239
COMMUNITY					
Urban	60	34	+ 26	+ 5	153
Suburban	74	22	+ 52	+ 33	197
Small Town	79	14	+ 65	+ 33	131
Rural	68	26	+ 42	+ 50	38
PARTY ID					
Democrat	68	26	+ 42	+ 19	302
Republican	76	22	+ 54	+ 41	119
Independent	72	21	+ 51	+ 40	49
AGE GROUP					
18 to 34	78	18	+ 60	+ 32	160
35 to 54	68	27	+ 41	+ 21	191
55 & Over	60	32	+ 28	+ 20	158
HOUSEHOLD INCOME					
Under \$40,000	74	22	+ 52	+ 27	211
\$40,000 to \$79,999	72	24	+ 48	+ 31	160
\$80,000 & Over	63	33	+ 30	+ 12	110

NOTE: Besides the race/ethnic categories, all other demographic subgroups reported in this table are part of the Latino-only sample. 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, *Latino Perspectives on K–12 Education & School Choice*, Q15.

**What is the most important reason you say you favor school vouchers?
Is your main reason that such a system provides:**

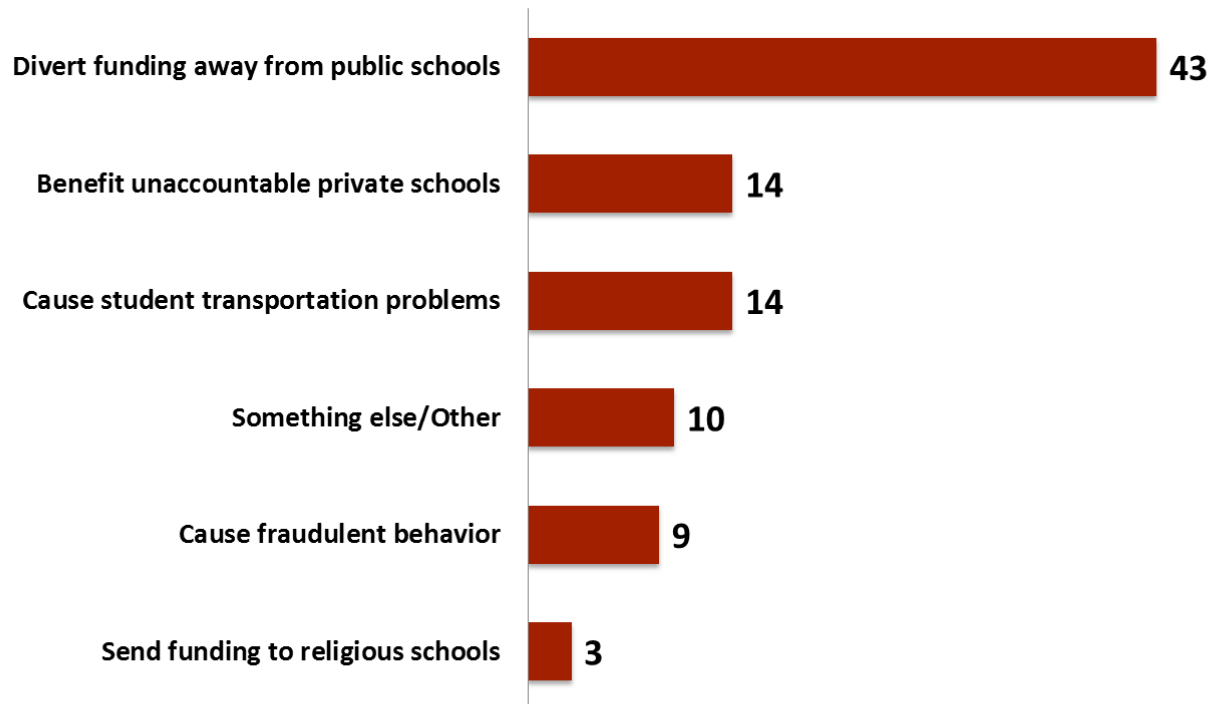
(% of Latino "Strongly/Somewhat Favor" Responses to Q15)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Latino Perspectives on K-12 Education & School Choice*, Q16.

**What is the most important reason you say you oppose school vouchers?
Is your main reason that such a system would:**

(% of Latino "Strongly/Somewhat Oppose" Responses to Q15)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Latino Perspectives on K-12 Education & School Choice*, Q17.

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=
LATINO	73	22	+ 51	+ 30	532
National Average	62	28	+ 34	+ 16	1,002
African American	63	28	+ 35	+ 20	103
Asian American	81	14	+ 67	+ 47	33
White (non-Hispanic)	57	30	+ 27	+ 9	683
School Parent	78	18	+ 60	+ 32	200
Non-Schooler	69	25	+ 44	+ 29	330
REGION					
Northeast	72	22	+ 50	+ 21	78
Midwest	62	30	+ 32	+ 14	40
South	74	22	+ 52	+ 36	175
West	75	21	+ 54	+ 32	239
COMMUNITY					
Urban	71	24	+ 47	+ 22	153
Suburban	72	21	+ 51	+ 29	197
Small Town	74	22	+ 52	+ 34	131
Rural	80	19	+ 61	+ 52	38
PARTY ID					
Democrat	77	19	+ 58	+ 29	302
Republican	71	27	+ 44	+ 36	119
Independent	65	30	+ 35	+ 38	49
AGE GROUP					
18 to 34	78	18	+ 60	+ 31	160
35 to 54	74	22	+ 52	+ 33	191
55 & Over	58	33	+ 25	+ 19	158
HOUSEHOLD INCOME					
Under \$40,000	75	20	+ 55	+ 34	211
\$40,000 to \$79,999	70	28	+ 42	+ 29	160
\$80,000 & Over	68	22	+ 46	+ 18	110

NOTE: Besides the race/ethnic categories, all other demographic subgroups reported in this table are part of the Latino-only sample. 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.

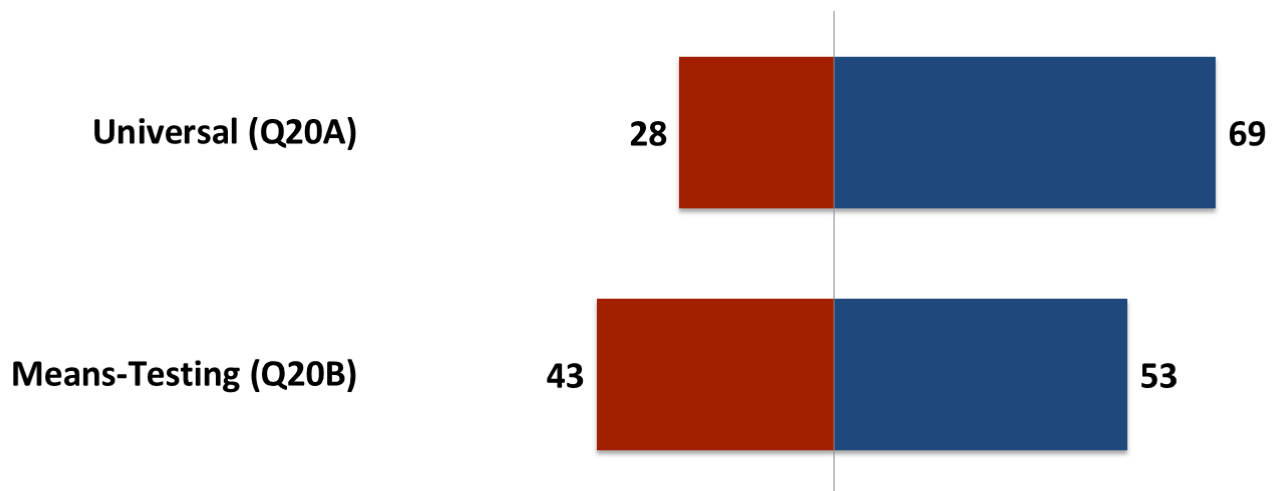
SOURCE: Friedman Foundation for Educational Choice, *Latino Perspectives on K–12 Education & School Choice*, Q19.

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?

■ Disagree ■ Agree

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?

(% of Latino Responses)



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Latino Perspectives on K–12 Education & School Choice*, Q20A and Q20B.

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?

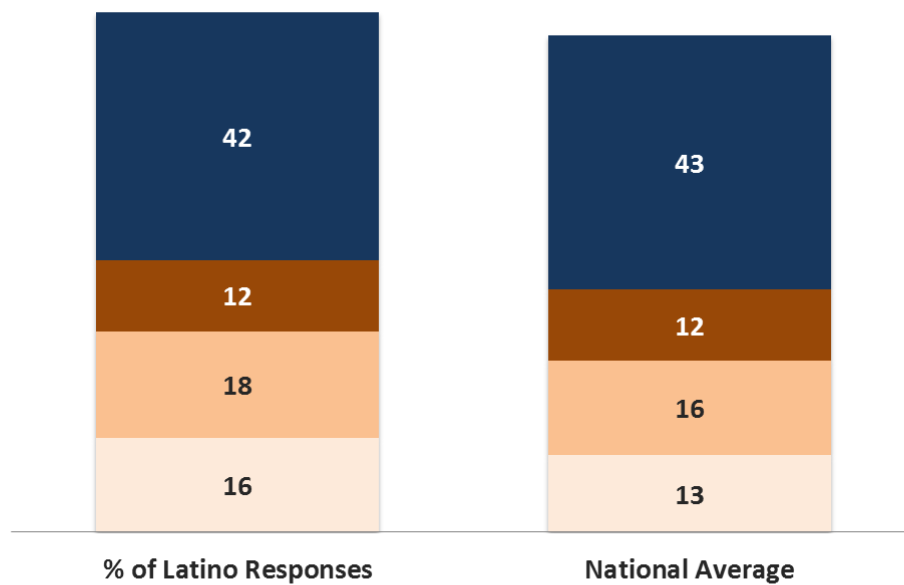
	Favor %	Oppose %	Margin	Intensity	N=
LATINO	76	16	+ 60	+ 29	532
National Average	60	29	+ 31	+ 12	1,002
African American	70	22	+ 48	+ 16	103
Asian American	49	37	+ 12	+ 8	33
White (non-Hispanic)	57	32	+ 25	+ 7	683
School Parent	78	13	+ 65	+ 33	200
Non-Schooler	74	19	+ 55	+ 26	330
REGION					
Northeast	74	18	+ 56	+ 30	78
Midwest	72	22	+ 50	+ 31	40
South	81	12	+ 69	+ 35	175
West	74	18	+ 56	+ 23	239
COMMUNITY					
Urban	80	14	+ 66	+ 23	153
Suburban	74	20	+ 54	+ 31	197
Small Town	73	15	+ 58	+ 26	131
Rural	83	13	+ 70	+ 45	38
PARTY ID					
Democrat	75	18	+ 57	+ 23	302
Republican	83	16	+ 67	+ 41	119
Independent	76	13	+ 63	+ 47	49
AGE GROUP					
18 to 34	83	12	+ 71	+ 31	160
35 to 54	75	18	+ 57	+ 32	191
55 & Over	62	25	+ 37	+ 16	158
HOUSEHOLD INCOME					
Under \$40,000	75	17	+ 58	+ 29	211
\$40,000 to \$79,999	79	16	+ 63	+ 35	160
\$80,000 & Over	74	19	+ 55	+ 21	110

NOTE: Besides the race/ethnic categories, all other demographic subgroups reported in this table are *part of the Latino-only sample*. 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, *Latino Perspectives on K–12 Education & School Choice*, Q22.

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.

- 16 or More School Days
- 11 to 15 School Days
- 6 to 10 School Days
- 5 or Less School Days



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Latino Perspectives on K-12 Education & School Choice*, Q23.

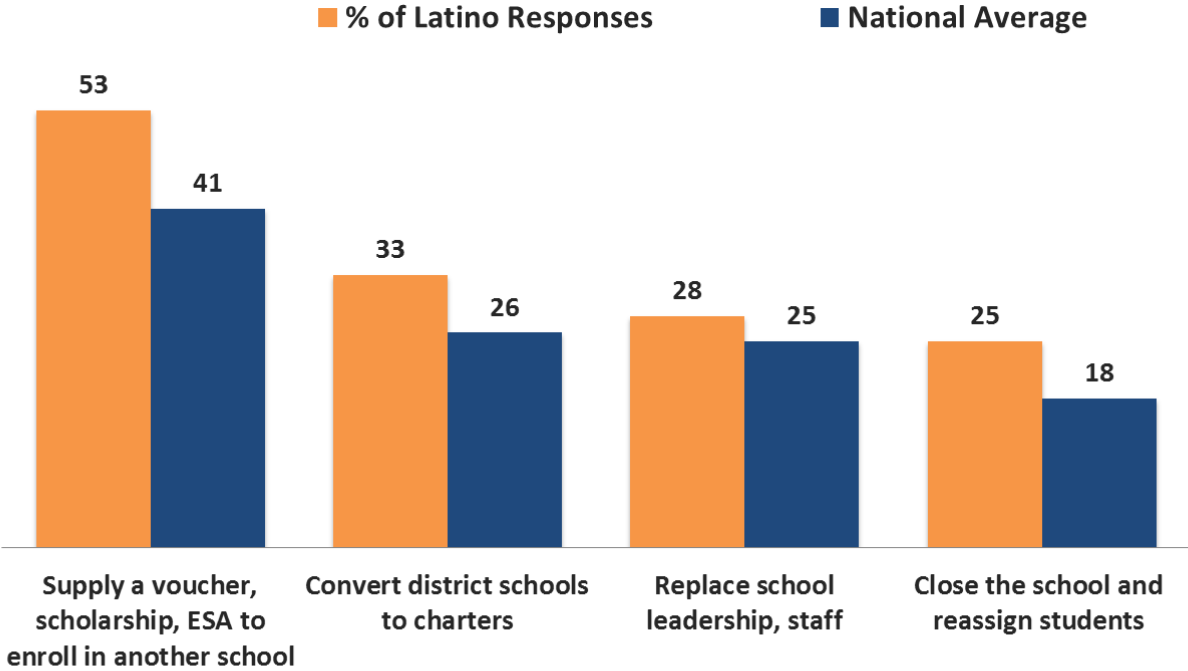
Q24. Do you believe the amount of time spent on standardized testing in American schools is:

	Too High %	About Right %	Too Low %	N=
LATINO	31	39	25	532
National Average	42	31	19	1,002
African American	24	38	32	103
Asian American	38	32	22	33
White (non-Hispanic)	46	27	17	683
School Parent	28	42	25	200
Non-Schooler	33	36	25	330
REGION				
Northeast	30	40	25	78
Midwest	30	32	37	40
South	37	38	20	175
West	25	40	28	239
COMMUNITY				
Urban	30	44	19	153
Suburban	38	31	26	197
Small Town	19	45	31	131
Rural	29	37	26	38
PARTY ID				
Democrat	29	45	23	302
Republican	41	25	28	119
Independent	28	36	28	49
AGE GROUP				
18 to 34	30	35	31	160
35 to 54	31	42	21	191
55 & Over	30	43	18	158
HOUSEHOLD INCOME				
Under \$40,000	16	52	26	211
\$40,000 to \$79,999	40	33	25	160
\$80,000 & Over	48	21	25	110

NOTE: Besides the race/ethnic categories, all other demographic subgroups reported in this table are part of the Latino-only sample. 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, *Latino Perspectives on K–12 Education & School Choice*, Q24.

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)



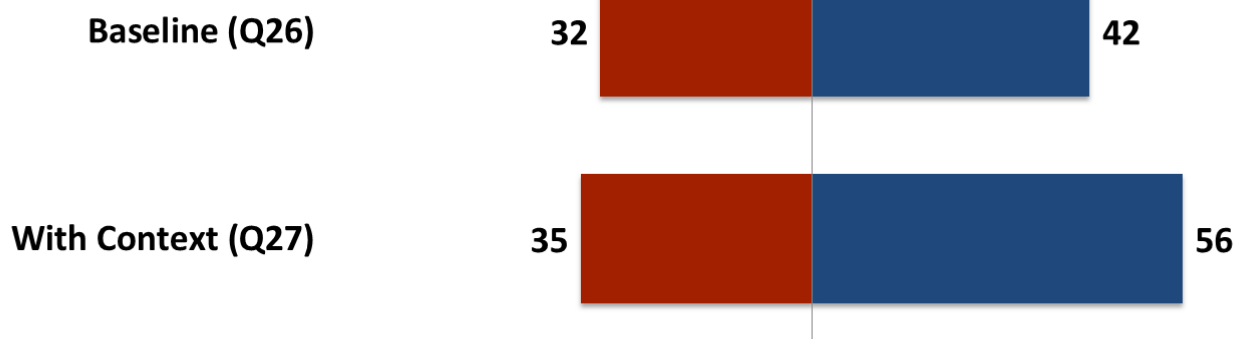
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Latino Perspectives on K–12 Education & School Choice*, Q25.

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”?

■ Oppose ■ Favor

(% of Latino Responses)

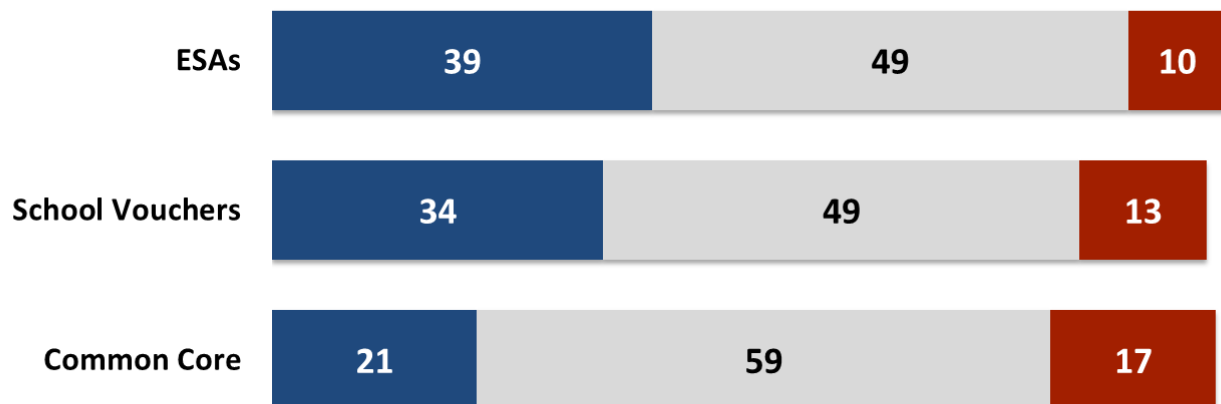


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Latino Perspectives on K-12 Education & School Choice*, Q26 and Q27.

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?

(% of Latino Responses)

- More Likely
- No Difference
- Less Likely



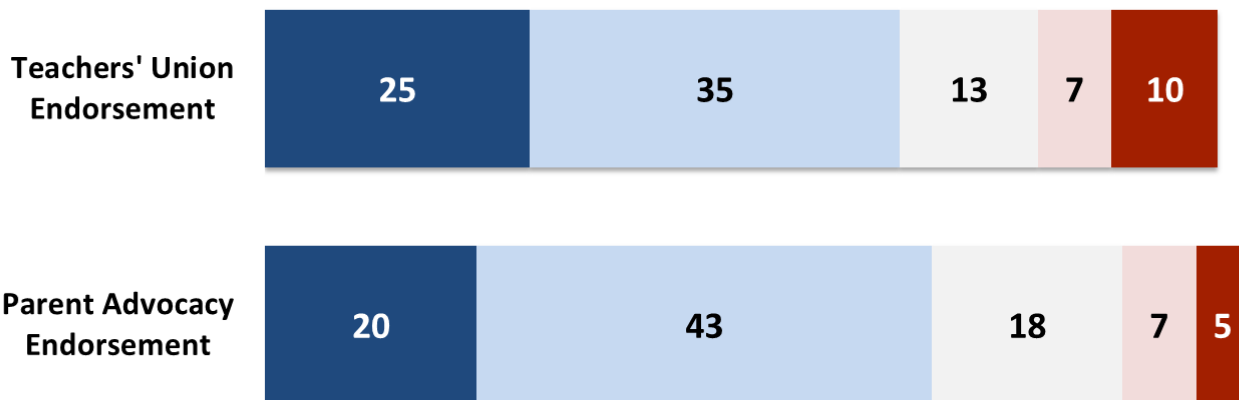
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Latino Perspectives on K–12 Education & School Choice, Q18, Q21, Q28.*

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?

(% of Latino Responses)

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



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Latino Perspectives on K-12 Education & School Choice*, Q29A and Q29B.



SECTION III

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.

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 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 $\pm 3.1\%$. This means that in 95 of every 100 samples drawn using the same methodology, estimated proportions based on the entire sample will be no more than 3.1 percentage points away from their true values in the population. 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			
<u>SUMMARY</u>			<u>DETAIL</u>
Landline	Cell Phone		Landline Cell Phone
6,300	4,300	Total	1,327 972 Disconnected
6,300	4,300	Released	3 0 Fax
0	0	Unreleased	133 87 Government/Business
4,502	3,220	Usable	0 0 Cell Phone
1,798	1,080	Unusable	. . Landline
4,467	2,966	Qualified	1,463 1,059 Unusable
71.5%	74.9%	Est. Usability	1,047 82 No Answer
99.0%	92.0%	Est. Eligibility	126 2 Busy
13.5%	13.5%	Est. Response	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

Latino Oversample Call Dispositions*

<u>SUMMARY</u>			<u>DETAIL</u>		
Landline	Cell Phone		Landline	Cell Phone	
5,400	3,600	Total	1,094	780	Disconnected
5,400	3,600	Released	1	0	Fax
0	0	Unreleased	97	70	Government/Business
3,915	2,734	Usable	0	.	Cell Phone
1,485	866	Unusable	.	0	Landline
2,365	1,167	Qualified	1,192	850	Unusable
72.5%	76.0%	Est. Usability	962	65	No Answer
50.7%	4.6%	Est. Eligibility	102	1	Busy
10.7%	13.1%	Est. Response	1,064	66	Usability Unknown
			254	153	Complete
			11	3	Break-Off
			265	156	Usable/Eligible
			397	285	Refused
			41	25	Language Barrier
			1,129	1,078	Voice Mail
			943	822	Call Back-Retry
			102	95	Strong Refusal
			9	4	Privacy Manager
			2,621	2,309	Usable/Eligible Unknown
			258	219	Under 18
			258	219	Usable/Ineligible
			10.7%	13.1%	Response Rate

* Reflects Latino oversample dialing only. (n = 407)

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%

Weighting Results for Latino Sample (N = 532)

	Pre-Weight	Post-Weight	Census Target
AGE			
18 - 24	13.7%	18.1%	18.0%
25 - 34	16.4%	24.7%	25.0%
35 - 44	16.0%	22.1%	22.0%
45 - 54	19.9%	16.3%	17.0%
55 - 64	15.4%	9.6%	10.0%
65+	14.3%	8.2%	9.0%
[Refused]	4.3%	1.0%	.
HISPANIC			
Yes	100.0%	100.0%	100.0%
No	.	.	.
RACE			
Asian [or Pacific Islander]	1.9%	0.3%	0.0%
Black [or African American]	1.3%	2.0%	2.0%
White	38.9%	63.0%	65.0%
[Other]	50.9%	33.0%	37.0%
[DK]	5.3%	1.1%	.
[Refused]	1.7%	0.6%	.
GENDER			
[Male]	47.9%	50.6%	51.0%
[Female]	52.1%	49.4%	49.0%
CENSUS REGION/DIVISION			
NORTHEAST	14.7%	14.6%	15.0%
MIDWEST	7.5%	8.6%	9.0%
SOUTH	32.9%	36.7%	37.0%
WEST	44.9%	40.1%	40.0%

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

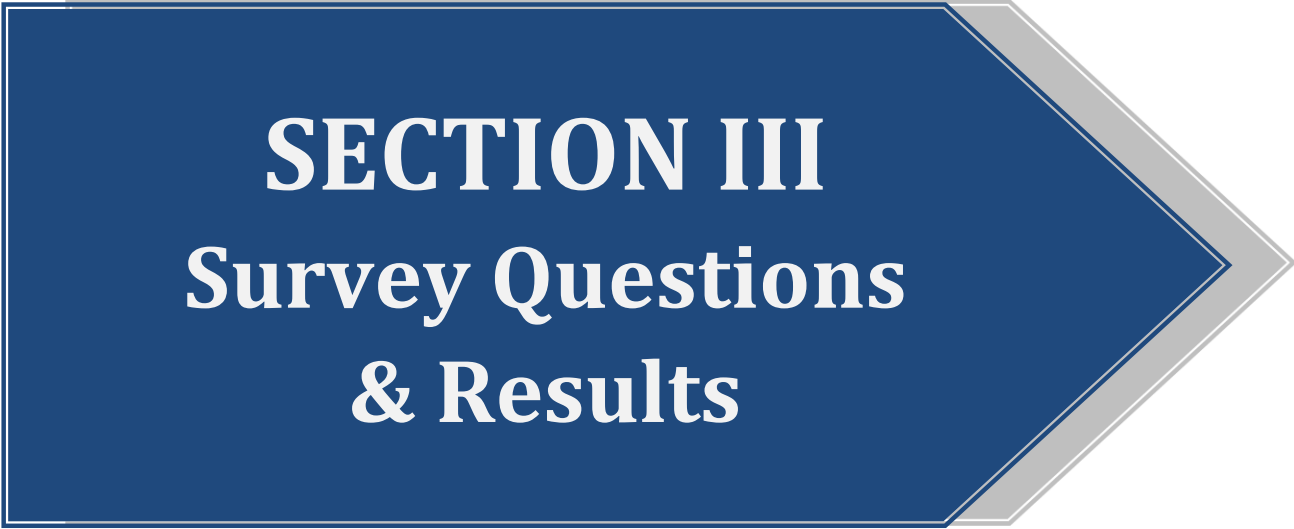
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All individuals have opinions, and many organizations (like our own) have specific missions or philosophical orientations. Scientific methods, if used correctly and followed closely in well-designed studies, should neutralize these opinions and orientations. 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 & Results

2015 Schooling in America Survey Questions and Select Results

Interview Dates: April 22 to May 12, 2015

Sample Frame & Method: Dual Frame; Probability Sampling; Random Digit Dial (RDD)

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%.

Not all demographic questions included in the Schooling in America Survey are presented in the following pages and tables. Those items were previously released on June 30, 2015.

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”]

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
Latino	7	27	22	7	9	2	13	5	4
African American	17	31	24	2	10	6	1	2	1
NATIONAL AVG	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.)
Latino	40	2	11	47	< 1
African American	32	4	16	46	2
NATIONAL AVG	28	3	19	50	< 1

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

	Regular Public School (or District School)	Public Charter School	Private School
Latino	85	6	14
African American	86	21	3
NATIONAL AVG	84	7	12

4. (If Q2 = 3) How many of your children (or grandchildren) attended a: (% answering ≥ 1)

	Regular Public School (or District School)	Public Charter School	Private School
Latino	87	1	29
African American	83	12	8
NATIONAL AVG	84	7	12

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.)
Latino	38	53	9
African American	41	52	7
NATIONAL AVG	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.)
Latino	6	17	40	33	4
African American	3	26	41	25	5
NATIONAL AVG	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.)
Latino	23	22	14	7	12	22
African American	29	23	10	8	9	22
NATIONAL AVG	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.)
Latino	9	26	59	6
African American	10	19	63	7
NATIONAL AVG	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.)
Latino	15	33	44	8
African American	16	15	63	6
NATIONAL AVG	11	22	60	8

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”]

Latino	A	B	C	D	F	DNA/DK/Ref (VOL.)
Regular Public Schools	18	29	31	10	7	5
Charter Schools	14	29	12	6	2	36
Private Schools	23	37	9	2	2	27

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.)
Latino	12	9	46	32	2
African American	16	7	36	40	2
NATIONAL AVG	12	9	41	36	3

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 15 | Specific impressions offered by Latino respondents (N = 525). Numbers represent counts (n), not percentages.

BETTER EDUCATION / QUALITY	90
INDIVIDUAL ATTENTION / ONE-ON-ONE	72
CLASS SIZE / STUDENT-TEACHER RATIO	60
ACADEMICS / CURRICULUM	58
BETTER TEACHERS / TEACHERS / TEACHING	54
DISCIPLINE / STRUCTURE	47
OUTCOMES / RESULTS / GRADUATION RATE	40
STANDARDS / MORE CHALLENGING	30
PUBLIC SCHOOL: POSITIVE MENTIONS	29
RESOURCES / FUNDING	29
COST / TUITION / AFFORDABILITY	27
PUBLIC SCHOOL: NEGATIVE MENTIONS	26
ALMA MATER / SOCIAL NETWORK	25
ENVIRONMENT / CULTURE / COMMUNITY	24
SOCIALIZATION / PEERS / OTHER KIDS	23

SOURCE: Friedman Foundation for Educational Choice, *Latino Perspectives on K–12 Education & School Choice*, 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.)
Latino	18	31	11	6	34
African American	23	30	9	11	27
NATIONAL AVG	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.)
Latino	25	37	15	11	13
African American	18	38	11	16	17
NATIONAL AVG	17	25	12	9	37

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.)
Latino	25	19	5	10	41
African American	26	26	6	21	22
NATIONAL AVG	17	25	12	9	37

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.)
Latino	40	31	9	14	6
African American	40	30	9	17	5
NATIONAL AVG	17	25	12	9	37

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”]

	Latino	African American	NATIONAL AVG
Access to Religious Schools	4	6	6
Access to Safer Schools	9	8	6
Access to Schools Having Better Academics	44	41	38
Access to Schools Providing More Individual Attention	18	26	17
More Freedom and Flexibility for Parents	22	16	28
(Something Else/Other)	2	0	3
DK/Ref (VOL.)	1	2	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”]

	Latino	African American	NATIONAL AVG
Benefit Unaccountable Private Schools	14	3	7
Cause Fraudulent Behavior	9	12	9
Cause Student Transportation Problems	14	9	6
Divert Funding Away from Public Schools	43	72	57
Send Funding to Religious Schools	3	0	4
(Something Else/Other)	10	4	12
DK/Ref (VOL.)	6	0	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.)
Latino	34	49	13	4
African American	28	58	14	1
NATIONAL AVG	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.)
Latino	41	32	11	11	5
African American	35	27	12	16	9
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.)
Latino	46	24	10	18	3
African American	48	20	10	18	4
NATIONAL AVG	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.)
Latino	26	27	18	24	4
African American	32	21	24	23	< 1
NATIONAL AVG	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.)
Latino	39	49	10	2
African American	36	55	7	1
NATIONAL AVG	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.)
Latino	37	40	9	8	8
African American	31	38	7	16	8
NATIONAL AVG	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.)
Latino	16	18	12	42	13
African American	17	22	7	45	9
NATIONAL AVG	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.)
Latino	31	39	25	6
African American	24	38	32	6
NATIONAL AVG	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”]

	Latino % “4” + “5”
Convert the district school to a public charter school	33
Dismiss and replace the school principal, teachers, and staff	28
Close the school and reassign students to a nearby district school	25
Supply a voucher, scholarship, or ESA to affected parents to enroll their child in another school, either private or public, regardless of location	53

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.)
Latino	15	27	14	18	24
African American	16	30	24	10	17
NATIONAL AVG	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.)
Latino	20	37	15	19	9
African American	22	35	25	12	6
NATIONAL AVG	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.)
Latino	21	59	17	4
African American	19	58	19	4
NATIONAL AVG	18	54	23	5

[RANDOMLY ASSIGN QUESTIONS 29A AND 29B]

29. (*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?

[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.)
Latino	25	35	13	7	10	9
African American	22	34	23	8	6	6
NATIONAL AVG	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.)
Latino	20	43	18	7	5	8
African American	23	36	19	9	6	8
NATIOANL AVG	15	34	25	11	5	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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