

**IDAHO** 

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# **K-12 & SCHOOL CHOICE SURVEY**

What do voters say about  
K-12 education?

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**Polling Paper No. 5**

Paul **DiPerna**

**JANUARY 2012**

With questions on state performance, education spending, charter schools, virtual schools, tax-credit scholarships, education savings accounts, and school vouchers

**The Friedman Foundation**  
for Educational Choice  
**edchoice.org** 

# Survey Project & Profile

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<b>Title:</b>	Idaho K-12 & School Choice Survey
<b>Survey Organization:</b>	Braun Research Incorporated (BRI)
<b>Sponsor:</b>	The Friedman Foundation for Educational Choice
<b>Interview Dates:</b>	October 22 to November 6, 2011
<b>Interview Method:</b>	Live Telephone   59% landline and 41% cell phone (prior to weighting)
<b>Interview Length:</b>	12 minutes
<b>Language(s):</b>	English
<b>Sample Frame:</b>	Registered Voters
<b>Sampling Method:</b>	Dual Frame; Probability Sampling; Random Digit Dial (RDD)
<b>Split Sample Sizes:</b>	“Split A”=633; “Split B”=569
<b>Sample Sizes:</b>	IDAHO (statewide) = 1,202; Boise-Nampa = 501; Coeur d’Alene = 504; Idaho Falls = 501
<b>Margin of Error:</b>	± 2.8 percentage points for the statewide sample; ± 4.4 percentage points (approx.) for each regional sample ± 3.9 percentage points for “Split A” sample ± 4.1 percentage points for “Split B” sample
<b>Response Rates:</b>	(LL) IDAHO=19.6%; Region Avg=19.8% (Cell) IDAHO=23.8%; Region Avg=23.2%
<b>Weighting?</b>	Yes (Gender, Race, Age, Education Level)
<b>Oversampling?</b>	Yes (Boise-Nampa, Coeur d’Alene, Idaho Falls)

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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

	STATE %	Boise-Nampa %	Coeur d'Alene %	Idaho Falls %
K-12 Parent	36	42	28	41
Democrat	17	19	19	10
Independent	30	30	31	28
Republican	39	38	38	47
Liberal	12	16	11	7
Moderate	33	36	34	34
Conservative	48	43	49	53
Urban	16	27	10	12
Suburban	22	39	18	15
Small Town	33	18	45	40
Rural	28	16	26	31
18 - 29	18	18	20	21
30 - 39	18	20	14	18
40 - 49	16	20	17	18
50 - 64	27	26	28	25
65 & Over	21	17	21	18
Hispanic	7	8	3	9
Not Hispanic	92	92	97	91
Asian	1	1	1	1
Black	0	1	0	0
Other	7	7	3	7
White	90	91	95	92
Catholic	12	13	13	11
Jewish	1	0	0	0
Mormon	15	9	3	35
Muslim	0	0	0	0
Protestant	47	50	56	35
None	18	20	20	14
Under \$25,000	20	15	17	25
\$25,000 - \$49,999	24	21	32	26
\$50,000 - \$74,999	21	20	19	20
\$75,000 - \$124,999	17	22	14	14
\$125,000 - \$200,000	5	8	5	4
Over \$200,000	2	2	1	1
< HS Graduate	10	10	9	11
HS Graduate	26	24	30	28
Tech, Trade, Vocational	4	5	3	4
Some College	33	32	36	34
≥ College	27	30	21	22
Male	49	48	50	51
Female	51	52	50	49

January 5, 2012

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*This report was made possible by the generous financial support of the J.A. and Kathryn Albertson Foundation.*

# Idaho's K-12 Profile

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<b>Average State Rank on NAEP<sup>1</sup></b>	<b>21</b>
<b>High School Graduation Rate<sup>2</sup></b>	<b>81%</b>
<b># Regular Public School Students<sup>3</sup></b>	<b>262,422</b>
<b># Charter School Students<sup>4</sup></b>	<b>13,877</b>
<b># Private School Students<sup>5</sup></b>	<b>10,167</b>
<b>% Public School Students<sup>6</sup></b>	<b>91.6%</b>
<b>% Charter School Students<sup>6</sup></b>	<b>4.8%</b>
<b>% Private School Students<sup>6</sup></b>	<b>3.5%</b>
<b># School Districts<sup>3</sup></b>	<b>116</b>
<b># Regular Public Schools<sup>3</sup></b>	<b>755</b>
<b># Charter Schools<sup>3</sup></b>	<b>36</b>
<b># Private Schools<sup>5</sup></b>	<b>115</b>
<b>Virtual Schools Climate<sup>7</sup></b>	<b>Strong</b>
<b>% Free and Reduced-Price Lunch<sup>3</sup></b>	<b>43%</b>
<b>% Individualized Education Program (IEP)<sup>3</sup></b>	<b>10%</b>
<b>% English Language Learners (ELL)<sup>3</sup></b>	<b>6%</b>
<b>\$ Revenue Per Student<sup>8</sup></b>	<b>\$8,157</b>
<b>\$ Per Student Spending<sup>8</sup></b>	<b>\$7,118</b>

## Idaho 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 2011 state scale scores for 4th grade reading (#23); 4th grade math (#27); 8th grade reading (#15); 8th grade math (#19).  
URL: [nationsreportcard.gov/data\\_tools.asp](http://nationsreportcard.gov/data_tools.asp)
2. Reported high school graduation rates, determined by the Average Freshman Graduation Rate (AFGR) on the National Center for Education Statistics section on the U.S. Department of Education website. Data for 2008-2009 school year.  
URL: [nces.ed.gov/ccd](http://nces.ed.gov/ccd)
3. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Common Core of Data (CCD). Data for the 2009-2010 school year.  
URL: [nces.ed.gov/nationsreportcard/states](http://nces.ed.gov/nationsreportcard/states)
4. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Common Core of Data (CCD). Data for the 2009-2010 school year.  
URL: [nces.ed.gov/ccd/schoolsearch](http://nces.ed.gov/ccd/schoolsearch)
5. U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS). Data for 2009–2010 school year.  
URL: [nces.ed.gov/surveys/pss/index.asp](http://nces.ed.gov/surveys/pss/index.asp)
6. Percentages are meant for general impressions only. State-level data on home-school students are generally unreliable, and this subpopulation of students could not be included in this table. Due to rounding, percentage totals may be slightly greater or less than 100%.
7. Author rating (Weak, Moderate, or Strong), based on John Watson, Amy Murin, Lauren Vashaw, Butch Gemin, and Chris Rapp, *Keeping Pace with K-12 Online Learning: An Annual Review of State-Level Policy and Practice*, (Evergreen Education Group, 2011), Table 2.  
URL: <http://kpk12.com/cms/wp-content/uploads/KeepingPace2011.pdf>
8. Frank Johnson, Lei Zhou, and Nanae Nakamoto, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2008–09 (Fiscal Year 2009)* (NCES 2011-329). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics (June 2011).  
URL: [nces.ed.gov/pubs2011/2011329.pdf](http://nces.ed.gov/pubs2011/2011329.pdf)  
“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.

## Overview

The “Idaho K-12 & School Choice Survey” project, commissioned by The Friedman Foundation for Educational Choice and conducted by Braun Research Incorporated (BRI), measures Idaho registered voters’ familiarity and views on a range of K-12 education issues and school choice reforms. We report response *levels* and *differences* (we use the term “net score” or “net”) of voter opinion, and the *intensity* of responses.

Where do the voters stand on important issues and policy proposals in K-12 education? We attempt to provide some observations and insights in the following pages of this paper.

A randomly selected and statistically representative sample of Idaho voters recently responded to 17 substantive questions and 11 demographic questions (see pages 47 – 77). The next section summarizes our key findings.

A total of 2,097 telephone interviews were conducted in English from October 22 to November 6, 2011, by means of both landline and cell phone. The statewide sample included 1,202 interviews, and regional oversamples included at least 500 interviews. Statistical results were weighted to correct known demographic discrepancies. The margin of sampling error for the statewide sample is  $\pm 2.8$  percentage points. Margin of error for each regional sample (Boise-Nampa, Coeur d’Alene, Idaho Falls) is  $\pm 4.4$  percentage points.

In this project we included two 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 is to see if particular wording, or providing a new piece of information, can significantly influence opinion on a given topic.

Our polling paper has four sections. The first section summarizes key findings. We call the second section “Survey Snapshots,” which offers charts illustrating the core findings of the survey. 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 presents our questionnaire and results (“topline numbers”), essentially allowing the reader to follow the actual interview

as it was conducted, with respect to question wording and ordering. We have set out to give a straight-forward analysis, going light on editorial commentary, and letting the numbers and charts communicate the major findings.

## Key Findings

- ▶ **The vast majority of Idaho’s voters (78%) are paying attention to issues in K-12 education. Only 6% of voters say they pay no attention.**

*See Question 1*

In the state, those Idahoans who say they pay “a lot” of attention to K-12 education issues outnumber those who say they pay no attention by more than a 6-to-1 ratio. Voters in various state regions share similar tendencies.

- ▶ **Idahoans are a lot less likely to think that K-12 education is heading in the “right direction” (31%) compared to being on the “wrong track” (57%).**

*See Question 2*

The views of demographic groups vary. Considering the right direction-wrong track net scores, there is a range of opinion from very negative to roughly neutral. Those voters who are least pessimistic about the direction of K-12 education in Idaho are Republicans (-10 net), those living in households making more than \$125,000 (-1 net), or Hispanic (-7 net). The most negative voters are those living in urban areas (-38 net), consider themselves Democrats (-46 net) or Independents (-36 net), or live in a household earning between \$25,000 and \$49,999 (-36 net).

- ▶ **Idaho voters lean negative in the way they rate the state’s public school system (46% say “good” or “excellent”; 51% say “fair” or “poor). By contrast, voters in Coeur d’Alene actually register nearly opposite ratings (52% say “good” or “excellent”; 43% say “fair” or “poor).**



*See Question 3*

We see interesting differences among different political party affiliations and age groups. Democrats (-14 net) and Independents (-19 net) are quite negative, while Republicans (+9 net) represent one of the few demographics that are positive about the state's public schools. The youngest voters, age 18 to 29, give the most negative ratings (-22 net), whereas those older voters, age 50 & Over, give mildly positive ratings (+3 net). Hispanics similarly give slightly positive ratings (+ net).

However, the intensity of these ratings clearly tilt negative. The groups most likely to be strongly negative about the public school system are rural voters, Independents and Democrats, young and middle-age voters, those households making less than \$50,000, and Hispanics.

- ▶ **More than 4 out of 10 voters say “state government” is most responsible for their views on the state’s K-12 public school system. A distant second is the response “school boards” (18%). Roughly 1 out of 10 voters say “parents” (13%) or “teachers” (10%) are most responsible for their previous ratings.**

*See Question 4*

Interestingly, voters in Coeur d’Alene differ from other parts of the state. They place less responsibility on state government (36%), and more on parents (17%) and teachers (13%).

There are some differences among political parties, too. Republicans and Independents focus more on parents (14% and 17%, respectively). Comparatively, Democrats emphasize parents less (8%) and much more on state government (56%).

- ▶ **Generally speaking, Idaho voters do not know how much is spent in the public schools. There is a yawning information gap.**

*See Question 5*

About one-fourth of respondents (26%) could estimate the correct per-student spending range in Idaho. The state spends a little more than \$7,000 for each student in the public schools, but nearly a third of those interviewed thought that the state spent less than \$4,000 per student. This is a pattern we have seen in our other state surveys.

Although Idaho does a little better than other states (average is typically 10% correct), voters are still way off the mark. Policymakers should be cautious. A policy focus on school funding may be misguided. Better-informed voters could have very different reactions to proposals for increased or decreased education funding. The following split-sample experiment should give pause to populist urges to boost school funding.

- ▶ **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 to answering without having such information.**

*See Questions 6A and 6B*

We asked two slightly different questions about the level of public school funding in Idaho. On version 6A, 57% of voters said that public school funding is “too low”. However on version 6B, which included a sentence offering the most recent data on per-student funding in Idaho (\$7,118 in 2009), the proportion of voters saying “too low” shrank by 10 percentage points, effectively a 17% reduction.

It appears Idahoans are likely to change their views on public school funding – at least when initially saying it is deficient – if given accurate per-student spending information. The implication that opinion can turn on a single piece of data is

important for political sound bites that focus on the levels of public spending rather than how the money is allocated and spent.

- ▶ **When asked for a preferred school type, Idaho voters demonstrate a serious disconnect between their preferred school types and actual enrollment patterns in the state.**

*See Question 7*

Less than 4% of Idaho's K-12 student population attend private schools, but in our survey interviews, more than a quarter of voters (27%) would select a private school as a first option. Approximately 92% of the state's students attend regular public schools, but a much lower percentage of voters (38%) would chose a regular public school as their first choice. Almost 5% of the student population are attending charter schools, but 22% of Idaho voters would like to send their child to a charter school. Nearly 1 voter for every 10 (8%) said he/she would opt to homeschool their child. The results suggest the capability to choose a desired school type is very limited in Idaho.

Some demographic preferences stand out. The groups of voters who are more attracted to regular public schools tend to be living in cities or small towns, self-identify as Democrat, older (age 50 & Over), wealthy (\$125,000 & Over), and Hispanic. The groups who gravitate toward private schools are more likely to be Republican than Democrat, and living in households earning \$50,000 to \$124,999. Groups who indicate stronger desire than their counterparts to send their children to charter schools include households earning \$25,00 to \$49,999 and \$75,000 to \$124,999. Rural and small town voters are more than twice as likely to want to homeschool, compared to urban and suburban dwellers. Independent voters are more likely to want to homeschool than Democrats. Similarly, younger and middle-age voters are more likely to state homeschooling as their preference than older voters.

- ▶ **About 13% of voters in our survey prioritize a “better education” as the key attribute they are looking for in the selection of a school. The second most important attribute, as suggested by 12% of all voters, is “individual attention.” Survey results indicate “socialization” (11%) is ranked third, and “class size” and “better teachers” tied (10%) for fourth.**

*See Question 8*

Some caution. These five characteristics are clearly a priority over others on the list (see page 27). However, any of these qualities may or may not garner more urgency as a second or third priority, which we do not explore in our survey.

- ▶ **Idaho voters are much more likely to favor charter schools (69%), rather than oppose such schools (17%).**

*See Questions 9 and 10*

Idaho registered a very large positive net score (+52 net) supporting charter schools. The enthusiasm is also very positive (+25 intensity). Many more voters say they “strongly favor” charter schools (32%) compared to those who say they “strongly oppose” (7%). Suburbanites encapsulate this kind of intensity (44% “strongly favor” vs. 5% “strongly oppose”) much more than urbanites and voters living in small towns and rural areas. Generations also differ. Younger and middle-age voters overwhelming support charter schools (+66 net and +63 net, respectively) compared to older voters (+40 net), which is still favorable but relatively more muted.

There may be opportunity to grow support for charter schools. Although nearly 6 out of 10 voters say they are familiar with charters (57%), the potential voter support for a “charter school” could be even larger if better understood. The association between charter school familiarity and favorability is positive in direction and moderate in size ( $r=.244, p < .01$ ).

- ▶ **Half of all respondents (53%) oppose virtual schools compared to those who say they favor them (38%) as a school option.**

*See Questions 11, 12A, 12B*

In a split-sample experiment, we asked a different version of the virtual school question (12B), which questioned more directly about “enrolling” a child in a virtual school. Interestingly, a larger proportion of respondents (43%) said they would be willing to enroll their child in a virtual school. Wording appears to make a slight difference. When taking the idea of a virtual school from the realm of public policy to the family decision-making, it is viewed more positively. Though there is caution for virtual school advocates. There are more than a third of voters who have strongly held negative views of virtual schools (12A: 31% “strongly oppose”; 12B: 39% “strongly oppose”).

Like charter schools, there may be potential to grow support for virtual schools. Right now, only about half of voters in Idaho (49%) say they are familiar with virtual schools. The association between virtual school familiarity and favorability is positive in direction and moderate in size (12A:  $r=.208, p < .01$ ; 12B:  $r=.214, p < .01$ ).

- ▶ **Idaho voters clearly support “tax-credit scholarships.” The percentage of those who favor (60%) is nearly triple the number of people who say they oppose (21%) the policy. The difference is large, generating a net score of +39 percentage points.**

*See Questions 13 and 14*

The conviction behind this support is also strongly positive (+13 intensity).

A key demographic difference emerges across age groups. Once again, younger and middle-age voters (72% and 65%, respectively) are significantly more favorable to tax-credit scholarships than older voters (52%).

In a follow-up question, we asked for the reason why a respondent chose his/her view regarding tax-credit scholarships. Most frequently, it prompted the respondent to say it is a “good idea.” Approximately 6% of voters offered that phrase. Other positive reasons include “helps children”, “good use of tax money”, “better education”, “engages business”, and “choice.” All of these responses were mentioned in at least 40 or more interviews. Respondents offered “bad idea” (3%) as the most common negative reason.

- ▶ **Idaho voters support an “education savings account” system (also called “ESA”). The percentage of those who favor (53%) is much larger than the proportion who say they oppose (33%) the policy.**

*See Question 15*

Idaho registered a large positive difference (+20 net) supporting ESAs. The enthusiasm behind this support is also slightly positive (+4 intensity).

On this question, where a person lives matters. Significant differences appear between rural voters and urban, suburban, and small town voters. The level of support is at least 11 percentage points greater in the latter three community types compared to rural communities.

Age matters as well. The younger and middle-age voters are more likely to support ESAs (67% favor and 61% favor, respectively) compared to older voters (43% favor).

- ▶ **Idaho voters give solid support for school vouchers.**

*See Questions 16 and 17*

Many more voters say they favor a school voucher system (56%), rather than oppose the public policy (35%). The large difference (+21 net) indicates Idahoans are much more likely to show support. The level of enthusiasm (+8 net) is a bit greater than the passion for ESAs (+4 intensity) and a bit less than tax-credit scholarships (+13 intensity).

All demographic groups considered in this paper register net supportive views on school vouchers, never dipping below a +4 net score (Democrats). Though some groups mark a significantly higher level of support compared to counterparts within a respective demographic category. For example, suburban voters are clearly different than small town voters (62% favor vs. 50% favor, respectively). We also detect significant differences among age groups. Younger and middle-age voters (71% favor and 62% favor, respectively) are more likely to favor school vouchers than older voters (47% favor). Older voters are also significantly more likely to say they oppose school vouchers than younger voters age 18 to 29 (43% oppose vs. 20% oppose, respectively). The level of support is very high among Hispanics (74% favor vs. 22% oppose), though some caution should be taken considering this group's small sample size in our survey.

Compared to other K-12 policy innovations like charter schools and virtual schools, fewer people in Idaho say they are familiar with school vouchers (only 32% saying they are at least “somewhat familiar” with vouchers). So there is potential to broaden awareness and possibly expand support for school vouchers. The association between school voucher familiarity and favorability is positive in direction, though modest in size ( $r=.103, p < .01$ ).

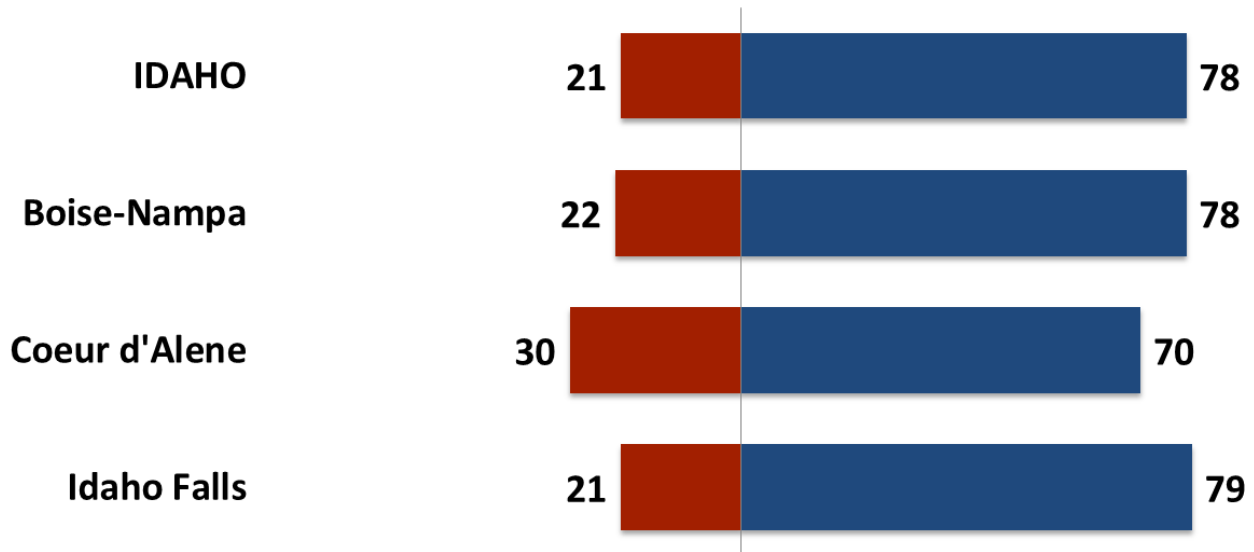


# Survey Snapshots



Q1. How much attention do you pay to issues involving K-12 education?

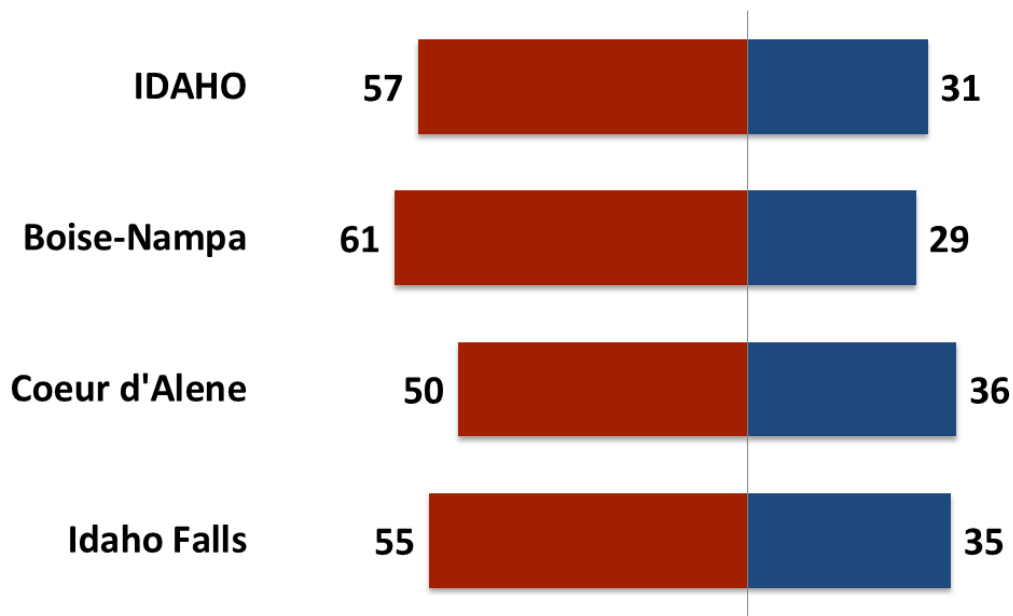
■ Very Little/None ■ Some/A Lot



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

Q2. Do you feel things in Idaho's K-12 public 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



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Idaho K-12 & School Choice Survey, Q2.*

**Q2. Do you feel things in Idaho’s K-12 public education system are generally going in the right direction, or do you feel things have generally gotten off on the wrong track?**

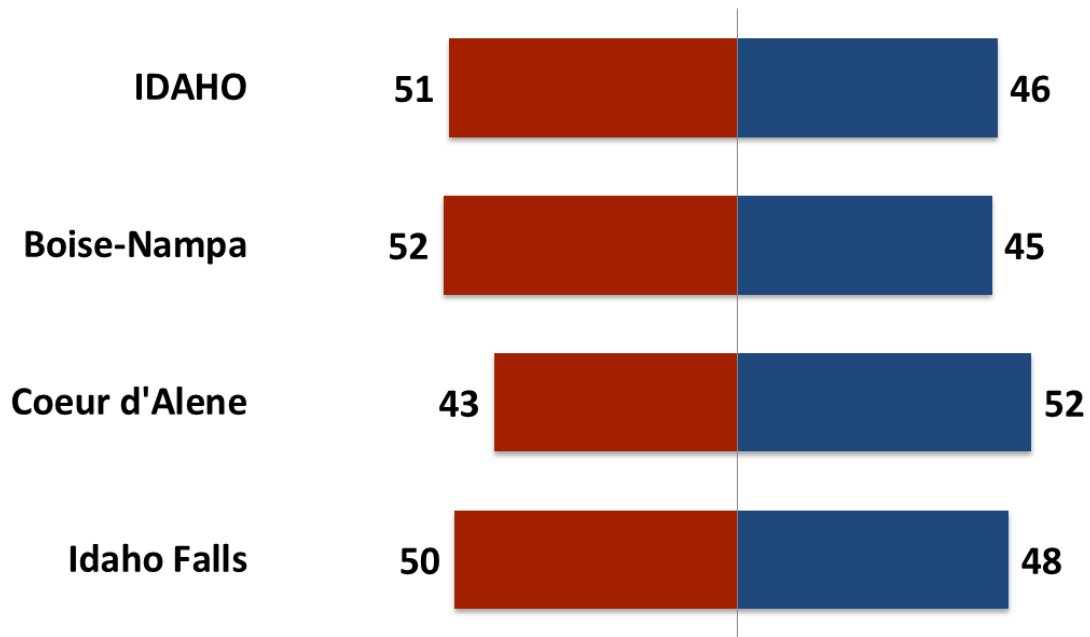
	Right Direction %	Wrong Track %	Net	N=
<b>ALL VOTERS</b>	<b>31</b>	<b>57</b>	<b>- 26</b>	<b>1,202</b>
<b>COMMUNITY</b>				
Urban	25	63	- 38	196
Suburban	32	59	- 27	267
Small Town	33	53	- 20	391
Rural	32	56	- 24	340
<b>PARTY ID</b>				
Republican	39	49	- 10	473
Independent	26	62	- 36	363
Democrat	22	68	- 46	202
<b>AGE GROUP</b>				
18 – 29	30	57	- 27	214
30 – 49	31	60	- 29	405
50 & Over	32	54	- 22	583
<b>HOUSEHOLD INCOME</b>				
Under \$25,000	33	51	- 18	236
\$25,000 - \$49,999	27	63	- 36	290
\$50,000 - \$74,999	30	59	- 29	247
\$75,000 - \$124,999	33	61	- 28	210
\$125,000 & Over	44	45	- 1	80
<b>RACE/ETHNICITY</b>				
Hispanic	45	52	- 7	85
White	30	57	- 27	1,060

NOTE: Please consider that each subgroup has a unique margin of error based on its registered voter population size in the state and the sample size (N) obtained in this survey. Reference to Whites refers to the non-Hispanic component of the self-identified white population. Reference to Hispanics includes self-identification as “Hispanic, Latino, or of Spanish origin or descent.” We exclude demographic subgroups that constitute less than 2% of the statewide sample.

SOURCE: Friedman Foundation for Educational Choice, *Idaho K-12 & School Choice Survey*, Q2.

Q3. How would you rate Idaho's public school system?

Fair/Poor Good/Excellent



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

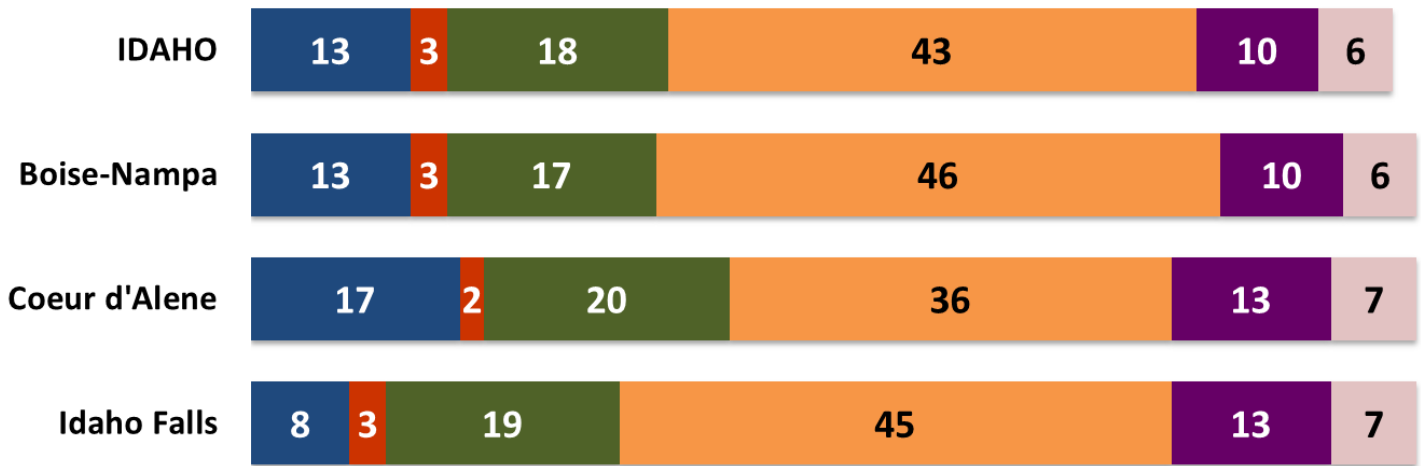
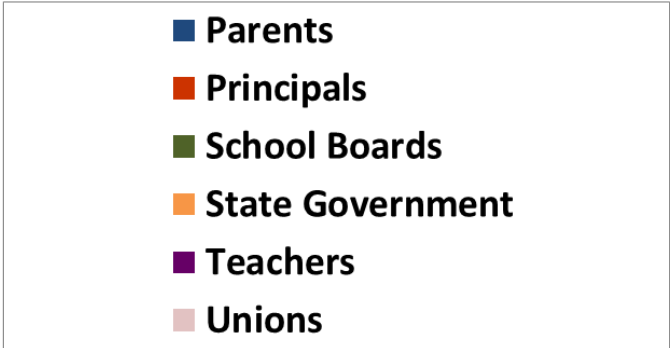
### Q3. How would you rate Idaho's public school system?

	Good/Excellent %	Fair/Poor %	Net	Intensity	N=
<b>ALL VOTERS</b>	<b>46</b>	<b>51</b>	<b>- 5</b>	<b>- 8</b>	<b>1,202</b>
<b>COMMUNITY</b>					
Urban	45	53	- 8	- 2	196
Suburban	48	47	+ 1	- 9	267
Small Town	46	51	- 5	- 7	391
Rural	45	54	- 9	- 11	340
<b>PARTY ID</b>					
Republican	53	44	+ 9	+ 1	473
Independent	39	58	- 19	- 12	363
Democrat	42	56	- 14	- 13	202
<b>AGE GROUP</b>					
18 – 29	37	59	- 22	- 11	214
30 – 49	45	52	- 7	- 12	405
50 & Over	50	47	+ 3	- 4	583
<b>HOUSEHOLD INCOME</b>					
Under \$25,000	46	51	- 5	- 11	236
\$25,000 - \$49,999	42	53	- 11	- 10	290
\$50,000 - \$74,999	47	50	- 3	- 4	247
\$75,000 - \$124,999	47	53	- 6	- 4	210
\$125,000 & Over	48	48	even	- 4	80
<b>RACE/ETHNICITY</b>					
Hispanic	49	46	+ 3	- 17	85
White	46	51	- 5	- 7	1,060

NOTE: Please consider that each subgroup has a unique margin of error based on its registered voter population size in the state and the sample size (N) obtained in this survey. Reference to Whites refers to the non-Hispanic component of the self-identified white population. Reference to Hispanics includes self-identification as “Hispanic, Latino, or of Spanish origin or descent.” We exclude demographic subgroups that constitute less than 2% of the statewide sample.

SOURCE: Friedman Foundation for Educational Choice, *Idaho K-12 & School Choice Survey*, Q3.

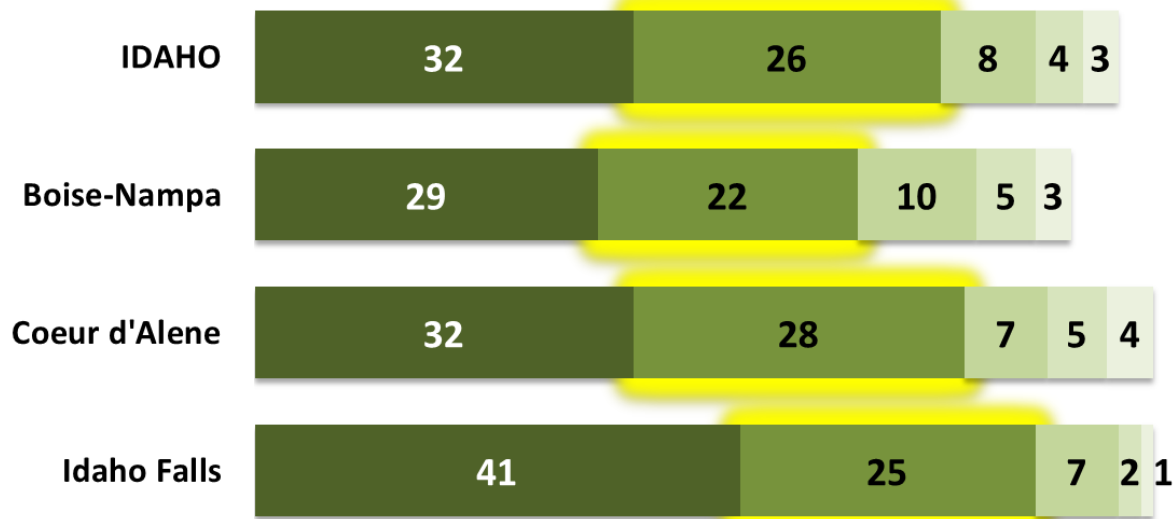
Q4. Who do you hold most responsible for the direction and your rating of Idaho's public schools?



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

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

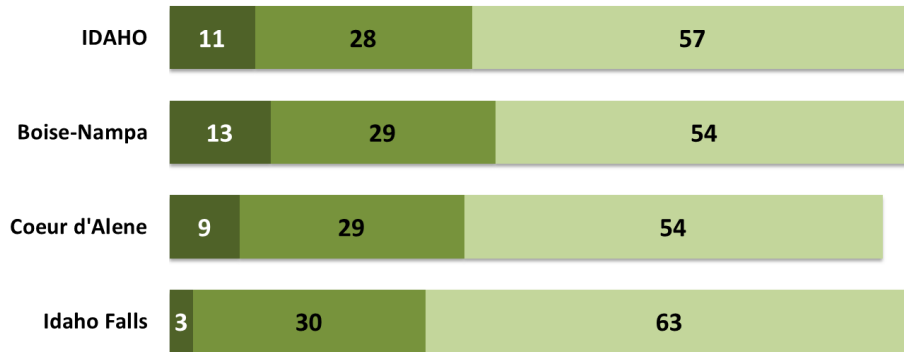
- Less Than \$4,000
- \$4,001 - \$8,000
- \$8,001 - \$12,000
- \$12,001 - \$16,000
- Over \$16,000



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

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

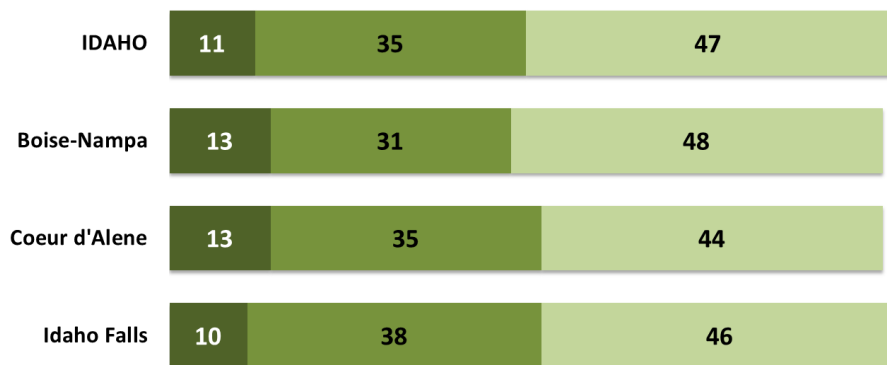
- Too High
- About Right
- Too Low



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

Q6. (Split B) According to the most recent information available, in Idaho \$7,118 is being spent each year per student attending public schools. Do you believe that public school funding in Idaho is at a level that is:

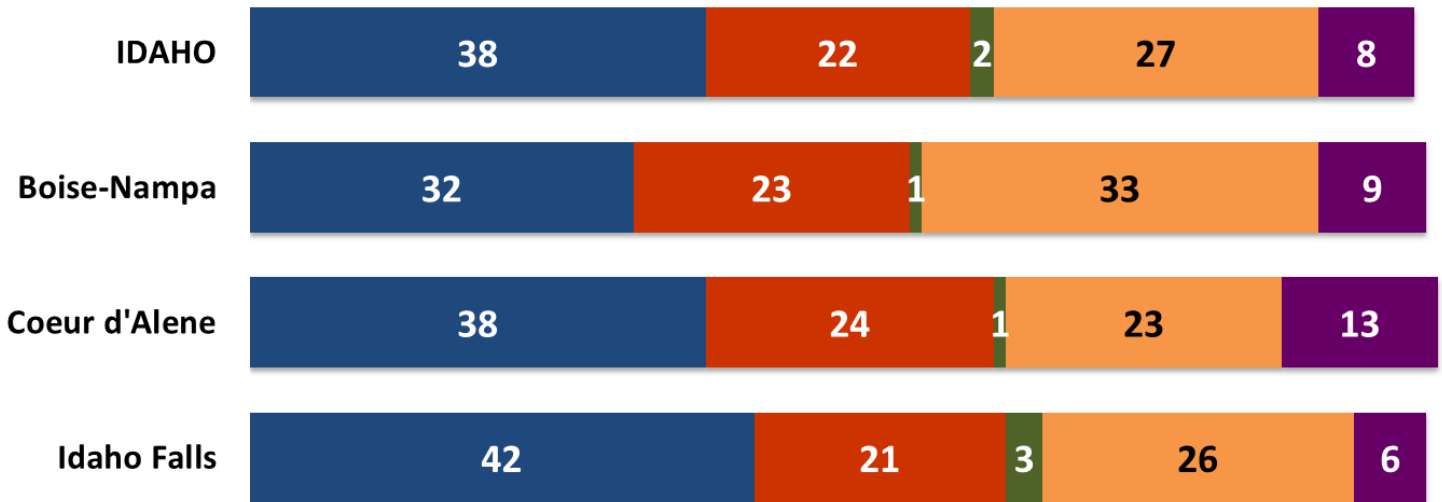
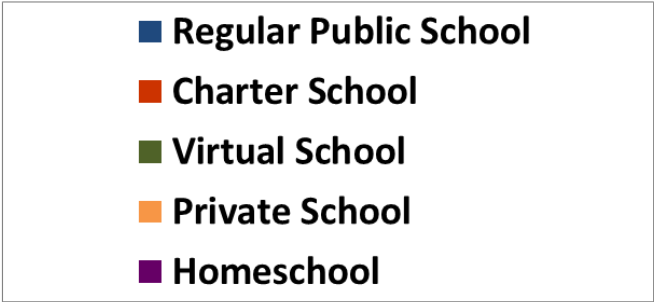
- Too High
- About Right
- Too Low



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



Q7. 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?



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

**Q7. If it were your decision and you could select any type of school, what type of school would you select in order to obtain the best education for your child?**

	Charter School	Homeschool	Private School	Regular Public School	N=
	%	%	%	%	
<b>ALL VOTERS</b>	<b>22</b>	<b>8</b>	<b>27</b>	<b>38</b>	<b>1,202</b>
<b>COMMUNITY</b>					
Urban	22	4	29	42	196
Suburban	27	6	30	32	267
Small Town	21	10	24	41	391
Rural	19	10	28	39	340
<b>PARTY ID</b>					
Republican	23	8	32	33	473
Independent	18	11	27	40	363
Democrat	25	5	20	45	202
<b>AGE GROUP</b>					
18 – 29	18	12	28	39	214
30 – 49	22	11	30	33	405
50 & Over	23	5	25	42	583
<b>HOUSEHOLD INCOME</b>					
Under \$25,000	18	14	21	39	236
\$25,000 - \$49,999	25	8	24	40	290
\$50,000 - \$74,999	19	5	33	39	247
\$75,000 - \$124,999	29	8	33	28	210
\$125,000 & Over	10	5	30	52	80
<b>RACE/ETHNICITY</b>					
Hispanic	11	6	35	44	85
White	21	7	26	37	1,060

NOTE: Please consider that each subgroup has a unique margin of error based on its registered voter population size in the state and the sample size (N) obtained in this survey. Reference to Whites refers to the non-Hispanic component of the self-identified white population. Reference to Hispanics includes self-identification as “Hispanic, Latino, or of Spanish origin or descent.” We exclude demographic subgroups that constitute less than 2% of the statewide sample.

SOURCE: Friedman Foundation for Educational Choice, *Idaho K-12 & School Choice Survey*, Q7.

**Q8. 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 20 | Specific impressions offered by respondents in the statewide sample. Numbers represent counts (n), not percentages.**

<b>BETTER EDUCATION / QUALITY</b>	<b>159</b>
<b>INDIVIDUAL ATTENTION / ONE-ON-ONE</b>	<b>144</b>
<b>SOCIALIZATION / PEERS / OTHER KIDS</b>	<b>135</b>
<b>CLASS SIZE / STUDENT-TEACHER RATIO</b>	<b>123</b>
<b>BETTER TEACHERS / TEACHERS / TEACHING</b>	<b>122</b>
<b>CURRICULUM / ACADEMICS</b>	<b>84</b>
<b>PARENTS / PARENTAL INVOLVEMENT</b>	<b>45</b>
<b>ENVIRONMENT / CULTURE / COMMUNITY</b>	<b>41</b>
<b>DISCIPLINE / STRUCTURE</b>	<b>40</b>
<b>ALMA MATER / SOCIAL NETWORK</b>	<b>36</b>
<b>RELIGION / RELIGIOUS REASONS</b>	<b>36</b>
<b>PUBLIC SCHOOL: POSITIVE MENTIONS</b>	<b>34</b>
<b>COST / TUITION / AFFORDABILITY</b>	<b>33</b>
<b>DIVERSITY</b>	<b>32</b>
<b>CHARTER SCHOOL: POSITIVE MENTIONS</b>	<b>29</b>
<b>FLEXIBILITY / FREEDOM</b>	<b>28</b>
<b>OPPORTUNITIES / CHOICES</b>	<b>26</b>
<b>PUBLIC SCHOOL: NEGATIVE MENTIONS</b>	<b>22</b>
<b>OUTCOMES / RESULTS / GRADUATION RATE</b>	<b>21</b>
<b>GOVERNMENT: NEGATIVE MENTIONS</b>	<b>20</b>
<b>MORALS / VALUES / ETHICS</b>	<b>20</b>

**SOURCE:** Friedman Foundation for Educational Choice, *Idaho K-12 & School Choice Survey*, Q8.

Q9 Q11 Q16.

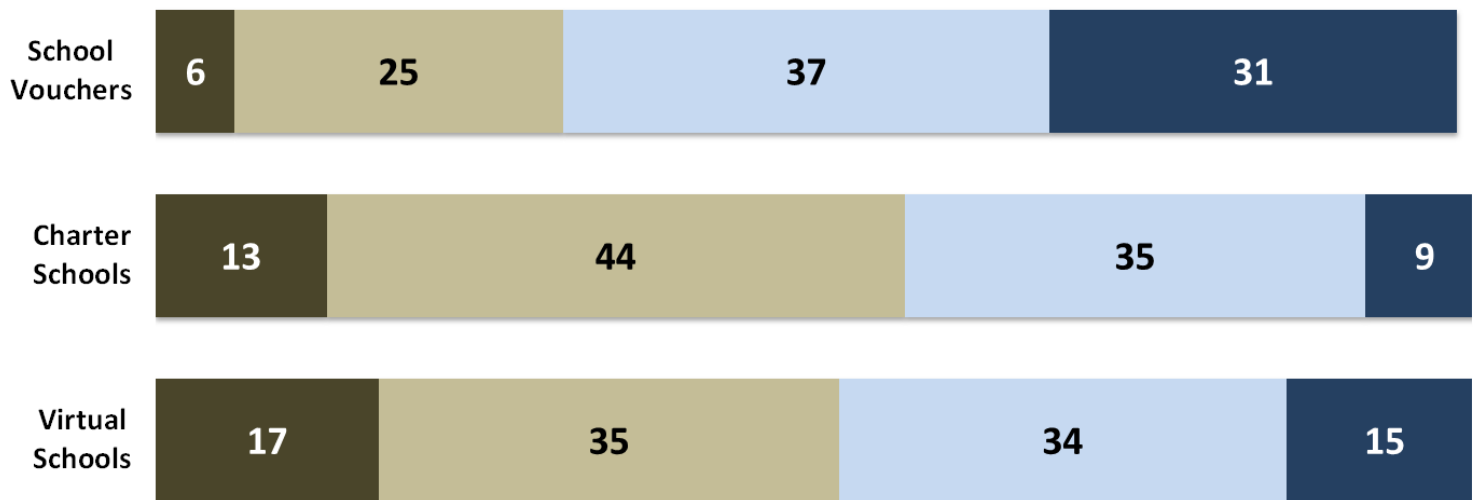
How familiar are you with [Charter Schools / Virtual Schools / School Vouchers] in K-12 Education?

■ Very Familiar

■ Somewhat Familiar

■ Not That Familiar

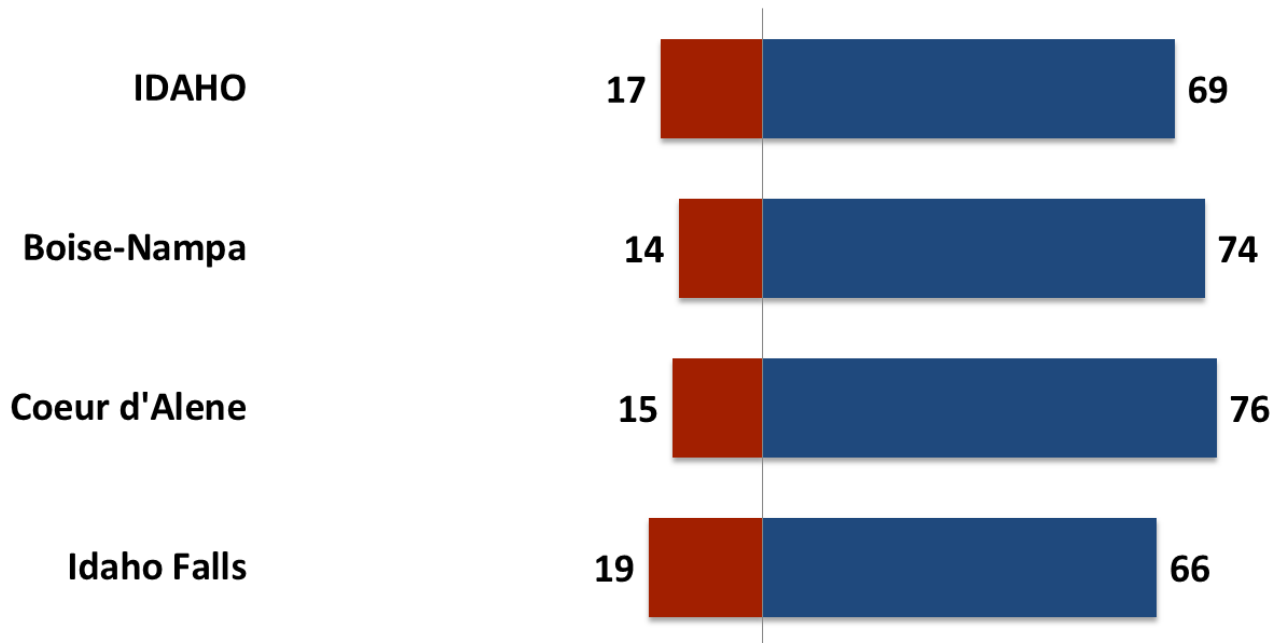
■ Never Heard Of / Don't Know



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Idaho K-12 & School Choice Survey*, Q9, Q11, Q16.

Q10. 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?

■ Oppose ■ Favor



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

**Q10. 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?**

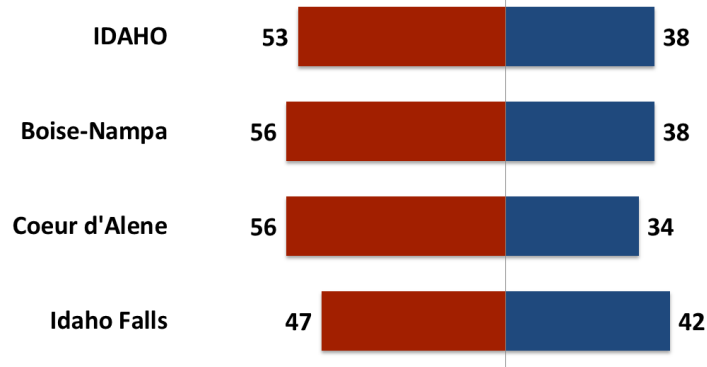
	Favor %	Oppose %	Net	Intensity	N=
<b>ALL VOTERS</b>	<b>69</b>	<b>17</b>	<b>+ 52</b>	<b>+ 25</b>	<b>1,202</b>
<b>COMMUNITY</b>					
Urban	70	19	+ 51	+ 19	196
Suburban	75	15	+ 60	+ 39	267
Small Town	66	17	+ 49	+ 24	391
Rural	68	18	+ 50	+ 18	340
<b>PARTY ID</b>					
Republican	72	14	+ 58	+ 29	473
Independent	67	18	+ 49	+ 23	363
Democrat	67	24	+ 43	+ 14	202
<b>AGE GROUP</b>					
18 – 29	76	10	+ 66	+ 31	214
30 – 49	76	13	+ 63	+ 31	405
50 & Over	62	22	+ 40	+ 18	583
<b>HOUSEHOLD INCOME</b>					
Under \$25,000	67	14	+ 53	+ 23	236
\$25,000 - \$49,999	71	15	+ 56	+ 29	290
\$50,000 - \$74,999	71	20	+ 51	+ 23	247
\$75,000 - \$124,999	75	19	+ 56	+ 29	210
\$125,000 & Over	71	16	+ 55	+ 19	80
<b>RACE/ETHNICITY</b>					
Hispanic	80	7	+ 73	+ 31	85
White	69	18	+ 51	+ 24	1,060

NOTE: Please consider that each subgroup has a unique margin of error based on its registered voter population size in the state and the sample size (N) obtained in this survey. Reference to Whites refers to the non-Hispanic component of the self-identified white population. Reference to Hispanics includes self-identification as "Hispanic, Latino, or of Spanish origin or descent." 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 how passionate the support or opposition is for a given policy or proposal. We exclude demographic subgroups that constitute less than 2% of the statewide sample.

SOURCE: Friedman Foundation for Educational Choice, *Idaho K-12 & School Choice Survey*, Q10.

Q12. (Split A) Virtual schools can be run publicly or privately, allowing students to work with their curriculum and teachers over the internet – in combination with, or in place of, traditional classroom learning. In general, do you favor or oppose virtual schools?

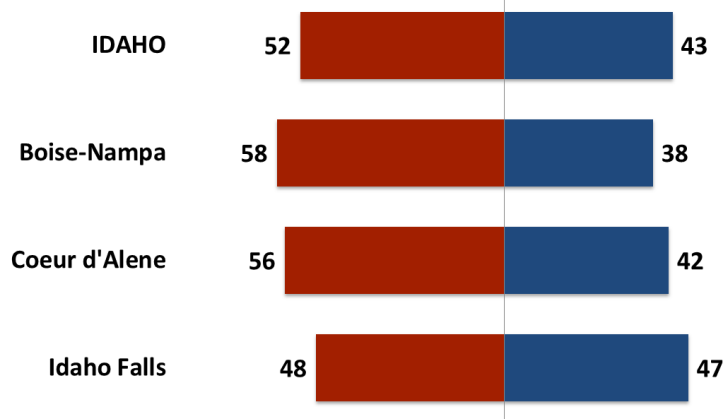
■ Oppose ■ Favor



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Idaho K-12 & School Choice Survey*, Q12A.

Q12. (Split B) Would you be willing to have a child of yours enroll in a virtual school, allowing him or her to take some or all academic courses over the internet?

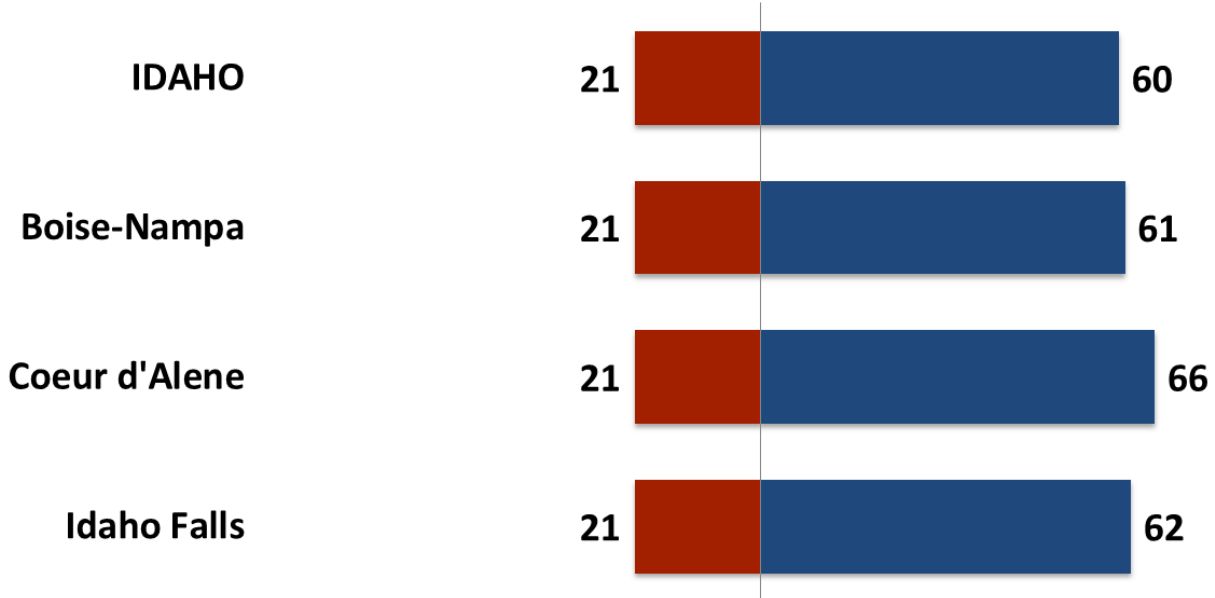
■ Unwilling ■ Willing



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Idaho K-12 & School Choice Survey*, Q12B.

Q13. Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. This policy supports a “tax-credit scholarship system.” In general, do you favor or oppose a tax-credit scholarship system?

■ Oppose    ■ Favor



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Idaho K-12 & School Choice Survey*, Q13.



**Q13. Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. This policy supports a “tax-credit scholarship system.” In general, do you favor or oppose a tax-credit scholarship system?**

	<b>Favor</b> %	<b>Oppose</b> %	<b>Net</b>	<b>Intensity</b>	<b>N=</b>
<b>ALL VOTERS</b>	<b>60</b>	<b>21</b>	<b>+ 39</b>	<b>+ 13</b>	<b>1,202</b>
<b>COMMUNITY</b>					
Urban	57	26	+ 29	+ 19	196
Suburban	64	20	+ 44	+ 15	267
Small Town	57	22	+ 35	+ 11	391
Rural	61	19	+ 42	+ 11	340
<b>PARTY ID</b>					
Republican	62	19	+ 43	+ 14	473
Independent	62	22	+ 40	+ 18	363
Democrat	54	26	+ 28	+ 7	202
<b>AGE GROUP</b>					
18 – 29	72	11	+ 61	+ 30	214
30 – 49	65	20	+ 45	+ 14	405
50 & Over	52	26	+ 26	+ 7	583
<b>HOUSEHOLD INCOME</b>					
Under \$25,000	64	16	+ 48	+ 17	236
\$25,000 - \$49,999	58	22	+ 36	+ 12	290
\$50,000 - \$74,999	61	23	+ 38	+ 12	247
\$75,000 - \$124,999	64	24	+ 40	+ 14	210
\$125,000 & Over	65	24	+ 41	+ 27	80
<b>RACE/ETHNICITY</b>					
Hispanic	71	10	+ 61	+ 20	85
White	58	23	+ 35	+ 12	1,060

NOTE: Please consider that each subgroup has a unique margin of error based on its registered voter population size in the state and the sample size (N) obtained in this survey. Reference to Whites refers to the non-Hispanic component of the self-identified white population. Reference to Hispanics includes self-identification as “Hispanic, Latino, or of Spanish origin or descent.” 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 how passionate the support or opposition is for a given policy or proposal. We exclude demographic subgroups that constitute less than 2% of the statewide sample.

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

**Q14. What is the most important reason that would cause you to choose your previous response relating to tax-credit scholarships? Please use a few words, or a very short phrase.**

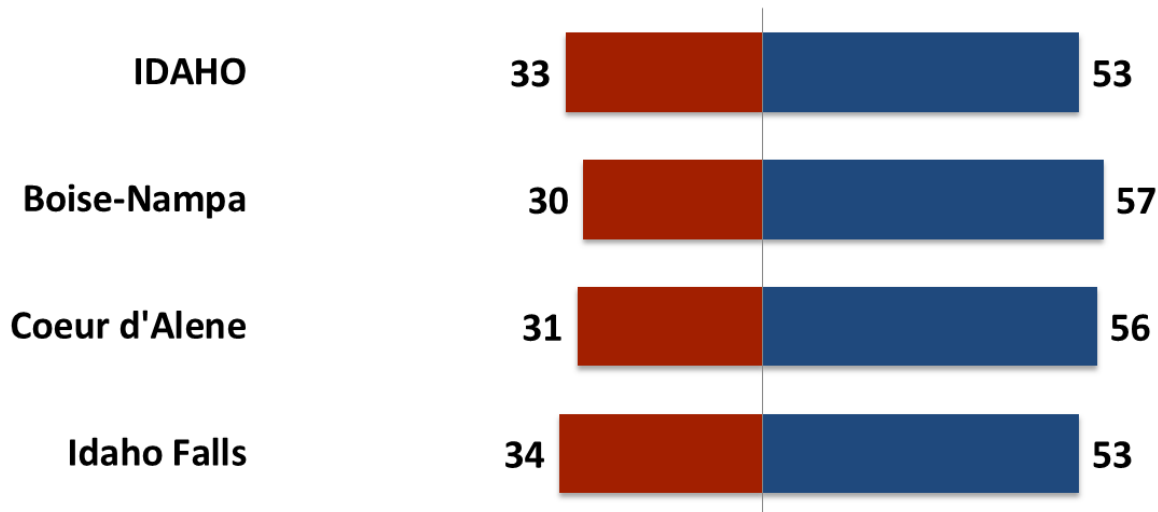
**Top 20 | Specific impressions offered by respondents in the statewide sample. Numbers represent counts (n), not percentages.**

<b>GOOD IDEA</b>	<b>73</b>
<b>HELPS CHILDREN</b>	<b>57</b>
<b>GOOD USE OF TAX MONEY</b>	<b>48</b>
<b>BETTER EDUCATION / QUALITY</b>	<b>46</b>
<b>ENGAGES BUSINESS</b>	<b>46</b>
<b>CHOICE / FLEXIBILITY / FREEDOM</b>	<b>42</b>
<b>BAD IDEA</b>	<b>40</b>
<b>HELPS LESS FORTUNATE</b>	<b>39</b>
<b>OPPORTUNITIES</b>	<b>39</b>
<b>SCHOLARSHIPS: POSITIVE MENTIONS</b>	<b>39</b>
<b>UNFAIR</b>	<b>32</b>
<b>COST / TUITION / AFFORDABILITY</b>	<b>26</b>
<b>BENEFITS BUSINESS</b>	<b>25</b>
<b>GOVERNMENT: NEGATIVE MENTIONS</b>	<b>25</b>
<b>HURTS PUBLIC SCHOOLS</b>	<b>22</b>
<b>BAD USE OF TAX MONEY</b>	<b>20</b>
<b>FUNDS / RESOURCES FOR PUBLIC SCHOOLS ONLY</b>	<b>14</b>
<b>ABUSE / FRAUD</b>	<b>13</b>
<b>MORE TAXES</b>	<b>13</b>
<b>REGULATIONS: SCHOLARSHIP VALUE / TYPE</b>	<b>9</b>

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

Q15. An "education savings account" allows parents to withdraw their child from a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for private school tuition, virtual education programs, private tutoring or saving for future college expenses. In general, do you favor or oppose this kind of "savings account system"?

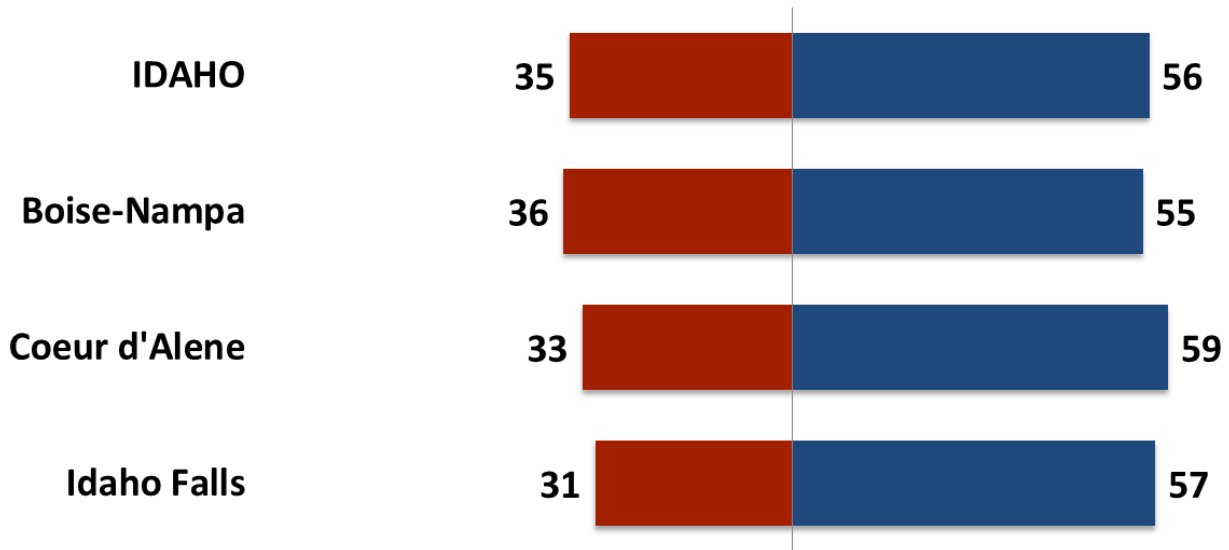
■ Oppose ■ Favor



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

**Q17. 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**



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

**Q17. 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 %	Net	Intensity	N=
<b>ALL VOTERS</b>	<b>56</b>	<b>35</b>	<b>+ 21</b>	<b>+ 8</b>	<b>1,202</b>
<b>COMMUNITY</b>					
Urban	58	34	+ 24	+ 7	196
Suburban	62	31	+ 31	+ 16	267
Small Town	50	38	+ 12	+ 4	391
Rural	58	35	+ 23	+ 10	340
<b>PARTY ID</b>					
Republican	58	33	+ 25	+ 16	473
Independent	57	33	+ 24	+ 8	363
Democrat	53	43	+ 10	- 2	202
<b>AGE GROUP</b>					
18 – 29	71	20	+ 51	+ 26	214
30 – 49	62	31	+ 31	+ 15	405
50 & Over	47	43	+ 4	- 3	583
<b>HOUSEHOLD INCOME</b>					
Under \$25,000	63	29	+ 34	+ 14	236
\$25,000 - \$49,999	53	38	+ 15	+ 6	290
\$50,000 - \$74,999	58	34	+ 24	+ 7	247
\$75,000 - \$124,999	62	34	+ 28	+ 14	210
\$125,000 & Over	57	41	+ 16	+ 6	80
<b>RACE/ETHNICITY</b>					
Hispanic	74	22	+ 52	+ 19	85
White	55	37	+ 18	+ 6	1,060

NOTE: Please consider that each subgroup has a unique margin of error based on its registered voter population size in the state and the sample size (N) obtained in this survey. Reference to Whites refers to the non-Hispanic component of the self-identified white population. Reference to Hispanics includes self-identification as “Hispanic, Latino, or of Spanish origin or descent.” 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 how passionate the support or opposition is for a given policy or proposal. We exclude demographic subgroups that constitute less than 2% of the statewide sample.

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

## Methods Summary

The “K-12 & School Choice Survey ” project, commissioned by The Friedman Foundation for Educational Choice and conducted by Braun Research Incorporated (BRI), interviewed **1,202** registered voters in Idaho and then oversampled to reach another **895** total completes in the following counties to complete, combined with the statewide sample, approximately 500 completes in each: Boise-Nampa (**501**), Coeur d’Alene (**504**), Idaho Falls (**501**). A total of **2,097** telephone interviews were conducted in English from October 22 to November 6, 2011, by means of both landline and cell phone. Statistical results were weighted to correct known demographic discrepancies. The margin of sampling error for the overall state survey is  $\pm 2.8$  percentage points. Margin of error for the regional sample of interviews is  $\pm 4.4$  percentage points.

BRI’s live callers conducted all phone interviews. For this entire project, a total of 18,135 calls were made in Idaho: 5,814 statewide landline; 4,102 statewide cell; 4,913 county landline, 3,306 county cell. Of these calls 4,112 [1,637 statewide landline, 495 statewide cell, 1,594 county landline, 386 county cell] were unusable phone numbers (disconnected, fax, busy, non-residential, or non-answers, etc.); 9,016 [2,355 statewide landline, 2,651 statewide cell, 1,855 county landline, 2,155 county cell] were usable numbers but eligibility unknown (including refusals and voicemail); 750 [394 statewide cell, 356 county cell] cell phone numbers were usable but not eligible for this survey; 118 [28 statewide landline, 35 statewide cell, 28 county landline, 27 county cell] people did not complete the survey. The average response rate of the statewide landline interviews was **19.6%**. The average response rate of the statewide cell phone interviews was **23.8%**. The average response rate of the county landline interviews was **19.8%**. The average response rate of the county cell phone interviews was **23.2%**.

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

## ***Sample Design***

A combination of landline and cellular random digit dial (RDD) samples was used to represent registered voters in Idaho 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 October 22 to November 6, 2011. 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 over the last several years, response rates have been declining for consumer polls. Generally, running surveys over a longer period of time will boost these response rates. However, lower response rates do not lead to lower reliability of the

data. For example, polls with a sample size of 1,200 respondents run over a two-day period with response rates of 3%-4% should be acceptable for public release.

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%. If the overall margin of error is  $\pm 3.0$  percentage points, 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 three percentage points away from their true values in the population.

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  $\pm 8.0$  percentage points.

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

### ***Call Dispositions and Response Rates***

Full statewide call dispositions and response rates for sampled landline and cell phone numbers are located on the next page.



## Idaho Call Dispositions

<u>SUMMARY</u>			<u>DETAIL</u>		
Landline	Cell Phone		Landline	Cell Phone	
6,135	4,102	Total	1,307	487	Disconnected
5,814	4,102	Released	124	2	Fax
321	0	Unreleased	204	5	Government/Business
4,177	3,607	Usable	-	1	Non Cell Phone
1,637	495	Unusable	2	-	Non Landline
3,612	2,077	Qualified	1,637	495	Unusable
65.8%	87.8%	Est. Usability	903	32	No Answer
93.3%	57.3%	Est. Eligibility	130	1	Busy
19.6%	23.8%	Est. Response	1,033	33	Usability Unknown
			708	494	Complete
			28	35	Break-Off
			736	529	Usable/Eligible
			1,127	617	Refused
			21	11	Language Barrier
			859	1,097	Voice Mail
			246	758	Call Back-Retired
			101	167	Strong Refusal
			1	1	Privacy Manager
			2,355	2,651	Usable/Eligible Unknown
			-	144	Under 18
			53	250	Not Registered in State
			53	394	Usable/Ineligible
			<b>19.6%</b>	<b>23.8%</b>	<b>Response Rate</b>

## ***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. The sample was balanced to reflect the targeted population representation by Age, Gender, Race and Education. The weighted and unweighted results are available on request.

Weighting targets are imposed for sex, age, ethnicity, and level of education for the state of Idaho. Gender and ethnicity were based on Census Bureau figures from Table 4b of “Voting and Registration in the Election of November 2008 – Detailed Tables.”<sup>1</sup>

Table 4c of the above cited report describes the age distributions, but these do not match our questionnaire coding scheme for respondent’s age. So we calculated age distributions from date-of-birth information on file from the state’s respective registered voter database, as supplied by Aristotle International.

The level of education is based on voting-age population distributions as reported by the Census Bureau, American Community Survey, 2006-2008 3-year estimates. We adjusted college graduate weighting targets for the state where required based on the 2008 Census figures on registered voters (Table 5 of the above cited), noting that the percentage of college graduates is higher for registered voters compared with all adults nationally (32.1% vs. 27.5%, respectively).

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<sup>1</sup> U.S. Census Bureau, “Voting and Registration in the Election of November 2008 - Detailed Tables,”  
URL: [www.census.gov/hhes/www/socdemo/voting/publications/p20/2008/tables.html](http://www.census.gov/hhes/www/socdemo/voting/publications/p20/2008/tables.html)

## About the Author

Paul DiPerna (paul@edchoice.org) is Research Director for The Friedman Foundation for Educational Choice in Indianapolis. DiPerna joined the Foundation in September 2006, and his research includes surveys and polling on K-12 education issues. He also manages and edits all other research projects commissioned by the Foundation. DiPerna previously served as assistant director for the Brown Center on Education Policy at the Brookings Institution, working there for more than six years. He was a research analyst for the first five issues of the *Brown Center Report on American Education* (2000-2004), and managed the activities of the National Working Commission on Choice in K-12 Education (2001-2005). DiPerna has presented research at the American Sociological Association annual meeting, and he has written articles for *Huffington Post*, *Washington Examiner*, *First Monday*, and *Education Next*. In 2008, he authored a textbook chapter in the *Handbook of Research on Web Log Analysis*.

A native of Pittsburgh, DiPerna attended the University of Dayton as an undergraduate and received an M.A. in political science from the University of Illinois.

## Acknowledgements

Paul DiPerna would like to thank a number of people who provided invaluable time, comments, and assistance throughout the course of this survey project. This would not have been possible without the opportunities provided by Robert Enlow, Leslie Hiner, and Carey Folco. Dale Buwalda provided critical input and feedback at various stages of this project. Our release partners at the J.A. and Kathryn Albertson Foundation gave us invaluable insights and context at the local/state level. We would also like to thank the team at Braun Research who assisted in project development, and for their excellent work in conducting the interviews and collecting the data. I appreciate the time and commitments from Paul Braun, Dave Oshman, and Cynthia Miller. We are very grateful to the citizens of Idaho, who generously agreed to participate in our survey interviews.

## **About the Survey Organization**

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

The Braun Research network of companies, founded in 1995, combined employ 48 full-time and over 600 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 15 years, Braun Research has conducted more than 7,000 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.

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

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

## **About the Survey Sponsor**

### **The Friedman Foundation for Educational Choice**

The Friedman Foundation for Educational Choice is a 501(c)(3) nonprofit and nonpartisan organization, solely dedicated to advancing Milton and Rose Friedman's vision of school choice for all children. First established as the Milton and Rose D. Friedman Foundation in 1996, the Foundation continues to promote school choice as the most effective and equitable way to improve the quality of K-12 education in America. The Foundation is dedicated to research, education, and outreach on the vital issues and implications related to choice and competition 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 responsibility for research design, analysis, charts, and any unintentional errors or misrepresentations. They welcome any and all questions related to methods and findings.

## **About the Survey Release Partner**

### **J.A. and Kathryn Albertson Foundation**

The J.A. and Kathryn Albertson Foundation is a private, family foundation, committed to the vision of a world-class education that prepares Idaho citizens for the 21st century and beyond. Joe and Kathryn Albertson established the foundation in 1966. From its beginning, the philanthropy gave to a variety of charitable causes within Idaho, where the couple met, married and started their family. As Foundation assets grew and more grants were provided, the Foundation's giving began to focus primarily on one area — education — because Joe and Kathryn felt strongly that a good education was essential in helping open doors of opportunity to everyone.

## Idaho K-12 Survey Questionnaire & Topline Results

<b>Interview Dates:</b>	October 22 to November 6, 2011
<b>Sample Frame:</b>	Registered Voters
<b>Sample Sizes:</b>	IDAHO=1,202; Boise-Nampa = 501; Coeur d'Alene = 504; Idaho Falls = 501
<b>Split Sample Sizes:</b>	“Split A”=633; “Split B”=569
<b>Margin of Error:</b>	± 2.8 percentage points for the statewide sample; ± 4.4 percentage points (approx.) for each regional sample ± 3.9 percentage points for “Split A” sample ± 4.1 percentage points for “Split B” sample

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

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

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### [INTRODUCTION]

Hello, I am \_\_\_\_\_ calling for Braun Research Inc. 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 someone who is registered to vote and is at home right now?

#### [IF ASKED FOR TIME:]

The survey should take approximately 8 to 10 minutes.

#### [IF ASKED FOR SPONSOR:]

The Friedman Foundation for Educational Choice is the sponsor of this survey.

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

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

	A Lot	Some	Very Little	None	DK/Ref (VOL.)
<b>IDAHO</b>	<b>40</b>	<b>39</b>	<b>15</b>	<b>6</b>	<b>&lt; 1</b>
<b>Boise-Nampa</b>	<b>42</b>	<b>36</b>	<b>14</b>	<b>8</b>	<b>&lt; 1</b>
<b>Coeur d’Alene</b>	<b>36</b>	<b>34</b>	<b>23</b>	<b>6</b>	<b>&lt; 1</b>
<b>Idaho Falls</b>	<b>39</b>	<b>39</b>	<b>15</b>	<b>6</b>	<b>&lt; 1</b>



2. Do you feel things in Idaho’s K-12 public 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”]**

	<b>Right Direction</b>	<b>Wrong Track</b>	<b>DK/Ref (VOL.)</b>
<b>IDAHO</b>	<b>31</b>	<b>57</b>	<b>12</b>
<b>Boise-Nampa</b>	<b>29</b>	<b>61</b>	<b>10</b>
<b>Coeur d’Alene</b>	<b>36</b>	<b>50</b>	<b>14</b>
<b>Idaho Falls</b>	<b>35</b>	<b>55</b>	<b>10</b>

3. How would you rate Idaho's public school system?

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

	Excellent	Good	Fair	Poor	DK/Ref (VOL.)
<b>IDAHO</b>	<b>5</b>	<b>41</b>	<b>38</b>	<b>13</b>	<b>3</b>
<b>Boise-Nampa</b>	<b>6</b>	<b>39</b>	<b>40</b>	<b>12</b>	<b>3</b>
<b>Coeur d'Alene</b>	<b>7</b>	<b>45</b>	<b>33</b>	<b>10</b>	<b>5</b>
<b>Idaho Falls</b>	<b>4</b>	<b>44</b>	<b>38</b>	<b>11</b>	<b>2</b>

4. Who do you hold most responsible for the direction and your rating of **IDAHO's** public schools?

**[RANDOMIZE RESPONSES TO AVOID BIAS]**

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

	Parents	Principals	School Boards	State Government	Teachers	Unions	DK/Ref (VOL.)
<b>IDAHO</b>	<b>13</b>	<b>3</b>	<b>18</b>	<b>43</b>	<b>10</b>	<b>6</b>	<b>7</b>
<b>Boise-Nampa</b>	<b>13</b>	<b>3</b>	<b>17</b>	<b>46</b>	<b>10</b>	<b>6</b>	<b>6</b>
<b>Coeur d'Alene</b>	<b>17</b>	<b>2</b>	<b>20</b>	<b>36</b>	<b>13</b>	<b>7</b>	<b>6</b>
<b>Idaho Falls</b>	<b>8</b>	<b>3</b>	<b>19</b>	<b>45</b>	<b>13</b>	<b>7</b>	<b>6</b>

5. How much do you think is currently spent on each student in Idaho'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. 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.)
<b>IDAHO</b>	<b>32</b>	<b>26</b>	<b>8</b>	<b>4</b>	<b>3</b>	<b>28</b>
<b>Boise-Nampa</b>	<b>29</b>	<b>22</b>	<b>10</b>	<b>5</b>	<b>3</b>	<b>31</b>
<b>Coeur d’Alene</b>	<b>32</b>	<b>28</b>	<b>7</b>	<b>5</b>	<b>4</b>	<b>24</b>
<b>Idaho Falls</b>	<b>41</b>	<b>25</b>	<b>7</b>	<b>2</b>	<b>&lt; 1</b>	<b>25</b>

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

**[ROTATE “TOO HIGH” AND “TOO LOW”]**

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

	<b>Too High</b>	<b>About Right</b>	<b>Too Low</b>	<b>DK/Ref (VOL.)</b>
<b>IDAHO</b>	<b>11</b>	<b>28</b>	<b>57</b>	<b>4</b>
<b>Boise-Nampa</b>	<b>13</b>	<b>29</b>	<b>54</b>	<b>4</b>
<b>Coeur d’Alene</b>	<b>9</b>	<b>29</b>	<b>54</b>	<b>8</b>
<b>Idaho Falls</b>	<b>3</b>	<b>30</b>	<b>63</b>	<b>4</b>

6. **(Split B)** According to the most recent information available, in Idaho \$7,118 is being spent each year per student attending public schools. Do you believe that public school funding in Idaho is at a level that is:

**[ROTATE “TOO HIGH” AND “TOO LOW”]**

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

	<b>Too High</b>	<b>About Right</b>	<b>Too Low</b>	<b>DK/Ref (VOL.)</b>
<b>IDAHO</b>	<b>11</b>	<b>35</b>	<b>47</b>	<b>7</b>
<b>Boise-Nampa</b>	<b>13</b>	<b>31</b>	<b>48</b>	<b>8</b>
<b>Coeur d’Alene</b>	<b>13</b>	<b>35</b>	<b>44</b>	<b>8</b>
<b>Idaho Falls</b>	<b>10</b>	<b>38</b>	<b>46</b>	<b>5</b>

7. 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”]**

	<b>Charter School</b>	<b>Homeschool</b>	<b>Private School</b>	<b>Regular Public School</b>	<b>Virtual School</b>	<b>DK/Ref (VOL.)</b>
<b>IDAHO</b>	<b>22</b>	<b>8</b>	<b>27</b>	<b>38</b>	<b>2</b>	<b>3</b>
<b>Boise-Nampa</b>	<b>23</b>	<b>9</b>	<b>33</b>	<b>32</b>	<b>&lt; 1</b>	<b>3</b>
<b>Coeur d’Alene</b>	<b>24</b>	<b>13</b>	<b>23</b>	<b>38</b>	<b>&lt; 1</b>	<b>2</b>
<b>Idaho Falls</b>	<b>21</b>	<b>6</b>	<b>26</b>	<b>42</b>	<b>3</b>	<b>2</b>

8. 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 20 | Specific impressions offered by respondents in the statewide sample. Numbers represent counts (n), not percentages.**

<b>IDAHO</b>	
BETTER EDUCATION / QUALITY	159
INDIVIDUAL ATTENTION / ONE-ON-ONE	144
SOCIALIZATION / PEERS / OTHER KIDS	135
CLASS SIZE / STUDENT-TEACHER RATIO	123
BETTER TEACHERS / TEACHERS / TEACHING	122
CURRICULUM / ACADEMICS	84
PARENTS / PARENTAL INVOLVEMENT	45
ENVIRONMENT / CULTURE / COMMUNITY	41
DISCIPLINE / STRUCTURE	40
ALMA MATER / SOCIAL NETWORK	36
RELIGION / RELIGIOUS REASONS	36
PUBLIC SCHOOL: POSITIVE MENTIONS	34
COST / TUITION / AFFORDABILITY	33
DIVERSITY	32
CHARTER SCHOOL: POSITIVE MENTIONS	29
FLEXIBILITY / FREEDOM	28
OPPORTUNITIES / CHOICES	26
PUBLIC SCHOOL: NEGATIVE MENTIONS	22
OUTCOMES / RESULTS / GRADUATION RATE	21
GOVERNMENT: NEGATIVE MENTIONS	20
MORALS / VALUES / ETHICS	20
OTHER RESPONSES	77
DK / NO RESPONSE / REFUSED	49



**“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”]**

9. How familiar are you with “charter schools” in K-12 education?

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

	<b>Very Familiar</b>	<b>Somewhat Familiar</b>	<b>Not That Familiar</b>	<b>I Have Never Heard of “Charter Schools”</b>	<b>DK/Ref (VOL.)</b>
<b>IDAHO</b>	<b>13</b>	<b>44</b>	<b>35</b>	<b>7</b>	<b>2</b>
<b>Boise-Nampa</b>	<b>15</b>	<b>48</b>	<b>31</b>	<b>5</b>	<b>&lt; 1</b>
<b>Coeur d’Alene</b>	<b>9</b>	<b>46</b>	<b>34</b>	<b>7</b>	<b>4</b>
<b>Idaho Falls</b>	<b>9</b>	<b>37</b>	<b>46</b>	<b>7</b>	<b>&lt; 1</b>

10. 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”]**

	<b>Strongly Favor</b>	<b>Somewhat Favor</b>	<b>Somewhat Oppose</b>	<b>Strongly Oppose</b>	<b>DK/Ref (VOL.)</b>
<b>IDAHO</b>	<b>32</b>	<b>37</b>	<b>10</b>	<b>7</b>	<b>14</b>
<b>Boise-Nampa</b>	<b>36</b>	<b>38</b>	<b>7</b>	<b>7</b>	<b>12</b>
<b>Coeur d’Alene</b>	<b>37</b>	<b>40</b>	<b>11</b>	<b>5</b>	<b>9</b>
<b>Idaho Falls</b>	<b>29</b>	<b>37</b>	<b>11</b>	<b>8</b>	<b>15</b>

11. How familiar are you with “virtual schools” in K-12 education? These schools are sometimes called "cyber schools" and "online schools".

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

	<b>Very Familiar</b>	<b>Somewhat Familiar</b>	<b>Not That Familiar</b>	<b>I Have Never Heard of “Virtual Schools”</b>	<b>DK/Ref (VOL.)</b>
<b>IDAHO</b>	<b>17</b>	<b>35</b>	<b>34</b>	<b>13</b>	<b>2</b>
<b>Boise-Nampa</b>	<b>17</b>	<b>39</b>	<b>33</b>	<b>9</b>	<b>2</b>
<b>Coeur d’Alene</b>	<b>12</b>	<b>32</b>	<b>39</b>	<b>16</b>	<b>2</b>
<b>Idaho Falls</b>	<b>13</b>	<b>35</b>	<b>36</b>	<b>14</b>	<b>1</b>

12. **(Split A)** Virtual schools can be run publicly or privately, allowing students to work with their curriculum and teachers over the internet – in combination with, or in place of, traditional classroom learning. In general, do you favor or oppose virtual schools? **[PROBE:]** Would you say strongly or somewhat favor/oppose?

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

	<b>Strongly Favor</b>	<b>Somewhat Favor</b>	<b>Somewhat Oppose</b>	<b>Strongly Oppose</b>	<b>DK/Ref (VOL.)</b>
<b>IDAHO</b>	<b>15</b>	<b>24</b>	<b>22</b>	<b>31</b>	<b>9</b>
<b>Boise-Nampa</b>	<b>12</b>	<b>27</b>	<b>23</b>	<b>33</b>	<b>6</b>
<b>Coeur d’Alene</b>	<b>11</b>	<b>23</b>	<b>19</b>	<b>37</b>	<b>10</b>
<b>Idaho Falls</b>	<b>14</b>	<b>28</b>	<b>22</b>	<b>25</b>	<b>11</b>

12. **(Split B)** Would you be willing to have a child of yours enroll in a virtual school, allowing him or her to take some or all academic courses over the internet? **[PROBE:]** Would you say strongly or somewhat willing/unwilling?

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

	<b>Strongly Willing</b>	<b>Somewhat Willing</b>	<b>Somewhat Unwilling</b>	<b>Strongly Unwilling</b>	<b>DK/Ref (VOL.)</b>
<b>IDAHO</b>	<b>14</b>	<b>30</b>	<b>14</b>	<b>39</b>	<b>4</b>
<b>Boise-Nampa</b>	<b>12</b>	<b>27</b>	<b>16</b>	<b>41</b>	<b>4</b>
<b>Coeur d’Alene</b>	<b>12</b>	<b>30</b>	<b>14</b>	<b>42</b>	<b>2</b>
<b>Idaho Falls</b>	<b>13</b>	<b>34</b>	<b>17</b>	<b>31</b>	<b>5</b>

13. Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. This policy supports a “tax-credit scholarship system”. 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”]**

	<b>Strongly Favor</b>	<b>Somewhat Favor</b>	<b>Somewhat Oppose</b>	<b>Strongly Oppose</b>	<b>DK/Ref (VOL.)</b>
<b>IDAHO</b>	<b>25</b>	<b>35</b>	<b>9</b>	<b>12</b>	<b>19</b>
<b>Boise-Nampa</b>	<b>25</b>	<b>36</b>	<b>9</b>	<b>12</b>	<b>18</b>
<b>Coeur d’Alene</b>	<b>32</b>	<b>33</b>	<b>10</b>	<b>11</b>	<b>14</b>
<b>Idaho Falls</b>	<b>23</b>	<b>40</b>	<b>14</b>	<b>8</b>	<b>17</b>

14. What is the most important **reason** that would cause you to choose your previous response relating to tax-credit scholarships? Please use a few words, or a very short phrase.

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

**Top 20 | Specific impressions offered by respondents in the statewide sample. Numbers represent counts (n), not percentages.**

<b>IDAHO</b>	
GOOD IDEA	73
HELPS CHILDREN	57
GOOD USE OF TAX MONEY	48
BETTER EDUCATION / QUALITY	46
ENGAGES BUSINESS	46
CHOICE / FLEXIBILITY / FREEDOM	42
BAD IDEA	40
HELPS LESS FORTUNATE	39
OPPORTUNITIES	39
SCHOLARSHIPS: POSITIVE MENTIONS	39
UNFAIR	32
COST / TUITION / AFFORDABILITY	26
BENEFITS BUSINESS	25
GOVERNMENT: NEGATIVE MENTIONS	25
HURTS PUBLIC SCHOOLS	22
BAD USE OF TAX MONEY	20
FUNDS / RESOURCES FOR PUBLIC SCHOOLS ONLY	14
ABUSE / FRAUD	13
MORE TAXES	13
REGULATIONS: SCHOLARSHIP VALUE / TYPE	9
NOT FAMILIAR / NEED MORE INFORMATION	132
OTHER RESPONSES	183
DK / NO RESPONSE / REFUSED	236

15. An "education savings account" allows parents to withdraw their child from a public district or charter school, and receive a payment into an 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"?  
**[PROBE:]** Would you say strongly or somewhat favor/oppose?

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

	<b>Strongly Favor</b>	<b>Somewhat Favor</b>	<b>Somewhat Oppose</b>	<b>Strongly Oppose</b>	<b>DK/Ref (VOL.)</b>
<b>IDAHO</b>	<b>24</b>	<b>29</b>	<b>12</b>	<b>20</b>	<b>14</b>
<b>Boise-Nampa</b>	<b>29</b>	<b>28</b>	<b>12</b>	<b>18</b>	<b>13</b>
<b>Coeur d'Alene</b>	<b>27</b>	<b>29</b>	<b>12</b>	<b>19</b>	<b>14</b>
<b>Idaho Falls</b>	<b>22</b>	<b>30</b>	<b>14</b>	<b>20</b>	<b>14</b>



16. How familiar are you with “school vouchers” in K-12 education?

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

	<b>Very Familiar</b>	<b>Somewhat Familiar</b>	<b>Not That Familiar</b>	<b>I Have Never Heard of “School Vouchers”</b>	<b>DK/Ref (VOL.)</b>
<b>IDAHO</b>	<b>6</b>	<b>25</b>	<b>37</b>	<b>30</b>	<b>1</b>
<b>Boise-Nampa</b>	<b>8</b>	<b>27</b>	<b>35</b>	<b>30</b>	<b>&lt; 1</b>
<b>Coeur d’Alene</b>	<b>6</b>	<b>21</b>	<b>39</b>	<b>33</b>	<b>2</b>
<b>Idaho Falls</b>	<b>4</b>	<b>29</b>	<b>35</b>	<b>32</b>	<b>&lt; 1</b>

17. 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”]**

	<b>Strongly Favor</b>	<b>Somewhat Favor</b>	<b>Somewhat Oppose</b>	<b>Strongly Oppose</b>	<b>DK/Ref (VOL.)</b>
<b>IDAHO</b>	<b>28</b>	<b>29</b>	<b>15</b>	<b>19</b>	<b>9</b>
<b>Boise-Nampa</b>	<b>29</b>	<b>26</b>	<b>15</b>	<b>20</b>	<b>10</b>
<b>Coeur d’Alene</b>	<b>33</b>	<b>26</b>	<b>15</b>	<b>18</b>	<b>8</b>
<b>Idaho Falls</b>	<b>25</b>	<b>33</b>	<b>13</b>	<b>18</b>	<b>12</b>

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

18. Are you currently the parent or guardian of a child who lives with you, and who is in any grade from Pre-School through High School?

**[IF NEEDED: IF CHILD IS GOING INTO PRESCHOOL IN THE UPCOMING SCHOOL YEAR, ENTER "YES"]**

**[IF NEEDED: IF CHILD JUST GRADUATED IN 2010, ENTER "NO"]**

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

	Yes	No	DK/Ref (VOL.)
<b>IDAHO</b>	<b>36</b>	<b>64</b>	<b>&lt; 1</b>
<b>Boise-Nampa</b>	<b>42</b>	<b>58</b>	<b>&lt; 1</b>
<b>Coeur d'Alene</b>	<b>28</b>	<b>72</b>	<b>0</b>
<b>Idaho Falls</b>	<b>41</b>	<b>60</b>	<b>0</b>

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

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

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

	Democrat	Republican	Independent	Other	Libertarian (VOL.)	DK/Ref (VOL.)
<b>IDAHO</b>	<b>17</b>	<b>39</b>	<b>30</b>	<b>3</b>	<b>&lt; 1</b>	<b>10</b>
<b>Boise-Nampa</b>	<b>19</b>	<b>38</b>	<b>30</b>	<b>3</b>	<b>1</b>	<b>8</b>
<b>Coeur d’Alene</b>	<b>19</b>	<b>38</b>	<b>31</b>	<b>3</b>	<b>1</b>	<b>8</b>
<b>Idaho Falls</b>	<b>10</b>	<b>47</b>	<b>28</b>	<b>4</b>	<b>&lt; 1</b>	<b>11</b>

20. How would you describe your views on most political matters? Generally, do you think of yourself as liberal, moderate, or conservative? **[Rotate Liberal and Conservative]**

**[Code only for Liberal, Moderate, Conservative, or “DK”]**

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

	<b>Liberal</b>	<b>Moderate</b>	<b>Conservative</b>	<b>Other</b>	<b>DK/Ref (VOL.)</b>
<b>IDAHO</b>	<b>12</b>	<b>33</b>	<b>48</b>	<b>1</b>	<b>5</b>
<b>Boise-Nampa</b>	<b>16</b>	<b>36</b>	<b>43</b>	<b>1</b>	<b>3</b>
<b>Coeur d’Alene</b>	<b>11</b>	<b>34</b>	<b>49</b>	<b>2</b>	<b>5</b>
<b>Idaho Falls</b>	<b>7</b>	<b>34</b>	<b>53</b>	<b>&lt; 1</b>	<b>5</b>

21. 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.)
<b>IDAHO</b>	<b>16</b>	<b>22</b>	<b>33</b>	<b>28</b>	<b>&lt; 1</b>
<b>Boise-Nampa</b>	<b>27</b>	<b>39</b>	<b>18</b>	<b>16</b>	<b>&lt; 1</b>
<b>Coeur d'Alene</b>	<b>10</b>	<b>18</b>	<b>45</b>	<b>26</b>	<b>1</b>
<b>Idaho Falls</b>	<b>12</b>	<b>15</b>	<b>40</b>	<b>31</b>	<b>2</b>

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

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

	<b>18 – 29</b>	<b>30 –39</b>	<b>40 – 49</b>	<b>50 – 64</b>	<b>65 &amp; Over</b>	<b>DK/Ref (VOL.)</b>
<b>IDAHO</b>	<b>18</b>	<b>18</b>	<b>16</b>	<b>27</b>	<b>21</b>	<b>&lt; 1</b>
<b>Boise-Nampa</b>	<b>18</b>	<b>20</b>	<b>20</b>	<b>26</b>	<b>17</b>	<b>0</b>
<b>Coeur d’Alene</b>	<b>20</b>	<b>14</b>	<b>17</b>	<b>28</b>	<b>21</b>	<b>0</b>
<b>Idaho Falls</b>	<b>21</b>	<b>18</b>	<b>18</b>	<b>25</b>	<b>18</b>	<b>0</b>

23. Are you of Hispanic, Latino, or of Spanish origin or descent, or not?

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

	Hispanic	Not Hispanic	DK/Ref (VOL.)
<b>IDAHO</b>	<b>7</b>	<b>92</b>	<b>&lt; 1</b>
<b>Boise-Nampa</b>	<b>8</b>	<b>92</b>	<b>&lt; 1</b>
<b>Coeur d’Alene</b>	<b>3</b>	<b>97</b>	<b>&lt; 1</b>
<b>Idaho Falls</b>	<b>9</b>	<b>91</b>	<b>&lt; 1</b>



24. Which of the following describes your race?

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

	American Indian, Native American	Asian, Pacific Islander, Asian American	Black, African American	Mixed Race	White	Other	DK/Ref (VOL.)
<b>IDAHO</b>	1	< 1	< 1	2	90	4	< 1
<b>Boise-Nampa</b>	< 1	< 1	< 1	3	91	4	< 1
<b>Coeur d'Alene</b>	1	1	< 1	2	95	1	< 1
<b>Idaho Falls</b>	1	< 1	0	1	92	6	< 1

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

[IF GIVEN SPECIFIC PROTESTANT DENOMINATION, SIMPLY CODE PROTESTANT]

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

	Catholic	Jewish	Mormon	Muslim	Protestant	Other	None	DK/Ref (VOL.)
<b>IDAHO</b>	<b>12</b>	<b>&lt; 1</b>	<b>15</b>	<b>&lt; 1</b>	<b>47</b>	<b>2</b>	<b>18</b>	<b>5</b>
<b>Boise-Nampa</b>	<b>13</b>	<b>&lt; 1</b>	<b>9</b>	<b>&lt; 1</b>	<b>50</b>	<b>3</b>	<b>20</b>	<b>5</b>
<b>Coeur d'Alene</b>	<b>13</b>	<b>&lt; 1</b>	<b>3</b>	<b>&lt; 1</b>	<b>56</b>	<b>3</b>	<b>20</b>	<b>5</b>
<b>Idaho Falls</b>	<b>11</b>	<b>0</b>	<b>35</b>	<b>&lt; 1</b>	<b>35</b>	<b>1</b>	<b>14</b>	<b>4</b>

26. What is the last grade or class that you completed in school? **[DO NOT READ CATEGORIES]**

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

None (Grades 1-8)

High School Incomplete (Grades 9-11)

High school Graduate (Grade 12 or GED Certificate)

Technical, Trade, or Vocational School (AFTER High School)

Some College (Associate’s Degree, No 4-Yr Degree)

College Graduate (Bachelor’s Degree., or Other 4-Yr Degree)

Post-Graduate Training or Professional Schooling After College (Toward a Master's Degree, Ph.D.; Law, Medical School)

	Grades 1 to 8	Grades 9 to 11	HS Graduate	Technical/ Vocational	Some College	College Graduate	Post- Graduate	DK/Ref (VOL.)
<b>IDAHO</b>	<b>&lt; 1</b>	<b>9</b>	<b>26</b>	<b>4</b>	<b>33</b>	<b>16</b>	<b>11</b>	<b>&lt; 1</b>
<b>Boise-Nampa</b>	<b>1</b>	<b>9</b>	<b>24</b>	<b>5</b>	<b>32</b>	<b>16</b>	<b>14</b>	<b>&lt; 1</b>
<b>Coeur d’Alene</b>	<b>&lt; 1</b>	<b>9</b>	<b>30</b>	<b>3</b>	<b>36</b>	<b>14</b>	<b>7</b>	<b>&lt; 1</b>
<b>Idaho Falls</b>	<b>0</b>	<b>11</b>	<b>28</b>	<b>4</b>	<b>34</b>	<b>15</b>	<b>7</b>	<b>&lt; 1</b>

27. Would you tell me into which of the following categories your total family income falls?

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

	<b>Under \$25,000</b>	<b>\$25,000 – \$49,999</b>	<b>\$50,000 – \$74,999</b>	<b>\$75,000 – \$124,999</b>	<b>\$125,000 – \$200,000</b>	<b>Over \$200,000</b>	<b>DK/Ref (VOL.)</b>
<b>IDAHO</b>	<b>20</b>	<b>24</b>	<b>21</b>	<b>17</b>	<b>5</b>	<b>2</b>	<b>12</b>
<b>Boise-Nampa</b>	<b>15</b>	<b>21</b>	<b>20</b>	<b>22</b>	<b>8</b>	<b>2</b>	<b>13</b>
<b>Coeur d’Alene</b>	<b>17</b>	<b>32</b>	<b>19</b>	<b>14</b>	<b>5</b>	<b>1</b>	<b>11</b>
<b>Idaho Falls</b>	<b>25</b>	<b>26</b>	<b>20</b>	<b>14</b>	<b>4</b>	<b>&lt; 1</b>	<b>10</b>

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

	<b>Male</b>	<b>Female</b>
<b>IDAHO</b>	<b>49</b>	<b>51</b>
<b>Boise-Nampa</b>	<b>48</b>	<b>52</b>
<b>Coeur d’Alene</b>	<b>50</b>	<b>50</b>
<b>Idaho Falls</b>	<b>51</b>	<b>49</b>

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

The Friedman Foundation for Educational Choice is an independent, nonprofit, nonpartisan research organization that studies attitudes toward K-12 education issues facing the states and the country. The Foundation has no connection to the government, political parties, or any campaigns. Reports about its surveys are made available free of charge on their website EdChoice dot ORG.