

SCHOOL CHOICE

ISSUES

IN THE STATE



Parent Choice for Florida:

Many agree with the concept. Some disagree. And some simply want more information. As the public debate continues to grow louder about how best to provide a quality education to all Florida children, it is critical to know the facts about parent choice, and to have an understanding of how parent choice programs have had an impact on communities, parents and students around the country. All of this analysis is done with one goal in mind: The best possible education for all of Florida's children.

An Empirical Evaluation of the Florida Tax Credit Scholarship Program

Prepared By:

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Survey Conducted By:

Marketing Informatics

August 2009

A MESSAGE FROM THE FRIEDMAN FOUNDATION:

OUR CHALLENGE TO YOU

Our research adheres to the highest standards of scientific rigor. We know that one reason the school choice movement has achieved such great success is because the empirical evidence really does show that school choice works. More and more people are dropping their opposition to school choice as they become familiar with the large body of high-quality scientific studies that supports it. Having racked up a steady record of success through good science, why would we sabotage our credibility with junk science?

This is our answer to those who say we can't produce credible research because we aren't neutral about school choice. Some people think that good science can only be produced by researchers who have no opinions about the things they study. Like robots, these neutral researchers are supposed to carry out their analyses without actually thinking or caring about the subjects they study.

But what's the point of doing science in the first place if we're never allowed to come to any conclusions? Why would we want to stay neutral when some policies are solidly proven to work, and others are proven to fail?

That's why it's foolish to dismiss all the studies showing that school choice works on grounds that they were conducted by researchers who think that school choice works. If we take that approach, we would have to dismiss all the studies showing that smoking causes cancer, because all of them were conducted by researchers who think that smoking causes cancer. We would end up rejecting all science across the board.

The sensible approach is to accept studies that follow sound scientific methods, and reject those that don't. Science produces reliable empirical information, not because scientists are devoid of opinions and motives, but because the rigorous procedural rules of science prevent the researchers' opinions and motives from determining their results. If research adheres to scientific standards, its results can be relied upon no matter who conducted it. If not, then the biases of the researcher do become relevant, because lack of scientific rigor opens the door for those biases to affect the results.

So if you're skeptical about our research on school choice, this is our challenge to you: prove us wrong. Judge our work by scientific standards and see how it measures up. If you can find anything in our work that doesn't follow sound empirical methods, by all means say so. We welcome any and all scientific critique of our work. But if you can't find anything scientifically wrong with it, don't complain that our findings can't be true just because we're not neutral. That may make a good sound bite, but what lurks behind it is a flat rejection of science.

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THE FRIEDMAN
FOUNDATION
FOR
Educational
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Executive Summary

This study examines the Florida Tax Credit Scholarship program, one of the nation's largest school choice programs. It is the first ever completed empirical evaluation of a tax-credit scholarship program, a type of program that creates school choice through the tax code. Earlier reports, including a recent one on the Florida program, have not drawn comparisons between the educational results of public schools and tax-credit scholarships; this study is therefore the first step in evaluating the performance of this type of school choice.

The Florida program provides a tax credit on corporate income taxes for donations to scholarship-funding organizations, which use the funding to provide K-12 private school scholarships to low-income students. Over 23,000 Florida students are attending private schools this year using these scholarships. Similar programs exist in Arizona, Georgia, Iowa, Indiana, Pennsylvania and Rhode Island.

Studying a tax-credit scholarship program using traditional empirical techniques presents a number of methodological challenges. To overcome these difficulties, the study used a telephone survey conducted by Marketing Informatics to interview 808 participating parents whose children attended public schools before entering the program. It asked them to compare the educational services they received in public and private schools.

The results provide the first ever direct comparison between the education participants received when they were in Florida public schools and the education they receive in the school choice program.

Key findings include:

- Participating parents report that they receive dramatically better educational services from their current private schools than they previously received in public schools.
 - 80 percent are “very satisfied” with the academic progress their children are making in their current private schools, compared to 4 percent in their previous public schools.
 - 80 percent are “very satisfied” with the individual attention their children now receive, compared to 4 percent in public schools.
 - 76 percent are “very satisfied” with the teacher quality in their current schools, compared to 7 percent in public schools.
 - 76 percent are “very satisfied” with their schools’ responsiveness to their needs, compared to 4 percent in public schools.
 - 62 percent are “very satisfied” with the student behavior in their current schools, compared to 3 percent in public schools.
- Most participating parents were dissatisfied with their public school experiences on most measurements, and are overwhelmingly satisfied with their current private schools.
 - 58 percent had been “dissatisfied” or “very dissatisfied” with the academic progress their children were making in public school, compared to 4 percent in their current private schools.
 - 64 percent had been “dissatisfied” or “very dissatisfied” with the individual attention their children received in public schools, compared to 3 percent in their current schools.
 - 44 percent had been “dissatisfied” or “very dissatisfied” with teacher quality in public schools, compared to 3 percent in their current schools.
 - 59 percent had been “dissatisfied” or “very dissatisfied” with school responsiveness in public schools, compared to 3 percent in their current schools.
 - 62 percent had been “dissatisfied” or “very dissatisfied” with student behavior in public schools, compared with 5 percent in their current schools.

- Asked to rate their schools on a scale from one to ten, 94 percent of participants gave their current private schools at least a seven, and 54 percent gave them a ten. Only 18 percent of parents rated their public schools seven or higher, and just 2 percent rated them at the highest level.
- Of the 128 parents whose children are not likely to be in the program again next year, 81 percent said that dissatisfaction with the program played no role at all in their decision, and 100 percent – all 128 of them – said the program should continue to be available for others even though they were not likely to use it again next year themselves.

	Very satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Individual attention				
Public school	4%	33%	41%	23%
Scholarship	80%	17%	2%	1%
Academic progress				
Public school	4%	38%	34%	24%
Scholarship	80%	17%	3%	1%
Teacher quality				
Public school	7%	49%	31%	13%
Scholarship	76%	20%	2%	1%
School responsiveness				
Public school	4%	37%	39%	20%
Scholarship	76%	20%	2%	1%
Student behavior				
Public school	3%	36%	37%	25%
Scholarship	62%	33%	3%	2%
Overall satisfaction rating				
Public school	1-3	4-6	7-9	10
Scholarship	39%	43%	16%	2%
Scholarship	2%	4%	40%	54%

About the Authors

Greg Forster, Ph.D., is a senior fellow at the Friedman Foundation for Educational Choice and the program director for American history, economics and religion at the Kern Family Foundation. He has conducted empirical studies on the impact of school choice programs in Milwaukee, Ohio, Florida and Texas, as well as national empirical studies of participation in school choice programs and the impact of charter schools. He also has conducted empirical studies of other education topics, including accountability testing, graduation rates, student demographics and special education.

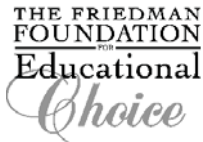
His research has appeared in the peer-reviewed publications *Teachers College Record* and *Education Working Paper Archive*, and his articles on education policy have appeared in the *Washington Post*, *the Los Angeles Times*, *the Philadelphia Inquirer*, *Education Next*, *the Chronicle of Higher Education* and numerous other publications. He is co-author of the book *Education Myths: What Special-Interest Groups Want You to Believe about Our Schools—and Why It Isn't So*, from Rowman & Littlefield.

He received a Ph.D. with Distinction in political science from Yale University in 2002 and a B.A. *summa cum laude* from the University of Virginia in 1995. His most recent book, *The Contested Public Square*, was published in 2008 by InterVarsity Academic.

Christian D'Andrea, M.P.P., is a Policy Analyst and State Program Director with the Friedman Foundation for Educational Choice. He joined the Foundation in July 2008. His duties include creating original research, contracting, compiling, and editing secondary research, and providing legislative support at the state level. His recent research includes a Free to Teach: What America's Teachers Say About Teaching in Public and Private Schools, sponsor's fiscal note for a proposed tax-credit scholarship program in Montana, and various pieces that have been published documenting the fiscal impacts of choice programs from state to state.

He received his Master of Public Policy degree from Vanderbilt University in 2008, focusing on education policy and organizational leadership. Prior to this, he graduated with dual B.A.'s in Professional and Creative Writing at Carnegie Mellon University. Previously, he has worked in consulting and communications roles with Alcoa, Inc., Baptist Hospitals, and Vanderbilt University.

About the Friedman Foundation for Educational Choice



The Friedman Foundation for Educational, dubbed “the nation’s leading voucher advocates” by the Wall Street Journal, is a nonprofit organization established in 1996. The origins of the foundation lie in the Friedmans’ long-standing concern about the serious deficiencies in America’s elementary and secondary public schools. The best way to improve the quality of education, they believe, is to enable all parents with the freedom to choose the schools that their children attend. The Friedman Foundation builds upon this vision, clarifies its meaning to the public and amplifies the national call for true education reform through school choice.

About Marketing Informatics



Marketing Informatics (Mi) has been providing research, analytics, and marketing services to US companies and institutions since 1987. Specifically, the public opinion surveys completed by the Mi Research Team have been used: by government agencies to inform public policy development, measure constituent satisfaction, and help shape service marketing; by corporations as part of strategic planning and tactical deployment of resources; by public policy institutes to better gauge the dynamics of opinions among both the general citizenry and specifically-affected populations; by political candidates and organizations to guide campaign development.

Acknowledgements

The authors would like to thank the Florida School Choice Fund, Step Up for Students, Florida PRIDE, and Children First Florida for providing the parent contact information necessary to conduct this survey. We are especially grateful to Cindy Forster (no relation to the lead author of this study) for her assistance in preparing the data we needed.

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Introduction

Created in 2001, the Florida Tax Credit Scholarship Program extends school choice to Florida students through the tax code. It provides corporations with a dollar-for-dollar credit on their state income taxes for donating money to Scholarship Funding Organizations (SFOs). These SFOs use the donations to provide K-12 private school scholarships to low-income students.

The scholarship is equal to \$3,950 or the actual tuition and fees charged by the school, whichever is less. In February 2009, a total of 23,259 students were attending private schools using these scholarships.¹ This makes the Florida Tax Credit Scholarship Program one of the nation's largest school choice programs.

Corporations may receive these dollar-for-dollar credits for up to 75 percent of their total income tax liability. The total size of the program is capped at \$118 million. A 2009 expansion of the program made insurance companies with premium tax liabilities eligible to donate.

To enter the program, families must have an income low enough to qualify for the federal free and reduced-price lunch program (\$39,220 for a family of four in 2008). Also, students must either have attended a Florida public school for the full year prior to the scholarship award or be entering kindergarten or first grade. Additionally, some students transitioned into the program from the state's Opportunity Scholarship Program (the "A+" program) when it was ended.

This study is the first ever completed empirical evaluation of a tax-credit scholarship program. Florida has initiated an official evaluation of its program, which will compare test scores of participants to those of the general Florida population who are eligible for free and reduced-price lunch programs. A recent report released by David Figlio, the lead investigator of the study, received widespread attention in Florida. However, that study has not yet been able to conduct any statistically valid comparison of the test scores, owing to difficulties in collecting the baseline data. The analysis is expected to be released in 2010, after an additional year of data-gathering has been conducted.²

Method

Studying a tax-credit scholarship program presents numerous methodological difficulties. This helps explain why no previous empirical evaluation of a tax-credit scholarship program has been completed.

The most important issue is the difficulty of overcoming selection bias. Students who apply to school choice programs can reasonably be expected to differ from students who do not apply to school choice programs in ways that are not immediately observable. For example, they may have parents who place a higher priority on their education. These unobserved differences between participating students and their public school peers make it challenging to draw a statistically valid comparison between participants and a control group drawn from students who have not applied to the program.

Some school voucher programs allow researchers to overcome this difficulty because they use random lotteries to hand out vouchers when the program is oversubscribed. This creates a naturally occurring "random assignment experiment," just like the method used in medical trials. In these cases, researchers can compare students who won the lottery and were offered vouchers with students who applied for vouchers but lost the lottery and were not offered them.

Because random assignment is the gold standard for scientific research, the body of random assignment studies on vouchers has become the touchstone for evaluating their performance. Ten random assignment studies of vouchers have been conducted; of these, six found that the total population offered vouchers were outperforming the control group, and three more found that large subgroups of the voucher population were outperforming the control group, while the rest were no worse off. The tenth study found no visible difference, but was marred by serious violations of scientific procedure; if these violations are corrected, the data from this study show the voucher students outperforming the control group.³

However, this type of research has not been possible for tax-credit scholarship programs. These programs do not use random lotteries when they are oversubscribed, so there is no naturally occurring random assignment experiment.

Instead, this study examines a different question: how do the educational services participants are receiving through the program compare to the services those same participants previously received in public schools? This approach eliminates the difficulty of drawing accurate comparisons, since we are looking at the exact same students in both public schools and the school choice program.

Of course, this approach has a corresponding limitation. We are narrowing the scope of analysis to include only the services these particular students received before and after they entered the program. This limits the type of analysis we can perform. It means we are conducting a descriptive analysis showing how the services received by these students changed when they entered the program. We are unable to provide a measurement for what kind of services they would have received if they had not participated, and instead focus solely on current participants. The results measure how their educational services changed when they entered the program, and we should use caution about generalizing from their experiences to those that others might have had.

Though random assignment studies are preferable where they can be conducted, this approach provides important information about the educational services that the program provides. In the absence of any other completed empirical evaluations of the Florida Tax Credit Scholarship program, this information is valuable.

We commissioned a telephone survey of participating parents whose children had gone to public school prior to entering the program. We asked them to tell us about the services they had received in their previous public schools, and then asked them to tell us about the services they are currently receiving through the tax-credit scholarship program.

To conduct the survey, we obtained a list of all currently participating families in Florida’s three active SFOs – Children First Florida, Florida PRIDE, and the Carrie Meek Foundation. Our survey contacted a random sample of participants. If the parent who applied for the scholarship (whose name was provided with our SFO data) was not available, we asked to speak to the other parent; if neither parent was available, we did not conduct the survey. The first two questions of the survey were used to identify parents whose children had participated in the program in 2008-09 and had previously attended a public school; other respondents were removed from our survey sample.⁴

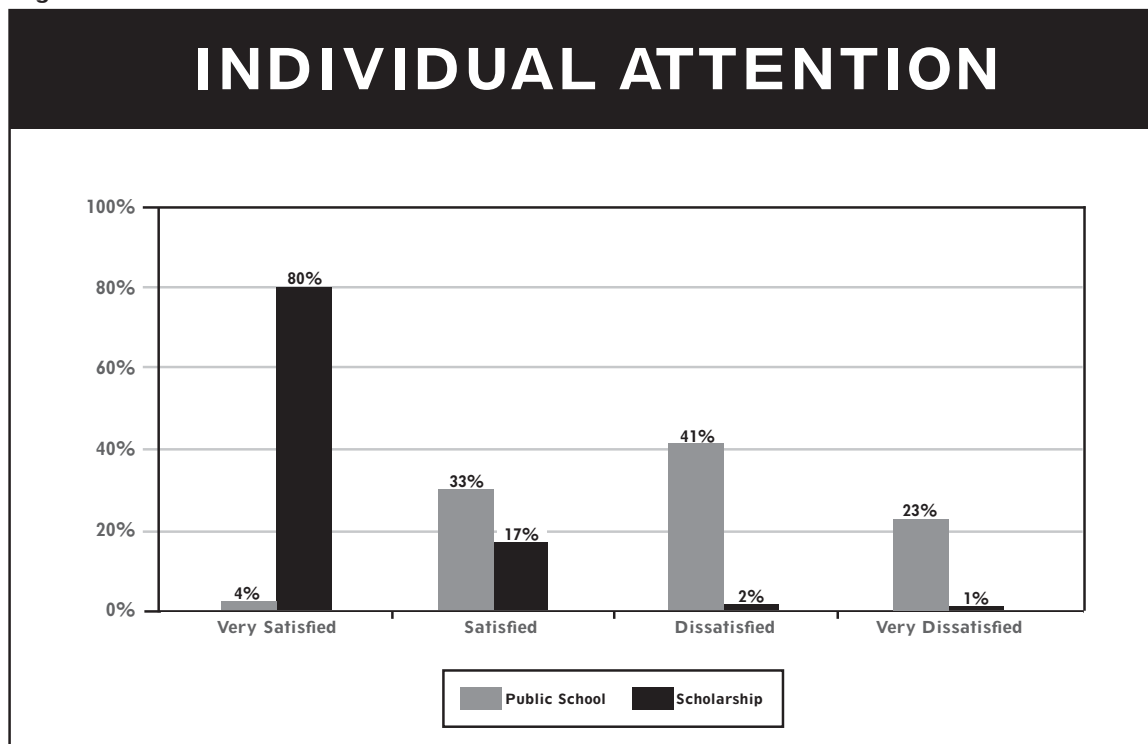
The survey was conducted July 6-16, 2009 by Marketing Informatics. A total of 808 completed parent surveys were conducted. Assuming a standard distribution, this provides a margin of error of 3.5 percentage points.

Results

The survey found that participants report receiving dramatically better educational services in their current private schools than they had received in their previous public schools. The differences in reported satisfaction rates are overwhelming.

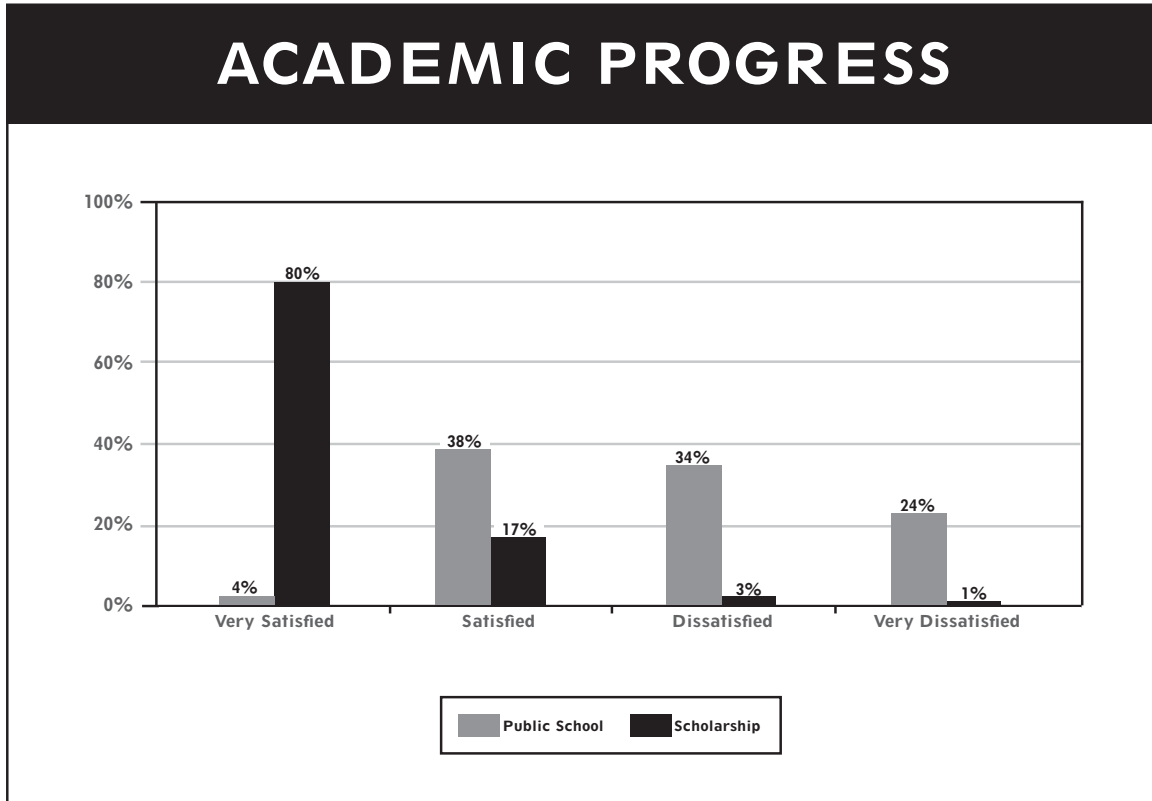
When asked about the individual attention their children receive, only 4 percent of respondents report that they had been “very satisfied” in their previous public schools, while 80 percent report that they are “very satisfied” in their current private schools. The same pattern held more broadly across satisfaction categories. A majority – 64 percent – had been either “dissatisfied” or “very dissatisfied” in public schools, compared to only 3 percent in private schools.

Figure 1



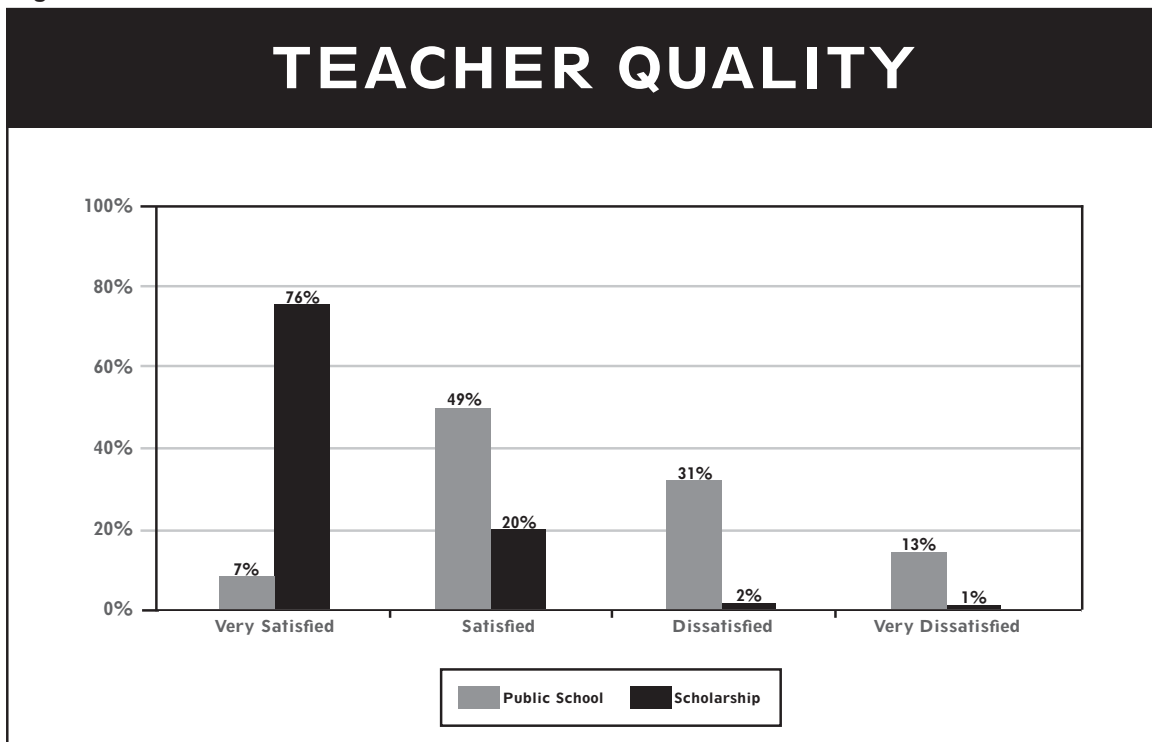
The results for academic progress were very similar: Only 4 percent had been “very satisfied” in public schools, compared to 80 percent in private schools. And 58 percent had been either “dissatisfied” or “very dissatisfied” in public schools, compared to 4 percent in private schools.

Figure 2



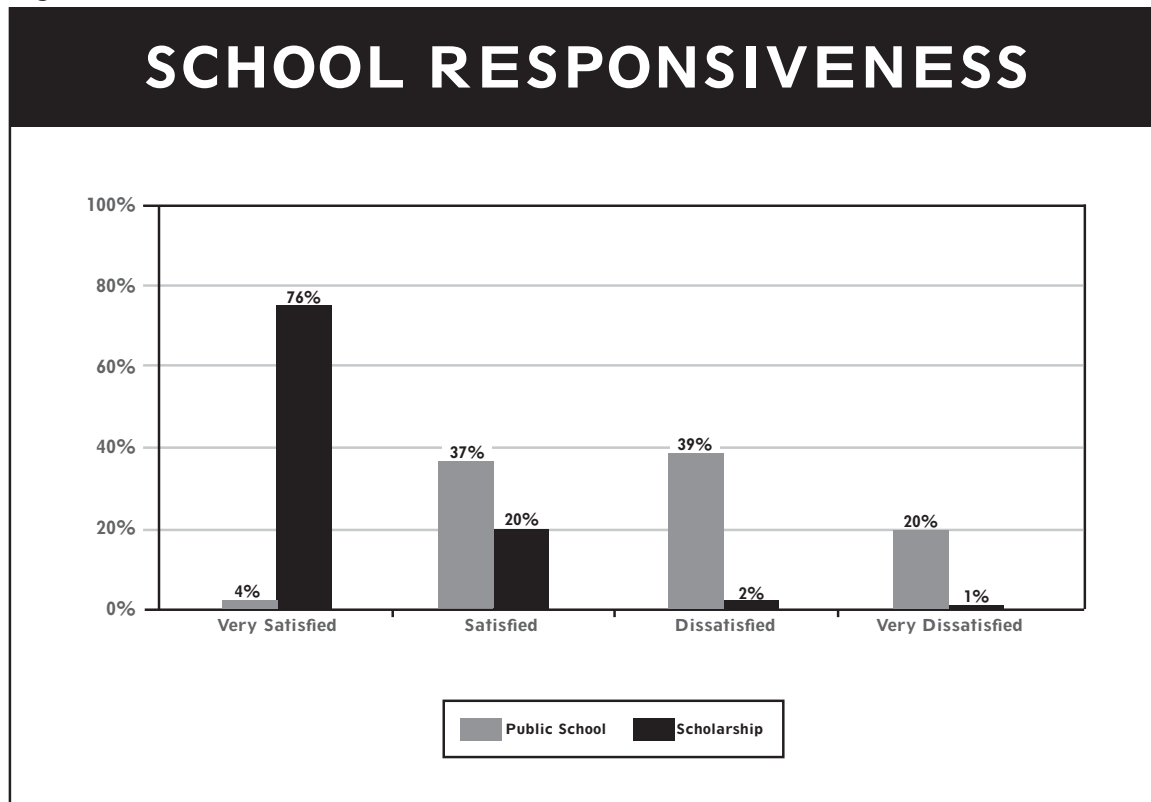
When asked about teacher quality, 7 percent had been “very satisfied” with the quality of their children’s teachers in their previous public schools, and 76 percent are “very satisfied” in their current private schools. More broadly, 44 percent had been “dissatisfied” or “very dissatisfied” in public schools, compared to 3 percent in private schools. This is the only question for which the participants in the two dissatisfaction categories for public schools do not constitute a majority.

Figure 3



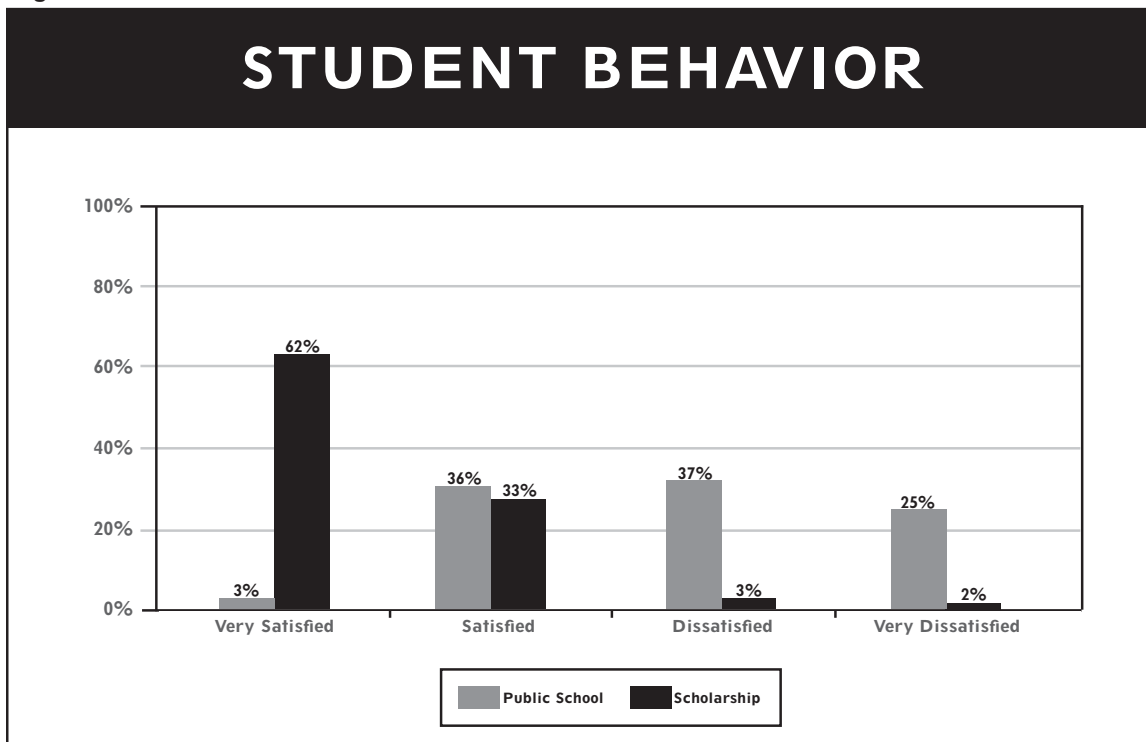
Parents were also asked whether schools were responsive to their needs. Only 4 percent had been “very satisfied” with public schools on this criterion, compared to 76 percent in private schools. And 59 percent had been either “dissatisfied” or “very dissatisfied” with their public schools, compared to 3 percent in private schools.

Figure 4



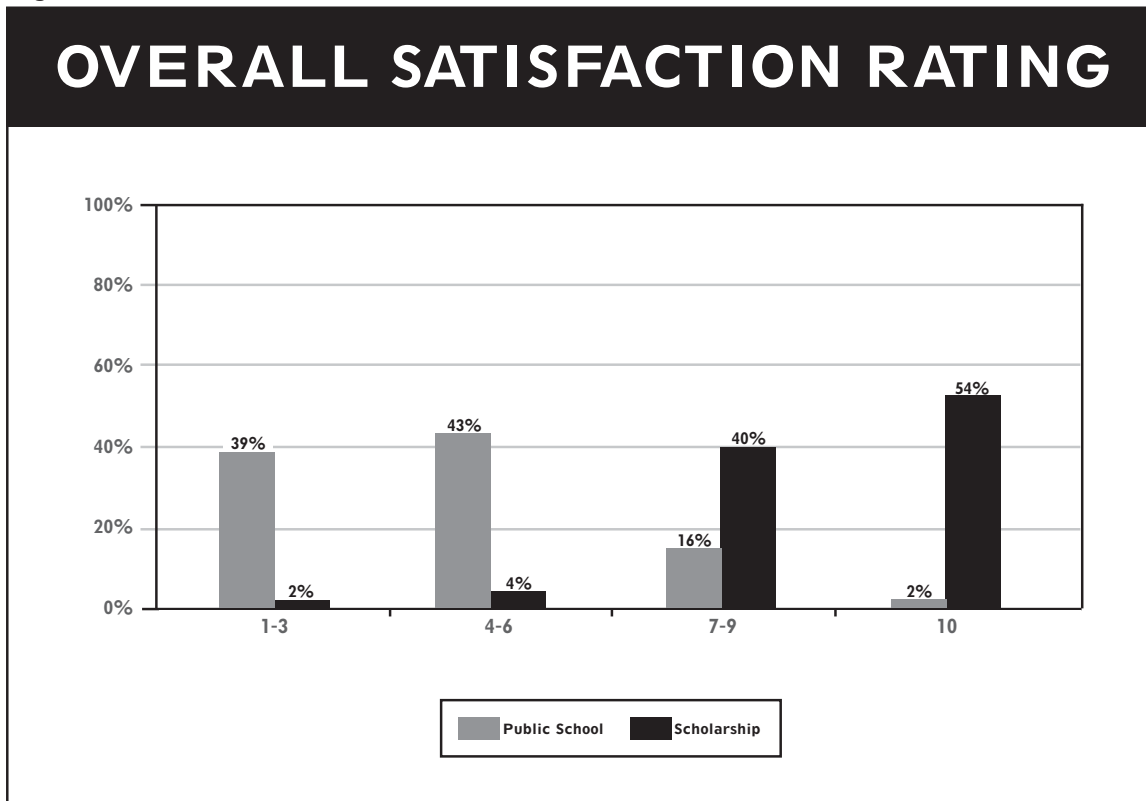
When asked about the behavior of the students at their children’s schools, 3 percent had been “very satisfied” with their public schools and 62 percent were “very satisfied” in their private schools. More broadly, 62 percent had been either “dissatisfied” or “very dissatisfied” in public schools, compared to 5 percent in private schools.

Figure 5



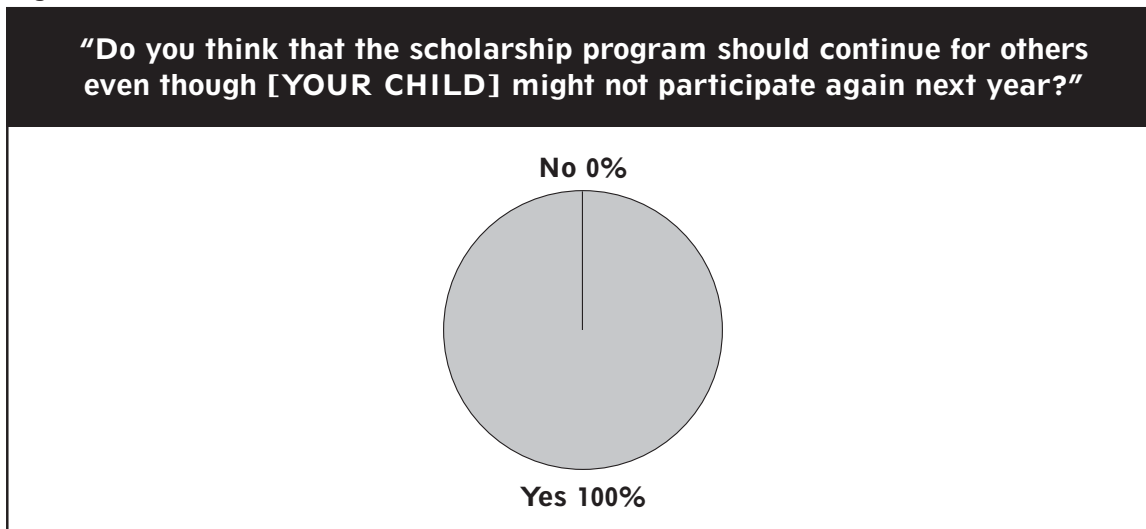
The survey also asked parents to rate their overall satisfaction with their previous public schools on a scale of one to ten, and then to rate their current private schools on the same scale. The results for public schools were weighted toward the bottom end of the scale – 39 percent rated their public schools at three or below, while only 18 percent rated them at seven or above, and a mere 2 percent gave them a ten out of ten. By contrast, only a negligible number of private school ratings were towards the lower end of the scale, 94 percent were at least a seven, and a full majority of parents (54 percent) gave their current schools a ten out of ten.

Figure 6



We also asked parents whether their children were likely to participate again the following year. We had 128 parents tell us their children were either “uncertain” or “not likely” to participate again. We asked those parents to tell us whether dissatisfaction with their experiences was a factor in that decision. Other possible factors that might cause a student not to participate again could include graduation from high school, a grade level transition that changed the selection of available schools (such as the transition from elementary to middle school, or from middle school to high school), or the family moving out of state. We also asked whether they thought the program should continue for others even though their children were not likely to participate again.

Figure 7



Of the 128 parents whose children were not likely to participate again, 81 percent said that dissatisfaction with the program was “not a factor at all” in their decision. And 100 percent – all 128 parents – told us they thought the program should continue to be available.

These results indicate that families currently participating in the Florida Tax Credit Scholarship Program are receiving dramatically better educational services than they had received in public schools before they entered the program. While these results do not provide the same analytical depth as a random assignment study, since no previous empirical evaluations of the program (or any other tax-credit scholarship program) have been completed, they provide valuable information about how the program is working.

Conclusion

Florida’s Tax Credit Scholarship Program is one of the nation’s largest school choice programs. This study indicates that families currently participating in the program are receiving dramatically better educational services than they had received in public schools. In addition to providing valuable information on the Florida program, this gives us our first empirical look at the performance of tax-credit scholarships, a growing program type nationwide. Though this is only a first step, it is a very promising indication of the potential of this type of school choice.

Full Survey & Responses

INTRODUCTION: “Hello, my name is _____ and I’m calling in reference to Florida’s private school scholarship program. May I please speak with Ms. [MOTHER LAST NAME]?”

“We’re calling from an independent market research company, not to sell anything, but to gather feedback about your experiences participating in Florida’s private school scholarship program. You may know this program as Florida PRIDE, Children First Florida, or Step Up for Students. Your input will be kept confidential and anonymous; would you be willing to complete this survey?”

Q1. Did [CHILD NAME] attend a private school during this past school year using the Florida scholarship program? Again, you may know this program as Florida PRIDE, Children First Florida, or Step Up for Students.

Q2. Before using the Florida scholarship program to attend a private school, did [CHILD NAME] attend a public school?

Q3. Different families have different reasons for seeking to enroll their children in a private school. I’d like to ask you about your reason for choosing to seek a private school back when you first started using the scholarship program. What was the most important reason you sought a private school for [CHILD NAME]?

Note: Q1 and Q2 were used to identify families currently participating in the scholarship program who had prior public school experience; other families were removed from our survey sample. Q3 was an open-ended question included to prompt parents to mentally distinguish their current experiences from their earlier public school experiences.

Q4. First I’d like to ask you to think back to your experiences the last time [CHILD NAME] was attending a public school, before you started using the scholarship program. For each of the following items, please tell me whether you were very satisfied, satisfied, dissatisfied, or very dissatisfied with your experience at the public school [CHILD NAME] was attending before your family started using the scholarship.

a. the individual attention given to [CHILD NAME]			
Very satisfied 4%	Satisfied 33%	Dissatisfied 41%	Very Dissatisfied 23%
b. the academic progress [CHILD NAME] was making			
Very satisfied 4%	Satisfied 34%	Dissatisfied 34%	Very Dissatisfied 24%
c. the quality of [CHILD NAME]’s teachers			
Very satisfied 7%	Satisfied 49%	Dissatisfied 31%	Very Dissatisfied 13%
d. the school’s responsiveness to your needs			
Very satisfied 4%	Satisfied 37%	Dissatisfied 39%	Very Dissatisfied 20%
e. the behavior of students at [CHILD NAME]’s school			
Very satisfied 3%	Satisfied 36%	Dissatisfied 37%	Very Dissatisfied 25%

Q5. On a scale of 1 to 10, where 1 is the least satisfied and 10 is the most satisfied, how satisfied were you overall with the last public school [CHILD NAME] was attending before you started using the scholarship program?

1 18%	2 9%	3 12%	4 11%	5 21%	6 11%	7 9%	8 6%	9 2%	10 2%
1-3 39%			4-6 43%			7-9 16%		10 2%	

Q6. Now I'd like to ask you about the private school [CHILD NAME] attended this past school year. If [CHILD NAME] attended more than one school during the past year, please tell me about your experiences in the last school [CHILD NAME] attended. For each of the following items, please tell me whether you are very satisfied, satisfied, dissatisfied, or very dissatisfied with your experience at [CHILD NAME]'s school this past school year.

a. the individual attention given to [CHILD NAME]			
Very satisfied 80%	Satisfied 17%	Dissatisfied 2%	Very Dissatisfied 1%
b. the academic progress [CHILD NAME] was making			
Very satisfied 80%	Satisfied 17%	Dissatisfied 3%	Very Dissatisfied 1%
c. the quality of [CHILD NAME]'s teachers			
Very satisfied 76%	Satisfied 20%	Dissatisfied 2%	Very Dissatisfied 1%
d. the school's responsiveness to your needs			
Very satisfied 76%	Satisfied 20%	Dissatisfied 2%	Very Dissatisfied 1%
e. the behavior of students at [CHILD NAME]'s school			
Very satisfied 62%	Satisfied 33%	Dissatisfied 3%	Very Dissatisfied 2%

Q7. On a scale of 1 to 10, where 1 is the least satisfied and 10 is the most satisfied, how satisfied were you overall with [CHILD NAME]'s school this past school year?

1 1%	2 0%	3 1%	4 1%	5 2%	6 1%	7 4%	8 16%	9 21%	10 54%
1-3 2%			4-6 4%			7-9 40%		10 54%	

Q8. How likely do you think it is that [CHILD NAME] will participate in the scholarship program again next year? Would you say it is . . .

Very likely 78%	Somewhat likely 6%	Uncertain 6%	Not likely 10%
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Note: Parents who responded "uncertain" or "not likely" on Q8 were asked Q9 and Q10; parents who responded "very likely" or "somewhat likely" were skipped to Q11.

Q9. I'd like to ask you about the reason [CHILD NAME] might not be participating in the scholarship program again next year. I'd like to know whether dissatisfaction with your experiences in the program is part of the reason. Would you say that dissatisfaction with your experiences is a very important part of the reason, a somewhat important part, a minor part, or not a part of the reason at all?

Very important part 9%	Somewhat important part 6%	Minor part 3%	Not a part at all 81%
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Q10. Do you think that the scholarship program should continue for others even though [CHILD NAME] might not participate again next year?

Yes 100%	No 0%
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Q11. Finally, I'd like to ask you a few quick questions about yourself. This information is used to ensure that we have a representative sample of parents in our survey. Could you tell me whether you live in an urban, suburban, or rural neighborhood?

Urban 41%	Suburban 38%	Rural 21%
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Q12. What is the highest level of education you have completed?

Did not graduate from high school or received a GED	Graduated from high school	Some college, no degree	Graduated from college	Advanced degree
9%	26%	36%	24%	5%

Q13. Are you . . .

Single, never married 27%	Married 42%	Divorced or separated 2%	Widowed 27%	Not married, living with partner 2%
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Q14. Would you describe yourself as . . .

African-American 35%	Caucasian 29%	Hispanic 23%	Asian 3%	Multiracial 4%	Some other description 6%
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Q15. What is the yearly income of your household before taxes? Is it. . .

Below \$20,000	Between \$20,000 and \$30,000	Between \$30,000 and \$40,000	Between \$40,000 and \$50,000	Between \$50,000 and \$75,000	Over \$75,000
38%	37%	18%	5%	2%	0%

Q16. Would you describe yourself as . . .

Catholic 20%	Protestant 24%	Jewish 0%	Of another religion 43%	Of no particular religion 13%
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Q17. Interviewer record respondent sex

Female 88%	Male 12%
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Endnotes

¹ "Corporate Tax Credit Scholarship Program February 2009 Quarterly Report," Florida Department of Education, February 2009.

² David Figlio, "Evaluation of Florida's Corporate Tax Credit Scholarship Program: First Follow-Up Report - Participation, Compliance and Test Scores in 2007-08," University of Florida, Northwestern University and National Bureau of Economic Research, June 16, 2009.

³ For an overview of the random assignment studies of voucher effects, see <http://jaypgreene.com/2008/08/21/voucher-effects-on-participants>. On the serious violations of scientific procedure in the tenth study, see Caroline Hoxby, "School Choice and School Competition: Evidence from the United States," *Swedish Economic Policy Review*, 2003; and Paul Peterson and William Howell, "Voucher Research Controversy," *Education Next*, Spring 2004.

⁴ When the survey began, it did not contain a screening question for previous public school participation. After the first day of calling, when we realized that significant time was being wasted initiating surveys with parents whose children had no prior public school experience, the second screening question was added.

THE FRIEDMAN FOUNDATION WELCOMES YOUR SUPPORT

As a nonprofit 501(c)(3) organization, we rely solely on the generous support of our donors to continue promoting the Friedman's vision for school choice throughout the country. Please send your tax-deductible gift today and help interject liberty and choice into our education system. Giving parents the freedom to choose the school that works best for their children is our goal, and with your help we can make it happen.

Dr. Milton Friedman, Founder
Nobel Laureate and Founder of the Friedman Foundation

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