

OKLAHOMA

K-12 & SCHOOL CHOICE SURVEY

What do voters say about
K-12 education?

Polling Paper No. 18

Paul **DiPerna**

JANUARY 2014

With questions on state performance, education spending, grades and preferences for different types of schools, and views on private schools, charter schools, school vouchers, tax-credit scholarships, and education savings accounts

The Friedman Foundation
for Educational Choice
edchoice.org 

OCPA

Survey Project & Profile

Title:	Oklahoma K-12 & School Choice Survey
Survey Organization:	Braun Research, Inc. (BRI)
Survey Sponsor:	The Friedman Foundation for Educational Choice
Release Partner(s):	Oklahoma Council of Public Affairs (OCPA)
Interview Dates:	December 5 to 16, 2013
Interview Method:	Live Telephone 70% landline and 30% cell phone
Interview Length:	14 minutes (average)
Language(s):	English
Sample Frame:	Registered Voters
Sampling Method:	Dual Frame; Probability Sampling; Random Digit Dial (RDD)
Population Samples:	OKLAHOMA (statewide) = 606 Oklahoma City Metro = 301 Tulsa Metro = 204
Margins of Error:	OKLAHOMA (statewide) = ± 4.0 percentage points Oklahoma City Metro = ± 5.6 percentage points Tulsa Metro = ± 6.9 percentage points
Response Rates:	Landline (LL) = 13.3% Cell Phone = 13.8%
Weighting?	Yes (Landline/Cell, Age, Race/Ethnicity, Gender, and Region)
Oversampling?	No

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

Survey Demographics

Percent (%) of State Sample	
K-12 Parent	33
Democrat	33
Republican	32
Independent	23
Urban	16
Suburban	23
Small Town	34
Rural	22
18 to 24	7
25 to 34	18
35 to 44	17
45 to 54	20
55 to 64	16
65 & Over	19
Hispanic	7
Not Hispanic	90
Asian	1
Black	5
Mixed Race	5
Native American	9
White	77
Under \$20,000	17
\$20,000 to \$39,999	20
\$40,000 to \$59,999	20
\$60,000 to \$79,999	13
\$80,000 to \$99,999	8
\$100,000 to \$149,999	7
\$150,000 or more	5
Male	50
Female	50

January 28, 2014

TABLE OF CONTENTS

Page

5	Oklahoma's K-12 Profile
7	Overview
8	Key Findings
20	Survey Snapshots
47	Methods Summary
47	<i>Sample Design</i>
48	<i>Contact Procedures</i>
49	<i>Call Dispositions and Response Rates</i>
50	<i>Weighting Procedures and Analysis</i>
51	About Us, Acknowledgements
55	Survey Questions and Results

Oklahoma's K-12 Profile

Average State Rank on NAEP¹	40
High School Graduation Rate²	78.5%
# Regular Public School Students³	648,155
# Charter School Students⁴	11,756
# Private School Students⁶	26,797
# Home School Students⁷	n/a
% Regular Public School Students⁸	94.4%
% Charter School Students⁸	1.7%
% Private School Students⁸	3.9%
# School Districts³	526
# Regular Public Schools³	1,803
# Charter Schools⁵	24
# Private Schools⁶	163
Online Learning Climate⁹	Moderate
% Free and Reduced-Price Lunch³	60.5%
% Individualized Education Program (IEP)³	14.7%
% English Language Learners (ELL)³	6.3%
\$ Revenue Per Student¹⁰	\$8,901
\$ "Total" Per Student Spending¹⁰	\$8,514
\$ "Current" Per Student Spending¹⁰	\$7,631
\$ "Instructional" Per Student Spending¹⁰	\$4,337

Oklahoma Profile Notes

1. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP). Average of four rankings (rounded upward to nearest single digit) based on 2013 state scale scores for fourth-grade reading (#38); fourth-grade math (#39); eighth-grade reading (#38); eighth-grade math (#44).
URL: nationsreportcard.gov/data_tools.asp
2. Reported high school graduation rates, determined by the Averaged Freshman Graduation Rate (AFGR) on the National Center for Education Statistics section on the U.S. Department of Education website. Data for 2009-2010 school year.
URL: nces.ed.gov/pubs2013/2013309/tables/table_01.asp
3. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Common Core of Data (CCD). Data for the 2010-2011 school year.
URL: nces.ed.gov/nationsreportcard/states
4. National Alliance for Public Charter Schools. Data for the 2012-2013 school year.
URL: dashboard.publiccharters.org/dashboard/students/page/overview/state/OK/year/2013
5. National Alliance for Public Charter Schools. Data for the 2012-2013 school year.
URL: dashboard.publiccharters.org/dashboard/schools/page/overview/state/OK/year/2013
6. U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS). Data for 2011–2012 school year. This count excludes schools with less than 5 students.
URL: nces.ed.gov/surveys/pss/privateschoolsearch
7. Data for Oklahoma’s home school student population are not publicly available.
8. Percentages are meant for general impressions only. Due to rounding, percentage totals may be slightly greater or less than 100%.
9. Author rating (Weak, Moderate, or Strong), based on John Watson, 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, 2013), Table 1, p. 14.
URL: kpk12.com/cms/wp-content/uploads/EEG_KP2013-lr.pdf
10. Stephen Q. Cornman, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2010–11 (Fiscal Year 2011)* (NCES 2013-305). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics (July 2013).
URL: nces.ed.gov/pubs2013/2013342.pdf

Overview

The “Oklahoma K-12 & School Choice Survey” project, commissioned by the Friedman Foundation for Educational Choice and conducted by Braun Research, Inc. (BRI), measures Oklahoma registered voters’ familiarity and views on a range of K-12 education topics and school choice reforms. We report response levels and differences of voter opinion, as well as the intensity of those responses.

Where do Oklahomans stand on important issues and policy proposals in K-12 education? We attempt to provide some brief observations and insights in this paper.

A randomly selected and statistically representative sample of Oklahoma voters responded to 22 substantive questions and eight demographic questions. A total of 606 telephone interviews were conducted in English from December 5 to 16, 2013, by means of both landline and cell phone. Statistical results have been weighted to correct for known demographic discrepancies. The margin of sampling error for the statewide sample is ± 4.0 percentage points.

In this project we also included one split-sample experiment. A split-sample design is a systematic way of comparing the effects of two or more alternative wordings for a given question. The purpose of this experiment was to see if providing a new piece of information about education spending can significantly influence opinion on the topic — a salient issue in Oklahoma’s state politics and representing an undercurrent in education policy discussions.

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

Key Findings

- ▶ **Clearly, the economy, jobs, and education are major concerns for Oklahoma voters. Nearly equal proportions of respondents pointed to the “economy and jobs” (25%) and “education” (24%) as state priorities.**

See Question 1

Certain demographic group responses stand out on education. More than one-third of school parents (35%) indicated education as their main focus. Urbanites (34%) and suburbanites (30%) are significantly different than rural voters (16%), placing more importance on education as a state issue. Democrats (29%) differ from Independents (20%). Young voters (30%) are substantially more concerned than older voters (20%). High-income voters (39%) rank education more highly than low-income (20%) and middle-income voters (26%). Women (30%) are more likely to say education than men (19%).¹

- ▶ **Oklahomans are much more likely to think that K-12 education has gotten off on the “wrong track” (56%), compared to about one-third of voters (35%) who say it is heading in the “right direction.”**

See Question 2

The negative sentiment runs across the board of demographics, except for one group – Independents. A plurality of Independents (45%) believe K-12 education is going in the “right direction,” while 43% of respondents in this group say “wrong track.” Statistically, this is a neutral result as the difference lies within the group’s

¹ For this paper, we use the label “school parents” to refer to those respondents who said they have one or more children in preschool through high school. We use the label “non-schoolers” for respondents without children, or who may have children that are not in the specific grade range PK-12. For terminology regarding age groups: “young voters” reflect respondents who are age 18 to 34; “middle-age voters” are 35 to 54; and “older voters” or “seniors” are 55 and older. Labels pertaining to income groups go as follows: “low-income” < \$40,000; “middle-income” ≥ \$40,000 and < \$80,000; “high-income” ≥ \$80,000.

combined margin of error. Independents respond in ways unlike Democrats and Republicans. That is a clear finding. Those who identify with the latter political parties are much more likely to be negative (64% and 58%, respectively).

Another stark contrast we see is comparing school parents with non-schoolers. Nearly two of three school parents (65%) gave the “wrong track” response, which is significantly different than the same response provided by non-schoolers (53%).

Seven of 10 high-income voters (69%) said that K-12 education is off on the wrong track. Likewise, 61% of female voters offered this negative response, which was 10 percentage points higher than male voters (51%).

- ▶ **Nearly six out of 10 voters gave negative ratings to the state’s public school system (39% said “good” or “excellent”; 58% said “fair” or “poor”).**

See Question 3

Some significant differences stand out among demographic groups. Urbanites and suburbanites are clearly more negative than their counterparts in small town and rural areas. The positive-negative margins for the former two groups were -44 points and -36 points, respectively, compared to milder negative margins among small-town voters (-5 points) and rural voters (-8 points). Along these lines, we also see young voters (-37 points) much more likely to give negative ratings to the public school system compared to older voters (-12 points).

A number of groups shared similar negative intensity ranging from -14 points to -17 points: Tulsa voters, school parents, urban and suburban voters, Democrats, middle-age voters, as well as low-income and high-income voters.

- ▶ **Based on open-end survey responses, and generally speaking, voters do not know how much is spent per student in Oklahoma’s public schools. There is a low awareness about public spending on K-12 education.**

See Question 4

More than \$7,600 is spent on each student in Oklahoma’s public schools, and only one out of five respondents (19%) could estimate the correct per-student spending range for the state (this dollar figure reflects “current expenditures” per student). About 29% of respondents thought that \$4,000 or less was being spent per student in the state’s public schools. Another 38% of voters said they “don’t know” and did not offer a spending number.

When considering “total expenditures” per student (\$8,514 in 2010-11), which is another definition for educational spending, voter estimates appear even more dramatically off target.²

Two-thirds of survey respondents (67%) either underestimated educational spending per student (for the low-end definition), or they could not give an answer or guess. No matter how one defines expenditures (per student), it is clear voters are poorly informed about how money is spent on K-12 education.

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

See Questions 5A and 5B

² “Current Expenditures” data include dollars spent on instruction, instruction-related support services, and other elementary/secondary current expenditures, but exclude expenditures on long-term debt service, facilities and construction, and other programs. “Total Expenditures” includes the latter categories.

See Stephen Q. Cornman, Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2010–11 (Fiscal Year 2011) (NCES 2013-305). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics (July 2013).

URL: nces.ed.gov/pubs2013/2013342.pdf

In an experiment, we asked two slightly different questions about the level of public school funding in Oklahoma. On version 5A, 62% of voters said that public school funding was “too low.” However, on version 5B, which included a sentence referring to data on per-student funding in Oklahoma (\$7,631), the proportion of voters saying “too low” shrank by four percentage points to 58%.

- ▶ **By a wide margin, a majority of Oklahomans (57%) prefer considering “total expenses” when it comes to school finance, a spending definition that includes items such as construction and capital costs, interest payments on debt, and pensions. Less than one-third of respondents (30%) said they would rather prefer “operating expenses” or “current expenses,” which exclude these finance items.**

See Question 6

School parents and suburbanites (65% each group) are most likely to want to see the more expansive definition of school expenditures. Republicans (64%) are not far behind in this desire – essentially a tie with the two previous groups.

- ▶ **Oklahoma voters are much more likely to give grades A or B to private/parochial schools in their communities, compared to the local public schools. When considering only those respondents who actually gave a grade, the local private schools (74% give an A or B) fare even better than public schools (45% give an A or B).**

See Questions 7A, 7B, and 7C

When examining all responses, we see approximately 43% of voters give an A or B to local public schools, while 53% give an A or B to local private/parochial schools. Only 3% of voters give a D or F grade to private schools, and 19% gave the same low grades to public schools. It should be noted that much higher proportions of voters did not express a view for private schools (30%) or charter schools (44%), compared to the proportion that did not grade public schools (4%).

- ▶ **A plurality of voters (45%) say that the homeschoolers they know receive a “good” or “excellent” education; 28% say the education is “fair” or “poor.” A substantial proportion of voters (27%) said that they did not know a home-school family or refrained from response.**

See Question 8

Rural voters are significantly more likely to give a response to this question than those Oklahomans who live in other types of communities. Just 14% of rural respondents declined to give a response. By comparison, roughly one-third of voters in other community types would not give a specific response or rating (urban=33%; suburban=32%; small town=29%). Republicans (27%) and Independents (21%) are more likely than Democrats (12%) to say the homeschoolers they know receive an “excellent” education.

- ▶ **When asked for a preferred school type, nearly equal proportions of voters would prefer to choose a regular public school (39%) or a private school (37%). Nearly one out of 10 voters (8%) would select a charter school for their child. An additional one out of 10 voters (11%) would like to homeschool their child. There is a gaping disconnect between school preferences and actual enrollment patterns in the state.**

See Questions 9 and 10

Only 4% of Oklahoma’s K-12 student population attend private schools, but in our survey interviews, more than one-third of survey respondents said they would select a private school as a first option. About 94% of the state’s students attend regular public schools, but a much lower percentage of the state’s voters would prefer a public school as a first choice. Approximately 2% of Oklahoma’s students attend a public charter school, but in our survey four times that

proportion said they would like to send their child to a charter school. Another 11% said home-schooling would be the best way to educate their child.

In a follow-up question, respondents in our survey prioritize “better education/quality” (23%) as the key attribute they are looking for in the selection of their preferred school. The second most cited school quality was “socialization/peers/other kids” (13%). Some caution is warranted when analyzing this question’s results. These characteristics appear to be a higher priority over others on the list. However, any of these qualities may or may not attract more urgency as a second or third priority, which we do not explore in this survey.

- ▶ **Charter schools are an attractive option to a majority of respondents in our survey. A solid majority (53%) say they favor charter schools, while 29% of respondents say they oppose charters. The margin of support for charter schools is large (+24 percentage points). We estimate that two out of five voters (42%) were initially unfamiliar with charter schools.**

See Questions 11 and 12

We asked a pair of questions about charter schools. The first question asked for an opinion without offering any definition. On this baseline question, 37% of voters said they favored charters and 21% said they opposed them. In the follow-up question, respondents were given a definition for a charter school. With this basic definition, support rose 16 points to 53%, and opposition increased eight points to 29%.

Considering the definition question, the initial positive margin of support grew even larger (from +16 points to +24 points) favoring charter schools. The intensity is somewhat mild in the positive direction (+7 points). Oklahomans are

more likely to say they “strongly favor” charter schools (21%) compared to those who said they “strongly oppose” (14%) such schools.

The proportion of “don’t know” responses shrinks by 24 points (42% to 18%) when comparing the baseline item to the definition item.

When examining the demographic breakouts, there are several distinct differences between comparison groups. School parents are clearly more attracted to charters than non-schoolers (62% favor vs. 50% favor, respectively). Urbanites (65%) and suburbanites (64%) are more supportive of charter schools than counterparts in small town (48%) and rural areas (45%). Republicans (60%) are more likely to favor charters than Democrats (47%). Young voters (65%) are more supportive than middle-age (52%) and older voters (49%).

The highest margins supporting charters, as well as greatest intensity, are also reflected among most of the same groups: school parents, urban, suburban, Republicans, Independents, and young voters.

- ▶ **A solid majority of Oklahoma voters (59%) said they support school vouchers, compared to 35% who said they oppose such a school choice system. The margin of support (+24 points) is equal to six times the survey’s margin of error. We estimate that two out of five voters (35%) were initially unfamiliar with school vouchers.**

See Questions 13 and 14

Similar to the pair of charter school questions, our interview asked baseline and follow-up definition questions about school vouchers. In the first question, respondents were asked for their views on vouchers without a definition or other context. On this baseline question, 41% of Oklahomans said they favored vouchers and 24% said they opposed such an education policy. In the follow-up question – using a basic definition for a school voucher system – voter support rose 18 points to 59%, and opposition increased 11 points to 35%.

Like the paired charter school questions, the positive margin of support increases quite a bit when considering the response changes moving from the baseline to definition question for vouchers (baseline = +17 points; definition = +24 points). Among registered voters, the intense opinion for vouchers (+10 points) is in the positive direction like it is for charter schools.

The proportion of “don’t know” responses shrinks by 29 points (35% to 6%) when comparing the baseline item to the definition item.

The demographic groups that are most likely to favor school vouchers are school parents (margin=+40 points), Republicans (margin=+44 points), young voters (margin=+49 points), and low-income earners (margin=+33 points). Relatively speaking, the groups that are the least likely to support vouchers are Democrats (margin=+3 points) and seniors (margin=+6 points). No observed group shows a negative margin of support-opposition.

Young voters (+30 points) and Republicans (+28 points) are the most enthusiastic about school vouchers. On the other hand, Democrats (-7 points) are more inclined than other groups to exhibit a negative intensity for vouchers.

- ▶ **By more than a two-to-one margin, voters support the school choice policy financing “tax-credit scholarships.” The percentage of those who favor (63%) is much greater than the proportion of voters who say they oppose such a school choice reform (28%). The margin of support is very large, roughly +35 percentage points. Likewise, voters are more likely to be intensely favorable toward tax-credit scholarships (+12 points).**

See Question 15

A few contrasts stand out when comparing demographic groups. School parents (69%) are significantly more likely to favor tax-credit scholarships than non-schoolers (61%), and the former is much more intensely positive (+21 points vs. +9 points, respectively). Republicans (76%) are more likely to favor such a school

choice policy, compared to Democrats (53%) and Independents (60%). The positive intensity among Republicans is very high (+27 points). Young and middle-age voters are also very favorable toward tax-credit scholarships (73% and 68%, respectively); older voters relatively less so (53%). The positive intensity among female voters (+22 points) is much higher than among male voters (+2 points).

One out of 10 respondents (10%) did not express an opinion on this question.

- ▶ **A solid majority of Oklahomans (56%) said they support an “education savings account” system (“ESA”). Because the margin of support is large (+22 points), it is clear that voters are much more likely to favor ESAs rather than oppose such a system – just one-third (34%) said they oppose ESAs.**

See Questions 16 and 17

The demographic groups most likely to support ESAs are school parents (63%), urban voters (60%), Republicans (65%), young voters (67%), low-income earners (59%), and high-income earners (62%). Older voters represent the demographic that is least likely to favor ESAs, though the margin of support is still positive by +11 percentage points (50% favor vs. 39% oppose).

The groups having the highest margins of support for ESAs are school parents (+32 points), urban voters (+29 points), Republicans (+38 points), young voters (+43 points), and high-income earners (+32 points). No observed demographic expressed a net-negative sentiment toward ESAs.

The intensity for ESAs follows pretty closely with the demographic margins of support. Most intensely favorable groups are school parents (+21 points), Republicans (+21 points), and young voters (+22 points). Two groups expressed a mildly negative intensity: Democrats (-3 points) and seniors (-2 points).

Approximately 10% of respondents did not have an opinion regarding ESAs.

In a follow-up and open-ended question, we asked for the reason why a respondent chose his/her view regarding ESAs. The top two categories reflected “other positive” and “other negative” responses that did not fit in our coding and category framework. These positives outnumbered the negatives 144 to 96 (or 26% vs. 17%) out of the total set of open-end responses to this question. In terms of responses that could fit the coding framework, the most frequently cited reason was some combination of “choice,” “freedom,” or “flexibility.” About 11% of respondents mentioned one or more of these terms.

► **Oklahomans prefer universal access to ESAs rather than limited eligibility that is based solely on financial need.**

See Questions 18 and 19

Six out of 10 voters (58%) said they agree with the statement that “ESAs should be available to all families, regardless of incomes and special needs.” Approximately 37% of respondents “strongly agree” with that statement. One-third (32%) of voters disagree with that statement; 19% said they “strongly disagree.”

We observe nearly the opposite result when we asked if Oklahoma voters agree with the statement that “ESAs should only be available to families based on financial need.” Just over one-third of respondents (37%) agreed with that statement; 17% of respondents said they “strongly agree” about means-testing ESAs. A majority (53%) of respondents said they disagree with means-testing such a funding system, and 35% said they “strongly disagree.”

► **We asked two questions that suggested separate proposals for funding preschool education. Oklahomans sent mixed messages on competing proposals. An initial impression is that voters prefer simple funding increases for existing public preschool providers. However, after examining the data on both questions, it does appear**

Oklahomans are quite open to an ESA funding system to support preschoolers and their future education.

See Questions 20 and 21

On the first question, a plurality of voters (29%) indicated they would like to see an increase of directly funding public preschool providers. However, about 26% of respondents said they would equally favor the latter or a proposal establishing an ESA system for four-year-old children in Oklahoma. An additional 17% stated they would prefer structural reform – the ESA system – over simple funding increases.

The follow-up question asked to what extent respondents would favor or oppose a pilot ESA program for Oklahoma’s four-year-olds. Considering this proposal on its own merits, well more than half of respondents (55%) said they would favor such a limited ESA program, compared to 32% saying they would oppose the preschool ESA system. The margin of support (+23 points) is considerable, nearly six times the poll’s margin of error. Intensity goes moderately in the positive direction (+4 points). The demographics most likely to support such a program are: school parents (65%), urbanites (62%), suburbanites (62%), young voters (68%), middle-age voters (60%), and low-income earners (62%). Rural residents (45%) and older voters (44%) are the least likely to back this plan.

- ▶ **For most voters, the ESA topic is not a make or break issue. Approximately 58% said that it would not make them more or less likely to vote for a political candidate who supports ESAs. However, if a voter has an opinion on this issue, he or she is more likely to vote for the pro-ESA candidate (19% “more likely” vs. 14% “less likely”).**

See Question 22

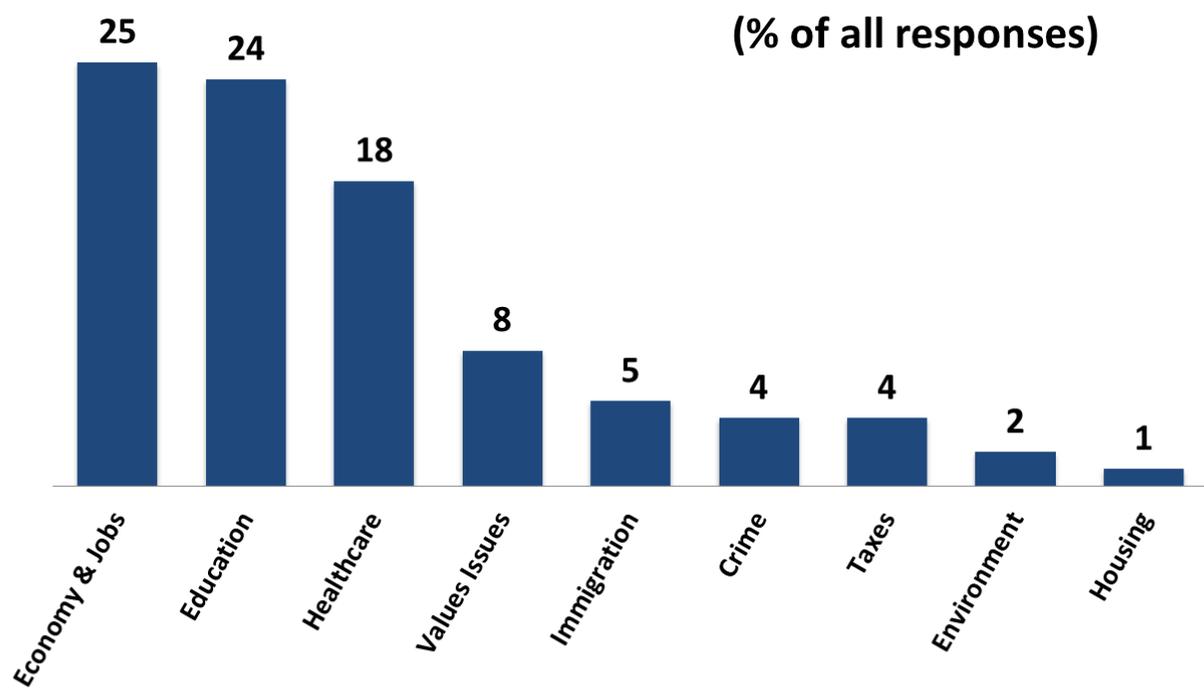
Some demographics are worth noting for their position on this question. The groups “more likely” (ML) to be swayed to support a pro-ESA candidate are: school parents (ML=21% and margin=+8 points), urban residents (ML=24% and

margin=+15 points), Republicans (ML=26% and margin=+14 points), Independents (ML=24% and margin=+12 points), young voters (ML=23% and margin=+17 points), and women (ML=20% and margin=+8 points). Some groups appear “less likely” (LL) to support the ESA candidate: rural residents (LL=19% and margin=-3 points), Democrats (LL=19% and margin=-6 points). Small-town voters, young voters, and low-income earners all stand out as most indifferent toward the ESA candidate (each 66% saying “no difference”).



Survey Snapshots

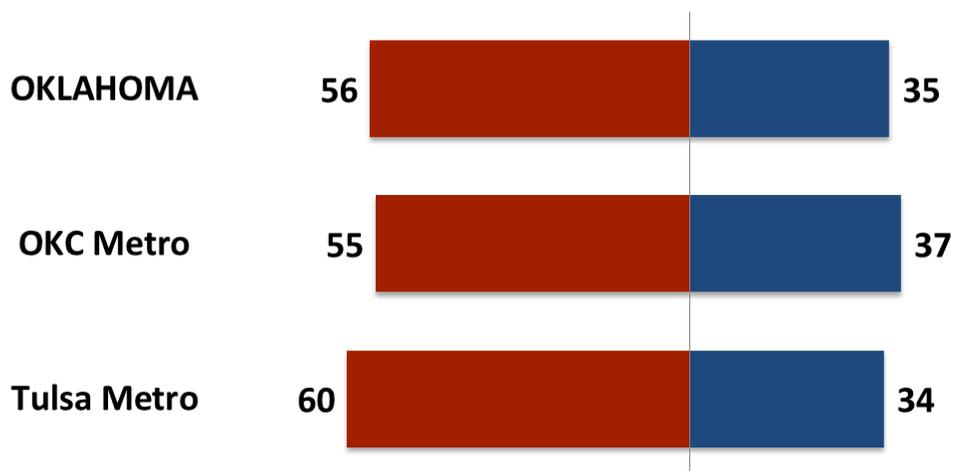
Q1. Which of the following do you see as the most important issue facing the state... ?



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

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

Wrong Track **Right Direction**



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

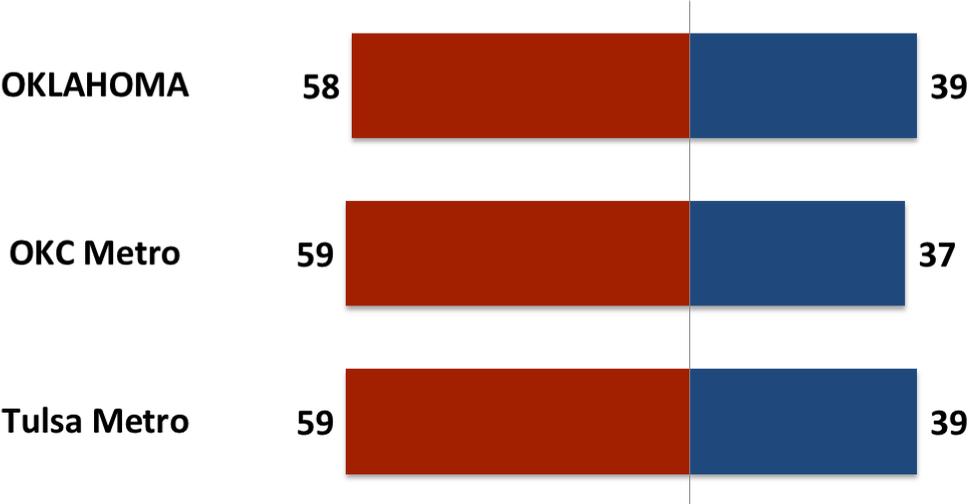
Q2. Do you feel things in Oklahoma’s K-12 education system are generally going in the right direction, or do you feel things have generally gotten off on the wrong track?

	Right Direction %	Wrong Track %	Diff	N=
ALL RESPONDENTS	35	56	- 21	606
Oklahoma City Metro	37	55	- 18	301
Tulsa Metro	34	60	- 26	204
School Parent	30	65	- 35	164
Non-Schooler	38	53	- 15	422
COMMUNITY				
Urban	27	65	- 38	95
Suburban	31	62	- 31	150
Small Town	40	51	- 11	200
Rural	38	56	- 18	140
PARTY ID				
Democrat	29	64	- 35	205
Republican	36	58	- 22	204
Independent	45	43	+ 2	126
AGE GROUP				
18 to 34	33	60	- 27	97
35 to 54	36	60	- 24	186
55 & Over	36	52	- 16	293
HOUSEHOLD INCOME				
Under \$40,000	33	58	- 25	212
\$40,000 to \$79,999	41	51	- 10	190
\$80,000 & Over	27	69	- 42	127
RACE/ETHNICITY				
Black	29	65	- 36	37
Hispanic	35	63	- 28	25
White	36	55	- 19	460

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies.

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

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



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

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

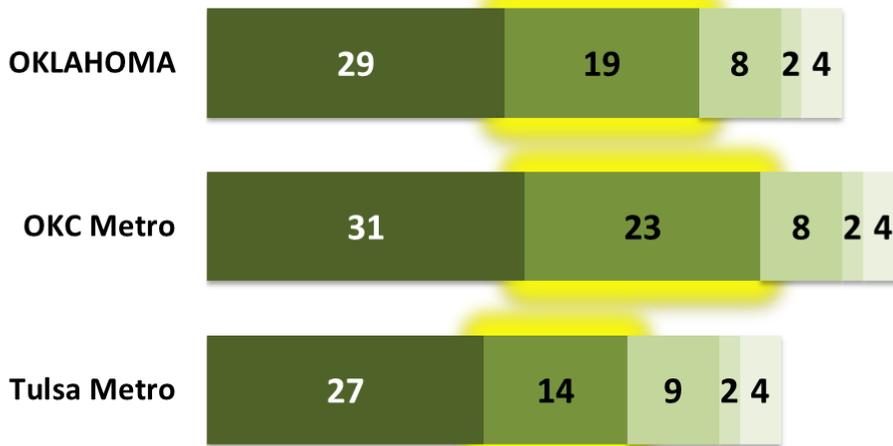
	Good/Excellent %	Fair/Poor %	Diff	Intensity	N=
ALL RESPONDENTS	39	58	- 19	- 11	606
Oklahoma City Metro	37	59	- 22	- 9	301
Tulsa Metro	39	59	- 20	- 15	204
School Parent	36	63	- 27	- 15	164
Non-Schooler	41	56	- 15	- 9	422
COMMUNITY					
Urban	26	70	- 44	- 15	95
Suburban	30	66	- 36	- 14	150
Small Town	47	52	- 5	- 11	200
Rural	45	53	- 8	- 6	140
PARTY ID					
Democrat	37	63	- 26	- 16	205
Republican	47	51	- 4	- 8	204
Independent	35	59	- 24	- 9	126
AGE GROUP					
18 to 34	30	67	- 37	- 12	97
35 to 54	38	58	- 20	- 15	186
55 & Over	43	55	- 12	- 9	293
HOUSEHOLD INCOME					
Under \$40,000	34	62	- 28	- 17	212
\$40,000 to \$79,999	40	56	- 16	- 6	190
\$80,000 & Over	32	58	- 26	- 16	127
RACE/ETHNICITY					
Black	26	60	- 34	- 7	37
Hispanic	34	66	- 32	+ 2	25
White	40	57	- 17	- 12	460

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the combined percentages of "fair" and "poor" responses from the combined percentages of "good" and "excellent" responses. The difference indicates the enthusiasm behind the positive or negative ratings.

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

Q4. How much do you think is spent per year on each student in Oklahoma'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, *Oklahoma K-12 & School Choice Survey, Q4.*

Q5-Split A. Do you believe that public school funding in Oklahoma is at a level that is:

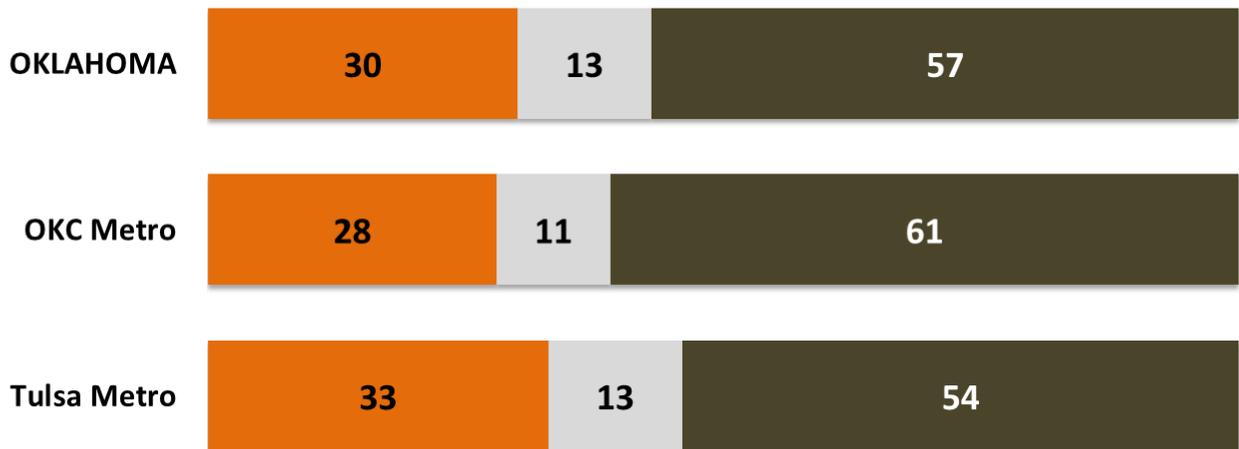
Q5-Split B. According to the most recent information available, in Oklahoma \$7,631 is being spent each year per student attending public schools. Do you believe that public school funding in Oklahoma is at a level that is:



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Oklahoma K-12 & School Choice Survey*, Q5A and Q5B.

Q6. Each year state officials and the media report public school spending per student. In your view, would you prefer they report "current expenses" related to day-to-day activities, excluding items like construction, interest payments on debt, and pensions; or would you prefer that they report "total expenses," including those items?

- Prefer "Current Expenses"
- DK
- Prefer "Total Expenses"

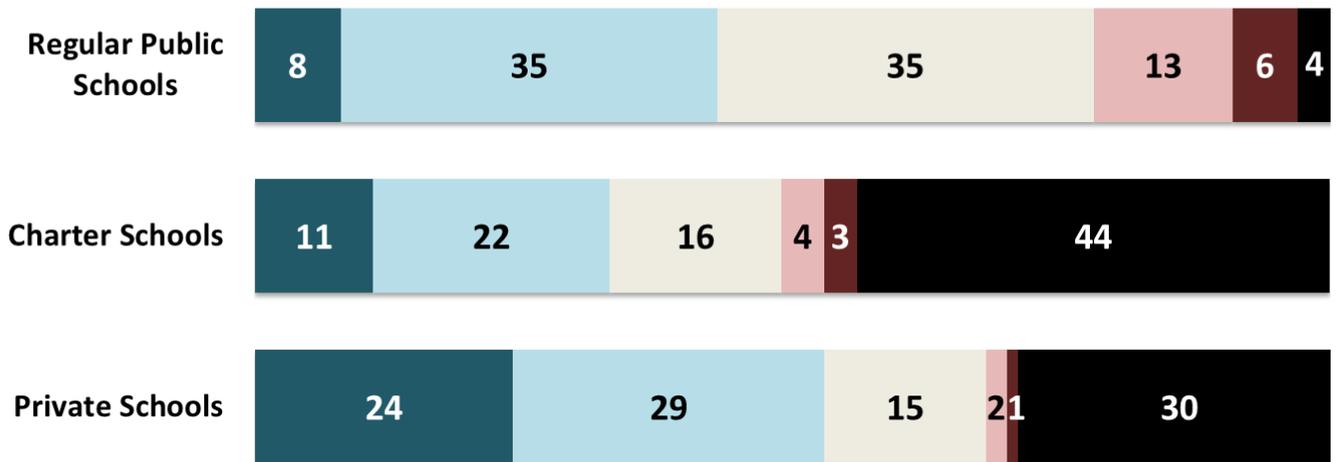


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Oklahoma K-12 & School Choice Survey, Q6.*

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



(% of all responses)

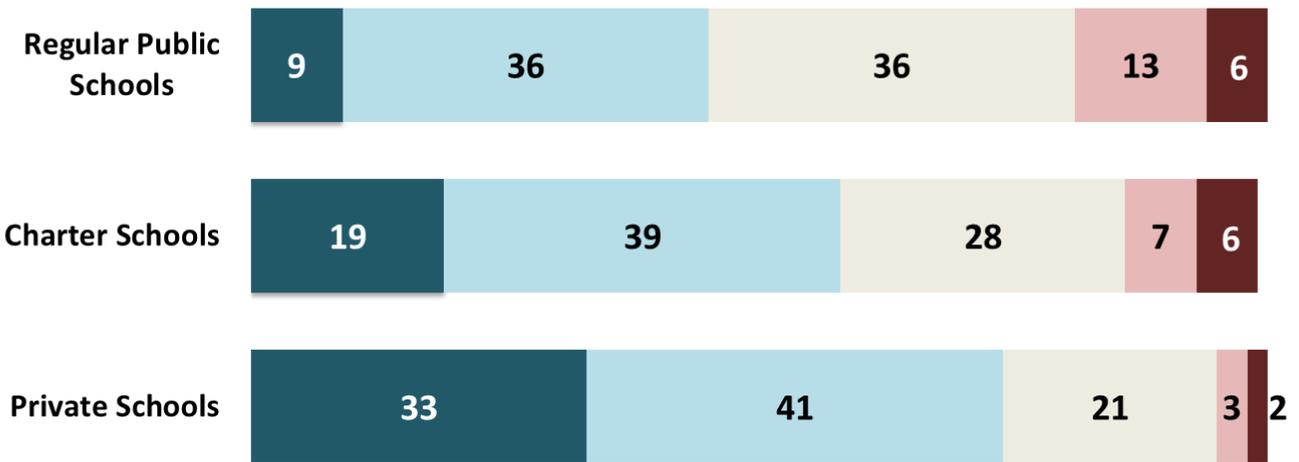


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Oklahoma K-12 & School Choice Survey, Q7.*

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



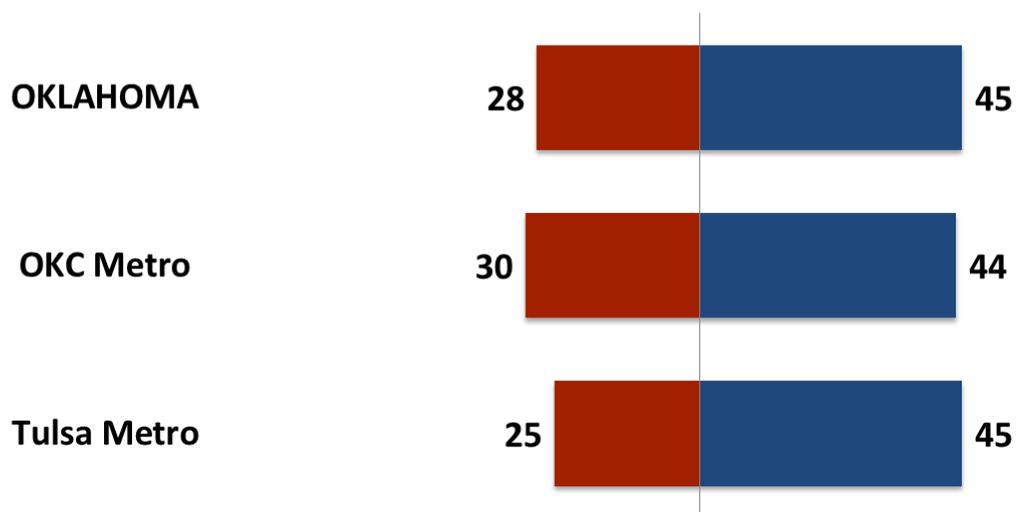
(% of only responses giving grades)



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

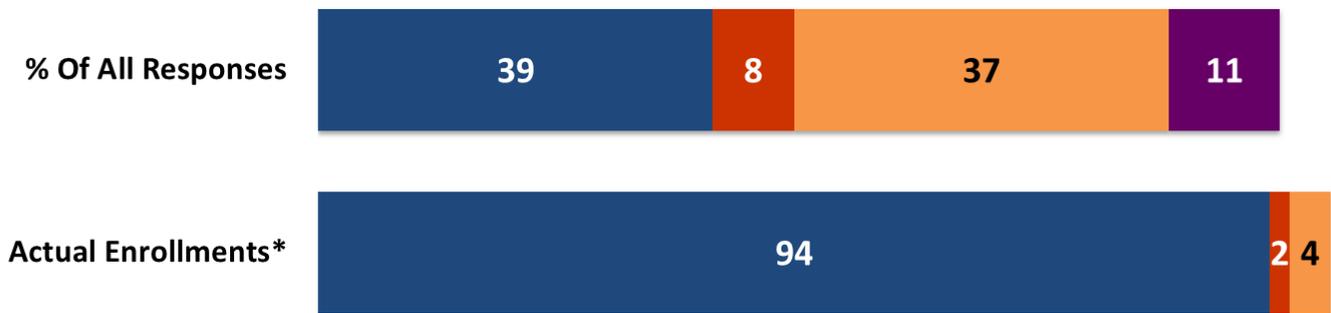
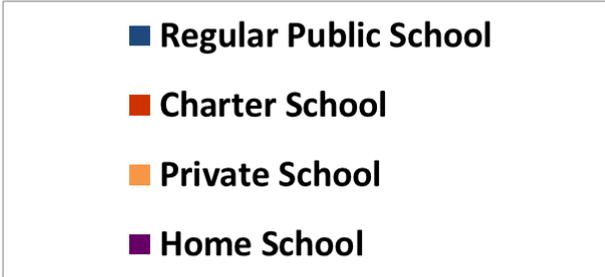
Q8. If you know one or more families that homeschool their children, what is your impression of the quality of the education?

Fair/Poor Good/Excellent



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

Q9. If it were your decision and you could select any type of school, what type of school would you select in order to obtain the best education for your child?



* Homeschool data not available.

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

Q9. If it were your decision and you could select any type of school, what type of school would you select in order to obtain the best education for your child?

	Charter School %	Home School %	Private School %	Public School %	N=
ALL RESPONDENTS	8	11	37	39	606
Oklahoma City Metro	8	9	41	36	301
Tulsa Metro	7	11	37	40	204
School Parent	7	14	38	33	164
Non-Schooler	8	9	37	41	422
COMMUNITY					
Urban	16	11	37	32	95
Suburban	6	11	47	30	150
Small Town	7	9	34	44	200
Rural	3	16	31	45	140
PARTY ID					
Democrat	6	6	38	46	205
Republican	9	11	41	31	204
Independent	8	13	32	40	126
AGE GROUP					
18 to 34	12	13	40	30	97
35 to 54	6	10	42	35	186
55 & Over	6	10	32	47	293
HOUSEHOLD INCOME					
Under \$40,000	9	11	32	41	212
\$40,000 to \$79,999	6	9	40	40	190
\$80,000 & Over	9	11	49	26	127
RACE/ETHNICITY					
Black	11	2	30	49	37
Hispanic	16	10	50	25	25
White	7	12	37	39	460

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies.

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

Q10. What is the most important characteristic or attribute that would cause you to choose a [INSERT SCHOOL TYPE FROM PREVIOUS QUESTION] for your child? Please use one word, or a very short phrase.

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

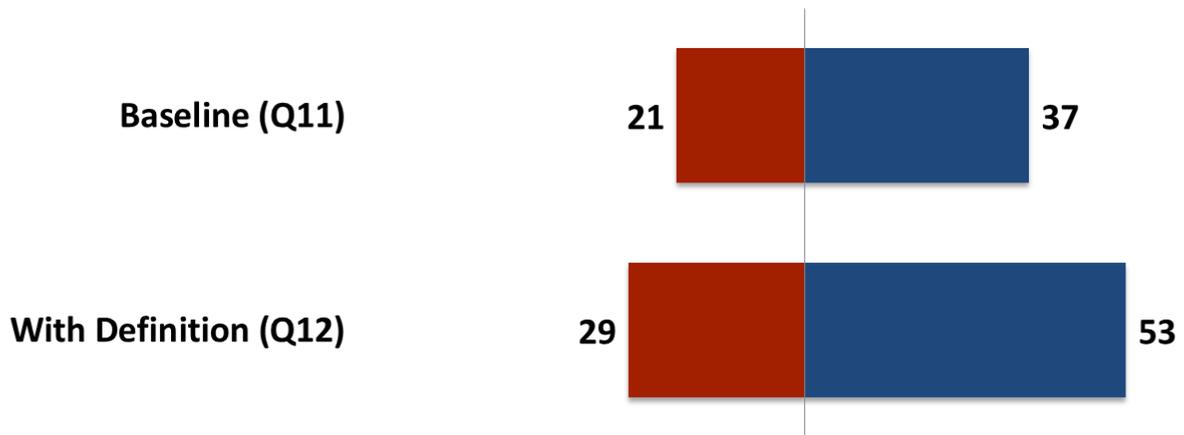
BETTER EDUCATION / QUALITY	138
SOCIALIZATION / PEERS / OTHER KIDS	78
INDIVIDUAL ATTENTION / ONE-ON-ONE	55
CLASS SIZE / STUDENT-TEACHER RATIO	45
RESOURCES / FUNDING	42
BETTER TEACHERS / TEACHERS / TEACHING	28
PARENTS / PARENTAL INVOLVEMENT	26
DISCIPLINE / STRUCTURE	22
EXTRACURRICULAR ACTIVITIES / PROGRAMS	15
SAFETY / LESS DRUGS, VIOLENCE, BULLYING	14

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

Q11. Based on what you know, or have heard from others... In general, do you favor or oppose “charter schools”?

■ Oppose ■ Favor

Q12. 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. With this information, do you generally favor or oppose charter schools?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Oklahoma K-12 & School Choice Survey*, Q11 and Q12.

Q12. 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 %	Diff	Intensity	N=
ALL RESPONDENTS	53	29	+ 24	+ 7	606
Oklahoma City Metro	56	28	+ 28	+ 8	301
Tulsa Metro	52	26	+ 26	+ 8	204
School Parent	62	27	+ 35	+ 10	164
Non-Schooler	50	30	+ 20	+ 6	422
COMMUNITY					
Urban	65	25	+ 40	+ 14	95
Suburban	64	27	+ 37	+ 17	150
Small Town	48	32	+ 16	+ 5	200
Rural	45	29	+ 16	- 2	140
PARTY ID					
Democrat	47	39	+ 8	+ 1	205
Republican	60	21	+ 39	+ 13	204
Independent	56	27	+ 29	+ 12	126
AGE GROUP					
18 to 34	65	24	+ 41	+ 18	97
35 to 54	52	31	+ 21	+ 4	186
55 & Over	49	30	+ 19	+ 4	293
HOUSEHOLD INCOME					
Under \$40,000	49	31	+ 18	+ 2	212
\$40,000 to \$79,999	56	29	+ 27	+ 9	190
\$80,000 & Over	62	27	+ 35	+ 10	127
RACE/ETHNICITY					
Black	63	31	+ 32	+ 20	37
Hispanic	69	12	+ 57	+ 27	25
White	53	29	+ 24	+ 6	460

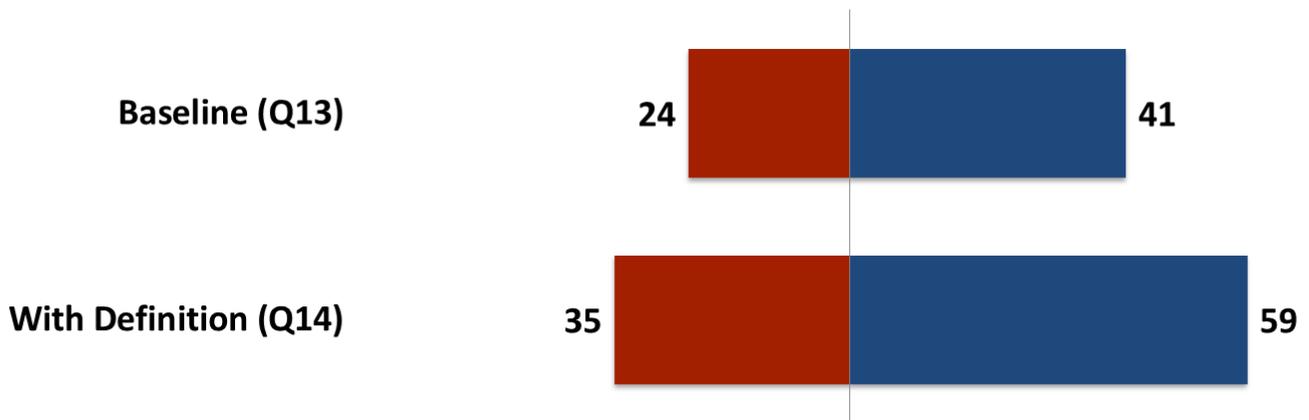
NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates enthusiasm behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, *Oklahoma K-12 & School Choice Survey*, Q12.

Q13. Based on what you know, or have heard from others... In general, do you favor or oppose “school vouchers”?

■ Oppose ■ Favor

Q14. A school voucher system allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. If this policy were adopted, tax dollars currently allocated to a school district would be allocated to parents in the form of a “school voucher” to pay partial or full tuition for their child’s school. In general, do you favor or oppose a school voucher system?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Oklahoma K-12 & School Choice Survey*, Q13 and Q14.

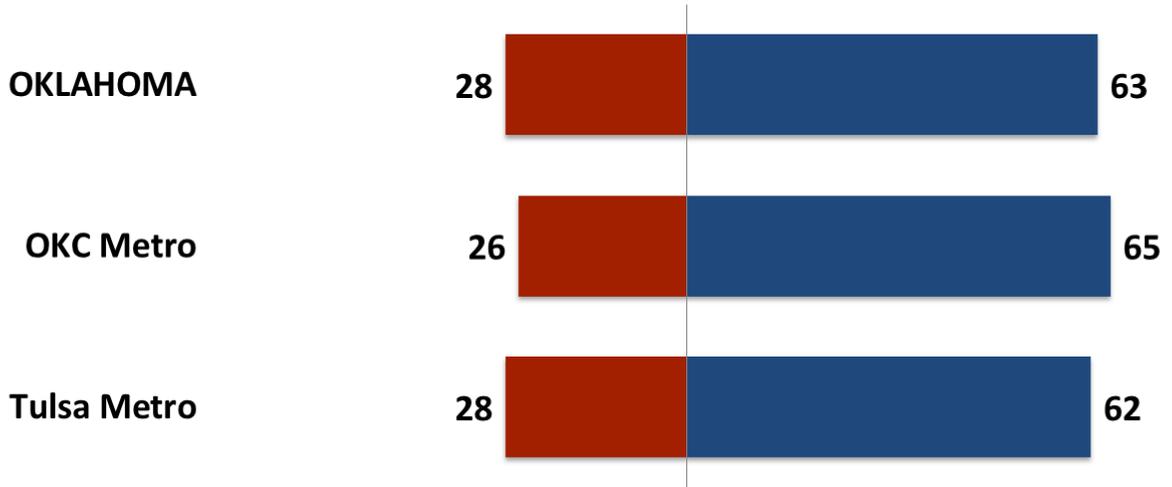
Q14. A school voucher system allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. If this policy were adopted, tax dollars currently allocated to a school district would be allocated 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 %	Diff	Intensity	N=
ALL RESPONDENTS	59	35	+ 24	+ 10	606
Oklahoma City Metro	59	37	+ 22	+ 14	301
Tulsa Metro	60	33	+ 27	+ 4	204
School Parent	68	28	+ 40	+ 19	164
Non-Schooler	55	40	+ 15	+ 6	422
COMMUNITY					
Urban	56	37	+ 19	+ 8	95
Suburban	61	36	+ 25	+ 13	150
Small Town	60	33	+ 27	+ 8	200
Rural	55	39	+ 16	+ 7	140
PARTY ID					
Democrat	48	45	+ 3	- 7	205
Republican	70	26	+ 44	+ 28	204
Independent	61	33	+ 28	+ 6	126
AGE GROUP					
18 to 34	73	24	+ 49	+ 30	97
35 to 54	60	34	+ 26	+ 5	186
55 & Over	50	44	+ 6	+ 2	293
HOUSEHOLD INCOME					
Under \$40,000	62	29	+ 33	+ 16	212
\$40,000 to \$79,999	56	41	+ 15	+ 1	190
\$80,000 & Over	63	34	+ 29	+ 16	127
RACE/ETHNICITY					
Black	52	39	+ 13	- 1	37
Hispanic	81	8	+ 73	+ 45	25
White	57	38	+ 19	+ 7	460

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates enthusiasm behind the support or opposition for a given policy or proposal.

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

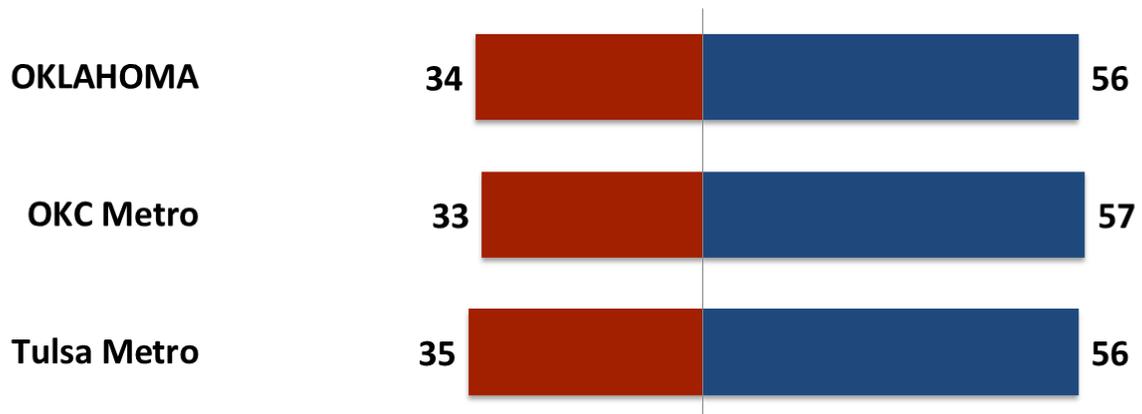
Q15. A “tax credit” allows an individual or business to reduce the final amount of a tax owed to government. Some states, including Oklahoma, give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. A “tax-credit scholarship system” allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. In general, do you favor or oppose a tax-credit scholarship system?



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

Q16. An "education savings account" - often called an "ESA" - allows parents to take their child out of a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for private school tuition, virtual education programs, private tutoring or saving for future college expenses. In general, do you favor or oppose this kind of "savings account system"?

■ Oppose ■ Favor



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

Q16. An "education savings account" - often called an "ESA" - allows parents to take their child out of a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for private school tuition, virtual education programs, private tutoring or saving for future college expenses. In general, do you favor or oppose this kind of "savings account system"?

	Favor %	Oppose %	Diff	Intensity	N=
ALL RESPONDENTS	56	34	+ 22	+ 8	606
Oklahoma City Metro	57	33	+ 24	+ 10	301
Tulsa Metro	56	35	+ 21	+ 5	204
School Parent	63	31	+ 32	+ 21	164
Non-Schooler	54	36	+ 18	+ 2	422
COMMUNITY					
Urban	60	31	+ 29	+ 9	95
Suburban	56	39	+ 17	+ 11	150
Small Town	56	35	+ 21	+ 10	200
Rural	55	31	+ 24	even	140
PARTY ID					
Democrat	50	39	+ 11	- 3	205
Republican	65	27	+ 38	+ 21	204
Independent	54	35	+ 19	+ 3	126
AGE GROUP					
18 to 34	67	24	+ 43	+ 22	97
35 to 54	58	35	+ 23	+ 12	186
55 & Over	50	39	+ 11	- 2	293
HOUSEHOLD INCOME					
Under \$40,000	59	33	+ 26	+ 11	212
\$40,000 to \$79,999	57	33	+ 24	+ 9	190
\$80,000 & Over	62	30	+ 32	+ 12	127
RACE/ETHNICITY					
Black	52	44	+ 8	+ 1	37
Hispanic	61	24	+ 37	+ 39	25
White	57	35	+ 22	+ 6	460

NOTE: Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. The subgroup sample sizes displayed in the far right column represent the unweighted number of interviews. All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates enthusiasm behind the support or opposition for a given policy or proposal.

SOURCE: Friedman Foundation for Educational Choice, *Oklahoma K-12 & School Choice Survey*, Q16.

**Q17. What is the most important reason that would cause you to choose ESAs?
Please use a few words, or a very short phrase.**

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

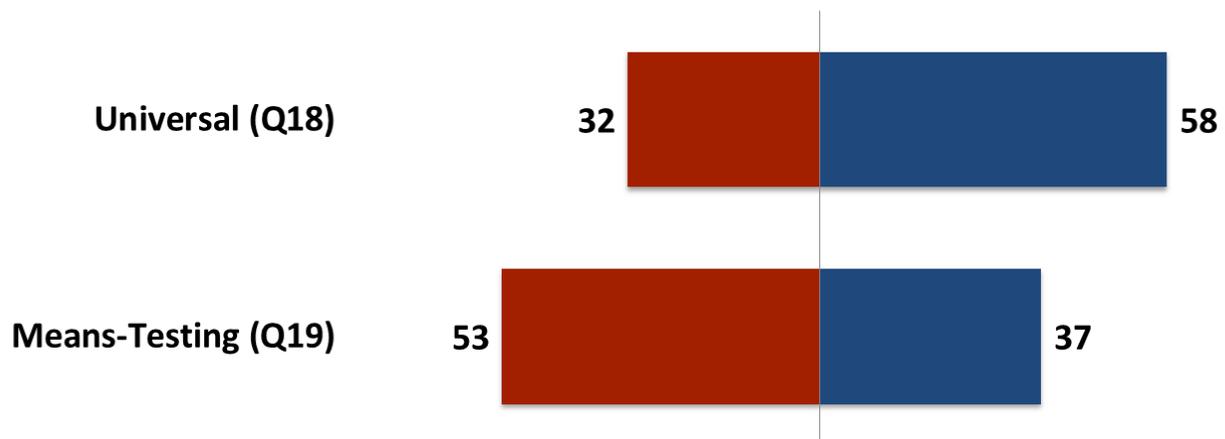
POSITIVE (OTHER)	144
NEGATIVE (OTHER)	96
CHOICE / FLEXIBILITY / FREEDOM	63
COST / TUITION / AFFORDABILITY	46
COLLEGE / COLLEGE READINESS	39
OPPORTUNITIES / OPTIONS	29
MORE CONTROL / PARENTAL, FAMILY, TAXPAYER	26
ABUSE / FRAUD	23
BENEFITS / EDUCATION, STUDENTS	16
TOO MUCH GOVERNMENT INVOLVEMENT	15

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

Q18. Some people believe that ESAs *should be available to all families, regardless of incomes and special needs.* Do you agree or disagree with that statement?

■ Disagree ■ Agree

Q19. Some people believe that ESAs *should only be available to families based on financial need.* Do you agree or disagree with that statement?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Oklahoma K-12 & School Choice Survey*, Q18 and Q19.

Q20. Two proposals have been made for preschool education in Oklahoma. One proposal is to increase the direct funding of public preschool programs. Another proposal would establish education savings accounts for preschool children, allowing the family to choose among public and private providers. Which of the following statements most closely reflects your view on the best approach to preschool policy for Oklahoma?

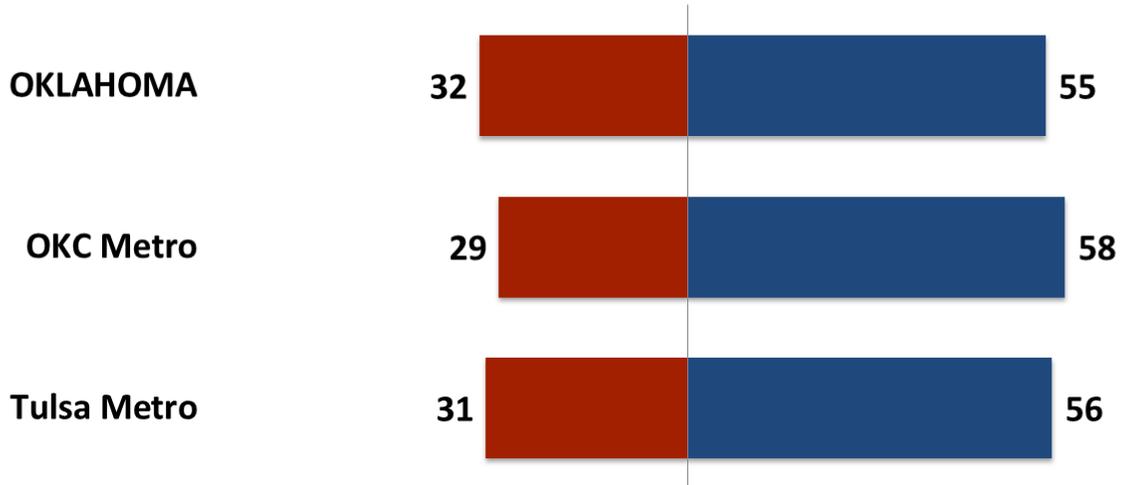
- Support ESAs**
- Support Both Proposals Equally**
- Support Increased Funding of Public Providers**
- Oppose Both Proposals Equally**



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

Q21. A proposal has been made that would pilot (or try out) an ESA system on a limited basis, allowing eligibility for four-year old children throughout the state. In general, do you favor or oppose this kind of proposal?

■ Oppose ■ Favor



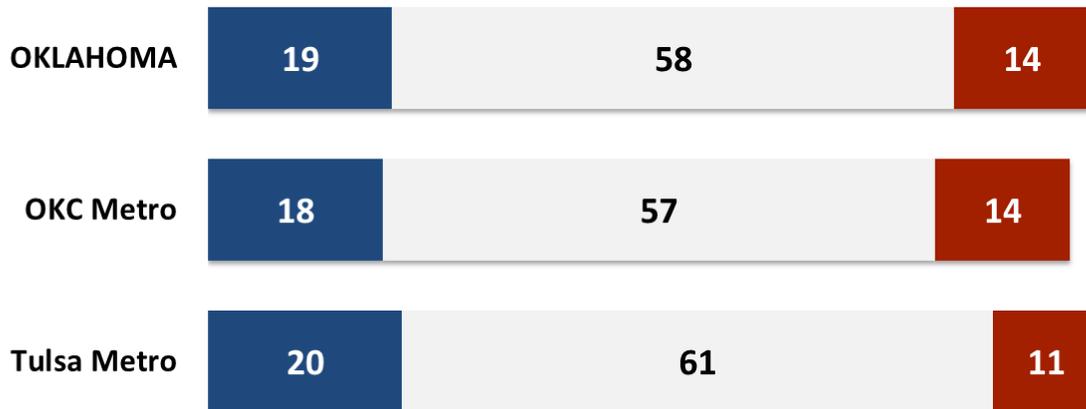
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Oklahoma K-12 & School Choice Survey*, Q21.

Q22. Thinking ahead to the next election, if a candidate for Governor, State Senator or Representative supports ESAs, would that make you more likely to vote for him or her, less likely, or make no difference whatsoever in your voting?

■ More Likely

■ No Difference

■ Less Likely



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Oklahoma K-12 & School Choice Survey, Q22.*

Methods Summary

The “Oklahoma K-12 & School Choice Survey” project, commissioned by the Friedman Foundation for Educational Choice and conducted by Braun Research, Inc. (BRI), interviewed a statistically representative sample of registered voters in the state of Oklahoma. Methodology included probability sampling and random-digit dial. The statewide sample includes a total of **606** telephone interviews completed in English from December 5 to 16, 2013, by means of both landline and cell phone. Statistical results were weighted to correct known demographic discrepancies.

The margin of sampling error for the statewide sample is ± 4.0 percentage points.

BRI’s live callers conducted all phone interviews. For this entire project, a total of **7,200** calls were made in Oklahoma. Of these calls, **2,551** were unusable phone numbers (disconnected, fax, busy, non-residential, or non-answers, etc.); **3,891** were usable numbers but eligibility unknown (including refusals and voicemail); **65** cell phone numbers and **72** landline numbers were usable but not eligible for this survey; **15** people did not complete the survey. The average response rate of the landline interviews was **13.3%**. The average response rate of the cell phone interviews was **13.8%**.

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

Sample Design

A combination of landline and cellular random-digit-dial (RDD) samples was used to represent registered voters in Oklahoma 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 December 5 to 16, 2013. As many as eight attempts were made to contact every sampled telephone number. The sample was released for interviewing in replicates, which are representative subsamples of the larger sample. Using replicates to control the release of the sample ensures that complete call procedures are followed for the entire sample. Calls were staggered over times of day and days of the week to maximize the chance of making contact with potential respondents. Each phone number received at least one daytime call.

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

The survey's margin of error is the largest 95% Confidence Interval for any estimated proportion based on the total sample—the one around 50%. The overall margin of error for this survey is $\pm 4.0\%$. This means that in 95 of every 100 samples drawn using the same methodology, estimated proportions based on the entire sample will be no more than 4.0 percentage points away from their true values in the population.

It is critical to note that the margin of sampling error (MSE) is higher when considering the number of respondents for a given demographic subgroup. For example, the MSE for a subgroup of 150 respondents is ± 8.0 percentage points.

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

Call Dispositions and Response Rates

Oklahoma Statewide Call Dispositions					
<u>SUMMARY</u>			<u>DETAIL</u>		
Landline	Cell Phone		Landline	Cell Phone	
4,800	2,400	Total	885	617	Disconnected
4,800	2,400	Released	3	0	Fax
0	0	Unreleased	78	2	Government/Business
2,903	1,746	Usable	2	-	Cell Phone
1,897	654	Unusable	-	0	Landline
3,188	1,318	Qualified	968	619	Unusable
75.0%	73.8%	Est. Usability	832	35	No Answer
85.8%	74.0%	Est. Eligibility	97	0	Busy
13.3%	13.8%	Est. Response	929	35	Usability Unknown
			424	182	Complete
			12	3	Break-Off
			436	185	Usable/Eligible
			572	358	Refused
			11	3	Language Barrier
			1,056	779	Voice Mail
			698	321	Call Back-Retry
			56	35	Strong Refusal
			2	0	Privacy Manager
			2,395	1,496	Usable/Eligible Unknown
			-	-	Under 18
			72	65	Usable/Ineligible
			13.3%	13.8%	Response Rate

Weighting Procedures and Analysis

Weighting is generally used in survey analysis to compensate for sample designs and patterns of non-response that might bias results. In this study, the sample demographics were balanced to population parameters. Using weighting targets, we weighted to registered voter statistics for the state of Oklahoma: we used the dual landline/cell weighting method first; then, we weighted on Age, Race/Ethnicity, Gender, and Region.

The weighted and unweighted data are available on request.

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

Special note: We calculated age distributions from date-of-birth information on file from the state's respective registered voter database, as supplied by Aristotle International.

About the Author

Paul DiPerna (paul@edchoice.org) is Research Director for the Friedman Foundation for Educational Choice in Indianapolis. He joined the foundation in September 2006. DiPerna's research interests include surveys and polling on K-12 education and school choice policies. He also directs and manages all other research projects commissioned by the foundation. DiPerna has traveled to 27 states for his work, presenting survey research findings and discussing various school choice policies for audiences including public officials, policy professionals, advocates, and academics.

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

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

Acknowledgements

A number of people made significant contributions during the course of this survey project. Brandon Dutcher and our friends at the Oklahoma Council of Public Affairs provided us with important insights and context at the local/state level. We would 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, Cynthia Miller, and Dave Oshman. Finally, we are of course grateful to the respondents 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 37 full-time and more than 267 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 18 years, Braun Research has conducted more than 9,000 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), 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 in K-12 education.

Commitment to Methods & Transparency

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

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

Our authors take full responsibility for research design, analysis, charts, and any unintentional errors or misrepresentations. They welcome any and all questions related to methods and findings.

About the Survey Release Partner

Oklahoma Council of Public Affairs (OCPA)

Oklahoma Council of Public Affairs (OCPA) was founded in 1993 as a public policy research organization focused primarily on state-level issues. OCPA has been part of an emerging, national trend of free-market, state-based think tanks. The founders, led by Dr. David Brown, envisioned an organization that was capable of affecting the state's public policy similar to national level think tanks, such as the Heritage Foundation. Throughout its 20 years of existence, OCPA has conducted research and analysis of public issues in Oklahoma from a perspective of limited government, individual liberty and a free-market economy. OCPA has promoted the conclusions from its research through an array of media that have steadily increased in breadth, scope and ultimately, effectiveness.

Oklahoma K-12 & School Choice Survey Questions and Results

Interview Dates: December 5 to 16, 2013
Sample Frame: Registered Voters
Population Samples: OKLAHOMA (statewide) = 606
Oklahoma City Metro = 301
Tulsa Metro = 204

Margins of Error: OKLAHOMA (statewide) = ± 4.0 percentage points
Oklahoma City Metro = ± 5.6 percentage points
Tulsa Metro = ± 6.9 percentage points

Displayed numbers in tables are percentages, unless otherwise noted.

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

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

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

	Male	Female
OKLAHOMA	50	50

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

[RANDOMIZE RESPONSES 1-9 TO AVOID BIAS]

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

	Crime	Economy & Jobs	Education	Environment	Healthcare	Housing	Immigration	Values Issues	Taxes
OKLAHOMA	4	25	24	2	18	1	5	8	4
OKC Metro	3	21	24	2	21	2	5	9	5
Tulsa Metro	5	31	26	1	14	0	4	8	4

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

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

	Right Direction	Wrong Track	DK/Ref (VOL.)
OKLAHOMA	35	56	8
OKC Metro	37	55	9
Tulsa Metro	34	60	6

3. How would you rate Oklahoma’s public school system?

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

	Excellent	Good	Fair	Poor	DK/Ref (VOL.)
OKLAHOMA	5	34	42	16	3
OKC Metro	5	32	45	14	4
Tulsa Metro	5	34	39	20	1

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

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

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

	Less than \$4,000	\$4,001 – \$8,000	\$8,001 – \$12,000	\$12,001 – \$16,000	Over \$16,000	DK/Ref (VOL.)
OKLAHOMA	29	19	8	2	4	38
OKC Metro	31	23	8	2	4	32
Tulsa Metro	27	14	9	2	4	44

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

[ROTATE “TOO HIGH” AND “TOO LOW”]

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

	Too High	About Right	Too Low	DK/Ref (VOL.)
OKLAHOMA	7	24	62	6
OKC Metro	6	21	68	4
Tulsa Metro	9	27	57	7

5. **(Split B)** According to the most recent information available, in Oklahoma \$7,631 is being spent each year per student attending public schools. Do you believe that public school funding in Oklahoma is at a level that is:

[ROTATE “TOO HIGH” AND “TOO LOW”]

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

	Too High	About Right	Too Low	DK/Ref (VOL.)
OKLAHOMA	10	27	58	6
OKC Metro	9	27	57	6
Tulsa Metro	6	27	62	4

6. Each year state officials and the media report public school spending per student. In your view, would you prefer they report CURRENT expenses related to day-to-day activities, excluding items like construction, interest payments on debt, and pensions; OR would you prefer that they report TOTAL expenses, including those items?

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

	Strongly Prefer “Current”	Somewhat Prefer “Current”	Somewhat Prefer “Total”	Strongly Prefer “Total”	DK/Ref (VOL.)
OKLAHOMA	17	13	16	41	13
OKC Metro	16	12	17	44	11
Tulsa Metro	16	16	14	40	13

**[IF NEEDED/REQUESTED, MORE INFO FOR “CURRENT” EXPENSES OR “DAY-TO-DAY ACTIVITIES”:
“This includes expenses such as salaries, wages, and benefits for teachers, support staff, and administration.”]**

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

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

[ROTATE "REGULAR PUBLIC SCHOOLS," "CHARTER SCHOOLS," "PRIVATE OR PAROCHIAL SCHOOLS"]

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

OKLAHOMA	A	B	C	D	F	DNA/DK/Ref (VOL.)
Regular Public Schools	8	35	35	13	6	4
Charter Schools	11	22	16	4	3	44
Private Schools	24	29	15	2	1	30

8. If you know one or more families that homeschool their children, what is your impression of the quality of the education?

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

	Excellent	Good	Fair	Poor	DNA/DK/Ref (VOL.)
OKLAHOMA	21	24	17	11	27
OKC Metro	18	26	19	11	26
Tulsa Metro	25	20	16	9	29

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

[RANDOMIZE RESPONSES TO AVOID BIAS]

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

	Charter School	Homeschool	Private School	Regular Public School	Virtual School	DK/Ref (VOL.)
OKLAHOMA	8	11	37	39	3	2
OKC Metro	8	9	41	36	3	3
Tulsa Metro	7	11	37	40	4	1

10. 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 15 | Specific impressions offered by respondents in the statewide sample. Numbers represent counts (n), not percentages.

OKLAHOMA

BETTER EDUCATION / QUALITY	138
SOCIALIZATION / PEERS / OTHER KIDS	78
INDIVIDUAL ATTENTION / ONE-ON-ONE	55
CLASS SIZE / STUDENT-TEACHER RATIO	45
RESOURCES / FUNDING	42
BETTER TEACHERS / TEACHERS / TEACHING	28
PARENTS / PARENTAL INVOLVEMENT	26
DISCIPLINE / STRUCTURE	22
EXTRACURRICULAR ACTIVITIES / PROGRAMS	15
SAFETY / LESS DRUGS, VIOLENCE, BULLYING	14
CONVENIENCE / LOCATION	13
MORALS / VALUES / ETHICS	13
RELIGION / RELIGIOUS REASONS	8
GOVERNMENT: NEGATIVE MENTIONS	5
ENVIRONMENT / CULTURE / COMMUNITY	3
<hr/>	
OTHER RESPONSES	125
DK / NO RESPONSE / REFUSED	22

“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”]

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

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

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

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
OKLAHOMA	14	23	9	12	41
OKC Metro	16	26	12	10	36
Tulsa Metro	13	21	7	11	45

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

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

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

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
OKLAHOMA	21	32	15	14	18
OKC Metro	20	37	15	12	15
Tulsa Metro	21	31	13	13	21

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

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

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

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
OKLAHOMA	21	20	9	15	34
OKC Metro	18	20	9	14	37
Tulsa Metro	23	19	8	16	33

14. A school voucher system allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. If this policy were adopted, tax dollars currently allocated to a school district would be allocated to parents in the form of a “school voucher” to pay partial or full tuition for their child’s school. In general, do you favor or oppose a school voucher system?

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

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

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
OKLAHOMA	34	25	11	24	6
OKC Metro	36	23	14	22	4
Tulsa Metro	30	30	6	26	7

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

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

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

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
OKLAHOMA	29	34	11	17	10
OKC Metro	25	39	10	16	10
Tulsa Metro	34	28	11	17	10

16. An "education savings account" – often called an ESA – allows parents to take their child out of a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for private school tuition, online 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”]

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
OKLAHOMA	29	27	13	21	10
OKC Metro	29	27	14	19	10
Tulsa Metro	29	26	10	24	10

17. What is the most important reason that would cause you to choose ESAs?
Please use one word, or a very short phrase.

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

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

OKLAHOMA	
POSITIVE (OTHER)	144
NEGATIVE (OTHER)	96
CHOICE / FLEXIBILITY / FREEDOM	63
COST / TUITION / AFFORDABILITY	46
COLLEGE / COLLEGE READINESS	39
OPPORTUNITIES / OPTIONS	29
MORE CONTROL / PARENTAL, FAMILY, TAXPAYER	26
ABUSE / FRAUD	23
BENEFITS / EDUCATION, STUDENTS	16
TOO MUCH GOVERNMENT INVOLVEMENT	15
DK / NO RESPONSE / REFUSED	72

[RANDOMIZE QUESTIONS 18 AND 19]

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

[PROBE:] Would you say strongly or somewhat agree/disagree?

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

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	DK/Ref (VOL.)
OKLAHOMA	37	21	14	19	20
OKC Metro	35	22	17	17	8
Tulsa Metro	38	20	10	21	11

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

[PROBE:] Would you say strongly or somewhat agree/disagree?

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

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	DK/Ref (VOL.)
OKLAHOMA	17	19	19	35	10
OKC Metro	19	20	20	32	9
Tulsa Metro	17	19	14	40	10

20. Two proposals have been made for preschool education in Oklahoma. One proposal is to increase the direct funding of public preschool programs. Another proposal would establish education savings accounts for preschool children, allowing the family to choose among public and private providers. Which of the following statements most closely reflects your view on the best approach to preschool policy for Oklahoma?

[PROBE:] Would you say strongly or somewhat support ESA/support increased funding?

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

	Strongly Support ESA	Somewhat Support ESA	Somewhat Support Increased Funding	Strongly Support Increased Funding	Support Both Equally	Oppose Both Equally	DK/Ref (VOL.)
OKLAHOMA	9	8	10	19	26	12	16
OKC Metro	9	10	10	19	28	11	14
Tulsa Metro	8	6	10	19	24	12	21

21. A proposal has been made that would pilot (or try out) an ESA system on a limited basis, allowing eligibility for four-year old children throughout the state. In general, do you favor or oppose this kind of proposal?

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

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

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
OKLAHOMA	23	32	13	19	14
OKC Metro	25	33	11	18	13
Tulsa Metro	20	36	11	20	13

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

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

	More Likely	No Difference	Less Likely	DK/Ref (VOL.)
OKLAHOMA	19	58	14	8
OKC Metro	18	57	14	11
Tulsa Metro	20	61	11	8

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

23. Are you currently the parent or guardian of a child who lives with you, and who is in any grade from preschool through high school?

[IF NEEDED: IF CHILD IS CURRENTLY ENROLLED OR ENTERING PRESCHOOL IN THE UPCOMING SCHOOL YEAR, ENTER "YES"]

[IF NEEDED: IF YOUNGEST CHILD JUST GRADUATED IN 2013, ENTER "NO"]

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

	Yes	No < PK	No > HS	No Children	DK/Ref (VOL.)
OKLAHOMA	33	3	23	38	3

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

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

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

	Democrat	Republican	Independent	Other	Libertarian (VOL.)	DK/Ref (VOL.)
OKLAHOMA	33	32	23	7	1	5

25. 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.)
OKLAHOMA	16	23	34	22	4

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

[OPEN END, THEN CODE TO AGE CATEGORY]

	18 to 34	35 to 54	55 & Over	DK/Ref (VOL.)
OKLAHOMA	24	37	35	4

27. Are you, yourself, of Hispanic or Latino origin, such as Mexican, Puerto Rican, Cuban, or some other Spanish background?

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

	Hispanic	Not Hispanic	DK/Ref (VOL.)
OKLAHOMA	7	90	3

28. Which of the following best describes your race?

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

	American Indian, Native American	Asian, Pacific Islander, Asian American	Black, African American	Mixed Race	White	Other	DK/Ref (VOL.)
OKLAHOMA	9	1	5	5	77	3	< 1

29. Please stop me when I read the category that best describes your current annual household income, before taxes?

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

	Under \$40,000	\$40,000 to \$79,999	\$80,000 & Over	DK/Ref (VOL.)
OKLAHOMA	37	33	20	11

[PLEASE MAKE THE FOLLOWING TEXT AVAILABLE TO INTERVIEWERS ANYTIME A RESPONDENT ASKS ABOUT THE NATURE OF THE SURVEY SPONSOR OR 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.