NEW MEXICO

K-12 & SCHOOL CHOICE SURVEY

What do voters say about K-12 education?

Polling Paper No. 4

Paul **DiPerna**

DECEMBER **2011**

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

The Friedman Foundation
for Educational Choice
edchoice.org

HISPANIC CREO

Survey Project & Profile

Title:	New Mexico K-12 & School Choice Survey
Survey Organization:	Braun Research Incorporated (BRI)
Sponsor:	The Friedman Foundation for Educational Choice
Interview Dates:	September 12 to 18, 2011
Interview Method:	Live Telephone | 65% landline and 35% cell phone
Avg Interview Length:	10 minutes (approx.)
Language(s):	English, Spanish
Sample Frame:	Registered Voters
Sampling Method:	Dual Frame; Probability Sampling; Random Digit Dial (RDD)
Sample Size:	NEW MEXICO=808
Split Sample Sizes:	"Split A"=388; "Split B"=420
Margin of Error:	± 3.5 percentage points for the statewide sample ± 5.0 percentage points for "Split A" sample ± 4.8 percentage points for "Split B" sample
Weighting?	Yes (Gender, Race, Age, Education Level, Hispanic Origin, County)
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

	STATE %
K-12 Parent	35
Democrat	40
Independent	24
Republican	26
Liberal	21
Moderate	39
Conservative	31
Urban	23
Suburban	27
Small Town	29
Rural	20
Asian	1
Black	3
Hispanic	39
White	56
Catholic	37
Jewish	1
Muslim	1
Protestant	32
None	20
18-29	21
30-39	16
40-49	19
50-64	25
65 & Over	19
Under $25,000	25
$25,000 - $49,999	16
$50,000 - $74,999	18
$75,000 - $124,999	13
$125,000 - $200,000	5
Over $200,000	2
< HS Graduate	16
HS Graduate	27
Some College	32
≥ College	24
Male	49
Female	51

December 8, 2011

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New Mexico's K-12 Profile

Average State Rank on NAEP [1]	**47**
High School Graduation Rate [2]	**65%**
# Regular Public School Students [3]	**323,498**
# Charter School Students [4]	**10,921**
# Private School Students [5]	**18,932**
% Public School Students [6]	**91.6%**
% Charter School Students [6]	**3.1%**
% Private School Students [6]	**5.4%**
# School Districts [3]	**89**
# Regular Public Schools [3]	**866**
# Charter Schools [3]	**72**
# Private Schools [5]	**164**
Virtual Schools Climate [7]	**Weak**
% Free and Reduced-Price Lunch [3]	**66%**
% Individualized Education Program (IEP) [3]	**14%**
% English Language Learners (ELL) [3]	**15%**
$ Revenue Per Student [8]	**$11,567**
$ Per Student Spending [8]	**$9,648**

New Mexico Profile Notes

1. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP). Average of four rankings (rounded upward to nearest single digit) based on 2011 state scale scores for 4th grade reading (#49); 4th grade math (#47); 8th grade reading (#47); 8th grade math (#44).

   URL: nationsreportcard.gov/data_tools.asp

2. Reported high school graduation rates, determined by the Average Freshman Graduation Rate (AFGR) on the National Center for Education Statistics section on the U.S. Department of Education website. Data for 2008-2009 school year.

   URL: nces.ed.gov/ccd

3. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Common Core of Data (CCD). Data for the 2009-2010 school year.

   URL: nces.ed.gov/nationsreportcard/states

4. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Common Core of Data (CCD). Data for the 2009-2010 school year.

   URL: nces.ed.gov/ccd/schoolsearch

5. U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS). Data for 2009–2010 school year.

   URL: nces.ed.gov/surveys/pss/index.asp

6. Percentages are meant for general impressions only. State-level data on home-school students are generally unreliable, and this subpopulation of students could not be included in this table. Due to rounding, percentage totals may be slightly greater or less than 100%.

7. Author rating (Weak, Moderate, or Strong), based on John Watson, Amy Murin, Lauren Vashaw, Butch Gemin, and Chris Rapp, *Keeping Pace with K-12 Online Learning: An Annual Review of State-Level Policy and Practice*, (Evergreen Education Group, 2011), Table 2.

   URL: www.kpk12.com/cms/wp-content/uploads/KeepingPaceK12_2010.pdf

8. Frank Johnson, Lei Zhou, and Nanae Nakamoto, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2008–09 (Fiscal Year 2009)* (NCES 2011-329). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics (June 2011).

   URL: nces.ed.gov/pubs2011/2011329.pdf

   "Current Expenditures" data include dollars spent on instruction, instruction-related, support services, and other elementary/secondary current expenditures, but exclude expenditures on long-term debt service, facilities and construction, and other programs.

Overview

The "New Mexico K-12 & School Choice Survey" project, commissioned by The Friedman Foundation for Educational Choice and conducted by Braun Research Incorporated (BRI), measures New Mexico voters' familiarity and views on a range of K-12 education issues and school choice reforms. We report response *levels* and *differences* (we use the term "net score" or "net") of voter opinion, and the *intensity* of responses. Where do the voters stand on important issues and policy proposals in K-12 education? We provide some observations and insights in the following pages of this paper.

A randomly selected and statistically representative sample of New Mexico's registered voters recently responded to 17 substantive questions and 11 demographic questions (see pages 46 – 75). The next section summarizes our key findings.

A total of 808 telephone interviews were conducted in English or Spanish from September 12 – 18, 2011, by means of both landline and cell phone. Statistical results were weighted to correct for known demographic discrepancies. The margin of sampling error for the total sample of interviews is ±3.5 percentage points.

In this project we included two split-sample experiments. A split sample design is a systematic way of comparing the effects of two or more alternative wordings for a given question. The purpose is to see if particular wording, or providing a new piece of information, can significantly influence opinion on a given topic.

This polling paper has four sections. The first section summarizes key findings. We call the second section "Survey Snapshots," which offers charts illustrating the core findings of the survey. The third section describes the survey's methodology, summarizes response statistics, and presents additional technical information on call dispositions for landline and cell phone interviews. The fourth section presents our questionnaire and results ("topline numbers"), essentially allowing the reader to follow the actual interview as it was conducted, with respect to question wording and ordering. We have set out to

give a straight-forward analysis, going light on editorial commentary, and letting the charts and numbers communicate the major findings.

Key Findings

- **The vast majority of New Mexico's voters (78%) are paying attention to issues in K-12 education. Only 21% of voters say they pay no attention.**

  See Question 1

  In the state, those who say they pay "a lot" of attention to K-12 education issues outnumber those who say they pay no attention by a 4-to-1 ratio.

- **New Mexico voters are more likely to think that K-12 education is on the "wrong track" (52%) compared to heading in the "right direction" (34%).**

  See Question 2

  However, the views of demographic groups vary. Considering the right direction-wrong track net scores, there is a range of opinion from very negative to mildly positive. Those voters who are generally down on the direction of K-12 education in New Mexico live in rural or urban areas, consider themselves Republicans or Independents, fall in the 50 & Over age group, or have household earnings greater than/equal to $50,000. The more divided subgroups include Democrats, age group 30-49, households earning less than $50,000, and Hispanics.

- **Nearly two out of three New Mexico voters give the state's public school system sub-par ratings (32% say "good" or "excellent"; 65% say "fair" or "poor).**

  See Question 3

Demographic groups across the board give negative ratings. Voters who live in rural areas, identify themselves as Republican, and earn at least $50,000 view the state's system of public schools as overwhelmingly "fair" or "poor." Suburbanites, lower-income households, and African Americans give the state's K-12 system low marks, but represent those groups that are least negative.

- **Generally speaking, New Mexico voters have little idea how much is spent in the public schools. There is a substantial information gap.**

See Question 4

Just one out of 10 respondents (13%) could estimate the correct per-student spending range in New Mexico. The state spends more than $9,500 for each student in the public schools, but nearly a third of those interviewed (31%) thought that the state spent less than $4,000 per student. This is a pattern we have seen in our other state surveys. Typically, just one out of 10 people in a given state will know (or guess) the correct range of public spending on K-12 education.

Voters tend to be way off the mark on estimating public school spending. Policymakers should be cautious to pander to populist impulses for increases in school funding. Compared with responses given to Question 4, better-informed voters could have very different reactions to proposals for increased education funding. This is what we see in a follow-up split-sample experiment.

- **When given the latest per-student spending information, voters are more likely to say public school funding is at a level that is "about right" or "too high" compared to answering without having such information.**

See Questions 5A and 5B

We asked two slightly different questions about the level of public school funding in New Mexico. On version 5A, 62% of voters said that public school funding is "too low." However on version 5B, which included a sentence offering the most

recent data on per-student funding in New Mexico ($9,648 in 2009), the proportion of voters saying "too low" shrank by 21 percentage points – effectively a 34% reduction.

Again comparing the split-sample questions, respondents answering version 5B and having the funding information were more likely to say the level of public school funding is "about right" (37% vs. 22%) or "too high" (17% vs. 8%). It looks as if New Mexico voters are likely to change their views on public school funding if given accurate per-student spending information. The implication that opinion can turn on a single piece of data is important for political sound bites that focus on the levels of public spending rather than how the money is allocated or spent.

- **When asked for a preferred school type, New Mexico voters show a major disconnect between their preferred school types and actual enrollment patterns.**

  See Question 6

  About 5% of New Mexico's K-12 student population attend private schools, but in our survey interviews, more than one-third of voters (36%) would select a private school as a first option. Approximately 92% of the state's students attend regular public schools, but a much lower percentage of voters (37%) would choose a regular public school as their first choice. Roughly 3% of the student population is attending charter schools, but 15% of New Mexico voters would like to send their child to a charter school. The results suggest the capability to choose a desired school type is highly constrained in New Mexico.

- **Nearly one out of five voters in our survey prioritize a "better/quality education" as the key attribute they are looking for in the selection of a school. The second most important attribute, as suggested by 15% of all voters, is "individual/one-on-one attention."**

  See Question 7

Often discussed school characteristics such as teachers or teaching (9%), class size (8%), diversity (2%), discipline (2%), and safety (2%) are all less likely to be a first priority for New Mexico voters. That said, any of these qualities may or may not garner more urgency as a second or third priority, which we do not explore in our survey.

- **New Mexico voters are much more likely to favor charter schools (72%) rather than oppose such schools (11%).**

  See Questions 8 and 9

  New Mexico registered a very large positive net score (+53 net) supporting charter schools. The intensity of this support is also very strongly positive (+23 intensity). Charter schools clearly resonate with New Mexico voters.

  In the future, there may be opportunity to grow support for charters. The level of familiarity with charters (44%) is moderate, and it actually may understate the potential voter support if a "charter school" is better understood. The association between charter school familiarity and favorability is positive in direction and moderate in size (Q9: r=.163, $p < .01$).

- **The jury is still out on virtual schools. As defined in the survey, New Mexico voters generally oppose the idea of virtual schools. Half of all respondents (50%) oppose virtual schools compared to those who say they favor them (38%) as a school option.**

  See Questions 10 and 11

  Intensity is mildly negative on virtual schools at this time. The strongly held negative views exceed the strongly positive views (-11 intensity). This is pretty understandable because the virtual school is a relatively new policy idea.

  In terms of net scores, several demographic groups stand out in their views on virtual schools. Urban voters are more likely to support this kind of school type

compared with suburban, small town, and rural voters. Republicans are more likely than Democrats and Independents to favor virtual schools. Middle-age voters (age 30-49) represent one of the few groups who support virtual schools. Younger (age 18-29) and older (age 50 & over) voters are much more skeptical and negative.

Like charter schools, there is potential to grow support for virtual schools. Right now, relatively few people in New Mexico (38%) say they are familiar with virtual schools. The association between virtual school familiarity and favorability is positive in direction and modest in size (r=.156, $p < .01$).

- **In a split-sample experiment, we asked two slightly different questions about tax-credit scholarships. At least 62% (and as much as 71%) of voters say they favor such a system, compared with 25% (and as little as 17%) who say they oppose.**

See Questions 12A and 12B

The two versions of this question did generate differences in terms of favor-oppose net scores, shifting opinion by about 8 or 9 percentage points one direction or the other. It appears that giving a short definition for "tax credit," and including clarifying language about the school selection process, generates some change in opinion.

Respondents to Question 12A were much more likely to be "strongly" favorable toward tax-credit scholarships, than "strongly" opposed – the intensity score was +8 percentage points. However, in the alternate Question 12B, the inserted definition for "tax credit" and/or further description of a "tax-credit scholarship system" cut in half the strong negative reactions.

In either case, the bottom line is the same – New Mexico like the idea of having a tax-credit scholarship system for the state.

- **Voters overwhelmingly support a tax-credit scholarship system for special-needs students (78% favor vs. 15% oppose).**

  See Question 13

  It is clear that New Mexico voters see value in creating tax-credit scholarships for special-needs students. The net score is huge (+63 net) and the intensity of support is great (+42 intensity). All demographic groups we measures are likely to support this kind of public policy. Support is most likely among Independents, younger voters (age 18-29 and age 30-49), and those earning less than $75,000.

- **New Mexico voters support an "education savings account" system (also called "ESA"). The percentage of those who favor the policy (56%) is much larger than the proportion who say they oppose (34%).**

  See Question 14

  New Mexico registered a large positive net score (+22) supporting ESAs. The enthusiasm behind this support is also positive (+10 intensity).

- **New Mexico voters say they are supportive of school vouchers.**

  See Questions 15 – 17

  More than twice as many voters say they favor a school voucher system (62%) than oppose the idea (30%). The large net score (+32) indicates New Mexico voters are much more likely to support such a policy. The intensity score (+15) is larger than what we observe for ESAs, but considerably smaller than what we measure for tax-credit scholarship questions.

  Most demographic groups considered for this paper register supportive views on school vouchers, dipping below 54% favorable for just one group – age group 50 & Over. We do detect some subtle differences in terms of net favorability and intensity. Urban, suburban, and rural voters are more likely to support school

vouchers than small town voters. Intensity is greatest in the suburbs. Republicans are twice as likely as Democrats to support school vouchers. Republicans and Independents are much more passionate about school vouchers than Democrats. There is a big disconnect between younger and older voters. Those in the age groups 18-29 and 30-49 are much more likely than older voters (50 & Over) to support school vouchers. Younger voters are also much more passionate about the issue. Republicans are more likely to support school vouchers than Democrats, and both Republicans and Independents are more intensely positive in support. One income bracket ($75,000 - $124,999) stands out from the others, having a fairly neutral and dispassionate view of school vouchers. Latinos and African Americans are more likely to support school vouchers than Whites.

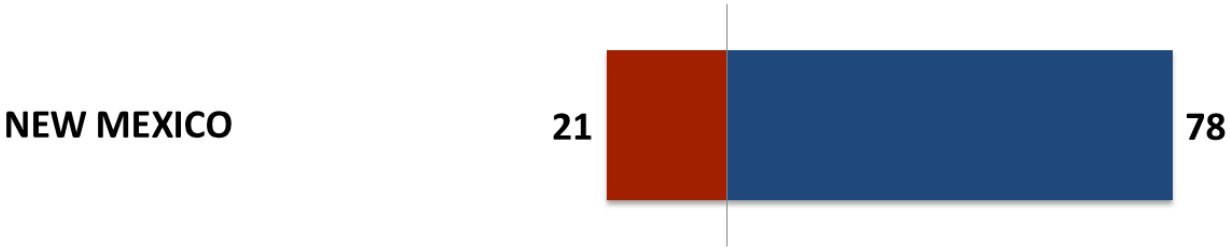
More than six out of 10 New Mexico voters say they are either "Not that Familiar" with or "Never Heard of/Don't Know" about school vouchers. However, it doesn't look as if familiarity is associated with favorability/opposition to school vouchers. The association between familiarity and favorability/opposition is not significant, and the correlation is essentially zero (r= -.007, p = .848).

In a follow-up question, we asked for the reason why a respondent chose his/her view regarding school vouchers. The term "choice" is overwhelmingly the keyword when it comes to vouchers. Approximately one out of four respondents (24%) offered "choice" as a reason. Other positive reasons include "better/quality education" (9%) and "helps less fortunate" (6%). The most cited negative responses include "abuse/misuse of voucher" (5%) and "hurts public schools" (5%).

Survey Snapshots

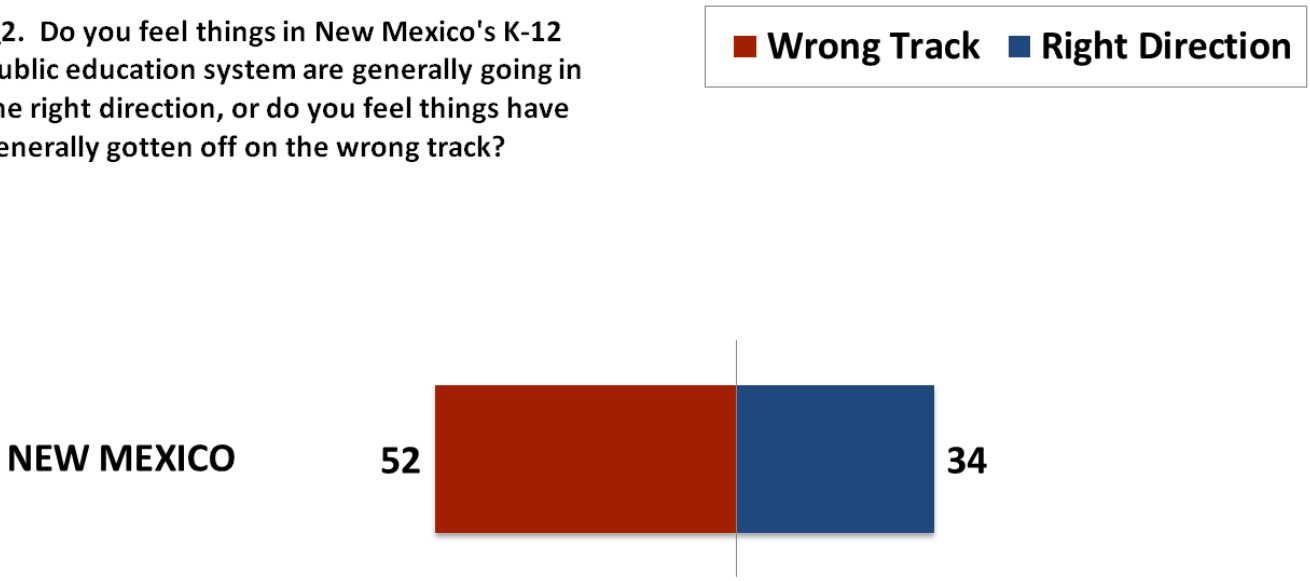
Q1. How much attention do you pay to issues involving K-12 education?





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

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



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

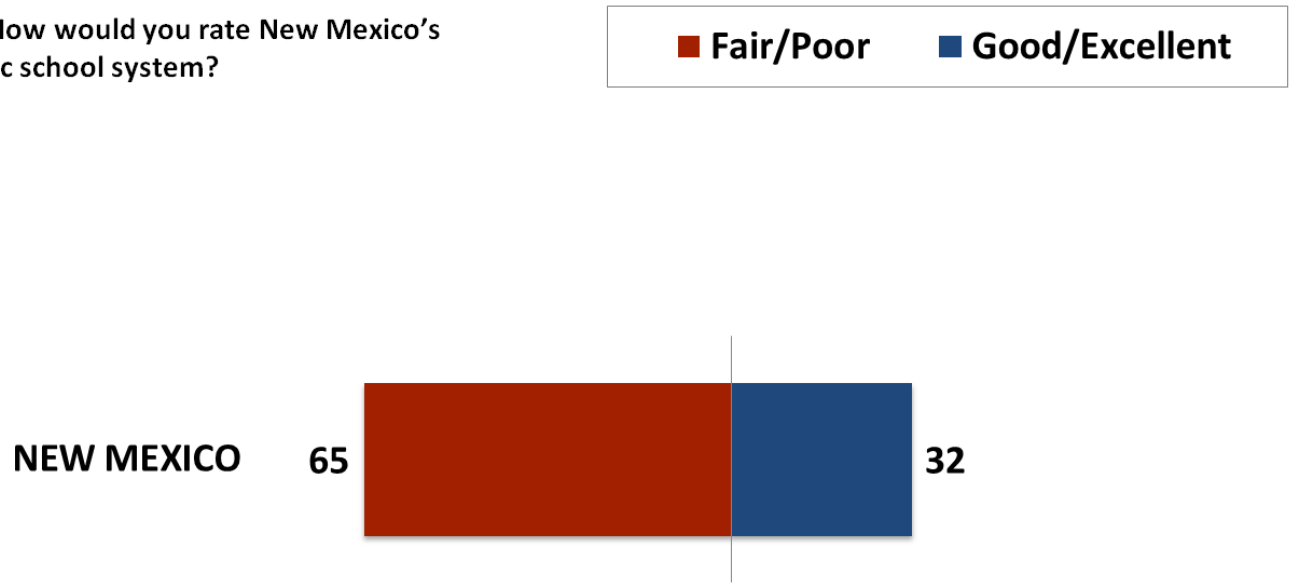
Q2. Do you feel things in New Mexico's K-12 public education system are generally going in the right direction, or do you feel things have generally gotten off on the wrong track?

	Right Direction %	Wrong Track %	Net	N=
ALL VOTERS	**34**	**52**	**- 18**	**808**
COMMUNITY				
Urban	29	54	**- 25**	188
Suburban	38	48	**- 10**	218
Small Town	35	50	**- 15**	232
Rural	31	60	**- 29**	161
PARTY ID				
Republican	23	64	**- 41**	206
Independent	27	50	**- 23**	193
Democrat	43	45	**- 2**	320
AGE GROUP				
18 – 29	36	47	**- 11**	172
30 – 49	41	48	**- 7**	288
50 & Over	28	59	**- 31**	348
HOUSEHOLD INCOME				
Under $25,000	39	46	**- 7**	201
$25,000 - $49,999	42	38	**+ 4**	210
$50,000 - $74,999	26	65	**- 39**	145
$75,000 - $124,999	27	65	**- 38**	104
$125,000 & Over	20	70	**- 50**	59
RACE/ETHNICITY				
Black	36	49	**- 13**	22
Hispanic	48	40	**+ 8**	315
White	24	60	**- 36**	450

NOTE: Please consider that each subgroup has a unique margin of error based on its registered voter population size in the state and the sample size (N) obtained in this survey. Reference to Whites refers to the non-Hispanic component of the self-identified white population. Reference to Blacks includes both Hispanic and non-Hispanic components of the self-identified black population. Reference to Hispanics includes self-identification as "Hispanic, Latino, or of Spanish origin or descent."

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

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



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

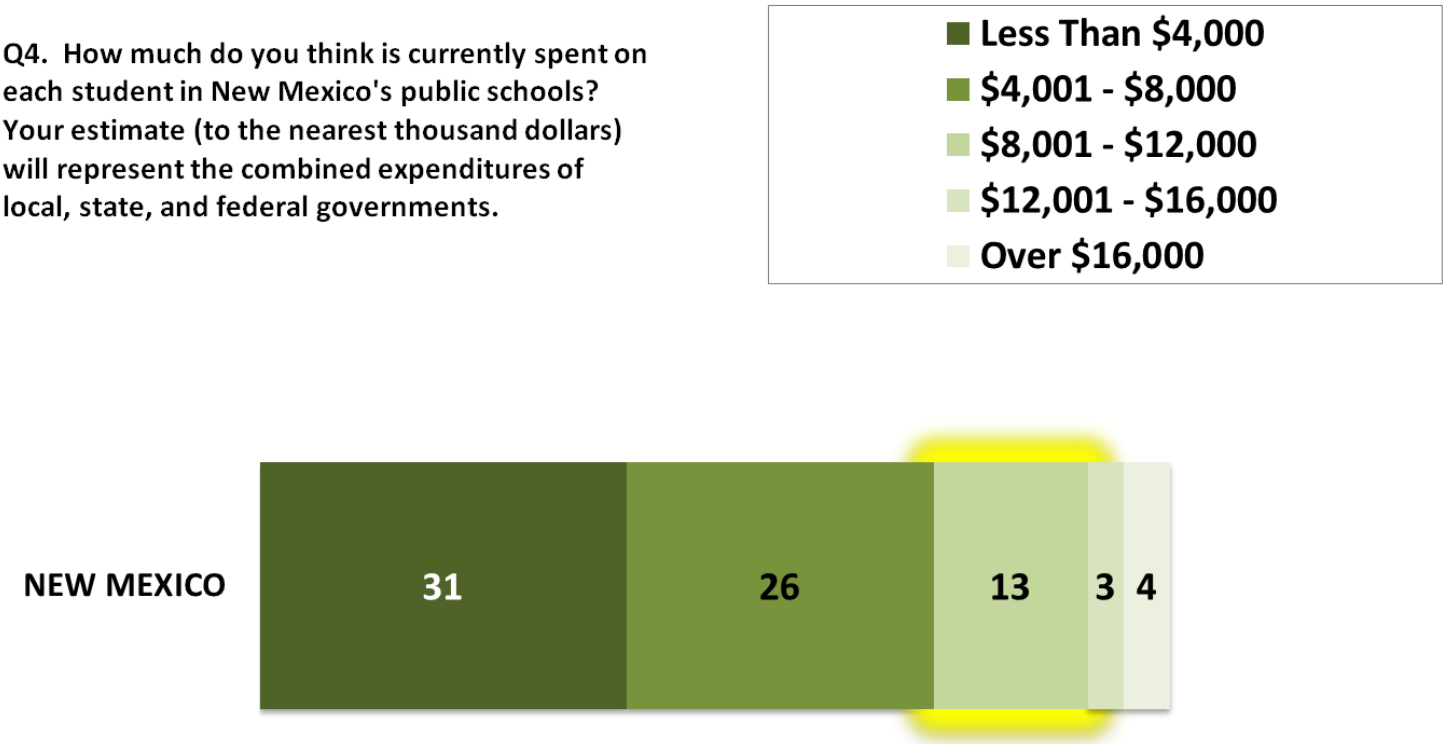
Q3. How would you rate New Mexico's public school system?

	Good/Excellent %	Fair/Poor %	Net	N=
ALL VOTERS	**32**	**65**	**- 33**	**808**
COMMUNITY				
Urban	26	70	**- 34**	188
Suburban	41	56	**- 15**	218
Small Town	31	67	**- 36**	232
Rural	25	68	**- 43**	161
PARTY ID				
Republican	24	74	**- 50**	206
Independent	33	65	**- 32**	193
Democrat	38	59	**- 21**	320
AGE GROUP				
18 – 29	33	63	**- 30**	172
30 – 49	39	60	**- 21**	288
50 & Over	25	70	**- 35**	348
HOUSEHOLD INCOME				
Under $25,000	38	58	**- 20**	201
$25,000 - $49,999	38	56	**- 18**	210
$50,000 - $74,999	26	73	**- 47**	145
$75,000 - $124,999	21	79	**- 58**	104
$125,000 & Over	24	75	**- 51**	59
RACE/ETHNICITY				
Black	40	57	**- 17**	22
Hispanic	37	50	**- 13**	315
White	22	75	**- 53**	450

NOTE: Please consider that each subgroup has a unique margin of error based on its registered voter population size in the state and the sample size (N) obtained in this survey. Reference to Whites refers to the non-Hispanic component of the self-identified white population. Reference to Blacks includes both Hispanic and non-Hispanic components of the self-identified black population. Reference to Hispanics includes self-identification as "Hispanic, Latino, or of Spanish origin or descent."

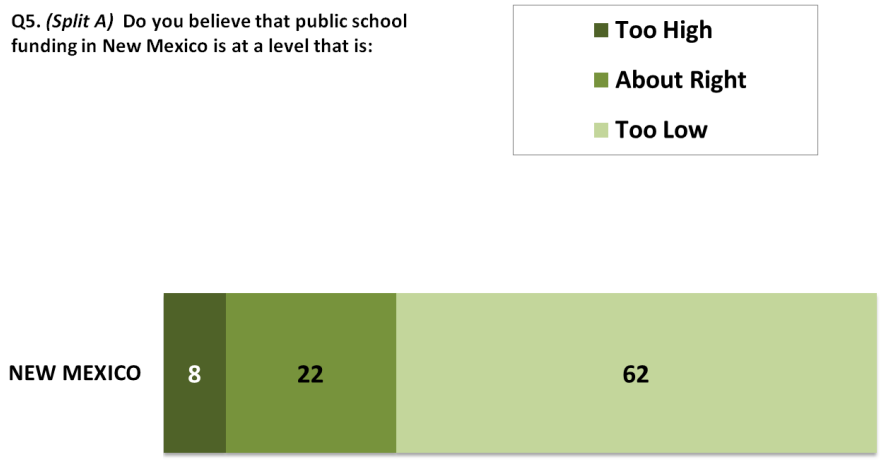
SOURCE: Friedman Foundation for Educational Choice, *New Mexico K-12 & School Choice Survey* , Q3.

Q4. How much do you think is currently spent on each student in New Mexico's public schools? Your estimate (to the nearest thousand dollars) will represent the combined expenditures of local, state, and federal governments.



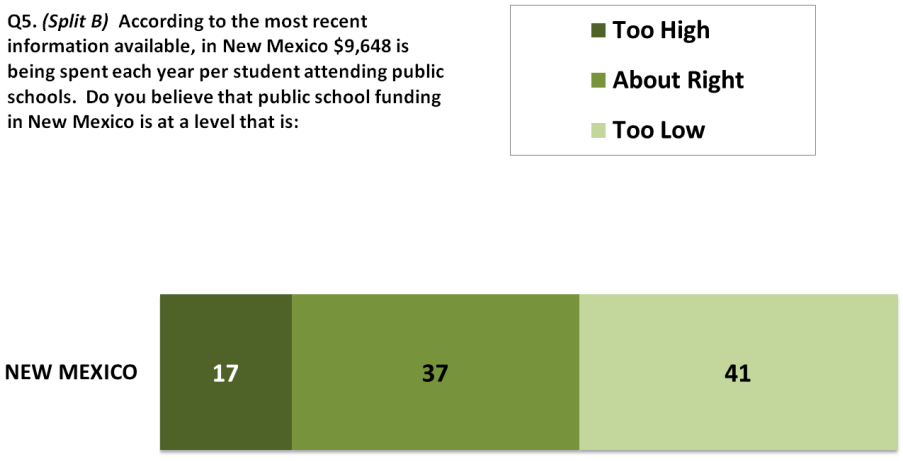
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *New Mexico K-12 & School Choice Survey*, Q4.

Q5. *(Split A)* Do you believe that public school funding in New Mexico is at a level that is:



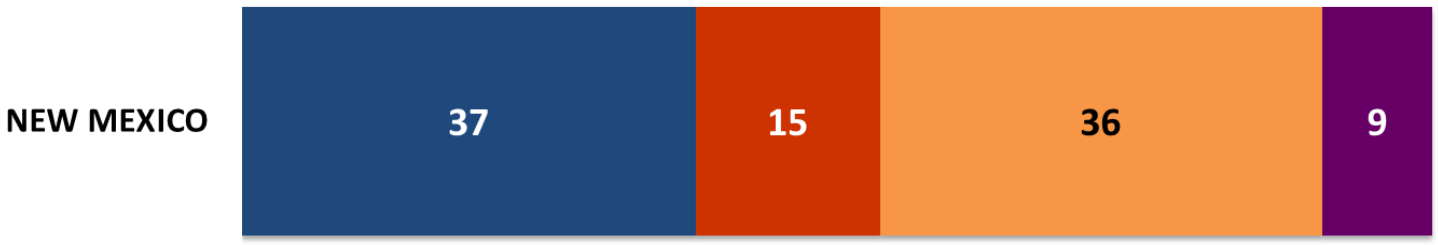
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, New Mexico *K-12 & School Choice Survey*, Q5A.

Q5. *(Split B)* According to the most recent information available, in New Mexico $9,648 is being spent each year per student attending public schools. Do you believe that public school funding in New Mexico is at a level that is:



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *New Mexico K-12 & School Choice Survey*, Q5B.

Q6. If it were your decision and you could select any type of school, what type of school would you select in order to obtain the best education for your child?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *New MexicoK-12 & School Choice Survey*, Q6.

Q6. If it were your decision and you could select any type of school, what type of school would you select in order to obtain the best education for your child?

	Charter School %	Homeschool %	Private School %	Regular Public School %	N=
ALL VOTERS	**15**	**9**	**36**	**37**	**808**
COMMUNITY					
Urban	13	10	43	32	188
Suburban	15	8	36	39	218
Small Town	12	12	34	41	232
Rural	20	7	30	36	161
PARTY ID					
Republican	16	12	42	30	206
Independent	14	9	35	41	193
Democrat	13	8	34	44	320
AGE GROUP					
18 – 29	16	12	30	42	172
30 – 49	14	8	42	34	288
50 & Over	14	9	35	37	348
HOUSEHOLD INCOME					
Under $25,000	14	14	22	48	201
$25,000 - $49,999	15	12	30	38	210
$50,000 - $74,999	17	8	53	21	145
$75,000 - $124,999	14	3	46	36	104
$125,000 & Over	17	4	41	36	59
RACE/ETHNICITY					
Black	17	6	28	39	22
Hispanic	15	10	30	41	315
White	15	10	39	35	450

NOTE: Please consider that each subgroup has a unique margin of error based on its registered voter population size in the state and the sample size (N) obtained in this survey. Reference to Whites refers to the non-Hispanic component of the self-identified white population. Reference to Blacks includes both Hispanic and non-Hispanic components of the self-identified black population. Reference to Hispanics includes self-identification as "Hispanic, Latino, or of Spanish origin or descent."

SOURCE: Friedman Foundation for Educational Choice, *New Mexico K-12 & School Choice Survey* , Q6.

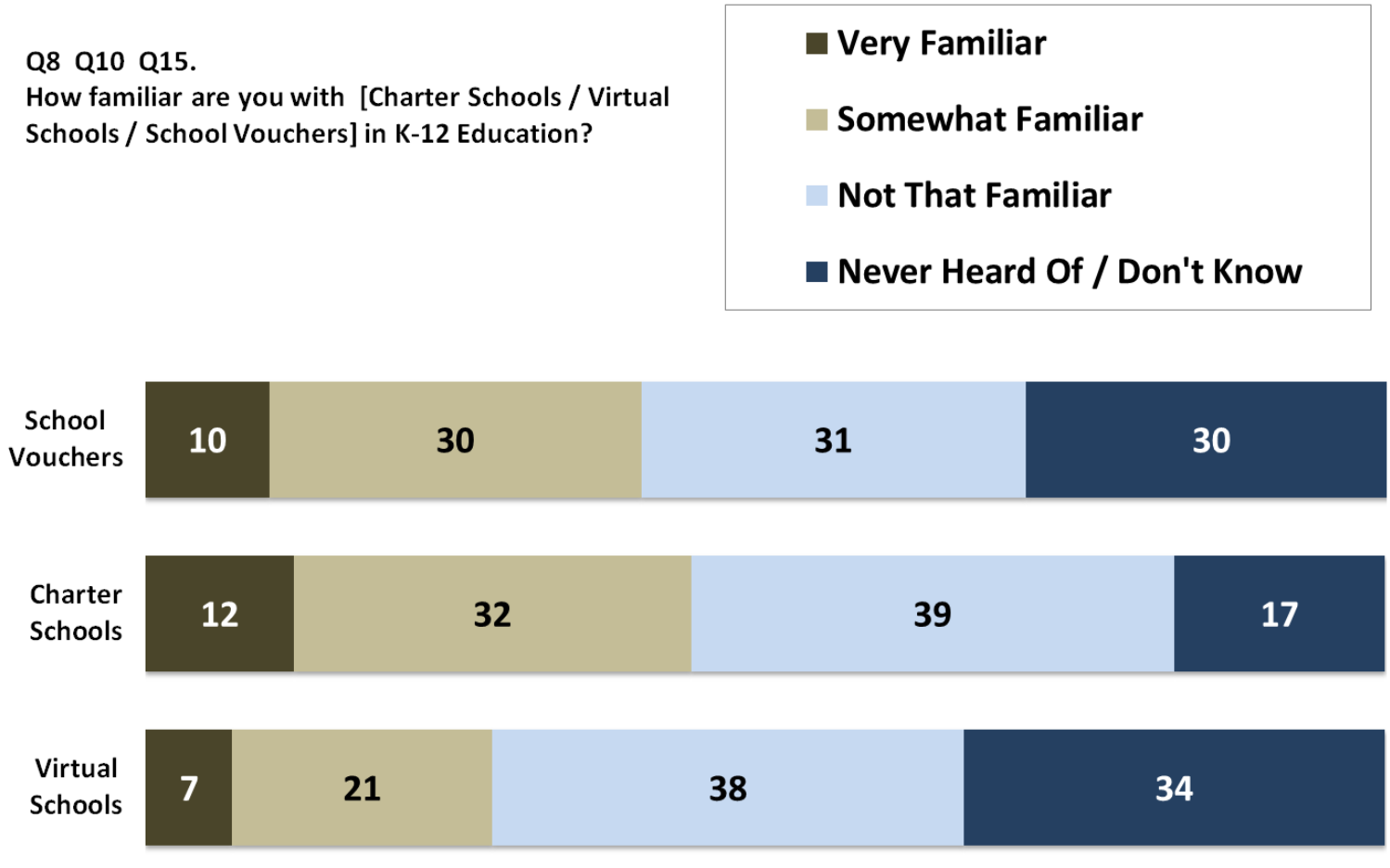
Q7. What is the most important characteristic or attribute that would cause you to choose a [INSERT SCHOOL TYPE FROM PREVIOUS QUESTION] for your child? Please use one word, or a very short phrase.

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

BETTER EDUCATION / QUALITY	149
INDIVIDUAL ATTENTION / ONE-ON-ONE	118
BETTER TEACHERS / TEACHING	74
CLASS SIZE	63
CURRICULUM / ACADEMICS	56
SOCIALIZATION	38
COST / TUITION / AFFORDABILITY	33
PUBLIC SCHOOL: POSITIVE MENTIONS	24
EXPERIENCE	16
SAFETY	16
DISCIPLINE	15
FACULTY / STAFF / ADMNISTRATION	15
RELIGION	15
FLEXIBILITY	14
DIVERSITY	13
ENVIRONMENT	13
RESOURCES / FUNDING	13
SUCCESS / GRADUATION RATE	12
AVAILABILITY	10
BASIC SKILLS FOCUS	10

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

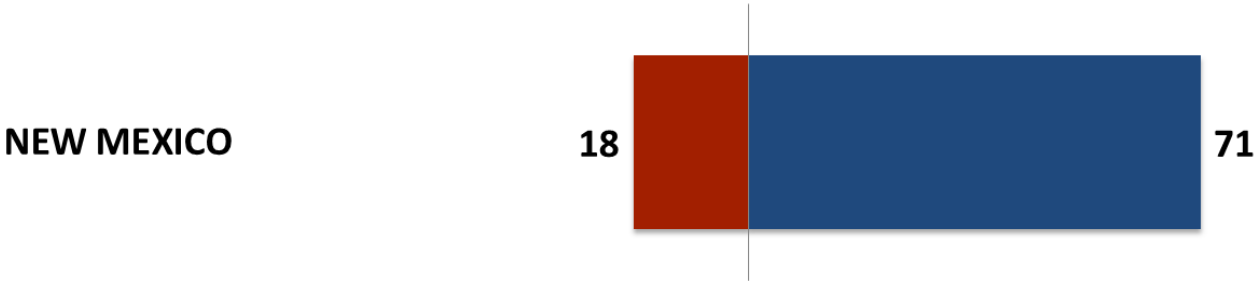
Q8 Q10 Q15.
How familiar are you with [Charter Schools / Virtual Schools / School Vouchers] in K-12 Education?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *New Mexico K-12 & School Choice Survey*, Q8, Q10, Q15.

Q9. 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?





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

Q9. 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?

	Favor %	Oppose %	Net	Intensity	N=
ALL VOTERS	**71**	**18**	**+ 53**	**+ 23**	**808**
COMMUNITY					
Urban	73	18	**+ 55**	**+ 16**	188
Suburban	81	15	**+ 66**	**+ 35**	218
Small Town	59	23	**+ 36**	**+ 26**	232
Rural	74	15	**+ 59**	**+ 24**	161
PARTY ID					
Republican	80	9	**+ 71**	**+ 31**	206
Independent	74	17	**+ 57**	**+ 27**	193
Democrat	64	23	**+ 41**	**+ 16**	320
AGE GROUP					
18 – 29	75	17	**+ 58**	**+ 33**	172
30 – 49	75	16	**+ 59**	**+ 22**	288
50 & Over	66	20	**+ 46**	**+ 19**	348
HOUSEHOLD INCOME					
Under $25,000	62	24	**+ 38**	**+ 29**	201
$25,000 - $49,999	76	14	**+ 52**	**+ 17**	210
$50,000 - $74,999	78	13	**+ 65**	**+ 32**	145
$75,000 - $124,999	71	23	**+ 48**	**+18**	104
$125,000 & Over	75	20	**+ 45**	**+ 20**	59
RACE/ETHNICITY					
Black	59	11	**+ 48**	**+ 19**	22
Hispanic	69	21	**+ 48**	**+ 22**	315
White	74	16	**+ 58**	**+ 24**	450

NOTE: Please consider that each subgroup has a unique margin of error based on its registered voter population size in the state and the sample size (N) obtained in this survey. Reference to Whites refers to the non-Hispanic component of the self-identified white population. Reference to Blacks includes both Hispanic and non-Hispanic components of the self-identified black population. Reference to Hispanics includes self-identification as "Hispanic, Latino, or of Spanish origin or descent." Based on Gallup's "Positive Intensity Score", Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates how passionate the support or opposition is for a given policy or proposal.

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

Q11. Virtual schools can be run publicly or privately, allowing students to work with their curriculum and teachers over the internet – in combination with, or in place of, traditional classroom learning. In general, do you favor or oppose virtual schools? [PROBE:] Would you say strongly or somewhat favor/oppose?





FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *New Mexico K-12 & School Choice Survey*, Q11.

Q11. Virtual schools can be run publicly or privately, allowing students to work with their curriculum and teachers over the internet – in combination with, or in place of, traditional classroom learning. In general, do you favor or oppose virtual schools? [PROBE:] Would you say strongly or somewhat favor/oppose?

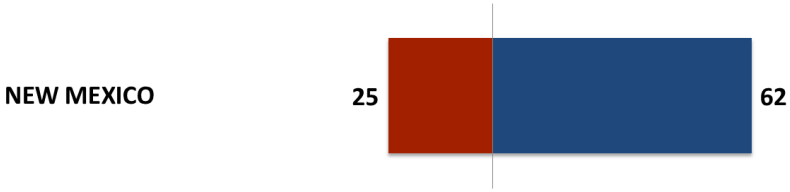
	Favor %	Oppose %	Net	Intensity	N=
ALL VOTERS	**38**	**50**	**- 12**	**- 11**	**808**
COMMUNITY					
Urban	42	46	**- 4**	**- 11**	188
Suburban	40	53	**- 13**	**- 11**	218
Small Town	34	51	**- 17**	**- 19**	232
Rural	36	50	**- 14**	**- 19**	161
PARTY ID					
Republican	40	43	**- 3**	**- 16**	206
Independent	35	56	**- 21**	**- 16**	193
Democrat	38	52	**- 14**	**- 15**	320
AGE GROUP					
18 – 29	34	56	**- 24**	**- 20**	172
30 – 49	48	42	**+ 6**	**- 2**	288
50 & Over	30	53	**- 23**	**- 19**	348
HOUSEHOLD INCOME					
Under $25,000	30	56	**- 26**	**- 16**	201
$25,000 - $49,999	50	45	**+ 5**	**- 7**	210
$50,000 - $74,999	37	45	**- 8**	**- 14**	145
$75,000 - $124,999	34	59	**- 25**	**- 23**	104
$125,000 & Over	34	51	**- 17**	**- 20**	59
RACE/ETHNICITY					
Black	54	35	**+ 19**	**- 10**	22
Hispanic	42	46	**- 4**	**- 7**	315
White	34	53	**- 19**	**- 18**	450

NOTE: Please consider that each subgroup has a unique margin of error based on its registered voter population size in the state and the sample size (N) obtained in this survey. Reference to Whites refers to the non-Hispanic component of the self-identified white population. Reference to Blacks includes both Hispanic and non-Hispanic components of the self-identified black population. Reference to Hispanics includes self-identification as "Hispanic, Latino, or of Spanish origin or descent." Based on Gallup's "Positive Intensity Score", Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates how passionate the support or opposition is for a given policy or proposal.

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

Q12. *(Split A)* Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. This policy supports a "tax-credit scholarship system". In general, do you favor or oppose a tax-credit scholarship system? [PROBE:] Would you say strongly or somewhat favor/oppose?

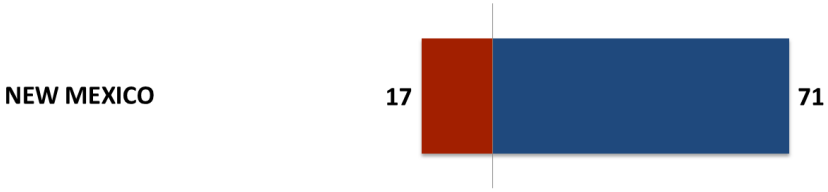




FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *New Mexico K-12 & School Choice Survey*, Q12A.

Q12. *(Split B)* A "tax credit" allows an individual or business to reduce the final amount of a tax owed to government. Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. A "tax-credit scholarship system" allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. In general, do you favor or oppose a tax-credit scholarship system? [PROBE:] Would you say strongly or somewhat favor/oppose?

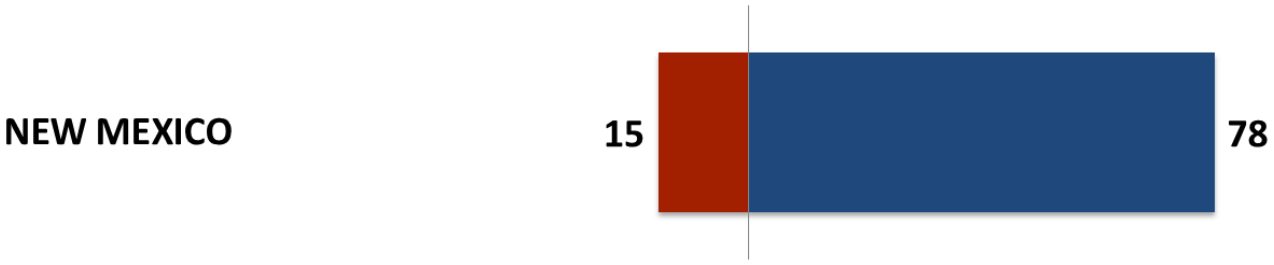




FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *New Mexico K-12 & School Choice Survey*, Q12B.

Q13. A proposal has been made that would establish a tax-credit scholarship system for students with special needs, who currently participate in a special education program. In general, do you favor or oppose this kind of proposal? [PROBE:] Would you say strongly or somewhat favor/oppose?





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

Q13. A proposal has been made that would establish a tax-credit scholarship system for students with special needs, who currently participate in a special education program. In general, do you favor or oppose this kind of proposal? [PROBE:] Would you say strongly or somewhat favor/oppose?

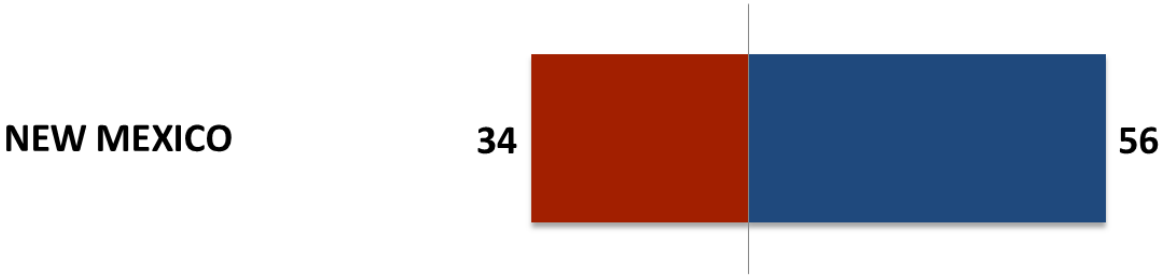
	Favor %	Oppose %	Net	Intensity	N=
ALL VOTERS	**78**	**15**	**+ 63**	**+ 42**	**808**
COMMUNITY					
Urban	80	15	**+ 65**	**+ 46**	188
Suburban	78	15	**+ 63**	**+ 35**	218
Small Town	77	15	**+ 62**	**+ 43**	232
Rural	75	14	**+ 61**	**+ 49**	161
PARTY ID					
Republican	76	16	**+ 60**	**+ 39**	206
Independent	82	11	**+ 71**	**+ 53**	193
Democrat	78	14	**+ 64**	**+ 38**	320
AGE GROUP					
18 – 29	87	11	**+ 76**	**+ 64**	172
30 – 49	81	13	**+ 68**	**+ 39**	288
50 & Over	70	18	**+ 52**	**+ 35**	348
HOUSEHOLD INCOME					
Under $25,000	83	11	**+ 72**	**+ 59**	201
$25,000 - $49,999	81	16	**+ 65**	**+ 41**	210
$50,000 - $74,999	82	11	**+ 71**	**+ 41**	145
$75,000 - $124,999	63	25	**+ 38**	**+ 33**	104
$125,000 & Over	70	24	**+ 46**	**+ 24**	59
RACE/ETHNICITY					
Black	83	11	**+ 72**	**+ 41**	22
Hispanic	81	14	**+ 67**	**+ 47**	315
White	76	16	**+ 60**	**+ 39**	450

NOTE: Please consider that each subgroup has a unique margin of error based on its registered voter population size in the state and the sample size (N) obtained in this survey. Reference to Whites refers to the non-Hispanic component of the self-identified white population. Reference to Blacks includes both Hispanic and non-Hispanic components of the self-identified black population. Reference to Hispanics includes self-identification as "Hispanic, Latino, or of Spanish origin or descent." Based on Gallup's "Positive Intensity Score", Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates how passionate the support or opposition is for a given policy or proposal.

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

Q14. An "education savings account" allows parents to withdraw their child from a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for private school tuition, virtual education programs, private tutoring or saving for future college expenses. In general, do you favor or oppose this kind of "savings account system"? [PROBE:] Would you say strongly or somewhat favor/oppose?

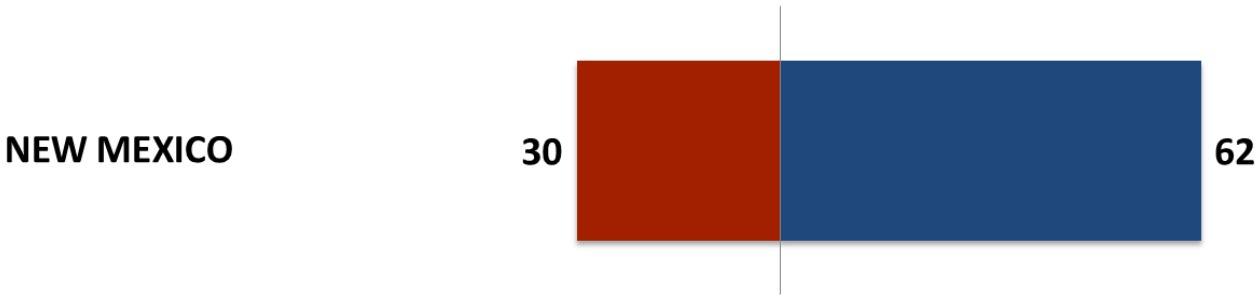




FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *New Mexico K-12 & School Choice Survey*, Q14.

Q16. 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, *New Mexico K-12 & School Choice Survey*, Q16.

Q16. 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?

	Favor %	Oppose %	Net	Intensity	N=
ALL VOTERS	**62**	**30**	**+ 32**	**+ 15**	**808**
COMMUNITY					
Urban	64	29	**+ 35**	**+ 12**	188
Suburban	67	25	**+ 42**	**+ 23**	218
Small Town	56	37	**+ 19**	**+ 9**	232
Rural	62	31	**+ 31**	**+ 19**	161
PARTY ID					
Republican	65	26	**+ 39**	**+ 25**	206
Independent	62	32	**+ 30**	**+ 20**	193
Democrat	56	37	**+ 19**	**- 1**	320
AGE GROUP					
18 – 29	75	21	**+ 54**	**+ 31**	172
30 – 49	77	17	**+ 60**	**+ 33**	288
50 & Over	45	45	**even**	**- 6**	348
HOUSEHOLD INCOME					
Under $25,000	65	28	**+ 37**	**+ 13**	201
$25,000 - $49,999	70	26	**+ 44**	**+ 27**	210
$50,000 - $74,999	61	27	**+ 34**	**+ 23**	145
$75,000 - $124,999	54	45	**+ 9**	**- 2**	104
$125,000 & Over	66	32	**+ 34**	**+ 17**	59
RACE/ETHNICITY					
Black	73	24	**+ 49**	**+ 21**	22
Hispanic	67	24	**+ 43**	**+ 19**	315
White	59	34	**+ 25**	**+ 14**	450

NOTE: Please consider that each subgroup has a unique margin of error based on its registered voter population size in the state and the sample size (N) obtained in this survey. Reference to Whites refers to the non-Hispanic component of the self-identified white population. Reference to Blacks includes both Hispanic and non-Hispanic components of the self-identified black population. Reference to Hispanics includes self-identification as "Hispanic, Latino, or of Spanish origin or descent." Based on Gallup's "Positive Intensity Score", Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates how passionate the support or opposition is for a given policy or proposal.

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

Q17. What is the most important reason that would cause you to choose your previous response relating to school vouchers? Please use one word, or a very short phrase.

Top 16 | Specific impressions offered by respondents in the statewide sample. Numbers represent counts (n), not percentages.

CHOICE	190
BETTER EDUCATION / QUALITY	69
HELPS LESS FORTUNATE	47
ABUSE / MISUSE OF VOUCHER	40
HURTS PUBLIC SCHOOLS	40
VOUCHERS: POSITIVE MENTIONS	25
CHURCH-STATE / DON'T SUBSIDIZE PRIVATE SCHOOLS	23
UNFAIR / HELPS WEALTHY	20
FAIR / EQUAL OPPORTUNITY	19
NOT ENOUGH MONEY	19
VOUCHERS: NEGATIVE MENTIONS	14
PUBLIC SCHOOLS: NEGATIVE MENTIONS	10
DIVERSITY / VARIETY	9
PARENTS: NEGATIVE MENTIONS	8
PUBLIC SCHOOLS: POSITIVE MENTIONS	7
INCREASES COMPETITION / EFFICIENCY	6

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

Methods Summary

The "K-12 & School Choice Survey " project, commissioned by The Friedman Foundation for Educational Choice and conducted by Braun Research Incorporated (BRI), interviewed registered voters in New Mexico. A total of **808** telephone interviews were conducted in English and Spanish from September 12 – 18, 2011, by means of both landline and cell phone. Statistical results were weighted to correct known demographic discrepancies. The margin of sampling error for the total sample of interviews is ±3.5 percentage points.

BRI's live callers conducted all phone interviews. For this entire project, a total of **7,906** calls were made in New Mexico. Of these calls **1,958** were unusable phone numbers (disconnected, fax, busy, non-residential, or non-answers, etc.); **3,816** were usable numbers but eligibility unknown (including refusals and voicemail); **202** cell phone numbers were usable but not eligible for this survey; **80** people did not complete the survey. The average response rate of the landline interviews was **17.3%**. The average response rate of the cell phone interviews was **20.3%**.

Details on each state's sample dispositions, landline, and cell phone response rates, and weighting are discussed in following sections.

Sample Design

A combination of landline and cellular random digit dial (RDD) samples was used to represent registered voters in New Mexico 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 September 12 – 18, 2011. As many as eight attempts were made to contact every sampled telephone number. The sample was released for interviewing in replicates, which are representative subsamples of the larger sample. Using replicates to control the release of the sample ensures that complete call procedures are followed for the entire sample. Calls were staggered over times of day and days of the week to maximize the chance of making contact with potential respondents. Each phone number received at least one daytime call.

We have noticed over the last several years, response rates have been declining for consumer polls. Generally, running a survey over a longer period of time will boost these response rates. However, lower response rates do not lead to lower reliability of the data. For example, polls with a sample size of 1,200 respondents run over a two-day period with response rates of 3%-4% have been acceptable to use 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 is ± 3.5%. This means that in 95 of every 100 samples drawn using the same methodology, estimated proportions based on the entire sample will be no more than 3.5 percentage points away from their true values in the population.

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

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

Call Dispositions and Response Rates

Full dispositions for all sampled landline and cell phone numbers are located below.

New Mexico Call Dispositions

SUMMARY		
Landline	Cell Phone	
6,548	3,255	Total
5,324	2,585	Released
1,224	670	Unreleased
3,682	1,915	Usable
1,642	316	Unusable
3,038	1,398	Qualified
62.3%	87.6%	Est. Usability
89.3%	61.1%	Est. Eligibility
17.3%	20.3%	Est. Response

DETAIL		
Landline	Cell Phone	
1,218	310	Disconnected
167	3	Fax
251	1	Government/Business
-	2	Non Cell Phone
6	-	Non Landline
1,642	316	Unusable
818	35	No Answer
121	3	Busy
939	38	Usability Unknown
525	283	Complete
45	35	Break-Off
570	318	Usable/Eligible
904	694	Refused
32	5	Language Barrier
710	618	Voice Mail
367	359	Call Back-Retired
89	34	Strong Refusal
3	1	Privacy Manager
2,105	1,711	Usable/Eligible Unknown
-	148	Under 18
68	54	Not Registered in State
68	202	Usable/Ineligible
17.3%	20.3%	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. The sample was balanced to reflect the targeted population representation by Age, Gender, Race, and Education. The weighted and unweighted results are available on request.

Weighting targets are imposed for sex, age, ethnicity, and level of education for the state of New Mexico. Gender and ethnicity were based on Census Bureau figures from Table 4b of "Voting and Registration in the Election of November 2008 – Detailed Tables."[1]

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

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

[1] U.S. Census Bureau, "Voting and Registration in the Election of November 2008 - Detailed Tables," URL: www.census.gov/hhes/www/socdemo/voting/publications/p20/2008/tables.html

About the Author

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

Acknowledgements

Paul DiPerna would like to thank a number of people who provided invaluable time, comments, and assistance throughout the course of this survey project. This would not have been possible without the opportunities provided by Robert Enlow, Leslie Hiner, and Carey Folco. Jeff Reed provided critical input at various stages of this project. Our release partners at the Hispanic Council for Reform and Educational Options, Julio Fuentes and Albert Collazo, gave us invaluable insights and feedback at the local/state level. In addition, we would like to thank Scott Jensen of the Alliance for School Choice for his contributions. In New Mexico, Paul Gessing of the Rio Grande Foundation provided local and state support. We would also like to thank the team at Braun Research who assisted in project development, and for their excellent work in conducting the interviews and collecting the data. We appreciate the time and commitments from Paul Braun, Dave Oshman, Natalie Meade, Shayne Poole, Elaine Karnes, and Rich Kuchinsky. We are grateful to the citizens of New Mexico, 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 60 full-time and over 600 part-time employees engaged in data collection via telephone, and internet for various survey research firms, government and advertising agencies, local community organizations, local and national business groups, foundations, universities and academic entities, as well as religious organizations. In 15 years, Braun Research has conducted more than 7,000 research projects by telephone, internet, and mail worldwide.

Nationally-known research firms have hired Braun Research, including the Gallup Organization, the Pew Research Center, the Eagleton Poll, Mathematica Policy Research, and the *Washington Post*. Braun Research has worked for the New Jersey Department of Health and Human Services, as well as other government agencies including the United States Departments of the Treasury and Defense, and the Center for Disease Control.

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

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

About the Survey Sponsor

The Friedman Foundation for Educational Choice

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

Commitment to Methods & Transparency

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

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

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

About the Survey Co-Sponsor

Hispanic Council for Reform and Educational Options

Hispanic CREO's mission is to improve educational outcomes for Hispanic children by empowering families through parental choice in education.

About the Survey Release Partners

Alliance for School Choice

The Alliance for School Choice is a national school choice leader, investing in states with the greatest potential for enacting or expanding high-quality, accountable school choice programs. We provide policy and program expertise, implementation strategies and guidance, promote and defend school choice programs, and build local infrastructure for long-term growth, impact, and sustainability. In collaboration with national and state allies, we work to create opportunities for systemic and sustainable educational reform that puts parents in charge, gives low-income families expanded opportunities, and improves educational outcomes for participating children.

Rio Grande Foundation

The Rio Grande Foundation is a research institute dedicated to increasing liberty and prosperity for all of New Mexico's citizens. We do this by informing New Mexicans of the importance of individual freedom, limited government, and economic opportunity.

New Mexico K-12 Survey Questionnaire & Topline Results

Interview Dates:	September 12 to September 18, 2011
Sample Frame:	Registered Voters
Sample Sizes:	NEW MEXICO=808
Split Sample Sizes:	"Split A"=388; "Split B"=420
Margin of Error:	± 3.5 percentage points for the statewide sample
	± 5.0 percentage points for "Split A" sample
	± 4.8 percentage points for "Split B" sample

Displayed numbers in tables are percentages, unless otherwise noted.
Due to rounding, percentage totals for a given question may be slightly greater or less than 100%.

[INTRODUCTION]

Hello, I am _____ calling for Braun Research Inc. in Princeton, New Jersey. We are conducting a telephone opinion survey and would like to know your opinions on some important issues. We are not selling anything or asking for donations. May I please speak to someone who is registered to vote and is at home right now?

[IF ASKED FOR TIME:]
The survey should take approximately 8 to 10 minutes.

[IF ASKED FOR SPONSOR:]
The Friedman Foundation for Educational Choice is the sponsor of this survey.

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

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

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

	A Lot	Some	Very Little	None	DK/Ref (VOL.)
NEW MEXICO	**40**	**38**	**13**	**9**	**< 1**

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

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

	Right Direction	Wrong Track	DK/Ref (VOL.)
NEW MEXICO	**34**	**52**	**14**

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

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

	Excellent	Good	Fair	Poor	DK/Ref (VOL.)
NEW MEXICO	**6**	**25**	**40**	**25**	**3**

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

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

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

	Less than $4,000	$4,001 – $8,000	$8,001 – $12,000	$12,001 – $16,000	Over $16,000	DK/Ref (VOL.)
NEW MEXICO	**31**	**26**	**13**	**3**	**4**	**23**

5. ***(Split A)*** Do you believe that public school funding in New Mexico 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.)
NEW MEXICO	**8**	**22**	**62**	**7**

5. ***(Split B)*** According to the most recent information available, in New Mexico $9,648 is being spent each year per student attending public schools. Do you believe that public school funding in New Mexico 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.)
NEW MEXICO	**17**	**37**	**41**	**6**

6. 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.)
NEW MEXICO	15	9	36	37	0	3

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

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

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

	NEW MEXICO
BETTER EDUCATION / QUALITY	149
INDIVIDUAL ATTENTION / ONE-ON-ONE	118
BETTER TEACHERS / TEACHING	74
CLASS SIZE	63
CURRICULUM / ACADEMICS	56
SOCIALIZATION	38
COST / TUITION / AFFORDABILITY	33
PUBLIC SCHOOL: POSITIVE MENTIONS	24
EXPERIENCE	16
SAFETY	16
DISCIPLINE	15
FACULTY / STAFF / ADMNISTRATION	15
RELIGION	15
FLEXIBILITY	14
DIVERSITY	13
ENVIRONMENT	13
RESOURCES / FUNDING	13
SUCCESS / GRADUATION RATE	12
AVAILABILITY	10
BASIC SKILLS FOCUS	10
OTHER RESPONSES	106
DK / NO RESPONSE / REFUSED	26

"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"]

8. How familiar are you with "charter schools" in K-12 education?

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

	Very Familiar	Somewhat Familiar	Not That Familiar	I Have Never Heard of "Charter Schools"	DK/Ref (VOL.)
NEW MEXICO	**12**	**32**	**39**	**15**	**2**

9. 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.)
NEW MEXICO	**31**	**41**	**10**	**8**	**11**

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

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

	Very Familiar	Somewhat Familiar	Not That Familiar	I Have Never Heard of “Virtual Schools”	DK/Ref (VOL.)
NEW MEXICO	**7**	**21**	**38**	**33**	**1**

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

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

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
NEW MEXICO	**11**	**26**	**24**	**26**	**13**

12. ***(Split A)*** Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. This policy supports a "tax-credit scholarship system". In general, do you favor or oppose a tax-credit scholarship system? **[PROBE:]** Would you say strongly or somewhat favor/oppose?

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

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
NEW MEXICO	**23**	**39**	**11**	**15**	**13**

12. ***(Split B)*** A “tax credit” allows an individual or business to reduce the final amount of a tax owed to government. Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. A “tax-credit scholarship system” allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. In general, do you favor or oppose a tax-credit scholarship system? **[PROBE:]** Would you say strongly or somewhat favor/oppose?

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

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
NEW MEXICO	**39**	**32**	**9**	**8**	**12**

13. A proposal has been made that would establish a tax-credit scholarship system for students with special needs, who currently participate in a special education program. In general, do you favor or oppose this kind of proposal? **[PROBE:]** Would you say strongly or somewhat favor/oppose?

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

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
NEW MEXICO	**48**	**29**	**9**	**6**	**8**

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

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

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
NEW MEXICO	**31**	**26**	**14**	**21**	**9**

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

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

	Very Familiar	Somewhat Familiar	Not That Familiar	I Have Never Heard of “School Vouchers”	DK/Ref (VOL.)
NEW MEXICO	**10**	**30**	**31**	**29**	**1**

16. 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.)
NEW MEXICO	**35**	**27**	**11**	**20**	**7**

17. What is the most important **reason** that would cause you to choose your previous response relating to school vouchers? Please use one word, or a very short phrase.

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

Top 16 | Specific impressions offered by respondents in the statewide sample. Numbers represent counts (n), not percentages.

	NEW MEXICO
CHOICE	190
BETTER EDUCATION / QUALITY	69
HELPS LESS FORTUNATE	47
ABUSE / MISUSE OF VOUCHER	40
HURTS PUBLIC SCHOOLS	40
VOUCHERS: POSITIVE MENTIONS	25
CHURCH-STATE / DON'T SUBSIDIZE PRIVATE SCHOOLS	23
UNFAIR / HELPS WEALTHY	20
FAIR / EQUAL OPPORTUNITY	19
NOT ENOUGH MONEY	19
VOUCHERS: NEGATIVE MENTIONS	14
PUBLIC SCHOOLS: NEGATIVE MENTIONS	10
DIVERSITY / VARIETY	9
PARENTS: NEGATIVE MENTIONS	8
PUBLIC SCHOOLS: POSITIVE MENTIONS	7
INCREASES COMPETITION / EFFICIENCY	6
OTHER RESPONSES	130
DK / NO RESPONSE / REFUSED	141

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

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

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

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

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

	Yes	No	DK/Ref (VOL.)
NEW MEXICO	**35**	**65**	**< 1**

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

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

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

	Democrat	Republican	Independent	Other	Libertarian (VOL.)	DK/Ref (VOL.)
NEW MEXICO	**40**	**26**	**24**	**4**	**1**	**6**

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

[Code only for Liberal, Moderate, Conservative, or "DK"]

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

	Liberal	Moderate	Conservative	Other	DK/Ref (VOL.)
NEW MEXICO	**21**	**39**	**31**	**0**	**10**

21. How would you best describe where you live?

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

	Urban	Suburban	Small Town	Rural	DK/Ref (VOL.)
NEW MEXICO	**23**	**27**	**29**	**20**	**1**

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

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

	18 – 29	30 –39	40 – 49	50 – 64	65 & Over	DK/Ref (VOL.)
NEW MEXICO	**21**	**16**	**19**	**25**	**19**	**0**

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

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

	Hispanic	Not Hispanic	DK/Ref (VOL.)
NEW MEXICO	**39**	**60**	**1**

24. Which of the following describes your race?

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

	American Indian, Native American	Asian, Pacific Islander, Asian American	Black, African American	White	Other	DK/Ref (VOL.)
NEW MEXICO	**2**	**1**	**3**	**86**	**8**	**< 1**

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

[IF GIVEN SPECIFIC PROTESTANT DENOMINATION, SIMPLY CODE PROTESTANT]

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

	Catholic	Jewish	Muslim	Protestant	Other	None	DK/Ref (VOL.)
NEW MEXICO	**37**	**1**	**< 1**	**35**	**5**	**20**	**2**

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

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

None (Grades 1-8)
High School Incomplete (Grades 9-11)
High school Graduate (Grade 12 or GED Certificate)
Technical, Trade, or Vocational School (AFTER High School)
Some College (Associate's Degree, No 4-Yr Degree)
College Graduate (Bachelor's Degree., or Other 4-Yr Degree)
Post-Graduate Training or Professional Schooling After College (Toward a Master's Degree, Ph.D.; Law, Medical School)

	Grades 1 to 8	Grades 9 to 11	HS Graduate	Technical/ Vocational	Some College	College Graduate	Post-Graduate	DK/Ref (VOL.)
NEW MEXICO	**6**	**10**	**27**	**5**	**27**	**14**	**10**	**< 1**

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

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

	Under $25,000	$25,000 – $49,999	$50,000 – $74,999	$75,000 – $124,999	$125,000 – $200,000	Over $200,000	DK/Ref (VOL.)
NEW MEXICO	**25**	**26**	**18**	**13**	**5**	**2**	**11**

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

	Male	Female
NEW MEXICO	**49**	**51**

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

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