

COLORADO

K-12 & SCHOOL CHOICE SURVEY

What do voters say about
K-12 education?

Polling Paper No. 26

Paul **DiPerna**

DECEMBER 2015

With questions on the direction of K–12 education, statewide performance, education spending, grades and preferences for different types of schools, charter schools, school vouchers, education savings accounts, and tax-credit scholarships

**Friedman
Foundation**

*For
Educational
Choice*

Survey Project & Profile

Title:	Colorado K–12 & School Choice Survey
Survey Sponsor & Developer:	Friedman Foundation for Educational Choice
Survey Data Collection & Quality Control:	Braun Research, Inc.
Interview Dates:	August 29 to September 16, 2015
Interview Method:	Live Telephone 60% landline and 40% cell phone
Interview Length:	14 minutes (average)
Language(s):	English
Sample Frame & Method:	Dual Frame; Probability Sampling; Random Digit Dial (RDD)
Population Sample:	Statewide sample of registered voters in Colorado
Sample Size:	Colorado (Statewide), N = 601
Margins of Error:	Colorado (Statewide) = ± 4.0 percentage points
Response Rates (RR) using AAPOR RR3:	Landline = 13.2%; Cell Phone = 9.3%
Weighting?	Yes (Landline/Cell, then Age, Gender, Race, Ethnicity, Census Division)
Oversampling?	No

The Friedman Foundation for Educational Choice is the survey's sponsor and sole funder. For more information, contact: Paul DiPerna at paul@edchoice.org

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

December 15, 2015

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Colorado K–12 Profile and Context

Main NAEP Avg State Rankings: 2003 2009 2015 ¹	13 14 16
Public High School Graduation Rate ²	77%
# Public School Students (sans Charter School Students) ³	761,124
# Public Charter School Students ⁴	93,141
# Private School Students ⁵	45,697
# Home School Students ⁶	25,234
% Public School Students (sans Charter School Students) ⁷	82.3%
% Public Charter School Students ⁷	10.1%
% Private School Students ⁷	4.9%
% Home School Students ⁷	2.7%
# Public School Districts ³	178
# Public Schools (sans Charter Schools) ³	1,665
# Public Charter Schools ⁴	197
# Private Schools ⁵	414
% Free and Reduced-Price Lunch ³	40.8%
% Individualized Education Program (IEP) ³	10.2%
% English Language Learners (ELL) ³	12.0%
\$ Revenue Per Student ⁸	\$10,182
\$ "Total" Per Student Spending ⁸	\$10,007
\$ "Current" Per Student Spending ⁸	\$8,594
\$ "Instructional" Per Student Spending ⁸	\$4,948

Colorado Profile Notes

1. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP). Averages of four rankings based on scale scores reported from the 2003, 2009, and 2015 assessments. 2003: fourth-grade reading (#6); fourth-grade math (#28); eighth-grade reading (#8); eighth-grade math (#13). 2009: fourth-grade reading (#7); fourth-grade math (#16); eighth-grade reading (#20); eighth-grade math (#15). 2015: fourth-grade reading (#20); fourth-grade math (#20); eighth-grade reading (#14); eighth-grade math (#13). These averaged rankings are intended for impressions only.
URL: nationsreportcard.gov/data_tools.asp
2. Reported public high school graduation rates, determined by the Adjusted Cohort Graduation Rate (ACGR) on the National Center for Education Statistics section on the U.S. Department of Education website. Data for 2012–2013 school year.
URL: nces.ed.gov/ccd/tables/ACGR_2010-11_to_2012-13.asp
3. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Common Core of Data (CCD). Data for the 2011–2012 school year. The number of enrolled charter school students is subtracted from the NCES reported “Number enrolled,” and we report that difference as the number of enrolled “regular public school students.”
URL: nces.ed.gov/nationsreportcard/states
4. National Alliance for Public Charter Schools. Data for the 2013–2014 school year.
URL: dashboard.publiccharters.org/dashboard/students/page/overview/state/CO/year/2014
5. U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS). PSS estimates for the 2011–2012 school year.
URL: nces.ed.gov/surveys/pss/tables/table_2011_15.asp
6. State-level estimates reported by Ann Zeise for 2014–15 school year, accessed November 6, 2015: a2zhomeschooling.com/thoughts_opinions_home_school/numbers_homeschooled_students
7. Percentages are meant for general impressions only. Due to rounding, percentage totals may be slightly greater or less than 100 percent.
8. Stephen Q. Cornman, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2011–12 (Fiscal Year 2012)* (NCES 2014-30). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics (January 2015).
URL: nces.ed.gov/pubs2014/2014301.pdf

Note: For more recent spending data (FY2013) that released after the development of this survey’s questionnaire, see: U.S. Census Bureau, *Public Education Finances: 2013* (G13-ASPEF). Washington, D.C.: U.S. Government Printing Office (June 2015).
URL: nces.ed.gov/pubs2014/2014301.pdf

Overview

The purpose of the *Colorado K–12 & School Choice Survey* is to measure public opinion on, and in some cases awareness or knowledge of, a range of K–12 education topics and school choice reforms. The Friedman Foundation for Educational Choice developed this project in partnership with Braun Research, Inc., who conducted the live phone call interviews, collected the survey data, and provided data quality control. We report response levels, differences (“margins”), and intensities for the state and a range of demographic groups. We also track response changes over time when possible.

A total of 601 telephone interviews were completed from August 29 to September 16, 2015, by means of both landline and cell phone. A randomly selected and statistically representative statewide sample of registered voters in Colorado responded to more than 20 substantive items in live phone interviews. 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.

We included three split-sample experiments in our survey. 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 the experiments were to see if providing new or alternative pieces of information can significantly influence opinion on salient issues in state politics and education policy conversations.

Ground Rules and Organization

Before discussing the survey results, we have brief ground rules for reporting statewide sample and demographic subgroup responses in this paper. For each survey topic (noted with a header at the top of the page), there is a sequence for reporting various analytical frames. First, we note the raw responses levels for the statewide sample on a given question. Following that initial observation, we consider the statewide sample’s margin, hard/strong response levels, and the net intensity computed from the latter.

If we detect statistical significance on a given item, then we briefly report demographic results and differences.¹ Explicit subgroup comparisons/differences are statistically significant with at least 90 percent confidence, unless otherwise clarified in the narrative. Finally, we orient any listing of subgroups' margins and intensities around "most/least likely" to respond one way or the other, typically emphasizing the propensity to be more/less positive. Lists of subgroups with respect to margins and intensities are meant to be suggestive for further exploration and research beyond this project.

The organization of this paper has three sections. The first section describes key findings and presents charts for additional context. The second section details the survey's methodology, summarizes response statistics, and provides additional technical information on call dispositions for landline and cell phone interviews and weighting. The third section lists the survey questions and results, allowing the reader to follow the survey interview as it was conducted with respect to item wording and ordering.

¹ For terminology: 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 PK–12 grade range. For terms regarding age groups: "young adults" reflect respondents who are age 18 to 34; "middle-age adults" are 35 to 54; and "senior adults" or "seniors" are 55 and older. Labels pertaining to income groups go as follows: "low-income earners" < \$40,000; "middle-income earners" ≥ \$40,000 and < \$80,000; "high-income earners" ≥ \$80,000.



SECTION I

Survey Findings & Snapshots

Issue Priority

Nearly one out of four respondents (24%) said “education” was the most important issue facing the state of Colorado right now. That response was in a statistical tie with “economy and jobs” (22%) as a first priority.

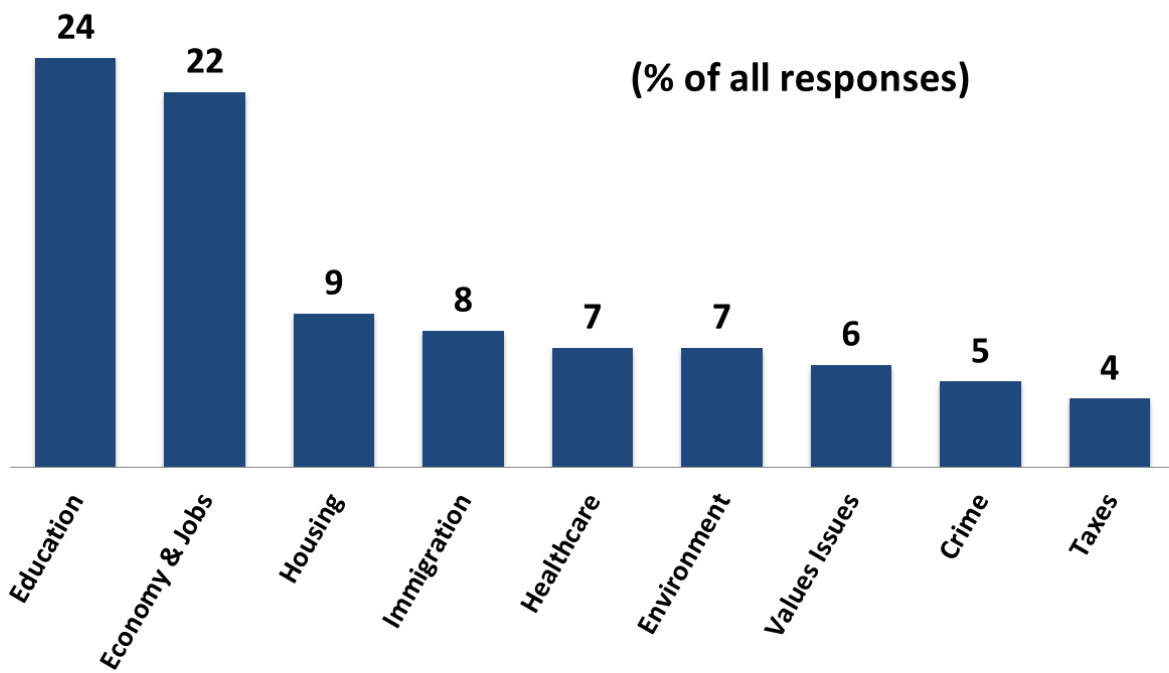
- What else is important to Coloradans? Housing (9%) and immigration (8%) followed education and the economy as critical issues for the state.
- Compared with the state as a whole, Denver metro area voters are even more likely to say education (28%) is a priority over the economy (18%), housing (12%), and immigration (8%).

Certain demographic subgroups significantly differ from one another when saying education is a top priority:²

- School parents (31%) are more likely to say education is a priority than non-schoolers (21%).
- Higher proportions of Democrats (31%) and Independents (30%) are focused on education than Republicans (14%).
- More young adults (31%) put education at the top of their agenda, compared with seniors (17%).
- Low-income earners (31%) and high-income earners (26%) are more likely to indicate education is a top priority than middle-income earners (16%).

² We are at least 90 percent confident of any noted significant differences comparing subgroups to the statewide average or between two or more subgroups. Please consider that each subgroup has a unique margin of error based on its adult population size in the United States and the unweighted sample size obtained in this survey. **We advise strong caution** when interpreting results for subgroups with relatively small sample sizes (for example, $n \leq 80$). When I refer to subgroup sample sizes – for example in forthcoming tables – those numbers represent the unweighted number of interviews.

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



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

Direction of K–12 Education

Coloradans are much more likely to think K–12 education has gotten off on the “wrong track” (54%), compared with about one-third of adults (35%) who say it is heading in the “right direction.” The gap between those responses (-19 points) is more than four times the margin of error for the statewide sample.

We observe negative attitudes about the direction of K–12 education across nearly every demographic. Nearly all subgroup margins are negative and wider than -10 percentage points. However, some key differences stand out when making comparisons within certain demographic categories, or comparing a subgroup to the statewide average:

- Two subgroups are significantly less likely to say “wrong track” than the statewide average: Democrats (47%) and young voters (44%).
- Republicans (61%) are more likely to say “wrong track” than the statewide average and Democrats.

Showing a clear dissatisfaction with the state of K–12 education in Colorado, the largest negative margins are among: rural residents (-29 points), Republicans (-29 points), middle-income earners (-24 points), and females (-24 points).

Q3. Do you feel things in Colorado'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 %	Margin	N=
ALL RESPONDENTS	35	54	- 19	601
Denver Metro	37	55	- 18	325
School Parent	39	60	- 21	138
Non-Schooler	33	52	- 19	461
COMMUNITY				
Urban	40	49	- 9	104
Suburban	34	54	- 20	277
Small Town	33	54	- 21	118
Rural	33	62	- 29	95
PARTY ID				
Democrat	36	47	- 11	157
Republican	32	61	- 29	184
Independent	38	52	- 14	196
AGE GROUP				
18 to 34	40	44	- 4	94
35 to 54	37	58	- 21	169
55 & Over	32	55	- 23	308
HOUSEHOLD INCOME				
Under \$40,000	36	50	- 14	127
\$40,000 to \$79,999	34	58	- 24	217
\$80,000 & Over	33	54	- 21	196
RACE/ETHNICITY				
Black	26	58	- 32	13
Hispanic	59	36	+ 23	55
White	31	57	- 26	490
GENDER				
Female	32	56	- 24	287
Male	37	52	- 15	314

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, *Colorado K–12 & School Choice Survey* , Q3.

Rating Colorado's K–12 Performance

More than half of Colorado's registered voters give negative ratings to the state's public school system: 51 percent offered "fair" or "poor" ratings; 43 percent said "good" or "excellent."

- Urbanites (54%) are more likely to give a positive rating than the statewide average as well as voters from small towns (34%) and rural areas (35%).
- Rural residents (62%) are most likely to give negative ratings to the state's public schools, significantly different from the state average, urbanites (42%), and suburbanites (49%).
- Independents (55%) are more likely to be negative than Democrats (44%).
- Urbanites (+12 points) and Democrats (+3 points) produced the only positive margins among demographic groups.³ The largest negative margins are among: small-town voters (-23 points), rural voters (-27 points), and Independents (-15 points).
- Rural residents stand out with a relatively strong negative intensity (-17 points).

³ We do not discuss results for Latinos and African Americans because the unweighted sample sizes for those two subgroups are so small, and their average responses are comparatively more unreliable than other subgroups' average responses.

Q4. How would you rate Colorado's public school system?

	Good/Excellent %	Fair/Poor %	Margin	Intensity	N=
ALL RESPONDENTS	43	51	- 8	- 5	601
Denver Metro	45	50	- 5	- 4	325
School Parent	45	54	- 9	- 3	138
Non-Schooler	43	50	- 7	- 6	461
COMMUNITY					
Urban	54	42	+ 12	- 4	104
Suburban	46	49	- 3	- 1	277
Small Town	34	57	- 23	- 6	118
Rural	35	62	- 27	- 17	95
PARTY ID					
Democrat	47	44	+ 3	+ 3	157
Republican	46	51	- 5	- 5	184
Independent	40	55	- 15	- 8	196
AGE GROUP					
18 to 34	41	49	- 8	- 3	94
35 to 54	45	51	- 6	- 2	169
55 & Over	46	50	- 4	- 7	308
HOUSEHOLD INCOME					
Under \$40,000	41	51	- 10	- 6	127
\$40,000 to \$79,999	43	53	- 10	- 5	217
\$80,000 & Over	47	47	even	- 3	196
RACE/ETHNICITY					
Black	19	65	- 46	- 4	13
Hispanic	50	49	+ 1	- 4	55
White	43	51	- 8	- 6	490
GENDER					
Female	41	54	- 13	- 5	287
Male	46	49	- 3	- 5	314

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. We measure intensity 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, *Colorado K-12 & School Choice Survey*, Q4.

Education Spending

On average nearly \$8,600 is spent on each student in Colorado’s public schools, and less than one out of six respondents (14%) could estimate the correct per-student *spending range* for that statewide average.

- About 23% of respondents believed \$4,000 or less was being spent per student in Colorado’s public schools. Another 25 percent of the national sample either said they “don’t know” or could not offer a spending number. Nearly two-thirds of school parents (63%) said that the per student average was \$8,000 or less.
- When considering “total expenditures” per student (\$10,007 in 2011–12), which is another government definition for spending in K–12 education, it is even more likely Coloradans’ estimates are dramatically further off target.⁴
- Three out of four respondents (75%) either underestimated educational spending per student (with a cautious definition citing “current expenditures”), or they could not give an answer or guess. Respondents were *much more likely to underestimate* rather than overestimate.

When given an actual per-student spending statistic, Coloradans are less likely to say public school funding is at a level that is “too low.”

- In a split-sample experiment, we asked two slightly different questions. On version 6A, 60 percent of respondents said that public school funding was “too low.” However, on version 6B, which included a sentence referring to data on per-student funding in Colorado (\$8,594), the proportion saying “too low” shrank by 12 percentage points to 48 percent.

⁴ “Current Expenditures” data include dollars spent on instruction, instruction-related support services, and other elementary/secondary current expenditures, but exclude expenditures on long-term debt service, facilities and construction, and other programs. “Total Expenditures” includes the latter categories.

See Stephen Q. Cornman, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2011–12 (Fiscal Year 2012)* (NCES 2014-30). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics (January 2015).

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

- \$4,000 Or Less
- \$4,001 - \$8,000
- \$8,001 - \$12,000
- \$12,001 - \$16,000
- More Than \$16,000
- DK (VOL.)

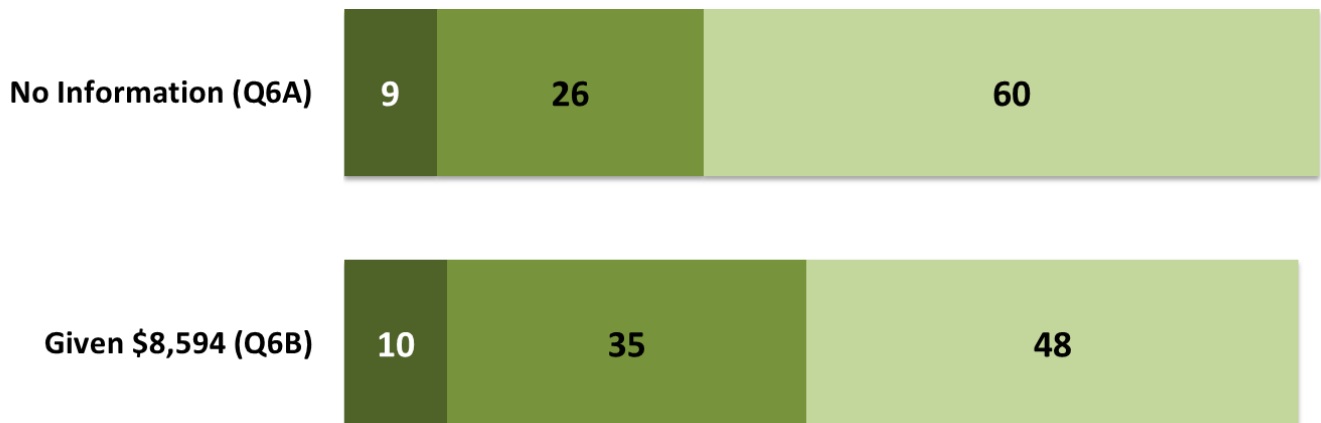


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Colorado K-12 & School Choice Survey*, Q5.

Split A: Do you believe that public school funding in Colorado is at a level that is:

Split B: According to the most recent information available, in Colorado \$8,594 is being spent each year per student attending public schools. Do you believe that public school funding in Colorado is at a level that is:

- Too High
- About Right
- Too Low



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Colorado K–12 & School Choice Survey*, Q6A and Q6B.

Grades, Preferences for Types of Schools

Coloradans are much more likely to give grades A or B to private/parochial schools in their communities, compared with their local public schools. When considering only those respondents who actually gave a grade, the local private schools (76% gave an A or B) fare even better than public schools (42% gave an A or B). The grades for public charter schools are also impressive – about six out of 10 (63%) give an A or B grade for these schools.

- When considering *all responses*, we see approximately 40 percent of voters give an A or B to local public schools; 54 percent give an A or B to local private/parochial schools; and 50 percent give those high grades to public charter schools. Only 4 percent of respondents would give a D or F grade to private schools; 19 percent gave the same low grades to public schools; and 9 percent suggested low grades for charter schools.
- It is important to highlight that much higher proportions of respondents did not express a view toward private schools (29%) or charter schools (21%), compared with the proportion that did not grade public schools (5%).

When asked for a preferred school type, a plurality of Coloradans chose a private school (36%) as a first option for their child. Slightly less than one-third of respondents (31%) would select a regular public school. Nearly one-quarter of respondents said they would select a public charter school (23%). Nearly one out of 10 would opt to homeschool their child (9%).

- Those private preferences signal a glaring disconnect with actual school enrollment patterns in Colorado. The reality check is profound. About 82 percent of K–12 students attend public schools across the state. Approximately 10 percent of students currently go to public charter schools.

Only about 5 percent of students enroll in private schools. We estimate just under 3 percent of the country’s students are homeschooled.⁵

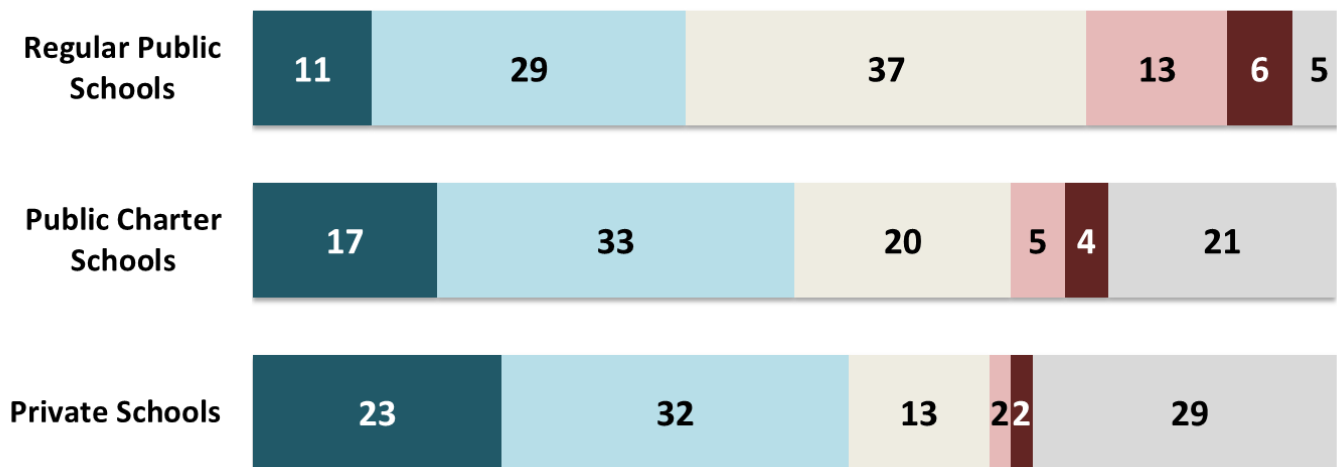
In a follow-up question, more respondents in our survey prioritized “better education/quality” (17%) than any other coded response to explain why they selected a certain school type. Other school attributes cited as important include “academics/curriculum” (14%), “better teachers/teachers/teaching” (9%), and “individual attention/one-on-one” (9%).

⁵ See Colorado’s school enrollment estimates and corresponding sources on pp. 4-5.

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

A B C D F DNA/DK

(% of all responses)

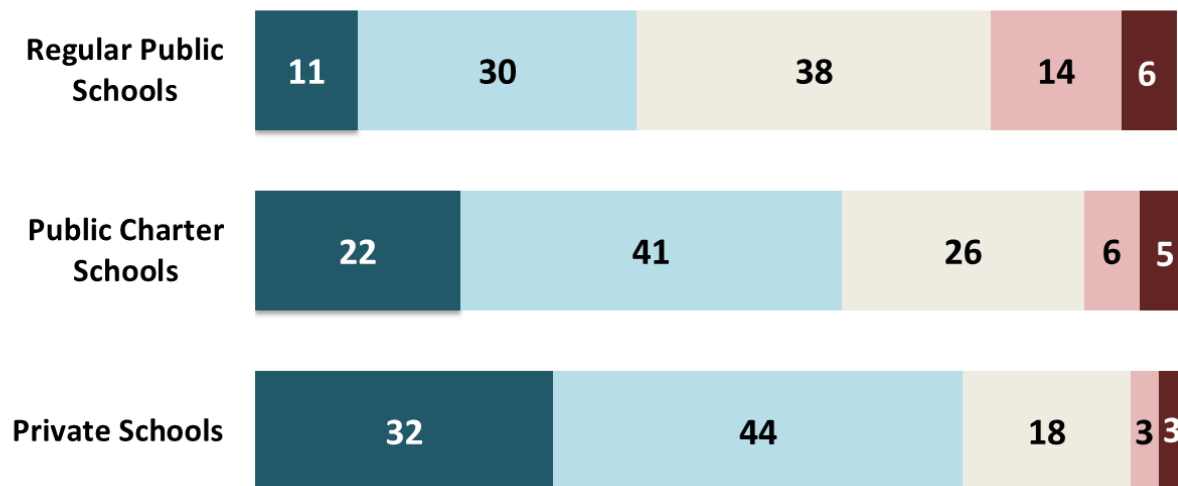


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Colorado K-12 & School Choice Survey, Q7.*

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

A B C D F

(% of only responses giving grades)



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

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

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

% Of All Responses



Estimated Enrollments



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

Q8. 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?

	Public School %	Private School %	Charter School %	Home School %	N=
ALL RESPONDENTS	31	36	23	9	601
Denver Metro	33	37	23	7	325
School Parent	29	41	24	6	138
Non-Schooler	32	34	22	10	461
COMMUNITY					
Urban	32	34	26	5	104
Suburban	33	38	21	6	277
Small Town	27	38	21	13	118
Rural	29	28	26	17	95
PARTY ID					
Democrat	42	29	23	3	157
Republican	23	44	24	9	184
Independent	31	34	23	11	196
AGE GROUP					
18 to 34	27	36	23	11	94
35 to 54	30	40	22	8	169
55 & Over	36	32	23	7	308
HOUSEHOLD INCOME					
Under \$40,000	32	36	17	14	127
\$40,000 to \$79,999	27	40	26	7	217
\$80,000 & Over	33	35	23	7	196
RACE/ETHNICITY					
Black	13	58	10	4	13
Hispanic	31	40	25	4	55
White	32	34	23	9	490
GENDER					
Female	31	33	24	10	287
Male	31	40	21	7	314

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, *Colorado K-12 & School Choice Survey*, Q8.

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

**Top 11 | Specific impressions offered by respondents in the statewide sample.
Numbers represent counts (n), not percentages.**

BETTER EDUCATION / QUALITY	99
ACADEMICS / CURRICULUM	83
TEACHERS / BETTER TEACHERS / TEACHING	56
INDIVIDUAL ATTENTION / ONE-ON-ONE	55
CLASS SIZE / STUDENT-TEACHER RATIO	47
DISCIPLINE / STRUCTURE	36
SOCIALIZATION / PEERS / OTHER KIDS	33
ENVIRONMENT / CULTURE / COMMUNITY	26
MORALS / VALUES / ETHICS	26
OPPORTUNITIES / CHOICES	26
OUTCOMES / RESULTS / GRADUATION RATE	25

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

Charter Schools

Colorado voters overwhelmingly support public charter schools. Nearly seven out of 10 (68%) said they favor charter schools, whereas 23 percent of respondents said they oppose charters. The margin of support for charter schools is large (+45 points). Coloradans are almost three times as likely to express intensely positive responses toward charters (32% “strongly favor” vs. 12% “strongly oppose”).

- We asked a pair of questions about public charter schools. The first question inquired about an opinion without offering any definition. On this baseline question, 63 percent of respondents said they favored charters and 19 percent said they opposed them. In the follow-up question, respondents were given a definition for a charter school. With this information, support increased five points to 68 percent, and opposition increased four points to 23 percent.
- The proportion of “don’t know” responses shrinks by seven points (16% to 9%) when comparing the baseline item to the definition item. Based on responses to the former, the subgroups having the highest proportions either saying they have never heard of or “don’t know” about charter schools are: young voters (25%) and low-income earners (26%).

On the question with a definition, positive views on charter schools span all observed demographics. Subgroup margins are substantially large in the positive direction—all wider than +30 percentage points except for one subgroup: Democrats (+14 points). The largest margins are among Republicans (+71 points), middle-income earners (+56 points), and small-town voters (+55 points).

- Republicans (82%) and Independents (68%) are significantly more likely to indicate support for charter schools than Democrats (52%). Republican favorability is also significantly higher than the statewide average (68%).
- Democrats (38%) are significantly more negative on charter schools than Republicans (11%), Independents (23%), and the statewide average (23%).
- Middle-income earners (74%) are more positive on charter schools than low-income earners (60%) and the statewide average.

Intensities are also positive across the board. Republicans (42%) stand out as most likely to say they “strongly favor” charter schools. The largest net intensities are found among Republicans (+35 points) and middle-income earners (+28 points). Democrats reflect the weakest positive intensity (+7 points).

Q11. Charter schools are public schools that have more control over their own budget, staff, and curriculum, and are exempt from many existing public school regulations. In general, do you favor or oppose charter schools?

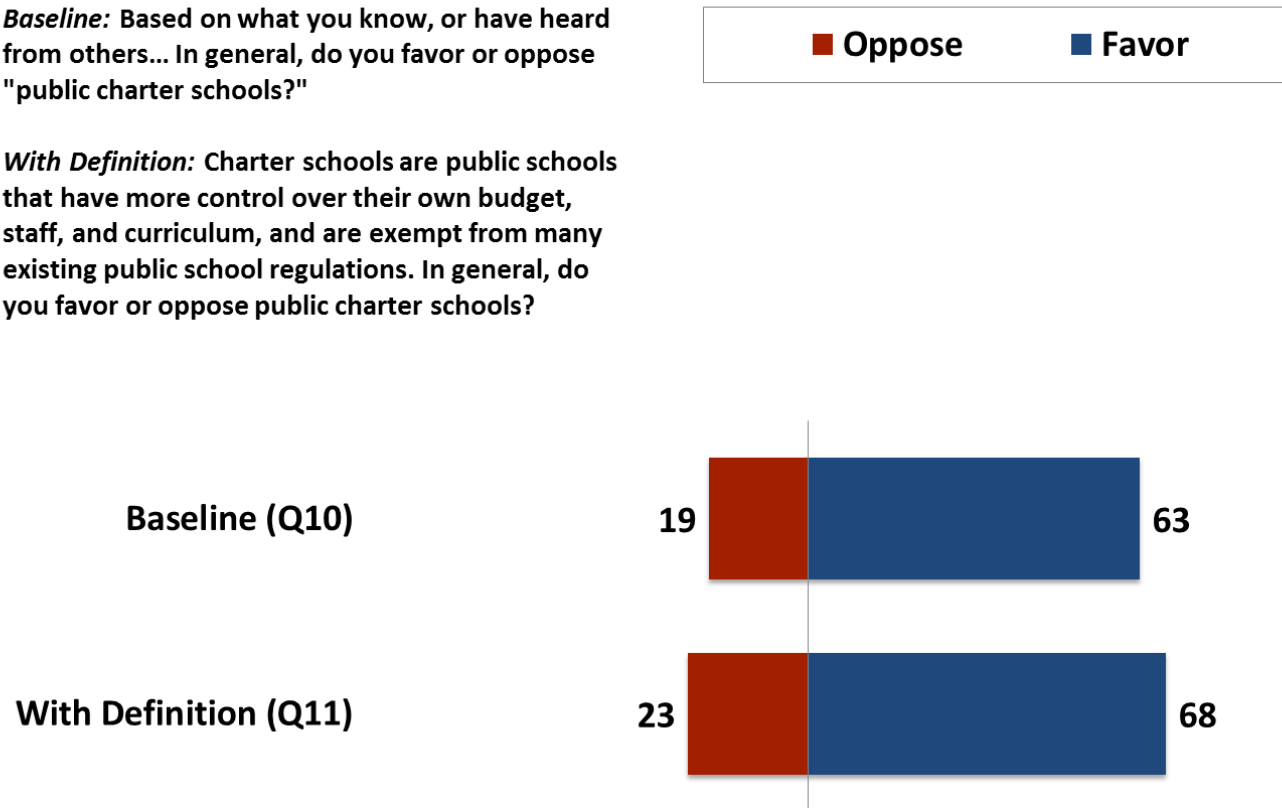
	Favor %	Oppose %	Margin	Intensity	N=
ALL RESPONDENTS	68	23	+ 45	+ 21	601
Denver Metro	68	24	+ 44	+ 20	325
School Parent	65	26	+ 39	+ 25	138
Non-Schooler	69	22	+ 47	+ 19	461
COMMUNITY					
Urban	63	29	+ 34	+ 13	104
Suburban	67	23	+ 44	+ 22	277
Small Town	73	18	+ 55	+ 27	118
Rural	68	24	+ 44	+ 17	95
PARTY ID					
Democrat	52	38	+ 14	+ 7	157
Republican	82	11	+ 71	+ 35	184
Independent	68	23	+ 45	+ 17	196
AGE GROUP					
18 to 34	67	19	+ 48	+ 19	94
35 to 54	68	26	+ 42	+ 24	169
55 & Over	66	25	+ 41	+ 17	308
HOUSEHOLD INCOME					
Under \$40,000	60	28	+ 32	+ 17	127
\$40,000 to \$79,999	74	18	+ 56	+ 28	217
\$80,000 & Over	66	25	+ 41	+ 18	196
RACE/ETHNICITY					
Black	73	11	+ 62	+ 49	13
Hispanic	69	21	+ 48	+ 25	55
White	68	24	+ 44	+ 20	490
GENDER					
Female	70	22	+ 48	+ 21	287
Male	65	25	+ 40	+ 21	314

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. We measure intensity 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, *Colorado K-12 & School Choice Survey*, Q11.

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

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



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Colorado K-12 & School Choice Survey*, Q10 and Q11.

School Vouchers

Approximately six out of 10 Colorado voters (61%) say they support school vouchers, compared with 34 percent who said they oppose such a school choice policy. The margin of support (+27 points) is nearly seven times as

large as the survey’s margin of error. Respondents were more likely to express an intensely favorable view toward vouchers (38% “strongly favor” vs. 24% “strongly oppose”).

- Similar to the previous pair of charter school questions, our interviewers asked baseline and follow-up questions about school vouchers. In the first question, respondents were asked for their views on vouchers without a definition or any other context. On this baseline question, 48 percent of the general population said they favored vouchers, and 28 percent said they opposed the idea. In the follow-up question, using a basic definition for a school voucher system, support rose 13 points to 61 percent, and opposition increased six points to 34 percent.
- The opinion change on vouchers – from baseline to follow-up – increases the positive margin from +20 points to +27 points. The intensity for vouchers also shifts in the positive direction from +10 points to +14 points.
- We estimate 22 percent of respondents were initially unfamiliar with school vouchers. The proportion of “don’t know” responses shrinks by 17 points (22% to 5%) when comparing the baseline item to the definition item. On the former, the subgroups having the highest proportions either saying they have never heard of or “don’t know” about school vouchers are young adults (43%), low-income earners (31%), and school parents (27%).

Like charter schools, nearly all demographics express positive views on vouchers. The one subgroup that has a negative margin is Democrats (-2 points). Subgroup margins are moderately to substantially large in the positive direction—greater than +10 percentage points for all other observed subgroups. The largest margins are among Republicans (+56 points), small-town voters (+48 points), and young voters (+41 points).

- It is a surprising finding to observe small-town voters (72%) are more likely to support vouchers than urbanites (55%) and suburbanites (59%).

- Republicans (75%) are significantly more likely to indicate support for school vouchers than the statewide average (61%), Democrats (47%), and Independents (60%). Independents are more likely favorable than Democrats.
- Young voters (67%) and middle-age voters (64%) are more favorable toward school vouchers than seniors (55%).
- Males (66%) are more likely to support school vouchers than females (57%).

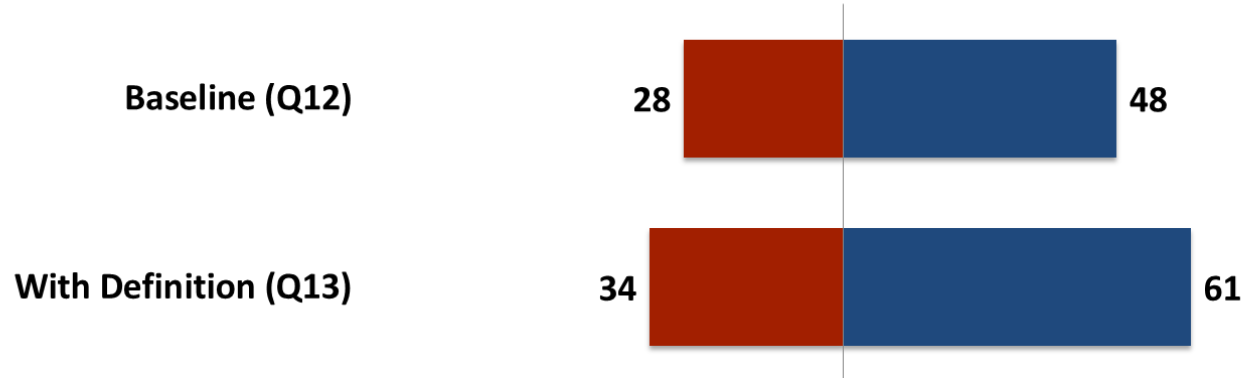
On the definition question, intensities are mildly-to-strongly positive for nearly all subgroups. Two groups exhibit negative intensities: Democrats (-12 points) and urbanites (-1 point). The largest positive intensities are among Republicans (+39 points) and young voters (+31 points).

- Republicans (51%) are most likely to say they “strongly favor” school vouchers.
- Democrats (37%) are most likely to say they “strongly oppose” school vouchers.

Baseline: Based on what you know, or have heard from others... In general, do you favor or oppose "school vouchers?"

■ Oppose ■ Favor

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



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Colorado K-12 & School Choice Survey*, Q12 and Q13.

Q13. A school voucher system allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. If this policy were adopted, tax dollars currently allocated to a school district would be allocated to parents in the form of a “school voucher” to pay partial or full tuition for their child’s school. In general, do you favor or oppose a school voucher system?

	Favor %	Oppose %	Margin	Intensity	N=
ALL RESPONDENTS	61	34	+ 27	+ 14	601
Denver Metro	59	36	+ 23	+ 7	325
School Parent	66	29	+ 37	+ 20	138
Non-Schooler	59	36	+ 23	+ 12	461
COMMUNITY					
Urban	55	41	+ 14	- 1	104
Suburban	59	36	+ 23	+ 11	277
Small Town	72	24	+ 48	+ 28	118
Rural	61	33	+ 28	+ 26	95
PARTY ID					
Democrat	47	49	- 2	- 12	157
Republican	75	19	+ 56	+ 39	184
Independent	60	37	+ 23	+ 15	196
AGE GROUP					
18 to 34	67	26	+ 41	+ 31	94
35 to 54	64	31	+ 33	+ 11	169
55 & Over	55	42	+ 13	+ 5	308
HOUSEHOLD INCOME					
Under \$40,000	59	33	+ 26	+ 14	127
\$40,000 to \$79,999	64	31	+ 33	+ 20	217
\$80,000 & Over	61	37	+ 24	+ 12	196
RACE/ETHNICITY					
Black	64	14	+ 50	+ 53	13
Hispanic	76	19	+ 57	+ 41	55
White	59	37	+ 22	+ 9	490
GENDER					
Female	57	37	+ 20	+ 10	287
Male	66	31	+ 35	+ 19	314

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, *Colorado K-12 & School Choice Survey*, Q13.

Education Savings Accounts (ESAs)

Six out of 10 Coloradans (60%) say they support an “education savings account” system (“ESA”). The margin of support is large (+29 points), and less than one-third of respondents (31%) said they oppose ESAs.

Respondents were almost twice as likely to express an intensely favorable view toward ESAs (31% “strongly favor” vs. 17% “strongly oppose”).

All observed demographics are supportive of ESAs. With only a few exceptions, subgroup margins are greater than +20 percentage points. The largest margins are among: young adults (+60 points), small-town voters (+53 points), Republicans (+43 points), and low-income earners (+40 points). By far, the smallest margins are among Democrats (+3 points) and seniors (+8 points).

- Small-town voters (72%) are significantly more favorable toward ESAs than suburbanites (56%) and rural voters (54%).
- Republicans (66%) and Independents (65%) are both more supportive of ESAs compared with the statewide average (60%) and Democrats (47%).
- Young voters (77%) are more likely to support ESAs than middle-age voters (60%) and seniors (49%). The last two groups are also significantly different.
- Low-income earners (67%) are significantly more favorable than high-income earners (54%).
- Suburbanites (35%) are significantly more negative than the statewide average (31%) and small-town voters (19%).
- Democrats (44%) are significantly more negative than the statewide average, Republicans (23%) and Independents (26%).
- Seniors (41%) are more likely to oppose ESAs than the statewide average, middle-age voters (28%) and young voters (17%).
- High-income earners (37%) are also significantly more opposed than the statewide average, low-income earners (27%), and middle-income earners (28%).

Intensities are also positive for nearly all demographic subgroups. Young voters (+31 points) clearly stand out as most intensely positive. On the other end of the spectrum, Democrats (-7 points) are the only subgroup to express a negative intensity.

- Small-town voters (39%), young voters (39%), and Republicans (38%) have the greatest proportions saying they “strongly favor” ESAs.
- Democrats (44%) and seniors (41%) have the largest proportions saying they “strongly oppose” ESAs.

We learned the most common reasons for supporting ESAs are “more freedom and flexibility for parents” (37%) and “access to schools having better academic outcomes” (29%). We also asked a similar follow-up to those respondents opposed to ESAs. By far the most common reason for opposing this policy is the belief it will “divert funding away from public schools” (56%).

A subsequent split-sample experiment shows Coloradans are inclined toward universal eligibility to ESAs rather than means-tested eligibility based solely on financial need.

- In Split A, approximately six out of 10 respondents (61%) said they agree with the statement that “ESAs should be available to all families, regardless of incomes and special needs.” About 42 percent “strongly agree” with that statement. Three out of 10 voters (31%) disagree with that statement; 21 percent said they “strongly disagree.”
- In the comparison sample, Split B, respondents were asked if they agree with the statement, “ESAs should only be available to families based on financial need.” About one-third (33%) agreed with that statement, while 14 percent said “strongly agree.” More than half (59%) said they disagree with means-testing ESAs, and 35 percent said they “strongly disagree.”

If a Colorado voter has a particular view on ESAs, she or he is more likely to vote for the pro-ESA candidate (34% “more likely” vs. 20% “less likely”). About two-fifths of respondents (41%) signaled that an ESA position would not make or break her/his vote, saying “no difference.”

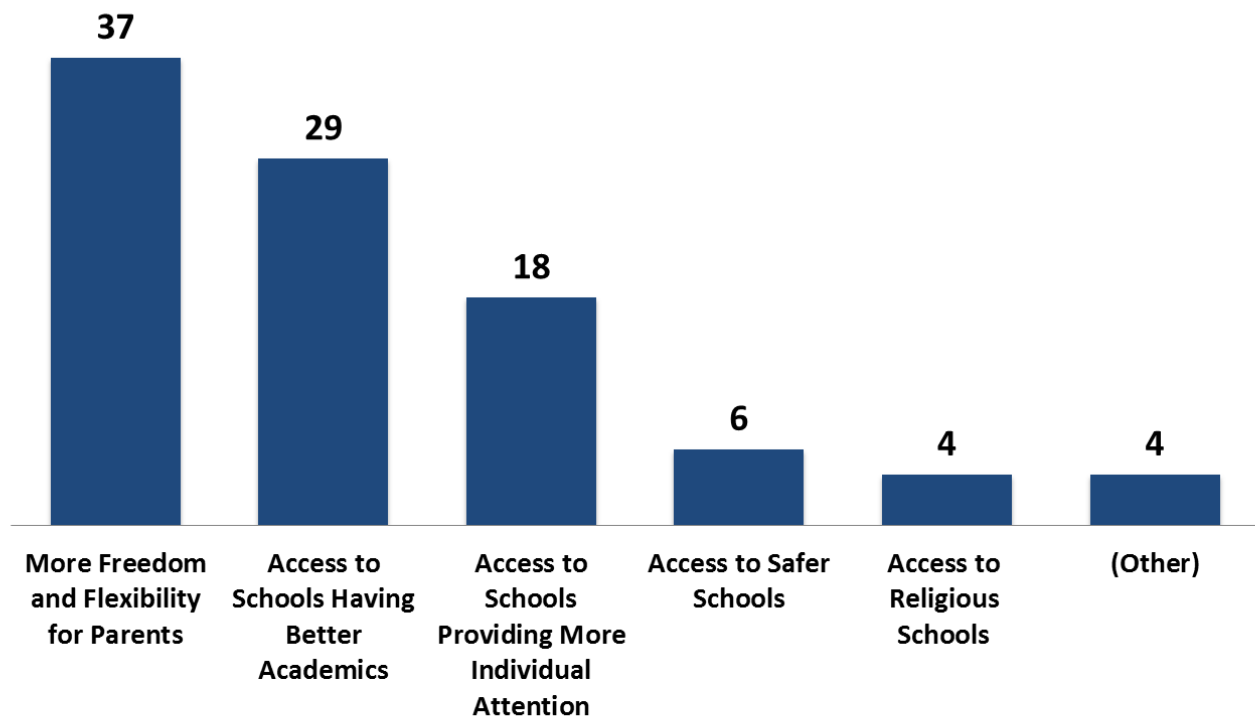
Q14. An "education savings account" — often called an "ESA" — allows parents to take their child out of a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for private school tuition, including both religious and non-religious schools. ESA funds may also be used for tutoring, online education programs, special needs therapies, or save for future college expenses. In general, do you favor or oppose this kind of savings account system?

	Favor %	Oppose %	Margin	Intensity	N=
ALL RESPONDENTS	60	31	+ 29	+ 14	601
Denver Metro	57	31	+ 26	+ 9	325
School Parent	64	26	+ 38	+ 15	138
Non-Schooler	58	32	+ 26	+ 14	461
COMMUNITY					
Urban	61	29	+ 32	+ 18	104
Suburban	56	35	+ 21	+ 7	277
Small Town	72	19	+ 53	+ 29	118
Rural	54	37	+ 17	+ 11	95
PARTY ID					
Democrat	47	44	+ 3	- 7	157
Republican	66	23	+ 43	+ 25	184
Independent	65	26	+ 39	+ 21	196
AGE GROUP					
18 to 34	77	17	+ 60	+ 31	94
35 to 54	60	28	+ 32	+ 16	169
55 & Over	49	41	+ 8	even	308
HOUSEHOLD INCOME					
Under \$40,000	67	27	+ 40	+ 20	127
\$40,000 to \$79,999	61	28	+ 33	+ 16	217
\$80,000 & Over	54	37	+ 17	+ 6	196
RACE/ETHNICITY					
Black	57	14	+ 43	+ 19	13
Hispanic	69	30	+ 39	+ 18	55
White	58	32	+ 26	+ 12	490
GENDER					
Female	56	31	+ 25	+ 8	287
Male	64	30	+ 34	+ 20	314

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. We measure intensity 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, *Colorado K-12 & School Choice Survey*, Q14.

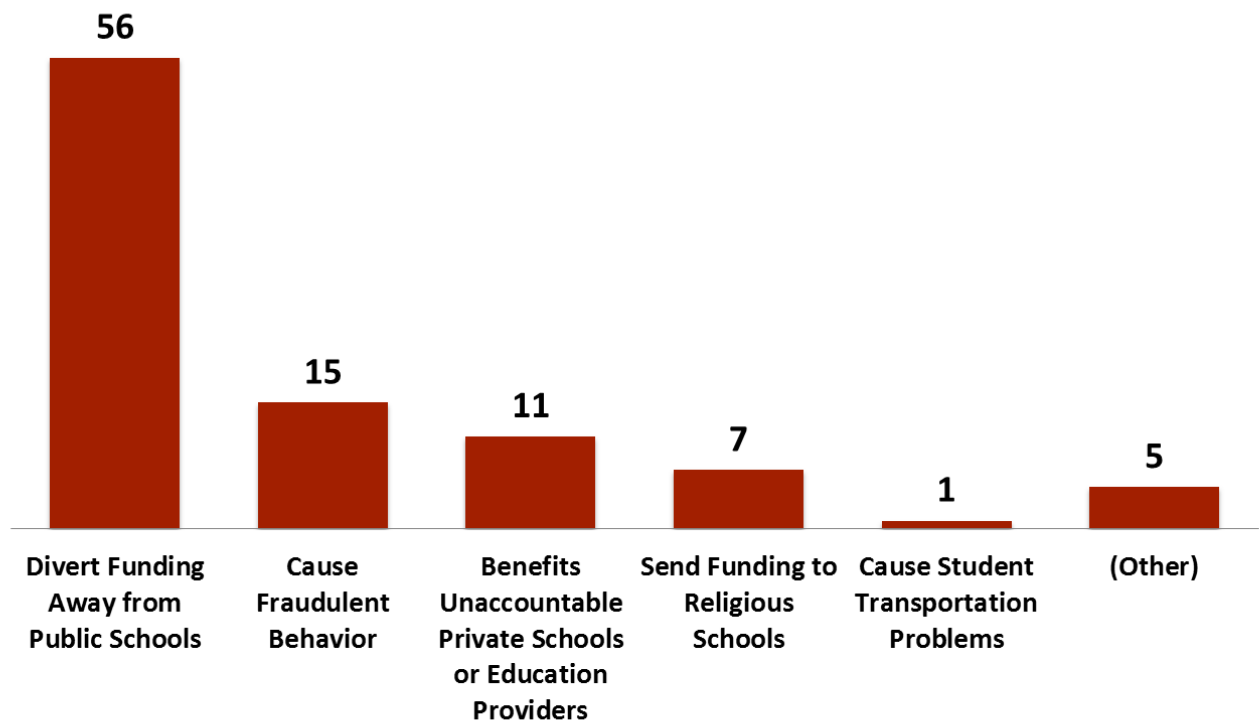
What is the most important reason you say you favor education savings accounts? Is your main reason that such a system provides:
(% of only respondents saying "somewhat favor" or "strongly favor" to Q14)



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

What is the most important reason you say you oppose education savings accounts? Is your main reason that such a system would:

(% of only respondents saying "somewhat oppose" or "strongly oppose" to Q14)

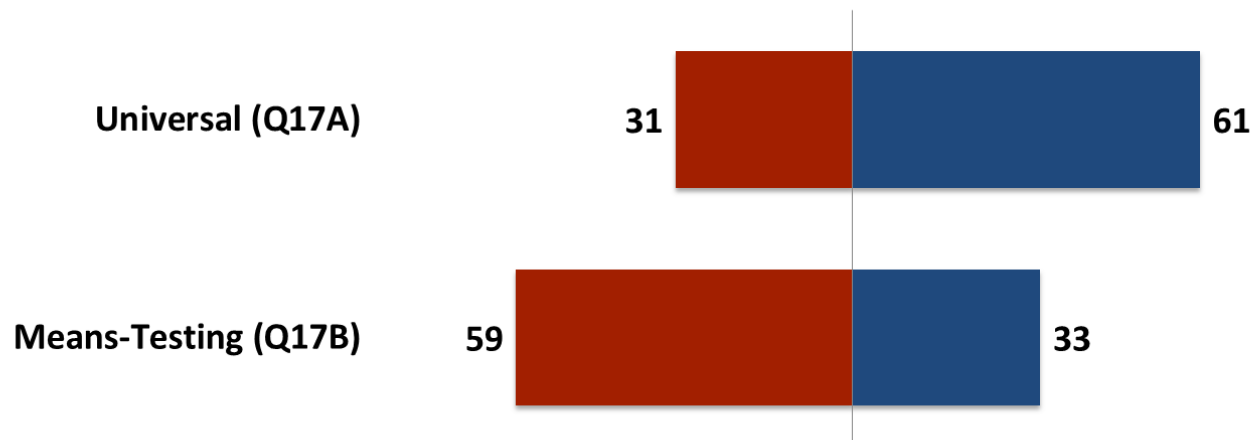


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Colorado K-12 & School Choice Survey*, Q16.

Split A: Some people believe that education savings accounts *should be available to all families, regardless of incomes and special needs*. Do you agree or disagree with that statement?

■ Disagree ■ Agree

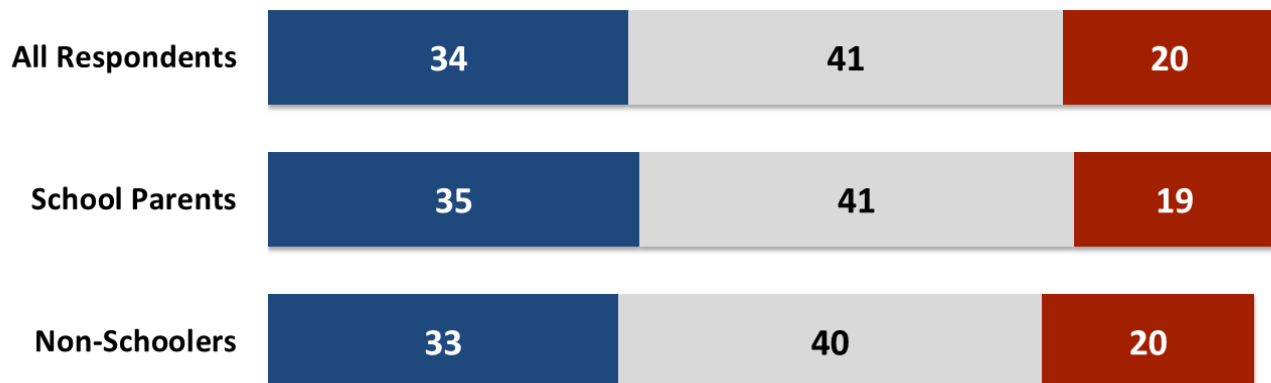
Split B: Some people believe that education savings accounts *should only be available to families based on financial need*. Do you agree or disagree with that statement?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Colorado K-12 & School Choice Survey*, Q17A and Q17B.

Thinking ahead to the next election, if a candidate for governor, state senator, or state representative supports education savings accounts, would that make you more likely to vote for him or her, less likely, or make no difference whatsoever in your voting?

■ More Likely
■ No Difference
■ Less Likely



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

Tax-Credit Scholarships

Coloradans are more likely to support a tax-credit scholarship system than they are to oppose one. A majority of respondents (54%) said they supported the reform, whereas 36 percent said they oppose tax-credit scholarships. The margin is +18 percentage points. Voters are about equally as likely to express either an intensely positive or negative response (20% “strongly favor” vs. 18% “strongly oppose”).

Observed subgroup margins vary in the positive direction with only two exceptions. The largest positive margins are among: young voters (+43 points), Republicans (+39 points), low-income earners (+29 points), school parents (+28 points) middle-age voters (+27 points), and small-town voters (+26 points). Democrats (-5 points) and seniors (-5 points) registered negative margins on this question.

- Republicans (63%) and Independents (56%) significantly differ from Democrats (42%) in terms of shared favorable responses to tax-credit scholarships.
- Young voters (65%) and middle-age voters (60%) are more likely to support this kind of policy than seniors (41%).
- Low-income earners (61%) are significantly more positive than high-income earners (50%).
- Democrats (47%) are more likely to oppose tax-credit scholarships than the statewide average (36%) and Republicans (24%).
- Seniors (46%) significantly differ from the statewide average, young voters (22%), and middle-age voters (33%) in terms of their opposition.

Net intensities are generally mild to moderate with a few exceptions. Republicans (+15 points) and young voters (+11 points) produce the largest positive intensities among demographic subgroups. Democrats (-21 points) show the greatest intensity of all subgroups and in the negative direction.

- Rural voters (26%) and Republicans (25%) have the greatest proportions saying they “strongly favor” tax-credit scholarships.
- Democrats (30%) have the largest proportion saying they “strongly oppose” tax-credit scholarships.

In a follow-up question, we learned the most common reasons for supporting tax-credit scholarships are “access to schools having better academic outcomes” (38%) and “more freedom and flexibility for parents” (32%) — reflecting a reversal of the ordering of the top two reasons for supporting ESAs. We also asked about reasons for opposition to tax-credit scholarships. Just like the negative reactions toward ESAs, by far the most common reason for opposing tax-credit scholarships is the idea that the policy will “divert funding away from public schools” (47%).

In a split-sample experiment similar to the ESA sequence, Coloradans expressed much more agreement with universal eligibility to tax-credit scholarships rather than means-tested eligibility based solely on financial need.

- In Split A, approximately 64 percent said they agree with the statement that “tax-credit scholarships” should be available to all families, regardless of incomes and special needs.” About 44 percent “strongly agree” with that statement. Nearly three out of 10 voters (29%) disagree with that statement; 17 percent said they “strongly disagree.”
- In Split B, respondents were asked if they agree with the statement “tax-credit scholarships should only be available to families based on financial need.” About one-third (37%) agreed with that statement, while 16 percent said “strongly agree.” A solid majority (56%) said they disagree with means-testing tax-credit scholarships, and 33 percent said they “strongly disagree.”

If a Colorado voter has a particular view on tax-credit scholarships, she or he is more likely to vote for the pro-scholarship candidate (31% “more likely” vs. 17% “less likely”). Almost half of respondents (47%) signaled that a tax-credit scholarship position would not make or break her/his vote, saying “no difference.”

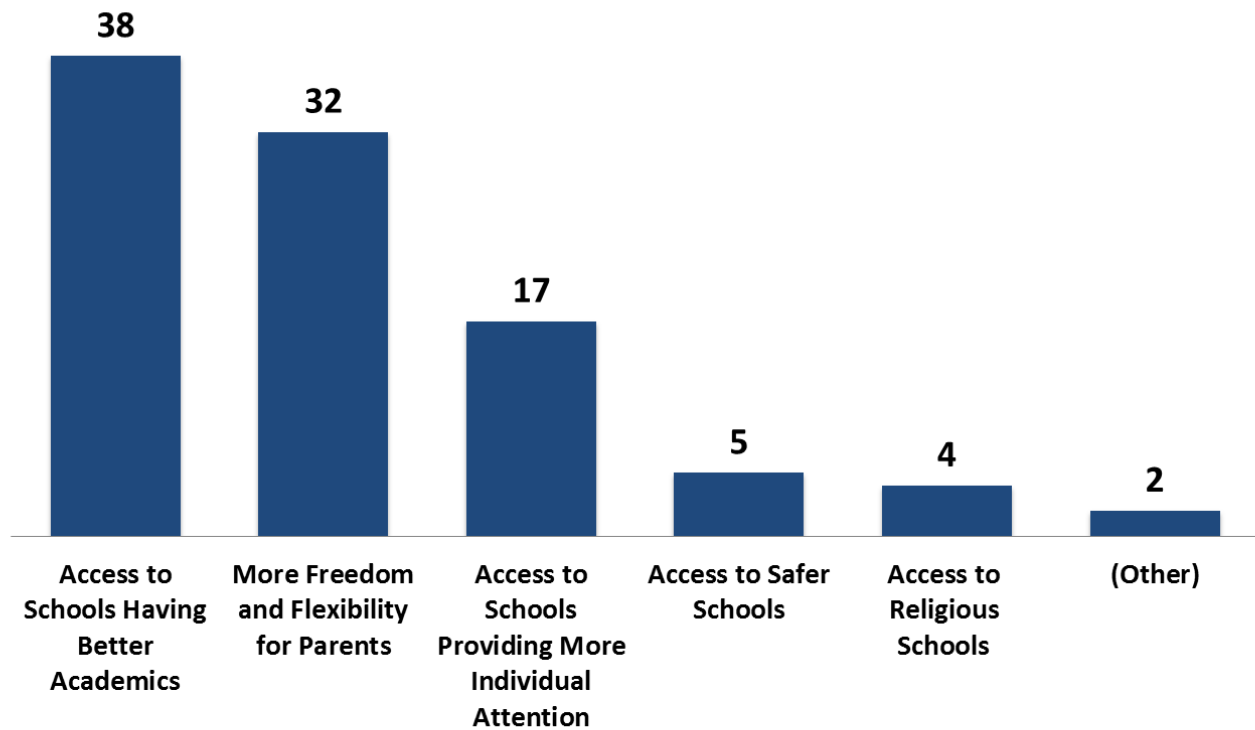
Q19. A tax credit allows an individual or business to reduce the final amount of a tax owed to government. Some states give tax credits to individuals and businesses if they donate money to nonprofit organizations that distribute private school scholarships. In a “tax-credit scholarship system,” those nonprofit scholarship organizations allow parents the option of sending their child to the private school of their choice, including both religious and non-religious schools. In general, do you favor or oppose a tax-credit scholarship system?

	Favor %	Oppose %	Margin	Intensity	N=
ALL RESPONDENTS	54	36	+ 18	+ 1	601
Denver Metro	52	37	+ 15	- 1	325
School Parent	60	32	+ 28	+ 5	138
Non-Schooler	51	37	+ 14	even	461
COMMUNITY					
Urban	53	39	+ 14	- 4	104
Suburban	51	36	+ 15	- 1	277
Small Town	59	33	+ 26	+ 6	118
Rural	55	35	+ 20	+ 9	95
PARTY ID					
Democrat	42	47	- 5	- 21	157
Republican	63	24	+ 39	+ 15	184
Independent	56	38	+ 18	+ 6	196
AGE GROUP					
18 to 34	65	22	+ 43	+ 11	94
35 to 54	60	33	+ 27	+ 5	169
55 & Over	41	46	- 5	- 8	308
HOUSEHOLD INCOME					
Under \$40,000	61	32	+ 29	+ 2	127
\$40,000 to \$79,999	54	33	+ 21	+ 6	217
\$80,000 & Over	50	41	+ 9	- 3	196
RACE/ETHNICITY					
Black	48	30	+ 18	+ 10	13
Hispanic	67	25	+ 42	+ 9	55
White	52	38	+ 14	even	490
GENDER					
Female	51	37	+ 14	- 1	287
Male	57	35	+ 22	+ 4	314

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. We measure intensity 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, *Colorado K-12 & School Choice Survey*, Q19.

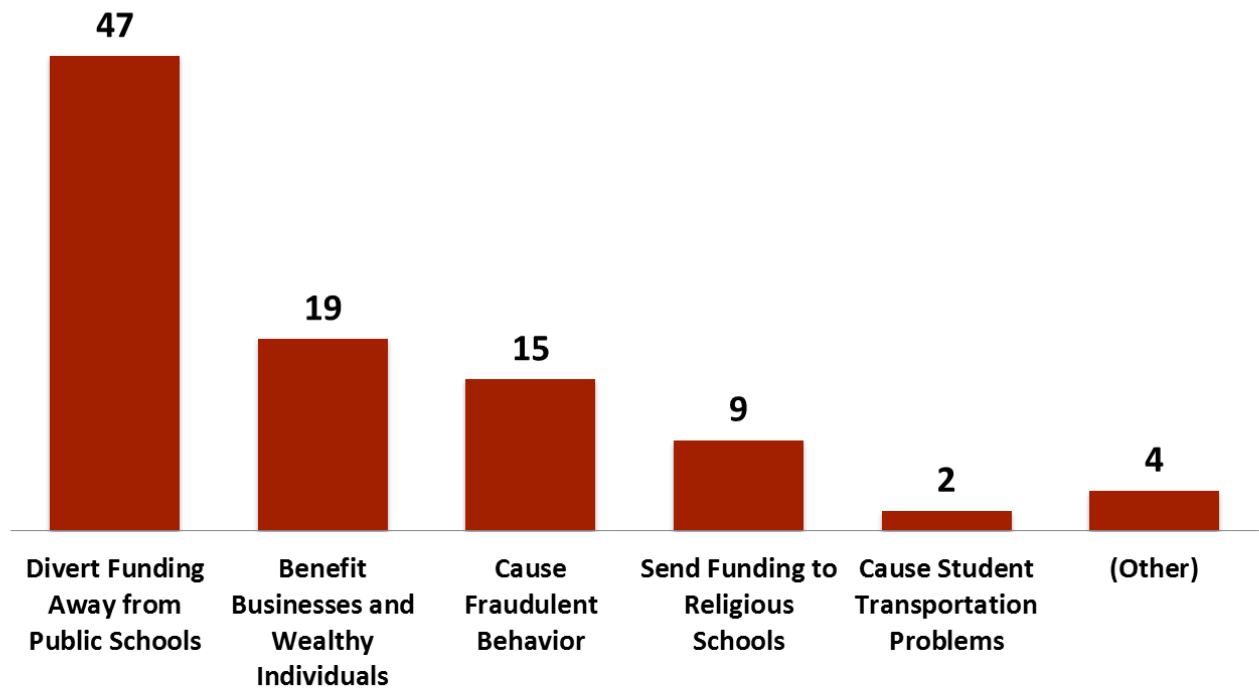
What is the most important reason you say you favor tax-credit scholarships? Is your main reason that such a system provides:
(% of only respondents saying "somewhat favor" or "strongly favor" to Q19)



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

What is the most important reason you say you oppose tax-credit scholarships? Is your main reason that such a system would:

(% of only respondents saying "somewhat oppose" or "strongly oppose" to Q19)

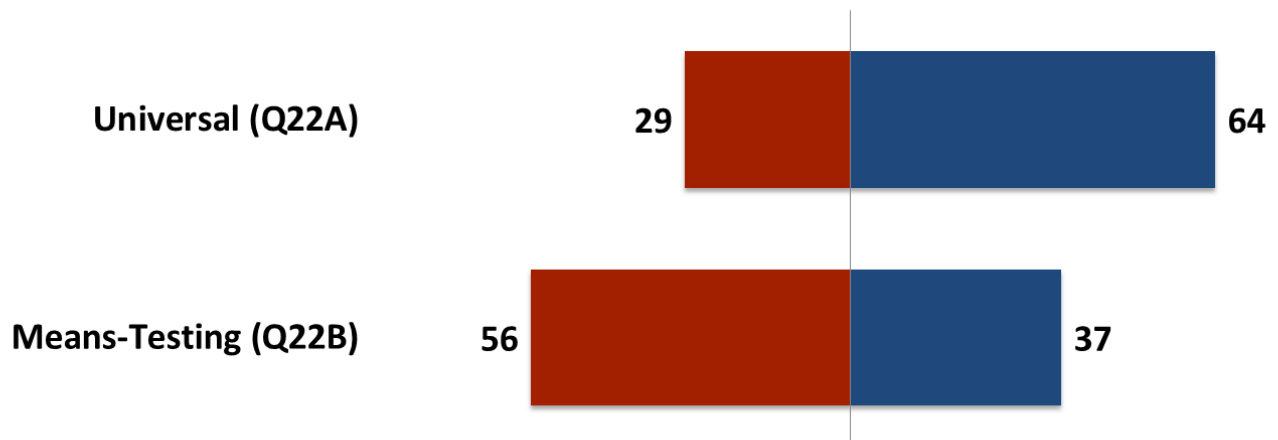


FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Minnesota K-12 & School Choice Survey, Q18.*

Split A: Some people believe that tax-credit scholarships should be available to all families, regardless of incomes and special needs. Do you agree or disagree with that statement?

■ Disagree ■ Agree

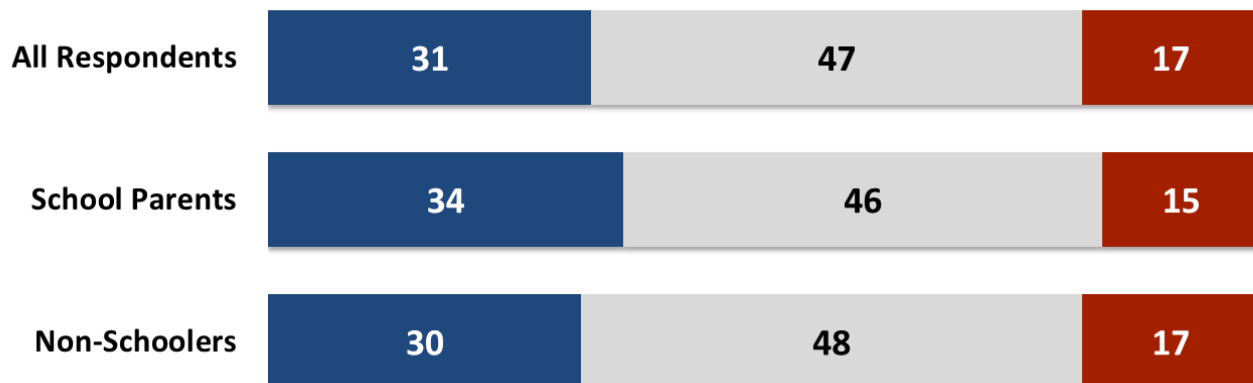
Split B: Some people believe that tax-credit scholarships should only be available to families based on financial need. Do you agree or disagree with that statement?



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *Colorado K-12 & School Choice Survey*, Q22A and Q22B.

Thinking ahead to the next election, if a candidate for governor, state senator, or state representative supports tax-credit scholarships, 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, *Colorado K-12 & School Choice Survey*, Q23.



SECTION II

Methods & About Us

Methods

The *Colorado K–12 and School Choice Survey* project, funded and developed by the Friedman Foundation for Educational Choice and conducted by Braun Research, Inc. (BRI), interviewed a statistically representative statewide sample of registered voters in Colorado.

Methodology included probability sampling and random-digit dial. The unweighted Colorado statewide sample includes a total of 601 live telephone interviews completed in English from August 29, 2015, to September 16, 2015, by means of both landline and cell phone. Statistical results were weighted to correct known demographic discrepancies. The margin of sampling error for the total national sample is ± 4.0 percentage points.

For this entire project, a total of 8,000 calls were made. BRI's live callers conducted all phone interviews.

Colorado sample profile:

- 8,000 in total – 4,100 landline; 3,900 cell
- Of these calls 2,800 (1,824 landline, 976 cell) were unusable phone numbers (disconnected, fax, busy, non-residential, or non-answers, etc.);
- 4,353 (1,871 landline, 2,482 cell) were usable numbers but eligibility unknown (including refusals and voicemail);
- 231 (38 landline, 193 cell) phone numbers were usable but not eligible for this survey; and
- 15 (7 landline, 8 cell) people did not complete the survey.
- The average response rate of the landline interviews was **13.2%**.
- The average response rate of the cell phone interviews was **9.3%**.

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 Colorado who have access to either a landline or cellular telephone. Survey Sampling International, LLC (SSI) provided both samples according to BRI specifications.

SSI starts with a database of all listed telephone numbers, updated on a four- to six-week rolling basis, 25 percent of the listings at a time. All active blocks—contiguous groups of 100 phone numbers for which more than one residential number is listed—are added to this database. Blocks and exchanges that include only listed business numbers are excluded.

Numbers for the landline sample were drawn with equal probabilities from active blocks (area code + exchange + two-digit block number) that contained three or more residential directory listings. The cellular sample was not list-assisted, but was drawn through a systematic sampling from dedicated wireless 100-blocks and shared service 100-blocks with no directory-listed landline numbers.

Contact Procedures

Interviews were conducted from August 29 to September 16, 2015. As many as eight attempts were made to contact every sampled telephone number. The sample was released for interviewing in replicates, which are representative subsamples of the larger sample. Using replicates to control the release of the sample ensures 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.

The Hagan-Collier Method guided respondent selection. Respondents in the landline sample were chosen by asking for the youngest adult male who is now at home. If the youngest male was not home, then the next step would be to request an interview with the youngest female at home. Interviews in the cell sample were conducted with the person who answered the phone, as long as that person was an adult 18 years of age or older.

The survey's margin of sampling error is the largest 95 percent Confidence Interval for any estimated proportion based on the total sample – the one around 50 percent. The margin of error for the Colorado sample is ± 4.0 percentage points. This means that in 95 of every 100 samples drawn using the same methodology, estimated proportions based on the entire sample will be no more than 4.0 percentage points away from their true values in the population. Sampling errors and statistical tests of significance do not address any potential design effect due to weighting.

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

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

Call Dispositions and Response Rates

We use the American Association for Public Opinion Research's "Response Rate 3" (AAPOR RR3) for computing response rates for landline and cell phone proportions of the sample. The response rate is the percentage of known or assumed residential households for which a completed interview was obtained.

Colorado Sample Call Dispositions

<u>SUMMARY</u>			<u>DETAIL</u>		
Landline	Cell Phone		Landline	Cell Phone	
4,100	3,900	Total	806	867	Disconnected
4,100	3,900	Released	3	0	Fax
0	0	Unreleased	95	48	Government/Business
2,934	2,970	Usable	0	.	Cell Phone
1,166	930	Unusable	.	0	Landline
2,721	1,694	Qualified	904	930	Unusable
71.6%	76.2%	Est. Usability	804	58	No Answer
90.1%	56.3%	Est. Eligibility	116	3	Busy
13.2%	9.3%	Est. Response	920	61	Usability Unknown
			360	241	Complete
			7	8	Break-Off
			367	249	Usable/Eligible
			691	916	Refused
			17	11	Language Barrier
			692	922	Voice Mail
			357	521	Call Back-Retry
			103	106	Strong Refusal
			11	6	Privacy Manager
			1,871	2,482	Usable/Eligible Unknown
			38	193	Under 18
			38	193	Usable/Ineligible
			13.2%	9.3%	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.

Research provides evidence that participation in surveys tends to vary for different subgroups of the population. Subgroup participation and cooperation may also vary because of substantive interest regarding a survey's topics and questions. To compensate for these known and potential biases, the sample data are weighted for analysis.

The sample was weighted using population parameters from the U.S. Census Bureau's 2010 Decennial Census and July 2015 Registered Voter Statistics from the Colorado Secretary of State for registered voters living in the state of Colorado. Results were weighted on Landline/Cell Phone usage first, and then Age, Race, Ethnicity, Gender, and Region. The initial weighting to match current patterns of telephone status and relative usage of landline and cell phones are based on the Center for Disease Control's *Early Release of Estimates From the National Health Interview Survey (NHIS)*, July–December 2013.

Weighted and unweighted results are available on request.

Weighting Results for Colorado Sample

	Pre-Weight	Post-Weight	Census Target
AGE			
18 - 24	6.5%	7.8%	8.3%
25 - 44	19.6%	32.8%	33.8%
45 - 64	39.6%	38.6%	39.6%
65 - 74	16.6%	9.0%	10.0%
75+	12.6%	7.3%	8.3%
[Refused]	5.0%	4.5%	.
HISPANIC			
Yes	9.2%	9.1%	17.7%
No	91.8%	91.9%	82.3%
RACE			
Asian [or Pacific Islander]	1.7%	1.4%	2.8%
Black [or African American]	2.2%	3.7%	3.8%
White	84.9%	86.4%	85.8%
[Other]	10.3%	8.0%	7.6%
[DK]	0.2%	0.0%	.
[Refused]	0.7%	0.5%	.
GENDER			
[Male]	52.2%	48.0%	49.8%
[Female]	47.8%	52.0%	50.2%
REGION			
Denver Metro	54.1%	55.6%	56.0%
Not Denver Metro	45.9%	45.4%	44.0%

About the Author

Paul DiPerna is Research Director for the Friedman Foundation for Educational Choice. He joined the foundation in September 2006. Paul's research interests include surveys and polling on K–12 education and school choice policies. He has developed and reported more than 30 state polls, four national polls, as well as other survey projects. Paul is also responsible for directing and managing all research projects commissioned by the foundation. He has traveled to 28 states for his work, presenting survey research findings and briefing on K–12 choice policies for audiences, including public officials, policy professionals, and academics.

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

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

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About the Survey Organization

Braun Research, Inc.

The Braun Research network of companies, founded in 1995, combined employ 42 full-time and more than 157 part-time employees engaged in data collection via telephone, and internet for various survey research firms, government and advertising agencies, local community organizations, local and national business groups, foundations, universities and academic entities, as well as religious organizations. In 20 years, Braun Research has conducted almost 10,000 research projects by telephone, internet, and mail worldwide.

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The work we accomplish for other research firms requires us to perform all work up to standards required by the various research organizations where we enjoy membership and in some cases participate actively. Paul Braun is recognized as a leader in the field by colleagues who asked him to serve on these committees. For example, Paul Braun is a member of the MRA/CMOR committees on response rate improvement and in launching a seal of quality for the industry. He has served as President of the New Jersey Chapter of AAPOR, and he is currently serving on AMEC in North America.

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

About the Survey Sponsor and Developer

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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.

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Colorado K–12 & School Choice Survey Questions and Results

Interview Dates:	August 29 to September 16, 2015
Sample Frame:	Registered Voters
Population Sample Sizes:	Colorado (statewide), N = 601 Denver Metro, N = 325
Margins of Error:	Colorado (statewide) = ± 4.0 percentage points Denver Metro = ± 5.4 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
COLORADO	52	48

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

[RANDOMIZE RESPONSES 1 to 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
COLORADO	5	22	24	7	7	9	8	6	4
Denver Metro	6	18	28	6	7	12	8	5	4

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

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

[IF NEEDED: IF YOUNGEST CHILD JUST GRADUATED IN 2014, ENTER "NO"]

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

	Yes	No < PK	No > HS	No Children	DK/Ref (VOL.)
COLORADO	28	3	30	40	< 1

3. Do you feel things in Colorado'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.)
COLORADO	35	54	11
Denver Metro	37	55	8

4. How would you rate Colorado's public school system?

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

	Excellent	Good	Fair	Poor	DK/Ref (VOL.)
COLORADO	5	38	41	10	5
Denver Metro	6	40	40	10	5

5. How much do you think is spent per year on each student in Colorado'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"]

	\$4,000 Or Less	\$4,001 – \$8,000	\$8,001 – \$12,000	\$12,001 – \$16,000	More Than \$16,000	DK/Ref (VOL.)
COLORADO	23	27	14	4	7	25
Denver Metro	24	27	15	4	6	26

[RANDOMLY ASSIGN QUESTIONS 6A AND 6B]

6. (Split A) Do you believe that public school funding in Colorado 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.)
COLORADO	9	26	60	5
Denver Metro	9	23	63	5

6. (Split B) According to the most recent information available, in Colorado \$8,594 is being spent each year per student attending public schools. Do you believe that public school funding in Colorado 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.)
COLORADO	10	35	48	7
Denver Metro	7	33	52	8

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,” “PUBLIC CHARTER SCHOOLS,” “PRIVATE/PAROCHIAL SCHOOLS”]

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

ALL RESPONDENTS	A	B	C	D	F	DNA/DK/Ref (VOL.)
Regular Public Schools	11	29	37	13	6	5
Public Charter Schools	17	33	20	5	4	21
Private Schools	23	32	13	2	2	29

8. 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”]

	Public Charter School	Homeschool	Private School	Regular Public School	DK/Ref (VOL.)
COLORADO	23	9	36	31	2
Denver Metro	23	7	37	33	2

9. 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 10 | Specific impressions offered by respondents in the statewide sample. Numbers represent counts (n), not percentages.

All Respondents	
BETTER EDUCATION / QUALITY	99
ACADEMICS / CURRICULUM	83
TEACHERS / BETTER TEACHERS / TEACHING	56
INDIVIDUAL ATTENTION / ONE-ON-ONE	55
CLASS SIZE / STUDENT-TEACHER RATIO	47
DISCIPLINE / STRUCTURE	36
SOCIALIZATION / PEERS / OTHER KIDS	33
ENVIRONMENT / CULTURE / COMMUNITY	26
MORALS / VALUES / ETHICS	26
OPPORTUNITIES / CHOICES	26
OUTCOMES / RESULTS / GRADUATION RATE	25
OTHER RESPONSES	19
DK / NO RESPONSE / REFUSED	20

“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”]

10.Based on what you know, or have heard from others... In general, do you favor or oppose “public 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.)
COLORADO	31	32	11	9	18
Denver Metro	30	34	12	10	15

11. 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 public 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.)
COLORADO	32	35	11	12	9
Denver Metro	33	35	12	13	8

12.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.)
COLORADO	28	20	10	18	24
Denver Metro	26	22	8	22	24

- 13.** 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.)
COLORADO	38	23	10	24	5
Denver Metro	35	24	9	27	5

14. 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, including both religious and non-religious schools. ESA funds may also be used for tutoring, online education programs, special needs therapies, or save for future college expenses. In general, do you favor or oppose this kind of “savings account system”?

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

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

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
COLORADO	31	29	14	17	10
Denver Metro	27	30	13	18	12

15. [IF Q14 = “Strongly Favor” OR “Somewhat Favor”] What is the most important reason you say you favor education savings accounts? Is your main reason that such a system provides:

[RANDOMIZE RESPONSES 1 to 5, TO AVOID BIAS]

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

	COLORADO	Denver Metro
Access to Religious Schools	4	4
Access to Safer Schools	6	6
Access to Schools Having Better Academics	29	32
Access to Schools Providing More Individual Attention	18	14
More Freedom and Flexibility for Parents	37	37
(Something Else/Other)	4	5
DK/Ref (VOL.)	3	3

16. [IF Q14 = “Strongly Oppose” OR “Somewhat Oppose”] What is the most important reason you say you oppose education savings accounts? Is your main reason that such a system would:

[RANDOMIZE RESPONSES 1 to 5, TO AVOID BIAS]

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

	COLORADO	Denver Metro
Benefit Unaccountable Private Schools or Education Providers	11	9
Cause Fraudulent Behavior	15	15
Cause Student Transportation Problems	1	1
Divert Funding Away from Public Schools	56	61
Send Funding to Religious Schools	7	8
(Something Else/Other)	5	3
DK/Ref (VOL.)	5	3

[RANDOMLY ASSIGN QUESTIONS 17A AND 17B]

- 17. (Split A)** Some people believe that education savings accounts should be available to all families, regardless of incomes and special needs. Do you agree or disagree with that statement?

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

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

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	DK/Ref (VOL.)
COLORADO	42	19	10	21	8
Denver Metro	42	23	10	18	8

- 17. (Split B)** Some people believe that education savings accounts should only be available to families based on financial need. Do you agree or disagree with that statement?

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

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

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	DK/Ref (VOL.)
COLORADO	14	20	24	35	8
Denver Metro	13	19	26	33	9

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

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

	More Likely	No Difference	Less Likely	DK/Ref (VOL.)
COLORADO	34	41	20	6
Denver Metro	29	44	21	7

19. 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 donate money to nonprofit organizations that distribute private school scholarships. In a “tax-credit scholarship system,” those nonprofit scholarship organizations allow parents the option of sending their child to the private school of their choice, 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.)
COLORADO	20	34	17	19	11
Denver Metro	18	34	17	20	11

20. [IF Q19 = “Strongly Favor” OR “Somewhat Favor”] What is the most important reason you say you favor tax-credit scholarships? Is your main reason that such a system provides:

[RANDOMIZE RESPONSES 1 to 5, TO AVOID BIAS]

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

	COLORADO	Denver Metro
Access to Religious Schools	4	4
Access to Safer Schools	5	1
Access to Schools Having Better Academics	38	42
Access to Schools Providing More Individual Attention	17	16
More Freedom and Flexibility for Parents	32	34
(Something Else/Other)	2	1
DK/Ref (VOL.)	2	2

21. [IF Q19 = “Strongly Oppose” OR “Somewhat Oppose”] What is the most important reason you say you oppose tax-credit scholarships? Is your main reason that such a system would:

[RANDOMIZE RESPONSES 1 to 5, TO AVOID BIAS]

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

	COLORADO	Denver Metro
Benefit Businesses and Wealthy Individuals	19	19
Cause Fraudulent Behavior	15	16
Cause Student Transportation Problems	2	2
Divert Funding Away from Public Schools	47	49
Send Funding to Religious Schools	9	4
(Something Else/Other)	4	4
DK/Ref (VOL.)	5	5

[RANDOMLY ASSIGN QUESTIONS 22A AND 22B]

22. (Split A) Some people believe that tax-credit scholarships 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.)
COLORADO	44	20	11	17	7
Denver Metro	44	22	9	20	6

22. (Split B) Some people believe that tax-credit scholarships 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.)
COLORADO	16	21	23	33	8
Denver Metro	15	22	25	29	9

23. Thinking ahead to the next election, if a candidate for Governor, State Senate, or State Representative supports tax-credit scholarships, 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.)
COLORADO	31	47	17	5
Denver Metro	31	50	15	4

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

24. Generally speaking, do you usually consider yourself a Democrat, Republican, 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	Libertarian (VOL.)	Other (VOL.)	DK/Ref (VOL.)
COLORADO	26	31	33	2	7	2

25. [ASK IF INDEPEDNDENT/LIBERTARIAN/OTHER/DK/REF, Q24 = 3, 4, 5, 6, 7] As of today do you lean more to the Republican Party or more to the Democratic Party?

[Rotate “Republican” and “Democrat”]

	Democrat	Republican	No Preference (VOL.)	DK/Ref (VOL.)
COLORADO	31	38	23	9

26. 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.)
COLORADO	18	47	19	15	< 1

27. 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.)
COLORADO	22	35	39	5

28. 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.)
COLORADO	9	91	< 1

29. 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 (VOL.)	DK/Ref (VOL.)
COLORADO	2	1	4	3	86	3	< 1

30. 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.)
COLORADO	21	35	35	9

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

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