POLLING PAPER #29

MILLENNIAL PERSPECTIVES ON K–12 EDUCATION AND SCHOOL CHOICE

Paul DiPerna
Andrew D. Catt

OCTOBER 2016

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Survey Project & Profile

Title:	Millennial Perspectives on K–12 Education & School Choice (as part of the 2016 Schooling in America Survey)
Survey Sponsor & Developer:	EdChoice
Survey Data Collection & Quality Control:	Braun Research, Inc.
Sample Frame & Population:	National sample of adults (age 18+) living in the 50 United States and District of Columbia
Interview Dates:	April 30 to May 26, 2016
Interview Method:	Live Telephone | 50% landline and 50% cell phone
Interview Length:	15.5 minutes (average)
Language(s):	English
Sample Method:	Dual Frame; Probability Sampling; Random Digit Dial (RDD)
Sample Size:	National/General Public, N = 1,001
Margins of Error:	National Sample = ± 3.1 percentage points Millennial Sample = ± 4.3 percentage points
Response Rates (RR) using AAPOR RR3:	Landline = 10.4%; Cell Phone = 8.1% Oversample, Landline = 4.2%; Oversample, Cell Phone = 6.4%
Weighting?	Yes (Landline/Cell for National, then Age, Gender, Race, Ethnicity, Census Division/Region)
Oversampling?	Yes (Millennials)* Total Millennials, N = 516 (n = 244 from National Sample; n = 272 from additional oversample)

The survey's sponsor and sole funder was the Friedman Foundation for Educational Choice, now EdChoice (see next page). For more information, contact: Paul DiPerna at paul@edchoice.org.

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

IMPORTANT NOTE

This survey was developed by staff of the Friedman Foundation for Educational Choice and conducted prior to the organization's renaming as EdChoice, which occurred on July 29, 2016. For clarity, we will refer to the survey and its findings throughout this report as part of an "EdChoice" project or study.

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National K–12 Profile and Context

Trend NAEP Reading Avg Scores: 1971 | 1999 | 2012 [1]	**249 | 253 | 257**
Trend NAEP Math Avg Scores: 1973 | 1999 | 2012 [1]	**263 | 272 | 278**
Main NAEP Reading Avg Scores: 1992 | 2002 | 2015 [2]	**256 | 257 | 258**
Main NAEP Math Avg Scores: 1990 | 2000 | 2015 [2]	**238 | 250 | 261**
PISA Reading Avg Score (vs. OECD Avg) [3]	**498 (vs. 496)**
PISA Math Avg Score (vs. OECD Avg) [3]	**481 (vs. 494)**
PISA Science Avg Score (vs. OECD Avg) [3]	**497 (vs. 501)**
Public High School Graduation Rate [4]	**82%**
# Public School Students (excluding Charter School Students) [5]	**46,281,040**
# Public Charter School Students [6]	**2,519,065**
# Private School Students [7]	**5,395,740**
# Home School Students [8]	**1,412,186**
% Public School Students (excluding Charter School Students) [9]	**83.2%**
% Public Charter School Students [9]	**4.5%**
% Private School Students [9]	**9.7%**
% Home School Students [9]	**2.5%**
# Public School Districts [10]	**13,491**
# Public Schools (excluding Charter Schools) [11]	**91,806**
# Public Charter Schools [11]	**6,465**
# Private Schools [12]	**33,619**
% Free and Reduced-Price Lunch [13]	**51.7%**
% Individualized Education Program (IEP) [13]	**12.9%**
% Limited Eng. Proficient (LEP)/Eng. Language Learners (ELL) [13]	**8.9%**
$ Revenue Per Student [14]	**$12,460**
$ "Total" Per Student Spending [15]	**$12,186**
$ "Current" Per Student Spending [14]	**$11,066**
$ "Instructional" Per Student Spending [14]	**$6,726**

National Profile Notes

1. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Long-term Trend Assessment. Cross-section averages of average reading scale scores of nine year olds, 13 year olds, and 17 year olds. Cross-section averages of average mathematics scale scores of nine year olds, 13 year olds, and 17 year olds. URLs: nces.ed.gov/programs/coe/indicator_cnj.asp
2. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP). Cross-section averages of average reading scale scores of fourth, eighth-, and 12th-grade students. Cross-section averages of average mathematics scale scores of fourth- and eighth-grade students. URLs: nces.ed.gov/programs/coe/indicator_cnb.asp; nces.ed.gov/programs/coe/indicator_cnc.asp
3. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, *Condition of Education Statistics*. Average scores of 15-year-old students on the Program for International Student Assessment (PISA) literacy scales for reading, mathematics, and science. URL: nces.ed.gov/programs/coe/indicator_cnk.asp
4. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, *Condition of Education Statistics*. Reported public high school graduation rates, determined by the Averaged Freshman Graduation Rate (AFGR). Data for 2012–13 school year. URL: nces.ed.gov/programs/coe/indicator_coi.asp
5. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, *Digest of Education Statistics*. Total enrollment in public schools – students in pre-kindergarten through 12th grade – excluding public charter school students. Data for 2013–14 school year. URL: http://nces.ed.gov/programs/digest/d15/tables/dt15_216.20.asp
6. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, *Digest of Education Statistics*. Total enrollment in public charter schools – students in Pre-kindergarten through 12th grade. Data for 2013–14 school year. URL: http://nces.ed.gov/programs/digest/d15/tables/dt15_216.90.asp
7. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, *Digest of Education Statistics*. Total enrollment in private schools—students in pre-kindergarten through 12th grade. Data for 2013–14 school year. URL: http://nces.ed.gov/programs/digest/d15/tables/dt15_205.20.asp
8. National- and state-level estimates reported by Ann Zeise for 2013–14 school year, last modified Aug. 16, 2016: a2zhomeschooling.com/thoughts_opinions_home_school/numbers_homeschooled_students
9. Percentages are meant for general impressions only. Due to rounding, percentage totals may be slightly greater or less than 100 percent.
10. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, *Digest of Education Statistics*. Reporting total public school districts. Data for 2013–14 school year. URL: http://nces.ed.gov/programs/digest/d15/tables/dt15_214.10.asp
11. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, *Digest of Education Statistics*. Reporting total public schools (sans charter schools) and total public charter schools. Data for 2013–14 school year. URL: http://nces.ed.gov/programs/digest/d15/tables/dt15_216.30.asp

12. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, *Digest of Education Statistics*. Reporting total private schools. Data for 2013–14 school year. URL: http://nces.ed.gov/programs/digest/d15/tables/dt15_214.10.asp
13. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Common Core of Data (CCD), using the ElS*i table*Generator, based on data obtained via "Local Education Agency (School District) Universe Survey", 2013–14 v.1a; "Public Elementary/Secondary School Universe Survey", 2013–14 v.2a; "State Nonfiscal Public Elementary/Secondary Education Survey", 2013–14 v.1a. URL: nces.ed.gov/ccd/elsi/tableGenerator.aspx
14. Stephen Q. Cornman and Lei Zhou, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2013–14 (Fiscal Year 2014)*, NCES 2016-301. U.S. Department of Education. Washington, D.C.: National Center for Education Statistics (October 2016). URL: http://nces.ed.gov/pubs2016/2016301.pdf
15. Stephen Q. Cornman, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2012–13 (Fiscal Year 2013)*, NCES 20115-301. U.S. Department of Education. Washington, D.C.: National Center for Education Statistics (January 2016). URL: http://nces.ed.gov/pubs2015/2015301.pdf

Overview

The Millennial Perspectives on K–12 Education & School Choice project has been developed in partnership with Braun Research, Inc., who conducted the live phone call interviews, collects the survey data, and provides data quality control. The purpose of the project is to measure Millennials' views on, and in some cases awareness or knowledge of, a range of K–12 education topics and school choice policies. We report response levels, differences ("margins"), and intensities for the Millennials and other generations, as well as Millennial demographic groups.

Survey snapshots of the Millennial generation describe their perceptions about the direction of American K–12 education; education spending; grades and preferences for different types of schools; and school choice topics, such as charter schools, vouchers, education savings accounts, and tax-credit scholarships. This year, we have asked two sets of questions with a special focus on actions parents have taken to support their child's K–12 education.

This Millennial project is part of a larger national survey study—the 2016 Schooling in America Survey. Those results have been released in a separate report. A total of 1,273 telephone interviews were completed in the United States from April 30 to May 26, 2016, by means of both landline and cell phone.

A randomly selected national sample of American adults responded to more than 25 substantive items in live phone interviews. During our fieldwork, we oversampled Millennials to bring total respondents in that subgroup to N= 516 (comprised of n = 244 from the national sample plus n = 272 from the additional oversampling). Statistical results have been weighted to correct for known demographic discrepancies. The margin of sampling error for the Millennial sample (N = 516) is ± 4.3 percentage points.

In this year's project we included a number of split-sample and partial-sample experiments.[1] An experimental design allows for comparing the effects of two or more alternative wordings for a given subject and question. The purpose of these experiments was to see if providing a new piece of information – or alternative wording – about certain aspects of K–12 education and school choice policies can significantly influence opinion on certain topics. We developed a "composite" average for four of these experiments. The main findings for questions on school type preferences, vouchers, education savings accounts, and tax-credit scholarships are based on composite averages of the split/partial samples. However we are still able to maintain observations on trends because one question version for each topic has been used in previous installments of the Schooling in America Survey.

The Generations Defined

The Millennial Generation
Born: After 1980
Age of adults in 2015: 18 to 34*
Share of adult population: 30%

Generation X
Born: 1965 to 1980
Age in 2015: 35 to 50
Share of adult population: 27%

The Baby Boom Generation
Born: 1946 to 1964
Age in 2015: 51 to 69
Share of adult population: 30%

The Silent Generation
Born: 1928 to 1945
Age in 2015: 70 to 87
Share of adult population: 11%

The Greatest Generation
Born: Before 1928
Age in 2015: 88 to 100
Share of adult population: 2%

* The youngest Millennials are in their teens. No chronological end point has been set for this group.

Source: Pew Research Center analysis of Census Bureau population projections for 2015.

PEW RESEARCH CENTER

Identifying Millennials and Other Generations

The Pew Research Center has been at the forefront of survey research that tracks the Millennial generation.[2] In 2010, Pew published its first major survey report examining Millennials, and they have periodically conducted surveys of this generation over the past seven years. To guide our analysis, we use the Pew Research Center's classifications of generational cohorts for this report (see sidebar).[3]

[1] Throughout this report we use "partial-sample" and "subsample" interchangeably.
[2] To learn more about Pew's survey research of Millennials, go to http://www.pewresearch.org/topics/millennials.
[3] For our analysis we do not include Americans born before 1928, who are part of the Greatest Generation, because the sample size was so small. "The Generations Defined," Pew Research Center, last accessed Oct. 3, 2016, http://www.pewresearch.org/fact-tank/2015/05/11/millennials-surpass-gen-xers-as-the-largest-generation-in-u-s-labor-force/ft_15-05-11_millennialsdefined.

Ground Rules and Organization

Before discussing the survey results, we want to provide some brief ground rules for reporting Millennial and demographic subgroup responses in this report. For each survey topic, there is a sequence for describing various analytical frames. First, we note the raw response *levels* for Millennials on a given question. We focus on the *composite* average for the topics having two or three question versions.

Following that initial observation, we consider the Millennial sample's *margin*, hard/strong response levels, and the net *intensity* calculated from the latter.

Third, if we detect statistical significance on a given item, then we briefly report those results and differences. Explicit subgroup comparisons/differences are statistically significant with 95 percent confidence unless otherwise clarified in the narrative. 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. We do not infer causality with any of the observations in this report.

The organization of this report has four main sections. The first, second, and third sections describe key findings and presents charts for additional context: (1) broad K–12 education issues and school type preferences; (2) school choice policies and reforms; and (3) Millennial parents' schooling experiences. The fourth 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 2016 Schooling in America Survey questionnaire with topline results are publicly available and posted separately at www.EdChoice.org/NationalSurvey2016. That document allows the reader to follow the survey interview by question as well as item wording and ordering.

Millennial Sample (N = 516) Selected Survey Demographics *After Weighting*	
Current School Parent	23%
Democrat	33%
Republican	21%
Independent	29%
Libertarian	1%
Other	8%
Urban	25%
Suburban	44%
Small Town	17%
Rural	12%
Northeast Region	17%
Midwest Region	21%
South Region	37%
West Region	24%
18–24 years	43%
25–29 years	29%
30–35 years	28%
Less than $20,000	13%
$20,000 to less than $40,000	21%
$40,000 to less than $60,000	20%
$60,000 to less than $80,000	18%
$80,000 to less than $100,000	11%
$100,000 to less than $150,000	8%
$150,000 or more	3%
Unknown Income	6%
Asian or Pacific Islander	6%
Black or African American	14%
Hispanic or Latino	19%
Native American	2%
Non-Hispanic White	60%
Male	50%
Female	50%

PART I

Millennials' Views on K–12 Education, School Types

National Priorities

Fifteen percent of Millennial respondents say "education" is the most important issue facing the country right now, trailing "economy and jobs" (31%) as a first priority.[4]

- Millennials are more likely to say education is a priority than Gen Xers (8%), Baby Boomers (5%), and the national average (9%).[5]
- Millennials also say "immigration" and "healthcare" are critical issues for the United States. Approximately 8 percent of respondents point to each of those issues as important issues.
- Baby Boomers (17%) are significantly more likely than Millennials (8%) to say healthcare is a key national issue.
- Seventeen percent of Silent Generation respondents say immigration is their most important issue, which is significantly higher than either Millennials (8%) or those in Generation X (7%) who say the same.

Among Millennials: Middle-income earners (18%) are nearly twice as likely to say education is a priority issues compared to high-income earners (10%).[6]

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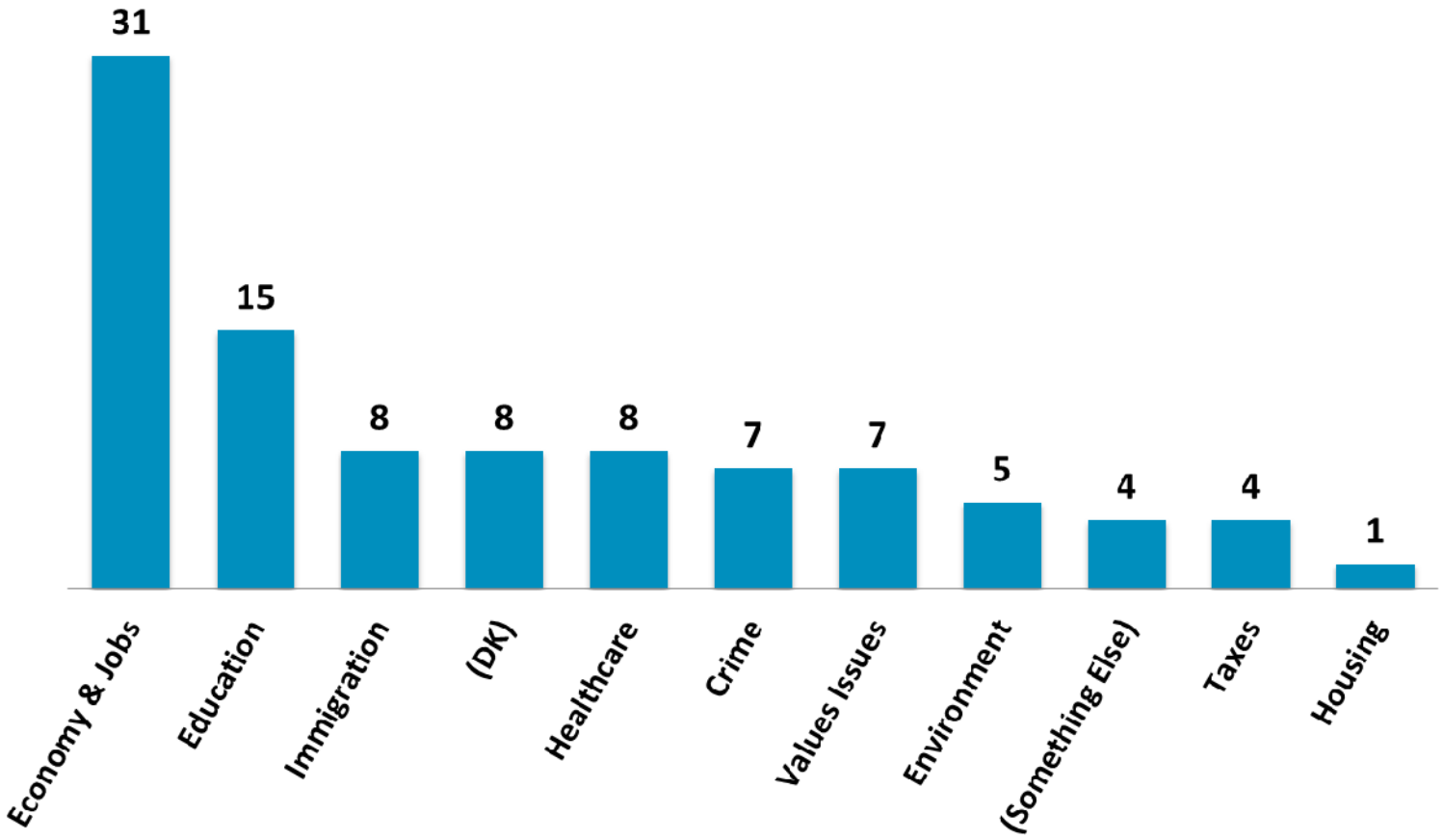
[4] Hereafter, we use "respondents" to refer to Millennial respondents, unless otherwise specified.

[5] We are at least 95 percent confident of any noted significant differences comparing subgroups to the national 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 ≤ 80). When we refer to subgroup sample sizes – for example in forthcoming tables – those numbers represent the unweighted number of interviews.

[6] For terminology: We use the label "current 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-parents" for respondents without children. 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.

Q1. Which of the following do you see as the most important issue facing the country right now?

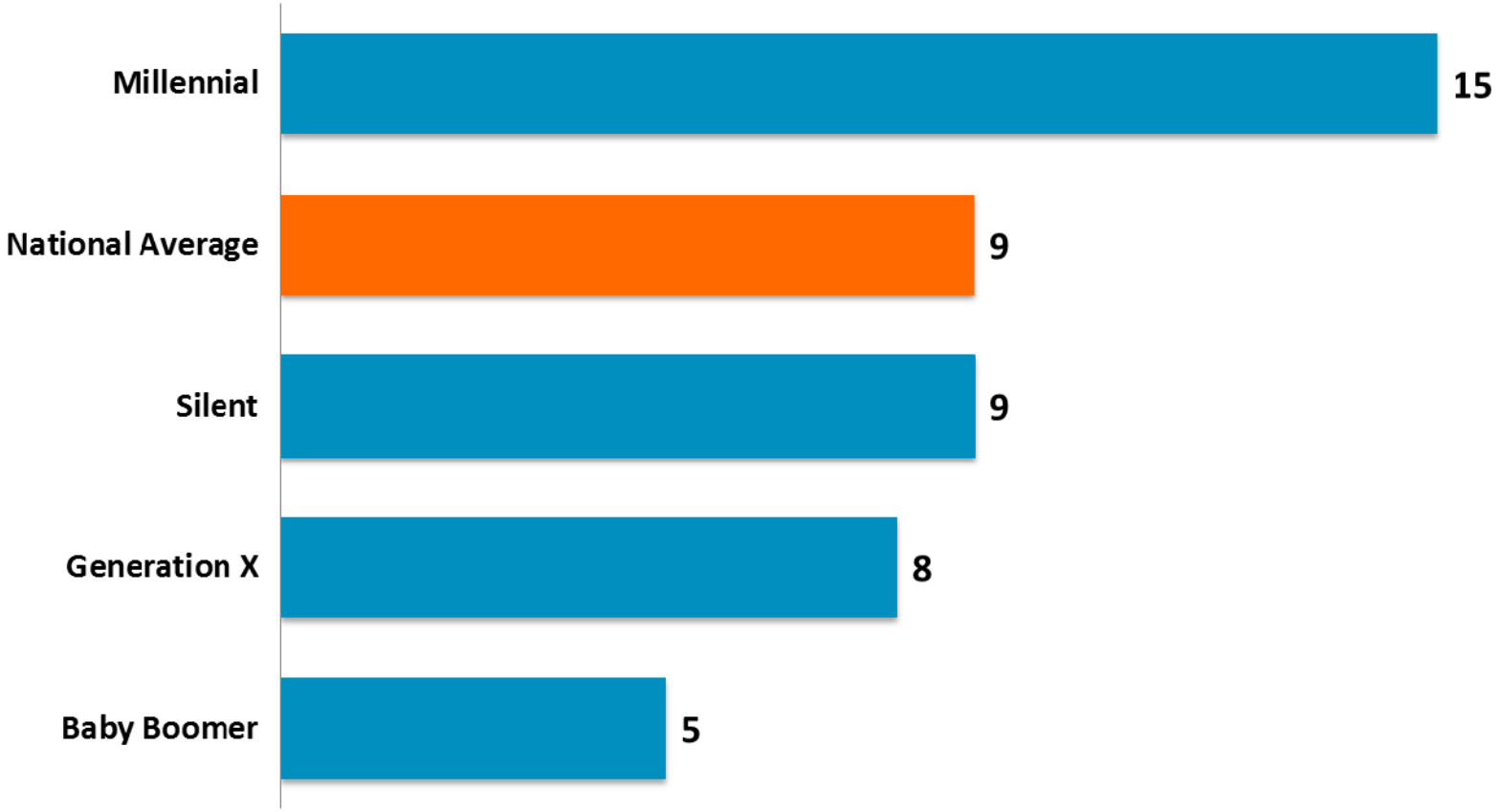
(Percentage of Millennial Respondents)



Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q1.
Notes: Responses within parentheses were volunteered. "DK" means "Don't Know." Refusals not shown.

Q1. Which of the following do you see as the most important issue facing the country right now? [Answer = Education]

(Percentage of "Education" Respondents by Generation and National Average)



Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q1.
Notes: Responses within parentheses were volunteered. "DK" means "Don't Know." Refusals not shown.

Direction of K–12 Education

Millennials are much more likely to think K–12 education has gotten off on the "wrong track" (58%) than to say it is heading in the "right direction" (25%). This result mirrors the national average (62% wrong track vs. 24% right direction).

We observe negative attitudes about the direction of K–12 education across all generations. However, several differences stand out when making comparisons across generation categories or comparing a subgroup to the national average:

- Millennial parents of school-age children (34%) are significantly more likely to say "right direction" than non-parents (23%).
- Gen Xers (27%) and Millennials are significantly more likely than Baby Boomers (17%) to say "right direction."
- Non-white Millennials (32%) are significantly more optimistic than white Millennials (19%).
- Millennials are less likely to say "wrong track" than Boomers (71%).

All observed subgroup margins are negative. The largest gaps are among Boomers (-55 points) and those in the Silent Generation (-46 points).

TABLE 1. Generational Views on the Direction of K–12 Education, 2016

	Right Direction %	Wrong Track %	Margin (net)	N =
MILLENNIAL	**25**	**58**	**-34**	**516**
Current School Parent	34	58	-24	124
Non-Parent	23	62	-39	318
Generation X	**27**	**64**	**-37**	**219**
Baby Boomer	**17**	**71**	**-55**	**379**
Silent	**19**	**65**	**-46**	**127**
National Average	**24**	**62**	**-38**	**1,001**

Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q2.

Notes: 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. Margins are calculated using percentages to the nearest tenth.

K–12 Education Spending

On average, just over $11,000 is spent on each student in America's public schools, and fewer than one out of eight Millennials (12%) could estimate the correct per-student *spending range* for the national average.

- About 24 percent of Millennials believe $4,000 or less was being spent per student in the nation's public schools. Another 25 percent of the Millennial sample either say they "don't know" or could not offer a spending number.
- When considering "total expenditures" per student ($12,186 in 2012–13), which is another government definition for spending in K–12 education, it is even more likely Millennials' estimates are dramatically further off target.[7]
- Millennials tend to underestimate rather than overestimate. More than two out of three (68%) either underestimate educational spending per student (with a cautious definition citing "current expenditures"), or they could not give an answer or guess.

When given an actual per-student spending statistic, Millennials 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 4A, 55 percent of Millennials said that public school funding was "too low," (compared to a national average of 52%). However, on version 4B, which included data on per-student funding in America ($10,763 in 2012–13),[8] the proportion saying "too low" shrank by 18 percentage points to 37 percent.

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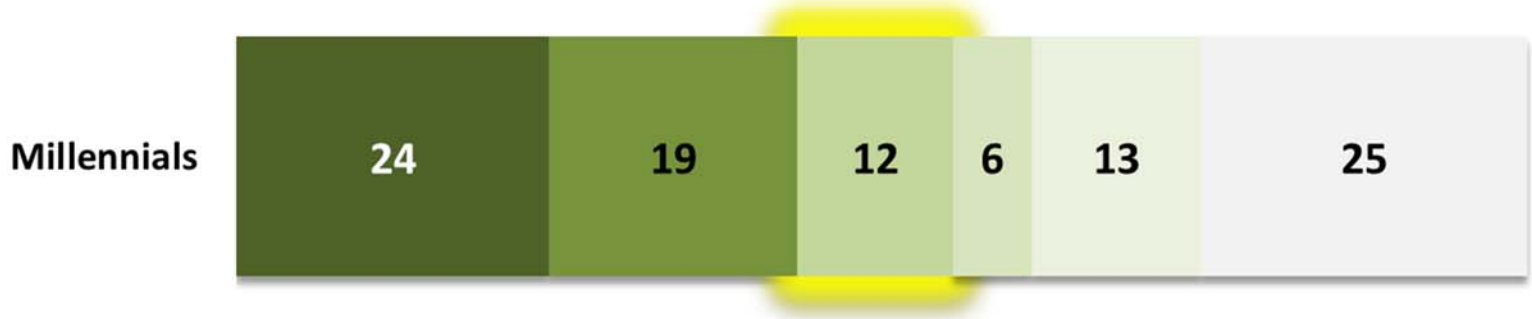
[7] "Current Expenditures" data include dollars spent on instruction, instruction-related support services, and other elementary/secondary current expenditures, but exclude expenditures on long-term debt service, facilities and construction, and other programs. "Total Expenditures" includes the latter categories. See Stephen Q. Cornman, Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2012–13 (Fiscal Year 2013), NCES 20115-301. U.S. Department of Education. Washington, D.C.: National Center for Education Statistics (January 2016).
URL: http://nces.ed.gov/pubs2015/2015301.pdf

[8] See note 7 above.

- Millennials are more likely to say “too low” without being presented the data on per-student funding compared to Baby Boomers (44%).
- Millennials (29%) are more likely to say “about right” compared to Boomers (17%) after being presented the per-student funding data.

Q3. How much do you think is spent per year on each student in our country's public schools? Your estimate (to the nearest thousand dollars) will represent the combined expenditures of local, state, and federal governments.

(Percentage of Millennial Respondents)

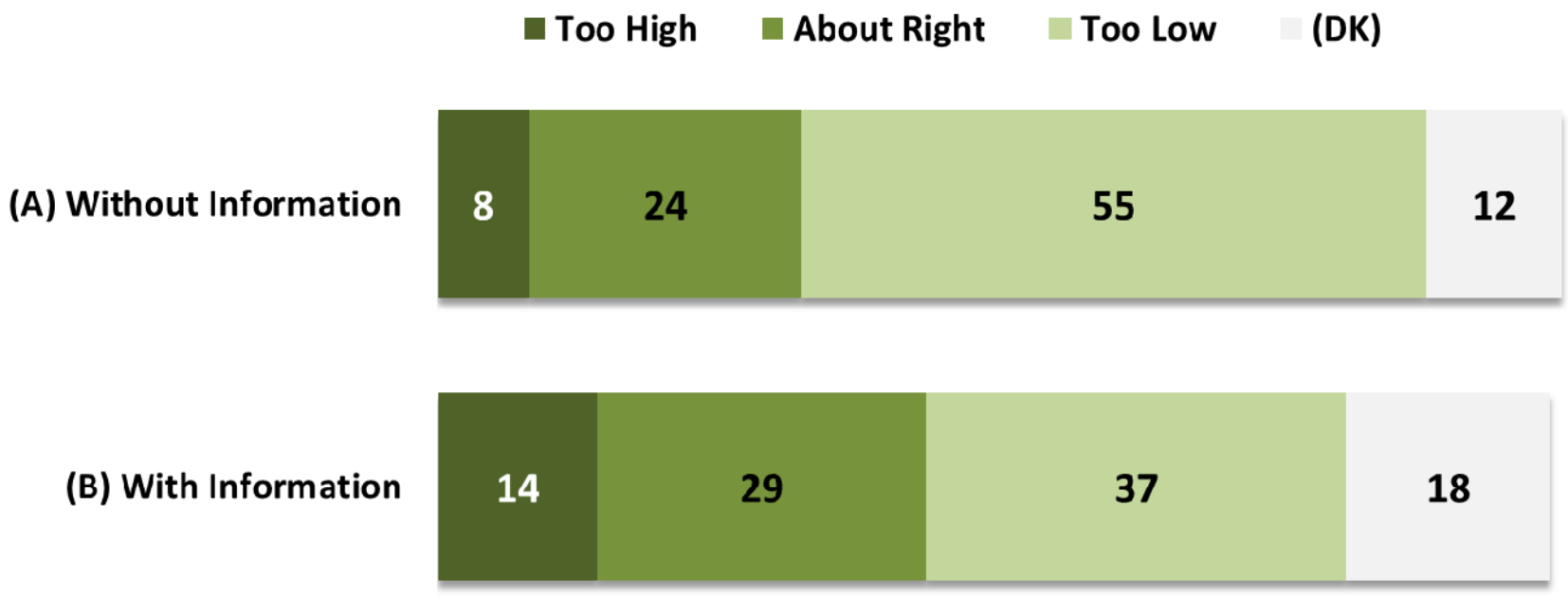


Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q3.
Notes: Responses within parentheses were volunteered. "DK" means "Don't Know." Refusals not shown.

Q4-Split A. Do you believe that public school funding in our country is at a level that is:

Q4-Split B. According to the most recent information available, on average $10,763 is being spent per year on each student attending public schools in the United States. Do you believe that public school funding in our country is at a level that is:

(Percentage of Millennial Split Sample Respondents)



Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q4A and Q4B.
Notes: Responses within parentheses were volunteered. "DK" means "Don't Know." Refusals not shown.

Standardized Testing

A plurality of Millennials (44%) say the amount of time spent on standardized testing is "too high," compared with 15 percent who say "too low." This is higher and lower, respectively, than the national average (39% too high vs. 18% too low).

- Baby Boomers (21%) are significantly more likely to say "too low" than Millennials.
- Those in the Silent Generation (25%) are significantly more likely than Millennials (14%) to say they "don't know" or are unsure about responding to this question.

Among Millennials:

- Whites (51%) are more likely to say time spent on testing is "too high," compared to non-whites (30%).
- Suburbanites (51%) differ from rural residents (38%) on that specific response.
- Millennials in the Northeast (52%) and the South (47%) are more likely than Midwesterners (35%) to think there is too much time spent on testing activities.
- Non-parents (49%) disagree with parents of school-age children (36%) on this response.

Nearly two out of five Millennials (39%) believe students spend at least 16 or more days of the school year – nearly 10 percent of the academic year – on standardized testing activities. That figure is more than the national average (35%).

- Gen Xers (43%) are significantly more likely to say "16 or more school days" than those in the Silent Generation (30%).

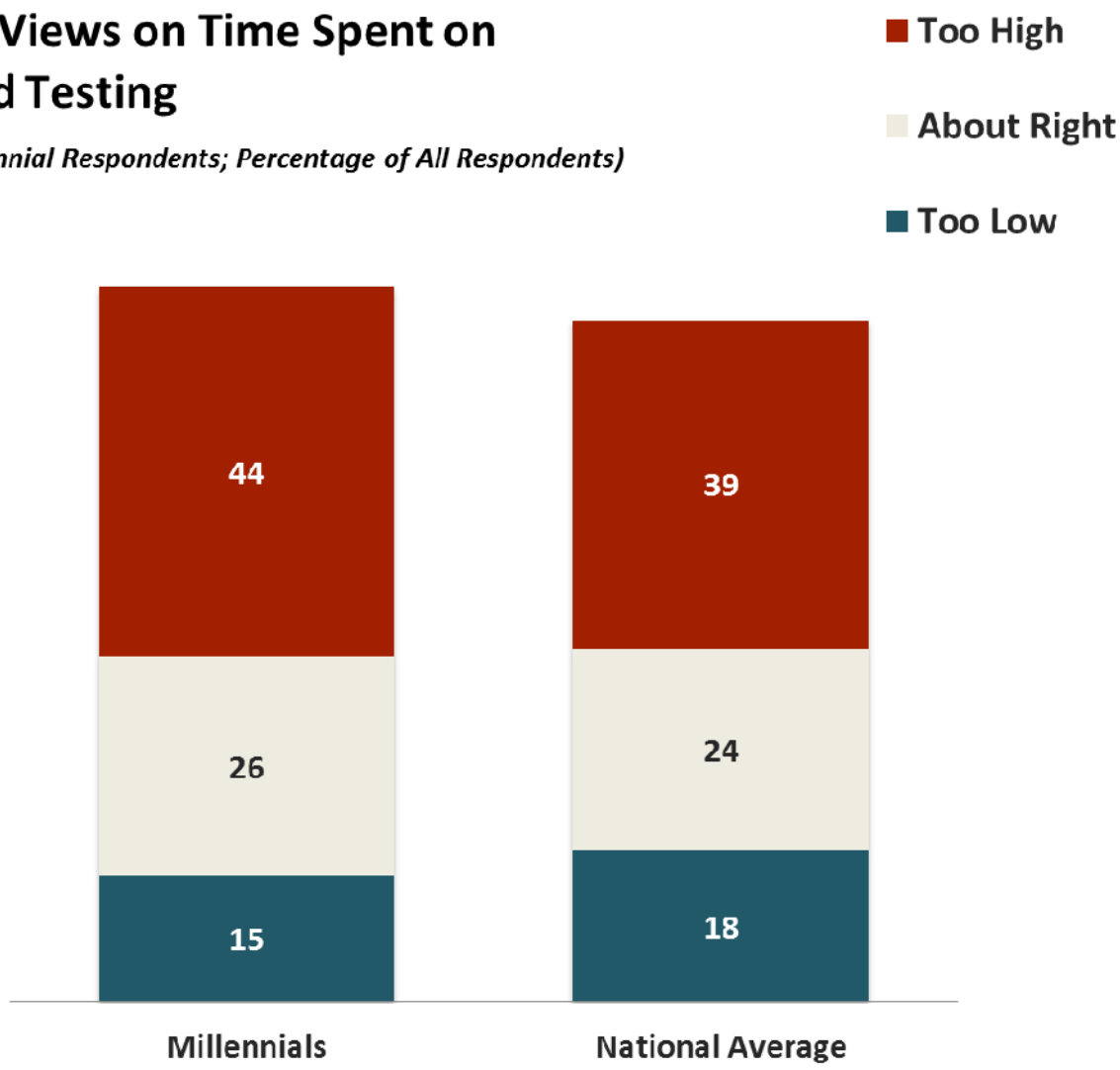
- Those in the Silent Generation (39%) are significantly more likely than Boomers (24%), Millennials (19%), and Gen Xers (17%) to say they "don't know" or are unsure about responding to this question.

Among Millennials:

- Those living in the South (45%) are much more likely than Midwesterners (30%) to say at least 16 days of the school year are spent on testing-related activities.
- High-income earners (49%) appear to estimate on the higher side than low-income earners (34%).

The Public's Views on Time Spent on Standardized Testing

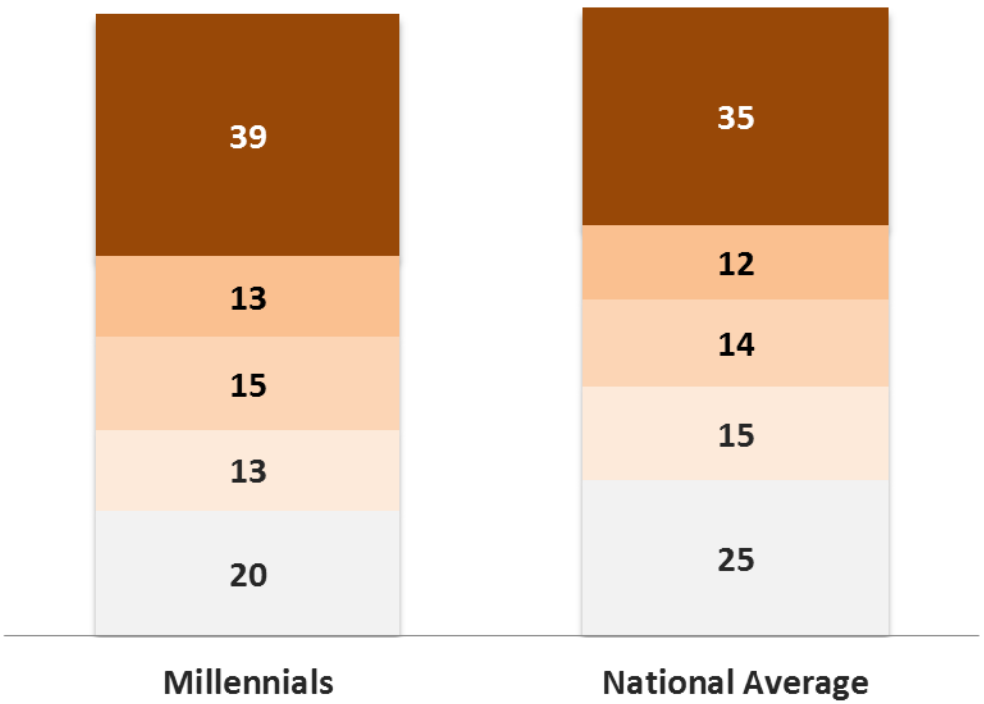
(Percentage of Millennial Respondents; Percentage of All Respondents)



Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q19.
Notes: Responses within parentheses were volunteered. "Don't Know" and Refusals not shown nor reflected in this chart.

Q18. How much time do you think a typical American student spends in a school year on preparing for standardized tests and taking these tests? Your estimate, in school days, will reflect total time for the state test and any additional standardized tests administered by the district or school.

(Percentage of Millennial Respondents; Percentage of All Respondents)



Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q18.
Notes: Responses within parentheses were volunteered. "DK" means Don't Know." "Ref" means "Refused."

Grades, Preferences for Types of Schools

Grading Local Schools

Millennials 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 who actually gave a grade, the local private schools (74% gave an A or B) fare even better than public schools (41% gave an A or B).

- When considering *all responses*, we see approximately 35 percent of Millennials give an A or B to local public schools; 51 percent give an A or B to local private/parochial schools; and 42 percent give those high grades to public charter schools. Only 7 percent of respondents give a D or F grade to private schools; 19 percent give the same low grades to public schools; and 6 percent suggest low grades for charter schools.
- It is important to highlight that much higher proportions of respondents do not express a view for charter schools (39%) and private schools (31%), compared with the proportion that do not grade public schools (16%).
- When examining *only those responses giving grades* to different school types in their communities, we observed approximately 41 percent of Millennials give an A or B to local public schools; 74 percent give an A or B to local private/parochial schools; and 68 percent give an A or B to charter schools. Only 10 percent of respondents give a D or F grade to private schools; 9 percent give low grades to charter schools; and 23 percent assign poor grades to area public schools. Local public schools are more than twice as likely to get a D/F grade compared to local charter schools or private schools.

School Type Preferences

When asked for a preferred school type, a plurality of Millennials would choose a private school (38%) as a first option for their child. A little less

than one-third of respondents (30%) would select a regular public school. Nearly equal proportions would select a public charter school (11%) or opt to homeschool their child (12%).[9]

- Those private preferences signal a glaring disconnect with actual school enrollment patterns in the United States. The reality check is profound. About 83 percent of K–12 students attend public schools across the country. Only about 10 percent of students enroll in private schools. Roughly 5 percent of students currently go to public charter schools. It is estimated that just under 3 percent of the country's students are homeschooled.

Among Millennials:

- Westerners (16%) are attracted to charter schools more than Midwesterners (6%).
- Westerners (17%) would choose homeschool more often than Midwesterners (7%).
- Midwesterners (42%) are more likely to pick regular public schools compared to those in the South (27%) and West (22%).
- Democrats (15%) are more likely than Republicans (6%) to choose charter schools.
- Republicans (16%) would choose homeschool at a higher frequency than Democrats (7%).
- Low-income earners (17%) and middle-income earners (13%) are significantly more likely to say homeschool than high-income earners (6%).

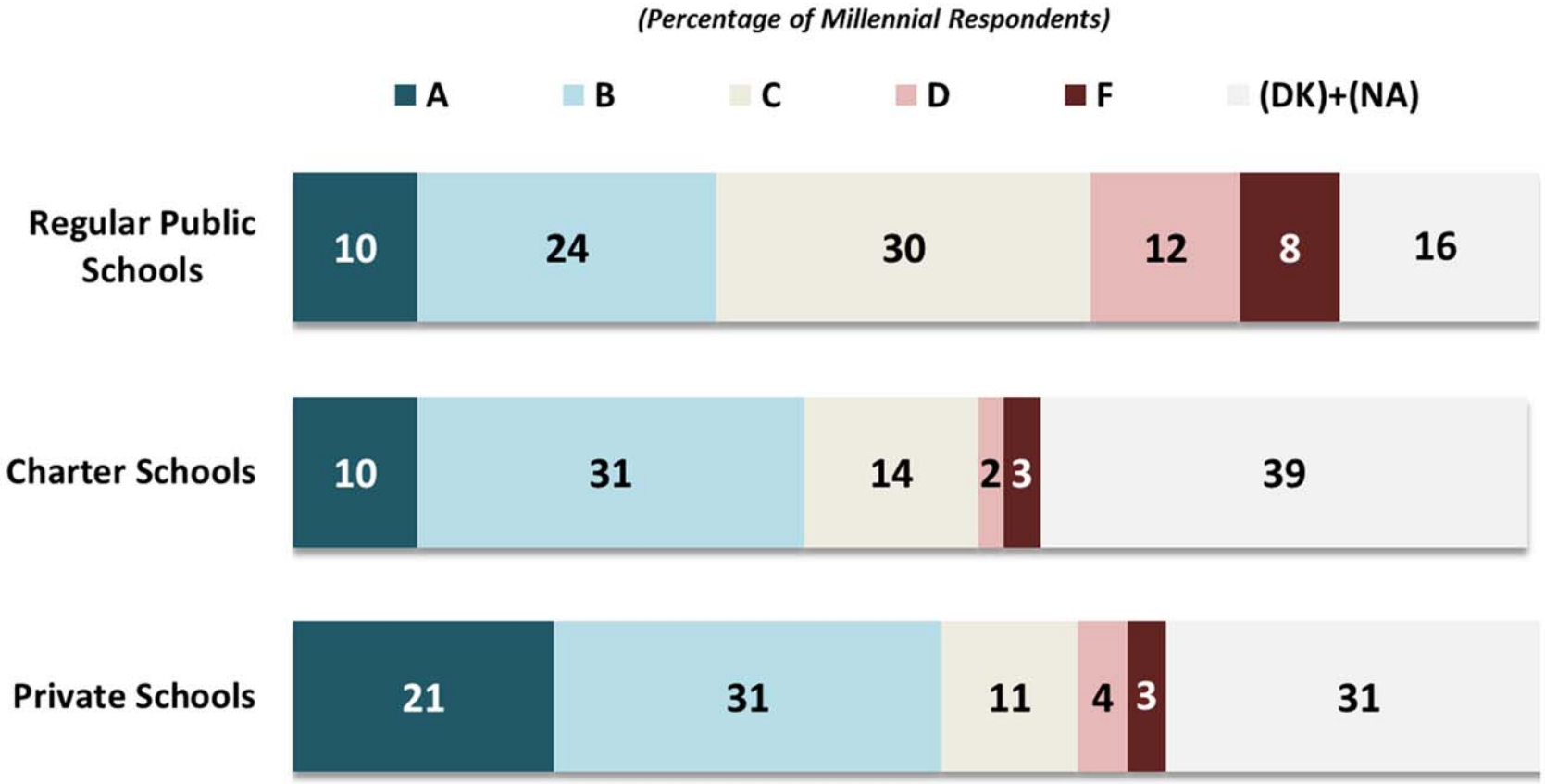
On this question, we do not see any significant differences between the Millennial sample and all respondents in the national sample (or national average).

In a follow-up question, more Millennials in our survey prioritize "better education/quality" (16%) than any other coded response to explain why they selected a certain school type. Other school attributes cited as important include "better teachers/teachers/teaching" (10%) and "individual attention/one-on-one" (8%).

[9] Results in this paragraph reflect the composite average of responses to Q6A and Q6B.

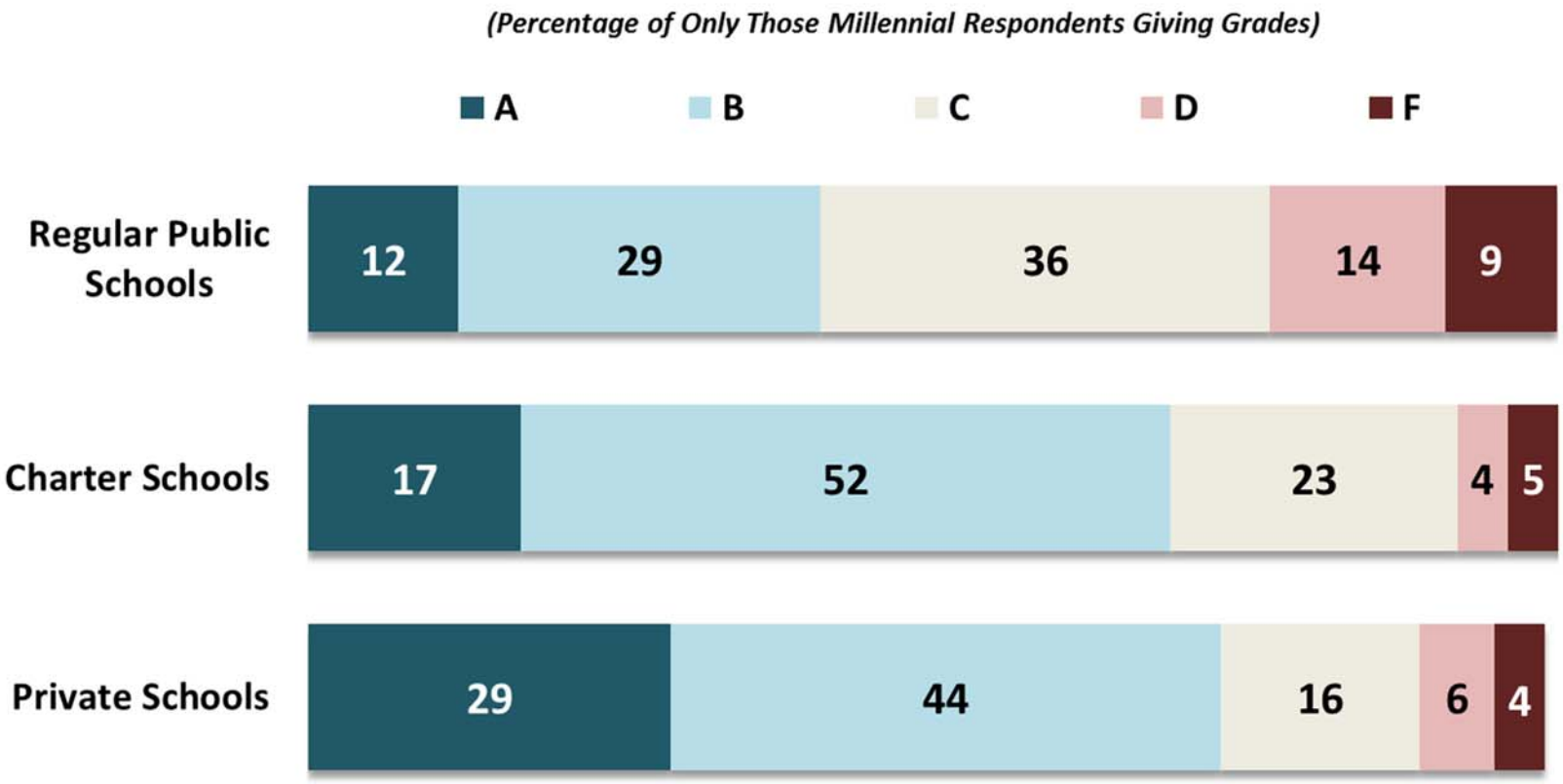
The different generations are pretty similar on what school characteristics were the main reason for choosing any given school type.

Q5. In thinking about the schools in your area, what grade would you give...



Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q5A, Q5B, and Q5C.
Notes: Responses within parentheses were volunteered: "DK" means "Don't Know." "NA" means "Not Applicable."

Q5. In thinking about the schools in your area, what grade would you give...

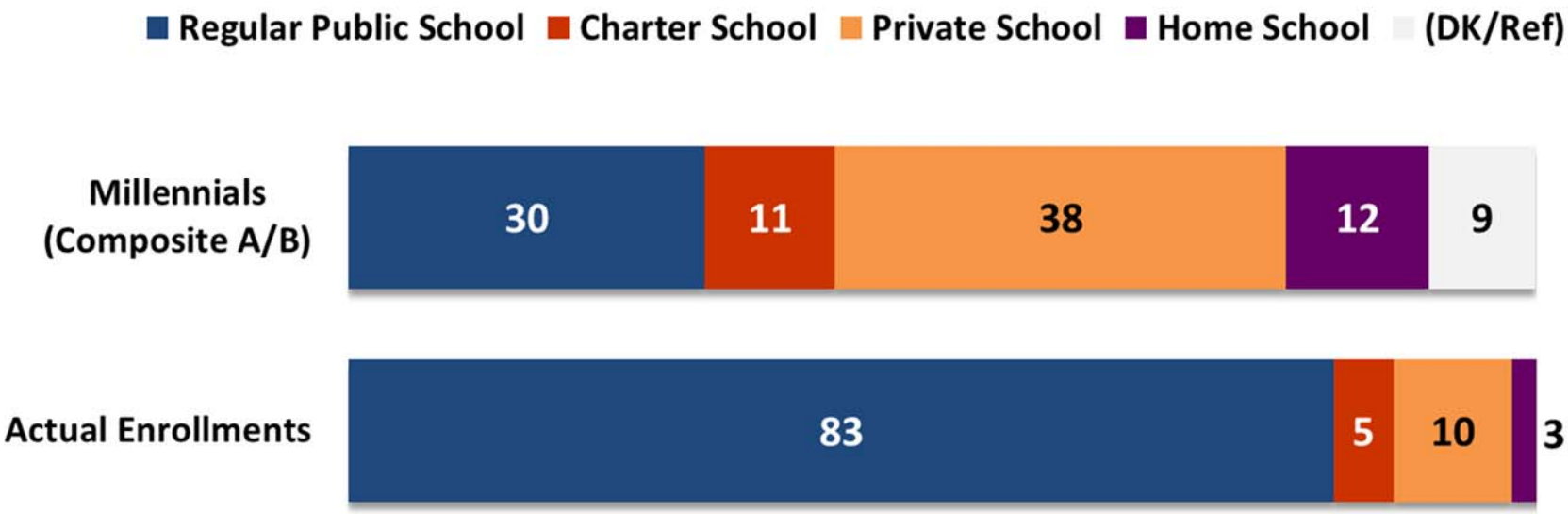


Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q5A, Q5B, and Q5C.
Note: Volunteered "Don't Know" and "Not Applicable" responses not shown nor reflected in this chart.

Q6-Split A. 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?

Q6-Split B. If it were your decision and you could select any type of school, *and financial costs and transportation were of no concern*, what type of school would you select in order to obtain the best education for your child?

(Percentage of Millennial Respondents)



Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q6A and Q6B.
Notes: The percentages in this chart reflect a composite that averages split samples' responses to two slightly different versions of this question (6A/B). Responses within parentheses were volunteered: "DK" means "Don't Know." "Ref" means "Refusal."

TABLE 2. Generational Preferences for School Types: Composite Results, 2016

Composite Averages Based on Two Question Versions and Corresponding Split Sample Responses

	Charter School %	Home School %	Private School %	Public School %	N =
MILLENNIAL	**11**	**12**	**38**	**30**	**516**
Current School Parent	16	16	37	29	124
Non-Parent	11	11	39	31	318
Generation X	**12**	**9**	**43**	**27**	**219**
Baby Boomer	**9**	**12**	**46**	**26**	**379**
Silent	**9**	**8**	**46**	**31**	**127**
National Average	**11**	**10**	**42**	**28**	**1,001**

Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q6A and Q6B.

Notes: The percentages in this chart reflect composites that average the split samples' responses to two slightly different versions of this question (6A/B). Volunteered DK and NA responses not shown nor reflected in this chart. 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.

TABLE 3. Top Five Reasons for Choosing a Specific School Type, by Generation

Millennial (N = 467)

16%	Better Education / Quality
10%	Better Teachers / Teachers / Teaching
9%	Individual Attention / One-on-One
7%	Socialization / Peers / Other Kids
6%	Class Size / Student-Reacher Ratio

Generation X (N = 202)

18%	Better Education / Quality
12%	Better Teachers / Teachers / Teaching
11%	Class Size / Student-Reacher Ratio
8%	Discipline / Structure
7%	Individual Attention / One-on-One

Baby Boomer (N = 352)

13%	Better Education / Quality
7%	Better Teachers / Teachers / Teaching
7%	Individual Attention / One-on-One
6%	Discipline / Structure
5%	Morals / Values /Ethics

Silent Generation (N = 120)

11%	Better Education / Quality
7%	Better Teachers / Teachers / Teaching
5%	Class Size / Student-Reacher Ratio
5%	Discipline / Structure
5%	Environment / Culture / Community

Source: EdChoice, *2016 Schooling in America Survey* (conducted Apr. 30 to May 26, 2016), Q7.

Notes: Lists cite the total number of unweighted interviews (N) per school type grouping. However, all percentages reflect the count of coded responses divided by the total number of weighted interviews. Unweighted N's are provided so the reader can roughly assess the reliability of reported percentages. Volunteered "Don't Know" or "Other" responses not included in this table.

PART II

Millennial's Views on School Choice Topics

Charter Schools

A large majority of Millennials support public charter schools. Nearly two-thirds (63%) say they favor charter schools, whereas 19 percent of respondents say they oppose charters. The margin of support for charter schools is large (+44 points). Millennials are more than three times as likely to express intensely positive responses toward charters (19% "strongly favor" vs. 6% "strongly oppose"). Millennials who are current school parents are overwhelmingly supportive of charter schools (margin = +57 points).

- We asked a pair of questions about public charter schools. The first question did not offer any description. On this baseline question, 48 percent of respondents say they favor charters and 17 percent say they oppose them. In the follow-up question, respondents were given a description for a charter school. With this basic context, support rises 15 points to 63 percent, and opposition increases two points to 19 percent.
- The proportion of "don't know" responses is halved (32% to 16%) when comparing the baseline item to the description item. Based on responses to the former, the generations with the highest proportions either saying they have never heard of or "don't know" about charter schools are Millennials and those in the Silent Generation (32%).

Millennials are more favorable to charter schools than the national average (59% favor vs. 23% oppose), though those differences are not statistically significant.

Positive views on charter schools span all observed generations. Margins are substantially large in the positive direction, at least +24 percentage points or wider for any given generation.

- Millennials (63%) are significantly more likely to indicate support for charter schools than Boomers (53%).

- Those in the Silent Generation (26%) and Gen Xers (24%) stand out as most likely to say they “strongly favor” charter schools.

Among Millennials:

- Southerners (69%) are significantly more likely to support charters compared to those living in the Northeast (54%) and Midwest (57%).
- Non-whites (69%) are relatively more supportive of charters than whites (60%).

TABLE 4. Generational Views on Charter Schools: Descriptive Results, 2016

	Favor %	Oppose %	Margin (net)	Intensity (strong net)	N =
MILLENNIAL	**63**	**19**	**44**	**13**	**516**
Current School Parent	70	13	57	16	124
Non-Parent	63	21	42	13	318
Generation X	**61**	**25**	**36**	**13**	**219**
Baby Boomer	**53**	**29**	**24**	**4**	**379**
Silent	**58**	**24**	**35**	**15**	**127**
National Average	**59**	**23**	**36**	**11**	**1,001**

Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q9.

Notes: 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. Margins and intensities are calculated using percentages to the nearest tenth.

TABLE 5. Millennials' Views on Charter Schools: Baseline vs. Descriptive Version, 2016

Percentage of Millennial Respondents

	Favor %	Oppose %	Margin (net)	Intensity (strong net)	N =
Baseline	**48**	**17**	**31**	**9**	**516**
With Description	**63**	**19**	**44**	**13**	**516**

Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q8 and Q9.

Notes: 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. Margins and intensities are calculated using percentages to the nearest tenth.

School Vouchers

Six out of 10 Millennials (61%) say they support school vouchers, compared with 23 percent who oppose such a reform. The margin of support (+37 points) is large. Millennials are almost three times more likely to be supportive of vouchers than oppose them. The intensity is net positive as respondents are much more likely to express a strongly favorable view toward vouchers (28% "strongly favor" vs. 12% "strongly oppose").[10]

- 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 description or any other context. On this baseline question, 33 percent of Millennials say they favor vouchers, and 13 percent say they oppose such an education policy. In the follow-up question, using a basic description for a school voucher policy, support rises 28 points to 61 percent, and opposition increases 10 points to 23 percent.
- The opinion change on vouchers – from baseline to follow-up – nearly doubles the positive margin, from +20 points to +37 points. The intensity for vouchers doubles in the positive direction, from +8 points to +16 points.
- We estimate 51 percent of Millennials were initially unfamiliar or were unsure about school vouchers. The proportion of "don't know" responses shrinks by 37 points (51% to 14%) when comparing the baseline item to the description item. Among Millennial subgroups, non-parents (54%) show the highest proportion either saying they have never heard of or "don't know" about school vouchers without being provided a description.

Similar to charter schools, all demographics express positive views on vouchers. Subgroup margins are substantially large in the positive direction—greater than +20

[10] Unless otherwise noted, the results in this section reflect the composite average of responses to Q11A, Q11B, and Q11C.

percentage points for most subgroups. Millennial parents of school-age children (+53 points) produce the largest margin among Millennials. The smallest margin observed for this analysis is among the Silent Generation respondents (+13 points).

- Millennials (61%) are significantly more likely to indicate support for school vouchers than Baby Boomers (52%) and those in the Silent Generation (49%).
- Millennials (23%) are significantly less likely to oppose school vouchers than Gen Xers (33%), Boomers (36%), and Silent Generation respondents (36%).

Intensities are positive nearly across the board. The largest is among Millennial parents of school-age children (+26 points). Boomers (+5 points) show the lowest positive intensity. Respondents in the Silent Generation (-3 points) are mildly negative.

Among Millennials:

- Parents of school-age children (73%) are more likely to support vouchers than non-parents (58%).
- Men (28%) are relatively more likely to oppose vouchers than women (19%).

If a Millennial has a particular view on school vouchers, he or she is more than twice as likely to vote for the pro-voucher candidate (26% “more likely” vs. 11% “less likely”). Six out of 10 Millennials (61%) signal that vouchers are not a make-or-break issue or do not express an opinion on this item.

TABLE 6. Generational Views on School Vouchers: Composite Results, 2016

Composite Averages Based on Three Question Versions and Corresponding Subsample Responses

	Favor %	Oppose %	Margin (net)	Intensity (strong net)	N=
MILLENNIAL	**61**	**23**	**37**	**16**	**516**
Current School Parent	73	20	**53**	**26**	124
Non-Parent	58	26	**31**	**13**	318
Generation X	**56**	**33**	**23**	**13**	**219**
Baby Boomer	**52**	**35**	**17**	**5**	**379**
Silent	**49**	**36**	**13**	**-3**	**127**
National Average	**56**	**28**	**28**	**11**	**1,001**

Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q11A, Q11B, and Q11C.

Notes: The percentages in this chart reflect composites that average the split samples' responses to three slightly different versions of this question (11A/B/C). Volunteered DK and NA responses not shown nor reflected in this chart. 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. Margins and intensities are calculated using percentages to the nearest tenth.

TABLE 7. Millennials' Views on School Vouchers: Baseline vs. Descriptive Versions, 2016

Baseline, Composite, and Three Question Versions with Corresponding Subsample Responses

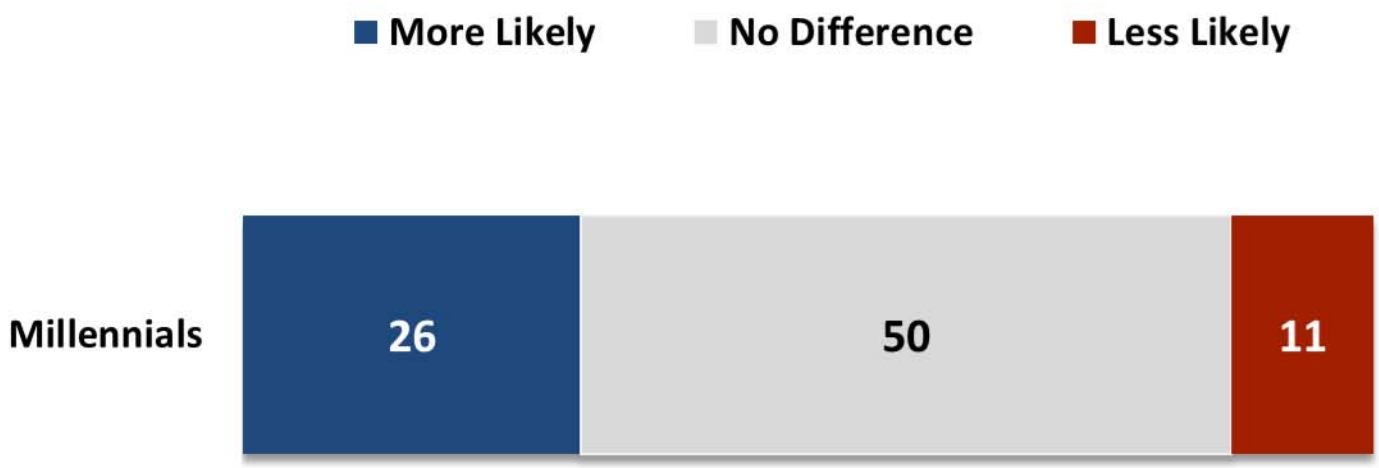
	Favor %	Oppose %	Margin (net)	Intensity (strong net)	N =
Baseline	**33**	**13**	**20**	**8**	**516**
With Description					
Composite A/B/C	**61**	**23**	**37**	**16**	**516**
Version A	61	23	38	18	178
Version B	63	24	39	16	176
Version C	57	23	34	15	162

Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q10, Q11A, Q11B, and Q11C.

Notes: The "composite" percentages in this chart reflect the weighted average of the subsamples' responses to three slightly different versions of this question (11A/B/C). All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Margins and intensities are calculated using percentages to the nearest tenth.

Q12. Thinking ahead to the next election, *if a candidate for Governor, State Senator or Representative supports school vouchers*, would that make you more likely to vote for him or her, less likely, or make no difference whatsoever in your voting?

(Percentage of Millennial Respondents)



Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q12.
Notes: Responses within parentheses were volunteered. "Don't Know" and Refusals not shown nor reflected in this chart.

Education Savings Accounts (ESAs)

A solid majority of Millennials (57%) say they support an "education savings account" system (ESA). The margin of support is large (+36 points). About one-fifth of respondents (21%) say they oppose ESAs. Both the raw level of support and the margin are greater than the national average (49% favor vs. 27% oppose). Millennials are at least three times more likely to express an intensely favorable view toward ESAs (26% "strongly favor" vs. 8% "strongly oppose").[11]

We see some generational differences in the ESA results. The Millennial margin is much wider than what we observe for the Silent Generation (+12 points).

- Millennials are significantly more supportive of ESAs than Baby Boomers (46%), those in the Silent Generation (44%), and the national average (49%).
- Conversely, those in the Silent Generation (32%), Boomers (30%), and the national average (27%) are significantly more negative on ESAs than Millennials.

Intensities are also positive for nearly all demographic subgroups across the board.

- Millennial parents of school-age children (39%) and Gen Xers (27%) have the greatest proportions saying they "strongly favor" ESAs.
- Those in the Silent Generation (20%) have the largest proportion saying they "strongly oppose" ESAs.

Among Millennials:

- Parents of school-age children (72%) are more likely than non-parents (54%) to support ESAs.
- Non-whites (65%) are more favorable to ESAs than whites (55%).

[11] Unless otherwise noted, the results in this section reflect the composite average of responses to Q13A and Q13B.

- Men (62%) are more supportive than women (52%).

In a follow-up question, we learn the most common reasons that Millennials support ESAs are "more freedom and flexibility for parents" (32%) and "access to schools providing more individual attention" (28%). We asked a similar follow-up to those respondents opposed to ESAs. By far the most common reasons for opposing ESAs are the belief they "cause fraudulent behavior" (26%) and the belief they "divert funding away from public schools" (25%).

A split-sample experiment in a separate follow-up question reveals Millennials gravitate more toward universal access to ESAs rather than means-tested eligibility based solely on financial need.

- In Split A, more than half of the respondents (55%) say they agree with the statement that "ESAs should be available to all families, regardless of incomes and special needs." About 31 percent "strongly agree" with that statement. Approximately one out of four Millennials (25%) disagree with that statement; 13 percent say they "strongly disagree."
    - Gen Xers (64%) are significantly more likely to agree with universal ESAs than Baby Boomers (48%).
- 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 two-fifths (42%) agree with that statement, while 18 percent say they "strongly agree." More than one-third (36%) say they disagree with means-testing ESAs, and 19 percent say they "strongly disagree."
    - Millennials are significantly less likely to oppose means-testing ESAs than Gen Xers (50%), Boomers (50%), and the national average (45%).

If a Millennial has a particular view on ESAs, he or she is at least three times more likely to vote for the pro-ESA candidate (28% "more likely" vs. 8% "less likely"). Like vouchers, six out of 10 Millennials (62%) signaled that ESAs are not a make-or-break issue or did not express an opinion on this item.

TABLE 8. Generational Views on ESAs: Composite Results, 2016

Composite Averages Based on Two Question Versions and Corresponding Subsample Responses

	Favor %	Oppose %	Margin (net)	Intensity (strong net)	N=
MILLENNIAL	**57**	**21**	**36**	**18**	**516**
Current School Parent	72	16	57	29	124
Non-Parent	54	23	31	15	318
Generation X	**53**	**27**	**26**	**13**	**219**
Baby Boomer	**46**	**30**	**16**	**3**	**379**
Silent	**44**	**32**	**12**	**-2**	**127**
National Average	**49**	**27**	**23**	**9**	**1,001**

Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q13A and Q13B.

Notes: The percentages in this chart reflect composites that average the split samples' responses to two slightly different versions of this question (13A/B). Volunteered DK and NA responses not shown nor reflected in this chart. 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. Margins and intensities are calculated using percentages to the nearest tenth.

TABLE 9. Millennials' Views on ESAs: Comparing Descriptive Versions, 2016

Composite and Two Question Versions with Corresponding Subsample Responses

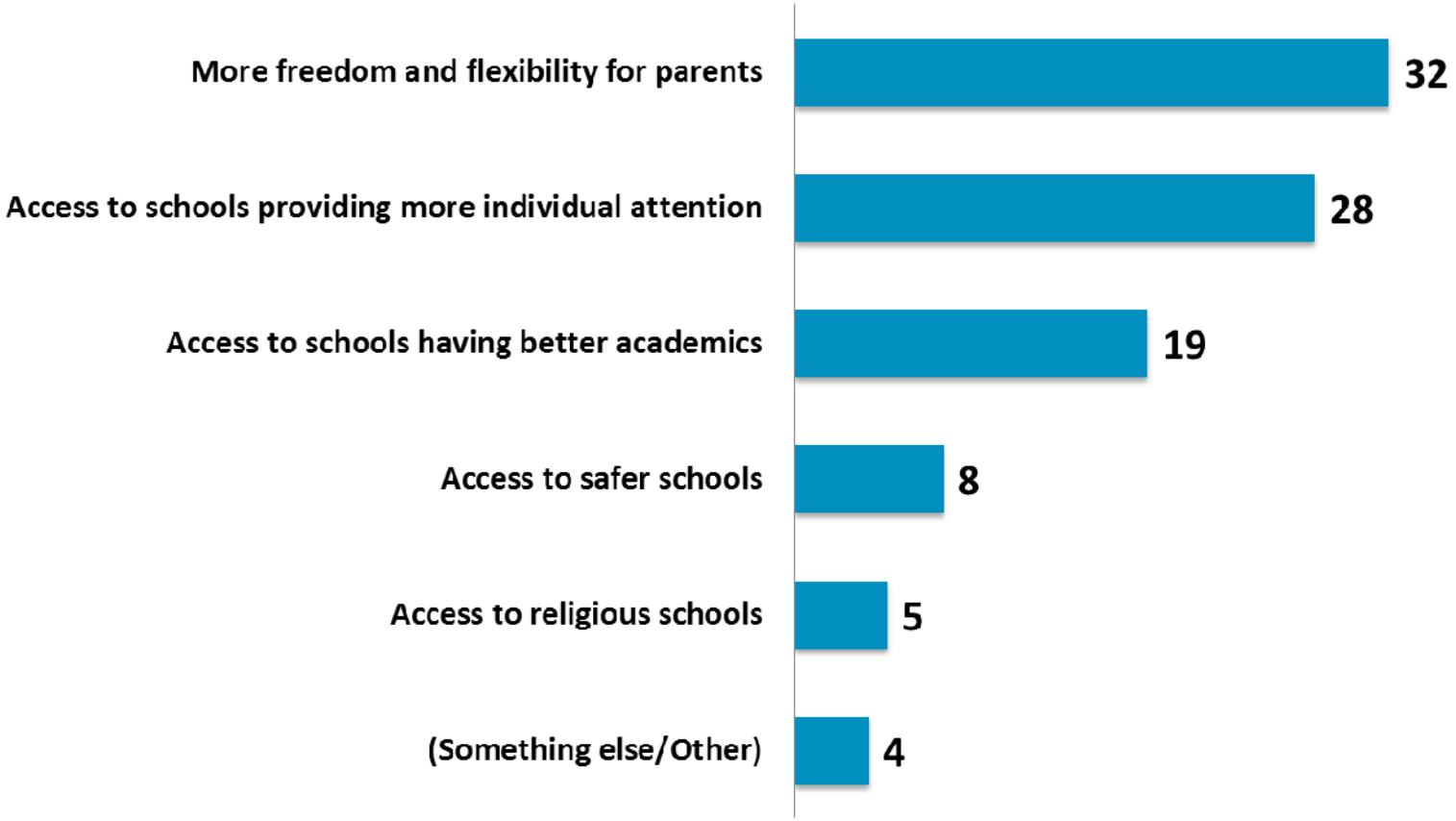
	Favor %	Oppose %	Margin (net)	Intensity (strong net)	N =
With Description					
Composite A/B	**57**	**21**	**36**	**18**	**516**
Version A	55	22	33	16	448
Version B	71	15	56	29	68

Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q13A and Q13B.

Notes: The "composite" percentages in this chart reflect the weighted average of the subsamples' responses to two slightly different versions of this question (13A/B). All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Margins and intensities are calculated using percentages to the nearest tenth.

Q14A. What is the most important reason you say you favor ESAs? Is your main reason that such a system provides:

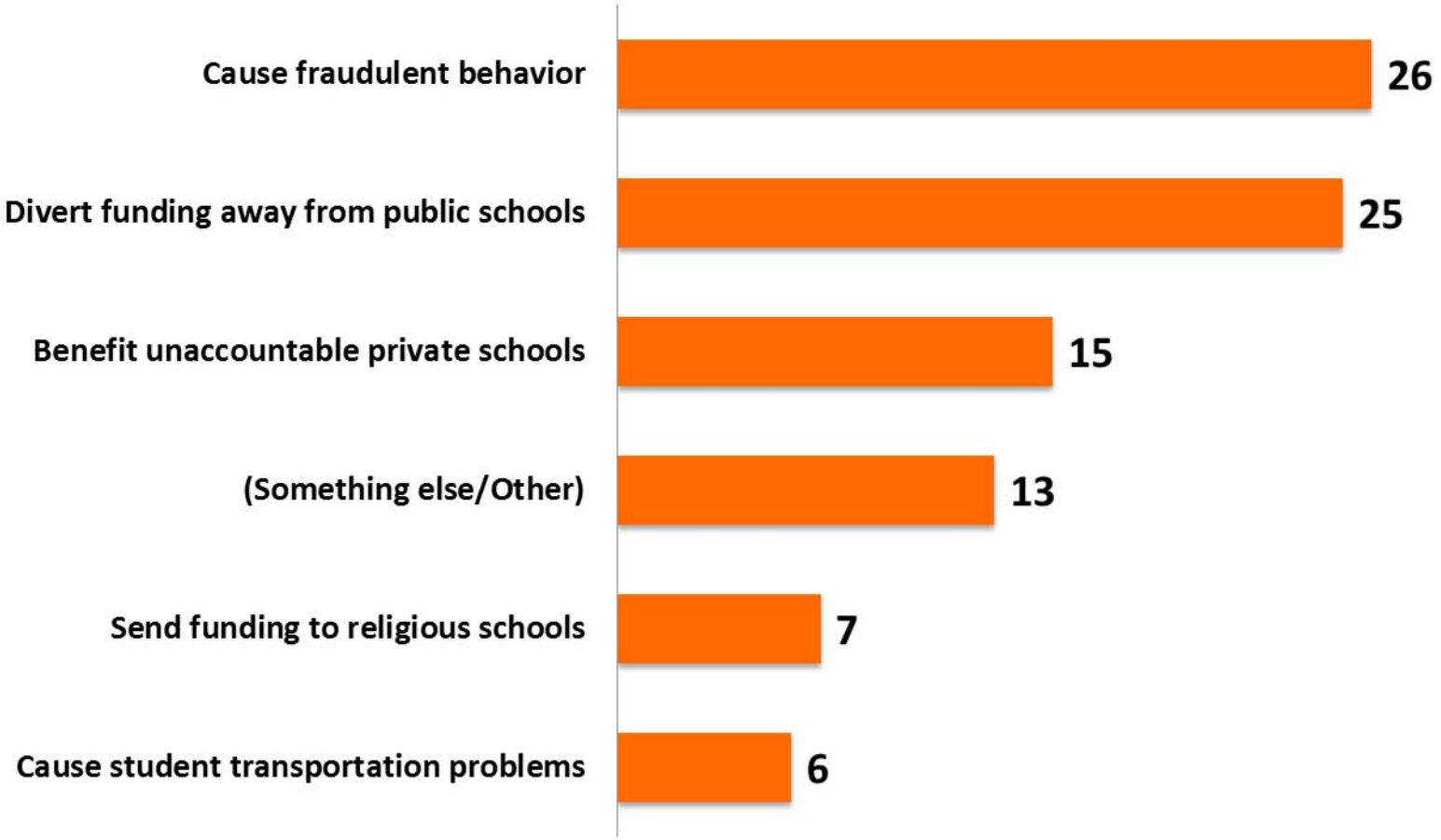
(Percentage of Millennial "Strongly/Somewhat Favor" Responses from Previous Question Subsample, N = 200)



Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q14A.
Notes: Responses within parentheses were volunteered. "Don't Know" and Refusals not shown nor reflected in this chart.

Q14B. What is the most important reason you say you oppose ESAs? Is your main reason that such a system would:

(Percentage of Millennial "Strongly/Somewhat Oppose" Responses from Previous Question Subsample, N = 75)

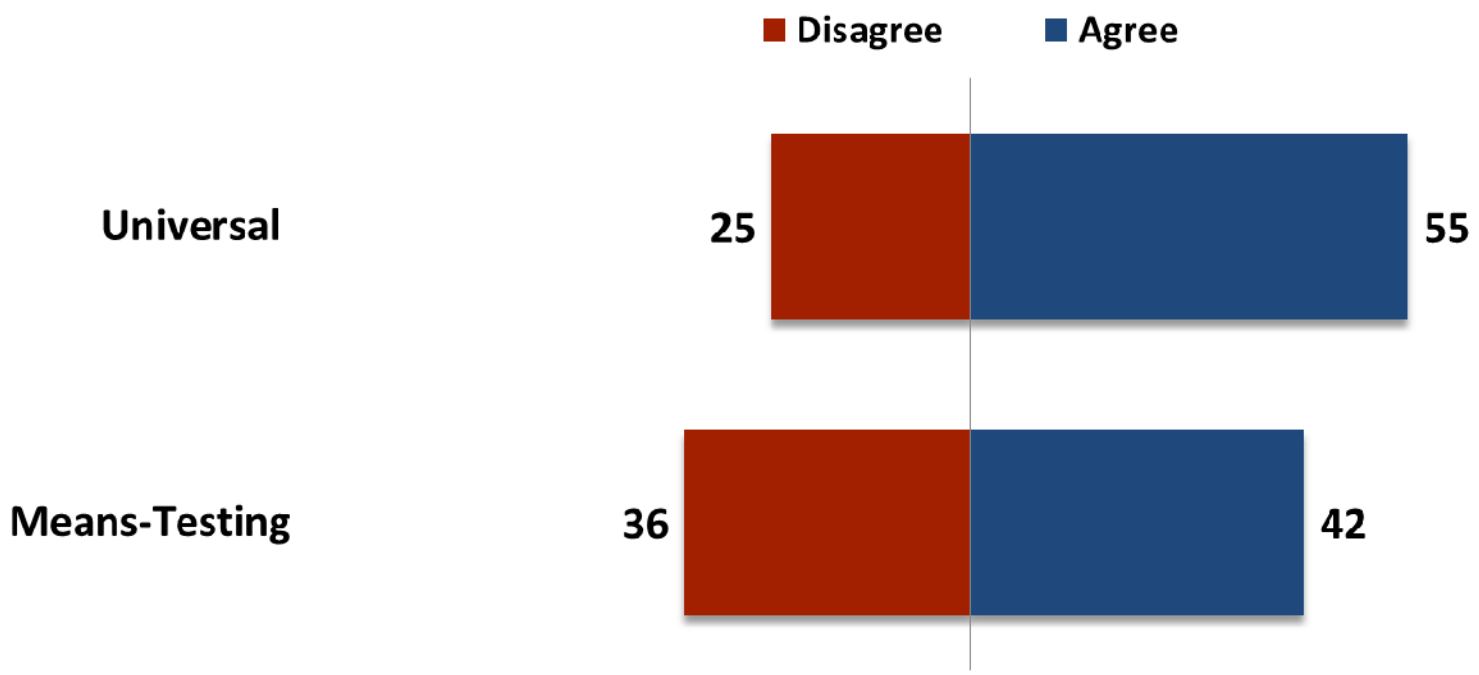


Source: EdChoice, *2016 , Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q14B.
Notes: Responses within parentheses were volunteered. "Don't Know" and Refusals not shown nor reflected in this chart.

Q15-Split A. Some people believe that ESAs *should be available to all families, regardless of incomes and special needs.* Do you agree or disagree with that statement?

Q15-Split B. Some people believe that ESAs *should only be available to families based on financial need.* Do you agree or disagree with that statement?

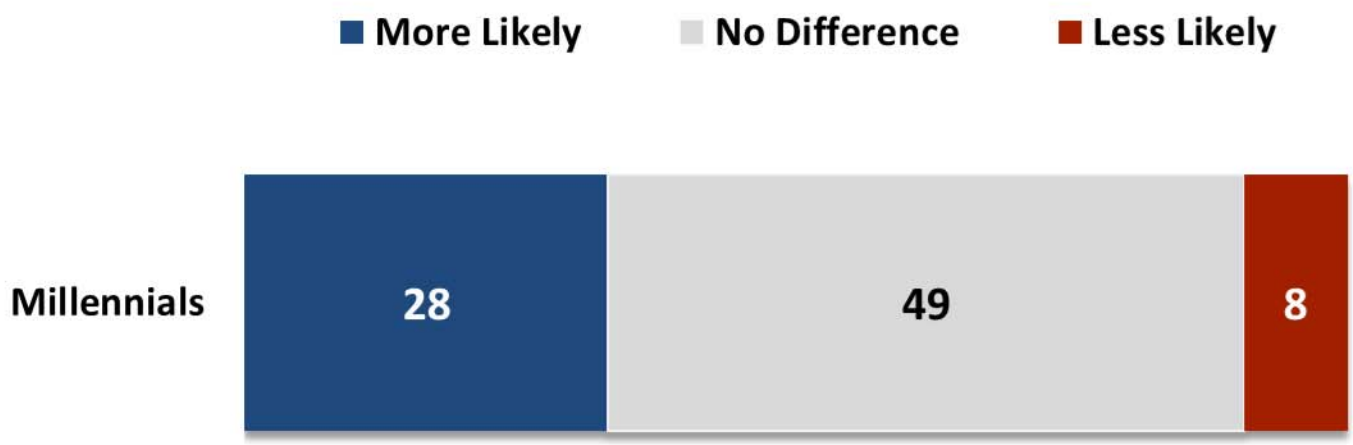
(Percentage of Millennial Split Sample Respondents)



Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q15A and Q15B.
Notes: Responses within parentheses were volunteered. "Don't Know" and Refusals not shown nor reflected in this chart.

Q16. Thinking ahead to the next election, *if a candidate for Governor, State Senator or Representative supports ESAs*, would that make you more likely to vote for him or her, less likely, or make no difference whatsoever in your voting?

(Percentage of Millennial Respondents)



Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016, Q16.
Notes: Responses within parentheses were volunteered. "Don't Know" and Refusals not shown nor reflected in this chart.

Tax-Credit Scholarships

Millennials are almost four times as likely to support a tax-credit scholarship policy than they are to oppose one. Sixty-three percent say they supported such a policy, whereas 17 percent say they oppose tax-credit scholarships. That result reflects more support than the national average (55% favor vs. 23% oppose). The margin is +47 percentage points. Millennials are also nearly four times more likely to express intensely positive responses toward tax-credit scholarships (26% "strongly favor" vs. 7% "strongly oppose").[12]

There are significant differences across the generations.

- Millennials are significantly more favorable toward tax-credit scholarships than Baby Boomers (50%) and the national average (55%).
- Gen Xers (27%), Boomers (27%), and the national average (23%) are significantly more negative than Millennials.
- The Silent Generation (+8 points) and Boomers (+9 points) are relatively more mild in their net intensity than Millennials.

Among Millennials, most subgroup margins are +30 percentage points or greater, and net intensities are positive for all observed Millennial demographics. Current school parents (+31 points) appear to be most enthusiastic about tax-credit scholarships.

- Current school parents (35%) have the greatest proportion saying they "strongly favor" tax-credit scholarships, significantly higher than similar non-parent responses (24%).
- Southerners (72%) are relatively more supportive than those living in the Northeast (58%), Midwest (59%), and West (57%).

[12] Unless otherwise noted, the results in this section reflect the composite average of responses to Q17A, Q17B, and Q17C.

TABLE 10. Generational Views on Tax-Credit Scholarships: Composite Results, 2016

Composite Averages Based on Three Question Versions and Corresponding Subsample Responses

	Favor %	Oppose %	Margin (net)	Intensity (strong net)	N=
MILLENNIAL	**63**	**17**	**47**	**19**	**516**
Current School Parent	73	14	58	31	124
Non-Parent	65	16	49	16	318
Generation X	**56**	**27**	**29**	**14**	**219**
Baby Boomer	**50**	**27**	**23**	**9**	**379**
Silent	**54**	**24**	**30**	**8**	**127**
National Average	**55**	**23**	**32**	**14**	**1,001**

Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q17A, Q17B, and Q17C.

Notes: The percentages in this chart reflect composites that average the split samples' responses to three slightly different versions of this question (11A/B/C). Volunteered DK and NA responses not shown nor reflected in this chart. 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. Margins and intensities are calculated using percentages to the nearest tenth.

TABLE 11. Millennials' Views on Tax-Credit Scholarships: Comparing Descriptive Versions, 2016

Percentages Based on Three Question Versions and Corresponding Subsample Responses

	Favor %	Oppose %	Margin (net)	Intensity (strong net)	N =
With Description					
Composite A/B/C	**63**	**17**	**47**	**19**	**516**
Version A	64	15	48	15	178
Version B	64	18	45	16	176
Version C	62	16	46	28	162

Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q17A, Q17B, and Q17C.

Notes: The "composite" percentages in this chart reflect the weighted average of the subsamples' responses to three slightly different versions of this question (17A/B/C). All other statistical results reported in this table and report reflect weighted data, a standard procedure to correct for known demographic discrepancies. Margins and intensities are calculated using percentages to the nearest tenth.

PART III

Millennial Parents' Schooling Experiences

Parents' Schooling Experiences

Why Do Parents Change Their Child's School?

We interviewed 133 Millennials parents (and 440 parents total) who either have at least one child currently in school or have at least one child past high-school age. About one-third of all school parents (37%), the same for Millennial parents, say they have changed their child's school.

Among Millennials, there are a number of reasons parents make the decision to change schools:

- 30 percent moved their residence that led to a change in school
- 21 percent of parents say they were looking for better education and opportunities for their child
- 12 percent say they wanted more personalized attention for their child
- 8 percent were unhappy with their former school's staff, teachers, or curriculum
- 3 percent indicated they preferred another type of school
- 13 percent say some other specific reason

What Are the Ways Parents Support Their Child's Education?

Millennial parents make a range of major decisions to support their child's education:

- 32 percent took an additional job
- 26 percent say they moved closer to their child's school
- 18 percent say they changed a job
- 11 percent took out a loan

Large percentages of Millennial parents have made long-term commitments—at least four months—to support their child's education:

- 77 percent helped with homework at least one night/week
- 68 percent transported their child to/from school
- 58 percent had family or a friend look after their child
- 55 percent had family or a friend help transport their child
- 41 percent significantly changed their daily routine
- 39 percent paid for before or after care services
- 30 percent paid for their child's transportation
- 20 percent paid for tutoring

TABLE 12. "How many of your children *have ever attended* a [Read Each in List]?"

Percentage of Respondents Answering At Least One Child

	Public School %	Private School %	Charter School %	Home School %	N=
MILLENNIAL	**82**	**15**	**16**	**13**	**133**
Generation X	**86**	**32**	**9**	**9**	**132**
Baby Boomer	**90**	**27**	**8**	**8**	**181**
Silent	**94**	**21**	**0**	**0**	**51**
National Average	**86**	**25**	**9**	**9**	**440**

Source: EdChoice, *2016 Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q21.

Notes: 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.

TABLE 13. Millennial Parents Saying They Changed Their Child's Schools, and Their Reasons

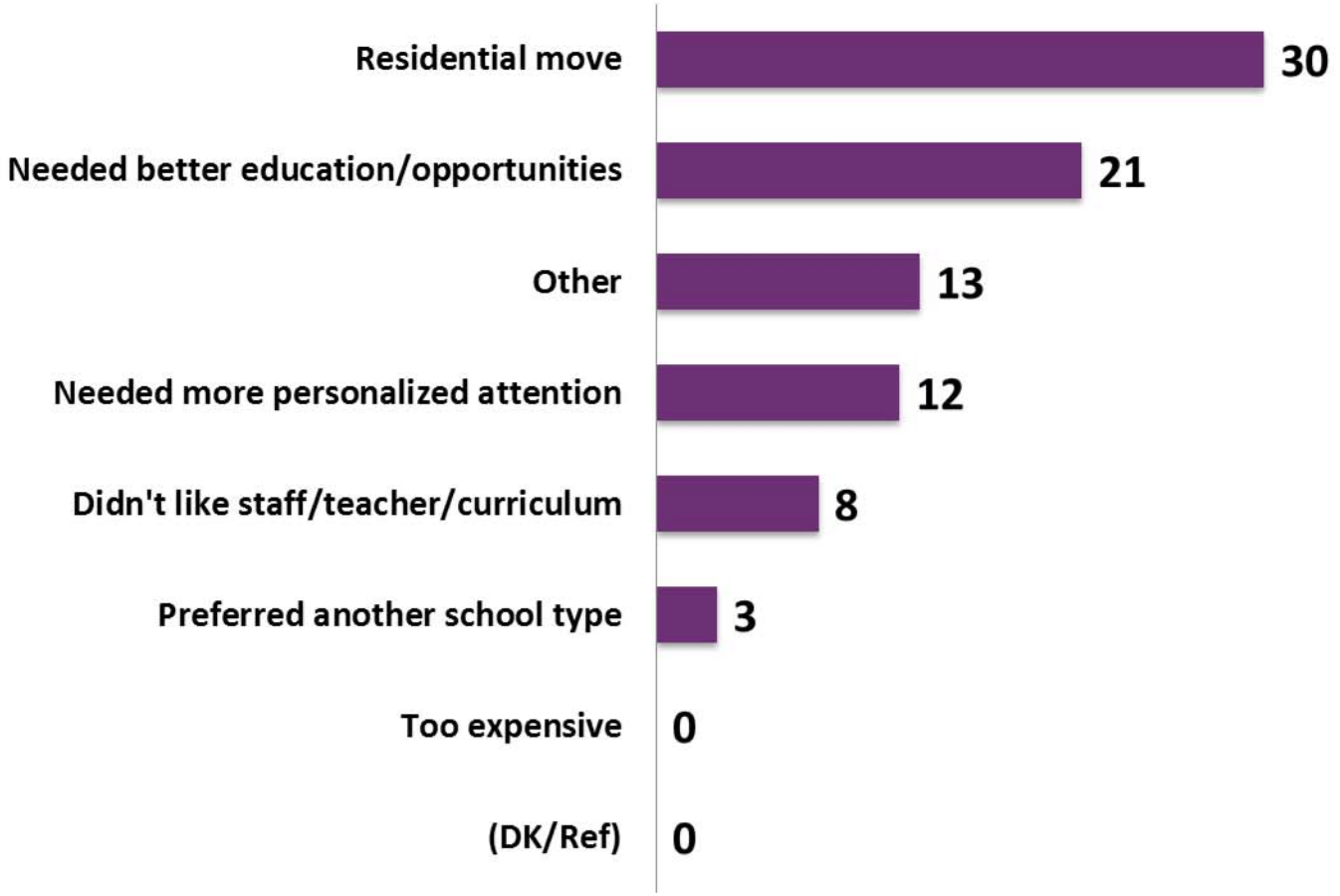
	Millennial Parents %
Changed Child's School	**37**
Total Number of Respondents, N = 133	
Reason Changed School	
Total Number of Respondents Who Changed Schools, N = 49	
Transitioning from Elementary to Middle or Middle to High	**25**
Some Other Important Reason	**74**
Most Important Reason Changed School	
Total Number of Respondents Giving Another Reason for Changing School, N = 37	
Residential Move	**30**
Needed Better Education/Opportunities	**21**
Other	**13**
Needed More Personalized Attention	**12**
Didn't Like Staff/Teacher/Curriculum	**8**
Preferred Another School Type/Moved Out of Public	**3**
Too Expensive	**-**
(DK/Ref)	**-**

Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q22, Q23, and Q24.

Notes: 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. Responses within parentheses were volunteered. "DK" means "Don't Know." "Ref" means "Refusal."

Q24. In a few words, or in a short phrase, please describe the most important reason why you changed your child's school over the summer or during the school year? This would be a reason other than transitioning from elementary school to middle school, or middle school to high school.

(Coded Responses; Percentage of Millennial School Parents Who Actively Changed Their Child's School, N = 37)



Source: EdChoice, *Millenial Perspecvies on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q24.
Notes: Responses within parentheses were volunteered. "DK" means "Don't Know." "Ref" means "Refusal."

TABLE 14. How Have Millennial Parents Supported Their Child's K–12 Education?

Percentage of School Parents Answering "Yes," by Generation and National Average

	Changed Job	Moved Closer to School	Taken Additional Job	Taken Out New Loan	
	%	%	%	%	N =
MILLENNIAL	**18**	**26**	**32**	**11**	**133**
Generation X	**18**	**23**	**25**	**16**	**132**
Baby Boomer	**13**	**11**	**16**	**6**	**181**
Silent	**3**	**5**	**27**	**8**	**51**
National Average	**14**	**17**	**21**	**11**	**440**

Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q25.

Notes: 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.

TABLE 15. Millennial Parents' Actions/Activities to Support Their Child's K–12 Education *for at Least Four Months of a School Year*

Percentage of School Parents Affirming a Specific Action/Activity With "Yes," by Generation and National Average

	Helped with Homework at least one night/week	Transported Child to/from School	Have Family or Friend Look After Child	Have Family or Friend Help Transport Child	Significantly Changed Daily Routine	Paid for Before or After Care Services	Paid for Child's Transportation to/from School	Paid for Tutoring	
	%	%	%	%	%	%	%	%	N =
MILLENNIAL	77	68	58	55	41	39	30	20	133
Generation X	89	79	57	47	52	39	13	27	132
Baby Boomer	86	76	48	48	28	37	18	25	181
Silent	88	65	25	37	29	22	14	10	51
National Average	85	74	49	47	38	35	15	22	440

Source: EdChoice, *Millennial Perspectives on K–12 Education and School Choice* (conducted Apr. 30 to May 26, 2016), Q26.

Notes: 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.

SECTION IV
Methods and About Us

Methods

The Schooling in America Survey project, funded and developed by EdChoice (formerly the Friedman Foundation for Educational Choice) and conducted by Braun Research, Inc. (BRI), interviewed a statistically representative national sample of adults (age 18+) in the 50 United States and District of Columbia. Data collection methods included probability sampling and random-digit dial. The unweighted national sample includes a total of 1,001 General Population telephone interviews completed in English from April 30 to May 26, 2016, 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 ± 3.1 percentage points.

During our study, we oversampled Millennials in the 50 United States and District of Columbia to bring total Millennials to N = 516 (comprised of n = 244 from the national sample dialing and n= 272 from oversample dialing). The margin of sampling error for the total Millennial sample is ± 4.3 percentage points.

For this entire project, a total of 25,316 calls were made. BRI's live callers conducted all phone interviews.

National Sample:

- 11,400 in total – 6,900 landline; 4,500 cell
- Of these calls 4,390 (2,804 landline, 1,586 cell) were unusable phone numbers (disconnected, fax, busy, non-residential, or non-answers, etc.);
- 5,667 (3,447 landline, 2,220 cell) were usable numbers but eligibility unknown (including refusals and voicemail);
- 322 (135 landline, 187 cell) phone numbers were usable but not eligible for this survey; and
- 20 (14 landline, 6 cell) people did not complete the survey.
- The average response rate of the landline interviews was **10.4%**.
- The average response rate of the cell phone interviews was **8.1%**.

Millennial Oversample

- 13,916 in total – 6,277 landline; 7,639 cell
- Of these calls 5,456 (2,527 landline, 2,929 cell) were unusable phone numbers (disconnected, fax, busy, non-residential, or non-answers, etc.);
- 7,693 (3,461 landline, 4,231 cell) were usable numbers but eligibility unknown (including refusals and voicemail);
- 238 (107 landline, 131 cell) phone numbers were usable but not eligible for this survey; and
- 14 (5 landline, 9 cell) people did not complete the survey.
- The average response rate of the landline interviews was **4.2%**.
- The average response rate of the cell phone interviews was **6.4%**.

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 the General Population (adults age 18+ in the 50 United States and District of Columbia) 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 April 30 to May 26, 2016. 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 (MSE) is the largest 95 percent Confidence Interval for any estimated proportion based on the total sample – the one around 50 percent. The national sample's margin of error for this survey is ± 3.1%. 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 3.1 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 MSE is higher when considering the number of respondents for a given demographic subgroup. For example, the MSE for a subgroup of 150 respondents is ± 8.0 percentage points.

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

Call Dispositions and Response Rates

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.

National Sample Call Dispositions

SUMMARY		
Landline	Cell Phone	
6,900	4,500	Total
6,900	4,500	Released
0	0	Unreleased
4,096	2,914	Usable
2,804	1,586	Unusable
4,142	2,752	Qualified
72.4%	78.6%	Est. Usability
79.2%	73.1%	Est. Eligibility
10.4%	8.1%	Est. Response

DETAIL		
Landline	Cell Phone	
1,431	698	Disconnected
11	0	Fax
121	95	Government/Business
0	.	Cell Phone
.	0	Landline
1,563	793	Unusable
1,027	702	No Answer
214	91	Busy
1,241	793	Usability Unknown
500	501	Complete
14	6	Break-Off
514	507	Usable/Eligible
418	397	Refused
87	82	Language Barrier
1,410	728	Voice Mail
1,438	963	Call Back-Retry
75	36	Strong Refusal
19	14	Privacy Manager
3,447	2,220	Usable/Eligible Unknown
135	187	Under 18
135	187	Usable/Ineligible
10.4%	8.1%	Response Rate

Millennial Sample Call Dispositions

SUMMARY

Landline	Cell Phone	
6,277	7,639	Total
6,277	7,639	Released
0	0	Unreleased
3,750	4,711	Usable
2,527	2,929	Unusable
2,959	4,154	Qualified
69.3%	71.2%	Est. Usability
63.0%	72.7%	Est. Eligibility
4.2%	6.4%	Est. Response

DETAIL

Landline	Cell Phone	
1,626	1,848	Disconnected
2	0	Fax
37	54	Government/Business
0	.	Cell Phone
.	0	Landline
1,665	1,902	Unusable
769	913	No Answer
93	114	Busy
862	1,027	Usability Unknown
177	339	Complete
5	9	Break-Off
182	348	Usable/Eligible
601	769	Refused
55	71	Language Barrier
1,749	2,156	Voice Mail
1,002	1,162	Call Back-Retry
48	62	Strong Refusal
6	12	Privacy Manager
3,461	4,232	Usable/Eligible Unknown
107	131	Under 18
107	131	Usable/Ineligible
4.2%	6.4%	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 were weighted for analysis.

The national sample was weighted using population parameters from the U.S. Census Bureau's 2010 Decennial Census for adults 18 years of age or older living in the 50 United States and the District of Columbia. 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 were based on the Center for Disease Control's *Early Release of Estimates From the National Health Interview Survey (NHIS)*, July–December 2013.

For the Millennial sample results, we weighted to general population parameters for Millennials and weighted on Age, Race, Ethnicity, and Gender and Region, based on the U.S Census Bureau's *2013 American Community Survey (ACS), Five-year Estimates*. Please note that we could not use the dual method for weighting Millennials as some phone usage (i.e., landline-only and dual-usage) statistics do not exist for this population.

Weighted and unweighted results are available on request.

Weighting Results for National Sample			
	Pre-Weight	Post-Weight	Census Target
AGE			
18 - 24	11%	13%	13.1%
25 - 34	12%	18%	17.6%
35 - 44	12%	18%	17.2%
45 - 54	19%	19%	18.7%
55 - 64	19%	15%	15.8%
65+	25%	16%	17.6%
HISPANIC			
Yes	7%	15%	14.5%
No	93%	85%	85.5%
RACE			
Asian [or Pacific Islander]	4%	5%	5.2%
Black [or African American]	11%	12%	12.0%
Native American	2%	2%	0.8%
White	77%	74%	75.9%
[Other]	2%	3%	4.2%
[Two or More]	4%	3%	1.9%
GENDER			
[Male]	48%	49%	48.6%
[Female]	52%	51%	51.4%
CENSUS REGION/DIVISION			
Northeast	18%	19%	18.2%
Midwest	22%	21%	21.5%
South	37%	37%	37.1%
West	23%	22%	23.1%
EDUCATION ATTAINMENT			
< High School	4%	4%	14.3%
High School Graduate	22%	23%	28.3%
Some College	33%	33%	31.2%
≥ College Graduate	41%	39%	26.3%
HOUSEHOLD INCOME			
< $20,000	13%	15%	18.0%
$20,000 to < $40,000	17%	17%	20.4%
$40,0000 to < $60,000	16%	16%	16.9%
$60,000 to < $100,000	26%	27%	22.1%
$100,000 to < $150,000	11%	9%	12.9%
$150,000 or More	9%	8%	9.7%

Weighting Results for Millennial Sample			
	Pre-Weight	Post-Weight	Census Target
AGE			
18 - 24	40%	43%	42.7%
25 - 29	29%	29%	29.2%
30 -34	31%	28%	28.1%
HISPANIC			
Yes	14%	19%	20.4%
No	86%	81%	79.6%
RACE			
Asian [or Pacific Islander]	7%	6%	5.9%
Black [or African American]	13%	14%	14.0%
Native American	2%	2%	0.9%
White	67%	70%	70.0%
[Other]	4%	4%	6.3%
[Two or More]	6%	4%	3.0%
GENDER			
[Male]	46%	50%	50.7%
[Female]	54%	50%	49.3%
CENSUS REGION/DIVISION			
Northeast	19%	17%	17.4%
Midwest	21%	21%	21.0%
South	39%	37%	37.2%
West	22%	24%	24.4%
EDUCATION ATTAINMENT			
< High School	3%	3%	13.7%
High School Graduate	22%	24%	26.4%
Some College	38%	39%	37.7%
≥ College Graduate	36%	34%	22.3%

About the Authors

Paul DiPerna is Vice President of Research and Innovation for EdChoice. 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 and national surveys. Paul oversees the research projects either produced or commissioned by the organization, and EdChoice has published more than 80 publications under his leadership.

Paul has traveled to 29 states for his work. He presents survey research findings and discusses school choice politics and policies with public officials, policy wonks, academics, and advocates.

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).

Paul's professional memberships and activities include participation in the American Association for Public Opinion Research (AAPOR), Midwest Association for Public Opinion Research (MAPOR) and the State Politics and Policy Section of the American Political Science Association (APSA).

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).

Paul currently lives in Zionsville, Indiana, with his wife and two daughters.

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Andrew D. Catt is Director of State Research and Policy Analysis for EdChoice. In that role, Drew conducts analyses on private educational choice programs, conducts surveys of private school leaders and supports quality control as EdChoice's research and data verifier.

Prior to joining EdChoice—formerly the Friedman Foundation—in May 2013, Drew served as the program associate for The Clowes Fund, a private family foundation located in Indianapolis that awards grants to nonprofits in Seattle, Greater Indianapolis and Northern New England.

Drew graduated from Vanderbilt University in 2008 with a bachelor's degree in Human and Organizational Development, specializing in Leadership and Organizational Effectiveness. While at Vanderbilt, Drew served as research assistant for North Star Destination Strategies, a community branding organization. During that time, Drew also researched the effects of homeschooling on socialization.

Drew received his Master of Public Affairs in Nonprofit Management at Indiana University's School of Public and Environmental Affairs in Indianapolis. He also received his Master of Arts in Philanthropic Studies through the Lilly Family School of Philanthropy. While in graduate school, Drew's research focused on teacher performance incentives and cross-sector collaboration. Drew is currently pursuing a graduate certificate in Geographic Information Science (GIS) at IUPUI.

Drew is a native of central Indiana and currently resides in downtown Indianapolis with his wife Elizabeth.

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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.

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.

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 Market Research Association/Council on Marketing and Opinion Research (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 the American Association for Public Opinion Research (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, MRA/CMOR and the Council on American Survey Research Organizations (CASRO).

About the Survey Sponsor and Developer

EdChoice

EdChoice is a nonprofit, nonpartisan organization dedicated to advancing full and unencumbered educational choice as the best pathway to successful lives and a stronger society. EdChoice believes that families, not bureaucrats, are best equipped to make K–12 schooling decisions for their children. The organization works at the state level to educate diverse audiences, train advocates and engage policymakers on the benefits of high-quality school choice programs. EdChoice is the intellectual legacy of Milton and Rose D. Friedman, who founded the organization in 1996 as the Friedman Foundation for Educational Choice.

Commitment to Methods & Transparency

EdChoice 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.

The American Association for Public Opinion Research (AAPOR) welcomed EdChoice to its AAPOR Transparency Initiative (TI) in September of 2015. The TI is designed to acknowledge those organizations that pledge to practice transparency in their reporting of survey-based research findings and abide by AAPOR's disclosure standards as stated in the Code of Professional Ethics and Practices.

The authors welcome any and all questions related to methods and findings. You can contact them by email at info@edchoice.org or by phone at 317-681-0745.

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