

# NEW HAMPSHIRE K–12 & SCHOOL CHOICE SURVEY

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APRIL 2017

## OVERVIEW

New Hampshire has a reputation for being open to innovation, including in the realm of education policy. More than two decades ago, the “Live Free or Die” state was an early school choice adopter by enacting a charter school law, granting schools more autonomy and empowering parents with more choices. In 2012, it enacted a tax-credit scholarship program, the first of its kind in the nation to include homeschoolers. Last year, the program provided 178 private school and homeschooling scholarships to New Hampshire students. In 2017, state policymakers are considering a proposal to enact a pioneering education savings account (ESA) program that would be open to nearly all students in K–12 education.

The purpose of the *New Hampshire 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. EdChoice developed this project in partnership with Braun Research, Inc., which conducted the live phone call interviews, collected the survey data, and provided data quality control.

We explore the following topics and questions:

- How important is education to New Hampshire voters relative to other issues?
- Do they believe district schools are adequately funded?
- How would they rate the various types of schooling options in the state in general and in their area specifically?
- What sort of schooling options would they prefer for their own children?

## KEY FINDINGS

- Thirty-nine percent of New Hampshire voters said they would send their children to private school if given the option, whereas only 8 percent of New Hampshire K–12 students are enrolled in a private school. Eighty-seven percent of New Hampshire’s K–12 students attend a regular public school, but 36 percent of voters said they would select this type of school for their child if they had other options.
- More than three-fourths of voters said they were slightly/not at all familiar with education savings accounts (ESAs) and tax-credit scholarships. When asked about opinions without offering any descriptions, 45 percent of voters were in favor of ESAs (18% oppose) and 41 percent were in favor of tax-credit scholarships (24% oppose).
- When provided with definitions, 58 percent of voters were in favor of the proposed ESAs and 61 percent were in favor of the state’s tax-credit scholarship program, known as the Education Tax Credit Program.
- Only 12 percent of respondents could estimate the correct per-student spending range for the amount spent on each student in New Hampshire’s public schools (\$15,327 per-student in 2013–14). About 28 percent of respondents believed the state spent \$8,000 or less per student in public schools. Thirty-three percent of the statewide sample either said they “don’t know” or could not offer a spending number.

- How familiar are New Hampshire residents with the various types of educational choice programs? Do they support them or not?
- And would they like to see New Hampshire adopt an ESA program? Why or why not?

## Methods and Data

The *New Hampshire K-12 & School Choice Survey* project, funded and developed by EdChoice and conducted by Braun Research, Inc., interviewed a statistically representative statewide sample of adults (age 18+) who are registered to vote in New Hampshire. Data collection methods included probability sampling and random-digit dial. The unweighted statewide sample includes a total of 601 telephone interviews completed in English from March 15–23, 2017, by means of both landline and cell phone. Braun Research’s live callers conducted all phone interviews. The margin of sampling error for the total statewide sample is  $\pm 4.0$  percentage points.

The statewide 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 state of New Hampshire. Results were weighted on age, race, ethnicity, and gender. Weighting based on County and Community Type used data from the U.S. Census Bureau’s 2014 American Community Survey 5-Year Estimates. Results were also weighted based on party affiliation data obtained from the Office of the New Hampshire Secretary of State, as of January 6, 2017.

## Ground Rules

Before discussing the survey results, we want to provide some brief ground rules for reporting statewide sample and demographic subgroup responses in this brief. For each survey topic, there is a sequence for describing various analytical frames. We note the raw response levels for the statewide sample on a given question. Then, we consider the statewide sample’s margin, noting differences between positive and negative responses. If we detect statistical significance on a given item, then we briefly report demographic results

and differences. We do not infer causality with any of the observations in this brief.

Explicit subgroup comparisons/differences are statistically significant with 95 percent confidence, unless otherwise clarified in the narrative. We orient any listing of subgroups’ margins around more/less “likely” to respond one way or the other, usually emphasizing the propensity to be more/less positive. Subgroup comparisons are meant to be suggestive for further exploration and research beyond this project.

See the Survey Profile, Survey Charts, State K–12 Profile, Survey Methodology and Data Sources, and Questionnaire and Topline Results at [www.edchoice.org/NHpoll](http://www.edchoice.org/NHpoll).

## FINDINGS

### Views on New Hampshire’s General Direction

Voters are much more likely to say the state is heading in the “right direction” (51%), compared with saying things are generally on the “wrong track” (30%).

- Republicans (67%) are more likely to be positive than both Independents (51%) and Democrats (34%).<sup>1</sup>
- Middle-aged voters (59%) are also more positive than the statewide average.<sup>2</sup>
- High-income earners (60%) are more positive than those from middle-income (47%) and low-income (45%) households, as well as the statewide average.

*See Figure 1 on page 8.*

### Issue Priority for State Government

Nearly one out of six respondents (16%) said “education” was the most important issue facing the

state of New Hampshire right now. That response tied with “crime/safety” (16%) and was cited more often as a top priority for state government than all others except “healthcare/health issues” (19%).

- School parents (28%) are more than twice as likely to say education issues are of most concern than non-schoolers (12%).
- Middle-aged voters (22%) are more likely to focus on education issues than senior voters (11%).
- High-income earners (25%) are much more likely to emphasize education issues than low-income (11%) and middle-income earners (8%).
- College graduates (22%) are more likely to be an “education agenda voter” than voters without a college degree (9%).

## Views on the Direction of K–12 Education

New Hampshire voters are slightly more likely to state K–12 education is going in the “right direction” (43%), compared with saying things are off on the “wrong track” (39%). On balance, the mood for K–12 education tends to be slightly positive. However, the positive margin (+4 points) is narrower than what is detected about the state’s general direction (+21 points).

- School parents (55%) are more likely to say “right direction” than non-schoolers (40%).
- Suburbanites (54%) are significantly more positive about K–12 education than urbanites (38%) and the statewide average (43%).
- High-income earners (51%) appear more satisfied with the direction of K–12 education than middle-income earners (38%).

## Familiarity with School Choice Types

Interviewers asked three questions about familiarity with types of school choice, and New Hampshire voters clearly are not familiar with the issue. Nearly two-thirds (63%) were slightly or not at all familiar with

public charter schools in K–12 education, and more than three-fourths (76%) were slightly or not at all familiar with tax credit-funded scholarships in K–12 education or education savings accounts (ESAs) in K–12 education.

- Voters in central New Hampshire (70%) were more likely to say they were “slightly/not at all familiar” with public charter schools than the state average (63%).
- Urbanites (82%) and small town residents (80%) were more likely to say they were “slightly/not at all familiar” with ESAs than suburbanites (65%).
- A larger proportion of Democrats (20%) were more likely to say they were “extremely/very familiar” with tax-credit scholarships than Independents (5%) and Republicans (3%).
- Middle-aged voters (13%) were more likely to say they were “extremely/very familiar” with tax-credit scholarships than senior voters (5%).
- College graduates (17%) were more likely to say they were “extremely/very familiar” with public charter schools than voters without a college degree (7%).
- Voters without a college degree (81%) were more likely to say they were “slightly/not at all familiar” with tax-credit scholarships than college graduates (71%).
- Women (12%) were more likely to say they were “extremely/very familiar” with tax-credit scholarships than men (5%).

*See Figure 2 on page 8.*

## Education Savings Accounts (ESAs)

New Hampshire’s registered voters broadly support a new legislative proposal to create education savings accounts, cutting across all observed demographics. Margins are decidedly large in magnitude and positive. Nearly three out of five New Hampshire residents (58%) say they support the proposed education savings account program, and 31 percent said they oppose the proposed ESAs. Respondents were more likely to have an intensely favorable view toward the proposed ESAs (29% “strongly favor” vs. 17% “strongly oppose”).

An initial ESA question inquired about an opinion without offering any description. On this baseline question, 45 percent of respondents said they favored an ESA system, and 18 percent said they opposed them. In the next question, respondents were given a general description of an ESA system. With this information, support increased 12 points to 57 percent, and opposition increased 17 points to 35 percent. Another ESA question followed, this time using similar language from New Hampshire Senate Bill 193, which would set up Education Freedom Savings Accounts. With this state-specific information, support increased one more point to 58 percent, and opposition decreased four points to 31 percent.

The following dives into the details for the question regarding the proposed Education Freedom Savings Accounts. With only three exceptions, observed subgroup margins are +24 percentage points or greater. The largest margins are among school parents (+49 points), young voters (+44 points), middle-aged voters (+42 points), low-income earners (+40 points), voters without a college degree (+39 points), Republicans (+37 points), and Rockingham County residents (+35 points). By far the smallest margins, though still positive, are among seniors (+12 points), college graduates (+16 points), and Democrats (+16 points). Other significant differences we learned include:

- School parents (71%) were more favorable toward the proposed Education Freedom Savings Accounts than non-schoolers (54%).
- Seniors (38%) were more opposed to the proposed Education Freedom Savings Accounts than middle-aged voters (26%) and young voters (21%).
- College graduates (37%) were more opposed to the proposed Education Freedom Savings Accounts than voters without a college degree (24%).

In a follow-up item, we learned the most common reasons for supporting ESAs are access to: “schools having better academics” (35%), “more freedom and flexibility for parents” (29%), and “schools providing more individual attention” (19%). Interviewers also asked a similar follow-up question to those respondents opposed to ESAs. By far, the most common reason for opposing this policy is the belief it would “divert funding away from public schools” (53%).

A subsequent split-sample experiment shows New Hampshire voters are inclined toward universal eligibility for ESAs rather than means-tested eligibility based solely on financial need. In Split E, 61 percent of respondents said they agree with the statement that “ESAs should be available to all families, regardless of incomes and special needs.” About 35 percent “strongly agree” with that statement. Fewer than one out of three voters (32%) disagree with that statement; 23 percent said they “strongly disagree.” In the comparison sample, Split F, respondents were asked if they agree with the statement, “ESAs should only be available to families based on financial need.” Thirty-seven percent agreed with that statement, while 17 percent said they “strongly agree.” More than half of New Hampshire voters (55%) said they disagree with means-testing ESAs, and 33 percent said they “strongly disagree.”

If a New Hampshire voter has a particular view on ESAs, she or he is more likely to vote for the pro-ESA candidate (38% “more likely” vs. 21% “less likely”). Thirty-four percent of voters signaled that a candidate’s ESA position would not make or break her/his vote, by responding “no difference.”

*See Table 1 on page 9 and Figures 3, 4, 5, 6, and 7 on pages 10, 11, and 12.*

## Tax-Credit Scholarships

Voters are much more likely to say they support the program than they are to oppose it. More than six out of 10 respondents (61%) said they supported tax-credit scholarships in New Hampshire, whereas 33 percent said they oppose. The margin is +28 percentage points. Voters are more likely to express an intensely positive response compared with a negative response (29% “strongly favor” vs. 20% “strongly oppose”).

An initial tax-credit scholarship question inquired about an opinion without offering any description or mention of New Hampshire’s program. On this baseline question, 41 percent of respondents said they favored tax-credit scholarships, and 24 percent said they opposed them. In the follow-up question, respondents were given a description of New Hampshire’s Education Tax Credit Program. With this information, support



increased 30 points to 61 percent, and opposition increased nine points to 33 percent.

The proportion of “don’t know” responses shrinks by 28 points (34% to 6%) when comparing the baseline item to the program description 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 tax-credit scholarships are: school parents (39%), Central New Hampshire (39%), women (38%), and high-income earners (38%). Nearly all observed subgroup margins vary in the positive direction—all exceeding +19 percentage points except for college graduates (+9 points) and Democrats (-4 points). The largest positive margins are among: low-income earners (+49 points), voters without a college degree (+47 points), Independents (+44 points), young voters (+43 points), Republicans (+41 points), men (+41 points), school parents (+40 points), and Northern New Hampshire (+40 points).

- Independents (69%) and Republicans (68%) were more likely to say they support the program than Democrats (45%).
- Middle-aged voters (37%) were more likely to say they oppose the Education Tax Credit Program than young voters (23%).
- Low-income earners (21%) were significantly less likely to say they oppose New Hampshire’s tax-credit scholarship program than middle-income earners (38%) and high-income earners (35%).
- Voters without a college degree (70%) were more likely to say they support the Education Tax Credit Program than college graduates (52%).
- Men (68%) were more likely to say they support the state’s tax-credit scholarship program than women (55%).

*See Figure 8 on page 12.*

## Charter Schools

Public charter schools have been operating in New Hampshire since 2004. Interviewers asked two questions about charter schools, and voters clearly

support them, both before and after interviewers gave them a description.

Interviewers first asked for an opinion without offering any description. On this baseline question, 53 percent of respondents said they favored charters, and 28 percent said they opposed them. In the follow-up question, respondents were given a general description of a charter school. With that information, support increased two points to 55 percent, and opposition increased six points to 34 percent. The margin of support was large (+21 points).

The proportion of “don’t know” responses shrinks by eight points (18% to 10%) when comparing the baseline item to the general description 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: low-income earners (29%) and small town residents (24%).

Republicans (68%) and Independents (67%) were more likely to support charter schools than the statewide average (55%). The percentage of Independents saying they “strongly favor” (30%) is more than twice as large as those saying they “strongly oppose” (12%).

- Northern New Hampshire (23%) were significantly less likely to oppose charter schools than the statewide average (34%).
- Urbanites (44%) were more likely to oppose charter schools than small town residents (30%) and rural residents (28%).
- Democrats (62%) were significantly more likely to oppose charters than Independents (26%) and Republicans (18%).
- Voters without a college degree (62%) were more likely to support charter schools than college graduates (48%).
- Women (39%) were more likely to oppose charter schools than men (29%).

On the question with the description provided, positive views on charter schools spanned across observed demographics, except one subgroup: Democrats (-36 points). The largest positive margins are among

Republicans (+49 points), Independents (+41 points), and Northern New Hampshireites (+37 points). The single negative margin has been noted, and there were several subgroups with relatively low positive margins: urbanites (+2 points), college graduates (+7 points), and women (+11 points).

*See Figure 9 on page 13.*

## Grading Local Schools

New Hampshire voters 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 (83% gave an A or B) fare even better than public schools (58% gave an A or B). Only 5 percent of respondents gave a D or F grade to private schools; 16 percent gave low grades to public charter schools; and 13 percent assigned poor grades to area public district schools.

When considering all responses, we see approximately 58 percent gave an A or B to local private/parochial schools; 54 percent of respondents gave an A or B to local public schools; and 30 percent gave those high grades to public charter schools. Only 4 percent of respondents gave a D or F grade to private schools; 12 percent gave the same low grades to public district schools; and 8 percent gave low grades for public charter schools.

It is important to highlight that much higher proportions of respondents do not express any view for private schools (30%) or public charter schools (48%), compared with the proportion that do not grade public district schools (7%).

*See Figures 10 and 11 on pages 13 and 14.*

## School Type Preferences

When asked for a preferred school type, a plurality of New Hampshire voters would choose a private school (39%) as a first option for their child. Nearly as many

respondents (36%) would select a regular public school. Thirteen percent would choose a public charter school (13%). Nearly one out of 10 would like to homeschool their child (9%).<sup>3</sup>

Private preferences signal a glaring disconnect with estimated school enrollment patterns in New Hampshire. About 87 percent of K–12 students attend public district schools across the state. Only about 8 percent of students enroll in private or parochial schools. Roughly 2 percent of students currently go to public charter schools. And it is estimated about 3 percent of the state’s students are homeschooled.

In a split-sample experiment, interviewers asked a baseline question and an alternate version using a short phrase in addition to the baseline. When inserting the short phrase “... and expense is not an issue,” respondents are more likely to select private school compared to responses to the version without the phrase. The phrase’s effect appeared to increase the likelihood for choosing private schools (+14 point increase from baseline to alternate) or homeschooling (+5 point increase). The phrasing effect depressed the likelihood to choose a public district school (-11 point decrease) or public charter school (-6 point decrease). The inserted language in the alternate version appears to be a clear signal that can increase the attraction toward private schools while decreasing the likelihood to choose a public district or charter schools.

*See Figure 12 on page 14.*

## K–12 Education Spending

On average, New Hampshire spends just more than \$15,000 on each student in public schools.<sup>4</sup> Only one out of 10 respondents (12%) could estimate the correct per-student spending range (\$12,001–\$16,000) for that statewide average. About 28 percent of respondents believed the state spent \$8,000 or less per student in public schools. Another 33 percent of the statewide sample either said they “don’t know” or could not offer a spending number.

Voters tend to underestimate rather than overestimate. More than three out of four respondents (78%) either

underestimated educational spending per student (with a cautious description citing “current expenditures”), or they could not give an answer or guess.

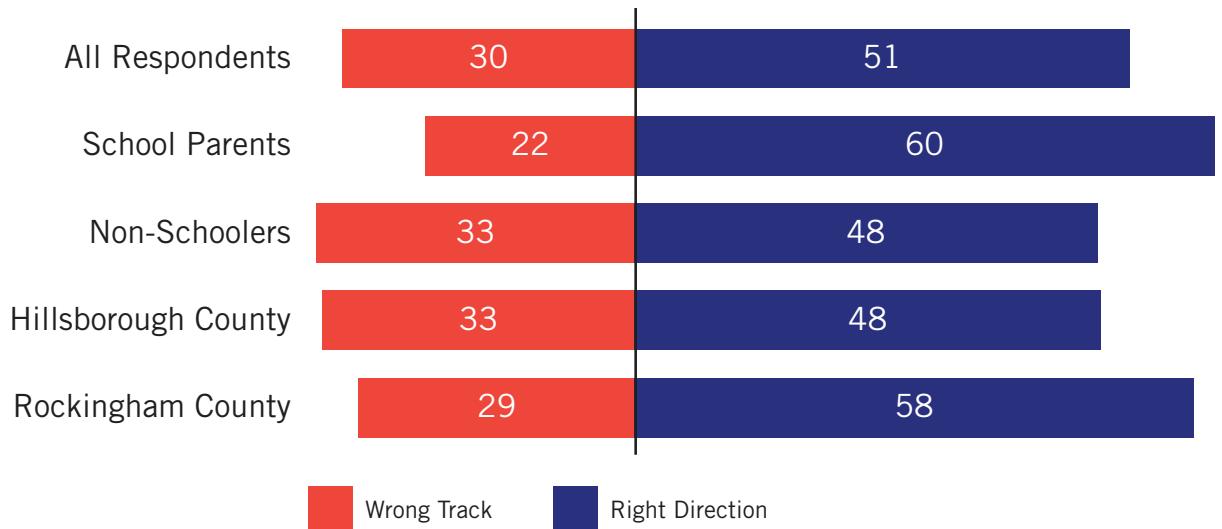
When given an actual per-student spending statistic, New Hampshire residents were less likely to say public school funding is at a level that is “too low.” In a split-sample experiment, interviewers asked two slightly different questions. On one version, 45 percent of respondents said that public school funding was “too low.” However, on another version of the question, which included data on per-student funding in New Hampshire (\$15,327 in 2013–14), the proportion saying “too low” shrank by 8 percentage points to 37 percent.

*See Figures 13 and 14 on page 15.*

**FIGURE 1**

**Views on New Hampshire's General Direction**

*Voters are positive about where things are heading in the state.  
(Percentage of All Respondents)*



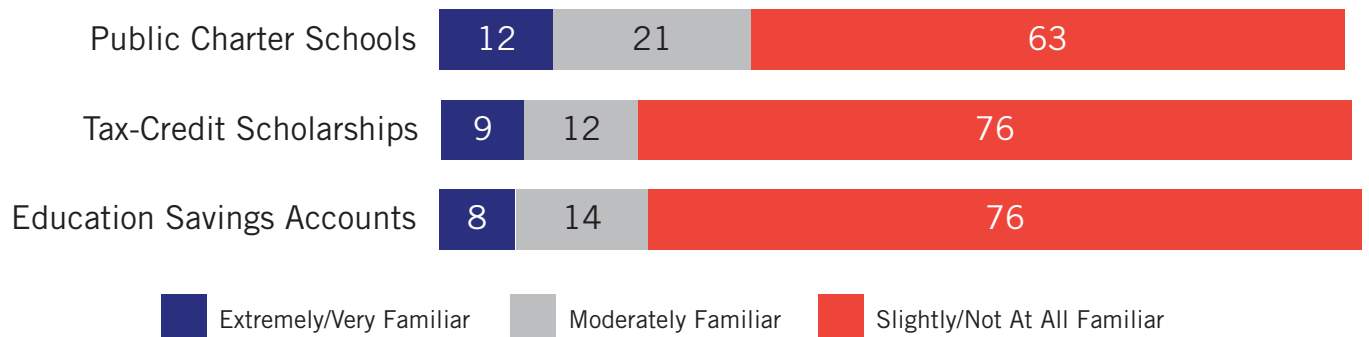
**Question 1:** Generally speaking, do you think things in New Hampshire are headed in the right direction or do you feel things have generally gotten off on the wrong track?

*Source: EdChoice, New Hampshire K-12 & School Choice Survey (conducted March 15 to 23, 2017), Q1.*

**FIGURE 2**

**Familiarity with School Choice Types**

*New Hampshire residents are not that familiar with the state's public and private school choice options.  
(Percentage of All Respondents)*



**Question 9, 12, & 15:** How familiar are you with \_\_\_\_\_ in K-12 education?

*Source: EdChoice, New Hampshire K-12 & School Choice Survey (conducted March 15 to 23, 2017), Q9, Q12, and Q15.*



**TABLE 1****Views on Proposed New Hampshire ESAs***All observed demographic subgroups favor the state's proposed ESA program.*

		Favor %	Oppose %	Margin (net)	Intensity (strong net)	N =
(a)	<b>ALL RESPONDENTS</b>	<b>58<sup>crw</sup></b>	<b>31<sup>bpv</sup></b>	<b>28</b>	<b>11</b>	<b>601</b>
(b)	School Parent	71 <sup>ac</sup>	23	49	26	147
(c)	Non-Schooler	54	34 <sup>ab</sup>	20	6	448
	<b>PARTY ID</b>					
(d)	Democrat	53	38	16	1	147
(e)	Republican	63	26	37	23	134
(f)	Independent	57	31	26	10	281
	<b>COUNTY</b>					
(g)	Hillsborough	59	32	27	9	180
(h)	Rockingham	63	28	35	12	131
	<b>REGION</b>					
(i)	North	57	25	31	24	86
(j)	Central	58	33	25	10	164
(k)	South	59	31	28	9	351
	<b>COMMUNITY</b>					
(l)	Urban	60	31	29	17	76
(m)	Suburban	60	32	28	7	113
(n)	Small Town	56	30	26	11	266
(o)	Rural	61	30	30	7	141
	<b>AGE GROUP</b>					
(p)	18 to 34	65	21	44	27	94
(q)	35 to 54	67	26	42	15	201
(r)	55 & Over	50	38 <sup>appq</sup>	12	4	287
	<b>HOUSEHOLD INCOME</b>					
(s)	Under \$40,000	63	23	40	19	106
(t)	\$40,000 to \$79,999	62	32	31	13	181
(u)	\$80,000 & Over	56	32	24	11	255
	<b>EDUCATION</b>					
(v)	< College Degree	64	24	39	20	290
(w)	≥ College Degree	53	37 <sup>av</sup>	16	3	304
	<b>GENDER</b>					
(x)	Men	60	29	32	20	304
(y)	Women	57	33	24	4	297

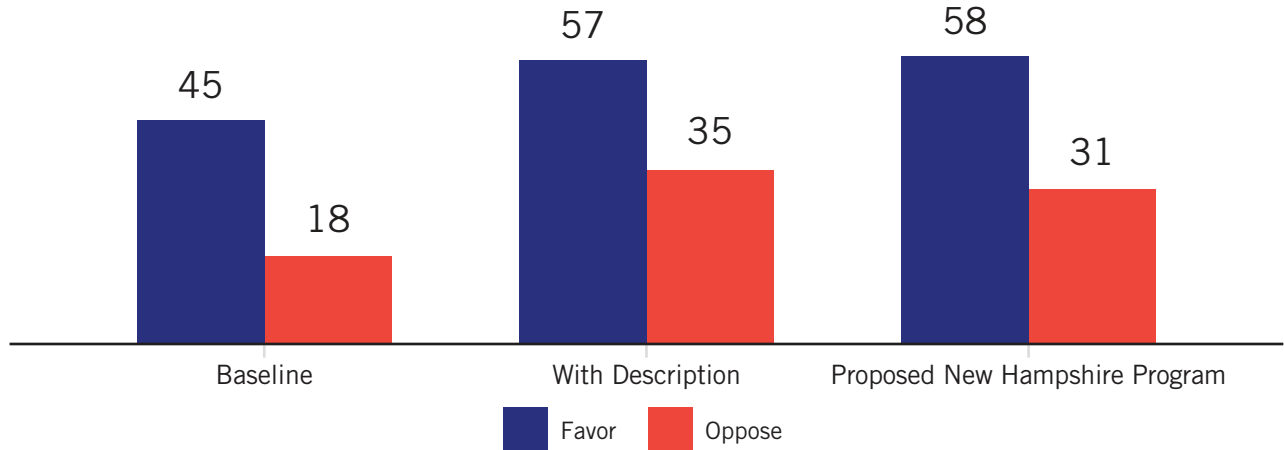
Superscript letters indicate significance at the 95 percent level, across comparison groups: abc/def/agh/aijk/almno/apqr/astu/avw/axy.

Source: EdChoice, *New Hampshire K-12 & School Choice Survey* (conducted March 15 to 23, 2017), Q18.

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.

**FIGURE 3****New Hampshire Voters' Views on ESAs**

*Favorability increases when respondents are provided more information about ESAs.  
(Percentage of All Respondents)*



**Question 16:** Based on what you know, or have heard from others, in general, do you favor or oppose education savings accounts in K–12 education?

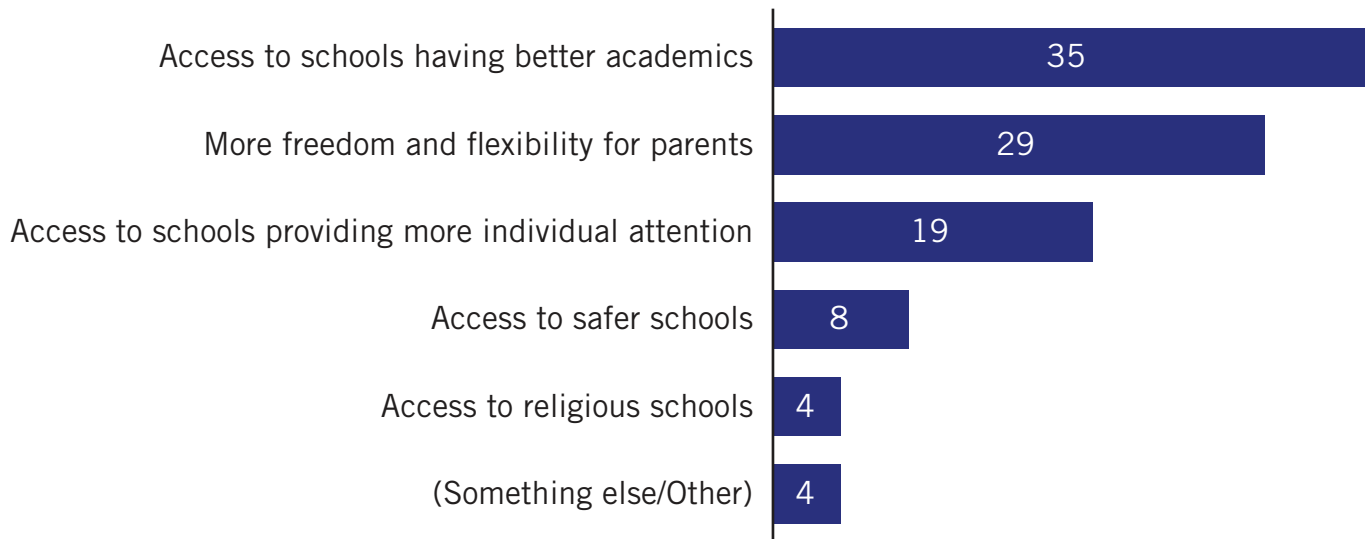
**Question 17:** An "education savings account" in K–12 education – often called an ESA – allows parents to take their child out of a public district or charter school, and receive a payment into a government-authorized savings account with restricted, but multiple uses. Parents can then use these funds to pay for: private school tuition; tutoring; online education programs; therapies for special needs; some combination with a public school offering; or save for future college expenses. In general, do you favor or oppose an ESA system?

**Question 18:** This year, the New Hampshire Legislature is considering a proposal to enact an education savings account (ESA) program. If enacted, this program would be eligible to students who are currently attending public district and charter schools, or incoming kindergarten students. ESA accounts would be worth approximately \$3,200 and may be worth up to nearly \$7,800 depending on a student's financial or educational needs. Parents may use ESA funds for: tuition at public district, public charter or private school; instructional materials; tutoring; fees for student testing; therapies for special needs; education-related transportation; a college savings account; in-state college expenses; or save for future K–12 education expenses. In general, do you favor or oppose this ESA proposal?

*Source: EdChoice, New Hampshire K–12 & School Choice Survey (conducted March 15 to 23, 2017), Q16, Q17, and Q18.*

**FIGURE 4****Most Important Reasons for Favoring ESAs**

*Academics, parental freedom, and individual attention are important to ESA supporters.  
(Percentage of All "Strongly/Somewhat Favor" Responses from Previous Question Subsample, N = 342)*



**Question 19:** (if Q18 = somewhat/strongly favor). What is the most important reason you say you favor ESAs? Is your main reason that such a system provides:

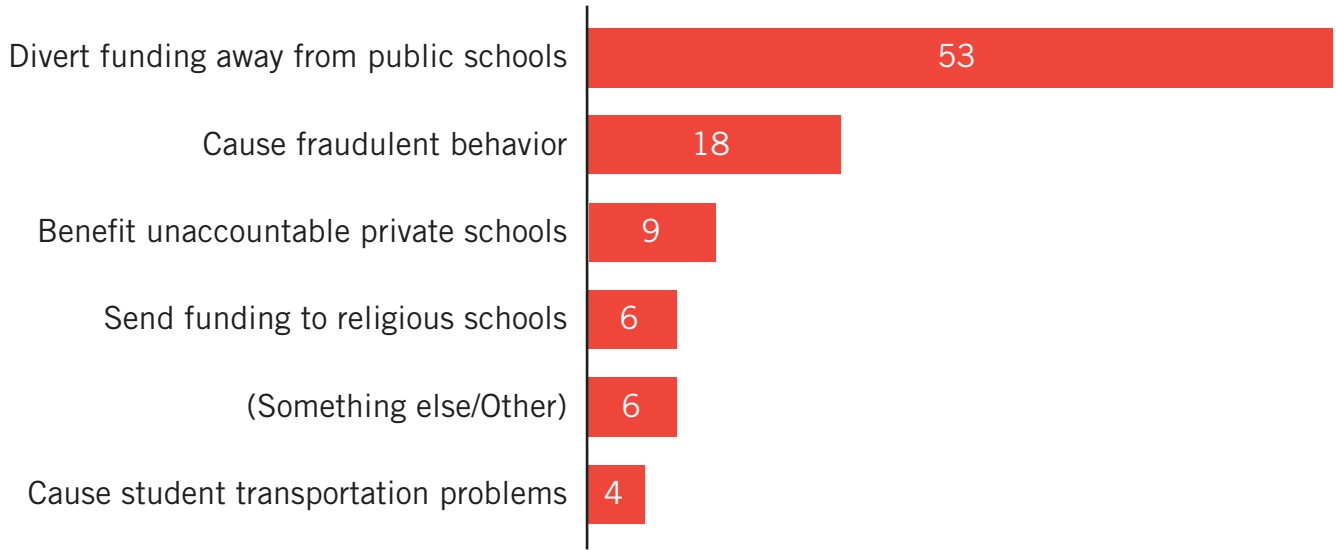
*Source: EdChoice, New Hampshire K–12 & School Choice Survey (conducted March 15 to 23, 2017), Q19 (if Q18 = somewhat/strongly favor).*

*Notes: Responses within parentheses were volunteered. "Don't Know" and Refusals not shown nor reflected in this chart.*

**FIGURE 5**

**Most Important Reasons for Opposing ESAs**

*New Hampshire residents that oppose ESAs worry that the program will financially harm the public schools. (Percentage of All "Strongly/Somewhat Oppose" Responses from Previous Question Subsample, N = 191)*



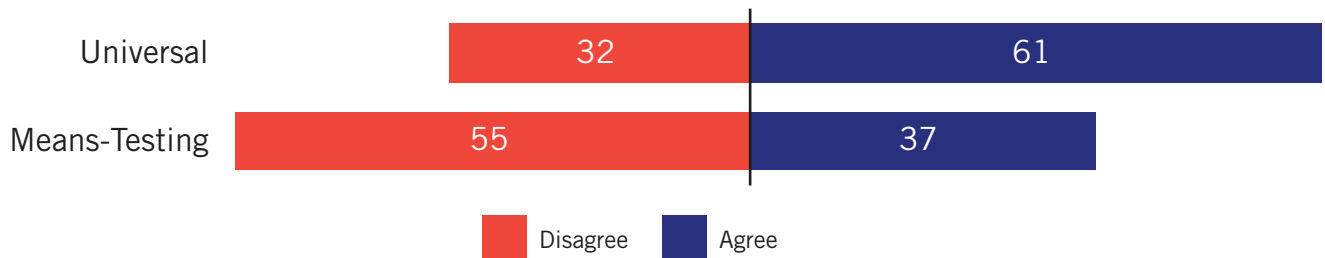
**Question 19:** (if Q18 = somewhat/strongly oppose). What is the most important reason you say you oppose ESAs? Is your main reason that such a system would:

*Source:* EdChoice, *New Hampshire K-12 & School Choice Survey* (conducted March 15 to 23, 2017), Q19 (if Q18 = somewhat/strongly oppose).  
*Notes:* Responses within parentheses were volunteered. "Don't Know" and Refusals not shown nor reflected in this chart.

**FIGURE 6**

**Views on ESA Eligibility**

*Voters are more likely to think everyone should have access to ESAs. (Percentage of Split-sample Responses)*



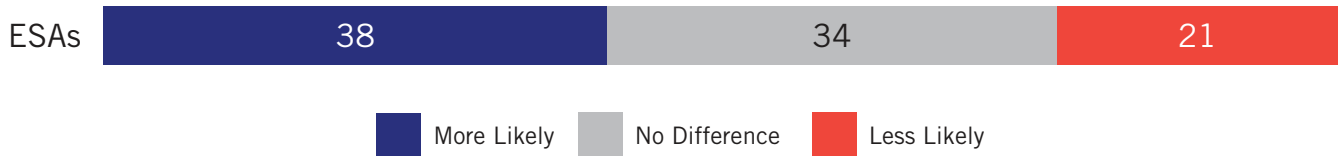
**Question 20-Split E.:** Some people believe that ESAs should be available to all families, regardless of incomes and special needs. Do you agree or disagree with that statement?

**Question 20-Split F:** Some people believe that ESAs should only be available to families based on financial need. Do you agree or disagree with that statement?

*Source:* EdChoice, *New Hampshire K-12 & School Choice Survey* (conducted March 15 to 23, 2017), Q20E and Q20F.  
*Notes:* Responses within parentheses were volunteered. "Don't Know" and Refusals not shown nor reflected in this chart.

**FIGURE 7****Estimated Impact of Candidate's Support of ESAs on Voters**

*New Hampshire voters are much more likely to say they will vote for a pro-ESA candidate.  
(Percentage of All Respondents)*

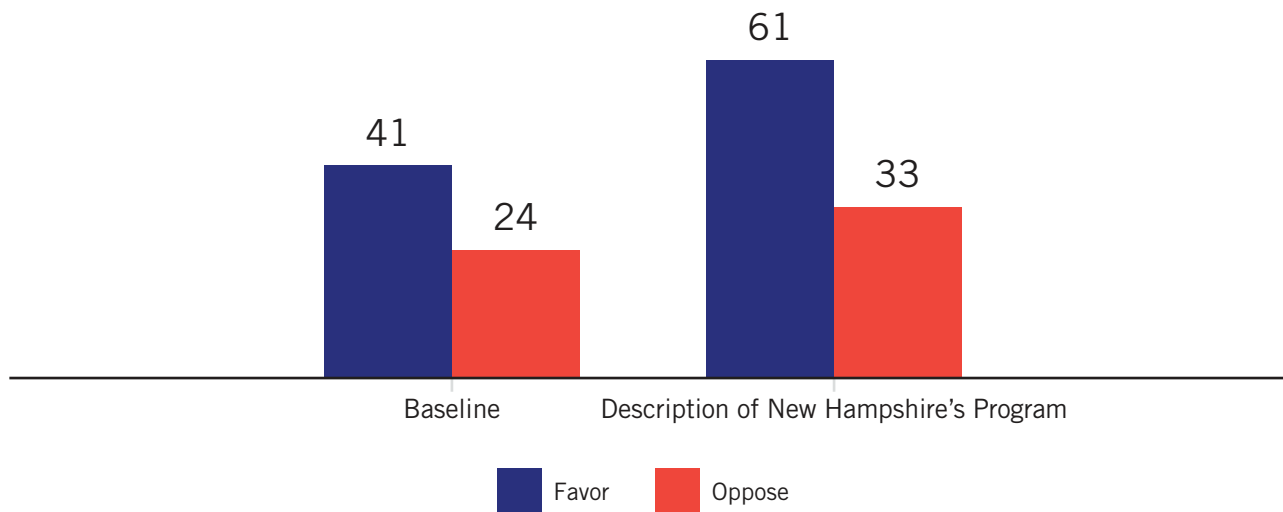


**Question 21:** Thinking ahead to the next election, if a candidate for governor, state senator or representative supports education savings accounts (ESAs), would that make you more likely to vote for him or her, less likely, or make no difference whatsoever in your voting?

*Source: EdChoice, New Hampshire K-12 & School Choice Survey (conducted March 15 to 23, 2017), Q21.  
Notes: Responses within parentheses were volunteered. "Don't Know" and Refusals not shown nor reflected in this chart.*

**FIGURE 8****New Hampshire Voters' Views on Tax-Credit Scholarships**

*Favorability increases when New Hampshire voters are provided information about the state's tax-credit scholarship program.  
(Percentage of All Respondents)*



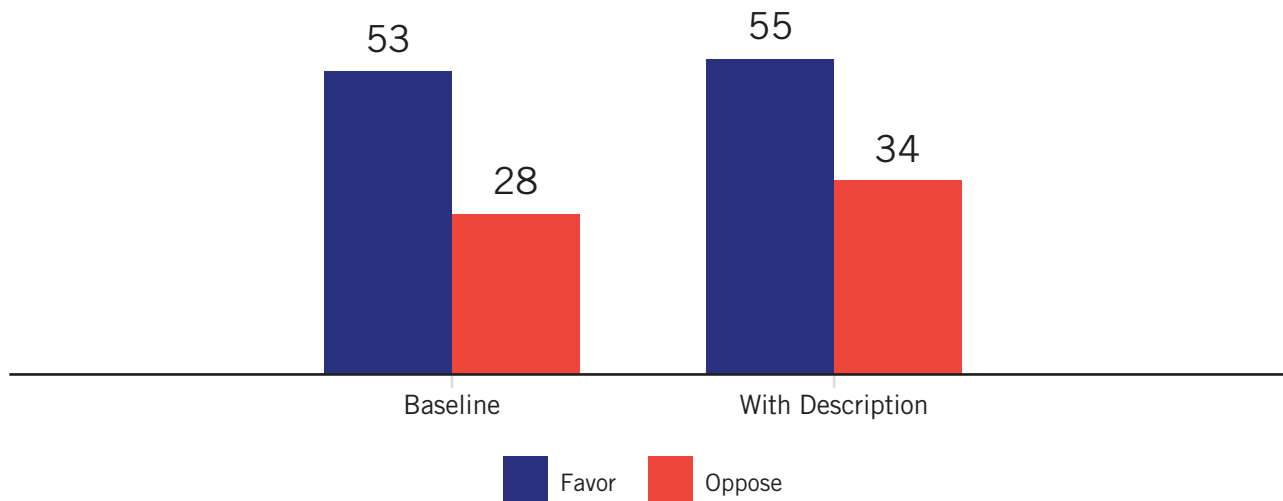
**Question 13:** Based on what you know, or have heard from others, in general, do you favor or oppose tax-credit-funded scholarships in K-12 education?

**Question 14:** A tax credit allows an individual or business to reduce the final amount of a tax owed to government. In a tax-credit scholarship system, a state government gives tax credits to individuals or businesses if they contribute money to nonprofit organizations that distribute private school scholarships. New Hampshire enacted such a "tax-credit scholarship program" in 2012, called the Education Tax Credit Program. The program's nonprofit scholarship organizations provide scholarships to low-and-middle income students so they can attend a private school of their choice, including both religious and non-religious schools. In general, do you favor or oppose this tax-credit scholarship program?

*Source: EdChoice, New Hampshire K-12 & School Choice Survey (conducted March 15 to 23, 2017), Q13 and Q14.*

**FIGURE 9****New Hampshire Voters' Views on Public Charter Schools**

*Favorability increases when New Hampshire voters are given a description of charter schools.  
(Percentage of All Respondents)*



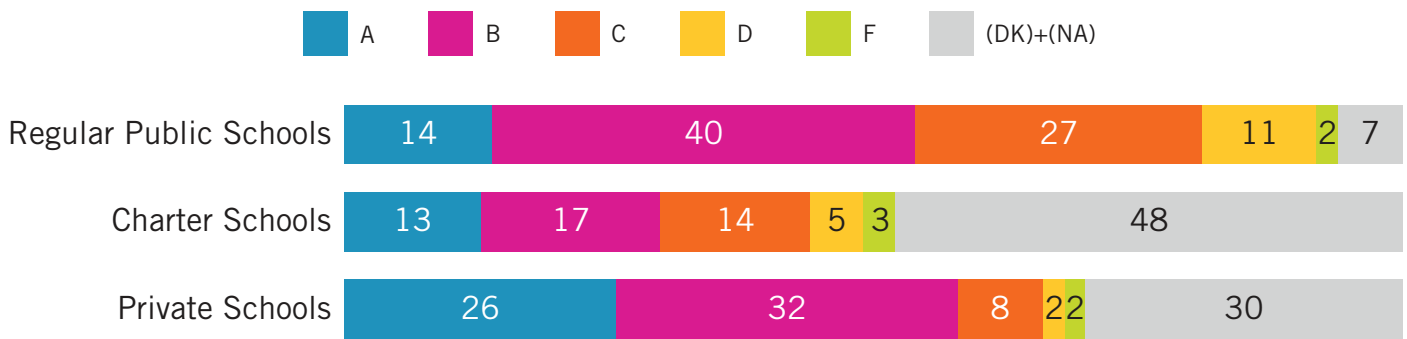
**Question 10:** Based on what you know, or have heard from others, in general, do you favor or oppose public charter schools?

**Question 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 charter schools?

Source: EdChoice, *New Hampshire K-12 & School Choice Survey* (conducted March 15 to 23, 2017), Q10 and Q11.

**FIGURE 10****Grading of Local Schools – All Respondents**

*New Hampshire voters are more likely to give “A” grades to private schools than public schools.*

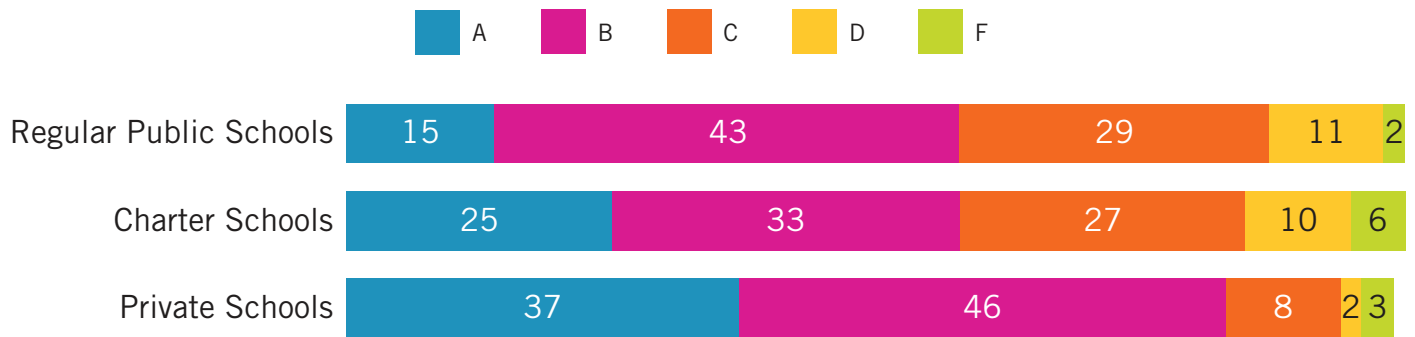


**Question 7:** In thinking about the schools in your area, what grade would you give:

Source: EdChoice, *New Hampshire K-12 & School Choice Survey* (conducted March 15 to 23, 2017), Q7A, Q7B, and Q7C.  
Notes: Responses within parentheses were volunteered: "DK" means "Don't Know." "NA" means "Not Applicable."

**FIGURE 11****Grading of Local Schools – Only Graders**

More than 80 percent of New Hampshire residents that assigned grades gave private schools an “A” or “B” grade.

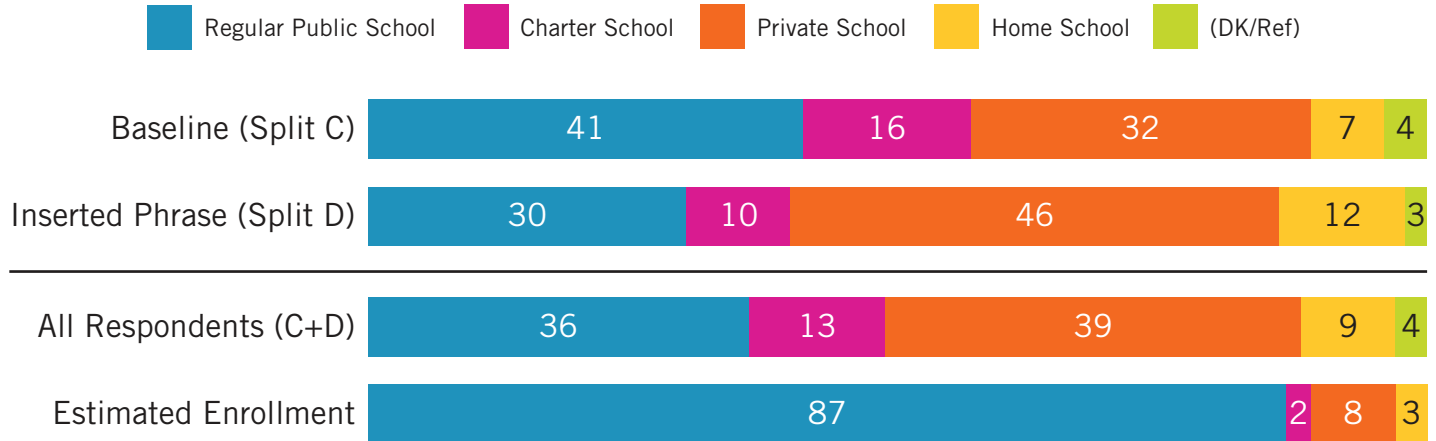


**Question 7:** In thinking about the schools in your area, what grade would you give:

Source: EdChoice, *New Hampshire K–12 & School Choice Survey* (conducted March 15 to 23, 2017), Q7A, Q7B, and Q7C. Notes: Volunteered “Don’t Know” and “Not Applicable” responses not shown nor reflected in this chart.

**FIGURE 12****School Type Preferences**

There is a clear misalignment between New Hampshire residents’ stated preferences and estimated real world enrollments. They are also more likely to favor private schools than public schools when expense is not an issue. (Percentage of Split-sample or All Respondents)



**Question 8-Split C.:** If you had the option to select any kind of school for your child, what type of school would you choose to give her/him the best education possible?

**Question 8-Split D.:** If you had the option to select any kind of school for your child, and expense is not an issue, what type of school would you choose to give her/him the best education possible?

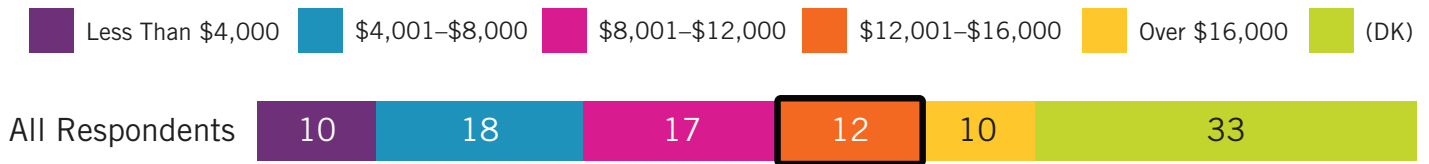
Source: EdChoice, *New Hampshire K–12 & School Choice Survey* (conducted March 15 to 23, 2017), Q8C and Q8D.

Notes: Responses within parentheses were volunteered: “DK” means “Don’t Know.” “Ref” means “Refusal.” For enrollment data sources, see *New Hampshire’s K–12 Profile* at [www.edchoice.org/NHpoll](http://www.edchoice.org/NHpoll).



**FIGURE 13****Estimates of K–12 Spending**

*Most New Hampshireites could not correctly guess how much public schools spend per student in their state.  
(Percentage of All Respondents)*

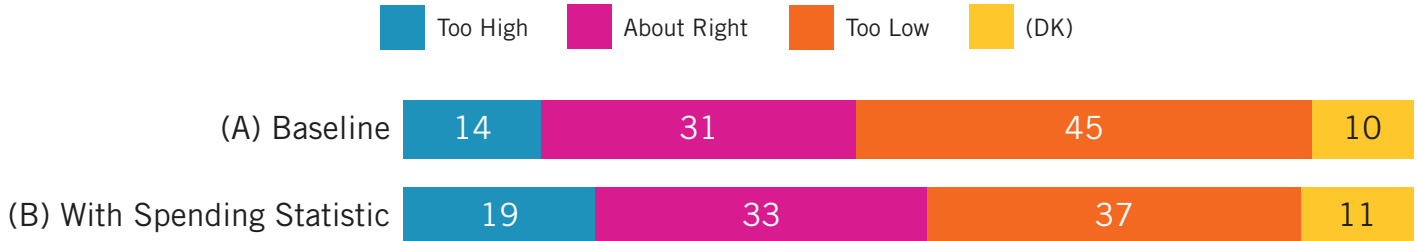


**Question 5:** How much do you think is spent per year on each student in New Hampshire’s public schools? Your estimate (to the nearest thousand dollars) will represent the combined expenditures of local, state, and federal governments.

*Source:* EdChoice, *New Hampshire K–12 & School Choice Survey* (conducted March 15 to 23, 2017), Q5.  
*Notes:* Responses within parentheses were volunteered. "DK" means "Don't Know." Refusals not shown.

**FIGURE 14****Voters’ Opinions on K–12 Spending**

*When given an actual per-student spending statistic, New Hampshireites are less likely to say public school funding is at a level that is “too low.”  
(Percentage of Split-sample)*



**Question 6-Split A.:** Do you believe that public school funding in New Hampshire is at a level that is:

**Question 6-Split B.:** According to the most recent information available, on average \$15,327 is being spent per year on each student attending public schools in New Hampshire. Do you believe that public school funding in the state is at a level that is:

*Source:* EdChoice, *New Hampshire K–12 & School Choice Survey* (conducted March 15 to 23, 2017), Q6A and Q6B.  
*Notes:* Responses within parentheses were volunteered. "DK" means "Don't Know." Refusals not shown.

# EDCHOICE SURVEY PROFILE

**TITLE:** *New Hampshire K–12 & School Choice Survey*

**SURVEY SPONSOR & DEVELOPER:** EdChoice

**SURVEY DATA COLLECTION AND QUALITY CONTROL:** Braun Research, Inc.

**INTERVIEW DATES:** March 15 to 23, 2017

**INTERVIEW METHOD:** Live Telephone | 40% landline and 60% cell phone

**INTERVIEW LENGTH:** 15 minutes (average)

**LANGUAGE(S):** English

**SAMPLE FRAME:** New Hampshire Registered Voters

**SAMPLE METHOD:** Dual Frame; Probability Sampling; Random Digit Dial (RDD)

**SAMPLE SIZE:** Statewide Sample, N = 601

**MARGINS OF ERROR:** Statewide Sample =  $\pm 4.0$  percentage points

**RESPONSE RATES (RR) USING AAPOR RR2:** Landline = 3.0%; Cell Phone = 4.9%

**WEIGHTING?** Yes (Age, Gender, Race, Ethnicity, Gender, County, Community Type, Party ID)

**OVERSAMPLING?** No

EdChoice is the survey's sole sponsor and developer.

For more information, contact: **Drew Catt** at [dcatt@edchoice.org](mailto:dcatt@edchoice.org) or **Paul DiPerna** at [paul@edchoice.org](mailto:paul@edchoice.org)

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

# NOTES

<sup>1</sup>We are at least 95 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 we refer to subgroup sample sizes—for example in forthcoming tables—those numbers represent the unweighted number of interviews.

<sup>2</sup>For terminology: We use the label “school parents” to refer to those respondents who said they currently have one or more children in kindergarten through high school. We use the label “non-schoolers” for all other respondents. For terms regarding age groups: “young voters” reflect respondents who are age 18 to 34; “middle-aged voters” are 35 to 54; and “senior voters” or “seniors” are 55 and older. Labels pertaining to income groups go as follows: “low-income earners”  $< \$40,000$ ; “middle-income earners”  $\geq \$40,000$  and  $< \$80,000$ ; “high-income earners”  $\geq \$80,000$ .

<sup>3</sup>Unless otherwise noted, the results in this section reflect the composite average of split-sample responses to questions 8C and 8D.

<sup>4</sup>For this statistic we are referring to “Total expenditures” per student. By contrast, “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” data include the latter categories. See Stephen Q. Cornman and Lei Zhou (2016), *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2013–14 (Fiscal Year 2014)* (NCES 2016-301), retrieved from National Center for Education Statistics website: <https://nces.ed.gov/pubs2016/2016301.pdf>

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## ACKNOWLEDGMENTS

We would like to thank Children's Scholarship Fund New Hampshire for advancing the understanding about educational choice and school options in the state. We are also grateful to our partners at Braun Research, Inc. for administering our survey and for data collection and quality control. We deeply appreciate the work of our colleagues, including: Katie Brooks and her keen editing skills; Michael Shaw for verifying our numbers and providing helpful edits; Drew Vessely for helping with printing logistics; and superb graphic design by Jacob Vinson for making the charts leap off of the page.

Any errors in this publication are solely those of the authors.

## 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.

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If research adheres to proper scientific and methodological standards, its findings can be relied upon no matter who has conducted it. If rules and methods are neither specified nor followed, then the biases of the researcher or an organization may become relevant, because a lack of rigor opens the door for those biases to affect the results.

The authors welcome any and all questions related to methods and findings.

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