

# NORTH DAKOTA

## K-12 & SCHOOL CHOICE SURVEY

What Do Voters Say About K-12 Education?

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Polling Paper No. 13

March 20, 2013

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

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# Survey Project & Profile

<b>Title:</b>	North Dakota K-12 & School Choice Survey
<b>Survey Organization:</b>	Braun Research, Inc. (BRI)
<b>Survey Sponsor:</b>	The Friedman Foundation for Educational Choice
<b>Interview Dates:</b>	February 2 to 10, 2013
<b>Interview Method:</b>	Live Telephone   70% landline and 30% cell phone
<b>Interview Length:</b>	12 minutes (average)
<b>Language(s):</b>	English
<b>Sample Frame:</b>	Registered Voters
<b>Sampling Method:</b>	Dual Frame; Probability Sampling; Random Digit Dial (RDD)
<b>Sample Sizes:</b>	NORTH DAKOTA = 605
<b>Split Sample Sizes:</b>	“Split A” = 301; “Split B” = 304
<b>Margin of Error:</b>	NORTH DAKOTA = ± 4.0 percentage points
<b>Response Rates:</b>	Landline (LL) = 13.9% Cell Phone = 12.2%
<b>Weighting?</b>	Yes (Age, Gender, Race/Ethnicity, and Region)
<b>Oversampling?</b>	No

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

# Survey Demographics

Percent (%) of State Sample	
K-12 Parent	26
Democrat	23
Republican	30
Independent	31
Urban	27
Suburban	14
Small Town	36
Rural	22
18 to 24	16
25 to 34	17
35 to 44	14
45 to 54	18
55 to 64	16
65 & Over	19
Hispanic	2
Not Hispanic	98
Asian	1
Black	1
Mixed Race	1
Native American	5
White	91
Catholic	32
Jewish	0
Mormon	0
Muslim	0
Protestant	35
Other	20
None	11
Under \$20,000	13
\$20,000 to \$39,999	17
\$40,000 to \$59,999	17
\$60,000 to \$79,999	13
\$80,000 to \$99,999	10
\$100,000 to \$149,999	8
\$150,000 or more	8
< HS Graduate	6
HS Graduate	26
Tech, Trade, Vocational	4
Some College	28
≥ College	37
Male	50
Female	50

March 20, 2013

## **TABLE OF CONTENTS**

### **Page**

<b>5</b>	<b>North Dakota's K-12 Profile</b>
<b>7</b>	<b>Overview</b>
<b>8</b>	<b>Key Findings</b>
<b>16</b>	<b>Survey Snapshots</b>
<b>37</b>	<b>Methods Summary</b>
<b>37</b>	<b><i>Sample Design</i></b>
<b>38</b>	<b><i>Contact Procedures</i></b>
<b>39</b>	<b><i>Call Dispositions and Response Rates</i></b>
<b>40</b>	<b><i>Weighting Procedures and Analysis</i></b>
<b>41</b>	<b>About Us, Acknowledgements</b>
<b>44</b>	<b>Survey Questions &amp; Results</b>

# North Dakota's K-12 Profile

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<b>Average State Rank on NAEP<sup>1</sup></b>	<b>9</b>
<b>High School Graduation Rate<sup>2</sup></b>	<b>88.4%</b>
<b># Regular Public School Students<sup>3</sup></b>	<b>96,323</b>
<b># Charter School Students<sup>4</sup></b>	<b>NA</b>
<b># Private School Students<sup>5</sup></b>	<b>5,854</b>
<b>% Regular Public School Students<sup>6</sup></b>	<b>94.3%</b>
<b>% Charter School Students<sup>4</sup></b>	<b>NA</b>
<b>% Private School Students<sup>6</sup></b>	<b>5.7%</b>
<b># School Districts<sup>3</sup></b>	<b>179</b>
<b># Regular Public Schools<sup>3</sup></b>	<b>521</b>
<b># Charter Schools<sup>4</sup></b>	<b>NA</b>
<b># Private Schools<sup>5</sup></b>	<b>42</b>
<b>Online Learning Climate<sup>7</sup></b>	<b>Weak</b>
<b>% Free and Reduced-Price Lunch<sup>3</sup></b>	<b>32%</b>
<b>% Individualized Education Program (IEP)<sup>3</sup></b>	<b>14%</b>
<b>% English Language Learners (ELL)<sup>3</sup></b>	<b>3%</b>
<b>\$ Revenue Per Student<sup>8</sup></b>	<b>\$13,211</b>
<b>\$ "Total" Per Student Spending<sup>8</sup></b>	<b>\$12,193</b>
<b>\$ "Current" Per Student Spending<sup>8</sup></b>	<b>\$10,519</b>
<b>\$ "Instructional" Per Student Spending<sup>8</sup></b>	<b>\$6,080</b>

## North Dakota Profile Notes

1. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP). Average of four rankings (rounded upward to nearest single digit) based on 2011 state scale scores for fourth-grade reading (#8); fourth-grade math (#9); eighth-grade reading (#12); eighth-grade math (#6).  
URL: [nationsreportcard.gov/data\\_tools.asp](http://nationsreportcard.gov/data_tools.asp)
2. Reported high school graduation rates, determined by the Averaged Freshman Graduation Rate (AFGR) on the National Center for Education Statistics section on the U.S. Department of Education website. Data for 2009-2010 school year.  
URL: [nces.ed.gov/pubs2013/2013309/tables/table\\_03.asp](http://nces.ed.gov/pubs2013/2013309/tables/table_03.asp)
3. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Common Core of Data (CCD). Data for the 2010-2011 school year.  
URL: [nces.ed.gov/nationsreportcard/states](http://nces.ed.gov/nationsreportcard/states)
4. As of 2012-13, North Dakota does not have a charter school law.
5. U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS). Data for 2009–2010 school year. This count excludes schools with less than 5 students.  
URL: [nces.ed.gov/surveys/pss/privateschoolsearch](http://nces.ed.gov/surveys/pss/privateschoolsearch)
6. Percentages are meant for general impressions only. Due to rounding, percentage totals may be slightly greater or less than 100%.
7. Author rating (Weak, Moderate, or Strong), based on John Watson, Amy Murin, Lauren Vashaw, Butch Gemin, and Chris Rapp, *Keeping Pace with K-12 Online Learning: An Annual Review of State-Level Policy and Practice*, (Evergreen Education Group, 2012), Table 1, p. 15.  
URL: [kpk12.com/cms/wp-content/uploads/KeepingPace2012.pdf](http://kpk12.com/cms/wp-content/uploads/KeepingPace2012.pdf)
8. Stephen Q. Cornman, Jumaane Young, and Kenneth C. Herrell, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2009–10 (Fiscal Year 2010)* (NCES 2013-305). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics (November 2012).  
URL: [nces.ed.gov/pubs2013/2013305.pdf](http://nces.ed.gov/pubs2013/2013305.pdf)

## Overview

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

Where do North Dakotans stand on important issues and policy proposals in K-12 education? We try to provide some brief observations and insights in this memo.

A randomly selected and statistically representative sample of North Dakota voters recently responded to 19 substantive questions and 12 demographic questions. A total of 605 telephone interviews were conducted in English from February 2 to 10, 2013, by means of both landline and cell phone. Statistical results were weighted to correct for known demographic discrepancies. The margin of sampling error for the statewide sample is  $\pm 4.0$  percentage points.

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

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

## **Key Findings**

- ▶ **More than three out of four registered voters in North Dakota (78%) are paying attention to issues in K-12 education. Close to one-third of voters (31%) said they pay “very little” or no attention.**

*See Question 1*

Voters who said they pay “a lot” of attention (31%) to K-12 education issues outnumber those who said they pay no attention (9%) by more than three-to-one.

Parents of school-age children are clearly engaged.<sup>1</sup> About half of respondents (52%) in the survey said they pay “a lot” of attention to education issues, a figure that is twice as large as the proportion of non-parents (24%) giving the same response.

Middle-age and older voters (ages 35 to 54, and 55 and older, respectively) pay closer attention to these issues than younger voters (age 18 to 34). About 48% of middle-age voters and 34% of older voters are engaged on K-12 education issues, saying they pay “a lot” of attention. By comparison, only 12% of younger voters indicated the same level of interest.

- ▶ **North Dakotans are much more likely to think that K-12 education is heading in the “right direction” (66%), compared to just 19% of voters who say it is on the “wrong track.”**

*See Question 2*

With one exception, at least 60% of voters within all observed demographic groups believe K-12 education is going in the “right direction.” Those who self-identify as liberals are relatively the least likely to be so positive (54% right direction vs. 26% wrong track).

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<sup>1</sup> For this paper, the term “Parents” refers to those respondents who said they have one or more children in preschool through high school. “Non-Parents” may have children, but none are in this specific grade range.

- ▶ **Three out of four voters give positive marks to the state’s public school system (77% said “good” or “excellent”; 20% said “fair” or “poor”).**

*See Question 3*

Ratings are solid to strongly positive across demographic groups. Some significant relative differences do emerge, however. Voters in Cass County are less likely to be as positive (65%) compared to the statewide average (77%). Nearly nine out of 10 parents (89%) whose children are 18 or older gave a positive rating to the state’s public school system, significantly higher than parents of school-age children (79%) and non-parents (68%). Small-town voters (80%) and rural voters (82%) are more positive than suburbanites (67%). Republicans (86%) are more likely to give positive ratings than Democrats (76%) and Independents (78%). Likewise, self-identified conservatives (87%) are more likely to say “good” or “excellent” than liberals (69%) and moderates (75%). Older voters (84%) are significantly more positive than younger voters (70%). Low-income voters (67%) are relatively less positive than those who come from middle-income and high-income households (81%).<sup>2</sup>

- ▶ **Based on survey responses, North Dakota voters do not know how much is spent per student in public schools. There is very low awareness about public spending on K-12 education.**

*See Question 4*

Approximately \$10,519 is spent on each student in North Dakota’s public schools, and only 11% of respondents could estimate the correct per-student spending range for the state (this dollar figure reflects “current expenditures” per student). Nearly 45% of respondents thought that \$8,000 or less is being spent per student

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<sup>2</sup> For this paper, “low-income” refers to respondents with annual household incomes less than \$40,000; “middle-income” refers to respondents with annual household incomes at least equal to \$40,000 but less than \$80,000; “high-income” refers to respondents with annual household incomes at least equal to or greater than \$80,000.

in the state’s public schools. Another 38% of voters said they “don’t know” and did not offer a spending number.

When considering “total expenditures” per student (\$12,192 in 2009-2010), which is another definition for educational spending, voter estimates appear even more dramatically off-target.<sup>3</sup>

Approximately 82% of respondents either underestimated educational spending per student (for either definition), or they could not give an answer or guess. No matter how one defines expenditures (per student), voters are poorly uninformed about how money is spent on K-12 education.

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

*See Questions 5A and 5B*

In an experiment, we asked two slightly different questions about the level of public school funding in North Dakota. On version 5A, 41% of voters said that public school funding is “too low.” However, on version 5B, which included a sentence referring to data on per-student funding in North Dakota (\$10,519), the proportion of voters saying “too low” shrank by eight percentage points to 33%, effectively a 20% reduction.

It seems that voters are likely to change their views on public school funding—at least for those who believe it is “too low”—if given accurate per-student spending

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<sup>3</sup> “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, Jumaane Young, and Kenneth C. Herrell, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2009–10 (Fiscal Year 2010)* (NCES 2013-305). U.S. Department of Education. Washington, D.C.: National Center for Education Statistics (November 2012). URL: [nces.ed.gov/pubs2013/2013305.pdf](http://nces.ed.gov/pubs2013/2013305.pdf)

information. This implication that opinion can turn on a single piece of data is important when considering political sound bites that focus on aggregate levels of public spending rather than how the money is allocated and spent per student.

- ▶ **Voters are more likely to give grades A or B to regular public schools in their areas, compared to private/parochial schools. However, when considering only those respondents who offered a grade, private schools (34% give an A) fare a bit better than regular public schools (21% give an A).**

*See Questions 6A and 6B*

Approximately 77% of voters give an A or B to local public schools, while 59% give an A or B to private/parochial schools. Only 4% of voters give a D or F grade to the public schools. Even fewer give low grades to private/parochial schools (2%). It should be noted that a higher proportion of voters did not express a view for private schools (28%) compared to those who did not grade public schools (4%).

Voters are slightly more likely to give an A to private/parochial schools (24%) when compared to the proportion of responses giving an A to public schools (20%).

- ▶ **When asked for a preferred school type, sixty percent of North Dakotans would choose a regular public school first. A private school option is the second-most frequently cited preference (28%). Despite the relative popularity of the public schools, there is still a disconnect between voters' school preferences and actual enrollment patterns in the state. Voters show a diverse range of schooling preferences.**

*See Questions 7 and 8*

Approximately 6% of North Dakota's K-12 student population attend private schools, but in our survey interviews, 28% of respondents would select a private school as a first option. About 94% of the state's students attend regular public

schools, but a lower percentage of voters (60%) would choose a regular public school as a first choice. North Dakota does not have a charter school law, so no students can attend a public charter school. That said, there is still a proportion of voters (5%) that would like to send their child to a charter school. Interestingly, middle-age voters are significantly more likely to prefer a charter school than younger and older voters. About 4% of all voters said he/she would opt to homeschool their child.

In a follow-up question, respondents in our survey prioritize “socialization,” “peers,” or “other students” (14%) as the key attribute they are looking for in the selection of their preferred school. The second-most cited attribute is a tie between “better education/quality” and “individual attention,” each composite response being mentioned by at least 9% of voters.

Some caution. These characteristics appear to be a higher priority over others on the list. However, any of these qualities may or may not attract more urgency as a second or third priority, which we do not explore in this survey.

- ▶ **North Dakota voters are much more likely to favor charter schools (51%), rather than oppose such schools (23%). The net support for charter schools is large (+28 percentage points). Approximately 20% of voters say they are familiar with charter schools.**

*See Questions 9 and 10*

North Dakota registered large positive net support (+28 points) favoring charter schools. The intensity is also positive (+8 points). In other words, voters are more likely to say they “strongly favor” charter schools (15%) compared to those who said they “strongly oppose” (7%) such schools.

Charter schools enjoy at least pluralities of support across all examined demographic groups. Those groups most likely to favor charters include parents (55%), urban voters (57%), suburban voters (65%), and low-income voters (58%).

The groups most inclined to oppose charters are parents whose children are at least age 18 or older (28%), older voters (27%), and middle-income voters (30%).

Nearly 27% of voters did not express an opinion about charter schools.

- ▶ **Approximately two out of three North Dakotans say they are not familiar with virtual schools (65%), and at least for now, they are slightly less likely to be supportive of these schools (42% favor vs. 47% oppose).**

*See Questions 11 and 12*

The strongly held negative views exceed the strongly positive views by 11 percentage points, and so intensity for now is negative.

The demographic groups most likely to favor virtual schools include liberals (52%), younger voters (50%), and low-income voters (53%). The groups most inclined to oppose virtual schools are suburbanites (55%), Democrats (56%), middle-age voters (53%), and high-income voters (57%).

Approximately 12% of voters did not express an opinion on virtual schools.

- ▶ **Voters strongly support “tax-credit scholarships.” The percentage of those who favor (61%) is more than double the number of people who say they oppose such a school choice policy (24%).**

*See Question 13*

The net support is considerable, roughly +37 percentage points. Likewise, the intensity of support is strong – more than twice as many respondents (24%) say they “strongly favor” tax-credit scholarships, compared to those who “strongly oppose” (11%). The observed demographic groups who are most likely to favor the policy include parents of school-age children (64%), suburban voters (66%), small-town voters (66%), Republicans (68%), conservatives (65%), younger

voters (66%), low-income voters (68%), and high-income voters (64%). Those groups most likely to oppose include urban voters (30%), liberals (33%), and middle-income voters (36%).

Fifteen percent of voters statewide did not express an opinion.

- ▶ **North Dakota voters support an “education savings account” system (called an “ESA”). The percentage of those who favor ESAs (51%) is considerably greater than the proportion who say they oppose the policy (38%). The net support is substantial (+13 points) but intensity is about equal on both sides of the concept (+2 points).**

*See Question 14*

Among the examined demographic groups, support is highest among parents (60%), urban voters (57%), suburban voters (60%), and low-income voters (56%). Those groups that expressed the greatest opposition to ESAs are non-parents (40%), rural voters (48%), Independents (46%), older voters (46%), middle-income voters (45%), and high-income voters (41%).

Close to 11% of voters statewide did not express an opinion about ESAs.

- ▶ **A majority of North Dakotans (58%) said they support school vouchers, compared to 34% of voters who said they oppose such a school choice system. The margin of support is six times the survey’s margin of error: +24 percentage points. Approximately 30% of respondents said they were familiar with school vouchers.**

*See Questions 15, 16, and 17*

There is positive intensity for vouchers (24% strongly favor vs. 16% strongly oppose).

Most likely to support vouchers are parents (64%), urban voters (64%), suburban voters(64%), Republicans (68%), conservatives (63%), younger voters (73%), and low-income voters (71%). Despite general positive support across groups, there are several groups that are significantly more inclined to oppose vouchers, including parents whose children are at least age 18 or older (43%), rural voters (39%), self-identified Independents (42%) and liberals (41%), older voters (43%), and middle-income voters (40%).

Nearly 8% of voters did not express an opinion about school vouchers.

In a follow-up and open-ended question, we asked for the reason why a respondent chose his/her view regarding school vouchers. Most frequently, he/she said some combination of “choice,” “freedom,” or “flexibility.” Nearly one-third of the respondents (30%) mentioned one or more of these terms.

► **Voters clearly prefer universal access to school vouchers, compared to eligibility that is based solely on financial need.**

*See Questions 18 and 19*

Nearly two out of three voters (64%) said they agree with the statement that “school vouchers should be available to all families, regardless of incomes and special needs.” Almost four of 10 respondents (37%) “strongly agree” with this statement. About three out of 10 (30%) disagree with this statement; 15% said they “strongly disagree.”

About one-third (34%) of North Dakota voters said they agree with the statement that “school vouchers should only be available to families based on financial need.” Approximately 14% of all respondents “strongly agree” with this statement. More than half (60%) said they disagree with means-testing school vouchers, and 36% said they “strongly disagree.”

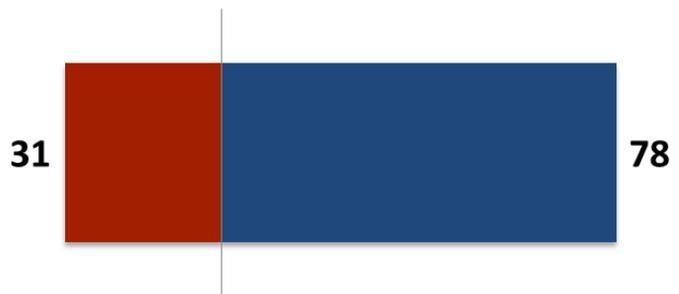


# Survey Snapshots

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

■ Very Little/None ■ Some/A Lot

NORTH DAKOTA



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

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

■ **Wrong Track** ■ **Right Direction**

**NORTH DAKOTA**



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

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

	Right Direction %	Wrong Track %	Net	N=
<b>ALL RESPONDENTS</b>	<b>66</b>	<b>19</b>	<b>+ 47</b>	<b>605</b>
Parent	71	16	+ 55	149
Non-Parent	64	21	+ 43	455
<b>COMMUNITY</b>				
Urban	61	22	+ 39	163
Suburban	64	19	+ 45	85
Small Town	70	16	+ 54	219
Rural	64	23	+ 41	134
<b>PARTY ID</b>				
Democrat	65	17	+ 48	139
Republican	69	16	+ 53	181
Independent	63	22	+ 41	188
<b>IDEOLOGY</b>				
Liberal	53	26	+ 27	97
Conservative	73	19	+ 54	230
Moderate	63	19	+ 44	229
<b>AGE GROUP</b>				
18 to 34	69	12	+ 57	199
35 to 54	63	25	+ 38	196
55 & Over	65	22	+ 43	204
<b>HOUSEHOLD INCOME</b>				
Under \$40,000	68	16	+ 52	182
\$40,000 to \$79,999	65	17	+ 48	183
\$80,000 & Over	70	22	+ 48	157

NOTE: Please consider that each subgroup has a unique margin of error based on its registered voter population size in the state and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes.

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

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

■ Fair/Poor    ■ Good/Excellent

NORTH DAKOTA



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

### Q3. How would you rate North Dakota's public school system?

	Good/Excellent %	Fair/Poor %	Net	Intensity	N=
<b>ALL RESPONDENTS</b>	<b>77</b>	<b>20</b>	<b>+ 57</b>	<b>+ 18</b>	<b>605</b>
Parent	79	17	+ 62	+ 17	149
Non-Parent	77	21	+ 56	+ 19	455
<b>COMMUNITY</b>					
Urban	74	23	+ 51	+ 17	163
Suburban	67	22	+ 45	+ 23	85
Small Town	80	19	+ 61	+ 19	219
Rural	82	16	+ 66	+ 15	134
<b>PARTY ID</b>					
Democrat	76	19	+ 14	+ 5	139
Republican	86	10	- 14	- 9	181
Independent	78	21	+ 19	+ 2	188
<b>IDEOLOGY</b>					
Liberal	69	29	+ 40	+ 9	97
Conservative	87	11	+ 76	+ 21	230
Moderate	75	21	+ 54	+ 22	229
<b>AGE GROUP</b>					
18 to 34	70	26	+ 44	+ 10	199
35 to 54	78	19	+ 49	+ 17	196
55 & Over	84	14	+ 70	+ 27	204
<b>HOUSEHOLD INCOME</b>					
Under \$40,000	67	30	+ 37	+ 13	182
\$40,000 to \$79,999	81	18	+ 63	+ 25	183
\$80,000 & Over	80	14	+ 66	+ 14	157

NOTE: Please consider that each subgroup has a unique margin of error based on its registered voter population size in the state and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the combined percentages of "fair" and "poor" responses from the combined percentages of "good" and "excellent" responses. The difference indicates the enthusiasm behind the positive or negative ratings.

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

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

- Less Than \$4,000
- \$4,001 - \$8,000
- \$8,001 - \$12,000
- \$12,001 - \$16,000
- Over \$16,000

NORTH DAKOTA



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

Q5. (Split A) Do you believe that public school funding in North Dakota is at a level that is:

- Too High
- About Right
- Too Low



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, North Dakota K-12 & School Choice Survey, Q5A.

Q5. (Split B) According to the most recent information available, in North Dakota \$10,519 is being spent each year per student attending public schools. Do you believe that public school funding in North Dakota is at a level that is:

- Too High
- About Right
- Too Low



FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, North Dakota K-12 & School Choice Survey, Q5B.

Q6. In thinking about the schools in your area, what grade would you give...



(% of all responses)



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

Q6. In thinking about the schools in your area, what grade would you give...



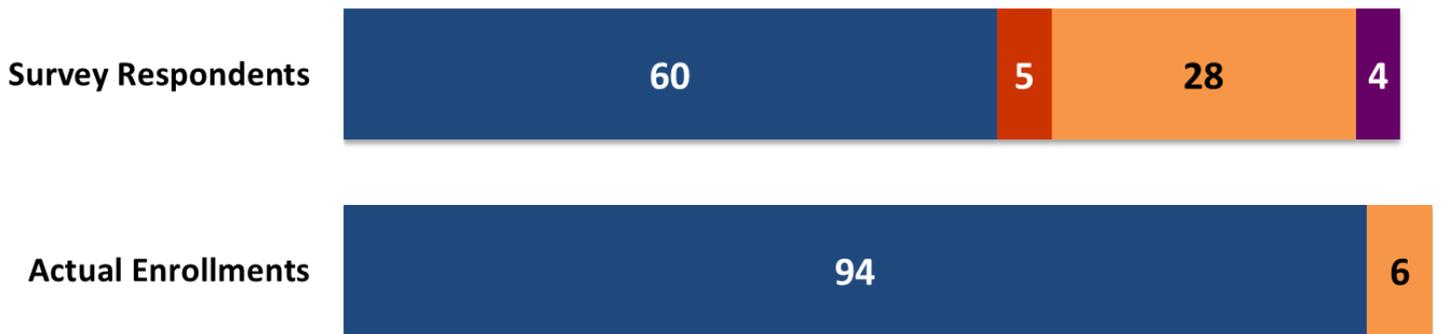
(% of only responses giving grades)



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

**Q7. If it were your decision and you could select any type of school, what type of school would you select in order to obtain the best education for your child?**

- Regular Public School
- Charter School
- Private School
- Homeschool



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

**Q8. What is the most important characteristic or attribute that would cause you to choose a [INSERT SCHOOL TYPE FROM PREVIOUS QUESTION] for your child? Please use one word, or a very short phrase.**

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

<b>SOCIALIZATION / PEERS / OTHER KIDS</b>	<b>82</b>
<b>BETTER EDUCATION / QUALITY</b>	<b>67</b>
<b>INDIVIDUAL ATTENTION / ONE-ON-ONE</b>	<b>53</b>
<b>BETTER TEACHERS / TEACHERS / TEACHING</b>	<b>52</b>
<b>RELIGION / RELIGIOUS REASONS</b>	<b>33</b>
<b>CLASS SIZE / STUDENT-TEACHER RATIO</b>	<b>32</b>
<b>ALMA MATER / SOCIAL NETWORK</b>	<b>30</b>
<b>DIVERSITY / VARIETY</b>	<b>22</b>
<b>COST / TUITION / AFFORDABILITY</b>	<b>20</b>
<b>MORALS / VALUES / ETHICS</b>	<b>17</b>
<b>OPPORTUNITIES / CHOICES</b>	<b>16</b>
<b>SAFETY / LESS DRUGS, VIOLENCE, BULLYING</b>	<b>15</b>
<b>PUBLIC SCHOOL: POSITIVE MENTIONS</b>	<b>14</b>
<b>DISCIPLINE / STRUCTURE</b>	<b>12</b>
<b>CONVENIENCE</b>	<b>11</b>
<b>ENVIRONMENT / CULTURE / COMMUNITY</b>	<b>11</b>

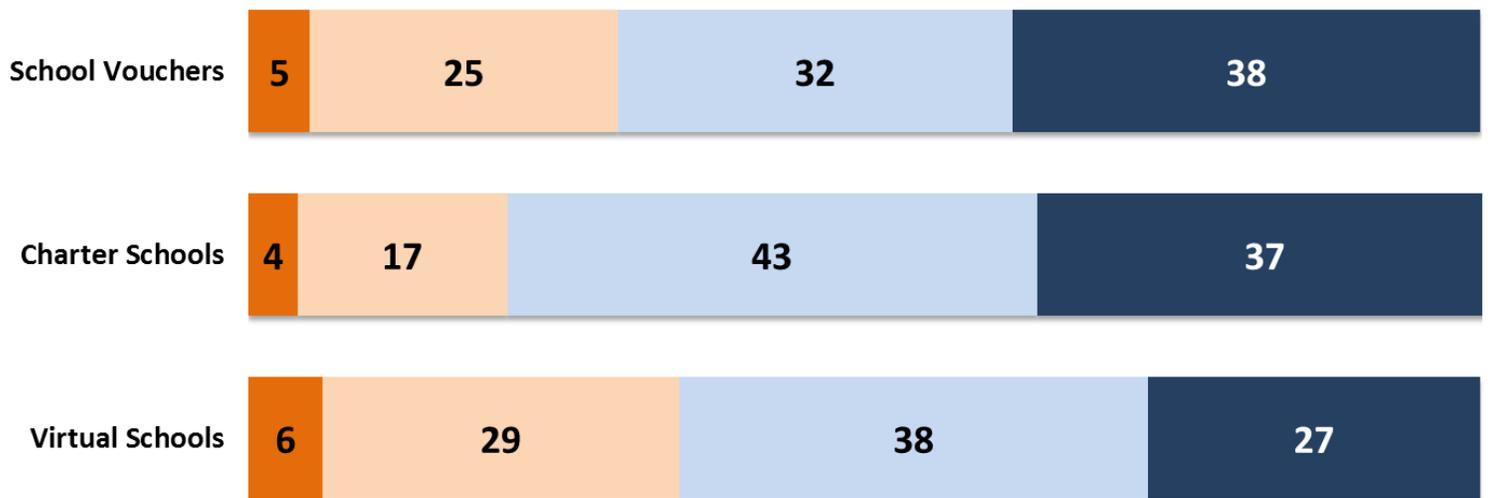
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**SOURCE: Friedman Foundation for Educational Choice, *North Dakota K-12 & School Choice Survey*, Q8.**

Q9 Q11 Q15.

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

- Very Familiar
- Somewhat Familiar
- Not That Familiar
- Never Heard Of / Don't Know



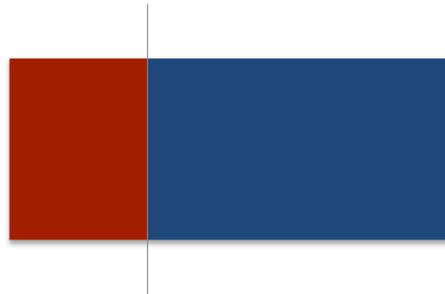
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *North Dakota K-12 & School Choice Survey*, Q9, Q11, Q15.

**Q10. 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?**

**■ Oppose      ■ Favor**

**NORTH DAKOTA**

**23**



**51**

FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *North Dakota K-12 & School Choice Survey, Q10.*

**Q10. Charter schools are public schools that have more control over their own budget, staff, and curriculum, and are exempt from many existing public school regulations. In general, do you favor or oppose charter schools?**

	Favor %	Oppose %	Net	Intensity	N=
<b>ALL RESPONDENTS</b>	<b>51</b>	<b>23</b>	<b>+ 28</b>	<b>+ 7</b>	<b>605</b>
Parent	55	17	+ 38	+ 12	149
Non-Parent	49	25	+ 24	+ 6	455
<b>COMMUNITY</b>					
Urban	57	20	+ 37	+ 16	163
Suburban	65	16	+ 49	+ 11	85
Small Town	42	26	+ 16	+ 4	219
Rural	49	26	+ 23	- 1	134
<b>PARTY ID</b>					
Democrat	55	25	+ 30	+ 2	139
Republican	53	20	+ 33	+ 9	181
Independent	49	19	+ 30	+ 7	188
<b>IDEOLOGY</b>					
Liberal	55	28	+ 27	+ 11	97
Conservative	49	23	+ 26	+ 13	230
Moderate	49	23	+ 26	+ 1	229
<b>AGE GROUP</b>					
18 to 34	55	19	+ 36	+ 7	199
35 to 54	52	23	+ 29	+ 10	196
55 & Over	45	27	+ 18	+ 5	204
<b>HOUSEHOLD INCOME</b>					
Under \$40,000	58	20	+ 38	+ 9	182
\$40,000 to \$79,999	50	30	+ 20	+ 5	183
\$80,000 & Over	51	22	+ 29	+ 8	157

NOTE: Please consider that each subgroup has a unique margin of error based on its registered voter population size in the state and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. Based on Gallup's "Positive Intensity Score," Intensity is measured by subtracting the percentage of "strongly oppose" responses from the percentage of "strongly favor" responses. The difference indicates enthusiasm behind the support or opposition for a given policy or proposal.

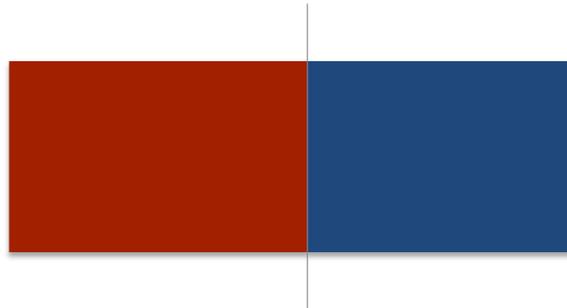
SOURCE: Friedman Foundation for Educational Choice, *North Dakota K-12 & School Choice Survey*, Q10.

**Q12. Virtual schools can be run publicly or privately, allowing students to work with their curriculum and teachers over the internet – in combination with, or in place of, traditional classroom learning. In general, do you favor or oppose virtual schools?**

**■ Oppose      ■ Favor**

**NORTH DAKOTA**

**47**



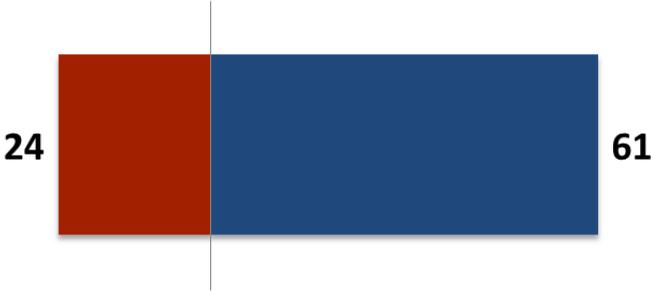
**42**

FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *North Dakota K-12 & School Choice Survey, Q12.*

**Q13. Some states give tax credits to individuals and businesses if they contribute money to nonprofit organizations that distribute private school scholarships. This policy supports a “tax-credit scholarship system.” In general, do you favor or oppose a tax-credit scholarship system?**



**NORTH DAKOTA**



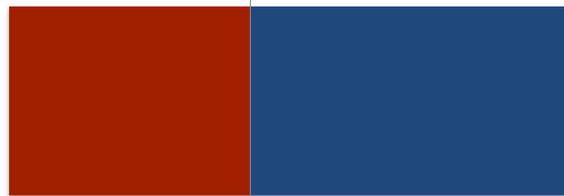
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *North Dakota K-12 & School Choice Survey*, Q13.

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

■ Oppose ■ Favor

**NORTH DAKOTA**

**38**



**51**

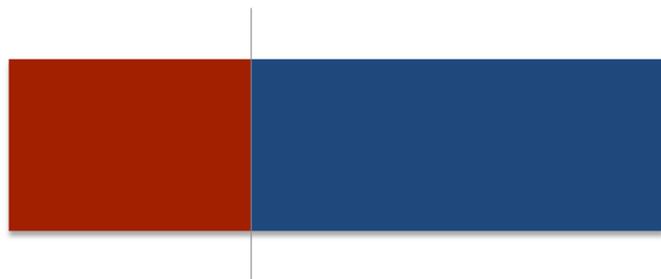
FRIEDMAN FOUNDATION FOR EDUCATIONAL CHOICE, *North Dakota K-12 & School Choice Survey, Q14.*

**Q16. A school voucher system allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. If this policy were adopted, tax dollars currently allocated to a school district would be allocated to parents in the form of a “school voucher” to pay partial or full tuition for their child’s school. In general, do you favor or oppose a school voucher system?**

**■ Oppose    ■ Favor**

**NORTH DAKOTA**

**34**



**58**

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

**Q16. A school voucher system allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools. If this policy were adopted, tax dollars currently allocated to a school district would be allocated to parents in the form of a “school voucher” to pay partial or full tuition for their child’s school. In general, do you favor or oppose a school voucher system?**

	Favor %	Oppose %	Net	Intensity	N=
<b>ALL RESPONDENTS</b>	<b>58</b>	<b>34</b>	<b>+ 24</b>	<b>+ 8</b>	<b>605</b>
Parent	64	29	+ 35	+ 20	149
Non-Parent	57	36	+ 21	+ 4	455
<b>COMMUNITY</b>					
Urban	64	27	+ 37	+ 9	163
Suburban	64	32	+ 32	+ 14	85
Small Town	55	37	+ 18	+ 7	219
Rural	53	39	+ 14	+ 5	134
<b>PARTY ID</b>					
Democrat	57	35	+ 22	+ 3	139
Republican	68	24	+ 44	+ 19	181
Independent	52	42	+ 10	- 1	188
<b>IDEOLOGY</b>					
Liberal	53	41	+ 12	+ 5	97
Conservative	63	31	+ 32	+ 11	230
Moderate	55	37	+ 18	+ 8	229
<b>AGE GROUP</b>					
18 to 34	73	22	+ 51	+ 13	199
35 to 54	55	37	+ 18	+ 12	196
55 & Over	49	43	+ 6	- 2	204
<b>HOUSEHOLD INCOME</b>					
Under \$40,000	71	26	+ 45	+ 12	182
\$40,000 to \$79,999	53	40	+ 13	+ 2	183
\$80,000 & Over	57	37	+ 20	+ 15	157

NOTE: Please consider that each subgroup has a unique margin of error based on its registered voter population size in the state and the sample size (N) obtained in this survey. We advise strong caution when interpreting results for subgroups with small sample sizes. Based on Gallup’s “Positive Intensity Score,” Intensity is measured by subtracting the percentage of “strongly oppose” responses from the percentage of “strongly favor” responses. The difference indicates the enthusiasm behind the support or opposition for a given policy or proposal.

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

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

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

<b>CHOICE / FLEXIBILITY / FREEDOM</b>	<b>169</b>
<b>COST / TUITION / AFFORDABILITY</b>	<b>38</b>
<b>FUNDS / RESOURCES FOR PUBLIC SCHOOLS ONLY</b>	<b>29</b>
<b>HURTS PUBLIC SCHOOLS</b>	<b>25</b>
<b>ABUSE / FRAUD</b>	<b>20</b>
<b>GOOD IDEA</b>	<b>18</b>
<b>SHOULD PAY OUT OF POCKET</b>	<b>18</b>
<b>GOOD USE OF TAX MONEY</b>	<b>13</b>
<b>PUBLIC SCHOOL: POSITIVE MENTIONS</b>	<b>11</b>
<b>BETTER EDUCATION / QUALITY</b>	<b>9</b>

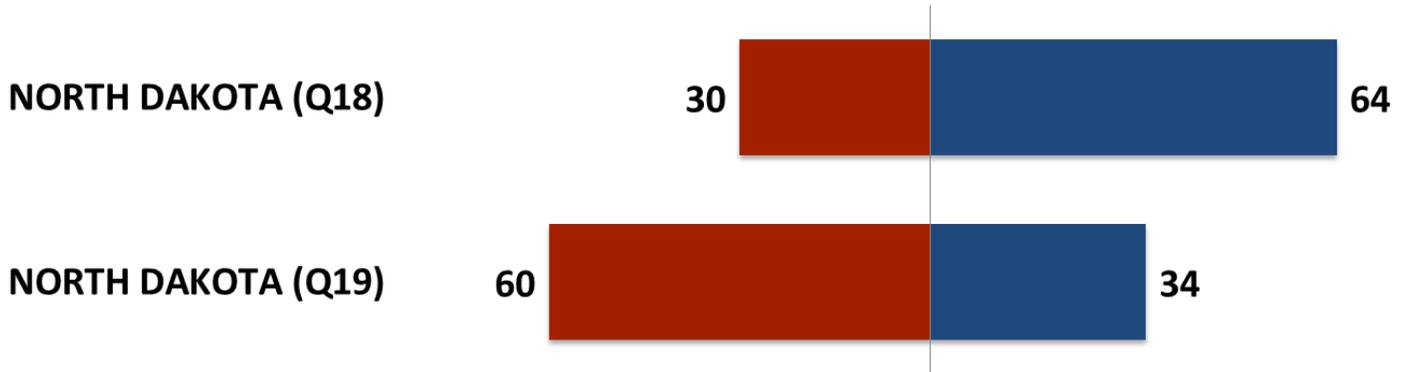
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**SOURCE: Friedman Foundation for Educational Choice, *North Dakota K-12 & School Choice Survey*, Q17.**

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

**■ Disagree    ■ Agree**

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



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

## Methods Summary

The “North Dakota K-12 & School Choice Survey” project, commissioned by the Friedman Foundation for Educational Choice and conducted by Braun Research, Inc. (BRI), interviewed a statistically representative sample of registered voters in the state of North Dakota. Methodology included probability sampling and random-digit dial. The statewide sample includes a total of **605** telephone interviews completed in English from February 2 to 10, 2013 by means of both landline and cell phone.

The margin of sampling error for the statewide sample is  $\pm 4.0$  percentage points.

BRI’s live callers conducted all phone interviews. For this entire project, a total of **7,258** calls were made in North Dakota. Of these calls, **1,887** were unusable phone numbers (disconnected, fax, busy, non-residential, or non-answers, etc.); **3,763** were usable numbers but eligibility unknown (including refusals and voicemail); **77** cell phone numbers were usable but not eligible for this survey; **36** people did not complete the survey. The average response rate of the landline interviews was **13.9%**. The average response rate of the cell phone interviews was **12.2%**.

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

### *Sample Design*

A combination of landline and cellular random-digit-dial (RDD) samples was used to represent registered voters in North Dakota who have access to either a landline or cellular telephone. Both samples were provided by Survey Sampling International, LLC (SSI) according to BRI specifications.

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

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

### ***Contact Procedures***

Interviews were conducted from February 2 to 10, 2013. As many as eight attempts were made to contact every sampled telephone number. The sample was released for interviewing in replicates, which are representative subsamples of the larger sample. Using replicates to control the release of sample ensures that complete call procedures are followed for the entire sample. Calls were staggered over times of day and days of the week to maximize the chance of making contact with potential respondents. Each phone number received at least one daytime call.

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

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

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

<b>North Dakota Statewide Call Dispositions</b>					
<b>SUMMARY</b>			<b>DETAIL</b>		
<b>Landline</b>	<b>Cell Phone</b>		<b>Landline</b>	<b>Cell Phone</b>	
6,000	2,855	<b>Total</b>	1,049	769	<b>Disconnected</b>
4,403	2,855	<b>Released</b>	15	1	<b>Fax</b>
1,597	0	<b>Unreleased</b>	37	15	<b>Government/Business</b>
3,042	2,056	<b>Usable</b>	-	-	<b>Non Cell Phone</b>
1,361	799	<b>Unusable</b>	1	-	<b>Non Landline</b>
3,042	1,480	<b>Qualified</b>	1,102	785	<b>Unusable</b>
69.1%	72.0%	<b>Est. Usability</b>	765	51	<b>No Answer</b>
100.0%	71.5%	<b>Est. Eligibility</b>	74	-	<b>Busy</b>
13.9%	12.2%	<b>Est. Response</b>	839	51	<b>Usability Unknown</b>
			424	181	<b>Complete</b>
			24	12	<b>Break-Off</b>
			448	193	<b>Usable/Eligible</b>
			916	669	<b>Refused</b>
			20	11	<b>Language Barrier</b>
			601	598	<b>Voice Mail</b>
			377	418	<b>Call Back-Retired</b>
			99	53	<b>Strong Refusal</b>
			1	0	<b>Privacy Manager</b>
			2,014	1,749	<b>Usable/Eligible Unknown</b>
			-	-	<b>Under 18</b>
			-	-	<b>Not Registered in State</b>
			-	77	<b>Terminate</b>
			0	77	<b>Usable/Ineligible</b>
			<b>13.9%</b>	<b>12.2%</b>	<b>Response Rate</b>

## ***Weighting Procedures and Analysis***

Weighting is generally used in survey analysis to compensate for sample designs and patterns of non-response that might bias results. In this study, the sample demographics were balanced to population parameters. Using weighting targets, the sample was balanced to reflect the targeted population representation by Age, Gender, Race/Ethnicity, and Region. The weighted and unweighted results are available on request.

All weighting measures are based on 2010 Census Bureau statistics for the state of North Dakota.

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

## **About the Author**

Paul DiPerna (paul@edchoice.org) is Research Director for the Friedman Foundation for Educational Choice in Indianapolis. He joined the foundation in September 2006. DiPerna's research interests include surveys and polling on K-12 education and school choice policies. His other responsibilities include directing and managing all research projects commissioned by the foundation. DiPerna has traveled to 25 states for his work, making numerous presentations on survey findings and to discuss school choice policies for audiences including public officials, policy professionals, the media, academics, and advocates.

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

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

## **Acknowledgements**

A number of people made significant contributions during the course of this survey project. We would like to thank the team at Braun Research who assisted in project development, and for their excellent work in conducting the interviews and collecting the data. I appreciate the time and commitments from Paul Braun, Cynthia Miller, and Dave Oshman. Finally, we are of course grateful to the respondents who generously agreed to participate in our survey interviews.

## **About the Survey Organization**

### **Braun Research, Inc. (BRI)**

The Braun Research network of companies, founded in 1995, combined employ 47 full-time and more than 375 part-time employees engaged in data collection via telephone, and internet for various survey research firms, government and advertising agencies, local community organizations, local and national business groups, foundations, universities and academic entities, as well as religious organizations. In 18 years, Braun Research has conducted more than 8,800 research projects by telephone, internet, and mail worldwide.

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

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

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

## **About the Survey Sponsor**

### **The Friedman Foundation for Educational Choice**

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

#### ***Commitment to Methods & Transparency***

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

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

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

## North Dakota K-12 & School Choice Survey Questions & Results

**Interview Dates:** February 2 to 10, 2013  
**Sample Frame:** Registered Voters  
**Sample Sizes:** NORTH DAKOTA = 605  
**Split Sample Sizes:** “Split A” = 301; “Split B” = 304  
**Margins of Error:** NORTH DAKOTA = ± 4.0 percentage points  
Split Sample = ± 5.6 percentage points

*Displayed numbers in tables are percentages, unless otherwise noted.*

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

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

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

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

	A Lot	Some	Very Little	None	DK/Ref (VOL.)
NORTH DAKOTA	31	37	22	9	1

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

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

	Right Direction	Wrong Track	DK/Ref (VOL.)
<b>NORTH DAKOTA</b>	<b>66</b>	<b>19</b>	<b>15</b>

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

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

	Excellent	Good	Fair	Poor	DK/Ref (VOL.)
<b>NORTH DAKOTA</b>	<b>21</b>	<b>57</b>	<b>17</b>	<b>3</b>	<b>3</b>

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

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

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

	<b>Less than \$4,000</b>	<b>\$4,001 – \$8,000</b>	<b>\$8,001 – \$12,000</b>	<b>\$12,001 – \$16,000</b>	<b>Over \$16,000</b>	<b>DK/Ref (VOL.)</b>
<b>NORTH DAKOTA</b>	<b>23</b>	<b>22</b>	<b>11</b>	<b>3</b>	<b>4</b>	<b>38</b>

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

**[ROTATE “TOO HIGH” AND “TOO LOW”]**

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

	Too High	About Right	Too Low	DK/Ref (VOL.)
NORTH DAKOTA	5	45	41	8

5. **(Split B)** According to the most recent information available, in North Dakota \$10,519 is being spent each year per student attending public schools. Do you believe that public school funding in North Dakota is at a level that is:

**[ROTATE “TOO HIGH” AND “TOO LOW”]**

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

	Too High	About Right	Too Low	DK/Ref (VOL.)
NORTH DAKOTA	11	49	33	7

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

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

**[ROTATE “REGULAR PUBLIC SCHOOLS,” “PRIVATE OR PAROCHIAL SCHOOLS”]**

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

	A	B	C	D	F	DK/Ref (VOL.)
Regular Public Schools	20	57	16	2	2	4
Private Schools	24	35	10	1	1	28

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

**[RANDOMIZE RESPONSES TO AVOID BIAS]**

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

	<b>Charter School</b>	<b>Homeschool</b>	<b>Private School</b>	<b>Regular Public School</b>	<b>Virtual School</b>	<b>DK/Ref (VOL.)</b>
<b>NORTH DAKOTA</b>	<b>5</b>	<b>4</b>	<b>28</b>	<b>60</b>	<b>&lt; 1</b>	<b>3</b>

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

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

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

### NORTH DAKOTA

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SOCIALIZATION / PEERS / OTHER KIDS	82
BETTER EDUCATION / QUALITY	67
INDIVIDUAL ATTENTION / ONE-ON-ONE	53
BETTER TEACHERS / TEACHERS / TEACHING	52
RELIGION / RELIGIOUS REASONS	33
CLASS SIZE / STUDENT-TEACHER RATIO	32
ALMA MATER / SOCIAL NETWORK	30
DIVERSITY / VARIETY	22
COST / TUITION / AFFORDABILITY	20
MORALS / VALUES / ETHICS	17
OPPORTUNITIES / CHOICES	16
SAFETY / LESS DRUGS, VIOLENCE, BULLYING	15
PUBLIC SCHOOL: POSITIVE MENTIONS	14
DISCIPLINE / STRUCTURE	12
CONVENIENCE	11
ENVIRONMENT / CULTURE / COMMUNITY	11

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OTHER RESPONSES	57
DK / NO RESPONSE / REFUSED	61

**“For the remainder of this interview, if you are completely unsure about your answer or have no feelings for an answer, feel free to say ‘I Don’t Know.’” [ENTER AS “DK”]**

9. How familiar are you with “charter schools” in K-12 education?

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

	<b>Very Familiar</b>	<b>Somewhat Familiar</b>	<b>Not That Familiar</b>	<b>I Have Never Heard of “Charter Schools”</b>	<b>DK/Ref (VOL.)</b>
<b>NORTH DAKOTA</b>	<b>4</b>	<b>17</b>	<b>43</b>	<b>35</b>	<b>2</b>

10. Charter schools are public schools that have more control over their own budget, staff, and curriculum, and are exempt from many existing public school regulations. In general, do you favor or oppose charter schools? **[PROBE:]** Would you say strongly or somewhat favor/oppose?

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

	<b>Strongly Favor</b>	<b>Somewhat Favor</b>	<b>Somewhat Oppose</b>	<b>Strongly Oppose</b>	<b>DK/Ref (VOL.)</b>
<b>NORTH DAKOTA</b>	<b>15</b>	<b>36</b>	<b>16</b>	<b>7</b>	<b>27</b>

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

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

	Very Familiar	Somewhat Familiar	Not That Familiar	I Have Never Heard of “Virtual Schools”	DK/Ref (VOL.)
<b>NORTH DAKOTA</b>	6	29	38	26	1

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

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

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
<b>NORTH DAKOTA</b>	12	30	24	23	12

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

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

	<b>Strongly Favor</b>	<b>Somewhat Favor</b>	<b>Somewhat Oppose</b>	<b>Strongly Oppose</b>	<b>DK/Ref (VOL.)</b>
<b>NORTH DAKOTA</b>	<b>24</b>	<b>37</b>	<b>13</b>	<b>11</b>	<b>15</b>

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

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

	<b>Strongly Favor</b>	<b>Somewhat Favor</b>	<b>Somewhat Oppose</b>	<b>Strongly Oppose</b>	<b>DK/Ref (VOL.)</b>
<b>NORTH DAKOTA</b>	<b>23</b>	<b>28</b>	<b>17</b>	<b>21</b>	<b>11</b>

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

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

	Very Familiar	Somewhat Familiar	Not That Familiar	I Have Never Heard of “School Vouchers”	DK/Ref (VOL.)
<b>NORTH DAKOTA</b>	<b>5</b>	<b>25</b>	<b>32</b>	<b>37</b>	<b>1</b>

16. A school voucher system allows parents the option of sending their child to the school of their choice, whether that school is public or private, including both religious and non-religious schools.

If this policy were adopted, tax dollars currently allocated to a school district would be allocated to parents in the form of a “school voucher” to pay partial or full tuition for their child’s school. In general, do you favor or oppose a school voucher system? **[PROBE:]** Would you say strongly or somewhat favor/oppose?

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

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	DK/Ref (VOL.)
<b>NORTH DAKOTA</b>	<b>24</b>	<b>34</b>	<b>18</b>	<b>16</b>	<b>8</b>

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

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

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

### **NORTH DAKOTA**

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<b>CHOICE / FLEXIBILITY / FREEDOM</b>	<b>169</b>
<b>COST / TUITION / AFFORDABILITY</b>	<b>38</b>
<b>FUNDS / RESOURCES FOR PUBLIC SCHOOLS ONLY</b>	<b>29</b>
<b>HURTS PUBLIC SCHOOLS</b>	<b>25</b>
<b>ABUSE / FRAUD</b>	<b>20</b>
<b>GOOD IDEA</b>	<b>18</b>
<b>SHOULD PAY OUT OF POCKET</b>	<b>18</b>
<b>GOOD USE OF TAX MONEY</b>	<b>13</b>
<b>PUBLIC SCHOOL: POSITIVE MENTIONS</b>	<b>11</b>
<b>BETTER EDUCATION / QUALITY</b>	<b>9</b>

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<b>NOT FAMILIAR / NEED MORE INFORMATION</b>	<b>10</b>
<b>OTHER RESPONSES</b>	<b>42</b>
<b>DK / NO RESPONSE / REFUSED</b>	<b>105</b>

18. Some people believe that school vouchers should be available to all families, regardless of incomes and special needs. Do you agree or disagree with that statement? **[PROBE:]** Would you say strongly or somewhat agree/disagree?

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

	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>	<b>DK/Ref (VOL.)</b>
<b>NORTH DAKOTA</b>	<b>37</b>	<b>27</b>	<b>15</b>	<b>15</b>	<b>6</b>

19. Some people believe that school vouchers should only be available to families based on financial need. Do you agree or disagree with that statement? **[PROBE:]** Would you say strongly or somewhat agree/disagree?

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

	<b>Strongly Agree</b>	<b>Somewhat Agree</b>	<b>Somewhat Disagree</b>	<b>Strongly Disagree</b>	<b>DK/Ref (VOL.)</b>
<b>NORTH DAKOTA</b>	<b>14</b>	<b>20</b>	<b>24</b>	<b>36</b>	<b>6</b>

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

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

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

**[IF NEEDED: IF YOUNGEST CHILD JUST GRADUATED IN 2012, ENTER "NO"]**

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

	Yes	No < PS	No > HS	No Children	DK/Ref (VOL.)
<b>NORTH DAKOTA</b>	26	5	28	41	< 1

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

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

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

	Democrat	Republican	Independent	Other	Libertarian (VOL.)	DK/Ref (VOL.)
NORTH DAKOTA	23	30	31	8	2	7

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

**[Code only for Liberal (or Progressive), Moderate, Conservative, or “DK”]**

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

	Liberal or Progressive	Moderate	Conservative	DK/Ref (VOL.)
NORTH DAKOTA	16	38	38	8

23. How would you best describe where you live?

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

	Urban	Suburban	Small Town	Rural	DK/Ref (VOL.)
NORTH DAKOTA	27	14	36	22	1

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

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

	18 to 34	35 to 54	55 & Over	DK/Ref (VOL.)
NORTH DAKOTA	33	32	34	1

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

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

	Hispanic	Not Hispanic	DK/Ref (VOL.)
NORTH DAKOTA	2	98	< 1

26. Which of the following best describes your race?

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

	American Indian, Native American	Asian, Pacific Islander, Asian American	Black, African American	Mixed Race	White	Other	DK/Ref (VOL.)
NORTH DAKOTA	5	1	1	1	91	< 1	< 1

27. Which of the following best describes you?

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

	Single / Never Married	Single / With Partner	Married	Divorced	Widowed	DK/Ref (VOL.)
NORTH DAKOTA	24	5	55	11	6	< 1

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

[IF GIVEN SPECIFIC PROTESTANT DENOMINATION, SIMPLY CODE PROTESTANT]

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

	Catholic	Jewish	Mormon	Muslim	Protestant	Other	None	DK/Ref (VOL.)
NORTH DAKOTA	32	0	< 1	< 1	35	20	11	2

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

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

None (Grades 1-8)

High School Incomplete (Grades 9-11)

High school Graduate (Grade 12 or GED Certificate)

Technical, Trade, or Vocational School (AFTER High School)

Some College (Associate’s Degree, No 4-Yr Degree)

College Graduate (Bachelor’s Degree or Other 4-Yr Degree)

Post-Graduate Training or Professional Schooling After College (Toward a Master's Degree, Ph.D.; Law, Medical School)

	<b>Grades 1 to 8</b>	<b>Grades 9 to 11</b>	<b>HS Graduate</b>	<b>Technical/ Vocational</b>	<b>Some College</b>	<b>College Graduate</b>	<b>Post- Graduate</b>	<b>DK/Ref (VOL.)</b>
<b>NORTH DAKOTA</b>	<b>2</b>	<b>4</b>	<b>26</b>	<b>4</b>	<b>28</b>	<b>29</b>	<b>8</b>	<b>1</b>

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

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

	Under \$40,000	\$40,000 to \$79,999	\$80,000 & Over	DK/Ref (VOL.)
NORTH DAKOTA	30	30	26	14

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

	Male	Female
NORTH DAKOTA	50	50

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

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