
2024 SCHOOLING IN AMERICA

Public Opinion on K–12 Education,
Transparency, Technology, and School Choice

Colyn Ritter

Alli Aldis

John Kristof

Paul DiPerna



ABOUT EDCHOICE

EdChoice is a 501(c)(3) nonprofit, nonpartisan organization. Our mission is to advance educational freedom and choice for all as a pathway to successful lives and a stronger society. We are committed to understanding and pursuing a K–12 education ecosystem that empowers every family to choose the learning environment that fits their children’s needs best. EdChoice is the intellectual legacy of Milton and Rose D. Friedman, who founded the organization in 1996 as the Friedman Foundation for Educational Choice.

The contents of this publication are intended to provide empirical information and should not be construed as lobbying for any position related to any legislation.

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EXECUTIVE SUMMARY

This is the 12th edition of EdChoice’s Schooling in America survey. Each year we poll the general public and current school parents on a range of issues in K–12 education.

From April 9 to April 30, 2024, we surveyed 2,319 parents who currently have children in elementary or secondary schools. We also surveyed 1,502 members of the general population. We report polling results based on a nationally representative sample of both groups. Nearly 4,000 interviews were conducted online and over the phone.

In this year’s survey, we asked a set of “legacy” questions (questions that we have asked every year to determine trends over time), as well as more timely questions related to recent issues in education. Americans had the chance to give their say on issues including school choice, accountability, technology, school safety, or artificial intelligence.

Summary of Key Findings

Parents and Choice

- School safety is the top reason to choose a school for charter (37%), private (36%), and homeschool (53%) parents. For private and charter school parents, the next-highest priority is academic quality (36%). For homeschool parents, it is one-on-one attention for their children (38%). Public district school parents are most likely to consider factors like location (44%), socialization (34%), and their assigned school district (31%).
- There continues to be a substantial disconnect between where parents would prefer to send their children to school and where they do send them. Current enrollment data shows that 80% of school parents have kids enrolled in a public district school. If given the option to

choose any type of school, only 40% of school parents would select a public school; 60% would choose a private, charter, or homeschool option.

The Direction of K–12 Education

- Less than half (46%) of public school parents give the public schools in their area a grade of “A” or “B” for school quality. This score dropped seven percentage points since last year.
- Most Americans (70%) say education is on the wrong track—the same share as in 2023. Only 28% of Americans believe K–12 education is headed in the right direction, marking a 14-point decline since 2021.
- Nearly two-thirds (64%) of parents say K–12 education is headed in the wrong direction—an all-time high level of pessimism in this annual poll.

Educational Choice

- School parents are not fully aware of school choice policies in their state. About half of parents are unsure whether their state offers an education savings account (ESA) program (52%). Another large share (46%) says the same about a school voucher program. A significant portion of parents are also unsure whether open enrollment (35%) and charter schools (26%) are available in their state. Among these options, parents are most likely to say that their state has charter schools (63%), followed by open enrollment (48%).
- Education savings accounts (ESAs) consistently garner the most support of any school choice policy. This year, 76% of Americans and 84% of school parents support ESAs. This is the eighth consecutive year that ESAs are parents’ favorite school choice policy.

- A substantial share (40%) of school parents feels at least very confident in their ability to enroll their child in an ESA or voucher program. But half (50%) are less confident, and 11% are too unsure to estimate their confidence in enrolling.
- Over two-thirds (67%) of Americans and 78% of school parents support school vouchers. This continues the stable trend of high support we have seen in the 2020s. Parental support increased three points since last year, marking an all-time high.
- Similarly, over two-thirds (69%) of Americans and 79% of school parents support tax-credit scholarships, continuing the trend of high support from the last five years.
- While charter schools are the least popular school choice policy, 63% of Americans and 72% of school parents support them. Support has dipped slightly this year, though it remains solidly high overall.
- Most school parents think standardized tests are an important accountability measure. Roughly two-thirds of parents say tests are important for teacher (67%), school (65%), and school district (65%) accountability. They place less importance on standardized tests when it comes to student accountability (56%).
- In contrast, three-fourths (75%) of school parents agree that students should be held accountable for their own chronic absenteeism. Most parents, however, still place some accountability for absenteeism on the school (60%), the district (58%), and the teacher (54%).

Technology

Accountability and Transparency

- Most school parents want virtual options for their child’s schooling. Parents responded positively to having both a part-time (58%) and full-time (53%) virtual school option.
- Two-thirds of parents (66%) say that schools should teach students how to use artificial intelligence (AI). Private school parents, especially, like the idea of educational AI instruction, with 79% agreeing that it should be taught and 44% agreeing strongly.
- Half of parents (52%) say they would generally support AI in their child’s classes, compared to only 22% who say that AI is currently used in the classroom. That said, parents appear to be unaware of current AI use in school, with 42% saying they don’t know whether their child uses AI in class.
- When we asked school parents which issues were most important for schools to speak about with transparency, school safety topped the list, with 76% giving that answer. Curriculum was a distant second priority, followed closely by student performance. School spending ranked last among the topics presented.
- About 60% of parents say their child’s school is very transparent or better about school safety, with 62% saying the same about student academic performance. Less than half (47%) say their school is very transparent about curriculum, revealing an imbalance between how much parents care about curriculum transparency and how much information they receive. Only a third (32%) of parents say their child’s school is transparent about school spending.

INTRODUCTION

This year marks a major milestone in our Schooling in America Survey. For the first time since we started administering it more than a decade ago, most parents do not rate their local public school as worthy of an “A” or “B.” In fact, pessimism about the American education system pervades respondents’ opinions this year. Through our Schooling in America Surveys, we have observed that negative sentiment about the direction of K–12 education has increased substantially since 2019. This is true among the general population, as well as among current school parents. We are not the only ones noticing this pattern. According to Gallup, most Americans (51%) were satisfied with the quality of K–12 education in 2019. Fast forward to 2023 and only 36% say the same.

It is not all doom and gloom, thankfully. Parents and families are much more likely to have a say in their child’s education now compared to 2019. This year, 12 states are operating universal school choice programs. Additionally, two new states (Alabama and Louisiana) have recently enacted private school choice programs into law, and both are set to become universal in a few years. Nearly 22 million students (roughly 40% of all students in America) now have access to a private school choice program. In a related development, alternative learning environments, such as microschools, have arisen over the last five years.

While these developments are worth celebrating, plenty of work remains. Bullying and chronic absenteeism are rampant. Technology’s role in the classroom continues to both trouble and excite parents and educators. We turn to polling to get to the root of school parents’ and the general population’s opinions on these issues in K–12 education.

This report on the 12th edition of the EdChoice Schooling in America Survey, conducted in collaboration with Braun Research, is organized into the following five sections:

I. Legacy Questions

II. Transparency and Accountability in K–12 Education

III. Awareness of Educational Choice Policies

IV. Technology in the Classroom

V. Support of and Opposition to Educational Choice Policies

We continue to report how the general population perceives the direction of K–12 education, education spending, and choice-based reforms and policies. We continue to give special attention to parents who have children in K–12 education. Survey results and findings tell us where school parents stand on matters such as transparency in K–12 education, technology in the classroom, and school choice policies.

We begin each section with a brief introduction that considers current events related to our survey topics. We encourage you to compare the Schooling in America results and findings with other organizations’ polling results, question wording, and questionnaire designs. This survey’s questionnaire and its topline results are publicly available and posted separately at [LINK](#).

METHODS AND DATA

The 2024 Schooling in America Survey project is sponsored and developed by EdChoice. Braun Research, Inc., interviewed a statistically representative national sample of 1,502 adults (ages 18+) in the United States, including the District of Columbia. Our project also collected completed surveys from 2,319 parents who currently have children in elementary or secondary schools.

We employed a mixed-mode approach, using both online questionnaires and telephone interviews. For the online part of the survey, Braun Research randomly selected individuals from an opt-in, non-probability online panel. The unweighted national online sample included a total of 1,002 interviews completed in English from April 9-30, 2024. Braun used probability sampling and random-digit dialing for the phone-based interviews. The unweighted national phone sample included 500 interviews completed in English during the same time period as the online administration. It included cellphones and landlines. Statistical results were weighted to correct known demographic discrepancies, based on certain demographic information provided by the U.S. Census Bureau. The margin of sampling error for the total national sample is ± 2.53 percentage points at the 95% confidence level.

We also conducted an online survey of current school parents. The unweighted online school parent sample includes 2,319 interviews completed in English from April 9-30, 2024. The margin of sampling error for the current school parents' sample is ± 2.03 percentage points at the 95% confidence level.

We included several split-sample experiments. Split-sampling is a survey tool that allows experimentation about the influence certain information or alternative wording might have on a respondent's opinion. For determining if providing a new piece of information—or alternative wording—can significantly influence opinion on certain poll topics. For example, we developed a “composite” average for one of these experiments, asking about the type of school someone would select to provide the best education to their child. We are able to maintain trend observations for these questions because at least one question version has been used in previous administrations of the Schooling in America Survey.

For more information about our survey specifications and methods, see appendices 1, 2, 3, 4, 5, 6, and 7.

PART 1

PARENTS' SCHOOLING EXPERIENCES AND PREFERENCES

Parents play a pivotal role in their children's educational journeys, serving as advocates, supporters, and partners in learning. Their insights offer an important window into the day-to-day realities of schooling and its impact on children. Understanding their opinions and desires has been a central motivation for our Schooling in America series since we started it over a decade ago. Several questions, asked year after year, let us track how opinions or experiences are changing over time. Topics these questions address include satisfaction, preferences, and the state of K–12 education.

Enrollment and Satisfaction

Based on the most recently available data from the National Center for Education Statistics, about four out of five K–12 students (80%) attend a public district school, and another 7% attend a public charter school (*Figure 1, Page 7*). Outside the public school system, about 9% of students attend private schools, and an estimated 5% are homeschooled.

Parents generally have a positive view of their child's schooling experiences, with most parents in our survey indicating they are “somewhat” or “very satisfied” with their children's school regardless of type. That said, satisfaction levels differ somewhat based on the type of school. Public district school parents are the most likely to say they are “somewhat” or “very dissatisfied” with their children's schooling experiences, with 32% giving one of those responses (*Figure 2, Page 7*). By contrast, only 20% of homeschooling parents said they were somewhat or very dissatisfied. Private

school parents are the most likely to state they are “very satisfied” at 45%.

Satisfaction levels reflect past experiences, but they don't necessarily represent what people want. To get closer to what parents want from their children's schooling experiences, we asked what school type they would like to choose for their child, if it were up to them. Forty percent of parents indicated that they would most prefer a public district school, roughly half the share of children who, in fact, attend public district schools (*Figure 1, Page 7*). Notably, a quarter (25%) of these parents who prefer public schools specifically indicated that they would like to send their child to a public school outside of their assigned school district. The most popular schooling option was private schooling, with over a third of parents (36%) stating they would most like to enroll their children that way. This is four times the rate of students enrolled in private schools (9%). Similarly, 14% of parents indicated they would like to homeschool their children, while nearly 5% of children are currently homeschooled. Charter schools were the only school type where current enrollment is somewhat comparable to stated preferences, as the 10% of parents who prefer charter schools is only three percentage points higher than the share of K–12 students (7%) who are in charter schools.

Direction of K–12 Education

2024 marks the 11th year we have asked parents whether they feel K–12 education in the United States is on the right track or the wrong track.

Parents were more pessimistic this year than they have been in any other year. Nearly two-thirds of current school parents (64%) thought K–12 education is on the wrong track, an eight-point jump from 2023 and a twelve-point increase from 2022 (*Figure 3, Page 8*). Likewise, the share of parents who said K–12 education is heading in the right direction decreased in each of the last two years, sitting at 34% in 2024.

There appears to be a slight relationship between the type of school a parent’s child attends and their general perspective on K–12 education. Homeschooling parents were more pessimistic than any group, with more than three-quarters of them (77%) saying education was on the wrong track (*Figure 4, Page 8*). Their private school counterparts were the most optimistic, constituting the only group that thought education is on the right track (55%) rather than the wrong track (45%). Among parents of public school students, district school parents were more pessimistic (66%) than charter school parents (55%).

In the last decade, the general population has consistently expressed more pessimism towards the direction of K–12 education than current school parents. This trend continued in 2024. The gap has shrunk, though, as parents’ pessimism increased significantly while the general population’s sentiment towards K–12 education remained unchanged from 2023. Both this year and last year, 70% of respondents have thought K–12 education is heading in the wrong direction (*Figure 5, Page 9*). Twenty-eight percent of them said education is heading in the right direction this year, a decline of 14 percentage points from 2021.

Grading Local Schools

We’ve seen that parents have differing opinions on the national state of education, depending on what kind of school their children attend. The same holds true of their opinions about local schools. When asked to give their local schools a grade (A, B, C, D, or F), private school parents are the most

likely to give an “A” or “B” grade (*Figure 6, Page 9*). Just under three-quarters of private school parents have given local schools a high grade since 2020 (72% in 2024). Most charter school parents also gave their local schools “A” or “B” grades (62%). District school parents were least likely (46%) to give high grades to their local schools, as has been the case since 2021.

Reasons for Choosing

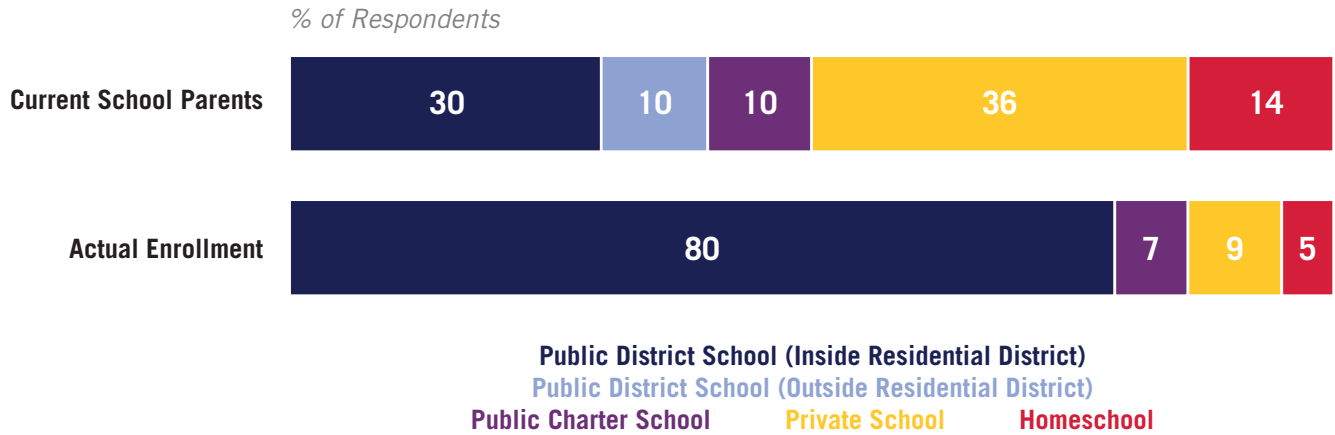
We gave parents of current students 14 reasons a parent might choose a school type for their child and asked them to identify the top three factors that influenced their own decision. For public district school parents, the top three factors were location/close to home or work (44%), socialization/peers/other kids (34%), and their assigned district/neighborhood school (31%) (*Figure 7, Page 10*). In contrast, charter school parents prioritized a safe environment (37%), academic quality or reputation (36%), and morals/character/values instruction (23%).

The priorities of private school parents resembled those of charter school parents, with safe environment (36%), academic quality or reputation (36%), and morals/character/values instruction (31%) being their top three factors. Notably, 20% of private school parents valued individual/one-on-one attention significantly higher than other groups.

Homeschool parents stood out by making a safe environment (53%) the overwhelmingly most important factor, followed by individualized attention (38%) and morals or values instruction (30%). This group placed less emphasis on socialization (15%) compared to other school types. The data suggests that while safety and academic quality are important considerations for all groups, other factors, such as location, socialization, and individual attention, carry varying degrees of importance, depending on the school type chosen by parents.

FIGURE 1**SCHOOL TYPE PREFERENCE VS. ENROLLMENT, 2024**

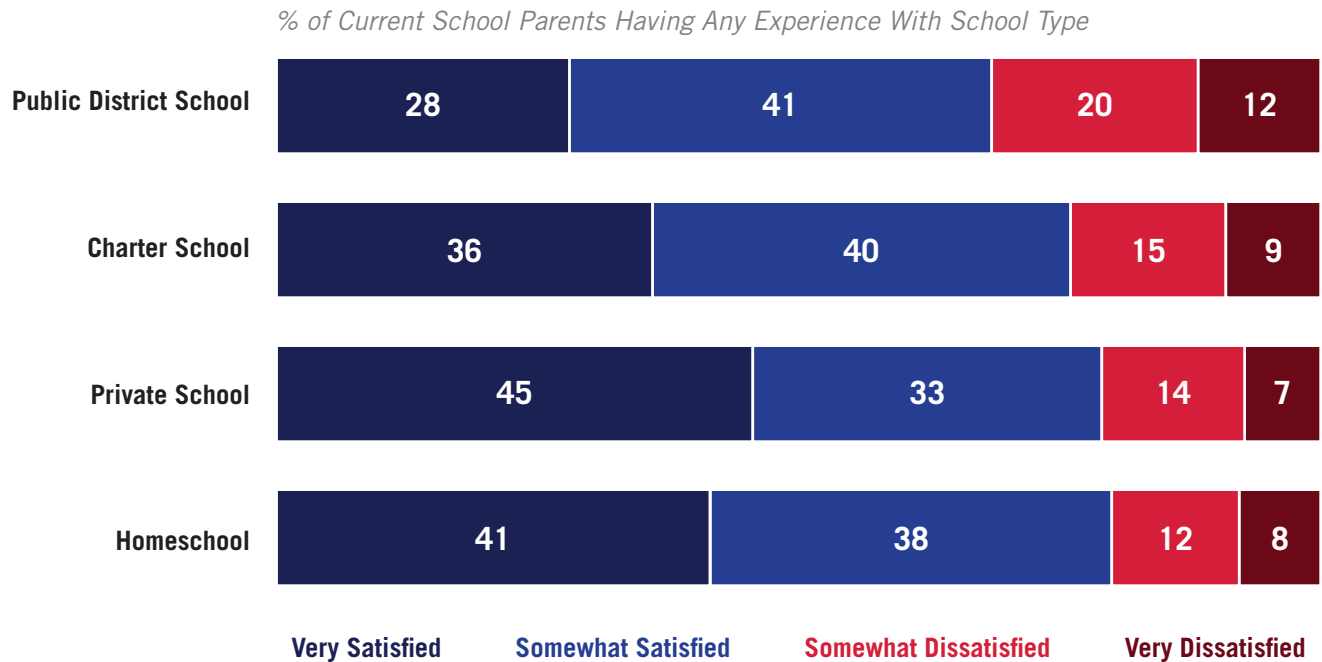
There continues to be a substantial disconnect between parents' schooling preferences and actual enrollment patterns. Three in five parents would choose a school type other than public school.



Notes: The percentages in this chart reflect a composite that averages split samples' responses to two slightly different versions of this question. Responses within parentheses were volunteered: "Ref" means "Refusal." For the online survey, the respondent was permitted to skip the question. NCES does not split out inter- and intra-district choice.
Sources: Authors' calculations; Colyn Ritter, January 17, 2024, 2024 EdChoice Share: Exploring Where America's Students Are Educated, EdChoice; 2024 *Schooling in America Survey* (conducted April 9–April 30, 2024), Q13

FIGURE 2**PARENT SATISFACTION BY SCHOOL TYPE, 2024**

Nearly 80% of private school and homeschool parents are satisfied with their child's schooling experience. They are more likely than district school parents to say they're very satisfied.

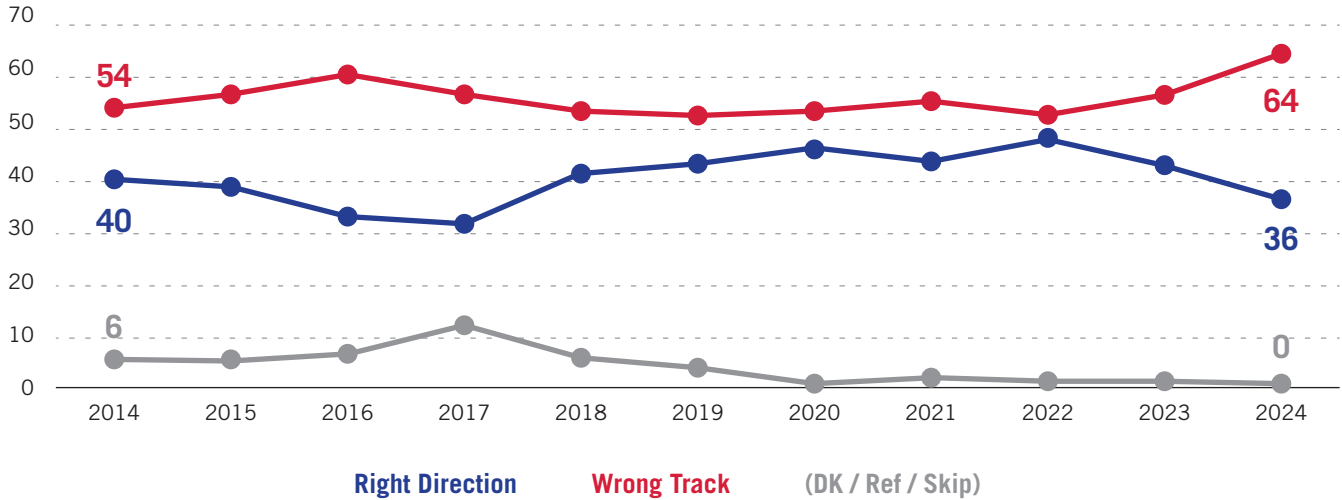


Notes: All percentages reflect the count of coded responses divided by the total number of applicable interviews. Since parents can reply for each child in their family, response sizes are larger than for other questions. For more information about school type subgroup samples, see the full report at EdChoice.org/SlAdashboard.
Source: EdChoice, 2024 *Schooling in America Survey* (conducted April 9–April 30, 2024), Q4

FIGURE 3 PARENTS' VIEWS ON THE DIRECTION OF K–12 EDUCATION, 2014–2024

Nearly two-thirds (64%) of school parents say K–12 education is headed in the wrong direction, up eight points from last year.

% of Current School Parents

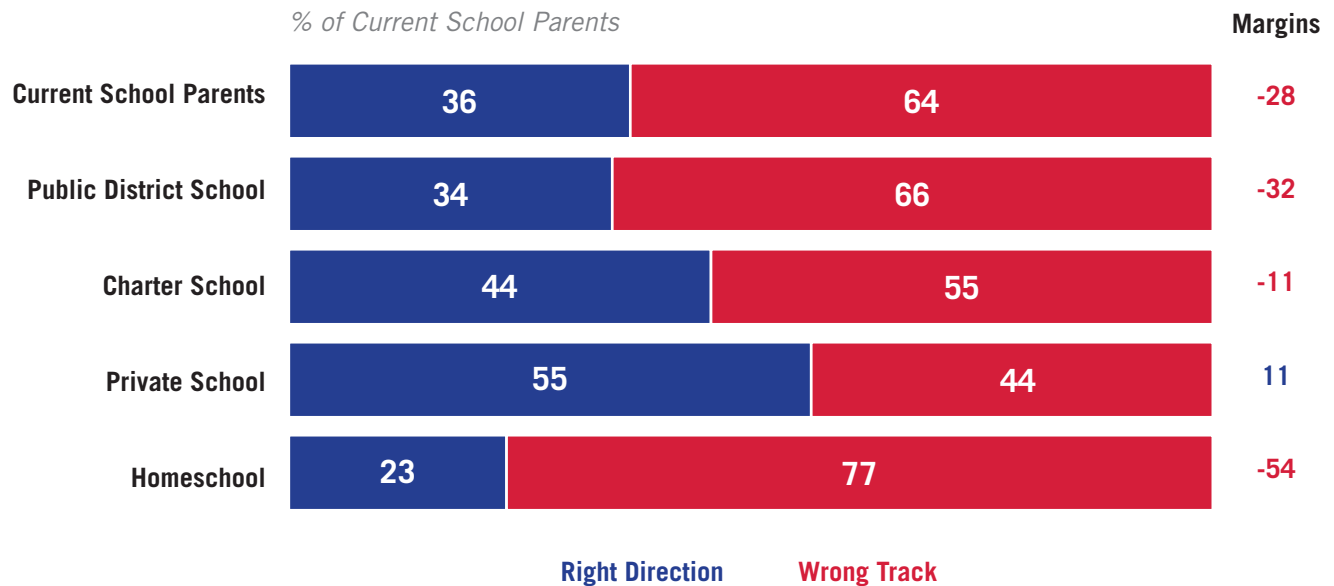


Notes: Phone-only survey results shown for 2014–2017. Mixed-mode results (online and phone) shown for 2018–2024. Responses within parentheses were volunteered. "DK" means "Don't Know." "Ref" means "Refusal." For the online survey, the respondent was permitted to skip the question.
Sources: EdChoice, 2024 Schooling in America Survey (conducted April 9–April 30, 2024), Q1; EdChoice, Schooling in America Survey, 2016–2024; Friedman Foundation for Educational Choice, Schooling in America Survey, 2014–2015

FIGURE 4 PARENTS' VIEWS ON THE DIRECTION OF K–12 EDUCATION, BY SCHOOL TYPE

Private school parents more likely to think K–12 education is headed in the right direction than parents of children in other school types.

% of Current School Parents

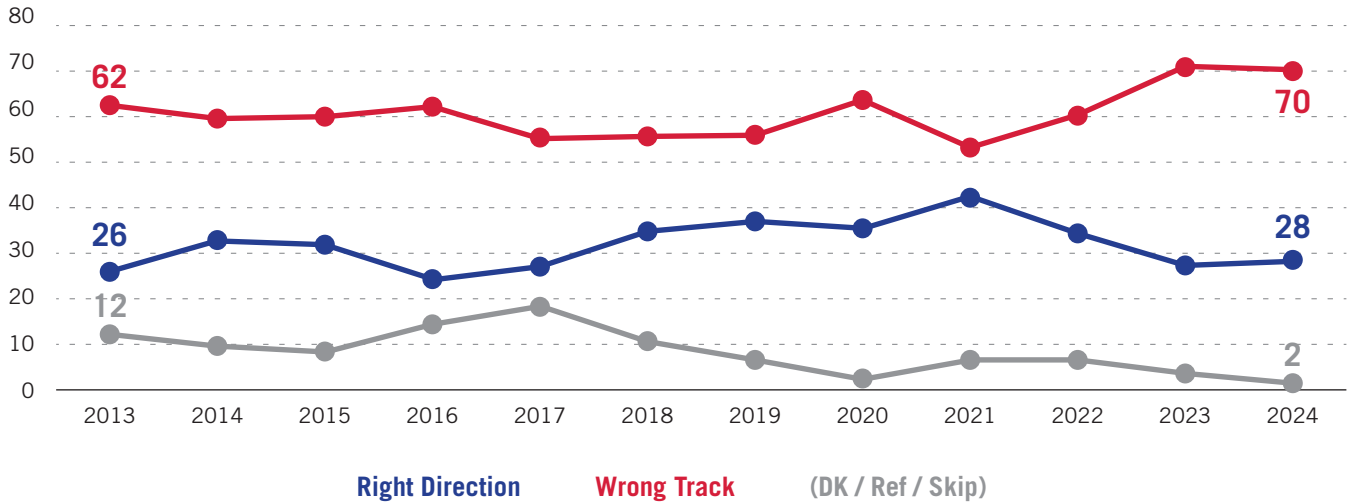


Notes: All percentages reflect the count of coded responses divided by the total number of applicable interviews. Unweighted N's are provided so the reader can roughly assess the reliability of reported percentages. Respondents were permitted to skip the question, which is not shown. For more information about school choice subgroup samples, see EdChoice.org/SIAdashboard.
Source: EdChoice, 2024 Schooling in America Survey (conducted April 9–April 30, 2024), Q1

FIGURE 5 PUBLIC VIEWS ON THE DIRECTION OF K–12 EDUCATION, 2013–2024

Only 28% of Americans believe K–12 education is headed in the right direction—a 14-point decline since 2021.

% of General Population



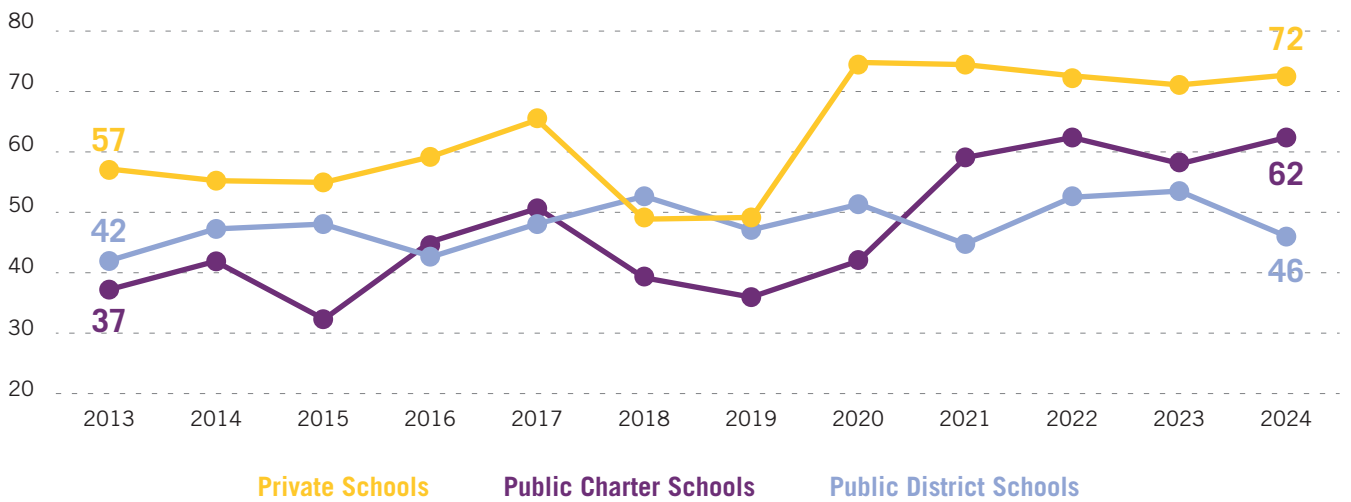
Notes: Phone-only survey results shown for 2014–2017. Mixed-mode results (online and phone) shown for 2018–2024. Responses within parentheses were volunteered. "DK" means "Don't Know." "Ref" means "Refusal." For the online survey, the respondent was permitted to skip the question.

Sources: EdChoice, *2024 Schooling in America Survey* (conducted April 9–April 30, 2024), Q1; EdChoice, *Schooling in America Survey, 2016–2024*; Friedman Foundation for Educational Choice, *Schooling in America Survey, 2014–2015*

FIGURE 6 GRADING LOCAL SCHOOLS BY TYPE, 2013–2024

Less than half of public school parents would give the public schools in their area an "A" or "B" grade, down seven points from 2023.

% of Current School Parents



Notes: Phone-only survey results shown for 2013–2017. Mixed-mode results (online and phone) shown for 2018–2024. Responses within parentheses were volunteered. "DK" means "Don't Know." "Ref" means "Refusal." For the online survey, the respondent was permitted to skip the question.

Sources: EdChoice, *2024 Schooling in America Survey* (conducted April 9–April 30, 2024), Q12; EdChoice, *Schooling in America Survey, 2016–2024*; Friedman Foundation for Educational Choice, *Schooling in America Survey, 2013–2015*

FIGURE 7**PARENTS' REASONS FOR CHOOSING A SCHOOL**

Safety and academic quality continue to be top priorities for private, homeschool, and charter school parents when choosing their child's school, while public school parents are more likely to consider location and socialization.

% of Current School Parents Providing Ranking 1, 2, or 3 by Experience With School Type

Factors	Public District School	Public Charter School	Private School	Homeschool
Location/Close to Home or Work	44%	25%	19%	19%
Socialization/Peers/Other Kids	34%	21%	19%	15%
Our Assigned District/Neighborhood School	31%	9%	9%	9%
Safe Environment	25%	37%	36%	53%
Academic Quality or Reputation	26%	36%	36%	23%
Extracurricular Activities	22%	20%	16%	10%
Diversity	17%	13%	9%	7%
Structure, Discipline	13%	21%	24%	24%
Morals/Character/Values Instruction	16%	23%	31%	30%
School Size	11%	18%	16%	9%
Individual/One-on-One Attention	11%	19%	20%	38%
Class Size	12%	21%	17%	14%
Test Scores	10%	16%	15%	11%
Religious Environment/Instruction	5%	8%	19%	13%

Note: For more information about school type subgroup samples, see the full report at EdChoice.org/SIAdashboard.
Source: EdChoice, 2024 Schooling in America Survey (conducted April 9–April 30, 2024), Q5-8

PART 2

ACCOUNTABILITY, TRANSPARENCY, AND ENGAGEMENT

Making sure things stay on track in schools and classrooms is at the forefront of many conversations in education. In this year's *Schooling in America Survey*, we wanted to learn more about parents' impressions of accountability and transparency in K-12 education. Parents gave their views on how transparent their child's school is with them and what they want to hear from their school. A key focus for us was to see who parents believe should be held accountable for standardized testing and chronic absenteeism.

School Transparency

We asked parents to rank the issues for which they wanted transparency the most. The overwhelming majority of school parents (76%) expressed school safety as their top priority (*Figure 8, Page 12*). Curriculum was a distant second priority, followed closely by student performance and then school spending. Nearly half of the parents (49%) ranked transparency about school finances as their fourth priority.

For comparison, we also asked parents to rate how transparently their child's school communicates about those same topics. School parents were generally positive toward school transparency about student performance (62%) and school safety (60%) (*Figure 9, Page 13*). Notably, however, sizeable portions of parents were unsatisfied with their school's transparency on those issues. Less than half (47%) said that their child's school is at least "very transparent" about curriculum, a possible

cause for concern since parents rank curriculum transparency as their second priority. Lastly, less than one-third (32%) of parents said their child's school is transparent about spending.

Accountability for Testing and Absenteeism

Standardized testing is often used as the default accountability measure for K-12 education. To gauge parents' views, we asked them how important standardized testing is for accountability at different levels—student, teacher, school, and school district. Most school parents said that standardized tests are at least "very important" in holding each of these groups accountable. However, parents are less likely to say that standardized tests are an important accountability measure for students (55%) compared to teachers (67%), schools (65%), and school districts (65%) (*Figure 10, Page 13*).

Chronic student absenteeism surged from 15% in 2018 to 28% in 2022, according to Nat Malkus of the American Enterprise Institute, and the topic continues to garner media attention around the country. We asked parents who, in their view, should be held accountable for keeping kids in schools and classrooms. Contrary to their feelings about standardized testing, parents were far more likely to agree that students should be held accountable. Three-fourths of parents (75%) said that a student is responsible for their own chronic absenteeism

(Figure 11, Page 14). A significantly smaller majority said that accountability for absenteeism falls on the school (60%) or school district (58%). School parents were least likely to place the responsibility for absent students on teachers (54%).

Parent Engagement: Implications for Accountability and Transparency

Finally, we asked parents whether they engage in civic activities to increase their awareness of and influence in how K–12 schools and districts are run in their community. Options included attending local school board meetings, voting in local school board elections, and contacting public officials at

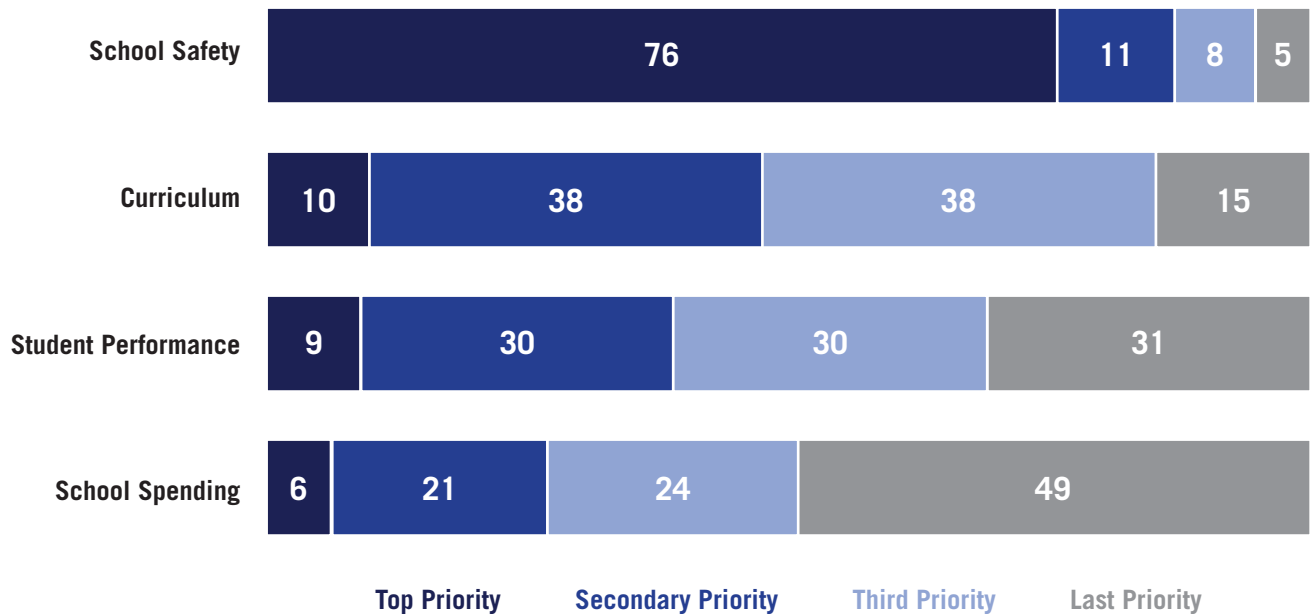
the state or local level about issues related to K–12 education. Nearly half of school parents (46%) had not done any of these activities in the last 12 months (Figure 12, Page 14). Attending a local school board meeting was the most frequently chosen activity, and only 27% of parents said they had done that in the last year.

Taking a closer look, private school parents are substantially more likely to engage with local school governance. Less than one-third (32%) of private school parents said they had engaged in none of these activities in the past year. Compared to district school parents, they were more likely to attend a local school board meeting (38% vs. 26%), vote in a local school board election (29% vs. 21%), and contact a state public official about K–12 education (19% vs. 12%).

FIGURE 8 PARENT PRIORITIES FOR SCHOOL COMMUNICATION

School parents are most likely to rank safety as their first priority for transparent school communication, followed by curriculum.

% of Current School Parents

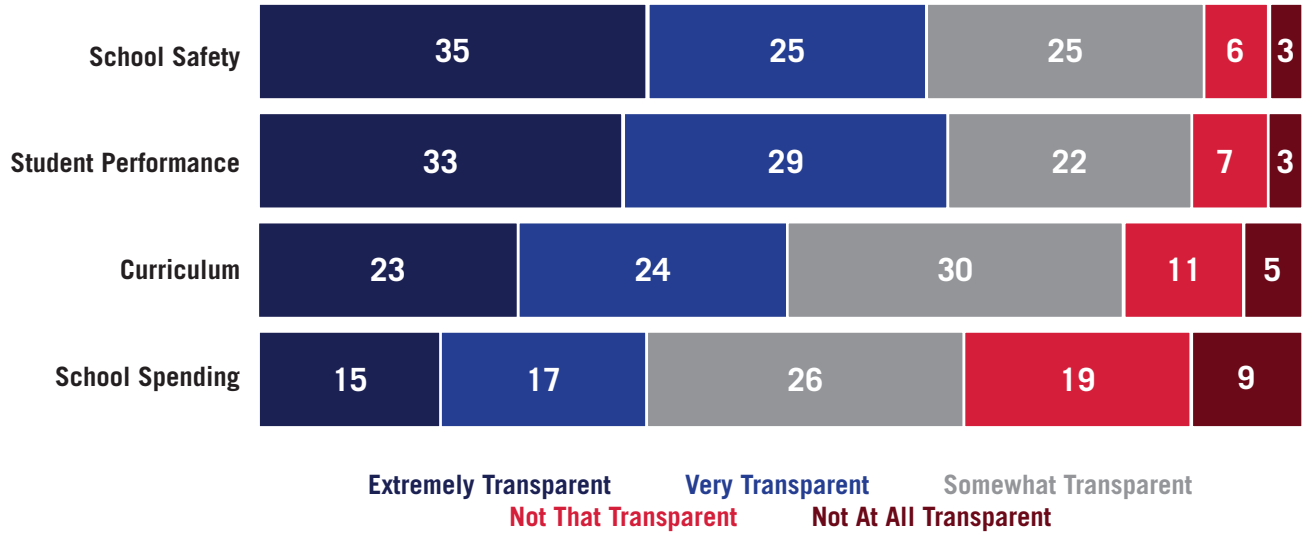


Notes: Respondents were permitted to skip the question, which is not shown.
Source: EdChoice, 2024 Schooling in America Survey (conducted April 9–April 30, 2024), QNEW2

FIGURE 9 PARENT RATINGS OF SCHOOL TRANSPARENCY

While the majority of school parents say their child's school is at least very transparent about school safety and student academic performance, they say schools are much less transparent about school finances.

% of Current School Parents

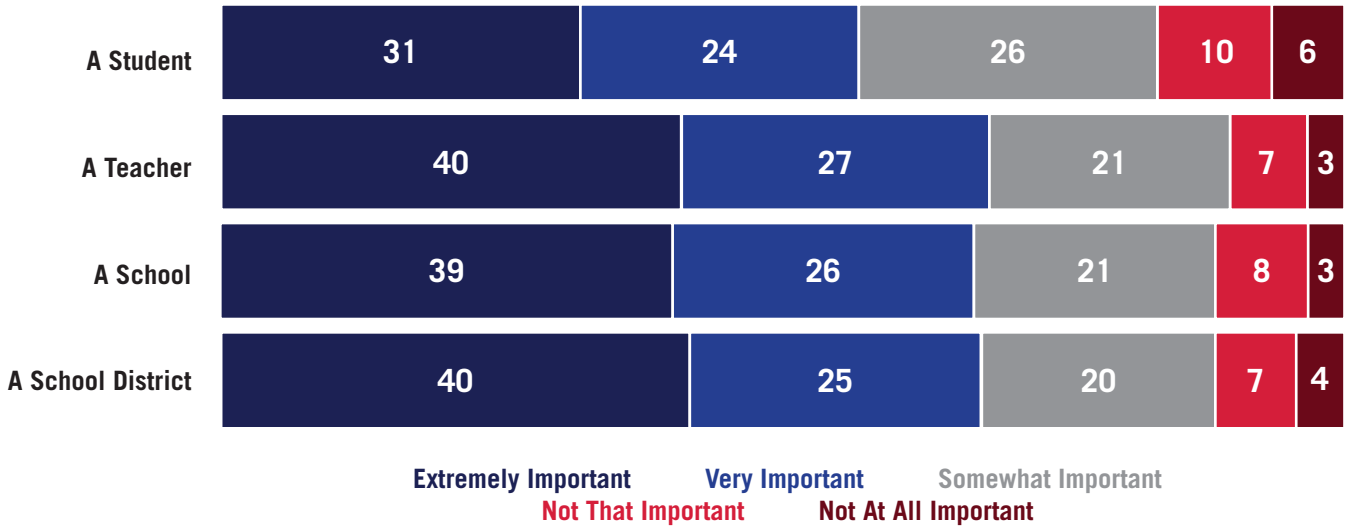


Notes: Respondents were permitted to skip the question, which is not shown.
Source: EdChoice, 2024 Schooling in America Survey (conducted April 9–April 30, 2024), QNEW2

FIGURE 10 USING STANDARDIZED TESTS FOR ACCOUNTABILITY

Roughly two-thirds of school parents say standardized tests are an important accountability measure for teachers, schools, and school districts, but less important when it comes to students.

% of Current School Parents

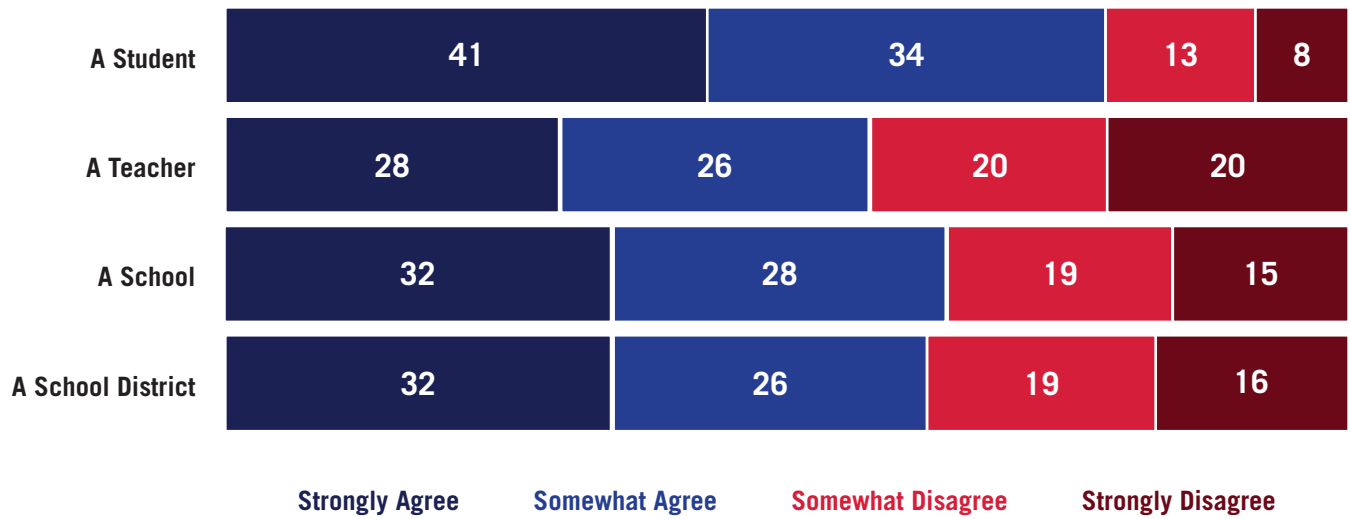


Notes: Respondents were permitted to skip the question, which is not shown.
Source: EdChoice, 2024 Schooling in America Survey (conducted April 9–April 30, 2024), QNEW4_1

FIGURE 11 ACCOUNTABILITY FOR CHRONIC ABSENTEEISM

Three-fourths of school parents agree that the student should be held accountable for chronic absenteeism.

% of Current School Parents

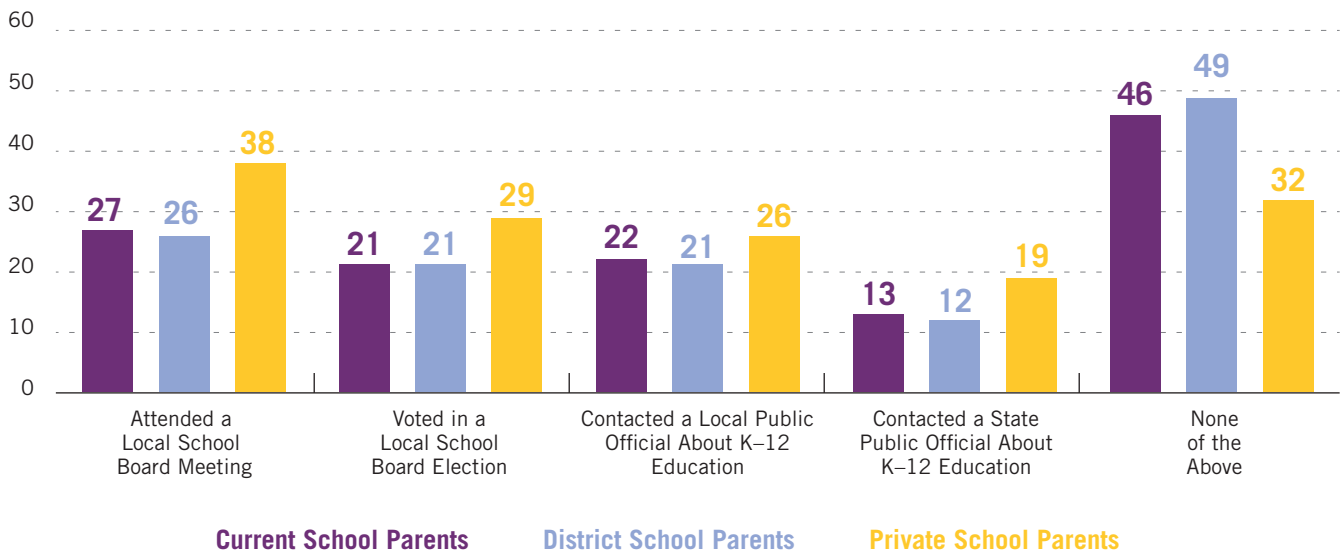


Notes: Respondents were permitted to skip the question, which is not shown.
Source: EdChoice, 2024 Schooling in America Survey (conducted April 9–April 30, 2024), QNEW4_2

FIGURE 12 PARENT ENGAGEMENT WITH SCHOOL TRANSPARENCY

In the last year, nearly half of school parents say they have never attended a local school board meeting, voted in a local school board election, or contacted a public official about a matter related to K–12 education.

% of Current School Parents Who Have Done the Following in the Last 12 Months



Notes: Respondents were permitted to skip the question, which is not shown.
Source: EdChoice, 2024 Schooling in America Survey (conducted April 9–April 30, 2024), QNEW1

PART 3

AWARENESS OF EDUCATIONAL CHOICE POLICIES

The effectiveness of any opt-in public program depends in part on take-up rates. Scholars who evaluate the earned income tax credit and SNAP benefits, for example, find that the target audiences of these programs often leave “free money” on the table.¹ Publicly financed school choice programs are no exception to this phenomenon, as they also have seen relatively low take-up rates in their early years.² Participation can be low for several reasons, the economic literature finds: a lack of information, transaction costs, and social stigma, among others.³ In this edition of *Schooling in America*, we explore how much and what kind of information parents possess about school choice.

Awareness of a program’s existence and understanding of how to access its benefits are two key factors. To assess how much information about school choice programs exists in states with them, we asked parents whether their own state had open enrollment, ESAs, school vouchers, or charter schools. **We found that parents from states with a school choice policy were not much more likely to say their state had it than parents from states without it.**

Open enrollment is available to some degree in most states, with only Alabama, Illinois, Maryland, and North Carolina excluding it from state policy. In our sample, 2,072 parents were from open enrollment states, and 247 did not have access to it. Of the parents from open enrollment states, only half (50%) said their state had this policy, 12% said their state did not have open enrollment, and about a third (34%) were unsure. The parents without open enrollment available to them were more similar to this group than different: 44% said their state has open enrollment, 12% said it does not, and 37% did not know.

Almost all parents in our sample live in states with charter schools. Only Kentucky, Montana, Nebraska, North Dakota, South Dakota, and Vermont do not permit charters, and only 58 of our respondents were from one of these states, so their collective answers come with a high margin of error. For our 2,261 respondents who live in charter school states, however, awareness was somewhat greater than it was for open enrollment. About two out of three parents (66%) from those states said their state allowed charter schools, and 7% said it does not (*Figure 13, Page 17*). About a quarter of parents (24%) said they do not know.

1. Ko, Wonsik. (2024). “Take-Up of Social Benefits.” National Bureau of Economic Research Working Paper 30148. Retrieved from <http://www.nber.org/papers/w30148>

2. Lueken, Martin and Michael Castro. (2022). “Tackling the ‘Exodus’ Claim.” *Education Next*. Retrieved from <https://www.educationnext.org/tackling-the-exodus-claim-reality-take-up-rates-private-education-choice-programs/>

3. Currie, Janet. (2006). “The Take-up of Social Benefits.” In *Public Policy and the Income Distribution*, edited by Alan J. Auerbach, David Card, and John M. Quigley, 80–148. New York: Russell Sage Foundation.

Awareness of both ESA and voucher programs was lower than it was for both public school choice policies. When the survey was administered, 641 of the responding parents lived in states with ESAs, and 1,678 were from states without them. **Parents from ESA states were no more likely to say that they had an ESA option; in fact, they were slightly less likely to say they had an ESA option than parents from states without ESAs.** Twenty-five percent of ESA state parents said their state has an ESA, two percentage points lower than the number for parents from states without ESAs. Similarly, parents from ESA states were two points likelier to say their state does not have an ESA compared to parents in states without ESAs. Roughly half of all parents said they were unsure whether their state has such a program (49%) or not (51%).

The responses about voucher programs were slightly more accurate, but not by much. At the time of the survey, 481 parents were from voucher states, and 1,838 did not have a voucher program in their state. Just over a third (36%) of voucher state parents said their state has a voucher program, and roughly a third (33%) of non-voucher state parents said they have one available. Parents from states without vouchers were seven percentage points more likely to say that their state did not have vouchers.

All in all, these results suggest that parents across the country are making decisions about their child's schooling with imperfect information. A minority of parents are able to correctly identify the private school choice landscape in their given states. Many parents appear to assume their state has a popular public school choice policy even if it does not. If awareness is an important factor in making the most of public programs, advocates of school choice policies have some ground to make up.

It is one thing to know a program exists; it is another to know how to use it. Rather than simply ask parents whether they think they understand how to navigate the school choice landscape, we tested parents' confidence in navigating a private school choice program.

To do this, we created a split-sample question, randomly placing responding parents in one of two groups. One group—"Group 1"—saw the following question:

If you felt the need to enroll your child in a different school than she/he currently attends, how confident, if at all, are you about navigating the overall process for changing schools?

The other group—"Group 2"—saw a different question:

If you wanted your child to participate in a school voucher or education savings account (ESA) program, how confident, if at all, are you about navigating the program enrollment process?

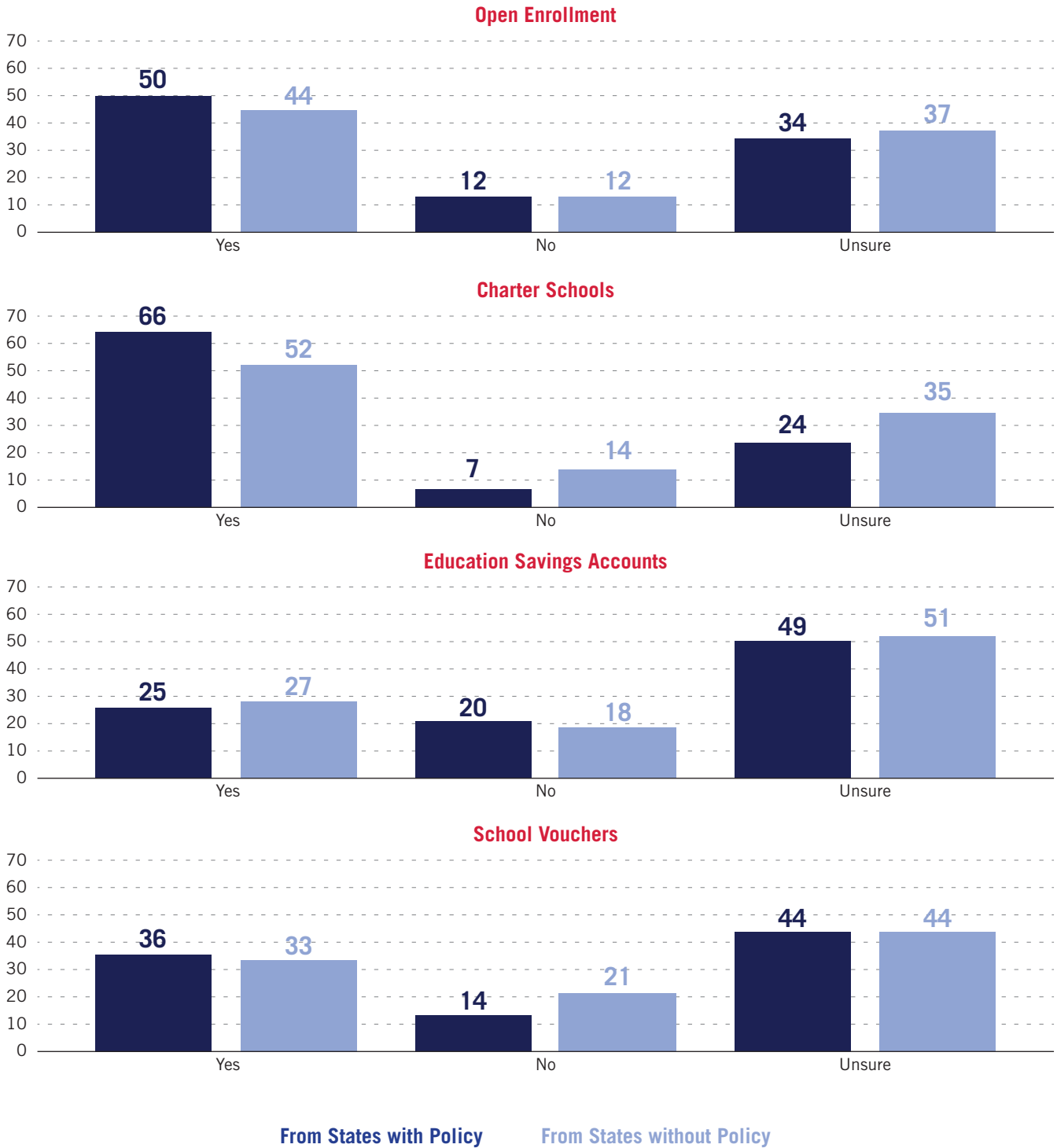
We randomly assigned respondents to each of the groups. Because of this, we could infer that any differences between these two groups were due to the difference in wording rather than differences between who answered which question.

Both sets of parents were fairly confident about their ability to navigate the process of choosing schools and enrolling in school choice programs. Forty percent of Group 1 felt "extremely" or "very confident" that they could navigate the process for changing schools, and 39% of Group 2 felt as confident enrolling in an ESA program (*Figure 14, Page 18*). The greatest difference between the two groups was seen among those who selected they were "unsure/didn't know" how confident they were about navigating either process. Parents in Group 2 were twice as likely to say they were unsure about enrolling in an ESA program.

FIGURE 13 PARENT AWARENESS OF SCHOOL CHOICE POLICIES

Parents are much more likely to know when open enrollment or charter schools are in their states compared to ESAs and vouchers.

% of Current School Parents



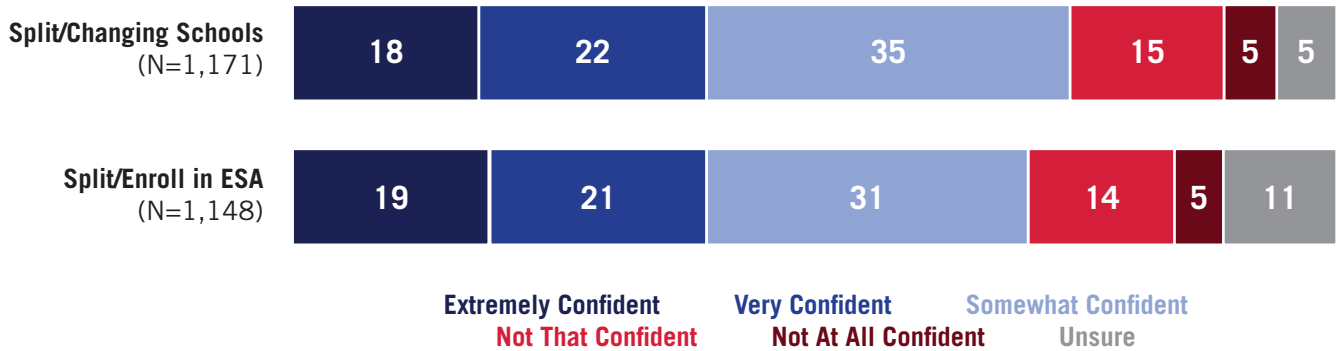
Notes: Skips not shown.
Source: EdChoice, 2024 Schooling in America Survey (conducted April 9–April 30, 2024), QNEW28

FIGURE 14**PARENT CONFIDENCE CHANGING SCHOOLS AND ENROLLING IN ESA PROGRAM**

Forty percent of school parents are at least very confident in their ability to navigate the process for changing their child’s school.

- 1 If you felt the need to enroll your child in a different school than she/he currently attends, how confident, if at all, are you about navigating the overall process for changing schools?
- 2 If you wanted your child to participate in a school voucher or education savings account (ESA) program, how confident, if at all, are you about navigating the program enrollment process?

% of Respondents



Note: Refusals and skips are not reflected in this chart.
 Source: EdChoice, 2024 Schooling in America Survey (conducted April 9–April 30, 2024), Q27_1 and Q27_2

PART 4

TECHNOLOGY IN THE CLASSROOM

The role and effectiveness of technology in schools and classrooms has been a polarizing topic of conversation in recent years, made more pressing by the hastily conducted experiment in virtual learning during the COVID-19 pandemic. While COVID-19 has mostly faded away, the purpose, roles, and uses of technology remain a key topic of conversation in K–12 education. Do parents find virtual schooling (part-time or full-time) an attractive option? Are they happy with the types of technology their child’s school use? Do parents know what kinds of technologies are used in the classroom? We posed these and other questions to school parents to gauge their opinions on the role of technology in the classroom.

Virtual Schooling

In a split-sample experiment, we asked parents whether they would prefer to have a virtual option for their child’s schooling. To be clear, this is gauging whether school parents would like the option for virtual schooling, not whether they would enroll their child in a virtual school. The question also included the following definition of virtual schooling:

“Virtual school is defined as a formally constituted organization (public, private, state, charter, etc.) that offers part/full-time education delivered primarily over the internet.”

School parents report they are very interested in having a virtual option for their child’s schooling. When considering a part-time virtual schooling

option, 58% of parents said they would like to have it (*Figure 15, Page 20*). Diving deeper, 16% of parents said they would “definitely” prefer to have the option for part-time virtual schooling for their child. Only 35% of parents said they would not prefer a part-time virtual schooling option.

Parent opinions on a full-time virtual schooling option were a little less favorable. Slightly fewer parents (53%) would prefer to have the option for full-time virtual schooling, while 42% of parents would forego having that choice. It’s noteworthy that 18% of parents would “definitely” prefer to have the full-time virtual schooling option.

Technology in the Classroom

We asked parents about the different types of technology used in their child’s classes. Most parents reported that their child’s classes use laptops (80%), online learning platforms (75%), or tablets (60%) (*Figure 16, Page 21*). On the other hand, only 24% and 22% of parents said their child’s classes use cellphones or artificial intelligence (AI) programs, respectively. A large proportion of parents (42%) said they are unsure if AI is used in their child’s classes.

To engage in broader context, we also asked parents what types of technology they would support being used in their child’s classes. Parents are very supportive of the use of laptops (85%), online learning platforms (84%), and tablets (84%) in their child’s classes (*Figure 17, Page 21*). Parents are split on whether they support technology like

(AI) and cellphones in the classroom. While 53% of parents would favor AI being used in their child’s classes, only 40% of parents would say the same for cellphones. Over half of parents would oppose the use of cellphones in their child’s classes, while 37% of parents would oppose AI in the classroom.

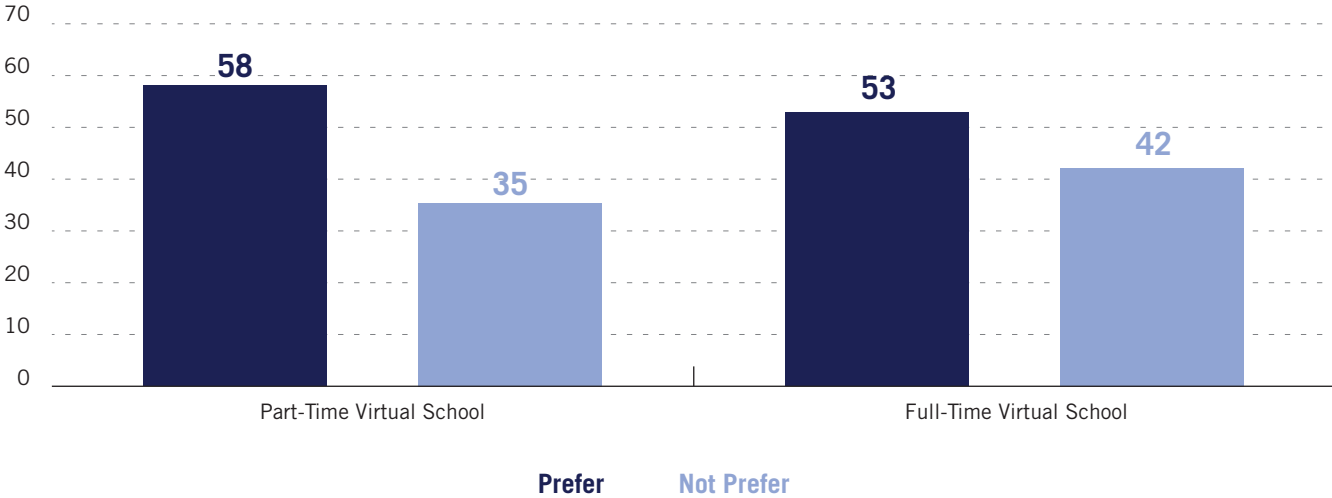
Comparing the reported use of such types of technology with parents’ stated preferences reveals large gaps, most notably when it comes to AI. Parents’ support of AI in the classroom is much higher than reported use of AI in classrooms currently (+30 points) (Figure 18, Page 22). Cellphone use in the classroom paints a similar picture. Parents are much more likely to support the use of cellphones in the classroom compared to reported use of cellphones (+14 points).

We also asked parents if they feel schools should teach students how to use AI responsibly. Nearly two-thirds of parents (65%) agree that schools should teach students responsible use of AI, while 25% disagree (Figure 19, Page 22). Private school parents are most likely to agree (79%), with 44% saying they “strongly agree” with the idea that schools should teach students how to use AI responsibly. For comparison, 63% and 69% of public district school and charter school parents, respectively, agree that schools should teach students how to use AI responsibly.

FIGURE 15 PART-TIME VS. FULL-TIME VIRTUAL SCHOOL OPTION

The majority of school parents would prefer a part-time (58%) and full-time (53%) virtual school option for their child’s schooling.

% of Current School Parents By Split-Sample

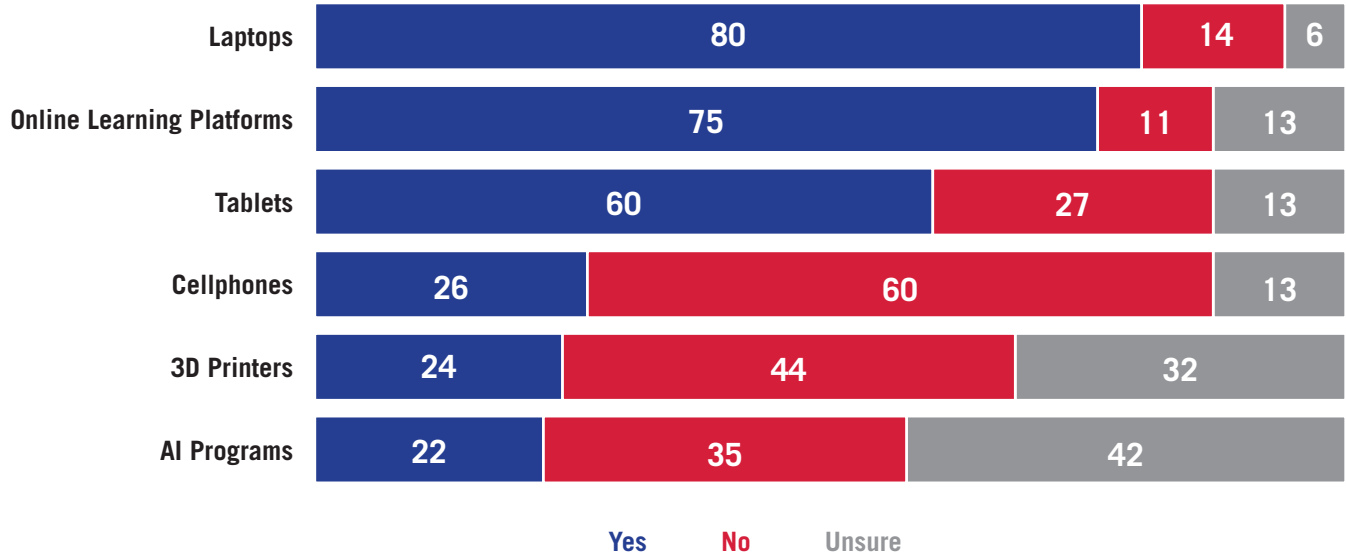


Notes: Respondents were permitted to skip the question, which is not shown.
 Source: EdChoice, 2024 Schooling in America Survey (conducted April 9–April 30, 2024), QNEW6_1, QNEW6_2

FIGURE 16 TYPES OF TECH USED IN SCHOOL

The majority of school parents say laptops, online learning platforms, and tablets are used in their child’s classes. Over 40% of parents are unsure whether AI is used at school.

% of Current School Parents

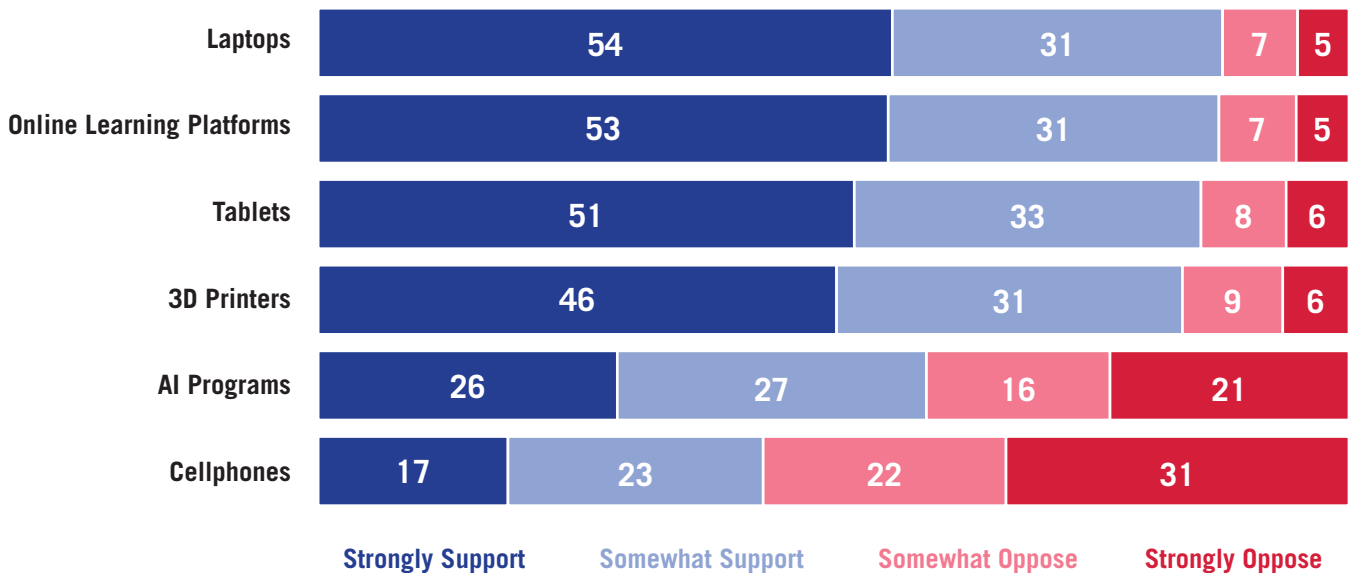


Notes: All percentages reflect the count of coded responses divided by the total number of applicable interviews. Unweighted N's are provided so the reader can roughly assess the reliability of reported percentages. Respondents were permitted to skip the question, which is not shown. For more information about school choice subgroup samples, see EdChoice.org/SIADashboard.
Source: EdChoice, 2024 Schooling in America Survey (conducted April 9–April 30, 2024), Q1

FIGURE 17 SUPPORT OF TECH USE IN THE CLASSROOM

School parents support their child’s classes using technology like laptops, online learning platforms, and tablets, but they are less supportive of AI programs and cellphones in the classroom.

% of Current School Parents

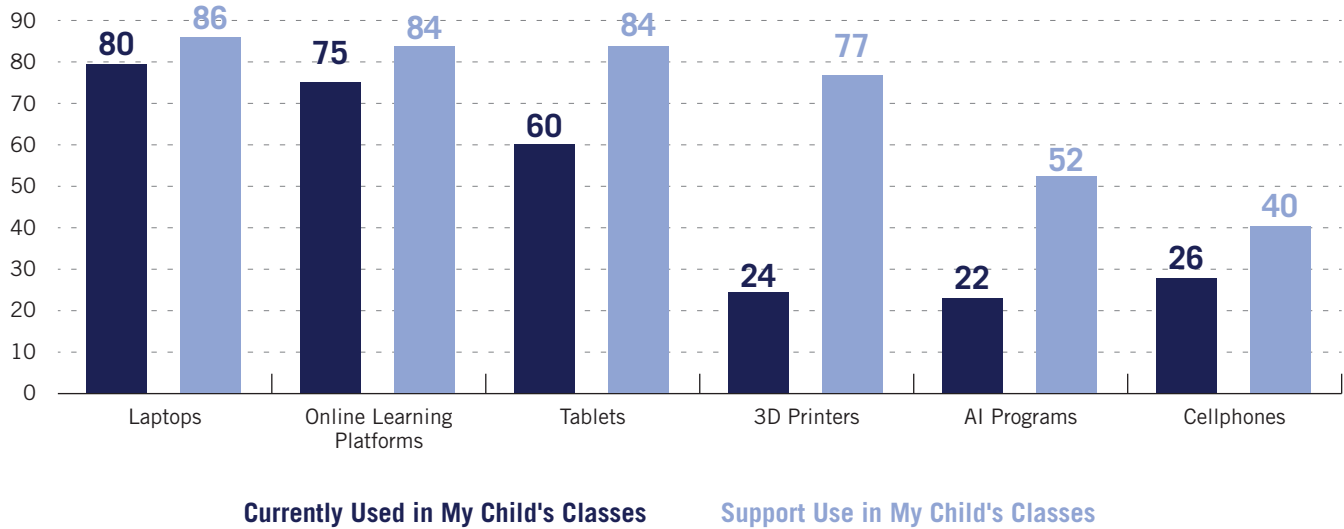


Notes: Respondents were permitted to skip the question, which is not shown.
Source: EdChoice, 2024 Schooling in America Survey (conducted April 9–April 30, 2024), QNEW7_2

FIGURE 18 PREFERRED TECH USE VS. CURRENT TECH USE IN CLASS

School parent support for the use of AI (+30%) and cellphones (+14%) in their child's classes is much higher than reported current use.

% of Current School Parents

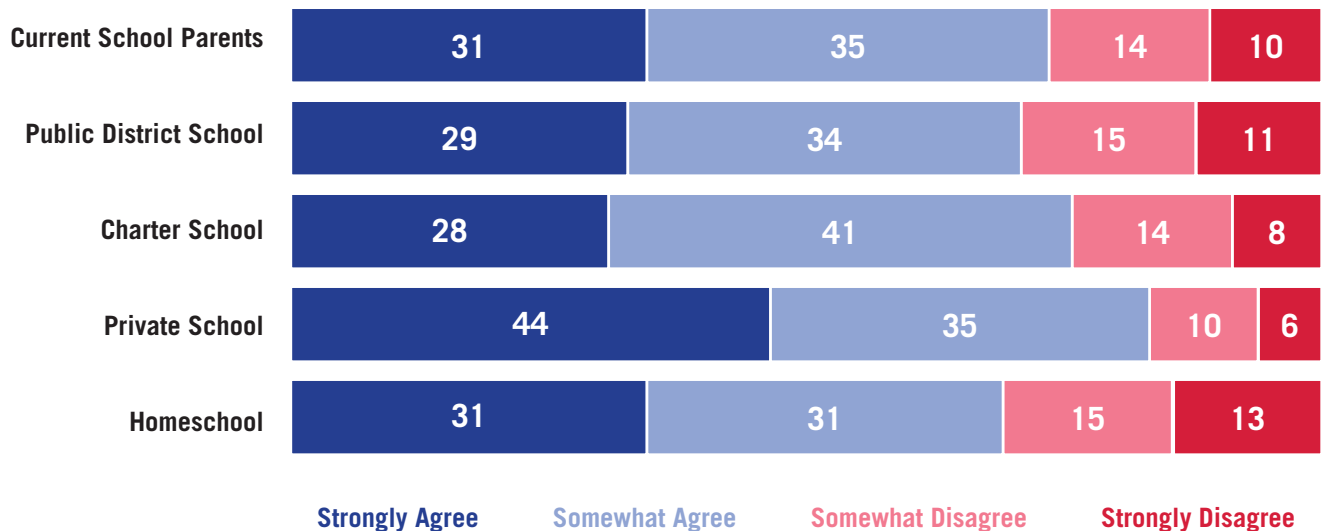


Notes: Respondents were permitted to skip the question, which is not shown.
Source: EdChoice, 2024 Schooling in America Survey (conducted April 9–April 30, 2024), QNEW7_1, QNEW7_2

FIGURE 19 VIEWS ON SCHOOLS TEACHING THE RESPONSIBLE USE OF AI

Two-thirds of parents say that schools should teach students how to use AI responsibly. Private school parents are particularly keen on this idea.

% of Current School Parents



Notes: Respondents were permitted to skip the question, which is not shown.
Source: EdChoice, 2024 Schooling in America Survey (conducted April 9–April 30, 2024), QNEW8

PART 5

EDUCATIONAL CHOICE

In 2024, the momentum has continued for expanding private school choice programs around the country. Alabama, Georgia, Louisiana, and Nebraska have enacted new programs to help increase options for families to enhance their child's education, and the recent growth of new and expanded programs has not occurred at random. Public and parent support for choice programs, especially education savings accounts (ESAs), is consistent and strong. More than two-thirds of Americans support ESAs and school vouchers (*Figure 20, Page 25*). More than 75% of school parents support those policies (*Figure 21, Page 25*). We have observed similar levels of support for these policies since 2019. Support is high among many different demographic groups, even those with competing ideological views. For example, more than 70% of Republicans and Democrats support ESAs.

We can analyze the public's awareness and attitudes toward five types of school choice programs: ESAs, school vouchers, tax-credit scholarships, charter schools, and open enrollment among public district schools. The exact language used to describe these programs is included here. We also report results for both baseline (no description) and descriptive questions assessing support for and opposition to these types of school choice policies. Descriptions of school vouchers and charter schools have remained consistent since our earliest polling in 2013. Over the same time, we used several very similar descriptions of ESAs and tax-credit scholarships. With this caution in mind, we are able to reasonably compare general support trends for these policies since 2013.

Education Savings Accounts (ESAs)

Without being given a description, 50% of Americans and 58% of school parents have favorable views towards ESAs (*Figure 22, Page 26*). In a follow-up question, both sets of respondents were given a description of ESAs. Public support and school parent support for ESAs increased by up to 26 points, to 76% and 84%, respectively. Both groups support ESAs at higher levels than other school choice policies, a consistent pattern that has held since 2017.

Opposition to ESAs is consistently low. Americans are more than three times as likely to support ESAs than to oppose them, and school parents were more than five times as likely to support ESAs than to oppose them. There was an uptick of respondents who said they have never heard of ESAs, increasing five points to 36% in 2024.

High levels of support existed among many different demographic groups. School parents (84%), Hispanic respondents (83%), Millennials (81%), and urbanites (81%) were the most likely to support ESAs (*Figure 23, Page 26*). Rural respondents (72%), white respondents (73%), and Baby Boomers (73%) are among the least likely groups to support ESAs, albeit with support levels that are still quite high.

In a split-sample experiment, we asked Americans their opinions on universal ESAs, as well as their view of needs-based ESAs. More than two-thirds (71%) of Americans agreed that “ESAs should be available to all families, regardless of income or special needs (*Figure 24, Page 27*).” The comparison statement, “ESAs should only be available to families based on financial need,” garnered a much lower level of support, with 53% of respondents agreeing. The percentage of respondents who support needs-based ESAs remained relatively unchanged from last year, while the percentage of those who support universal ESAs decreased by five points in 2024. Even so, there remains a significant gap between support for universal ESAs and support for needs-based ESAs.

School Vouchers

School vouchers, as described in our survey, continue to be popular among the general public and with school parents. Without being given a description of school vouchers, 50% of Americans and 59% of school parents supported them (*Figure 25, Page 27*). Support for them among the general public jumps 16 points to 67% and support among school parents jumps 19 points to 78% when respondents receive a description of vouchers. School parents’ favorability toward school vouchers increased three points to 78% in 2024, one of the highest levels of support we have observed in our survey series. School parents are three times as likely to favor school vouchers than they are to oppose them.

As with ESAs, support for school vouchers is high among a variety of demographic groups. Millennials (76%), Republicans (75%), and Hispanic adults (75%) are most likely to support school vouchers (*Figure 26, Page 28*). The groups least likely to support school vouchers are high-income earners of \$80,000+ (57%), respondents with at least a bachelor’s degree (57%), and Baby Boomers (58%).

HOW WE DESCRIBE VARIOUS EDUCATIONAL CHOICE POLICIES IN OUR DESCRIPTIVE SURVEY QUESTIONS:

Education Savings Accounts (ESAs)

An “education savings account” in K–12 education – often called an ESA – establishes for parents a government-authorized savings account with restricted, but multiple uses for educational purposes. Parents can then use these funds to pay for: school tuition; tutoring; online education programs; therapies for students with special needs; textbooks or other instructional materials; or save for future college expenses. In general, do you favor or oppose an ESA system.

School Vouchers

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 the child’s school.

Tax-Credit Scholarships

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 government gives tax credits to individuals or businesses if they contribute money to nonprofit organizations that distribute private school scholarships. A nonprofit organization gives a scholarship to a qualifying student who would like to enroll in a private school of their choice, including both religious and nonreligious schools. The student’s parent then uses the scholarship to pay partial or full tuition for the chosen private school.

Public Charter Schools

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.

Open Enrollment

An “open enrollment” policy in K-12 education allows a student enrolled in public school to select and transfer to a public school of their choice, rather than attending a school based on where they live. A student can be allowed to transfer to a public school in another district (called “INTER-district”). The policy is based on a first come, first served process until districts are no longer able to accommodate new students.

Tax-Credit Scholarships, Charter Schools, and Open Enrollment

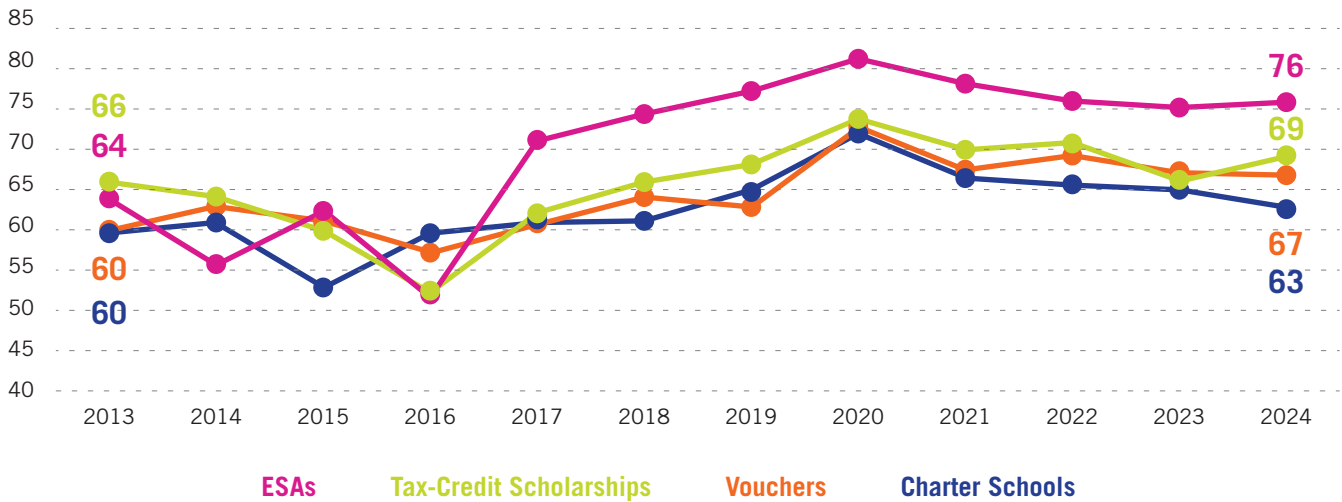
Several other types of school choice policies are also popular among Americans generally and school parents in particular. The latter group is especially supportive of tax-credit scholarships (79%) and open enrollment (81%). School parents' support of public charter schools has lagged behind a bit, at 72%, which is still a high level. School parents' opposition to charter schools increased slightly for the second year in a row, however.

The general public's favorability toward these policies follows the same pattern. They are more likely to support open enrollment (74%) and tax-credit scholarships (69%) than charter schools (62%) in 2024. While differences exist in the support levels of the general public and school parents, support for school choice remains high again in 2024.

FIGURE 20 PUBLIC FAVORABILITY OF K-12 CHOICE POLICIES, 2013-2024

About two-thirds of Americans support school vouchers, charter schools, and tax-credit scholarships. Support for ESAs is much higher at 76%.

% of General Population

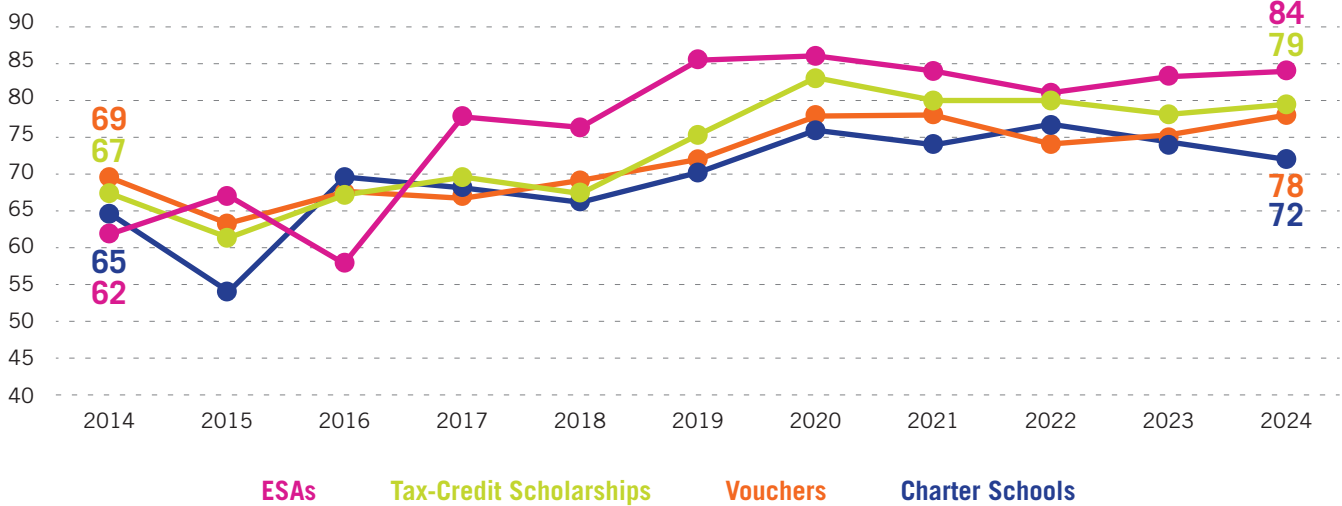


Notes: From 2013-2015 we slightly changed question wording to more accurately reflect the features of an education savings account (ESA) program and to avoid the inclusion of potentially loaded words or limiting ESA uses. Phone-only survey results shown for 2013-2017. Mixed-mode results (online and phone) shown for 2018-2024.
Sources: EdChoice, 2024 Schooling in America Survey (conducted April 9-April 30, 2024), Q17, Q19, Q21, and Q25; EdChoice, Schooling in America Survey, 2016-2024; Friedman Foundation for Educational Choice, Schooling in America Survey, 2013-2015

FIGURE 21 PARENTS' FAVORABILITY OF K-12 CHOICE POLICIES, 2014-2024

Parent support for K-12 choice policies is consistently high. ESAs remain the most popular school choice policy for the eighth consecutive year.

% of Current School Parents

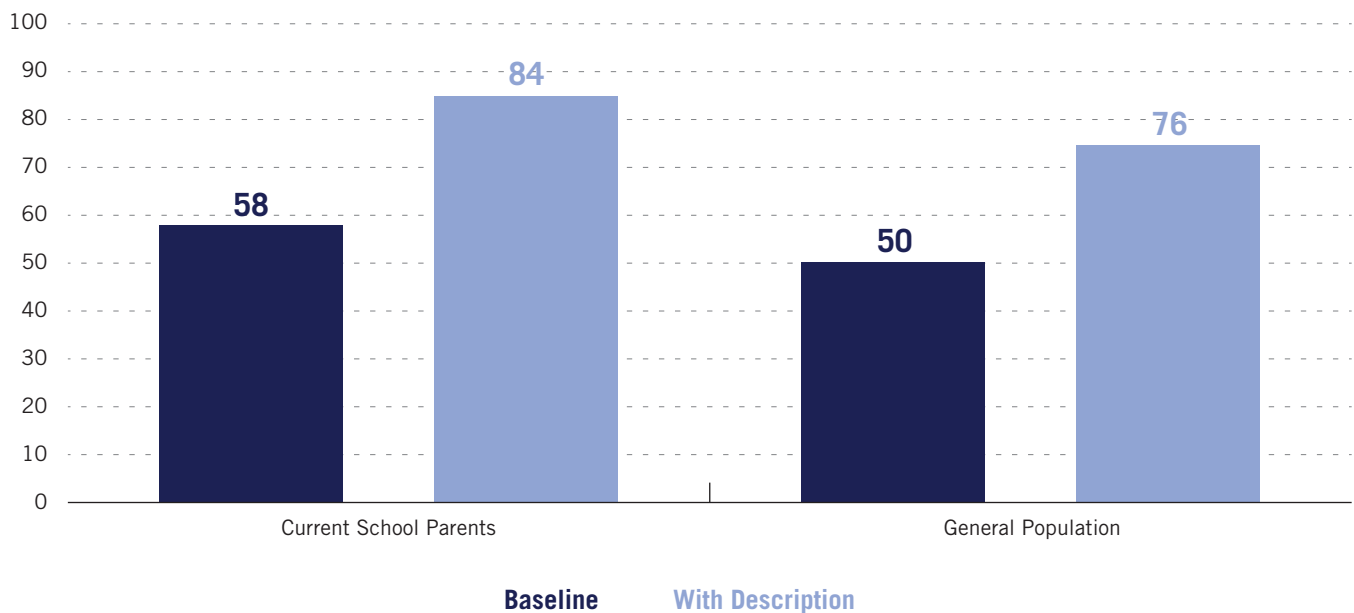


Notes: From 2014-2015 we slightly changed question wording to more accurately reflect the features of an education savings account (ESA) program and to avoid the inclusion of potentially loaded words or limiting ESA uses. Phone-only survey results shown for 2014-2017. Mixed-mode results (online and phone) shown for 2018-2024.
Sources: EdChoice, *2024 Schooling in America Survey* (conducted April 9-April 30, 2024), Q17, Q19, Q21, and Q25; EdChoice, *Schooling in America Survey, 2016-2024*; Friedman Foundation for Educational Choice, *Schooling in America Survey, 2014-2015*

FIGURE 22 EDUCATION SAVINGS ACCOUNTS (ESA) FAVORABILITY—WITHOUT VS. WITH DESCRIPTION, 2024

When given a description of ESAs, support among school parents and the general population increased by 26 points.

% of Respondents Replying "Strongly or Somewhat Favor"



Source: EdChoice, *2024 Schooling in America Survey* (conducted April 9-April 30, 2024), Q20 and Q21

FIGURE 23 DEMOGRAPHIC SUPPORT FOR ESAs

Support for ESAs is strongest amongst school parents, Hispanic adults, and Millennials. Respondents from rural areas are least likely to support ESAs.

% of Respondents

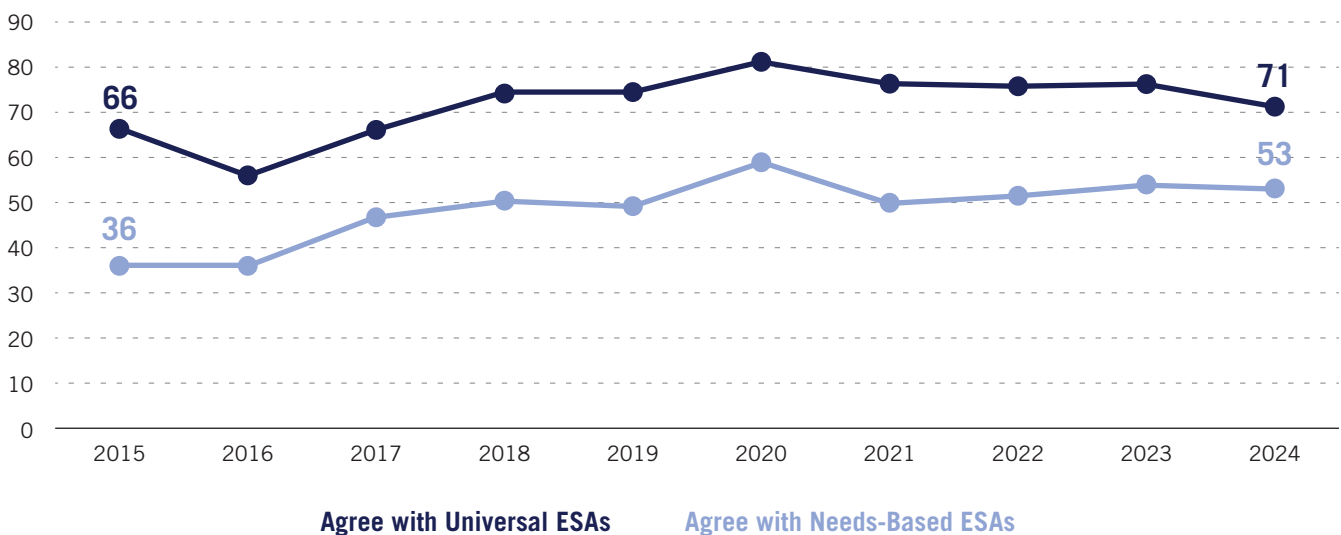
Most Supportive, Top 10 Groups		Least Supportive, Bottom 10 Groups	
School Parents	84%	Gen X	75%
Hispanic	83%	Suburban	75%
Millennials	81%	Male	75%
Urban	81%	South	74%
Education: Bachelors+	78%	Education: <College Grad	74%
Age: 18-34	78%	Republican	73%
Midwest	78%	White/Non-Hispanic	73%
Black	78%	Baby Boomers	73%
Democrat	77%	Age: 55+	72%
Gen Z	77%	Rural	72%

Source: EdChoice, 2024 Schooling in America Survey (conducted April 9–April 30, 2024), Q21

FIGURE 24 UNIVERSAL VS. NEEDS-BASED EDUCATION SAVINGS ACCOUNTS (ESAs), 2015–2024

Americans are consistently much more likely to support universal ESAs rather than needs-based ESAs. However, Americans' support for universal ESAs dropped five points from last year.

% of Current School Parents by Split Question Version, Grading A or B

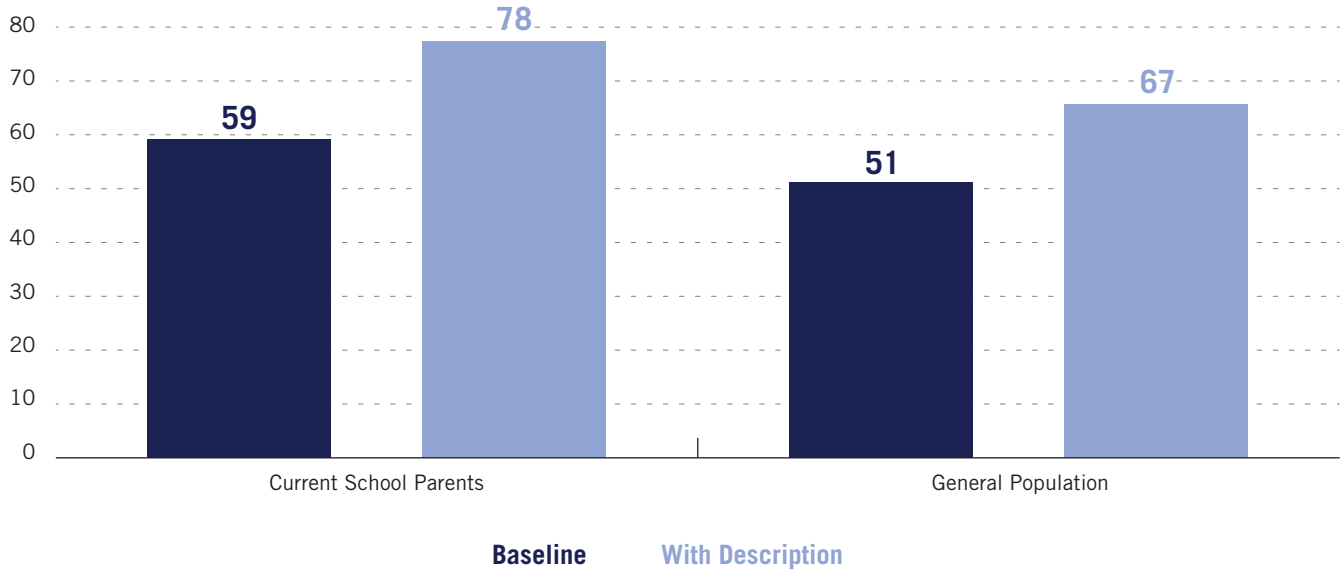


Notes: Phone-only survey results shown for 2015–2017. Mixed-mode results (online and phone) shown for 2018–2024. Volunteered responses not shown nor skips reflected in this chart. Sources: EdChoice, 2024 Schooling in America Survey (conducted April 9–April 30, 2024), Q24; EdChoice, Schooling in America Survey, 2016–2024; Friedman Foundation for Educational Choice, Schooling in America Survey, 2015

FIGURE 25**SCHOOL VOUCHER FAVORABILITY—WITHOUT VS. WITH DESCRIPTION, 2024**

When given a description of school vouchers, support increased by 16 points among the general population and 19 points among school parents.

% of Respondents Replying "Strongly or Somewhat Favor"



Source: EdChoice, 2024 Schooling in America Survey (conducted April 9–April 30, 2024), Q18 and Q19

FIGURE 26**DEMOGRAPHIC SUPPORT FOR SCHOOL VOUCHERS**

School parents, millennials, and Republicans are the most likely groups to support school vouchers. Adults with at least a bachelor's degree show the least support.

% of Respondents

Groups Most Supportive, Top 10 Groups		Groups Least Supportive, Bottom 10 Groups	
School Parents	78%	Independent	66%
Millennials	76%	Midwest	65%
Republican	75%	White/Non-Hispanic	65%
Hispanic	75%	Male	64%
Age: 35-54	74%	Rural	63%
Education: <College Grad	71%	Democrat	60%
Urban	71%	Baby Boomers	58%
Age: 18-34	71%	Income: 80K+	57%
Northeast	69%	Age: 55+	57%
Gen X	69%	Education: College Grad+	57%

Source: EdChoice, 2024 Schooling in America Survey (conducted April 9–April 30, 2024), Q21

APPENDIX 1

Survey Project and Profile

Title: 2024 Schooling in America Survey

Survey Funder: EdChoice

Survey Data Collection and

Quality Control: Braun Research, Inc.

Interview Dates: April 9-30, 2024

Sample Frames: “General Population”—National sample of adults (age 18+) living in the U.S., including the District of Columbia (Online, Phone)

Sampling Methods: Mixed Mode

Phone: Dual Frame, Probability-based, Random Digit Dial (RDD)

Text-to-web (counted as cellphone)

Online: Non-probability-based opt-in panel

Language: English

Interview Methods: Live Telephone for General Population, N = 500

- Cellphone = 80% (including text-to-web)
- Landline = 20%

Online for General Population, N = 1,002

Average Interview Lengths: Phone – General Population: 17.2 minutes

Text-to-web – General Population: 15 minutes

Online – General Population: 16.3 minutes

Online – K–12 School Parents: 17.5 minutes

Sample Sizes and

Margins of Error: General Population, Total (N = 1,502): ± 2.5 percentage points

Online (N = 1,002): ± 3.1 percentage points

Phone (N = 500): ± 4.4 percentage points

Current K–12 School Parents (N = 2,319): ± 2.0 percentage points

Response Rates: General Population, Cellphone = 2.3%

General Population, Landline = 1.0%

General Population, Online = 14.9%

Weighting? Yes

General Population (combined phone and online): Age, Census Division, Gender, Ethnicity, Race, Education, Phone Usage

K–12 School Parents (combined phone and online): Census Region, Gender, Race, Age

African American /Black: Census Region, Gender, Age

Hispanic: Census Region, Gender, Age

Minimum Quotas? Yes (Total N includes draw from General Population Sample)

K–12 School Parents ($N \geq 1,500$): $N = 2,319$

African American/Black ($N \geq 600$): $N = 605$

Hispanic ($N \geq 600$): $N = 601$

Project Contacts: Colyn Ritter, colyn@edchoice.org

Paul DiPerna, paul@edchoice.org

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

EdChoice is the survey’s sponsor and sole funder at the time of publication.

APPENDIX 2

Additional Information About Survey Methods

Online Interviews

Braun Research (BRI) programmed and hosted the web-based surveys. For the General Population, panel administrators initially emailed 5,558 adults from April 9–30, 2024. These contacts were randomly selected from the opt-in non-probability online pool of panelists. A proportion (N = 507) were terminated as disqualified. BRI used a partner, Pure Spectrum, to recruit panel respondents and help with survey administration. Pure Spectrum works with its various partners and panel providers.

Appendix 3 displays the online sample dispositions and response rates.

Contact Procedures

Contact with potential respondents generally functions differently than by other modes like phone, mail, or emails that are sent directly to the respondent. With online panels, for instance, Braun Research creates and develops the survey instrument and gives it a title. For this project, the online panel connector (Fulcrum) takes that survey and, via a link, reaches out to its partners—who are online panel suppliers—to offer opportunities to participate. These online panel partners decide whether to participate and offer the survey to their panelists based on their panel composition, survey topic and screening questions. The panel companies present these opportunities, generally in the form of an online dashboard or mobile app. The platform served as a direct-to-consumer model—the link was created, sent out, and the panelist clicked on the survey to indicate if he/she wanted to participate or not. Rather than sending email invitations to initiate contacts, most online panel companies use a dashboard-type platform and process, whereby panelists visit these dashboards (or apps) to see the latest survey offerings.

Phone Interviews

Braun Research's live callers conducted all interviews via computer-assisted telephone interviewing (CATI), using a survey instrument developed and scripted by the authors.

For the phone portion of this project to achieve the General Population sample and oversamples, Braun Research made 38,189 phone calls by landline phone (14,065) and cellphone (24,124). Of these calls, 8,985 (3,845 landline; 5,140 cellphone) were unusable phone numbers (disconnected, fax, busy, or non-answers, etc.); 379 (80 landline; 299 cellphone) phone numbers were usable but not eligible for this survey; and 7,295 (1,735 landline; 5,560 cellphone) phone numbers were usable numbers but eligibility unknown (including callbacks, refusals and voicemail). Forty-four people (14 landline; 30 cellphone) did not complete the survey.

Appendix 4 displays the phone sample dispositions and response rates.

Phone Sample Design

Dynata used a combination of landline and cellular Random Digit Dial (RDD) samples to represent the General Population (adults age 18+ in the United States and District of Columbia) who have access to either a landline or cellular telephone. Dynata provided both samples according to BRI specifications.

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

Dynata drew numbers for the landline sample 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 drawn through a systematic sampling from dedicated wireless 100-blocks and shared service 100-blocks with no directory-listed landline numbers.

Contact Procedures

Braun Research conducted live telephone interviews from April 9–30, 2024. Their callers made as many as eight attempts to contact every sampled phone number. The sample was released for interviewing in replicates, which are representative subsamples of the larger sample. Using replicates to control the release of the sample ensures that complete call procedures are followed for the entire sample. Calls were staggered over times of day and days of the week to increase the chance of contacting potential respondents. Each phone number received at least one daytime call.

The Hagan-Collier Method guided respondent selection. Braun Research recruited respondents in the landline sample by asking for the youngest adult male who is now at home. If the youngest male was not home, the next step would be to request an interview with the youngest female at home. For cellphone calls, Braun Research callers interviewed whoever answered the phone, as long as that person was an adult 18 years of age or older.

Surveys, including this one, are subject to errors caused by one or more factors. These include sampling error, question wording, the order in which the questions are asked, and other factors.

Weighting Procedures

Weighting is generally used in survey analysis to compensate for sample designs and patterns of non-response that might bias results. In this study, Braun Research balanced the General Population sample to respective population parameters.

Participation in surveys tends to vary for different subgroups of the population. Subgroups cooperate and participate at varying rates. One reason is that groups vary in the extent to which they are interested in a survey's topics and questions. To compensate for these known and potential biases, the sample data were weighted for analysis.

The phone questionnaire reflected a shorter, abridged version of the online questionnaire—about two-thirds the length of the online version.

BRI decided to weigh respondents in the following manner because of questionnaire similarities and the mixed-mode approach of the study:

General Population estimates: Braun Research first combined the initially completed phone sample (N = 500) and online sample (N = 1,002). The weighting procedure then matched for the total General Population sample (N = 1,502). That total General Population sample was then weighted by using population parameters from the U.S. Census Bureau’s 2022 American Community Survey (ACS), Five-year Estimates, for adults 18 years of age or older living in the United States and the District of Columbia, based on the following: Age, Census Division, Gender, Ethnicity, Race, and Education.⁴

Weighted and unweighted results are available on request.

4. United States Census Bureau, 2022 American Community Survey (ACS), Five-year Estimates [Data set]. <https://data.census.gov>

APPENDIX 3

General Population Plus Oversample, Online Dispositions (N = 1,002)

Description	Total
Full Completes	1,002
Email Bouncebacks	87
Respondent Unavailable During Field Period (Web)	4,573
Terminated Early/Breakoffs	511
Screened Out/Disqualified	507
Logged Into Survey; Did Not Complete Any Item	623
Not Intended Person	12
Overquota	90
Total Contacts	7,405
Response Rate	14.9%
Cooperation Rate	46.9%
Refusal Rate	9.3%

APPENDIX 4

National General Population, Phone Dispositions (N = 500)

Summary			Detail		
Landline	Cellphone		Landline	Cellphone	
14,065	24,124	Total	3,808	5,122	Disconnected
14,065	24,124	Released	10	0	Fax
1.0%	2.3%	Est. Response (AAPOR)	27	18	Government/Business
			0	0	Cell Phone
			3,845	5,140	Unusable
			1,601	5,491	No Answer
			134	69	Busy
			1,735	5,560	Usability Unknown
			100	400	Complete
			14	30	Break-Off
			114	430	Usable/Eligible
			350	757	Refused
			12	24	Language Barrier
			4,600	7,899	Answering Machine
			3,281	3,945	Call Back-Retry
			41	70	Strong Refusal
			7	0	Privacy Manager
			8,291	12,695	Usable/Eligible Unknown
			80	299	Terminates
			80	299	Usable/Ineligible
			1.0%	2.3%	Response Rate
			30.8%	44.9%	Cooperation Rate
			4.7%	6.3%	Refusal Rate

APPENDIX 5

Phone Call Introductions

Cell Phone

Hello, my name is _____. I am calling from BR Interviewing. We are calling adults in your part of the United States to ask about some things that have been in the news.

I am not selling anything, and I will not be asking for money. All of your answers will be kept strictly confidential.

If you are driving or otherwise doing something requiring your full attention, I will need to call you back.

Please know these calls are randomly monitored for quality and training purposes.

Landline

Hello, my name is _____. I am calling from BR Interviewing. We are calling adults in your part of the United States to ask about some things that have been in the news.

I am not selling anything, and I will not be asking for money. All of your answers will be kept strictly confidential.

May I please speak with the youngest MALE age 18 or older who is now at home? [IF NO] May I please speak with the youngest FEMALE age 18 or older who is now at home?

Please know these calls are randomly monitored for quality and training purposes.

APPENDIX 6

Screening Questions

Online (General Population)

S1. Are you under 18 years old, OR are you 18 or older?

- 1) Under 18 * Thank, and terminate
- 2) 18 or older
- 3) (Refused) * Thank, and terminate

S2. What is your ZIP Code?

S3. In what STATE do you currently live?

- 1) [Record U.S. State or District of Columbia]
- 2) Outside of USA * Thank, and terminate
- 3) (Refused) * Thank, and terminate

Phone

S1. Are you under 18 years old, OR are you 18 or older?

- 1) Under 18 * Thank, and terminate
- 2) 18 or older
- 3) (Refused) * Thank, and terminate

S2. What is your ZIP Code?

S3. In what STATE do you currently live?

- 1) [Record U.S. State or District of Columbia]
- 2) Outside of USA * Thank, and terminate
- 3) (Refused) * Thank, and terminate

APPENDIX 7

Summary Statistics for National General Population (N = 1,502), Compared to U.S. Census Bureau Statistics

% of General Population and Selected Demographic Groups

	Unweighted Count (N)	Unweighted Online %	Unweighted Phone %	Weighted Total %	Census %
EDUCATION					
< College Degree	934	75	53	61	65
≥ College Degree	564	25	46	70	66
GENDER					
Female	758	52	47	50	50
Male	744	48	53	50	50
RACE/ETHNICITY					
Asian/Pacific Islander	37	7	3	6	6
Black/African American	203	14	10	12	12
Hispanic/Latino	264	22	7	15	19
Native American	12	1	2	1	1
White, Not Hispanic	945	72	69	65	61
Two or More	87	6	6	5	4
Other	53	-	2	4	7
REGION					
Northeast	264	18	17	17	17
Midwest	314	21	20	21	21
South	569	39	37	39	39
West	355	22	26	24	24
	Unweighted Count (N)	Unweighted Total %		Weighted Total %	
HOUSEHOLD INCOME					
< \$40,000	791	53		55	
\$40,000 to \$79,999	350	23		23	
≥ \$80,000	315	21		19	

Sources: EdChoice, 2024 Schooling in America Survey (conducted April 9–30, 2024); 2020 U.S. Census Bureau Statistics

ABOUT THE AUTHORS



Colyn G. Ritter is a Senior Research Associate at EdChoice, where he studies school choice, survey data, public opinion, and other education policy topics. As part of the Research team, he collects data on school choice programs, analyzes polling data through our monthly public opinion tracker, and assists with national and state surveys of K–12 parents and school leaders. His work has been featured in various media and education-specific outlets including The 74, The Hill, Fox News, Real Clear Education, EdChoice blog, EdChoice podcasts, as well as other education or opinion outlets. Previously, Colyn worked with youth in the St. Louis area teaching an ACT prep course, as well as with the School of Social Work at Saint Louis University. He received a bachelor’s degree from Saint Louis University in Accounting and Sports Business.



Alli Aldis is a research assistant at EdChoice, where she conducts research on school choice programs, public opinion polling, and related education policy topics. Major projects include the monthly EdChoice Public Opinion Tracker, the annual Schooling in America survey, and the ABCs of School Choice. As part of the research team, she collects and analyzes information on school choice programs nationwide, designs and analyzes surveys on K–12 education, manages the organization’s data collection, and authors analytical pieces on education policy. Her writing appears on the EdChoice blog and other education media outlets. Before joining EdChoice, Alli graduated from the Ohio State University with a bachelor’s degree in History and PPE (Philosophy, Politics, and Economics). While at OSU, she assisted with research on pandemic school closures and school board accountability, and interned in policy research at Ohio Excels.



John M. Kristof is a Senior Research Analyst at EdChoice, where he studies school choice, educational pluralism, education finance, public opinion, and related education policy topics. With the Research and Thought Leadership team, he analyzes school choice programs and their relationships with the broader education ecosystem, designs and analyzes statewide surveys of K–12 parents and school leaders, manages the organization’s data collection for private school choice programs, and analyzes EdChoice polling work. John also enjoys exploring how policy theory can illuminate conflicts and coalitions in the education reform space. His writing regularly appears on the EdChoice blog and other education and opinion outlets. Prior to EdChoice, John was the Lawrence M. Borst Fellow at the Indiana General Assembly, where he provided research support for issues including education finance, special education, teacher compensation, child poverty, and other education and fiscal matters. John holds a Master of Public Affairs degree in Policy Analysis from Indiana University, where he studied the relationship between charter school competition and traditional public school finances. He received a bachelor’s degree in Economics and Humanities from Indiana Wesleyan University, where he also was a John Wesley Honors Scholar.



Paul DiPerna is Vice President of Research and Innovation for EdChoice. Paul joined the organization in 2006, and he currently leads the research and thought leadership program’s activities and projects. His research interests include surveys and polling on American K–12 education and schooling. Paul directs the monthly EdChoice Public Opinion Tracker – a national polling series that regularly surveys the general public, parents, teachers, and teens. He also continues to oversee the annual Schooling in America Survey. EdChoice has produced more than 220 reports, papers, and briefs during Paul’s time leading the research program.

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The authors take responsibility for any errors, misrepresentations, or omissions in this publication.

ABOUT THE SURVEY ORGANIZATION

Braun Research, Inc.

The Braun Research network of companies, founded in 1995, engages in data collection via telephone and the 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 29 years, Braun Research has conducted over 12,000 research projects by telephone, the internet, and mail worldwide.

Braun Research employs techniques and standards approved by various survey research associations and other affiliations, including those with which Braun has been an active member, including the American Association for Public Opinion Research (AAPOR).

Paul Braun is recognized as a leader in the field by colleagues and industry peers. He has served as president of the New Jersey Chapter of AAPOR.

COMMITMENT TO METHODS AND TRANSPARENCY



EdChoice is committed to research that adheres to high scientific standards; 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 2015. The TI is designed to acknowledge those organizations that pledge to practice transparency in their reporting of survey-based research findings and abide by AAPOR's disclosure standards as stated in the Code of Professional Ethics and Practices.

The contents of this publication are intended to provide empirical information and should not be construed as lobbying for any position related to any legislation. The authors welcome any and all questions related to methods and findings.



111 MONUMENT CIRCLE
SUITE 2650
INDIANAPOLIS, IN 46204
317 681 0745

[EDCHOICE.ORG](https://edchoice.org)