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Public Opinion Survey

2026

PARCA

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Executive Summary

The 2026 PARCA Public Opinion Survey asked a statewide sample of 444 Alabama adults about the state's budget priorities, education funding, school choice, and who should make education policy decisions. Five findings stand out.

Education remains Alabamians' top priority, but healthcare has drawn even. As in every survey since 2014, education receives the best average ranking among the four major areas of state government activity: education, healthcare, public safety, and highways. This year, however, 40% of respondents rank healthcare first, not statistically different from education at 39%. This is the first year education has not led outright.

Alabamians see education as underfunded and are willing to pay for it, but agree on no single tax. Three in four say too little is spent on education, with early childhood and K-12 seen as most underfunded. No individual tax increase (property, sales, online sales, or income) attracts majority support, yet two-thirds (66%) are willing to pay more of at least one of them. Support is broadest for directing online sales tax revenue to local schools, as local sales taxes already do (78%).

There is strong support for tapping education reserves. Three-quarters favor using some rainy-day funds now rather than holding them entirely in reserve, most often to update the school funding formulas (70%), improve school safety (70%), and renovate facilities (66%). The top priority for new education dollars is increasing employee pay and benefits (39%).

Alabamians are evenly divided on the CHOOSE Act, and support erodes if public schools lose funding. Respondents split almost exactly in half on the voucher program (48% support, 50% oppose). Among supporters, 42% would withdraw support if it reduced public education funding; combined with initial opponents, about seven in ten would oppose vouchers under that condition. A majority (54%) would choose public schools for their own children or grandchildren, and over 70% across all items tested say that private schools accepting state funds should meet the same standards as public schools.

The public believes local school boards should make most education decisions. Across six policy domains, pluralities or majorities choose the State Board of Education (academic standards, instructional materials, teacher qualifications) or local school boards (safety, the calendar, extracurriculars) as the best decision-makers. In every domain, at least two-thirds place the decision with a school board of one kind or another.

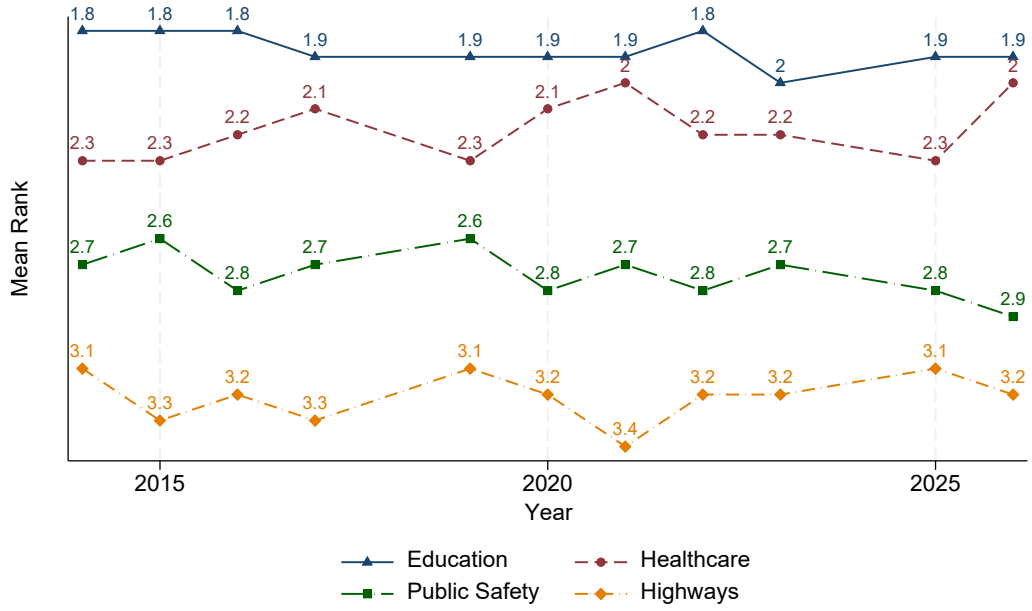
State Budget Priorities

We asked respondents to rank the four main areas of state government activity: education, healthcare, public safety, and highways.

As has been the case for many years, education is the top-ranked area. See Figure 1. The mean rank for education is about 1.9, consistent with previous years. Those with higher levels of education and income are more likely to rank education as a top priority than those with lower levels. Parents of children who attend public schools also rank education higher than others do. In every partisan group, education receives the best average rank.

Healthcare has consistently followed education in average rank, and in three years has been nearly tied: 2017, 2021, and this year, 2026. In the two earlier years, healthcare was a particular focus in the national political landscape, with 2017 marking a change in presidential administrations and much discussion of repealing the Affordable Care Act (ACA), and 2021 finding the nation in the throes of the COVID-19 pandemic. (The 2020 survey was completed before the pandemic was widespread.) In the waning months of 2025 and the beginning of 2026, there has been significant discussion of healthcare, particularly the sunsetting of ACA subsidies, which expired at the end of 2025. These factors could contribute to healthcare's prominence in this year's survey. Those with lower incomes are more likely to rank healthcare as a top priority than those with higher incomes. Republicans are less likely to rank healthcare as number one than independents and Democrats.

Figure 1. Average rank of major budget areas, 2014–2026

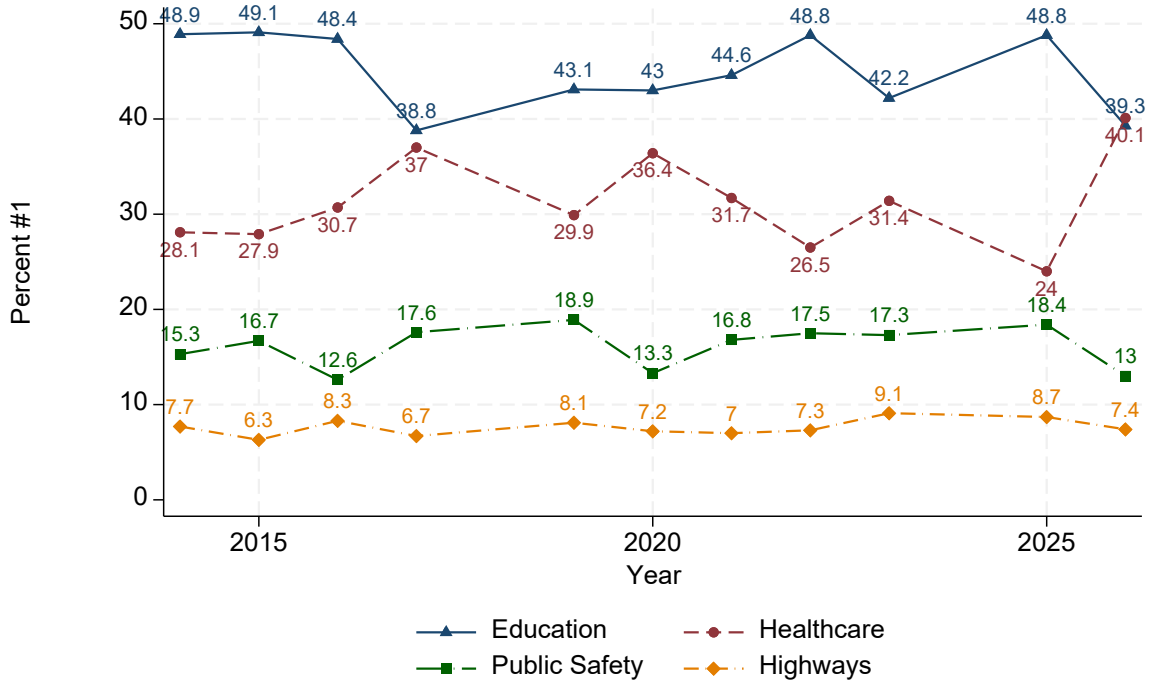


The average rankings for public safety and highways have consistently placed them in third and fourth place, respectively. Republicans give public safety slightly higher

ranking than independents or Democrats. Men rate highways as slightly more important than women.

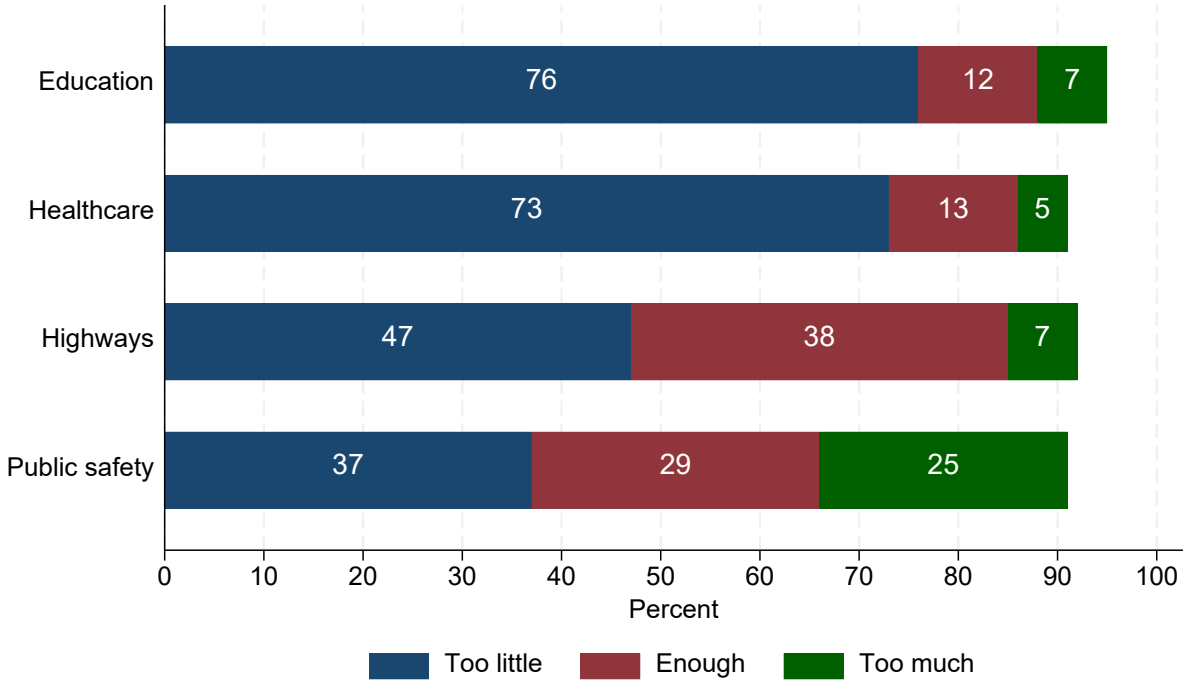
Another way to evaluate the rankings of the main areas of state government activity is to look at the percentage of respondents who rank each area number one. See Figure 2. Here we see that in every year except 2026, education has the highest percentage of number one rankings. This year, healthcare, at about 40% of the number one rankings, is not statistically different from education at 39%. Something similar occurred in another healthcare emphasis year, 2017, when the percentage of number one rankings for healthcare spiked. This was not the case in 2021, however, when healthcare's better mean rank resulted from it receiving a plurality of second-choice rankings.

Figure 2. Percent prioritizing each budget area #1, 2014–2026



We asked respondents if "too little, too much, or enough money is now being spent" on each of the four areas of state activity. The results presented in Figure 3 are consistent with past surveys, with large majorities of respondents indicating that too little is spent on education (76%) and healthcare (73%). Pluralities also indicate that too little is spent on highways (47%) and public safety (37%). Large majorities across all subgroups indicate that too little is spent on education. The same is true for attitudes toward healthcare spending. Older respondents and Republicans are more likely than others to say too little is being spent on public safety.

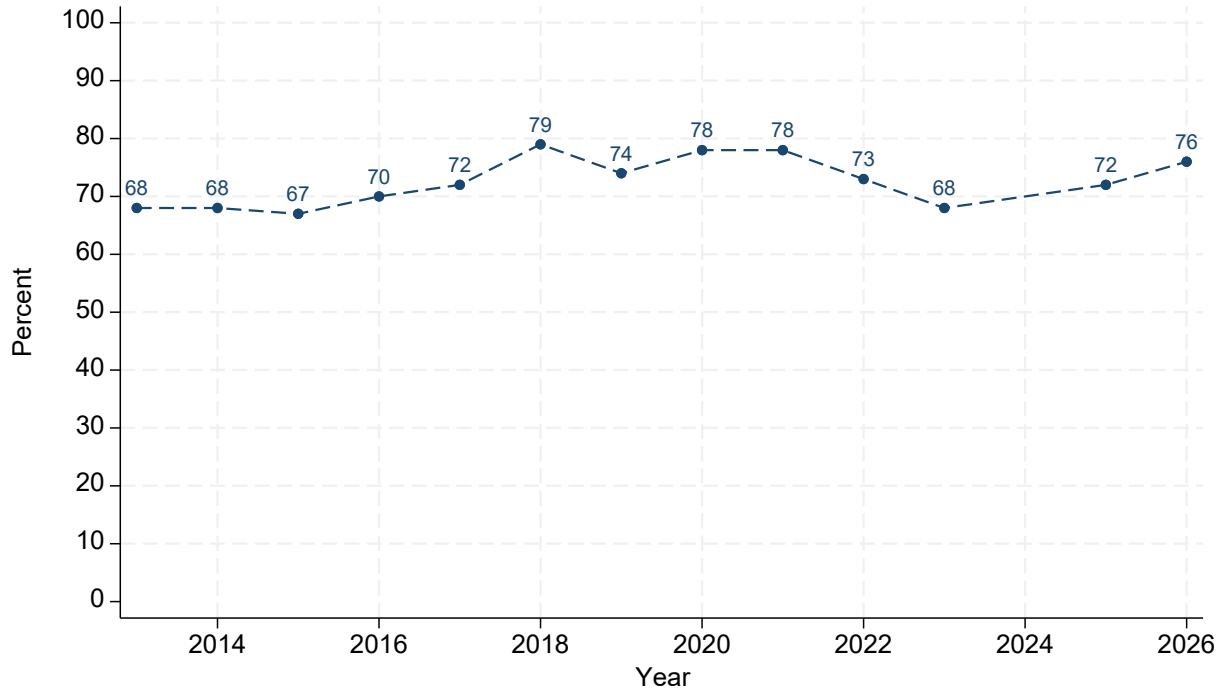
Figure 3. Percent saying too little, too much, or enough spending in major areas



Education Funding

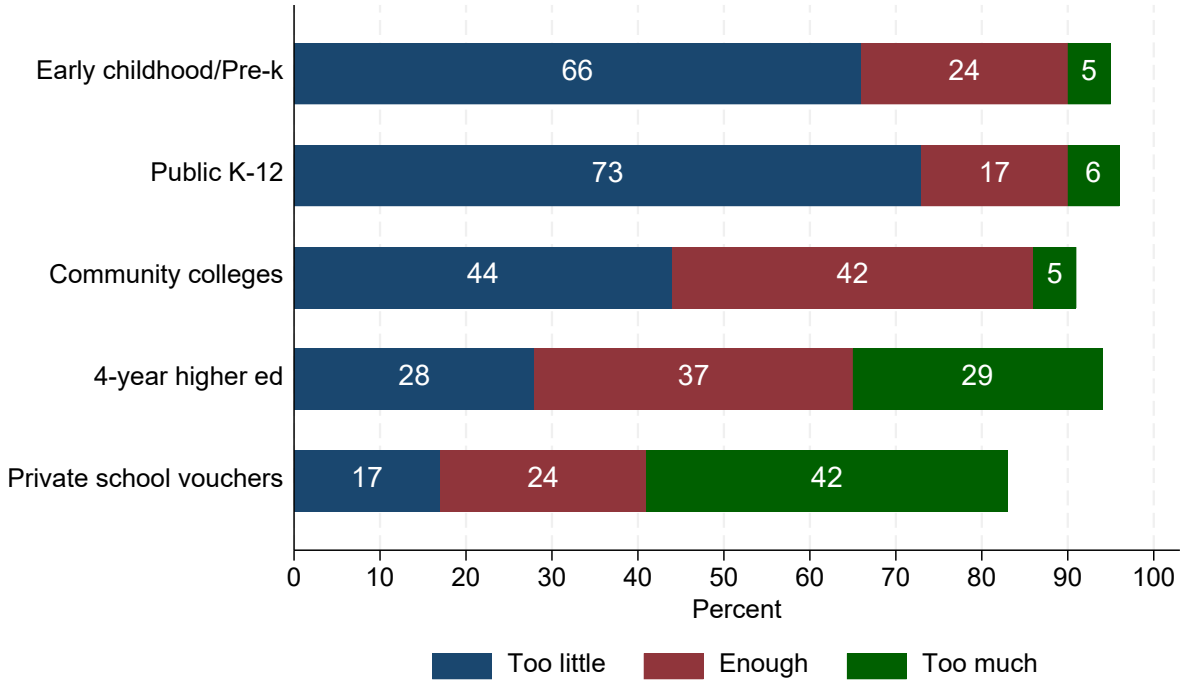
The percentage of respondents indicating that too little is being spent on education has consistently been high across surveys. The entire series is reported in Figure 4. Between 68% and 79% of respondents have consistently reported that too little is being spent, including about 76% of respondents this year.

Figure 4. Too little is now being spent on education in Alabama



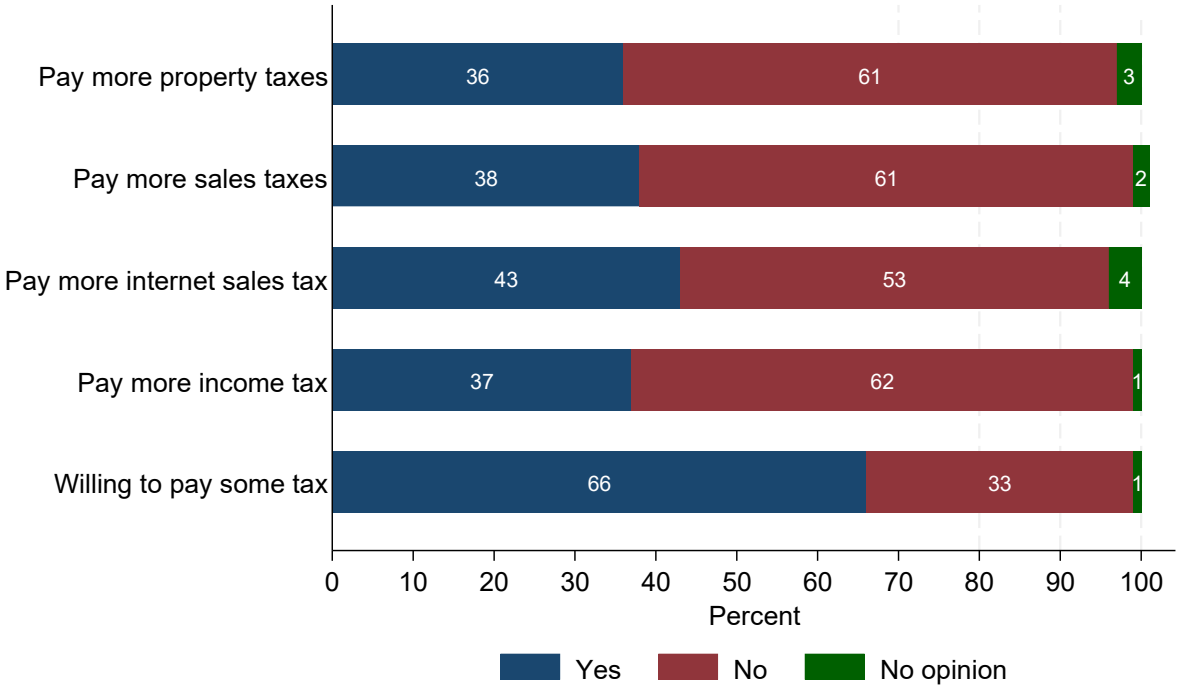
We followed up by asking about funding different aspects of the education system, asking if too little, too much, or enough was being spent on pre-K, K-12, community colleges, four-year higher education, and private school vouchers. See Figure 5. Large majorities across all subgroups indicate that too little is being spent on pre-K and K-12 public education. Republicans have a smaller majority saying that too little is being spent on pre-K compared with either independents or Democrats. A similar pattern is evident for K-12 spending as well. Indeed, Republicans are less likely to say too little is being spent on every educational category except vouchers. With vouchers, however, pluralities of every partisan group say too much is being spent.

Figure 5. Education spending, percent saying too little, too much, or enough



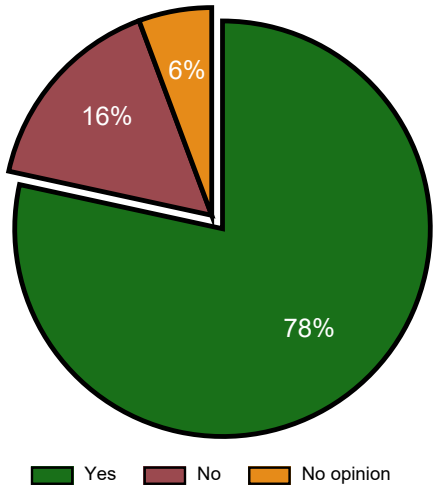
We asked respondents if they would be willing to pay more in various types of taxes to increase funding for education. As has frequently been the case, no single revenue mechanism garners majority support. See Figure 6. Majorities say they are not willing to pay more in property, sales, internet sales, or income taxes. If, however, we count those who are willing to pay more of some form of tax to increase funding for education, that is, willing to pay more of any one of the four types, we see that about two-thirds (66%) are willing to pay more of some tax. So, the public appears willing to invest in education, but does not agree on how to do it. We do see some differences across respondents in their willingness to pay particular taxes. Older respondents and Republicans are less willing to pay more in sales taxes. South Alabamians are less willing to pay more in internet sales taxes, while respondents from North Alabama are more willing. Those with higher levels of education are more willing to pay higher property or income taxes than those with lower levels of education. Independents and Democrats are more willing to pay higher taxes than Republicans. While there are some differences across subgroups, a substantial majority of state residents are willing to pay more in some tax to increase funding for education. Nearly 80% of those who say too little is spent on education are willing to pay more to increase funding.

Figure 6. Willing to increase education funding by paying more



Local sales tax rates and their uses vary across jurisdictions in Alabama. We asked if taxes collected on internet sales should be allocated to local schools in the same way that locally collected sales taxes are. See Figure 7. Just over three-quarters (78%) of state residents say that internet taxes should be allocated to schools in the same way as locally collected taxes. While there are some variations across partisan groups, nearly three-quarters of Republicans (73%) and even higher percentages of independents and Democrats agree with allocating internet taxes to schools in this way.

Figure 7. Should online sales taxes be shared with schools like local sales taxes



The online sales tax rate, formally known as the Simplified Sellers Use Tax (SSUT), is 8%, while the state's average sales tax rate is about 10%. When asked if they would support increasing the internet rate to match the state average, Alabamians are divided. See Figure 8. About half (51%) support increasing the internet tax to match the average sales tax, and slightly fewer (47%) are opposed. Independents and Republicans are less supportive than Democrats. South Alabamians are less supportive than residents from the rest of the state. We asked a follow-up question of those who opposed raising the internet tax to see whether their response would differ if the proceeds were used to support K-12 education. See Figure 9. Roughly a quarter (27%) of those who oppose raising the internet tax say they would support the move if the proceeds were earmarked for education. South Alabamians remain less supportive than residents from other parts of the state.

Figure 8. Support online sales taxes at the statewide average

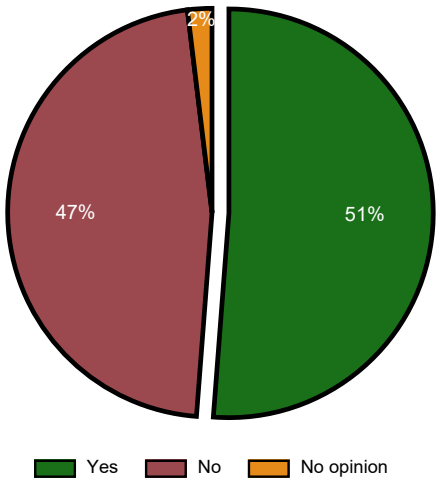
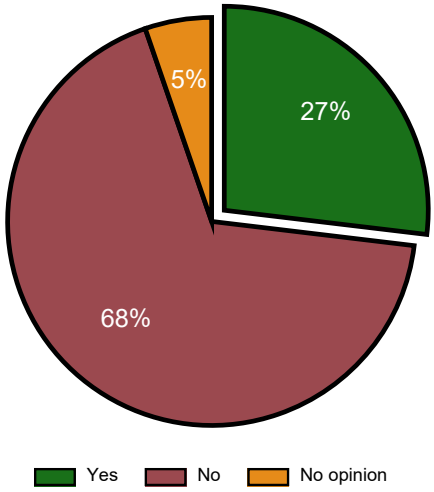


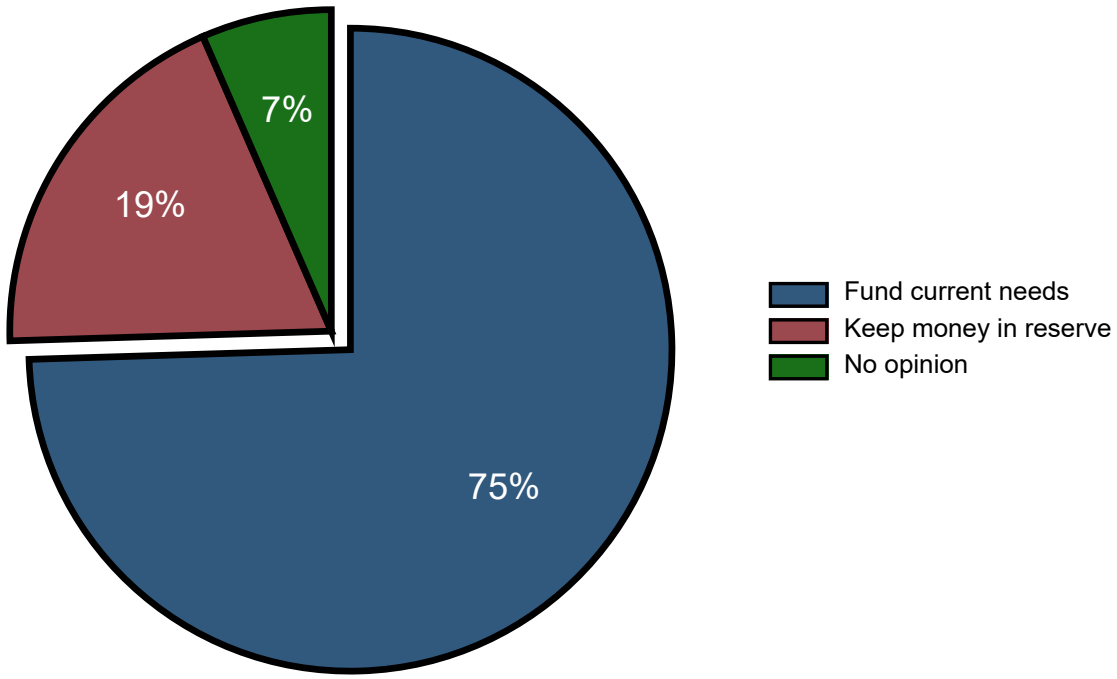
Figure 9. Support online sales taxes at the statewide average if used for education



Note 1. Only asked of the 47% who opposed matching the online sales tax rate with the statewide average.

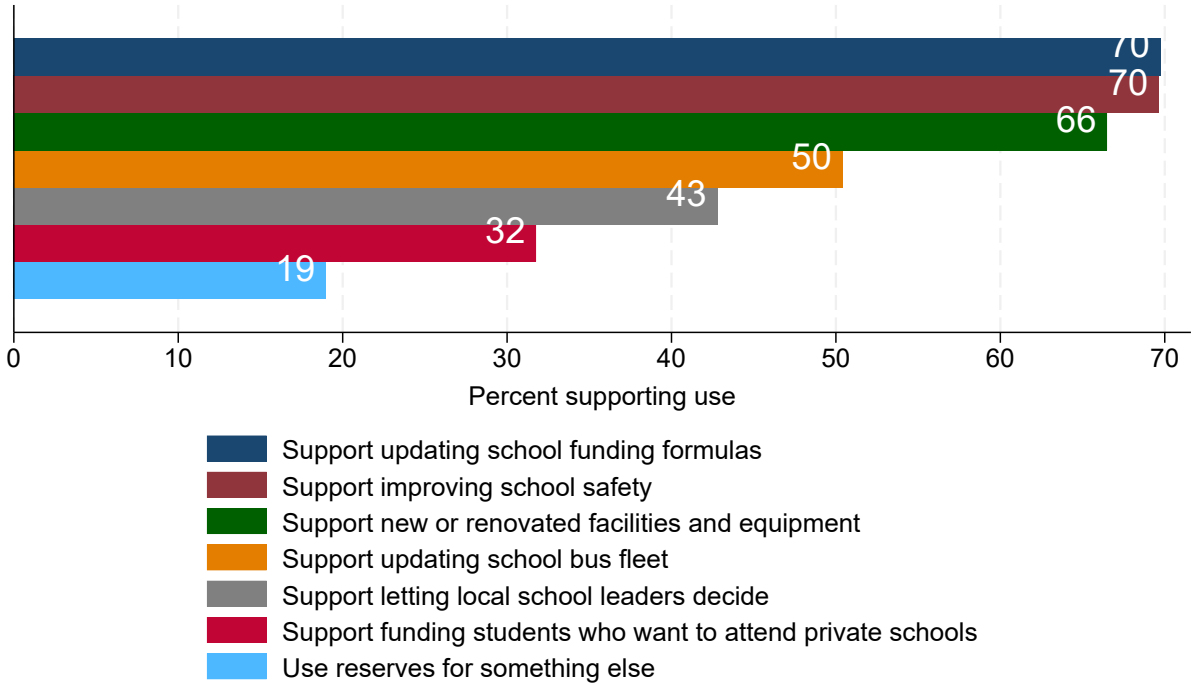
When revenues earmarked for education exceed budgeted amounts, the difference is often channeled into reserve accounts, commonly called rainy-day funds. These funds have grown considerably over the years. We asked whether some of the money held in these accounts should be used to fund current needs or held in reserve. Three-quarters of respondents say that some of the money should be used to address current needs. See Figure 10. While there are some measurable differences across subgroups, large majorities of every type support using reserve funds to address current needs.

Figure 10. Use of education reserves



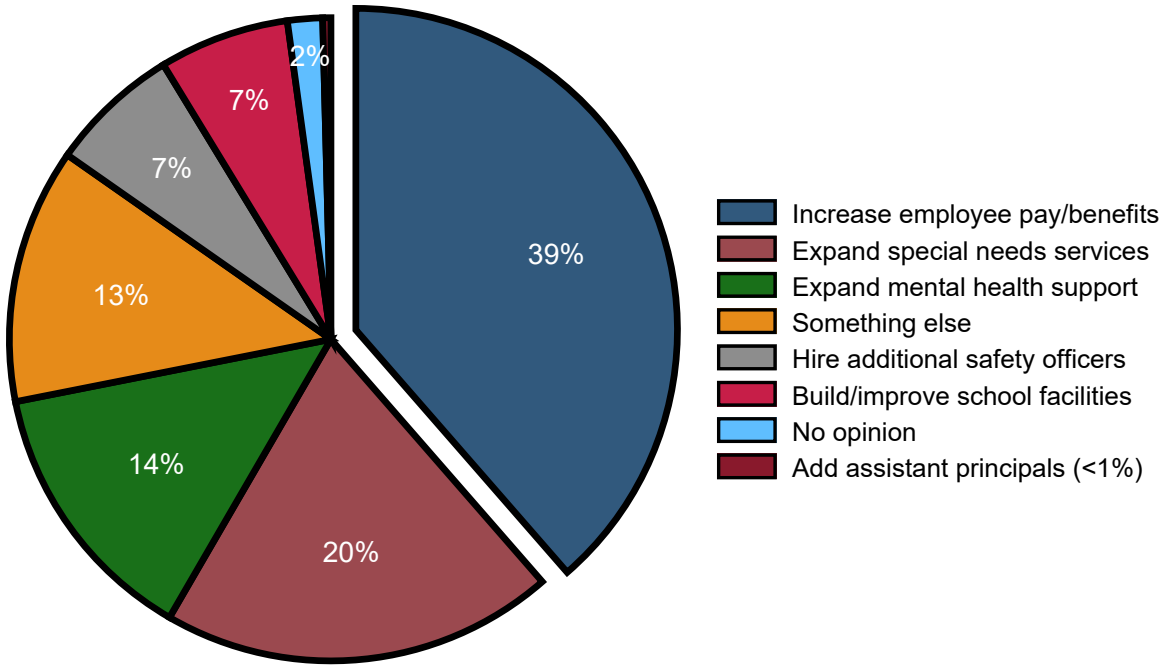
We presented respondents with a list of possible uses for reserve funds and asked them to indicate which they support. See Figure 11. Respondents could select multiple items. Over two-thirds of respondents (70%) support using reserve funds to update school funding formulas. Majorities of every partisan group support this use, although independents and Democrats tend to be more supportive. Support for improving school safety is similarly high, with about 70% supporting this use of reserve funds, with no systematic differences across subgroups. Roughly two-thirds of residents (66%) support using reserve funds to invest in new or renovated facilities. Republicans are evenly divided on this item, with substantial majorities of independents and Democrats supporting this use. About half of the respondents support using these funds to update the school bus fleet, with Republicans, men, and those without children attending public schools being less supportive than others. Fewer than half (43%) support letting local leaders decide what to do with the funds, and fewer than a third (32%) support using the funds to cover private school vouchers. Older and better-educated respondents tend to be less supportive of funding vouchers than others.

Figure 11. How to spend education reserves if respondents approve of their use



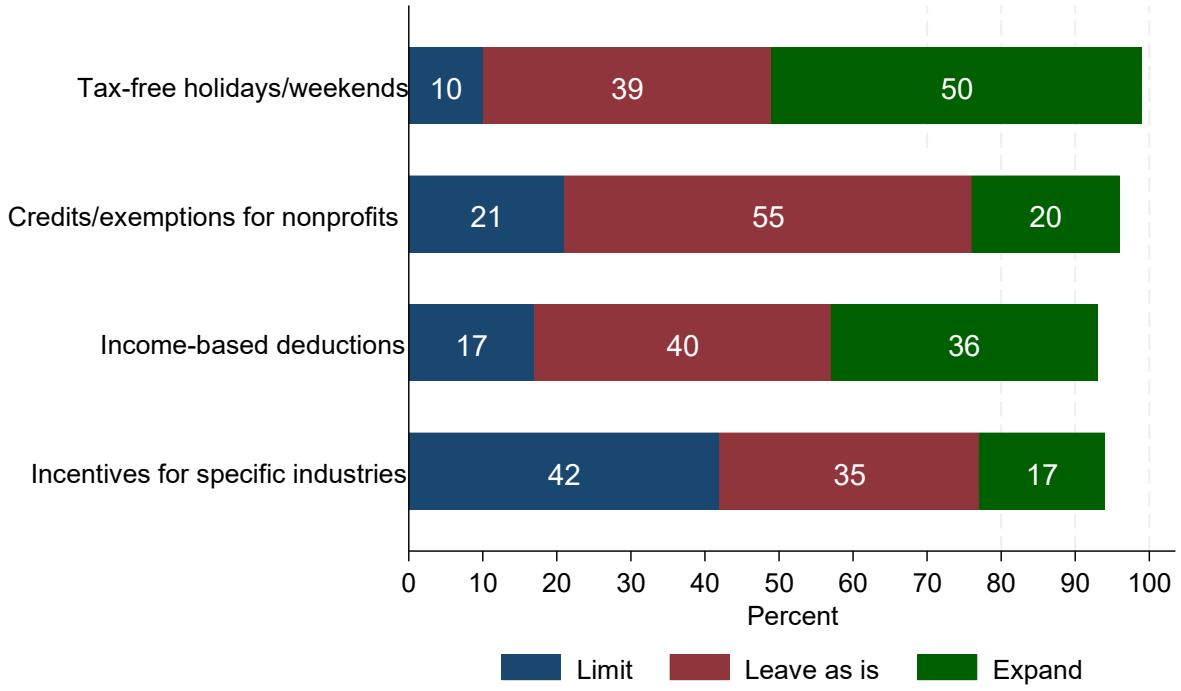
Having discussed several revenue mechanisms, we asked respondents what their top priority for new education funding would be. More than a third (39%) indicate support for increasing employee salaries and benefits. See Figure 12. Younger and better-educated residents tended to be more supportive of this use than other respondents. About one-fifth (20%) indicate support for expanding services for students with special needs. About 14% support expanding mental health support in the schools, with men being slightly less supportive than women. Thirteen percent chose “something else,” and the other options garnered considerably less support.

Figure 12. Top priority for new education funding



Tax credits, deductions, and tax holidays seem to have proliferated in recent years, with new proposals introduced in nearly every legislative session. We gave respondents examples of these policies and asked if they should be limited, expanded, or left alone. The results are presented in Figure 13. Half of respondents support expanding tax-holiday weekends, and over a third support leaving them as is. Older residents are more likely to say they should be left as is, with younger residents more likely to support expansion. Men tend to be less supportive of tax holidays than women. A majority (55%) support keeping exemptions and credits for nonprofits as they are, with about a fifth (20%) supporting expansion. Men tend to be slightly less supportive of keeping or expanding tax credits or exemptions for nonprofits. A plurality (40%) supports leaving income-based deductions and credits as they are, with an additional 36% supporting expanding them. There are no significant differences across any identifiable subgroup. A plurality (42%) supports limiting tax exemptions or credits for specific industries. Independents and Democrats are more likely to support limiting these incentives than are Republicans.

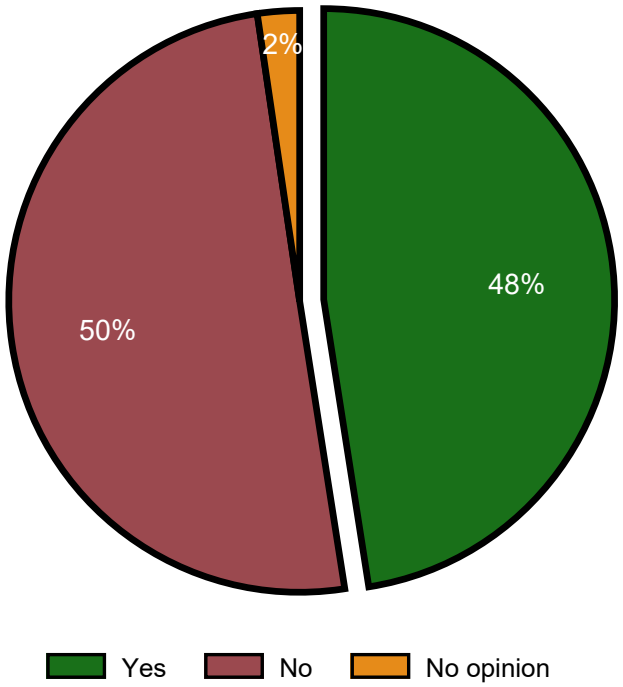
Figure 13. Support for tax credits/deductions: Percent saying limit, keep, expand



Vouchers and School Standards

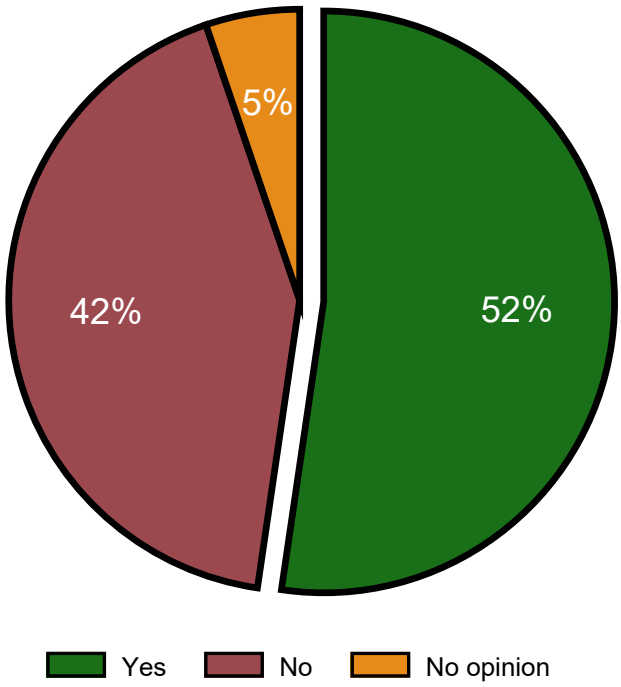
The CHOOSE (Creating Hope and Opportunity for Our Students' Education) Act of 2024 allows families to receive refundable income tax credits to pay for private school or homeschool expenses. For simplicity, this report refers to these credits as vouchers. We asked respondents if they supported the CHOOSE Act. See Figure 14. Alabamians are evenly split on the CHOOSE Act, with about 48% supporting it and 50% opposing it. A majority of Republicans support the act, while majorities of independents and Democrats oppose it.

Figure 14. Support the CHOOSE Act voucher program



We asked CHOOSE Act supporters a follow-up question to see whether they would still support the act if it reduced funding for public education, including K-12, community colleges, and universities. See Figure 15. While a majority (52%) say they would still support the act if it reduced education funding, about 42% would withdraw their support. When combined with those who opposed the voucher program to begin with, about 70% would oppose vouchers if public education funding were reduced. Men are more likely than women to support the voucher program, even if it reduces funding for public education.

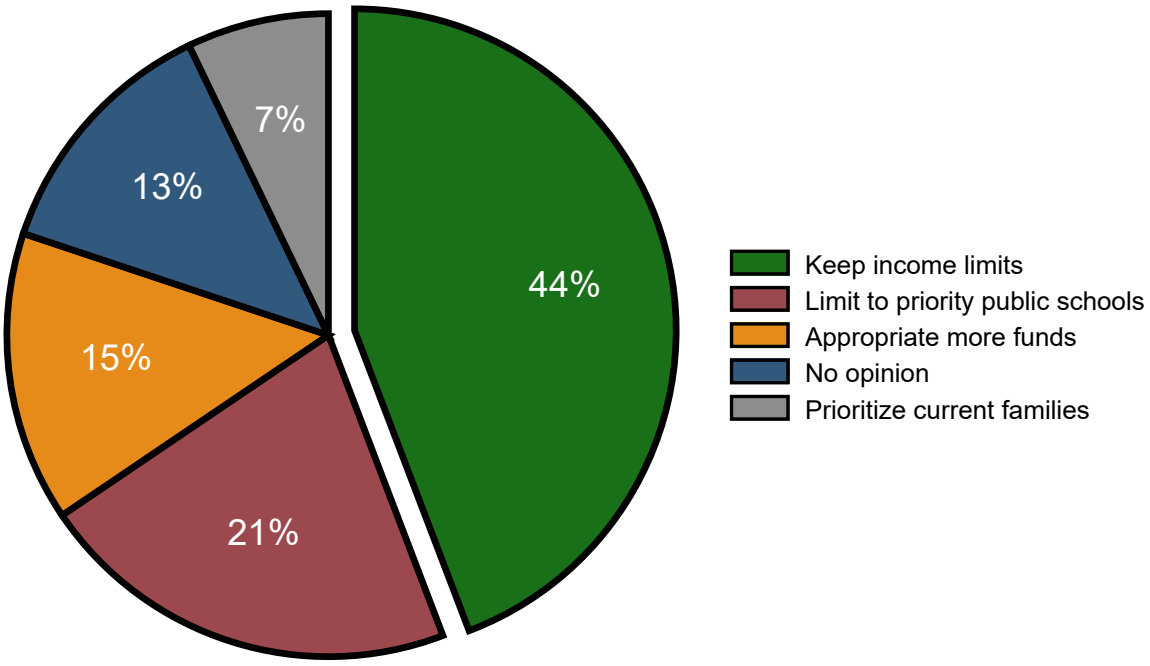
Figure 15. Support the CHOOSE Act if vouchers reduce public education funding



Note 2. Only asked of the 48% who support the CHOOSE Act.

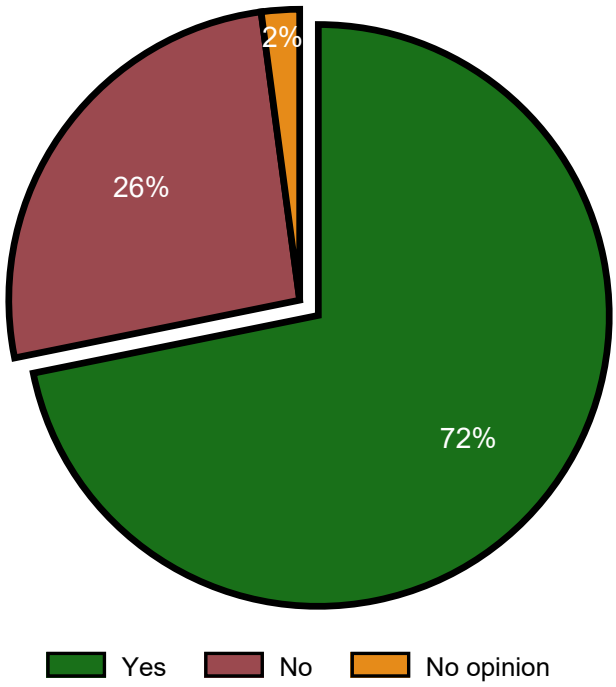
Currently, CHOOSE Act vouchers are limited to low- and moderate-income families, defined as families with incomes not exceeding 300% of the federal poverty level or about $96,500 for a family of four. These income limits are scheduled to phase out for the 2027–28 school year. We asked respondents how the state should respond if demand outpaces the funds it has allocated. See Figure 16. A plurality (44%) say to retain the income limits on participation. While more popular with independents and Democrats, pluralities or majorities in every partisan group favor retaining the income limits in the event of a shortfall in voucher funding. Roughly a fifth of respondents (21%) support limiting participation to students from priority public schools, schools so designated by the State Superintendent or that earned a D or F on the state report card. This is the number-two choice among all partisan groups, with about a fifth of respondents in each group supporting this response to a possible budget shortfall.

Figure 16. Response if voucher expansion outpaces the budget



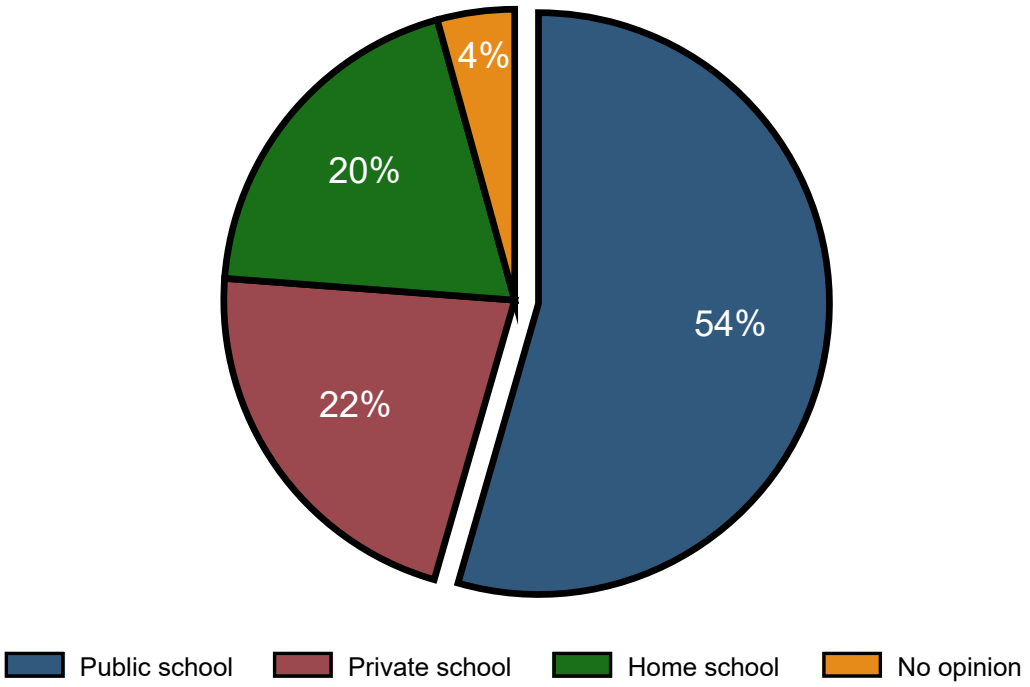
Alabama law requires parents to notify local school officials if their children will not attend public schools because they are enrolled in a "church" school. The law also requires private schools to report enrollment to the local superintendent. Together, these requirements also encompass homeschooled students. We asked whether these notifications should be required. See Figure 17. A substantial majority (72%) say parents should notify local school officials if their children are not enrolled in public schools. While independents are less likely to support required notification than either Republicans or Democrats, substantial majorities of every partisan group support requiring notification of local school officials.

Figure 17. Parents should notify officials if children do not attend public school



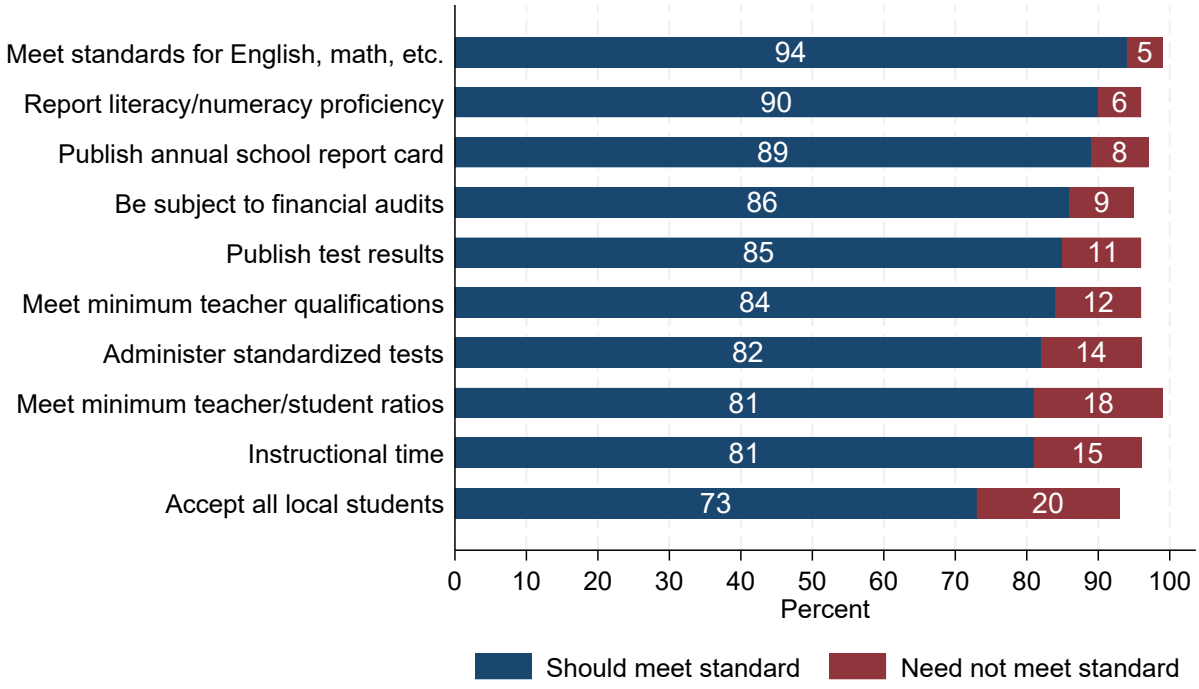
We asked respondents, “If you had school-aged children or grandchildren, would you prefer them to be educated at home, at a private school, or at a public school?” As shown in Figure 18, a majority prefer public schools, while about one in five prefer private schools (22%) and a similar share prefer homeschooling (20%). Majorities or pluralities of every education level, partisan orientation, or age group prefer public schools. Residents of South Alabama are less likely to prefer public schools than those in the rest of the state, although a plurality does.

Figure 18. School preference for children or grandchildren



Public schools are often thought of as local institutions, but they are heavily regulated by the state. They are required to meet many state standards, including teacher qualifications, instructional time, curricular requirements, standardized test administration, and reporting, to name a few. We asked if private schools that receive state funds through state programs should meet these standards. The results are presented in Figure 19. Large majorities say private schools that receive state funds should meet these standards or be held accountable as public schools are. For example, between 89% and 94% say that schools should meet minimum academic standards for English, math, science, and social studies, report literacy and numeracy proficiency, and publish annual school report cards. Over three-quarters of respondents say that private schools accepting state funds should be subject to financial audits, publish test results, meet minimum teacher qualifications, administer standardized tests, meet student/teacher ratios, and meet instructional time requirements. Nearly three-quarters (73%) say that private schools accepting state funds should be required to admit all local students regardless of aptitude or disability status, as public schools do.

Figure 19. Standards that private schools should meet if accepting vouchers



Education Policymakers

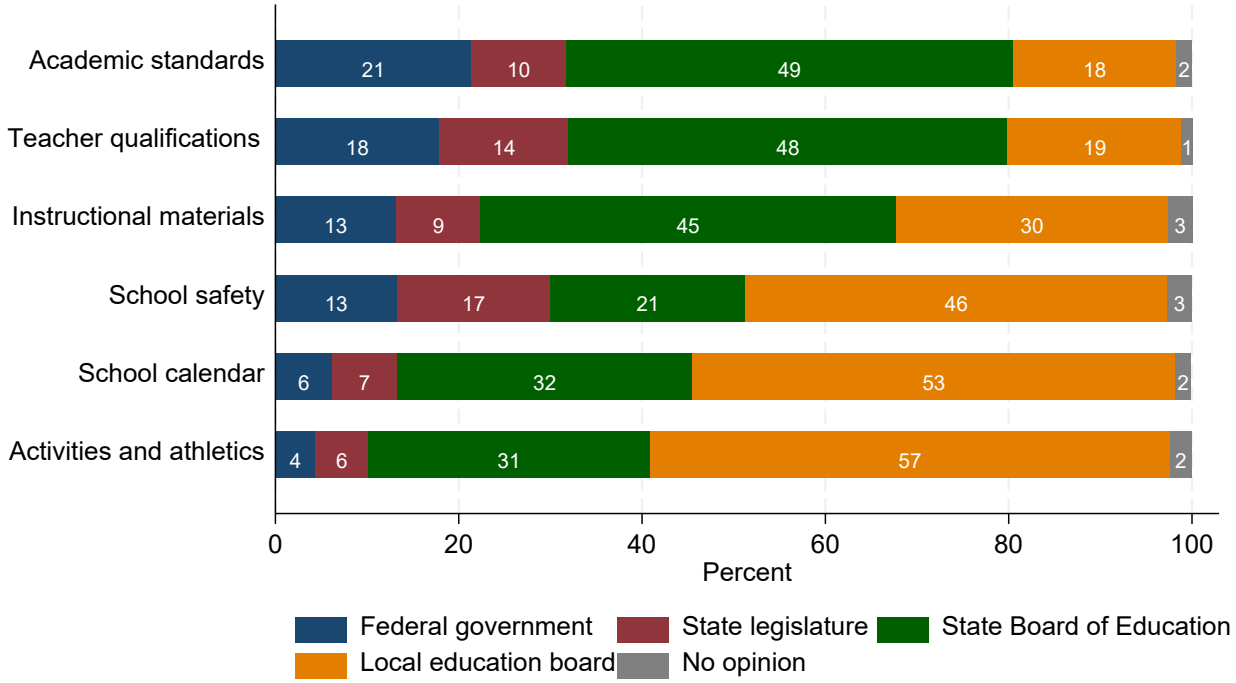
We asked a series of questions about which institutions should make decisions about different aspects of public education. Respondents could select the federal government, the state legislature, the State Board of Education, or the local board of education. Results for all six policy areas are presented in Figure 20. We asked who should make decisions about academic standards. Nearly half of respondents (49%) indicate that the State Board of Education should make these decisions. Parents of public school students are slightly more likely to indicate the federal government, although a plurality still select the State Board of Education.

When asked about teacher qualifications and certifications, nearly half indicate that the State Board of Education should make these decisions. Nearly a fifth indicate either the local board (19%) or the federal government (18%). There are no significant differences across subgroups on this question.

When asked about decisions related to books and instructional materials, we see a shift in the local direction. As shown in Figure 20, about 45% indicate that the State Board of Education should decide these matters, while nearly one-third (30%) indicate that the local school board should. There are no significant differences across subgroups on this question.

When asked about decisions related to school safety and security, nearly half of respondents indicate that the local board should make them. Those with higher levels of education are more likely to select the local board than those with lower levels.

Figure 20. Institution best equipped to make decisions for public education



A majority of respondents (53%) indicate that the local school board should make decisions related to the instructional day and school calendar. There are no significant differences across subgroups on this question.

Finally, a majority of respondents indicate that the local board should make decisions related to extracurricular activities and athletics. White respondents are more likely than others to indicate that local boards should make these decisions.

Conclusion

Over the years, our surveys have demonstrated that Alabamians value education, consistently ranking it as a top priority for state government. In some years, healthcare has rivaled education as a priority for Alabama residents, particularly when public health or insurance coverage appears to be threatened. Both education and healthcare are thought to be underfunded. Respondents identify early childhood and K-12 education as underfunded aspects of public education. Roughly two-thirds of residents say they are willing to pay more in taxes to support education, although there is not majority support for any specific tax. Residents do support allotting internet sales taxes to education, the same way local sales taxes are allocated. There also appears to be support for increasing internet sales taxes to match the statewide sales tax average if the proceeds are earmarked for education. There is support for using some rainy-day funds to meet current needs, particularly to adjust school funding formulas, improve school safety, and renovate or update facilities and equipment. Top priorities for spending new education dollars include improving employee pay and benefits and, to a lesser extent, expanding services for students with special needs and mental health support.

Tax exemptions, incentives, and other variations in tax policy can reduce tax revenues and affect the funds available for state government priorities. While tax-free holidays are popular with residents, there is less support for expanding other exemptions, incentives, or exclusions.

Alabamians are divided on school choice programs, such as those created by the CHOOSE Act. Support dwindles if vouchers are seen to reduce funding for public schools. If demand for vouchers outpaces available funds, a plurality supports maintaining current income limits for participants. Residents' support for public schools is evident in their placement preferences: a majority say they would prefer public schools if they had school-aged children or grandchildren. In addition to generally supporting public schools, residents say that private schools that accept state funds should be subject to the same accountability mechanisms and standards as public schools. Finally, residents tend to support education policy decisions made by state and local institutions with special jurisdiction over education, that is, the State Board of Education or local school boards. In three education policy domains, respondents identify the State Board as the best institution for decision-making. In another three domains, respondents identify local boards as the best institutions for decision-making by majorities or pluralities. In every case, substantial majorities see school boards (state or local) as the proper institutions to make education policy decisions in the domains we addressed.

Appendix A: Methodology

Dr. Randolph Horn, Assistant Vice President for Enrollment Research and Professor of Political Science at Samford University, and PARCA staff created the 2026 PARCA Public Opinion Survey instrument. Reconnaissance Market Research (ReconMR) conducted the survey, with interviews taking place from February 25–April 3, 2026. The target population is adults aged 18 and older residing in Alabama.

Sampling

Respondents were recruited through a dual-frame design combining statewide address-based sampling (ABS) and random-digit-dial (RDD) telephone sampling. The universe was adults 18 and older currently living in Alabama. Marketing Systems Group provided the ABS sample. The RDD sample was provided by Dynata, with a 75%/25% split of cell phone to landline numbers. The ABS sample was invited to complete the survey online or by phone. The RDD sample was invited to complete the survey by phone or via a text link to the online instrument. A total of 444 interviews were completed: approximately three-fifths by phone with live interviewers and the remainder online.

Weighting

Survey responses are weighted so that the sample matches the demographic profile of Alabama's adult population on race, gender, and age, using benchmarks from the most recently published data from the U.S. Census Bureau, Population Division's Annual Estimates of the Resident Population for Selected Age Groups by Sex for Alabama (https://www.census.gov/data/tables/time-series/demo/popest/2020s-state-detail.html).

Margin of Error

For results based on the full sample of 444 respondents, the margin of sampling error is ± 4.7 percentage points at the 95% confidence level. Margins of error are larger for subgroups.

Sampling error is only one source of potential error in surveys. Question wording, question order, interview mode, and nonresponse can also introduce error or bias.

Analysis and Reporting

Throughout the report, differences across subgroups — partisanship, age, gender, race, educational attainment, income, parental status, and region — are described only when statistically significant at the $p < .05$ level.

Percentages are based on weighted data and are rounded to whole numbers; due to rounding and the omission of "don't know" or "no opinion" responses in some figures, percentages may not sum to 100. Full question wording and topline results for every item appear in Appendix B.

Appendix B: Toplines

2026 PARCA Survey Toplines DRAFT
Conducted February 25 - April 3, 2026
State-wide Mixed-mode sample, n=444
Margin of error +/- 4.65%
Weighted by race, gender, and age to match state demographics.

I'm going to name four big investments the state makes with your tax dollars. If you had to choose just one of them as the most important service the state provides, which one of these would it be? [Randomized] Which one of these services would you rank as the next most important?

	Mean rank	percent #1
Education	1.93	39.43
Healthcare	2.03	40.10
Highways	3.18	7.44
Public Safety	2.86	13.03

Do you think there is too little, too much or enough money now being spent on [ITEM] in Alabama?

Education	percentage
Too much	7.02
About the right amount	11.75
Too little	76.48
No opinion	4.75
Total	100.00

Healthcare	percentage
Too much	5.36
About the right amount	13.30
Too little	73.24
No opinion	8.11
Total	100.00

Highways	percentage
Too much	7.39
About the right amount	37.64
Too little	46.75
No opinion	8.23
Total	100.00

Public safety	percentage
Too much	25.11
About the right amount	28.61
Too little	36.66
No opinion	9.63
Total	100.00

I´m going to list different aspects of the education system. For each one tell me if you think there is too little, too much or the right amount of money now being spent in that area. First (READ FIRST ITEM), do you think

there is too little, too much or about the right amount of money now being spent on (READ FIRST ITEM) in Alabama? How about (READ NEXT ITEM)? [AFTER ANSWER: How about [NEXT ITEM]?

Early childhood education/pre-k	percentage
Too much	5.33
About the right amount	23.84
Too little	66.10
No opinion	4.73
Total	100.00

Public K-12 education	percentage
Too much	5.91
About the right amount	16.71
Too little	73.23
No opinion	4.15
Total	100.00

2-year community colleges	percentage
Too much	5.44
About the right amount	42.04
Too little	44.06
No opinion	8.46
Total	100.00

4-year higher ed institutions	percentage
Too much	28.64
About the right amount	36.69
Too little	28.00
No opinion	6.68
Total	100.00

Private school vouchers	percentage
Too much	42.24
About the right amount	24.08
Too little	17.12
No opinion	16.55
Total	100.00

I’m going to list some ways to increase funding for education. Would you be willing to increase funding for education by paying higher[Items randomized]? How about[next item]? How about[next item]?

Pay more sales tax for education	percentage
Yes	36.71
No	61.06
No opinion	2.24
Total	100.00

Pay tax on internet purchases for education	percentage
Yes	43.10
No	52.74
No opinion	4.16
Total	100.00

Pay more property tax for education	percentage
Yes	36.41
No	61.04
No opinion	2.55
Total	100.00

Pay more income tax for education	percentage
Yes	37.14
No	61.67
No opinion	1.18
Total	100.00

willing to pay one of these taxes	percentage
Yes	66.50
No	33.50
Total	100.00

Cities and counties in Alabama receive local sales tax revenue from purchases made in local stores and online. Some local governments choose to share part of their in-store sales tax revenue with local public schools, but they are not required to share revenue from online sales in the same way. Should cities and counties that share local in-store sales tax revenue with public schools also be required to share internet sales tax revenue with schools in the same way?

Internet sales tax shared with schools	percentage
Yes	78.41
No	15.90
No opinion	5.69
Total	100.00

Some have proposed increasing the online sales taxes from 8% to 10% to match the average statewide sales tax rate. Would you support this increase?

Support increasing internet tax to state average	percentage
Yes	51.22
No	46.86
No opinion	1.93
Total	100.00

Would you support increasing the online sales tax rate to the average statewide rate if the proceeds were used to support K-12 education?

Support increasing internet tax for education	percentage
Yes	26.90
No	67.83
No opinion	5.28
Total	100.00

Alabama puts money into various education reserve accounts when taxes for education have exceeded budgeted amounts. There is an estimated three billion dollars in these accounts, roughly 54% of the state's K-12 spending in a typical year. Do you think the money should continue to be held in reserve, or should some of the money be used to fund current educational needs?

Use of current education reserves	percentage
Keep money in reserve	18.94
Fund current needs	74.52
No opinion	6.54
Total	100.00

If R says fund current educational needs: ...Which of the following options would you support as uses for these reserve funds? Would you support using reserve funds for [Read first item] How about [Next item]

Option	% supporting
Updating school funding formulas to reflect current educational challenges.	69.75%
Improving school safety	69.64%
Investing in new or renovated facilities and equipment.	66.49%
Updating the school bus fleet	50.39%
Let local school leaders decide	42.78%
Funding students who want to attend private schools	31.76%
Something else	18.98%

What would be your top priority for spending NEW education dollars? [Randomized]

Top priority for new education dollars	percentage
Building/improving school facili	6.55
Increasing employee salary & ben	38.59
Expanding mental health support	13.52
Hiring additional school safety	6.57
Expand services for special need	19.78
Adding assistant principals	0.41
Something else	12.82
No opinion	1.76
Total	100.00

Over the past several years, Alabama has adopted a range of tax cuts, credits, and exemptions. These policies affect how much revenue the state has available to fund public services, including education and other priorities. I'm going to list some of these policies. For each one tell me if you think the state should limit, expand, or leave current policy unchanged.

New tax-free weekends for certain purchases, like those already in place for school supplies and emergency preparedness.

	percentage
Limit	9.52
Leave the same	38.50
Expand	49.85
No opinion	2.12
Total	100.00

Tax credits and exemptions for nonprofit organizations

	percentage
Limit	20.65
Leave the same	55.26
Expand	20.16
No opinion	3.93
Total	100.00

Income-based tax credits or exemptions for individual taxpayers

	percentage
Limit	16.92
Leave the same	40.32
Expand	36.21
No opinion	6.54
Total	100.00

Tax incentives or exemptions for specific industries

	percentage
Limit	42.25
Leave the same	34.53
Expand	16.74
No opinion	6.48
Total	100.00

Alabama is implementing a new education voucher program through the CHOOSE Act. The program will provide vouchers of up to $7,000 per year to pay for students to attend private schools or up to $2,000 per year to cover home school expenses. Do you support this program?

Do you support the Choose Act	percentage
Yes	47.52
No	50.14
No opinion	2.33
Total	100.00

Asked if R says supports vouchers: If the voucher program reduced funding for K-12 public schools, colleges, and universities, would you still be supportive?

Still support if public school impact negative	percentage
Yes	52.32
No	42.45
No opinion	5.22
Total	100.00

The CHOOSE Act allows taxpayer dollars to pay up to 7,000 dollars for private school tuition and homeschool expenses. For the next two years the voucher program is limited to low and moderate income families. In two years, that income limit will be removed. If there is more demand for vouchers than the funds the state has allocated, how should the state address the shortfalls?

State response to voucher funding shortfall	percentage
Appropriate more funds	14.59
Prioritize currently participati	7.14
Keep income limit for eligibilit	44.20
Limit expansion to those in prio	21.33
No opinion	12.74
Total	100.00

Alabama has compulsory school attendance laws for school-aged children. Parents who enroll their children in private school or home schooling are required by law to notify local school officials, though this requirement is not always enforced. Do you think parents should be required to notify local school officials when a child attends private school or is home schooled?

Require notification if children won't attend public schools	percentage
Yes	71.82
No	26.07
No opinion	2.12
Total	100.00

If you had school-aged children or grandchildren, would you prefer them to be educated at home, at a private school, or at a public school?

Generally prefer children attend public/private schools	percentage
Home school	19.52
Private school	21.73
Public school	54.46
No opinion	4.29
Total	100.00

Private schools do not have to meet the same standards that public schools do. However, private schools can now receive state funding through various programs. I will read some of the standards public schools must meet. For each one, tell me if you think private schools should also meet that standard to receive public funding. Should private schools [READ FIRST ITEM] How about [NEXT ITEM]?

Administer annual standardized test	percentage
Yes, should meet standard	82.09
Does not need to meet standard	14.12
No opinion	3.79
Total	100.00

Publish the results of annual standardized tests	percentage
Yes, should meet standard	85.41
Does not need to meet standard	11.12
No opinion	3.47
Total	100.00

Publish literacy and numeracy proficiency rates	percentage
Yes, should meet standard	90.29
Does not need to meet standard	6.49
No opinion	3.21
Total	100.00

Meet minimum academic standards in English, math, etc.	percentage
Yes, should meet standard	94.06
Does not need to meet standard	5.06
No opinion	0.88
Total	100.00

Publish an annual school report card	percentage
Yes, should meet standard	88.63
Does not need to meet standard	8.02
No opinion	3.35
Total	100.00

Meet minimum instructional time requirements	percentage
Yes, should meet standard	81.01
Does not need to meet standard	15.31
No opinion	3.69
Total	100.00

Meet a minimum teacher/student ratio	percentage
Yes, should meet standard	80.51
Does not need to meet standard	17.74
No opinion	1.75
Total	100.00

Meet minimum teacher qualifications	percentage
Yes, should meet standard	84.16
Does not need to meet standard	12.37
No opinion	3.47
Total	100.00

Be subject to financial audits	percentage
Yes, should meet standard	85.68
Does not need to meet standard	9.00
No opinion	5.31
Total	100.00

Admit students regardless of aptitude or disabilit	percentage
Yes, should meet standard	72.59
Does not need to meet standard	20.10
No opinion	7.32
Total	100.00

Next, we want to ask about who should make decisions about different aspects of public education. For each item, tell me if you think the federal government, state legislature, state board of education, or local board of education is best equipped to make decisions about that item. First (READ FIRST ITEM).
Academic standards

Best institution to decide academic standards	percentage
Federal government	21.41
State legislature	10.33
State Board of Education	48.80
Local board of education	17.80
No opinion	1.66
Total	100.00

Textbooks and instructional materials

Best institution to decide books and instructional materials	percentage
Federal government	13.16
State legislature	9.20
State Board of Education	45.30
Local board of education	29.68
No opinion	2.65
Total	100.00

Teacher qualifications and certification

Best institution to decide teacher qualifications	percentage
Federal government	17.89
State legislature	14.06
State Board of Education	47.88
Local board of education	18.95
No opinion	1.22
Total	100.00

School safety and security

Best institution to decide school safety	percentage
Federal government	13.29
State legislature	16.73
State Board of Education	21.34
Local board of education	45.98
No opinion	2.67
Total	100.00

Instructional day and school calendar

Best institution to decide instructional day and calendar	percentage
Federal government	6.22
State legislature	7.14
State Board of Education	32.20
Local board of education	52.74
No opinion	1.72
Total	100.00

Extracurricular activities and athletics

Best institution to decide extra curriculars and athletics	percentage
Federal government	4.36
State legislature	5.72
State Board of Education	30.83
Local board of education	56.73
No opinion	2.36
Total	100.00

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