

FAMILIES' SCHOOLING EXPERIENCES IN OHIO

OCTOBER 2021



KEY FINDINGS

- Nearly nine out of 10 Educational Choice Scholarship Program parents (89%) are satisfied with the voucher program, and approximately four out of five Cleveland Scholarship Program, Autism Scholarship Program, and Jon Peterson Special Needs Scholarship Program parents are satisfied with their respective school choice programs.
- Nearly two out of five (39%) traditional public and community school parents who have never had a child participate in a voucher program said they were unaware the programs existed.
- Academics is the most influential factor for Educational Choice Scholarship Program parents when choosing a school, and the percentage saying so was approximately double that of homeschool, community school, and traditional public school parents.
- Parents give very high ratings to their child's school across multiple dimensions of school climate.
 - Although their satisfaction levels are lower than private school parents with children not participating in voucher programs, nearly nine out of 10 Educational Choice Scholarship Program parents are satisfied with their child's school.
 - 58 percent of Educational Choice Scholarship Program parents and 49 percent of Cleveland Scholarship Program parents are more satisfied with their program school than their child's pre-program school and only 15 percent of Cleveland Scholarship Program parents and 10 percent of Educational Choice Scholarship Program parents said they are less satisfied.
- Educational Choice Scholarship Program and Cleveland Scholarship Program parents are much more likely to participate in community service activities than other parents.
 - Nearly three-fourths of Educational Choice Scholarship Program parents increase home-based parental involvement once their child is participating in the program.
 - Educational Choice Scholarship Program parents are more likely than Cleveland Scholarship Program parents to agree that program participation led to greater involvement in their child's education and made them feel more in charge of their child's education.
- Educational Choice Scholarship Program parents are more likely to volunteer at their child's school than other parents.
 - Most Educational Choice Scholarship Program and Cleveland Scholarship Program parents increase school-based parental involvement once their child is participating in the program.

See the Ohio Parent Survey
Questionnaire and Topline Results at
www.edchoice.org/OHParentSurvey

OVERVIEW

Ohio hosts an evolving and diverse K–12 education environment. Despite a 3 percent growth in population, the Buckeye State has seen an 8 percent decline in its public elementary and secondary school enrollment since 2000, and that figure is expected to decrease another 4 percent by 2029.¹ While some Ohioans might be satisfied that the state’s math and reading proficiency rates keep steady pace with the national averages, others might wonder why skill mastery has not improved over time—for example, fourth grade achievement levels for reading is at its lowest rate since 2011.²

While public school enrollment has declined in recent years, Ohio has seen growth in other K-12 education sectors. More than 100,000 Ohio students have been enrolled in community schools (what are commonly known as “charter schools” in other states) since 2010-11.³ Community school enrollment declined from 2013-14 to 2019-20, and enrollment increased 11 percent from 2019-20 to 2020-21.⁴ More than 200,000 Ohio K-12 students attend private schools, and while that number has declined in recent years, it remains to be seen how private school enrollment has been affected during the COVID-19 pandemic.⁵ Even before the pandemic led many more parents to consider homeschooling, more than 33,000 Ohio K-12 students were homeschooled.⁶

More K-12 students in Ohio currently receive private school choice vouchers than in any other state.⁷ The Cleveland Scholarship Program, launched in 1996, was among the country’s first private school choice programs. Available to all K-12 students who reside in the Cleveland Metropolitan School District, Ohio granted Cleveland Scholarships to 7,173 students in 2020-21. Each voucher is valued at a maximum \$4,650 for K-8 students and \$6,000 for students in grades nine through twelve.⁸ Ohio’s second private school choice program was the Autism Scholarship Program, launched in 2004 and available to Ohio students ages 3-21 who have been diagnosed on the autism spectrum and have an individualized education plan (IEP). Each voucher is worth a maximum of \$27,000, and 4,107 students received an Autism Scholarship in 2020-21.⁹ Not long after, in 2006, Ohio launched the Educational Choice Scholarship Program, which targets families

with incomes at or below 200 percent of the federal poverty level who are districted to a chronically low-performing public school (and are not eligible for the Cleveland Scholarship Program). In 2020-21, 34,487 students received Educational Choice Scholarships, with each voucher capped at \$4,650 for K-8 students and \$6,000 for students in grades nine through twelve.¹⁰ The Jon Peterson Special Needs Scholarship Program, launched in 2012, provides Ohio parents of children with special needs enrolled in public schools with vouchers to pay for private school tuition, private therapies and other services covered by their IEPs. The Ohio Department of Education sets school voucher limits for different types of disabilities, so funding and eligibility vary. In school year 2019-20, the most recent year for which data are available at time of writing, 6,858 students received Jon Peterson Scholarships.¹¹ For low-income students who do not reside in a chronically low-performing school district, Ohio launched the Income-Based Scholarship Program in 2013. Income-Based vouchers are more expansive than the Educational Choice scholarships, available to students from households at or below 250 percent of the federal poverty line, so long as they do not qualify for an Educational Choice Scholarship. In the 2020-21 academic year, 16,069 students received an Income-Based scholarship.¹²

After passing three new programs in the 2021 legislative session, Ohio now offers the most private school choice programs in the United States. The Ohio Tax Credit Scholarship Program allows individuals to receive a dollar-for-dollar tax credit credits up to \$750 for their donations to scholarship-granting organizations (SGOs), who use those donations to grant scholarships to students. Every K-12 student in Ohio is eligible for a tax credit scholarship, and there is no cap on scholarship values.¹³ The K-12 Nonchartered Private School Tax Credit provides families with annual household incomes less than \$50,000 and one or more dependents attending a nonchartered private school may receive a \$500 individual tax credit, and families with annual incomes between \$50,000 and \$100,000 may receive a \$1,000 individual tax credit.¹⁴ Finally, the K-12 Home Education Tax Credit provides a tax credit of up to \$250 for qualifying home education expenses, including books, supplementary materials, supplies, computer software, applications or subscriptions.¹⁵

A handful of empirical studies have attempted to identify the impact of private school choice in Ohio. An early study prepared after the Educational Choice program's first year of operation found positive competitive effects, specifically that students who were eligible for Educational Choice scholarships but remained at public schools had better state test results after the program launched.¹⁶ An observational, student-level study of the Educational Choice Scholarship Program found positive competitive effects but negative impacts on participating students' math and language arts scores.¹⁷ Another observational study, using school buildings as its unit of analysis, also saw positive competitive effects on the proficiency levels of public schools.¹⁸ Looking beyond test scores, a 2006 study found private schools participating in the Cleveland Scholarship Program were more diverse than Cleveland's public schools, and students switching from the Cleveland Metropolitan School District to a school participating in the scholarship program received a less segregated educational environment.¹⁹

In this brief, we continue the study of Ohio's school choice programs by surveying K-12 parents in the state. We focus on the Educational Choice Scholarship Program and Cleveland Scholarship Program, as well as how the COVID-19 pandemic has changed parents' educational experiences in the state. In analyzing responses to our survey, we identified families using these programs to understand who uses them, why parents decide to use these programs, and how parents feel about them. We also provide responses from parents of students enrolled in private school but not participating in voucher programs (non-choice private) as well as parents of students in traditional public schools, community schools, and who homeschool.

RESULTS

Voucher Programs

Ohio currently offers multiple voucher programs. The previously described voucher programs are highlighted in this report, with a special focus on the

Educational Choice Scholarship Program (including the Income-Based program for reporting purposes) and Cleveland Scholarship Program. We examine factors that influence parents to utilize voucher programs by analyzing responses to the survey, and we assess parental perception of these programs. In the sample, 144 respondents are parents of students who currently participate in the Educational Choice Scholarship Program, 91 are parents of students currently in the Cleveland Scholarship Program, 59 are parents of students currently in the Autism Scholarship Program, and 57 are parents of students currently in the Jon Peterson Special Needs Scholarship Program.

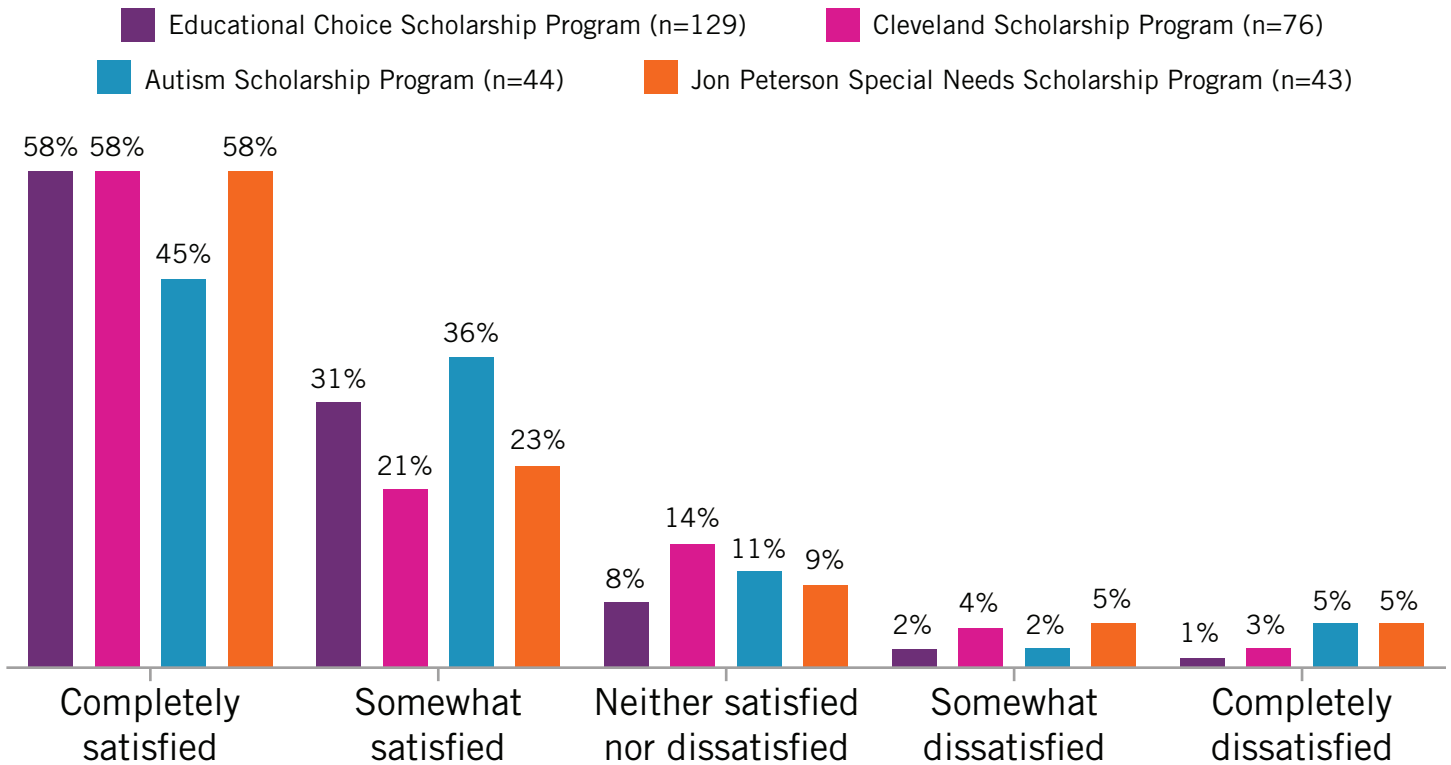
Perceptions of all four programs are generally positive among parents in our sample. Nearly nine out of 10 current Educational Choice Scholarship parents (89%) report being satisfied with the voucher program. Approximately four out of five parents of students in the Autism Scholarship Program parents (82%), Jon Peterson Special Needs Scholarship Program (81%), and Cleveland Scholarship Program (79%) report being satisfied with their respective programs. In contrast, three to 10 percent of parents across groups express dissatisfaction with their children's voucher program. Due to sample size limitations, we express extreme caution in drawing any conclusions based on results from the Autism Scholarship Program and Jon Peterson Special Needs Scholarship Program parents.

Factors Underlying School Selection

When choosing a school, parents report having a variety of educational goals and priorities in mind. This diversity of educational preferences has been well documented in numerous surveys of parents across the country.²⁰ The inception of Ohio's school choice programs may have enabled parents to more easily select schools that they perceive to meet particular goals and priorities. In our survey, we explored this issue by asking parents what they believe are the purposes of education. Additionally, we asked parents to identify school characteristics that were influential in selecting the school that their child currently attends.

FIGURE 1

Parent Report of Satisfaction with current scholarship program(s)

**TABLE 1**

Beliefs about the Purposes of Education (percent replying "Extremely Important" or "Very Important")

	Traditional public (n=742)	Community school (n=72)	Non-choice private (n=251)	Homeschool (n=84)	Educational Choice Scholarship (n=124)	Cleveland Scholarship (n=77)
To provide children with the skills for future employment and economic productivity	83%	72%	84%	71%	85%	75%
To empower children to fix social problems/injustices	50%	64%	68%	60%	80%	66%
To instill religious virtues/moral character into children	27%	44%	65%	52%	71%	66%
To prepare children for citizenship/civic life	71%	72%	82%	69%	83%	74%
To guide students to become independent thinkers who form their own individual beliefs and opinions	79%	64%	82%	74%	83%	61%

Table 1 presents parents' beliefs about education. Notable differences in attitudes regarding the purposes of education are found across parent groups. At least 80 percent of parents with children in traditional public schools, community schools, or private schools (non-choice) believe that preparation for future employment

and economic productivity is a "very" or "extremely important" purpose of education, compared to 71 percent of homeschool and 72 percent of community school parents who share this view. Additionally, voucher program participants and non-choice private school parents are significantly more likely to prioritize education's role in instilling religious virtues or moral

character in children (65% to 71% selected “very” or “extremely important”). This is in stark contrast to parents whose children attend traditional public schools (27% rate this purpose as highly important), and to a lesser extent, parents whose children attend community schools (44% rate this purpose as highly important).

Respondent perceptions vary widely regarding the most important factor when choosing a school for their child. “Academics” was the highest-rated factor among Educational Choice Scholarship parents (20%), the most important factor for Cleveland Scholarship parents was a three-way tie between “academics,” morals/character/values instruction,” and “discipline” (15% each), “safe environment” was the highest-rated factor among homeschool parents (23%), “individual, one-on-one attention” was highest-rated among community school parents (24%), “morals/character/values instruction” was highest-rated among non-choice private school parents (18%), and the school being the a student’s assigned school was the most influential factor among traditional public school parents (38%).

School Climate

A substantial body of research has demonstrated a strong positive relationship between school climate and academic performance and other non-academic outcomes such as socio-emotional development.²¹ One expectation for school choice policies is that parents will be able to access schools that maintain a culture for learning that suits the needs of their child.²² Our survey evaluates parental perception of five key aspects of the learning environment at participants’ schools: safety, a welcoming environment, positive parent-teacher relationships, positive student-teacher relationships, appropriate disciplinary strategies, and seeking parental input.²³

Generally, parents assign high ratings to their child’s school on the domains of school climate examined in the survey. As shown in Table 2, 91 percent of non-choice private school parents and 92 percent of Educational Choice Scholarship Program parents report that they are “confident that their child is safe at school”, compared to 76 percent of parents who participate in the Cleveland Scholarship Program and 81 percent of traditional public school parents. In the area of school discipline, non-choice private school parents (83%), community school parents (78%), and total voucher parents (82%) are more likely than traditional public school parents (67%) to agree that their school uses appropriate strategies when disciplining students.

Parents also evaluated the degree to which schools invite them to provide “input on school programs/events.” Only 47 percent of traditional public school parents agree that their child’s school seeks their input in this regard. For all other parent groups, however, this rate was higher (ranging from 63% to 71%), with Educational Choice Scholarship Program parents expressing the most agreement that school staff seeks parental input. Overall, parents in the community, non-choice private, and total voucher groups gave only marginally higher ratings of their schools on the five school climate measures than public school parents, indicating that public school parents are similarly satisfied with the climate that their schools provide.

Aside from parental input, the greatest differences across groups arise when comparing the Educational Choice Scholarship Program and Cleveland Scholarship Program parent groups. Notably, parents whose children participate in the Cleveland Scholarship Program express the least agreement that they are confident their child is safe at school, that they have a good relationship with their child’s teacher(s), and that their child has a good relationship with their teacher(s). Conversely, Educational Choice Scholarship parents indicate the highest levels of agreement on all climate-related survey items across groups. This points to the possibility that some choice programs are more effectively maintaining positive learning climates than others, although we should not rule out potential differences in geographical areas and urbanicity.

FIGURE 2

Most Influential Factors When Choosing A School

■ Traditional public (n=643)
 ■ Non-choice Private (n=110)
 ■ Community school (n=38)

■ Homeschool (n=56)
 ■ Educational Choice Scholarship (n=94)
 ■ Cleveland Scholarship (n=54)

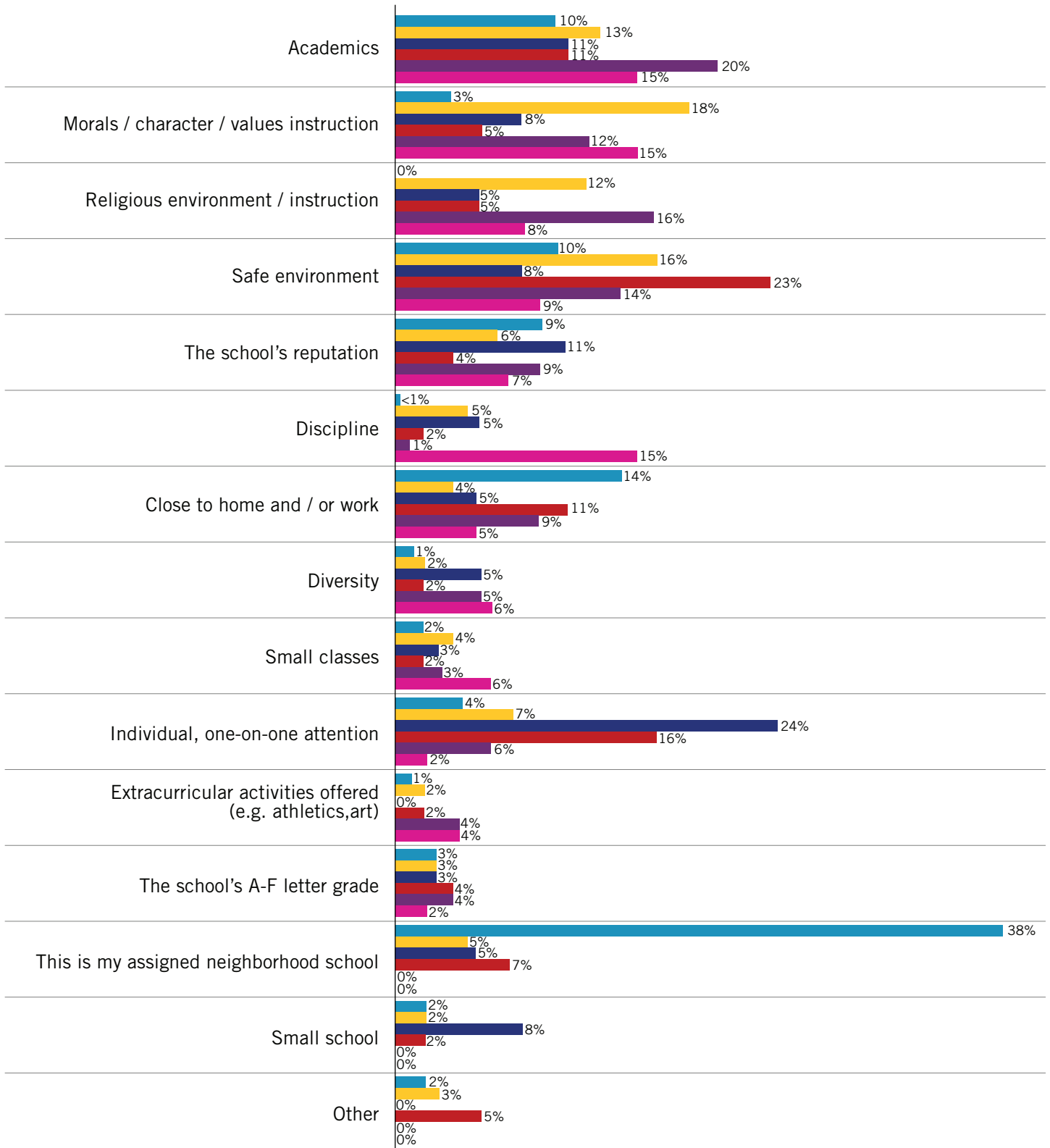


TABLE 2

School Climate (percent replying "Somewhat Agree" or "Completely Agree")

	Traditional public (n=740)	Non-choice private (n=251)	Community school (n=72)	Educational Choice Scholarship (n=116)	Cleveland Scholarship (n=70)
I am confident that my child is safe while at school	81%	91%	85%	92%	76%
School staff makes me feel welcome at school	75%	83%	86%	86%	76%
I have a good relationship with my child's teacher(s)	73%	80%	79%	81%	66%
My child has a good relationship with their teacher(s)	80%	85%	81%	89%	74%
The school uses appropriate strategies for disciplining students	67%	83%	78%	87%	76%
School staff seek my input on school programs/events	47%	69%	68%	71%	63%

Parental Involvement

Over the past three decades, scholarly studies have consistently shown the benefits of parental involvement on a host of academic, socio-emotional, and developmental outcomes for children.²⁴ In theory, schools of choice are able to increase parent participation by leveraging their operational flexibility to address the needs of their school community and alleviate obstacles to parent participation.²⁵ On the survey, we sought to investigate this possibility by comparing rates of home- and school-based parental involvement. Figure 3 depicts rates of parental participation in home-based educational activities. We report the percentage of parents who indicate doing each activity “most of the time” or “always” (the two highest response categories).

Traditional public school parents report participating in at-home educational activities with the lowest frequency across parent groups. Fifty-three percent report reading to or with their child most of the time or always, and 54 percent report working on math or arithmetic with their child as frequently. Comparatively, non-choice private school and

community school parents report engaging in these areas most frequently (65% to 69% selected “most of the time” or “always”), and Educational Choice Scholarship and Cleveland Scholarship parents report doing so more than traditional public school parents (67% and 61%, respectively). Educational Choice Scholarship and Cleveland Scholarship parents report participating in the other home-based parental involvement activities at higher rates than other parents, including participating in a take-home reading program (64% and 61%, respectively), using an online educational resource for their child (53% and 54%, respectively), and participating in community service activities (75% and 59%, respectively).

Parents in voucher schools, non-choice private schools, and community schools indicate more frequent involvement in home-based educational activities than traditional public school parents, but the extent to which schools are responsible for these results is difficult to ascertain. School-based parental involvement, however, may offer a stronger indication of how different types of schools contribute to parental involvement since schools play some part in enabling opportunities for school-based participation to occur.

FIGURE 3

Home-Based Parental Involvement

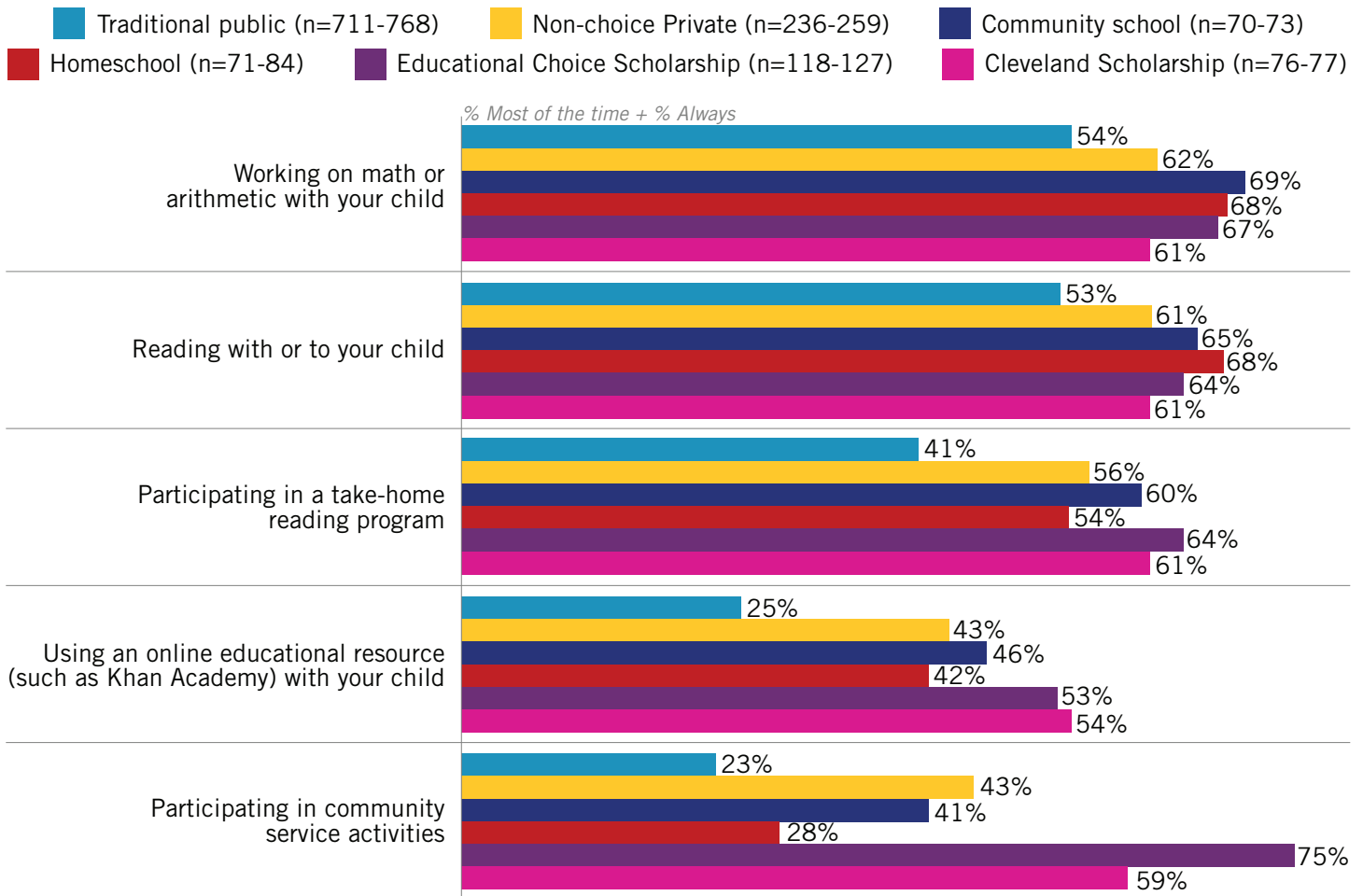


Figure 4 compares reported rates of school-based parental involvement across parent groups. As before, we report the percentage of parents who indicate that they participate in an activity “most of the time” or “always.”

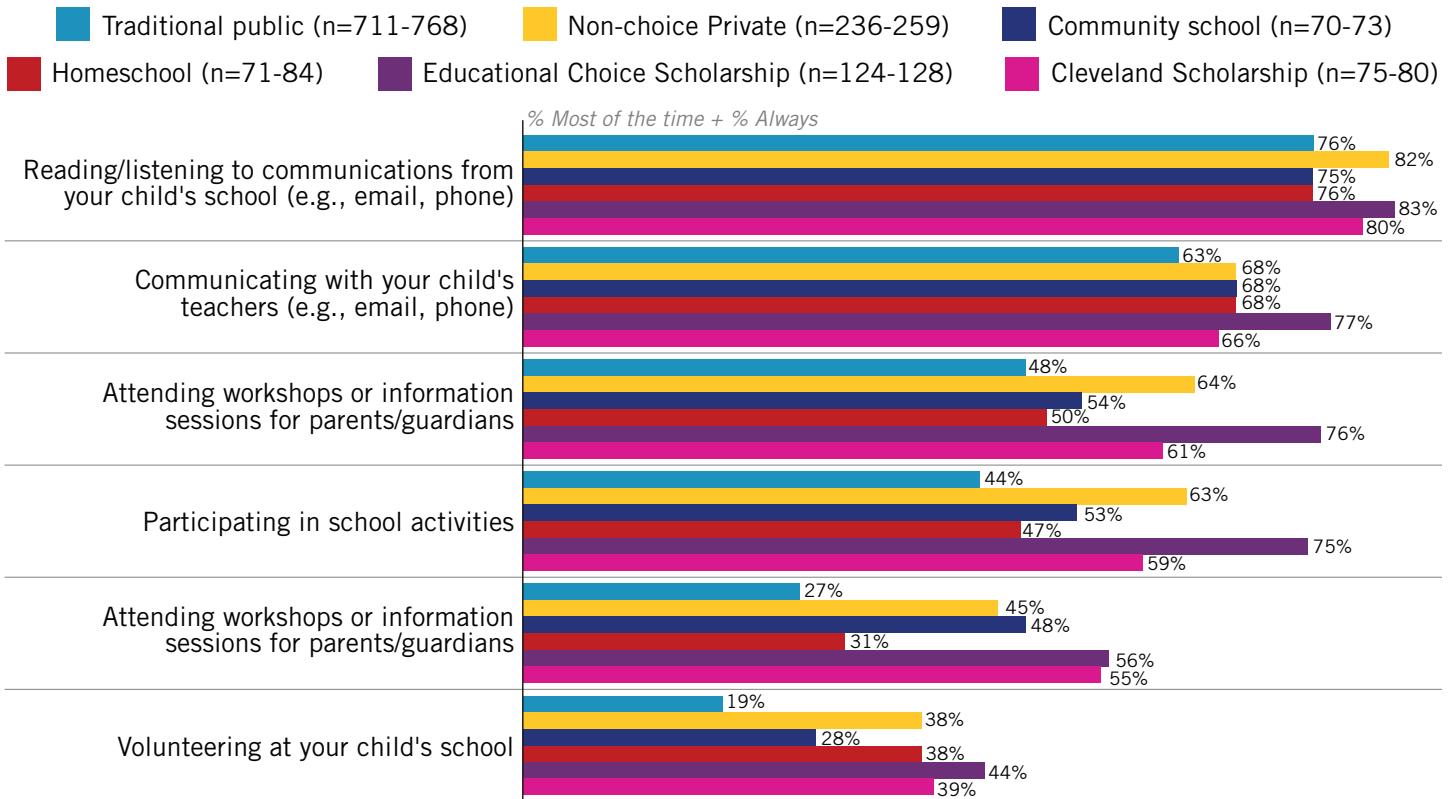
Educational Choice Scholarship Program parents report higher frequency of participation than other parent groups across all six school-based activities listed. Overall, trends depicted in Figure 4 suggest that Educational Choice Scholarship Program, Cleveland Scholarship Program, and non-choice private school parents engage in school-based events and activities with greater frequency than do parents whose children attend traditional public school—though there is significant variation across survey items.

How do Vouchers Change Parents’ Sense of Involvement and Empowerment?

To further examine parental involvement among parents who participate in voucher programs, the survey measured participants’ perceptions of how their involvement changed after enrolling in the voucher programs. Generally, results indicate moderate growth in parental participation in at-home and school-based learning activities after enrolling in choice programs. As shown in Table 4, aside from communicating with their child’s teacher, parents who enrolled in the Educational Choice Scholarship Program report the largest increases of participation in the listed at-home activities.

FIGURE 4

School-Based Parental Involvement

**TABLE 3**

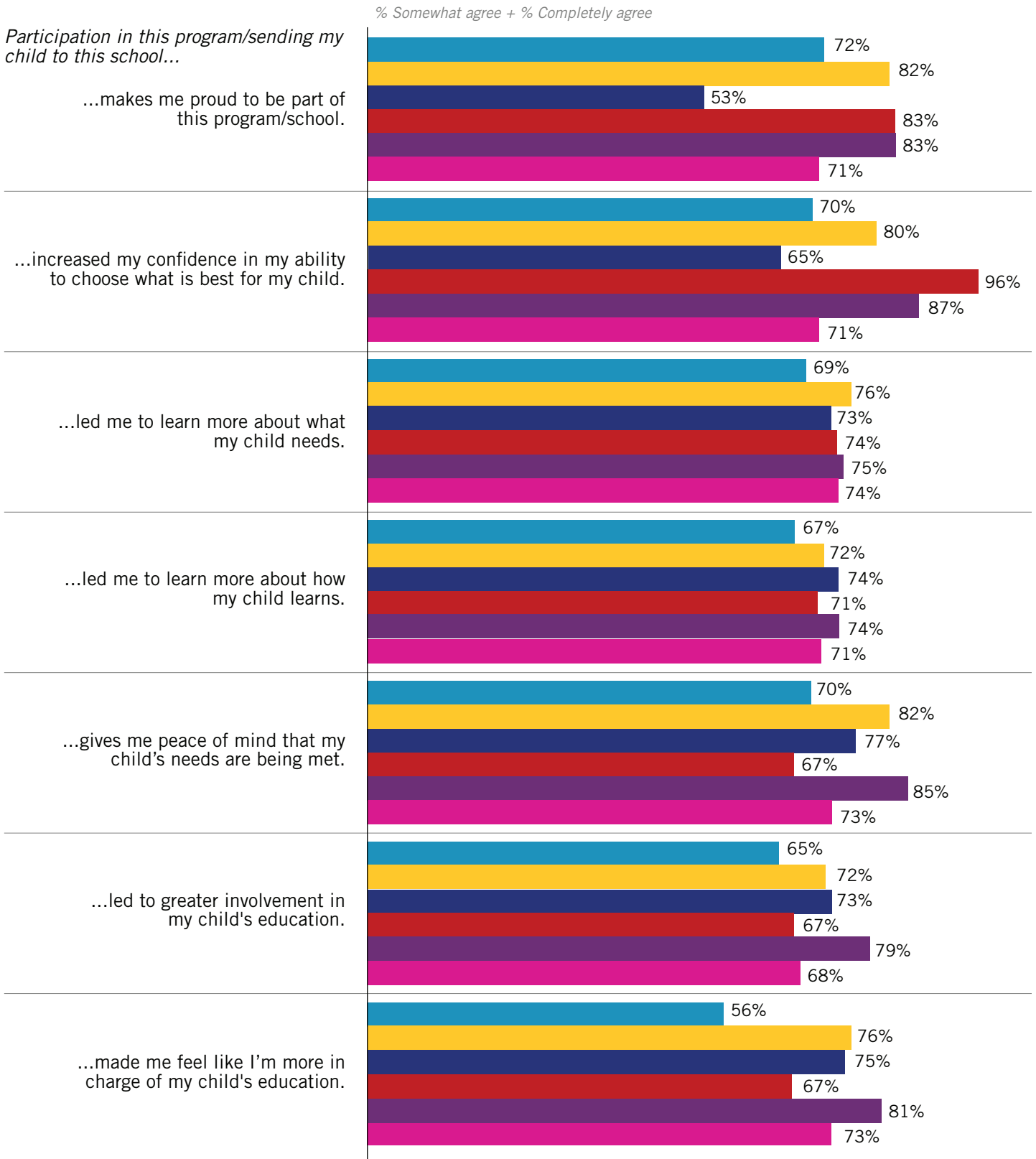
Changes in Home-Based Parental Involvement

	Educational Choice Scholarship (n=113-123)	Cleveland Scholarship (n=74-79)
Reading with or to your child	52%	49%
Using an online educational resource (such as Khan Academy) with your child	87%	49%
Participating in a take-home reading program	71%	50%
Working on math or arithmetic with your child	79%	47%
Participating in community service activities	80%	45%
Attending family events/socials organized by your child's school	67%	46%
Volunteering at your child's school	71%	47%
Attending workshops or information sessions for parents/guardians	87%	47%
Reading/listening to communications from your child's school (e.g., email, phone)	73%	48%
Communicating with your child's teachers (e.g., email, phone)	48%	73%
Participating in school activities	80%	51%

FIGURE 5

Parental Empowerment

- Traditional public (n=74-766)
- Non-choice Private (n=147-258)
- Community school (n=34-73)
- Homeschool (n=23-86)
- Educational Choice Scholarship (n=127)
- Cleveland Scholarship (n=80)



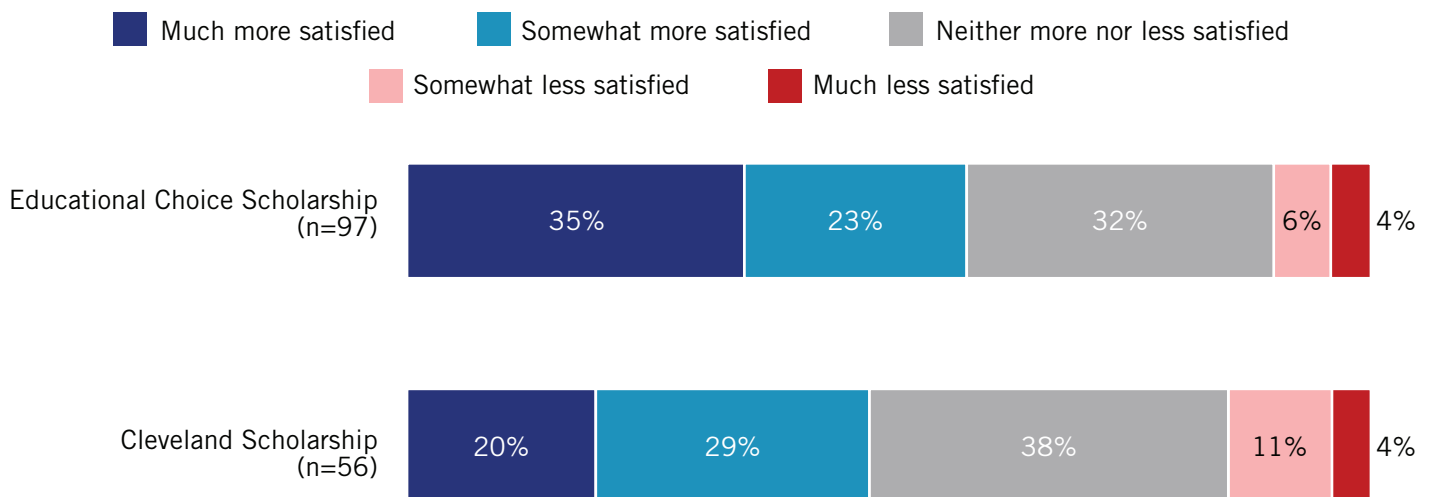
To determine the extent to which program participation or school type attendance impacts parental empowerment, all respondents were asked to gauge the degree to which their respective program or school elicited feelings of pride and confidence. Parents who participate in school choice programs were asked to reflect on their approach to their child's education after participating in their selected program, and non-program parents were asked to consider their approach after sending their child to their most recent school.

Figure 5 depicts these results and indicates that across groups, parents report similar levels of empowerment by their respective program or school. The most notable differences occur among public school parents (only 56% of whom agree that their child's school makes them feel in charge of their child's education), and among community school parents (53% of whom agree that their child's school instills a sense of pride). Additionally, homeschool parents report the most agreement that their educational choice has increased their confidence in their ability to do what is best for their child (96% somewhat or completely agree).

Finally, Educational Choice Scholarship Program and Cleveland Scholarship Program parents report consistently high levels of agreement that their program of choice increases feelings of pride, confidence, peace of mind, involvement, and empowerment to take charge of their children's education. Around three-quarters or more of those voucher parents indicate agreement with all items listed.

Though a large proportion of voucher program participants indicate greater involvement and increased feelings of empowerment in making educational decisions for their children, relatively fewer report high overall satisfaction. When asked how their level of satisfaction with their child's current school compares to their satisfaction with their child's school prior to participating in their selected program, Cleveland Scholarship Program parents report lower levels of satisfaction than those of the Educational Choice Program (49% compared to 58%), although less than one out of six parents expressed being less satisfied.

FIGURE 6 Parental Satisfaction with School After Enrolling in Choice Program



Note: This question was asked of both prior and current program participants. Only responses from current participants are visualized in the figure.

Parental Satisfaction

Figure 7 illustrates school satisfaction ratings among parents with children in traditional public, community, homeschool, and non-choice private schools. More than two-thirds of each respondent group are satisfied with their child’s school. Ninety-two percent of non-choice private school parents report being “somewhat or completely satisfied.” Similarly, 85 percent of Educational Choice Scholarship Program parents, 79 percent of community school and traditional public school parents, 77 percent of Cleveland Scholarship Program parents, and 69 percent of homeschool parents express somewhat or complete satisfaction.

COVID-19

The COVID-19 pandemic changed how schooling was offered to students across the country in the spring of 2020. As such, we were interested to learn how the virus impacted Ohio parents and their children, as this survey was fielded while many schools were in the final days and weeks of the 2020-21 school year.

At the time of fielding, a majority of traditional public (74%) and non-choice private (55%) school parents reported that their child’s school was open as usual, versus 48 percent of Educational Choice Scholarship Program parents, 36 percent of community school parents, and 31 percent of Cleveland Scholarship Program parents who indicated the same. Nearly half

FIGURE 7 Parent Report of Satisfaction with their Child’s School

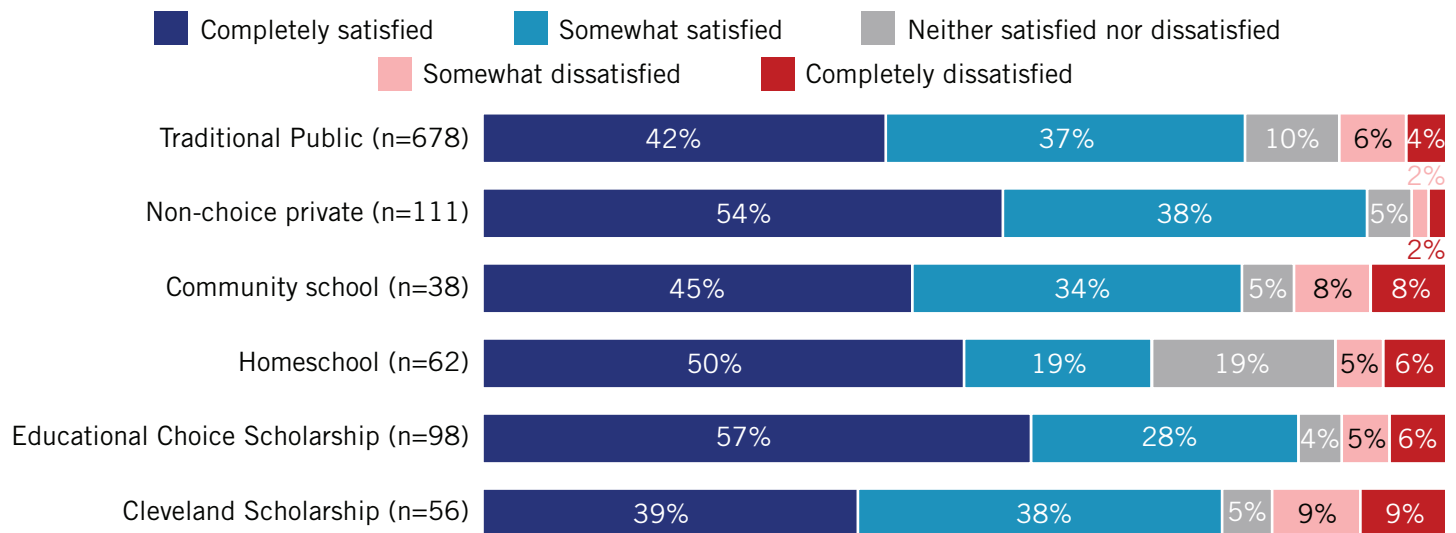


TABLE 4 School status at the time of survey

	Traditional public (n=723)	Non-choice private (n=248)	Community school (n=70)	Educational Choice Scholarship (n=114)	Cleveland Scholarship (n=70)
The school is open as usual (i.e., holding school in buildings)	74%	55%	36%	48%	31%
The school has closed and offers online learning with formal curricula (e.g., required assignments, recorded lessons from teachers)	22%	34%	49%	34%	43%
The school has closed and offers support for families but no formal curricula (e.g., optional assignments, sharing links to publicly available resources)	3%	6%	9%	8%	14%
The school has closed and does not offer online learning or other support	1%	4%	7%	10%	11%

Note: Homeschool respondents did not see this question.

TABLE 5

Biggest challenge faced for their child's education during COVID-19. (Select all that apply)

	Traditional public (n=723)	Non-choice private (n=248)	Community school (n=70)	Homeschool (n=81)	Educational Choice Scholarship (n=122)	Cleveland Scholarship (n=76)
Trying to keep a schedule or routine	45%	34%	43%	40%	34%	30%
Mental and/or emotional health and stress	42%	36%	36%	38%	32%	32%
Feeling overwhelmed balancing my responsibilities and my child's education	38%	31%	50%	21%	31%	26%
My own expectations for my child's learning	31%	31%	36%	20%	34%	34%
My child's school's expectations and demands for his/her learning	31%	25%	37%	19%	31%	29%
Finding things for my child to do	26%	29%	29%	25%	30%	29%
Financial stress and/or unemployment	23%	20%	24%	32%	24%	22%
Getting along as a family	15%	13%	23%	27%	17%	26%
Basic necessities like access to food, shelter, and health care	12%	13%	19%	19%	17%	16%
Other	2%	1%	0%	0%	2%	0%
None of the above - I am facing no challenges	14%	16%	4%	22%	10%	7%

of community school parents (49%), more than two out of five Cleveland Scholarship Program parents (43%), and more than one out of three of non-choice private school and Educational Choice Scholarship Program parents (34% each) report that their child's school remained closed and offered online learning.

When asked to identify the biggest challenges to their child's education during the COVID-19 pandemic, traditional public school, homeschool, and Educational Choice Scholarship Program parents most commonly selected "trying to keep a schedule or routine" as a challenge—although an equal proportion of Educational Choice Scholarship Program parents also selected "my own expectations for my child's learning," which was also the most commonly selected challenge for Cleveland Scholarship Program parents. Non-choice private school parents most frequently cited "mental and/or emotional health and stress," and community school parents most frequently cited "feeling overwhelmed balancing my responsibilities and my child's education."

APPENDIX 1

Survey Project and Profile

Title: 2021 Ohio Parent Survey

Survey Sponsor: EdChoice

Survey Developer: EdChoice

Survey Data Collection

& Quality Control: Hanover Research

Interview Dates: May 3-June 21, 2021

Interview Method: Web

Interview Length: 14 minutes (median)

Language(s): English only

Sampling Method: Panel and snowball sample

Population Sample: K-12 Parents in Ohio

Sample Size: Traditional Public School Parents, N = 860 (partial and complete)
Community School Parents, N = 80 (partial and complete)
Homeschool Parents, N = 108 (partial and complete)
Non-Choice Private School Parents, N = 306 (partial and complete)
Educational Choice Scholarship Program Parents, N = 144 (partial and complete)
Cleveland Scholarship Program Parents, N = 91 (partial and complete)
Autism Scholarship Program Parents, N = 59 (partial and complete)
Jon Peterson Special Needs Scholarship Program Parents, N= 57 (partial and complete)

Margin of Error: Homeschool Parents = $\pm 9.430\%$
Non-Public School Parents = $\pm 4.852\%$
Traditional Public School Parents = $\pm 3.342\%$

Response Rate: 0.07%

Weighting? No

Quotas: Yes

APPENDIX 2

Data Sources and Methodology

The online survey solicited responses from Ohio parents of children who attended kindergarten through 12th grade during the 2020-21 or 2019-20 school years. To be eligible for participation, parents could have a child enrolled in a traditional (neighborhood) public school, a magnet school, a community (charter) school, a private school, or homeschool program. Additionally, a portion of the parents had at least one child who participated in one of Ohio's voucher programs—either the Educational Choice Scholarship Program, Cleveland Scholarship Program, Jon Peterson Special Needs Scholarship Program, or the Autism Scholarship Program.

Responses to the survey were solicited primarily through a panel company, EMI Research Solutions. The survey was launched on May 4, 2021. Screener questions were included in the survey to ensure that all respondents live in Ohio and either currently have school-aged children, or have had school-aged children within the last two years. By the time the survey closed on May 24, 1,245 complete and 246 partial responses had been received.

In addition to the distribution of the survey through the panel company, a snowball sampling technique was employed to receive a greater number of responses from parents who participate in one of Ohio's educational choice programs. Snowball sampling is a surveying method using a nonprobability sample to contact members of hard-to-reach or hidden populations. EdChoice shared the survey link with organizations in Ohio and asked recipients to distribute the link to families. By the time the survey closed on June 21, 44 complete and 25 partial responses were received from this snowball sampling phase of data collection.

After data collection, a total of 2,977 responses had been received. Of these, 1,593 respondents were excluded from the analysis.ⁱ Before analyzing the results of the survey, these respondents were dropped due to not meeting eligibility criteria (i.e., not being the parent of a school-aged child in Ohio within the last two years), answering too few questions in the survey, or providing specious responses.

After data cleaning, a total of 1,384 responses were included in the analysis. With roughly 1.9 million children enrolled or homeschooled in Ohio, and assuming each parent responded to the survey for one child, the overall sample has a margin of error of about +/-2.634 percent.ⁱⁱ See Table A for the margin of error for particular parent groups, based on the type of school their child attends.

Because we utilized a snowball sampling technique, the descriptive differences presented throughout the report are not necessarily representative of the population of parents in each school sector. Furthermore, the analyses are primarily descriptive and should not be interpreted as establishing any causal relationships.

In this report, we primarily disaggregate responses into the following five sub-classifications, or segments: (1) traditional public-school parents, (2) non-choice private school parents, (3) homeschool parents, (4) community school parents, (6) Educational Choice Scholarship Program parents, and (6) Cleveland Scholarship Program parents. For full aggregate and segmented results, please consult the accompanying data supplement and topline report.

ⁱ Of these dropped responses, 970 were dropped for being disqualified, 402 were dropped for being over set quotas, 165 were dropped for providing too few responses, 7 were dropped for providing specious responses, and 5 were dropped for being ineligible to take the survey (i.e. students/children). Note that the sample sizes for each phase of solicitation and school type reflect the final, cleaned data, with all errant responses dropped.

ⁱⁱ Ohio Department of Education, "Enrollment Data," retrieved from <http://education.ohio.gov/Topics/Data/Frequently-Requested-Data/Enrollment-Data>; Ohio Department of Education, "Home Schooling," retrieved from <http://education.ohio.gov/Topics/Ohio-Education-Options/Home-Schooling>

TABLE A 1

Overview of Sample

	Traditional public	Non-choice private	Community School	Home school	Educational Choice Scholarship	Cleveland Scholarship	Total Voucher
Highest Education Level							
Four-year Degree	37%	62%	47%	24%	54%	57%	54%
High School or Less	25%	9%	19%	40%	7%	15%	14%
Household Income							
\$49,999 or less	40%	19%	38%	46%	23%	29%	26%
\$50,000 to \$99,999	37%	32%	28%	32%	30%	27%	32%
At least \$100,000	23%	49%	34%	22%	47%	44%	42%
Race/Ethnicity*							
White (Non-Hispanic)	90%	85%	79%	96%	84%	70%	81%
Non-white	16%	15%	14%	19%	21%	30%	26%
Total Respondents in Sample (#)	860	306	80	108	144	91	287
Segment as Percent of Total Sample	63%	22%	6%	8%	10%	7%	21%

* Percentages total greater than 100% because respondents could choose multiple options.

TABLE A 2

Sample Size and Margin of Error by Respondent Type

School Type	Population Size	Sample Size	% of Population	Margin of Error
Public School	1,696,386	860	0.05%	3.342%
Non-Public School*	161,664	408	0.25%	4.852%
Homeschool	33,328	108	0.32%	9.430%

*Non-choice private + Magnet schools

Source: Ohio Department of Education, "Enrollment Data," retrieved from <http://education.ohio.gov/Topics/Data/Frequently-Requested-Data/Enrollment-Data>;
Ohio Department of Education, "Home Schooling," retrieved from <http://education.ohio.gov/Topics/Ohio-Education-Options/Home-Schooling>

NOTES

1. Authors' calculations; United States Census Bureau, 2000 Decennial Census, retrieved September 29, 2021 from <https://data.census.gov/cedsci/table?q=population%202000&tid=DECENNIALS32000.P001>; United States Census Bureau, Annual Estimates of the Resident Population: April 1, 2010 to July 1, 2019, accessed September 29, 2021 from <https://data.census.gov/cedsci/table?q=&t=Populations%20and%20People&g=0400000US39&tid=PEPPPOP2019.PEPANNRES>; Cristobal de Brey, Thomas D. Snyder, Anlan Zhang, and Sally A. Dillow (2021), *Digest of Education Statistics, 2019*, National Center for Education Statistics, retrieved from <https://nces.ed.gov/pubs2021/2021009.pdf>
2. The Nation's Report Card, Ohio Overview [web page], accessed September 29, 2021, retrieved from https://www.nationsreportcard.gov/profiles/stateprofile/overview/OH?cti=PgTab_OT&chort=1&sub=MAT&sj=OH&fs=Grade&st=MN&year=2019R3&sg=Gender%3A+Male+vs.+Female&sgv=Difference&ts=Single+Year&tss=2019R3-2019R3&sfj=NP
3. Ohio Department of Education, *Annual Reports on Ohio Community Schools: 2019-20 Annual Report*, accessed September 30, 2021, retrieved from <http://education.ohio.gov/Topics/Community-Schools/Annual-Reports-on-Ohio-Community-Schools>
4. Ibid.; Debbie Veney and Drew Jacobs (2021), *Voting With Their Feet: A State-Level Analysis of Public Charter School and District Public School Trends*, National Alliance for Public Charter Schools, retrieved from https://www.publiccharters.org/sites/default/files/documents/2021-09/napcs_voting_feet_rd6.pdf
5. National Center for Education Statistics, Private School Universe Survey – Table 15f1718 [Data file], accessed September 30, 2021, retrieved from <https://nces.ed.gov/surveys/pss/xls/TABLE15f1718.xlsx>
6. Gershon Harrell (2020, August 10), COVID-19 Causing More Parents to Look at Home Schooling, *Columbus Dispatch*, retrieved from <https://www.dispatch.com/story/news/education/2020/08/10/covid-19-causing-more-parents-to-look-at-home-schooling/112905434/>; Ohio Department of Education, accessed September 30, 2021, retrieved from <http://education.ohio.gov/Media/Facts-and-Figures>
7. EdChoice (2021), *The ABCs of School Choice: The Comprehensive Guide to Every School Choice Program in America*, 2021 ed., retrieved from <https://www.edchoice.org/wp-content/uploads/2021/03/2021-ABCs-of-School-Choice-WEB-2-24.pdf>
8. Ibid., pp. 57-58
9. Ibid., pp. 59-60
10. Ibid., pp. 61-62
11. Ibid., pp. 63-64
12. Ibid., pp. 65-66
13. EdChoice, Ohio Tax-Credit Scholarship Program [web page], retrieved October 1, 2021 from <https://www.edchoice.org/school-choice/programs/ohio-tax-credit-scholarship-program>
14. EdChoice, K-12 Nonchartered Private School Tax Credit [web page], retrieved October 1, 2021 from <https://www.edchoice.org/school-choice/programs/k-12-nonchartered-private-school-tax-credit>
15. EdChoice, K-12 Home Education Tax Credit [web page], retrieved October 1, 2021 from <https://www.edchoice.org/school-choice/programs/k-12-home-education-tax-credit>
16. Greg Forster (2008), *Promising Start: An Empirical Analysis of How EdChoice Vouchers Affect Ohio Public Schools*, School Choice Issues in the State, retrieved from EdChoice website: <http://www.edchoice.org/wp-content/uploads/2015/09/Promising-Start-How-EdChoice-Vouchers-Affect-Ohio-Public-Schools.pdf>
17. David Figlio and Krzysztof Karbownik (July 2016), *Evaluation of Ohio's EdChoice Scholarship Program: Selection, Competition, and Performance Effects*, Thomas B. Fordham Institute, retrieved from https://fordhaminstitute.org/sites/default/files/publication/pdfs/FORDHAM-Ed-Choice-Evaluation-Report_online-edition.pdf
18. Matthew Carr (2011), The Impact of Ohio's EdChoice on Traditional Public School Performance, *Cato Journal*, 31(2), retrieved from <https://www.cato.org/sites/cato.org/files/serials/files/cato-journal/2011/5/cj31n2-5.pdf>

19. Greg Forster (2006), *Segregation Levels in Cleveland Public Schools and the Cleveland Voucher Program*, School Choice Issues in the State, retrieved from EdChoice website: <http://www.edchoice.org/wp-content/uploads/2015/09/Segregation-Levels-inCleveland-Public-Schools-and-the-Cleveland-Voucher-Program.pdf>
20. Andrew D. Catt and Michael Shaw (2020), *Families Experiences in North Carolina: Findings from a Survey of K-12 Parents in the Old North State*, retrieved from EdChoice website: <https://www.edchoice.org/wp-content/uploads/2020/09/families-schooling-experiences-in-NC.pdf>; Andrew D. Catt and Albert Cheng (2019), *Families' Experiences on the New Frontier of Educational Choice: Findings from a Survey of K-12 Parents in Arizona*, retrieved from EdChoice website: <https://www.edchoice.org/wp-content/uploads/2019/05/2019-4-Arizona-Parent-Survey-by-Andrew-Catt-and-Albert-Chang.pdf>; Jason Bedrick and Lindsey Burke (2018), *Surveying Florida Scholarship Families*, retrieved from EdChoice website: <https://www.edchoice.org/research/surveying-florida-scholarship-families/>; Andrew D. Catt and Evan Rhinesmith (2017), *Why Indiana Parents Choose: A Cross-Sector Survey of Parents' Views in a Robust School Choice Environment*, retrieved from EdChoice website: <https://www.edchoice.org/wp-content/uploads/2017/09/Why-Indiana-Parents-Choose-2.pdf>; Albert Cheng, Julie R. Trivitt, and Patrick J. Wolf (2016), School Choice and the Branding of Milwaukee Private Schools, *Social Science Quarterly*, 97(2), pp. 362–375, <http://dx.doi.org/10.1111/ssqu.12222>; Erickson, H.H. (2018). How do parents choose schools and what schools do they choose? A literature review of private school choice programs in the United States. *Journal of School Choice*, 11(4), 491-506; James P. Kelly, III, and Benjamin Scafidi (2013), *More Than Scores: An Analysis of Why and How Parents Choose Private Schools*, retrieved from EdChoice website: <https://www.edchoice.org/wp-content/uploads/2015/07/More-Than-Scores.pdf>; Julie R. Trivitt and Patrick J. Wolf (2011), School Choice and the Branding of Catholic Schools, *Education Finance and Policy*, 6(2), pp. 202–245, http://dx.doi.org/10.1162/EDFP_a_00032
21. Anthony S. Bryk, Penny Bender Sebring, Elaine Allensworth, Stuart Luppescu, and John Q. Easton (2010), *Organizing Schools for Improvement: Lessons from Chicago*, retrieved from <http://www.press.uchicago.edu/ucp/books/book/chicago/O/bo8212979.html>; William H. Jeynes (2011), *Parental Involvement and Academic Success*, retrieved from <https://books.google.com/books?id=chDJBQAAQBAJ>
22. Robert Bifulco and Helen F. Ladd (2006), Institutional Change and Coproduction of Public Services: The Effect of Community Schools on Parental Involvement, *Journal of Public Administration Research and Theory*, 16(4), pp. 553–576, <https://dx.doi.org/10.1093/jopart/muj001>; Daniel Hamlin (2017), Parental Involvement in High Choice Deindustrialized Cities: A Comparison of Community and Public Schools in Detroit, *Urban Education*, advance online publication, <https://dx.doi.org/10.1177/0042085917697201>
23. M. Lee Van Horn (2003), Assessing the Unit of Measurement for School Climate through Psychometric and Outcome Analyses of the School Climate Survey, *Educational and Psychological Measurement*, 63(6), pp. 1002–1019, <https://dx.doi.org/10.1177/0013164403251317>
24. Eric Dearing, Holly Kreider, Sandra Simpkins, and Heather B. Weiss (2006), Family Involvement in School and Low-Income Children's Literacy Performance: Longitudinal Associations Between and Within Families, *Journal of Educational Psychology*, 98(4), pp. 653–664, <https://dx.doi.org/10.1037/0022-0663.98.4.653>; Maurice J. Elias, Evanthia N. Patrikakou, and Roger P. Weissberg (2007), A Competence-Based Framework for Parent-School-Community Partnerships in Secondary Schools, *School Psychology International*, 28(5), 540–554, <https://dx.doi.org/10.1177/0143034307085657>; Anne T. Henderson and Karen L. Mapp (2002), *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, Annual Synthesis 2002, retrieved from Southwest Educational Development Laboratory website: <https://www.sedl.org/connections/resources/evidence.pdf>
25. Daniel D. Drake (2000), Responsive School Programs: Possibilities for Urban Schools, *American Secondary Education*, 28(4), pp. 9–15, <https://www.jstor.org/stable/41064403>; Elizabeth M. Hassrick, Stephen W. Raudenbush, and Lisa Rosen (2017), *The Ambitious Elementary School: Its Conception, Design, and Implications for Educational Equality*, retrieved from https://books.google.com/books/about/The_Ambitious_Elementary_School.html?id=HZYtDwAAQBAJ

ABOUT THE AUTHORS

Andrew D. Catt

Andrew D. Catt is the director of state research and special projects for EdChoice. In that role, Drew conducts analyses on private educational choice programs, conducts surveys of private school leaders and parents of school-aged children, and conducts geospatial analyses. Drew graduated from Vanderbilt University in 2008 with a bachelor's degree in Human and Organizational Development, specializing in Leadership and Organizational Effectiveness. During that time, he researched the effects of homeschooling on socialization. Drew received his Master of Public Affairs in Nonprofit Management at Indiana University's School of Public and Environmental Affairs in Indianapolis. He also received his Master of Arts in Philanthropic Studies through the Lilly Family School of Philanthropy. While in graduate school, Drew's research focused on teacher performance incentives and cross-sector collaboration. Drew recently received a Graduate Certificate in Geographic Information Science (GIS) from IUPUI. Drew is a native of central Indiana and currently resides in downtown Indianapolis with his wife Elizabeth and their sons.

John M. Kristof

John Kristof is a research analyst for EdChoice. In that role, John supports quality control as the organization's data collector, verifies its research, and analyzes data and policy issues. Before joining EdChoice, John worked two fiscal research internships at the Indiana General Assembly, where he studied education finance and funding formulas, tax expenditures, economic development, and other fiscal issues. Before his stint in state government, John was a research fellow at the Sagamore Institute in Indianapolis and an economics writer at the Illinois Policy Institute in Chicago. John is completing his Master of Public Affairs in Policy Analysis at Indiana University's Paul H. O'Neill School of Public and Environmental Affairs in Indianapolis. He received a Bachelor of Science in economics from Indiana Wesleyan University and is a proud alumnus of the John Wesley Honors College.

ACKNOWLEDGMENTS

We are extremely grateful to the Ohioans that took the time to respond to the survey online. We are also grateful to Hanover Research, for administering our survey and for data collection and quality control. We deeply appreciate the work of Michael Davey for making these pages look more professional and Jen Wagner for correcting spelling and grammar mistakes.

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