

ALABAMA

Public Opinion Survey

2025



Alabama Public Opinion Survey: 2025 Edition

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Alabama Public Opinion Survey: 2025 Edition

Survey and analysis conducted by:

Dr. Randolph Horn
Assistant Vice President for Enrollment Research
Professor of Political Science
Samford University



**Public Affairs
Research Council
of Alabama**

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Executive Summary

The Public Affairs Research Council of Alabama’s 2025 public opinion survey reveals a clear message: Alabamians remain deeply committed to public education, express growing concern about tax fairness, and are sharply divided on school choice.

The findings highlight the public’s priorities—and the pressures shaping Alabama’s policy landscape.

Education Tops the Agenda—and Alabamians Are Willing to Pay for It. Sort of.

Education continues to rank as the most important responsibility of state government. Nearly 70% of Alabamians believe the state is underfunding public education, and a similar share say they’d pay more in taxes to support it—although there’s no consensus on which tax to raise.

Public School Matters

More than half, 52%, of Alabamians would prefer their children to be educated in public schools.

School Choice: A State Divided but United on Accountability

Views on school choice are sharply split: 46% oppose the CHOOSE Act, while 45% support it. Nearly half fear it will harm public schools. But there’s widespread agreement on accountability—roughly 9 in 10 say private schools receiving public funds should meet the same standards as public schools. And two-thirds believe vouchers should be limited to low- and moderate-income families.

Many Feel Ignored

Alabamians feel disconnected from state leadership. Majorities say state officials don’t listen and that “people like me” have little influence in Montgomery.

Conclusion

The 2025 survey paints a picture of a public ready to invest in education, eager for tax equity, and insistent on accountability.

Introduction

The 2025 PARCA Survey includes respondents recruited through statewide random-digit-dial (RDD) telephone and address-based samples. Roughly a third of interviews are conducted by telephone and the rest online. The 393 responses are weighted by race, gender, and age to match state demographics, resulting in a representative sample with a margin of error of +/- 4.9%. Complete question texts are reported in the top lines below.

The 2025 questionnaire includes questions asked in previous years and several reflecting new issues confronting policymakers. Response patterns for each question are tested using a wide range of demographic, regional, and political factors. If any of these factors significantly affect responses, they are reported.

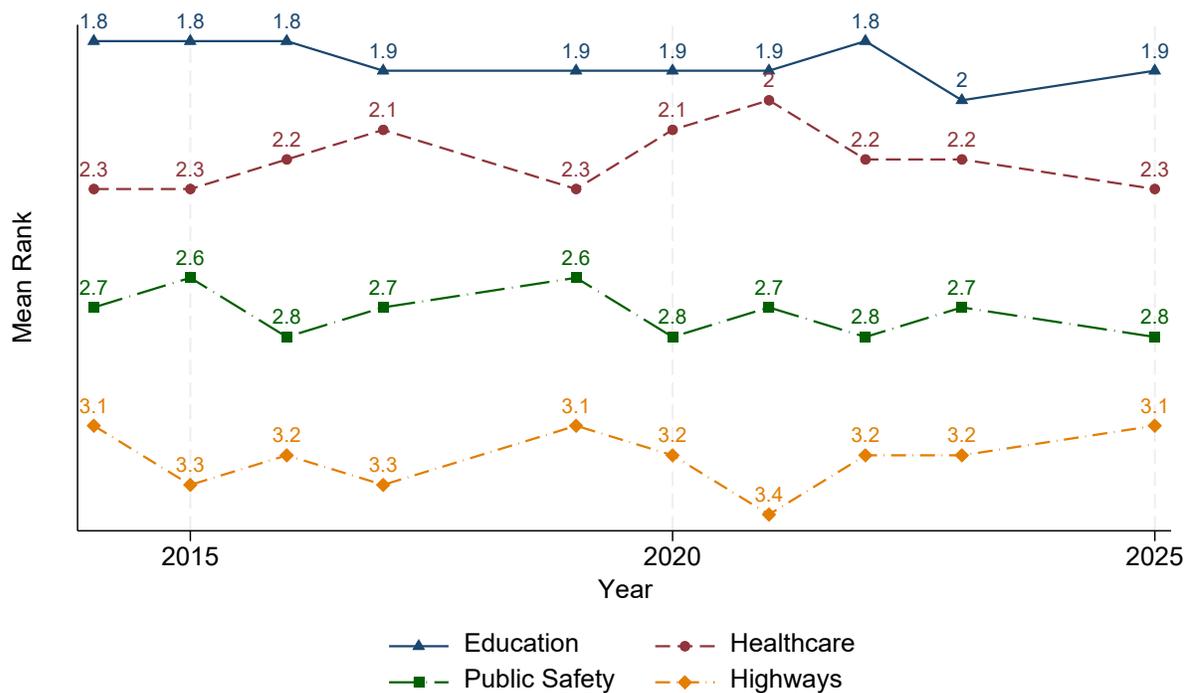
Survey Results

State Budget Priorities

We ask respondents to rank the four largest areas of state government activity.

As has been the case in previous years, education ranks as the top priority with healthcare, public safety, and highways and bridges following behind. See Figure 1. Those with higher levels of education are more likely to rank education number one than others. Pluralities (the largest share, but not a majority) of every partisan stripe rank education number one among these functions.

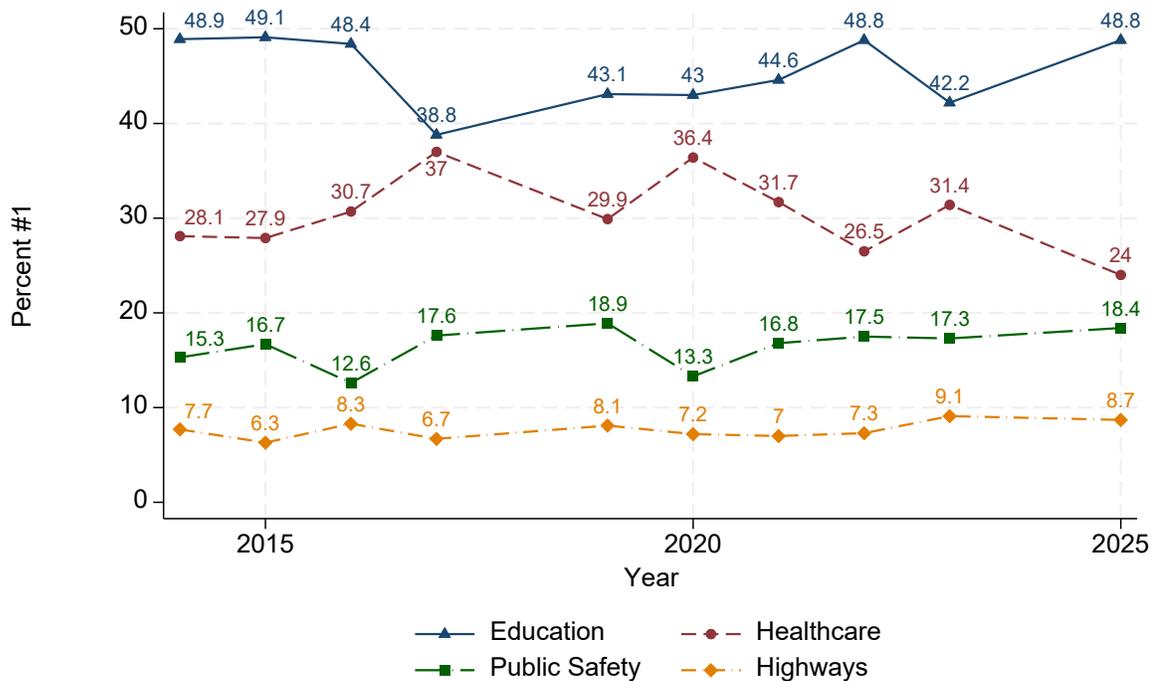
Figure 1. Average rank of major budget areas, 2014-2025



Those with lower incomes are more likely to rank healthcare number one, while pluralities of higher income groups rank healthcare number two. Women are more likely to prioritize healthcare than men. While few classified highways as the most important function, men are more likely to prioritize it than women. While no partisan group shows a plurality of respondents ranking public safety number one, Republicans give it a higher priority than independents or Democrats.

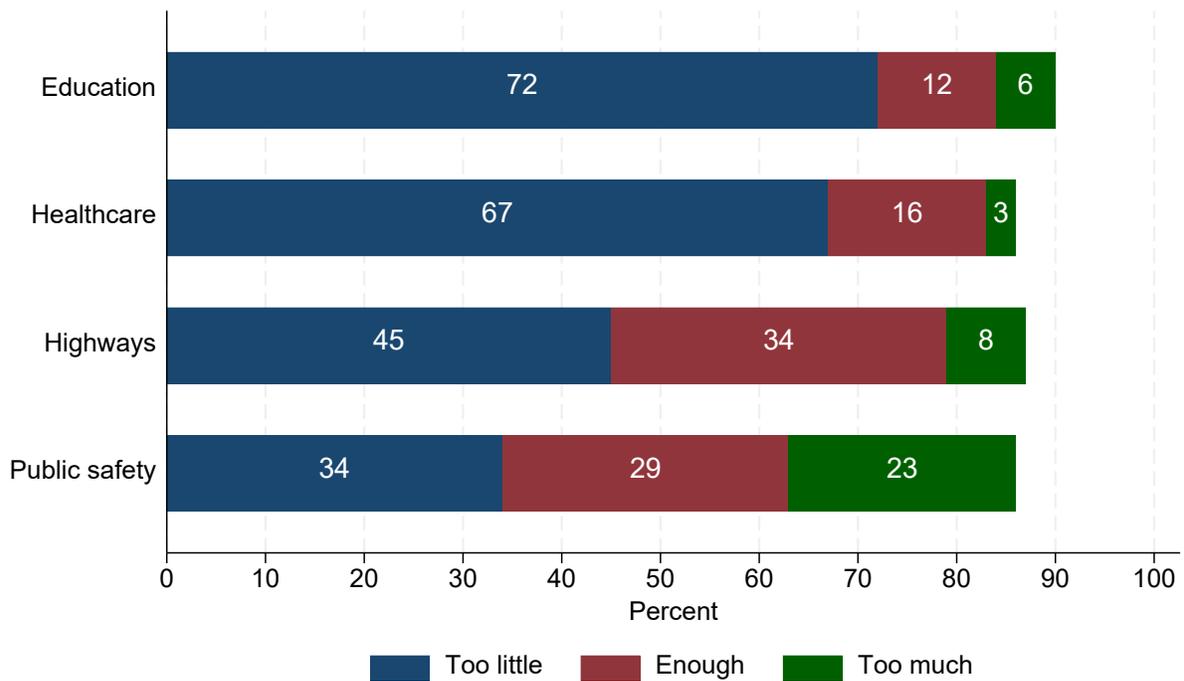
While the average rankings have been consistent over the years, we do see some fluctuation in the percentage ranking education as the top priority. Just under half of the respondents see education as the top priority. See Figure 2. About a quarter of respondents list healthcare as their top priority, and about 18% list public safety as the top priority. Less than 10% of respondents indicate that highways are their top priority.

Figure 2. Percent prioritizing each budget area #1, 2014-2025



We ask respondents if “too little, too much, or enough money is now being spent” on each of these four areas of state activity. The results presented in Figure 3 parallel respondents’ priorities.

Figure 3. Amount spent in major areas: Percent saying too little, enough, or too much



More than two-thirds say too little is being spent on education, and about two-thirds say too little is being spent on healthcare. Smaller numbers, albeit pluralities, say too little is being spent on public safety and highways.

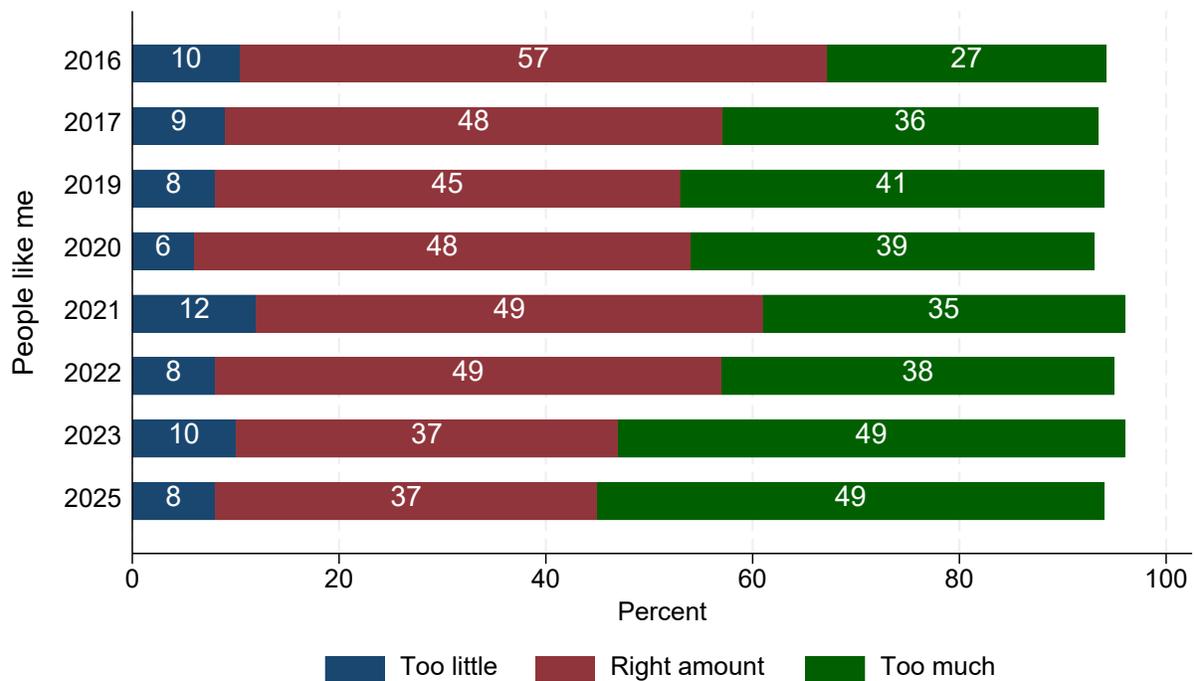
We do not expect respondents to be budget experts, but the perception that too little is being spent may be understood as an evaluation of investment or performance. Super majorities of every party say too little is being spent on education, although the size of the majority increases as you move from Republican to independent to Democratic respondents. The same pattern is true for those who say too little is spent on healthcare, with majorities of every partisan stripe holding that view. Older respondents, those with lower incomes, women, and Republicans are more likely to say that too little is spent on public safety than others.

Taxes

Respondents are asked if they and various income-level groups are paying too much, too little, or the right amount in state and local taxes.

As readers of PARCA's *How Alabama Taxes Compare* series know, state and local taxes tend to be lower in Alabama than in neighboring states. For the last two years, pluralities of about 49% indicate that they and people like them are paying too much in state taxes. See Figure 4.

Figure 4. Amount paid by people like me in state and local taxes, 2016–2025



In many preceding years, pluralities of respondents indicated that they were paying about the right amount.

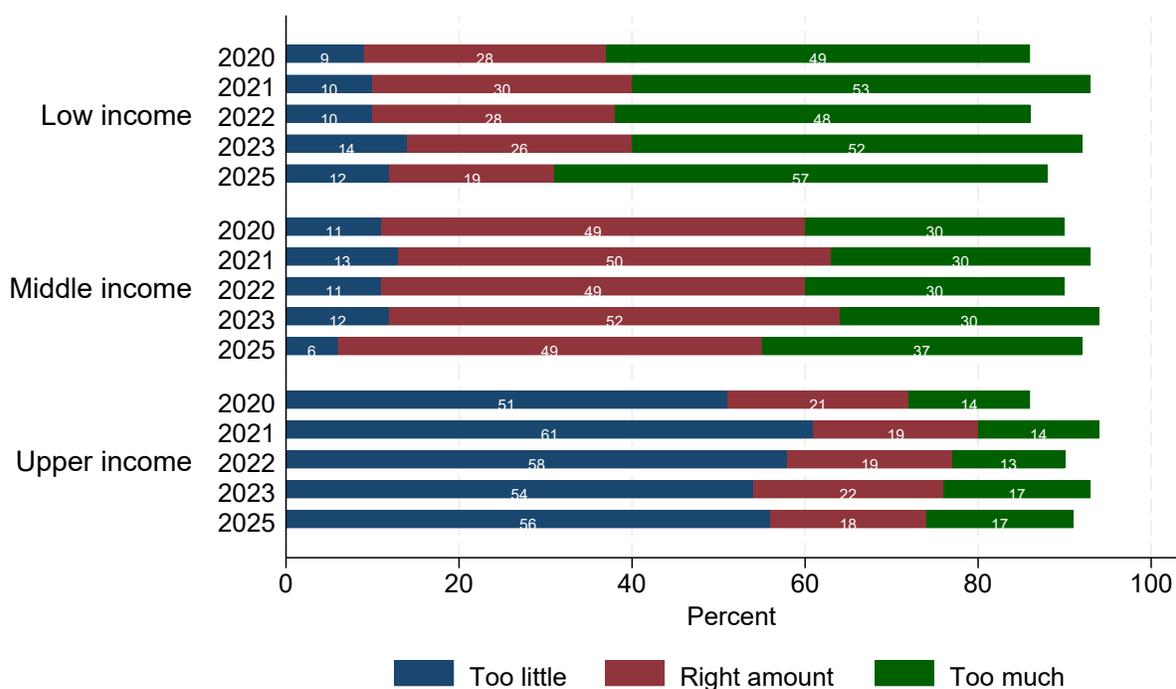
The pluralities of respondents indicating that they and people like them are paying too much in state and local taxes likely reflect concerns over tax fairness more than a comparative analysis of the revenue produced by Southern states.

Those with higher levels of education are less likely to say they were paying too much. Republicans are more likely to say they were paying too much than other

partisans. White respondents are more likely to say they and people like them were paying the right amount.

Concerns about tax fairness are evident in responses to whether different income groups are paying too much, too little, or the right amount in taxes. We have asked this question for many years, and the most recent five are reported in Figure 5.

Figure 5. Amount paid by income groups in state and local taxes, 2020–2025



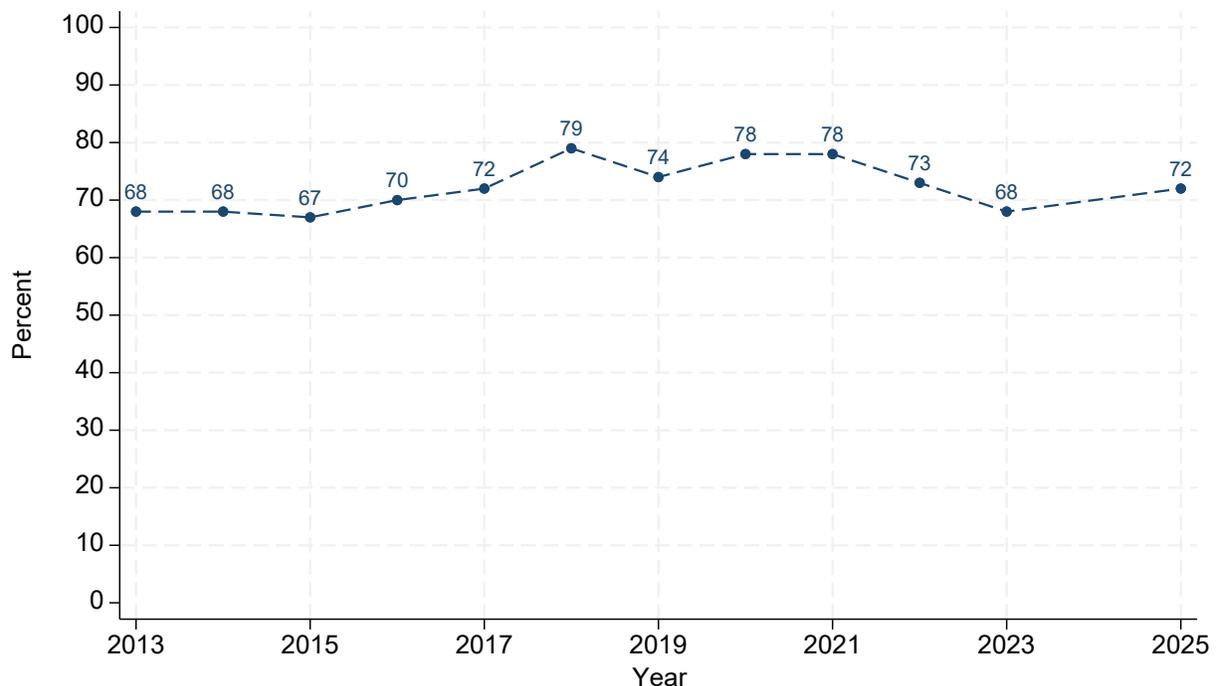
Majorities or pluralities say that people with lower incomes are paying too much, those with middle incomes are paying the right amount, and those with higher incomes are paying too little. Many respondents appear to subscribe to the notion that taxes should correspond to the ability to pay, a common description of progressive taxation approaches.

Majorities of every partisan stripe say that low-income people are paying too much in state and local taxes, although larger percentages of independents and Democrats held this view than Republicans. Majorities of every party also report that middle-income people are paying about the right amount. Large majorities of independents and Democrats and a plurality of Republicans say those with higher incomes are paying too little.

Public Education

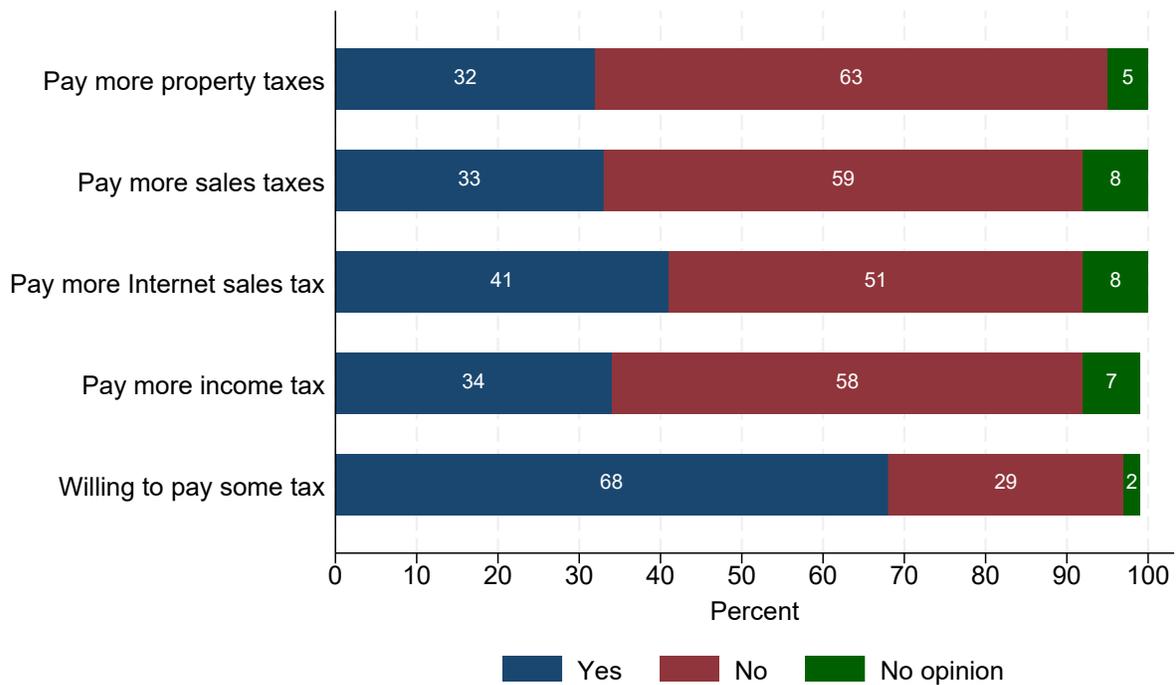
As discussed above, we have reported respondents' attitudes about the level of spending in the four main areas of state government activity for several years. We have asked this question concerning state spending on education for a longer period, and the entire series is reported in Figure 6. Two-thirds to three-quarters of respondents have consistently reported that too little is being spent, including about 72% of respondents this year.

Figure 6. Too little now being spent on education in Alabama



With a large majority of state residents saying too little is being spent on education, one might ask if they would be willing to pay more in taxes to increase funding for education. We ask if respondents would be willing to pay more in various forms of taxes: property, sales, Internet sales, and income taxes. The results are reported in Figure 7.

Figure 7. Willing to increase education funding by paying more



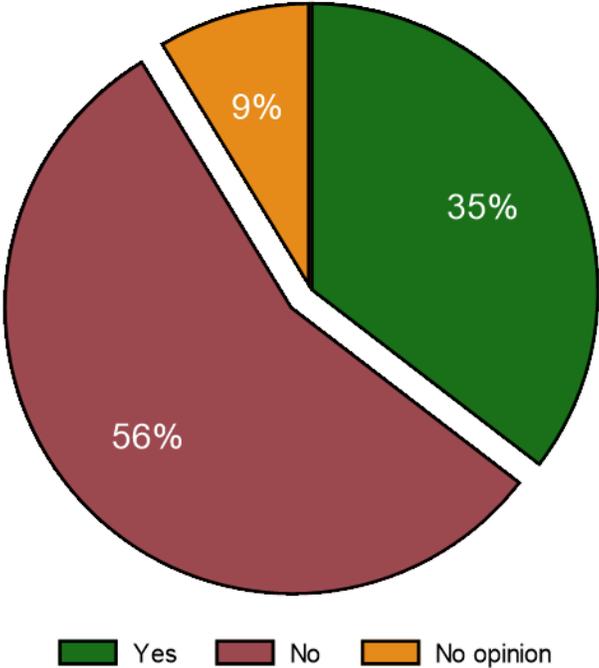
Alabamians seem willing to put their money where their mouths are, but they do not agree on a single revenue mechanism to achieve the goal. No one form of tax receives majority or even a plurality support. Still, about 68% say they would be willing to pay more in some form of tax to increase funding for education, nearly the same percentage as saying too little is being spent on education. They are not exactly the same people, but about 56% of people who think too little is spent on education are willing to pay more tax.

This represents a serious challenge to policymakers: While majorities favor increasing education funding and are willing to pay more in taxes to achieve it, majorities also oppose increasing each revenue instrument.

There are some minor differences in attitudes about different revenue mechanisms. For example, residents of North Alabama are more likely to indicate willingness to pay additional sales tax, and those with higher levels of education are more willing to pay higher property taxes. Still, the difference across subpopulations tends to be small. When looking at the willingness to pay more in some tax, among any one of the taxes named, majorities of every racial and partisan group say they are willing to pay more to support education.

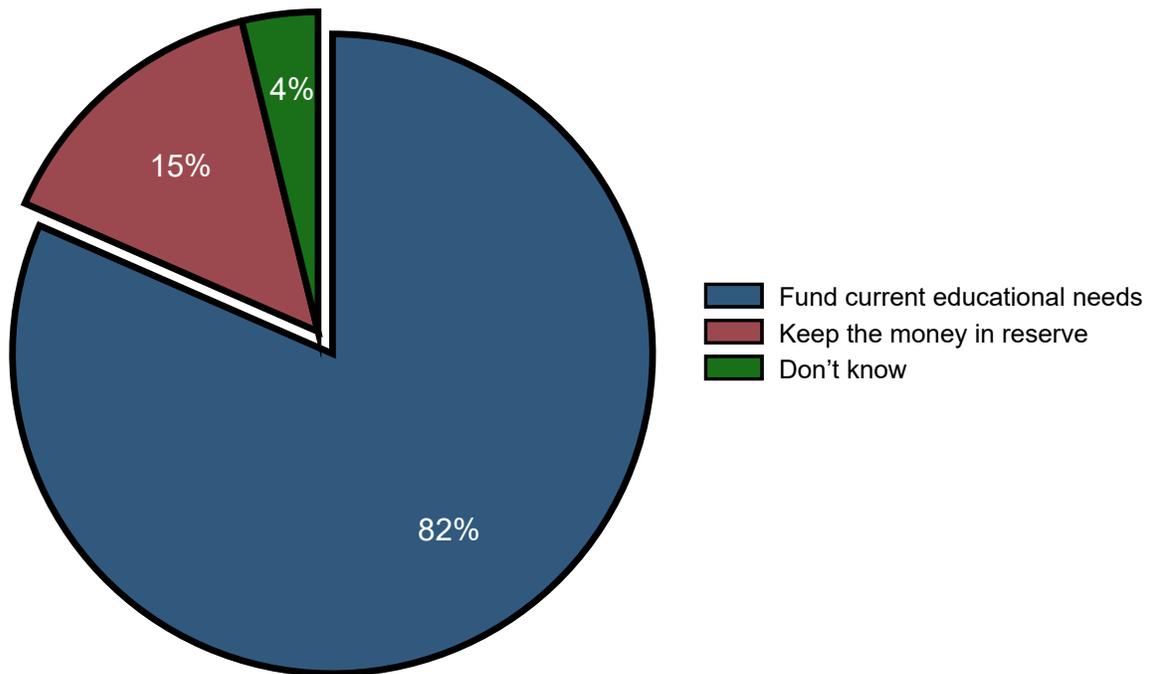
Over the years, we have asked questions about the relationship between online sales taxes and those charged in local stores. In previous years, we had seen that respondents support distributing the local portion of online taxes in the same way that locally collected taxes are distributed. This year, we ask if the local portion of the online sales tax should be increased to meet the average local sales tax rate. The results presented in Figure 8 indicate that respondents do not support increasing online taxes to match the average local sales tax rate. A majority of respondents oppose making this change.

Figure 8. Should online sales taxes match the average local sales tax?



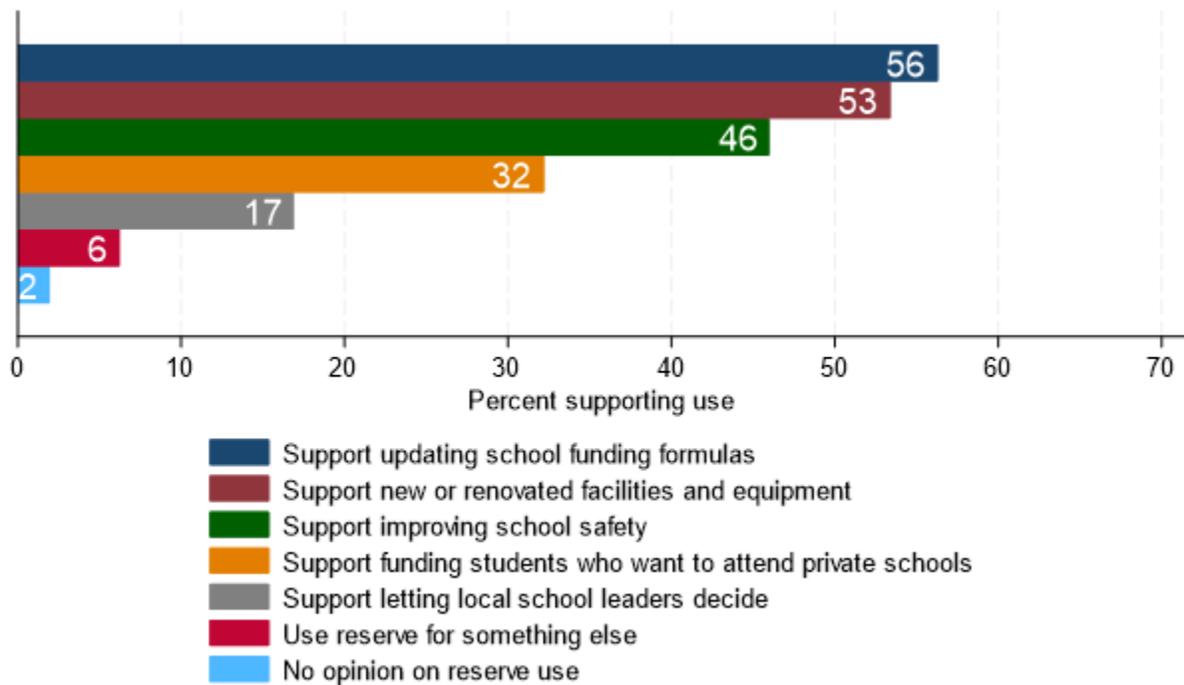
Alabama has been successful in building up reserve funds in years when tax receipts earmarked for education have exceeded budgeted obligations. After describing the amounts held in various rainy-day accounts, we ask if some of the funds should be used to address some current educational needs. As can be seen in Figure 9, about 82% of respondents say that the funds should be used to fund some current educational needs. Majorities of every subpopulation indicate support for using some of the reserve funds to address current needs.

Figure 9. Use of education reserves



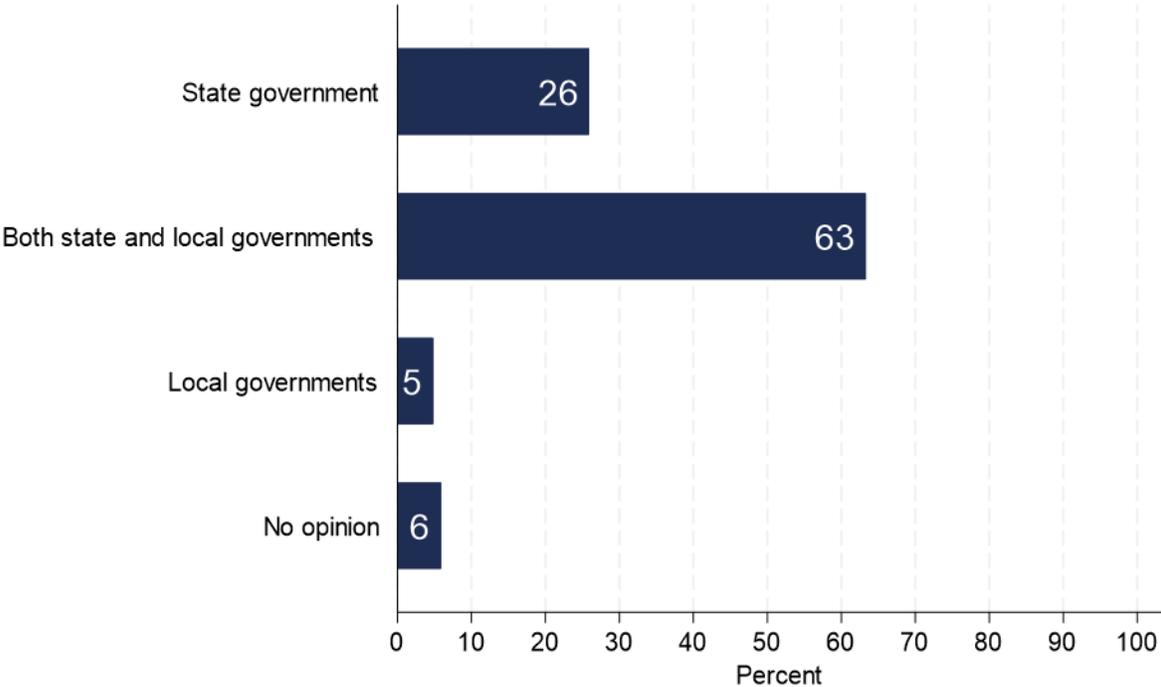
We gave respondents who support using the funds to address current needs a list of possible uses for the funds and allowed them to select as many uses as they wished. See Figure 10. The responses for uses of the reserve were fairly sparse, although the majority of respondents do support updating school funding formulas and improving facilities and equipment. Parents of public school students are more likely to indicate support for updating the funding formula than others. Those with higher levels of education are more likely to support renovating or building new facilities than others, as are residents of South Alabama.

Figure 10. How to spend education reserves if respondents approve of their use



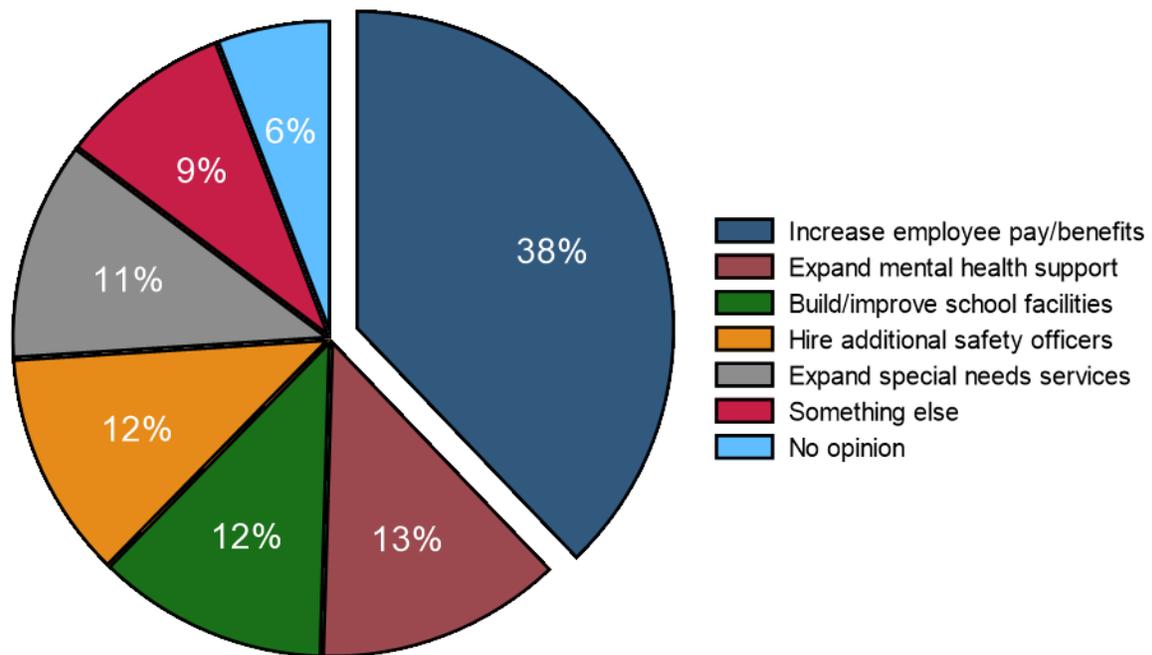
We describe possible changes to the school funding formula and ask who should be responsible for the additional costs. As shown in Figure 11, about three-fifths of respondents indicate that the cost should be shared by state and local government with about a quarter indicating that the state should bear the entire cost and a very small 5% saying local government alone should bear the cost of the new approach to school funding.

Figure 11. Who should provide additional money for new school formula?



Following all these questions about potential new revenue, we ask respondents about their top priority for spending new education dollars. Respondents are presented with a list of options, including “something else.” The options are randomized, meaning they were listed in a different order on each survey. The results are shown in Figure 12.

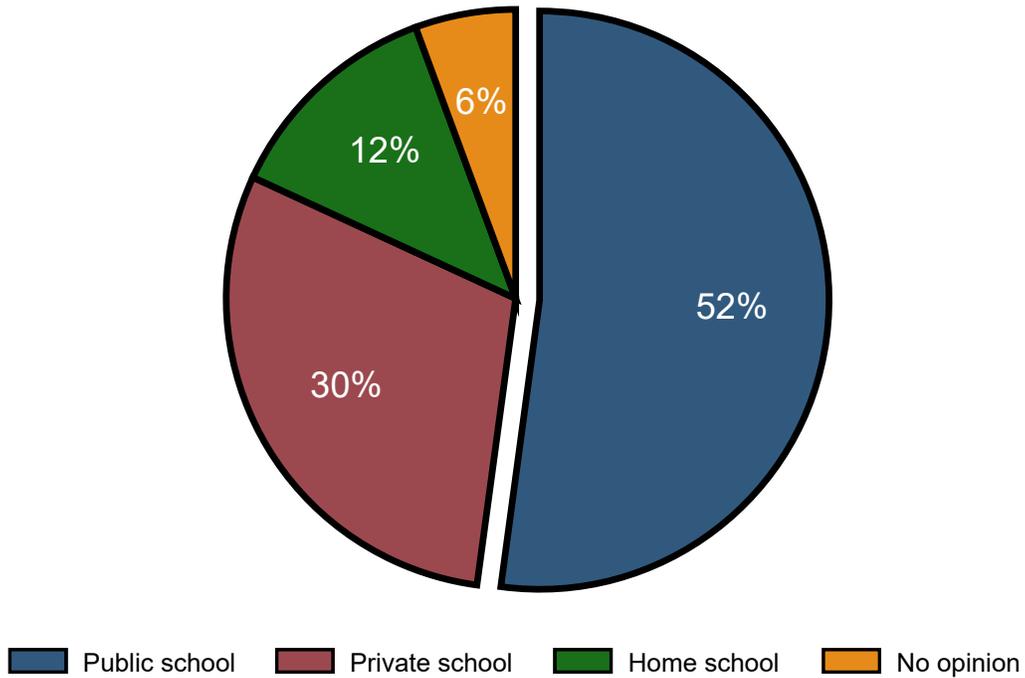
Figure 12. Top priority for new education revenue



More than a third indicate support for increasing employee salaries and benefits. In previous years, we offered increasing “teacher” salaries, and the percentage of respondents selecting that as their top priority was about 7 points higher. Following employee compensation, several items are supported by 12 or 13% of respondents: hiring additional school safety officers, improving facilities, expanding mental health support, and expanding services for students with special needs. Democrats and independents are more likely to support increasing employee salary and benefits than are Republicans.

We ask respondents if they would prefer their children or grandchildren to be educated at home, at a private school, or at a public school. As is shown in Figure 13, a majority prefer public schools, with less than a third preferring private schools.

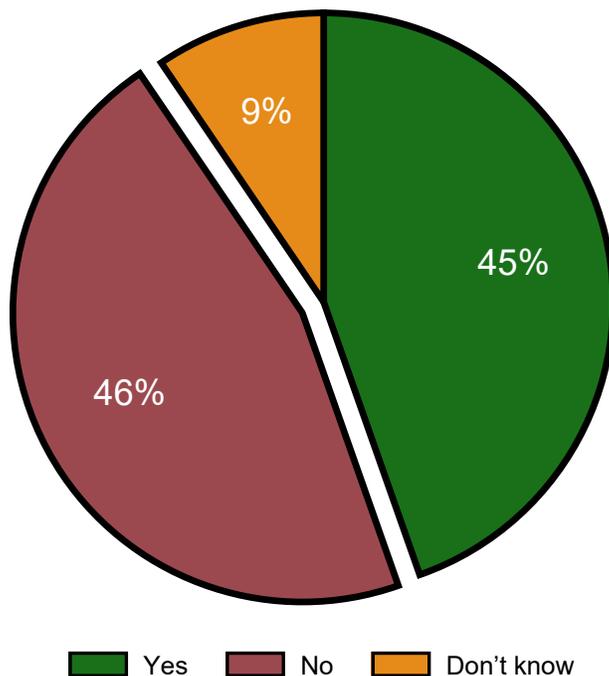
Figure 13. Prefer public or private schools for children or grandchildren



About 12% indicate a preference for homeschooling. Large majorities of independents and Democrats express a preference for public schools, while a plurality of Republicans prefer private schools.

We ask if residents supported the CHOOSE Act school voucher program. Responses are fairly evenly divided, with about 46% saying they do not support vouchers and about 45% saying they do support vouchers. See Figure 14.

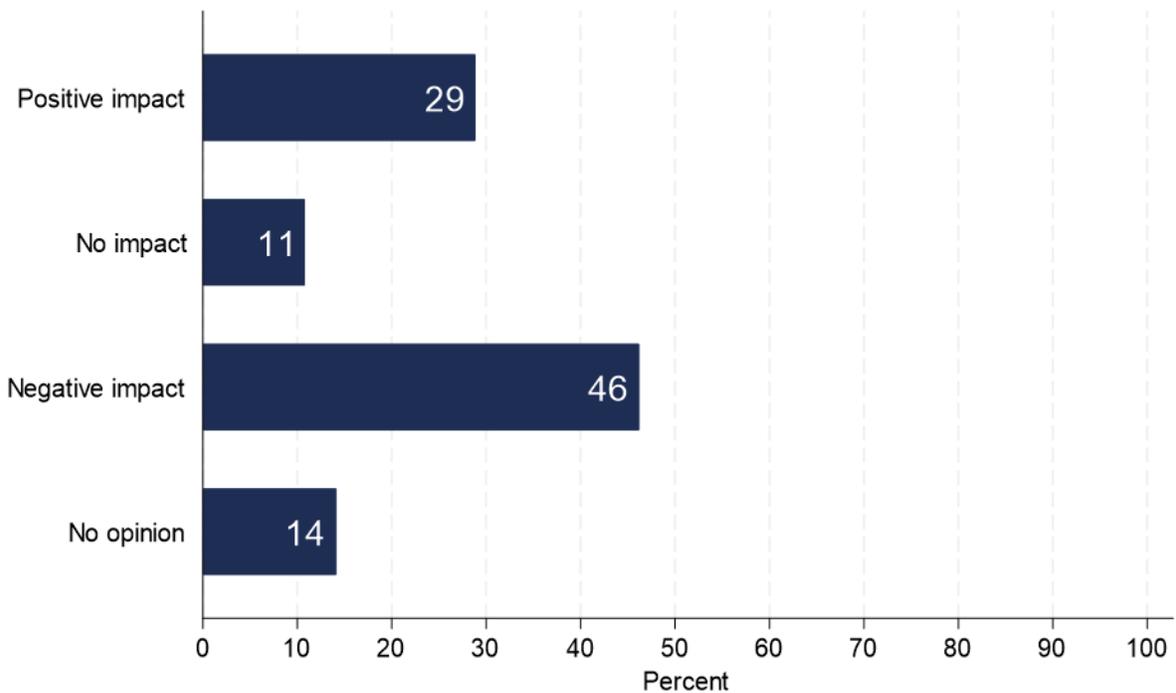
Figure 14. Support CHOOSE Act voucher program



A large majority of Republicans support the voucher program, while a large majority of those identifying as either independent or Democrats oppose it. A majority of registered voters oppose the CHOOSE Act.

We ask if vouchers would have a positive or negative impact on public schools. As shown in Figure 15, under a third say that vouchers would have a positive effect, while nearly half say vouchers would have a negative impact.

Figure 15. Voucher program will have positive/negative impact

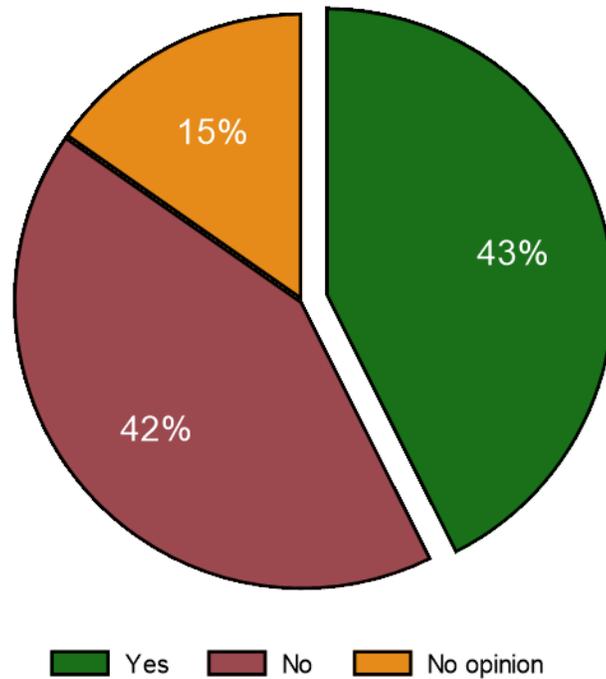


Majorities of Democrats and independents say the voucher program will have a negative effect on public schools, while a plurality of Republicans say it will have a positive effect. A majority of registered voters say it will have a negative impact on public schools, as do a plurality of nonvoters.

We pose two questions to those who say they support the voucher program. First, we ask if they would still support vouchers if we learned vouchers had a negative effect on public schools. The potential negative effects are not defined. As shown in Figure 16, just under half say that they would still support vouchers if they had a negative effect on public schools.

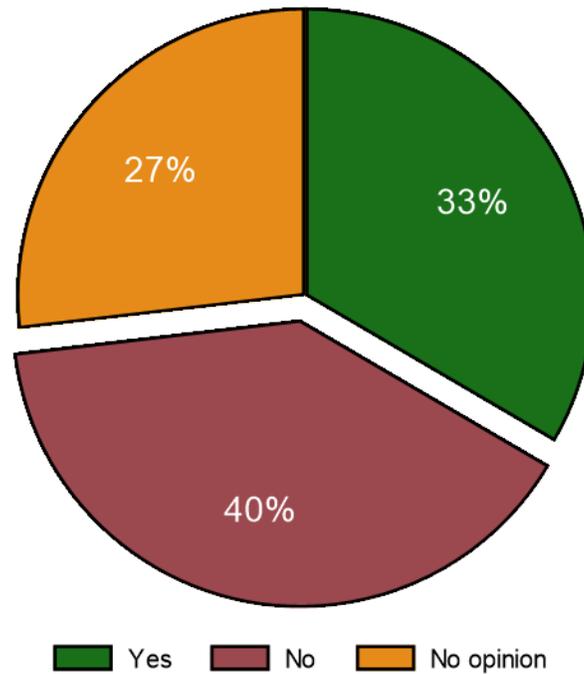
Recall that this is less than half of the less than half of respondents who say they currently support vouchers, or roughly 20% of all respondents.

Figure 16. Still support if public school impact negative: Voucher supporters only



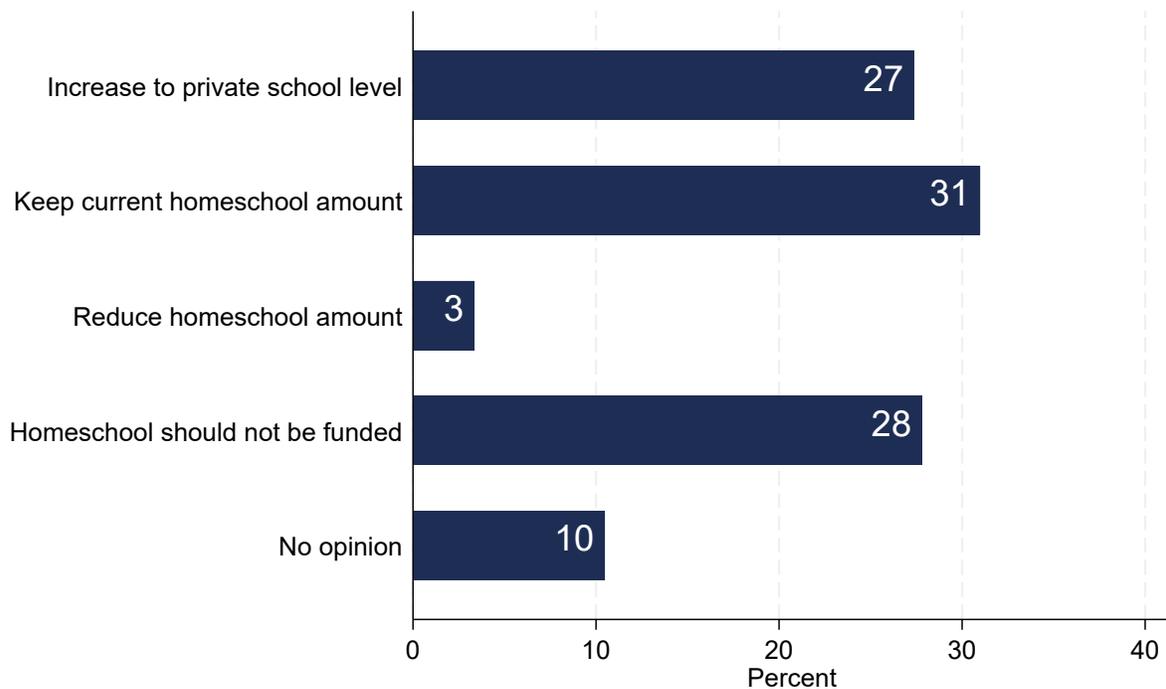
We also ask if voucher supporters would still support the program if it did not substantially increase access to those who could not otherwise afford private schools. See Figure 17. Less than a third of voucher supporters say they would still support the program if it did not substantially increase access, roughly 15% of all respondents. Among voucher supporters, more than 60% of Republicans indicate they would no longer support vouchers if they did not substantially increase access.

Figure 17. Still support if it did not increase access: Voucher supporters only



Under the CHOOSE Act, families that homeschool their children are also eligible for funds to cover homeschool expenses, though in lower amounts than private school vouchers. After describing the funding levels, we ask if respondents would keep the homeschooling amount as it is or increase it to match the amounts for private schools. A plurality, nearly a third, indicate they would keep the same amount for homeschool families. See Figure 18.

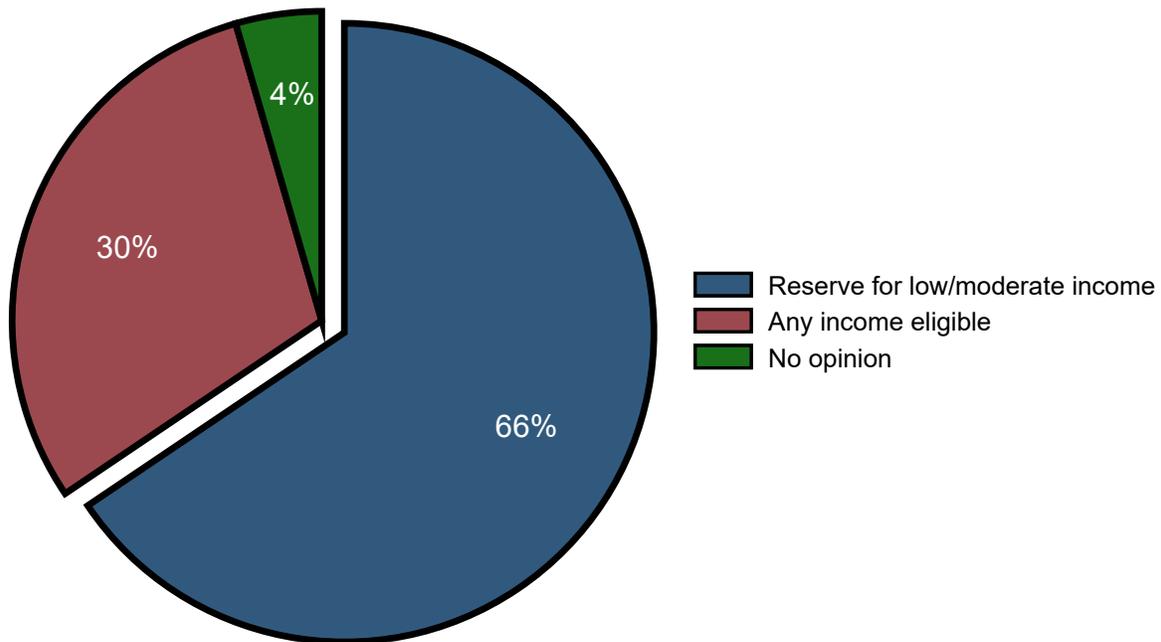
Figure 18. Should homeschool amounts be changed?



Just over a quarter say they would increase the amount, and just over a quarter say homeschooling should not be funded at all. Older respondents are more likely to say homeschooling should not be funded than younger respondents. Similarly, a plurality of higher-income respondents indicate that homeschooling should not be funded, while a plurality of lower-income residents indicate that homeschool funding should be preserved at the current level.

While the voucher program is initially limited to students from low- and middle-income families and those with special needs students, income limits are scheduled to be lifted in 2027. After describing the program, we ask if vouchers should be available to families of any income level or if vouchers should be reserved for families with moderate or lower incomes. The results presented in Figure 19 indicate that about two-thirds of respondents say that vouchers should be reserved for low- and moderate-income families.

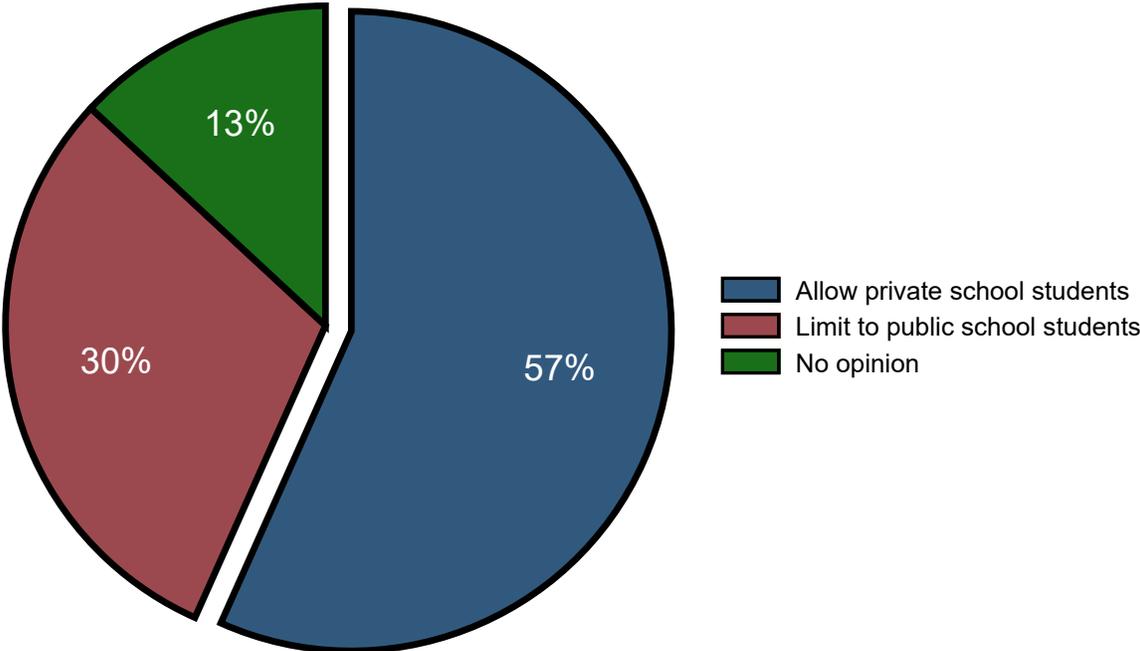
Figure 19. Should vouchers be reserved for families with moderate or lower incomes?



Large majorities of every partisan stripe indicate that vouchers should be reserved for low- and moderate-income families. While large majorities of every income grouping say that vouchers should be reserved for low- and moderate-income families, even larger majorities of low- and moderate-income respondents hold this view.

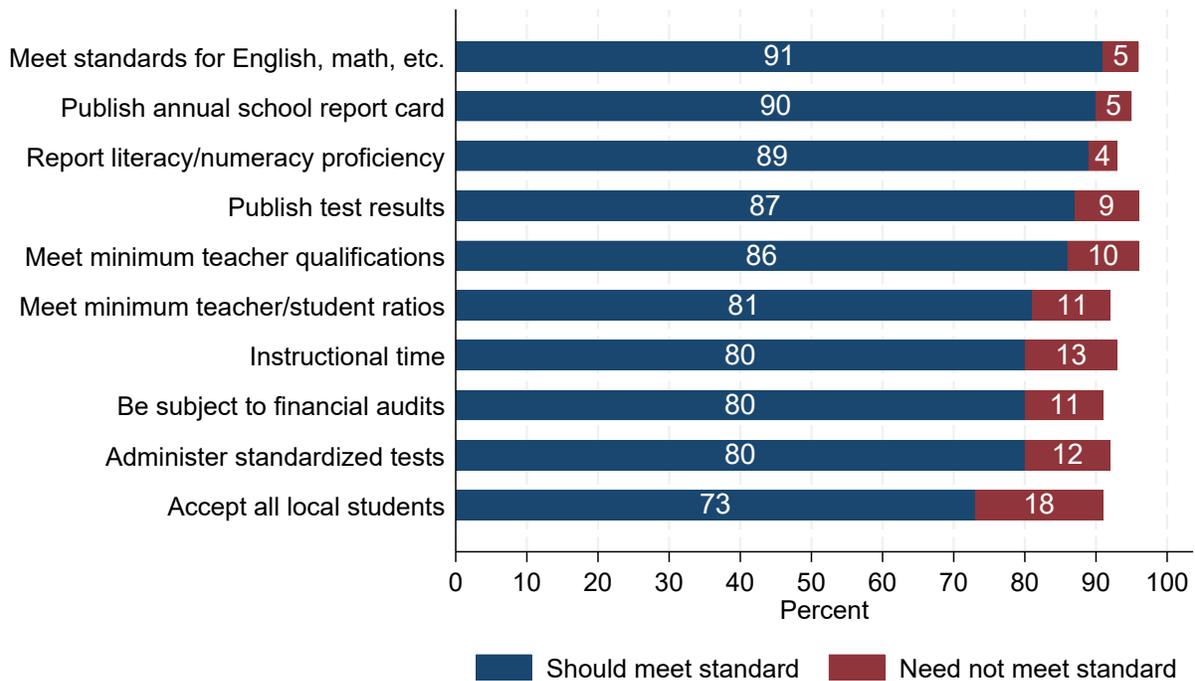
We ask if vouchers should be reserved for students currently enrolled in public schools or if students who are already homeschooled or enrolled in private schools should be eligible for vouchers. As the results shown in Figure 20 indicate, about three-fifths say that vouchers should be available for all students. While the majority of every age group says vouchers should be available to all students, the level of support for this view decreases with age.

Figure 20. Should vouchers be reserved for current public school students?



Public schools are obligated to meet various state standards regarding teacher qualifications, instructional time, curricula, accounting, and reporting test results, to name a few. We ask if private schools should meet these standards to receive public funding. As is shown in Figure 21, large, perhaps overwhelming, majorities say that private schools should be held to the same standards as public schools if they are to receive state funds.

Figure 21. Public school standards that private schools should meet if accepting vouchers



For example, about 90% of respondents say private schools should meet curriculum standards for basic subjects such as English, math, and social studies, publish an annual school report card, report literacy and numeracy proficiency rates, and publish standardized test results.

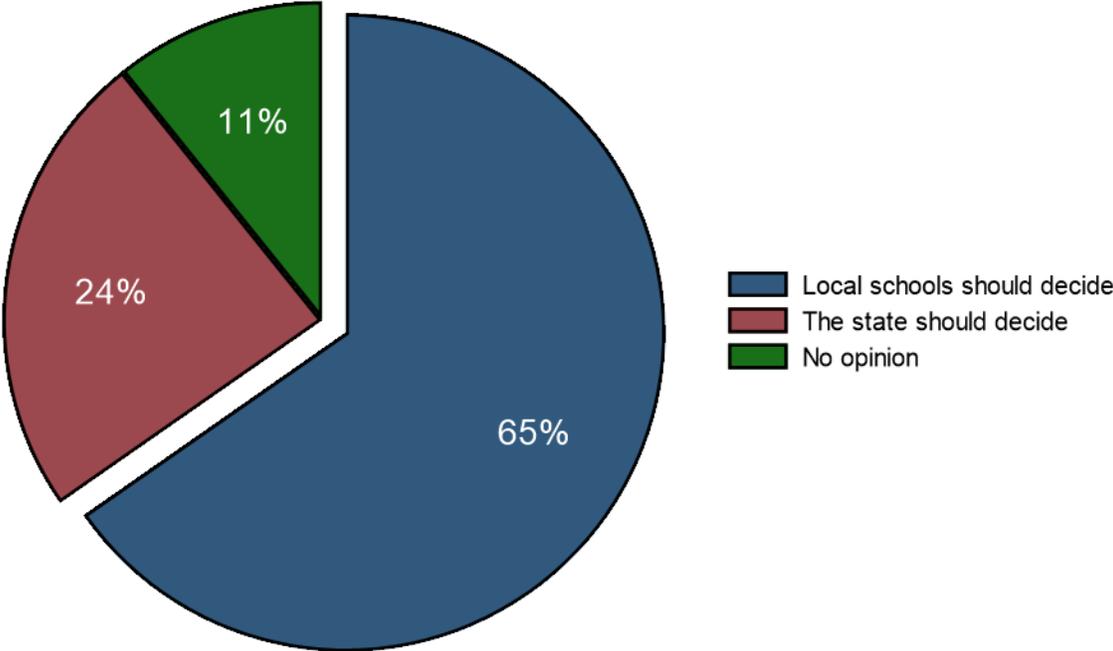
Over three-quarters of respondents say private schools should meet minimum teacher qualification and teacher-student ratios, meet instructional time requirements, be subject to financial audits, and administer standardized tests to receive state funds.

Over two-thirds (73%) say private schools should be required to accept any local student, regardless of aptitude or disability status, to receive state funds. While slightly less than half of Alabamians may support vouchers, most say private schools should be held as accountable as public schools if they accept vouchers.

There are a handful of statistically significant differences across some subpopulations, but they involve relative differences in the size of the majority supporting accountability. In this way, the differences are not substantively significant, and in no case did a subpopulation have anything less than a majority sharing the view of the overall majority.

We ask several questions about Career and Technical Education (CTE), a hands-on learning experience that prepares students for specific jobs or careers in fields such as healthcare, technology, manufacturing, or skilled trades. First, we ask who should decide if private school students should have access to CTE programs offered in public schools. See Figure 22.

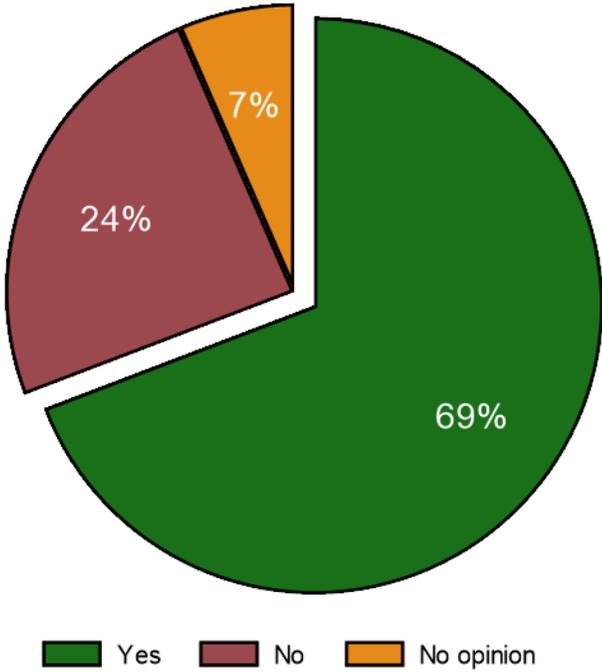
Figure 22. Who should decide eligibility for public Career and Technical Education programs?



About two-thirds of respondents indicate local schools should decide who can participate in CTE programs. There are no significant differences across subpopulations.

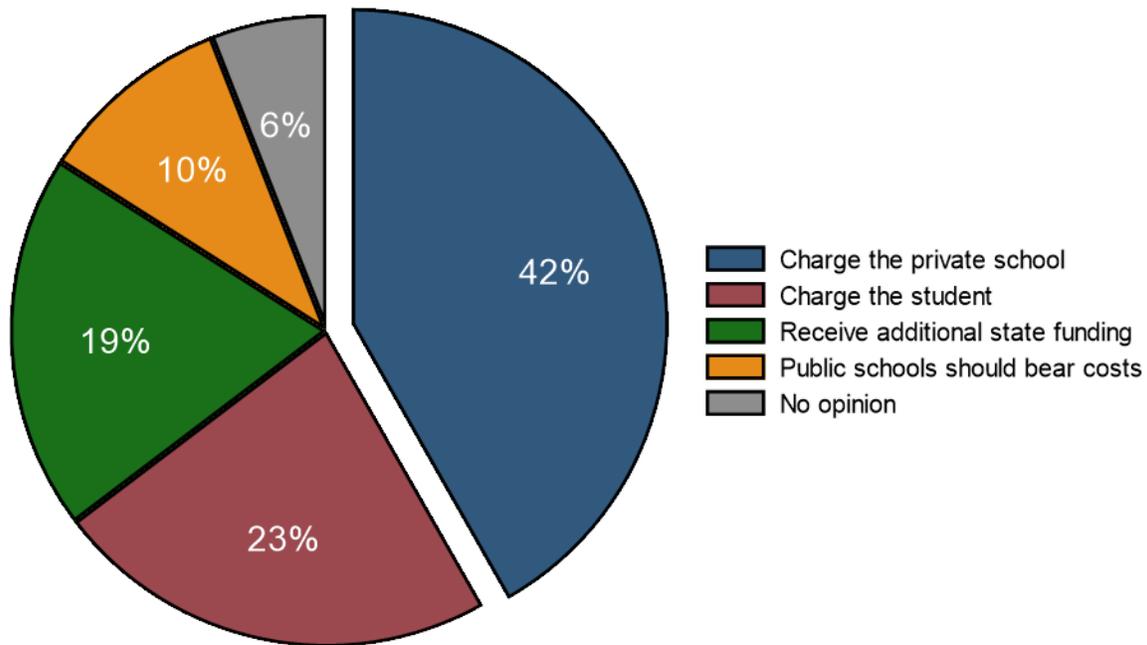
We ask if respondents thought private school students should be allowed to enroll in CTE programs. As is shown in Figure 23, over two-thirds (69%) of respondents think so, while majorities of every partisan group think so. Democrats are less supportive than Republicans.

Figure 23. Should private-school students be allowed to enroll in CTE programs?



We ask who should cover the costs if private school students enrolled in CTE programs. As is shown in Figure 24, opinions varied.

Figure 24. How should public schools fund private students' CTE costs?



Over a third indicate that private schools should cover the cost; about a quarter say the students should be charged. About 20% say that the state should pick up the tab, with about 10% saying the local public school should absorb the cost.

Registered voters are more likely to support charging private schools and, to a lesser extent, the student for CTE, while a majority of nonvoters indicate the state should cover the cost. Majorities of every partisan identity support charging either the private school or the student, with pluralities of each group supporting charging private schools for this service.

Relationship with State Government

Since our first survey in 2007, we have asked questions to assess residents' relationships with state-level policymakers. Respondents are asked if they agree or disagree with two statements. The entire series for the first statement is reported in Figure 25.

Figure 25. Officials in Montgomery do not care what people like me think



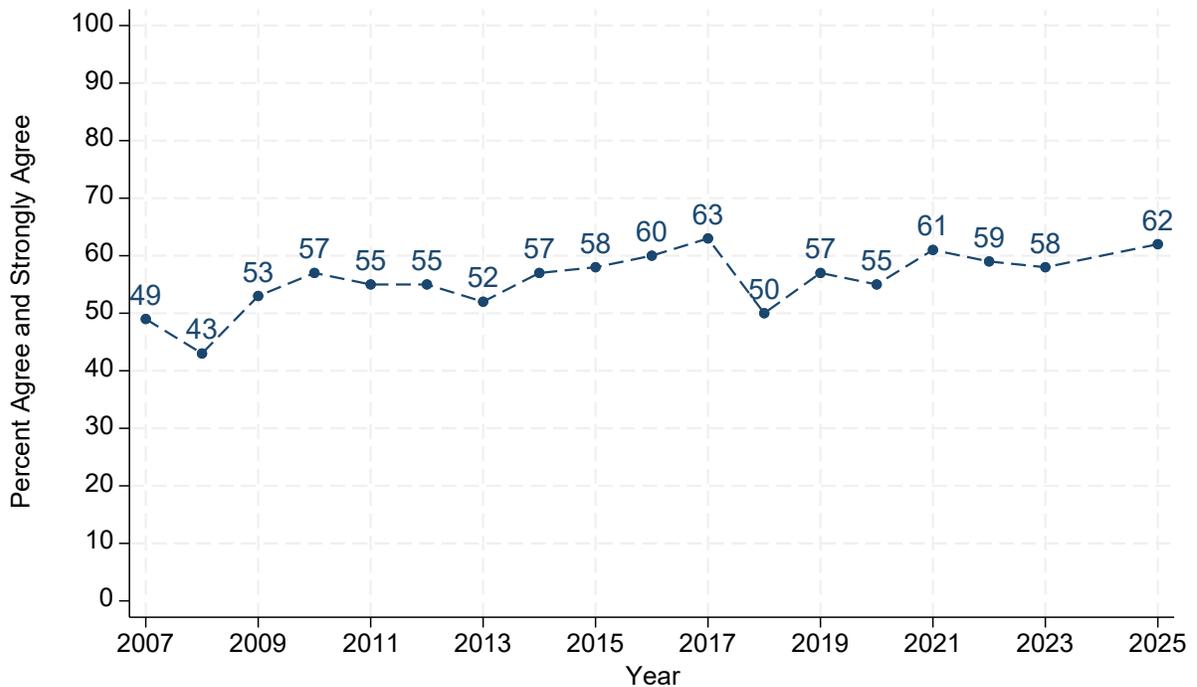
This year, as has been the case for most of the series, a majority of respondents say they agree or strongly agree with the statement that “Government officials in Montgomery do not especially care what people like me think.”

Since 2011, the number of people agreeing or strongly agreeing has largely been in the mid-sixties. Residents of the Black Belt are less likely to agree with the statement than those from other regions of the state.

Registered voters are more likely to agree than nonvoters. Majorities of every partisan stripe agree or strongly agree with this statement, although even higher percentages of either independents or Democrats agree than Republicans.

The results for the second statement, “People like me have no say in what the government in Montgomery does,” are reported in Figure 26.

Figure 26. People like me have no say in what the government in Montgomery does



This year, about three-fifths of respondents report that they agree or strongly agree with this statement. The series has fluctuated slightly, but the majority have agreed or strongly agreed with this statement since 2009.

As with the previous statement, the majority of every partisan stripe agrees or strongly agrees with this statement, with even higher percentages of either independents or Democrats agreeing than Republicans. Parents of public school students are more likely to agree or strongly agree with the statement than others, while residents from the Black Belt are less likely to agree than those from other parts of the state.

Conclusion

As we have seen in previous surveys, Alabamians value education, consistently ranking it a top priority for state government. Substantial majorities say the state government underfunds education and healthcare. The majority of residents say those with lower incomes are paying too much in state and local taxes, and those with higher incomes are paying too little. About two-thirds of state residents express a willingness to pay more in some form of tax to support education, although there is no agreement on what tax they would be willing to increase. A majority supports using some rainy-day funds to meet current needs in education. Additional evidence of support for education is found in the fact that many residents say they would prefer their children or grandchildren to be educated in public schools.

Alabamians appear divided on the issue of school choice programs, with about as many opposing vouchers as supporting them. A plurality thinks vouchers will negatively affect public schools. A plurality of voucher supporters indicate that they would withdraw their support if it were demonstrated that the program did not increase access for those who could not otherwise afford private schools. Support for vouchers to cover homeschooling expenses is mixed, with a plurality supporting the current funding level, and roughly a quarter wanting to eliminate homeschool funding, and another quarter wanting to increase it. While there is little support for restricting vouchers to current public school students, roughly two-thirds of respondents say vouchers should be reserved for low- and moderate-income families. Larger majorities support holding private schools to the same standards public schools meet if those private schools receive state funds. A majority think private school students should be allowed to participate in CTE programs in public schools, but the decisions should be left up to the local public schools. Further, a majority think that either private schools or private school students should pay to cover the costs of participation in CTE programs.

We have noted some tension between citizens and the state government for many years. When we ask questions about who should make decisions concerning educational policies, residents tend to prefer decisions to be made by local authorities. The perception that the primary functions of state government are underfunded could be construed as a question of state government performance. Similarly, tax fairness concerns may also reflect state government performance. Persistently high percentages of residents agree with statements that officials in Montgomery don't care what they think or that they have no say in what the government does, which should be a cause for concern.

Survey Top Lines

2024 PARCA Survey Toplines DRAFT
Conducted December 18, 2024 - May 15, 2025
State-wide Mixed-mode sample, n=393
Margin of error +/- 4.9%

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	1.88	48.83
Healthcare	2.25	23.99
Highways	3.07	8.77
Public Safety	2.80	18.42

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

Education	percentage
-----+-----	
Too much	6.35
About the right amount	12.37
Too little	72.38
No opinion	8.90
Total	100.00

Healthcare	percentage
-----+-----	
Too much	2.99
About the right amount	15.94
Too little	66.96
No opinion	14.11
Total	100.00

Highways	percentage
-----+-----	
Too much	7.62
About the right amount	34.40
Too little	44.89
No opinion	13.09
Total	100.00

Public safety	percentage
-----+-----	
Too much	22.57
About the right amount	28.50
Too little	34.04
No opinion	14.89
Total	100.00

Next, I want to ask you about how much different people in Alabama are paying in state and local taxes. For each group I name let me know if you

think they are paying too much, too little, or about the right amount in state and local taxes? First, would you say that you and people like you in Alabama are paying too much, too little, or about the right amount in state and local taxes? [AFTER ANSWER: How about [NEXT ITEM]?

You and people like you	percentage
Too much	48.87
Right amount	36.70
Too little	8.19
No opinion	6.25
Total	100.00

People w/ lower income	percentage
Too much	57.07
Right amount	18.74
Too little	12.09
No opinion	12.10
Total	100.00

People w/ middle income	percentage
Too much	36.78
Right amount	48.99
Too little	6.45
No opinion	7.78
Total	100.00

People w/ upper income	percentage
Too much	16.88
Right amount	18.42
Too little	55.91
No opinion	8.80
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]?

Pay more sales tax for education	percentage
Yes	32.69
No	59.48
Don't know	7.82
Total	100.00

Pay tax on internet purchases	percentage
Yes	41.21
No	51.00
Don't know	7.79
Total	100.00

Pay more property tax for	percentage
Yes	31.91
No	62.92
Don't know	5.16
Total	100.00

Pay more income tax for	percentage
Yes	34.09
No	58.40
Don't know	6.50
Total	100.00

willing to pay one of these taxes	percentage
Yes	68.34
No	29.39
No opinion	2.27
Total	100.00

Online purchases, like those through Amazon, are taxed at 8%. The state gets half—the same amount it gets from traditional sales taxes. The other half is divided between cities and counties but is less than the average amount cities and counties get from traditional sales taxes. Should the online sales tax rate be increased to match the average local sales tax rate?

Internet sales tax to match average local rate	percentage
Yes	35.43
No	55.87
No opinion	8.70
Total	100.00

Alabama puts money into various education reserve accounts when taxes earmarked for education have exceeded budgeted amounts. There is an estimated \$2.7 billion in these accounts, roughly 58% 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 funds in reserve	14.60
Fund current educational needs	81.57
No opinion	3.83
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]

Updating school funding formulas to reflect current educational challenges.
 update_formula | 56.3

Investing in new or renovated facilities and equipment.
 renovate_facilities | 53.4

Improving school safety
 improve_safety | 46.0

Funding students who want to attend private schools
 funding_vouchers | 16.9

Let local school leaders decide
 local_leaders | 32.2

Something else
 fund_other | 6.2

No opinion on reserve use
 reserve_dk | 2.0

Alabama is considering a new school funding formula to match funding with actual costs. This change would require additional funding. If the state changes the formula, who should provide the additional money? Should it be the state government or local governments?

Who should fund new formula	percentage
State government	25.92
Both state and local governments	63.32
Local governments	4.85
No opinion	5.91
Total	100.00

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

Top priority for new dollars	percentage
Building/improving school facil.	11.86
Increasing employee salary/bene.	37.86
Expanding mental health support	12.60
Hiring additional school safety	11.67
Expand services for special need	11.25
Something else	8.91
No opinion	5.84
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	44.82
No	45.78
Don't know	9.40
Total	100.00

Do you think the voucher program will have a positive impact, negative impact, or no impact on public schools?

Voucher impact positive/negative | percentage

-----+-----	
Positive impact	28.86
No impact	10.80
Negative impact	46.20
No opinion	14.14
Total	100.00

Asked only of voucher supporters: If we learned in the future that the voucher program has a negative impact on public schools, would you still support the program?

Still support if impact negative | percentage

-----+-----	
Yes	42.60
No	42.10
No opinion	15.29
Total	100.00

Asked only of voucher supporters: Some people think the voucher program will enable students to attend private schools who otherwise could not afford it. If, in the future, it were shown that the program did not substantially increase access, would you support the program?

Support if not increase access | percentage

-----+-----	
Yes	33.44
No	39.72
No opinion	26.84
Total	100.00

Under the program, homeschool families can receive up to \$2,000 per child or \$4,000 per household to cover expenses. Would you keep the current homeschool amount as is, increase the homeschool amount to equal the private school amount, reduce the homeschool amount, or not fund homeschooling at all?

Home school funding amounts | percentage

-----+-----	
Keep the current homeschool amt.	30.99
Increase to equal private school	27.37
Reduce home school amount	3.35
Homeschooling should not be fund	27.81
No opinion	10.48
Total	100.00

The voucher program will be phased in over the next few years. Initially, the program will be limited to students from lower and middle-income families and those with special needs. Starting in 2027, the income limits

will be removed. Do you think the vouchers should be available for families of any income level, or should they be reserved for families with moderate or lower incomes?

Reserve for low/moderate income	percentage
Reserve for low/moderate income	65.55
Any income eligible	29.96
No opinion	4.48
Total	100.00

Should the vouchers be limited to public school students transferring to private schools or homeschooling or should students already enrolled in a private school or homeschooled also qualify for vouchers?

Vouchers for public sch. students	percentage
Allow current private/homeschool	56.69
Reserve for current public sch.	30.21
No opinion	13.10
Total	100.00

Public schools provide Career and Technical Education, a hands-on learning experience that prepares students for specific jobs or careers in fields like healthcare, technology, manufacturing, or skilled trades. Most private schools do not have these programs. Should the state decide if private school students are allowed to enroll in Career & Technical education programs in public schools or should that decision be left to local schools?

Who should decide CTE eligibility	percentage
The state should decide	23.94
Local schools should decide	65.30
No opinion	10.76
Total	100.00

Do you think private school students should be allowed to enroll in Career & Technical education programs in public schools?

Private students to enroll in CTE	percentage
Yes	69.19
No	24.28
No opinion	6.52
Total	100.00

If private school students enroll in Career and Technical Education in a public school, how should the public schools fund it?

Fund private students' CTE costs?	percentage
Charge the private school	41.77
Charge the student	22.90
Receive additional state funding	19.36
Public schools should absorb cos	10.04
No opinion	5.94
Total	100.00

If you have, or supposing you have, children or grandchildren, would you prefer them to be educated at home, at a private school, or at a public school?

Prefer public/private schools	percentage
Home school	11.71
Private school	30.02
Public school	52.13
No opinion	6.14
Total	100.00

Private schools do not have to meet the same standards that public schools do. However, now, private schools can 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 ITEMS]

Administer an annual standardized test	percentage
Yes, should meet standard	79.86
Does not need to meet standard	11.82
No opinion	8.33
Total	100.00

Publish the results of annual standardized tests	percentage
Yes, should meet standard	86.92
Does not need to meet standard	8.64
No opinion	4.44
Total	100.00

Publish literacy and numeracy proficiency rates	percentage
Yes, should meet standard	89.22
Does not need to meet standard	4.33
No opinion	6.45
Total	100.00

Meet minimum academic standards in English, math,	percentage
Yes, should meet standard	91.43
Does not need to meet standard	4.98
No opinion	3.59
Total	100.00

Publish an annual school report card	percentage
Yes, should meet standard	90.23
Does not need to meet standard	5.35
No opinion	4.42
Total	100.00

Meet minimum instructional time requirements		percentage
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Yes, should meet standard		80.13
Does not need to meet standard		13.09
No opinion		6.77
Total		100.00

Meet a minimum teacher/student ratio		percentage
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Yes, should meet standard		81.23
Does not need to meet standard		11.09
No opinion		7.67
Total		100.00

Meet minimum teacher qualifications		percentage
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Yes, should meet standard		85.70
Does not need to meet standard		10.00
No opinion		4.30
Total		100.00

Subject to financial audits		percentage
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Yes, should meet standard		80.22
Does not need to meet standard		11.35
No opinion		8.43
Total		100.00

Admit students regardless of aptitude or disability		percentage
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Yes, should meet standard		73.01
Does not need to meet standard		18.20
No opinion		8.79
Total		100.00

Now I'm going to read some statements. Please indicate whether you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree with each statement. Government officials in Montgomery do not especially care what people like me think.

Officials in Montgomery do not care what people like me think.		percentage
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Strongly Disagree		2.51
Disagree		12.44
Neither Agree nor Disagree		18.07
Agree		31.29
Strongly Agree		35.08
No opinion		0.61
Total		100.00

People like me have no say in what the government in Montgomery does.

People like me have no say in what the government in Montgomery does.	percentage
Strongly Disagree	4.58
Disagree	18.44
Neither Agree nor Disagree	14.68
Agree	34.16
Strongly Agree	28.02
No opinion	0.11
Total	100.00



**Public Affairs
Research Council
of Alabama**

P.O. BOX 293931
800 LAKESHORE DRIVE
BIRMINGHAM, ALABAMA 35229
205-726-2482

PARCALABAMA.ORG