

Table 3.1 Votes on Major Voucher Referenda

State	Year	Vote Against	Vote For
MI	1970	43%	57%
MD	1972	55	45
MI	1978	74	26
DC	1981	74	26
OR	1990	67	33
CO	1992	67	33
CA	1993	70	30
WA	1996	64	36
MI	2000	69	31
CA	2000	71	29
Average		65	35

Sources: People for the American Way, "History of Failed Vouchers and Tax Credits" accessed at <http://www.pfaw.org/pfaw/general/default.aspx?oid=2969>; National School Board Association, "Keep Public Education Public: Why Vouchers Are a Bad Idea," Appendix, accessed at <http://www.nsba.org/site/pdf.asp?TP=/site/docs/33800/33743.pdf>.

Table 4.1 Charter School Achievement on 2003 NAEP AFT Report

Average Scale Score	All Students	Eligible Free Lunch	Central City	Minority
Grade 4 math	Advantage noncharter	Advantage noncharter	Advantage noncharter	—
Grade 4 reading	Advantage noncharter	Advantage noncharter	—	—
Grade 8 math	—	Advantage noncharter		
Grade 8 reading	—	—		

Source: Author's compilation; Nelson, Rosenberg, and Van Meter 2004.

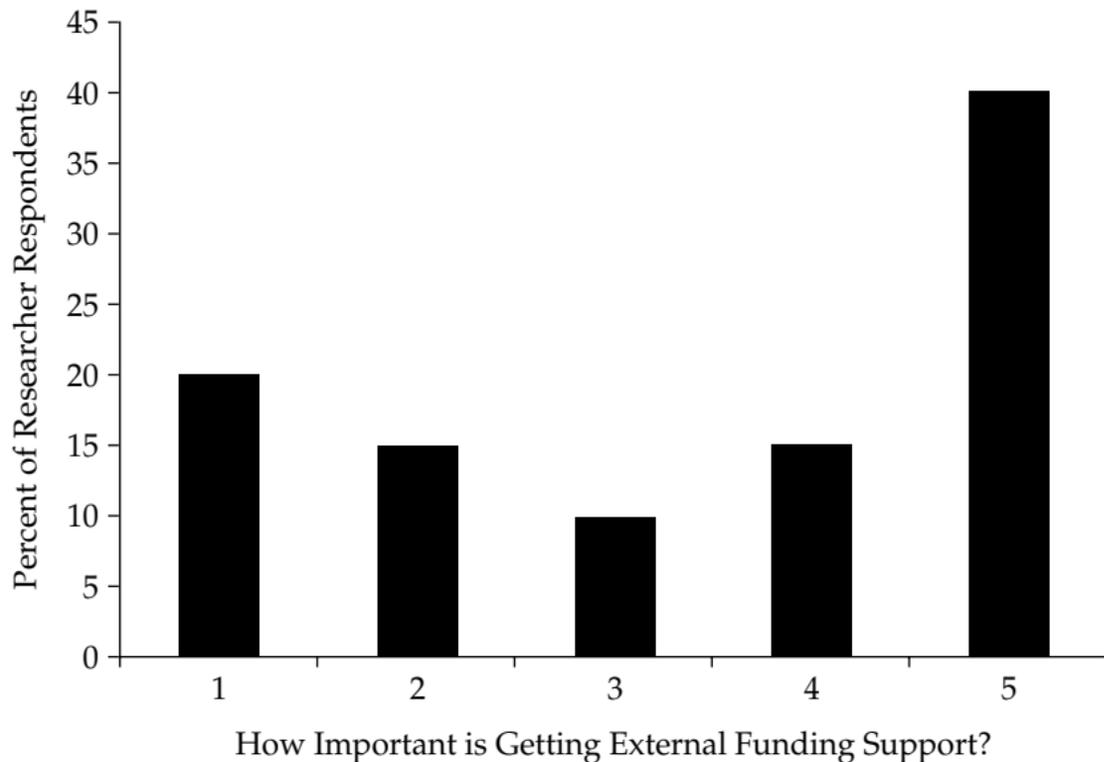
Note: Statistically significant results reported. Sample sizes did not allow for comparisons based on city location or racial status in grade 8.

Table 5.1 Why Averages Can be Misleading

	Percentage Black	Percentage Hispanic	Percentage White
Hypothetical charter 1	85	15	0
Hypothetical charter 2	15	85	0
Hypothetical charter 3	0	0	100
Hypothetical charter 4	100	0	0
Hypothetical charter 5	0	100	0
Average for hypothetical charter schools	40	40	20

Source: Author's compilation.

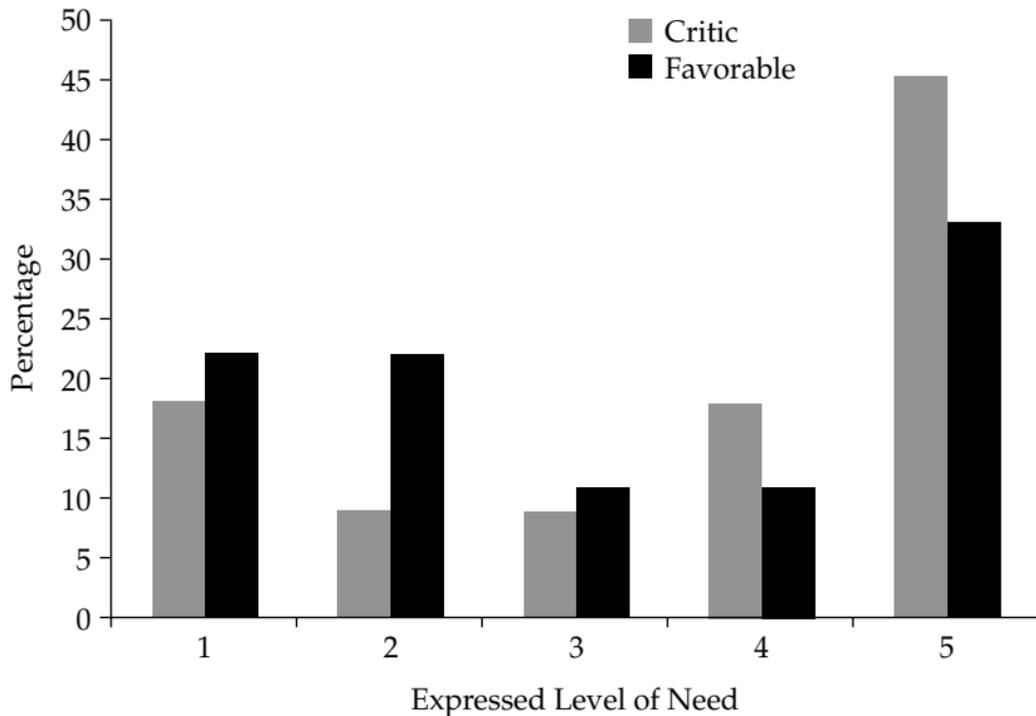
Figure 6.1 Importance of External Funding



Source: Author's compilation.

Note: 1 = lowest importance; 5 = highest importance.

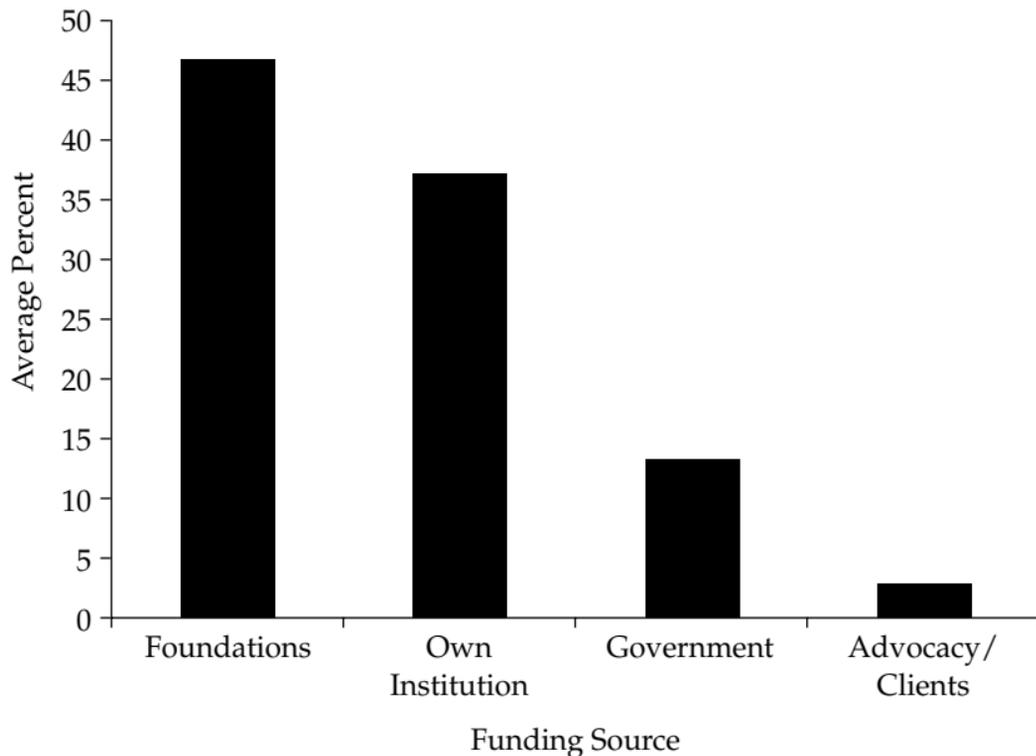
Figure 6.2 Expressed Need for Funding by Orientation Toward School Choice



Source: Author's compilation.

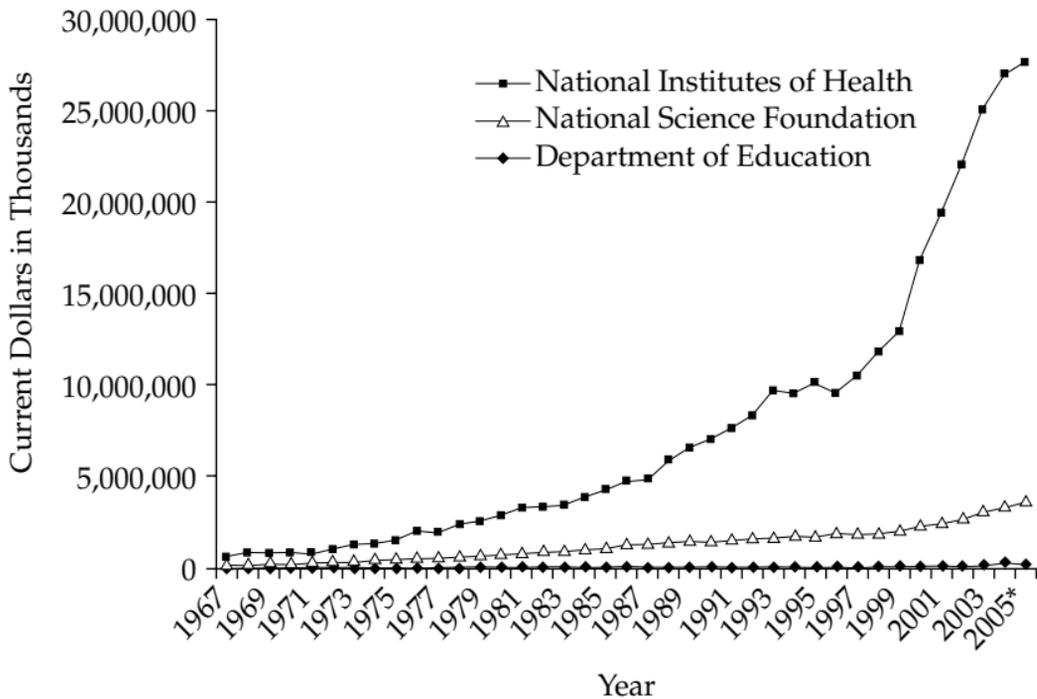
Note: 1 = lowest level of need; 5 = highest level of need.

Figure 6.3 Respondents' Sources of Research Support



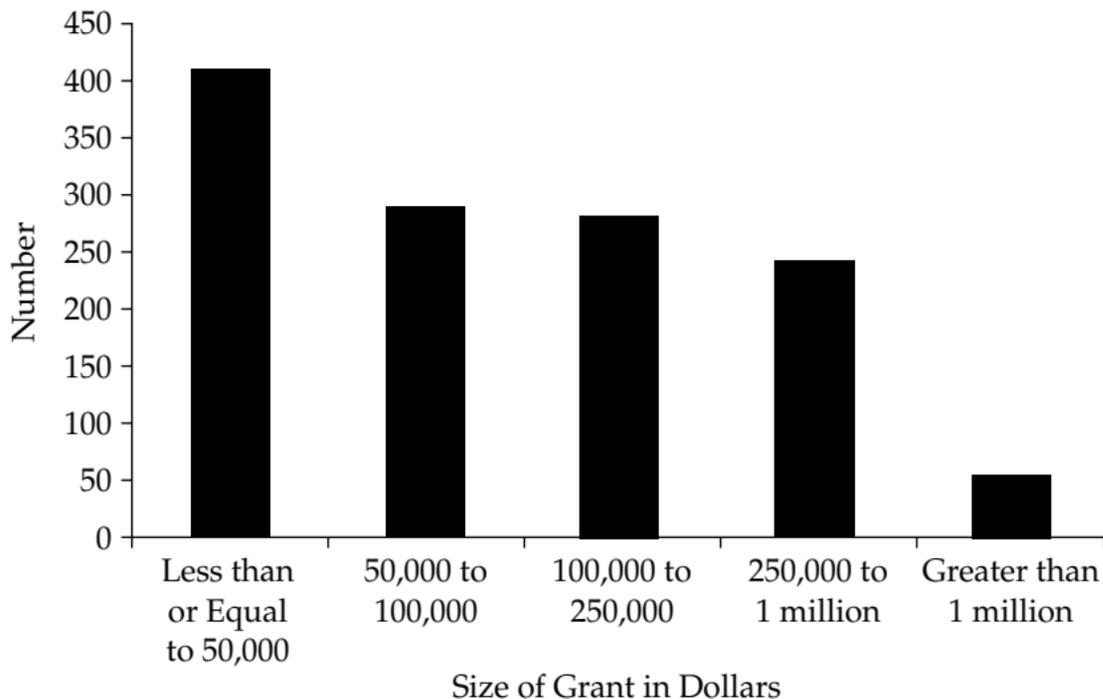
Source: Author's compilation.

Figure 6.4 Federal Outlays for R&D, Education vs. NIH and NSF, 1967 to 2005



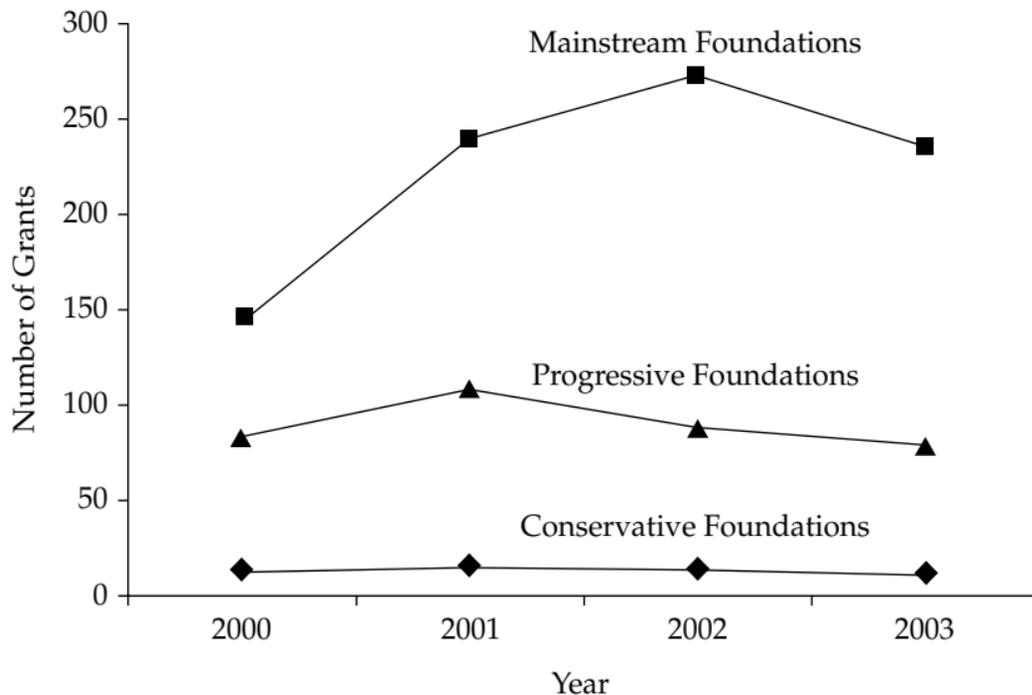
Source: Author's compilation; Meeks (2005).

Figure 6.5 Number of Foundation Grants for K-12 Education Research, 2000 to 2003, by Size



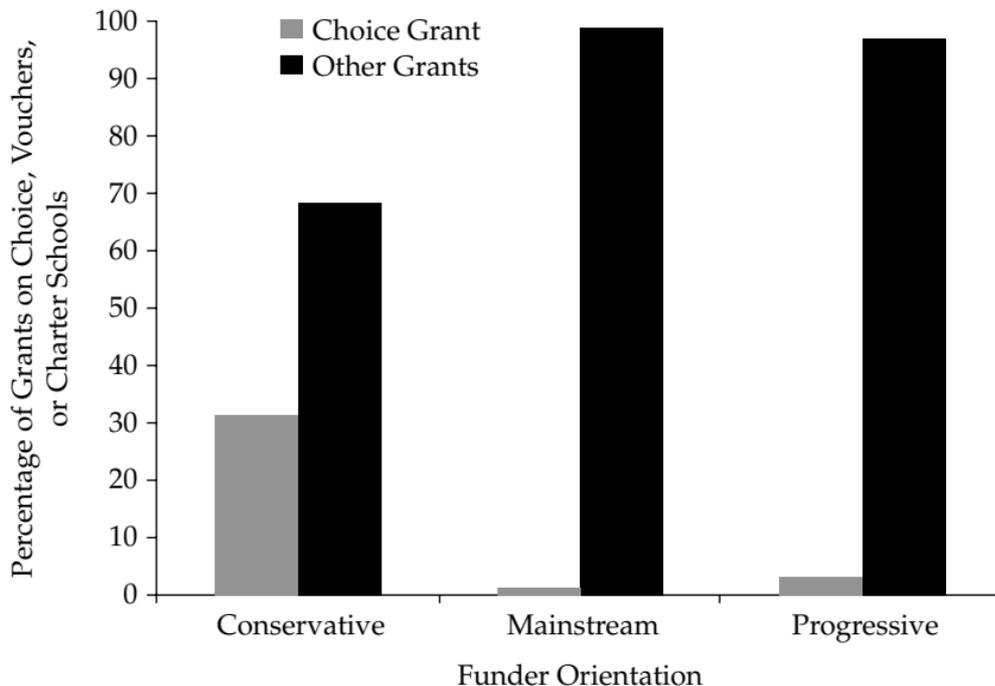
Source: Author's calculations.

Figure 6.6 Number of Education Research-Related Grants by Funder Orientation Over Time



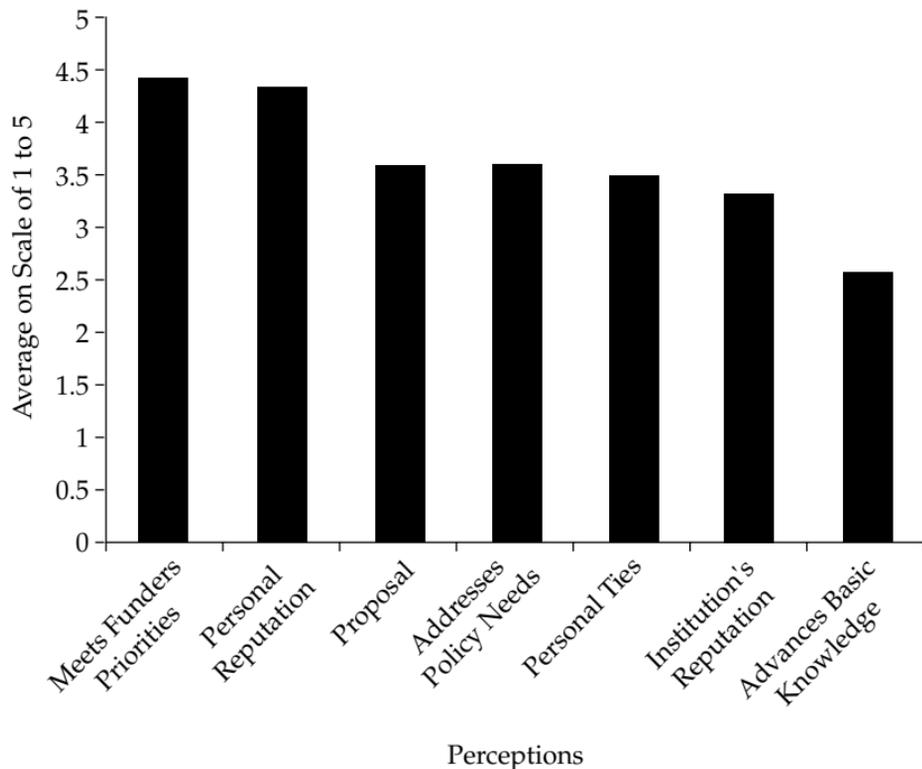
Source: Author's compilation.

Figure 6.7 Education Research Grants Focusing on School Choice, By Funder Orientation



Source: Author's compilation.

Figure 6.8 Researchers' Perceptions of What Determines Funding



Source: Author's compilation.

Table 6.1 Three Visions of Research and Funding

	Idealized	View from the Right	View from the Left
Defining attribute	Harmonious alignment	Research as part of the Education Blob	Privatization and assault on the state
Government	Democratically selected officials set agenda, invest in infrastructure	Public monopoly seeks to defend itself	Conservative Republicans use new power to control access to data and steer research toward pro-market policies
Foundations	Source of intellectual pluralism; testing ground for innovative ideas	Traditional foundations as providing ideology and manufacturing evidence for social intervention	“New wave” foundations as legitimizers of markets
Research institutions	Norms and traditions nurtured by universities provide powerful informal limitations on abuse	Research as tool of governmentally defined elite; universities dominated by an elite that is hostile to markets and culturally out of step	Researchers as aspirants/tools of deep-pocketed private sector elite; new wave think tanks as counter-institutions

Source: Author's compilation.

Table 6.2 IES Awards to University and Non-University Organizations

	Grant	Contract	Total
Non-university			
Average amount	\$2,393,503	\$7,971,897	\$5,450,157
Number	132	160	292
Percentage	45.2	54.8	
University			
Average amount	\$2,668,539	\$7,909,483	\$3,001,297
Number	236	16	252
Percentage	93.7	6.3	

Source: Author's calculations based on data included in U.S. Department of Education (2005a).

Table 6.3 Foundation Grants for Education Research, 2001 to 2003

Type	Number of Organizations	Percentage of Organizations	Number of Grants	Percentage of Grants	Average Size of Grant	Aggregate Grants
University	106	18.8	350	27.3	\$338,955	\$118,634,250
Nonprofit, not research, educ focus	81	14.4	120	9.4	\$594,110	\$71,293,200
Research organization, educ focus	71	12.6	255	19.9	\$255,837	\$65,238,435
Another foundation	56	10.0	102	8.0	\$543,783	\$55,465,866
Research organization, general	87	15.5	233	18.2	\$211,931	\$49,379,923
State or local DOE	47	8.4	64	4.8	\$302,037	\$19,330,380
Nonprofit, not research, general focus	73	13.0	103	8.1	\$133,042	\$13,703,326
State or local government	7	1.2	10	0.8	\$115,185	\$1,151,850
All others	35	6.2	43	3.3	\$181,095	\$7,787,085
Total	563		1280		\$314,050	\$401,984,315

Source: Author's compilation.

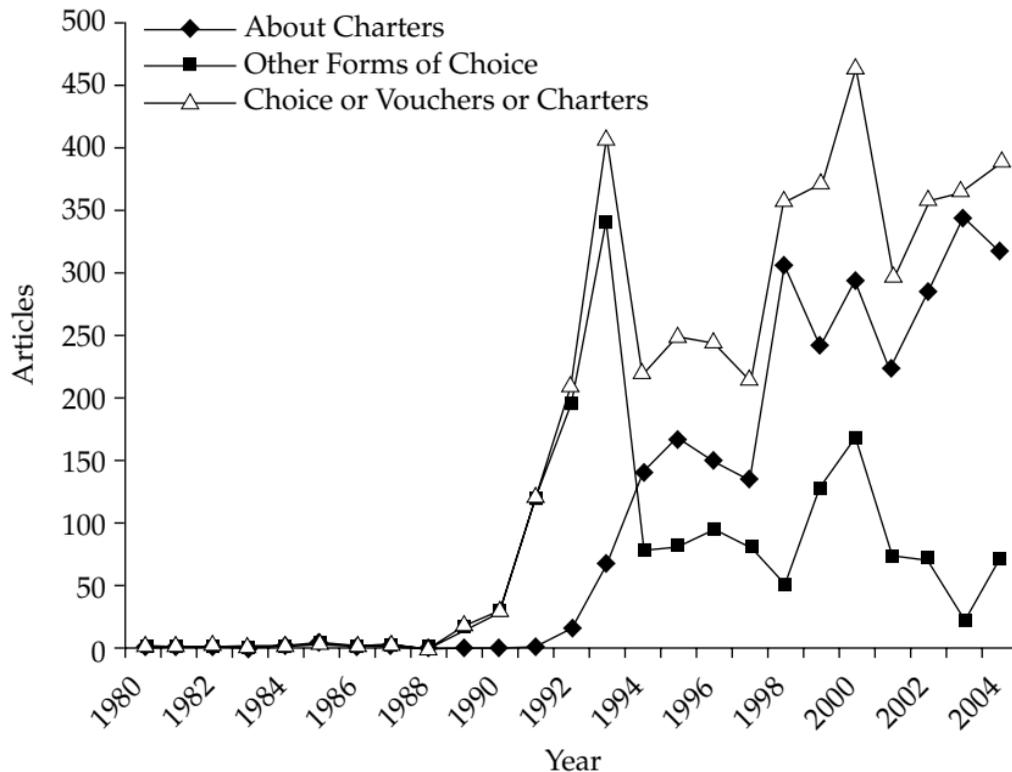
Table 6.4 Perceived Funder Criteria

	Percentage of Respondents' Support		
	Own Institution	Government	Foundation
Policy needs	-0.31	0.25	0.10
Basic knowledge	0.10	0.30	-0.22
Funder priorities	-0.24	-0.37	0.46
Proposal	-0.48	0.48	0.16
Personal reputation	-0.04	-0.27	0.25
Institution's reputation	-0.05	-0.23	0.17
Personal relation with funder	0.33	-0.56	-0.02

Source: Author's compilation.

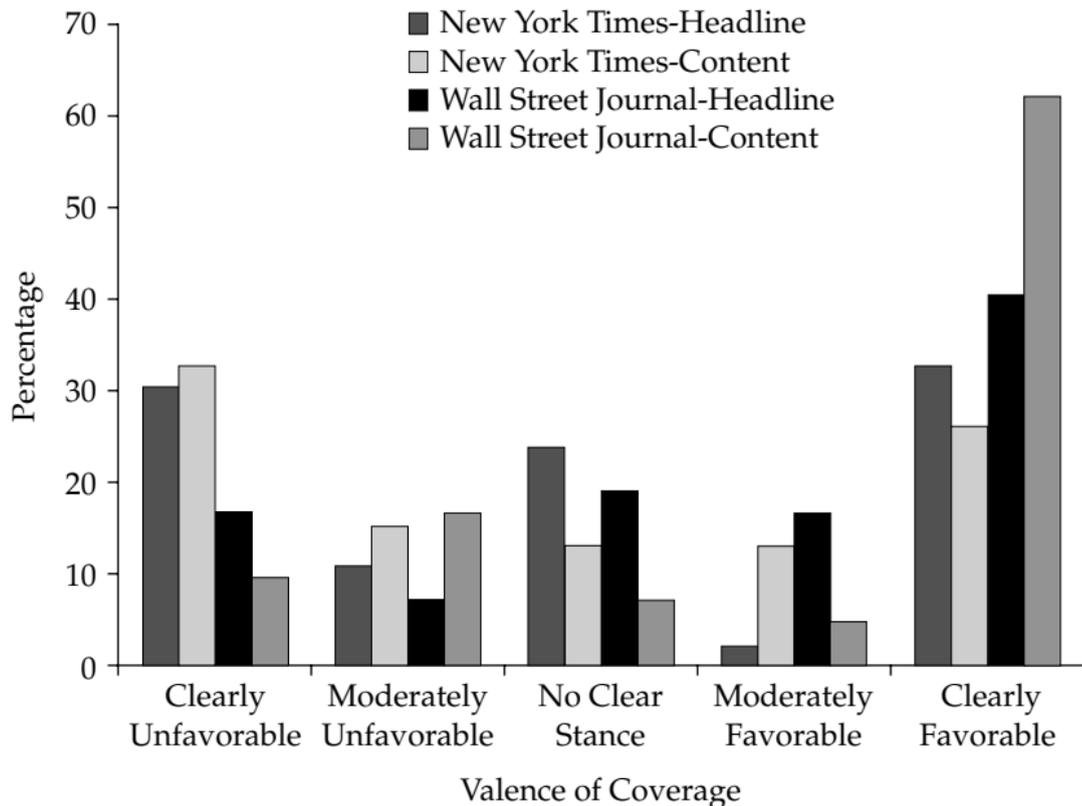
Note: Bolded coefficients meet or barely miss meeting the .05 test of statistical significance.

Figure 7.1 Number of Articles on Choice Vouchers and Charters in Five Major Newspapers, 1980 to 2004



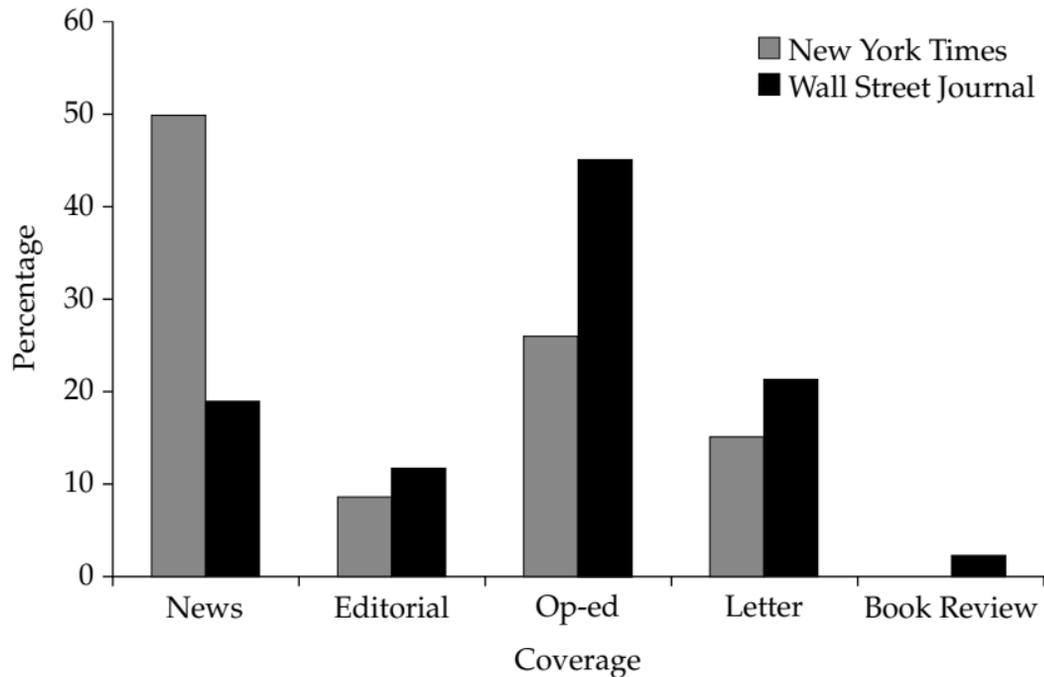
Source: Author's compilation.

Figure 7.2 Valence of Choice Coverage, Coded by Headline and by Content



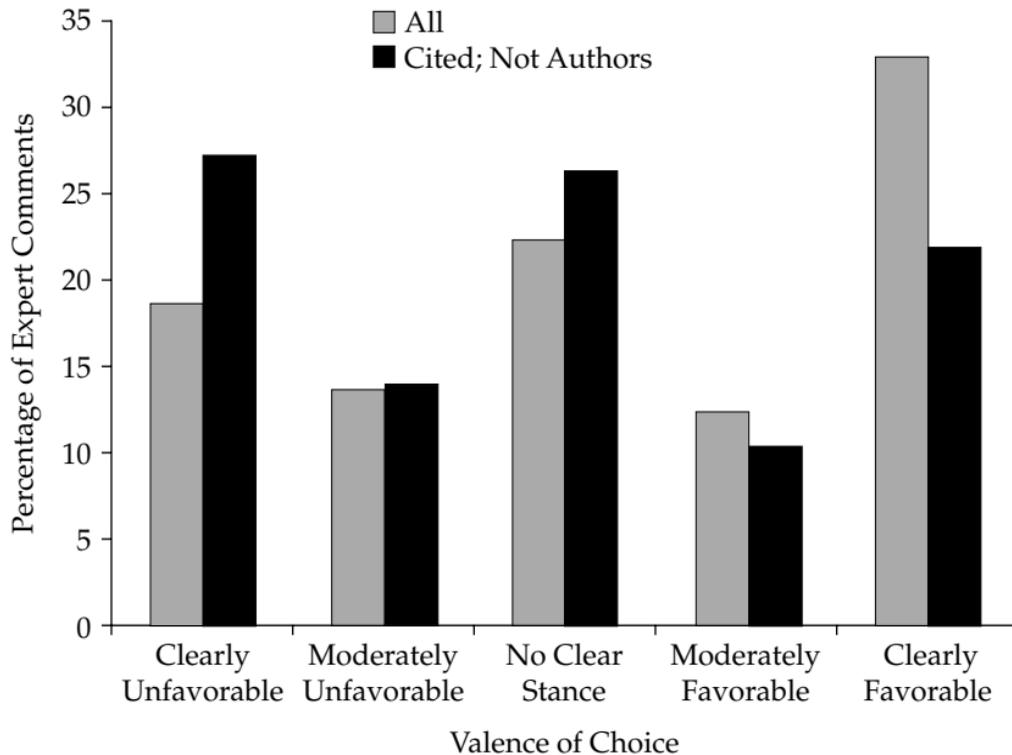
Source: Author's compilation.

Figure 7.3 Type of Coverage of Charter and Choice Research



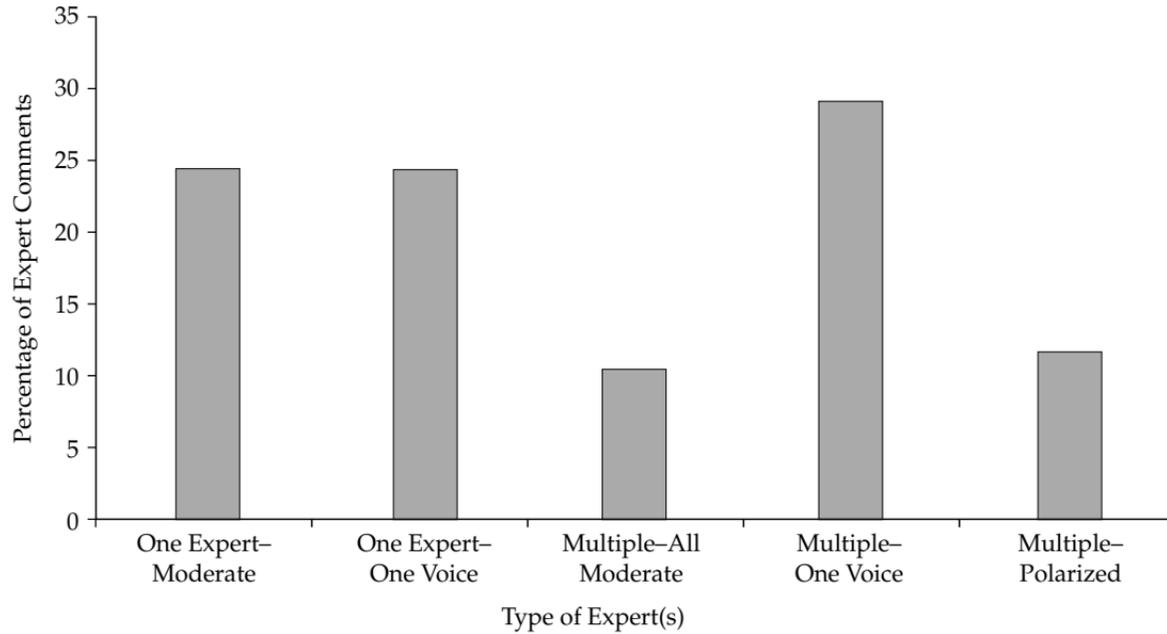
Source: Author's compilation.

Figure 7.4 Valence of Expert Comments



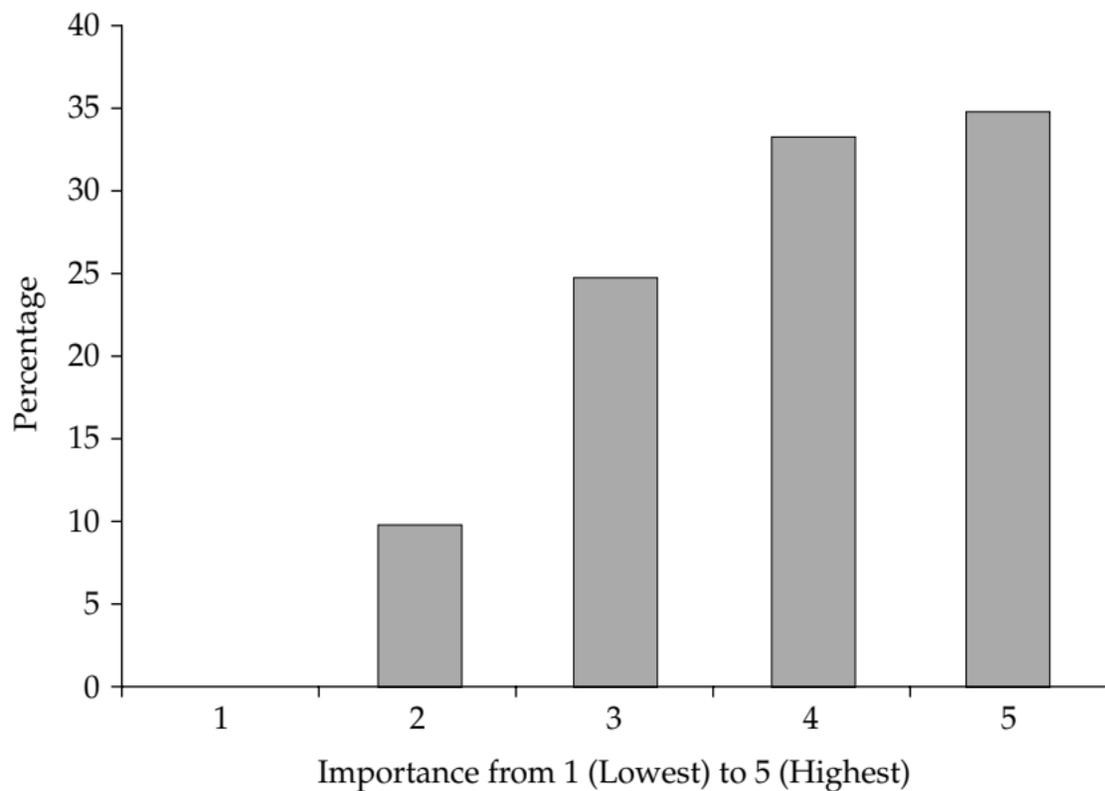
Source: Author's compilation.

Figure 7.5 Use of Multiple Experts



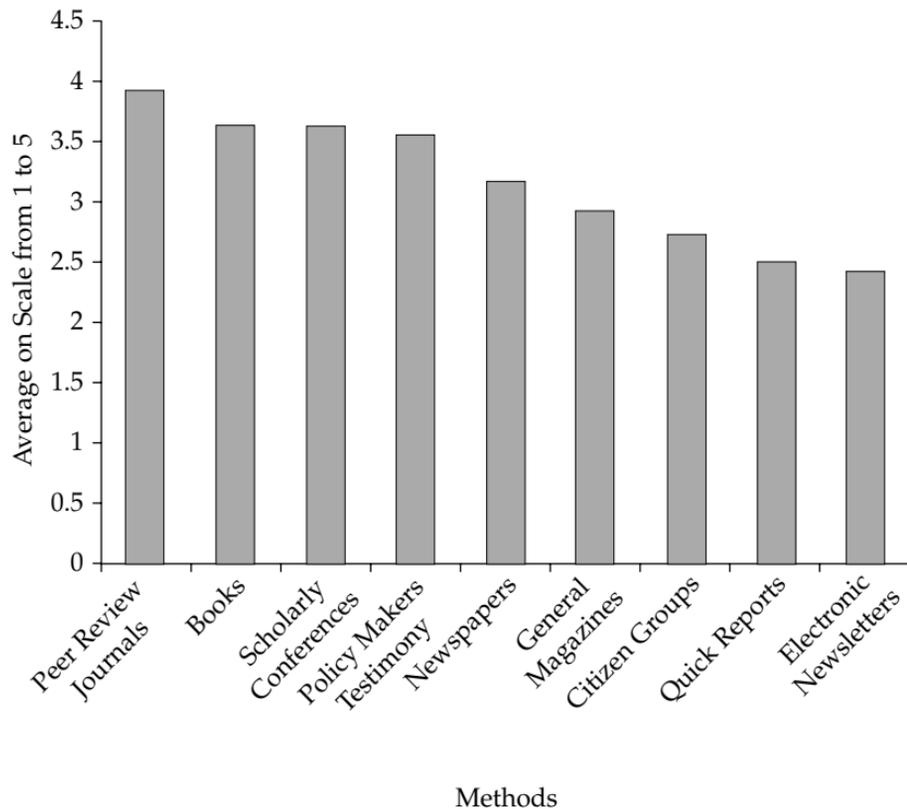
Source: Author's compilation.

Figure 7.6 Importance of Reaching Beyond Scholars



Source: Author's compilation.

Figure 7.7 Importance of Ways to Disseminate Research



Source: Author's compilation.

Table 7.1 Assessing Three Predictions About Headline Bias

	Headline Content	Least Favorable	-1	0	1	Most Favorable
Predictions	Bias toward extremes	+		-		+
	Bias toward editorial stance of the papers	+NYT/-WSJ		-		-NYT/+WSJ
	Blur sharper content	-		+		-
Results ^a	NYT	-2.18	-4.35	10.87	-10.87	6.52
	WSJ	7.15	-9.53	11.91	11.91	-21.42

Source: Author's compilation.

^a Headline minus content.

Table 7.2 Appearances by Experts

Number of different experts	89
Experts appearing more than twice	13.5%
Appearances in which expert is the author (op-ed or letter)	34.8
University affiliation	46.3
Think tank or private research organization	18.8
Union–advocacy	17.5
Bureaucrat–administrator	13.8
Elected official	3.8

Source: Author's compilation.
n = 160 appearances.

Table 7.3 Experts Appearing Three or More Times

No. of appearances	Name	Stance Re Choice	Named Affiliation	“Self-initiated” (Op-ed or Letter)
14	Paul Peterson	proponent	Harvard	42.86%
10	Jay Greene	proponent	Manhattan Institute (5), Harvard(4), U. Houston (1)	70.00
7	Chester Finn	proponent	Hoover (1), Hudson (3), Fordham Institute (3)	75.00
6	Jeanne Allen	proponent	Center for Education Reform	20.00
5	Joe Nathan	proponent	University of Minnesota (Center for School Change)	40.00
4	Milton Friedman	proponent	Hoover Institution	100.00
4	William Howell	proponent	Harvard	75.00
3	Alan Krueger	critic	Princeton	66.67
3	Amy Stuart	critic	UCLA (2)/Teachers College(1)	66.67
3	Bruce Fuller	critic	University of California Berkeley	33.33
3	Caroline Hoxby	proponent	Harvard	33.33
3	Richard Rothstein	critic	Economic Policy Institute	66.67

Source: Author’s compilation.

Table 8.1 Researcher-Think Versus Political-Think

Dimension	Researchers	Political Actors
Time	Get it right	Need now
Multiple studies	Cumulation	Which ONE is right?
Causality	Fundamentally problematic in a multi-causal world; demands sophisticated research design and theoretically informed inference	Straightforward: sequence or correlation plus a credible story
Abstraction	Required to find general patterns	Artificial. Denies complexity of real life
Simplification	Via abstraction	Via "get the gist"

Source: Author's compilation.