SUPPLEMENTARY APPENDIX

Table S1. Raw Response Frequencies for the Seven-Question Module on Support for Schools

Question	N	Percentage
Which of the following countries is the largest economic threat to the United States?		
China	381	38.1
Germany	17	1.7
Japan	26	2.6
Russia	19	1.9
Other country offered	10	1.0
Do not know	15	1.5
Refused	3	0.3
NOT ASKED (Respondent was assigned to the control group)	529	52.9
In comparison to {insert country from prior question [or China if DK]}, how much is our public education system losing ground?		
None	41	4.1
A little bit	51	5.1
Some	109	10.9
Quite a bit	108	10.8
A great deal	123	12.3
Do not know	34	3.4
Refused	5	0.5
NOT ASKED (Respondent was assigned to the control group)	529	52.9
Students are often given the grades A, B, C, D, and FAIL to denote the quality of their work. Suppose the public schools themselves in your community were graded in the same way. What grade would you give the public schools here?		
A	187	18.7
B	365	36.5
C	242	24.2
D	90	9.0
Fail	44	4.4
Do not know	69	6.9
Refused	3	0.3
How about the public schools in the nation as a whole? What grade would you give the public schools nationally?		
A	31	3.1
B	224	22.4
C	475	47.5
D	157	15.7
Fail	39	3.9
Do not know	70	7.0
Refused	4	0.4

Table S1 Continued

Question	N	Percentage
Consider now the people running the public education system in the United States. Would you say that you have:		
A great deal of confidence in them,	67	6.7
Some confidence in them,	596	59.6
Hardly any confidence at all in them?	308	30.8
Do not know	29	2.9
Refused	0	0.0
We are faced with many problems in this country, none of which can be solved easily or inexpensively. In order to improve the nation's education system, are we:		
Spending too much money,	161	16.1
Too little money,	571	57.1
About the right amount?	236	23.6
Do not know	32	3.2
Refused	0	0.0
Do you currently have any children attending the public schools in your community?		
No	746	74.6
Yes	254	25.4
Do not know	0	0.0
Refused	0	0.0

Source: Cornell National Social Survey, 2011

Notes: The total CNSS sample size is 1000 respondents, of which 529 were randomly assigned to the control group and 471 were randomly assigned to the treatment group.

SUPPLEMENTARY APPENDIX

Table S2. Means and Standard Deviations of Additional Variables

Variable	Mean	SD
Has kids currently in public schools in the community	.25	
Demographic characteristics:		
Female	.51	
Hispanic ethnicity	.07	
African-American	.13	
Born in the United States	.92	
Age	49.73	16.09
Residential characteristics:		
Respondent owns home in which she or he lives	.70	
Question: "Do you own or rent the place where you live now?"		
Took interview on cell phone rather than land line	.29	
Socioeconomic status:		
Family income from all sources (natural logarithm)	8.65	.83
Education (in years completed)	14.79	2.37
Political affiliations and values:		
Republican party identification	3.89	1.99
7-point scale with poles "Strong Democrat" to "Strong Republican" in response to the question: "Generally speaking, when it comes to political parties in the United States, how would you best describe yourself?"		
Conservative ideology	4.11	1.56
7-point scale as responses to the question: "When it comes to social issues, do you usually think of yourself as extremely liberal, liberal, slightly liberal, moderate or middle of the road, slightly conservative, conservative, or extremely conservative?"		
Attitudes toward engagement in world affairs:		
Does not agree with interventions to solve conflicts around the world	.51	
Respondent expresses disagreement in response to the question: "Do you agree or disagree with the statement 'The U.S. needs to play an active role in solving conflicts around the world'?"		
Does not feel the war in Afghanistan makes America safer	.66	
Respondent expresses disagreement when asked: "Some people believe that the war in Afghanistan will make America safer, while others believe that the war will not make America safer. To what extent do you agree with the following statement: 'The war in Afghanistan will make America safer'?"		

Source: See Table S1.

Notes: The total CNSS sample size is 1000 respondents. A small amount of missing data on these covariates was imputed with best-subset linear and logistic regression models.

SUPPLEMENTARY APPENDIX

Table S3. Predicted Response Probabilities and Marginal Differences for the Models in Table 2

A. Public schools "in your community"

	Control	Treatment and not losing much ground		Treatment and losing "quite a bit" or a "great deal" of ground	
	Probability	Probability	Difference from control	Probability	Difference from control
A	.216	.257	.041	.109	-.107
			(.026)		(.019)
B	.411	.421	.010	.319	-.092
			(.007)		(.019)
C	.251	.222	-.029	.333	.083
			(.018)		(.015)
D	.083	.069	-.015	.155	.071
			(.009)		(.015)
Fail	.039	.032	-.008	.084	.045
			(.005)		(.010)

B. Public schools "in the nation as a whole

	Control	Treatment and not losing much ground		Treatment and losing quite a bit or a great deal of ground	
	Probability	Probability	Difference from control	Probability	Difference from control
A	.035	.051	.016	.010	-.019
			(.007)		(.005)
B	.252	.321	.069	.134	-.118
			(.028)		(.021)
C	.526	.493	-.033	.506	-.020
			(.016)		(.013)
D	.151	.111	-.041	.267	.115
			(.016)		(.022)
Fail	.036	.025	-.011	.078	.042
			(.005)		(.011)

C. Confidence in "people running the public education system"

	Control	Treatment and not losing much ground		Treatment and losing "quite a bit" or "a great deal" of ground	
	Probability	Probability	Difference from control	Probability	Difference from control
A great deal	.071	.094	.023	.039	-.031
			(.014)		(.008)
Some	.631	.669	.038	.520	-.112

			(.019)		(.030)
Hardly any	.298	.237	-.061 (.032)	.441	.143 (.037)

D. Opinion on current spending "to improve the nation's education system"

	Control	Treatment and not losing much ground		Treatment and losing quite a bit or a great deal of ground	
	Probability	Probability	Difference from control	Probability	Difference from control
Too little	.623	.492	-.130 (.036)	.616	-.007 (.039)
About the right amount	.231	.282	.051 (.014)	.234	.003 (.018)
Too much	.147	.226	.079 (.023)	.150	.004 (.021)

Source: See Table S1.