

LEGISLATIVE COMMITTEE MINUTES

SB130

Bill as
Introduced

SB 130-FN - AS INTRODUCED

2021 SESSION

21-0923
06/04

SENATE BILL

130-FN

AN ACT

relative to education freedom accounts.

SPONSORS:

Sen. Bradley, Dist 3; Sen. Gray, Dist 6; Sen. Daniels, Dist 11; Sen. Ward, Dist 8;
Sen. Carson, Dist 14; Sen. Gannon, Dist 23; Sen. Giuda, Dist 2; Sen. Morse, Dist
22; Rep. Cordelli, Carr. 4; Rep. Ladd, Graf. 4

COMMITTEE:

Education

ANALYSIS

This bill establishes the education freedom account program which permits the treasurer to transfer adequate education grants, plus any differentiated aid that would have been provided to a public school, to a scholarship organization for disbursement to parents to be used for certain educational purposes.

Explanation:

Matter added to current law appears in ***bold italics***.

Matter removed from current law appears [~~in brackets and struckthrough.~~]

Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand Twenty One

AN ACT relative to education freedom accounts.

Be it Enacted by the Senate and House of Representatives in General Court convened:

1 Title. This act shall be known as the "Education Freedom Account Act" or "EFA Act." The
2 program created by it shall be known as the "Education Freedom Account Program" or "EFA
3 Program."

4 2 New Chapter; Education Freedom Accounts. Amend RSA by inserting after chapter 194-D the
5 following new chapter:

CHAPTER 194-E

EDUCATION FREEDOM ACCOUNTS

8 194-E:1 Definitions. In this chapter:

9 I. "Adequate education grant" means the grant calculated under RSA 198:41.

10 II. "Curriculum" means the lessons and academic content taught in a specific course,
11 program, or grade level.

12 III. "Department" means the department of education.

13 IV. "Education freedom account" or "EFA" means the account to which funds are allocated
14 by the scholarship organization to the parent of an EFA student in order to pay for qualifying
15 education expenses to educate the EFA student under this chapter.

16 V. "Education service provider" means a person or organization that receives payments from
17 education freedom accounts to provide educational goods and services to EFA students.

18 VI. "Eligible student" means a resident of this state who is eligible to enroll in a public
19 elementary or secondary school including but not limited to;

20 (a) A student currently attending a New Hampshire school that is remote or hybrid.

21 (b) A student currently assigned to a New Hampshire public school with assessment
22 proficiency below 40 percent.

23 (c) A student currently attending a New Hampshire public school, including a chartered
24 public school or nonpublic school.

25 (d) A kindergarten or first grade student.

26 (e) A sibling of a student with an education freedom account.

27 VII. "EFA student" means an eligible student who is participating in the EFA program.

28 VIII. "Full-time" means more than 50 percent of instructional time.

29 IX. "Remote or hybrid" shall mean any public school that is not providing instruction in-
30 person where the student or the educator are both not physically present in the traditional
31 classroom due to full-time or part-time classroom closure.

1 X. "Parent" means a biological or adoptive parent, legal guardian, custodian, or other person
2 with legal authority to act on behalf of an EFA student.

3 XI. "Program" means the education freedom account program established in this chapter.

4 XII. "Scholarship organization", means a scholarship organization approved under RSA
5 77:G, that administers and implements the EFA Act.

6 XIII. "Treasurer" means the treasurer of the state of New Hampshire.

7 194-E:2 Program.

8 I. The treasurer shall transfer to the scholarship organization the per pupil adequate
9 education grant amount under RSA 198:40-a, plus any differentiated aid that would have been
10 provided to a public school for that eligible student. The transfers shall be made in accordance with
11 the distribution of adequate education grants under RSA 198:42.

12 II. Parents of an EFA student shall agree to use the funds deposited in their student's EFA
13 only for the following qualifying expenses to educate the EFA student:

14 (a) Tuition and fees at a private school.

15 (b) Tuition and fees for non-public online learning programs.

16 (c) Tutoring services provided by an individual or a tutoring facility.

17 (d) Services contracted for and provided by a district public school, chartered public
18 school, public academy, or independent school, including, but not limited to, individual classes and
19 curricular activities and programs.

20 (e) Textbooks, curriculum, or other instructional materials, including, but not limited to,
21 any supplemental materials or associated online instruction required by either a curriculum or an
22 education service provider.

23 (f) Computer hardware, Internet connectivity, or other technological services and
24 devices, that are primarily used to help meet an EFA student's educational needs.

25 (g) Educational software and applications.

26 (h) School uniforms.

27 (i) Fees for nationally standardized assessments, advanced placement examinations,
28 examinations related to college or university admission or awarding of credits and tuition and/or fees
29 for preparatory courses for such exams.

30 (j) Tuition and fees for summer education programs and specialized education programs.

31 (k) Tuition, fees, instructional materials, and examination fees at a career or technical
32 school.

33 (l) Educational services and therapies, including, but not limited to, occupational,
34 behavioral, physical, speech-language, and audiology therapies.

35 (m) Tuition and fees at an institution of higher education.

36 (n) Fees for transportation paid to a fee-for-service transportation provider for the
37 student to travel to and from an education service provider.

1 (o) Any other educational expense approved by the scholarship organization.

2 III. The funds in an EFA may only be used for educational purposes in accordance with
3 paragraph II.

4 IV. EFA funds shall not be refunded, rebated, or shared with a parent or EFA student in
5 any manner. Any refund or rebate for goods or services purchased with EFA funds shall be credited
6 directly to the student's EFA.

7 V. Parents may make payments for the costs of educational goods and services not covered
8 by the funds in their student's EFA. However, personal deposits into an EFA shall not be permitted.

9 VI. Funds deposited in an EFA shall not constitute taxable income to the parent or the EFA
10 student.

11 VII. An EFA shall remain in force, and any unused funds shall roll over from quarter-to-
12 quarter and from year-to-year until the parent withdraws the EFA student from the EFA program or
13 until the EFA student graduates from high school, unless the EFA is closed because of a substantial
14 misuse of funds. Any unused funds shall revert to the treasurer and be allocated to fund other
15 EFAs.

16 VIII. Nothing in this chapter shall be construed to require that an EFA student must be
17 enrolled, full- or part-time, in either a private school or nonpublic online school.

18 194-E:3 Application for an Education Freedom Account.

19 I. A parent may apply to the scholarship organization to establish an EFA for an eligible
20 student. The scholarship organization shall accept and approve applications for the fall and spring
21 semesters each year and shall establish procedures for approving applications in an expeditious
22 manner.

23 II. The scholarship organization shall create a standard form that parents can submit to
24 establish their student's eligibility for the EFA program and shall ensure that the application is
25 publicly available and may be submitted through various sources, including the Internet.

26 III. The scholarship organization shall approve an application for an EFA if:

27 (a) The parent submits an application for an EFA in accordance with application
28 procedures established by the scholarship organization.

29 (b) The student on whose behalf the parent is applying is an eligible student.

30 (c) Funds are available for the EFA.

31 (d) The parent signs an agreement with the scholarship organization promising:

32 (1) To provide an education for the eligible student in the core knowledge domains
33 under RSA 193-E:2-a.

34 (2) Not to enroll the eligible student as a full-time student in a public school while
35 participating in the EFA program.

36 (3) To use the funds in the EFA only for qualifying expenses to educate the eligible
37 student as established by the EFA program.

1 (4) To comply with the rules and requirements of the EFA program.

2 IV. The signed agreement between the parent and the scholarship organization shall satisfy
3 the compulsory school attendance requirements of RSA 193:1.

4 V. The scholarship organization shall annually renew a student's EFA if funds are available.

5 VI. Upon notice to the scholarship organization, an EFA student may choose to stop
6 receiving EFA funding and enroll full-time in a public school.

7 (a) Enrolling as a full-time student in the resident district public school shall result in
8 the immediate suspension of payment of additional funds into the student's EFA. However, an EFA
9 that has been open for at least one full school year shall remain open and active for the parent to
10 make qualifying expenditures to educate the student from funds remaining in the EFA. When no
11 funds remain in the student's EFA, the scholarship organization may close the EFA.

12 (b) If an eligible student decides to return to the EFA program, payments into the
13 student's existing EFA may resume if the EFA is still open and active. A new EFA may be
14 established if the student's EFA was closed.

15 194-E:4 Authority and Responsibilities of the Scholarship Organization. The scholarship
16 organization shall have the following additional duties, obligations, and authority:

17 I. The scholarship organization shall maintain an updated list of education service providers
18 and shall ensure that the list is publicly available through various sources, including the Internet.

19 II. The scholarship organization shall provide parents with a written explanation of the
20 allowable uses of EFA funds, the responsibilities of parents, the duties of the scholarship
21 organization, and the role of any financial management firms that the scholarship organization may
22 contract with to administer any aspect of the EFA program.

23 III. The scholarship organization shall ensure that parents of students with disabilities
24 receive notice that participation in the EFA program is a parental placement under 20 U.S.C. section
25 1412, Individuals with Disabilities Education Act (IDEA), along with an explanation of the rights
26 that parentally placed students possess under IDEA and any applicable state laws.

27 IV. The scholarship organization shall, in cooperation with the department, determine
28 eligibility for differentiated aid subject to any applicable state and federal laws.

29 V. The scholarship organization may withhold from deposits or deduct from EFAs an
30 amount to cover the costs of administering the EFA program, up to a maximum of 10 percent
31 annually.

32 VI. The scholarship organization shall implement a commercially viable system for payment
33 of services from EFAs to education service providers by electronic or online funds transfer.

34 (a) The scholarship organization shall not adopt a system that relies exclusively on
35 requiring parents to be reimbursed for out-of-pocket expenses, but rather shall provide maximum
36 flexibility to parents by facilitating direct payments to education service providers as well as

1 requests for pre-approval of and reimbursements for qualifying expenses, including expenses
2 pursuant to RSA 194-E:2, II.

3 (b) A scholarship organization may contract with a private institution or organization to
4 develop the payment system.

5 VII. The scholarship organization may also seek to implement a commercially viable system
6 for parents to publicly rate, review, and share information about education service providers, ideally
7 as part of the same system that facilitates the electronic or online funds transfers.

8 VIII. If an education service provider requires partial payment of tuition or fees prior to the
9 start of the academic year to reserve space for an EFA student admitted to the education service
10 provider, such partial payment may be paid by the scholarship organization, if funds are available,
11 prior to the start of the school year in which the EFA is awarded and deducted in an equitable
12 manner from subsequent quarterly EFA deposits to ensure adequate funds remain available
13 throughout the school year; but if an EFA student decides not to use the education service provider,
14 the partial reservation payment shall be returned to the scholarship organization by such education
15 service provider and credited to the student's EFA.

16 IX. The scholarship organization shall continue making deposits into a student's EFA until:

17 (a) The scholarship organization determines that the EFA student is no longer an
18 eligible student.

19 (b) The scholarship organization determines that there was substantial misuse of the
20 funds in the EFA.

21 (c) The parent or EFA student withdraws from the EFA program.

22 (d) The EFA student enrolls full-time in the resident district public school.

23 (e) The EFA student graduates from high school.

24 X. The scholarship organization may conduct or contract for the auditing of individual EFAs,
25 and shall at a minimum conduct random audits of EFAs on an annual basis.

26 XI. The scholarship organization may make any parent or EFA student ineligible for the
27 EFA program in the event of intentional and substantial misuse of EFA funds.

28 (a) The scholarship organization shall create procedures to ensure that a fair process
29 exists to determine whether an intentional and substantial misuse of EFA funds has occurred.

30 (b) If an EFA student is free from personal misconduct, that student shall be eligible for
31 an EFA in the future if placed with a new guardian or other person with the legal authority to act on
32 behalf of the student.

33 (c) The scholarship organization may refer suspected cases of intentional and
34 substantial misuse of EFA funds to the attorney general for investigation if evidence of fraudulent
35 use of EFA funds is obtained.

36 (d) A parent or EFA student may appeal the scholarship organization's decision to deny
37 eligibility for the EFA program to the department.

1 XII. The scholarship organization may bar an education service provider from accepting
2 payments from EFAs if the scholarship organization determines that the education service provider
3 has:

4 (a) Intentionally and substantially misrepresented information or failed to refund any
5 overpayments in a timely manner.

6 (b) Routinely failed to provide students with promised educational goods or services.

7 XIII. The scholarship organization shall create procedures to ensure that a fair process
8 exists to determine whether an education service provider may be barred from receiving payments
9 from EFAs.

10 (a) If the scholarship organization bars an education service provider from receiving
11 payments from EFAs, it shall notify parents and EFA students of its decision as quickly as possible.

12 (b) Education service providers may appeal the scholarship organization's decision to bar
13 them from receiving payments from the EFA to the department.

14 XIV. The scholarship organization may accept gifts and grants from any source to cover
15 administrative costs, to inform the public about the EFA program, or to fund additional EFAs.

16 XV. The department may adopt rules that are necessary for the administration of this
17 chapter.

18 XVI. The scholarship organization may adopt policies or procedures that are necessary for
19 the administration of this chapter. This may include policies or procedures:

20 (a) Establishing or contracting for the establishment of an online anonymous fraud
21 reporting service.

22 (b) Establishing an anonymous telephone number for fraud reporting.

23 (c) Requiring a surety bond for education service providers receiving more than \$100,000
24 in EFA funds.

25 (d) Refunding payments from education service providers to EFAs.

26 XVII. The scholarship organization shall not exclude, discriminate against, or otherwise
27 disadvantage any education provider with respect to programs or services under this section based
28 in whole or in part on the provider's religious character or affiliation, including religiously based or
29 mission-based policies or practices.

30 194-E:5 Parent and Education Service Provider Advisory Commission.

31 I. There is established the parent and education service provider aAdvisory commission to
32 assist the scholarship organization by providing recommendations about implementing,
33 administering, and improving the EFA program.

34 II. The commission shall consist of 7 members who shall be parents of EFA students or
35 education service providers and shall represent no fewer than 4 counties in the state. The members
36 shall be appointed by the director of the scholarship organization and serve at the director's pleasure
37 for one calendar year after which they may be reappointed. The director of the scholarship

1 organization, or designee, shall serve as a non-voting chairperson of the commission. The
2 commissioner of the department of education, or designee, shall serve as a non-voting member of the
3 commission.

4 III. The scholarship organization may request the commission to meet, in person or
5 virtually, to review appeals of education service provider denials pursuant to RSA 194-E:4, XI and to
6 provide a recommendation to the scholarship organization as to whether an education service
7 provider should be allowed to receive, or continue receiving, payments from EFAs.

8 194-E:6 Requirements for Education Service Providers.

9 I. The scholarship organization may approve education service providers on its own
10 initiative, at the request of parents, or by notice to the scholarship organization provided by
11 prospective education service providers.

12 II. A prospective education service provider that wishes to receive payments from EFAs
13 shall:

14 (a) Submit notice to the scholarship organization that it wishes to receive payments from
15 EFAs.

16 (b) Agree not to refund, rebate, or share EFA funds with parents or EFA students in any
17 manner, except that funds may be remitted or refunded to an EFA in accordance with procedures
18 established by the scholarship organization.

19 194-E:7 Independence of Education Service Providers.

20 I. Nothing in this chapter shall be deemed to limit the independence or autonomy of an
21 education service provider or to make the actions of an education service provider the actions of the
22 state government.

23 II. Education service providers shall be given maximum freedom to provide for the
24 educational needs of EFA students without governmental control.

25 III. Nothing in this chapter shall be construed to expand the regulatory authority of the
26 state, its officers, or any school district to impose any additional regulation of education service
27 providers beyond those necessary to enforce the requirements of the EFA program.

28 IV. Any education service provider that accepts payment from an EFA under this chapter is
29 not an agent of the state or federal government.

30 V. An education service provider shall not be required to alter its creed, practices,
31 admissions policy, or curriculum in order to accept payments from an EFA.

32 194-E:8 Responsibilities of Public Schools and School Districts. A public school, or school
33 district, that previously enrolled an EFA student shall provide a private school that is also an
34 education service provider and that has enrolled an EFA student with a complete copy of the ESA
35 student's school records, in a timely manner, while complying with 20 U.S.C. section 1232g, the
36 Family Educational Rights and Privacy Act of 1974.

37 194-E:9 Legal Proceedings.

1 I. In any legal proceeding challenging the application of this chapter to an education service
2 provider, the state bears the burden of establishing that the law is necessary and does not impose
3 any undue burden on the education service provider.

4 II. No liability shall arise on the part of the scholarship organization or the state or of any
5 public school or school district based on the award of or use of an EFA pursuant to this chapter.

6 III. If any part of this chapter is challenged in a state court as violating either the state or
7 federal constitutions, parents of eligible and/or EFA students shall be permitted to intervene as of
8 right in such lawsuit for the purposes of defending the EFA program's constitutionality. However,
9 for the purposes of judicial administration, a court may require that all parents file a joint brief, so
10 long as they are not required to join any brief filed on behalf of any named state defendant.

11 IV. If any provision of this chapter, or the application thereof to any person or
12 circumstances, is held invalid, such invalidity shall not affect other provisions or applications of this
13 chapter which can be given effect without the invalid provision or application, and to this end the
14 provisions of this chapter are declared to be severable.

15 3 Effective Date. This act shall take effect 60 days after its passage.

**SB 130-FN- FISCAL NOTE
AS INTRODUCED**

AN ACT relative to education freedom accounts.

FISCAL IMPACT: State County Local None

STATE:	Estimated Increase / (Decrease)			
	FY 2021	FY 2022	FY 2023	FY 2024
Appropriation	\$0	\$0	\$0	\$0
Revenue	\$0	\$0	\$0	\$0
Expenditures	\$0	Indeterminable Increase	Indeterminable Increase	Indeterminable Increase
<i>Funding Source:</i>	<input type="checkbox"/> General	<input checked="" type="checkbox"/> Education	<input type="checkbox"/> Highway	<input type="checkbox"/> Other

LOCAL:

Revenue	\$0	Indeterminable Decrease	Indeterminable Decrease	Indeterminable Decrease
Expenditures	\$0	Indeterminable	Indeterminable	Indeterminable

METHODOLOGY:

This bill establishes education freedom accounts (EFA) for qualifying students. All students that are residents of New Hampshire, who are eligible to enroll in a public elementary or secondary school, are eligible for an EFA. This includes, but is not limited to:

- A student currently attending a New Hampshire school that is remote or hybrid.
- A student currently assigned to a New Hampshire public school with assessment proficiency below 40 percent.
- A student currently attending a New Hampshire public school, including a chartered public school or nonpublic school.
- A kindergarten or first grade student.
- A sibling of a student with an education freedom account.

Under the program, parents execute an agreement with a scholarship organization for an EFA, which may be used for a variety of education expenses. Under this bill, EFAs are funded as follows:

- 100% of the per pupil adequate education grant amount, plus any applicable differentiated aid (except for differentiated aid for non-proficiency in third grade reading).
- Scholarship organizations may retain up to 10 % to cover administrative costs.

The Department of Education has provided the following information:

Enrollment (K-12)	School Year	
	2019-20	2020-21
Public Schools - District & Charter	171,651	169,204
Non-Public School	15,823	16,294
Homeschool	2,955	6,110
Total K-12 Students	190,429	191,608

- Year 1 of the program would be the 2021-22 school year, of which an average adequate education grant, including differentiated aid, would be \$4,603.

While program participation cannot be predicted, it is likely the net impact of this bill would be increased state education trust fund expenditures and decreased local adequacy grant revenue. Any impact to local expenditures is indeterminable. Below are illustrations of the fiscal impact for the most likely scenarios in which an EFA would be utilized in program year 1 (2021-22 school year):

- District Public School to a Non-Public School or Home Educated – A student moving from a district public school to a non-public school or home education.

State Expenditure to Fund ESA	\$4,603
Scholarship Organization Admin Fee	(\$460)
<i>Net EFA Funding</i>	<i>\$4,143</i>
Adequacy Decrease to Former District School	(\$4,603)
Total State Impact	\$0
Total Local Revenue Decrease*	(\$4,603)

*The district would not see an impact to revenue associated with the student until the following year, as adequate education payments are made based on prior year enrollments. It should also be noted, while this bill makes no direct impact to district expenditures, districts may experience reduced spending to the extent there would be one fewer student in its school.

- Charter Public School to a Non-Public School or Home Educated – A student moving from a charter public school to a non-public school or home education.

State Expenditure to Fund ESA	\$4,603
Scholarship Organization Admin Fee	(\$460)
<i>Net EFA Funding</i>	<i>\$4,143</i>

Payment Decrease to Former Charter School	(\$7,668)
Total State Expenditure Decrease	(\$3,065)
Total Local Impact	\$0

- Existing Non-Public or Home Educated – Students already in a non-public school or being home educated.

State Expenditure to Fund ESA	\$4,603
Scholarship Organization Admin Fee	(\$460)
<i>Net EFA Funding</i>	<i>\$4,143</i>
Total State Expenditure Increase	\$4,603
Total Local Impact	\$0

While not specific to the provision of this bill as currently written, for purposes of estimating the potential fiscal impact the Department of Education performed a long-term comprehensive modeling analysis based on adoption rates for the first 10-years of a similar EFA program in the State of Arizona. The full analysis can be found on the Department's webpage at: www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/efa-modeling-analysis.pdf.

For purpose of their analysis, the Department included the total taxpayer cost of students in a traditional public school based on the 2020 State Total Average Cost Per Pupil of \$19,874. This includes all funding sources (e.g. state, local, federal, etc...). The taxpayer cost of students adopting an EFA education program, other than those adopters that remain in the traditional public school setting, uses the state average adequacy payment, including base adequacy plus differentiated aid (\$4,597). The Department also included an annual inflation factor of 2.5%. The Department assumes the total number of students estimated to participate in an EFA education program over the first 10-years is between .01% and 2.43% of the total eligible student count, representing 0.5% of the total primary and secondary spend. The Department utilized two cost modeling scenarios, one assuming 100% of per-pupil costs are fixed and one assuming the savings realized when a student adopts an EFA education program will be retained by the traditional school. The Department's scenarios are summarized below.

Modeling Scenario 1: This modeling scenario assumes that when a student adopts an EFA education program, the school will not realize any cost reductions in that year. This means that although the student will not be educated by the traditional school, the school will continue to spend the same amount of funds, \$19,874 for each student that leaves the school. The Department indicates that it is reasonable to assume that all schools have a certain amount of

variable costs associated with a student's education. In some cases, these costs are estimated to be as high as \$13,350 per pupil. In addition to no cost reductions in the first year, this model assumes that the school will be able to reduce the cost for the student over 3-years as depicted below.

<u>Modeling Scenario 1</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Traditional School, Per-pupil Costs Still Incurred	\$19,874	\$13,249	\$6,625

Under Modeling Scenario 1, the Department's estimates net cumulative savings to New Hampshire taxpayers (all sources) at approximately \$0.4M in Year 1, \$10.3M in Year 2, and \$36.2M in Year 3.

Modeling Scenario 2: This modeling scenario assumes that when a student adopts an EFA education program, shared savings are realized. These savings are the difference between the total state cost per pupil to educate a student in the traditional public school (\$19,874) and the cost per-pupil to educate a student adopting an EFA education program (\$4,597). In this model, 100% of the savings are retained by the traditional public school in year-1 and the school achieves the cost reductions for the student over 3-years as depicted below:

<u>Modeling Scenario 2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Traditional School, Per-pupil Costs Still Incurred	\$15,659	\$10,439	\$5,220

Under Modeling Scenario 2, the Department's estimates net cumulative savings to New Hampshire taxpayers (all sources) at approximately \$0.4M in Year 1, \$10.4M in Year 2, and \$38.8M in Year 3.

AGENCIES CONTACTED:

Department of Education

SB 130-FN - AS AMENDED BY THE SENATE

03/18/2021 0769s
03/18/2021 0814s
03/18/2021 0885s

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6 CHAPTER 194-E

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16 V. "Education service provider" means a person or organization that receives payments from
17 education freedom accounts to provide educational goods and services to EFA students.

18 VI. "Eligible student" means a resident of this state who is eligible to enroll in a public
19 elementary or secondary school and whose annual household income is less than or equal to 300
20 percent of the federal poverty guidelines as updated annually in the Federal Register by the United
21 States Department of Health and Human Services under 42 U.S.C. section 9902(2). Students in the
22 special school district within the department of corrections established in RSA 194:60 shall not be
23 eligible students.

24 (a) A student currently attending a New Hampshire school that is remote or hybrid.

25 (b) A student currently assigned to a New Hampshire public school with assessment
26 proficiency below 40 percent.

27 (c) A student currently attending a New Hampshire public school, including a chartered
28 public school or nonpublic school.

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- 1 (e) A sibling of a student with an education freedom account.
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- 3 VIII. "Full-time" means more than 50 percent of instructional time.
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- 7 X. "Parent" means a biological or adoptive parent, legal guardian, custodian, or other person
8 with legal authority to act on behalf of an EFA student.
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13 194-E:2 Program.
- 14 I. The treasurer shall transfer to the scholarship organization the per pupil adequate
15 education grant amount under RSA 198:40-a, plus any differentiated aid that would have been
16 provided to a public school for that eligible student. The transfers shall be made in accordance with
17 the distribution of adequate education grants under RSA 198:42.
- 18 II. Parents of an EFA student shall agree to use the funds deposited in their student's EFA
19 only for the following qualifying expenses to educate the EFA student:
- 20 (a) Tuition and fees at a private school.
- 21 (b) Tuition and fees for non-public online learning programs.
- 22 (c) Tutoring services provided by an individual or a tutoring facility.
- 23 (d) Services contracted for and provided by a district public school, chartered public
24 school, public academy, or independent school, including, but not limited to, individual classes and
25 curricular activities and programs.
- 26 (e) Textbooks, curriculum, or other instructional materials, including, but not limited to,
27 any supplemental materials or associated online instruction required by either a curriculum or an
28 education service provider.
- 29 (f) Computer hardware, Internet connectivity, or other technological services and
30 devices, that are primarily used to help meet an EFA student's educational needs.
- 31 (g) Educational software and applications.
- 32 (h) School uniforms.
- 33 (i) Fees for nationally standardized assessments, advanced placement examinations,
34 examinations related to college or university admission or awarding of credits and tuition and/or fees
35 for preparatory courses for such exams.
- 36 (j) Tuition and fees for summer education programs and specialized education programs.

1 (k) Tuition, fees, instructional materials, and examination fees at a career or technical
2 school.

3 (l) Educational services and therapies, including, but not limited to, occupational,
4 behavioral, physical, speech-language, and audiology therapies.

5 (m) Tuition and fees at an institution of higher education.

6 (n) Fees for transportation paid to a fee-for-service transportation provider for the
7 student to travel to and from an education service provider.

8 (o) Any other educational expense approved by the scholarship organization.

9 III. The funds in an EFA may only be used for educational purposes in accordance with
10 paragraph II.

11 IV. EFA funds shall not be refunded, rebated, or shared with a parent or EFA student in
12 any manner. Any refund or rebate for goods or services purchased with EFA funds shall be credited
13 directly to the student's EFA.

14 V. Parents may make payments for the costs of educational goods and services not covered
15 by the funds in their student's EFA. However, personal deposits into an EFA shall not be permitted.

16 VI. Funds deposited in an EFA shall not constitute taxable income to the parent or the EFA
17 student.

18 VII. An EFA shall remain in force, and any unused funds shall roll over from quarter-to-
19 quarter and from year-to-year until the parent withdraws the EFA student from the EFA program or
20 until the EFA student graduates from high school, unless the EFA is closed because of a substantial
21 misuse of funds. Any unused funds shall revert to the treasurer and be allocated to fund other
22 EFAs.

23 VIII. Nothing in this chapter shall be construed to require that an EFA student must be
24 enrolled, full- or part-time, in either a private school or nonpublic online school.

25 IX. A home education program pursuant to RSA 193-A:5 is terminated upon the
26 commencement of a student's participation in an EFA program. A parent shall provide notification
27 pursuant to RSA 193-A:5 when a student starts participating in an EFA program.

28 194-E:3 Application for an Education Freedom Account.

29 I. A parent may apply to the scholarship organization to establish an EFA for an eligible
30 student. The scholarship organization shall accept and approve applications for the fall and spring
31 semesters each year and shall establish procedures for approving applications in an expeditious
32 manner.

33 II. The scholarship organization shall create a standard form that parents can submit to
34 establish their student's eligibility for the EFA program and shall ensure that the application is
35 publicly available and may be submitted through various sources, including the Internet.

36 III. The scholarship organization shall approve an application for an EFA if:

1 (a) The parent submits an application for an EFA in accordance with application
2 procedures established by the scholarship organization.

3 (b) The student on whose behalf the parent is applying is an eligible student.

4 (c) Funds are available for the EFA.

5 (d) The parent signs an agreement with the scholarship organization:

6 (1) To provide an education for the eligible student in the core knowledge domains
7 that include science, mathematics, language, government, history, health, reading, writing, spelling,
8 the history of the constitutions of New Hampshire and the United States, and an exposure to and
9 appreciation of art and music.

10 (2) Not to enroll the eligible student as a full-time student in their resident district
11 public school while participating in the EFA program.

12 (3) To provide an annual record of educational attainment by:

13 (A) Having the student take a nationally-standardized, norm-referenced
14 achievement test and to provide the results to the scholarship organization by the end of each school
15 year which the scholarship organization shall make available to the department as aggregate scores;
16 or

17 (B) Having the student take the statewide student assessment test pursuant to
18 RSA 193-C:6; or

19 (C) Maintaining a portfolio including, but not limited to, a log which designates
20 by title the reading materials used; samples of writings, worksheets, workbooks, or creative
21 materials used or developed by the student. The parent shall have a certified teacher or a teacher
22 currently teaching in a nonpublic school, who is selected by the parent, evaluate the student's
23 educational progress upon review of a portfolio and discussion with the parent or student.

24 (4) To use the funds in the EFA only for qualifying expenses to educate the eligible
25 student as established by the EFA program.

26 (5) To comply with the rules and requirements of the EFA program.

27 IV. The signed agreement between the parent and the scholarship organization shall satisfy
28 the compulsory school attendance requirements of RSA 193:1.

29 V. The scholarship organization shall annually renew a student's EFA if funds are available.

30 VI. Upon notice to the scholarship organization, an EFA student may choose to stop
31 receiving EFA funding and enroll full-time in a public school.

32 (a) Enrolling as a full-time student in the resident district public school shall result in
33 the immediate suspension of payment of additional funds into the student's EFA. However, an EFA
34 that has been open for at least one full school year shall remain open and active for the parent to
35 make qualifying expenditures to educate the student from funds remaining in the EFA. When no
36 funds remain in the student's EFA, the scholarship organization may close the EFA.

1 (b) If an eligible student decides to return to the EFA program, payments into the
2 student's existing EFA may resume if the EFA is still open and active. A new EFA may be
3 established if the student's EFA was closed.

4 194-E:4 Authority and Responsibilities of the Scholarship Organization. The scholarship
5 organization shall have the following additional duties, obligations, and authority:

6 I. The scholarship organization shall maintain an updated list of education service providers
7 and shall ensure that the list is publicly available through various sources, including the Internet.

8 II. The scholarship organization shall provide parents with a written explanation of the
9 allowable uses of EFA funds, the responsibilities of parents, the duties of the scholarship
10 organization, and the role of any financial management firms that the scholarship organization may
11 contract with to administer any aspect of the EFA program.

12 III. The scholarship organization shall ensure that parents of students with disabilities
13 receive notice that participation in the EFA program is a parental placement under 20 U.S.C. section
14 1412, Individuals with Disabilities Education Act (IDEA), along with an explanation of the rights
15 that parentally placed students possess under IDEA and any applicable state laws.

16 IV. The scholarship organization shall, in cooperation with the department, determine
17 eligibility for differentiated aid subject to any applicable state and federal laws.

18 V. The scholarship organization may withhold from deposits or deduct from EFAs an
19 amount to cover the costs of administering the EFA program, up to a maximum of 10 percent
20 annually.

21 VI. The scholarship organization shall implement a commercially viable system for payment
22 of services from EFAs to education service providers by electronic or online funds transfer.

23 (a) The scholarship organization shall not adopt a system that relies exclusively on
24 requiring parents to be reimbursed for out-of-pocket expenses, but rather shall provide maximum
25 flexibility to parents by facilitating direct payments to education service providers. Scholarship
26 organizations may pre-approve requests for reimbursements for qualifying expenses, including
27 expenses pursuant to RSA 194-E:2, II, but shall not disperse funds to parents without receipt that
28 such pre-approved purchase has been made.

29 (b) A scholarship organization may contract with a private institution or organization to
30 develop the payment system.

31 VII. The scholarship organization may also seek to implement a commercially viable system
32 for parents to publicly rate, review, and share information about education service providers, ideally
33 as part of the same system that facilitates the electronic or online funds transfers.

34 VIII. If an education service provider requires partial payment of tuition or fees prior to the
35 start of the academic year to reserve space for an EFA student admitted to the education service
36 provider, such partial payment may be paid by the scholarship organization, if funds are available,
37 prior to the start of the school year in which the EFA is awarded and deducted in an equitable

1 manner from subsequent quarterly EFA deposits to ensure adequate funds remain available
2 throughout the school year; but if an EFA student decides not to use the education service provider,
3 the partial reservation payment shall be returned to the scholarship organization by such education
4 service provider and credited to the student's EFA.

5 IX. The scholarship organization shall continue making deposits into a student's EFA until:

6 (a) The scholarship organization determines that the EFA student is no longer an
7 eligible student.

8 (b) The scholarship organization determines that there was substantial misuse of the
9 funds in the EFA.

10 (c) The parent or EFA student withdraws from the EFA program.

11 (d) The EFA student enrolls full-time in the resident district public school.

12 (e) The EFA student graduates from high school.

13 X. The scholarship organization may conduct or contract for the auditing of individual EFAs,
14 and shall at a minimum conduct random audits of EFAs on an annual basis.

15 XI. The scholarship organization may make any parent or EFA student ineligible for the
16 EFA program in the event of intentional and substantial misuse of EFA funds.

17 (a) The scholarship organization shall create procedures to ensure that a fair process
18 exists to determine whether an intentional and substantial misuse of EFA funds has occurred.

19 (b) If an EFA student is free from personal misconduct, that student shall be eligible for
20 an EFA in the future if placed with a new guardian or other person with the legal authority to act on
21 behalf of the student.

22 (c) The scholarship organization may refer suspected cases of intentional and
23 substantial misuse of EFA funds to the attorney general for investigation if evidence of fraudulent
24 use of EFA funds is obtained.

25 (d) A parent or EFA student may appeal the scholarship organization's decision to deny
26 eligibility for the EFA program to the department.

27 XII. The scholarship organization may bar an education service provider from accepting
28 payments from EFAs if the scholarship organization determines that the education service provider
29 has:

30 (a) Intentionally and substantially misrepresented information or failed to refund any
31 overpayments in a timely manner.

32 (b) Routinely failed to provide students with promised educational goods or services.

33 XIII. The scholarship organization shall create procedures to ensure that a fair process
34 exists to determine whether an education service provider may be barred from receiving payments
35 from EFAs.

36 (a) If the scholarship organization bars an education service provider from receiving
37 payments from EFAs, it shall notify parents and EFA students of its decision as quickly as possible.

1 (b) Education service providers may appeal the scholarship organization's decision to bar
2 them from receiving payments from the EFA to the department.

3 XIV. The scholarship organization may accept gifts and grants from any source to cover
4 administrative costs, to inform the public about the EFA program, or to fund additional EFAs.

5 XV. The department shall adopt rules that are necessary for the administration of this
6 chapter.

7 XVI. The scholarship organization shall adopt policies or procedures that are necessary for
8 the administration of this chapter. This may include policies or procedures:

9 (a) Establishing or contracting for the establishment of an online anonymous fraud
10 reporting service.

11 (b) Establishing an anonymous telephone number for fraud reporting.

12 (c) Requiring a surety bond for education service providers receiving more than \$100,000
13 in EFA funds.

14 (d) Refunding payments from education service providers to EFAs.

15 (e) Ensuring appropriate use and rigorous oversight of all funds expended under this
16 program.

17 XVII. The scholarship organization shall not exclude, discriminate against, or otherwise
18 disadvantage any education provider with respect to programs or services under this section based
19 in whole or in part on the provider's religious character or affiliation, including religiously based or
20 mission-based policies or practices.

21 194-E:5 Parent and Education Service Provider Advisory Commission.

22 I. There is established the parent and education service provider advisory commission to
23 assist the scholarship organization by providing recommendations about implementing,
24 administering, and improving the EFA program.

25 II. The commission shall consist of 7 members who shall be parents of EFA students or
26 education service providers and shall represent no fewer than 4 counties in the state. The members
27 shall be appointed by the director of the scholarship organization and serve at the director's pleasure
28 for one calendar year after which they may be reappointed. The director of the scholarship
29 organization, or designee, shall serve as a non-voting chairperson of the commission. The
30 commissioner of the department of education, or designee, shall serve as a non-voting member of the
31 commission.

32 III. The scholarship organization may request the commission to meet, in person or
33 virtually, to review appeals of education service provider denials pursuant to RSA 194-E:4, XI and to
34 provide a recommendation to the scholarship organization as to whether an education service
35 provider should be allowed to receive, or continue receiving, payments from EFAs.

36 194-E:6 Requirements for Education Service Providers.

1 I. The scholarship organization may approve education service providers on its own
2 initiative, at the request of parents, or by notice to the scholarship organization provided by
3 prospective education service providers.

4 II. A prospective education service provider that wishes to receive payments from EFAs
5 shall:

6 (a) Submit notice to the scholarship organization that it wishes to receive payments from
7 EFAs.

8 (b) Agree not to refund, rebate, or share EFA funds with parents or EFA students in any
9 manner, except that funds may be remitted or refunded to an EFA in accordance with procedures
10 established by the scholarship organization.

11 (c) Comply with all state and federal anti-discrimination laws.

12 194-E:7 Independence of Education Service Providers.

13 I. Nothing in this chapter shall be deemed to limit the independence or autonomy of an
14 education service provider or to make the actions of an education service provider the actions of the
15 state government.

16 II. Education service providers shall be given maximum freedom to provide for the
17 educational needs of EFA students without governmental control.

18 III. Nothing in this chapter shall be construed to expand the regulatory authority of the
19 state, its officers, or any school district to impose any additional regulation of education service
20 providers beyond those necessary to enforce the requirements of the EFA program.

21 IV. Any education service provider that accepts payment from an EFA under this chapter is
22 not an agent of the state or federal government.

23 V. An education service provider shall not be required to alter its creed, practices,
24 admissions policy, or curriculum in order to accept payments from an EFA.

25 194-E:8 Responsibilities of Public Schools and School Districts. A public school, or school
26 district, that previously enrolled an EFA student shall provide a private school that is also an
27 education service provider and that has enrolled an EFA student with a complete copy of the ESA
28 student's school records, in a timely manner, while complying with 20 U.S.C. section 1232g, the
29 Family Educational Rights and Privacy Act of 1974.

30 194-E:9 Legal Proceedings.

31 I. In any legal proceeding challenging the application of this chapter to an education service
32 provider, the state bears the burden of establishing that the law is necessary and does not impose
33 any undue burden on the education service provider.

34 II. No liability shall arise on the part of the scholarship organization or the state or of any
35 public school or school district based on the award of or use of an EFA pursuant to this chapter.

36 III. If any part of this chapter is challenged in a state court as violating either the state or
37 federal constitutions, parents of eligible and/or EFA students shall be permitted to intervene as of

1 right in such lawsuit for the purposes of defending the EFA program's constitutionality. However,
2 for the purposes of judicial administration, a court may require that all parents file a joint brief, so
3 long as they are not required to join any brief filed on behalf of any named state defendant.

4 IV. If any provision of this chapter, or the application thereof to any person or
5 circumstances, is held invalid, such invalidity shall not affect other provisions or applications of this
6 chapter which can be given effect without the invalid provision or application, and to this end the
7 provisions of this chapter are declared to be severable.

8 194-E:10 Phase-Out Grants.

9 I. For each school district, the commissioner shall calculate the amount of the reduction in
10 adequate education grants pursuant to RSA 194-E:2, I for each student receiving an EFA under this
11 chapter. In the first year of the grant reduction, the commissioner shall calculate 50 percent of the
12 reduction for each student and shall disburse that amount to the district as a district funding
13 phaseout grant. In the second year of the grant reduction, the commissioner shall calculate 25
14 percent of the reduction for each student and shall disburse that amount to the district as a district
15 funding phase-out grant. All district funding phase-out grants shall be included in the September 1
16 disbursement required pursuant to RSA 198:42.

17 II. The phase-out grants will terminate for new EFA students receiving an EFA effective
18 July 1, 2026.

19 194-E:11 Legislative Oversight Committee Established. There is established an education
20 freedom savings account oversight committee.

21 I. The members of the committee shall be as follows:

22 (a) Two members of the senate, one of whom shall be a member of the majority party
23 and one of whom shall be a member of the minority party, appointed by the president of the senate.

24 (b) Three members of the house of representatives, one of whom shall be a member of
25 the majority party and one of whom shall be a member of the minority party, appointed by the
26 speaker of the house of representatives.

27 II. Members of the committee shall receive mileage at the legislative rate when attending to
28 the duties of the committee.

29 III. The committee shall monitor the implementation of RSA 194-E, including the impact of
30 state education funding to local district schools, and make recommendations for any legislative
31 changes to the education freedom savings account program.

32 IV. The members of the study committee shall elect a chairperson from among the members.
33 The first meeting of the committee shall be called by the first-named senate member. The first
34 meeting of the committee shall be held within 45 days of the effective date of this section. Three
35 members of the committee shall constitute a quorum.

1 V. The committee shall submit a report on or before November 30, 2022, and each year
2 thereafter, to the general court including findings, recommendations, and any corrective or technical
3 improvements that the education freedom account program may require.

4 3 Duty of Parent; Compulsory Attendance by Pupil. Amend RSA 193:1, I(g) to read as follows:

5 (g) The pupil has been accepted into an accredited postsecondary education program;
6 [~~or~~]

7 (h) The pupil obtains a waiver from the superintendent, which shall only be granted
8 upon proof that the pupil is 16 years of age or older and has an alternative learning plan for
9 obtaining either a high school diploma or its equivalent.

10 (1) Alternative learning plans shall include age-appropriate academic rigor and the
11 flexibility to incorporate the pupil's interests and manner of learning. These plans may include, but
12 are not limited to, such components or combination of components of extended learning opportunities
13 as independent study, private instruction, performing groups, internships, community service,
14 apprenticeships, and on-line courses.

15 (2) Alternative learning plans shall be developed, and amended if necessary, in
16 consultation with the pupil, a school guidance counselor, the school principal and at least one parent
17 or guardian of the pupil, and submitted to the school district superintendent for approval.

18 (3) If the superintendent does not approve the alternative learning plan, the parent
19 or guardian of the pupil may appeal such decision to the local school board. A parent or guardian
20 may appeal the decision of the local school board to the state board of education consistent with the
21 provisions of RSA 21-N:11, III; *or*

22 (i) *The pupil is enrolled in the education freedom account program pursuant to*
23 *RSA 194-E and is therefore exempt from this requirement.*

24 4 Effective Date. This act shall take effect 60 days after its passage.

**SB 130-FN- FISCAL NOTE
AS INTRODUCED**

AN ACT relative to education freedom accounts.

FISCAL IMPACT: State County Local None

STATE:	Estimated Increase / (Decrease)			
	FY 2021	FY 2022	FY 2023	FY 2024
Appropriation	\$0	\$0	\$0	\$0
Revenue	\$0	\$0	\$0	\$0
Expenditures	\$0	Indeterminable Increase	Indeterminable Increase	Indeterminable Increase
<i>Funding Source:</i>	<input type="checkbox"/> General	<input checked="" type="checkbox"/> Education	<input type="checkbox"/> Highway	<input type="checkbox"/> Other

LOCAL:

Revenue	\$0	Indeterminable Decrease	Indeterminable Decrease	Indeterminable Decrease
Expenditures	\$0	Indeterminable	Indeterminable	Indeterminable

METHODOLOGY:

This bill establishes education freedom accounts (EFA) for qualifying students. All students that are residents of New Hampshire, who are eligible to enroll in a public elementary or secondary school, are eligible for an EFA. This includes, but is not limited to:

- A student currently attending a New Hampshire school that is remote or hybrid.
- A student currently assigned to a New Hampshire public school with assessment proficiency below 40 percent.
- A student currently attending a New Hampshire public school, including a chartered public school or nonpublic school.
- A kindergarten or first grade student.
- A sibling of a student with an education freedom account.

Under the program, parents execute an agreement with a scholarship organization for an EFA, which may be used for a variety of education expenses. Under this bill, EFAs are funded as follows:

- 100% of the per pupil adequate education grant amount, plus any applicable differentiated aid (except for differentiated aid for non-proficiency in third grade reading).
- Scholarship organizations may retain up to 10 % to cover administrative costs.

The Department of Education has provided the following information:

Enrollment (K-12)	School Year	
	2019-20	2020-21
Public Schools - District & Charter	171,651	169,204
Non-Public School	15,823	16,294
Homeschool	2,955	6,110
Total K-12 Students	190,429	191,608

- Year 1 of the program would be the 2021-22 school year, of which an average adequate education grant, including differentiated aid, would be \$4,603.

While program participation cannot be predicted, it is likely the net impact of this bill would be increased state education trust fund expenditures and decreased local adequacy grant revenue. Any impact to local expenditures is indeterminable. Below are illustrations of the fiscal impact for the most likely scenarios in which an EFA would be utilized in program year 1 (2021-22 school year):

- District Public School to a Non-Public School or Home Educated – A student moving from a district public school to a non-public school or home education.

State Expenditure to Fund ESA	\$4,603
Scholarship Organization Admin Fee	(\$460)
<i>Net EFA Funding</i>	<i>\$4,143</i>
Adequacy Decrease to Former District School	(\$4,603)
Total State Impact	\$0
Total Local Revenue Decrease*	(\$4,603)

*The district would not see an impact to revenue associated with the student until the following year, as adequate education payments are made based on prior year enrollments. It should also be noted, while this bill makes no direct impact to district expenditures, districts may experience reduced spending to the extent there would be one fewer student in its school.

- Charter Public School to a Non-Public School or Home Educated – A student moving from a charter public school to a non-public school or home education.

State Expenditure to Fund ESA	\$4,603
Scholarship Organization Admin Fee	(\$460)
<i>Net EFA Funding</i>	<i>\$4,143</i>

Payment Decrease to Former Charter School	(\$7,668)
Total State Expenditure Decrease	(\$3,065)
Total Local Impact	\$0

- Existing Non-Public or Home Educated – Students already in a non-public school or being home educated.

State Expenditure to Fund ESA	\$4,603
Scholarship Organization Admin Fee	(\$460)
<i>Net EFA Funding</i>	<i>\$4,143</i>
Total State Expenditure Increase	\$4,603
Total Local Impact	\$0

While not specific to the provision of this bill as currently written, for purposes of estimating the potential fiscal impact the Department of Education performed a long-term comprehensive modeling analysis based on adoption rates for the first 10-years of a similar EFA program in the State of Arizona. The full analysis can be found on the Department's webpage at: www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/efa-modeling-analysis.pdf.

For purpose of their analysis, the Department included the total taxpayer cost of students in a traditional public school based on the 2020 State Total Average Cost Per Pupil of \$19,874. This includes all funding sources (e.g. state, local, federal, etc...). The taxpayer cost of students adopting an EFA education program, other than those adopters that remain in the traditional public school setting, uses the state average adequacy payment, including base adequacy plus differentiated aid (\$4,597). The Department also included an annual inflation factor of 2.5%. The Department assumes the total number of students estimated to participate in an EFA education program over the first 10-years is between .01% and 2.43% of the total eligible student count, representing 0.5% of the total primary and secondary spend. The Department utilized two cost modeling scenarios, one assuming 100% of per-pupil costs are fixed and one assuming the savings realized when a student adopts an EFA education program will be retained by the traditional school. The Department's scenarios are summarized below.

Modeling Scenario 1: This modeling scenario assumes that when a student adopts an EFA education program, the school will not realize any cost reductions in that year. This means that although the student will not be educated by the traditional school, the school will continue to spend the same amount of funds, \$19,874 for each student that leaves the school. The Department indicates that it is reasonable to assume that all schools have a certain amount of

variable costs associated with a student's education. In some cases, these costs are estimated to be as high as \$13,350 per pupil. In addition to no cost reductions in the first year, this model assumes that the school will be able to reduce the cost for the student over 3-years as depicted below.

<u>Modeling Scenario 1</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Traditional School, Per-pupil Costs Still Incurred	\$19,874	\$13,249	\$6,625

Under Modeling Scenario 1, the Department's estimates net cumulative savings to New Hampshire taxpayers (all sources) at approximately \$0.4M in Year 1, \$10.3M in Year 2, and \$36.2M in Year 3.

Modeling Scenario 2: This modeling scenario assumes that when a student adopts an EFA education program, shared savings are realized. These savings are the difference between the total state cost per pupil to educate a student in the traditional public school (\$19,874) and the cost per-pupil to educate a student adopting an EFA education program (\$4,597). In this model, 100% of the savings are retained by the traditional public school in year-1 and the school achieves the cost reductions for the student over 3-years as depicted below:

<u>Modeling Scenario 2</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Traditional School, Per-pupil Costs Still Incurred	\$15,659	\$10,439	\$5,220

Under Modeling Scenario 2, the Department's estimates net cumulative savings to New Hampshire taxpayers (all sources) at approximately \$0.4M in Year 1, \$10.4M in Year 2, and \$38.8M in Year 3.

AGENCIES CONTACTED:

Department of Education

Amendments

Sen. Ricciardi, Dist 9
March 5, 2021
2021-0651s
06/04

Amendment to SB 130-FN

1 Amend RSA 194-E:1, VI as inserted by section 2 of the bill by replacing it with the following:

2

3 VI. "Eligible student" means a resident of this state who is eligible to enroll in a public
4 elementary or secondary school and whose annual household income is less than or equal to 300
5 percent of the federal poverty guidelines as updated annually in the Federal Register by the United
6 States Department of Health and Human Services under 42 U.S.C. section 9902(2). Students in the
7 special school district within the department of corrections established in RSA 194:60 shall not be
8 eligible students.

UNAPPROVED

Amendment to SB 130-FN

1 Amend RSA 194-E:3, III(d) as inserted by section 2 of the bill by replacing it with the following:

2

3 (d) The parent signs an agreement with the scholarship organization:

4 (1) To provide an education for the eligible student in the core knowledge domains
5 that include science, mathematics, language, government, history, health, reading, writing, spelling,
6 the history of the constitutions of New Hampshire and the United States, and an exposure to and
7 appreciation of art and music.

8 (2) Not to enroll the eligible student as a full-time student in their resident district
9 public school while participating in the EFA program.

10 (3) To provide an annual record of educational attainment by:

11 (A) Having the student take a nationally-standardized, norm-referenced
12 achievement test and to provide the results to the scholarship organization by the end of each school
13 year which the scholarship organization shall make available to the department as aggregate scores;
14 or

15 (B) Having the student take the statewide student assessment test pursuant to
16 RSA 193-C:6; or

17 (C) Maintaining a portfolio including, but not limited to, a log which designates
18 by title the reading materials used; samples of writings, worksheets, workbooks, or creative
19 materials used or developed by the student. The parent shall have a certified teacher or a teacher
20 currently teaching in a nonpublic school, who is selected by the parent, evaluate the student's
21 educational progress upon review of a portfolio and discussion with the parent or student.

22 ~~(4) To use the funds in the EFA only for qualifying expenses to educate the eligible~~
23 ~~student as established by the EFA program.~~

24 (5) To comply with the rules and requirements of the EFA program.

Amendment to SB 130-FN

1 Amend RSA 194-E:4, VI(a) as inserted by section 2 of the bill by replacing it with the following:

2

3 (a) The scholarship organization shall not adopt a system that relies exclusively on
4 requiring parents to be reimbursed for out-of-pocket expenses, but rather shall provide maximum
5 flexibility to parents by facilitating direct payments to education service providers. Scholarship
6 organizations may pre-approve requests for reimbursements for qualifying expenses, including
7 expenses pursuant to RSA 194-E:2, II, but shall not disperse funds to parents without receipt that
8 such pre-approved purchase has been made.

9

10 Amend RSA 194-E:4, XV and the introductory paragraph of RSA 194-E:4, XVI as inserted by section
11 2 of the bill by replacing them with the following:

12

13 XV. The department shall adopt rules that are necessary for the administration of this
14 chapter.

15 XVI. The scholarship organization shall adopt policies or procedures that are necessary for
16 the administration of this chapter. This may include policies or procedures:

17

18 Amend RSA 194-E:4, XVI as inserted by section 2 of the bill by inserting after subparagraph (d) the
19 following new subparagraph:

20 (e) Ensuring appropriate use and rigorous oversight of all funds expended under this
21 program.

22

23 Amend RSA 194-E:5, I as inserted by section 2 of the bill by replacing it with the following:

24

25 I. There is established the parent and education service provider advisory commission to
26 assist the scholarship organization by providing recommendations about implementing,
27 administering, and improving the EFA program.

Sen. Hennessey, Dist 1
March 5, 2021
2021-0668s
06/04

Amendment to SB 130-FN

Amend RSA 194-E as inserted by section 2 of the bill by inserting after RSA 194-E:9 the following new section:

194-E:10 Phase-Out Grants.

I. For each school district, the commissioner shall calculate the amount of the reduction in adequate education grants pursuant to RSA 194-E:2, I for each student receiving an EFA under this chapter. In the first year of the grant reduction, the commissioner shall calculate 50 percent of the reduction for each student and shall disburse that amount to the district as a district funding phaseout grant. In the second year of the grant reduction, the commissioner shall calculate 25 percent of the reduction for each student and shall disburse that amount to the district as a district funding phase-out grant. All district funding phase-out grants shall be included in the September 1 disbursement required pursuant to RSA 198:42.

II. The phase-out grants will terminate for new EFA students receiving an EFA effective July 1, 2026.

UNAPPROPRIATE

Amendment to SB 130-FN

1 Amend the bill by replacing all after section 2 with the following:

2 3 Legislative Oversight Committee Established. There is established an education freedom
3 savings account oversight committee.

4 4 Membership and Compensation.

5 I. The members of the committee shall be as follows:

6 (a) Two members of the senate, one of whom shall be a member of the majority party
7 and one of whom shall be a member of the minority party, appointed by the president of the senate.

8 (b) Three members of the house of representatives, one of whom shall be a member of
9 the majority party and one of whom shall be a member of the minority party, appointed by the
10 speaker of the house of representatives.

11 II. Members of the committee shall receive mileage at the legislative rate when attending to
12 the duties of the committee.

13 5 Duties. The committee shall monitor the implementation of RSA 194-E, including the impact
14 of state education funding to local district schools, and make recommendations for any legislative
15 changes to the education freedom savings account program.

16 6 Chairperson; Quorum. The members of the study committee shall elect a chairperson from
17 among the members. The first meeting of the committee shall be called by the first-named senate
18 member. The first meeting of the committee shall be held within 45 days of the effective date of this
19 section. Three members of the committee shall constitute a quorum.

20 7 Report. The committee shall submit an interim report on or before November 30, 2022, and a
21 final report on or before November 30, 2023, to the general court including findings,
22 recommendations, and any corrective or technical improvements that the education freedom account
23 program may require.

24 8 Effective Date.

25 I. Sections 1 and 2 of this act shall take effect 60 days after its passage.

26 II. The remainder of this act shall take effect upon its passage.

Amendment to SB 130-FN

1 Amend RSA 194-E:1, VI as inserted by section 2 of the bill by replacing it with the following:

2

3 VI. "Eligible student" means a resident of this state who is eligible to enroll in a public
4 elementary or secondary school and whose annual household income is less than or equal to 300
5 percent of the federal poverty guidelines as updated annually in the Federal Register by the United
6 States Department of Health and Human Services under 42 U.S.C. section 9902(2). Students in the
7 special school district within the department of corrections established in RSA 194:60 shall not be
8 eligible students.

9

10 Amend RSA 194-E:3, III(d) as inserted by section 2 of the bill by replacing it with the following:

11

12 (d) The parent signs an agreement with the scholarship organization:

13 (1) To provide an education for the eligible student in the core knowledge domains
14 that include science, mathematics, language, government, history, health, reading, writing, spelling,
15 the history of the constitutions of New Hampshire and the United States, and an exposure to and
16 appreciation of art and music.

17 (2) Not to enroll the eligible student as a full-time student in their resident district
18 public school while participating in the EFA program.

19 (3) To provide an annual record of educational attainment by:

20 (A) Having the student take a nationally-standardized, norm-referenced
21 achievement test and to provide the results to the scholarship organization by the end of each school
22 year which the scholarship organization shall make available to the department as aggregate scores;
23 or

24 (B) Having the student take the statewide student assessment test pursuant to
25 RSA 193-C:6; or

26 (C) Maintaining a portfolio including, but not limited to, a log which designates
27 by title the reading materials used; samples of writings, worksheets, workbooks, or creative
28 materials used or developed by the student. The parent shall have a certified teacher or a teacher
29 currently teaching in a nonpublic school, who is selected by the parent, evaluate the student's
30 educational progress upon review of a portfolio and discussion with the parent or student.

31 (4) To use the funds in the EFA only for qualifying expenses to educate the eligible
32 student as established by the EFA program.

Amendment to SB 130-FN

- Page 2 -

1 (5) To comply with the rules and requirements of the EFA program.

2
3 Amend RSA 194-E:4, VI(a) as inserted by section 2 of the bill by replacing it with the following:

4
5 (a) The scholarship organization shall not adopt a system that relies exclusively on
6 requiring parents to be reimbursed for out-of-pocket expenses, but rather shall provide maximum
7 flexibility to parents by facilitating direct payments to education service providers. Scholarship
8 organizations may pre-approve requests for reimbursements for qualifying expenses, including
9 expenses pursuant to RSA 194-E:2, II, but shall not disperse funds to parents without receipt that
10 such pre-approved purchase has been made.

11
12 Amend RSA 194-E:4, XV and the introductory paragraph of RSA 194-E:4, XVI as inserted by section
13 2 of the bill by replacing them with the following:

14
15 XV. The department shall adopt rules that are necessary for the administration of this
16 chapter.

17 XVI. The scholarship organization shall adopt policies or procedures that are necessary for
18 the administration of this chapter. This may include policies or procedures:

19
20 Amend RSA 194-E:4, XVI as inserted by section 2 of the bill by inserting after subparagraph (d) the
21 following new subparagraph:

22
23 (e) Ensuring appropriate use and rigorous oversight of all funds expended under this
24 program.

25
26 Amend RSA 194-E:5, I as inserted by section 2 of the bill by replacing it with the following:

27
28 I. There is established the parent and education service provider advisory commission to
29 assist the scholarship organization by providing recommendations about implementing,
30 administering, and improving the EFA program.

31
32 Amend RSA 194-E as inserted by section 2 of the bill by inserting after RSA 194-E:9 the following
33 new sections:

34
35 194-E:10 Phase-Out Grants.

36 I. For each school district, the commissioner shall calculate the amount of the reduction in
37 adequate education grants pursuant to RSA 194-E:2, I for each student receiving an EFA under this

1 chapter. In the first year of the grant reduction, the commissioner shall calculate 50 percent of the
2 reduction for each student and shall disburse that amount to the district as a district funding
3 phaseout grant. In the second year of the grant reduction, the commissioner shall calculate 25
4 percent of the reduction for each student and shall disburse that amount to the district as a district
5 funding phase-out grant. All district funding phase-out grants shall be included in the September 1
6 disbursement required pursuant to RSA 198:42.

7 II. The phase-out grants will terminate for new EFA students receiving an EFA effective
8 July 1, 2026.

9 194-E:11 Legislative Oversight Committee Established. There is established an education
10 freedom savings account oversight committee.

11 I. The members of the committee shall be as follows:

12 (a) Two members of the senate, one of whom shall be a member of the majority party
13 and one of whom shall be a member of the minority party, appointed by the president of the senate.

14 (b) Three members of the house of representatives, one of whom shall be a member of
15 the majority party and one of whom shall be a member of the minority party, appointed by the
16 speaker of the house of representatives.

17 II. Members of the committee shall receive mileage at the legislative rate when attending to
18 the duties of the committee.

19 III. The committee shall monitor the implementation of RSA 194-E, including the impact of
20 state education funding to local district schools, and make recommendations for any legislative
21 changes to the education freedom savings account program.

22 IV. The members of the study committee shall elect a chairperson from among the members.
23 The first meeting of the committee shall be called by the first-named senate member. The first
24 meeting of the committee shall be held within 45 days of the effective date of this section. Three
25 members of the committee shall constitute a quorum.

26 V. The committee shall submit a report on or before November 30, 2022, and each year
27 thereafter, to the general court including findings, recommendations, and any corrective or technical
28 improvements that the education freedom account program may require.

Sen. Bradley, Dist 3
Sen. Ward, Dist 8
March 12, 2021
2021-0814s
06/04

Floor Amendment to SB 130-FN

1 Amend RSA 194-E:2 as inserted by section 2 of the bill by inserting after paragraph VIII the
2 following new paragraph:

3

4 IX. A home education program pursuant to RSA 193-A:5 is terminated upon the
5 commencement of a student's participation in an EFA program. A parent shall provide notification
6 pursuant to RSA 193-A:5 when a student starts participating in an EFA program.

7

8 Amend the bill by replacing all after section 2 with the following:

9

10 3 Duty of Parent; Compulsory Attendance by Pupil. Amend RSA 193:1, I(g) to read as follows:

11 (g) The pupil has been accepted into an accredited postsecondary education program;

12 [~~or~~]

13 (h) The pupil obtains a waiver from the superintendent, which shall only be granted
14 upon proof that the pupil is 16 years of age or older and has an alternative learning plan for
15 obtaining either a high school diploma or its equivalent.

16 (1) Alternative learning plans shall include age-appropriate academic rigor and the
17 flexibility to incorporate the pupil's interests and manner of learning. These plans may include, but
18 are not limited to, such components or combination of components of extended learning opportunities
19 as independent study, private instruction, performing groups, internships, community service,
20 apprenticeships, and on-line courses.

21 (2) Alternative learning plans shall be developed, and amended if necessary, in
22 consultation with the pupil, a school guidance counselor, the school principal and at least one parent
23 or guardian of the pupil, and submitted to the school district superintendent for approval.

24 (3) If the superintendent does not approve the alternative learning plan, the parent
25 or guardian of the pupil may appeal such decision to the local school board. A parent or guardian
26 may appeal the decision of the local school board to the state board of education consistent with the
27 provisions of RSA 21-N:11, III; *or*

28 (i) *The pupil is enrolled in the education freedom account program pursuant to*
29 *RSA 194-E and is therefore exempt from this requirement.*

30 4 Effective Date. This act shall take effect 60 days after its passage.

Sen. Kahn, Dist 10
March 17, 2021
2021-0883s
06/08

Floor Amendment to SB 130-FN

1 Amend RSA 194-E:4 as inserted by section 2 of the bill by inserting after paragraph XVII the
2 following new paragraph:

3

4 XVIII. The scholarship organization shall require, from an organization that qualifies as an
5 education service provider under RSA 194-E:1, V, a criminal history background check pursuant to
6 RSA 194-E:12 on every employee or volunteer who has contact with a pupil served by the education
7 service provider.

8

9 Amend RSA 194-E as inserted by section 2 of the bill by inserting after section 11 the following new
10 section:

11

12 194-E:12 Criminal History Record Checks.

13

14 I.(a) An employee, selected applicant for employment, or designated volunteer with an
15 education service provider, shall submit to the education service provider a criminal history records
16 release form, as provided by the division of state police, authorizing the division of state police to
17 conduct a criminal history records check through its state records and through the Federal Bureau of
18 Investigation, and to release, for the purposes of determining if such person has been charged
19 pending disposition for or convicted of any violation or attempted violation of crimes covered in RSA
20 189-13-A.V, including RSA 630:1; 630:1-a; 630:1-b; 630:2; 632-A:2; 632-A:3; 632-A:4; 633:1; 639:2;
21 639:3; 645:1, II or III; 645:2; 649-A:3; 649-A:3-a; 649-A:3-b; 649-B:3; or 649-B:4; or any violation or
22 any attempted violation of RSA 650:2 where the act involves a child in material deemed obscene; in
23 this state, or under any statute prohibiting the same conduct in another state, territory, or
24 possession of the United States, as defined under this section. The education service provider shall
25 deny employment or a volunteering role to a person if such person has been charged pending
26 disposition or convicted of any crime, misdemeanor, or felony listed in this paragraph.

26

27 (b) The applicant shall submit with the release form a complete set of fingerprints taken
28 by a qualified law enforcement agency. In the event that the first set of fingerprints is invalid due to
29 insufficient pattern and a second set of fingerprints is necessary in order to complete the criminal
30 history records check, the conditional offer of employment shall remain in effect. If, after 2 attempts,
31 a set of fingerprints is invalid due to insufficient pattern, the education service provider may, in lieu
32 of the criminal history records check, accept police clearances from every city, town, or county where
an applicant has lived during the past 5 years.

Floor Amendment to SB 130-FN
- Page 2 -

1 II. The education service provider shall maintain the confidentiality of all criminal history
2 records information received pursuant to this section. If the criminal history records information
3 indicates that the applicant has been convicted of any crime or has been charged pending disposition
4 for or convicted of a crime listed in paragraph I, the education service provider shall review the
5 information for a hiring decision.

6 III. If the applicant's criminal history records information indicates that the applicant has
7 been charged pending disposition for or has been convicted of a crime listed in paragraph I, the
8 education service provider shall notify the department of education.

9 IV. The scholarship organization shall adopt a policy relative to assurance from an
10 educational service provider of their agreement to conduct criminal history records checks under this
11 section prior to authorizing reimbursement and disbursement of funds to the education service
12 providers. Such policy shall also state that an education service provider shall not employ or place
13 into a volunteer role any person who has contact with a pupil served by the education service
14 provider who has been charged pending disposition or convicted of any crime, misdemeanor or felony
15 listed in paragraph I.

Sen. Watters, Dist 4
March 17, 2021
2021-0885s
06/11

Floor Amendment to SB 130-FN

1 Amend RSA 194-E:6, II as inserted by section 2 of the bill by inserting after subparagraph (b) the
2 following new subparagraph:

3

4 (c) Comply with all state and federal anti-discrimination laws.

Committee Minutes

SENATE CALENDAR NOTICE

Education

Sen Ruth Ward, Chair
Sen Erin Hennessey, Vice Chair
Sen Denise Ricciardi, Member
Sen Jay Kahn, Member
Sen Suzanne Prentiss, Member

Date: February 18, 2021

HEARINGS

Tuesday	03/02/2021	
(Day)	(Date)	
Education	REMOTE 000	9:00 a.m.
(Name of Committee)	(Place)	(Time)

9:00 a.m. **SB 130-FN** relative to education freedom accounts.

Committee members will receive secure Zoom invitations via email.

Members of the public may attend using the following links:

1. Link to Zoom Webinar: <https://www.zoom.us/j/99950953755>
2. To listen via telephone: Dial (for higher quality, dial a number based on your current location): 1-301-715-8592, or 1-312-626-6799 or 1-929-205-6099, or 1-253-215-8782, or 1-346-248-7799, or 1-669-900-6833
3. Or iPhone one-tap: US: +13017158592, 99950953755# or +13126266799, 99950953755#
4. Webinar ID: 999 5095 3755
5. To view/listen to this hearing on YouTube, use this link:
<https://www.youtube.com/channel/UCjBZdtrjRnQdmg-2MPMiWrA>
6. To sign in to speak, register your position on a bill and/or submit testimony, use this link:
<http://gencourt.state.nh.us/remotecommittee/senate.aspx>

The following email will be monitored throughout the meeting by someone who can assist with and alert the committee to any technical issues: remotesenate@leg.state.nh.us or call (603) 271-6931.

EXECUTIVE SESSION MAY FOLLOW

Sponsors:

SB 130-FN

Sen. Bradley
Sen. Carson
Rep. Cordelli

Sen. Gray
Sen. Gannon
Rep. Ladd

Sen. Daniels
Sen. Giuda

Sen. Ward
Sen. Morse

Ava Hawkes 271-4151

Ruth Ward
Chairman

Senate Education Committee

Ava Hawkes 271-4151

SB 130-FN, relative to education freedom accounts.

Hearing Date: March 2, 2021

Time Opened: 9:00 a.m.

Time Closed: 12:08 p.m.

Members of the Committee Present: Senators Ward, Hennessey, Ricciardi, Kahn and Prentiss

Members of the Committee Absent : None

Bill Analysis: This bill establishes the education freedom account program which permits the treasurer to transfer adequate education grants, plus any differentiated aid that would have been provided to a public school, to a scholarship organization for disbursement to parents to be used for certain educational purposes.

Sponsors:

Sen. Bradley

Sen. Gray

Sen. Daniels

Sen. Ward

Sen. Carson

Sen. Gannon

Sen. Giuda

Sen. Morse

Rep. Cordelli

Rep. Ladd

Who supports the bill: Please refer to sign-in sheet.

Who opposes the bill: Please refer to sign-in sheet.

Who is neutral on the bill: Please refer to sign-in sheet.

Summary of testimony presented in support:

Senator Jeb Bradley - Senate District 3

- Senator Bradley introduces SB 130.
- ESAs (education savings accounts) are becoming increasingly popular as parents seek options and choices for their children's education.
- Every child learns differently.
- While NH's public schools do a great job, parents and students still need options and choices.
- The goal of policymakers should be to ensure every NH student has an opportunity for their needs to be met.
- What works for one does not work for all.

- Parents want their children to excel in school. This is why charter schools and homeschooling has become so popular over the years.
- This bill provides opportunity for options, especially for parents with modest means.
- This bill would allow acceptance of applications by scholarship organizations for approved courses of study. From alternative public schools, charter schools, homeschooling, or tutoring.
- The scholarship organization must be approved by NHDOE.
- Scholarships consist of the adequacy grant, about \$3,700 per student, plus any additional amount of differentiated aid, which could be free and reduced lunch, third grade assessment or English proficiency.
 - That is paid to the education option by the scholarship organization for the eligible student.
- The average scholarship is estimated to be \$4,600 and the average cost of a public-school education is approximately \$19,800.
- About 2.3% of eligible students in NH may apply for the scholarship.
- Commissioner Edelblut will further outline the financial implications of this bill.
- Over time, there could be significant taxpayer savings and enhanced opportunities for choice.
- He would support an amendment that is a provision that sees students move from traditional schools to ESAs.
- He would also support an amendment that would target families of more modest means for eligibility of ESAs.
- He would support an amendment that acknowledges homeschooled students as well.
- Some have raised the issue of discrimination in this bill. All disability protections still remain in effect in this bill.
- Oversight of scholarship organizations is done by NHDOE.
- Kinds of bad actor activity has proven to be minimal.
- You will hear a lot of arguments against this bill.
- These are the same arguments used against charter schools and homeschooling in that they undermine public schools.
- Public schools have adapted, and everyone has benefited from these changes in the past.
- In other states, academic performance and test scores have improved when ESAs are implemented.
- This bill is about the best opportunity for every student to excel and reach their potential.
- Senator Kahn asked Senator Bradley how this will have a drain on state resources. When a child leaves a school district, the money they receive in state aid will be lost by the school and moved to an ESA. There is no net change in tax spending.

- Senator Bradley said he will let Commission Edelblut go through the details. This is why he supports an amendment like the one recently proposed in the House that sees to a smooth transition from traditional schools to ESAs.
- NH schools are already seeing a decline in students. Schools will have to adapt to what is already happening.
- Senator Kahn asked Senator Bradley if since there are 30 towns, like Wolfeboro, in this state that raise all of their adequacy aid through property taxes, there is really no transfer of funds. A new student would require a new grant in that town. This changes the perspective to excess receiving towns. Additionally, the likelihood of the remaining 200 towns to be donor towns.
 - Senator Bradley said everyone benefits from having the best educational opportunity anywhere in the state. He still supports an amendment.
 - Referring to the statewide property tax of donor towns is one of the most divisive taxes ever occurring in NH. Hopes it is not brought back.

Representative Glenn Cordelli - Carroll, District 4

- He took several lessons from HB 20 public hearings.
- 1,100 parents signed-in support of HB 20.
- This reflects a recent survey which dictated 70% approval of this kind of program across the state.
- You will hear the same tired, false arguments today about ESAs.
- One myth is that studies show no impact on school achievement. That is not case.
- He referenced 14 studies where choice students and their educational outcomes were looked at. Only two showed no visible effect and two showed negative effects. There was also an impact on local public schools where robust choice programs are present.
- There are various robust accountability agreements regarding the education of our children; any misuse of funds will be reported to the Attorney General's office.
- There will be a means to track expenses.
- New legislative oversight committee established to monitor these kinds of programs.
- The argument that public funds should not go to religious schools has been proven to be unconstitutional based on Supreme Court decision.
- In terms of amendments, there are three primary things to consider when drafting.
- It would be important to consider clarifying, under attendance, public versus private versus homeschool. Additionally, adding a fourth clarification which is EFA students.

- That distinction needs to be made in the legislation.
- Students with EFA account can go to out of district school with their account.
- This is a question of school funding unit or supporting kids.
- Support kids by passing this bill.
- Senator Prentiss asked Representative Cordelli about the 14 studies and if they were based on educational outcomes. Representative Cordelli said they were based on assessment results.
- Senator Prentiss asked Representative Cordelli if he has any data or studies on what the outcomes are of operating schools, based on a financial basis. This about all of our children. If we are going to operating school districts in a split manner, what will outcome be for students who didn't move on and remain in public schools.
 - Representative Cordelli said Commissioner Edelblut might address her question and he will send information on all studies.
- Senator Prentiss asked Representative Cordelli about a potential amendment for sending students out of district and if these funds could be used out-of-state if you are in a border community. Representative Cordelli said you could go to an approved, border, out-of-state school as some are already approved by NHDOE.
- Senator Kahn asked Representative Cordelli if they could use EFAs to out-of-state private schools. He has had constituents ask in the past about Mount Hermon School in Massachusetts. Representative Cordelli said he believes they have to be an approved private school by NHDOE. He does not believe Mount Hermon is an approved school at this point.
- Senator Kahn wonders if there is anything prohibiting the potential future approval of certain out-of-state private schools.

Representative Rick Ladd - Grafton, District 4

- Chair of the House Education Committee.
- HB 20 brought forth amendment 0431h, which included many of the changes Representative Cordelli referenced in his testimony.
- One component that has yet been spoken to is the issue of eligibility and the federal poverty level.
- The goal is to aim program towards as many students as possible.
- He is not degrading the public school system.
- This provides more opportunities at very low costs.
- Think about students and not how this will impact traditional system we use today.
- Senator Kahn asked Representative Ladd if the number of students that we currently have in private schools is approximately 15,600 students, why would those parents not apply for an EFA as it appears they'd all be eligible. This seems like it would be a significant add-on expense for the state.

- Representative Ladd said this is one of the reasons why they put an FPL in at \$99,000 so that cuts down many of the folks that send kids to these private schools. These are families with lower to median income that just don't have support.
- Senator Kahn asked Representative Ladd if this means limiting the number to something less than the total population. Representative Ladd said the bill as introduced is universal, but an alternative or amendment would be putting a qualifier, based on median family income or poverty level, in place. The amendment would fall right around \$99,000.

Commissioner Frank Edelblut – NH Department of Education

- We all share the common goal to ensure our students have opportunities that lead to bright futures.
- NHDOE has done considerable analysis on this bill and on this program. They have been able to show substantive savings to taxpayers through programs like this.
- In simple terms, imagine it costs around \$20,000 per year to educate a NH student, an EFA student, when parents chose this option, will cost approximately \$5,000.
- Every student currently attending public school who adopt an EFA, the taxpayers have an opportunity to save upwards of \$15,000 or districts can reapportion the funds to students remaining in classroom setting.
- Using additional resources to educate fewer students.
- “Class size reduction program” is a term he has heard being used. This is important to consider.
- There have been 17 studies, related to academic attainment, on how students perform when they're in these programs.
- Of the 17, 11 had a positive effect, 4 had no visible effect, and 3 had a negative effect.
- There are 27 studies that look at how choice programs affect public schools in those communities. Of the 27, 25 showed a positive effect on the public schools and student performance.
- EFA students have higher academic outcomes, public school students also have higher outcomes.
- There are 55 studies looking at fiscal effect of private school choice programs on public schools. Of the 55, 49 found that they generated taxpayer savings in those communities.
- This is not a new phenomenon; some states have been doing programs like this since the 1990s.
- A lot of different programs that they looked at in their modeling.

- They went to states that have lots of experience in putting programs like this in place. They've modeled off of experiences in other states because they already know how they're adopted in communities.
- The question of why a student would not take an EFA is a very interesting sociological question. We must be very careful to not project our own biases on the population of who would/would not partake in these programs.
- For instance, only 29% of eligible participants in the lowest level of SNAP participate. While there is a cash benefit, there is still on a 29% participation rate.
- Another example is in the case of only 25% of TANIF families participating in that benefit program.
- If you look across the country at ESAs, there are 21 million eligible students, in various states, who are eligible for some kind of education choice program. Only 1.3 million people, or 6%, actually participate.
- These kinds of programs have been around a long time. NH's program has been around for close to ten years.
- In our state's scholarship program, we have 48,000 eligible students in NH and 600 students participate.
- There are various reasons why families decide, do not decide to participate in these programs. Important to keep context in frame.
- Additionally, they have modeled the cost to the state for students going from a non-public school to adopting an EFA. There is a de minimis amount of funding for those students who would adopt that.
- We're spending billions on public education in NH and less than .1% to support those switcher-type students not succeeding in their current environments.
- Concerns they hear from communities about these programs decimating the local funding.
- In 55 studies, that is simply not the experience over decades.
- We continue to hear the same refrains over and over again despite knowing it'll save NH taxpayers and create more opportunities.
- Same arguments were made when charter funding adequacy numbers were enacted, the children's scholarship program, Learn Everywhere, etc.
- This refrain is tired, not true and does a disservice to our public schools, educators and taxpayers.
- We have strong schools in NH, we do a good job educating students.
- Opportunity to create bright future for all students in NH.
- Senator Kahn asked Commissioner Edelblut if we know that there are currently 15,650 private school students and 5,500 homeschooled students, we have roughly 21,000 students where families are bearing the cost for them. There is an increased financial exposure to the state to do this EFA program. If it is \$4,600 per student, that exposure on day one is \$100 million dollars. Parents are eligible to establish an EFA. There is not funding nor replacement. That is what he does not understand when referencing a de minimis number.

- Commissioner Edelblut said he would like to help translate. By using the \$100 million dollar figure, you must put it into context. That number would presume that there is not hundreds of millions of dollars in savings generated. It is important to take a wholistic perspective of finances. We can save taxpayers a lot of money.
- It is important to consider that this is not a new program, we know what the take up rates are.
- When you presume all students will accept an EFA, you deny reality of what the actual actions are from other states.
- This is one of the extreme statements made on this subject and it is not based on historical reality.
- We need to be careful about the language we use and the statements we make as that would not be good financial modeling.
- Assumptions in finance must be based on assumption of facts that will actually take place.
- Senator Kahn asked Commissioner Edelblut about the one scholarship organization and understanding that playing field. Is The Children's Scholarship Fund the administrator who would manage this program.
 - There are two scholarship organizations in NH.
 - As we adopt programs, there are many other programs that may be interested in supporting students in NH.
 - The direction on the administration of this program would come from the legislation.
- Senator Prentiss asked Commissioner Edelblut to discuss and hone back in on the 55 studies on the financial, operational impacts that prove not harmful or detrimental.
 - Commissioner Edelblut said of those 55 studies, 49 found that programs generate net savings, 4 found programs to be cost-neutral, and 2 found new costs to be generated.
 - Those are studies from across the country, it is germane to look at our experiences in NH where we hear the frequent refrain that programs will be significantly costly to the state. That is not the case.
- Senator Prentiss asked for clarity on Commissioner Edelblut's statement around the "old, tired stories that are not true" in the positions against EFAs versus for.
 - Commissioner Edelblut said he'll share a specific quote.
 - In 2012, we were told it would cost schools \$125 million for the Children's Scholarship Program. Now, ten years later, that data is factually incorrect.
- Senator Prentiss expressed that she feels fighting for equality in public education is the basis of her discussion. She is struggling with what he considers to be tired and untrue. She does not see how moving money from public schools won't enable further struggling in our public schools.

- Commissioner Edelblut said equitable education is a prioritized at NHDOE. Our current system is growing in its inequity in terms of bringing all students to a bright future.

Kate Baker Demers – Director, Children’s Scholarship Fund

- She is a Manchester resident.
- She has been running this education tax program since its inception in 2013.
- Helping low-income children get an education they otherwise could not afford.
- They are efficient and effective as, annually, 90-94 cents of every dollar goes directly to kids.
- In 2016, they became a part of Children’s Scholarship Fund National.
- They conduct annual audits, and their financial reports are public and rigorous.
- They share this information with pride.
- They have a 4-star charity navigator rating which is highest rating that a nonprofit can have.
- Prioritize and focus on accountability.
- This Fall, they were able to help 626 children low-income children with scholarships. That is 100 more than they helped last year.
- But last Fall, when it wasn’t the COVID-19 pandemic, they had about 30 children on their waitlist.
- This Fall, they had 800 children on their waitlist.
- If those 800 children were able to get EFA, it would cost \$3.5 million total. The cost of public school would be \$15 million total.
- Let’s say half of them came from a public school instead of all of them, they would save \$4 million instead of \$12 million.
- The families that came to them during the COVID-19 pandemic were children of single moms and dads that were essential workers that had to work in person. Children with special needs where remote was not working also came to them.
- This was in addition to a normal year where we hear from bullied children who face discrimination, to Representative Perez’ point.
- NH is 90% white people, 10% other people. As where, in their program, it is 80% white people and 20% other.
- Families come to them because of discrimination in many cases.
- Data shows that LGBTQ kids are discriminated against at higher rates in public schools.
- This bill gives them an opportunity to serve these children which is why we are all here.
- Senator Kahn asked Ms. Baker about the DRA report, where there is a lot of follow-up data, as he noticed the administrative fee is calculated at 10% of revenue or amount of credit issued to students/families. He asked if that is what is anticipated with this program.

- Ms. Baker said the gold standard is 10% for nonprofits. This also the standard for federal grants. For example, Easter Seals runs at 90:10.
- They want you to run at 10 so you do a good job and not run the risk of having too little funding to do work with great rigor.
- The larger a program is the more efficient it can become.
- Their program in NH is very small. For a small program, 10% is reasonable.
- They're hoping to grow and run more efficiently in the future.

Anne Marie Banfield

- Supports this bill.
- We should not do this program to divert money to religious or private schools; this already happens.
- Public funds are already being diverted. People may not be aware.
- This bill simply extends this practice to parents.
- Lobbyists will tell you that public funds are being diverted to them, but not to children who are suffering.
- Self-interest, at the expense of children, should be taken into account when hearing testimony today.
- She is a parental rights advocate, so she takes a balanced approach.
- She wants public schools to be the best by having the best standards.
- They represent students who attend private and religious schools.
- New leaders embrace school choice.
- Charters promote choice for parents.
- We should be working to take a balanced approach to work together in a bipartisan way to support children who need alternatives.
- She plans to follow up with written testimony.

Jodie Consoles

- She has an accelerated learner.
- The school system failed him as they were telling him to stop asking for more challenging curriculum.
- Public schools do not have to meet the children where they are.
- Her child ended up with a brain injury after being hit by a car, where they ended up needing a 504 plan, she spent all of first grade advocating for her child.
- Her son is now traumatized. The school abused him and neglected his needs.
- She sold her home after 18 years to leave that school district and ended up having to homeschool her child.
- Her child got dinged two times in this system.
- She now has the Children's Scholarship Foundation helping him.

- He goes to a co-op where his needs are met, as her son was not welcomed at his previous public school.
- This bill will not harm public schools, it allows parents to choose.

Jane Duarte

- Supports this bill.
- Submitted written testimony.
- As a parent who sent her children to public and nonpublic schools, she supports this bill and strong public schools.
- When sending their child to a nonpublic school, they learned that students could only receive services if they attend a public school. They paid out-of-pocket for needed services and she learned about the scientific-based services her child received.
- There was no reason to withhold services.
- The nonpublic school that her children attended accepted child benefits services, which is RSA 189:49.
- This bill is a modernized version of those 1970s NH laws.
- There will be a form used to access grant funding.
- If you pay taxes and are eligible for services, you should have equal access to them.
- For many years, they had their children in public and nonpublic schools at the same time.
- They would submit the same federal tax forms. They could read about the services offered, but they could not use them.
- This bill will be a law that can be used and updated from 50 years ago.

Lisa Freeman

- Supports this bill.
- Submitted written testimony.
- Former Manchester School Board member.
- Parent of child on the autism spectrum.
- She has previously heard from parents whose children suffered bullying, with no redress.
Children are stuck in schools without the support they need, there is nothing more heartbreaking.
- School district has their hands tied,
- She was forced to advocate for her son on a full-time basis.
- In her case, it was not a deficiency on the public-school staff but failure of the system.
- If EFAs had existed back then, she would have gladly homeschooled her child.

- We must separate politics and look holistically at what children are going through.
- She pulled the proficiencies scores in one middle school in Manchester of IEP students and English language learners: for children with IEPs, reading was at 0% as where English language learners were at 5%. This is an abomination.
- This is not a bill where we will see droves of children exiting traditional public schools.
- This bill addresses the small pockets of children whose needs aren't being met in a traditional public school.

Amy Shaw

- Interesting family of special needs folks.
- She wants to stress how important choice is for her family.
- She sent her daughter to a catholic school, then was diagnosed with special needs and brought her into local school system.
- Her daughter was endangered twice in 10 days.
- Her daughter had a lot of disadvantages being there. Lots of meetings and battling with the school system and special education system.
- Homeschooling was not an option.
- She took a leap and brought her children to a private school. She fought there too.
- She went through the Dover school district and the IEP process.
- Her new school was already doing the things needed through an IEP, she did not have to fight for services.
- Her family had \$28,000 of employment income, typically they earn anywhere from \$35,000-45,000 as a family of four. They had nine people in her home during the COVID-19 pandemic.
- They made it work so their children could thrive.
- She plans to submit written testimony.

Beth Scaer

- Supports this bill.
- Nashua mother of two high academic achievers.
- One of her children had a 504 plan as she has ADHD.
- At Nashua South, the administration stopped communicating.
- Teachers wouldn't meet with her, guidance counselors would not help.
- Teachers were emotionally abusive.
- As of recent, there was no in-person schooling. Kids were being supervised at the Boys and Girls Club.
- Kids only have one chance at an education.
- They lost a whole year of school.

- For those kids struggling, parents don't have options due to lack of funds.
- EFAs can be a lifeline.
- We want what is best for students and to short circuit the school-to-prison pipeline.

Sarah Scott – Americans for Prosperity

- Supports this bill.
- Provide opportunity for every child to access a personalized education by enabling EFAs.
- These accounts give families flexibility.
- Other states have looked at similar programs, 15 states with pending legislation on such programs.
- She has worked with children for a number of years and understands that they learn differently.
- Right now, one size fits all and leaving some students behind.
- Remote learning has been a great success for some, not for others.
- The pandemic has brought our education system's flaws to the forefront.
- The needs of every family are unique as well.

Derek Tremblay

- Submitted written testimony.
- Head Master of Mount Royal Academy.
- Hopes to speak to private school operation and against the ideas that private school actively discriminate in admission procedures, that they're secrecy based, etc.
- He read their admission procedure which covers nondiscrimination.
- They receive the most students, of any school in the state, through the Children's Scholarship Fund.
- The way their budget works, they barely eclipse \$1 million in revenue a year.
- \$600,000-700,000 is brought through tuition. They fundraise the difference to provide financial aid.
- Eclectic diverse history, not here solely for the wealthy. He would argue they're often here for those in need.
- From an accountability standpoint, as a nonprofit (501c3), they must complete a private financial audit every year.

Lily Tang Williams

- Supports this bill.
- Resident of Weare.
- Taxpayer and private citizen.

- She immigrated to America as she believes this country will protect all of our rights, including allowing parental choice.
- She referenced an example of China's approach to education where her parents had to pay for her education.
- Chipping away of parental rights in America.
- Kids were deprived of in-person education opportunities during the COVID-19 pandemic.
- Working parents cannot afford to send their children to private school for in-person schooling or stay home with them.
- Trust that parents are the best people to make decisions for their children.
- One size does not fit all.
- If parents are happy with public school, they can keep it. If not, parents should have choices for their children.
- Choice is what freedom is about.

Summary of testimony presented in opposition:

Representative Mel Myler – Merrimack County, District 10

- Submitted written testimony.
- Opposed to this bill or would support interim study.
- HB 20 and SB 130 are nearly identical.
- They had two public hearings on HB 20 and a 2.5-hour executive session which resulted in a 20-0 vote to interim study.
- As this bill is so close HB 20, the committee should do the same.
- If they chose to interim study this bill, he would propose that there be a joint meeting of legislative standing Education Committees.
- This is an impactful piece of legislation for public school students.
- Representative Cordelli neglected to note in his testimony that over 6,000 folks signed in opposition to the bill.
- A lot of questions were exposed during their executive session.

Representative Maria Perez – Hillsborough, District 23

- Opposed to this bill.
- Testimony thus far has not spoken to how minorities will be assisted through legislation of this kind.
- Discrimination already exists in private school access.
- Special programs, in small communities, already have great difficulty in providing services.
- Senator Hennessey asked Representative Perez about her initial concerns with this bill, hopes to clarify if she is concerned that minority students would not be ensured access to utilize these funds. Representative Perez said none of the

previous testifiers have spoken to the issues faced by people of color and folks with low incomes getting into private schools already. She wants to hear how this bill will help folks from minority groups.

- Senator Kahn asked Representative Perez if the top end of this scholarship is roughly \$4,000, does she think that would provide significant enough financial support for minorities to exercise choice.
 - Representative Perez said that is not enough money. For instance, her family is not considered rich but middle class. Her family has never qualified for free and reduced lunch because they own a home.
 - Public assistance programs are hard enough to come by and folks rarely qualify. Concerned that would be the same case here.

Lisa Witte – Superintendent, Monadnock Regional School District

- Opposed to this bill.
- Submitted written testimony.
- Fiscal note and attempt to market this bill as taxpayer savings, she believes to be untrue.
- Commissioner Edelblut made the statement that if we spend approximately \$20,000 per student, that \$5,000 would go to voucher and taxpayer would not spend additional \$15,000.
- Every grade level has over 100 students, if every student takes the voucher, there will be no reduction in staffing, bus runs, heating costs, etc. to name a few.
- Fiscal note is flawed and misleading.
- Private schools can be discriminatory in their admission procedures.
- Private schools do not have to accept a student with disabilities.
- She finds it unconscionable to support a program that can discriminate.
- This bill proposes a choice for some and not for all, and that is really not a choice.
- This seems like an attempt to underfund public schools.
- Encourage the state to redirect money for adequacy aid, stabilization grants, funding special education, etc.

Jane Bergeron-Beaulieu – Executive Director, NH Association of Special Education Administrators (NHASEA)

- Opposed to this bill.
- Submitted written testimony.
- Four different areas that raise concern.
- Lack of accountability is the first concern.
- Students with disabilities are not addressed in this bill under rules, regulations, and protections.
- Fiscal impact of this bill on out school districts is of concern.

- Not only does the adequacy aid and the differentiated aid leave the school district which the student resides, the district in which the private school is located, that school district must set aside some of their IDEA monies to provide equitable services for those private school students. This bill has not taken that into consideration.
- IDEA and parental placement, with regard to legal citations, is noted in their testimony due to inaccuracies in the bill.
- Equal access to educational opportunities is their fourth concern noted. As heard from others, this bill, especially for disabled students and English language learners, does not provide equal opportunity access.
- This is not a necessary piece of legislation.
- Senator Kahn shared that these kinds of accounts would set up discriminatory access to private schools and the use of EFA accounts. What is it that would address the discrimination of access for special education students.
 - Ms. Bergeron-Beaulieu said many private schools and private organizations don't have to ensure equal access. Our kids could be discriminated against, some mission driven admissions policies may exclude students with disabilities to participate.
 - There are no requirements of 504 accommodations or mention of English language learners. There is no mention as to whether these services will be available.
 - If it is not available, the fiscal impact of students needing to return, if these services aren't available, is also not discussed.
- Senator Prentiss asked Ms. Bergeron-Beaulieu if there is a point of discrimination where a parent wants to send a student, but can't due to the necessary services not being available. Ms. Bergeron-Beaulieu said yes, that is correct.
- Senator Prentiss said if a student goes to private school with an EFA, but they have special education needs discovered at that point, can children go back to the public school systems with programs in place to get those services. Essentially having a foot on either side of the wall.
 - Ms. Bergeron-Beaulieu said these kinds of scenarios set up a situation for dual enrollment, where a student gets specialized reading/tutoring for half of the day, but may want to come back to the public school setting to finish off their day and receive special education services. The money and resources have left the public-school setting. This bill allows for dual enrollment. This is detailed further in their written testimony.

Michael Bessette – Assistant Superintendent, Kearsarge Regional School District

- Opposed to this bill.

- He would like the committee to understand that him, his district, and all others value school choice.
- Very strong difference in opinion is that school choice should come from the public schools.
- Kearsarge school district offers various opportunities for parents to have school choice.
- They have ELOs, or alternative learning programs, and different partnerships.
- They pride themselves on education innovation.
- This bill is about individual choices at the expense of the public schools.
- Adequacy aid impact on students who are no longer in our schools right now. More than 100 students in their districts moved into homeschooling situations as a result of the COVID-19 pandemic.
- Were all of those individuals to move on, they would lose about \$300,000 in adequacy funds based on those students alone which has zero impact on their funding structure for next years budget.
- There are real financial flaws that others have already spoken to.
- If I don't like the road I drive down in the winter time, I don't have the right to stick my hand out for funds to create my own road.
- Public education has always been a great equalizer.

Barret Christina – Executive Director, NH School Board Association (NHSBA)

- Firm opposition to this bill.
- There has been very little talk to the actual bill.
- Hopes the committee will do a deep dive into the bill so that there can be focus on language itself.
- He asks that amendments, if they are to come forth, be just that and not replace-alls.
- Amendments previously spoken to were longer than the bill themselves.
- Amendments that completely rewrite the bill are disingenuous to the folks who spoke to the bill.
- Asst. Superintendent Bessette shared great talking points.
- One aspect that is very important is that there's nothing in this bill about student safety, background checks, or protecting students. Those were at least put in the Learn Everywhere rules.
- This is about the use of public money with very little public oversight.
- The gist of the bill is to hand out private vouchers, to individuals or private entities, without any oversight.
- The amendments offered to HB 20 were not made public.
- Senator Ward assures Mr. Christina that the Senate's amendments, if drafted, will be made public.

- Senator Kahn asked Mr. Christina about the lack of accountability and if he has seen attempts to deal with that in this bill or if he has any suggestions on how to do that.
 - Mr. Christina said one of the amendments to HB 20 had provisions regarding homeschooling statute accountability.
 - There is a difference between accountability and adequacy accountability.
 - Adequacy grants/aid are used to provide an adequate education.
 - NH constitution demands there be an accountability system through our public schools.
 - Accountability system is met in two ways: input based accountability, where school districts check off their requirements, and output based accountability where the state looks at graduation rates, student attendance, truancy, assessment scores, etc.
 - The accountability piece that is missing from HB 20 and SB 130 is that it takes adequate education grants but does not require the same measures for private entities.
 - NHSBA's argument to privatization has been that if private entities are going to get state money, these private entities should be held to the same standard as public schools.
 - The potential amendment limits the number of students who will be eligible to partake in the voucher program.

Carisa Corow

- Resident of Penacook and was a public-school teacher for 14 years.
- She has worked with thousands of educators in NH over the last five years as they shift to competency-based practices.
- She has three children. One of her children is homeschooled due to her district not being able to offer a meaningful learning journey this year.
- This was a difficult decision as she knows this would financially impact their school district's future funding.
- She is well-educated on the subject of education.
- She believes in the possibility of our public school system.
- They are a training ground of democracy and a place to work towards shared learning goals with others with various backgrounds, strengths and ideas.
- Our schools do not always live up to their potential.
- ESAs will exacerbate this problem.
- National and state assessment policies and inequitable funding are two reasons why not all students are served.
- We have not given these schools the resources, support and flexibility they need to reach their potential of serving each student.
- This bill would create more barriers for public schools and taxpayers.

- Some students may find a learning journey that works for them, but exponentially more will be left in schools with less funding and under assessment policies that won't support our community.
- ESAs don't help those who cannot afford the tens of thousands more in private school tuition or transportation.

Elizabeth Correll

- Opposed to this bill.
- Concord resident.
- This bill works against public education which is an ultimate equalizer.
- None of her children's schools offered cookie cutter programs and their schools worked to make unique experiences.
- Her eldest child required some services over the years as he grew. He graduated from high school and earned an associate degree.
- Public schools' graduate kids like her son because they are committed to all kids and they have specialists who work with kids to succeed.
- Those services will not be available through these public schools if monies are drained each time a parent chooses an alternative.
- Parents have the choice to enroll their child in any school they want, but not by taking money from the system that is meant for every child.

Bonnie Dunham

- Opposes this bill.
- Merrimack resident.
- Submitted written testimony.
- Three reasons she opposes this bill: accountability, discrimination, and financial.
- This bill does not include accountability measures or qualifications for providers.
- With unqualified providers and no follow-up, this bill may become the freedom *from* education act.
- This bill allows discrimination; the Americans with Disabilities Act clearly exempts religious schools from the requirements that they not discriminate against children with disabilities.
- This bill's end-run structure for this program where the money does not come directly from the state meaning they avoid having to comply with state's requirements. A sneaky tactic.
- Disabled students are at risk in this bill.
- This bill reduces opportunities for the most vulnerable group of children.

- A previous testifier on HB 20 said the bill didn't discriminate because people could choose to send their child to a different school. That is not true. Used segregation as an example.
- She is the parent of a disabled child.
- A parent could use an EFA for a short-term therapy or enrichment program, then, enroll their child into public school where the public school would have to educate them without the money to do so.
- A child only becomes eligible for an EFA if they attend public school for 50% of their time. Hypothetically, a child could attend a public school for up to half the time with any needed accommodations, like an interpreter, paid for by the public school. As long as a child is a recipient for at least a year, parents could enroll their child full-time and keep the funds.
- NH is facing unprecedented economic challenges that have been exacerbated by COVID-19.
- This is not the time to establish a costly program that people may want but do not need.
- Senator Kahn asked Ms. Dunham about the scenario where a parent who has taken the EFA, still being able to access the school funding and the state would still need to pay for the continued public education.
 - Ms. Dunham said yes, if a private or homeschooled student would like to participate in extracurriculars at their local public school, those schools would be required to provide reasonable accommodations.
- Senator Hennessey asked Ms. Dunham about which part of the bill allows for students to return to public schools and co-participate.
 - Ms. Dunham said she references it in her written testimony.
 - We do have a state law that allows homeschooled or private school students to attend public school and participate in extracurricular activities.
 - This bill says a child only becomes ineligible for an EFA if a child attends public school for more than 50% of the time.
 - Senator Hennessey said we'll need to seek clarification as an EFA student, as defined, is different than a homeschooled student.

Nicolette Gala Grano

- Opposed to this bill.
- Dover resident.
- Lived in many parts of the state.
- She was brought up in the Monadnock region where she attended a great public school (Conval).
- She learned fantastic lessons and accessed tech programs.
- She lived in the Lakes Region where her own children attended school.
- There is a disparity in education; she admits there are failures.

- She does not think this bill solves those failures.
- She is currently house hunting and, looking at a bill like this, she questions if she should be looking for a town that has a private school as that will be the only place to serve her kids adequately, or, communities that don't have homeschoolers because of what might prove to be a significant drain on opportunities available at public schools. Another concern is how this bill will impact her taxes as a potential homeowner.
- She plans to submit written testimony.

Kevin Grady

- Opposed to this bill.
- 22-year resident of Hooksett.
- Served 25 years in the Air Force.
- He pays property taxes that support public education and never had students in system.
- He has 11 years of teaching experience and was never a part of a union.
- He does not carry any long-term education biases.
- Currently, there are approximately 20,000 NH students in private schools or homeschooled in the state. If we take \$4,600 in public funds to provide EFAs, we are taking \$96 million dollars from public education.
- This figure is before any child who is in public school decides to opt out and use these EFAs to go to a private school.
- That is a big hole for our public education system to fill.
- The tuition for a private school in Nashua is roughly \$15,000 a year.
- Unless a parent could make up \$11,000 difference, they are not going to be able to afford to send their child there.
- However, if someone is already taking their child to that private school, they will absolutely take the EFA and reduce their spending cost.
- Public schools would need to cut costs to continue to operate.
- The next things to go are things that are not needed to graduate, i.e. sports, clubs, foreign languages, CTE programs, etc.
- This bill fails from an economic development standpoint.
- One big question new homeowners, or folks moving to the state, ask is how are the schools.
- Senator Kahn asked Mr. Grady about the \$96 million calculation as it is specific to students who are not currently in the system. Then, we are talking about the moving dollar figure in communities who may or may not be raising the dollars they may get. It is additive then, \$96 million plus whatever is shifted.
 - Mr. Grady said yes, that is how he understands this bill and HB 20. If you are going to a nonpublic school, you're still eligible for EFAs. If you're a parent already sending a child to a private school, you're going to take

this money.

Scott Gross – Business Administrator, Goffstown and New Boston School Districts

- Two primary concerns about the bill.
- Use of public tax dollars should follow with audits and accountability measures.
- If we proceed with the bill, replace words ‘may’ with ‘shall.’
- Public dollars should be help to same accountability measures.
- This fiscal note requires greater scrutiny and debate. He has experience with financial documents and budget committee meetings.
- The language in the bill that discusses the impact, or lack thereof, of district expenditures, where districts may experience fewer spending due to a reduction of student(s), does not take into account that the fixed cost does not remain the same.
- This study done in fiscal note was not looking at scale. The impact on each individual district is important.

Carl Ladd – Executive Director, NH School Administrators Association (NHSAA)

- Opposed to this bill.
- Submitted written testimony.
- There seems to be some concern about the false narrative about system versus student argument. Real disservice to imply that folks advocating for public education are against students.
- This bill has so many flaws and concerns.
- As a former elementary principal and middle school teacher, he asks who will be responsible for students who fall through the cracks.
- If there is suspected fraud, it is sent to the Attorney General’s office for investigation, but who will be responsible for catching those children and meeting child’s needs.
- This is a real concern among educators and community members alike.
- We must look at who funds these studies and who is conducting the polling. Depending on who is asking the question, you can get a multitude of answers in a poll.
- What is the rush to push forward these voucher bills and school choice propositions this legislative session.
- If we are truly interested in analyzing school choice, why aren’t we talking about putting together a commission to study the topic in depth. Then, let public have input in the shape and future of our public education.

Jim O'Connell – Manchester School Board Member-at-Large

- Opposed to this bill.
- Speaking on his own behalf.
- He plans to submit written testimony.
- The idea put forward about a \$20,000 figure where districts would have remaining \$15,000 to spend concerns him. The numbers are off in order of magnitude.
- Currently, Manchester funds elementary students at roughly \$12,400.
- In a city that has significant numbers of children on free and reduced lunch, some schools have 90% of students on are on it,
- The state needs to resolve equity, fairness and deliver a quality education to our students. This bill does not address any those.
- The previous testimony that omitted that 6,000 folks were in opposition HB 20 is disappointing.
- Senator Kahn asked Mr. O'Connell as you serve on the board of our largest school district in state, the loss of these dollars really is a dollar out of your school budget. Manchester is not like other towns, there will be a real loss to your school district.
 - Mr. O'Connell said yes, those are real dollars and they already struggle.
 - Concentration of those with the greatest needs.
 - Manchester has wonderful institutions, private and religious, i.e. Derryfield or Trinity High School.
 - It makes no sense at all that people working the third shift, in industrial jobs, should have their tax dollars go to subsidize people who are already spending \$30,000 annually to send their child to 6th grade.
 - \$4,000 won't make a difference to them.
 - Ill thought out bill with negative effects on public education.

Sonia Prince

- Submitted written testimony.
- Mother of three.
- Attended the Nashua public school system.
- Her oldest child was in ESL in first grade and went to three different public schools.
- He ended up speaking at graduation.
- Nothing but bright futures because her children went to public schools.
- She knows her privilege regarding education access in this country as opposed to third world countries, i.e. no dirt floors and lack of electricity.
- Public school system is doing their very best with what they have.

- If she wanted to provide more choices for her children, or more privilege or special treatment, she would have to work more and earn more money if not satisfied with the public system.
- HB 20 was almost identical to this bill. Feeling like a lot of time wasted.
- The public school system should be for everyone. Upset to hear about potential discrimination against disabled students.
- Private schools cost a lot more than what vouchers are allotting for.
- Huge discount for folks already going to private schools.
- Upset that we can use this money out-of-state and our tax dollars could actually be used in different state.

Susan Richman

- Durham resident.
- Grandmother and 30-year schoolteacher.
- She taught in property poor towns like Raymond and Rochester; she works in Exeter currently.
- Separate is inherently not equal.
- This bill would create an unequal education system.
- A lot of people have gone through a great deal of pain, however, you don't correct that by taking money away from public schools. This does not right the wrongs.
- At one point, Manchester had so little money that they had to put 40 kids per classroom, this is about money.
- Property poor towns aren't able to do as well.
- She worked in Rochester for 14-years as reading specialist. They enacted a tax cap, where reading teachers had to then volunteer to resign. Those kids lost out with one less person and specialist.

Maureen Prohl

- Submitted written testimony.
- Hopes to address accountability, in narrow sense, in quality of services, not based on parent satisfaction or tax dollars.
- Education is like a three-legged stool.
- One leg is educational service provides, another is students and their academic progress, and, lastly, is the curriculum.
- This bill attempts to establish, with public money, a parallel system without understanding the three legs of stool.
- When students go to public schools, taxpayers are certain that educators are trained, highly qualified and certified.
- There is no accountability in service providers in this bill.

- Currently, taxpayers are certain that progress is being frequently, carefully and systematically monitored throughout the year. Intervention or evaluations can be put in place if a student's performance is not up to expectations.
- In HB 20, there is no mention of data collection or assessment or student progress every three months.
- Curriculum needs to be developed, its dynamic, based on research and continually upgraded. You get that in public schools.
- If this bill goes forward, we need to increase accountability in terms of quality of education.

Charles Siler

- Former advocate for voucher programs.
- He now volunteers to educate policymakers and the public on the pitfalls of those programs.
- Sad to see a state like NH, where we are in the top five in the country, to immolate a state like AZ who is in last place for education.
- AZ's program is much more limited than this bill.
- AZ still spends about \$300 million annually on voucher programs without having ever seen meaningful impact to private school enrollment.
- He would disagree that this bill would save taxpayers money.
- Even if it were to save taxpayer dollars, at what cost. NH taxpayers could save more money by selling all their fire trucks and replace them with bicycles, but that wouldn't be a good idea or investment for taxpayers.
- This bill would create the most expansive and lax program in the country.
- Poor students, rural communities, marginalized families, etc. would be the most harmed.
- One of the most dangerous pieces is that it creates a decline in NH support to local districts.
- This would disproportionately impact property poor and rural communities the most. They would have more fixed costs they'd need to cover.
- In reference to the study of 55 other states, none of these other states fund their education programs in the way NH does.
- Language in this bill does not match rhetoric of the people pushing its passage.
- Senator Kahn asked Mr. Siler for his contact information and to discuss how AZ's program similarly started off like this bill being put forth in NH. What was the flaw in the understanding, from the beginning, on the program in AZ.
 - Mr. Siler said, in the beginning, policymakers and the public at large didn't understand the larger, overall goals of the school choice or small government initiatives.
 - If this program were to be implemented in NH, it wouldn't be the last time school choice advocates ask for something else.

- Always pushed further. It was even highlighted earlier of the small choice changes made over time.

Louise Spencer

- Opposed to this bill.
- Spoke against HB 20 as well.
- Not a lobbyist but parent and taxpayer.
- Resident of Concord.
- Their children attended public and private schools.
- All children deserve outstanding education.
- Let's address those problems previously mentioned by helping public schools.
- Commissioner Edelblut discussed how the growing inequity is due the lack of solving the student school funding crisis, this bill does not help solve that problem.
- The argument stating that the kids leaving the public school system, helps kids still in system, is not true.
- Fewer kids does not mean greater opportunities.
- In reference to the survey indicating 70% support among adults in NH, the survey was funded by EdChoice. EdChoice is an organization that supports EFAs. It asked theoretical questions to explain EFAs but did not ask anything about critical details, i.e. funding sources and taxpayer impact.
- Senator Hennessey asked Ms. Spencer why her children went to private schools.
 - Ms. Spencer said her daughter had dyslexia. When it looked like she was going to be in large class size, they moved her to a private school.
 - The irony is that a good number of kids moved into the district and class sizes eventually went down.
 - Bullying occurred at private school and they were not able to address her needs.

Marie Christine Duggan

- Opposed to this bill.
- Submitted written testimony.
- Keene resident and mother of two.
- Not a day goes by where she does not think about moving from public to private. However, Keene High School is doing the best they can.
- Increase funding for public schools.
- There are two private schools in her area, which cost over \$40,000 annually. If they hear about EFAs, they'll cut financial aid, so folks have \$5,000 more to cover tuition.
- Local school district is great to their kids. Ms. Duggan listed teachers who are outstanding in Keene.

- Public school system creates community.
- We need to find some way to get more funding to public schools.
- Paying a little more in taxes sounds better than paying thousands to private schools.

Mary Wilke

- Opposed to this bill.
- Concord resident.
- Retired public school teacher.
- Main reason to oppose this bill is how the program will open it up to children who have never set foot into school and the cost associated with that.
- The best way to help students is to focus on thousands of students who live in property poor towns in comparison to kids who live in wealthier areas.
- There is a disparity in needs met based on where they live.
- Not every family can afford to cover the difference between what an EFA provides and the cost of a private school.
- Where is the choice for folks who cannot afford to make up the difference.
- Turn your attention to ensuring all students have fair opportunities.
- NH ranks last in financial contribution to a student's education.

Megan Tuttle – President, NEA-NH

- Strongly opposed to this bill.
- Submitted written testimony.
- 18-year educator and mother of three.
- We have some of the best public schools in the country due to amazing educators, despite the obstacles they face.
- Every day our educators are adapting.
- Last Spring, teachers turned on a dime to remote learning as a result of the COVID-19 pandemic.
- Many are teaching classes in hybrid fashion.
- This drastically reduces time for educators to prepare lesson plans, etc.
- Food is a need, not a want. Children need food security to prepare themselves for an education.
- The importance of public schools meeting basic needs is ignored in this bill. The COVID-19 pandemic exacerbated challenges they were already facing.
- This bill would disadvantage communities further.
- Instead of addressing the school funding inequities in our system, this bill exacerbates problems by subsidizing private and religious schools who are already able to receive public, subsidized scholarship funds.

- Public school funding is open and transparent, voucher spending is private and shrouded in secrecy as they are designed to make a profit.

Leslie Want – Vice Chair, Manchester Board of School Committee

- Opposed to this bill.
- Manchester resident.
- This bill will have a detrimental effect on the Manchester public school system.
- Their budget is also experiencing a precipitous shortfall next year due to declining enrollment, as a result of the COVID-19 pandemic, as well as a \$3.5 million increase in retirement costs in the state.
- NH School Funding Commission already highlighted the current school funding system has created vast inequities in communities across the state.
- Local taxpayers are expected to compensate for the lack of wealth in their communities to provide their children with the same adequate education as a wealthy community.
- NH school funding commission highlighted the vast inequities throughout our state.
- This bill would widen inequities by diverting funding to private schools and homeschoolers.
- Students sent from schools with the highest enrollment of free and reduced lunch will not be able to afford the remainder of private school tuition after an EFA is applied.
- They will then stay at their current school with now far less resources, i.e. larger class sizes and fewer supports.
- Senator Kahn asked Ms. Want if Manchester has seen any changes to enrollment.
 - Ms. Want said they've seen a large decrease, mostly Pre-K and kindergarten students, who have not enrolled due to the COVID-19 pandemic.
 - They believe it is primarily due to the COVID-19 pandemic, this decrease will create a budget shortfall for next year of about \$7 million.
 - Again, due to reduced enrollment and free and reduced lunch applications.
 - Currently, the federal government is giving lunches for free so parents do not have an incentive to fill out free and reduced lunch applications.

Janet Ward

- Opposed to this bill.
- A lie is a lie no matter how many times it is repeated.
- School vouchers are not EFAs.

- The school voucher campaign is a nationally coordinated and well-funded campaign to undermine our nation's largely successful public education system.
- It is an attack on our democratic republic.
- The values of our community are at risk when we only think about our individual values.
- Here to defend public schools and their importance to our nation's survival.

Jonathan Weinberg – Concord School Board Member

- Strongly opposed to this bill.
- He is a product of the NH public school system.
- The best interest of future generations and young people should be in mind.
- The goal should be to give students best pathways to success.
- This legislation is a misguided approach to propelling students on their best pathways.
- This bill will divert funds away from public education and we'll be doing our young scholars a disservice.
- Other state-run entities are not becoming privatized, we instead allocate more public funds to support these agencies.
- Why are we trying to privatize our education system.
- This does not make education more accessible but makes it more burdensome on school districts to make up the lost income in state adequacy funding.
- With regard to adequacy funding, they are budgeting for the upcoming fiscal year and their district receives over \$13 million.
- When you consider, per-pupil, what the loses could be, it is monumental.

Neutral Information Presented:

Deanna Jurius – Josiah Center for Public Policy

- Neutral and not taking a position.
- Submitted written testimony.
- She is a former House member.
- Nationwide, when ESAs are introduced, there are a number of areas that improve, i.e. student achievement, educational outcomes, parental satisfaction.
- Recent polling data in NH shows that 70% of all NH adults support ESAs when policy is explained to them. 70% is a high number.
- Clear message that Granite Staters want this option.
- This is an increase from 2018, where a UNH poll found 55% in support.
- Most folks supported them even if their child does not benefit.
- Ms. Jurius provided examples of families and folks who have benefited from ESAs.
- This is not a new policy; five states have ESA programs in place.

- 29 states plus D.C. and Puerto Rico offer families some form of school choice.
- EFAs will not create a mass exodus of students but allow students who struggle in assigned public school find what works for them.
- Senator Prentiss asked Ms. Jurius about her not taking a position on this bill. Ms. Jurius said she is neutral on the bill and sharing the research they've done across the country regarding ESAs.
- Senator Prentiss asked Ms. Jurius about any evidence or research she has that depicts the other side of the argument as the research presented thus far weighed heavily in favor of ESAs.
 - Ms. Jurius said as a nonpartisan and nonprofit, they can support or promote specific policies. The research they have done has proven ESAs effective. She can send along research pertaining to student achievement.
- Senator Kahn asked Ms. Jurius about the contrast between survey results and sign-in statistics, i.e., 3,100 of 3,600 folks signed-in are opposed to this bill. He does not believe there is consensus on this issue.
 - Ms. Jurius said there is a difference between folks whose job it is to poll professionally and collect metric survey data, as opposed to folks who log-in to register and express their position on a bill.

amh
Date Hearing Report completed: March 4, 2021

Speakers

Name	Representing	Position	Testifying
Grady Kevin	Myself	Oppose	Yes
Want Leslie	Manchester Board of School Committee	Oppose	Yes
Edelblut Frank	Myself	Neutral	Yes
Heath Mary	Hills 14	Oppose	Yes
Stitzlein Sarah	Myself	Oppose	Yes
Malcolm Terri	Myself	Oppose	Yes
ward janet	Myself	Oppose	Yes
OConnell Jim	Myself	Oppose	Yes
perry david	Myself	Oppose	Yes
Elsiah Tarik	Myself	Oppose	Yes
Worsman Colette	Myself	Support	Yes
Page-McDonald Melody	ClassWallet	Neutral	Yes
Rios Vilenky	Myself	Support	Yes
Tremblay Derek	Myself	Support	Yes
Bessette Michael	Myself	Oppose	Yes
Witte Lisa	SAU 93 - Monadnock Regional School District	Oppose	Yes
Houston Alicia	Myself	Support	Yes
Gildersleeve Darlene	Myself	Support	Yes
Cordelli Glenn	Myself	Support	Yes
Williams Lily	Myself	Support	Yes
Prohl Maureen	Myself	Oppose	Yes
Theberge Timothy	Myself	Oppose	Yes
Marion Scott	Myself	Oppose	Yes
Endrizzi Matt	Myself	Oppose	Yes
Christina Barrett	New Hampshire School Boards Association	Oppose	Yes
Schnakenberg Gary	Myself	Oppose	Yes
Richman Susan	Myself	Oppose	Yes
Bean Matt	Myself	Oppose	Yes
Smith Sara	Myself	Oppose	Yes
Barnes Ken	Myself	Oppose	Yes
Consoles Jodie	Myself	Support	Yes
Jurius Deanna	Josiah Bartlett Center for Public Policy	Neutral	Yes
Pietlicki Beverly	Myself	Oppose	Yes

Donchess James	Nashua	Oppose	Yes
Hayes Albert	Myself	Oppose	Yes
Scott Sarah	Americans for Prosperity New Hampshire	Support	Yes
Ivester Guylaine	Myself	Support	Yes
Miknaitis Roger	Myself	Oppose	Yes
Burtis Martha	Myself	Oppose	Yes
Kilgour Daniel	Myself	Support	Yes
Cummings Elizabeth	Myself	Oppose	No
Callahan Ken	Myself	Oppose	No
Barbour Liz	Myself	Support	No
Callahan Diane	Myself	Oppose	No
Cross John	Myself	Oppose	No
Kolk Sarah	Myself	Oppose	No
Joslyn Angella	Myself	Oppose	No
Hoell JR	Myself	Support	No
Rodi Scott	Myself	Oppose	No
Maxfield Margaret	Myself	Oppose	No
Cue Jessica	Myself	Oppose	No
Mullins Ashley	Foundation for Excellence in Education	Support	No
PILESKY LIANNA	Myself	Oppose	No
Kepich Jenna	Myself	Support	No
whitman michael	Myself	Oppose	No
Dube Stefanie	Myself	Support	No
Doug Thomas	Myself	Support	No
Merlino Tim	Myself	Support	No
McBride Francis	SAU #19	Oppose	No
Larsen Schultz Kirsten	Myself	Support	No
Byrne Nathaniel	Myself	Oppose	No
Turcotte Norman J	Myself	Oppose	No
moe Carmeiita	Myself	Oppose	No
Cherry Dan	SAU43	Oppose	No
Teraï Shideko	Myself from Cornish	Oppose	No
Turcotte Patricia F	Myself	Oppose	No
Fitzpatrick J	Myself	Oppose	No

Liot Hill Karen	City of Lebanon	Oppose	No
Cavanaugh Barbara	Myself	Oppose	No
Vallejo Sorensen Lisa	Myself	Oppose	No
Hardy Letticia	Myself	Support	No
Minghella Jessica	Myself	Oppose	No
Matte Rick	Myself	Oppose	No
Baker Deb	Myself	Oppose	No
Byleckie James J	Myself	Oppose	No
Kantor Stephen	Myself	Oppose	No
Hallsey Brian	Myself	Oppose	No
Maule Judith	Myself	Oppose	No
Beahan Michael	Myself	Oppose	No
Taylor Jeffrey	Myself	Oppose	No
Grady Robbie	Myself	Oppose	No
Gibson Marilyn	Myself	Support	No
Irwin Virginia	Myself	Oppose	No
Daley Dawn	Myself	Oppose	No
Gross Bobbi	Myself	Oppose	No
Miller Jeffrey	Marlborough NH School Board	Oppose	No
Walter Amy	Myself	Oppose	No
Bartlett Jeanne	Myself	Oppose	No
Hayford Alison	Myself	Oppose	No
Astle Ellen	Myself	Oppose	No
Macropol Michelle	Myself	Oppose	No
Fleet-Cochrane Kelsey	Myself	Oppose	No
Stokes Karen	Myself	Support	No
Merrell Tom	Myself	Oppose	No
Elliott Mark	Myself	Support	No
LeBlanc Elizabeth	Myself	Oppose	No
Bridgeman Kathleen	Myself	Oppose	No
Armstrong Brendan	Myself	Oppose	No
Bremer Kari	Myself	Oppose	No
Malsbenden Kathy	Myself	Oppose	No
Langlois Zach	Myself	Oppose	No

Herold Caroline	Myself	Oppose	No
Chauvin Paul	Myself	Support	No
Lorsbach Beth	Myself	Oppose	No
Stowell Daniel	Myself	Oppose	No
Jewell Heather	Myself	Oppose	No
Laflamme Lisa	Myself	Oppose	No
Walters Kristin	Myself	Oppose	No
Parent Jessica	Myself	Oppose	No
Conaway John	Myself	Oppose	No
DeYoung Lois	Myself	Support	No
Dube Christina	Myself	Oppose	No
Hoffmeister Lisa	Myself	Oppose	No
Totten Doug	Myself	Oppose	No
Millette Kate	Myself	Oppose	No
Hall Michelle	Myself	Oppose	No
Smith Marjorie	Myself	Oppose	No
McCutcheon Margaret	Myself	Support	No
Prakop Jill	Myself	Oppose	No
Tuthill Karen	Myself	Support	No
Durand Richard	Myself	Support	No
Walsh Lynne	Myself	Oppose	No
McGhee Kat	Hillsborough 27	Oppose	No
Morales Nicole	Myself	Oppose	No
Kelley Nancy	Myself	Oppose	No
Osborne Jason	Myself	Support	No
Di Salvo Tara	Myself	Oppose	No
Larson Lee	Myself	Oppose	No
Webster David	Myself	Oppose	No
Fortier Spencer	Myself	Support	No
Bailey Chris	Myself	Oppose	No
Gott Mike	Myself	Oppose	No
tarjan jan	Myself	Oppose	No
Walbridge Tracy	Myself	Support	No
Collins Mary	Myself	Oppose	No

Bergevin Leslie	Myself	Oppose	No
Christopher Matlack	Chris Matlack 9 Locust Ave. Exeter NH	Oppose	No
Gillard Jr. William D.	Myself	Oppose	No
Teitelman Paul	Myself	Oppose	No
Glose Diane	Myself	Oppose	No
Saunders Kim	Myself	Oppose	No
Thorner Ann	Myself	Oppose	No
Bleier Kimberly	Myself - a Concord NH resident	Oppose	No
Kunyosying Sarah	Myself	Oppose	No
Levine Robert	Myself	Oppose	No
Kinney Sam	Myself	Support	No
Michael Evans	Myself	Oppose	No
Brown Mike	Myself	Oppose	No
Schoeffter Conrad	Myself	Support	No
Campion Polly	Myself	Oppose	No
Cullison Karen	Myself	Oppose	No
Richardson Mary	Myself	Oppose	No
Cutler Nicolette	Myself	Oppose	No
Darling Gisela	Myself	Oppose	No
Willoughby Susan	Myself	Oppose	No
ONeill Nan	Myself	Oppose	No
Safford Emily	Myself	Oppose	No
Cullison Gary	Myself	Oppose	No
Ruzicka Karla	Myself	Oppose	No
Smith Angela	Myself	Oppose	No
Littlefield Sean	Myself	Oppose	No
McKenna Barbara	Myself	Oppose	No
Spyvee Stephanie	Myself	Oppose	No
Heslin Mary	Myself	Oppose	No
Smith Martha	Myself	Oppose	No
Dyer Deborah	Myself	Oppose	No
Baird Cathryn	Myself	Oppose	No
LaBroad Kerrie	Myself	Oppose	No
Capellan Lisa	Myself	Oppose	No

Dutton Lloyd	Myself	Oppose	No
Capellan Jay	Myself	Oppose	No
Saucier Jamie	Myself	Oppose	No
Cormier Maurice	Myself	Support	No
fletcher nanci	Myself	Oppose	No
Walden Katherine	Myself	Oppose	No
Cary Jay	Myself	Oppose	No
Oldak Peter	Myself	Oppose	No
Tucker David	Myself	Oppose	No
Gibbs Elizabeth	Myself	Oppose	No
Petersen Bill	Myself	Oppose	No
Chen Sabina	Myself	Oppose	No
Schultz Kris	Concord Ward 9	Oppose	No
Truax Beth	Myself	Oppose	No
Willis Brenda	Myself	Oppose	No
Macri Michael	Myself	Oppose	No
Casino Joanne	Myself	Oppose	No
Bowles Margaret	Myself	Oppose	No
DeSousa Amanda	Myself	Oppose	No
Whalon Roger	Myself	Oppose	No
Burke Catheryn	Myself	Oppose	No
Gagne Anne-Marie	Myself Anne-Marie Gagne	Oppose	No
Brodeur-Fossa Eliza	Myself	Oppose	No
Damery Michael	Myself	Oppose	No
Camarota Linds Rea	Myself	Support	No
Sydnee Goddard	Myself	Oppose	No
Goddard Jeffrey	Myself	Oppose	No
Paradise Jennifer	Myself	Oppose	No
Hanson Jeff	Myself	Oppose	No
HIRNAK STEPHANIE	Myself	Oppose	No
Hirnak Katelyn	Myself	Oppose	No
HIRNAK KEVIN	Myself	Oppose	No
Martin Nichole	Myself	Oppose	No
Istel Claudia	Myself	Oppose	No

Kelble Janice	Myself	Oppose	No
Hanson James	Myself	Oppose	No
Dugan Jonathan	Myself	Oppose	No
Rosen Daniel	Myself	Oppose	No
Merritt Lisa	Myself	Oppose	No
Willey Craig	Myself and my family	Oppose	No
Hazelbaker Kerstie	Myself and my kids	Oppose	No
Andrews Naomi	Myself	Oppose	No
Hickey Todd	Myself	Support	No
Iampel jamie	Myself	Oppose	No
Porter Lisa	Myself	Oppose	No
Baird Paul	Myself	Oppose	No
MacDonald Amy	Myself	Oppose	No
Jaggard Sue	Myself	Oppose	No
Gottling Rep. Sue	Myself	Oppose	No
Martin Ken	Myself	Oppose	No
Turnbull Shauna	Myself	Oppose	No
Strachan Maureen	Myself	Oppose	No
Buchanan Sherri	Myself	Oppose	No
Howland Curt	Myself	Support	No
Harris Sarahjean	Myself	Oppose	No
Magruder Joe	Myself	Oppose	No
Bernhard Alex	Myself	Oppose	No
Beahan Virginia	Myself and my family	Oppose	No
Jenkins Yvonne	Myself	Oppose	No
Quiroga Lara	Myself	Oppose	No
Gala Grano Oscar	Myself	Oppose	No
Sanchez Ignacio	Myself	Oppose	No
Warriner Loretta	Myself and my husband	Oppose	No
Fitzgerald Deborah	Myself	Oppose	No
Wells Jason	Myself	Oppose	No
Fuller Jo-Anne	Myself	Oppose	No
West Christie	Myself	Oppose	No
Stevens Matthew	Myself	Oppose	No

Grimner John	Myself	Oppose	No
Wetherbee Janet	Myself	Oppose	No
Bliss Gerald	Myself	Oppose	No
Laferriere Tammy	Myself	Oppose	No
Spielman James	Myself	Oppose	No
rosenfield barbara	Myself	Oppose	No
ODay John	Myself	Support	No
Briggs Lynn	Myself	Support	No
Wilson Sarah	Myself	Support	No
Wilson Zachary	Myself	Support	No
Moffett Blair	Myself	Oppose	No
Skewes Joan	Myself	Oppose	No
binder patrick	Myself	Support	No
Spencer Erin	Myself	Oppose	No
moss kelly	Myself	Oppose	No
McBride David	Myself	Oppose	No
Skewes John	Myself	Oppose	No
Kossick Owen	Myself	Oppose	No
Doscher Paul	Myself	Oppose	No
Vaillancourt-Locke Alicia	Myself	Oppose	No
Locke Alicia	Myself	Oppose	No
Nelson Conrad	Myself	Support	No
Bertrand Brady	Myself	Oppose	No
McCarron-Stewart Sarah	Myself	Oppose	No
Von Oeyen Michael	Myself	Oppose	No
Jonathan Uhouse	SAU #67	Oppose	No
Cunningham Shela	Myself	Oppose	No
Krause Sara	Myself	Oppose	No
Walsh David	Myself	Oppose	No
Glynn Nancy	Myself	Oppose	No
Booth Amy	Myself	Oppose	No
Small Robin	Myself	Oppose	No
Packnick Mary	Myself	Support	No
Holt David	Myself	Oppose	No

Honorow Helen	Myself	Oppose	No
Kelley Elizabeth	Myself	Support	No
Babcock Amanda	Myself	Oppose	No
Harrington Owen	Myself	Oppose	No
Cahalane Nicholas	Myself	Oppose	No
Prince Luke	Myself	Oppose	No
MacMonagle John	Myself	Support	No
Fichera Sarah	Myself	Oppose	No
Richardson Daniel	Myself	Support	No
Noyes Jordan	Myself	Oppose	No
Gluck Barry	Myself	Oppose	No
Altschiller Debra	Stratham Rockingham 19	Oppose	No
Kathryn Cook	Myself	Oppose	No
Smith Michele	Myself	Support	No
Raymond Susan	Myself	Oppose	No
Bellemare Bridey	The New Hampshire Association of School Principals (NHASP)	Oppose	No
Prout Andrew	Myself	Support	No
Hussey Gloria	Myself	Oppose	No
McKee Ashley	Myself	Support	No
Sarah Shipton	Myself	Oppose	No
Samuels Gary	Myself	Oppose	No
Pollock Andrea	Myself	Oppose	No
Roth Kristin	Myself	Oppose	No
Barnes Shannon	Myself	Oppose	No
Kugel Brian	Myself	Oppose	No
Gallagher James	SAU 47	Oppose	No
Healey Rep. Robert	Myself	Support	No
Collyer Anne	Myself	Oppose	No
El-Azem Laura	Myself	Support	No
Treat Amy	Myself	Oppose	No
Kelly Kieran	Myself	Support	No
Guest Daniele	Myself	Oppose	No
Mueller Alison	Myself	Support	No
McKinnon Michelle	NH PTA	Oppose	No

Anan Laurie	Myself	Support	No
Anan Jr Jimmy	Myself	Support	No
Dodge Christopher	Myself	Oppose	No
Poliquin Lynn	Myself	Oppose	No
Doane Marianne	Myself	Oppose	No
Williams Janet	Myself	Oppose	No
Suarez Melissa	Myself	Oppose	No
A Matias Vanessa	Myself	Oppose	No
Tyler Gouveia	NH DOE	Neutral	No
Raspiller Cindy	Myself	Oppose	No
Brown Howard	Myself	Oppose	No
Hendricks Nancy	Myself	Oppose	No
Brown William	Myself	Oppose	No
Shearer Lori	Myself	Oppose	No
Brown Morgan	Myself	Oppose	No
Blakeney Rob	Myself	Oppose	No
Muzzey Gayle	Myself	Support	No
McGinn Kathryn	Myself	Oppose	No
Croteau Gregory	Myself	Oppose	No
Dustin Joy	Myself	Oppose	No
King Julie	SAU 3 - Berlin Public Schools	Oppose	No
Abel Kathleen	Myself	Oppose	No
Saunders Ben	Myself	Oppose	No
Plessner Laurel	Myself	Oppose	No
Carbonneau Barbara	Myself	Oppose	No
mccarthy elizabeth	Myself	Oppose	No
Pratt Karen	Myself	Support	No
Jacobsen Cody	Myself	Oppose	No
Prout Jaime	Myself	Support	No
Moaratty Katherine	Myself	Oppose	No
Callaghan Tim	Myself	Oppose	No
Anderson Rich	Myself	Oppose	No
Whitmore Ian	Myself	Oppose	No
Slocum Arthur	Myself	Oppose	No

Blake Karen	Myself	Oppose	No
Taber Melinda	Myself	Oppose	No
Kossick Ashley	Myself	Oppose	No
Denu Suzanne	Myself	Oppose	No
Pike Johnna	Myself	Oppose	No
Byron Kristen	Myself	Oppose	No
Tobin John	Myself	Oppose	No
Munroe Kristen	Myself	Oppose	No
ORourke Dorothy	Myself	Oppose	No
Cohen Helen	Myself	Oppose	No
Anderson Kristyn	Myself	Oppose	No
Baird Anne	Myself	Oppose	No
Waste Kathleen	Myself	Oppose	No
McCouch Bonnie	Myself	Oppose	No
Strout Earl	Myself	Oppose	No
Patten Tammie	Myself	Oppose	No
Stowe Christopher	Myself	Oppose	No
Whyte Helen	Myself	Oppose	No
Seidman Lauren	Myself	Oppose	No
Timchula Judith	Myself	Oppose	No
Coates Cari	Myself	Oppose	No
Tiernan Cullen	SEA / SEIU 1984	Oppose	No
Kelly Dana	Myself	Oppose	No
Sayre Jane	Myself	Oppose	No
reynolds patricia	Myself	Oppose	No
Smittk Leslie	Myself	Oppose	No
Alverson Marianne	Myself	Oppose	No
Skelly Helen	Myself	Oppose	No
Wells Natalie	Myself	Support	No
Day Virginia	Myself	Oppose	No
Quinton Hebe	Myself	Oppose	No
Jackson Brian	Myself	Oppose	No
Hammond JillShaffer	Myself	Oppose	No
Lanetta Buskirk	Myself	Support	No

Kindeke Grace	American Friends Service Committee	Oppose	No
Linder Barbara	Myself	Oppose	No
Taylor Christine	Myself	Oppose	No
Collins Erin	Myself	Oppose	No
Rodi Eliza	Myself	Oppose	No
Hyett Amy	Myself	Oppose	No
Kotz David	Myself	Oppose	No
Hendrick Richard	Myself	Oppose	No
Sousa Chris	Myself	Oppose	No
Friese Richard	Myself	Oppose	No
D Diana	Myself	Oppose	No
Crandell Jane	Myself	Oppose	No
Glass Jonathan	Myself	Oppose	No
DeCarlo Michael	Myself	Oppose	No
Kathy Hatab	Myself	Support	No
Poulin Suzanne	Myself	Oppose	No
Fontaine Joan	Myself	Oppose	No
McIntyre Amy	Myself	Oppose	No
Homan Marci	Myself	Oppose	No
Mooney Rep. Maureen	Myself/Town of Merrimack	Support	No
Maddock Margot	Myself	Oppose	No
Jenkins Pam	Myself	Oppose	No
mccutcheon robert	Myself	Support	No
Harriman Elizabeth	Myself	Oppose	No
Carpenter E	Myself	Oppose	No
Koch Helmut	Myself	Oppose	No
Gray Daniel	Myself	Support	No
Lynn Coe	Myself	Support	No
Parish Ellen	Myself	Oppose	No
Kahn David	Myself	Support	No
Jo-Ann Hawkins	Myself	Oppose	No
Carpentier Leah	Myself	Oppose	No
Nickerson Laura	Myself	Oppose	No
San Antonio Nadine	Myself	Oppose	No

Thompson Ellen	Myself	Oppose	No
Fortier Samuel	Myself	Oppose	No
musty susan	Myself	Oppose	No
McCall Nancy	Myself	Oppose	No
Steffen Mike	Myself	Oppose	No
del pozzo mario	Mario del pozzo	Oppose	No
Buck Susan	Myself	Oppose	No
Levesque Cassandra	Myself	Oppose	No
Ager Christopher	Myself	Support	No
Swett Steven	Myself	Oppose	No
Cølberg Erik	Myself	Oppose	No
McLaughlin John	Myself	Oppose	No
Ivester Shawn	Myself	Support	No
Thebodo Honora	Myself	Oppose	No
Lee Rebecca	Myself	Oppose	No
Cahalane Nick	Myself	Oppose	No
Viazmenski Julia	Myself	Oppose	No
Taylor Robin	Myself	Oppose	No
Tirrell Sara	Myself	Oppose	No
Landgraf Kathleen	Myself	Oppose	No
Mcneil Sara	Myself	Oppose	No
Kennedy Chris	Myself	Oppose	No
Ewing Jared	Myself	Support	No
Droesch Joshua	Myself	Oppose	No
Mullin Kelly	Myself	Support	No
MacVittie Paul	Myself	Support	No
Theokas Dana	Myself	Oppose	No
Barron John	Myself	Support	No
McDonough Natalie	Myself	Oppose	No
Swanick Theresa	Myself	Oppose	No
Scales Stephanie	Myself	Oppose	No
Walters Robert	Myself	Oppose	No
Mullin Paul	Myself	Support	No
Voruz Sherry	Myself	Support	No

Kossick Sarah	Myself	Oppose	No
Diamond Jim	Myself	Oppose	No
Voruz Tim	Myself	Support	No
Boylston Jennifer	Myself	Oppose	No
BRUNEAU RUTH	Myself	Oppose	No
Blachek Judith	Myself	Oppose	No
Young Katie	Myself	Oppose	No
Regan Linda	Myself	Oppose	No
Young Bill	Myself	Oppose	No
Porter Sally	Myself	Support	No
Blair Kevin	Myself	Oppose	No
Nardi Maria	Myself	Support	No
Ragazzo Larissa	Myself	Oppose	No
Smith Gregory	Myself	Support	No
Berray Shannon	Myself	Oppose	No
Tufts-Moore Susan	Myself	Oppose	No
Stelmok Kristin	Myself	Oppose	No
C K	Myself	Oppose	No
Marinelli Julie	Myself	Support	No
Mullen Erin	Myself	Support	No
Blais Vanessa	Myself	Oppose	No
Poor Elizabeth	Myself	Oppose	No
Kachmar Tim	Myself	Support	No
Strakalaitis Judith	Myself	Oppose	No
Winrow Alaina	Myself	Oppose	No
Curtis Peter	Myself	Support	No
Scaer Stephen	Myself	Support	No
Price Jessica	Myself	Oppose	No
Wallace B	Myself	Oppose	No
Grossman Kathy	Myself	Oppose	No
Behn Coberly	Myself	Support	No
Howe Lisa	Myself	Oppose	No
Caudill-Slosberg Margaret	Myself	Oppose	No
Grenier J	Myself	Support	No

Snow Danielle	Myself	Oppose	No
Howe Timothy	Myself	Oppose	No
Grant Jessica	Myself	Oppose	No
Cormier Jennifer	Myself	Support	No
Walsh Victoria	Myself	Oppose	No
Kim Sue	Myself	Oppose	No
Winsor Derek	Myself	Oppose	No
Dutton Cindy	Myself	Oppose	No
Van Sice Autumn	Myself	Oppose	No
Treamer Kathryn	Myself	Oppose	No
Langfield Brandie	Myself	Oppose	No
Domer Angela	Myself	Oppose	No
BELMONTE KAREN	Myself	Oppose	No
Treamer Matthew	Myself	Oppose	No
Cullinane Teresa	Myself	Oppose	No
Hanson Meredith	Myself	Oppose	No
Downing George	Myself	Oppose	No
Wooding Michael	Myself	Oppose	No
Reimer Mark	Myself	Oppose	No
Gushee Andrew	Myself	Oppose	No
Doiron Adam	Myself	Oppose	No
Scalera Heather	Myself	Oppose	No
Hirte Nathalie	Myself	Oppose	No
Cardin Megan	Myself	Support	No
Parente Cynthia	Myself	Oppose	No
Mike Winrow	Myself	Oppose	No
Cardin Tim	Myself	Support	No
N Miryiam	Myself	Oppose	No
Oehler James	Myself	Oppose	No
Watson Hannah	Myself	Oppose	No
Oxnard Emily	Myself	Oppose	No
Veale Maria	Myself	Oppose	No
Kirby Pamela	Myself	Oppose	No
Barbara Weeks	Myself	Oppose	No

Beauregard Amy	Myself	Oppose	No
townsend tracy	Myself	Oppose	No
Mullin Andrew	Myself	Support	No
Merritt Kelley	Myself	Oppose	No
Miller Ken	Myself	Support	No
Miller Jean	Myself	Support	No
Thurber Tina	Myself	Oppose	No
Mullin Matt	Myself	Support	No
Heath Ruth	Myself	Oppose	No
Derosa K	Myself	Support	No
Borkowski Lynn	Myself	Oppose	No
Rose Pat	Myself	Support	No
Nolek Gaby	Myself	Support	No
Schriner Shannon	Myself	Support	No
Lang Sara	Myself	Oppose	No
Chadwick Ray	Myself	Support	No
Ring Jessica	Myself	Oppose	No
Mullin Paul M	Myself	Support	No
Eastland Lisa	Myself	Support	No
Ventura Thomas	Myself	Support	No
Connell Jackie	Myself	Support	No
Celen Susan	Myself	Oppose	No
Kachmar Lee	Myself	Support	No
Hunt Martha A	Myself	Oppose	No
McPhee Johanna	students	Oppose	No
Mitchell Nancy	Myself	Support	No
nichols laury	Myself	Oppose	No
DeRosa Robin	Myself	Oppose	No
McIntire Tanya	Myself	Support	No
Helrich Robin	Myself	Oppose	No
Hagman Tammi	Myself	Oppose	No
Paquin Mark	Myself	Oppose	No
Roussos Janice	Myself	Oppose	No
Sawyer Deborah	Myself	Oppose	No

Magnifico Alecia	Myself	Oppose	No
Cutler Christopher	Myself	Oppose	No
Brown Jeanne	Myself	Oppose	No
Reardon Heather	Myself	Oppose	No
Sawyer Steven	Myself	Oppose	No
Reardon Bill	Myself	Oppose	No
Winrow Ian	Myself	Oppose	No
Terri H	Myself	Oppose	No
Blagden Timothy	Myself	Oppose	No
Farhm Julie	Myself	Oppose	No
Cardin Trevor	Myself	Support	No
Schedin Suzanne	Myself	Oppose	No
Cardin Patrick	Myself	Support	No
Hogue John	Myself	Oppose	No
mylott david	Myself	Support	No
Dewhirst Susan	Myself	Oppose	No
Short Madeline	Myself	Oppose	No
Sheridan Nancy	Myself	Oppose	No
Orellana Darcy	Myself	Oppose	No
Dutton Dawn	Myself	Oppose	No
Cohen Leah	Myself	Oppose	No
Orvis Wally	Myself	Oppose	No
Taylor Marjory	Myself	Oppose	No
Cutting Maia	Myself	Oppose	No
Cutting Reece	Myself	Oppose	No
Cutting Ada	Myself	Oppose	No
Stemski Erika	Myself	Oppose	No
Daniels Justin	Myself	Oppose	No
Aron Judy	Myself	Support	No
Bulva Alysia	Myself	Oppose	No
Spencer Nancy	Myself	Oppose	No
Lunn Owen Molly	Myself	Oppose	No
McMaster Marilyn	Myself	Oppose	No
Dahme Pat	Myself	Oppose	No

Kelley Mary	Myself	Oppose	No
Gericke Carla	Myself	Support	No
Cloutier Karen	Myself	Oppose	No
Wade William	Myself	Oppose	No
Quigley Theresa	Myself	Oppose	No
Green Kathryn	Myself	Oppose	No
Mulligan Mary Jane	Myself	Oppose	No
Madore Raymond	Myself	Oppose	No
BOYLE CYNTHIA	Myself	Oppose	No
Long Christopher	Myself	Oppose	No
Rothenberg Steven	Myself	Oppose	No
Saitz Danielle	Myself	Oppose	No
Babine Lori	Myself	Oppose	No
Dubois Caitlin	Myself	Oppose	No
Tinsley James	Myself	Support	No
Brooks Barry	Myself	Support	No
Ladd Carrie	SAU #58/ Groveton High School	Oppose	No
Bailey Roy	Myself	Oppose	No
Rouleau Barbara	Myself	Oppose	No
Jenks Carol	Myself	Oppose	No
Earnshaw Frederick	Myself	Oppose	No
Sharp Hayley	Myself	Oppose	No
Brockney Gary	Myself	Support	No
Guntz Nichole	Myself	Oppose	No
Miller Laurie	Myself	Oppose	No
Pattison Emily	Myself	Oppose	No
Lafleur Lisa	Myself	Oppose	No
Larareo Jason	Myself	Oppose	No
OKeefe Danielle	Myself	Oppose	No
Rogers Amanda	Myself	Oppose	No
Connary Ervin	Myself	Oppose	No
Davis Breanna	Myself	Oppose	No
Miller Brice	Myself	Oppose	No
Dane Nicole	Myself	Oppose	No

Brown Vicki	Myself	Oppose	No
Coffey Ana	Myself	Oppose	No
Bloomfield John	Myself	Oppose	No
Ratzki Mario	Myself	Oppose	No
Moulton Caroline	Myself	Oppose	No
Nelson Leann	Myself	Oppose	No
Cullison Cait	Myself	Oppose	No
Lampel Rachel	Myself	Oppose	No
Farnum Ellen	Myself	Oppose	No
Henegan Marika	Myself	Oppose	No
Webber Juliet	Myself	Oppose	No
Lampel Maryellen	Myself	Oppose	No
Herum Andrew	Myself	Oppose	No
Lampel Logan	Myself	Oppose	No
Lampel Kenneth	Myself	Oppose	No
Pentz Kevin	Rights and Democracy	Oppose	No
Shaughnessy Collin	Myself	Oppose	No
Salagaj Marilyn	Myself	Oppose	No
Maltzie Scott	Myself	Support	No
Staffiere Erin	Myself	Oppose	No
St Germain Diane	Myself	Oppose	No
Lynch Barbara	Myself	Oppose	No
Simmons Tammy	Myself	Support	No
Carew Patricia	Myself	Support	No
Heiderman Margaret	Myself	Oppose	No
Becker susan	Myself	Oppose	No
Donovan William	Myself	Oppose	No
Garthwaite Dan	Myself	Support	No
Buchanan Ryan	Myself	Oppose	No
Dudley Donna	Myself	Oppose	No
Adler Steve	Myself	Oppose	No
Buchanan Crystal	Myself	Oppose	No
Wheeler-Russell Jessica	Myself	Oppose	No
Chamberlin Alice	Myself	Oppose	No

Brisson Angel	Myself	Oppose	No
Opramolla Deborah	Myself	Oppose	No
Morello Gary	Myself	Oppose	No
McCloskey James	Myself	Oppose	No
Hatt Juanita	Myself	Oppose	No
Cohen Kenneth	Myself	Oppose	No
Sheehy Clara	Myself	Oppose	No
Onion Anne	Myself	Oppose	No
Tobin Andrew	Myself	Oppose	No
Cowan Susan	Myself	Oppose	No
Donald Jeff	Myself	Oppose	No
McNamee Brigid	Myself	Oppose	No
Westlake Jane	Myself	Oppose	No
Richards Benjamin	Myself	Support	No
Furnald Clinton	Myself	Oppose	No
ellermann maureen	Myself	Oppose	No
Walker Kelly	Myself	Oppose	No
Oâ€™Connell Alison	Myself	Oppose	No
Simpson Lisa	Myself	Oppose	No
mcrae lynn	Myself	Oppose	No
Sturtevant Matthew	Myself	Oppose	No
curry wendy	Myself	Oppose	No
Richardson Wendy	Myself	Support	No
Sawyer Erik	Myself	Support	No
Beaulieu Julie	Myself	Oppose	No
Earnshaw Frederick	Myself	Oppose	No
Persico Stephen	Myself	Support	No
Aissa Evelyn	Myself	Oppose	No
John Sheehy	Myself	Oppose	No
Costello Emilie	Myself	Oppose	No
Verville Kevin	Myself	Support	No
Duran Carrie	Myself	Oppose	No
Kiefner Robert	Myself	Oppose	No
Horton Sabrina	Myself	Oppose	No

Cahill Kathy	Myself	Oppose	No
Vincent Mark	Myself	Support	No
perez maria	District 23	Oppose	No
West Jr Clifton	Myself	Oppose	No
Homola Susan	Myself	Support	No
Werner Renee	Myself	Support	No
Aranzabal Luis	Myself	Oppose	No
Hohensee Doris	Myself	Oppose	No
DALEY JUDE	Myself	Oppose	No
Montoya Tammy	Myself	Oppose	No
Rosenfield Kim	Myself	Oppose	No
Morrison Stephanie	Myself	Oppose	No
Blair Linda	Myself	Oppose	No
McCutcheon Julie	Myself	Support	No
Spielman Kathy	Myself	Oppose	No
Reed Janet	Myself	Oppose	No
Nestler Elizabeth	Myself	Oppose	No
Lambert Michael	Myself	Support	No
Ryan M Sue	Myself	Support	No
MacStay Raymond	Myself	Oppose	No
Richardson Jon	Myself	Support	No
BERK BRUCE	Myself	Oppose	No
Thinnes Bob	Myself	Support	No
B. Caroline	Myself	Oppose	No
Merrigan Susan	Myself	Oppose	No
Richmond Carolyn	Myself	Oppose	No
Lynch Brian	Myself	Oppose	No
Vaughn Jami	Myself	Oppose	No
Mayhew Cordelia	Myself	Oppose	No
Isabelle Amanda	Myself	Oppose	No
Gehrlein Dale	Myself	Oppose	No
Daly Katharine	Myself	Oppose	No
Campbell Margaret	Myself	Oppose	No
Jacob Richard	Myself	Support	No

Dolloff Jennifer	Myself	Oppose	No
cawley david	Myself	Oppose	No
Spivack Paul	Myself	Oppose	No
Jacob Michelle	Myself	Support	No
Hakey Joseph	sau58	Oppose	No
Kirsch Paul	Myself	Oppose	No
Mackie Danielle	Myself	Support	No
Labrie Bridget	Myself	Oppose	No
Lortie Aaron	Myself	Support	No
Mitchell Raymond	Myself	Oppose	No
Six Roland	Myself	Support	No
Donohue-Rolfe Arthur	Myself	Oppose	No
Starmer Nancy	Myself	Oppose	No
Podlipny Ann	Myself	Oppose	No
Wells Stephanie	Myself	Oppose	No
Ward Joanne	Myself	Support	No
McCord Michelle	Myself	Oppose	No
McDermid Nicky	Myself	Oppose	No
Locke Charlotte	Myself	Oppose	No
Haigh Marion	Myself	Oppose	No
Brown Nancy	Myself	Oppose	No
Ang Katherine	Myself	Support	No
Pare Sylvie	Myself	Support	No
Silverman Mimi	Myself	Oppose	No
Feneberg Jill	Myself	Oppose	No
Matt Evans	Myself	Oppose	No
Post Lisa CM	Myself	Support	No
Wightman Nancy	Myself	Oppose	No
Spence Richard	Myself	Oppose	No
West Sarah	Myself	Oppose	No
Charest Jeanne	Myself	Oppose	No
mcclure melissa	Myself	Oppose	No
Dan Moulis	Myself	Oppose	No
Howe Allen	Myself	Oppose	No

Bobbi-Jo Michael	Myself	Oppose	No
Hennessey Martha	Myself	Oppose	No
Haskell June	Myself	Oppose	No
Cusson Jeanne	Myself	Oppose	No
Gunnerson Petra	Myself	Oppose	No
Simmon Janet	Myself	Oppose	No
Leavitt Richard	Myself	Oppose	No
Giroux Haley	Myself	Oppose	No
Jones Andrew	Myself	Oppose	No
Merlone Lynn	Myself	Oppose	No
Jago Barbara	Myself	Oppose	No
smith curtis	Myself	Oppose	No
Adams Chris	Myself	Support	No
Dahl Dana	Myself	Oppose	No
Beaudoin Lisa	Myself	Oppose	No
Nichols William	Myself	Oppose	No
Jamback Susan	Myself	Oppose	No
Goodwin Kim	Myself	Support	No
scrivani lorraine	Myself	Support	No
Lane Bryan	Myself	Oppose	No
Wachs Marvin	Myself	Oppose	No
Ruocco Holly	Myself	Support	No
Nixon Sherrill	Myself	Oppose	No
Griseto Vincent	Myself	Oppose	No
Gunnerson James	Myself	Oppose	No
Murphy Nicole	Myself	Oppose	No
Shonk Sally	Myself	Oppose	No
Draper Barry	Myself	Oppose	No
Beaudoin Laura	Myself	Oppose	No
Drapeau Rachel	Myself	Oppose	No
Bruce Beverly	Myself	Support	No
Bobruff Martha	Myself	Oppose	No
Welton Frank	Myself	Oppose	No
Lockhart Nancy	Myself	Oppose	No

Tursi Michael	SAU 80 - Shaker Regional School District	Oppose	No
Petralia Salvatore	Myself	Oppose	No
James Henry	Myself	Oppose	No
Lewandowski John	Myself	Oppose	No
Ledoux Maxim	Myself	Support	No
Leitten Melissa	Myself	Oppose	No
James Robertson	Myself	Oppose	No
perry william	Myself	Oppose	No
Robertson Jay	SAU #58	Oppose	No
Fickett Fabiana	Myself	Oppose	No
Josephson Helina	Myself	Oppose	No
Krauss Adam	Myself	Oppose	No
Farrell Meghan	Myself	Oppose	No
DiGeronimo Lorraine	Myself	Oppose	No
Ellis Robin	Myself	Oppose	No
Pedone Jenna	Myself	Support	No
John Scranton	Myself	Oppose	No
Ewing Don	Myself	Support	No
Seidner Susan	Myself	Oppose	No
Vasconcellos Timothy	Myself	Oppose	No
Gregoire Eric	Myself	Oppose	No
Bracy Mary	Myself	Oppose	No
Mastin Alison	Myself	Oppose	No
Fried Jennifer	Myself	Oppose	No
Doiron Julie	Myself	Oppose	No
Corriveau Troy	Myself	Oppose	No
Bauer Paul	Myself	Oppose	No
Harris Zak	Myself	Oppose	No
Vicky Bailey	Myself	Oppose	No
Aurilio ML	Myself	Oppose	No
Aurilio Vincent	Myself	Oppose	No
Howard Dienne	Myself	Oppose	No
Beaufays Pecco	Myself	Oppose	No
Desmarais Doreen	Myself	Oppose	No

De Vorse Megan	Myself	Oppose	No
Avery Gail	Myself	Oppose	No
Hunt Patrice	Myself	Oppose	No
K Melissa	Myself	Oppose	No
Pagnotta Justin	Myself	Oppose	No
Rotondi Alex	Myself	Oppose	No
Cassavaugh Kyle	Myself	Oppose	No
Davidson Geri	Myself	Oppose	No
Halle Dominic	Myself	Oppose	No
Monroe Sharon	Myself	Oppose	No
Breault Diane	Myself	Oppose	No
Smeltzer Cherie	Myself	Oppose	No
kloc walter	Myself	Oppose	No
Tilton Brenda	Myself	Oppose	No
Freiburger Deb	Myself	Oppose	No
Reed Kimberly	Myself	Oppose	No
Condon Laura	Myself	Support	No
Daynard Kelly	Myself	Oppose	No
Griswold Jenna	Myself	Oppose	No
Osburn Madison	Myself	Oppose	No
Fernandes Abby	Myself	Oppose	No
Maidment Christopher	Myself	Support	No
Osburn Matt	Myself	Oppose	No
Schaffer Janet	Myself	Oppose	No
Parshall Lucius	Myself	Oppose	No
St John Michelle	Myself	Oppose	No
Ron Bekkala	Myself	Oppose	No
Rice Jane	Myself	Oppose	No
Gannon Evan	Myself	Oppose	No
Heath Heidi	Myself	Oppose	No
Drye Margaret	Myself	Support	No
Gilbert Elizabeth	Myself	Oppose	No
Shofner Melinda	Myself	Oppose	No
Penkacik Aaron	Myself	Support	No

Blake Jacquelyn	Myself	Oppose	No
Caron Matt	Myself	Oppose	No
Messenger Laura	Myself	Oppose	No
Healy Cecile	Myself	Oppose	No
Hope Michele	Myself	Support	No
Beaudette Steven	Myself	Oppose	No
Andrews Seth	Myself	Oppose	No
Weinberg Sara	Myself	Oppose	No
Riley Linda	Myself	Support	No
Rocchio-Dodge Anne	Myself	Oppose	No
Miller Carol	Myself	Oppose	No
Dewey Karen	Myself	Oppose	No
Amy Leslie	Myself	Oppose	No
Williams Katie	Myself	Oppose	No
Nelson Sara	Myself	Support	No
Arndt Sarah	Myself	Oppose	No
Williams Robert	Myself	Oppose	No
Ladner Amy	Myself	Oppose	No
Baker Stacey	Myself	Oppose	No
Drye Virginia	Myself	Support	No
Blake Chad	Myself	Oppose	No
Hammond Leslie	Myself	Oppose	No
Tardiff Matthew	Myself	Oppose	No
Remesch Katherine	Myself	Oppose	No
Luter Lauren	Myself	Oppose	No
Cox-Buteau Betsey	Myself	Oppose	No
Schleifer Erin	Myself	Oppose	No
McClelland Samantha	Myself	Oppose	No
Mitchler Melissa	Myself	Oppose	No
Hinck Kara	Myself	Oppose	No
Barton Sherry	Myself	Support	No
Cote Sarah	Myself	Oppose	No
Gage Amanda	Myself	Oppose	No
Seasholtz Christian	Myself	Oppose	No

Smith Kelly	Myself	Oppose	No
Susan Kessler	Myself	Oppose	No
Lissa Winrow	Myself	Oppose	No
Gage Garrett	Myself	Oppose	No
Kennedy Matthew	Myself	Oppose	No
Gendron Maria	Myself	Oppose	No
Freiburger Mike	Myself	Oppose	No
Iller Karen	Myself	Oppose	No
Jachim Nancy	Myself	Oppose	No
Taggart Jennifer	Myself	Oppose	No
Wells Ariel	Myself	Oppose	No
McLeod Pamela	Myself	Oppose	No
Kuhn Victoria	Myself	Oppose	No
Eileen Brunk	Myself	Oppose	No
Daley Janine	Myself	Oppose	No
Brunk Leonard	Myself	Oppose	No
Douglass Nicole	Myself	Oppose	No
Doherty Kellie	Myself	Oppose	No
E Pollock	Myself	Oppose	No
Hruska Jeanne	ACLU-NH	Oppose	No
Gerry Wendy	Myself	Oppose	No
Bento Tina	Myself	Oppose	No
Ahlgren Jessie	Myself	Oppose	No
Freiburger Marci	Myself	Oppose	No
Ahlgren Josiah	Myself	Oppose	No
Cancio-Bello Emilio	Myself	Oppose	No
Nelson Sam	Myself	Oppose	No
Morse Elizabeth	Myself	Oppose	No
Grimm Jane	SAU 82	Oppose	No
Koski Michael	Myself	Support	No
Richards Beth	Myself and constituents	Oppose	No
Sigaud Clelia	Myself	Neutral	No
Koski Patricia	Myself	Support	No
Koski Jane	Myself	Support	No

Taylor Cheryl	Myself	Oppose	No
Haines Virginia	Myself	Oppose	No
Kidder Kristine	Myself	Oppose	No
LaCasse Liza	SAU 58	Oppose	No
Colena Michael	Myself	Oppose	No
Jobin Denis	Myself	Oppose	No
Hayes Lydia	Myself	Oppose	No
Donelan James	Myself	Oppose	No
Metts Bethany	Myself	Oppose	No
Diorio Steve	Myself	Oppose	No
McKeon Kristen	Myself	Oppose	No
Taylor Frances	Myself	Oppose	No
Carey Nancy M	Myself	Oppose	No
Cole Shannon	Myself	Oppose	No
Lemoine Bob	Myself	Oppose	No
Beaudoin Deborah	Myself	Oppose	No
Schmidt Jan	Myself	Oppose	No
Surman Katherine	Myself	Oppose	No
Swart Sharon	Myself	Support	No
Murphy Kevin	Myself	Oppose	No
Bennett Thomas	Myself	Oppose	No
Swart Peter	Myself	Support	No
Shetler Mary	Myself	Oppose	No
Johnson Lindsey	Myself	Oppose	No
Carnegie Robert	Myself	Oppose	No
Kulikowski Leonard	Myself	Support	No
Balch Connie	Myself	Oppose	No
Payette Tammie	Myself	Oppose	No
Lord Mary	Myself	Oppose	No
Musekiwa Tafadzwa	Myself	Oppose	No
Harbel Ashley	Myself	Oppose	No
Lessieur Creig	Myself	Oppose	No
Williams Stephen	Myself	Oppose	No
Scholl Heather	Myself	Oppose	No

Elliott Nancy	Myself	Oppose	No
Berman Fran	Myself	Oppose	No
Blaschik John	Myself	Oppose	No
McDaniel Marianne	Myself	Oppose	No
Stockwell Philip	Myself	Oppose	No
Taylor Noelle	Myself	Oppose	No
Hansel Charles	Myself	Oppose	No
Blanche Raul	Myself	Support	No
Sylvain Casey	Myself	Oppose	No
Clark Donna	Myself	Oppose	No
Rice Tim	Myself	Oppose	No
Sequeira Jessica	Myself	Oppose	No
Oelkers Dana	Myself	Support	No
Gough Jamie	Myself	Oppose	No
Shackford Karen	Myself	Oppose	No
McBride Emily	Myself	Oppose	No
Schilling Janelle	Myself	Support	No
Fletcher Priscilla	Myself	Oppose	No
Wrubel Emily	Myself	Oppose	No
Greenblott Susan	Myself	Oppose	No
Koufos Tracy	Myself	Oppose	No
Howell Bridget	Myself	Oppose	No
Harlow Ruth	Myself	Oppose	No
Mccarthy Maribeth	Myself	Oppose	No
Jakubowski Deborah	Myself	Oppose	No
Noble Kristin	Myself	Support	No
Kersbergen Charlotte	Myself	Oppose	No
Mulcahy Sally	Myself	Oppose	No
Cannata Richard	Myself	Oppose	No
Udelson Beth	Myself	Oppose	No
Wilson Amy-Jean	Myself	Oppose	No
Cascadden Corinne	Myself	Oppose	No
Moniz Susan	Myself	Oppose	No
Mr Teacher	Myself	Oppose	No

Downs Karen	Myself	Oppose	No
Guerrette Katrina	Myself	Oppose	No
Moore-Simmons Jan	Myself	Oppose	No
Kinney Rev. Dr. Gail	NH Conference United Church of Christ/Economic Justice Team	Oppose	No
Ahl Elizabeth	Myself	Oppose	No
Coache Rebecca	Myself	Oppose	No
Pierson Ann	Myself	Oppose	No
Timmons jack	Myself	Oppose	No
McMahon Catherine	Myself	Oppose	No
Rice Holly	Myself	Oppose	No
Silverberg Judith	Myself	Oppose	No
BONNY KRISTIN	Myself	Oppose	No
Webster Norma	Myself	Oppose	No
Cunha Jennifer	Myself	Oppose	No
Werner David	Myself	Support	No
Molan Richard	Myself	Oppose	No
Connors Marcia	Myself	Oppose	No
Hill Rachel	Myself	Oppose	No
Ames Heidi	Myself	Oppose	No
Moenter Ben	Myself	Oppose	No
Bertrand Shawn	Myself	Oppose	No
Bownes Michael	Myself	Oppose	No
Kaufman Joelle	Myself	Oppose	No
stonebanks sandra	Myself	Oppose	No
Lori Kjellander	Myself	Oppose	No
Borromeo Benjamin	Myself	Oppose	No
MCDERMID DAVID	Myself	Oppose	No
Gianino Matt	Myself	Oppose	No
Ming Ben	Myself	Oppose	No
Stewart Amy	Myself	Oppose	No
McDonald Amanda	Myself	Oppose	No
Joseph Michael	Myself	Oppose	No
Geyer Alberta	Myself	Support	No
Royal Paul	Myself	Oppose	No

Bilodeau Jeannette	Myself	Oppose	No
Bartlett Tammi	Myself	Support	No
Kennedy Holly	Myself	Oppose	No
Friend-Gray Marion	Myself	Oppose	No
Schneller Doreen	Myself	Support	No
Aviles Gretchin	Myself	Oppose	No
Krahenbuhl Elizabeth	Myself	Oppose	No
Billingham Carla	Myself	Oppose	No
Weston Christina	Myself	Oppose	No
mcCready Sarah	Myself	Oppose	No
GOLDEN JAMES	Myself	Oppose	No
Stone Leah	Myself	Oppose	No
Hoffman Katherine	Myself	Oppose	No
McCready Nicholas	Myself	Oppose	No
Monninger Justin	Myself	Oppose	No
Green Darryl	Myself	Oppose	No
Gorr Ellen	Myself	Oppose	No
Hartmann Sylvia	Myself	Oppose	No
Bibbo James	Myself	Oppose	No
rAncouRT Lisa	Myself	Oppose	No
Backstrom Karin	Myself	Oppose	No
Wise Ronna	Myself	Oppose	No
Bob Pooler	Myself	Oppose	No
Kelley Emily	Myself	Oppose	No
Coulombe Paula	Myself	Oppose	No
Schofield Sharon	Myself	Oppose	No
Postrech Kate	Myself	Support	No
Longtin Steven	Myself	Oppose	No
Massicotte Barbara	Myself	Oppose	No
Siecke Caroline	Myself	Oppose	No
Stephens Catherine	Myself	Oppose	No
Ellis Emily	Myself	Oppose	No
Lynch Tom	Myself	Oppose	No
Beland Dawn	Myself	Oppose	No

Lockhart Jay	Myself	Oppose	No
Bauer Pilara	Myself	Oppose	No
Lockhart Max	Myself	Oppose	No
Koch Laurie	Myself	Oppose	No
Corrow Jason	Myself	Oppose	No
Smith D	Myself	Oppose	No
Hall-Nilsen Elizabeth	Myself	Oppose	No
Jones Jessica	Myself	Oppose	No
Thuma Caroline	Myself	Oppose	No
sauve michael	Myself	Oppose	No
RHOADES CHARLES	Myself	Oppose	No
Andruschkevich Gregory	Myself	Oppose	No
Bergeron Samantha	Myself	Oppose	No
Nilsen Erik	Myself	Oppose	No
Carter Chad	Myself	Oppose	No
Adrian George	Myself	Oppose	No
LÓPEZ BURLINGAME TERRY	Myself	Oppose	No
Stanton Rachel	Myself	Oppose	No
Anderson Maybeth	Myself	Oppose	No
Botterman Jessica	Myself	Oppose	No
Wazir Safiya	My constituents	Oppose	No
Reardon Jeanne	Myself	Support	No
Proctor Gail	Myself	Oppose	No
Han Yi-Fu	Myself	Oppose	No
Oâ€™Connor-Maynard Kelli	Myself	Oppose	No
Magoon Joanna	Myself	Oppose	No
Audet Rebecca	Myself	Oppose	No
S M	Myself	Oppose	No
Kelley Kathleen	Myself	Oppose	No
Connelly Heather	Myself	Oppose	No
Latini Stephanie	Myself	Oppose	No
Traub Rachel	Myself	Oppose	No
Simpson Donald	Myself	Oppose	No
Fonte Suzette	Myself	Oppose	No

Magoon Bruce	Myself	Oppose	No
Doyle Edward	Myself	Oppose	No
Luce Lauren	Myself	Oppose	No
dEntremont Robert	Myself	Oppose	No
DeWitt Baylee	Myself	Oppose	No
Cook Barbara D	Myself	Oppose	No
Bottcher Stephanie	Myself	Oppose	No
Cimon Allison	Myself	Support	No
Cimon Robert	Myself	Support	No
Lavoie Michelle	Myself	Oppose	No
Haarlander Tara	Myself	Oppose	No
Spencer Donnie	Myself	Oppose	No
Hope Lucinda	Myself	Oppose	No
Henderson Erin	Myself	Oppose	No
Magoon Lily	Myself	Oppose	No
Kane Elizabeth	Myself	Oppose	No
Vollnogle Sandra	Myself	Support	No
Pleasant Jacob	Myself	Oppose	No
Crete Greg	Myself	Support	No
Peterson Kathy	Myself	Support	No
Howe Sharon M	Myself	Support	No
Andrews Tamora	Myself	Oppose	No
Kendrick Michelle	Myself	Oppose	No
Le Hon. Tamara	Myself	Oppose	No
Sullivan Virginia	Myself	Oppose	No
Bartlett Rep Christy	Merrimack 19	Oppose	No
DeJoie Stacie	Myself	Support	No
Smith Lynda	Myself	Oppose	No
Payeur Stephanie	Myself	Oppose	No
Siberine Kate	Myself	Oppose	No
Peters Jennifer	Myself	Support	No
Smith Frank	Myself	Oppose	No
Buell Kathryn	Myself	Oppose	No
Cripps Estelle	Myself	Oppose	No

Scully Patricia	Myself	Oppose	No
Rotondi Natalie	Myself	Oppose	No
Bowman Angela	Myself	Oppose	No
Arnold Christopher	Myself	Oppose	No
Van Sciver Sandra	Myself	Oppose	No
Connelly Jennifer	Myself	Oppose	No
Marilyn Strom	Myself	Oppose	No
Buonomano Michelle	Myself	Oppose	No
Richert Sharon	Myself	Oppose	No
Hacker Emily	Myself	Oppose	No
Flynn Jess	Myself	Oppose	No
Cann Emily	Myself	Oppose	No
St. Cyr Natalie	Myself	Oppose	No
Osburn Adam	Myself	Oppose	No
King Lisa	Myself	Support	No
Cote Lois	Myself	Oppose	No
Titone Cheryl	Myself	Oppose	No
Keeler Margaret	Myself	Oppose	No
Harding Rhoni	Educators/Retired Teacher	Support	No
Pribis Sue	Myself	Oppose	No
Lynch Laura	Myself	Oppose	No
Ahlberg Joannr	Myself	Oppose	No
Chabot Theresa	Myself	Support	No
Osburn Rebecca	Myself	Oppose	No
Ehlers Eileen	Myself	Oppose	No
Ardita Kelly	Myself	Oppose	No
Putnam Richard	Myself	Oppose	No
Tucker Kim	Myself	Oppose	No
OBrien Chris	Myself	Oppose	No
Stefanik Amanda	Myself	Oppose	No
Tom Beth	Myself	Oppose	No
Kipnes Linda	Myself	Oppose	No
Tom Bianca	Myself	Oppose	No
Dworjany Natalia	Myself	Oppose	No

jakubowski dennis	Myself	Oppose	No
Chase Amanda	Myself	Oppose	No
McCarthy Dian	Myself	Oppose	No
Tom Vincent	Myself	Oppose	No
Hoover Coeli	Myself	Oppose	No
Berry Ann	Myself	Oppose	No
Kimball Jean	Myself	Support	No
Scambio Katie	Myself	Oppose	No
Brooks W Timothy	Myself	Oppose	No
Hemenway Robert	SAU 65/ School District	Oppose	No
Dijkman Dulkes Ellen	Myself	Oppose	No
Olivia Tardiff	Myself	Oppose	No
Sturtevant Jessica	Myself	Oppose	No
Gillis Kim	Myself	Oppose	No
Fair Sara	Myself	Oppose	No
Greco Richard	Myself	Support	No
Potvin Shana	Myself	Oppose	No
Beane Kathleen	Myself	Oppose	No
cordell ege	Myself	Oppose	No
Bouchard Shannon	Myself	Support	No
DeMio Lisa	Myself	Oppose	No
Steiner Robin	Myself	Oppose	No
Freese Sabrina	Myself	Oppose	No
Whiting Shane	Myself	Oppose	No
Bruno Rich	Myself	Oppose	No
Minsinger Dr. William & Linda	Myself	Support	No
Whitcomb Tammy	Myself	Oppose	No
Scannell Alana	Myself	Oppose	No
Embley George	Myself	Oppose	No
Carmichael Suzanne	Myself	Oppose	No
Mastromarino Arvilla	Myself	Oppose	No
Parker Jodi	Myself	Oppose	No
Nagy Paul	Myself	Support	No
Blanchard Sandra	Myself	Oppose	No

Horton Billy	Myself	Oppose	No
Cassily Shaleen	Myself	Oppose	No
Nagy Mary Ann	Myself	Support	No
NICKERSON JILLIAN	Myself	Oppose	No
Ballentine John M	Myself	Oppose	No
Evans Scott	Myself	Oppose	No
Emerson Anne	Myself	Oppose	No
Packard Patricia	Myself	Oppose	No
Murray Tamera	Myself	Oppose	No
Schmidlein Allison	Myself	Oppose	No
Burkham Heather	Myself	Oppose	No
Anderson Serafin	Myself	Oppose	No
Griffiths Jill	Myself	Oppose	No
DiCicco Harriet	Myself	Oppose	No
Cloutier Wanda	Myself	Oppose	No
Flynn Beth	Myself	Oppose	No
Moran Kelly-Ann	Myself	Oppose	No
Brown Patricia	Myself	Oppose	No
Woodbury Candace	Myself	Oppose	No
Brown Gary	Myself	Oppose	No
McDermid Alex	Myself	Oppose	No
Lyon Jennifer	SAU #58	Oppose	No
Fossum Carol	Myself	Oppose	No
Haskins Timothy	Myself	Oppose	No
Edmiston Ronald	Myself	Oppose	No
Ford Burley Nicole	Myself	Oppose	No
Spadafora Amanda	Myself	Oppose	No
Byrne William	Myself	Support	No
Pattison Christine	Myself	Oppose	No
Garber Marcia	Myself	Oppose	No
Faria Ami	Myself	Oppose	No
Stockwell Heather	Rights & Democracy NH	Oppose	No
Corbin Alexis	Myself	Oppose	No
Calhoun Randy	Myself	Oppose	No

Ellison Art	Myself	Oppose	No
Cummings Heather	Myself	Oppose	No
Trought Elizabeth	Myself	Oppose	No
Ferstenberg Judy	Myself	Support	No
Eggleston Patrick	myself	Oppose	No
Kinney Bruce	Myself	Oppose	No
Beaulieu Rebecca	Myself	Oppose	No
Vanderhoof jonathan	Myself	Support	No
Hendershott Otis	Myself	Oppose	No
Opolski Ian	Myself	Oppose	No
Peace Kimberly	Myself	Oppose	No
Miller-Lindquist Susan	Myself	Oppose	No
Cassady Joseph	SAU 58	Oppose	No
Shallow Crystal	SAU 58	Oppose	No
Daley Charlotte	Myself	Oppose	No
Goggans Ron	Myself	Oppose	No
Butler John	Myself	Oppose	No
Leach Kyle	Myself	Oppose	No
Dontonville Roger	Myself	Oppose	No
Tuthill John	Myself	Oppose	No
Craig Joyce	Myself	Oppose	No
Krohn Suzanne	Myself	Oppose	No
Peek Tamera	Myself	Support	No
St. James Silas	Myself	Oppose	No
Schmidt Lori	Myself	Oppose	No
Cox Sara	Myself	Oppose	No
Florio Melissa	Myself	Oppose	No
Couture Pierre	SAU4	Oppose	No
Wolf Daniel	Myself	Oppose	No
Rajaniemi Molly	Myself	Oppose	No
Gray Melissa	Myself	Oppose	No
Kolehmainen Natasha	Myself	Oppose	No
Spence Susan	Myself	Oppose	No
Kolehmainen Denis	Myself	Oppose	No

Ondzes Madeline	Myself	Oppose	No
Joyce Helen	Myself	Oppose	No
Hall Andra	Myself	Oppose	No
IMURA MICHAEL	Myself	Oppose	No
Joreen Hendry	Myself	Oppose	No
Feneberg Winfried	Myself and SAU 65 - Kearsarge Regional School District	Oppose	No
McKenzie David	Myself	Oppose	No
QUISUMBING-KING Cora	Myself	Oppose	No
Elliott Carolyn	Myself	Support	No
Bonte Sharon	Myself	Oppose	No
Abruzzese Cathleen	Myself	Oppose	No
Karmen Emily	Myself	Oppose	No
Drobek Emily	Myself	Oppose	No
stanger Marie	Myself	Oppose	No
Morse-Barry Meg	Myself	Oppose	No
Ganz Patrick	Myself	Oppose	No
Swope Roshan	Myself	Oppose	No
Nartowicz Nikolas	Americans United for Separation of Church and State	Oppose	No
Corbeil Jodie	Myself	Oppose	No
Marston Stacie	Myself	Oppose	No
ONeil Elizabeth	Myself	Oppose	No
Walton Jennifer	Myself	Oppose	No
Swope Eric	Myself	Oppose	No
Donovan Mary	Myself	Oppose	No
Shamel Roger	Myself	Oppose	No
Valine Sandra	Myself	Oppose	No
Hazel Tilton	Myself Hazel Tilton	Oppose	No
Gove Debra	Myself	Oppose	No
Bergeron Wendy	Myself	Oppose	No
Dugan-Henriksen Jon	Myself	Oppose	No
Fitzgerald Meghan	Myself	Oppose	No
Ouellette Michelle	Myself	Support	No
Langlois Robin	Myself	Oppose	No
Woolley W. Matthew	Myself	Oppose	No

C R	Myself	Oppose	No
Stough Wendy	Myself	Oppose	No
Banks Anne	Myself	Oppose	No
Marinaccio Karen	Myself	Oppose	No
Oberti Rebecca	SAU#58	Oppose	No
Marshall Julie	Myself	Support	No
Adams Dan	Myself	Oppose	No
Norman Sharon	Myself	Oppose	No
Pinneo Sarah	Myself	Oppose	No
Norman Eric	Myself	Oppose	No
Klowak Lauren	Myself	Oppose	No
Norman Kyle	Myself	Oppose	No
Markman Ingrid	Myself	Oppose	No
Dessert Samantha	Myself	Oppose	No
Naftali April	Myself	Support	No
porter sheril	Myself	Support	No
de Assis Andrea	Myself	Oppose	No
Naftali Val	Myself	Support	No
Loney Pamela	Myself	Oppose	No
Mary-Kay Miller	Myself	Oppose	No
Dentzer Emily	Myself	Oppose	No
Shirley Sheryl	Myself	Oppose	No
Petrik Molly	Myself	Oppose	No
Campbell Ellen	Myself	Oppose	No
Leslie Kruithof	Myself	Oppose	No
Plante Erin	Myself	Oppose	No
Summerfield Tobin	Myself	Oppose	No
HUBER MICHAEL	Myself	Oppose	No
Saunders David	Myself	Oppose	No
Nieman Amy	Myself	Oppose	No
Berkal Brenda	Myself	Oppose	No
Bolton William	Myself	Oppose	No
Gowdy Kirsten	Myself	Oppose	No
Wetherbee Neil	Myself	Oppose	No

Flynn Grace	Myself	Oppose	No
Panciocco Marie	Myself	Support	No
Donna M	Myself	Oppose	No
Vachon Kari	Myself	Oppose	No
Hampton Sharon	Myself	Oppose	No
Hampton Mark	Myself	Oppose	No
Collins Callie	Myself	Oppose	No
Hampton Alexander	Myself	Oppose	No
Hayes Arlene	Myself	Oppose	No
Hayes Joseph	Myself	Oppose	No
Hayes Timothy	Myself	Oppose	No
McDermott Curt	Myself	Oppose	No
Eldridge Diana	Myself	Oppose	No
Waterhouse Joyce	Myself	Oppose	No
Longshore Carl	Myself	Oppose	No
Hughlock Amanda	Myself	Oppose	No
Graham James	Myself	Oppose	No
Columb Tara	Myself	Oppose	No
Cuddy-Egbert Kathleen	Myself	Oppose	No
Darby Emily	Myself	Oppose	No
Darby Ben	Myself	Oppose	No
Brookmeyer Janet	Myself	Oppose	No
Godfrey Heather	Myself	Oppose	No
Harland Pam	Myself	Oppose	No
Melo April	Myself	Oppose	No
Tina McLaughlin	Myself	Oppose	No
Faria Jason	Myself	Oppose	No
Brown Stacy	Myself	Oppose	No
Wachs Irena	Myself	Oppose	No
Thomson Maynard	Myself	Support	No
Spechuilli David	Myself	Oppose	No
Street Betsy	Myself	Oppose	No
Cruess Carrie	Myself	Oppose	No
Brinser Linda	Myself	Support	No

FRAME JIM	Myself	Oppose	No
Ross James	Myself	Oppose	No
Brinser Steve	Myself	Support	No
Clarke-Tivey Deborah	Myself	Oppose	No
Wright Nancy	Myself	Support	No
Nadeau Kara	Myself	Oppose	No
Abraham Karen	Myself	Oppose	No
Tucker Julie	Myself	Support	No
Towne Karen	Myself	Oppose	No
Dutton Brandi	Myself	Oppose	No
Hale Laurie	Myself	Oppose	No
Resca Nicholas	Myself	Oppose	No
Anan James	Myself	Support	No
Petit Mason	SEIU1984	Oppose	No
LaPlante Kristie	Myself	Oppose	No
Ford Harriet	Myself	Oppose	No
Allard Robin	Myself	Oppose	No
Cramer Janet	Myself	Support	No
Small Alyssa	Myself	Oppose	No
Conway Karen	Myself	Oppose	No
Lehan Deborah	Myself	Oppose	No
Primiano Dana	Myself	Oppose	No
Baldwin Judith	Myself	Oppose	No
Rogers Hayley	Myself	Oppose	No
Youssef Amanda	Myself	Oppose	No
Tom Jan	Myself	Support	No
Ebba Megan	Myself	Support	No
Le Doux Julie	Myself	Support	No
Wing Jayne	Myself	Oppose	No
Koehler Barbara	Myself	Support	No
Haslam Leslie	Myself	Oppose	No
Carole Paradis Emma	Myself	Oppose	No
Walsh Matthew	Myself	Support	No
Given Glenn	Myself	Oppose	No

Lilakos Karen	Myself	Oppose	No
Amlaw Sandra	Myself	Oppose	No
Peik Leslie	Myself	Support	No
Cormier Joseph	Myself	Support	No
Peik Ronald	Myself	Support	No
Peik Kristen	Myself	Support	No
Bernet Jennifer	Myself	Oppose	No
Rider Diane	Myself	Support	No
Pike Guy	Myself	Support	No
Russell Sean	Public educators	Oppose	No
Flum Erik	Myself	Support	No
Garruba Joseph	Myself	Support	No
Davis-Young Deborah	Myself	Oppose	No
Schwotzer Pamela	Myself	Oppose	No
Scott Andrew	Myself	Support	No
Morton Peggy	Myself	Oppose	No
Douston Samantha	Myself	Oppose	No
Bruce Susan	Myself	Oppose	No
Barowski Marie	Myself	Oppose	No
Papineau Paula	Myself	Support	No
Tucker Katherine	Myself	Oppose	No
Eberhart Ellen	Myself	Oppose	No
Perlstein Rebecca	Myself	Oppose	No
Dewey Robert	Myself	Oppose	No
Belair-LaRoche Stefanie	Myself	Oppose	No
DeRusha Angela	Myself	Oppose	No
Sims Rebecca	Myself	Oppose	No
Miller Martha	Myself	Oppose	No
Donaldson Marcia	Myself	Support	No
Houston Jennifer	Myself	Oppose	No
Terrie Scott	Myself	Oppose	No
Ward Mary	Myself	Support	No
Kapala Cleveland	Myself	Oppose	No
WAITE MARYLOU	Myself	Oppose	No

Morin Eric	Myself	Support	No
MacNeil John	Myself	Oppose	No
Hubacker Neil	Myself	Support	No
Hubert Fred	Myself	Support	No
Blauvelt Ardath	Myself	Support	No
Taubman Peter	Myself	Oppose	No
Wotowiec Peter	Myself	Oppose	No
Atherton John	Myself	Oppose	No
Oehlschlaeger-Hildre Susan	Myself	Oppose	No
Melaas Keith	Myself	Oppose	No
RUSSO RICHARD	Myself	Support	No
Edgar Sarah	Myself	Oppose	No
Pfrimmer Kerry	Myself	Support	No
Fair Anita	Myself	Oppose	No
Cross Joan	Myself	Oppose	No
Levine Amber	Myself	Oppose	No
Hayward Marcia	Myself	Oppose	No
Samaha Marie	Myself	Oppose	No
Cannon Gerri	Myself	Oppose	No
Gillard William	Myself	Oppose	No
ORourke Kristin	Myself	Oppose	No
Grondstra Pim	Myself	Oppose	No
Mladek Klaus	Myself	Oppose	No
Jessica Bucknam	Myself	Oppose	No
riley sarah	Myself	Oppose	No
Bunting Deborah	Myself	Oppose	No
Luopa Renee	Myself	Oppose	No
Hayes Lorri	Myself	Oppose	No
Cotter Janice	Myself	Support	No
Smith Richard	Myself	Oppose	No
Cavanaugh Marilyn	Myself	Oppose	No
Ackerson Judith	Myself	Oppose	No
Ackerson Kenneth	Myself	Oppose	No
Pearsall Mary	Myself	Oppose	No

Yacopucci William	Myself	Oppose	No
Parrish Laura	Myself	Support	No
Clark Richard	Myself	Oppose	No
Ahern Kathleen	Myself	Oppose	No
Frey Gina	Myself	Oppose	No
Cheryl Allen	Myself	Oppose	No
Wheeler Kenton	Myself	Oppose	No
Maughan Lil	Myself	Oppose	No
Stapleton Walter	Myself	Support	No
Heney Lisa	Myself	Oppose	No
Wilson Jennifer	Myself	Oppose	No
Emily Couture	Myself	Oppose	No
GRAY SHANNA	Myself	Oppose	No
LeBlanc Constance	Myself	Support	No
Taylor Toni	Myself	Oppose	No
Feren Elizabeth	Myself	Support	No
Marc LaForce	Myself	Oppose	No
Smallwood Carrie	Myself	Oppose	No
Kaputa Beth	Myself	Oppose	No
Johnson Susan	Myself	Oppose	No
Hirai Cori	Myself	Oppose	No
Connary Larareo Amber	Myself	Oppose	No
Burgher Shayna	Myself	Oppose	No
Foley Monica	Myself	Oppose	No
George Doreen	Myself	Oppose	No
Hurd Janet	Myself	Oppose	No
Young Carrie	Myself	Oppose	No
Lavigne Jennifer	Myself	Oppose	No
Cleary Cynthia	Myself	Oppose	No
Mower Robin	Myself	Oppose	No
Leeman K	Myself	Oppose	No
Finocchiaro Gina	Myself	Oppose	No
Zipke Scott	Myself	Oppose	No
Gallagher Shellie	Myself	Oppose	No

Roberge Rachel	Myself	Oppose	No
Zitta Michelle	Myself	Oppose	No
Selig Tari	Myself	Oppose	No
Underwood Mallory	SAU47	Oppose	No
Beaton Jayne	Myself	Oppose	No
Barbour Elizabeth	Myself	Support	No
Rettew Annie	Myself	Oppose	No
Sanborn Amy	Myself	Oppose	No
Bourque Jeffrey	Myself	Oppose	No
Hayes Lauren	Myself	Oppose	No
Lukach Colleen	Myself	Oppose	No
Giles Elaine	Myself	Oppose	No
Hayes AJ	Myself	Oppose	No
woodcock stephen	Myself	Oppose	No
Rantilla Diana	Myself	Oppose	No
Doucette Melissa	Myself	Oppose	No
Tyler Jesse	Myself	Oppose	No
Black Debra	Myself	Oppose	No
Clancy Tom	Myself	Oppose	No
Sanschagrin Liane	SAU58	Oppose	No
Phillips Betsey	Myself	Oppose	No
Lewis Jim	Myself	Oppose	No
Moccia Lianne	Myself	Oppose	No
Drake Luther	Myself	Oppose	No
Manseau Michelle	Myself	Oppose	No
Sturges Jeanne	Myself	Oppose	No
LaCroix Sarah	Myself	Oppose	No
Butura Rosella	Myself	Support	No
Graesser Pamela	Myself	Oppose	No
Dick David	Myself	Oppose	No
Trefethen Robin	Myself	Oppose	No
Surina Jennifer	Myself	Oppose	No
Garman Sarah	Myself	Oppose	No
Garman Trevor	Myself	Oppose	No

Kraus Carol	Myself	Oppose	No
Nahabedian Armen	Myself	Oppose	No
Nahabedian Armen	Myself	Oppose	No
Dowse Leonard	Myself	Oppose	No
Dowse Sara	Myself	Oppose	No
Priest Deborah	Deborah B Priest	Support	No
Greenwood Nancy	Myself	Oppose	No
Leavitt Deborah	Myself	Oppose	No
Slanetz Sarah	Myself	Oppose	No
Doe Holly	Myself	Oppose	No
Biche Rick	Myself	Oppose	No
Bauhan Sarah	Myself	Oppose	No
Grayson Christine	Myself	Oppose	No
Minihane Lorrie	Myself	Oppose	No
Epstein Judy	Myself	Oppose	No
Petrucelli Maxine	Myself	Oppose	No
Danchik Karen	Myself	Oppose	No
Petrucelli Charles	Myself	Oppose	No
Methven Sandra	Myself	Oppose	No
Stinson Benjamin	Myself	Oppose	No
Pedersen Michael	Hillsborough 32	Oppose	No
Glassman Barbara	Myself	Oppose	No
Pond Christopher	Myself	Oppose	No
Toscano Theodore	Myself	Oppose	No
Morgan Marie	Myself	Oppose	No
Mercier Jody	Myself	Oppose	No
Jorgensen Patricia	Myself	Support	No
Fickett Patricia	Myself	Oppose	No
Hanauer Gerald	Myself and my spouse	Oppose	No
Bryant Marlise	Myself	Oppose	No
Bryant Michael	Myself	Oppose	No
Gordon Robert	Myself	Oppose	No
Lynch Chris	Myself	Oppose	No
Curry Patrick	Myself	Oppose	No

Moore Milton	Myself	Support	No
Lisa Lowell	Myself	Oppose	No
Starring Jan	Myself	Support	No
Schuman Britt	Myself	Oppose	No
Wilson Ashley	Myself	Support	No
Taylor Moira	Myself	Oppose	No
C F	Myself	Oppose	No
Gilbert Donna	Myself	Oppose	No
Fiske Nancy	Myself	Oppose	No
Gardner Jennifer	Myself	Oppose	No
Carlise Patricia	Myself	Oppose	No
Cotton Bev	Myself	Oppose	No
Arnold Neil	Myself	Oppose	No
Donelan Jenny	Myself	Oppose	No
Chen Melinda	Myself	Oppose	No
Niskala Carrie	Myself	Oppose	No
Evans Connie	Myself	Oppose	No
Levesque Melanie	Myself	Oppose	No
Jette Mike	Myself	Oppose	No
Jette Claudia	Myself	Oppose	No
Dion Sandra	Myself	Oppose	No
Twombly Jeffrey	Myself	Oppose	No
Mattlage Linda	Myself	Oppose	No
Cappa Lori	Myself	Oppose	No
Sherman John	Myself	Oppose	No
Langevin Christine	Myself	Oppose	No
Langevin Jason	Myself	Oppose	No
Horrigan NH Rep. Timothy	Strafford 6	Oppose	No
HUNTER EMELIE	Myself	Support	No
Munford Cynthia	Myself	Oppose	No
Muehling Tracy	Myself	Oppose	No
Dutzy Sherry	Myself	Oppose	No
Frye Pete	Myself	Oppose	No
Anderson Robert	Myself	Oppose	No

Leger Ann	Myself	Oppose	No
Carraher William	Myself	Support	No
Wilfand Robert	Myself	Support	No
Croteau Michele	Myself	Oppose	No
Campaiola Maureen	Myself	Support	No
Stone Greg	Myself	Support	No
Olitzky Joshua	Myself	Support	No
Garen June	Myself	Oppose	No
Della Selva Deb	Myself	Oppose	No
Parnell Caitlin	Myself	Oppose	No
Longman Petra	Myself	Oppose	No
French Jennifer	Myself	Oppose	No
Picard Teresa	Myself	Oppose	No
Murray Megan	Hillsborough District 22	Oppose	No
Jonas Sue	Myself	Oppose	No
Jonas David	Myself	Oppose	No
Jonas Adam	Myself	Oppose	No
McInerny Teresa	Myself	Oppose	No
Reed Barbara	Myself	Oppose	No
Daigle Roger	Myself	Oppose	No
Krasner Emmanuel	Myself	Oppose	No
Morrissey William	Myself	Oppose	No
Nadeau Michelle	Myself	Oppose	No
Miller Virginia Lee	Myself	Oppose	No
Fieseher James	Myself	Oppose	No
Briggs Ronald	Myself	Oppose	No
Ausevich Mike	Myself	Oppose	No
Barnes Rick	Myself	Oppose	No
Hoffman Gary	Myself	Oppose	No
Horvath JoLee	Myself	Oppose	No
Mangipudi Latha	Hills 35	Oppose	No
evankow abby	Myself	Oppose	No
Schenk John	Myself	Oppose	No
Detamore Brent	Myself	Oppose	No

house don	Myself	Oppose	No
Primiano Karen	Myself	Oppose	No
Dow Anne	Myself	Oppose	No
Rardin Laurie	Myself	Oppose	No
thibodeau lynn	Myself	Oppose	No
Cobern James	Myself	Oppose	No
Frew Jerry	NHSAA	Oppose	No
Dow John	Myself	Oppose	No
Beals Steve	Myself	Oppose	No
Caplan Tony	Merrimack 6	Oppose	No
higgins roselle	Myself	Oppose	No
Insolia Janet	Myself	Oppose	No
Mattson Kerry	Myself	Support	No
Cochrane Eleanor	Myself	Oppose	No
hatch sally	Myself	Oppose	No
Cochrane Douglas	Myself	Oppose	No
Bzik Dianne	Myself	Oppose	No
Frappier Tiffany	Myself	Oppose	No
Shelton Rosemary	Myself	Oppose	No
Tallon Thomas	Myself	Oppose	No
Beaudin Patricia	Myself	Oppose	No
Belanger Ellen	Myself	Oppose	No
Shelton Dwight	Myself	Oppose	No
Krane Alison	Myself	Oppose	No
Willer Stephanie	Myself	Oppose	No
Pray Danielle	Myself	Support	No
Mahar Danis	Myself	Oppose	No
Nylund Jessica	Myself	Oppose	No
Totten-Greenwood Joshuah	Myself	Oppose	No
COnnor Kathleen	Myself	Oppose	No
Harrises Stephen	Myself	Oppose	No
Ahern Eileen	Myself	Oppose	No
Bartlett Susan	Myself	Oppose	No
Ladd Karen	Myself	Oppose	No

Embler Karlene	Myself	Oppose	No
Ardinger Cassandra	Myself	Oppose	No
Straiton Marie	Myself	Oppose	No
Stimpson Pam	Myself	Oppose	No
Satterfield Peter	Myself	Oppose	No
Ford Duane	Myself	Oppose	No
Diorio Ann	Myself	Oppose	No
Daniels Megan	Myself	Oppose	No
Hensley Jordan	Myself	Oppose	No
McGurk Carol Ann	Myself	Oppose	No
Levasseur Ryan	Myself	Oppose	No
Persechino Rebecca	Myself	Oppose	No
BROOKS AMY	Myself	Support	No
Janosik Lisa	Myself	Oppose	No
Benham Linda	Myself	Oppose	No
Roddy Mark	Myself	Oppose	No
WIDMER JOHN	Myself	Oppose	No
Collins Amy	Myself	Oppose	No
Raley Pamela	Myself	Oppose	No
Thomas Elaine	Myself	Oppose	No
Levenson Susan	Myself	Oppose	No
Leavitt Kathy	Myself	Oppose	No
Carter Robert	Myself	Oppose	No
Warmington Cinde	Myself	Oppose	No
Pardue Kevin	Myself	Oppose	No
Cote Kelly	Myself	Oppose	No
Filiault Jacqueline	Myself	Oppose	No
thompson julie	Myself	Oppose	No
Donohoe Cassidy	Myself	Oppose	No
Stevens Representative Deb	My 10K constituents	Oppose	No
Granger Larisa	Myself	Oppose	No
Rodriguez Dorothy L	Myself	Support	No
Whitney Patricia	Myself	Oppose	No
Hardwick Bryant	Myself	Oppose	No

Gingrich Patricia	Myself	Oppose	No
Latvis Maida	Myself	Oppose	No
Thomas Nicholas	Myself	Support	No
Barwell Mandi	Myself	Oppose	No
Price Rebecca	Myself	Oppose	No
Kilday Catherine	Myself	Oppose	No
Almy Susan	Myself	Oppose	No
Olenik Mary	Myself	Oppose	No
Will Jo	Myself	Support	No
Dearborn Noelle	Myself	Oppose	No
Schmidt Lawrence	Myself	Oppose	No
Schmidt Dorothy	Myself	Oppose	No
Campano Denise	Myself	Oppose	No
Dinzeo David	Myself	Oppose	No
Flood Page Julia	Myself	Oppose	No
Campano Troy	Myself	Oppose	No
Salmon Nancy	Myself	Oppose	No
Carole Kimberly	Myself	Oppose	No
Abels Linda	Myself	Oppose	No
Spencer Rob	Myself	Oppose	No
White Elizabeth	Myself	Oppose	No
Cohen Richard	Myself	Oppose	No
Schor Rachel	Myself	Oppose	No
Scharf Loren	Myself	Oppose	No
Letellier Kathleen	Myself	Oppose	No
Brunelle Barb	Myself	Oppose	No
Wilder Darci	Myself	Oppose	No
Kelly Donnamarie	Myself	Oppose	No
Collins Elizabeth	Myself	Oppose	No
Dziedzic Tiana	Myself	Oppose	No
Mathur Anita	Myself	Oppose	No
Frederick Marilyn	Myself	Oppose	No
Gard Barbara	Myself	Oppose	No
Frederick Jr Anthony	Myself	Oppose	No

woodward jc	Myself	Support	No
Tempesta Michael	Myself	Oppose	No
Feyler Carrie	Myself	Oppose	No
Stratemeyer Katherine	Myself	Oppose	No
Telerski Laura	Hillsborough 35	Oppose	No
Fordey Nicole	Myself	Oppose	No
Harvey Danielle	Myself	Oppose	No
Kelley-Gillard Nancy	Myself	Oppose	No
Barretto Tim	Myself	Oppose	No
Necol Barbara	Myself	Oppose	No
McWilliams Rebecca	Merrimack 27	Oppose	No
Pryce J	Myself	Oppose	No
French Robert	Myself	Oppose	No
Egan Michael	Myself	Oppose	No
Chimento Carmen	Myself	Oppose	No
Fargo Kristina	Myself	Oppose	No
Marsh Mary	Myself	Oppose	No
Figler Donna	Myself	Oppose	No
Manuse Andrew	Myself	Support	No
Voros Melanie	Myself	Oppose	No
Graykin Lawrence	Myself	Oppose	No
Frewert Kevin and Susan	Ourselves	Oppose	No
st.martin tom	Myself (from NH)	Oppose	No
Demeter Derek	Myself	Oppose	No
Wallace Melissa	Myself	Oppose	No
Hinebauch Mel	Myself	Oppose	No
Bedard Laura	Myself	Oppose	No
Kristen Morneau	Myself	Support	No
Lees David	Myself	Oppose	No
Sinclair Sherry	Myself	Oppose	No
Binford David	Myself and Constituents	Support	No
Piper Pat	Myself	Oppose	No
Jones Kaitlyn	Myself	Oppose	No
Robertson Howard	Myself	Oppose	No

Feder Marsha	Myself	Oppose	No
Frost Sherry	Myself	Oppose	No
Blomberg Julie	Myself	Oppose	No
Fiorentino Mark	Myself	Oppose	No
Jill Pare	Myself	Oppose	No
Flynn Brian	Myself	Oppose	No
Chubb Erin	Myself	Oppose	No
Chubb Shane	Myself	Oppose	No
Allison Suzanne	Myself	Oppose	No
A. S.	Myself	Oppose	No
Berend Cynthia	Myself	Oppose	No
Rutzke David	Myself	Support	No
Preston Emily	Myself	Oppose	No
Kochien Paula	Myself	Oppose	No
Damon Claudia	Myself	Oppose	No
Lewandowski Jean	Myself	Oppose	No
Bliss Rebecca	Myself	Support	No
Munz Karen	Myself	Oppose	No
Hayden Karen	Myself	Oppose	No
Jones Kaitlin	Myself	Oppose	No
Shaw Robert	Myself	Support	No
York Sally	Myself	Support	No
Chastenay Jay	Myself	Support	No
Mason Richard	Myself	Support	No
York James	Myself	Support	No
York George	Myself	Support	No
Eaton Brittany	Myself	Support	No
Sours Becky	Myself	Oppose	No
Lockhart Scott	Myself	Oppose	No
Lozito Patrick	Myself	Support	No
Marston Dick	Hillsborough 19 & myself	Support	No
Lozito Marie	Myself	Support	No
Bristol Charles	Myself	Oppose	No
Murphy Matthew	Myself	Oppose	No

Gehring Ann	Myself	Oppose	No
Voyles Penny	Myself	Oppose	No
Mary Nelson	Myself	Oppose	No
Arivella Joyce	Myself	Support	No
Schmidt Kathryn	Myself	Oppose	No
Hepburn Heather	Myself	Oppose	No
Bryan Stephen	Myself	Oppose	No
Diamond Maureen	Myself	Oppose	No
Pfaff Melinda	Myself	Oppose	No
WHITWORTH KRISTIN	Myself	Oppose	No
Oxenham Evan	Myself	Oppose	No
Brown Susann	Myself	Oppose	No
Burk-McCoy Lisa	Myself	Oppose	No
Mitchell Karen	Myself	Oppose	No
Sundquist Carolyn	Myself	Oppose	No
Bemis Matt	Myself	Support	No
Krause Charles	Myself	Support	No
LaPlante Daniel	Myself	Support	No
LaPlante Roberta	Myself	Support	No
Davis Keith and Nancy	Myself and My Husband	Support	No
Hatcher Phil	Myself	Oppose	No
Miller Stephanie	Myself	Oppose	No
Sinclair Bob	Myself	Oppose	No
Waldo Stephanie	Myself	Oppose	No
Hershberger Tara	Myself- a School Board Member SAU #315	Oppose	No
Syversen Jason	Myself	Support	No
DeMatteo Stephanie	Myself	Oppose	No
Cushing Long Alana	Myself	Oppose	No
Fabbri Heather	Myself	Oppose	No
Doyle Katelyn	Myself	Oppose	No
MINEROWICZ MARCIA	Myself	Oppose	No
Theil Samantha	Myself	Oppose	No
Morgan Katherine	Myself	Oppose	No
Williams Michael	Myself	Oppose	No

CORNELL Patricia	Myself	Oppose	No
Devine William	Myself	Oppose	No
DeJesus Leslie	Myself	Oppose	No
Chamberlin Wendy	Myself	Oppose	No
Brickley Jillian	Myself	Oppose	No
Weber Frank	Myself	Oppose	No
Embley Sally	Myself	Oppose	No
Anderson Erik	Myself	Oppose	No
Clark Denise	Myself	Oppose	No
McGinley Janet	Myself	Oppose	No
Coffin Meredith	Myself	Oppose	No
Phillips Jennifer	Myself	Oppose	No
Batey Danielle	Myself	Oppose	No
Seeley Dana	Myself	Oppose	No
Shuman Julie	Myself	Oppose	No
White Raymond	Myself	Support	No
Reynolds Deidre	Myself	Oppose	No
Bartlett Sylvia	Myself	Oppose	No
OBrien Vivian	Myself	Oppose	No
Krauss Aimee	Myself	Oppose	No
Oâ€™Rourke Moira	Myself	Oppose	No
Dennehy Roy	Myself	Support	No
Bartlett Robert	Myself	Support	No
Bodner Karolina	Myself	Oppose	No
Vaughan Nettie	Myself	Oppose	No
Clemons Benjamin	Myself	Oppose	No
Hubert Jessica	Myself	Oppose	No
Hartshorne John	Myself	Oppose	No
Ritter Katharine	Myself	Oppose	No
Scheuch Sara	Myself	Oppose	No
Katharine Ritter	Myself	Oppose	No
Rowe Corinne	Myself	Oppose	No
Stuart Krysta	Myself	Oppose	No
Lippman Diann	Myself	Oppose	No

Burrows Lauren	Myself	Oppose	No
Simonds Courtney	Myself	Oppose	No
Hand Ellen	Myself	Oppose	No
Layton Meghan	Myself	Oppose	No
Ell Jordan	Myself	Oppose	No
zurheide karen	Myself	Oppose	No
Wheeler Michelle	Myself	Oppose	No
Royce Betty	Myself	Support	No
Royce Kent	Myself	Support	No
Hebert Jessica	Myself	Oppose	No
Bazarnick Susan	Myself	Oppose	No
Wheeler Kathleen	Myself	Oppose	No
Delay Mary	Myself	Oppose	No
Therrien S	Myself	Oppose	No
Bryce Margo	Myself	Oppose	No
Tryggestad Brielle	Myself	Oppose	No
kwasnik joseph	Myself	Oppose	No
Brankin Natalie	Myself	Support	No
Camire Stacey	Myself	Oppose	No
Ronald Greenwood	Myself	Support	No
Lindpaintner Lyn	Myself	Oppose	No
Smith Jennifer	Myself	Oppose	No
Choate Kerri	Myself	Oppose	No
Green Debra	Myself	Oppose	No
Currans Sally	Myself	Oppose	No
Hershberger Mike	Myself	Support	No
Quinn Annemarie	Myself	Oppose	No
Silvani Jacquelyn	Myself	Oppose	No
Choate Dave	Myself	Oppose	No
Keeler Dorinda	Myself	Support	No
Marshall Jennifer	Myself	Support	No
Russell John	Myself	Oppose	No
Dennler Mueller Christine	Myself	Oppose	No
Querfurth Carl	Myself	Oppose	No

Anderson Anne	Myself	Oppose	No
McCagg Dorothy	Myself	Oppose	No
Pellettieri Jason	Myself	Oppose	No
Hersey Kelley	Myself	Oppose	No
Hamer Heidi	Myself	Oppose	No
Hamer Gary	Myself	Oppose	No
Whaley Dave	Myself	Oppose	No
Marilyn Moran	Myself	Oppose	No
Coombs Lenore	Myself	Oppose	No
Auger Emily	Myself	Oppose	No
SAUVAIN MARGARET	Myself	Oppose	No
Perencevich Ruth	Myself	Oppose	No
Coon Kate	Myself	Oppose	No
Foley Robin	Myself	Oppose	No
Deptula Christine	Myself	Oppose	No
Manganello Walsh Lynda	Myself	Oppose	No
Duprat Scott	Myself	Oppose	No
Boyd Robin	Myself	Oppose	No
Brown Mark	Myself	Oppose	No
Goldner Laura	Myself	Oppose	No
Ryan Laura	Myself	Oppose	No
Henel Andrea	Myself	Oppose	No
Bohnsack Martine	Myself	Oppose	No
Filiault Abbey	Myself	Oppose	No
Bohnsack Charles	Myself	Oppose	No
Stone Lynne	Myself	Oppose	No
Duerr Chris	Myself	Oppose	No
Brox Margaret	Myself	Oppose	No
Daley Shona	Myself	Oppose	No
Shields Sussy-Rose	Myself	Oppose	No
Rochford Dianne	Myself	Oppose	No
Trombly Denise	Myself	Oppose	No
Reynolds Cathryn	Myself	Oppose	No
Crumrine Heidi	Myself	Oppose	No

Levin Stephanie	Myself	Oppose	No
Cunningham Christine	Myself	Oppose	No
Allen Kathleen	Myself	Oppose	No
Lavery Sarah	Myself	Oppose	No
Mueller Owen	Myself	Oppose	No
Lee Laura	Myself	Oppose	No
Collins Rebecca	Myself	Oppose	No
Osherson Sam	Myself	Oppose	No
Osherson Julie Snow	Myself	Oppose	No
Ring Judith	Myself	Oppose	No
Cushman Emily	Myself	Oppose	No
Hudson Cynthia	Myself	Oppose	No
Cook Nancy	Myself	Oppose	No
St. Pierre Amanda	Myself	Oppose	No
Lehmenkuler Bob	Myself	Oppose	No
Dunlap Bernice	Myself	Oppose	No
Brown Erin	Myself	Oppose	No
Sutherland Byron	Myself	Oppose	No
Moses Gena Cohen	Myself	Oppose	No
Kaplan Julia	Myself	Oppose	No
Turner Sally	Myself	Oppose	No
Watson Michael	Myself	Oppose	No
Palley Donna	Myself	Oppose	No
Faulkner Anne	Myself	Oppose	No
Maddocks William	Myself	Oppose	No
Feder Robert	Myself	Oppose	No
Connors-Krikorian MaryAnn	SAU#10	Oppose	No
StJean Martha	Myself	Oppose	No
Cockrell Cornelia	Myself	Oppose	No
Tenuta Joseph	Myself	Oppose	No
Starr Anne	Myself	Oppose	No
LaVoy Emily	Myself	Oppose	No
Wolf Meagan	Myself	Oppose	No
Barden Marsha	Myself	Oppose	No

van der Bijl Dana	Myself	Oppose	No
Goodnow Martha	Myself	Oppose	No
Reynolds Aarika	Myself	Oppose	No
Brennan Nancy	Myself	Oppose	No
Lang Darrelle	Myself	Oppose	No
Bodell Allyson	Myself	Support	No
POLLARD GWYNNE EMILY	Myself	Oppose	No
Ray Robert	Myself	Oppose	No
Ring Glen	Myself	Oppose	No
Goulet M J	Myself	Oppose	No
Sherman Nahida	Myself	Support	No
Gordon Laurie	Myself	Oppose	No
Jones Stephanie	Myself	Oppose	No
McKinney Garth	Myself	Oppose	No
Bobay Kathryn	Myself	Oppose	No
Greene Billie-Jean	Myself	Support	No
Pollard Joseph	Myself	Oppose	No
Schlapak Eric	Myself	Oppose	No
Staub Kathy	Myself	Oppose	No
Lord Timothy	Myself	Support	No
Helm Erica	Myself	Oppose	No
LeFebvre Richard	Myself	Support	No
MacGregor Leslie	Myself	Oppose	No
Webb Ann	Myself	Oppose	No
Jennifer Speidel	Myself	Oppose	No
Fryberger Mark	Myself	Oppose	No
Pellettieri Juduth	Myself	Oppose	No
Newton Gailann	Myself	Oppose	No
Kreutzer Debra	Myself	Oppose	No
Pelkettueri Judith	Myself	Oppose	No
Brand Stijn	Myself	Oppose	No
Hendrick Mary Lou	Myself	Oppose	No
King Walter	Myself	Oppose	No
Polomski Krys	Myself	Oppose	No

Swinburne Sandy	Myself	Oppose	No
Lucy Crichton	Myself	Oppose	No
Biederman Nancy	Myself	Support	No
Hunnewell Richard	Myself	Oppose	No
Chalice Michele	Myself	Oppose	No
Hirai Barbara	Myself	Oppose	No
Wills Sarah	Myself	Oppose	No
Edry Derek	Myself	Oppose	No
Michael Eloise	Myself	Oppose	No
Levasseur Donna	Myself	Support	No
Algeo Amy	Myself	Support	No
Pugh Barbara	Myself	Oppose	No
Soto Dianne	Myself	Oppose	No
Moul Jamieson	Myself	Oppose	No
Crosby Ruth	Myself	Oppose	No
Laker-Phelps Gail	Myself	Oppose	No
Nichols Stephanie	Myself	Oppose	No
Gleason Pamela	Myself	Oppose	No
Gleason John J.	Myself	Oppose	No
Schamberg Tom	Myself	Oppose	No
Martin Crystal	Myself	Oppose	No
Danielson Carla	Myself	Oppose	No
Griset Brian	Myself	Support	No
Nevins Kelly	Myself	Oppose	No
Livie Laura	Myself	Oppose	No
Dickson Julie	Myself	Oppose	No
Richardson Nancy	Myself	Oppose	No
Malo Casey	Myself	Oppose	No
Sullivan Bernice	Myself	Oppose	No
Campos Leighann	Myself	Oppose	No
Cole Katherine	Myself	Oppose	No
Nash Lisa	Myself	Oppose	No
Ammon Keith	Myself	Support	No
Ruth Sánchez	Myself	Oppose	No

Annand Allison	Myself	Oppose	No
Landsman Margaret	Myself	Oppose	No
Zweighaft Mary	Myself	Oppose	No
House Nancy	Myself	Support	No
George Hooper	Myself	Oppose	No
Grady John	Myself	Oppose	No
Turell Yusi	Myself	Oppose	No
DeMark Richard	Myself	Oppose	No
House Bill	Myself	Support	No
DeMark Harriet	Myself	Oppose	No
Conti Carol	Myself	Oppose	No
donovan Hugh	Myself	Oppose	No
James Geoffrey	My entire family	Oppose	No
Minihan Jeremiah	Myself	Oppose	No
McFadden Bill	Myself	Support	No
Gould William	Myself	Oppose	No
Hansel Susan	Myself	Oppose	No
Bundy Linda	Myself	Oppose	No
Mooney Bridget	Myself	Oppose	No
Lee Mattson	Myself	Oppose	No
Driscoll Angela	Myself	Oppose	No
Polychrones Andrea	Myself	Oppose	No
Petrovito Janet	Myself	Oppose	No
Minton Faith	Myself	Oppose	No
OSullivan Kristine	Myself	Oppose	No
Turner Eric	Myself	Oppose	No
Daley Philip	Myself	Oppose	No
Zavgren John	Myself	Oppose	No
Field Bryan	Myself	Oppose	No
Buttrick Tom	Myself	Oppose	No
Neville Betsey	Myself	Oppose	No
blakeney gordon	Myself	Oppose	No
Perkins Nicole	Myself	Oppose	No
Butcher Suzanne	Myself	Oppose	No

Daley Barbara	Myself	Oppose	No
Kaplan Robert	Myself	Oppose	No
sereen amelia	Myself	Oppose	No
Bragg Kimberly	Myself	Oppose	No
Gavrin Ira	Myself	Oppose	No
CONE Marsha	Myself	Oppose	No
Mott-Smith Wiltrud	Myself	Oppose	No
Willard Jonathan C.	Myself	Oppose	No
Thopson Debbie	Myself	Oppose	No
DeVal Stacy	Myself	Oppose	No
Tilli-Pauling Marianne	Myself	Oppose	No
Robertson Doreen	Myself	Oppose	No
Saari Marion	Myself	Oppose	No
Clafin Kyri	Myself	Oppose	No
Friend-Gray Allison	Myself	Oppose	No
DeAnna Polizzotti-Carr	Myself	Oppose	No
Watson Amy	Myself	Oppose	No
Sprinkle Cheryl	Myself	Oppose	No
Barry John	Myself	Oppose	No
Matthews Casey	Myself	Oppose	No
Gregory Michael	Myself	Oppose	No
Donovan Julie	Myself	Oppose	No
Tilli-Pauling Nigel	Myself	Oppose	No
Bouchard Donald	Myself	Oppose	No
Michaud Nancy	Myself	Oppose	No
Bomba Lisa	Myself	Oppose	No
Hulick Caroline	Myself	Oppose	No
James Natalie	Myself	Oppose	No
Farr Debbie	Myself	Oppose	No
Fogarty Maggie	American Friends Service Committee - NH	Oppose	No
Lovering John	Myself	Oppose	No
Boutin Melissa	Myself	Oppose	No
Hooper Janet	Myself	Oppose	No
Draper Liza	Myself	Oppose	No

Salmon Herb	Myself	Oppose	No
Pollard Virginia	Myself	Oppose	No
Wood Jacqueline	Myself	Oppose	No
Kennedy Jane	Myself	Support	No
Hague Christine	Myself	Oppose	No
McKown Jennifer	Myself	Oppose	No
Harden Susan	Myself	Oppose	No
Thomas Brenda	Myself	Oppose	No
Meyers Mary	Myself	Oppose	No
Pitt Martha	Myself	Oppose	No
Pearl Sara	Myself	Oppose	No
Bobruff Art	Myself	Oppose	No
B Kim	Myself	Oppose	No
Duncan Stan	Myself	Oppose	No
King Marcia	Myself	Oppose	No
Hayes Sarah	Myself	Oppose	No
Jones Jennifer	Myself	Oppose	No
Getty Lee	Myself	Oppose	No
STAHL MICHELLE	Myself	Oppose	No
Heymans Cheryl	Myself	Oppose	No
Wallace Andrew	Myself	Oppose	No
Boulanger Ann	Myself	Oppose	No
Lawson Linda	Myself	Oppose	No
Heath Christine	Myself	Oppose	No
Morris Erin	Myself	Oppose	No
Gray Senator James	Senate District 6	Support	No
Kempner Damon	Myself	Oppose	No
Lacey Anne	Myself	Oppose	No
Johnson Maggie	Myself	Oppose	No
Bezanson Melisa	Myself	Oppose	No
Grigas Ben	Myself	Oppose	No
Costello Andrea	Myself	Oppose	No
Fyfe Heidi	Myself	Oppose	No
Nicole W	Myself	Oppose	No

Gibney Elizabeth	Myself	Oppose	No
Gibney Joshua	Myself	Oppose	No
Gunter Patricia	Myself	Oppose	No
Ramsey Tracy	Myself	Oppose	No
Husband Sarah	Myself	Oppose	No
Johnson Christine	Myself	Oppose	No
Kovacs Katie	Myself	Oppose	No
Ouellette Karen	Myself	Oppose	No
Smiley Julie	Myself	Oppose	No
Wolfe Sarah	Myself	Oppose	No
Goyette Robert	Myself	Support	No
Eynon Alexis	Myself	Oppose	No
Orndorff Jill	Myself	Oppose	No
Whittington Jeanne	Myself	Oppose	No
Garland Cynthia	Myself	Oppose	No
Zajano Emily	Myself	Oppose	No
Rogers Michael	Myself	Oppose	No
Barnard William	Myself	Oppose	No
Carbonneau Tessa	Myself	Oppose	No
Wilson David	Myself	Oppose	No
Falk Cheri	Myself	Oppose	No
Bartlett Christy	Merrimack 19	Oppose	No
Culliton Penny	Myself	Oppose	No
Fleming Kevin	Myself	Oppose	No
Fioretti Ellen	Myself	Oppose	No
Murphy Christine	Myself	Oppose	No
Quinn Anne	Myself	Oppose	No
Goldwater Catherine	Myself	Oppose	No
Bersak T	Myself	Oppose	No
Maitland Karen	Myself	Oppose	No
Madden Clement	Myself	Oppose	No
Ryan Deborah	Myself	Oppose	No
Kennedy Charlene	Myself	Oppose	No
Derrico Kelly	Myself	Oppose	No

Mutschler Jason	Myself	Oppose	No
Frizzell Carol	Myself	Oppose	No
Horne Stacy	Myself	Oppose	No
Pauer Diane	Myself	Support	No
Stevens Kate	Myself	Oppose	No
Beaulieu Robert	Myself	Support	No
Murphy Joseph	Myself	Oppose	No
Kusch Dan	Myself	Oppose	No
Alexandra Heatley	Myself	Oppose	No
Kizirian Tara	Myself	Oppose	No
Klug Donald	Myself	Support	No
Atkinson Matthew	Myself	Oppose	No
Smith Megan	Myself	Oppose	No
Wurst Barbara	Myself	Oppose	No
Peter Pique Naitove	Myself	Oppose	No
Thomas Sturdy	Myself	Support	No
Kim Ommundsen	Myself	Oppose	No
Lynch Kristy	Myself	Oppose	No
Hampton Doris	Myself	Oppose	No
Bruno Richard	Myself	Oppose	No
Tuveson Erin	Myself	Oppose	No
hubert Kathy	Myself	Oppose	No
Lanigan Cathy	Myself	Oppose	No
Belies Peter	Myself	Oppose	No
Graves Steven	Myself	Oppose	No
Kropelin Casey	Myself	Oppose	No
Petrigno Peter	Myself	Oppose	No
Blair David	Myself	Oppose	No
Driscoll Patricia	Myself	Oppose	No
Fay Paula	Myself	Oppose	No
Kumpu Janine	Myself	Oppose	No
Casey Janet	Myself	Oppose	No
Ducharme Marna	Myself	Oppose	No
Sullivan Shawn	Myself	Oppose	No

Weyler Ken	Rock. 13	Support	No
Ehl Alyssa	Myself	Support	No
Fisher Jay	Myself	Oppose	No
Sinclair Jill	Myself	Oppose	No
Dellisola David	Myself	Oppose	No
Dockham Sara	Myself	Oppose	No
Aucoin Laurie	Myself	Oppose	No
Eames Kathleen	Myself	Oppose	No
Robbins Annie	Myself	Oppose	No
Gehrlein Hayden	Myself	Support	No
Nadeau Robert	Myself	Oppose	No
souza kathleen	Myself	Support	No
Warren Martin	Myself	Oppose	No
Rantala Tom	Myself	Support	No
Rantala Tracy	Myself	Support	No
Weston Ginarose	Myself	Support	No
Willing Maura	Myself	Oppose	No
Larson Ruth	Myself	Oppose	No
Oxnard Nate	Myself	Oppose	No
Goulet Martin	Myself	Oppose	No
Gannon Rondi	myself	Oppose	No
Martinson Missy	Myself	Oppose	No
Smith Bruce	Myself	Oppose	No
Lysik NancyLynn	Myself	Oppose	No
Ducharme Sue	Myself	Oppose	No
Deschambeault Elaine	Myself	Oppose	No
Kelley Natalie	Myself	Oppose	No
Brock Helen	Myself	Oppose	No
De Witt Lauri	Myself	Support	No
Richar Diane	My children	Support	No
Petrone Augusta	Myself	Support	No
Croes John	Myself	Oppose	No
Baldwin Mary	Myself	Oppose	No
Kelley Randall	Myself	Support	No

Munson Elizabeth	Myself	Support	No
Munson Samuel	Myself	Support	No
Cole Christopher	Myself	Oppose	No
Pine Deborah	Myself	Oppose	No
Brown Nina	Myself	Oppose	No
Craycraft Michelle	Myself	Oppose	No
Motyl Jennifer	Myself	Oppose	No
Baldwin Gunnar	Myself	Oppose	No
Davidson Dana	Myself	Oppose	No
Foley Jessie	Myself	Oppose	No
Warren Joan	Myself	Oppose	No
Foley John	Myself	Oppose	No
Anderson Pat	Myself	Oppose	No
Fried Claude	Myself	Oppose	No
Marshall Tonya	Myself	Support	No
Hollister Caroline	Myself	Support	No
Farrelly Devin	Myself	Support	No
Dangel Michael	Myself	Support	No
Souza Robert	Myself	Oppose	No
Edelblut Kathleen	Myself	Support	No
Johnson Sandra	Myself	Oppose	No
Hahn Carol	Myself	Oppose	No
Carey Gina	Myself	Oppose	No
Beaudoin Jennifer	Myself	Oppose	No
Greenwood Melissa	Myself	Oppose	No
Bedard Kerry	Myself	Support	No
Broshek Mary Anne	Myself	Oppose	No
Burdin Rachel	Myself	Oppose	No
Goodwin Bruce	Myself	Support	No
Strang David	Myself	Support	No
Stewart Alexandra	Myself	Oppose	No
Dunham Kristen	Myself	Oppose	No
McGarty Christina	Myself	Oppose	No
Knoll Lynn	Myself	Oppose	No

Goodwin Mandie	Myself	Oppose	No
Gingrich David	Myself	Oppose	No
Green Katherine	Myself	Oppose	No
Kennedy Shawn	Common Sense	Oppose	No
Hambrook Corey	Myself	Oppose	No
McLaughin Denise	Myself	Oppose	No
OGara Lily	Myself	Oppose	No
Sennett Rachel	Myself	Oppose	No
Walker Birgit	Myself	Oppose	No
Louf Melissa	Myself	Oppose	No
Kost Joel	Myself	Oppose	No
Davis Julie	Myself	Oppose	No
Tourigny Sarah	Myself	Oppose	No
Reed Judith	Myself	Oppose	No
Fredrickson Jill	Myself	Oppose	No
Meloney Jean	Myself	Oppose	No
White Nicole	Myself	Oppose	No
Buchsbaum Alison	Myself	Oppose	No
LeBlanc Daniel	Myself	Oppose	No
Talbott Beth	Myself	Oppose	No
Matz Kerstin	Myself	Oppose	No
Richardson Diane	Myself	Support	No
Auger Bobbie	Myself	Support	No
Poirier Amy	Myself	Oppose	No
Belakonis Joe	Myself	Oppose	No
Nottage Kimberly	Myself	Oppose	No
Clark John	Myself	Oppose	No
Kessler Holly	Myself	Support	No
Canelas Bethen	Myself	Oppose	No
Hughes Kerri	Myself	Oppose	No
Katherine Schulten	Myself	Oppose	No
Clemons Cynthia	Myself	Oppose	No
Weber Jill	Myself	Oppose	No
Sheldon Guy	Myself	Oppose	No

Hodgen Leslie	Myself	Oppose	No
Mullen Adam	Myself	Oppose	No
Linscott Jessica	Myself	Oppose	No
Mullen Debra	Myself	Oppose	No
Foley Samantha	Myself	Oppose	No
Dean Rory	Myself	Oppose	No
Foley Amber	Myself	Oppose	No
Mullen Germaine	Myself	Oppose	No
Blumenshine Lee	Myself	Support	No
Scholes Amy	Myself	Oppose	No
Miner Philip	Myself	Support	No
Cunningham Rebecca	Myself	Oppose	No
Cunningham Jeannie	Myself	Oppose	No
Dangel Juanita	Myself	Support	No
Steeves Heather	Myself	Oppose	No
Pierson Abigail	Myself	Oppose	No
Mills Susan	Myself	Oppose	No
Slayton Barbara	Myself	Oppose	No
Dean Dennis	Myself	Oppose	No
St. Cyr Rob	Myself	Oppose	No
Doody Jodi	Myself	Oppose	No
Edgar Stacey	Myself	Oppose	No
Ciolfi Monica	Myself	Oppose	No
MELLER elizabeth	Myself	Oppose	No
Phelan Kathryn	Myself	Oppose	No
Allen Stacey	Myself	Oppose	No
Gannon Geoffrey	Myself	Oppose	No
Sanborn Alisa	Myself	Oppose	No
Latifi Karissa	Myself	Oppose	No
Boucher Sharon	Myself	Oppose	No
FRIEDRICH EDWARD	Myself	Oppose	No
Lonano James	Myself	Oppose	No
Van Meier Valerie	Myself	Oppose	No
Chambetlin Alice	Myself	Oppose	No

Carey Katherine	Myself	Oppose	No
Batchelder Elizabeth	Myself	Oppose	No
Wallisch Elizabeth	Myself	Oppose	No
Sherman Howard	Myself	Support	No
Coffey Gail	Myself	Oppose	No
Woulfe Nicole	Myself	Oppose	No
Wilson Patricia	Myself	Oppose	No
Groetzinger Tonda	Myself	Support	No
Tanner William	Myself	Support	No
Platt Elizabeth-Anne	Myself	Oppose	No
Chick Raina	Myself	Oppose	No
Molan Pat	Myself	Oppose	No
Drennan Doiron Erin	Myself	Oppose	No
Levesque Joe	Myself	Oppose	No
Wilkerson Glynn	Myself	Oppose	No
Donna LoConte	Myself	Oppose	No
Teden Pat	Myself	Oppose	No
Watto Michael	Plymouth Elementary School	Oppose	No
Thomas William	Myself	Oppose	No
Paciulan Pauline	Myself	Oppose	No
Merrill Jocelyn	Myself	Oppose	No
McLean Kathy	Myself	Oppose	No
Merrill Dustin	Myself	Oppose	No
George Tess	Myself	Oppose	No
Shannon Robert	Myself	Oppose	No
Gilson Stephanie	Myself	Oppose	No
Lippitt Lynn	Myself	Oppose	No
McConville David	Myself	Support	No
Slover Kathleen	Myself	Oppose	No
Deml Jen	Myself	Support	No
Darby Mary	Myself	Support	No
Andrews Nikki	Myself	Oppose	No
Graham Nancy	Myself	Oppose	No
Smith Dave	Myself	Oppose	No

Henrichon Margaret	Myself	Oppose	No
Mesa-Tejada Jorge	Myself	Support	No
Sweet Stephen	Myself	Support	No
Brown Ronald	Myself	Oppose	No
Reed Barbara D.	Myself	Oppose	No
Sandy Leo	Myself	Oppose	No
Aubin Joseph	Myself	Oppose	No
DeBartolomao Joseph	Myself	Oppose	No
Burdett Mary	Myself	Oppose	No
Haigh Jane	Myself	Oppose	No
Fogg Ruby	Myself	Oppose	No
Landsman Karen	Myself	Oppose	No
Kretchmer Teresa	Myself	Oppose	No
Newell Karen	Myself	Oppose	No
McCarthy Bethann	Myself	Oppose	No
Ingold Bret	Myself	Oppose	No
Thibodeau Scott	Myself	Oppose	No
Spratt Deb	Myself	Oppose	No
Mulholland Michael	Myself	Support	No
Burgess Thomas	Myself	Oppose	No
DeBartolomao Lisa	Myself	Oppose	No
Dangelas Bernice	Myself	Oppose	No
Lewicke John	Myself	Support	No
Long Cecilia	Myself	Oppose	No
bencivenga ernie	Myself	Support	No
Lizotte Kristin	Myself	Oppose	No
Lizotte Geoffrey	Myself	Oppose	No
McManus Erin	Myself	Oppose	No
Schow Lorraine	Myself	Oppose	No
Torpey H. Robert	Myself	Oppose	No
Murphy Donna Beth	Myself	Oppose	No
Jane Papageorge	Myself	Oppose	No
Garland Ann	Myself	Oppose	No
Sandra Leavitt	Myself	Oppose	No

Peterson Sharlene	Myself	Oppose	No
Clark Clarice	Myself	Oppose	No
Leavitt Roger	Myself	Oppose	No
Hughen William	Myself	Oppose	No
Cousins Rebecca	Myself	Support	No
Marandino Jennifer	Myself	Oppose	No
Maloney Mandi	Myself	Oppose	No
Lytle Jayne	Myself	Oppose	No
Blumenshine Kent	Myself	Support	No
Klein Ella	Myself	Oppose	No
Gerson Deborah	Myself	Oppose	No
LeBlanc Shaun	Myself	Oppose	No
Gerson David	Myself	Oppose	No
Donna Hiltz	Campton school board	Oppose	No
Pollard Jane	Myself	Oppose	No
Russamano Leanne	Myself	Support	No
Conklin Josh	Myself	Oppose	No
Wheeler Douglas	Myself	Support	No
Perry Brenda	Myself	Oppose	No
Calhoun Mary	Myself	Oppose	No
Lara Christopher	Myself	Oppose	No
Martin Karyl	Myself	Oppose	No
Martin Christine	Myself	Oppose	No
Moore Shona	Myself	Support	No
Moore Chad	Myself	Support	No
Lisa Morris	Myself	Oppose	No
Daniels Deborah	Myself	Oppose	No
Zaenglein Barbara	Myself	Oppose	No
Zaenglein Eric	Myself	Oppose	No
Wallace Patricia	Myself	Oppose	No
Williams Carol	Myself	Oppose	No
Prohl Robert	Myself	Oppose	No
Shriver Marilyn	Myself	Oppose	No
Parrotto Sara	Myself	Oppose	No

Kilar Megan	Myself	Oppose	No
Pingree Seth	Myself	Oppose	No
Pompeo Tara	Myself	Oppose	No
Landon Lovell	Myself	Support	No
Meyer Abigail	Myself	Oppose	No
Pauer Eric	Myself	Support	No
Maynard Richard	Myself	Oppose	No
Lekas Tony	Hillsborough 37	Support	No
Lazarus Joanne	Myself	Oppose	No
Saucier Dan	Myself	Oppose	No
Williams Lori	Lisbon Regional School	Oppose	No
Stone Janet	Myself	Oppose	No
Fanburg Susan	Myself	Oppose	No
Hanlon Stephen	Myself	Oppose	No
Alan Baker	Myself	Oppose	No
Lynn Bob	Myself	Support	No
Adlzarabi Julie	Myself	Oppose	No
Buckley Arianne	Myself	Oppose	No
Fitzgibbon Brenna	Myself	Oppose	No
Bianchi Rebekah	Myself	Oppose	No
Horan Meredith	Myself	Oppose	No
Mandy DeCew	Myself	Oppose	No
Hunt Florence	Myself	Oppose	No
Brackett Christopher	Myself	Oppose	No
Chrusciel Mary	Myself	Oppose	No
BOUCHARD LISA	Myself	Oppose	No
Prolman Margaret	Myself	Oppose	No
L Brown	Myself	Oppose	No
Lamphier Regan	Myself	Oppose	No
Zecchini Elicia	Myself	Oppose	No
Fitzgerald Elizabeth	Myself	Oppose	No
Martha Madsen	Myself	Oppose	No
Walsh Mary	Myself	Oppose	No
ELLIOTT DAVID	Myself	Oppose	No

Williamson Theresa	Myself	Oppose	No
Williamson James	Myself	Oppose	No
Bertrand Jennifer	Myself	Oppose	No
spinney cathy	Myself	Oppose	No
Sweet Barbara	Myself	Oppose	No
Bertrand Chloe	Myself	Oppose	No
McKeon Alyssa	Myself	Oppose	No
Schmidt Cathy	Myself	Oppose	No
Berman Joel	Myself	Oppose	No
Cummings Kristen	Myself	Oppose	No
Berger Linda	Myself	Oppose	No
Leavitt Katherine	Myself	Oppose	No
Gamage Julie	Myself	Oppose	No
Yager Shawn	Myself	Oppose	No
Jackson-Reno Nancy	Myself	Oppose	No
Linda Ottery	Myself	Oppose	No
Hall Wendy	Myself	Oppose	No
Nieman David	Myself	Oppose	No
Noonan Paula	Myself	Oppose	No
Hart Janet	Myself	Oppose	No
Richards Dorothy	Myself	Support	No
Richards Clara	Myself	Support	No
Boothroyd Victoria	Myself	Oppose	No
Fitzgerald Nicole	Nicole Fitzgerald	Oppose	No
Fitzgerald Warren	Warren Fitzgerald	Oppose	No
Piedra Angel	Myself	Oppose	No
Vaughan Elizabeth	Myself	Oppose	No
Drake Angela	Myself	Oppose	No
Wilhelm Jessica	Myself	Oppose	No
Birchard Melissa	Myself	Oppose	No
Kirby James	Myself	Oppose	No
Lipoma Dulcie	Myself	Oppose	No
Solon Tom	SAU 41	Oppose	No
Coakley Tara	Myself	Oppose	No

Gould Jennifer	Myself	Oppose	No
Goldman Merryl	Myself	Oppose	No
Kuzsma Elizabeth	My district	Oppose	No
Geoghegan Priscilla	Myself	Oppose	No
Campbell Laura	Myself	Oppose	No
LaBombard Ernest	Myself	Oppose	No
Frost Dawn	Myself	Oppose	No
Dow Timothy	Franklin School Board	Oppose	No
Pelletier Michelle	Myself	Oppose	No
Hall Jennifer	Myself	Oppose	No
Herrington Michael	Myself	Oppose	No
Lortie Melissa	Myself	Support	No
Katherine Morrocco	Myself	Oppose	No
Bowman Jane	Myself	Oppose	No
Stone Patricia	Myself	Oppose	No
Fontaine David	Myself	Oppose	No
Dupere Sheila	Myself	Oppose	No
Ribaudo Steven	Myself	Oppose	No
Myintu Athi	Myself	Oppose	No
Nelson Tiffany	Myself	Oppose	No
Murphy Debbie	Myself	Oppose	No
Hanson Kathleen	Myself	Oppose	No
Bragg Adam	Myself	Oppose	No
Miles Linette	Myself	Oppose	No
Lajoie Katherine	Myself	Oppose	No
Lajoie John	Myself	Oppose	No
Cramer William	Myself	Oppose	No
Griffin Edward	Myself	Support	No
Kujawski Peter	Myself	Support	No
Safford Lori	Myself	Support	No
Booth Jill	Myself	Support	No
English Adena	Myself	Oppose	No
Schapira Carol	Myself	Oppose	No
Dube Kelly	Myself	Support	No

Paul Petrimoux	Myself	Oppose	No
Gailing Paula	Myself	Oppose	No
Howe Allison	Myself	Oppose	No
Buswell Crystal	Myself	Oppose	No
Ewing Louise	Myself	Oppose	No
Edmunds Amie	Myself	Oppose	No
Silva Bethany	Myself	Oppose	No
Bregani Olivia	Myself	Oppose	No
Seeley Scott	Myself	Oppose	No
Jahos Ellen	Myself	Oppose	No
Salim Nassr	Myself	Support	No
LaGrua Maureen	Myself	Oppose	No
Holcombe Joan	Myself	Support	No
Giroux Kim	Myself	Oppose	No
Fijalkowski-Santy Michelle	Myself	Oppose	No
McCabe Janel	Myself	Oppose	No
Davis Heather	Myself	Oppose	No
Charlene Betz	Myself	Oppose	No
Worth Elizabeth	Myself	Support	No
Ruggeri Susan	Myself	Oppose	No
Davis James	Myself	Oppose	No
Speers Kimberly	Myself	Oppose	No
Cummings Christopher	Myself	Support	No
LeBlanc Matthew	Myself	Oppose	No
Meth Eric	Myself	Oppose	No
Middleton Amy	Myself	Support	No
Tobiassen Kristen	Myself	Oppose	No
Higgins Eileen	Myself	Oppose	No
Alexander Melissa	Myself	Oppose	No
Arbor Kristine	Myself	Oppose	No
Stanley John	Myself	Oppose	No
Whalen Krista	Myself	Oppose	No
Ross Mary	Myself	Oppose	No
Rapier Forrest	Myself	Oppose	No

Johnson Richard	Myself	Oppose	No
Bressette Meg	Myself	Oppose	No
Cassady Glenn	Myself SAU 58 Board Chair	Oppose	No
Smith Elizabeth	Myself	Oppose	No
Ziniti Stephanie	Myself	Oppose	No
Johnson Patrick	Myself	Oppose	No
Kiley Kerry	Myself	Oppose	No
Lydia Belanger	myself	Oppose	No
Rafferty Richard	Myself	Oppose	No
Belanger Robert	My husband	Oppose	No
Pratt Kim	Myself	Oppose	No
Welch Jessica	Myself	Oppose	No
Kallinich Kayla	Myself	Oppose	No
Tankle Reva	Myself	Oppose	No
Gourlay Laura	Myself	Oppose	No
Richman Ryan	Myself	Oppose	No
Faulconer Rick	Myself	Oppose	No
Tellier Sherry	Myself	Oppose	No
Tellier Darlene	Myself	Oppose	No
Sands Jonathan	Myself	Oppose	No
Kittredge Lucia	Myself	Oppose	No
Breton Carolyn	Myself	Oppose	No
Clark Nancy	Myself	Oppose	No
Bushueff Catherine	Myself	Oppose	No
Gluck Tammy	Myself	Oppose	No
Dutton Ryan	Myself	Oppose	No
Freeman-Woolpert Julia	Myself	Oppose	No
Gruttemeyer Pat	Myself	Oppose	No
Locke Karen	Myself	Oppose	No
Goodwin Jacob	Myself	Oppose	No
Valiante Susan	Myself	Oppose	No
Bourgeois Amy	Myself	Oppose	No
Crow Matthew	Myself	Support	No
Martin Maggie	Myself	Oppose	No

Gregg Robin	Myself	Oppose	No
Hahn Virginia	Myself	Oppose	No
Hyde Scott	Myself	Oppose	No
Spear Emily	Myself	Oppose	No
Ash Katherine	Myself	Oppose	No
Spear John	Myself	Oppose	No
Bilodeau Bethany	Myself	Oppose	No
Walsh Sean	Myself	Oppose	No
Peters Dorothy	Myself	Oppose	No
Reinhold Karen	Myself	Oppose	No
Zecha Jason	Myself	Oppose	No
Healy Joseph	Myself	Support	No
Russo Mike	Myself	Oppose	No
Read Laura	Myself	Oppose	No
H. Diamond	Myself	Oppose	No
Lefort Christopher	Myself	Support	No
Vendt Martha	Myself	Support	No
Daniels Matthew	Myself	Support	No
Zaino Judith	Myself	Oppose	No
Heard Rachael	Myself	Oppose	No
Butt Rebecca	Myself	Oppose	No
Myers Patrice	Myself	Support	No
Harris Tom	Myself	Oppose	No
Durand Stephanie	Myself	Oppose	No
Elliott Farrell	Myself	Oppose	No
Hyde Noreen	Myself	Oppose	No
Clark Elizabeth	Myself	Oppose	No
Craven Michael	Myself	Support	No
McCusker Donna	Myself	Oppose	No
Hyde Melissa	Myself	Oppose	No
Ades Alain	Myself	Oppose	No
Vardakis Gayle	Myself	Oppose	No
Dakowicz Dianne	Myself	Oppose	No
Hanna Amber	Myself	Oppose	No

Traversy Susan	Myself	Oppose	No
Cowgill Marie	Myself	Oppose	No
Cotnoir Michelle	Myself	Oppose	No
LaBranche Jennifer	Myself	Oppose	No
Liebowitz Susan	Myself	Oppose	No
Zarnowski Brenda	Myself	Oppose	No
Jarnis Deborah	Myself	Oppose	No
Grant Dustin	Myself	Oppose	No
Richardson Bryan	Myself	Support	No
Champigny Sarah	Myself	Oppose	No
Champigny Kevin	Myself	Oppose	No
MacDougall Lisa	Myself	Oppose	No
Munsey Nancy	Myself	Oppose	No
Jennifer Delorie	Myself	Oppose	No
Jeness Anne	Myself	Oppose	No
Miller Pam	Myself	Oppose	No
Fagundes-Newcombe Dina	Myself	Support	No
Dresser Sarah	Myself	Oppose	No
Page Ashley	Myself	Oppose	No
Elliott Tim	Myself	Oppose	No
Tryon Diane	Myself	Oppose	No
Collins Ruth	Myself	Oppose	No
Thompson Tim	Myself	Oppose	No
Gabert Liz	Myself	Support	No
Miller Christine	Myself	Oppose	No
Wicks Pam	Myself	Oppose	No
Keeler Daniel John	Myself	Support	No
Madden Angus	Myself	Oppose	No
Dalton Lee Ann	Myself	Oppose	No
Charlefour Stephanie	Myself	Oppose	No
Tate Jeffrey	Myself	Oppose	No
Austin Lorna	Myself	Oppose	No
Mealey Bill	Myself	Oppose	No
Kuliga Paul	Myself	Oppose	No

White Shawn	Myself	Oppose	No
Klayman Micah	Myself	Oppose	No
Brown Chris	Myself	Oppose	No
Titelbaum Jennifer	Myself	Oppose	No
Adams Zachary	Myself	Oppose	No
Cantor Nancy	Myself	Oppose	No
Burns Susan	Myself	Oppose	No
Damery Marlene	Myself	Oppose	No
Kornhauser Naomi	Myself	Oppose	No
Cohen Karin	Myself	Oppose	No
Hester Billie	Myself	Oppose	No
Hignett Alma	Myself	Support	No
Wells Anna	Myself	Oppose	No
Burcalow Sarah	Myself	Oppose	No
Hemingson Celeste	Myself	Oppose	No
Lindsey Judith	Myself	Oppose	No
Moore Robert	Myself	Support	No
Roche Jr. Edward C.	Myself	Oppose	No
Oldak Brenda	Myself	Oppose	No
Sylvern Craig	Myself	Oppose	No
Woodman Rebekah	Myself	Support	No
Leandri Victoria	Myself	Oppose	No
Greenwood Darlene	Myself	Oppose	No
Demers Andrew	Myself	Support	No
Lambert Elizabeth	Myself	Support	No
Labonte Brandi	Myself	Oppose	No
Rich Ami	Myself	Oppose	No
Courtney Cynthia	Myself	Support	No
Belyea Chelses	Myself	Support	No
Marotte Danielle	Myself	Oppose	No
Williamson Anna	Myself	Oppose	No
Lajoie Corrine	Myself	Oppose	No
Frye Kim	Myself	Oppose	No
Madden Lilia	Myself	Oppose	No

Weiner Cara	Myself	Oppose	No
Faltus Eugene	Myself	Oppose	No
Joyce Ellen	Myself	Oppose	No
Duffett Patricia	Myself	Oppose	No
Belyea Jason	Myself	Support	No
Arguin Chris	Myself	Oppose	No
Williams Erin	Myself	Oppose	No
Delahanty Michael	Myself	Oppose	No
Cohen Bruce	Hillsborough 28	Oppose	No
Donahue Lori	Myself	Oppose	No
Zachos Amber	Myself	Oppose	No
Stiles Carolyn	Myself	Oppose	No
Ducharme Leo	Myself	Oppose	No
Colby Amy	Myself	Oppose	No
Argeropoulos Peter	Myself	Oppose	No
Averill Sherri	Myself	Oppose	No
Priddy Kelly	Myself	Oppose	No
Olivier Lillian	Myself	Oppose	No
Knieriem Claudette	Myself	Oppose	No
Hall Isaac	Myself	Support	No
Stagnone Leah	Myself	Oppose	No
Beauchner Alex	Myself	Oppose	No
cummings charles	Myself	Oppose	No
Phillips Katie	Myself	Oppose	No
smith rosa	Myself	Oppose	No
Dibble Judy	Myself	Oppose	No
Sack Diana	Myself	Oppose	No
Seaward Robert	Myself	Oppose	No
K Gilman	Myself	Oppose	No
Burnham Victoria	Myself	Oppose	No
McKone Felicia	Myself	Oppose	No
.Beno Rebecca	Myself	Oppose	No
Roberts Frank	Myself	Oppose	No
Mini Adam	Myself	Oppose	No

Oberti Janet	Myself	Oppose	No
Crichton Lucy	Myself	Oppose	No
Lang Andrew	Myself	Oppose	No
Bourassa Cheryl	Myself	Oppose	No
Graham Christopher	Myself	Oppose	No
Bourassa Jenna	Myself	Oppose	No
Carter Lilian	Myself	Oppose	No
Meller Liz	Myself	Oppose	No
Moore Andrea	Myself	Support	No
Moore Adam	Myself	Support	No
Pierce James	Myself	Support	No
Pierce Jenny	Myself	Support	No
Royal Brian	Myself	Support	No
Woodard Brandy	Myself	Support	No
Donovan Terri	Myself	Oppose	No
Larson McKenzie	Myself	Oppose	No
Aiken Hobbs Alyson	Myself	Oppose	No
Tripp Jennifer	Myself	Oppose	No
MILLER CHRISTINA	Myself	Oppose	No
Swift Kevin	Myself	Oppose	No
Ausevich Beth	Myself	Oppose	No
Butterfield Toni	SAU #35	Oppose	No
Troy Torin	Myself	Oppose	No
Holt Sheila	Myself	Oppose	No
Corbin Stephanie	Myself	Oppose	No
Brown Kevin	Myself	Support	No
Swett Tracey	Myself	Oppose	No
Bilodeau Cynthia	Myself	Oppose	No
Atkinson Sharon	Myself	Oppose	No
Fitzgerald Chelsie	Myself	Oppose	No
Avery Shea	Myself	Oppose	No
Livingston Tiffany	Myself	Support	No
Severance Ann	Myself	Support	No
McKillop Heather	Myself	Oppose	No

McGlaufflin Sam	Myself	Oppose	No
Bell Kendra	SAU #58/Stark Village School District	Oppose	No
Heard Virginia	Myself	Oppose	No
Snow-Asher Carol	Myself and SAU103 (Hill)	Oppose	No
Cindy P	Myself	Support	No
Chandler Montgomery	SAU 35	Oppose	No
Nelson Barbara	Myself	Oppose	No
Kathleen Atkins	SAU#34	Oppose	No
Bolton Hughan	Myself	Support	No
Rist Helen	Myself	Oppose	No
Lesser Janine	Myself	Oppose	No
Howes Deb	Myself	Oppose	No
L. Jackett	Myself	Oppose	No
BOOTH JENNIFER	SAU47	Oppose	No
Murphy Emily	Myself	Support	No
Bessey Diane	Monarch School of New England	Oppose	No
Brackett Glenn	the working men & women of the NH AFL-CIO	Oppose	No
Heise Jennifer	Myself	Oppose	No
Paltanavich Jason	Myself	Oppose	No
Stone Allison	Myself	Oppose	No
Christine Chambers	Myself	Oppose	No
Connary Elaine	Myself	Oppose	No
Lennon Linda	Myself	Oppose	No
Scarpati Dan	Myself	Oppose	No
Hayes Randy	Myself	Oppose	No
Burns Caitlin	Myself	Oppose	No
Donna Collins	Myself	Oppose	No
Boyle Matthew	Myself	Oppose	No
Burkland-Ward Kim	Myself	Oppose	No
Schmitt Cheri	Myself	Oppose	No
Vivado Mauricio	Myself	Oppose	No
Tentarelli Liz	Myself	Oppose	No
Olson Andy	Myself	Support	No
Hickey Bill	Myself	Oppose	No

Bartholomew Kenneth	SAU 65	Oppose	No
MacLean Mark	Myself	Oppose	No
Michaud Stephen	Myself	Oppose	No
Boyer Adam	Myself	Oppose	No
Paradise Samantha	Myself	Support	No
Anderson Melissa	Myself	Oppose	No
Crane Lucy	Myself	Support	No
Crane Dale	Myself	Support	No
Hart Patrick	Myself	Oppose	No
anastasia marion	Myself	Oppose	No
Connelly Brian	Myself	Oppose	No
Josephson Timothy	Mascoma Valley Regional School Board	Oppose	No
Wilkerson Maribeth	Myself	Oppose	No
Garcia de Paredes Erin	SAU16	Oppose	No
Schwab Daphne	Myself	Oppose	No
Schalk Elizabeth	Myself	Oppose	No
Adams Robert	Myself	Oppose	No
Green Mindy	Myself	Oppose	No
Casey Bebe	SAU 65	Oppose	No
Conroy Christine	Myself	Oppose	No
Bressette Troy	Myself	Oppose	No
Reinhold Robin	Myself	Oppose	No
Chauvette Jude	Myself	Oppose	No
Fisher Ellen	Myself	Oppose	No
Moenter Lesley	Myself	Oppose	No
King Sara	Myself	Oppose	No
Brett Charlotte	Myself	Oppose	No
Jennifer Ely	Myself	Oppose	No
Shea George	SAU #52: Portsmouth	Oppose	No
Daly John	Myself	Oppose	No
Goldthwaite-Gagne Mary	Myself	Oppose	No
Bennett Jeanne	Myself	Oppose	No
La Vallee Jill	Myself	Oppose	No
Marsano Alison	Myself	Oppose	No

Musmanno Linda	Myself	Oppose	No
Desaulniers Meredith	Myself	Oppose	No
Thomas Tari	SAU#35- Lisbon Landaff Lyman Easton Franconia Bethlehem and Sugar Hill	Oppose	No
Greenlaw Sue	Myself	Oppose	No
Coughlin Cynthia	Myself	Oppose	No
Vasquez Larkin Magdalena	Myself	Oppose	No
Hinkley Derek	Myself	Oppose	No
Hussey Heather	Myself	Oppose	No
Beckwith Alexander	Myself	Oppose	No
Corbin Caden	Myself	Oppose	No
Davis Johnna	Myself	Oppose	No
Severance James	Myself	Support	No
Chandler Med	Myself/ NH Resident	Oppose	No
Lefort Jodi	Myself	Support	No
Vincent Laura	Myself	Oppose	No
Parshall Christine	Myself	Oppose	No
Johnson Mindy	Myself	Oppose	No
Fappiano Beth	Myself	Oppose	No
Saunderson George	Myself	Oppose	No
Sharfstein Ann	Myself	Oppose	No
Guinard Matilda	Myself	Oppose	No
Burke Cheryle	Myself	Oppose	No
Holden Russell	Myself	Oppose	No
Keefe Laurel	Myself	Oppose	No
Godbout Judith	Myself	Oppose	No
Zeller Bill	Myself	Oppose	No
McNicholas Molly	Myself	Support	No
McNicholas Dylan	Myself	Support	No
Murphy Pam	Myself	Oppose	No
Plante Leo	Myself	Support	No
James Carrie	Myself	Oppose	No
lima veronica	Myself	Support	No
Baker Jason	Myself	Oppose	No
Horrigan Rep. Timothy	Strafford 6	Oppose	No

Greg Stott	Myself	Oppose	No
Greene Bob	Hillsborough District 37	Support	No
Lowe Liza	Myself	Oppose	No
Germain Kaitlyn	Myself	Support	No
Germain Nicholas	Myself	Support	No
Paster Bryce	Myself	Support	No
Rollins Cheryl	Myself	Support	No
Kennedy Briana	Myself and my children	Support	No
Rollins Patrick	Myself	Support	No
OConnor John	Residents of Dover	Oppose	No
Foster Debra	Myself	Oppose	No
Young Heather	Myself	Oppose	No
Foster David	Myself	Oppose	No
Cheek Sarah	Myself	Support	No
DelloRusso Megan	Myself	Oppose	No
Margaret Smith	Myself	Oppose	No
Christina Weston	Myself	Oppose	No
Compton Linda	Myself	Oppose	No
Backler David	Myself	Oppose	No
Sell Kimberly	Myself	Oppose	No
Iwanowicz Tim	Myself	Oppose	No
Bowman Rachael	Myself	Oppose	No
McMenaman Mary	Myself	Support	No
Bowman Eric	Myself	Oppose	No
Parker Kelly	Myself	Oppose	No
Wright Sarah	Myself	Oppose	No
Durkin James	AFSCME Council 93	Oppose	No
Vazquez Stacey	Myself	Oppose	No
Krason Leah	Myself	Oppose	No
Pope Philip	Myself	Oppose	No
Pope Avery	Myself	Oppose	No
Viau Cassandra	Myself	Oppose	No
Lambert Jennifer	SAU 58	Oppose	No
Demarest Nicole	Myself	Oppose	No

Loughlin Sara	Myself	Oppose	No
Ganem Jennifer	Myself	Oppose	No
Bracy Sue	Myself	Oppose	No
Lemieux Sheila	Myself	Oppose	No
H F	Myself	Oppose	No
Watkins Margaret	Myself	Oppose	No
Pam Mueller	Myself	Oppose	No
Selig Loren	Myself	Oppose	No
Mueller Bill	Myself	Oppose	No
ORorke Terri	Myself	Oppose	No
Clark Martha	Myself	Oppose	No
Leggett Sydney	Myself	Oppose	No
Carley Christopher	Myself	Support	No
Davis Charles	myself	Oppose	No
Davis Joyce	Myself	Oppose	No
Colby Matthew	Myself	Oppose	No
DiPietro-Conklin Mollie	Myself	Oppose	No
Horne Jennifer	Myself	Oppose	No
López Burlingame Teresa	Myself	Oppose	No
Leclerc Eric	Myself	Support	No
Coleman Valene	Myself	Support	No
McGlaufflin Margaret	Myself	Oppose	No
Kubit Joy	Myself	Oppose	No
Goyette Bob	Myself	Support	No
Martel Leo	Myself	Oppose	No
Wilson Pamela	Myself	Oppose	No
Redmond-Scura Maureen	Myself	Oppose	No
Clegg Lydia	Myself	Support	No
Clegg Richard	Myself	Support	No
CLARK Owen	Myself	Oppose	No
Pye Brittany	Myself	Oppose	No
Graff Heidi	SAU47/Jaffrey-Rindge Cooperative School District	Oppose	No
Holt Keith	Myself	Oppose	No
Rees Allison	Myself	Oppose	No

Weeks Peter	Myself	Oppose	No
wilczynski patricia	Myself	Oppose	No
Floyd Judith	member of the public.	Oppose	No
Kosnitsky Carol	Myself	Oppose	No
Bavicchi Janet	Myself	Oppose	No
Bowman Ron	a member of the public	Oppose	No
Covert Susan	Myself	Oppose	No
Arthur bobruff Bobruff	Myself	Oppose	No
Floyd Paul	Myself	Oppose	No
Talon Jason	Myself	Oppose	No
Marcoux Adam	Myself	Oppose	No
LaBrie Jody	Myself	Oppose	No
St Pierre Melissa	Myself	Oppose	No
Robjent Cathy	Myself	Oppose	No
St Pierre Russell	Myself	Oppose	No
McMahon Patricia	Myself	Oppose	No
Vaccaro Kathleen	Myself	Oppose	No
Nixon Sherry	Myself	Oppose	No
Stimpson Pamela	Myself	Oppose	No
Bourgeois Jennifer	Myself	Oppose	No
Collopy Brian	Myself	Oppose	No
Sherry Weston	Myself	Oppose	No
Kearns Gavin	Myself	Oppose	No
Felo Allyson	Myself	Oppose	No
Boston Christine	Myself	Oppose	No
Drinkwine Brandi	Myself	Oppose	No
Souza Maura	Myself	Oppose	No
Lucas Janet	Myself	Oppose	No
Davis Alisha	Myself	Oppose	No
Junkin Hays	Myself	Oppose	No
Ulery Shannon	Myself	Oppose	No
Farr Rosie	Myself	Oppose	No
Royal Erica	Myself	Support	No
Freese Jacqueline	myself	Support	No

Grassie Anne	myself -SAU54	Oppose	No
Larson Megan	SAU #28	Oppose	No
Benham Joseph	Myself	Oppose	No
Beitler Kirk	Myself	Oppose	No
Wozmak Michael	Myself	Oppose	No
Paige Zoe	Myself	Oppose	No
Perreault Tina	Myself	Oppose	No
Shields Lara	Myself	Oppose	No
Gocha James	Myself	Oppose	No
Austin Susan	Myself	Oppose	No
Moore Melissa	Myself	Oppose	No
Brunet Cherish	Myself	Support	No
Kelsey Julie	Myself	Oppose	No
Oujaimi Denise	Myself	Oppose	No
Gale Johnk	Myself	Oppose	No
Raymond Kris	Allenstown School District	Oppose	No
Dulac Michelle	Myself & Family	Support	No
Ferner David	Myself	Oppose	No
Demeter Micaela	Myself	Oppose	No
Plante Erica	Myself	Oppose	No
Celestin Claire	Myself	Oppose	No
Bushey Heather	Myself	Oppose	No
Tom Bushey	Myself	Oppose	No
Richardson Jennifer	Myself	Oppose	No
Laliberte Sharon	Myself	Oppose	No
Wormald Randy	Myself	Oppose	No
Marhefka Frank	Myself	Oppose	No
Goupil Norm	Myself	Oppose	No
Marhefka Elaine	Myself	Oppose	No
Greenberg Elizabeth	Myself	Oppose	No
Pirkey Andrea	Myself	Oppose	No
Stuart Alexander	Myself	Oppose	No
Frederick Patricia	Myself	Oppose	No
Holcombe Leslie	Myself	Oppose	No

Goodington Katelyn	Myself	Oppose	No
Raff Alan	Myself	Oppose	No
Frothingham Kathryn	Myself	Oppose	No
Boston Angela	Myself	Oppose	No
Joyce Jamie	Myself	Oppose	No
McSheehan Michael	Myself	Oppose	No
Nardino Marie	Myself	Oppose	No
Coffey Jill	Myself	Oppose	No
Miller Ricker	Myself	Oppose	No
Coffey James	Myself	Oppose	No
Crowley Julie	Myself	Oppose	No
Carrier Robert	Myself	Oppose	No
Grigas Annmarie	Myself	Oppose	No
Corbin Travis	Myself	Oppose	No
Corey Andrew	Myself	Oppose	No
Currier Paul	Myself	Oppose	No
Driscoll Margaret	Margaret E Driscoll	Oppose	No
Till Mary	Myself	Oppose	No
Cadarette Ronna	Myself	Oppose	No
HasBrouck Derek	Myself	Oppose	No
Gazaway Daniel	Myself	Oppose	No
Gazaway Marion	Myself	Oppose	No
Bryan Elisabeth	Myself	Oppose	No
Byers Levi	Myself	Oppose	No
Cadarette Colton	Myself	Oppose	No
Cadarette Chayleigh	Myself	Oppose	No
Ahern Pat	Myself	Oppose	No
Sawicki Kyle	Myself	Oppose	No
Upton Amy	Myself	Oppose	No
LaFrance Billi-Jo	Myself	Oppose	No
Dermody Bethany	Myself	Oppose	No
David McConville	Myself	Support	No
McMann Heather	Myself	Oppose	No
Marshall Jonathan	Myself	Support	No

BERNHARD ALEXANDER	Myself	Oppose	No
McCosker Stephanie	Myself	Oppose	No
Abbey Colleen	Myself	Oppose	No
McCosker John	Myself	Oppose	No
Maricic Carolyn	Myself	Support	No
Alei Cassedi	Myself	Support	No
Robertson Lori	Myself	Support	No
Eisenhaure Diana	Myself	Oppose	No
Donahue Thomas	Myself	Oppose	No
Kelley Erin	Myself	Oppose	No
Forrester Clare	Myself	Support	No
Brandi Klein	Myself	Oppose	No
McKevitt Susan	Myself	Oppose	No
DeCicco Leanna	Myself	Support	No
DeCicco Andrew	Myself	Support	No
Brennan Kathleen	Myself	Oppose	No
Hannan Sue	Myself	Oppose	No
Dattner Amy	Myself	Oppose	No
Keefe Jane	Myself	Support	No
Young Carol	Myself	Oppose	No
Loranger Edward Arthur	Myself	Oppose	No
Swan Jamie	Myself	Support	No
Horan Timothy	Myself	Oppose	No
Malandrino Jacqueline	Myself	Support	No
Malandrino Kenneth	Myself	Support	No
Bobish Gregory	Myself	Support	No
Fortin Marc	Myself	Support	No
Gardner Ingeborg	Myself	Oppose	No
Dionne Kendra	Myself	Oppose	No
Miele Jaime	Myself	Oppose	No
Darcey Hawrylcw	Myself	Oppose	No
Lesser Jacalyn	Myself	Oppose	No
Buckley Gia	Myself	Oppose	No
OConnell Judith	Myself	Oppose	No

Gatherum Daizha	Myself	Oppose	No
Kelly Rebecca	Myself	Oppose	No
Webster Patricia	Myself	Oppose	No
Gurung Manju	Myself	Oppose	No
Oâ€™Gara Lily	Myself	Oppose	No
Cecchetti Lynda	Myself	Oppose	No
Carley Deborah	Myself	Support	No
Daley Jon	Myself	Support	No
Rescsanski William	Myself	Oppose	No
Petrone` Augusta	Myself	Support	No
Mendell Tina	Myself	Support	No
Burton Caryn	Myself	Oppose	No
Mills Sarah	Myself	Oppose	No
Engelsen Nicole	Myself	Support	No
Chamberlin Steve	Myself	Oppose	No
Murphy Rebecca	Myself	Oppose	No
McMenaman Matt	Myself	Support	No
Lahey Elizabeth	Myself	Oppose	No
Clark Erin	Myself	Oppose	No
Cousens Emily	Myself	Oppose	No
Cutshall Catherine	Myself	Oppose	No
Sweet Lisa	Myself	Support	No
Saunders Kimberly	Myself	Oppose	No
Hand Mia	Myself	Oppose	No
Tringale Audrey	Myself	Oppose	No
Sharich Tristan	Myself	Oppose	No
Roy Colleen	Myself	Oppose	No
LeMahieu James	Myself	Oppose	No
Cotreau Tim	Myself	Oppose	No
McClary Alyssa	Myself	Oppose	No
Hill Conor	Myself	Oppose	No
Legard Ellen	Myself	Oppose	No
Woods Fabiola	Myself	Oppose	No
Wadleigh-White Katherine	Myself	Oppose	No

Cassandra Raymond	Myself	Oppose	No
Nicholson Amy	Myself	Oppose	No
Lee Michael	Myself	Oppose	No
pease Nicole	Myself	Oppose	No
Foecking Katherine	Myself	Oppose	No
DrMark Richard	Myself	Oppose	No
Peel Patricia	Myself	Oppose	No
Sullivan Renee	Myself	Oppose	No
Allen Laurene	Myself	Oppose	No
Burr Emily	Myself	Oppose	No
Draper Kiza	Myself	Oppose	No
Russell Stephen	Myself	Oppose	No
Frostholm Margaret	Myself	Oppose	No
Pimental Larry	Myself	Oppose	No
Wheeler Stephanie	SAU 46	Oppose	No
Zore Mary	Myself	Support	No
Mousseau Cynthia	Myself	Oppose	No
Williams Tierney	Myself	Oppose	No
Sapienza Leigh-Anne	Myself	Oppose	No
Rubin Pablo	Myself	Oppose	No
Langley Anna	Myself	Oppose	No
Ward Senator Ruth	Senate District 8	Support	No
Bray Patricia	Myself	Oppose	No
Trinkle Galen	Myself	Oppose	No
Pawlusiak Caryl	Myself	Oppose	No
Spear Alexandra	Myself	Oppose	No
LaMothe Diana	Myself	Oppose	No
Mackinley Sarah	Myself	Oppose	No
Menzies laurie	Myself	Support	No
Shawver Adelynn	Myself	Support	No
West Melissa	Myself	Oppose	No
Dewitt Michael	Myself	Oppose	No
West Montana	Myself	Oppose	No
Dewitt Suzan	Myself	Oppose	No

Widman Mary	SAU27	Oppose	No
Osman Fredda	Myself	Oppose	No
Cole Donald	Myself	Oppose	No
Galvin Martina	Myself	Oppose	No
Piquado Dorothy	Myself	Oppose	No
Bickford Jessica	Myself	Oppose	No
Belanger Keith	Myself	Oppose	No
Roe Shea	Myself	Oppose	No
Steel Tracy	Myself	Oppose	No
Blastoff Brianne	Myself	Oppose	No
Mierzwa-Winters Hayley	Myself	Oppose	No
Griesinger Andrew	Myself	Oppose	No
Moffett Howard	Myself	Oppose	No
Deely Laura	Myself	Oppose	No
Devine MaryPat	Myself	Oppose	No
Basken Katherine	Myself	Oppose	No
Allen Elizabeth	Myself	Oppose	No
Corbin Holly	Myself	Oppose	No
Maziarz Lindsey	Myself	Oppose	No
Johnson Lynne	Myself	Oppose	No
Cotter Rebecca	Myself	Oppose	No
Hackmann Kent	Myself	Oppose	No
Urmston Heather	Myself	Oppose	No
Norris Susan	Myself	Oppose	No
Ryan David	Myself	Oppose	No
Urmston Carol	Myself	Oppose	No
Andriski Christopher	Myself	Oppose	No
Denoncourt Hilary	Myself	Oppose	No
Joshua Smith	Myself	Oppose	No
Guay Lisa	Myself	Oppose	No
Natti Sam	SAU 58	Oppose	No
Riendeau Jessica	Myself/SAU58	Oppose	No
Ryan Maura	Myself	Oppose	No
Whiting Jaycie	Myself	Oppose	No

Spink Paula	Myself	Oppose	No
Taylor Betsy	Myself	Oppose	No
Darois Heather	Myself	Support	No
Darois Eric	Myself	Support	No
Harris Lindsay	Myself	Support	No
Metell Cara	Myself	Oppose	No
Hahs Susan	Myself	Oppose	No
Cousens Katie	Myself	Oppose	No
Ryan Moira	Myself	Support	No
David Fraser	Myself	Oppose	No
Fraser II David	SAU 47	Oppose	No
Julie Bisson	Myself	Oppose	No
Folsom Andrea	Myself	Oppose	No
Hutchins Kan	Myself	Oppose	No
Cox Trish	Myself	Oppose	No
Lucey Sierran	Myself	Oppose	No
Langellotti Jodi	Myself	Oppose	No
Davis Erin	Myself	Oppose	No
Takantjas Edith	Myself	Oppose	No
Keazer Rachel	Myself	Oppose	No
LaPorte Suzanne	Myself	Oppose	No
Heidi Duffel	Myself	Oppose	No
Perron Jeffrey	Myself	Oppose	No
Nyby Jessica	Myself	Oppose	No
M Laura	Myself	Oppose	No
Pelletier Sylvia	Myself	Oppose	No
frotton savannah	Myself	Oppose	No
Dutton Andrea	Myself	Oppose	No
Semertgakis Kelly	Myself	Oppose	No
Rizzo Pamela	Myself	Oppose	No
Schuman Diana	Myself	Oppose	No
Dowling Jonathan	Myself	Oppose	No
Worth Elsa	Myself	Oppose	No
Maden Patricia	Myself	Oppose	No

Davison Kate	Myself	Oppose	No
Flanagan Anita	Myself	Oppose	No
Warner Amy	Myself	Oppose	No
Mikkelsen Randall	Myself	Oppose	No
Cannon Elizabeth	Myself	Oppose	No
Cannon Jon	Myself	Oppose	No
McLaughlin Jodie	Myself	Oppose	No
Chandra Yogesh	Myself	Oppose	No
Hastbacka Kendra	Myself	Oppose	No
Milius Richard	Myself	Oppose	No
Perotti Frank	Myself	Oppose	No
Lynch Nancy	Myself	Oppose	No
Belanger Jo-Ann	Myself	Oppose	No
Monseign Marilyn	Myself	Oppose	No
Arceo Dulce	Myself	Oppose	No
Hardy Jenna	Myself	Oppose	No
McCue Dara	Myself	Oppose	No
Longnecker Seelye	Myself	Oppose	No
Swartzendruber Kristin	Myself	Oppose	No
Ewen Chrystena	Myself	Oppose	No
Veilleux Donna	Myself	Oppose	No
Veilleux Michael	Myself	Oppose	No
Winter Rebecca	Myself	Oppose	No
McConnell Kelly	Myself	Oppose	No
Pouliot Sandy	Myself	Oppose	No
Dodd Kimberly	Myself	Support	No
Winsor Reed Laura	Myself	Oppose	No
Reed Ryan	Myself	Oppose	No
McConnell Lisa	Myself	Oppose	No
Chase Susan	Myself	Oppose	No
Goard Deborah	Myself	Oppose	No
Hoeing Sean	Myself	Support	No
Bardsley William	Myself	Oppose	No
Dillingham Lisa	Myself	Oppose	No

Parsont Jennifer	Myself	Oppose	No
Clark Jessica	Myself	Oppose	No
Belley Douglass	Myself	Oppose	No
Stevens Elizabeth	Myself	Oppose	No
HOSTAGE JAN	Myself	Oppose	No
Nehme Jessica	Myself	Oppose	No
Bickford Travis	Myself	Oppose	No
Delaney Blake	Myself	Oppose	No
Aber Emily	Myself	Oppose	No
Kent Duane	Myself	Oppose	No
Cecchetti Richard	Myself	Oppose	No
Ohl Sarah	Myself	Oppose	No
Frederick John	Myself	Oppose	No
Winkler AnneM	Myself	Oppose	No
Kraft Meredith	Myself	Oppose	No
Bourgeois Nicole	Myself	Oppose	No
Plagge Amanda	Myself	Oppose	No
Clauss Bianca	Myself	Oppose	No
Feraco Katrina	Myself	Oppose	No
Moskwa Amy	Myself	Oppose	No
Wasmuth Dianne	Myself	Oppose	No
Punsalang-Cloutier Jennifer	Myself	Oppose	No
Duffield Jill	Myself	Oppose	No
Duclos Donna Crisp	Myself	Oppose	No
Casey Cailin	Myself	Oppose	No
Swasey Jennifer	Myself	Oppose	No
Desrochers Evan	Myself	Oppose	No
Blouin-Andrus Shelly	Myself	Oppose	No
Hutchison Heidi	Myself	Oppose	No
LaPierre Sarah	Myself	Oppose	No
Darlene Petke	Myself and the public teaching profession	Oppose	No
Mascio Lissa	Myself	Oppose	No
Murphy Lisa	Myself	Oppose	No
Tucci Emily	Myself	Oppose	No

Towne Matthew	Myself	Oppose	No
Tucker William	Myself	Oppose	No
Coolidge John	Myself	Oppose	No
King Kerry	Myself	Oppose	No
jelleme lisa	Myself	Oppose	No
Hibbard Mandie	Myself	Oppose	No
Preston Judith	Myself	Oppose	No
Michelle Page	Myself	Oppose	No
Harbron William	Myself	Oppose	No
Karen Powers	Myself	Oppose	No
Murphy Molly	Myself	Oppose	No
Broos John	Myself	Oppose	No
Smith Michael	Myself	Oppose	No
Roman Valerie	Myself	Oppose	No
Gentile Tony	Myself	Oppose	No
Dietsch Jeanne	Myself	Oppose	No
Zoeller Charles	Myself	Oppose	No
Mason Michelle	Myself	Oppose	No
Peterson Jeff	Myself	Oppose	No
McGann Judith	SAU #68/Lincoln-Woodstock Cooperative School District	Oppose	No
Cogan Patrick	Myself	Oppose	No
Rous Emma	Myself	Oppose	No
LaFleur Linda	Myself	Oppose	No
Fournier Michael	Myself	Oppose	No
Englund Alfrieda	Myself	Oppose	No
Englund Robert	Myself	Oppose	No
Zink Katyanne	Myself	Oppose	No
Hodgkinson Kimberly	Myself	Oppose	No
Allen Frances	Myself	Oppose	No
Lincoln Mary	Myself	Oppose	No
Denton Melissa	Myself	Oppose	No
Rent Karen	Myself	Oppose	No
Ingham Heather	Myself	Oppose	No
Kerman Kathryn	Myself	Oppose	No

Coakley Dan	Myself	Oppose	No
Parsons Jean	Myself	Oppose	No
Parsons John	Myself	Oppose	No
Simko Lisa	Myself	Oppose	No
Thompson Keith	Myself	Oppose	No
Harlan Sharon	Myself	Oppose	No
Berger Rachel	Myself	Oppose	No
Ladd nancy	Myself	Oppose	No
Lockwood Cassandra	Myself	Oppose	No
Ley Mary	Myself	Oppose	No
Watson Nathalie	Myself	Oppose	No
LEcuyer Jon	Myself	Oppose	No
Wessel Sarah	Myself	Support	No
Nickerson Melissa	Myself	Oppose	No
Yen Lidia	Myself	Oppose	No
Sorensen Jeanne	Myself	Oppose	No
Hall Dawn	Myself	Oppose	No
Jill Jarvis	Myself	Oppose	No
John-zensky Danielle	Myself	Oppose	No
Foehl Margaret	Myself	Oppose	No
Bolker Jessica	Myself	Oppose	No
Koumrian Tim	Myself	Oppose	No
Foss Carin	Myself	Oppose	No
Loughlin Kelli	Myself	Oppose	No
Austin Justina	Myself	Oppose	No
McCormack Heather	Myself	Oppose	No
Davis Melissa	Myself	Oppose	No
Johnson Sara	Myself	Oppose	No
Burk Jennifer	Myself	Oppose	No
Kressy Edie	Myself	Oppose	No
Birchfield Gwen	Myself	Oppose	No
Couture Cynthia	Myself	Oppose	No
Comeau Tricia	Myself	Oppose	No
Merrill Gisell	Myself	Oppose	No

Hooper Sandra	Myself	Oppose	No
comeau olivia	Myself	Oppose	No
Fleno Barbara	Myself	Oppose	No
Kent Trisha	Myself	Oppose	No
Gurczak Sandra	Myself	Oppose	No
Kelly Amanda	Myself	Oppose	No
De Nitto Diana	Myself	Oppose	No
Leary Ashley	Myself	Oppose	No
Cutting Ken	Myself	Oppose	No
Brophy Laura	Myself	Support	No
Cutting Evelyn	Myself	Oppose	No
Wentworth Jessica	Myself	Oppose	No
FLAGLER CHARLES	Myself	Support	No
Marshall Betty	Myself	Oppose	No
Andrews Julie	Myself	Oppose	No
leblanc susan	Myself	Oppose	No
Pooler Robert	Myself	Oppose	No
Gagne Robin	Myself	Oppose	No
Fenner-Lukaitis Elizabeth	Myself	Oppose	No
MacVittie Robbin	Myself	Support	No
Carvajal Tatiana	Myself	Oppose	No
Siemering Linda	Myself	Oppose	No
Gemme Abigail	Myself	Oppose	No
Lessard Rebecca	Myself	Oppose	No
Crawford Nancy	Myself	Oppose	No
Smith Jill	Myself	Oppose	No
Genest Gina	Myself	Oppose	No
Swift Ane	Myself	Oppose	No
Crawford Marlin	Myself	Oppose	No
Race Jasmine	Myself	Oppose	No
Moore Lisa	Myself	Oppose	No
Dowling Anne	Myself	Oppose	No
Garneau Jenny	Myself	Oppose	No
Tyszka Matthew	Myself	Support	No

Kneeland Brenda	Myself	Oppose	No
Jordan Pamela	Myself	Oppose	No
Dunbar Sheila	Myself	Oppose	No
Keck Kate	Myself	Oppose	No
Gelsey Giana	Myself	Oppose	No
dunlap cynthia	Myself	Oppose	No
alpert arnie	Myself	Oppose	No
Smith Jonathan	Myself	Support	No
Beidleman Amanda	Myself	Oppose	No
Reed-Erickson Sharon	Myself	Oppose	No
Tougher Robert	Myself	Oppose	No
Hilliard Brian	Myself	Oppose	No
Ford Sue	Myself	Support	No
Dawson Jean	Myself	Oppose	No
Hodgdon Cynthia	Myself	Oppose	No
Hodgdon Adam	Myself	Oppose	No
Dargie Paul	Myself	Oppose	No
Babb Paul	Myself	Support	No
Levell Michelle	Myself	Neutral	No
Davis Helena	Myself	Support	No
Downing Christine	Myself	Oppose	No
Barker Dean	Myself	Oppose	No
McKinley Bonnie	Myself and my husband	Oppose	No
Page Stacy	Myself	Oppose	No
Page James	Myself	Oppose	No
Cascadden Dean	SAU 67	Oppose	No
Paludi Gail	Myself	Oppose	No
Soule Karen	Myself	Oppose	No
Zylinski Catherine	Myself	Oppose	No
Tenters Mike	Myself	Oppose	No
Lane Lori	SAU 56 - Somersworth School District	Oppose	No
Nadeau Meredith	Myself	Oppose	No
Carson Sharon	Senate District 14	Support	No
Daniels Senator Gary	SD 11	Support	No

Lockhart Kristi	Myself	Oppose	No
Laine Shannon	Myself	Oppose	No
Allen Todd	Myself	Oppose	No
Goodell Mary	Myself	Oppose	No
Kivela Kristen	myself	Oppose	No
Borge Rachel	Myself	Oppose	No
Borge Joshua	Myself	Oppose	No
Borge Samuel	Myself	Oppose	No
Balke Brian	Myself	Oppose	No
Ostrowski Joan	Myself	Oppose	No
DiSalvo Kim	SAU 48	Oppose	No
Ostrowski Michael	Myself	Oppose	No
Rockwell Sarah	Myself	Oppose	No
Michaud Christi	Myself	Oppose	No
Callahan Elizabeth	Myself	Oppose	No
Lyford Sally	Myself	Oppose	No
Peringer Jay	Myself	Oppose	No
Greene Christine	Myself	Oppose	No
Clark Michelle	Myself	Oppose	No
Clark Sandra	Myself	Oppose	No
Bedford Mary-Margaret	Myself	Oppose	No
Peterson Susan	Myself	Oppose	No
Malsbenden Kathleen	Myself	Oppose	No
Dutton Paul	Myself	Oppose	No
BURLINGAME Terry	Myself	Oppose	No
López Terry	Myself	Oppose	No
Lehmenkuler Robert	Myself	Oppose	No
Jillson Tracey	Myself	Oppose	No
Spencer Cassidy	Myself	Oppose	No
Miller Marsha	Myself	Oppose	No
Miller David	Myself	Oppose	No
Reid Lucinda	Myself	Oppose	No
Butler Rebecca	Myself	Oppose	No
Osman David	Myself	Oppose	No

Fleury Kelsey	Myself	Oppose	No
Scribner Lois	Myself	Oppose	No
Clemons Ashley	Myself	Oppose	No
Lieberman Sheryl	Myself	Oppose	No
Richards Martha	Myself	Oppose	No
Barber Tory	Myself	Oppose	No
Wickham James	Myself	Oppose	No
Medeiros Karen	Myself	Oppose	No
Bryde Tracey	Myself	Oppose	No
Bryde Jonathan	Myself	Oppose	No
hughes john	Myself	Oppose	No
Anton Leslie	Myself	Oppose	No
Dix Meghan	Myself	Oppose	No
Blyer Jennifer	Myself	Oppose	No
Bates David	Myself	Oppose	No
Kundanis Rose	Myself	Oppose	No
Mask Kelly	Myself	Oppose	No
Langlois Lori	Myself	Oppose	No
Costa Lois	Myself	Oppose	No
Thompson Debbie	SAU 80	Oppose	No
Koch Judy	Myself	Oppose	No
Parenteau Patricia	Myself	Oppose	No
Griffin Elisha	Myself	Oppose	No
Caron Georgia	Myself	Oppose	No
Sciarappa Kathleen	Myself	Oppose	No
Campbell Leonard	Myself	Oppose	No
Moore Elizabeth	Myself	Oppose	No
Filiault Oriana	Myself	Oppose	No
LaTorre Amber	Myself	Oppose	No
Dion Matt	Myself	Oppose	No
Ficken Nichole	Myself	Oppose	No
Jones Gisela	Myself	Oppose	No
St onge Danielle	Myself	Oppose	No
Lapointe Lindsey	Myself	Oppose	No

Emerson Patti	Myself	Oppose	No
Varney Michele	Myself	Oppose	No
McCrum Molly	Myself	Oppose	No
Abear Marc	Myself	Support	No
Alcauskas Elizabeth	Myself	Oppose	No
McGraw David	Myself	Oppose	No
Flockhart Eileen	Myself as a former Representative	Oppose	No
Hebert Diane	Myself	Oppose	No
Cevasco Karin	Myself	Oppose	No
Finneral Maura	Myself	Oppose	No
Everett Richard	Myself	Support	No
LeComte Kristin	Myself	Oppose	No
McGee Eric	Pelham School District SAU 28	Oppose	No
Mylott Michelle	Myself	Oppose	No
Page Shallee	Myself	Oppose	No
Repucci Kyle	SAU 54- Rochester	Oppose	No
Lalonde Curtis	Myself	Oppose	No
Grand Alma	Myself	Oppose	No
Davison Therese	Myself	Oppose	No
Davison Randy	Myself	Oppose	No
McDonald Dianne	Myself	Oppose	No
McDonald Rory	Myself	Oppose	No
McGettigan Niki	Myself	Oppose	No
McGettigan Steve	Myself	Oppose	No
Hunnewell Anne	Myself	Oppose	No
Harrison Christina	Myself	Oppose	No
Anctil Janine	Myself	Oppose	No
Sarty Sally	Myself	Support	No
Piispanen Amy	Myself	Oppose	No
Herchenroder Laurie	Myself	Oppose	No
White Christina	Myself	Oppose	No
Herchenroder Michael	Myself	Oppose	No
Therrien Jessica	Myself	Oppose	No
Bandurski Devin	Myself	Oppose	No

Julia Griffin	Myself	Oppose	No
Carpentino Kim	Myself	Oppose	No
Fagen Michelle	Myself	Oppose	No
Root Diane	Myself	Oppose	No
Gleeson Deborah	Myself	Support	No
Blumenshine Lee Ann	Myself	Support	No
Carey Lorrie	Myself	Oppose	No
Kiley Jennifer	Myself	Oppose	No
Lundeen Kristen	Myself	Oppose	No
Taylor Stephen	Myself	Oppose	No
Hainey Laura	Myself	Oppose	No
Labrecque Melissa	Myself	Oppose	No
Grassie Chuck	Strafford 11	Oppose	No
Miller Sheila	Myself	Oppose	No
Conway Deirdre	Myself	Oppose	No
Fontaine Kelly	Myself	Oppose	No
DaCunha Melanie	Myself	Support	No
Eastman Candace	Myself	Oppose	No
Osborne Stephanie	Myself	Oppose	No
Plimpton Doreen	Myself	Oppose	No
Jones Melissa	Myself	Oppose	No
Ballard Larry	Myself	Oppose	No
Lynch Elizabeth	Myself	Support	No
Fuller Susan	Myself	Oppose	No
Lynch John	Myself	Support	No
Sloat Beth	Myself	Oppose	No
Kontos Beth	Myself	Oppose	No
Regen Eileen	Myself	Oppose	No
Smith Laura	Myself	Oppose	No
Kidder Kristina	Myself	Oppose	No
Smith Timothy	Myself	Oppose	No
Kidder Andrew	Myself	Oppose	No
Sullivan Alexandra	Myself	Support	No
Barnes Amelia	Myself	Oppose	No

Barnes Richard	Myself	Oppose	No
Rasche Patrice	Myself	Oppose	No
Rasche Stephen	Myself	Oppose	No
Horace Robert	Myself	Support	No
hughes daunice	Myself	Oppose	No
Scarborough Valerie	Myself	Oppose	No
Kelley True	Myself	Oppose	No
Stanley Sheri	Myself	Oppose	No
Neil Amanda	Myself	Support	No
Pospychala Erin	Myself	Oppose	No
Harding Heather	Myself	Support	No
Reynolds Kyle	Myself	Oppose	No
Hamilton Arthur	Myself	Oppose	No
Neil Brian	Myself	Support	No
Johnson Diane	Myself	Support	No
Conley Michael	Myself	Oppose	No
Bass Katie	Myself	Oppose	No
Laplante Deirdre	Myself	Oppose	No
Cole-Henry Ashley	Myself	Oppose	No
Lowen Rosalind	Myself	Oppose	No
Leary Sean	Myself	Oppose	No
Crompton Misty	Myself	Oppose	No
Crawford Jennifer	Myself	Oppose	No
Wilson Kathryn	Myself	Oppose	No
Brake Sondra	Plainfield School	Oppose	No
Shewmaker Elisabeth	Myself	Oppose	No
Brady Eileen	Myself	Oppose	No
Duncan Reuben	SAU 47	Oppose	No
Tucker Steve	Myself	Oppose	No
Coe Jacqueline	Myself	Oppose	No
Parker Sharon	Myself	Oppose	No
Eichler Robert	Myself	Oppose	No
Long Julian	Myself	Oppose	No
Underwood Jody	Myself	Support	No

Shaw Bujold Jennifer	Myself	Oppose	No
Henson Monica	SAU #44	Oppose	No
Kilmister Carol	Myself	Oppose	No
Duris Anthony	Myself	Support	No
Mattersen Tracy	Myself	Oppose	No
Southworth Rep Thomas	Myself	Oppose	No
Stevens Carroll	Myself	Support	No
Cutting Sarah	Myself	Oppose	No
Dodge Corinne	Myself	Oppose	No
Murphy Pamela	Myself	Oppose	No
Butler Kate	Myself	Oppose	No
Lovering Melanie	Myself	Oppose	No
Morgan Laura	Myself	Oppose	No
Lalime Robert	Myself	Oppose	No
LaFlamme Kathryn	Myself	Oppose	No
Sherman Sue	Myself	Oppose	No
minichiello mike	Myself	Oppose	No
Weston Joyce	Myself	Oppose	No
Ouellette Joan	Myself	Oppose	No
Howard Sherrill	Myself	Oppose	No
Frekot Jason	Myself	Oppose	No
Donahue Nancy	Myself	Oppose	No
Boynton Jessica	Myself	Oppose	No
Widerstrom Sally	Myself	Oppose	No
LITTLEFIELD SHANNON	Myself	Oppose	No
Lanigan Kristin	Myself	Oppose	No
Morehouse Linda	Myself	Oppose	No
Dervan Jen	Myself	Oppose	No
Dervan Peter	Myself	Oppose	No
Warner Kelly	Myself	Oppose	No
Canada Liz	Myself	Oppose	No
GINGRAS JULIE	Myself	Oppose	No
Hagman Rebecca	Myself	Oppose	No
Desmarais Julie	Myself	Oppose	No

Desmarais Greg	Myself	Oppose	No
Finocchiaro Laura	Myself	Oppose	No
Brooks Alexis	Myself	Oppose	No
Chretien Maureen	Myself	Oppose	No
Katsekas Wendy	Myself	Oppose	No
Peithmann Lauren	Myself	Oppose	No
Webber Patricia	Myself	Oppose	No
Peithmann Adam	Myself	Oppose	No
Chorma Maureen	Myself	Oppose	No
Manseau Joline	Myself	Oppose	No
Rega Wendy	Myself	Oppose	No
Ecklund Peter	Myself	Oppose	No
King Ecklund Susan	Myself	Oppose	No
Maisttison Maureen	Myself	Oppose	No
Rasmussen Elissa	Myself	Oppose	No
Gildea Beth	Myself	Oppose	No
Martin Ron	Myself	Support	No
Porter Todd	Myself	Oppose	No
Orvis Sharyn	Myself	Oppose	No
Behm Terri	Myself	Oppose	No
Merrigan Sarah	Myself	Oppose	No
Rosenberger Teresa	EdChoice	Support	No
Nelson Elizabeth	Myself	Oppose	No
Iagulli Sharon	Myself	Oppose	No
Torpey Jeanne	Myself	Oppose	No
Nichols Ann	Myself	Oppose	No
Amy Collins	Myself	Oppose	No
Pozin Holly	Myself	Oppose	No
Robitaille Dorra	Myself	Oppose	No
Jessica Grant	Myself	Oppose	No
Wells Ken	Myself	Oppose	No
Lenahan Carol	Myself	Oppose	No
Miller Peter	Myself	Oppose	No
Wells Lee	Myself	Oppose	No

Smith Mallory	Myself	Oppose	No
Swift Charles	Myself	Oppose	No
Gianino Melissa	Myself	Oppose	No
Oâ€™Neil Elizabeth	Myself	Oppose	No
Elizabeth Kosta	Myself	Oppose	No
Pomykato Jennifer	Myself	Oppose	No
Lauren G	Myself	Oppose	No
Hawkinson Rachel	Myself	Oppose	No
DeSantis Thompson Jessica	Myself	Oppose	No
Pedone Jennifer	Myself	Support	No
Rothwell Richard	Myself	Oppose	No
Pedone John	Myself	Support	No
Illingworth Linda	Myself	Oppose	No
McKechnie Kathleen	SAU 25	Oppose	No
Dolce Sierra	Myself	Oppose	No
Fraher Suzanne	Myself	Oppose	No
Gilmore Cassie	Myself	Support	No
Perrault Lisa	Myself	Oppose	No
LaRue Cristina	Myself	Oppose	No
Richard Kevin	SAU 9	Oppose	No
Foss Kevin	Myself	Oppose	No
McGuiggin Regina	Myself	Oppose	No
Barriere Jennifer	Myself	Oppose	No
Parda Erin	Myself	Oppose	No
Brodeur Michelle	Myself	Oppose	No
Millar Laura	Myself	Oppose	No
Millar Jeff	Myself	Oppose	No
FRIEDRICH ED	Myself	Oppose	No
Cole Lisa	Myself	Oppose	No
Millar Barbara	Myself	Oppose	No
Eason Ashley	Myself	Oppose	No
Labrie Maura	Myself	Oppose	No
Parsons Kimberly	Myself	Oppose	No
Bartholomew Cynthia	Myself	Oppose	No

Wilson Kristin	Myself	Oppose	No
Thornton John	Myself	Oppose	No
Kaufold Cory	Myself	Oppose	No
Piche Kelly	Myself	Oppose	No
Concannon Elizabeth	Myself	Oppose	No
Horne Lisa	Myself	Oppose	No
Norwood Ashlee	Myself	Oppose	No
Miles Laura	Myself	Oppose	No
Melanson Laurie	Myself	Oppose	No
Harris John	Myself	Oppose	No
Miles Timothy	Myself	Oppose	No
Kirwan Susan	Myself	Oppose	No
Ferioli Trisha	Myself	Oppose	No
Ferioli Andrew	Myself	Oppose	No
Monahan Sean	Myself	Oppose	No
Oscalaidhe Seamas	Myself	Support	No
Pajak Louise	Myself	Oppose	No
Raven Marjorie	Myself	Oppose	No
vonKanneurff Terra	Myself	Oppose	No
Havron Heidi	Myself	Oppose	No
Parish Anja	Myself	Oppose	No
Biggs Carla	Myself	Oppose	No
Strasburger Donna	Myself	Oppose	No
Dorval Lisa	Myself	Oppose	No
Lavoie Bruce	Myself	Oppose	No
Huter Amy	Myself	Oppose	No
Cohen Naomi	Myself	Oppose	No
Follansbee Erika	Myself	Oppose	No
Grenier Isabelle	Myself	Oppose	No
Blais Abby	Myself	Oppose	No
Williams Lindsey	Myself	Oppose	No
Pond Martha	Myself	Oppose	No
Bresnahan Joanne	Myself	Oppose	No
Sigal Robin	Myself	Oppose	No

Mitchell Theodore	Myself	Oppose	No
Fuller Gerald	Myself	Oppose	No
Vachon Frances	Myself	Oppose	No
Daniels Jacqueline	Lisbon Regional School	Oppose	No
McEwan Rebecca	Myself	Oppose	No
McGarty Elizabeth	Myself	Oppose	No
Dufoe Wendy	Myself	Oppose	No
Cook Richard	Myself	Oppose	No
Donnelly Susa	Myself	Oppose	No
Ford Debra	SAU #62 Mascoma	Oppose	No
Lee Sangji	Myself	Support	No
Cooke Jennifer	Myself	Oppose	No
Swain Ellen	Myself	Oppose	No
McWhirter Jolene	Myself	Oppose	No
Davis Joanne	Myself	Oppose	No
Sunderlin Julia	Myself	Oppose	No
SULLIVAN Linda	Myself	Oppose	No
Kelly Mary	Myself	Oppose	No
Landry Shawn	Myself	Oppose	No
Walsh Lynda	Myself	Oppose	No
Farley Hannah	Myself	Oppose	No
Strout Susan	Myself	Oppose	No
McDonough John	Myself	Oppose	No
McDonough Karen	Myself	Oppose	No
Bergeron Debra	Myself	Oppose	No
Fawson Michelle	Myself	Oppose	No
Motika Christopher	Myself	Oppose	No
Burns Cheryl	Myself	Oppose	No
Silverman Susan	Myself	Oppose	No
Elaine Langer	Myself	Oppose	No
Griffin Julia	Myself	Oppose	No
Scali Laura	Myself	Oppose	No
Ingold Kerry	Myself	Oppose	No
Ingold Kristyn	Myself	Oppose	No

Ingold Peter	Myself	Oppose	No
Courser Rebecca	Myself	Oppose	No
Harris Susan	Myself	Oppose	No
Savoy Jennifer	Myself	Oppose	No
Fenn James	Myself	Oppose	No
Huebner Eli	Myself	Oppose	No
Dillingham Sara	Myself	Oppose	No
Searles Samantha	Myself	Oppose	No
Katsigianis Matt	Myself	Oppose	No
Shea Julie	Myself	Oppose	No
von Kanneurff Patrick	Myself	Oppose	No
Ryan Linda	Myself	Oppose	No
Delisle Sarah	Myself	Oppose	No
Roberts Joanne	Myself	Oppose	No
Oâ€™Dwyer Chris	Myself	Oppose	No
Wolfson Ben	Myself	Oppose	No
yolda Alyssa	Myself	Oppose	No
Chase Valerie	Myself	Oppose	No
Chase Thomas	Myself	Oppose	No
Lanigan Michael	Myself	Oppose	No
Kingsley Carrie	Myself	Support	No
Manning Anna	Myself	Oppose	No
Manning Thomas	Myself	Oppose	No
Finn Cynthia	Myself	Oppose	No
Heizer Laurie	Myself	Support	No
Spencer Katherine	Myself	Oppose	No
Caswell Susan	Myself	Oppose	No
Foley Mary Ellen	Myself	Oppose	No
López Teresa	Myself	Oppose	No
Doherty David	Myself	Oppose	No
Brensinger Barry	Myself	Oppose	No
Ladd Carl	New Hampshire School Administrators Association	Oppose	Yes
Bradley Jeb	Jeb Bradley SB 3	Support	Yes
Gross Scott	Myself	Oppose	Yes

Wilke Mary	Myself	Oppose	Yes
Myler Mel	Myself	Oppose	Yes
Freeman Honorable Lisa	Myself	Support	Yes
Corell Elizabeth	Myself	Oppose	Yes
Duggan Marie	Myself	Oppose	Yes
Scaer Beth	Myself	Support	Yes
Shaw Amy	Myself	Support	Yes
Spencer Louise	Myself	Oppose	Yes
Weinberg Jonathan	Myself	Oppose	Yes
Prince Sonia	myself	Oppose	Yes
baker demers kate	Myself; Scholarship Fund NH	Support	Yes
Corrow Carisa	Myself	Oppose	Yes
Siler Charles	Myself	Oppose	Yes
Bergeron-Beaulieu Jane	NH Association of Spec. Education Administrators	Oppose	Yes
Ladd Rick	Grafton 4 Haverhill	Support	Yes
Tuttle Megan	NEA-NH	Oppose	Yes
Duarte Jane	Myself	Support	Yes
Dunham Bonnie	Myself	Oppose	Yes
Gala Grano Nicolette	Myself	Oppose	Yes
Freeman Lisa	Myself	Support	Yes
Banfield Ann Marie	Myself	Support	Yes

Testimony

Ava Hawkes

From: Christine Downing <christine.downing@yahoo.com>
Sent: Friday, February 19, 2021 7:17 PM
To: Ava Hawkes
Subject: SB 130 Testimony & Opposition
Attachments: Letter to Governor Sununu.pdf

Dear Senate Education Committee Members,

First, I want to thank you each for your service to our government and democracy.

I am emailing you through many lenses, which include an active member of my local school board, practicing public school educator and administrator (principal & curriculum director) for the last 28 years, and local taxpayer without student age children. It is through all of this experience that I oppose SB 130. This email represents my professional and personal viewpoint.

I am attaching a reflection I wrote when I was a member of the NKSAA Granite State Leadership Academy Cohort #1 (2017). I also sent this letter to NH DOE Commissioner Edelblut, (then 1st term) Governor Sununu, Senator Hassan and Senator Shaheen and my local reps, including Rep Ruth Ward (current sponsor on HB 20) and then Rep Jim Grenier of how to transform education in the state that provides choice without pitting educational institutions against each other by stealing funding from one to give to another. I actually met with Rep Ward and Rep Grenier in 2017. They seemed receptive and told me they would be in touch about wanting me to testify on educational vouchers and funding. It never happened. I did receive a standard response from Senators Hassan and Shaheen thanking me for my letter, but to this day never received any acknowledgement from Governor Sununu or Commissioner Edleblut. The focus on educational systems in this state should be on how the state needs to support systematic implementation of components related to competency-based education. This model is proven to work, but it also takes high level leadership and state support to make this a reality for all students. It is embedded in the minimum school approval standards (ED 306) for public schools.

Simply put, what is couched as educational choice, through any voucher system, is based on the premise that public schools are failing and not providing what some students need. The answer is not to switch funding streams from one system to another system. The answer is to build an educational model in the state that is supported at the state level and is implemented in any setting whether that is public, private, religious or charter. Choice is inherent to a CBE (competency-based education) model. A commitment to this model would require one common set of educational standards that applies to any setting. Not like what exists now...separate standards for public, private, charter and homeschool. People think that quality of education is about **where** that education takes place (public, private, charter, homeschool, virtual, remote, etc.). That perception is so off-base. Quality of education is about **what happens in a setting**. The settings can be variables, but the educational/learning model needs to be constant if we are truly going to give choice and meet the needs of each and every student. The fact that SB 130 does not specify any consistent instructional standards, especially when it comes to state assessments, and gives no guidance in terms of accountability when it comes to providing an adequate education, continues to perpetuate the discrepancies in accountability that already exist between public and private schools. The senate education committee should spend its time on legislation that provides clear standards relative to equity of educational opportunity, learning pathways and academic accountability and oversight and efficacy of practice that are consistent across any educational setting. Again, the quality of education should not be based on zip codes or pitting non-public versus public school versus home

education. SB 130 will only continue to increase the gaps in educational progress based on physical location (zip codes) of students; as it shifts funding between and among systems that each operate under a different set of education accountability outcomes.

I know time is of the essence and your time is valuable, but I hope you review the letter I presented almost 4 years ago to the 2017-2018 debate about educational vouchers.

Thank you for time and service to this situation.

Christine Downing

Christine Downing Mathematics Consultant 42 Brickyard Road Goshen NH 03752 603-582-7340

Christine Downing
Reflections of NHSAA Leadership Session #7
Legislative Update - Part 1
Feb 6, 2017

Dear Governor Sununu,

I recently attended the Legislative Update conference sponsored by the New Hampshire School Administrators Association (NHSAA) on February 6, 2017. As I listened to you, U.S. Senator Hassan, NH Senator Reagan, and the information on the various legislation being proposed through the state government system, I kept coming back to the theme of choice. There was much discussion about the different interpretations of "local control." This was exhibited by the differences between your speech and Senator Hassan's comments. However, I believe the missing link for those in elected positions is a thorough and complete understanding of competency-based learning (CBL). When you dissect the different interpretations of "local control," at the heart of these interpretations is the power of choice. Choice for districts, schools, administrators, educators, students, families, and communities. Ultimately, that choice leads to an exceptional education system in our state that prepares each and every student for success as productive and engaged members of our society. We all want the same outcome. The unifying model to achieve this outcome is competency-based learning.

So the plan I propose is simple. Elected officials need to be presented with opportunities to learn about the framework of competency-based learning. At the heart of competency-based learning is student choice, voice, and mastery of rigorous learning targets. Instead of creating multiple systems of education among public, private, charter, and other sectors it would be more beneficial for state elected officials to focus efforts on how to take the best of each of these sectors to create an overall education system in New Hampshire that truly meets the needs of each and every student from preschool through an equivalent high school experience. I believe that competency-based learning is the vision and approach that can provide personalization, choice, and rigor so that each student is at his/her best upon successful completion of any academic program in the state. Placing private, charter, and public schools in competition with

Christine Downing
Reflections of NHSAA Leadership Session #7
Legislative Update - Part 1
Feb 6, 2017

each other is not the way to improve and move the educational system in New Hampshire Forward. If you truly want a bipartisan effort related to educational improvement, I would encourage you to organize a task force that studies, plans, and implements competency-based learning models across this state. This task force should include elected officials, members from public, private, and charter schools, students, and community members.

New Hampshire began these efforts ahead of many other states in the Nation, but our progress has been slowed without a focused and concentrated commitment by state legislators to understand the value of what this model can do in terms of personalizing education for students, families, and communities. I see much energy and effort being wasted on developing isolated pieces of legislations that for some of them include certain tenants or elements of competency-based learning, but in isolation will have little to no effect in effectively transforming the educational system in New Hampshire. Transformation, not change, should be our state goal in designing our education system to meet the demands that are already here in the 21st century.

I was at the New Hampshire Department of Education (in 2006 and on), as a school improvement coach and mathematics consultant, when initial education rules included aspects of competency-based learning. I have worked with Rose Colby and Fred Bramante, two New Hampshire-based and national CBL leaders, to develop my own understanding of what it will take to change the infrastructures and systems of schools (all - public, private, and charter) to make competency-based learning a reality for all New Hampshire students. Recently I wrote a paper as part of my graduate studies capturing an overview of competency-based learning and providing a list of annotated resources. I am happy to forward those to you for your reference. Also, I have included a graphic at the end of this letter that captures the capabilities of a competency-based learning system to give you an overview of its intent. After reviewing these

Christine Downing
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quick resources, I think you would agree with me that each New Hampshire student deserves all ten of these capabilities as part of his/her learning experiences. This graphic was taken from *The Shift from cohorts to competency* (DLN Smart Series). Retrieved from:

<http://digitalllearningnow.com/site/uploads/2013/01/CB-Paper-Final.pdf>. This resource is also included in my attached annotated references.

I strongly encourage you to review these resources before simply signing into law legislation that is going to further divide education systems in this state and increase the achievement gap between students simply because of their zip code in the state, economic status, or other factors of which the student has no control. Please use the 10 capabilities of a competency-based learning system and its related components as a measure by which to judge if state legislation that comes across your desk is going to help promote these efforts in our state. If it can not pass the CBL test, it does not deserve our focus or attention. It is time we prioritize and paint a clear picture of what education looks like in New Hampshire even from a "local control" perspective. This picture needs to ensure that students are not disadvantaged in their learning even before they enter schools simply because of factors of which they have no control. Local education agencies need leadership and support of the state to accomplish the hard work that it takes to transform education systems and infrastructures to models based on competency-based learning. As our past has proven, leaving LEAs alone to do this work simply leads to huge inequities across the state.

It is time for collaboration and not competition among all school settings in the state. New Hampshire and its elected officials need to put the power of state funding and resources behind organized efforts to build competency-based learning systems across this state. If this is done, the type of school, whether it is a public, private, or charter, will not matter because competency-based learning will ensure an equitable education for each and every student. The

Christine Downing
Reflections of NHSAA Leadership Session #7
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Feb 6, 2017.

type of school does not dictate the quality of education for our students, but rather what happens in that school does and a competency-based learning approach needs to be funded and supported through legislation.

Thank you for your attention to this letter and resources. Feel free to contact me at christine.downing@yahoo.com or 603.582.7340, if you would like to learn more or continue this conversation in person.

Sincerely,

Christine Downing

Christine Downing
Reflections of NHSAA Leadership Session #7
Legislative Update - Part 1
Feb 6, 2017



Additional Resources:

[C Downing Competency-Based Education Focus](#)

[C Downing Annotated References for Competency-Based Focus](#)

Ava Hawkes

From: Sarah Rockwell <sarahrockwell@comcast.net>
Sent: Saturday, February 20, 2021 10:49 AM
To: Ava Hawkes
Subject: SB 130

Dear Ava,

I am opposed to SB 130 for much of the same reason I am opposed to HB 20. This bill seeks to redirect money away from public education, which I believe to be a pillar of democracy. I've heard many complaints about how the public education system "fails" students, but I do not believe that taking money out of public education will solve the problems. If anything, we need to find more creative ways to build up an ailing educational system — a system which is meant to provide a solid education for EVERY student. The public school system is burdened with trying to meet so many social needs of students due to the fact that we don't create strong social networks for at-risk families. In the long run the choice to NOT invest in public education because of the belief that "too much money has already been thrown at it" only does a disservice down the road.

Thank you for your time,

Sarah Rockwell

Ava Hawkes

From: Michelle Levell <michelle@granitestatehomeeducators.org>
Sent: Saturday, February 20, 2021 6:16 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: testimony regarding SB 130, the education freedom account bill

To: Senate Education Committee

From: Michelle Levell, Granite State Home Educators

Re: SB 130, the universal Education Freedom Accounts bill

Dear honorable members of the Senate Education Committee,

My name is Michelle Levell and I am the director and a co-founder of Granite State Home Educators, a registered 501c4, all-volunteer support group for the NH homeschool community. We have over 5,000 members from across the state. Please consider this as my testimony and part of the bill's permanent record.

GSHE believes that EFAs have the potential to help many families access critical educational options for their children. Education is not one-size-fits-all. That is more evident today with school districts alternating between hybrid and remote instruction, and families making difficult decisions to homeschool only short term, or as "crisis homeschoolers", in order to meet the desperate needs for their children's learning.

Because using an EFA in a parent-directed program is not defined in compulsory attendance and conflated with home education, it is not clear if an EFA family follows whatever is negotiated in SB 130 or home ed requirements as defined in RSA 193-A and Ed 315 rules.

Failure to clarify between these educational options creates the perception of an "undocumented" homeschooler and that brings suspicion to all homeschoolers even if they do not receive an EFA grant.

Districts already blame homeschoolers for their decline in state funds and that will spur more regulation on home education.

SB 130 needs an amendment to fully separate and clearly identify that an EFA student satisfies compulsory attendance in the bill's definitions and RSA 193:1 so it is recognized as a new form of education option. Including it in SB 130's proposed 194-E:3 section IV alone is insufficient; the EFA program must be added to the compulsory education attendance statute. This will fully distinguish the EFA program from home education.

Finally, SB 130 needs a withdrawal process from the EFA program that extends to the other educational options of private school and homeschool, not only the resident public schools as currently in the bill.

Thank you for your time and consideration.

Ava Hawkes

From: Leonard Campbell <lsoup03@gmail.com>
Sent: Sunday, February 21, 2021 11:15 AM
To: Ava Hawkes
Subject: Testimony in Opposition to SB130

Ava.Hawkes@leg.state.nh.us

It is an assault on our public schools and is creating yet another NH body to oversee a program that is not meeting NH State Law requiring an adequate education. It is also discriminatory in its design.

One of the main arguments is that public education is failing. How will the Constitutional mandate be improved with this bill? That is the job of our NH legislature.

Some points to consider:

- 1) Private. Public schools are subject to public transparency, right-to-know laws, public accounting of where the money goes, etc. Private schools are not. If they do something we don't like, our choice is to go to war with the school or pull our kids out. But you're on your own in the fight, unless you get together with other parents, and then have fun paying for the attorney to take them to court for a resolution.
- 2) Private schools are only as available as private owners decide to start a school. So we have to just hope there are enough to take all our kids - within the distance we want to drive.
- 3) Competition for public schools will be non-existent because it will flow to the private school market - which will immediately raise pricing for private schools. Leaving only the most financially challenged families with children being left in public schools. Picture those awful tv scenes with poverty-stricken schools, the toughest or poorest students being warehoused.
- 4) Private schools can cherry-pick the students. Your child not the best and brightest out there? Good luck getting into the best private schools out there.
- 5) Want the cost of public education to go down? It will only go up. Once private schools have full access to the public dollars, how long do you think it's going to take for this Pandora's box to leverage for more and more spending? Meanwhile, the per-pupil public student cost is going to need to go up as well or the doors won't be able to open.
- 6) Think your kid is getting groomed or sexually assaulted by the private school teacher? Maybe bullied by other kids in the private school? Good luck getting the investigation done without paying for your own attorney. They'll lawyer up something fierce and the cops will get only so far on suspicion. Need some evidence to that effect - look what the Catholic Churches got away with for decades. And even after getting caught, they still cut deals to leave the leadership without convictions. Public schools however have to open everything up for the investigation.
- 7) Want to make sure your public dollars are fairly spent? Public schools have to follow strict competitive procurement practices, making a fair playing field for businesses that want to sell products to the schools. No regulation for that in private companies - private schools.
- 8) Students with disabilities: Private schools do not have the capacity and normally not the mission to work with students with disabilities. So they are stuck in inadequate schools struggling to meet their needs.

The mission of the State is to fund public schools for an adequate education and not to promote privatization.

I wish this part of my correspondence with Rep. Alecia Lekas admitted as testimony in opposition to SB130, as well.

A full copy of this email is available if the committee wishes to see it.

As educational opportunities for people with disabilities in the State of NH are not available, this bill is discriminatory by the very admission of House Representative and Education Committee Member Alicia Lekas:

On Feb 6, 2021, at 7:39 PM, Alicia Lekas <rep.alicia.lekas@gmail.com> wrote:

Dear Leonard,

I have been a teacher for over 50 years, and am a member of the Education Committee.

First

Second, t

Third,

Fourth, this bill does not and cannot take away special needs student's rights. Those are laid out in federal regulations. Private schools which take any federal money must follow those regulations. **It is unlikely th would choose to send their child to a private school which does not provide for their needs.** But thi to a private school which does meet their needs better than they are currently being met but which they ca

So

1. This is state money and the schools are exempt
2. This does discriminate against children with disabilities.

Fifth,

Sixth,

It is only fair that each student has the opportunity for the best education possible. For many that may be f for some it is not. Those students should not be forgotten or punished for their differences. They also dese money to receive it. I hope this has given you a better understanding of HB20 and its purpose of educating

This is why the schools have the IEP process to find those solutions. The state has created an unfunder lack of funding.

Sincerely,

Rep Alicia Leka

Len

Leonard Campbell
Meredith, NH 03253
603-455-1105

Ava Hawkes

From: Amanda Neil <amanda@smgltd.net>
Sent: Sunday, February 21, 2021 7:33 PM
To: Ava Hawkes
Subject: Support for SB130

To Whom it May Concern,

I am writing in support of SB130. I believe in funding students rather than institutions. Our children deserve the best. The best institutions come from competition. Giving parents the choice to enroll their children in their program of choice, be it homeschool, private school, public school, will require schools to do better to survive and thrive.

In addition, education is not a one size fits all approach. What works for one student does not work for another. Having options ensures all students have the opportunity for success.

Sincerely,

Amanda Neil

Ava Hawkes

From: James Fenn <jfenn@sau60.org>
Sent: Monday, February 22, 2021 9:37 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Cc: Jerry Frew; bchristina@nhsba.org
Subject: Financial impact of SB 130
Attachments: Estimated cost impact of SB130 022221.xlsx

Dear Senator Ward, Chairperson, Senate Education Committee,

In reviewing SB 130, in particular fiscal note, I am concerned that the information you have been provided is not correct. Attached is a cost projection that I have developed with help from several other public school business administrators. It is our opinion that many of the home schooled and non-public school families will take advantage of this funding opportunity to help offset their current costs. We also believe that the financial help this bill offers families will encourage some families that currently are attending public schools to move their students to non-public schools. We believe that our projections are conservative and that the real costs in FY2021 and FY2022 will be higher than we are projecting.

Please let me know if you have any questions about this information.

Jim Fenn

--

James Fenn
Chief Financial Officer
SAU 60 - Fall Mountain Regional School District
603-835-0006 x602

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Ava Hawkes

From: Patrick A. Von Kannewurff <Patrick.A.Von.Kannewurff@hitchcock.org>
Sent: Monday, February 22, 2021 11:18 AM
To: Ava Hawkes
Cc: NH Vonk Home
Subject: SB 130
Attachments: SB 130 2021.docx

Hi Ava,

I documented the parts of the bill I have the biggest objections to as written testimony. If need be, I will speak, but I cannot express how vehemently I am against this bill! I have included my home email in the CC line if you have questions. I'm happy to discuss further with anyone involved in this train wreck.

Thanks,
Patrick

Patrick A. von Kannewurff
78 Richards Rd.
Newbury NH 03255

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Ava Hawkes

From: Colette -gmail <coletteworsman1@gmail.com>
Sent: Monday, February 22, 2021 11:49 AM
To: Ava Hawkes
Subject: SB 130

Dear Senators,

Thank you for choosing to propose a bill that finally places the interests of children/students ahead of special interest groups. It has been well established one-size-fits-all schools do not address the different learning styles of every child. It is time to permit parents to choose the school that is best for their child regardless of their income level.

My husband and I were blessed to be able to send our children to a Catholic elementary school. They did exceptionally well in this environment. But when it came time for their high school we were unable to afford to send them to a Catholic High School. They had to go the Local High School which was Interlake's. Neither boy got much from there high school education. We are blessed they succeeded in spite of it.

Our oldest graduated valedictorian of his class and took all the accelerated classes provided. We were more than disappointed that when he arrived at Duke University he had to begin in remedial classes in English and Math.

Our younger son was an average student and got lost in the shuffle. There was tremendous support for those with IEPs (Independent Education Plans) but average students had nothing.

Approving SB130 would permit the education funds to go with the student and provide parents with the best possible education options for their children. This bill is clearly what is best for the Child. Thank you for considering my testimony and for your service.

Ava Hawkes

From: Sarah Stitzlein <sarahstitzlein@hotmail.com>
Sent: Monday, February 22, 2021 1:51 PM
To: Ava Hawkes
Subject: Opposition testimony for SB 130 from Education Policy Professor

Members of the committee:

Thank you for taking the time to read my testimony today. It seems it was not all that long ago when I stood before another school voucher hearing in Concord in January 2012, my belly 9 months pregnant and the educational future of my child at stake. Today I return electronically to urge you to vote no on SB 130.

I received my PhD in Educational Policy Studies in 2005 from the University of Illinois and have been studying school choice policies for the 15+ years since. I taught for five years in the Education Department at the University of New Hampshire (though I do not claim to be officially representing the university today). I was raised to support Republican values that are aligned with school choice, including the rights of parents and belief in the free market system. I support school choice; in fact, I currently use a school choice program for my son. But I write today to urge you **not** to support this bill. This is not a good policy for improving school choice options in NH; rather, it invites serious problems.

SB 130 is problematic for these reasons:

- *Voucher schools have subpar academic performance.* I have no doubt that proponents of this bill will cite studies, typically performed by politically-aligned research foundations (Cato Institute, Fordham Foundation, etc.), that claim voucher students outperform their public school counterparts. But when we look at peer-reviewed and scientifically rigorous studies, that claim simply does not hold up. At very best the evidence is mixed, but the overall trend shows that public school students outperform voucher students, sometimes markedly so. This is not particularly surprising given that research also shows that private school teachers have less formal training and tend to use outdated curricula and less effective teaching pedagogies. If we want to support parents in choosing alternative schools for their children and to deem them worthy of taxpayer funds, then those schools, teachers, and practices need to be of high quality.
- *These vouchers are not intended to help those in struggling public schools.* We know that the most effective school choice programs are focused on students who otherwise would attend underperforming public schools. SB 130 opens up vouchers to students of any public district, no matter how high-performing it is. While some school choice proponents claim that they intend to rescue poor children from some of the worst public schools, that is certainly not the case with this bill. This approach risks unnecessarily diverting students from our public school system, a situation that is made even more troubling given the overall underperformance of private voucher schools. SB 130 may effectively encourage opting out of higher performing public schools. While this may be the choice of the parents, the academic experiences of the child may suffer as a result.
- *Vouchers do not reflect the will of the people.* As evidenced by the Phi Delta Kappa/Gallop Poll, most citizens do not want vouchers of the sort in SB 130. Only about 1/3 of citizens polled supported the use of vouchers. Additionally, polls show that the more informed about vouchers a citizen is, the more likely they are to oppose their use. Please keep your constituents in mind when deciding on this bill. Many prefer better alternatives to school choice, especially those who are most informed about school choice policies, including myself.
- *Voucher schools exacerbate school segregation.* Private schools supported by vouchers have a long history of contributing to racial and economic segregation. This is in part due to parental choice, where parents seek out schools that reflect their own demographics, and sometimes White parents overtly have used vouchers to escape increasingly diverse public schools. But those choices, as documented by University of Indiana Professor

Christopher Lubienski, are worsened by private schools using marketing and enrollment approaches that exacerbate parents' choices of segregation. To prepare for the workforce and to truly fulfill *e pluribus unum*, we need integrated schools where our children interact with those different from themselves. SB 130 does nothing to head off this problem.

- *Vouchers are sometimes used to access even more expensive and elite private schools.* Research shows that families use vouchers in addition to funds they have to access more elite private schools. Consider the situation in Chile where non-means tested vouchers led to wealthier families purchasing increasingly exclusive education for their children, which led to well-funded private schools depleting other schools of teachers and resources, leaving the poorest children behind in crumbling schools that operated only on the value of the voucher without additional funding from parents. Riots followed in the streets until changes were made to improve their system. Let's avoid that scenario in NH.
- *Failing voucher schools do not close and are propped up by taxpayer funds.* Researchers have found that many underperforming voucher schools fail to close, as would have been predicted under market logic, due to lack of demand. Rather, many parents stayed put in these schools, thereby demonstrating that competition and markets are not failsafes for ensuring good schooling. The current bill does not sufficiently address how to handle vouchers being sent to chronically low performing private schools.
- *Voucher schools can teach undemocratic goals, such as intolerance and inequity.* I grew up in a fundamentalist Christian family and continue to uphold religion as important to me and the rearing of my child. But, that personal position needs to be separated from tax-supported democratic institutions. Some religious schools not only discriminate against people of particular sexualities and teach that one gender is superior to another, but also fail to teach tolerance and interaction across religious and ideological differences, a key responsibility of public schools that prepare children for citizenship and work in a country that celebrates diversity and freedom of opinion and worship. This bill allows funds to be directed to religious schools, including extremist versions that may outright teach anti-Americanism or anti-democratic beliefs. That said, the state should not be in the business of trying to differentiate which religious schools are aligned with the principles of democracy.
- *Vouchers reduce accountability.* Shifting students to private and religious schools that have fewer regulations, jeopardizes our ability to maintain accountability for the content and quality of education those children receive and the ability of the public to oversee how funds are spent. Finally, voucher schools supported by this bill are not required to have an elected school board. School choice bills should expand the voice and participation of citizens, not narrow them.

School choice can take many other useful forms expressed through better legislation. This bill is too wide reaching, opens up students to discrimination in private settings, and risks the minimal accountability needed for schools receiving public dollars. Let us promote good choices, not all choices.

Please vote NO on SB 130.

Respectfully,

Dr. Sarah Stitzlein

The research behind these claims is detailed in Sarah Stitzlein, *American Public Education and the Responsibility of its Citizens: Supporting Democracy in an Age of Accountability* (Oxford University Press, 2017).

Ava Hawkes

From: Brendan Minnihan <bminnihan@sau43.org>
Sent: Monday, February 22, 2021 2:57 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130 Legislation

February 24, 2021

Dear Members of the Senate Education Committee:

My name is Brendan Minnihan, and I am the Superintendent of the Newport School District. I am writing to you today on behalf of the Newport School Board to voice their strenuous opposition to the SB 130 legislation.

I know you have probably heard from many other constituents regarding the fiscal impact, lack of transparency, and the lack of any accountability associated with this piece of legislation. While I share those concerns, I want to focus on something else today.

New Hampshire has a long tradition of both local control as well as being fiscally responsible. This legislation honors neither of those traditions. First, rather than allow for local control over the schools within the different communities in the state, this legislation usurps the power of the local government while transferring that power to a small body of legislators, a scholarship granting authority, and another small group of individuals with children who live in our state. I cannot find any other area, traditionally relegated to the local level (for instance provisions for library, fire, police, etc.), where the state stepped in and decided to allow residents to receive dollars directly from taxes raised to spend as they like. For example, if I didn't feel like my local library was meeting my reading needs, would the state vote to let me use the funds I contribute in taxes toward the library to purchase the books and media that I want?

Second, it appears that this legislation is actually a tax increase on our local property owners. All schools have certain fixed and variable costs. The loss of a student or two in a given school to the SB 130 legislation does not lead to the elimination of the fixed costs associated with those students. As such, for every student who leaves the public school, for whom no SWEPT monies are distributed back to the community, the community must raise the local portion of their property taxes to raise the additional money needed to fund the schools. And, if this leads to declining enrollment, the cost per student will inevitably rise. There was a reason over 50 years ago when the state provided incentives for school districts to merge and become consolidated districts. The primary reason was what is known as economies of scale.

I believe that far more residents of the state are opposed to this legislation than support it. So, for me, the question to watch will be whether our state senators follow the voice of the people or will they instead be beholden to a small segment of the population as well as lobbyist organizations like ALEC and the voucher proponents from Arizona. As such, on behalf of the Newport School Board, I respectfully request that the committee find SB 130 "Inexpedient to Legislate."

Sincerely,

Brendan Minnihan, EdD
Superintendent

Newport School District

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Senator Ruth Ward, Chair
Senate Education Committee

Dear Senator Ward and Members of the House Education Committee,

I am writing to ask you to please recommend SB 130, *an act relative to education freedom savings accounts* inexpedient to legislate. By establishing a universal school voucher program in NH, this bill will provide funding for a small number of students while exacting a huge toll on the public schools that are responsible for educating every NH student in their district (public schools cannot pick and choose which children they will serve).

SB 130 is much more expansive than the prior ideation of a voucher bill (SB 193) and nearly identical to the unanimously retained HB 20. Where SB 193 provided several broad eligibility categories based on factors including income, the child's status as a child with a disability, the child having been denied admission to a chartered public school or not receiving a tax credit scholarship, or the child's assignment to a consistently low-performing school, SB 130 is a universal voucher program. Unlike SB 193, SB 130 does not require a child to have previously attended a NH public school so that the parent can make a truly informed decision as to whether the public school could meet their child's needs. SB 130 also opted not to include any of the accountability measures of student performance that were in SB 193 or the stabilization grants. SB 130 did, however, increase the amount that a scholarship organization can retain for "administrative costs" from 5% to "up to 10%".

I have 3 main reasons for opposing SB 130:

1. SB 130 is fiscally irresponsible.

For every student who participates in the program, between about \$3,700 and \$8,500 (depending on the amount of differentiated aid for which the student is eligible) in public funds will be diverted from the public school system to a scholarship organization, which will then transfer the funds to the student's education freedom account (EFA), leaving the public schools with reduced resources to serve the remaining (likely the most complex) students.

SB 130 will leave out many children, including children whose parents cannot afford to supplement the amount funded by the EFA or who cannot leave their jobs to transport the child back and forth to school, children who are English language learners, and students with disabilities who may be excluded from certain private schools. Participating private schools and providers will be able to pick choose which students they accept, with the unfortunate reality that children with disabilities, particularly those with the most significant disabilities and children who are English language learners are less likely to be "chosen". In fact, private religious schools, which are exempt from the Americans with Disabilities Act prohibition against discrimination on the basis of disability, can legally discriminate against a child with a disability.

While proposed RSA 194-E:2,II(d) allows parents to use EFA funds to pay for "Services contracted for and provided by a district public school, chartered public school, public academy, or independent school, including, but not limited to, individual classes and curricular activities and programs", RSA 193:1-c makes that option available to them at no cost:

"193:1-c, I. Nonpublic, public chartered school, or home educated pupils shall have access to curricular courses and cocurricular programs offered by the school district in which the pupil resides. The local school board may adopt a policy regulating participation in curricular courses and cocurricular programs, provided that such policy shall not be more restrictive for non-public, public chartered school, or home educated pupils than the policy governing the school district's resident pupils. ..."

So, an EFA student could still participate in curricular courses and co-curricular programs at the public school (at the public school's expense). Conceivably, a student could attend the public school for some courses/ activities that are more specialized or expensive to operate, such as chemistry and/or a pottery class. Additionally, if the student required a reasonable accommodation due to their disability (ex: a student who is deaf might need an interpreter to attend the chemistry class in order for the student to have an equal opportunity to participate in and benefit from that program) the public school would need to provide that accommodation at the public school's expense (even though the public school would not receive any state education aid for that student).

There are additional cost implications for communities in which the private schools used by EFA recipients are located. Cities and towns in which a private school is located are responsible for child find costs, including evaluations/reevaluations, for any enrolled student, regardless of the child's residence. Child find activities, which generally costs several thousand dollars per child, cannot be paid for with IDEA funds dedicated to serving parentally-placed private school children with disabilities.

SB 130 requires the scholarship organization ensure that parents of students with disabilities receive notice that participation in the EFA program is a parental placement under the Individuals with Disabilities Education Act [IDEA], which says in 34 CFR 300.137(a) “No parentally-placed private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school”. While IDEA is very clear about what constitutes a parental placement (placement by a parent in a nonprofit private elementary or secondary school), SB 130 erroneously includes all EFA participants with disabilities, including homeschooled children, children placed by their parent in a for-profit private school, and children who receive tutoring/services from private providers.

SB 130 would allow participants to manipulate the program at the expense of the public schools. There is nothing preventing a parent from using an EFA to pay for an intensive short-term therapy or specialty/enrichment program for their child, and then reenroll the child in the public school for the remainder of the year (even though the state aid that the public school would have received has now been diverted to pay for the private therapy or program). SB 130 is also unclear about whether a student with a disability could attend the public school for special education and related services while still participating in the EFA program, since a student only becomes ineligible for the EFA grant if they attend the public school for more than 50% of their instructional time.

Even if a child re-enrolls as a full-time student in their public school, the EFA funds are not returned to the public school. The parent gets the benefit of BOTH the public school education and the EFA funds. Instead of returning the pro-rated share of the state education aid to the public school (the original intended recipient), as long as the EFA has been open for at least 1 school year, the funds remain in the EFA for the parent to use – while the public school is educating the child!

NH is experiencing unprecedented economic challenges. The state is already lacking the funds needed to fully meet its existing financial obligations (e.g. special education, developmental services, maintaining roads, bridges, etc., plus the additional costs incurred as a result of the still ongoing pandemic). Schools and school districts have been hit hard by the financial implications of COVID-19. Please consider, if this is really the best time to establish a costly program that people **want**, but don't **need**?

2. SB 130 supports or, at the very least allows, discrimination of children/families.

I found it very disturbing to find that the only time this bill uses the word, “discriminate” is in 194:E-4, XVII, when it prohibits the scholarship organization from discriminating against, excluding, or disadvantaging any educational provider based on the provider’s religious character or affiliation, including religiously based or mission-based policies or practices. It adds, “An education service provider shall not be required to alter its creed, practices, admissions policy or curriculum in order to accept payments from an EFA.” So, if a provider has policies, practices or curriculum that discriminate against children or families based on personal characteristics or beliefs, they can continue to discriminate without fear of governmental interference.

SB 130 is very clear that it will not tolerate discrimination – against educational providers (it definitely does allow it against children, though). The bill says NOTHING about protecting children who may experience discrimination based on their disability, sex, gender identification, sexual orientation, race, color or religion, or any other personal characteristic or belief. Instead of expanding opportunities for children, this language indicates that there is a greater focus on expanding opportunities for education providers. This begs the question of who this bill will help (the service provider or children?).

Even though they will benefit from public funds, private religious schools that do not accept federal funds are not covered by Section 504 and are exempt from the Americans with Disabilities Act (Section 307 of the ADA, 42 U.S.C. 12187 specifically exempts religious organizations and entities controlled by religious organizations); they can openly and explicitly discriminate against a child based on his/her disability. This program claims to expand opportunities for children, but by allowing this type of discrimination, it actually reduces opportunities for the most vulnerable groups of children.

For me, a major concern as the parent of a young man with disabilities, is that you would consider passing a bill that would require me, as a taxpayer, to pay for programs that could discriminate against him! Think about your children or grandchildren. Would you want your tax dollars to be given to a group that discriminated against them (in the case of children with disabilities) or that wanted to cause them harm (as some hate groups do based on an individual’s race, color, religion or sexual orientation)? Someone said during the testimony for HB 20 that education freedom account bills [SB 130 and HB 20] did not discriminate against children with disabilities because they could “choose” to go to a different school. Honestly, I found that statement to be horrifying; it sounded to me like saying that “whites only” lunch counters were ok because people who were not white could choose to eat at a different restaurant, one that was willing to accept them. For me, discrimination is a values issue, and in the case of SB 130, it would be state-supported discrimination, even if that state financial support was provided in a round-about way.

3. *SB 130 lacks accountability.*

The bill includes no mechanism or requirement to measure educational outcomes or to prevent funding from going to programs that do not achieve positive results. It has no accountability to protect children or taxpayers. SB 130 is noteworthy for what it does not say (e.g. “outcomes”, “achievement”, “results”, “performance”, “proficiency” or “competency”).

NH, like every state, has established standards for what children are expected to know and be able to do at each grade; we want to be sure that public schools are achieving the desired results. Schools are required to administer statewide assessments; the state uses those results and other data to identify schools that may need additional support to meet the needs of their students. SB 130 has no such accountability measures for the programs or providers that financially benefit from EFAs. That would seem to be especially important given that numerous independent research studies have shown that voucher programs do not improve participating students’ academic achievement; on average students in voucher programs do less well on assessments of academic performance. In addition SB 130 does not include a sunset provision, which would provide another type of check and balance for the program.

The only data that is collected by the EFA program in terms of results, is a survey of parents asking whether the parents are satisfied with the program; nothing about the child’s academic progress or achieving competencies. SB 130 also does not require that providers demonstrate any specific qualifications; it doesn’t even require that they pass a criminal background check as is required for all teachers, service providers and volunteers in public schools. With such a complete lack of quality control and accountability, and the opportunities it presents for education providers and others to financially benefit while not having to demonstrate that what they are doing is providing an adequate education, I am concerned that for some children, in spite of the good intentions of the sponsors and participating parents, SB 130 will become the *Freedom from Education Act!*

While the bill requires that parent sign an agreement with the scholarship organization that they will “provide an education for the eligible student in the core knowledge domains that include science, mathematics, language, government, history, health, reading, writing, spelling, the history of the constitutions of New Hampshire and the United States, and an exposure to and appreciation of art and music.”, there does not appear to be a mechanism requiring the parent to demonstrate that they actually did provide the student with that requisite core knowledge.


As a taxpayer, I am surprised that the bill does not include a requirement that the scholarship organization annually contract with an outside organization to conduct both a financial audit and a performance audit of the organization to ensure that tax dollars are being used appropriately.

SB 130 further reduces accountability by giving the scholarship organization a remarkable amount of control over the program. For example, the members of the Parent and Education Service Provider Advisory Commission established by the bill are appointed by the director of the scholarship organization and serve at the director’s pleasure. That structure essentially obligates the Commission members to the scholarship organization, making it unlikely that members will feel free to make fully independent decisions or recommendations.

If the sponsors believe that this bill will be good for children, why not require that participating children take the annual statewide assessment given to all public school students so that the NH DOE could develop an aggregate group made up of EFA participants whose scores are listed on the DOE website in a similar way as each LEA and school’s data is collected and made available to the public. That would help parents considering leaving the public school and using an EFA instead to at least have the data to make an informed decision about whether it is the right move for their child.

I encourage you to please vote in to recommend SB 130 inexpedient to legislate, and thank you in advance for your consideration of my input on this bill.

Sincerely,



Bonnie A. Dunham

16 Wren Court

Merrimack, NH 03054

Tel. (603) 860-5445 / Email Bsdunham12@gmail.com

Ava Hawkes

From: Elsa Worth <elsa@stjameskeene.com>
Sent: Monday, February 22, 2021 5:00 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss
Subject: SB130

Dear Members of the Senate Education Committee,

I am strongly opposed to SB130, which undermines the public school system.

In New Hampshire, schools already suffer from what our Bishop, A. Robert Hirschfeld, has described as an "opportunity gap," in which there is a widening disparity among children in different communities. This gap is caused by the inequitable way New Hampshire funds our public schools – "where excellence is dependent on property values." The passage of SB130 would only make this disparity worse, draining funds from our public schools.

The lack of oversight in the use of the funds is also a real concern. The bill proposes that parents or guardians can apply for, get and use these funds for a variety of school related expenses beyond tuition, and very little oversight of the use of these funds is prescribed. In effect, we would be taking funding away from the tax supported public schools and giving them to families without any requirement of accountability. And a family that has other ways to fund private or alternative school themselves would also be eligible to take funding away from the public schools. This is unacceptable.

Finally, the bill flies in the face of the separation of church and state, for there is no restriction on applying for these funds for sending a child to a religious school. I have had three children attend three different high schools - one attended public school, one a charter school for the arts in Dover, and one went to a private Episcopal boarding school in CT. Our choices for our children were based on their own learning needs and gifts, and we did not expect the state to subsidize those choices. Our desire and ability to send our children to other schools was not in opposition to our support of a strong, healthy and fair public school system for all children.

I urge you to do everything you can to strengthen our public school system for all NH's children and strike down or permanently table SB130.

Faithfully,

The Rev. Elsa Worth, Rector
St. James Episcopal Church
44 West Street

Keene, NH 03431

603-352-1019

cell: 203-984-2906

blog: [https://us-east-](https://us-east-2.protection.sophos.com?d=stjameskeene.com&u=d3d3LnN0amFtZXNrZWVuzS5jb20vcvV0dXJuaW5nYW5kcmVzdC8=&i=NWZjYTk1NGRjNjNIMjIwZWFIOTMzNzg1&t=NkhibXpBbXM3SU9ka1BkQUNnaTFceDJHMdAzOE5nVzdVR3d3aE80aFE1UT0=&h=f1a6189011c344daaa7d7bd6224c4c24)

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Ava Hawkes

From: Lisa Eastland <eastland@comcast.net>
Sent: Tuesday, February 23, 2021 8:55 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130

Senators,
Good morning! I hope this email finds all of you and yours doing well!

I am writing to express my opposition to SB 130 in regards to the establishment of Education Freedom Accounts. If the Legislature wants to fund this type of account, I would not oppose the money coming from a different revenue stream than tax payer dollars and SAU budgets. The DOE, both at the Federal and State level, have made mandates that are put into place to better serve all students, however, those mandates are woefully underfunded and the citizens are bearing the brunt of this expense. As I see it, one of two things need to happen: 1.) Push for legislation that lessens the requirements and/or 2.) Find a revenue stream that fully funds those mandates before committing to spending our education budget on anything new that does not equally serve all students.

As much as I hate marijuana, I do believe if the NH Legislature would have made it legal in our state, the profits from that endeavor could have gone directly into the Education Freedom Accounts, for example.

I think taking money from Peter to pay Paul is the wrong way to go about doing business in Nh and I strongly oppose SB 130.

Thank you,
Lisa Eastland
19 River Rd Amherst Nh

Ava Hawkes

From: walter rous <walterrous@gmail.com>
Sent: Tuesday, February 23, 2021 10:22 AM
To: Ava Hawkes
Subject: SB 130, education voucher bill

Dear Members of the Senate Education Committee:

Education vouchers are expensive, take resources away from our already underfunded public schools, and have not demonstrated improved outcomes. Additionally, using taxpayer money for private, religious schools is unconstitutional in New Hampshire. We do not need or want what would be the most extensive voucher program in the country. Please oppose SB 130.

Thank you,
Emma Rous,
Durham

Ava Hawkes

From: Jeffrey Peterson <jpeterson@sau81.org>
Sent: Tuesday, February 23, 2021 10:23 AM
To: Ava Hawkes
Subject: opposition to SB130 / HB20

As someone who has taught in public, private, and parochial schools, I believe the school voucher system and "school choice" is really a deception. While I agree every parent should have the ability to choose what's best for their children, this bill isn't a philosophical debate. It's a "feel good fix" that proponents of vouchers are making part of their strategy even though they know it is not reality.

In reality, if parents can't afford to send their kids to a private or parochial school, a "voucher" won't change that. Either private schools are priced way above what a public voucher would cover (the tuition at St. Paul's Academy in Concord is \$62,000; Phillips Exeter Academy is \$49,880) or the schools have hidden costs and barriers that aren't seen.

As an example, my youngest daughter went to Presentation of Mary Academy in Hudson. We paid her tuition for several years. We also paid all kinds of hidden costs to PMA. She needed 2 - 3 Catholic School uniforms, which cost money. Then, she had to pay to "dress down" and be able to wear civilian clothes on certain days! We were required to take part in fund-raisers, or buy our way out of them! We had to pay for any extracurriculars out of pocket - band, choir, soccer, etc. And we had to provide our own transportations to and from the school. Only parents of means can do this - a voucher would not cover it! Also, many of these schools like Bishop Guertin have testing requirements; if you can't pass the test, you can't be admitted to the school!

If school vouchers are allowed, the wealthiest people who send their kids to elite schools get money back in their pocket. However, the poorest of students would be left behind in low-performance schools with no real path to succeed and no chance to attend college, which means they're bound to have a harder time getting out of poverty. The rich get richer and the poor get poorer. While "school choice" sounds good, I believe it is more about give back to the wealthy. Parents who can afford to pay out of pocket for education get money back, but parents who can't afford school uniforms or provide their own transportation or whose children can't meet testing requirements would be stuck in under-funding and under-performing schools.

I agree whole-heartedly with Rep. Myler, the ranking Democrat on the education committee: "HB 20 has too many serious flaws to list," said Rep. Mel Myler. "It contains no protection for students against discrimination, little oversight, and is ripe for fraud. When fully implemented, the program would act as a tax-dollar giveaway to wealthy families."

Jeff Peterson, CAGS, MAT
Social Studies Dept Chair
Alvirne High School
603-886-1260 ext 75049

Ava Hawkes

From: Andrea Folsom <afolsom@sau66.org>
Sent: Tuesday, February 23, 2021 3:01 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes; Becky Whitley
Subject: Vote ITL on SB130

Esteemed Senators of the Senate Education Committee:

I am writing as a native Granite Stater now serving as the Vice Chairperson of the Hopkinton School Board in **opposition to SB130**.

SB130 would have a severe, negative economic impact on our State, resulting in ever-increasing property taxes, and would cause undue harm to Granite State children and families. Here are the economic realities:

- **Our public schools currently receive the least amount of State aid in the country, an amount so low that it has been found to be unconstitutional by our NH Supreme Court.** The difference between this unconstitutionally low amount, and the actual cost of providing an adequate education, is thus born by our community members - our taxpayers.
- **Unfunded State mandates - specifically for the NH Retirement System - have increased local school budgets by millions of dollars over the past two decades.** The State has skirted around the constitutional prohibition of unfunded mandates by decreasing the amount of pay over time to zero, so while taxpayers bear the increasing burden, the State pays nothing.
 - Example: In 2000, Schools paid 4.11% of teacher salaries into the Retirement System, and the State contributed 35%. In our 2022 budgets, Schools are required to pay 21.02% into the Retirement System, while the State contributes 0%.
- **Cuts by the State legislature to Stabilization Grants, as well as a standing moratorium on Building Aid, have further increased costs to school districts and thus, to taxpayers.**
- **Loss of adequacy aid means an increase in property taxes.** In Hopkinton - a district seeing a steady increase in students year over year - there was a loss of 26.23% in adequacy aid between FY21 and FY22 due to the non-renewal of Stabilization money, as well as a decrease in the number of students in our district due to the pandemic. **This equates to a property tax increase this year alone of \$1.11/1000 (a \$330 increase on property taxes for a 300K home).** This increase does not take into account inflation, increasing costs to the NH Retirement System, or legally required costs related to students with special needs (IEPs).

SB130 is an economically terrible idea, to say nothing about its negative educational impacts. It will result in increased property taxes, further harming the Granite State children and families it purports to support.

If we want to support every child in our state, take into account the unique ways in which children learn, and truly provide them with high quality education, we must first invest in our public education institutions. **Can you imagine if instead of assuming children needed to go elsewhere, we actually properly funded our public schools to begin with?**

I urge you to vote NO - ITL - on SB130.

Thank you for your time,
Andrea Folsom

--

Andrea Folsom
Hopkinton School Board
c: (319) 621-4837

Ava Hawkes

From: 2 nd <lavenderbellemore7@yahoo.com>
Sent: Tuesday, February 23, 2021 9:55 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB130

SB130 needs to create a clear separation of this new way to satisfy education attendance law and allow a student to exit the EFA program for private or home ed, not only public education.

Any bill needs defined separation for each program not a lumped in RSA or Bill.

Please reconsider the wording in this bill to fit all educational needs.

Thank you

Abigail Bellemore
Sent from my iPhone

Ava Hawkes

From: Mary Lincoln <mary.lincoln52@gmail.com>
Sent: Wednesday, February 24, 2021 7:55 PM
To: Ruth Ward; Erin Hennessey; Denise Ricciardi; Jay Kahn; Suzanne Prentiss
Subject: SB 130: I am opposed

To the members of the committee:

As a New Hampshire resident who pays Dividend and Interest taxes annually, as a property owner who pays real estate taxes annually, as a grandparent of children in public school in New Hampshire, and as a retired attorney who values the U. S. Constitution, I am writing in opposition to SB130.

Public education is the bedrock upon which democracy is built. New Hampshire should be doing everything possible to strengthen public education and to make high quality education available to all students in every school district in the state. Our democracy and the ability of our state and country to compete in the 21st century depends on it.

SB130 would strip local school districts of funding, causing failures in public education as well as necessitating increases in local property taxes. This is an extreme bill that strips the public of oversight and transparency, and is highly likely to be judged unconstitutional. Enacting this legislation would be disastrous for New Hampshire.

Sincerely,
Mary Lincoln
76 Cottonwood Way
Manchester, NH 03102

Ava Hawkes

From: Pam Mueller <pammuel7@gmail.com>
Sent: Thursday, February 25, 2021 8:58 AM
To: Ava Hawkes
Subject: SB130

In this era of tightening budgets the last thing we need is to subtract funds from local public schools. There is little research to suggest that private schools do a better job of educating our children. Instead of taking money away from high ranked NH public schools we should do all we can as a state to support them.

Pam Mueller
Durham NH

Sent from my iPhone

Ava Hawkes

From: Terri O'Rorke <terrio21@yahoo.com>
Sent: Thursday, February 25, 2021 9:24 AM
To: Ava Hawkes
Subject: SB130

This email is directed to the entire Senate Education Committee,

my name is Terri O'Rorke, I live in Keene. I am voicing my concern and opposition today to SB130, which comes up for a public hearing on March 2.

While our public schools are already sorely under-funded, this bill would take even more money away, and cost the state upwards of \$100 million dollars in the first year alone. This comes from "Reaching Higher NH". And finally, religious schools, which are exempt from discriminating against students with disabilities and/or LGBTQ students would be on the receiving end of taxpayer dollars! As a taxpayer myself and the mother and grandmother of children who were/are being taught in public schools, I find this wrong on so many levels and am vehemently opposed!

Please do right by NH public schools, help to strengthen them, not weaken them.

Thank you, Terri O'Rorke

Ava Hawkes

From: Mark Scura <mscura@comcast.net>
Sent: Thursday, February 25, 2021 10:01 AM
To: Jay Kahn; Erin Hennessey; Ruth Ward; Suzanne Prentiss; Denise Ricciardi; Ava Hawkes
Subject: I oppose SB 130

Dear Senators,

I am taking time while watching my 7-month-old grandson to write to you in opposition to SB 130. While I am thrilled to have this time with him, it also gives me a first-hand view of the situations families are in right now. I was also an active parent in the schools with my own children and a member of our local school board.

The state's financial support of public schools is already low so the burden falls on local tax payers, widening the gaps between communities. Expectations for students these days include computer literacy, suicide prevention, and so much more. When they graduate, we want our young people to be ready to fill the jobs of the future and remain here in NH, moving our economy and quality of life forward. This bill does not support those goals.

It weakens the ties between a community and its families, driving up local taxes and disconnecting tax payers from the result of those payments, as there is no accountability or input in how the funds are spent.

Further, it is a fallacy to imply that families are just receiving their own money back as the dollars homeowners pay towards education are not in any way related to the number of children they have and this bill could actually give families more money than they pay in taxes, an obvious instance of taking from one family to give to another, with the giver having zero control over how the money is used.

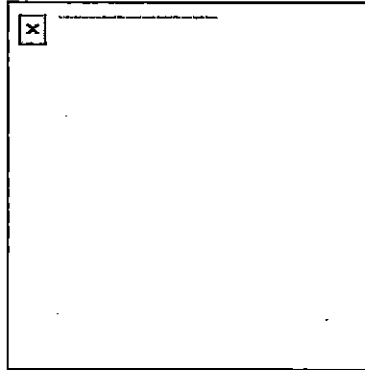
Public schools are a tremendous asset to our communities. They insure a future of informed and trained citizens, they connect neighbors and provide opportunities for collective celebration. This bill does nothing to improve our public schools and would actually be a means of undermining them.

I urge you to vote NO on SB 130.

Thank you,
Maureen Redmond-Scura

Ava Hawkes

From: Communications@nhafcio.org
Sent: Thursday, February 25, 2021 10:51 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: The Position of the New Hampshire AFL-CIO on SB 130-FN (2021)



The Position of the New Hampshire AFL-CIO on SB 130-FN (2021)

TO: Chairman Ruth Ward and Honorable Members of the Senate Education Committee

FROM: Pres. Glenn Brackett, The New Hampshire AFL-CIO

February 25th, 2021

New Hampshire's labor unions have a unique insight into the nature of the state's workforce needs. The members of the affiliated unions of the New Hampshire AFL-CIO staff businesses in every sector and corner of the state, Our members work across the private, public, and nonprofit sectors serving in every capacity that our economy demands. We know what businesses look for in young workers and what factors workers thinking about a move to New Hampshire consider. Because of the window our members provide into how our economy operates, **we strongly urge the Senate Education Committee to vote inexpedient to legislate on Senate Bill 130-FN - relative to education freedom accounts.**

Everyone knows that New Hampshire faces a workforce crisis due to the absence of skilled workers. Senate Bill 130, which would disproportionately offer already wealthy families a subsidy funded by low- and moderate-income homeowners, would do nothing to address this.

At the same time, it would pull money out of local public resources to fund education at a time when COVID-19 has already strained schools, leaving local taxpayers to make up the difference. For example, wealthy families could use locally-raised tax funds to send their children to pricey out-of-state private schools. This draining of property tax money makes the status of local public schools more precarious and less attractive to workers considering relocating to New Hampshire. Given the long-term challenges that we've seen in funding our local schools, it is hard to see how this legislation will help us build the durable 21st economy we all seek.

Please feel free to contact the New Hampshire AFL-CIO at communications@nhafcio.org with any questions.

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Ava Hawkes

From: Susan Covert <scovert@comcast.net>
Sent: Thursday, February 25, 2021 1:34 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Oppose SB130 - I'm a NH Voter

Dear Members of the Senate Education Committee,

I am writing to ask that you stand with New Hampshire tax payers and vote NO on SB130, a bill that would allow public tax payer dollars to be used for tuition to private and religious schools and for home school expenses. New Hampshire's public schools are already inadequately funded, SB130 will make that situation worse. Siphoning money from our public schools absolutely will ensure a rise in local property taxes.

SB130 also will negatively impact the state's long-term economic growth making it harder for New Hampshire to attract and keep a younger workforce - something that our state desperately needs.

SB130 is bad for New Hampshire students, public schools, and taxpayers. This is a bill we cannot afford.

Sincerely,

Susan Covert
31 Cottage Street
Contoocook, NH 03229

Ava Hawkes

From: Charley Cummings <cummings.charley@gmail.com>
Sent: Thursday, February 25, 2021 8:17 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Oppose SB130

Dear Senators:

I write to register my opposition to SB130. I vehemently oppose the use of public funds being used for religious purposes, or private and home schools that are not subject to the same standards of instruction as our public schools.

It is, in my view, quite silly to suggest we are facilitating a "market" for public education, and to suggest we might utilize market forces to facilitate artificial competition for students. For centuries, we have chosen specifically not to organize our schools as a private market. As a society we've deliberately chosen other societal objectives (for example, equity) over efficiency in the delivery of public education. I'd encourage you to read Deborah Stone's *Policy Paradox*, which outlines these policy choices and trade-offs quite nicely.

The invisible hand of the market - even (fancifully) assuming it could be perfectly applied to education - creates no incentives to ensure the most vulnerable children of our state obtain the highest quality education possible. Creating a subsidized and unregulated flea market for education dollars only distracts from improving the overall quality of our public schools for all children in the Granite State.

I appreciate all you do to represent us in the state house -

Charles Cummings
Hopkinton, NH

Ava Hawkes

From: Joel Berman <joelberman@gmail.com>
Sent: Thursday, February 25, 2021 8:17 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Oppose SB 130

As a resident of Concord, I'm strongly opposed to this bill, which will weaken public education in our state and compromise our ability to attract tax paying families into our state. Please do not pass this bill!

Joel Berman
34 Samuel Drive
Concord, NH 03301
603 219-1942

Ava Hawkes

From: Mike Byrne <mikebyrnenh@comcast.net>
Sent: Thursday, February 25, 2021 8:23 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Cc: byrne mike
Subject: opposition to SB130

Committee. I'm opposed to SB130. Tax dollars when spent on education should be for public education, and not private. My property taxes should not fund private schools.

Thanks.

Mike

Mike Byrne
1428 Hopkinton Road
Hopkinton NH 03229
mikebyrnenh@comcast.net
© 603-226-4181

Ava Hawkes

From: John Stanley <jstanley@littletonschools.org>
Sent: Friday, February 26, 2021 10:43 AM
To: Ava Hawkes
Subject: SB130

Hello,

I am writing you this email in regards to SB130. I believe this bill will severely hurt public schools. Public funds should go to public schools where it is greatly needed. I am also an advocate for special needs students. I believe this bill will short change special needs students. Thank you for your time.

Sincerely,
John Stanley

John Stanley
Special Education Teacher

Ava Hawkes

From: Matt Endrizzi <matt.endrizzi@gmail.com>
Sent: Friday, February 26, 2021 1:55 PM
To: Ava Hawkes
Subject: SB130

Dear Members of the Senate Education Committee:

Regardless of the fact that I am a public high school teacher in Dover, I strongly oppose SB130. I have 3 kids in the public system and they thrive because their parents nurture them to do their best with what is offered to them.

I taught science at Somersworth High School and Career Technical Center for 10 years. I have taught at Dover High School the last 4 years. I also taught for 3 years at St. Thomas Aquinas High School while serving as a Dean for two of those years. While the school and its mission are noble and I wish them well if they can succeed in raising their own private funds, it would be a disgrace to take money away from the public education system that does far more to support and nurture students of all abilities and backgrounds than such a relative narrowly focused school such as STA. I have seen first hand as part of STA's leadership team the constant strategizing to raise more funds to support a student body that is overwhelmingly privileged compared to the student bodies I have had the privilege to serve in Somersworth and Dover.

SB130 is not only a terrible idea that will ultimately increase the wealth gap and create long term social and economic problems, I would go so far as to say it borders on sin. I challenge the lawmakers in NH who support this. To those who consider this a positive move to ultimately promote Christian values, you are robbing the poor to pay the rich. To those who think this is a patriotic move that supports liberty, you are undermining the population at large's ability to get a leg up while further advancing those who already have two legs to stand on, and you are actively going against the separation of church and state. To those who think this is good for developing a great, diversified educational system, we already have one in our public schools! If you would remove the plank from your own eye for a minute and stop undermining what public educators are doing by spouting negative opinions based on your own ideology instead of your first-hand experience as a public educator, then you might just see the good in what we are doing. To those politicians who espouse the military and police - which you should - but then bash the inefficiency of government-run schools, I pray that you see the hypocrisy in your position and consider that the better job we do in schools, the less work our military and police will ultimately need to do. Keep pumping false, negative narratives, and you will create a self-fulfilling prophecy. Our children all saw how that played out on January 6th.

No private school in the state offers anything close to what we have built in our public schools. Career technical centers equipped to help hands-on learners thrive, special education staff who meet kids where they are to give them the tools to develop their skills as well as a positive outlook toward their futures, music and art programs that help develop our children's souls, and academic programs that are quite effective in preparing students to attend our nation's finest universities, all can be found under one roof. Our top ten students at Dover High School go to more elite schools than the top ten students at STA - hands down.

Finally, our public schools are the only time in our citizens' lives they will interact with people from every corner of their community. No, it's not always pretty, easy, or comfortable, but it is perhaps the most essential lesson in democracy - to truly understand what it means to all be in this together.

Don't continue to divide this great state and our greater nation. If you really want to support freedom of choice, then let parents make the decision to manage their child's education without the help of the government - if they so choose. I suspect that's the principle supporters of this bill preach on a regular basis.

Vote NO on SB130.

And after you do that, show us you appreciate what we do for ALL citizens of New Hampshire by giving us a raise!

Sincerely,

Matt Endrizzi

Mary Wilke - written testimony opposing SB130
Submitted to the Senate Education Comm. 3/2/21

I oppose SB130 for many reasons but will focus here on just three.

1. **Discrimination.** People testified today on both sides of the question: do private schools discriminate? Although Sen. Bradley is correct that all anti-discrimination laws will remain in effect under SB130, the fact is that religious schools are exempt from most of those laws. If discrimination by private schools doesn't exist, as some people suggested in their testimony, then the schools shouldn't object to an amendment to SB130 requiring that any school admitting a child using an EFA be subject to all anti-discrimination laws and rules that apply to NH public schools.

2. **Public Funds Going to Religious Schools.** The bill's supporters say there's nothing unconstitutional about sending public money to religious schools. Even if that's true, that doesn't make it good public policy.

Text books used in some of NH's religious schools say, for instance, that Catholics are practicing "distorted Christianity." I don't think the 25% of NH taxpayers who are Catholic should be required to pay for books that denounce their religion. Nor should taxpayers be required to pay for books that teach children that men should dominate women.

Some "choice" advocates might say, in response, that public schools indoctrinate students in belief systems that are not acceptable to the parents. I don't know specifically what they're referring to, but the difference is that if a public school were to teach something offensive to parents (or taxpayers), the parents or taxpayers have the right to use the democratic process to address the problem. They can make their feelings known at public school board hearings, and they can lobby for and elect new school board members in order to change district policy. No such recourse would be available to taxpayers whose taxes were being used by a private school to teach beliefs or opinions offensive to them. In fact, they'd have no right to even find out what their money was being used to teach.

3. **Choice for Whom? What about Students in Property-Poor Districts?**

Supporters of SB 130 say that EFAs are necessary for students who aren't "getting what they need" in their local public school. If that's their concern, then I wish they'd turn their attention to the school funding crisis that year after year leaves thousands of NH students without a fair opportunity to get what they need, simply because of zip code.

Not every family can afford to pay the difference between an EFA and the actual tuition at private school. Most parents would prefer that their children remain in their neighborhood public school and would also prefer that it provide their children with basic opportunities offered in neighboring districts. What about their choice?

We have whole populations of students in some districts who aren't "getting what they need" because they have no access to courses their peers in neighboring district take for granted, like foreign languages, music, art, AP classes, even high school chemistry. They have larger class sizes and are often taught by novice teachers who, as soon as they get a few years of experience, leave for schools that can afford to pay higher salaries. SB 130 does nothing for them, and unless and until an effective hold harmless provision is added to the bill, it would actually drain more resources from their schools, leaving students with even less of what they need.

NH just paid for an independent, in-depth study which concluded that the way we fund our schools is inequitable for both students and taxpayers. The study made a number of thoughtful recommendations to address this inequity, none of which involved handing out EFAs to a minority of students and leaving all the rest behind, many in underfunded schools.

Please vote against SB130 and turn your attention to ensuring that all NH students have a fair opportunity for a quality education. NH ranks last in the nation in terms of state support for public schools. So-called school choice is a poor substitute for adequate investment.

Thank you for your attention and for your service to the people of NH.

Respectfully submitted,
Mary Wilke
Concord, NH

Ava Hawkes

From: Linda Gugger <lgugger@gmail.com>
Sent: Friday, February 26, 2021 1:57 PM
To: Ava Hawkes; Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss
Subject: Education Bill SB 130-FN

Dear Committee Member,

As a resident of NH we desire NH families to thrive. That means flexibility and meaningful educational choice for families seeking an appropriate and stable educational environment to meet a child's needs. Supporting that policy has always been part of Cornerstone's mission.

The effect of the COVID-19 pandemic on our children's education has been more far-reaching than anyone could have predicted when 2020 began. More clearly than ever, we can see that children thrive when their educational environment is responsive to them, not the other way around.

The New Hampshire House and Senate will have a chance to offer parents a new tool: education freedom accounts. Multiple sponsors are ready to bring the necessary legislation forward.

What's new about education freedom accounts? For eligible students, public education funding would give families a multi-use education grant. A family could apply for a grant, based on the state's per-pupil rate for an adequate education, which could be used for a child's educational expenses at the school or program of the family's choice. Those expenses might even include things like internet connections, computer hardware, and educational software, all of which have become critical in this age of virtual learning.

Where conventional public education is serving a student well, the family will be happy to send their child to a district's schools. But what about a child who needs another way of learning? What if needs change over time? With an education freedom account, a family will have more flexibility in finding the right place.

An EFA program would require cooperation between the state and an agency to administer the grants. It would require carefully-drafted legislation. But most of all, EFAs require a commitment to putting children first in any discussion of education.

When you put a child's needs first, education choice for families makes perfect sense.

We look forward to the introduction of ESA legislation. Please support this important education bill.

Sincerely Dave & Linda Gugger, Auburn, NH

Ava Hawkes

From: Kathy Hubert <kathyhubert@icloud.com>
Sent: Friday, February 26, 2021 4:52 PM
To: Ava Hawkes
Cc: Ruth Ward
Subject: No SB130

>>>> Dear Senators and Education Chair Senator Ward,

>>>>

>>>> Do not fool yourselves because your constituency isn't being hoodwinked by your maneuvers to avoid addressing the real serious issue in our State; the education funding crisis. You are pandering to a small minority of people around 3 percent in our state who educate their children in alternate ways. Nearly 97 percent of our children attend public schools and you have not adequately solved how to fairly fund our public schools which are the cornerstone of American democracy. Your mandate from the citizens and the Supreme Court is to restore our constitutional right to a fairly funded education. You have a duty to restore the necessary funding to our public schools before you entertain any request from special interest to privatize our education system by bankrupting it with this bill. This request is akin to me asking for local and state dollars from the police/safety budget for a security officer at my home because I believe I would be better served with no regard to siphoning funds for the public good and safety. Public money should never be used for private or religious endeavors. Tax dollars (even in a form of a tax credit) are not the property of a singular person but it is the property of the collective community/state to serve the whole not the part. I expect you to oppose SB130 and spend time reviewing the education commission findings and fix how we unfairly fund public education.

Thank you for your time.

>>>> Sincerely,

>>>> Kathy Hubert

>>>> 179 Springfield Rd.

>>>> Newport, NH 03773

>>>> 603-863-4038

Sent from my iPad

Ava Hawkes

From: David Blair <david@mariposamuseum.org>
Sent: Friday, February 26, 2021 4:55 PM
To: Ava Hawkes
Subject: I oppose SB 130

Dear members of the Senate Education Committee,

I oppose SB 130 as it seems clear that the additional costs it will incur will be downshifted to local property taxpayers, who will either pay higher taxes or vote to deprive our public schools of the money required to provide an adequate education to all NH children. That is our moral and our legal obligation.

Sincerely,

David Blair

Ava Hawkes

From: Bethann McCarthy <bmccarthy860@gmail.com>
Sent: Friday, February 26, 2021 5:44 PM
To: Ava Hawkes
Subject: Opposed to SB 130

I request that the committee vote against this bill.

Passage of this bill will endanger funding of our public schools. The bill requires little or no oversight when it is sent to non-public schools , and is a waste of tax payer dollars. Our public schools need this money. In order to provide a quality education for our children, our taxes will increase, and they are already so high to begin with — especially for retirees, seniors, and non-professionals.

COVID-19 has affected learning throughout the country, we need to double down on supporting our public schools.

Thank you,

Bethann McCarthy

Senate Education Committee

Public Hearing on SB130, Education Freedom Accounts

March 2, 2021

Thank you for this opportunity to speak in support of SB130. My name is Beth Scaer and I live in Nashua. I'm a mother of two daughters who were both high academic achievers. One daughter has ADHD and she attended local public schools, Elm Street Middle School and Nashua High South. At both schools, the administration was difficult to work with.

At Nashua High South, the administration ended up refusing to communicate when we tried to advocate for our daughter. The guidance counselor wouldn't help her switch classes when she had teachers who mistreated her because of her disability. Some of the teachers were outright emotionally abusive to her. It was rough for all of us.

The kids currently going to Nashua schools didn't have any in-person schooling for almost a year. The neediest kids were being supervised at the Boys and Girls Club but they can only accommodate so many kids. Many kids lost a year of instruction.

Kids only have one chance at an education. There are no do-overs for them. As a mom, I want all kids in NH to get the best and most suitable education they can possibly get. If they flourish at a public schools, that is fantastic. However, if they are struggling, either academically or socially, and the parents don't have options for them, education freedom accounts could be a lifeline out of a school where the child is

flailing into a school or educational opportunity where the child will flourish.

We all want what is best for these kids. Let's give them the best chance at a good life. Let's short-circuit the school-to-prison pipeline and put these kids on a path to a successful life.

Please vote OTP on SB130. You hold the future of NH kids in your hands.

Beth Scaer

111 East Hobart Street, Nashua

603-888-5487

bscaer@gmail.com

Ava Hawkes

From: Dominique <dmwhiton@gmail.com>
Sent: Friday, February 26, 2021 7:40 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130; Tuesday March 2 @9am

Good Evening,

I am writing to the Senate Education committee to discuss SB 130 with the lawmakers responsible for legislating and voting on this SB130; a bill which will create the most expensive voucher program in our nation. This bill also undermines the rights of children involved with these vouchers to receive the special education supports that have been guaranteed in public schools under FAPE. This will result in New Hampshire public schools losing valuable resources without addressing the resource needy populations such as special education students.

This money should be spent on New Hampshire public schools-- many of which are in a state of structural disrepair, some of which do not have current texts and/or are understaffed. New Hampshire's children, families and communities deserve a more helpful allocation of resources.

Thank you,

Ava Hawkes

From: Jodi Langellotti <startsfromwithin@gmail.com>
Sent: Saturday, February 27, 2021 8:41 AM
To: Jay Kahn; Denise Ricciardi; Erin Hennessey; Ava Hawkes; Suzanne Prentiss
Subject: Fwd: SB 130 Education Freedom Accounts
Attachments: ACEs Overview 2021.pdf

Dear Senate Education Committee Members,

Thank you for taking the time to read my testimony in opposition of Senate Bill 130: Education Freedom Accounts. I will attempt to keep my remarks short. I am sure you are familiar with the ACE (Adverse Childhood Experience) Study conducted in the late 90s by Drs Anda and Filetti showing a causal relationship between adversity in childhood and our most common health and social problems. Thanks to that study and subsequent data collected by health studies on the state level, we know that 80% of common health and social problems like homelessness, substance misuse disorder, incarceration and overdose are directly related to higher ACE scores. Public schools serve as a first line of identification and defense for children facing adversities. Public school staff and experiences are protective factors that can help counteract the effects of ACEs. Passing SB130, removing more state funding from public schools which already struggle to make ends meet, will destroy our educational system here in NH. If you destroy that educational system, you will see an exponential increase in homelessness, drug addiction and incarceration in the next 10-20 years; the science of the ACE study has proven this.

The science has also proven that trying to address the problems of homelessness, substance use disorder, incarceration and domestic violence within their silos alone does not reduce the percentage of the population facing health and social problems. As we address one problem, another arises as we are not addressing the root of the problem. ACEs are the root. If we reduce ACEs and the impact of ACEs, we start to actually reduce the percentage of the population facing health and social problems. I have attached an overview on ACEs that gives a great overview. In particular, the oil slick image shows how we are just pushing people from one siloed problem to the next, instead of addressing the root cause, ACEs.

Over the long term, are you looking to create a reduction in NH's drug addiction epidemic and homelessness problem through efforts like the Governor's task force and by a focus on reducing ACEs, or are you looking to defund and destroy public education, thereby helping to create a drastic increase in the drug addiction epidemic and homelessness problem for decades to come?

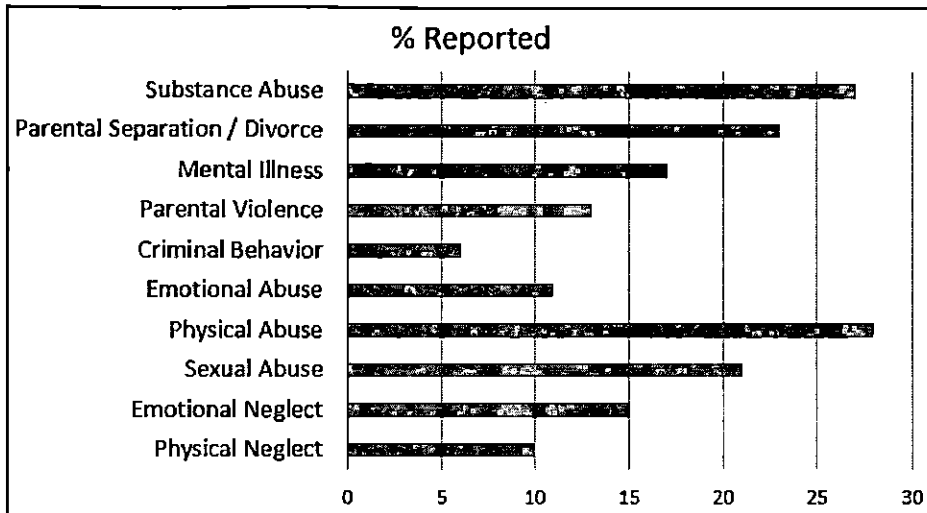
I hope you will do the right thing by squashing SB130 and instead spearhead reform on how the state and individual communities fund education.

Thank you for your time and service,

Jodi Langellotti
453 6th St
Dover NH 03820
OCD Advocate and Educator
ACEInterface Certified Presenter
President OCDNH, IOCDF official affiliate
603-397-9509
ocdnewhampshire.org
livinginchbyinch.com

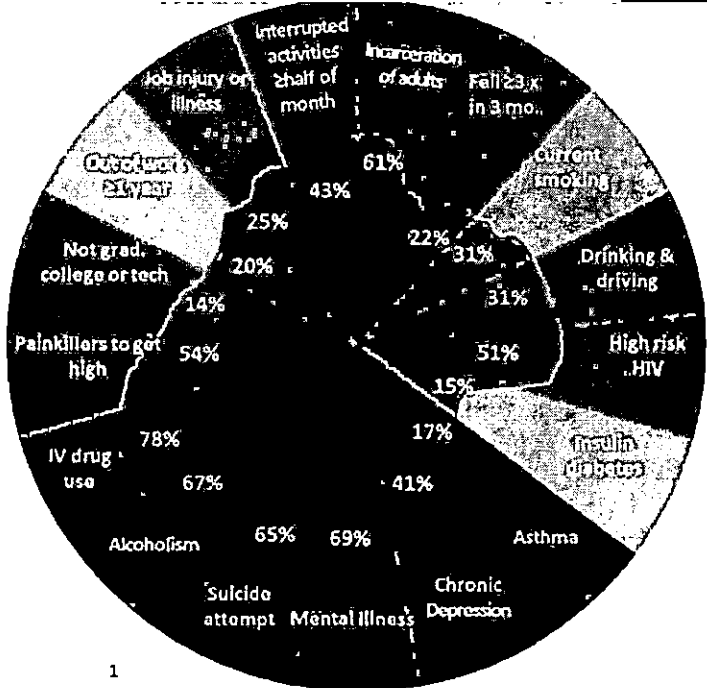
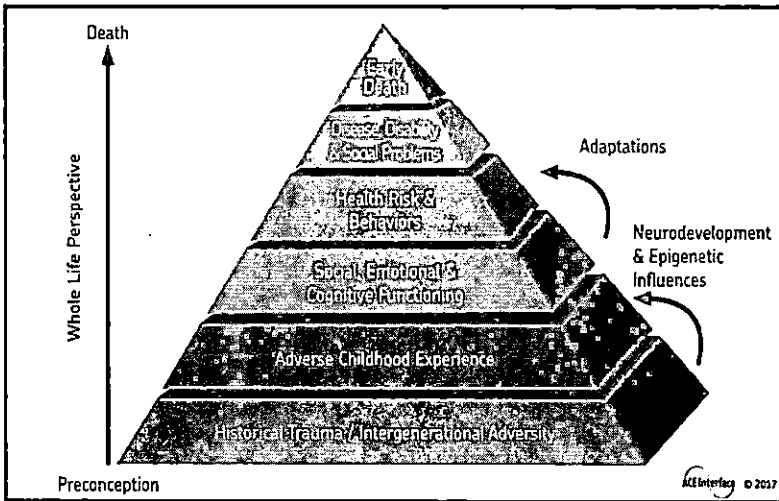


Adverse Childhood Experiences (ACEs) Overview



ACEs are Prevalent.
 A 1998 study by Dr. Rob Anda and Dr. Vince Felitti with Kaiser Permanente patients, mostly white, middle class, college educated found that Adverse Childhood Experiences (ACEs) were very prevalent. More than 1 in 4 grew up in homes with substance abuse, over 1 in 4 reported being physically abused and more than 1 in 5 had been sexually abused.

ACEs are a Root Cause of Health and Disease Risk Factors
 Continuing research in neuroscience and epigenetics has made it clear that ACEs have a neurological impact, often across generations. This impacts health outcomes throughout the life cycle and is a root cause of many adult health issues.



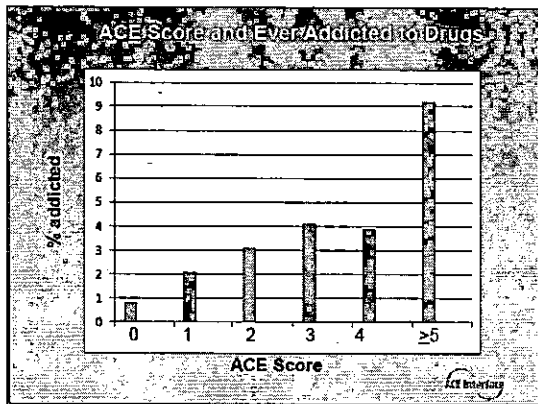
ACEs Contribute to Many Different Health Issues.
 The "Population Attributable Risk" of ACEs is very high, indicating that many health challenges are directly impacted by ACEs. For example, 78% of IV drug use can be attributed to higher levels of ACEs as well as 67% of risk factors for alcoholism, 65% of the risk for suicide and so on. The chart at left indicates risk levels attributable to ACEs. By addressing ACEs we reduce the overall risk for each of these issues – improving overall health outcomes in many areas of health.



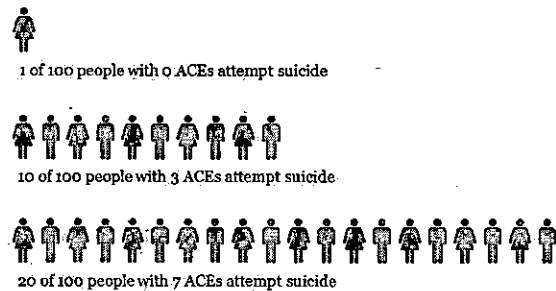
The Number of ACEs Relates to Greater Incidence of Adult Health Issues

The "ACE Score" is the number of ACEs a person experienced. The ACE Score serves as a proxy for the level of adversity and has a "dose" relationship to adult health issues. The higher the ACE score, the more likely a person is to experience serious health challenges. Individuals with ACE scores of 4 or more were 12 times more likely to have attempted suicide, 7 times more likely to be alcoholic, and 10 times more likely to have injected street drugs. People with ACE scores of 6 and higher have an almost 20-year shortening of lifespan.

Addiction and suicide are two of the health issues that are most highly correlated with high ACE scores.

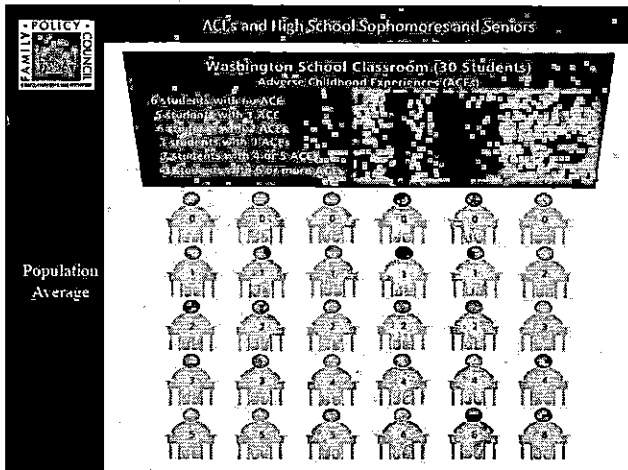
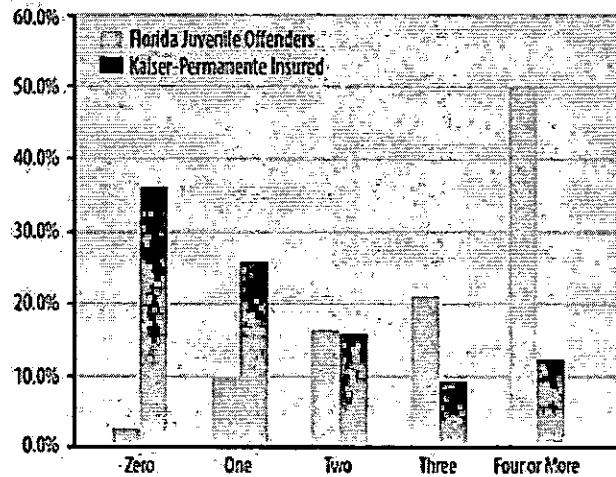


ACE Score Increases Suicide Attempt



"At Risk" Populations have Higher ACE Scores.

Individuals in high-risk groups have significantly higher ACE scores than in the original Kaiser Study. In one Florida study of juvenile offenders, 50% had ACE scores of 4 or more, meaning that they had experiences high levels of adversity presumably contributing to their behavioral health risks.



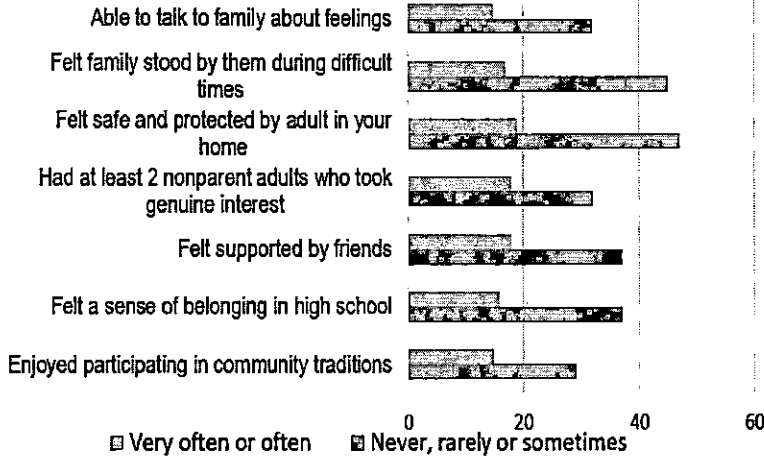
Large Numbers of Students Affected by ACEs.

For schools, these findings mean that every classroom will have many students affected by ACEs and a few who reflect very high ACE scores.



Positive Experiences and Building Community Help to Boost Resilience

Prevalence of Depression and Poor Mental Health



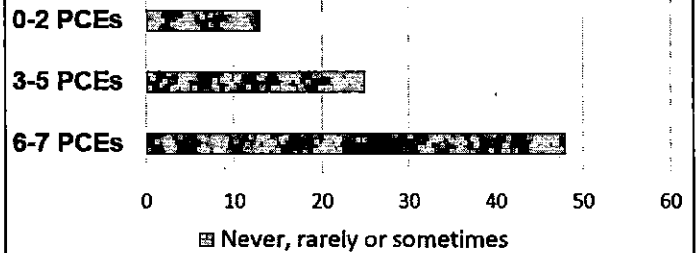
Positive Childhood Experiences can Buffer Adversity.

Exciting new research by Dr. Christina Bethel has documented that seven types of Positive Childhood Experiences can help boost adult resilience. The green bars in the chart at left show that people reporting Positive Experiences were less likely to report adult depression or mental health issues.

Similar "Dose Effect" of Higher Positive Experiences.

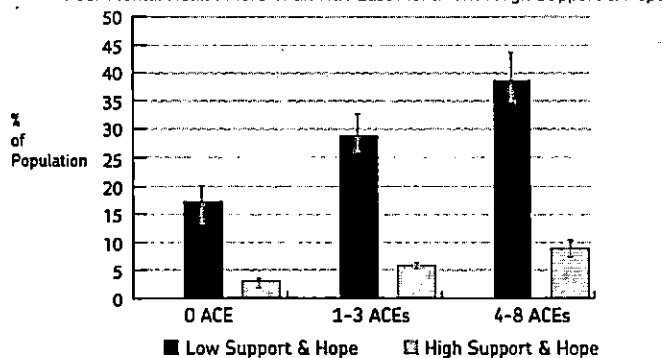
Dr. Bethel's research also demonstrated that there is a similar "dose effect" with Positive Childhood Experiences (PCEs): the more positive experiences that individuals reported, the more likely they were to report few or no issues of adult mental health challenges.

Cumulative Effects: Prevalence of Depression and Poor Mental Health



Mental Health & Support

Poor Mental Health More Than Half Last Month With High Support & Hope



Emotional Support makes a difference. Individuals reporting that they had high levels of emotional support also reported that they experienced less time lost due to mental health issues at every level of ACEs as indicated by the light blue bars in the chart above.

Building Community Boosts Resilience

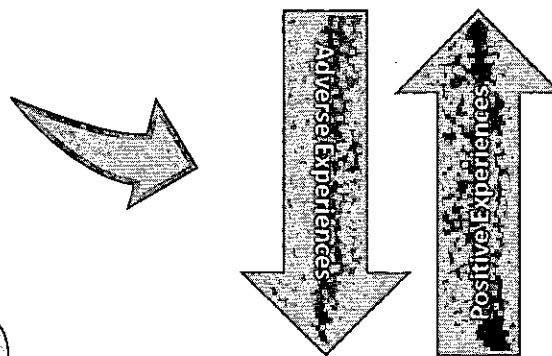
Research in Washington State found that boosting engagement in community reduced the impact of ACEs at every level. Four types of community were found to be impactful:

- 1. Emotional Support:** Feeling social/emotional support and hope from another person
- 2. Multiple Sources of Help:** Two or more people who give concrete help when needed
- 3. Reciprocity:** Watching out for each other and doing favors for one another
- 4. Social Bridging:** Reaching outside the social circle to get help for family or friends



The Master Trainer Strategy: Creating Change in Our Communities

Changing Mindset	
From: What's wrong with you?	To: What happened to you?
From: Reject and Eject	To: Engage with Compassion and Right Fit



Strategy: Change Mindset for long-term results

Successful strategies to address ACEs are not just another new program or initiative. We are fostering a change in mindset and culture, focusing on what happened to individuals and finding ways to engage them with compassion. This change in mindset requires significant community education and opportunities for dialogue to reduce adversity and increase positive experiences.

Health as a Double Continuum.

Robust health requires both reducing the level of adversity and increasing the level of positive experiences.

The Master Trainer Strategy: A Systematic Approach to Building ACEs Awareness.

In September 2020, with generous support from area Rotary Clubs and matching funds from Kennebunk Savings Bank and the Maine Community Foundation, 30 highly qualified Master Trainers in Seacoast NH and Southern Maine were trained by leaders in the ACEs field. These Master Trainers will give presentations to numerous community groups and train Community Resilience Champions in each community. The goal is to reach all major community organizations over the next three years.

Eastern Rockingham and Strafford Counties, NH and York County Maine:

Total Population: 474,770

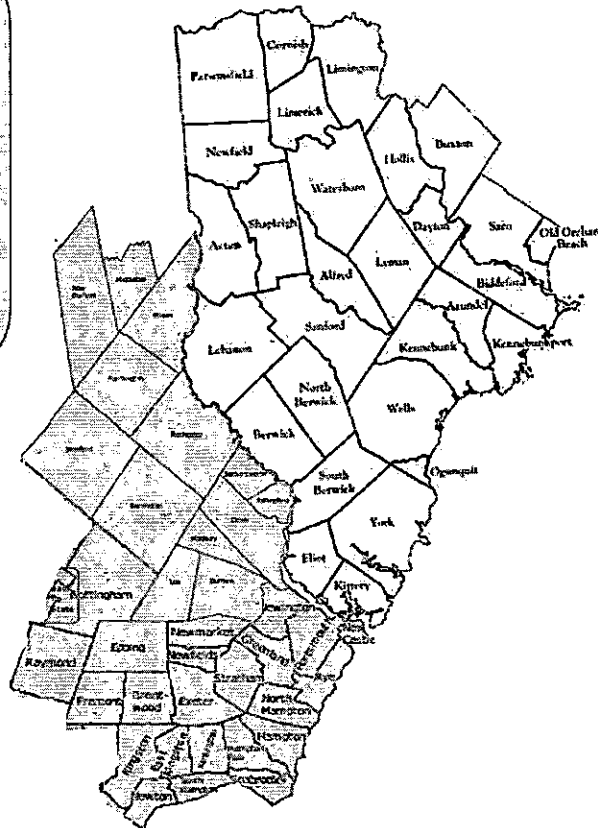
Total of 142 public schools serving 63,000 students. Of these, 22% or 13,860, have experienced two or more ACEs putting them at higher risk for significant health challenges.

Other Community Services to be reached include:

40 Police Departments

32-38 Medical Facilities and Treatment Centers

820+ Primary Care Physicians



Kennebunk Savings
PURPOSE DRIVEN.



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Ava Hawkes

From: Leigh-Anne S <lsapienza007@gmail.com>
Sent: Saturday, February 27, 2021 9:02 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Cc: David Watters
Subject: Statement on SB 130

Dear Members of the Education Committee,

Great public education benefits us all. Unfortunately, New Hampshire is not investing in the success of public education. The bill before this committee will undermine public schools by diverting public funds to unaccountable, private programs. I strongly oppose Senate Bill 130. If passed, the bill would weaken public schools and further educational disparities while leaving many students vulnerable to discrimination.

There are places where the perception (or reality) of public schools is bad enough that parents with the necessary means and opportunity feel obliged to send children to private school. New Hampshire is not one of those places. Not yet. After graduating from public school in New Hampshire, I went to college in New Orleans. My college classmates who were native to the area had attended private schools. According to them, private school was not a luxury but a necessity. Sadly, only the most disadvantaged students were left in the struggling public schools. Many classmates from nearby states reported the same. The high quality public education that I (the daughter of a single mother of limited means) had received in New Hampshire was not available where they came from.

That was decades ago. At eighteen, I was not tuned in to education funding. Looking back, I know I oversimplified things. I did not understand all of the challenges facing communities and schools. In my naivete, I remember feeling proud that my home state valued public education. I was grateful that the public education I had received in the Granite State allowed me to thrive in a competitive college environment. I remain grateful for the opportunity afforded me by public education. I want that opportunity for all New Hampshire students.

I appreciate that many families have been frustrated with public schools during the pandemic. As the mother of two children, one of whom has not seen the inside of a classroom for nearly a year, I understand those frustrations and respect the decisions that individual families have had to make. I do not, however, respect those who are attempting to capitalize on the hardships endured by families and schools during the pandemic. Exploiting temporary parent frustrations to effect lasting damage to our already underfunded public schools amounts to kicking schools when they are down. This opportunism is not the leadership that we need from our elected officials.

The pandemic has challenged our public schools, but it has also highlighted their value. Yes, public schools are places where children learn, but they are also safe spaces where every child can be cared about and connect. If there are problems with our schools, the answer is not for lawmakers to give up and ignore them. The answer is to lean in, fund them, and fix them. Let's endeavor to improve public education for all students. Our public schools are stronger when we are all invested in them. I urge you to invest in, not abandon, public education.

Regards,
Leigh-Anne Sapienza
Dover, NH

Ava Hawkes

From: Alan Graustein <alangraustein@gmail.com>
Sent: Saturday, February 27, 2021 9:47 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB130-FN

Dear Committee Members...

Please support SB 1300FN and give parents more control over the education of their children.

Thanks you,

Alan Graustein
Sanbornton, NH

Ava Hawkes

From: LJ Carey <lorrie.carey@gmail.com>
Sent: Saturday, February 27, 2021 10:09 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Oppose SB130

I write to oppose SB130. My name is Lorrie Carey. I am a former State Representative, current Selectperson and longtime school board member from Boscawen who has served on a public, a charter and a private school board. I am concerned that our State Government is, once again, creating another program and diversion of educational dollars when the State has failed to fully fund both its public and its charter schools. Please address the critical issue of fully funding public education in the State of NH before any more programs are created diverting money away for public education to other nonpublic entities. Our constitution is clear in the matter of providing a public education. Let's strive to do our best to create the best public education offerings we can.

—
Lorrie Carey

Ava Hawkes

From: Lori Safford <lorisafford@comcast.net>
Sent: Saturday, February 27, 2021 10:36 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Cc: Chuck Morse
Subject: Please Support SB 130-FN

Good Morning,

Thank you for serving on the Education Committee and for your service to our fair State of NH.

I would ask you to please support SB 130-FN, establishing the Dick Hinch Education Freedom Account program. I believe you this hearing will take place on Tuesday morning at 9am.

As a widow and mom of three, I certainly could have used the help when my kids were in school. I have two sons with Duchenne Muscular Dystrophy who are severely disabled. One size does not fit all when it comes to meeting a child's educational needs. Before my husband's death I homeschooled, we also did a mixture of private and public school along the way. As you know, a large portion of our property taxes go to our state and local school system. It is only right and fair that a portion of that money should go to family-directed education grant accounts to allow for more flexibility in finding the right course of study for each child.

Thanks again for your time and attention.

Sincerely yours,
Lori Safford
Pelham, NH

Ava Hawkes

From: The Morello's <ramjmo@comcast.net>
Sent: Saturday, February 27, 2021 11:40 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130-FN

Please support SB 130-FN and give parents the ability to choose where their child is educated.

Sincerely,
Annette Morello
Charlestown

Ava Hawkes

From: Matt <mattcol@aol.com>
Sent: Saturday, February 27, 2021 12:41 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Please SUPPORT SB 130-FN

Dear Members of the Senate Education Committee:

Please **SUPPORT and pass SB 130-FN** to give parents more control over their children's education. Parents should have the freedom to determine the best educational plan according to their child's needs. The one size fits all approach rigidly implemented by the public school system and teachers' unions is failing.

Thank you for your support.

Sincerely,

Matthew Tyszka
Newport, NH

Ava Hawkes

From: Russell Payne <19riderlee36@comcast.net>
Sent: Saturday, February 27, 2021 12:56 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB-130-FN

Dear Chairwoman Ruth Ward & All Members of the Senate Education Committee:

The future of our state and nation will only be as secure as the education we provide for each and every generation. If one searches for the decline in our liberty there is no better starting point than to point the finger at public education. The one size fits all plan that too many students are held captive of is a major problem. I urge you on the Committee to consider the flexibility that this legislation provides for families who pay high taxes for the forced mediocre education that public schools provide. This is not a knock on teachers, but as I see the problem, parents need protection from the hierarchy of the education establishment that is moving to totally replace parental control with state control. This legislation is a step in the right direction.

Sincerely & Respectfully

Russ payne

My name is Rose Kundanis and I live in Keene, NH.

Our daughter graduated from Keene High School and attended Keene public schools.

I have been watching the alternative schools in Keene taking away resources from the public schools in Keene.

I am here to testify against Senate Bill 130 relative to education freedom accounts.

Why would I want my property tax dollars to pay for an alternative to the quality public schools in Keene? Why would I want my tax dollars to pay for the education of children and teens who choose to leave the public schools to go to a private school? And it is not just those who cannot afford a private school. The bill would allow any parents, regardless of income, to take their child out of the public schools and contribute my tax dollars to their private education. Taking my tax dollars away from the public schools would diminish the public education I believe in. I choose to live where that public education is valued. I taught in a NH public college for 32 years and I believe in public education.

I have taught in both public and private schools from Headstart through college and know the limitations of private education with very little oversight of the quality of the educators and the quality of their teaching. I agree with those who say that vouchers redirect my tax dollars to private schools that have little oversight. I have read the bill and see no oversight spelled out. How can we afford two education systems for K-12? Our schools are not adequately funded and this bill would reduce the funding for our children's education.

The NH House Bill HB 20 for the was retained. As I see it, SB 130 is not ready either until we can afford two school systems that have the oversight to give our children a quality education.

Please vote this bill down for the sake of our children and the taxpayers of NH.

Members of the NH Senate Education Committee,

As a career public school teacher (33 years at Pembroke Academy), I am writing in opposition to SB 130 which establishes Educational Freedom Accounts. Below, please find my oppositional points listed in no particular prioritized order.

1. SB 130 siphons needed money away from local public schools, undermining their efforts to provide an education for all the children in our local communities. The costs incurred SB 130 will create an even greater burden on local taxpayers who will have to fund the local schools to a greater extent to make up for the re-directed funds for freedom accounts. The Department of Education's report "New Hampshire Department of Education Long-term Comprehensive Modeling Analysis Education Freedom Accounts" attempts to make a case for fiscal savings, but the logic and evidence are questionable, more political than factual. SB 130 fails to recognize that the local costs of building acquisition and maintenance won't be lessened nor will the expense of paying for the staff that provides the education to the students should SB 130 be adopted. When our state's K-12 educational system is ranked third in the nation, why would you want to meddle and risk a decline in that noteworthy system driven primarily by the public schools in the state? Better that we leave well enough alone and seek improvements in the system of public funding that we have in place.
2. The bill creates a Scholarship Organization to oversee the appropriation of funds, but it is made up of parents utilizing the funds and the educational providers benefitting from the Educational Freedom Accounts. This is not an unbiased oversight committee to detect and act upon misuse of funds and outright fraud. The real potential here is that self interest will keep the door to transparency closed.
3. SB 130,194-E:6 Requirements for Education Service Providers states "V. An education service provider shall not be required to alter its creed, practices, admissions policy, or curriculum in order to accept payments from an EFA." With this wording, any institution/education service provider can and will discriminate through the application process on the basis of creed, sexual identity, disability, one's ability to pay (economic status), or national origin without reproach. Public monies should never be spent where intolerance and discrimination are a matter of policy.
For example, missing from a local school's nondiscrimination clause is any mention of disability, creed, or sexual orientation. We just can't have public monies spent where discrimination is a matter of practice.

4. SB 130 is yet another attempt to cater to the school choice minority, a minority that wants to take taxpayers' money for use in private schools, schools that are not held to the same standards as public schools and where certified staff and a state-approved curricula are not the norm. For example, only 50% of teachers are required to be certified in charter schools and not a single one is required to be certified in private schools. In addition there are only general curriculum guidelines--"core knowledge domains."-- stated in the bill with little state supervision or obligation or assessment, raising the issues of qualification and accountability in the schools benefiting from the freedom account funds.
5. SB 130 is unconstitutional as it ignores the separation of church and state and the use of public funds to support private, religious institutions. The New Hampshire Constitution, specifically Article 6, states "But no person shall ever be compelled to pay towards the support of the schools of any sect or denomination." Furthermore, Article 83 states, "Provided, nevertheless, that no money raised by taxation shall ever be granted or applied for the use of the schools of institutions of any religious sect or denomination," amended in 1877 to read "prohibiting tax money from being applied to schools of religious denominations." Giving scholarships or grants (public tax money) into Educational Freedom Accounts to parents who then spend for the education of their child does not negate this obvious constitutional conflict legally or morally.
6. SB 130 will allow for public funds to contribute to specific religious indoctrination in parochial schools. And since the parochial schools in New Hampshire are overwhelmingly Christian, the state could be viewed as promoting preference for the Christian faith through Education Freedom Accounts, again a violation of the Constitution.
7. SB 130 allows for a 10% deduction for the administering of freedom account funds, a waste of taxpayers money where funds are already hard to come by with the heavy reliance on property taxes in the state. It's better to keep 100% of the funds in the traditional public schools.
8. SB 130 gives autonomy to any "educational providers" receiving funds under 194:E-7 "Independence of Educational Service Providers" where "Education service providers shall be given maximum freedom to provide for the educational needs of EFA students without governmental control." This is a public money giveaway with no strings attached. Taxpayers have a right to know where and how public funds are spent, and they should never be led to surrender a voice in the use of any public funds as SB 130 will allow.

9. SB 130 benefits the connected, vocal minority while ignoring the state's legal and moral obligation to provide an adequate education for all of New Hampshire's children in the best way possible. The name of the bill is also deliberately misleading: "Educational Freedom Accounts" has a nice ring to it, since we all cherish freedom; however, people already have choice and freedom when it comes to education in the state. You are really deceivingly naming a bill granting something that already exists: educational freedom. People are free to send their children to public school, private school, or charter school, and they are free to homeschool. The estimate from the New Hampshire State Department of Education is that .05 percent of the students in the state will take part in the Educational Freedom Account program. Time and funds would be better spent on the state's obligation to provide an adequate education for all of New Hampshire's students, a perennial failure at the State House despite decades of litigation.
10. SB 130 will work to unravel the quality of education in New Hampshire. Salaries and benefits will decline and fewer will be drawn to the profession as wages and benefits will be strangled with tightening budgets. The best teachers will simply go elsewhere. And New Hampshire's educational ranking--one very important thing that makes New Hampshire attractive to young professionals-- will decline, leading to a decline in state economics and advantage.
11. Under the "Modeling Scenario" in the State Board of Education report projects numbers and taxpayers' savings that are without any clear evidence, and the report overlooks the obvious and real impact to the local property taxpayers who will be more heavily supporting their local schools due to the loss of Freedom Account funds.
12. SB 130 will, in part, abandon some of the cultural, racial, religious, and social class mixing that occurs in our public schools, something that makes us stronger, more tolerant, and more compassionate as a nation. SB 130 could lead to unforeseen segregation just as school choice has in other places around the country.
13. Finally, let's be honest. For the most part, SB 103 will benefit the people of some means who are already paying for alternative education as a choice. There is no great financial or educational need that has been convincingly spelled out.

For these reasons, I am opposed to SB 130--as I am for all voucher bills that undermine public education. Our priorities in this state should be on making our public schools the best they can be, helping those districts that are struggling, and funding an adequate education for all of New Hampshire's children. Vouchers, freedom accounts, and other attempts to take money from public schools must be rejected for the greater good of a stronger public educational system and a stronger society. Parents already have choices to make when it comes to educating their children: public, private, or homeschool. Providing public funds in accordance with SB 130--and other

proposals for vouchers in general like HB 20 (that saw resounding opposition)-- for choices outside of public schooling is not the economic, moral, or legal responsibility of the taxpayers in New Hampshire.

Respectfully Submitted,
Roger Miknaitis
Concord, New Hampshire
March 2, 2021

Ava Hawkes

From: Duggan, Marie <mduggan@keene.edu>
Sent: Saturday, February 27, 2021 3:38 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: We miss our teachers

Dear Education Committee,

I am writing to strongly oppose SB 130. I have an 18 year old and a 14 year old in Keene. What we have learned this year, is how much we miss the in person teachers at Keene High School. My children are both in hybrid now, and those in school days mean the world. It is shocking and terrible that the state legislature would use the pandemic as an excuse to try to remove roughly \$5,000 per student to give to parents who home school. I am really shocked that you would siphon my property taxes in to home schools. No, no, no. I moved to Keene because I wanted to fund a quality public school. Mr. Lybarger in AP Physics, Ms. Simpson in 9th grade math these caring people give my children the education that they deserve—and along the way our family have some to know the other parents in our community by attending school together—what better way to hold down the divisions than to funnel us into this shared experience.

Please. Put this bill in the trash where it deserves to go. Remember your own teachers and protect our schools as they deserve.

Thank you for your service.

Marie Duggan
330 Hurricane Road
Keene, NH 03431

Ava Hawkes

From: Beth Jorgensen <bethjorgensen56@gmail.com>
Sent: Saturday, February 27, 2021 3:43 PM
To: Ava Hawkes
Subject: Support SB 130- FN

Dear Education Committee,

Ruth.Ward@leg.state.nh.us; Erin.Hennessey@leg.state.nh.us; Jay.Kahn@leg.state.nh.us;
Suzanne.Prentiss@leg.state.nh.us;

Please support SB 130-FN for education freedom accounts.

Thank you,
Beth Jorgensen

22 Wellesley Drive, Bedford

Ava Hawkes

From: Martin Goulet <Martin@goulimmerman.com>
Sent: Sunday, February 28, 2021 9:40 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Cc: Jennifer Gallagher
Subject: SB 130
Attachments: Martin.vcf

I am writing to propose an amendment to SB130 that would make it more even-handed. I am not sure of the precise language this would need to include, but the basic outline is this:

Any private educational institution receiving funds under this legislation must commit to accepting 100% of all NH student applicants, regardless of the cost implications of their acceptance, and to charging these applicants the same rate as other students.

This might help to offset the inherent structural issue included in this bill...namely that while public schools need (by law) to commit to educating all children who show up at their doors, private schools can select only the least costly students (for example eschewing expensive special needs students if they so choose).

--

Martin Goulet
martin@goulimmerman.com

Ava Hawkes

From: Patricia Wilson <pwilsoncns@sbcglobal.net>
Sent: Sunday, February 28, 2021 10:56 AM
To: Ava Hawkes
Subject: SB 130

Please record my opposition to this bill. I do not plan to testify.

Patricia Wilson

Sent from AT&T Yahoo Mail on Android

Ava Hawkes

From: Richard Evans <contextnh@gmail.com>
Sent: Sunday, February 28, 2021 11:23 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB130 Education Freedom Accts - Testimony In Support. Vouchers don't "Drain"

Dear Committee Member:

The notion that vouchers "drain" money from public schools is wrong. In reality, it is by far the cheapest method of funding the ongoing reduction in class size that has trended steadily since Claremont II and shows no sign of abating.

Consider this. In 1997 when the Claremont II decision was issued, the total spend on public schools, in round numbers, was \$1.2 billion for 200,000 students, or approximately \$6,000 per head. For the 2019-20 school year, that number had risen to \$3.25 billion for 160,000 students, or approximately \$20,000 per head, an increase of 230%. (Over the same period Boston CPI has risen just 67%.) SAT scores, meanwhile stagnated. All the spending bought us nothing.

Suppose in 1997 the Supreme Court had decided, rather than cementing the public school monopoly, to instead prioritize student outcomes, and had ordered something like SB130. Today we might have a network of small, effective, private schools educating half of those 160,000 students for (as specified in the bill) \$4,600 each of public money. That would cost around \$400 million. Suppose also, that instead of \$20,000 per student who remained in the public system we had really lavished financing on that half and were now spending \$30,000 per head - smaller classes, better facilities and equipment would all be possible. That would cost \$2.4 billion. We would still be saving almost half a billion dollars per year, and since students in private schools pass AP exams at three times the rate of their public school peers, it is reasonable to assume we would be getting a far better outcome for our dollars.

Claremont II was an expensive fiscal and human tragedy. 24 years later we have a chance to embark on the path we should have taken then. I urge your support of SB130.

Regards

Richard Evans, Bedford NH (But currently overseas)
603 674 5211

Ava Hawkes

From: Lisa Sieverts <lsievert@gmail.com>
Sent: Sunday, February 28, 2021 11:39 AM
To: Ava Hawkes
Subject: Please vote against public vouchers for private schools

I am very much **against** using taxpayer dollars to fund private schools. We have an excellent public school system here in New Hampshire and our priority should be to fund that system adequately to ensure excellence for all. Don't dilute this important work by diverting that money to special interest private schools.

Thank you,
Lisa Sieverts
Nelson, NH

Ava Hawkes

From: Michele Chalice <michele.chalice@gmail.com>
Sent: Sunday, February 28, 2021 11:40 AM
To: ava.hawkes@leg.state.nh.us
Subject: SB130 - Opposition

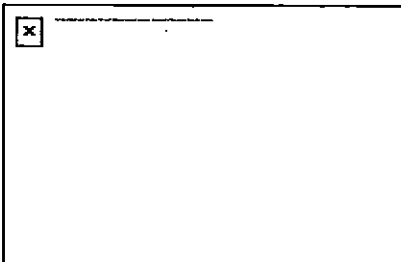
Good Morning,

I am writing to express my opposition to this bill. I had the opportunity to teach Horticulture at the Cheshire Career Center here in Keene in 2019. While I lost this position with the new teacher contract, the experiences of trying to teach students with severely limited home resources was sobering.

In our current financial circumstances of so many families working for minimum wage, our public schools, sadly, fill critical needs that are not able to be met by charter schools. These families barely have a roof over their head and homeschooling is nowhere near reasonable.

Please do not decrease funding or support for our public schools. They are the last bastion to provide structure, learning opportunities and care to an entire generation of needy school children.

Sincerely,
Michele Chalice



Offering the discovery of creative, beautiful and effective daily actions at your home through family food gardening, environmental landscaping and household efficiencies that can collectively help to heal our world.

<https://healthyhomehabitats.com/> & @HealthyHomeHabitats

Ava Hawkes

From: carolsjue <carolsjue@gmail.com>
Sent: Sunday, February 28, 2021 11:42 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130

Dear committee members,

I am writing in opposition of SB130. I believe this bill should not pass under any circumstances but definitely not as we seek to have schools recover from the impact of the pandemic. The costs for schools have increased over the past year due to COVID and more children are struggling. Funding may be reduced further due to the lack of children registered for free and reduced meals. This is the time to provide greater support to public schools not less. For many families a subsidy would still not allow them financially to use it if made available. I feel this would favor a small segment of society and once again the most vulnerable would be left behind.

As legislators you need to be committed to all NH children having the best opportunity to achieve their full potential. I feel this bill would undermine that. Children are the future of NH when we diminish their educational opportunity we diminish the future of the state.

Sincerely,
Carol Swenson Jue
23 Ridgewood Ave
Keene, NH

Sent from [Mail](#) for Windows 10

Ava Hawkes

From: Richard LeFebvre <rich@psopc.com>
Sent: Sunday, February 28, 2021 11:47 AM
To: Denise Ricciardi
Cc: Ruth Ward; Ava Hawkes
Subject: SB 130

Dear Senators,

I am writing to urge you and your fellow senators to pass SB130 before the Education Committee this Tuesday March 2, 2021.

As a resident of Hancock, NH since 2004 my property tax has more than doubled mostly due to the ever-increasing education budget.

As an ardent supporter of education, I would normally not object to these increases except my observation of how the funds are spent borders on criminal.

I have witnessed ever increasing expenditure on administrator's salaries and their 'pet projects' with less going to directly to the students' educational needs. Therefore, I strongly support passage of SB130 with the hope that its implementation will increase options for parent's choice for how they wish their children to be taught rather than be forced to accept a curriculum that is in opposition to their personal beliefs.

Thank you for your consideration and please share my message with others if you feel it appropriate.

Best regards,

Richard LeFebvre
116 Peterborough Road
Hancock, NH 03449
O - (603) 831-1572
H - (603) 525-3003
Email: rich@psopc.com

Ava Hawkes

From: Ruth Crosby <ruthcrosby@me.com>
Sent: Sunday, February 28, 2021 12:03 PM
To: Ava Hawkes
Subject: SB130

Dear Ms Hawkes

I would like to register my opposition to SB130. In fact, I'm against school vouchers in any form and firmly believe allowing them will weaken our public schools.

Thanks for your consideration.

Sincerely,

Ruth Crosby

Ava Hawkes

From: Honey Hastings, Mediator <hhastings@familymediationnh.com>
Sent: Sunday, February 28, 2021 12:35 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: I oppose SB130

I am a senior with big property tax bill to support public schools.

This bill will increase my taxes.

Money from Taxes should go only to public schools.

Honey Hastings
Temple NH 03084

Ava Hawkes

From: Elissa Shatz <elissa@evanshatz.com>
Sent: Sunday, February 28, 2021 12:43 PM
To: Ruth Ward; Erin Hennessey; Suzanne Prentiss; Ava Hawkes; Jay Kahn; Denise Ricciardi
Subject: SB 130

Hello,

I am writing to oppose this bill. This bill is an attack on our public education system and will in turn increase property taxes. The same opposition that was voiced for HB20 should be noted for this. Please oppose this bill. I am logging my opinion on the gen court web site as well.

Thanks,

Elissa Rasmussen

Voter and Resident of Brookline NH

Ava Hawkes

From: Carol Conti <clconti@comcast.net>
Sent: Sunday, February 28, 2021 1:00 PM
To: Ava Hawkes
Cc: Denise Ricciardi
Subject: NH resident and Constituent opinion of SB 130

Dear Ms. Hawkes, members of the Education Committee and Ms. Ricciardi:

I have lived in NH since 1992, and my 3 children were educated in the Bedford public school system. Public schools work. All 3 children, who are now adults, have good jobs, are financially secure, and 2 of the 3 children continue to live in NH and contribute to NH's economy.

I am opposed to SB130 for the following reasons:

- 1) SB 130 has No Accountability requirement that students receive an adequate education. Doesn't this mean that a student can graduate and not be prepared for college or a job? And thereby become financially secure?
- 2) Schools, programs and tutors are not required to be accredited. Experience and education count in any other industry when applying for a job. Including teachers in public schools.
- 3) Students are not required to take an annual assessment. How can a student be promoted to a higher grade without knowing whether basic mastery of a subject has been attained?
- 4) The "Education Freedom Accounts" can be used for computers and internet access. This will allow anyone working from home to use the free access to conduct business, not educate their children.
- 5) Public oversight of state funds is only by an annual report and limited audit. This lack of oversight has already resulted in fraud: Capital City Public Charter School and its owner, Carole Alicea, are currently charged with misuse of funds.
- 7) I know of a family with 6 children being homeschooled. The "Education Freedom Accounts" would allow this family to receive \$18,000-\$48,000 Per Year! Year after year! Public schools will be bankrupt in no time.
- 8) I do Not want my tax dollars used in this manner. Public monies are for Public schools.

Carol Conti
21 Gleneagle Drive
Bedford NH 03110
Clconti@comcast.net
Sent from my iPad

Ava Hawkes

From: amelia sereen <ameliasereen@gmail.com>
Sent: Sunday, February 28, 2021 1:32 PM
To: Ava Hawkes
Subject: school voucher bill

Our public schools are an essential part of our being a thriving society. We are having trouble enough funding our school system. SB130 will drain funds from our school system to private schools. It is a bill to defund our public school system Please oppose it strongly.

Amelia Sereen
Lebanon nh

Ava Hawkes

From: Pamela Cornwell <Pamomile-PamCornwell@myfairpoint.net>
Sent: Sunday, February 28, 2021 1:50 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130

As an educator, I am definitely opposed to SB130 - which will destroy the educational standing of NH public schools by:

awarding such funds to any NH family regardless of income existing without any accountability widen the already apparent educational gap between the haves and have nots raise our taxes.

Once again, Frank Edelblut illustrates that he is/has been the wrong person to oversee our state's educational system - not because of any party affiliation, but because he is not an educator, current in best practices.

Pamela Cornwell
Greenfield, NH

Ava Hawkes

From: Kyri Claflin <kyriclaflin@comcast.net>
Sent: Sunday, February 28, 2021 2:14 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: please vote against SB 130

To the Senate Education Committee,

I'm writing to you as a NH taxpayer to say I do not want my tax dollars to support private schools in NH. Public education is one of the greatest gifts that our great nation and our state have to offer our children. Please do not weaken NH public schools by taking critical funds that should go to them and distributing those funds to families who chose private alternatives. Adequate state investment in public education will give our schools the critical resources they require to meet the needs of all students.

Please vote against SB 130 for the good of our children and our state. Thank you.

Sincerely,
Kyri Claflin

Kyri W Claflin, PhD
Independent Scholar
109 Reserve Place
Concord, NH 03301
603-540-4492
kyriclaflin@comcast.net

Ava Hawkes

From: dskf@mygsc.com
Sent: Sunday, February 28, 2021 2:18 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: I oppose SB130

I vehemently disagree with SB130. This voucher bill destroys our public school system. A high quality education should be the right of **every** New Hampshire child regardless of socio-economic status, race, disability or religious beliefs.

This bill does nothing but cause more issues for the citizens & students of New Hampshire!

Thank you.

Debbie Farr, Ph.D.

Owner, Flourishing Families; <http://familynh.com>

Adjunct Faculty, Psychology Dept., New England College, Henniker NH

Family Life Coaching Association Member

National Parenting Education Network Member



Testimony on SB 130 Relative to Education Freedom Accounts

Dee Jurius
DJurius@jbartlett.org
Josiah Bartlett Center for Public Policy

Thank you Chairman and members of the committee

My name is Dee Jurius. I am representing the Josiah Bartlett Center for Public Policy. For the record, I served representing Belknap District 2 in the House in the last biennium.

I am not taking a position today on Senate Bill 130, but am here to provide some information about Education Savings Accounts and their perception in New Hampshire.

There are a lot of data points that I could present to you about student achievement, educational outcomes, and parental satisfaction. Nationwide all of these have been shown by numerous academic studies to improve when school choice policies such as ESAs are introduced. These are all important metrics, but the one I would like to emphasize today is polling data from the State of New Hampshire.

<https://edchoice.morningconsultintelligence.com/new-hampshire/>

As of Feb 2021, 70% of all New Hampshire adults polled supported the policy of Education Savings Accounts when told what ESAs are. 70 percent. It's hard to get 70% of us to agree on anything. This is a clear message that Granite Staters want this option for students in our state.

That's a significant increase from 2018, when a UNH poll found that 55% of New Hampshire voters, including 60% of independents and even 44% of Democrats, supported Education Savings Accounts.

Most Granite Staters support Education Savings Accounts even if they don't need one themselves. They see the need among their friends and neighbors. They see the need of the single mom, Heather, whose middle school daughter was well below grade level in reading and math, but was being pushed through to the next grade with no assistance or remediation. They see the need of people like Claire, who has a daughter who suffers from PTSD and needs to be in a small classroom environment with more attention.

Supporters include parents like Jim and Nicol, who have adopted 2 children out of foster care and want a more nurturing school environment. They include Dan, a construction project manager, and his wife who make financial sacrifices so she can stay home and raise her young children. They include Emily, the mother of a bright elementary student who is bored in a traditional classroom and needs a fast paced, hands-on learning environment.

In other states, students like these already have their needs met. ESAs are not a radical new idea. Five states currently have ESA programs: Arizona, Florida, Mississippi, Tennessee, and North Carolina. They are just one of several school choice options available in most U.S. states.

School choice is neither new nor untested nor rare. Twenty-nine states plus the District of Columbia and Puerto Rico already offer families some form of school choice.

If New Hampshire creates an Education Freedom Account program, it will not create a mass exodus of students from traditional public schools. In other states with these programs, that has not happened. It would just let students who struggle in their assigned public school find an alternative that works for them. Most Granite Staters, again, 70% of adults, understand the need for such alternatives. If we really want to make sure that every student succeeds, we have to make sure that every student can access an education that works for them. That's all an Education Freedom Account program would do. We owe *all children* an education that works for them, not one that works for some of them.

I thank you for your time and attention today.

Ava Hawkes

From: Chip Salmon <chipsalmon@comcast.net>
Sent: Sunday, February 28, 2021 2:24 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB130

This is bad for NH, for tax payers, for schools, and for students. Please oppose SB130. Bill SB130 will cause irreparable damage to our educational system. This, of course, will undermine the NH public school system, a system that is working well for students.

Ava Hawkes

From: Gary Schnakenberg <gschnak1@gmail.com>
Sent: Sunday, February 28, 2021 3:03 PM
To: Ava Hawkes
Subject: SB 130

I wish to offer my strong opposition to SB 130. I was a public school teacher for 25 years before moving to higher education, working in Michigan for another ten years before returning last Spring. While there, I saw first hand the ways in which policies like this undermined public schools, and served as nothing more than a tool in the hands of elected officials with an agenda to dismantle them altogether.

A more fair and equitable approach than what is proposed in SB 130 would be for the Legislature to work to provide funding that would improve the education of ALL students in all schools in all districts of the Granite State. Please do not allow this bill to pass.

Gary R. Schnakenberg, Ph.D.

Ava Hawkes

From: Barbara Gard <gardkohl@msn.com>
Sent: Sunday, February 28, 2021 3:24 PM
To: Ava Hawkes
Subject: SB 130

I adamantly oppose SB 130. It would undermine public education. Public education is a bedrock of a functioning democracy, and must be kept vibrant, not rendered moribund by extreme measures like SB 130 that strongly favor privileged interests. The absolute last thing NH should be doing is deliberately widening the already yawning gap between socioeconomic groups with bills like SB 130.

Barbara Gard
243 Pleasant Street
Antrim, NH 03440

tel. 603-588-2047

Sent from Outlook

Ava Hawkes

From: Carl & Tory <carltory@me.com>
Sent: Sunday, February 28, 2021 3:26 PM
To: Ava Hawkes
Subject: SB130

I am strongly opposed to this bill. We need to reinforce our public schools. This bill will only harm our public education system.

Thank you.

Carl Querfurth
8 Turner Road
Jaffrey, NH 03452

Sent from my iPhone

Ava Hawkes

From: Ruth Perencevich <rperence@comcast.net>
Sent: Sunday, February 28, 2021 3:36 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Opposed to SB130

To the Senate Education Committee...we are against SB130. **We do not want our tax money going to support private, including religious, schools** . This country was founded on public education for all and you should be making that as good as it can be. **Public schools are already under-funded and SB130 would be very destructive.** I would not recommend that our children move back to New Hampshire if you go forward with SB130 and undermine the public schools as it appears you are trying to do.

Thank you for your consideration...Ruth Perencevich, Concord

Ava Hawkes

From: Mark Brown <cjzlchin@gmail.com>
Sent: Sunday, February 28, 2021 3:48 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: I do not support the new education voucher program

I am totally opposed to the proposal to provide education vouchers to wealthy citizens to pursue their own private education. Stop attacking our public schools.

Ava Hawkes

From: Laura Goldner <lhgoldner@hotmail.com>
Sent: Sunday, February 28, 2021 4:08 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB130

Please vote NO on SB 130.

SB 130 is not good for our children or for New Hampshire's reputation. New Hampshire will not be considered a friendly place to live, especially for young families who are thinking of relocating, or for young professionals who are from New Hampshire, left for college and now want to move back to start careers and enjoy all the opportunities New Hampshire has to offer.

Thank you.
Laura Goldner
Bedford

Ava Hawkes

From: Nancy Cook <ncook478@aol.com>
Sent: Sunday, February 28, 2021 4:27 PM
To: Ava Hawkes
Subject: SB 130

I have been in public education for almost 30 years - first as a special educator and currently as a school psychologist. I am always amazed at the dedication of our public school teachers often in the face of criticism and denigration regarding their skills. Yet, most public educators are extremely well-educated unlike many of charter school teachers. If the reason for this bill is to give lower income people the chance to choose a different school placement then this bill is flawed from the outset as no low to middle income parent could come up with the difference in tuition even if they were given money from their town to apply towards that tuition. This leaves wealthy parents who can already afford such schools able to take even more from those less fortunate. This is so inequitable that it takes my breath away. Down with SB 130!

Ava Hawkes

From: Sally Turner <fourseasondesign@gmail.com>
Sent: Sunday, February 28, 2021 4:29 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: RE: SB130

Dear Education Committee members,

I live in Brookline, NH and want to voice my strong disapproval for the SB130 bill. Our public schools need all the support we can give them. I know many public school teachers who are wonderful educators and go above and beyond to help their students. Public funding is already too low and I do not want my tax dollars going to pay for people to send their children to schools which take away resources from our public schools.

Sincerely,
Sally Turner
34 Mountain Rd, Brookline, NH 03033

Ava Hawkes

From: Sarah Hart Wills <sarah@branchoutandgrow.com>
Sent: Sunday, February 28, 2021 4:54 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB130

Dear Senate Education Committee,

Although I am not a parent, I have helped to care for students in NH for 23 years as a psychotherapist. I am opposed to SB130 because I believe we can make our public schools better without robbing the students, or the finances to fund alternative education. I would like to see other sources of financing for alternative school programs. I have too often seen parents say they are engaging their child in a homeschooling or alternative program only to have that child not get an adequate education and struggle in their adult lives due to those choices. Let's make our public schools better rather than robbing them of needed finances!

Thank you for your time.

Sincerely,

Sarah Hart Wills, LICSW

Westmoreland, NH

Ava Hawkes

From: Andrew J. Manuse <amanuse@gmail.com>
Sent: Sunday, February 28, 2021 5:20 PM
To: Ava Hawkes
Subject: Re: Testimony in Support of SB 130, help rebuild our state's educational excellence

Hello Ava,

I'm sending again with a few edits. Please disregard my last email and submit this one as testimony:

To the esteemed members of the N.H. Senate Education Committee:

I'm writing in support of SB 130 as a NH citizen who would significantly benefit from what it is trying to accomplish—assuming the final bill DOES NOT include an income cap, which I oppose. My two older children attend a private school currently and my third is at home with us as we work. My wife and I find that the private school is superior to the public education system available in the town of Derry and provides our children with the challenging education that they will need to excel in life. We supplement this education, to some extent, with additional resources that we introduce to the children at home.

The problem is, we live in Derry, where our taxes are exceedingly high to pay for other children's education, and then there is the state education tax on top of that. We also pay a significant tuition at the private school for our two children. Soon, we will have three students attending this private school, and this will significantly impact our family budget to the point where we will need to give up other things that most families do with their extra resources. While we feel that the sacrifice is well worth the education our children are receiving, we do believe it is unfair for us to have to pay twice for our children's education, while other families only pay once through their taxes. Paying for education taxes that our children do not benefit from and tuition on top of it has severely impacted our ability to save for our children's college education. In fact, we have not saved for it at all because the money we would devote to that purpose is going toward their education now. I'm not entirely sure what that will mean for our children once they get to that age except that they will be financially disadvantaged in comparison with other children whose parents are able to save for college because they do not have a double burden, and our retirement savings will also be disadvantaged. Perhaps they will face hardship with more debt in their early life and get a slower start due to the additional debt burden or perhaps my wife and I will face a more difficult retirement where we need to work longer to pay off the debt required to send our children to college? In either case, the current system punishes my family for seeking excellence, when we should in fact be rewarded by market forces for these decisions.

Secondly, while my family is blessed with enough resources to make this choice and this sacrifice for our children, how many families are just under the line and they are forced to make a decision to put their children in an inferior public school because they can't afford to pay twice? How many parents who do make the choice we make are going to need additional state services later on in life because they haven't saved enough for rainy days or for their retirement or for their long term care?

In a nation where we were founded to encourage competition in order to achieve excellence in any product or service that is offered to the public through the free market, our education system is failing to live up to this American Dream. SB 130 would make things right on all of these counts. It would allow parents to choose where their children will go to school without creating a financial burden for their families, which would in turn increase the demand for schools that provide more educational excellence. This will not only drive up the educational outcomes for children who attend these better schools, but it will also increase the need for educational excellence at traditional public schools who will now have to compete for dollars and for students. I know there are some powerful private interest groups that oppose this additional competition against their status quo, but I would submit to you that the status quo is broken and needs

the type of disruption that SB 130 would cause to bring education of our children to a higher level. What better time to do this than right now when we all have already experienced so much disruption due to the COVID-19 crisis? It's a perfect time to restore a system that we already know from historical experience will work better.

Finally, in the midst of a pandemic where we have seen some children thrive with remote learning and others fail miserably and even commit suicide because of it, it is essential that we recognize that a one-size-fits-all approach to education does not work. Parents who want to continue in remote learning for children who benefit from it should be able to use the tax dollars they pay for education (their own money) to fund that option for their children, whether in a public or private setting. Parents who want their children to attend school in person without harmful social distancing and masking requirements should be able to find a private school willing to offer a normal educational experience with an emphasis on academics and use their tax dollars they pay for education (their own money) to send their children there. Parents who don't want to rock the boat and prefer a public school setting can continue with their children in that environment, if it is suitable for them. And finally, parents who choose homeschooling, which is completely and totally different from remote learning, should be able to simply keep their state educational tax money for themselves so they can use it on their own children's education the way they see fit.

As is true in any free market setting, when dollars are controlled by the people who have earned them for the products and services they believe are best for them and their children, the best products and services persist and excel and those that are not living up to the expectations of the people spending their own money fail. Such failure is an incredibly important part of any system, for it ensures that the products and services that are available are always improving and growing with the needs of the people who are using them. When it comes to the education of our future generations, how could we not want what is best for them at the expense of those educational providers that aren't living up to our expectations? Ultimately, any educational system that begins to fail as a result of competition in the market has two choices: improve and regain market share or get out of the business and do something else more productive. While I understand a lot of inferior providers of education are concerned about SB 130 for this reason, they should be welcoming the opportunity to improve themselves and society at large.

Please pass SB 130 without an income cap so that we can begin to improve the future of New Hampshire for everybody, and not just those under an arbitrary income limit.

Sincerely,

Hon. Andrew J. Manuse
603-703-8857
Derry, NH

On Sun, Feb 28, 2021 at 5:17 PM Andrew J. Manuse <amanuse@gmail.com> wrote:

To the esteemed members of the N.H. House Education Committee:

I'm writing in support of SB 130 as a NH citizen who would significantly benefit from what it is trying to accomplish—assuming the final bill DOES NOT include an income cap, which I oppose. My two older children attend a private school currently and my third is at home with us as we work. My wife and I find that the private school is superior to the public education system available in the town of Derry and provides our children with the challenging education that they will need to excel in life. We supplement this education, to some extent, with additional resources that we introduce to the children at home.

The problem is, we live in Derry, where our taxes are exceedingly high to pay for other children's education, and then there is the state education tax on top of that. We also pay a significant tuition at the private school for our two children. Soon, we will have three students attending this private school, and this will significantly impact our family budget to the point where we will need to give up other things that most families do with their extra resources. While we feel that the sacrifice is well worth the education our children are receiving, we do believe it is unfair for us to have to pay twice for our children's education, while other families only pay once through their taxes. Paying for education

taxes that our children do not benefit from and tuition on top of it has severely impacted our ability to save for our children's college education. In fact, we have not saved for it at all because the money we would devote to that purpose is going toward their education now. I'm not entirely sure what that will mean for our children once they get to that age except that they will be financially disadvantaged in comparison with other children whose parents are able to save for college because they do not have a double burden, and our retirement savings will also be disadvantaged. Perhaps they will face hardship with more debt in their early life and get a slower start due to the additional debt burden or perhaps my wife and I will face a more difficult retirement where we need to work longer to pay off the debt required to send our children to college? In either case, the current system punishes my family for seeking excellence, when we should in fact be rewarded by market forces for these decisions.

Secondly, while my family is blessed with enough resources to make this choice and this sacrifice for our children, how many families are just under the line and they are forced to make a decision to put their children in an inferior public school because they can't afford to pay twice? How many parents who do make the choice we make are going to need additional state services later on in life because they haven't saved enough for rainy days or for their retirement or for their long term care?

In a nation where we were founded to encourage competition in order to achieve excellence in any product or service that is offered to the public through the free market, our education system is failing to live up to this American Dream. HB 20 would make things right on all of these counts. It would allow parents to choose where their children will go to school without creating a financial burden for their families, which would in turn increase the demand for schools that provide more educational excellence. This will not only drive up the educational outcomes for children who attend these better schools, but it will also increase the need for educational excellence at traditional public schools who will now have to compete for dollars and for students. I know there are some powerful private interest groups that oppose this additional competition against their status quo, but I would submit to you that the status quo is broken and needs the type of disruption that HB 20 would cause to bring education of our children to a higher level. What better time to do this than right now when we all have already experienced so much disruption due to the COVID-19 crisis? It's a perfect time to restore a system that we already know from historical experience will work better.

Finally, in the midst of a pandemic where we have seen some children thrive with remote learning and others fail miserably and even commit suicide because of it, it is essential that we recognize that a one-size-fits-all approach to education does not work. Parents who want to continue in remote learning for children who benefit from it should be able to use the tax dollars they pay for education (their own money) to fund that option for their children, whether in a public or private setting. Parents who want their children to attend school in person without harmful social distancing and masking requirements should be able to find a private school willing to offer a normal educational experience with an emphasis on academics and use their tax dollars they pay for education (their own money) to send their children there. Parents who don't want to rock the boat and prefer a public school setting can continue with their children in that environment, if it is suitable for them. And finally, parents who choose homeschooling, which is completely and totally different from remote learning, should be able to simply keep their state educational tax money for themselves so they can use it on their own children's education the way they see fit.

As is true in any free market setting, when dollars are controlled by the people who have earned them for the products and services they believe are best for them and their children, the best products and services persist and excel and those that are not living up to the expectations of the people spending their own money fail. Such failure is an incredibly important part of any system, for it ensures that the products and services that are available are always improving and growing with the needs of the people who are using them. When it comes to the education of our future generations, how could we not want what is best for them at the expense of those educational providers that aren't living up to our expectations? Ultimately, any educational system that begins to fail as a result of competition in the market has two choices: improve and regain market share or get out of the business and do something else more productive. While I understand a lot of inferior providers of education are concerned about HB 20 for this reason, they should be welcoming the opportunity to improve themselves and society at large.

Please pass SB 130 without an income cap so that we can begin to improve the future of New Hampshire for everybody, and not just those under an arbitrary income limit.

Sincerely,

Hon. Andrew J. Manuse
603-703-8857
Derry, NH

Ava Hawkes

From: Shelly Fawson <shellyfawson@gmail.com>
Sent: Sunday, February 28, 2021 5:23 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Sb130

Hello,

I'm a resident and homeowner in Milford, NH. My son is currently homeschooled as he is visually impaired and remote learning was difficult for him. Despite the fact that we would benefit from a school voucher program, I urge you to oppose this bill. It will undermine the public school system and the chance for every child to be offered a fair and equal education. Please vote against defunding our schools.

Thank you,

Michelle Fawson
39 Radcliffe Dr
Milford NH
03055

Ava Hawkes

From: Gail Laker-Phelps <lpsart@tds.net>
Sent: Sunday, February 28, 2021 6:08 PM
To: Ava Hawkes
Subject: SB 130
Attachments: Testimony SB130.pdf

To: Senate Education Committee Members

Re: SB 130

Date: February 28, 2021 pertaining to upcoming March 2, 2021 hearing

There was a time when New Hampshire Republican senators were truly concerned about fiscal responsibility and accountability. The voucher system proposed in this legislation does NOT reflect those parameters.

New Hampshire taxpayers should not be forced to fund private schools. Vouchers in other states have proven to be much more costly per student than public education. Why should our taxpayers, many of whom are stretched financially but continue to support their local school system, watch their hard earned dollars shifted away to pay for the children of, in many cases, wealthy parents? Property taxes continue to escalate and this bill will only force higher taxes on all NH residents!

Private schools do NOT require their educators to be certified, a longstanding public policy that ensures public school teachers acquire and maintain skills and content mastery.

Private schools select out any students they do NOT wish to educate, whereas public education is available to EVERY New Hampshire child. Each child, whatever his or her challenges may be, are part of the public education community. Not so in private education.

In summary, SB 130 does not support fiscal responsibility, does not support the concept of an educated citizenry, will shift funds away from the schools that support all our children, and place an unreasonable burden on New Hampshire taxpayers!

Please **oppose this onerous bill, SB 130**, and protect all NH children and all NH taxpayers as well as our all inclusive public school system.

Respectfully submitted,

Gail Laker-Phelps
Chichester, NH
603 797-5394

pdf attached

105 Winnicutt Road
Stratham, NH 03885

March 1 2021

I am a resident of Stratham and our children have been educated through the public school system. One of our children is adopted. We took him in at the age of 8. He was from Farmington and my husband and I were amazed to see the educational disparities. He's smart and resilient, and as a result he was able to catch up to grade level within a couple of years.

At his High School graduation, his biological mother turned to me and asked, "When did he get so smart?" Without a doubt, I know that her comment was reflective of the education he received from our district, and if he had remained in Farmington it would have been questionable whether he would have completed High School. And thanks to the quality of education he received, he was the first in his family to receive a High School diploma in years.

I share his story to illumine the importance of quality education for *all* our children in New Hampshire. Ensuring educational quality is also the reason why I oppose SB130. If passed, SB130 would be the most expansive voucher program in the country, diverting funds away from our public schools which are already underfunded, furthering the unevenness of our public education. Studies have shown that private schools using the voucher program were 75% higher in costs plus services such as transportation, special education, and other essential services would not be provided. In addition, voucher programs do not change the fixed costs of public schools.

SB130 is a myopic solution to our school funding dilemma that currently is being funded through property taxes, which is widening the opportunity gap of our children. We are lucky in Stratham. Our schools are good and resourced so we can handle the multiple needs of our students, which in effect limits the number of children seeking schooling elsewhere. Here's the hard truth: Public schools are robust in communities of wealth, while less fortunate communities such Farmington, Berlin and Claremont have been forced to pare down their curriculums.

SB130 would result in deepening the educational inequities found in our students and increase costs to our state and local towns. Instead, we need to focus on *all* our students, ensuring that they receive more than an adequate education. High educational standards need to be set throughout our state, not only for towns that are wealthy.

Sincerely,
Gail Avery

Ava Hawkes

From: JDickson JSmeltz <jdickson.jsmeltz@gmail.com>
Sent: Sunday, February 28, 2021 6:11 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130

I am writing to oppose strongly SB 130 which proposes the establishment of Education Freedom Accounts. A primary responsibility of the State of NH is to provide quality educational opportunities for *all* children, and I oppose any effort that may take resources away from public education. Certainly, citizens have the right to choose private education for their children but they are not entitled to state support for this decision. Public education is the foundation to the social contract in a democracy -- we must not compromise the *collective* commitment to educating *all* children.

Julie Dickson
58 River St.
Keene, NH 03431

Ava Hawkes

From: Jane Boyer <janeboyer@myfairpoint.net>
Sent: Sunday, February 28, 2021 6:22 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130

I am a resident of Bedford, NH. I live at 26 Wiggin Road.

I am strongly opposed to SB 130 for the following reasons:

We need to put more money, not less into our public schools. There are some towns that have been forced to close their schools for lack of funding

The bill would require an estimated \$100 million in the first year just to accommodate the students who are already enrolled in private schools, and costs will go up even more as new students enroll

Vouchers would come out of state funding for public schools, resulting in increases in local property taxes.

The bill provides no parameters regarding student performance or financial need.

The bill provides no oversight of curriculum.

Much of the money will go to wealthy families who can easily afford full tuition at the expense of our public school students.

For these reasons, I hope you will defeat SB130.



N.H Association of Special Education Administrators

Jane Bergeron-Beaulieu, Executive Director
Denise Lavoie, Administrative Assistant
Amanda Horrocks, Clerical Assistant

March 1, 2021

Chairperson, Senator Ruth Ward
Senate Education Committee
Legislative Office Building
Concord, NH 03301

Sent Via E-mail

RE: SB 130

Dear Members of Senate Education,

I am writing on behalf of the New Hampshire Association of Special Education Administrators (NHASEA) to strongly urge you to vote in opposition of SB 130, relative to Education Freedom Accounts (EFA's) for specific reasons outlined in the testimony that follows. NHASEA represents over 150 leaders of special education from every region of the state and we believe in keeping NH Public Funds in NH Public Schools. The right to a Free Appropriate Public Education (FAPE) is a basic tenet of IDEA, and all students must be afforded the opportunity to attend school and education programs that abide by the requirements of IDEA and where support and services are available. Below I have bulleted the primary concerns that NHASEA has identified with SB 130.

SB 130 Lacks Accountability to Private Schools, Service Providers, Persons, Organizations that Receive Payment from the EFA and Lack Accountability Measures as Required under IDEA

Critical accountability components required of public schools under IDEA include Child Find Requirements, specific evaluations, ongoing progress monitoring, specific disciplinary practices including reporting of restraint and seclusion, suspensions and expulsions, transition outcomes, disproportionality, and specific requirements for all professionals providing specially designed instruction and related services. Under SB 130, students with disabilities and their families are not guaranteed basic procedural safeguards afforded under IDEA in private schools or voucher programs such as the Education Freedom Account (EFA) denying them of civil rights.

Fiscal Impact on Local School Districts

NHASEA supports full funding for special education. With the COVID 19 Pandemic, now more than ever, resources are needed for local school districts to meet the required performance standards and outcomes for children and youth with disabilities.

Subsidizing private schools, service providers, persons, and organizations with public funds does irreparable fiscal harm to the much needed investment in NH's Public Schools, especially when it comes to special education and children and youth with disabilities.

By allowing EFA students to attend public schools part-time, SB 130 will require that school districts provide expensive services to students with disabilities, while stripping those districts of state aid tied to those students.

RSA 193:1-c, which can be referred to as the “dual enrollment statute,” allows a student attending a private school or home education program to attend “curricular courses and co-curricular programs” in a public school operated by the district in which the student resides. RSA 193:1-c thus gives all private school students and home schoolers a right to attend their local public schools part-time. If the student qualifies under the IDEA, this may include attending the public school part-time to receive special education, related services, and supports. (Supports might include, for example, a 1:1 paraprofessional during classes or extracurricular activities). A student who qualifies under Section 504 will be entitled to accommodations and modifications while attending the public school for classes or extracurricular activities. Such accommodations and modifications can be costly.

Do the rights conferred by RSA 193:1-c extend to EFA students? Based on the language of the bill, it seems that the answer is “yes.”

- SB 130, at page 3, lines 34-35, bars an EFA student from attending a public school “full-time,” but does not prohibit the student from attending a public school *part-time*.
- SB 130, at page 3, lines 16-17, says an EFA student need *not* attend a private or online school “full-time.”
- SB 130, at page 1, line 28, defines “full-time” as “more than 50 percent of instructional time.”
- SB 130 does not state that EFA students forfeit rights conferred by RSA 193:1-c.

The problem is that SB 130 redirects all of a student’s State aid -- both adequacy aid and **differentiated aid** -- from the public school to the EFA program. (SB 130, page 2, lines 8-11)

That allocation of State aid is unfair to school districts when an EFA student attends the public school part-time. If the EFA student qualifies for special education, the result is even more unfair, because differentiated aid for special education goes to the private school (which may not provide any special education) instead of to the public school that provides special education.

NHASEA would suggest that a possible solution is to amend SB 130 by adding that a student participating in an EFA program is disqualified from any rights conferred by RSA 193:1-c.

IDEA and Parental Placement

SB 130’s reference to 20 U.S.C. 1412 is too imprecise.

First and foremost, SB 130 indicates that the scholarship organization “shall ensure that parents of students with disabilities receive notice that participation in the EFA program is a parental placement under 20 U.S.C. Section 1412, along with an explanation of rights that parentally placed students possess under IDEA and any applicable state laws.” (SB 130, p. 4, lines 23-26)

This is an indirect way to say that participation in an EFA program amounts to a parental placement under 20 U.S.C. Section 1412.

More importantly, the citation to 20 U.S.C. Section 1412 is too imprecise to accomplish anything. This is because Section 1412 of the IDEA describes *two distinct categories* of parental placements:

- placements when the school district has offered a FAPE (20 U.S.C. 1412(a)(10)(A)); and
- placements when parents plan to seek reimbursement from their school district by alleging that the district failed to offer a FAPE (20 U.S.C. 1412(a)(10)(C)).

By citing “20 U.S.C. 1412,” rather than 20 U.S.C. 1412(a)(10)(A), SB 130 invites arguments over whether parents using EFA money to partially fund private school tuition may seek reimbursement from their school district pursuant to 20 U.S.C. 1412(a)(10)(C) for costs not covered by the EFA program.

Secondly, in regard to parent placement, SB 130 does not take into account EFA students who qualify for summer school under the IDEA.

The IDEA requires that a school district provide extended school year (ESY) programming during the summer if a student with disabilities requires such services in order to make meaningful educational progress.

What if a parent uses EFA funds to send the student to a private school during the regular school year yet demands ESY programming from the school district during the summer? That will be unfair to the school district if all State adequacy aid and differentiated aid goes to the EFA program.

Equal Access to Educational Opportunities

Under SB 130 there are no provisions that would protect students from discrimination and no requirement that service providers are obligated to follow anti-discrimination laws. There are no provisions to ensure that NH's children and youth with disabilities will have equal access to EFA private schools, service providers, persons and organizations, etc. Such organization/individuals may have mission-driven admissions and practices that could exclude the vulnerable population of students with disabilities. This would also hold true for students who qualify as English Language Learners (ELL) and those who may need 504 modifications and accommodations. Additionally, the EFA program may not be a viable option for children with the most significant disabilities, English Language Learners (ELL) and children whose parents cannot afford to supplement the amount required to enroll in a private school or to pay the service provider, organization, etc.

In summary, SB 130 raises significant concern regarding the health and well-being of NH's children and youth with disabilities. The bill as written will present a significant fiscal impact upon local school districts and NH's taxpayers and appears to be regressive when it comes to improved educational outcomes for the State of New Hampshire.

NHASEA firmly believes that SB 130 is unnecessary, not in the best interest of NH's public schools and is discriminatory toward our children and youth with disabilities. As such, we respectfully urge you to consider voting against the proposed legislation.

Please do not hesitate to reach out to me with any questions.

Respectfully Submitted,



Jane Bergeron-Beaulieu
Executive Director of NHASEA
jbergeron@nhasea.org
Cell: 603 494-1149

Ava Hawkes

From: Leah Wolczko <lwolczko@gmail.com>
Sent: Sunday, February 28, 2021 6:25 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130

Honorable Senators of the Education Committee:

I am a current, certified public school teacher in the State of NH, requesting you vote in favor of SB 130.

I have worked in the classroom for almost 10 years. I have seen too many young people made miserable and robbed of the chance to achieve their full potential by requiring every child to be run through the same machine-like system. We need as many types of schools as there are types of individual human beings. The tired, old arguments of teachers' unions must be ignored for the self-serving propaganda they are. It is clearly untrue that the way we "do" school serves the interests of our young people. One need only look at reading and math scores to know objectively that many, many of our youth are losing out on their only opportunity to be adequately educated for life in our complex society.

No changes around the edges of the system will suffice. The system is too big, too filled with self-contradicting mandates, too insane at this point, to be reformed. For over a hundred years we have had these factory-modeled schools that we run students through. The talk of reform has been a constant feature, and there's never an end to the new initiatives. Yet, the end results continue to get worse. The simple fact is, difficult as it is to admit, the more resources we pour into these factory schools the worse the education the students receive.

I would be happy to discuss this bill with you personally if you can spare the time to talk on the phone. I thank you for your time and attention to this urgently-needed reform.

Leah Wolczko,
Goffstown, NH

Ava Hawkes

From: Nancy Fiske <9nancyfiske@comcast.net>
Sent: Sunday, February 28, 2021 7:03 PM
To: Ava Hawkes
Subject: Ed Bill March 2 hearing

Hello,

We should not be passing ANY voucher bills if we value public education which is high quality and FREE TO ALL. At a public school no one gets turned away. Teachers must be highly qualified.

Protect and strengthen public schools, do not undercut them in favor of private schools. Private schools do not need to educate everyone. They can turn kids away for many reasons. We need our democracy to be strengthened by educated citizens who will not be fooled by cult figures in office and all their enablers.

Nancy Fiske

Ava Hawkes

From: Bob <bbbluhmmm1953@gmail.com>
Sent: Sunday, February 28, 2021 8:11 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB130

Honorable committee chairperson and committee members:

I am writing this email to encourage this committee to not pass or continue considering this legislation.

I do not agree with using public funding intended for public education to be used for any education not conducted or supervised by an elected public school board.

Thank you

Sent from Mail for Windows 10

Ava Hawkes

From: Julie Zimmer <juliecorkzim@me.com>
Sent: Sunday, February 28, 2021 8:13 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Reject SB 130

Dear Chair Ward and committee,

I'm registering my opposition to SB130, as a former educator, parent, grandparent and taxpayer. Please use my tax dollars for PUBLIC education so all children have equal access to the programs they need, whether special education or gifted and talented. Those who choose to home-school or send their children to private-school are free to do so, but those of us who expect oversight and accountability based on well-established standards still look to New Hampshire's public schools we are happy to fund. We shouldn't be required to fund dual systems that aren't responsible to our elected school boards and are not subject to established curriculum standards, at the expense of public schools that are.

Thank you,
Julie Zimmer
25 Vine St.
Peterborough

Ava Hawkes

From: Melissa Hinebauch <mmhinebauch@yahoo.com>
Sent: Sunday, February 28, 2021 11:17 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Please OPPOSE SB 130

Dear Chair Ruth Ward and Senate Education Committee,

My children have attended private schools, public schools, and boarding schools in New Hampshire. In addition, I was a first grade teacher at a charter school. With my wide range of education experiences, I ask that you OPPOSE SB 130 and recommend ITL.

SB 130 is not appropriate for NH for many reasons:

- Public schools in NH need as much funding as possible - and money should not be taken away from them. (Claremont, Franklin, Berlin, etc. need better and more equitable funding, not less.)
- Schools that have no accountability to the public should not receive funding. (Why do you think that would be ethical?)
- Religious schools should not receive public money. Taking public money and giving to a religious school is simply wrong. (Even Bishop Hirschfeld of the Episcopal Church of NH agrees.)
- **And most importantly, schools that can discriminate against children with disabilities should NOT receive public school money. IDEA provides rights and protections to children under law. You cannot just disregard the nation's special education law and ignore a free appropriate public education (FAPE).**

Please OPPOSE SB 130 this week. Thank you very much.

Sincerely,

M. Hinebauch
Concord, NH 03301
6032244866



Madame Chairwoman and Members of the Senate Education Committee,

I come before you today, amplifying the voices of more than 17,000 educators across the state, strongly opposed to Senate Bill 130 and the implications it would have for our students and our state.

We all know that in New Hampshire, we have some of the best public schools in the country. Why? Not surprisingly, we believe that it is in large part due to the amazing educators we have across our state.

Their dedication shines through in spite of all of the obstacles they face, not of their own making: an increasingly inequitable funding model, a mental health and substance abuse crisis that is part of our classrooms now, the threat of an active shooter in our school buildings and, of course, the novel coronavirus.

Every day, our educators adapt or triage these challenges to ensure the children of New Hampshire can realize their full potential. In the spring, educators turned on a dime to institute remote learning.

Today, many are working in constantly changing models of instruction to react to the outbreak situation in their district that week. Many are teaching classes in a room-and-Zoom model, where some students are in the class and some are remote – at the same time. This drastically reduces the time necessary to prepare lessons and extends the educator’s day late into the evening.

Our support staff, in areas of high need, have continued to provide meals to students throughout the pandemic because educators know access to nutritious meals is key to ensuring the health and well-being of all students. Food is a need, not a want, and if we want kids to be able to concentrate and grow and be healthy and happy, we must see to it that they are fed. The importance of public schools meeting this basic need has come into sharp focus during the pandemic.

But this bill ignores all these contributions.

The pandemic of the last year has only exacerbated the challenges our school communities (parents, students, and educators) attempt to overcome:

- Rural communities who cannot access broadband internet;
- Property poor communities who struggle to make up for the less than adequate state support;
- Our families who rely on our schools as a source of meals;
- Older school buildings with poor ventilation in them because they haven’t been able to upgrade them, making them less safe when a pathogen can be spread through the air.

While our educators, parents and communities persevere through these challenges to produce the high-quality public education we are accustomed to in New Hampshire, it begs the question: why would we embark on a plan like the one contained in SB 130? This legislation would disadvantage our communities further instead of seeking to solve the needs this pandemic has put before us.

Instead of addressing the school funding inequities in our system, this legislation exacerbates them by subsidizing private and religious schools who are already able to receive publicly- subsidized scholarship funds and have private scholarship programs of their own. By subsidizing private and religious schools with public tax dollars, SB 130 would create a voucher system that makes it harder to support a high-quality public education. In order to execute this program, the bill implements a structure that is untethered from transparency, accountability or any real minimum standards.

In addition to the philosophical issues and financial issues that led to a similar bill being defeated only a few years ago, this bill would also allow a scholarship organization to skim up to 10% of the voucher awarded which can amount anywhere from approximately \$3,400 to nearly \$8,500 or \$340 to \$850 per student using a voucher.

There are very little restrictions on the types of expenses that this money can be used for. If I am a financially advantaged parent who is already enrolling my child in a private school, I can take the adequacy money used to support my community's school district and buy the latest Apple watch. al. On top of that, this bill includes little oversight over these precious funds that our communities will be left without. The oversight provisions of the scholarship organization and education providers seem much like when the FAA allows plane manufacturers to inspect their own work.

What does this say to the teachers in our state who spend, on average, \$423 out of their own pockets each year on classroom supplies or the parents and educators we have heard from this past spring who drive to their library to access a wi-fi signal to take part in class or complete assignments? Not only are we subsidizing private schools using public dollars with this legislation, we are also allowing a third-party to recoup extraordinary administrative costs and provide little to no oversight over that.

To make matters worse, we would be doing all this and not helping the most important element every educator cares about, their students. Voucher programs have not shown to improve outcomes and some studies even indicate that over the long term they produce worse outcomes in critical STEM areas. This legislation also does not require that private or religious schools which would be subsidized by tax dollars would be held to the same standards in academics that public schools are.

We should be helping our communities and our schools come out of this pandemic stronger than before, not weaker.

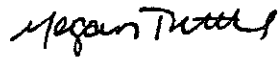
More than 90% of the students in NH attend public schools and all efforts should be made to intelligently and creatively invest in making sure every child has a great public school in their neighborhood.

Public school funding is open and transparent. Voucher spending is private and shrouded in secrecy. Public schools are owned, operated, and managed by the public. Private voucher scholarship companies are designed to make a profit.

There are no laws or limits that prevent parents from choosing to send their children to a private, religious, or home school. Every family is free to make that choice. But that choice should never diminish another child's education or obligate any other family to help pay for their tuition. SB 130 is an intrusion into the future of public-school children and the imposition of a financial burden on taxpayers across the state. This bill has no place in the Granite State.

Three years ago, this committee sent a similar bill to the House that contained so many issues that the other body simply could not fix them. I urge the members of this committee not to do the same thing again, and respectfully ask that you find Senate Bill 130 Inexpedient to Legislate.

Respectfully submitted,

A handwritten signature in black ink that reads "Megan Tuttle". The signature is written in a cursive, slightly slanted style.

Megan Tuttle
NEA-New Hampshire President

Ava Hawkes

From: Sue Jonas <suejonas@hotmail.com>
Sent: Monday, March 1, 2021 2:47 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB130

Dear Mrs Ward and Committee Members,

My husband, David, and I wish to register our opposition to SB130. We believe it would be detrimental to the Public Schools in NH, potentially injurious to Special Needs Students, and will ultimately create a burden on NH taxpayers.

Without firm projected costs and an extensive impact study to establish the financial effects on the budgets of school districts and towns, it would be irresponsible for your Committee to recommend passage of SB130.

Along with many voters in Frankestown, we object to the spending of NH State funds in religious schools.

As a former Special Education teacher, I strongly recommend the use of IEPs. From my experience of working with Special Needs students, I can not agree that "Parents Know Best". Please support our Public Schools as the best option for both our students requiring extra help, and as the best option for gifted students.

Please do not support SB130. Our local ConVal School District has been struggling with costs related to Covid 19, and would be financially crippled by SB130.

Thank you.

Sincerely,
Susannah & David Jonas
271 Ferson Road
Frankestown, NH 03043

Ava Hawkes

From: William Carraher <billkatiecarraher@gmail.com>
Sent: Monday, March 1, 2021 5:40 AM
To: Ava Hawkes
Subject: SB130

My wife and I are parents and we support SB 130 because we believe that children and families in NH will benefit from school choice and smaller, private schools. When schools have to compete with each other for students, the quality of the education students receive will improve. Parents also tend to be more involved/supportive of the school, which also improves the quality of the education.

We have many coworkers who wish they could send their children to a private school, but can not afford to do that.

Thank you for your time and consideration.

Bill and Katie Carraher

Ava Hawkes

From: Deborah LEAVITT <daleavitt77@comcast.net>
Sent: Monday, March 1, 2021 7:13 AM
To: Ava Hawkes
Subject: SB130

Testimony in opposition to SB130

As a retired public school teacher, I am adamantly opposed to SB130. Opposition to HB20 was strong and emphatic so I find the immediate proposal of a nearly identical bill in the Senate to be a clear defiance of public opinion. Allowing so-called Education Freedom Accounts is a blatant attempt to undermine public education in support of private schools. Taxpayers of New Hampshire should not be funding private education. If parents choose to send their children to private or religious schools, that is their choice but the rest of us have no obligation to support their choice financially. SB130 would raise our taxes as it would reduce state aid to local school districts. It would give our public funds to families regardless of need so that average-income taxpayers would end up giving money to people richer than they and there is no accountability or oversight in how those funds are used. SB130 has no provisions to protect students from discrimination and it actually requires students with disabilities to waive their rights under federal and state disability laws. By providing a mechanism that will underwrite the private education of economically advantaged students with public funds to the detriment of local public schools, we will widen the educational gap between socioeconomic groups in New Hampshire.

Strong public schools to ensure an educated public are the foundation of a functioning democracy. Please oppose SB130 to provide the opportunity for an excellent, free public education for every child in New Hampshire.

Sincerely, Deborah A. Leavitt
19 Rutland Street
Dover 03820

Ava Hawkes

From: Virginia Lee Miller <smsharps@comcast.net>
Sent: Monday, March 1, 2021 7:41 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Re: SB130

Dear Education Committee Members:

I urge you to vote NO on this bill. Our public education system is under attack at a time when we desperately need to support and strengthen our schools. We do not need to give money to those who can afford private schooling. We must not allow spending with no public accountability or oversight for taxpayer funds. And how can we require disabled students to sign away their existing Federal and State rights? This is NOT a bill for NH.

Virginia Lee Miller
Peterborough NH

Ava Hawkes

From: Abby Evankow <abbyaustin89@gmail.com>
Sent: Monday, March 1, 2021 7:53 AM
To: Ava Hawkes
Subject: for Senate Education Committee re: SB 130

Dear Senators,

Please protect our public schools.

Our public tax dollars belong in *public* schools, not private schools.

Thank you for your consideration,

Abby Evankow
Gorham, NH

Ava Hawkes

From: Jason Faria <medfica@gmail.com>
Sent: Monday, March 1, 2021 9:10 AM
To: Ava Hawkes
Cc: William Gannon

I oppose SB 130 for the following reasons:

- We have excellent public schools despite underfunding them for decades.
- Taxpayer dollars should be spent on public schools, not private schools who have no accountability to the taxpayer.
- The experience of other states like Arizona shows that per-pupil spending on private charters is upwards of 75% higher than on public schools
- Charters shift costs onto families, charging separately for transportation, sports, lab equipment and other fees.
- Other states have seen failing charters close overnight, leaving parents and students stranded without options other than the public schools from which tax dollars have already been siphoned.
- Profiteering CEOs use charters as a shell corporation to buy land and equipment for personal use.
- Experience in other states show charters spending over 50% of taxpayer dollars on administration rather than in the classroom. A number driven by charter school administrators paying themselves huge salaries.
- 1,000's of NH small businesses and out-of-work residents are suffering due to the COVID-19 pandemic. We should not be handing millions of dollars to new charter school corporations when we have good public schools in need of funding.
- There are excellent charter schools in NH like VLACS, that were developed in a thoughtful, deliberate way with public school district partners. While there should be more accountability for those charters, it's a thoughtful, low-risk way to spur innovation in K-12 education.
- Handing out seed funding to unknown entities is a very risky way of spending taxpayer dollars.

Thank you for your time and consideration.

Jason Faria
16 High St.
Exeter, NH 03833

Ava Hawkes

From: Denise Clark <denise.m.clark03055@gmail.com>
Sent: Monday, March 1, 2021 9:30 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130 - NH taxpayer voter OPPOSE

Dear Committee members:

I am a native NH resident, and a senior citizen. I OPPOSE SB 130.

Vouchers awarding taxpayer monies to parents / students to attend private school is unconscionable, for many reasons, but primarily fiscal.

Despite my children being long out of the local school system and who received a very good public education, I do not mind paying taxes to provide an adequate education for the children in my town.

But I am OPPOSED to having my tax dollars go to private schools or to homeschoolers, especially with little to no public accountability in curriculum, student educational outcomes or financial expenditures.

The notion that *any* private school is automatically better than public school is a fallacy: We have no way to prove that since private schools and homeschooling parents provide NO data on students' progress, unlike public schools' mandated state testing. Anecdotally, I went to a private, religious high school that provided little science education, which hampered my progress in college.

Taking monies away from public schools for vouchers will surely cause local property taxes to rise, particularly with all the school expenses incurred due to COVID protocols. Public funds are already being siphoned for charter schools.

NH has yet to figure out an equitable solution to educational funding. With little aid from the State, property taxes in Milford are already too high. Taxpayers are being squeezed, especially retirees.

I can barely pay for public education. I refuse to pay for private education.

On a final note: Since many advocates of this bill promote private religious schools, will they be willing to use taxpayer dollars for a Muslim school?

Regards,
Denise Clark
577 North River Road
Milford, NH 03055
603.213.1692
denise.m.clark03055@gmail.com

Ava Hawkes

From: Shannon Marie Bouchard <sbouchard92@yahoo.com>
Sent: Monday, March 1, 2021 9:33 AM
To: Ava Hawkes
Subject: SB130

I am writing in support of this bill. My daughter experienced bullying at our home district school. We were awarded the Manifest Educational Hardship which I was very happy and grateful for. I thought after all the preparations and being awarded the MEH that my daughter would finally be able to get the education she deserves. The problem is no where in the law after it is awarded holds any Public school district responsible for enrollment of a hardship case. I have multiple sclerosis and severe muscle weakness in my right driving foot. The two districts that are closest to my home will not accept her enrollment. The MEH says parents responsible for transportation yet they will not accept her at districts that are 13 minutes and 14 minutes from our home. They have cited Covid as the reason they can't accept a hardship transfer. The only place willing to accept my daughter is over 30 minutes from our home. I don't feel that I will be able to commit to that much daily driving. I am now stuck between a rock and a hard place through no fault of my own. I either continue at our district we're everyone agreed was so much of a hardship eith her refusing to go or I take the risk of being well enough to provide transportation to the farthest school from my home. I feel school choice would be a much needed release for parents and children to have a chance at fape. They would have a chance to change district that is not meeting their child's needs. Parents would have a chance to prevent the mental anguish that their children may be enduring. If a district closer to our home would accept our hardship transfer she may have a chance. School choice would put control in the families hands on which district meets the needs of their child also the families the best. Thank you for your time,
Shannon Bouchard

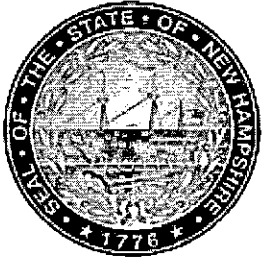
Sent from Yahoo Mail for iPhone

Ava Hawkes

From: Marie Marston on behalf of Ruth Ward
Sent: Monday, March 1, 2021 9:38 AM
To: Ava Hawkes
Subject: FW: NO on SB130

Marie

Marie Marston, Administrative Assistant
Administrative Assistant to Senator Regina Birdsell
Administrative Assistant to Senator James Gray
Administrative Assistant to Senator Ruth Ward
107 North Main Street
State House Room 302
Concord, NH 03301
(603) 271-2609



From: zurheides@aol.com <zurheides@aol.com>
Sent: Saturday, February 27, 2021 10:20 PM
To: Ruth Ward <Ruth.Ward@leg.state.nh.us>
Subject: Re: NO on SB130

Please see below. In addition, please add my comments to the public record on SB130.

Thanks,

Karen Zurheide
New London

-----Original Message-----

From: zurheides@aol.com
To: ruth.ward@leg.state.nh.us <ruth.ward@leg.state.nh.us>
Sent: Sat, Feb 27, 2021 10:18 pm
Subject: NO on SB130

Ms. Ward,

I do not want my tax dollars--or any public monies--to fund private education. Our NH public schools are NOT well, adequately, equitably funded as it is. Siphoning off dollars for private education that could and should instead be used to bolster our public schools is NOT the right thing to do. I encourage you NOT to lend your support to SB130.

Thank you,

Karen Zurheide
New London

Ava Hawkes

From: Ami Faria <drfariapt@gmail.com>
Sent: Monday, March 1, 2021 9:52 AM
To: William Gannon; Ava Hawkes
Subject: SB 130

I oppose SB 130 for the following reasons:

- We have excellent public schools despite underfunding them for decades.
- Taxpayer dollars should be spent on public schools, not private schools who have no accountability to the taxpayer.
- The experience of other states like Arizona shows that per-pupil spending on private charters is upwards of 75% higher than on public schools
- Charters shift costs onto families, charging separately for transportation, sports, lab equipment and other fees.
- Other states have seen failing charters close overnight, leaving parents and students stranded without options other than the public schools from which tax dollars have already been siphoned.
- Profiteering CEOs use charters as a shell corporation to buy land and equipment for personal use.
- Experience in other states show charters spending over 50% of taxpayer dollars on administration rather than in the classroom. A number driven by charter school administrators paying themselves huge salaries.
- 1,000's of NH small businesses and out-of-work residents are suffering due to the COVID-19 pandemic. We should not be handing millions of dollars to new charter school corporations when we have good public schools in need of funding.
- There are excellent charter schools in NH like VLACS, that were developed in a thoughtful, deliberate way with public school district partners. While there should be more accountability for those charters, it's a thoughtful, low-risk way to spur innovation in K-12 education.
- Handing out seed funding to unknown entities is a very risky way of spending taxpayer dollars.

Thank you for your time and consideration.

Dr. Ami E. R. Faria PT, DPT
16 High Street
Exeter, NH 03833

Ava Hawkes

From: Mary Marsh <memarsh15@gmail.com>
Sent: Monday, March 1, 2021 10:15 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: I oppose SB 130

I firmly believe that PUBLIC funds for education should only go to PUBLIC schools, that they should not be used to pay for private schools, which includes religious schools. Below are a very few of the reasons why:

- New Hampshire public schools rank in the top five according to US News and World Reports.
- Taking money away from public schools weakens them.
- Private schools are not subject to the same oversight by the State of NH as are public schools.
- Directing public funds to religious schools is in violation of the separation of church and state - the church fears eventual government oversight and citizens do not want public money spent to support religious beliefs they do not share.

Please vote "No" on SB 130.

Thank you,
Mary Marsh

15 Conant Dr
Concord, NH 03301

Sent from my iPhone

Ava Hawkes

From: Sara Cox <hilltoppruning@comcast.net>
Sent: Monday, March 1, 2021 10:22 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130

Hello,

I am writing to tell you that I am very opposed to SB 130.

I do not want my tax dollars to go towards this voucher system.

My children went through the CONVAL public school system and got a good education.

I support public schools. If you are going to raise my taxes for education then do so to support the NH public schools.

Thank you,
Sara Cox

--

Sara Cox
Hilltop Pruning Services
245 Campbell Hill Road
Francestown, NH 03043
Tel: 603-547-3707
Cell: 603-562-9943
Email: hilltoppruning@comcast.net

Ava Hawkes

From: judy ferstenberg <jferst@hotmail.com>
Sent: Monday, March 1, 2021 10:27 AM
To: Ava Hawkes
Cc: Denise Ricciardi
Subject: SB130

I am writing in support of SB130. Education Freedom Accounts are an important way that families could provide the best possible education for their children. Despite the insistence of some of our public school-centric politicians, I disagree that a public school is always the best choice for a child. As a single working mother living in Hollis NH in 2012, I was appalled by the lack of resources for working Moms and the focus on promoting right wing values, including things such as "Daughters of the American Revolution Essay Contests", to my daughter. We were a mixed religion family and did not fit the typical white, Anglo-Saxon profile of a Hollis resident. The school ran its functions during the school day so that it was impossible for me to attend without endangering my job security while I was working a high-pressure job in a tech startup. This caused a lot of heartache for my child when I wasn't always able to attend her assemblies. The school administration was rude and condescending to me when I complained about this, perhaps because I did not fit the demographic of mothers in their town. I wish that there had been a voucher system so that we could have stayed in our beautiful home in Hollis and found a better school alternative for my child. Instead, I sold my house in Hollis and moved back to a more liberal town in Massachusetts (Andover) where cultural diversity and working mothers are greatly valued and supported. Although I had to move into a house 1/4 the size of what we had in Hollis, I have never regretted this decision and my daughter said it was a great move for her as well.

Please support Education Freedom Accounts and stop pretending that public schools are a one stop solution for every child because they are not.

Sincerely,

Judy Wilson Ferstenberg
Peterborough, NH

Ava Hawkes

From: Bruce Berk <bruce.berk.nh@gmail.com>
Sent: Monday, March 1, 2021 10:49 AM
To: Ava Hawkes
Subject: Oppose SB 130

Dear Committee members,

I oppose SB 130

This bill enables the well off to seek private education options while we, in towns like Pittsfield, will see our educational quality decrease and our taxes increase.

Already, we in Pittsfield, pay 3-5 times the tax as wealthier towns to educate our kids, and now you will further reduce the quality of our offerings.

We have no AP in high school, foreign language and art programs are being gutted

Where are the safeguards re: financial audits? Where are the assessment requirements for these students to meet?

In the name of choice, you are gutting our public educational system when ANYONE watching the Covid crisis knows how stretched our schools are and how hard the teachers are working.

Bruce Berk
40 Range Road
Pittsfield

Ava Hawkes

From: Carolyn Richmond <snoflr@comcast.net>
Sent: Monday, March 1, 2021 10:55 AM
To: Ava Hawkes
Subject: SB130

As a retired school psychologist from the Bedford schools, I know the needs of the public schools and feel this bill is working to diminish funding for such needs. It is helping to enrich people who want alternative schooling and don't want to pay for it. Vote this bill down.

Carolyn Richmond

Sent from my iPhone

Sent from my iPhone

Ava Hawkes

From: Katharine Daly <outlook_34D1362F861E1B1C@outlook.com>
Sent: Monday, March 1, 2021 11:11 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130 School Vouchers

I am writing to let you know of my opposition to all school voucher bills. The state should not be draining money from public schools when studies have shown that public schools are already underfunded and that school vouchers will drain even more money from the state. This simply makes no sense.

All have the freedom to opt out of public schools, but not at public expense. This is especially egregious in the case of religious schools – these schools can discriminate against minorities, including children with disabilities or transgender children – and it violates the constitution for the state to give government funds to further religious instruction. (I am not opposed to religion, in fact am a deacon in the Presbyterian Church – I just don't want the government involved in religion – keep them separate as the founders intended.)

The argument that we are offering parents “choice” is misleading. There are not enough public school slots for everyone who might think they want them, and private schools are simply too expensive to be available for the average family, even with a voucher. So this benefits the rich and is an empty promise for everyone else. If we want to help the average family, this is not the way to do it. The way to do it is by improving our public schools where needed.

Please focus your support on public schools – on their needs in order to support all children of New Hampshire.

Thank you.

Katharine Daly
Dunbarton, New Hampshire

Sent from [Mail](#) for Windows 10

This has been a tough year for all of us.

The pandemic has exacerbated the challenges of our most vulnerable children.

I am Kate Baker Demers, a Manchester resident, born on the Westside, and I am the Director of CSF New Hampshire.

I have been running the education tax credit scholarship program, under 77:G in NH since the inception in 2013. Dotting every eye and crossing every T, year after year, for the benefit of low-income NH children so they can get an education that they otherwise could not afford.

We are efficient and effective with annually between 90 and 94 cents on every dollar going directly to nh kids. In 2016, we were very lucky to become part of CSF national so we have the infrastructure and systems of a large organization. We have an independent annual audit. Our 990s, financial statements, and annual reports are public. Our NH Department of Revenue ED_05 annual reports are rigorous and also public. We share with pride where every scholarship child attends school and what parents purchase with their homeschool scholarships. We have a 4 star Charity Navigator rating - the highest possible rating - and we have the highest possible score that one can attain for accountability and transparency.

This fall at CSF we were able to help 626 low-income children in need with scholarships which is 100 more than last fall, but for perspective, last fall we had 30 children on our waitlist and this fall there were 800 children in need that we were unable to serve.

They are:

Children of single moms or dads that need to work in person to survive, like LNAs, delivery drivers, and grocery store employees.

They are children with special needs for whom remote therapy was not working.

They are medically fragile children that cannot go into a classroom setting now.

This was in addition to a “normal year” for us where we hear from kids that are bullied and need a different building, kids that are below grade level and need a small school setting, or children with special needs with parents that are dissatisfied with their special education services.

SB 130 gives each of us an opportunity to serve ALL these children in need and that is what we are all here for.

Of note: in the bill: is the transparency and specificity around the use of the funds, a public system for rating and reviewing education providers, required auditing of accounts, the use of the payment platform – Classwallet.

I know Classwallet is also here to today to explain the expense approval process and the extensive “to the SKU” level reporting capabilities of the platform.

Ava Hawkes

From: Janet Williams <jlwlyme@icloud.com>
Sent: Monday, March 1, 2021 11:12 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 67 and SB 130-FN

Please register my strong opposition to these two bills, both of which would compromise public education statewide.

Thank you.

Janet Williams

300 Dartmouth College Hwy.
Lyme, NH 03768
jlwlyme@icloud.com
603-795-4924

Ava Hawkes

From: Laura Hegfield <laurahegfield@comcast.net>
Sent: Monday, March 1, 2021 11:17 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB130

Please vote *against* **SB160** and keep money in our public schools!
Laura Hegfield
Amherst, NH

Ava Hawkes

From: David Cawley <dcawley7@gmail.com>
Sent: Monday, March 1, 2021 11:18 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Oppose SB 130

Hi:

I write in opposition to SB 130.

That the funding for this bill will, finally, come from property taxes should make it ITL.

The problem(s) this bill creates, however, are more substantial than how it is funded.

Our two sons graduated from the Concord public schools. They received a good education. The public schools aren't broken. Of course, neither had an educational experience that couldn't have been better with more funding, or better teachers, orBUT, the same can be said for any educational institution--whether it is Philips Exeter or Harvard, or a parochial or charter school.

More importantly, if we accept the notion that we are a fragmented/divided society, one of the few institutions that truly bring us together is the public schools. Using public funds to encourage students to be educated only with the kids who share their parents' religion, or ideology, or politics will only further fragment us as a nation.

This bill is a bad idea.

Thanks for your time.

David Cawley
78 School St
Concord, NH

Ava Hawkes

From: Paul Spivack <speevs@gmail.com>
Sent: Monday, March 1, 2021 11:27 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB130

I am a proud resident of New Hampshire since 1987.

My 3 sons all attended public schools in Bedford and Manchester. 2 of them graduated from UNH.

All 3 of them value the fine public education they received.

I am a firm supporter of universal public education for the following reasons:

Public education is a foundation of our democracy. It has been so since the founding and its principles are embedded in our state constitution.

Public education is already suffering the negative effects of funding schemes that don't treat all children equally.

Sending public dollars that are sorely needed by the public schools to private entities that are poorly regulated only serves to increase the inequality we already face.

Please vote against SB130

Thank you

Paul S. Spivack, MD, FAAP

15 Iron Horse Drive, Apt D 101

Bedford, NH 03110

(H) (603) 722-2891

(M) (603) 486-4200

p.spivack.md@gmail.com

speevs@gmail.com

Ava Hawkes

From: wfeneberg <wfeneberg@kearsarge.org>
Sent: Monday, March 1, 2021 11:35 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Written Testimony in Opposition to SB130

I am writing to you to register my **opposition to Senate Bill 130-FN** (Education Freedom Account Act), and I am doing so with the endorsement and at the direction of the Kearsarge Regional School Board. On February 2, 2021, the Kearsarge Board has unanimously **voted to oppose** this bill due to its inherent and explicit lack of accountability to local tax payers, its negative impact on our high performing public education system, and its complete lack of transparency to the public.

This bill takes public funds which were generated by collective taxation and for the purpose of serving the common good, and endorses the creation of individual entitlements for anybody who wants to spend community funds on the pursuit of their selfish personal preferences. In no other area of public funding is such individual spending authority granted by the state.

We build roads and bridges for all citizens to use. We fund hospitals and emergency services with public tax dollars. We support social services, child protection, police, fire, the courts with revenues generated by local, county, and state taxes. Nobody in their right mind would endorse giving state funds to individuals who prefer to hire their own security detail because they don't like the local police force. We don't distribute individual portions of our court system's budget just because some people don't like the rulings of a superior court judge and instead want to go out and find themselves their own judge and jury. No reasonable society could successfully exist in that manner.

And yet, Senate Bill 130 aims to do exactly that. Its purpose is to severely undermine and disrupt the New Hampshire public education system which is funded by and for the whole community, accountable to publicly elected boards, and constitutionally bound to provide an adequate, equitable, nondiscriminatory education to all children. You are all aware that New Hampshire's public education system is also reliably performing in the top 3-5 ranks when compared to all school systems in the nation (quite unlike Arizona and Florida, which are held up by this bill's sponsors as examples for why we should need voucher system here in NH).

SB 130 creates individual entitlements to spend public funds on unregulated, private, religious, commercial, in and out-of-state educational programs and unproven methods. It does away with public oversight. It allows discrimination against disabled students. It exacerbates inequities, socio-economic disadvantage, and does nothing to protect vulnerable student populations. In fact, it allows the use of public funds for "any educational expense approved by the scholarship organization", the very organization that stands to profit from allowing every expense to be approved. This is worse than having the fox guarding the hen house! It also makes a mockery of the stringent and ever increasing accountability standards local school boards and school administrators have to operate under when expending public tax dollars for legitimate educational expenses, special education placements, suicide prevention programs, ED 306 standards, and the implementation of a myriad of other state administrative rules.

SB 130, if passed, will divert millions of tax dollars away from New Hampshire public school. Public school that have consistently delivered the highest student achievement levels for the students in New Hampshire despite having been underfunded by state appropriations long before the Claremont

Supreme Court decision and other rulings since. Despite what advocates of voucher systems falsely and without scientific evidence may claim, New Hampshire public schools provide a consistent, accountable, and effective educational product for ALL students in the State.

I ask you to stop SB130 from becoming law.

Respectfully,

Winfried Feneberg
Superintendent of Schools, SAU 65
Kearsarge Regional School District

Sent from Mail for Windows 10

Ava Hawkes

From: revlev79@comcast.net
Sent: Monday, March 1, 2021 11:45 AM
To: Ava Hawkes
Subject: SB 130 - vote NO

Dear Education Committee,

SB 130 is an absolutely chilling bill which would hasten the erosion and eventual destruction of public education in NH. Privatizing education does nothing but undercut every effort towards an equitable, quality education for every student in NH. Diluting town or city education budgets by siphoning off voucher funds for sectarian educational institutions not only removes appropriate oversight of every child's education, it also guarantees a loss of quality for those who remain in and support quality public education. Our public school teachers and administrators have high standards of training and professionalism. They are certified and held accountable through rigorous supervision and oversight. This is not always the case in private schools. SB130 is not the answer to inequality in education or school funding issues. Appropriate and just strengthening of education needs a statewide funding mechanism that enhances community support and ownership of the challenges associated with a quality education for all, not dissolution of our public schools. We as a society need to pay for what we believe in. What some proponents of private vouchers want is a sidestepping of civic education, broad community standards and non-partisan moral values which are crucial for every citizen in this country. If religious and sectarian private schools can avoid teaching certain themes or events in history that they find distasteful, and have the effort funded by the taxpayers, they will certainly find that appealing! If we allow them to do so, then we are aiding and abetting this disinformation and hastening the demise of our cherished public schools. I urge you to Vote NO on SB 130!

Thank you!

Sincerely,

Rev. Richard G. Leavitt
19 Rutland Street
Dover, NH 03820

Ava Hawkes

From: Charlotte Locke <lockecharlotte@gmail.com>
Sent: Monday, March 1, 2021 12:26 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130 -- Opposition

Members of the Senate Education Committee,

As a retired teacher in NH, I oppose SB130 on these grounds:

1. Its effects on public school districts that are already struggling. I taught at Nashua High School South for the last six years and know how pinched the Nashua School District is for funds: we struggled with lack of supplies, training, classroom size and even paper. At the beginning of each term, because of budget constraints, I had to use tape to patch up books of novels and plays. Last term, when many students had to work from home, many of mine did not have internet capabilities. This bill will make it even more difficult to provide quality education to those in public schools – many of whom are disadvantaged economically. This is shameful.
2. Another key issue is the lack of accountability included in the bill: I understand there would be no requirement for the scholarship organizations to use the public funds for the stated purpose. You, who are often very business-minded people, know businesses require accountability from every employee in the form of annual reviews and other forms of measurement. Ineffective use of tax dollars.
3. Lastly, and the potential for discrimination: the bill can further widen the educational gap between socioeconomic groups. Currently, the average tuition at private schools in NH is \$19,393 per year. In fact, the Educational Freedom Account will not cover the full cost of a private education, so these voucher bills are gifts in thousands of dollars to those that can already afford a private education for their children.

Please, please think about equity and accountability!

Regards,

Charlotte Locke

Amherst, NH

Ava Hawkes

From: Sandra Sonnichsen & Allen Howe <cottus_cognatus@hotmail.com>
Sent: Monday, March 1, 2021 12:50 PM
To: Ava Hawkes
Subject: Opposition to SB130

My name is Allen Howe, I am Chair of the Goshen School Board. The Goshen School District does not operate a school at any grade level and thus could under existing provisions of RSA 193:3 enter into private school contracts using public funds. As recently as December 2020, the Goshen Board voted to not enter into contracts with private schools. The Board's focus has been to ensure a quality public education is available to Goshen's students. Yet, since the Goshen Board has not discussed SB 130 specifically, the following comments on that bill are my own.

I write in opposition to SB 130 that would divert funds from public schools into a private voucher system. The citizens and students of New Hampshire would be better served if elected officials directed their efforts to resolving the inequities in the current approach to funding public education in New Hampshire.

Why do bills like SB 130 take precedent over bills that would replace an education funding system where property poor towns pay more for less education than property rich towns? I hear a response that SB 130 is needed because the current education system just isn't working for everyone. If SB 130 becomes law, I predict that New Hampshire's education system will soon work for no one.

Allen Howe

Sent from [Mail](#) for Windows 10

Ava Hawkes

From: Rick Barnes <rbarnes74@yahoo.com>
Sent: Monday, March 1, 2021 12:55 PM
To: Ava Hawkes
Subject: My Status on SB 130 Testimony

Dear Mrs. Hawkes;

I believe I inadvertently signed up to testify regarding this bill tomorrow when what I was looking to do was simply submit written testimony. I will not be able to testify live. When I try to re-sign up through the website, it won't allow it. I've copied my testimony below. Please let me know if you have any questions.

Thanks,

Rick Barnes

Testimony

Dear Honorable Members of the Senate;

I am an Amherst resident writing in strong opposition to SB 130. I have worked as a teacher and an administrator in this state for the last 18 years and feel that this bill will ultimately serve to dismantle our system of public education. The quickest way to dismantle something is to remove the funding. Diverting public dollars to fund private educations would bring our fragile system to its knees. We have seen legislation in our state to reduce stabilization grants over time. Vouchers as outlined in SB 130 would be the final blow.

The argument that cost per pupil calculations are a dollar for dollar representation of what is actually spent on kids is a gross oversimplification of the process and misleading. While our system is far from perfect, a free and appropriate education is the largest cornerstone of our democracy. Defunding this system would cause irreparable harm to many of our institutions that support our society and place our collective future in great peril. As such, I urge anyone in favor of SB 130 to reconsider their position.

Respectfully,

Rick Barnes

Ava Hawkes

From: Shana Potvin <shanapotvin@gmail.com>
Sent: Monday, March 1, 2021 1:28 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB130 is ITL-from a constituent in Bedford

Good afternoon,
I'm writing today to let the committee know how I feel about SB130. Thank you for taking the time to read this.

Among its many flaws, SB130 includes no provisions to protect students from discrimination and no accountability to ensure taxpayer funds are used appropriately or effectively. The bill also requires students with disabilities to waive their rights under federal and state disability laws.

SB130 has been called the "most extreme voucher bill in the country". It would cost the state approximately \$100 million dollars in new spending in its first year by granting those already enrolled in a private, religious, or homeschool setting access to an Education Freedom Account. As legislators, how will the State of NH fund \$100 million dollars of new state spending per year? This expenditure is what the bill will cost the state BEFORE any vouchers are allocated for any students currently enrolled in public school!

Currently the average tuition at private schools in NH is \$19,393 per year. In reality, the Educational Freedom Account will not cover the full cost of a private education for most families, therefore increasing the gap between those that can and those that cannot privately fund their children's education. These voucher bills are a kickback to those that can already afford a private education for their children - making the rich richer and holding the rest of us back more than ever.

Public school may not be for everyone, but parents have choices within the public school framework. Public charter schools provide a different learning experience. Students may also opt to take all remote classes through VLACS as their public school choice. When those options are not a good fit, people can and do pull their children out of the public school system and send their children to private or religious schools, or homeschool. These are choices that are privately funded outside the scope of the taxpayer dime. I moved my own child out of the highly desirable public high school in my town after deciding, for personal reasons, that it would be better for her to be in a different environment. That was our choice, and we paid for it out of our own pockets. Never did I think that the state owed me money back for my own personal choices.

We should be focusing our collective energy and taxpayer resources on strengthening the public school system that we all rely on instead of implementing policies that chip away at the core of public schools. SB130 will increase property taxes as vouchers will reduce state aid to school districts.

A democratic society requires education that is both widespread and deep. Public schools exist to create a well-educated populace, with skills that allow our communities to thrive and our country to compete on a global scale. Our standard of living relies on solid public schools to deliver a universal standard of education that keeps us competitive in the workforce, protects our property values, and creates a critical mass of educated, responsible citizens that become productive members of society.

SB130 is a bad bill for NH. Please vote ITL on this bill.

Thank you,
Shana Potvin
233 Joppa Hill Rd, Bedford, NH 03110

Ava Hawkes

From: Jenna Pedone <usjlp@coloplast.com>
Sent: Monday, March 1, 2021 1:40 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Please SUPPORT SB-130 FN

Dear Legislators,

Thank you for what you do for NH education.

I am writing to ask your support of SB-130 FN. I have four children and each one learns different than the next. This bill would help my family have the resources we need to purchase classes, books, computers or pay for tuition if needed.

Thanks for your support of this bill.

Warm regards,

Jenna Pedone
2200 Elm St
Manchester NH 03104

Jenna Pedone | Territory Manager
Coloplast Corp | Continence Care – VT/NH/ME
Cell: 603-854-3659 | Fax: 1-855-676-2594 | Email: USJLP@coloplast.com

For Coloplast® Care Enrollment and Free Continence Samples:
send fax to 1-855-676-2594 or email care-us@coloplast.com

For Consumer Support contact Beatrice Barber:
Office: 1-866-226-6362 | Email: usbba@coloplast.com



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Ava Hawkes

From: Sue Bracy <marysuebracy@gmail.com>
Sent: Monday, March 1, 2021 1:40 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB130

My name is Mary Sue Bracy from Dunbarton, NH. I am a retired teacher of 37 years, 31 years spent at Mountain View Middle School in Goffstown, NH.

I am writing to ask you to oppose SB 130. Providing support to private/religious schools or "home-schools" is the antithesis of what we should be doing. Public schools need our support more than ever. Please don't take more money away from them.

I also find that financing parochial schools with taxpayers' money a violation of church and state. Taxpayers should not be held to pay for religious education.

Please vote against this proposed bill. Thank you!

Sue Bracy
19 Olde Mill Brook Road
Dunbarton NH 03046

Ava Hawkes

From: Dana Primiano <dpq7@hotmail.com>
Sent: Monday, March 1, 2021 2:05 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130

Dear Education Committee:

I'm a longtime NH Independent voter and I'm fed-up with the state downshifting taxes to the local level such as would occur with SB 130. I haven't been active on either side of the political divide but if Republicans continue pushing further tax obligations down to local property tax, I will actively campaign against them this next voting season.

Regards,
Dana Primiano

Ava Hawkes

From: Katy Cutshall <vivadofamily@aol.com>
Sent: Monday, March 1, 2021 2:29 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Please Oppose SB130

Dear State Senators of the Education Committee,

As two New Hampshire voters, and residents of Bedford, we ask you to oppose SB130 and either ITL or retain in committee.

SB130 has many flaws, little oversight, and is way too expensive to NH's taxpayers. It is not a bill that should move forward, being similar to HB20.

Best,
Catherine Cutshall & Mauricio Vivado
42 Strafford Ln
Bedford NH 03110

Ava Hawkes

From: Meg Kennedy <empire.staging@gmail.com>
Sent: Monday, March 1, 2021 2:56 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Support for SB130

We chose to homeschool our children this year because we disagreed so profoundly with the way our school district was making decisions and handling the education needs of our community. It is a considerable cost to us to provide the resources we need to educate our children without any support from the school district that our tax dollars fund. We feel that with an education freedom account, a family will have more flexibility in finding the right course of study for their child. We support SB130.

Thank you,
Meg & Matt Kennedy

Ava Hawkes

From: Meg Ebba <megdalen@metrocast.net>
Sent: Monday, March 1, 2021 3:07 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB-130

Educational reform is going to happen, no doubt about it. Please make New Hampshire a LEADER in innovation and access by supporting this bill!

Megan Ebba
Barrington, NH



CITY OF MANCHESTER

Joyce Craig
Mayor

March 1, 2021

Chairwoman Ruth Ward
NH Senate Finance Committee, SH Room 103
107 N Main Street
Concord, NH 03301

RE: SB 130

Dear Chairwoman Ward & Members of the Committee,

Before your committee today, you have SB130, relative to education freedom accounts. I urge the House Finance Committee recommend this bill as “Inexpedient to Legislate” to the full Senate.

As Mayor, I serve as the Chair of the Manchester School Board, am a former school board member and alderman, and two of my children are graduates of Manchester public schools -- our youngest is an 11th grader at Manchester Central High School.

The bill before you today, SB130, if passed, will cause harm to the Manchester School District, our 13,000 students, and parents, like me, who pay taxes and want the best opportunities for our children.

I believe every parent should do what is right for their children and that choice is important, but directing funds away from our public schools and into private and religious institutions is not the answer.

At a time when we’re working to bring new ideas and programs into the Manchester School District to prepare our students for the future, are actively engaging our local business community with Manchester Proud, and addressing the impacts of COVID-19, this bill would negatively impact our progress.

The “Education Freedom Accounts” created by this bill would cut adequacy dollars to school districts, and provide little oversight into the way this money will be spent. Our district would need to consider significant cuts to address this loss, which means fewer teachers, larger class sizes and reduced extracurricular activities.

Strong public schools lead to a thriving community, which offers better jobs, a strengthened tax base, safer neighborhoods, enhanced property values, and so much more. Please support our public schools – don't diminish them.

The House of Representatives appropriately voted to retain a similar bill, HB20, for further study, and I respectfully ask that you join them. Take this opportunity to oppose needless harm to the Manchester school district and school districts across the state by voting "Inexpedient to Legislate" on SB130.

Sincerely,

A handwritten signature in black ink that reads "Joyce Craig". The signature is written in a cursive, flowing style.

Joyce Craig
Mayor

House Bill 20
Testimony

Good afternoon, members of the Education Committee and interested members of the public.

It is my assumption that all members of the New Hampshire House of Representatives are proponents of accountability for the spending of taxpayer money. As I understand it, your specific role as members of the Education Committee is to consider the merits of HB 20 as presented, along with all of its intended and unintended consequences on education in New Hampshire.

I am a retired speech language pathologist. Over my 37 year career I have worked in a variety of settings: hospital settings, university settings, private school settings and public school settings. Across these settings, accountability is often woven into the fabric of the institution and its provision of medical or educational services.

Accountability is the narrow issue that I would like to address in my testimony today. I will address accountability in terms of quality of education, "quality control" as it were.

HB 20 attempts to establish, with public tax money, a parallel educational system in the state of NH, without a mention, or even an allusion to, the accountability absolutely required of the public school system of NH.

There are three legs to the school accountability stool:

- educational service providers,
- students and their academic progress
- academic content/curriculums.

The taxpayers are absolutely certain that the educational service providers in the public school system are trained in their field, many with masters degrees, and are highly qualified, certified professionals. Evidence-based best practices are the norm. These service providers are routinely and systematically evaluated for quality of performance, and if found lacking, are placed on a performance improvement plan.

In the parallel system described in HB20, there is no accounting for the quality of the educational service providers, which includes staff in sectarian and nonsectarian private schools, parochial schools, tutors, parents, and online educational services. There is no requirement for teacher certification in the parallel system.

The taxpayers are absolutely certain that the academic progress of students in their local public school is being frequently, carefully and systematically monitored. When a student's academic performance is not up to expectations, an intervention is put in place, hopefully sooner rather than later, and evaluation of the student's innate abilities, learning strengths and weakness is

conducted, if necessary. Criterion assessments, norm referenced assessments, standardized assessments, and state tests all assure that academic progress is taking place in each school relative to peers in other schools, districts, and states.

In the parallel system that this HB 20 attempts to establish, there is no mention of data collection, or assessment of academic progress, no accountability for students to reach or surpass even the minimum educational threshold that the state of New Hampshire requires of all public school students. In short, House Bill 20 does not hold a whole new parallel population to any standard level of academic progress or educational outcomes at all.

And last of all, we come to the third leg of the stool- academic content, also known as the curriculum. In the New Hampshire public school, curriculum standards exist to assure a consistency of content between grades, schools and students entering and exiting from other states. Curricula are dynamic beasts, they evolve in conjunction with improved research and development of knowledge in any field of study introduced in the public school. The public school system is responsible for keeping up with research and development in the area of curricula; it is held accountable for a quality curriculum. If the public has a concern about the content of the curriculum, there is a built in mechanism to give input, from attending school meetings, filing grievances, and even electing new school board members.

In the parallel system that this bill attempts to create, there is no mention of curriculum. As we all know, there is virtually no oversight of the curricula being used by homeschoolers and some other educational service providers. In fact, there is no provision of accountability at all in this area. Therefore, public money is being used to pay for the laissez faire delivery of unidentifiable content/curriculum, and perhaps even content that the taxpayer considers offensive, discriminatory or untrue.

The summary of my testimony is brief: HB 20 sets up a parallel educational system, using taxpayer dollars, without a shred of accountability.

As a group, the Educational Committee should demonstrate due diligence in this area of accountability. It is your responsibility to insure that public money is being spent on quality educational services, just as you expect from your public school system.

I liken it to a public works project. You would never consider outsourcing a public building renovation project without assuring that your money was spent on quality builders, quality materials and quality construction. You might even employ a "clerk of the works" to oversee the project, to insure accountability.

If you support the use of public money to fund such an endeavor as described in HB 20, then you should also exercise the due diligence, the very difficult work, required to assure a quality education to all children in New Hampshire.

Ava Hawkes

From: jremus0322@aol.com
Sent: Monday, March 1, 2021 3:35 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Senate Bill 130

Hello. I live in Hollis NH and I am opposed to Senate Bill 130.

An education is our duty to our young people. I gladly pay for it with my taxes. I am not willing to pay for vouchers to private schools.

I would like you to read a report from Duke Law School's Children Law Clinic from May 19, 2020.

The report presents a detailed six-year review of the program, which provides taxpayer-funded scholarships to low- and moderate-income students to assist with the payment of tuition at private schools. They had eleven key findings. Here are two::

1.
 - No information is available to the public about whether the students using school vouchers have made academic progress or have fallen behind. All public reporting on academic outcomes of students receiving vouchers has ended because the program's design prevents meaningful data from being available.
 - 2.
 - The central feature of the program is the provision of a government subsidy to parents who wish to send their children to religious schools. More than 90 percent of vouchers are used to pay tuition at religious schools; three-quarters of those schools use a biblically-based curriculum presenting concepts that directly contradict the state's educational standards.
 - You can read the other nine findings and the entire report at. <https://law.duke.edu/news/new-report-childrens-law-clinic-examines-nc-school-voucher-program> .
 - I appreciate your study of such a serious issue that will impact all New Hampshire taxpayers, but more importantly every young person in this state,
 - Respectfully,
 - Joanne Emus 146 Farley Rd Hollis NH 03049 (603) 465-9722

Ava Hawkes

From: Annie Rettew <abrettew@gmail.com>
Sent: Monday, March 1, 2021 3:41 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss
Cc: Ava Hawkes
Subject: Please oppose SB130

Dear Senate Education Committee,

My children went through Concord Public Schools and got an excellent education. They were given excellent attention and the care. Our schools are already struggling financially; this will make it worse. The public schools should be helped to meet the needs of all students, not hampered.

Annie Rettew, RN
603-651-7000

Ava Hawkes

From: Jan Schmidt
Sent: Monday, March 1, 2021 4:04 PM
To: Ava Hawkes
Subject: SB130 not for NH - not now - not ever

NH always comes in the top 5 of the states on education. It works here to suit the largest number of people and never excludes a child looking for a good basic education - Pass a voucher bill and you will destroy what so many have worked so hard for for so many decades -

Please ITL this destructive piece of legislation and send it to the trash bin.

Regards,
Representative Jan Schmidt
Proud Chair of the Nashua Delegation

At Home: Tesha4@gmail.com
11 Pope Circle, Nashua NH 03063
Hillsborough District 28, Ward 1 Nashua

In Concord: Jan.Schmidt@leg.state.nh.us
NH House of Representatives
Labor, Industrial, and Rehabilitative Services Committee
Room 307 Legislative Office Building



Ava Hawkes

From: rfperlstein@yahoo.com
Sent: Monday, March 1, 2021 4:07 PM
To: Ava Hawkes
Subject: SB130

Dear Senate Education Committee,

I am a Speech Language Pathologist, a parent of 3 grown children, a Concord Community member and an enthusiastic supporter of all students in our public school system. I am writing to urge you to vote inexpedient to legislate on SB 130, The Education Freedom Account Fund. In my personal experience, voucher programs and similar iterations do not reliably and consistently yield the educational results that you are hoping to achieve with this bill. While the intentions of Senate Bill 130 are well meaning and altruistic, it is fatally flawed in its conception for the following reasons:

In my personal experience, Simply giving families money to apply to a school of their choice does not guarantee that they will be able to afford the school tuition, have access to support services guaranteed by The Individuals with Disabilities Education Act, have access to transportation to take them to a private school, or receive an excellent education.

There is not a proposed method for monitoring how tax payer dollars are being used to support and educate students. Schools that receive our tax dollars must be held fiscally, ethically, and educationally accountable. Currently, private schools are not held to the same standards as public schools when it comes to addressing the individual needs of students which places students with disabilities at a disadvantage and ultimately burdens our system later when they emerge as adults who were underserved due to the implementation of a "freedom account". As a speech therapist, I have personal experience with children who attend private school, but are not able to obtain special education services at that school. Only wealthy families can afford to pay for private help.

It is possible to cherry pick from the research literature to support either opinion for, or against this bill. With this in mind, the successes or failures of educational account programs are intertwined with complexities having to do with demographics, funding, expectations, accountability, socioeconomics, religion, levels of education, and personal viewpoints. States where I have lived and worked like Ohio and Utah have seen that monitoring performances with benchmarks like test scores, accessibility, or student satisfaction are unpredictable, and do not reliably improve educational outcomes, particularly for historically underrepresented populations. SB 130 does not consider how these complexities will be managed in the real world.

How will we as a state monitor and enforce how each school spends our tax dollars, or determine whether a school is discriminating against students for religious, racial, socioeconomic, gender identity and sexual orientation reasons, or restricting access to those with disabilities (by not permitting them to attend their school, by raising their tuition so that the voucher is not sufficiently high for families to supplement, by restricting access to special services, by not providing meals to lower socioeconomic populations, or by restricting access to technology) the system we have created to equalize educational access becomes a system that perpetuates discrimination and potentially results in subpar outcomes to historically underrepresented populations or individuals from low income backgrounds.

For those who send their children to private schools, I completely understand why offsetting the cost with an education account is appealing. I can also appreciate the human desire to have choices. Let's use our tax dollars to ameliorate our public school system so that our families are excited for their children to be students in it. Strengthening our public school system will ultimately strengthen and unite our community, as opposed to dividing it by creating a "voucher"

system that sets up inequitable access which favors the wealthy, and unintentionally discriminates against those from lower socioeconomic populations, permits racial injustice, and limits access for those who have disabilities.

As a small state, we in New Hampshire have a unique opportunity to become a role model for other states on how to implement a strong public school system that can benefit all students. I urge you to oppose and dismiss SB 130.

Thank you for taking the time to read this statement and thank you for your service to New Hampshire.

Sincerely,

Rebecca Perlstein, M.S. CCC/SLP
Speech Language Pathologist

Sent from my iPad

Ava Hawkes

From: Fran Berman <fran.e.berman@gmail.com>
Sent: Monday, March 1, 2021 4:10 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130

Dear Senators,

I want to register my opposition to SB130. This bill takes precious resources away from our public schools and unfairly benefits people who have chosen private school for their children. I am especially concerned about its impact on children with disabilities. Please vote no on SB130.

Sincerely,
Fran Berman

--
Fran Berman
603-502-9503 (c)
12 Locust Ave.
Exeter NH 03833

Ava Hawkes

From: Mike & Janet Ward <jwardnh@comcast.net>
Sent: Monday, March 1, 2021 4:14 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Testimony in OPPOSITION to SB130, the School Voucher Bill - March 2, 2021

To the Members of the Senate Education Committee:

A lie is a lie no matter how many times it is repeated. School vouchers such as those proposed by SB 130 are NOT education freedom accounts. The fact is that the campaign for school vouchers is a nationally orchestrated and well-funded campaign taking place across the country to undermine our nation's largely successful system of public education. Here in New Hampshire this campaign has been aided and abetted by Governor Chris Sununu, Education Commissioner Frank Edelblut, NH State Board of Education Chair Andrew Kline, and certain state legislators.

What IS true is that the campaign for school vouchers is an attack on our democratic republic. That may sound like overheated rhetoric, so let me explain why this is true.

In 2017, in a speech before the American Legislative Exchange Council (ALEC), a corporate lobby group, then-Secretary of Education Betsy DeVos echoed Prime Minister Margaret Thatcher's statement that "there is no such thing as society." Ms. DeVos stated that in her view there should be no education "system." This school voucher campaign "is about individual parents, students, and families." So, what happens to the idea of community if each of us thinks only of our own personal and private values, and rarely if ever of PUBLIC VALUES and the PUBLIC GOOD? What happens to the UNITED States of America?

I am not here to defend schools in general. I am here to defend PUBLIC schools and their critical importance to our nation's survival. Thomas Jefferson understood that PUBLIC schools paid for by public tax dollars represented a key to the survival of our brand new democratic republic. He and other Founding Fathers knew their history, and they knew that democracy is a fragile type of government always subject to attack by what James Madison called "factions," special interests determined to take control. Public schools provided what these Founding Fathers saw as an essential foundation for our democratic republic. Public education was instituted not only to ensure the personal well-being of individual students, but also as an opportunity for young people to PRACTICE democracy by coming to know one another as they were being educated IN COMMUNITY with their fellow citizens.

The establishment of a school voucher system such as the one proposed by SB 130 would drain public tax dollars from public schools and DOWNSHIFT the cost of this effort at privatization to local property owners. SB 130 would undermine the opportunity for young citizens to be educated in PUBLIC schools in community with their fellow citizens. Instead, vouchers would "silo" students in private educational settings, depriving them of the experience of practicing democracy within their own community public schools. SB 130 would also take away MY freedom as a citizen and a taxpayer to maintain oversight as to how my tax dollars are being spent because public oversight over private learning enterprises under SB130 would be substantially reduced.

I urge all of you present today to recognize the fact that PUBLIC education serves as a critical and vital foundation of our democratic republic. Public education is a PUBLIC GOOD.

I urge you to vote against SB 130.

Janet Ward
Contoocook, NH
(603/746-4991)

Ava Hawkes

From: Jessica Sequeira <jessica.parker21@gmail.com>
Sent: Monday, March 1, 2021 4:16 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Opposition to SB130

Good afternoon -

As a resident of NH I would like to oppose bill SB130.

This bill will increase taxes and essentially only support families that can already pay for private school, increasing the educational gap and taking away from our public schools. The educational gap is a serious issue, and giving breaks for sending students to private and religious schools will only increase the problem. Taxpayer dollars are much better spent supporting our public education, as parents who choose to send their students to private and religious schools can certainly still do so without a (small portion) of the average tuition being credited back to them. This bill won't allow families without means to send their students to private/religious schools, it will simply benefit families that already do so.

This bill will hurt NH and NH children.

Thank you,

Jessica

Ava Hawkes

From: Emily Wrubel <ewrubel@gmail.com>
Sent: Monday, March 1, 2021 4:24 PM
To: Ava Hawkes; Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss
Subject: SB130

Dear Members of the Senate Education Committee,

I am a recently retired teacher after over 30 years teaching middle school students in the NH public schools and am vehemently opposed to SB130. I live in Hillsboro where recently there was an emotional school funding deliberation meeting. School funding is always a difficult issue with the tax structure in this state. Unfunded mandates, special ed costs, increased health insurance rates, and, this year, money needed to make schools safe for in-person instruction or to provide technology for remote learning have put increased pressure on property taxes.

As you know, as fewer dollars come in per student, more is needed from each taxpayer. Removing students from the school rolls and diverting state money that goes to help educate those students from the local schools is unconscionable and, should it go to parochial schools, frankly, illegal. To couch this as a "Freedom Account" and to name it after the recently deceased speaker is to try to dress it up as something good. Who wants to vote against a man who just died before taking office? Who wants to vote against freedom?

The people who could take advantage of this bill in my town are in one of two groups. One group would send their students to the christian school in town, where there is no accountability for what is taught. Those of us who are nonchristian should not be paying for someone else's religious education -- a clear violation of separation of church and state. And the other group are those who not only can afford to send their students to Derryfield or other private schools, but have the ability to ferry them there. I speak as a parent of two now grown men, one of whom graduated from Hillsboro-Deering High School, and the other who attended a prep school. The latter was able to secure scholarships that allowed him to attend. Had he not gotten the necessary funding, he would have gone to school in town. I never would have expected my fellow taxpayers to support his desire to attend a pricey school. We, of course, continued to pay our town property taxes to help ensure a quality education for others.

Removing students from a school does not reduce costs for that school. The same number of teachers are needed for a class whether there are 17 kids sitting there or 25. Teachers are not paid a per student rate. Instead it falls on a community already strapped for cash to make up the difference. People are out of work or are working fewer hours. Parents, in particular, are really stressed by juggling work and children. As it is there are many expenses the schools have had to bear beyond a normal year, and yet, here is a bill guaranteed to either increase tax bills or force the town to cut teachers and services. At our budget hearing parents were very frustrated over the cost of education in town and some sought to lay blame on teachers receiving health benefits, costs of administration and technology or arts programs. And this is all before lawmakers in Concord try to siphon off school funding for a select few.

I urge you, members of the Education Committee, to kill this bill. Do not be swayed by those who say this bill supports "freedom of education." Instead it supports the death knell of public education.

Sincerely,

Emily Wrubel
Hillsboro, NH

Ava Hawkes

From: Janelle Schilling <janelle.schilling@outlook.com>
Sent: Monday, March 1, 2021 4:27 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130

To members of the Senate Education Committee,

I am in favor of this bill. I have a young son who is not in school but I've had to witness the trials of many co-workers with school age children due to Covid-19 and remote learning. It has taken its toll on both parents and children. This would be a great way to alleviate that burden and make the learning environment more conducive to the individual needs of the child. Thank you for your time and service to our state.

Schilling, Pittsfield

Janelle Schilling

"Let your passion outweigh your fear."

Hello,

3/2/21

My name is Jane Duarte; I support SB 130 and ask that my written testimony be kept in the bill's permanent record.

As a parent who chose both NH non-public and public schools to educate my children I support both SB 130 and strong public schools. When sending our children to non-public school we learned that our students could only receive services if they attended public school. Eventually, one child would end up being evaluated at UNH as a middle school student. We would pay out of pocket for needed services. Later, I would learn more about the scientifically-based services that my student received. There was no reason to withhold needed services. The non-public school that my children attended accepted Child Benefit Services; RSA 189:49 (CBS). Over 7 years we would try to access CBS law and the corresponding grant RSA 198:22. SB 130 is a modernized version of those 1970's NH laws. However, there are 3 differences:

1. The *Base Adequacy* grant is a standardized funding source,
2. Oversight is centralized instead of being the responsibility of local school districts and
3. A form is used to access grant funding.

As property-tax payers here in NH, if you pay taxes and are eligible for services you should be able to equally access them. Pointing out an additional state law that focuses on equality in education (RSA 186:11:33), or a pertinent NH or U.S. Supreme Court rulings, or sharing how we paid for health-related, educational needs and teaching and testing supplies at our non-public school but not at public school, didn't make a difference. For many years we had students in both non-public and public school at the same time. We would submit the same federal tax return; filed from our same address but it didn't matter. We could read about CBS and related laws and rulings and talk about them but we couldn't use them. SB 130 will be a law that can be used.

If you are curious about CBS law, there is a link on the NH Department of Education website or go directly to the U.S. Department of Education and look for the *State Regulation of Private Schools* report. This report was updated by President Obama's Education Secretary, Arne Duncan. I hope that you join me in supporting SB 130; an updated combination of NH laws that were passed 50 years ago. Thank you.

Kind regards,

Jane Duarte
Brentwood, NH

Ava Hawkes

From: Phil Stockwell <philstockwell@yahoo.com>
Sent: Monday, March 1, 2021 4:48 PM
To: Ava Hawkes
Cc: Ruth Ward; Becky Whitley
Subject: SB130

It is my firm belief that SB130 if passed would be radical departure from a long tradition of separation of church and state in New Hampshire. As a seventh generation native the observance of this tradition has been instilled in my family since the adoption of the New Hampshire Constitution. Any use of public funds to support private or religious education is a violation of that constitution and a fracturing of the public support for our tax supported school system which should be adequately funded in all communities and clearly is not. That's a serious issue that the New Hampshire Senate needs to spend it's energy fixing. I am strongly opposed to SB130!

Ava Hawkes

From: Justin Monninger <justin.monninger@gmail.com>
Sent: Monday, March 1, 2021 5:24 PM
To: Ava Hawkes
Subject: NH SB130

Hello,

My name is Justin Monninger. I am a resident of Warren, NH and I object to the proposed Senate Bill SB130 regarding "EFA's".

The bill as I see would drain millions from public schools. This voucher style program would put an even larger burden on local property tax payers, while sending resources out-of-district to private and religious schools with zero oversight.

Our students, teachers, and tax-payers deserve better than this regressive legislation. Please protect our students.

-Justin Monninger

Ava Hawkes

From: Kristin Bonny <kristin.bonny@gmail.com>
Sent: Monday, March 1, 2021 5:26 PM
To: Ava Hawkes
Subject: SB130

I am writing to ask the Senate to vote no on SB130.

My son has severe physical disabilities that require him to use a power wheelchair to get around. He also requires total care for toileting, dressing, and eating. He has respiratory issues that require nursing services during his school day. He has also recieved Physical, Occupational and Speech Therapy at school. You may not be aware but often times insurance wont cover therapies that should be covered at school. He also has a 1:1 LNA for 4 hours a day. The amount of money spent on my son so that he can have a free and appropriate public education is thousands of dollars over the amount per child that is provided for each student who goes to public school.

I looked into sending him to a charter school that specializes in music and arts when he was a freshman. Like many parents I thought that a smaller school would be a better fit and he is a musician. I went to the open house and determined that the facilities were accessible and decided that he should do a shadow day there. This was something that they recommended at the open house. When I called to schedule the shadow day I explained his situation and sheduled him. The principal called back later that day and said that they didnt think that their school was a good fit because of his disabilities. I am not the only one who has a story like this.

And what if I had sent him anyway because that is his right. If they didn't comply with his IEP and I had to send him back to the public school. The public school would have even less because the money they would have received for him stays with the charter school for that year.

I work at a public school that has a high number of students with needs beyond a typical student. These students need behavior specialists, ABA services, OT, PT, Speech, and counseling just to name a few. The amount of money spent on many of these students is above the per child allotment. Many of these students would not be able to receive the services that they need at a charter or private school. If we take money from public schools to send to charter and private schools that leaves less money to provide the necessary services for these students. Please do not take money away from these kids. They should be allowed to realize their potential just like any other student. They need extra support and that costs money. Please vote no on SB130.

Thank you for taking time to read my testimony.

Sincerely,

Kristin Bonny

Ava Hawkes

From: Janet Casey <jancasey@gsinet.net>
Sent: Monday, March 1, 2021 5:36 PM
To: Suzanne Prentiss; Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi
Cc: Ava Hawkes
Subject: Oppose SB130

Dear Education Committee,

I oppose SB130.

Why?

1. Fix New Hampshire's *embarrassing* public school funding problems (50th worst of the 50 states). Don't sweep the problem under the rug and try another scheme.
2. Stop disrespecting taxpayers wishes by *giving away their hard earned tax dollars* to people who don't need help while public school children and their parents continue to suffer.

NH public schools served my 3 children very well. They all graduated at the top of their class, attended excellent colleges and have advanced degrees. It is a top-notch education. If you could just get the funding right once and for all and stop raising property taxes!

Thank you.

Janet Casey

Ava Hawkes

From: Caroline Siecke <csiecke@comcast.net>
Sent: Monday, March 1, 2021 5:37 PM
To: Ava Hawkes
Subject: SB 130

I am writing to voice my opposition to SB130. My understanding is that public sentiment has been overwhelmingly against this proposed bill. If this deliberative body is meant to reflect the will of the people, then this bill should be voted down as quickly as possible.

Thanks,
Caroline Siecke

Sent from my iPhone

Ava Hawkes

From: Kristi Wellenberger <kristi.wellenberger@gmail.com>
Sent: Monday, March 1, 2021 5:46 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130

Good Evening,

I would like to express my strong opposition to SB 130. This bill is NOT in the best interests of our students or families. As a mother and a teacher, I respectfully ask you to please vote NO on this bill.

Thank you,

Kristi Lockhart
NH resident

Ava Hawkes



From: Nikolas Nartowicz <nartowicz@au.org>
Sent: Monday, March 1, 2021 5:53 PM
Subject: Oppose SB 130
Attachments: 03-01-2021 NH SB 130 (ESA) FINAL.pdf; NCPE Oppose Vouchers.pdf; NCPE Vouchers Don't Work in Rural Areas.pdf

Dear Senator,

Please find attached a letter and enclosures opposing SB 130, which would create a private school voucher program. In addition to the fact that public schools are bracing for COVID-related budget cuts, this bill should be rejected because vouchers don't work, fund discrimination, and violate religious freedom. Please let me know if you have any questions.

Thank you,

Nik Nartowicz

Nik Nartowicz
State Policy Counsel
Americans United for Separation of Church and State
1310 L Street NW, Suite 200 - Washington DC - 20005
202-466-3234 ext. 230 | nartowicz@au.org
www.au.org |  



Nikolas Nartowicz
State Policy Counsel

(202) 466-3234
(202) 898-0955 (fax)
americansunited@au.org

1310 L Street NW
Suite 200
Washington, DC 20005

March 1, 2021

The Honorable Ruth Ward
Chair
Committee on Education
New Hampshire Senate
107 North Main Street
Concord, New Hampshire 03301

The Honorable Erin Hennessey
Vice Chair
Committee on Education
New Hampshire Senate
107 North Main Street
Concord, New Hampshire 03301

Re: Oppose SB 130 -Private School Vouchers Are Bad Education Policy

Dear Chair Ward and Vice Chair Hennessey:

On behalf of the New Hampshire members and supporters of Americans United for Separation of Church and State, I write to urge you to oppose SB 130. This bill would create an education savings account (ESA) program—also known as a private school voucher—that would fund private school education. Our public schools, which are dealing with economic uncertainty and increased costs due to the pandemic, should not be stripped of public funds. In addition, this bill should be rejected because vouchers don't work, fund discrimination, and violate religious freedom. Public dollars should fund public schools, which serve 90% of America's schoolchildren.

New Hampshire Should Not Drain Additional Funds from Public Schools During the Pandemic

Especially at this time, when the COVID-19 pandemic has led to unprecedented challenges for our public-school system, the legislature should not direct additional funding to private schools. Public schools face mounting costs to ensure that students are able to safely and appropriately receive the education and services they need. At the same time, these schools are facing significant revenue loss because of the economic recession. Public schools across the state face a loss of \$89 million in state funding.¹ If we do not sufficiently fund our public schools, there is no fall back.

Furthermore, New Hampshire private schools have already received at least \$25 million in forgivable loans through the federal Paycheck Protection Program (PPP).² For example, the

¹ *Loss of \$89 Million in State Funding Could Mean Budgetary Collapse for NH Schools, Reaching Higher NH*, Jan. 21, 2021.

² This number is an estimate based on the midpoint of possible PPP large loan ranges. It does not include any loans that New Hampshire private schools may have received for amounts below \$150,000. Samantha Sokol, et al., Ams. United for Separation of Church & State, *The Paycheck Protection Program Has Provided Billions in Federal Funds to Private and Religious Schools*, 6 (Jul. 29, 2020).

Holderness School, where tuition can cost more than \$66,000 a year, received between \$2 to \$5 million.³ In contrast, New Hampshire public schools, which were excluded from accessing PPP funding, only received \$37 million in Elementary and Secondary School Emergency Relief (ESSER) Funds.⁴ In short, a few dozen private schools received more than two-thirds as much CARES Act funding as the entire New Hampshire public school system. Congress also recently passed another COVID relief bill that provides federal funding for assistance and services in private schools. The legislature, therefore, should not send more money to private schools when public schools face extreme budget shortfalls.

Voucher Programs Don't Work

Private school vouchers do not improve educational outcomes. Studies of the Indiana,⁵ Louisiana,⁶ and Ohio⁷ voucher programs revealed that students who used vouchers actually performed *worse* on standardized tests than their peers not in voucher programs. And studies of long-standing voucher programs in Milwaukee,⁸ Cleveland,⁹ and Washington, DC¹⁰ found that students offered vouchers showed no improvement in reading or math over those not in the program. With a record proving they don't work, there is no justification for funneling more money into vouchers.

Voucher Programs Don't Serve Rural Students

Half of New Hampshire's public schools are in rural districts, and these schools serve more than one-third of the state's students.¹¹ Vouchers, however, don't provide an actual choice for students in these districts. Rural communities have few, if any, private school options. And students aren't guaranteed access to these schools, which have limited enrollment and may deny admission to students for any number of reasons. If students are able to gain admission with a voucher, they are generally still required to endure long, costly commutes. Vouchers are also especially harmful to the public school systems serving large rural areas because costs for facilities, transportation, administration, and instruction for public schools stay constant while state funding decreases.

³ *Id.* at 5.

⁴ U.S. Dep't of Educ., Elementary and Secondary School Emergency Relief Fund State Allocations Table (last visited Jan. 28, 2021).

⁵ Megan Austin, R. Joseph Waddington, and Mark Berends, Voucher Pathways and Student Achievement in Indiana's Choice Scholarship Program, 22, Russell Sage Found., 2019.

⁶ Jonathan N. Mills and Patrick J. Wolf, The Effects of the Louisiana Scholarship Program on Student Achievement after Four Years, 2, Univ. of Ark., May. 2019.

⁷ David Figlio and Krzysztof Karbownik, Evaluation of Ohio's EdChoice Scholarship Program: Selection, Competition, and Performance Effects, 32, Fordham Inst., Jul. 2016.

⁸ Patrick J. Wolf, The Comprehensive Longitudinal Evaluation of the Milwaukee Parental Choice Program: Summary of Final Reports, 7, School Choice Demonstration Project, Univ. of Ark., Apr. 2010.

⁹ Jonathan Plucker et al., Evaluation of the Cleveland Scholarship and Tutoring Program. Technical Report 1998-2004, 166, Ctr. for Evaluation & Educ. Policy, Univ. of Ind., Feb. 2006.

¹⁰ Ann Webber et al., Evaluation of the DC Opportunity Scholarship Program: Impacts Three Years After Students Applied, 4, U.S. Dep't of Educ., May 2019.

¹¹ Daniel Showalter et al., Why Rural Matters 2018-2019, 122, Rural School and Community Trust, Nov. 2019.

Voucher Programs Fund Discrimination

Public schools are open to and must serve all students. Private schools accepting vouchers, however, often deny students admission or expel them for a number of reasons, including based on their religion, sexual orientation, gender identity, academic abilities, disciplinary history, or ability to pay tuition. And private schools do not have to abide by federal civil rights laws that apply to public schools. For example, students with disabilities that use a voucher would forfeit many of the protections provided to students under the Individuals with Disabilities Education Act (IDEA) because they are considered parentally placed in private schools and lose the quality and quantity of services available to students in public schools.

Moreover, private religious schools can discriminate against employees by claiming an exemption from employment nondiscrimination provisions under Title VII of the Civil Rights Act and the ministerial exception.¹² Private religious schools have used religion as a basis to fire teachers for their reproductive health choices,¹³ refuse to hire a teacher because of the belief that a mother should stay at home with her children,¹⁴ and fire a teacher because he is in a same-sex marriage.¹⁵ No school that receives public funds should be able to discriminate against a student or employee because of who they are.

SB 130 Would Violate Religious Freedom

New Hampshire's existing voucher program primarily funds religious schools,¹⁶ and there is no reason to believe this voucher would be different. Yet, one of the most fundamental principles of religious liberty is that government should not compel any citizen to pay for someone else's religious education. Indeed, this principle is enshrined in the New Hampshire Constitution.¹⁷ Passing SB 130 would send more money to religious schools in violation of this core religious freedom protection.

Conclusion

For all the above reasons, Americans United opposes SB 130. I have enclosed with this letter two documents outlining further some of the problems associated with vouchers. Thank you for your consideration on this important matter.

¹² See 42 U.S.C § 2000e-1; *Hosanna-Tabor Evangelical Lutheran Church & Sch. v. E.E.O.C.*, 565 U.S. 171, 194 (2012) (teacher considered a minister for purposes of ministerial exception was barred from bringing an employment discrimination suit under the ADA); see also *Our Lady of Guadalupe Sch. v. Morrissey-Berru*, 140 S. Ct. 2049 (2020).

¹³ See, e.g., *Herx v. Diocese of Ft. Wayne-South Bend Inc.*, 48 F. Supp. 3d 1168 (N.D. Ind. 2014); *Ganzy v. Allen Christian Sch.*, 995 F. Supp. 340 (E.D.N.Y 1998).

¹⁴ See *Ohio Civil Rights Comm'n v. Dayton Christian Schs., Inc.*, 477 U.S. 619 (1986).

¹⁵ See Dep't of Justice, [Justice Department Files Statement of Interest in Indiana Lawsuit Brought by Former Teacher Against Archdiocese](#) (Sept. 27, 2019).

¹⁶ In 2016, 85 percent of students attended private religious schools. Mary Wilke, *My Turn: How Exactly Would Our School Voucher Money Be Spent?*, Concord Monitor, Jan. 2, 2018.

¹⁷ N.H. Const. art. VI.

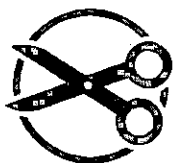
Sincerely,

A handwritten signature in black ink, appearing to read "Nikolas Nartowicz". The signature is fluid and cursive, with a long horizontal stroke at the end.

Nikolas Nartowicz
State Policy Counsel

cc: Members of the Senate Education Committee

Private school vouchers take many names, including “scholarship” programs, tuition tax credits, education savings accounts, and portability schemes. Regardless of what they are called, they use public dollars to fund private schools and divert scarce resources away from the education system that serves 90% of American children.



Private school vouchers undermine public schools by diverting desperately needed resources away from the public school system, which accepts all students, to fund the education of a few, select voucher students. Given the fiscal constraints at the federal, state and local level we simply cannot afford to fund two different education systems—public and private—on our taxpayers’ dime.



Private school vouchers do not save taxpayer money. In voucher programs, the public schools from which students leave for private voucher schools are spread throughout a school district. The reduction in students from each public school, therefore, is usually negligible and does not decrease operating costs of those public schools. That is one of the reasons why some voucher programs have resulted in multi-million dollar deficits and tax increases.



Private school vouchers do not improve academic achievement. Repeated studies of voucher programs across the country show that vouchers do not result in better test scores for students, and in many states, have led to declines in academic achievement.



Private school vouchers do not lead to improvements in public schools. There are many, proven ways to improve public schools such as reducing class sizes, offering a well-rounded curriculum and increasing parental engagement. Resourcing our neighborhood public schools so that students have inviting classrooms, well trained teachers, and support services such as health care, nutrition and after-school programs will ensure our children can compete in the global economy.



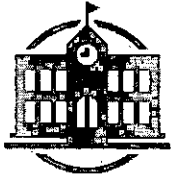
Private school vouchers do not offer real choice. Vouchers give a choice to private schools, rather than parents and students. Voucher programs are governed by different laws in different states, but most allow private schools to accept taxpayer dollars but still reject students with vouchers for a variety of reasons, ranging from disability to ability to pay. And, even with vouchers, most parents still cannot afford the full cost of attending a private school.



Private school vouchers fail to provide accountability to taxpayers. Most voucher programs lack accountability measures, and according to studies of voucher programs, many also lack proper oversight to ensure they meet even the minimal standards that do exist.



Private voucher schools do not provide students with the same rights and protections they would otherwise have in public schools, such as those in Title VI, Title IX, the Individuals with Disabilities Education Act, Title II of the Americans with Disabilities Act, and the Every Student Succeeds Act. And, students who attend private schools using vouchers are stripped of the First Amendment, due process, and other constitutional and statutory rights offered to them in public schools.



Private school vouchers violate the fundamental principle of religious freedom because they fund religious education with taxpayer funds. They also threaten the autonomy of religious schools by opening them up to government audits, control, and interference.



Private voucher schools do not adequately serve students with disabilities, often failing to admit them or provide them the same quality and quantity of services available to students in public schools, including those mandated under each student's individualized education plan (IEP).



Private school vouchers do not adequately serve low-income students because the cost of tuition and fees at schools that accept vouchers generally exceeds the amount of the voucher, making voucher schools unaffordable for most low-income families.



Private school vouchers often fund poor quality schools. Because voucher programs lack accountability and oversight, vouchers often fund poor quality schools, including those that employ teachers with no credentials, operate from dilapidated buildings and lack proper facilities, and teach questionable curriculum.

The **National Coalition for Public Education** comprises more than 50 education, civic, civil rights, and religious organizations devoted to the support of public schools. The missions of NCPE's member organizations greatly vary, yet we are united in our position that Congress should not expand existing or create new federal voucher programs.

Private School Vouchers Don't Work in Rural Areas

More than one in four schools in America are rural and nearly one in five students attend a rural school, which is approximately 8.9 million students. Of those rural students, nearly half of rural students are from low-income families, more than one in four is a child of color, and one in nine has changed residence in the previous year. In 23 states, a majority of rural students are from low-income families. On average, 3.5% of rural students are considered English language learners, but many districts have much higher percentages.¹

Roughly half the nation's rural students live in just 10 states and at least half of public schools are rural in 13 states. At least one third of all schools are rural in 12 other states.² Growth in rural school enrollment continues to outpace non-rural enrollment growth in the United States, and rural schools continue to grow more complex with increasing rates of poverty, diversity, and students with special needs. Public schools, which are bound by federal civil rights laws, are the most well-equipped to serve this diversity of students.

Rural Areas Lack Actual School Choice

Unlike the typical suburban middle class or urban family, rural families have few access points to schools other than their in-district local public schools. For example, while 92% of urban families have access to one or more private schools within five miles, only 34% of rural families have access to such a choice.³

In addition to logistical challenges, there are also financial challenges. For rural states like Nebraska,⁴ adequately financing rural public schools is already difficult. Even public school choice options like charter schools, which are financed through public revenues, have yet to flourish in many rural areas. Given these challenges, voucher programs in rural states are rare. Indeed, of the most states where more than half the students attend rural schools⁵ only three (Oklahoma, Mississippi and New Hampshire) currently have voucher programs.

¹ Daniel Showalter, et al., Rural Sch. & Comty. Trust, *Why Rural Matters 2015-2016: Understanding the Changing Landscape* (2017).

² *Id.*

³ Kristin Blagg & Matthew M. Chingos, Brookings Ctr on Children & Families, *Who Could Benefit from School Choice? Mapping Access to Public and Private Schools*, Evidence Speaks Reports, Vol 2 #12 (2017).

⁴ Daniel Showalter, et al., Rural School & Community Trust, *Why Rural Matters 2015-2016: Understanding the Changing Landscape* (2017).

⁵ *Id.*

There Are Significant Barriers to Choice in Rural Areas

Transportation is challenging. Rural schools face significant challenges in transporting children between their homes and their schools. "Rural schoolchildren were more likely than their suburban counterparts to have bus rides of 30 minutes or longer. Their rides also tended to be more arduous, traversing poorer roads and more hilly or mountainous terrain than those experienced by suburban students."⁶ Rural districts can spend twice what urban districts spend per pupil on transportation.⁷ And there are other costs that come with longer commutes: when students spend more time commuting, that means less time to participate in extracurricular activities, do their homework, or help out at home, as well as increased safety issues for children leaving for school and arriving home in the dark.

Another major hurdle in bringing vouchers to rural communities is that the public schools are more than just places for children to learn: they serve a critical social and economic function by serving as the primary employer of small communities, offering healthcare for children and adults alike, and frequently offering food pantries, breakfast or lunch programs and night classes. A decision by a rural family to withdraw a child from the public school and enroll them elsewhere doesn't mean that the family disconnects from the school—it simply means that the school has fewer resources to provide the non-educational benefits critical for community members.

And with lower average enrollments, rural schools encounter diseconomies of scale as they attempt to spread the cost of facilities, transportation, administration, and instruction over a smaller revenue stream.⁸ If enrollment for rural schools declines further, it will only increase the challenge of providing federally mandated programs for students in special education, English-language instruction, and ensuring students have access to school personnel and curriculum.

Private School Vouchers Are Untenable in Rural Areas

Even conservative education leaders like Chester Finn, who helmed the Thomas B. Fordham Institute, agree that private school choice is untenable in rural schools. "Choice, save for the virtual kind, is harder to make work in spread-out suburbs, small towns, and rural areas, where one seldom has workable access to multiple schools," Finn wrote. "I strongly suspect that most Trump voters with kids—to the extent that education is on their minds—are chiefly interested in having their current schools work better, ensure a decent and prosperous future for their students, including readiness for real jobs."⁹

⁶ Aimee Howley & Craig Howley, *Rural School Busing: ERIC Digest* (2001).

⁷ Kieran Killeen & John Sipple, Rural Sch. & Comty. Trust Pol. Program, *School Consolidation and Transportation Policy: An Empirical and Institutional Analysis* (2000).

⁸ Jesse Levin, et. al., Inst. Of Educ. Sciences Nat'l Ctr. For Educ. Evaluation & Reg'l Assistance, *Do Schools in Rural and Nonrural Districts Allocate Resources Differently? An Analysis of Spending and Staffing Patterns in the West Region States*. (2011).

⁹ Chester E. Finn, *Do Trump Voters Want Vouchers*, Fordham Inst., (Dec. 9, 2016).



The **National Coalition for Public Education** comprises more than 50 education, civic, civil rights, and religious organizations devoted to the support of public schools. Founded in 1978, NCPE opposes the funnelling of public money to private and religious schools through such mechanisms as tuition tax credits and vouchers.

Ava Hawkes

From: Jack Blodgett <jcblodgett@comcast.net>
Sent: Monday, March 1, 2021 6:02 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SD 130

Dear Members of the Senate Education Committee,

Having already indicated my opposition to HB 20, I'd like to propose that legislators in favor of SB 130 and its potentially massive diversification of "purpose" in K-12 education be reminded of New England's traditional "common schools" and their historical purpose of "maintaining the preeminence of the godly."

In those days, "godly" meant just what it sounds like: a curricular orientation around religious principles of conduct - combined with a common knowledge base - that our leaders believed would equip young people for civil and knowledgeable participation in a democracy. Today, we've dropped the religious orientation for reasons well known to legislators, and we have sought to replace it with a set of expectations for behavior - behavior not always in evidence in every public school, but usually expected nonetheless. Among those expectations, for example, is learning to understand and respect the experience and perspective of people different from oneself.

SD 130, we must realize, represents a giant step toward eradicating any such expectation, along with the common knowledge base that undergirds the importance of such an expectation in the first place. The common schools' purpose in building a citizenry where the *greatest majority of its people* have had the opportunity to learn and practice a common set of standards of conduct and reasoning - as you might acknowledge - should again become a priority. SD 130 would guarantee - through its inevitable splintering and diversifying effect on the "public" part of public education - that any good faith efforts to do better with our schools and thusly with our nation will be subjugated to whatever naturally self-interested parent figures is best for his or her child only. Imagine.

It would be much, much better to *rebuild* New England common schools for today's world rather than set the stage for creating a galaxy of fragmented, unavoidably partisan-tainted, inevitably unaccountable "entities" without a sense of meaningful purpose as a whole - the future perhaps unintentionally posited by SB 130.

Jack Blodgett
New Boston, NH

Ava Hawkes

From: ingrid markman <ingrid.markman@gmail.com>
Sent: Monday, March 1, 2021 6:04 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: I strongly oppose SB 130

Dear Education Committee,

I strongly oppose the SB 130. This bill will have a devastating effect on public schools of which we in New Hampshire have much pride. From what I can see in the bill there are no provisions to prevent discrimination or accountability of how this money is spent. There is no income limit on who can receive this money and will leave socio economically challenged families behind. Children who have disabilities will have to be served by the public schools, as many private and even charter schools do not provide the needed services. This means additional expense for the public schools who cannot turn away any child as private schools can.

Having worked in public schools for the last 30 years I know what it means to have money taken out of the schools. In the end children suffer.

Thank you,
Ingrid Markman
102 N. Pepperell Rd.
Hollis, NH

Ava Hawkes

From: ingrid markman <ingrid.markman@gmail.com>
Sent: Monday, March 1, 2021 6:11 PM
To: Ava Hawkes
Subject: SB 130

I strongly oppose the SB 130. This bill will have a devastating effect on public schools of which we in New Hampshire have much pride. From what I can see in the bill there are no provisions to prevent discrimination or accountability of how this money is spent.

There is no income limits on who can receive this money and will leave socio economically families behind. Most private schools cost between 15,000 - 20,000/year. Clearly the only ones to benefit from this account are those who can afford private school and more than likely already paying for it.

Children who have disabilities will have to be served by the public schools, as many private and even charter schools do not provide the needed services. This means additional expense for the public schools who cannot turn away any child as private schools can.

Having worked in public schools for the last 30 years I know what it means to have money taken out of the schools. In the end children suffer. Please do not vote for this - keep the money in our public schools where it was intended.

Ava Hawkes

From: Lucinda Hope <lmhope46@gmail.com>
Sent: Monday, March 1, 2021 7:07 PM
To: Ava Hawkes
Subject: Constituent OPPOSED to SB130

Members of Senate Education Committee,

When we the residents of NH pay our ever increasing property taxes each year, the portion for "schools" is for public schools. Public schools have existed here even before we were an independent country ... because educated citizens are essential for a healthy & free society.

I strongly oppose this bill, and all bills or programs which even suggest it's alright to take money from our public school systems.

I believe that most of your constituents are not aware of this bill. And if they are, I doubt if they know property taxes will increase if SB130 passes.

Sincerely,

Lucinda Hope, M.Ed.

Ava Hawkes

From: James Farquhar <jfarquhar1964@gmail.com>
Sent: Monday, March 1, 2021 7:11 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB130

I oppose SB130. I do not think that public tax payer money should be used to fund private schools and the parents who are fortunate enough to be able afford to pay the tuition for private schools. This will lead to higher taxes for everyone, and deprives public schools of the resources they need to make sure everyone gets a minimum level of education to be able to function in a 21st century high tech world.

James Farquhar
Greenfield NH

Ava Hawkes

From: William Thomas <nhvfp@comcast.net>
Sent: Monday, March 1, 2021 7:19 PM
To: Ava Hawkes
Subject: SB 130

Dear Chairperson Ward and Education Committee members,

The advocates of the Education Freedom Account program, Senate Bill 130, and presumably the majority, if not all Republican NH State Senators will vote for this bill which is favored by former Education Secretary, Betsy DeVoss, current NH Commissioner of Education, Frank Edelblut, and the various conservative foundations which have financed legislative efforts across the US backing vouchers/ESAs. Among these family foundations are the Walton, the Koch, the Bradley, and the Mercer family organizations.

I have said it before and will repeat it again. Public schools have been the backbone of our diverse and pluralistic society in that all children are offered the opportunity to learn and to advance as caring and thinking human beings. These out of state foundations and the numerous think tanks and agents they help finance such as the American Legislative Exchange Council (ALEC), the State Policy Network (SPN), Americans for Prosperity and NH's own Josiah Bartlett Center for Public Policy, all seem to think that the "free market" solves all problems. These organizations apparently see public schools, public libraries, public roads and sidewalks, Social Security, Medicare, Medicaid, and even the Veterans Administration, as "socialistic."

As far as offering parents' "choice" in picking an education that "fits" their children "rather than tying them to the one that's closest," I would counter that the upper middle class might be able to use some of that state taxpayer money to send their children to a private school such as the Tilton School or to Brewster Academy or to an elite religious school, but many working class families would find it difficult to raise enough money to send their children to such elite schools with an educational savings account. The ones making "choices" concerning schools are those previously mentioned "family foundations" whose goal appears to be to rid America of public schools and to inculcate in our young people the mantra of "free enterprise" and the "free market" as the panacea to all of our problems. It once shocked me to learn that these conservative groups referred to public schools as "government schools." Wow! So it seems to many conservatives (Republicans) that such schools are little bastions of socialism!

One result of implementing these ESAs would be to create a kind of new segregation of children based on class or a family's socio-economic status. As I see it, that would be un-American and unethical and detrimental to our young people and to our society.

Many NH public school systems continue to be underfunded and some are understaffed. So, taking state taxpayers' money to give to parents to send their kids to private and religious schools will harm public schools as almost all have fixed costs which must be funded. As understood, these vouchers would not be enough to pay for students' "transportation, special education services, and various "other essential services."

How will the state legislature know whether ESAs are working? Will the measuring stick include "parental satisfaction," or will the effectiveness of the program be based on outcomes, not satisfaction? Quoting from a U.S. News article: "In Arizona, participating students must take some kind of assessment, the details of which are still being determined.

What is the bottom line involved here? The United States of America's greatness as a nation rests upon one major cornerstone and that is and was the establishment of public schooling. Please oppose SB 130 and support our public schools.

William Thomas. 27 Margate Drive

Ava Hawkes

From: Dave Canedy <nhkac1@gmail.com>
Sent: Monday, March 1, 2021 7:30 PM
To: Ava Hawkes; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Erin Hennessey; Ruth Ward
Subject: Opposition to SB 130

I am writing in opposition of SB 130. There is natural disparity in education quality by the reliance on property taxes for school funding. If school funding is further compromised by taking money from tight budgets to pay for vouchers, it will impact the quality of public school education overall. Private schools are not obligated to provide special education services to students with disabilities. However, if a family places a child in a private school, and the child is determined to have educational disabilities, the public school must develop a plan and offer services to fulfill that plan. That would stress special education departments by having to provide satellite services or contract with providers to service the children in private settings.

It is my understanding that vouchers would not cover the total cost of typical private school expenses. Therefore, families from lower socio-economic circumstances would be excluded from an option to attend private schools. The populations in public schools would become more representative of students with educational disabilities, and/or from lower socio-economic demographics. Our country historically established a public education system, with the objective to offer equal educational opportunity to American children. The voucher plan would weaken and work against the system we have established. The present funding of schools is often inadequate; we don't need to reduce funds.

Kathy Canedy M Ed; MST
12 Hillcrest Drive
Hampton Falls, NH 03844

Sent from [Mail](#) for Windows 10

Ava Hawkes

From: Natalie Rotondi <missnatalie13@hotmail.com>
Sent: Monday, March 1, 2021 7:32 PM
To: Ava Hawkes
Subject: Opposing SB130

Good evening,

I am unavailable tomorrow morning to testify in opposition to SB130, but appreciate the committee reading this testimony.

This bill is extremely vague as to what qualifies as an educational provider. This leaves room to be abused. A basic public education is what our taxpayer dollars contribute to - whether or not we have school-aged children enrolled in a public school district. To want a child to be further enriched with a religious education or some other quality is a guardians prerogative, however, our taxpayer dollars are not dog-eared for any qualities other than a foundational education. Just as my retired neighbor continues to pay property taxes contributing to our school districts budget, so should my neighbor wanting a different or superior education for their child. I say superior because each households returned tax dollars are extremely unlikely to fully cover the cost of a private education. This is the point: a community pools its financial resources to provide its children a quality public education.

We risk bankrupting a budget direly needed by our community's most vulnerable children, who do not have another choice. Not to mention a very real risk of additional blows to the job and financial security of our public educators, who have spent money to be qualified for these positions they consider to be a calling.

Thank you, and happy to answer questions should there be any.

Mrs. Natalie Rotondi
Crestwood Lane, Milford, NH

Ava Hawkes

From: Susan Jamback <susanjamback@gmail.com>
Sent: Monday, March 1, 2021 7:36 PM
To: Ava Hawkes
Subject: Opposition to SB130

Hello Ava,

I want to express my opinion regarding SB130.

I am the product of an excellent public school education from the states of NJ and GA. It was clear to me that the curriculum in NJ was far superior to GA, but the life skills I obtained in GA were unprecedented. As a result of the 1971 Supreme Court ruling to desegregate public schools, I attended what had been an all black school in Savannah, GA.

Several "Christian" private schools popped up across the city, but few were certified, and therefore, students who transferred to those schools had a difficult time being accepted to college. I did not experience the same barrier and was accepted to a highly competitive liberal arts college, later secured my MBA, and had a successful career in healthcare administration. Additionally, I have a much better understanding of the burdens placed upon people of color in our society which I witnessed first hand.

Students that attend charter schools, private religious schools, or are home schooled miss out on critical social interactions that broaden one's awareness within society. Additionally, multiple medical professionals identified negative impacts on students that had limited social interactions as a result of Covid-19. An article published by Elsevier Public Health Coalition stated that epidemics or pandemics, such as COVID-19, produce potential risks to child development due to the risk of illness, protective confinement, **social isolation**, and the increased stress level of parents and caregivers. Healthline quoted Amy Learmonth, PhD, Clinical Psychologist, "Among those relationship skills, Learmonth says kids in late childhood and adolescence are learning how to both find and provide support to their friends, **developing the skills for building trust and dealing with betrayal.**"

Clearly, optimal childhood development occurs outside the home and outside homogeneous schools. Therefore, I oppose SB130 and hope you understand the ramifications of this bill on students, not to mention the financial burden this will place on public schools and taxpayers.

Most sincerely,

Susan Jamback
Dunbarton, NH

Ava Hawkes

From: Rebecca Osburn <rosburn96@gmail.com>
Sent: Monday, March 1, 2021 7:53 PM
To: Ava Hawkes
Subject: SB130

As a taxpayer I strongly oppose taxpayer being allocated to support private schools and home school programs . These are public funds that should support public programs. In order to build a society with community based values school programs need more money not less.

As a parent of children who did not require any special services I feel public education helped my children become quality and compassionate individuals. They were educated by certified educators that have met the educational requirement to teach in the state of NH. I have no interest in financially supporting private programs with my tax dollars.
Rebecca Osburn

Sent from my iPad

Ava Hawkes

From: Katherine Stebbins Remesch <katherinestebbins@gmail.com>
Sent: Monday, March 1, 2021 8:15 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB130

Dear Senate Education Committee Members;

SB130 is a BAD bill for New Hampshire. It does not protect against discrimination and will damage our public schools. We need to invest in our public school system immediately.

Sincerely,
Katherine Remesch
Hollis, NH

Ava Hawkes

From: Laura finocchiaro <lfinocchiaro93@gmail.com>
Sent: Monday, March 1, 2021 8:26 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB130 Oppose

Good Evening,

I am writing to encourage you to oppose SB130. There are many reasons why this is bad for NH and more importantly bad for students in NH.

1. It will widen achievement gap between those students who can afford private schools and those who cannot. This bill will not allow disadvantaged students the luxury of private school, the cost is too high.
2. It will raise property taxes of every resident. Residents are already leaving NH due to high property taxes. Now you are going to raise them more and have no oversight in how it is spent?
3. There is NO oversight on how the money will be spent. Parents could take kids on vacation or provide a religious education with TAXPAYER money. Are you ok with vacations on taxpayers? Are you ok with extremism education paid for by taxpayers? Are you ok with parents "educating" kids with zero oversight? Are you ok with kids not graduating? Is NH ready to become an uneducated state?
4. Students with IEPs will suffer with lack of oversight of their education. Private school is not a Free and Appropriate Public Education.
5. Taxpayer money will be used to homeschool kids with no oversight.
6. Free and public education is a right for all. Taking funds away from public schools will seriously hurt students and families across the state.

I urge you to vote NO on SB130 and reach out to educators to find better solutions for educating our students. We have ideas, we are never asked and we want to help. Taking funds away from public education will cripple schools and make the gap wider. Taxpayers have a right to know how their taxes are being spent. I oppose this bill.

Thank you,
Laura Finocchiaro
7 Gilson Road
Brookline, NH

Sent from my iPhone

Ava Hawkes

From: Betsey S. Cox-Buteau <bscoxbuteau@gmail.com>
Sent: Monday, March 1, 2021 8:37 PM
To: Ava Hawkes
Subject: SB 130

As a retired school superintendent of New Hampshire, there is no question that this bill will be detrimental to the public school system, but the fact is that the cost of this bill will hurt everyone, including those who hope to benefit from it because we all pay property taxes, and even those who may be able to use the funds for tuition will face higher property taxes. So, frankly, this bill makes little sense in a state like NH where we vote to keep taxes low.

I am very disappointed that any Republican would consider this bill at all.

Respectfully,

--
Dr. Betsey S. Cox-Buteau
11 Buttonwood Drive
Hollis, New Hampshire 03049
(603) 465-7628

Ava Hawkes

From: Rhoni Harding <rhoniharding@me.com>
Sent: Monday, March 1, 2021 8:49 PM
To: Ava Hawkes
Subject: TEACHER TESTIMONY IN FAVOR OF SB 130

Hello-

I will be traveling on March 2nd and unable to testify live via zoom.

I am a recently retired teacher. I taught for 36 years. My experience includes a variety of schools- public, private, and religious. I've been a classroom teacher, a Reading Specialist, a student teacher supervisor, and an adjunct professor. My career in education began in Texas and culminated in Florida, states that must educate students with very diverse cultures and needs. In FL in particular, charter schools were growing and gaining in popularity. Families were drawn to the specialized focus of each school- the arts, STEM, learning differences, gifted, and so on. In the private Christian school where I worked, conservative values were important to each family. In both states, I also worked in two extremely expensive private schools; one that served students with learning differences such as ADD, dyslexia, and various processing issues and one I will describe as "fancy schmancy" that offered all manner of special programs and amazing campus facilities. All of the schools that were not typical community public schools were able to offer smaller class sizes than the public schools.

I am NOT denigrating public schools. I taught in ones that were Blue Ribbon schools, "A" rated schools, and magnet schools. However, class sizes were always bigger and because of the nature of the schools and the Teachers Union (FL), I had some colleagues who were not highly competent and who should not have been allowed to remain teachers. This brings me to some letters from opponents of this Bill that I saw in the Union Leader. Letters that were ignorant and offensive. One writer claims that academic progress and documentation will not occur if parents are able to choose one of the aforementioned school choice situations. This is simply UNtrue. In my experience, students thrived and excelled in a school setting that was a better fit for them. Routine testing DID occur, and regular assessments guided instructional pacing and individualization, as it should. Nonpublic schools have report cards and parent conferences also; so there are routines for documenting student progress or lack thereof.

Another writer insultingly claimed that teachers of lesser quality or talents might be who one might find in these various school options. Or that the education might not be rigorous enough, or discipline and structure lacking. Again, totally false.

Because of the larger staffing and administrative bureaucracy associated with typical community public schools, and strong stubborn unions, it's much easier for weaker teachers to be tolerated or overlooked.

Finally, I changed school settings as we moved for my husband's job. I speak from true real life experience, all the long days I spent doing research, lesson plans, and making those goals become successful lessons. I am a successful teacher. Over 36 years, my teacher evaluations were always "Clearly Outstanding" and "Highly Effective," depending upon the state and assessment tool at the time. When I retired in FL before moving to NH, I received the state's "Best and Brightest" teaching award. Alas, the funding for that teacher recognition did not continue. Lucky timing on my part! I hope this information has been helpful. I speak from the heart of an educator. Students are individuals and it is in the best interest of all of us and society as a whole to make sure we provide them with the freedoms and opportunities to attend schools where they will best grow their skills, intellect, confidence, character, and become successful citizens.

PS- I do volunteer, mentor, and stay involved in education here in NH.

Thanks for your consideration,
Rhoni Harding,
M. Ed.
Ph.D/abd

Sent from my iPhone

Ava Hawkes

From: A <aजाugun@yahoo.com>
Sent: Monday, March 1, 2021 8:53 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: My opposition to SB130

This voucher bill would raise our taxes and provide no accountability. It's irresponsible legislation and would be detrimental to our public education system. I oppose this bill.

Regards,
Audrey Augun
21 Sherwood Drive
Hollis, NH 03049

"It always seems impossible until it's done." Nelson Mandela

Ava Hawkes

From: Dave Canedy <nhdac1@gmail.com>
Sent: Monday, March 1, 2021 9:03 PM
To: Ava Hawkes; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Erin Hennessey; Ruth Ward
Subject: Opposition to SB 130

Hello – I am writing in opposition to SB 130

I find it very confusing to understand how a state that appears to regularly struggle in finding revenues to meet basic needs of its citizens can somehow find the money to provide support for non-public education entities. This is especially true at a time when so many citizens are involuntarily out of work and having a difficult time to make ends meet.

I am a resident of New Hampshire and have been property tax payer since 1974. Many years ago I was a 5-year member of a local school board and remember the struggles in trying to balance a quality education while respecting the pocketbooks of our taxpayers. There were a number of things my fellow board members and I would have liked to have provided the children, but from a budget perspective, they were out of reach. As you are well aware, public schools consume the vast majority of local property taxes support public schools. Just think back a few years to the debate on public kindergarten.

My wife has a masters in Special Education as well as Speech Pathology and has worked in the public school system for her entire working career. We both believe in the public system. We also believe we have had a strong voice in helping make positive changes in the schools we have been associated with. We have three children that all went through public schools and survived very well.

Our children have been out of the public school system for between 18 and 25 years. We have been paying considerable local property taxes, supporting public education for many years with no children receiving a current benefit from the payments. We hope to continue those payments for many more years. If the State of New Hampshire has found excess money, please consider returning it to the towns to reduce the tax burden.

Parents have made conscious personal and economic decisions to remove their children from the public system and place them in a private system or home school them. What responsibility does the local town or state assume, if it assumes even partial economic responsibility if issues arise in a private school environment, if the quality of the education does not meet the standards, if there are unmet special educational needs, if the private facility does not meet state standards. What happens to expended funds if a parent becomes disillusioned with the private system and returns a child to the public system? How would the state curtail or eliminate funding if future budget funding is not approved.

It is hard to believe that the State of NH could even consider funding being considered under SB 130. I urge you to abandon the senate bill.

David Canedy (Retired)
12 Hillcrest Drive
Hampton Falls, NH 03844
603-494-8900

Sent from [Mail](#) for Windows 10

Ava Hawkes

From: Joline Manseau <joline.manseau@gmail.com>
Sent: Monday, March 1, 2021 9:05 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Oppose SB130

Dear Senate Education Committee,

I am opposed to Senate Bill 130. I fear this will be harmful to public education. I come from a family of educators and served as a school nurse for nearly 20 years in public schools. If this bill was voted in, it would jeopardize services to those with disabilities, the underserved as well as the others educated in our public school system. We need a strong public school system which is a benefit to our communities. Please vote against the bill.

Thank you,

Joline Manseau

Hollis New Hampshire

Ava Hawkes

From: Elizabeth Franceschini <elizabeth.franceschini@gmail.com>
Sent: Monday, March 1, 2021 9:16 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Vote No on SB 130

Good evening,

My name is Elizabeth Franceschini and I am a Newmarket resident. I am an educator and mom to three children. I urge you to vote no on this bill so that our tax money can stay in my town supporting local public schools.

Thank you,
Elizabeth

Ava Hawkes

From: Lisa Kaplan Howe <lkh118@gmail.com>
Sent: Monday, March 1, 2021 9:28 PM
To: Ava Hawkes
Subject: Fwd: Public Comment on HB20

Dear Chair and members of the Senate Education Committee,

Thank you for the opportunity to provide comments on SB130. We are residents of Manchester and the parents of two students at Webster Elementary – a public elementary school in Manchester. Our younger daughter is in second grade and our older daughter is in fifth grade. We also both grew up in New Hampshire and attended public schools ourselves in Nashua and Manchester. **We are writing to ask you to vote against SB130.**

We are dismayed and concerned that not only is yet another voucher bill being considered in New Hampshire, but the most extensive voucher bill in the country. Frankly, the sheer breadth of the bill is astounding – and not in a good way. This includes both what expenses can be funded, what students are eligible and what programs can be funded. Unlike similar programs in other states, SB130 is not targeted to low-income students or students with IEPs, for example.

The public school system has served our children well – including our younger daughter who has an IEP and receives speech services. We understand that schools are not one-size fits all. However, by further reducing the already inadequate funding our state invests in public schools, you will make it harder for our public schools to meet the needs of students. Particularly now when schools are facing unprecedented challenges, to put funding at risk is alarming.

Just like SB193, SB130 would cause inequities for students and downshift costs to local towns and cities while increasing costs for the state. SB130 has no accountability requirements to ensure that students are receiving an adequate education or stewardship over the use of that public funds beyond self-reporting by the independent organizations. Further, funded educators will not need to be licensed and funded programs will not need to be accredited. This is especially meaningful given that long-term studies have shown that charter schools result in poorer student outcomes (https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3376230), and funding could be going to out-of-state programs.

New Hampshire already has school choice with charter schools. According to the state's Department of Education website, there are 32 charter schools across the state. In Manchester alone, we have a Montessori charter school, a project-based curriculum charter school, a competency-based charter school that personalizes learning, a classical-based charter school, a technology-focused charter school, and a community-based learning charter school.

We also question the constitutionality of providing state funding to religious schools. At a minimum, we urge you to fully investigate that question before proceeding.

New Hampshire public schools, cities and towns are already struggling under an inequitable funding system and impending funding cuts. SB130 will only make the situation much worse. As New Hampshire workers - including the manager of a small business – the message we are getting is you are not investing in families or the future of our state.

As parents of children who have many more years of school – we hope in New Hampshire – we urge you to adequately invest in public schools to help them meet the needs of every student, instead of diverting funding and making it even harder for them to do so.

Please vote against SB130.

Thank you,

Lisa and Tim Howe
Manchester, NH

Ava Hawkes

From: The Doctor <jgren124@icloud.com>
Sent: Monday, March 1, 2021 9:30 PM
To: Ava Hawkes
Subject: Support for SB 130

I am writing in support of SB 130 for school choice. I am a professional educator at the college level and have seen firsthand the positive difference that can be made in students lives when their families have more options to secure the education suited to them - especially during times of great flux, such as we are seeing now.

Thank you for your time and service,

J Grenier
Nashua

Sent from my iPhone

Ava Hawkes

From: Ray Chadwick <rfchadwick@juno.com>
Sent: Monday, March 1, 2021 9:49 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Senate Bill 130

Education Committee Members

My name is Ray Chadwick, Chairman of Granite State Taxpayers.

Our organization supports programs to enhance efficiency and competition in providing services, including education.

We support passage of SB 130 for Education Freedom Accounts for the same reasons that we have previously supported Opportunity Scholarships passed in 2012.

Both have the intent of facilitating the opportunity for families to choose the schools that best fit their children's needs, including attending private schools, out-of-district public schools, and home schools. Students can seek alternative educational opportunities due to issues with bullying, academics, discipline, special needs – or a combination of these issues.

With the average state-wide public education cost around \$16,000 per student in NH, allowing a child to attend a private school with a much lower average cost per student creates a saving. Since private schools and individual parents bear educational costs outside of the public school budgets, there are significantly more savings to the NH tax-payer.

More important, the benefit of adding competition into the educational system is to increase the number of choices available to parents and students. Competition between providers of goods and services is the framework that provides the variety of choices, and the quality of products, that we enjoy in private markets for the vast variety of goods and services used in our everyday lives.

We should be promoting educational choice as a way of promoting a better outcome for NH students, and lower costs for NH taxpayers.

SB 130 will improve the quality of our educational system and lower its cost to taxpayers.

Thank you for your attention and your work on behalf of the citizens of New Hampshire.

Ray

Ray Chadwick, Chairman
Granite State Taxpayers
101 Powder Hill Road
Bedford, NH 03110
1-603-566-9129
www.GraniteStateTaxpayers.org

SB 130-FN - AS INTRODUCED

21-0923

06/04

STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand Twenty One

AN ACT relative to education freedom accounts.

Be it Enacted by the Senate and House of Representatives in General Court convened:

1 Title. This act shall be known as the "Education Freedom Account Act" or "EFA Act." The program created by it shall be known as the "Education Freedom Account Program" or "EFA Program."

2 New Chapter; Education Freedom Accounts. Amend RSA by inserting after chapter 194-D the following new chapter:

CHAPTER 194-E

EDUCATION FREEDOM ACCOUNTS

194-E:1 Definitions. In this chapter:

- I. "Adequate education grant" means the grant calculated under RSA 198:41.
- II. "Curriculum" means the lessons and academic content taught in a specific course, program, or grade level.
- III. "Department" means the department of education.
- IV. "Education freedom account" or "EFA" means the account to which funds are allocated by the scholarship organization to the parent of an EFA student in order to pay for qualifying education expenses to educate the EFA student under this chapter.
- V. "Education service provider" means a person or organization that receives payments from education freedom accounts to provide educational goods and services to EFA students.
- VI. "Eligible student" means a resident of this state who is eligible to enroll in a public elementary or secondary school including but not limited to;

(a) A student currently attending a New Hampshire school that is remote or hybrid;

(b) A student currently assigned to a New Hampshire public school with assessment proficiency below 40 percent;

~~(c) A student currently attending a New Hampshire public school, including a chartered public school or nonpublic school;~~

~~(d) A kindergarten or first grade student;~~

~~(e) A sibling of a student with an education freedom account;~~

Commented [PAVK1]: Dose this include students in the correctional facility? if not why if it is such a great program

VII. "EFA student" means an eligible student who is participating in the EFA program.

VIII. "Full-time" means more than 50 percent of instructional time.

IX. "Remote or hybrid" shall mean any public school that is not providing instruction in person where the student or the educator are both not physically present in the traditional classroom due to full-time or part-time classroom closure.

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X. "Parent" means a biological or adoptive parent, legal guardian, custodian, or other person with legal authority to act on behalf of an EFA student.

XI. "Program" means the education freedom account program established in this chapter.

XII. "Scholarship organization", means a scholarship organization approved under RSA 77:G, that administers and implements the EFA Act.

XIII. "Treasurer" means the treasurer of the state of New Hampshire.

194-E:2 Program.

I. The treasurer shall transfer to the scholarship organization the per pupil adequate education grant amount under RSA 198:40-a, plus any differentiated aid that would have been provided to a public school for that eligible student. The transfers shall be made in accordance with the distribution of adequate education grants under RSA 198:42.

II. Parents of an EFA student shall agree to use the funds deposited in their student's EFA only for the following qualifying expenses to educate the EFA student:

~~(a) Tuition and fees at a private school;~~

~~(b) Tuition and fees for non-public online learning programs;~~

~~(c) Tutoring services provided by an individual or a tutoring facility;~~

~~(d) Services contracted for and provided by a district public school, chartered public~~

school, public academy, or independent school, including, but not limited to, individual classes and

Commented [PAVK2]: Regardless of location? Can I use my NH tax dollars to send my child to school in another state helping there economy at the cost of ours?

curricular activities and programs.

(e) Textbooks, curriculum, or other instructional materials, including, but not limited to, any supplemental materials or associated online instruction required by either a curriculum or an education service provider.

(f) Computer hardware, Internet connectivity, or other technological services and devices, that are primarily used to help meet an EFA student's educational needs.

(g) Educational software and applications.

(h) School uniforms.

(i) Fees for nationally standardized assessments, advanced placement examinations, examinations related to college or university admission or awarding of credits and tuition and/or fees for preparatory courses for such exams.

(j) Tuition and fees for summer education programs and specialized education programs.

(k) Tuition, fees, instructional materials, and examination fees at a career or technical school.

(l) Educational services and therapies, including, but not limited to, occupational, behavioral, physical, speech-language, and audiology therapies.

(m) Tuition and fees at an institution of higher education.

(n) Fees for transportation paid to a fee-for-service transportation provider for the student to travel to and from an education service provider.

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(o) Any other educational expense approved by the scholarship organization.

III. The funds in an EFA may only be used for educational purposes in accordance with paragraph II.

IV. EFA funds shall not be refunded, rebated, or shared with a parent or EFA student in any manner. Any refund or rebate for goods or services purchased with EFA funds shall be credited directly to the student's EFA.

V. Parents may make payments for the costs of educational goods and services not covered by the funds in their student's EFA. However, personal deposits into an EFA shall not be permitted.

VI. Funds deposited in an EFA shall not constitute taxable income to the parent or the EFA student.

VII. An EFA shall remain in force, and any unused funds shall roll over from quarter-to-quarter and from year-to-year until the parent withdraws the EFA student from the EFA program or until the EFA student graduates from high school, unless the EFA is closed because of a substantial misuse of funds. Any unused funds shall revert to the treasurer and be allocated to fund other EFAs.

VIII. Nothing in this chapter shall be construed to require that an EFA student must be enrolled, full- or part-time, in either a private school or nonpublic online school.

194-E:3 Application for an Education Freedom Account.

I. A parent may apply to the scholarship organization to establish an EFA for an eligible student. The scholarship organization shall accept and approve applications for the fall and spring semesters each year and shall establish procedures for approving applications in an expeditious manner.

II. The scholarship organization shall create a standard form that parents can submit to establish their student's eligibility for the EFA program and shall ensure that the application is publicly available and may be submitted through various sources, including the Internet.

III. The scholarship organization shall approve an application for an EFA if:

(a) The parent submits an application for an EFA in accordance with application procedures established by the scholarship organization.

(b) The student on whose behalf the parent is applying is an eligible student.

(c) Funds are available for the EFA.

(d) The parent signs an agreement with the scholarship organization promising:

(1) To provide an education for the eligible student in the core knowledge domains under RSA 193-E:2-a.

(2) Not to enroll the eligible student as a full-time student in a public school while participating in the EFA program.

(3) To use the funds in the EFA only for qualifying expenses to educate the eligible student as established by the EFA program.

Commented [PAVK3]: Not back to the state general fund? Why would this be the case?

Commented [PAVK4]: Is there any requirements that we actually asses the students are learning? So I can say I'm homeschooling my kids keep them home use the money for a computer and internet and they can play games on the state all day.

Commented [PAVK5]: Can I take the EFA money spend it on computers and then once it is used up mid-September when I decide homeschooling is not working then place my child back in public school? If so who pays the public school? The EFA money would be gone and I would not pay for public school. Will the state pay the extra money? It seems that you are opening the state up to fraud on a massive scale.

(4) To comply with the rules and requirements of the EFA program.

IV. The signed agreement between the parent and the scholarship organization shall satisfy the compulsory school attendance requirements of RSA 193:1.

V. The scholarship organization shall annually renew a student's EFA if funds are available.

VI. Upon notice to the scholarship organization, an EFA student may choose to stop receiving EFA funding and enroll full-time in a public school.

Commented [PAVK6]: Same as above it seems that yes is the answer...

(a) Enrolling as a full-time student in the resident district public school shall result in the immediate suspension of payment of additional funds into the student's EFA. However, an EFA that has been open for at least one full school year shall remain open and active for the parent to make qualifying expenditures to educate the student from funds remaining in the EFA. When no funds remain in the student's EFA, the scholarship organization may close the EFA.

(b) If an eligible student decides to return to the EFA program, payments into the student's existing EFA may resume if the EFA is still open and active. A new EFA may be established if the student's EFA was closed.

194-E:4 Authority and Responsibilities of the Scholarship Organization. The scholarship organization shall have the following additional duties, obligations, and authority:

I. The scholarship organization shall maintain an updated list of education service providers and shall ensure that the list is publicly available through various sources, including the Internet.

II. The scholarship organization shall provide parents with a written explanation of the allowable uses of EFA funds, the responsibilities of parents, the duties of the scholarship organization, and the role of any financial management firms that the scholarship organization may contract with to administer any aspect of the EFA program.

III. The scholarship organization shall ensure that parents of students with disabilities receive notice that participation in the EFA program is a parental placement under 20 U.S.C. section 1412, Individuals with Disabilities Education Act (IDEA), along with an explanation of the rights that parentally placed students possess under IDEA and any applicable state laws.

IV. The scholarship organization shall, in cooperation with the department, determine

eligibility for differentiated aid subject to any applicable state and federal laws.

~~V. The scholarship organization may withhold from deposits or deduct from EFAs an amount to cover the costs of administering the EFA program, up to a maximum of 10 percent annually.~~

VI. The scholarship organization shall implement a commercially viable system for payment of services from EFAs to education service providers by electronic or online funds transfer.

(a) The scholarship organization shall not adopt a system that relies exclusively on requiring parents to be reimbursed for out-of-pocket expenses, but rather shall provide maximum flexibility to parents by facilitating direct payments to education service providers as well as

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requests for pre-approval of and reimbursements for qualifying expenses, including expenses pursuant to RSA 194-E:2, II.

(b) A scholarship organization may contract with a private institution or organization to develop the payment system.

VII. The scholarship organization may also seek to implement a commercially viable system for parents to publicly rate, review, and share information about education service providers, ideally as part of the same system that facilitates the electronic or online funds transfers.

VIII. If an education service provider requires partial payment of tuition or fees prior to the start of the academic year to reserve space for an EFA student admitted to the education service provider, such partial payment may be paid by the scholarship organization, if funds are available, prior to the start of the school year in which the EFA is awarded and deducted in an equitable manner from subsequent quarterly EFA deposits to ensure adequate funds remain available throughout the school year; but if an EFA student decides not to use the education service provider, the partial reservation payment shall be returned to the scholarship organization by such education service provider and credited to the student's EFA.

IX. The scholarship organization shall continue making deposits into a student's EFA until:

(a) The scholarship organization determines that the EFA student is no longer an eligible student.

Commented [PAVK7]: 10% that's nuts. A financial adviser never charges more than ~1% and wall street does quite well. So why is this % so high??? What can he scholarship organization count as costs? High salaries for administrators or political contributions? Who oversees the scholarship fund that the money is spent appropriately? Will this be available under the freedom of information act???

(b) The scholarship organization determines that there was substantial misuse of the funds in the EFA.

(c) The parent or EFA student withdraws from the EFA program.

(d) The EFA student enrolls full-time in the resident district public school.

(e) The EFA student graduates from high school.

X. The scholarship organization may conduct or contract for the auditing of individual EFAs, and shall at a minimum conduct random audits of EFAs on an annual basis.

XI. The scholarship organization may make any parent or EFA student ineligible for the EFA program in the event of intentional and substantial misuse of EFA funds.

(a) The scholarship organization shall create procedures to ensure that a fair process exists to determine whether an intentional and substantial misuse of EFA funds has occurred.

(b) If an EFA student is free from personal misconduct, that student shall be eligible for an EFA in the future if placed with a new guardian or other person with the legal authority to act on behalf of the student.

(c) The scholarship organization may refer suspected cases of intentional and substantial misuse of EFA funds to the attorney general for investigation if evidence of fraudulent use of EFA funds is obtained.

(d) A parent or EFA student may appeal the scholarship organization's decision to deny eligibility for the EFA program to the department.

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XII. The scholarship organization may bar an education service provider from accepting payments from EFAs if the scholarship organization determines that the education service provider has:

(a) Intentionally and substantially misrepresented information or failed to refund any overpayments in a timely manner.

(b) Routinely failed to provide students with promised educational goods or services.

XIII. The scholarship organization shall create procedures to ensure that a fair process exists to determine whether an education service provider may be barred from receiving payments

from EFAs.

(a) If the scholarship organization bars an education service provider from receiving payments from EFAs, it shall notify parents and EFA students of its decision as quickly as possible.

(b) Education service providers may appeal the scholarship organization's decision to bar them from receiving payments from the EFA to the department.

XIV. The scholarship organization may accept gifts and grants from any source to cover administrative costs, to inform the public about the EFA program, or to fund additional EFAs.

XV. The department may adopt rules that are necessary for the administration of this chapter.

XVI. The scholarship organization may adopt policies or procedures that are necessary for the administration of this chapter. This may include policies or procedures:

(a) Establishing or contracting for the establishment of an online anonymous fraud reporting service.

(b) Establishing an anonymous telephone number for fraud reporting.

(c) Requiring a surety bond for education service providers receiving more than \$100,000 in EFA funds.

(d) Refunding payments from education service providers to EFAs.

XVII. The scholarship organization shall not exclude, discriminate against, or otherwise disadvantage any education provider with respect to programs or services under this section based in whole or in part on the provider's religious character or affiliation, including religiously based or mission-based policies or practices.

Commented [PAVK8]: Seems like this is very 1 sided.

194-E:5 Parent and Education Service Provider Advisory Commission.

I. There is established the parent and education service provider aAdvisory commission to assist the scholarship organization by providing recommendations about implementing, administering, and improving the EFA program.

II. The commission shall consist of 7 members who shall be parents of EFA students or education service providers and shall represent no fewer than 4 counties in the state. The members shall be appointed by the director of the scholarship organization and serve at the director's pleasure for one calendar year after which they may be reappointed. The director of the scholarship

organization, or designee, shall serve as a non-voting chairperson of the commission. The commissioner of the department of education, or designee, shall serve as a non-voting member of the commission.

III. The scholarship organization may request the commission to meet, in person or virtually, to review appeals of education service provider denials pursuant to RSA 194-E:4, XI and to provide a recommendation to the scholarship organization as to whether an education service provider should be allowed to receive, or continue receiving, payments from EFAs.

194-E:6 Requirements for Education Service Providers.

I. The scholarship organization may approve education service providers on its own initiative, at the request of parents, or by notice to the scholarship organization provided by prospective education service providers.

II. A prospective education service provider that wishes to receive payments from EFAs shall:

(a) Submit notice to the scholarship organization that it wishes to receive payments from EFAs.

(b) Agree not to refund, rebate, or share EFA funds with parents or EFA students in any manner, except that funds may be remitted or refunded to an EFA in accordance with procedures established by the scholarship organization.

194-E:7 Independence of Education Service Providers.

I. Nothing in this chapter shall be deemed to limit the independence or autonomy of an education service provider or to make the actions of an education service provider the actions of the state government.

II. Education service providers shall be given maximum freedom to provide for the educational needs of EFA students without governmental control.

III. Nothing in this chapter shall be construed to expand the regulatory authority of the state, its officers, or any school district to impose any additional regulation of education service providers beyond those necessary to enforce the requirements of the EFA program.

Commented [PAVK9]: This scares me. So if this bill passes technically someone could use state funds to start a school that promotes the republican party as evil. Or sexual health through sensuality and abortion as a good form of birth control and the state would have to fund it. While this is not a problem now what will happen in 10 years? Short sited bill

IV. Any education service provider that accepts payment from an EFA under this chapter is not an agent of the state or federal government.

~~V. An education service provider shall not be required to alter its creed, practices, admissions policy, or curriculum in order to accept payments from an EFA.~~

Commented [PAVK10]: So the KKK elementary is ok or the Black Panthers preschool. (This is nuts)

194-E:8 Responsibilities of Public Schools and School Districts. A public school, or school district, that previously enrolled an EFA student shall provide a private school that is also an education service provider and that has enrolled an EFA student with a complete copy of the ESA student's school records, in a timely manner, while complying with 20 U.S.C. section 1232g, the Family Educational Rights and Privacy Act of 1974.

194-E:9 Legal Proceedings.

SB 130-FN - AS INTRODUCED

- Page 8 -

I. In any legal proceeding challenging the application of this chapter to an education service provider, the state bears the burden of establishing that the law is necessary and does not impose any undue burden on the education service provider.

II. No liability shall arise on the part of the scholarship organization or the state or of any public school or school district based on the award of or use of an EFA pursuant to this chapter.

III. If any part of this chapter is challenged in a state court as violating either the state or federal constitutions, parents of eligible and/or EFA students shall be permitted to intervene as of right in such lawsuit for the purposes of defending the EFA program's constitutionality. However, for the purposes of judicial administration, a court may require that all parents file a joint brief, so long as they are not required to join any brief filed on behalf of any named state defendant.

IV. If any provision of this chapter, or the application thereof to any person or circumstances, is held invalid, such invalidity shall not affect other provisions or applications of this chapter which can be given effect without the invalid provision or application, and to this end the provisions of this chapter are declared to be severable.

3 Effective Date. This act shall take effect 60 days after its passage.

Ava Hawkes

From: Jim Oehler <jimoehler3@gmail.com>
Sent: Monday, March 1, 2021 9:55 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Opposition to SB130

Dear Committee Members,

I'm a resident of Hollis, NH writing in opposition to SB130. SB130 is nearly identical to HB20 which saw overwhelming public opposition. SB130 has been called the "most extreme voucher bill in the country". This bill would create statewide, taxpayer funded vouchers that would grant parents between \$3,700-\$8,400 per student in state funding to use for private or religious school tuition, homeschool, and other school-related expenses.

Among its many flaws, SB130 would:

- Raise taxes. It would cost \$100 million in new state spending just in its first year by granting vouchers to those already enrolled in private, religious or homeschool settings. This expenditure is BEFORE any vouchers are allocated to new families using the voucher program to move their children out of public schools. Additionally, SB130 would increase property taxes as vouchers would reduce state aid to public school districts.
- Give away public funds to any family, regardless of income or need.
- Include no provisions to protect students from discrimination.
- Provide no accountability or oversight to ensure taxpayer funds are used appropriately or effectively.
- Require students with disabilities to waive their rights under federal and state disability laws.
- Further widen the educational gap between socioeconomic groups. Currently, the average tuition at private schools in NH is \$19,393 per year. In reality, the Educational Freedom Account will not cover the full cost of a private education. These voucher bills are a kickback to those that can already afford a private education for their children.
- Hurt student outcomes. Long-term studies of voucher programs have shown that participants in voucher programs have significantly lower math and reading scores than those who do not, and that those dips persist for years after the initial study.

Public schools are Vital Public Infrastructure. No different than roads and bridges, public schools are fundamental to the fabric of American culture and society, and as such, everyone needs to pitch in for the good of the state and the nation. NH's public schools are already poorly funded by the state. The City of Claremont sued the state more than 20 years ago over this issue and the state has yet to comply with State Supreme Court orders to adequately fund public education. This bill would be going in the entirely wrong direction to fix this issue. Please oppose SB130.

Sincerely,

James Oehler
Hollis, NH

Ava Hawkes

From: Derek & Susan <sa3p.winsors@comcast.net>
Sent: Monday, March 1, 2021 9:55 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Please oppose SB 130

Dear members of the NH Education Committee:

As parents of school-aged children, we heartily encourage you to oppose SB 130 as we do. This is a potentially disastrous piece of legislation. The nonpartisan Reaching Higher NC has found that, if even half of the 22,103 students currently enrolled in private or religious schools or involved in homeschooling registered for a voucher as provided in SB 130, it could cost the state \$50.9 million in new state spending just in the first year. It would not be need- or income-based. It would provide for no accountability or insight. And studies have shown that voucher programs just don't work.

Please OPPOSE this ill-advised legislation.

Regards,
Derek and Susan Winsor
Weare, NH

Ava Hawkes

From: Lilian Carter <lcarter0914@gmail.com>
Sent: Monday, March 1, 2021 10:03 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130

. I'm opposed to SB 130. Voucher bills are using public money to support private education with no accountability to the taxpayers as to how the funds are being used.
In addition some of the private schools are religious schools, violating the separation of church and state. Public money should not be used for religious education.
NH is the worst state in the country for funding public education. It ranks 50th in state support of public schools. The state contributes the least amount of money to each town for support of public education. Making towns use property taxes to fund public education. This causes towns with low property valuations to pay more towards education then towns with high property valuations. Now you're forcing those same poor towns to pay for private education by withholding state funds from the same struggling public schools and giving the state funds to private education. Please vote against SB130

Ava Hawkes

From: Downing, George <gdowning@sau29.org>
Sent: Monday, March 1, 2021 10:15 PM
To: Ava Hawkes
Subject: SB130 - testimony in opposition

Good morning.

I wish to register my opposition to SB130 in its current form. I am the Chair of the Keene Board of Education. I have served on the Board for six years, including three years as Chair and three years on our Finance Committee. In these roles I have become intimately familiar with both the state of education in New Hampshire and the budget process for our schools. I am also a lifelong resident of New Hampshire and a graduate of the NH public school system.

Simply put, this bill is a solution to a problem that does not exist. Our public schools have scored in the top ten in the country for most of my life, and usually score closer to the top of that list than the bottom. The most recent report placed our public schools at #3 in the nation. Our public schools are not failing; they are, in fact, excellent. While I support the concept that parents need to put their students in the situation that best enables them to succeed, the idea that our public schools are failing our families is a lie.

Our schools achieve this success despite an antiquated funding mechanism that shows the state covering only a third of the cost to educate a student, not covering the full cost of legislated mandates, and downshifting costs to local districts. Local districts, by necessity, operate very tight budgets. Most of the budget is contained in building and staff.

Estimates are that "only" 2-3% of families currently in public school will access this benefit. But for most of our schools, losing 2-3% of our students will not reduce our district expenses at all. The only way to cut our budgets further is by reducing staff and/or closing buildings. 1-2 students from each class will not reduce the number of classrooms, teachers, or facilities needed. It won't reduce our heating costs or electricity usage. The bottom line for most districts would be a 2-3% cut in state education funding but no reduction in expenses, downshifting yet another cost to local property owners.

There are other issues with this bill. It will likely cost the state nearly \$90 million dollars as it also covers students currently in private school or homeschooled. The concept of forcing participants to sign away federal IDEA protections is abhorrent. Allowing state taxpayer money to cover out of state private school costs is ridiculous. Using tax money to cover religious schools is, at best, constitutionally challenging. The bill has no oversight for the use of these public funds to ensure either quality of education or protection from discrimination. But the worst aspect is yet another hit to local taxpayers in order to "fix" a nonexistent problem. Our public schools are excellent. We should be celebrating them, not undermining them. This bill, if passed into law, will cause long lasting and critical damage to our local public schools, and I urge you to reject it.

Thank you for your time and service.

Best,

George Downing

George Downing
Chair, Keene Board of Education
gdowning@sau29.org

Environmental awareness message

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Ava Hawkes

From: Martha Hunt <mahunt@tds.net>
Sent: Monday, March 1, 2021 10:19 PM
To: Ava Hawkes
Subject: Sutton Constituent Opposed to SB130

Dear Education Committee:

There are many stated reasons for opposing SB 130 the Senate's version of a voucher bill.

I am primarily opposed to the bill because I believe it is a grievous misappropriation of my tax payer dollars.

I am taxed to support the public school system, not to finance schooling for specific individual children. The state has developed a formula for providing state assistance to public schools. This formula includes student enrollment. This formula is a way of assessing the needs of a public school system.

I am committed to paying taxes for public school systems.

I do not feel that I have any tax payer responsibility to pay for individual students to attend home, independent, or religious schools if their parents do not want them to attend the public schools.

If my taxes are not needed for the public schools, then my taxes should go down.

I ask the Senate Education Committee to vote SB130 inexpedient to legislate.

Sincerely yours,
Martha A. Hunt
Residence: 390 Shaker Street, Sutton NH

Ava Hawkes

From: Jay Cary <jay03768@gmail.com>
Sent: Monday, March 1, 2021 10:42 PM
To: Ava Hawkes
Subject: SB 130 hearing Tuesday

Dear folks,

There are so many problems with this bill, it should be dismissed as soon as possible:

- **There are no provisions in the bill that would protect students from discrimination**, but the bill does protect educational service providers from being discriminated against based on their religious affiliation.
- **SB 130 would cost the state up to \$100 million in new state spending**, by using taxpayer money to fund private school tuition and homeschool programs.
- **There is no public oversight for state funds.** There is no financial audit requirement for the scholarship organization to ensure that the family, school, or scholarship organization is appropriately using public funds, nor are they required to audit all accounts to ensure that the funds are being used appropriately. There is no requirement that participating students take any assessment of any kind, in order to ensure that public dollars are being used appropriately or effectively.
- **SB 130, as proposed, would be the most extreme voucher bill in the country.** Other states with voucher programs are targeted to low-income students, students with IEPs, and other identified or discrete student cohorts. SB 130, however, would be a universal voucher program that is open to all New Hampshire children.
- **Voucher programs have been shown to hurt student outcomes.** Long-term studies of voucher programs have shown that participants in voucher programs have significantly lower math and reading scores than those who do not, and that those dips persist for years after the initial study. Other, short-term studies by independent research organizations and universities suggest that voucher programs hurt, or have an insignificant impact, on student outcomes.

Thank you,

Jay Cary
Lyme, NH

Ava Hawkes

From: Darcy Orellana <orellanad1@gmail.com>
Sent: Monday, March 1, 2021 10:53 PM
To: Ava Hawkes
Subject: SB 130

I write as a voting resident of NH and I oppose SB130. The bill attacks and dismantles public education, a foundational part of our democracy. Diverting public education funds to private and faith based schooling does not truly provide equitable choices to the public. Instead it simply subsidizes those who are sufficiently resourced, and commingles church and state.

Instead we should adequately fund our public schools to ensure NH is a leader. SB 130 is irresponsible and will not address our needs in NH to ensure our k-12 eligible residents are superbly educated. I oppose SB 130.

Darcy Orellana
12 Robin Dr, Hudson, NH
Hudson, NH

Ava Hawkes

From: lisa merritt <lisagmerrittnh@gmail.com>
Sent: Monday, March 1, 2021 11:05 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB130

Dear Senate Education Committee Members,

I'm writing to express my opposition to SB130. For many reasons, SB130 is a bad bill for NH that would result in negative repercussions for the students of NH, as well as the property tax payers of the State.

Sincerely,
Lisa Merritt
Hampstead, NH

Ava Hawkes

From: Carla Billingham <billingham2@comcast.net>
Sent: Monday, March 1, 2021 11:17 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130

I am opposed SB 130 — giving our property tax support for public schools to charter, private and homeschools.

Public school funding is governed by and monitored to adhere to federal, state and local guidelines, Charter schools are not.

If there is something lacking in public school education — available to ***all*** children — it's funding. Public schools could do more and be more if they had the funding to meet the needs of all NH children and show the respect for and support of its teachers, counselors, nurses and all school staff who are so deserving of it.

Carla Billingham

11 Sullivan Avenue
Salem, NH 03079
(603) 893-4472
billingham2@comcast.net

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Ava Hawkes

From: Tammy Freed <tfw1234567@gmail.com>
Sent: Tuesday, March 2, 2021 1:17 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: No on tax increases: No on SB130

Honorables,

As I see it, the true up-shot of vouchers is that they inevitably result in tax increases for everyone -- including those that use the vouchers. Are any of you pointing this out to voters? For example, if I use a voucher for my kid, the resulting funding shortfall to my local schools means taxes must increase to cover costs, and that increase will be distributed onto all taxpayers - including me. A **vicious** cycle ensues that benefits the rarified few on the backs of the many in a wealth re-distribution scheme that cannot possibly succeed for long in any of the alleged goals of voucher systems.

The illogical expectation that staffing reductions would reduce costs in parallel to student enrollment reductions is naive: it is highly unlikely that enough students would move away from a school district, from any one building or any one grade, to substantially affect staffing or other non-capital costs (buildings, utilities, etc, costs remain the same no matter how few people occupy them). With funds reduced, cost per taxpayer increases - there's no way around this math.

It is crucial for legislators who have no recent real-world experience with contemporary public schools to understand the true nature of this critically valuable institution: a typical NH public school serves ~25% of their students with some form of unique services through their Student Services offices. For example, prior to covid, ~35 students across my small SAU district were identified as "homeless" by the state, including foster care kids, older students from disrupted homes couch surfing to finish school, court appointed students moved due to domestic emergencies and other types of traumatic situations; special education students; students with medical disabilities; home schooled students who participate in some of the schools' offerings; and more. School costs cannot be reduced without harming these many students, their families, and the state itself: without these services, delivered in the "least restrictive environment" among their peers, we fail to empower all students to grow into mutually respectful, productive adults who walk the talk of 'e pluribus unum.' Our state is aging so fast; we can't afford to under-educate the young.

New Hampshire public schools are nothing less than Vital Public Infrastructure. No different than roads and bridges, public schools are fundamental to the very fabric of our culture and society, and that requires everyone to pitch in.

Vote No on vouchers.

Tammy
Hollis

Ava Hawkes

From: amy nieman <bellargirl@yahoo.com>
Sent: Tuesday, March 2, 2021 4:51 AM
To: Ava Hawkes
Subject: SB130

Republicans are putting this bill forward but it is not in keeping with Republican values. I thought Republicans were against the government transfer of wealth but this bill takes taxpayer money (from say senior citizens) and puts it in the PRIVATE BANK ACCOUNTS of wealthy parents.

It is also not in keeping with Republican values of local control. When my tax dollars go to my local schools I can control it though voting for school board members, voting on the school budget, etc. But when my tax dollars go into a parents pocket i have no say. That money may not even be spent in the state of new hampshire!

Thanks for your timeAmy Nieman

Ava Hawkes

From: Steve Rothenberg <rothnh@gmail.com>
Sent: Tuesday, March 2, 2021 6:46 AM
To: Ava Hawkes
Subject: Testimony SB130

Dear House Education Committee Members:

Good morning.

I feel strongly that we should be "all in" on public schools. Any siphoning of funds away from the common purpose our public school serves is a disservice to the community, state and even our country. Our public schools are not perfect (like the rest of our world), but if you look at the long-term data, our public education systems continue to make gains despite the challenges of both providing a quality education and support for social-emotional health of our students.

I urge this committee to push for innovation within our schools. I am personally involved in Career and Technical Education which is a publicly funded choice-based program (serving 9,200 NH students). I have witnessed first hand how "parent and student feedback" have grown CTE to best serve families. In fact, we want to work with the state to promote more positive changes. The key is to build it collaboratively.

I urge you to work to systematize public school innovation (and accountability) versus migrating funds to private schools that in most cases don't have proven records. This includes a renewed focus on such areas as: college and career readiness for all students, pathways, work-based learning, extended learning opportunities, college partnerships and more.

Thank you for your service.

Regards,

Steve Rothenberg

Ava Hawkes

From: Clinton Furnald <whippoorwill@comcast.net>
Sent: Tuesday, March 2, 2021 6:47 AM
To: Ava Hawkes
Subject: SB #130: OPPOSE

I'm concerned that Education Freedom Accounts not only takes tax money away from and erodes our public schools and property values, but also increases property taxes as well as has no oversight or accountability. Please OPPOSE SB #130!!! Thank you. Clint

March 1, 2021

To: Senate Education Committee

Re: SB 130

Thank you, Senator Ward and members of the committee for taking time to read my testimony in opposition to SB 130. Madam Chair, I request that my comments be added to the record.

I have spent over forty years as an educator, thirty as a public high school teacher at Fall Mountain Regional High School in Langdon, NH, which serves five towns in Cheshire and Sullivan Counties. I also live in the Fall Mountain district, and our children attended public schools. As a teacher, a parent, and a resident, I am proud of the quality of education our public schools provide. I also know the funding difficulties of our schools as a public employee, a parent of students in the schools, and as a taxpayer.

Public schools exist to serve all students of all abilities and needs. Some of these students have complicated learning, health, social, and/or mental needs. Yet the public schools must provide a quality, appropriate education by trained and certified teachers and specialists. No child can be refused because of the complexity of his or her needs. The teachers, specialists, and paraprofessionals are certified by the state, and the school facilities and curriculum must meet state standards. There can be no discrimination regarding race, gender, sexual orientation, religion, citizenship status, special educational needs, etc. Public schools serve the entire community – and in most communities on a frugal budget.

I firmly believe that public monies should fund public schools and not be used for private or religious schools or for homeschooling. Vouchers would allow public monies to be used for private education – education that is not subject to the certification and standards and lack of discrimination stated above. Vouchers would deprive already financially strapped public schools of needed funds. Yet the schools would still have to provide all the mandated services and would be criticized by the residents – and by the state – if they fell short. This would be an unfunded mandate on communities to continue to maintain schools to the high state standards while the state is allowing taxpayer funds to be siphoned away from the schools.

Furthermore, students who attend these non-public schools would not have the protections against discrimination. Private schools are not required to provide special education services. They don't have to teach students who don't fit into their schools well. Should a student misbehave or not thrive educationally, the private school can dismiss the student, and most likely without the tuition being reimbursed. The student will end up back in the public school, which has been deprived of its funding for this student, and the public school will still have to educate the student.

Education is expensive – but so necessary for the future of our children, our society, and our democracy - and is rarely funded sufficiently, particularly in our state. To take our limited public resources and use them for private schools is inequitable to the students and irresponsible to our communities and taxpayers.

Please oppose SB 130.

Thank you.

Claudia Istel
Acworth, NH 03601

Ava Hawkes

From: Susan Richman <susan7richman@gmail.com>
Sent: Tuesday, March 2, 2021 6:49 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: In opposition of SB 130

Dear Chairperson Ward and Members of the Senate Education Committee,

Please accept my testimony in opposition to Senate Bill 130.

The United States Supreme Court determined in *Brown v. Board of Education* that separate is inherently NOT equal. SB 130 would create a two-tier, separate and unequal education system. One tier is for families with sufficient financial means to be able to pay for private tuition, if they have been given a voucher or scholarship. The other tier is for families who cannot pay that additional tuition cost, beyond the voucher or scholarship. Setting up such a two-tiered, separate and unequal education system is un-American, and it would invite costly challenges in court.

For those families who fear that public schools provide a limited, cookie-cutter approach to education, I can testify that the New Hampshire public schools provided excellent education for my two very different children – one child had challenging Advanced Placement classes. The other child had courses on a more “average” track, but they challenged her thinking, filled her with knowledge, and she went on to earn a B.A. with Honors at the University of New Hampshire, and then to earn a Masters Degree at the University of Amsterdam.

I have been a public educator for three decades. As a first grade teacher in Raymond, my colleagues and I often met after school to share knowledge and techniques. Instruction included small group, large group, peer interactions, 1-on-1 instruction. The students’ learning experiences were ever-varying, including science experiments, history projects, book buddies, math inquiries, computer opportunities, and good old-fashioned workbooks and textbooks. Specialists offered special groups for students needing extra help in reading, math and language skills. Regular assessments were required by our school district, so that we never lost sight of our students’ progress, and were able to change instruction as needed. Giving a sizable voucher to a student for alternate education without assessment,

how will you determine the efficacy of that alternative school or homeschooling? Or is that not a matter of concern to the general public, when so much public money is being spent?

I earned a second Masters Degree, becoming a Reading Specialist and working in Rochester elementary schools, and then at Exeter High School. Both school systems provide teachers with countless learning opportunities, to be continuously reflecting on our practice, understanding of students, and new research to improve instruction. Professional Development for teachers came from national experts and the many professional peer-led groups that NH is blessed with. My instructional groups ranged from struggling readers, gifted readers, as well as for “average” readers--who deserve special attention too. Both school systems individualize for students with special needs (physical, cognitive, and emotional) as well as for those who excel. These are not “cookie-cutter” schools. They are marvels.

My husband interviews prospective students for his college alma mater. He has been more impressed by the abilities of college-bound students from Rochester than by many of the students he sees from prestigious private schools.

I resigned my Rochester teaching job when budgetary constraints caused the school district to cut a reading position. It was time to allow a younger teacher to continue in her career, as I was nearing retirement age. SB 130 will similarly tighten school and town budgets across the state, forcing more cuts to the education meant to give us a strong, educated citizenry.

I urge your opposition of SB 130.

Thank you for your service and your consideration.

Susan Richman
16 Cowell Drive
Durham, NH 03824
603-868-2758

Ava Hawkes

From: Karla Ruzicka <karlafish@msn.com>
Sent: Tuesday, March 2, 2021 7:31 AM
To: Ava Hawkes
Cc: Karla Ruzicka
Subject: I oppose SB130

Dear Education Committee,

I completely oppose SB130 for three very simple yet essential reasons: It takes money away from the public school system, will negatively impact our property taxes and does not have adequate oversight. Of the three, the first is the most important with profound consequences if this bill proceeds.

The United States, and each member of the union, has invested in public education as a matter of justice and equality for all. Public Education is a tenet in our democracy that in recent years has been threatened. Public Education is essential for our democracy, and for the promise that America makes that each person is provided basic education to provide them, irrespective of economic stratus from which they come, an opportunity.

I fundamentally oppose this legislation.

With respect and gratitude for your service,

Karla M. Ruzicka
62 Whitehall Road
S. Hampton, NH 03827

Ava Hawkes

From: Angel <angelbrisson72@gmail.com>
Sent: Tuesday, March 2, 2021 7:55 AM
To: Ava Hawkes
Subject: SB 130 - Testimony

Dear Ms. Hawkes,

Thank you for all that you are doing to aid in the Senate and for your time today.

Please enter this as my testimony into the bill's permanent record.

My name is Angel, and my family are established homeschoolers. We are hopeful that the EFA program could potentially provide families, of all schooling types, with access to critical educational resources. We just can't fully support the bill as written. It just requires a few critical updates. Thus, am reaching out to request that SB 130 simply be amended to address issues that *unintentionally put homeschoolers (and private school families) at risk*:

(1) Namely, as written, SB 130 ***indirectly creates a new educational program type***, with the EFA programs's *own, distinct requirements for compulsory attendance, reporting, etc.* Yet, SB 130 fails to clearly delineate and define that new educational type as something distinct from the three pre-existing educational types of (a) public school, (b) private school and (c) homeschool. Thus, there's the risk of conflating the EFA program type with those other three pre-existing educational programs/types. That conflation could unintentionally result in future problems (like regulatory overstep) for private school families and homeschool families.

(2) Likewise, as written, SB 130 fails to define a **withdrawal process** by which families can transition into the educational options of *homeschool and private school, not just to public school.*

That said, SB 130 needs an amendment that does two things. Additionally, RSA 193-1 needs to be updated as well. Please see below for details:

(1) The amendment needs to **define the EFA program as its own distinct educational program**—separate from the three pre-existing educational types: public school students, private school students and homeschool students.

(2) Also, the amendment needs to specify that students within the EFA program fulfill the compulsory attendance requirement as defined in Section IV and in RSA 193-1.

Specifically, 194-E:3, Section IV of SB 130 states that an *EFA program student* is satisfying RSA 193-1 simply by virtue of having the parent and scholarship organization sign the agreement for the EFA funding:

"To comply with the rules and requirements of the EFA program.

1. **The signed agreement between the parent and the scholarship organization shall satisfy the compulsory school attendance requirements of RSA 193:1."**

Incidentally, this brings up the critical tangential point that in order to fully address the new EFA program compulsory attendance option, **RSA 193-1 itself needs to be updated** to include the EFA program's unique compulsory attendance fulfillment option (again, defined in Section IV) as a new, distinct fourth option for fulfilling RSA 193-1. This is critical for delineating that the EFA compulsory attendance fulfillment option is entirely separate from the fulfillment mechanisms for the three pre-existing educational types of public school, private school and homeschool.

(3) The amendment to SB 130 needs to define a **withdrawal process** from the EFA program by which families can transition into the family's choice of *any of the other educational options of homeschool or private school—not just to public school.*

*With much appreciation,
Angel Brisson,*

Sent from my iPhone

Ava Hawkes

From: Steven Adler <stadler@sau16.org>
Sent: Tuesday, March 2, 2021 7:57 AM
To: Ava Hawkes
Subject: HB 130

HB 130

Dear State Legislature

I am writing to share my strong opposition to SB130. This proposed legislation top create a stateside voucher program would divert funds from public school that are badly needed. NH has a record of having one of the best education systems in the country. This is not something that happens by chance. The quality of our schools are a direct result of the funding they receive to provide high quality learning experiences for all students. Public schools admit and educate all students and it is critical that public schools continue to get your full support and that you don't divert funds elsewhere. Thank you.

Steve Adler

SAU 16 does not discriminate on the basis of race, color, national origin, gender, sex, sexual orientation, religion, nationality, ethnic origins, country of origin, economic status, status as a victim of domestic violence, harassment, sexual assault, or stalking, disability, age or other protected classes under applicable law in its educational programs and activities. SAU 16 also provides equal access to buildings for youth groups. Questions about Title IX can be referred to the SAU 16 District Coordinator, Ellen Riiska, eriiska@sau16.org, (603) 775-8426 or the assistant secretary for civil rights. On the SAU 16 District website, find the Statement of Non-discrimination notice. Included in the statement are the following: 1. The link to the materials SAU 16 utilized to train school district personnel in the Title IX process. 2. The link to the form used by SAU 16 to report a concern.

Ava Hawkes

From: Rev. Jason Wells <jason@nhchurches.org>
Sent: Tuesday, March 2, 2021 8:04 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Episcopal Church opposition to SB130
Attachments: HB20-ARH Op-Ed final.pdf

Good morning, members of the Senate Education Committee,

Last month, the Rt. Rev. Robert Hirschfeld wrote this letter in opposition to HB20, a similar bill to SB130 on school vouchers. He is the bishop of the Episcopal Church in New Hampshire, overseeing about 45 churches and 3 church-affiliated schools.

While HB20 and SB130 have significant differences, his statements against HB20 also apply to SB130. I have attached his letter that was printed in the Concord Monitor in February for you to read. If committee member would like to speak with Bishop Hirschfeld on this, please reach out to me and I will help to make an appointment.

With gratitude,

Jason

--
Rev. Jason Wells, Executive Director
NH Council of Churches PO Box 1087, Concord, NH 03302-1087
140 Sheep Davis Road, Pembroke, NH 03275
(603) 219-0889 + <https://us-east-2.protection.sophos.com?d=nhchurches.org&u=aHR0cHM6Ly93d3cubmhjaHVyY2hlcy5vcmc=&i=NWRIYWJjN2ZhMDMxNGEwZGIzZTU2NDk3&t=UllFNU5uRmdQdy9TSHVMROVEcTFMQS9ka2ZWd0xTd0xNZmVibGllV3hvcz0=&h=55ccb7e7fd8340a1ab575baaac195d92>

HB20 further erodes fair and equitable educational opportunities

By the Rt. Rev. Robert Hirschfeld

In my role as Bishop of the Episcopal Church in New Hampshire, I serve as President, *ex officio*, of the Boards of both the White Mountain School and the Holderness School. Each of these are private schools with a long relationship with the Episcopal Church. Each school was founded by one of my predecessors to provide quality education to children of “more modest means” than those who were attending other independent schools in the Granite State, such as Phillips Exeter Academy and St. Paul’s School.

Along with the respective Heads of School and my fellow board members, I spend a considerable amount of time and effort advocating for bigger financial aid budgets and for stabilizing — if not reducing — the high price tag of an independent school. Education is expensive, as it should be if we value an informed, knowledgeable and enlightened citizenry. One might presume that in straining to make a private school experience more affordable, I would welcome the prospect of a new funding source from local taxes.

In fact, I do not.

I firmly believe in the essential justice of a society that is committed to narrowing what sociologist Robert Putnam refers to as the “Opportunity Gap,” the widening disparity in access to social capital and quality instruction among families who have the means, and those who do not.

In the continuing and persistent absence of a mechanisms for fair and equitable funding of New Hampshire public schools, where educational excellence is dependent on property values, we can ill afford to divert necessary public funds to independent schools. The passage of HB20 will widen and exacerbate the state’s growing Opportunity Gap. Private schools, such as the ones with which I am involved, should be responsible for raising their own tuition and sources of revenue and meeting their operational budgets without the aid of municipalities.

Which touches upon another objection I have to HB20. If schools with a religious affiliation, such as Holderness, White Mountains, and St. Paul’s, begin to accept monies from local or state government, how long will it be before the state will seek influence over those schools’ curricula and programs — even their forms of worship, whatever their faith tradition may be. This inter-

ference flies in the face of the very nature of an independent school and moreover, even threatens to dissolve the hallowed separation of Church and State.

My commitment to narrow the vast Opportunity Gap among our youth urges me to defend, protect, and enhance the health and vitality of the public school system. It is clear that HB20 threatens to widen these gaps among children who should be able to rely on the quality of their local public school, no matter in what town or city they may live. In addition, HB20, if it becomes law, invites what its proponents would be probably be loath to admit — a blurring of the separation of Church and State and thereby, an erosion of the very nature of an independent school.

Rev: 02.08.21

Ava Hawkes

From: mdrye@madscape.com
Sent: Tuesday, March 2, 2021 8:04 AM
To: Ava Hawkes
Subject: SB130

Re: SB130
To the Members of the Senate Education Committee:

Education Savings Accounts can save towns money

My family saved our town of Plainfield almost \$400,000 by homeschooling all nine of our children through high school. At an average of \$11,000 per year x 9 kids x 4 years of high school each, our savings to the town took place while we were still paying our entire town tax bill, with no tax relief.

The educational savings account described in this bill could serve well in towns that do not have a high school by offering an incentive to families to try other educational alternatives, thus saving tuition costs.

Our family's story is proof that family choices can be a financial benefit to a town, though ours was made without the help of an educational savings account. Think how much more benefit there could be if there was incentive to encourage such choices.

Please vote SB130 OTP.

Sincerely,

Margaret Drye

Plainfield, NH
mdrye@madscape.com
603-675-9159

Ava Hawkes

From: Mel Myler <mel.myler@gmail.com>
Sent: Tuesday, March 2, 2021 8:12 AM
To: Ruth Ward; Jay Kahn; Suzanne Prentiss; Denise Ricciardi; Ava Hawkes
Subject: SB 130 - Rep Mel Myler Testimony

**SB 130 Testimony
Representative Mel Myler
March 2, 2021**

Thank you, Madame Chair, for the opportunity to testify this morning on SB 130 "relative to education freedom accounts." I am Representative Mel Myler, Merrimack County, District 10.

I am the ranking Democrat on the House Education Committee. I urge you to either oppose or recommend interim study on SB130. An analysis of SB130 and HB20 finds that they are nearly identical bills. In House Education we spent two days in hearing on HB20. After a two and half hour Executive Session in which a thorough review of the bill was made, the House Education Committee found that there were too many unanswered questions to move the bill forward. In a unanimous vote of 20/0, HB20 was moved to interim study. Like HB20, SB130 is a major piece of legislation that will have an impact on public education in our state. Time is needed to review, modify, and complete the language in the bill that will clarify the many questions it poses. I recommend the Senate Education Committee act to either move the bill to interim study or oppose passage of SB130. If the Committee moves to interim study, perhaps a joint Senate/House committee could be formed to fully review issues this proposal has on New Hampshire public education and the students it serves.

Thank you, Madame Chair.

Sent from my iPhone

Hello, my name is Martha Burtis and I live with my family in Plymouth, New Hampshire. I have two school-aged children, one in high school and one in middle school. I wish to voice my strong opposition to SB 130. Public education is a cornerstone of our American democracy; it is the most important vehicle we have to ensure an informed citizenry and it is the most important tool we have to ensure free access to quality education, for all Americans no matter their socio-economic status.

The reality is that most of our public school districts are already struggling financially, and have been for decades -- in large part because of the mercurial nature of local school funding. We should be investing MORE state tax dollars in those schools. Instead this bill will encourage families to flee the public schools system, creating a slippery financial slope. As more students leave, taking financial resources with them, school services (and overall quality) will decrease. As services and quality decreases, more families will choose to leave. You are putting the first nail in the coffin of NH public schools by passing this bill.

Moreover, you are ignoring the unprecedented turnout at the February hearing for HB 20, where 85% of those attending who registered opinions OPPOSED that piece of legislation. SB 130 is nearly identical to that house bill, and yet you continue to consider this move and debate this issue.

Finally, I find it troubling that these bills are politicizing and taking advantage of the COVID19 pandemic. We all know that NH families have struggled this year to determine the best educational way forward, balancing school return decisions, employment requirements, and the needs of their own children. Instead of recognizing that the pandemic has brought into stark focus how vulnerable so many families are, you are taking an opportunity to erode the very fabric that is a backbone of community health: public schools. You should be using this opportunity to invest more heavily in schools: compensating all teachers fairly; decreasing class sizes; increasing auxiliary staff, after-school programming, and support for special education; fixing decaying infrastructure; providing vouchers for low-income families to take advantage of programs so that their children can be safe while they are working. All of these steps would not only benefit families after COVID19, but, if we had made these investments earlier, they could have provided more resources and flexibility for dealing with the pandemic when it hit.

I say all of this as a current homeschooler. When our SAU chose to open full-time, face-to-face this fall we made the difficult decision of keeping our middle schooler home due to his anxiety about wearing a mask all day. This was our personal choice that grew out of our personal needs. We did not expect the school to adjust rules for him nor did we expect the state to refund our tax dollars or provide us with a voucher. The Republican party likes to tout how it is the part of "personal responsibility." Well, part of taking personal responsibility is accepting the consequences of one's choices. If families want to place their children in private schools or educate their children at home, they need to accept the financial reality of that choice, and not steal dollars from the public schools.

Ava Hawkes

From: Michael LEE <mleebaseball@comcast.net>
Sent: Tuesday, March 2, 2021 8:13 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130

To whom it may concern:

We can all agree that choice of what school best serves a family's needs is a good thing.

But, should such schools be funded by the government???? Are schools in NH under provided?

There are many schools, both private and public, to meet NH family needs.

Do government subsidized voucher schools targeted by SB 130 help the most disadvantaged families???

No, they do not, given the amount of money allocated to the voucher plan relative to the voucher school tuition. For example, \$4500 does not pay for all the costs of books, fees, and tuition to Bishop Guertin High School (around \$15,000). Remember, the most disadvantaged must compete to enter BG by taking an entrance exam. What if you a family has a Special Needs student? Those disadvantaged students are left behind in a public school now with less resources to serve their needs, as the voucher monies follow the student.

Who does this government subsidy actually help???

It is the wealthier families who are already attending such schools or seek to attend voucher schools. Is that really the intent of the bill???

The public fiercely opposed HB 20 during its public hearing in February, noting that the bill included no protections for students, less transparency and oversight of taxpayer dollars, and almost no accountability for ensuring that programs funded by taxpayer dollars would be used appropriately or effectively.

I urge you to oppose SB130.

Thank you for your consideration,

Michael Lee
22 Glasgow Circle
Hudson, NH 03051

ClassWallet

EDUCATION FREEDOM ACCOUNTS - FAMILYWALLET



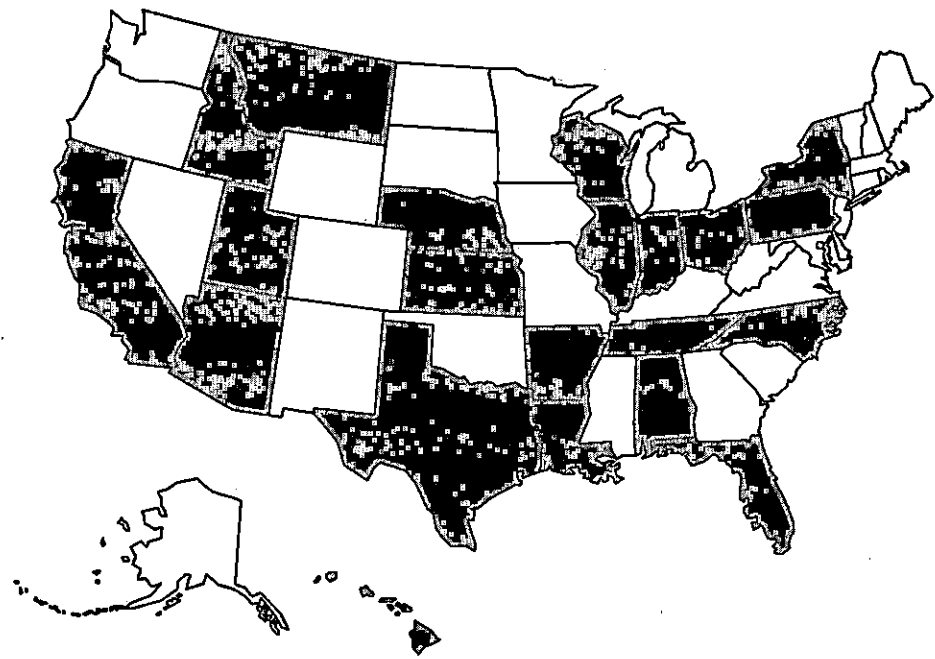
CLASSWALLET



ClassWallet
empowers education
agencies to achieve
the highest levels of
accountability,
productivity, and
back-office efficiency
while cultivating a
culture of trust and
flexibility for their
staff and
stakeholders



- Founded in 2014
- Used by state and local education agencies across 20 states
 - *50,000 families*
 - *175,000 educators in 3,600 schools*
 - *\$200MM*



Suite of Solutions



TeacherWallet

A more streamlined way for teachers to get the resources they need to maximize student outcomes



SchoolWallet

A virtual wallet for schools to access grants, and purchase goods and services



MaintenanceWallet

A better way for maintenance crew, custodians, and transportation to accomplish their goals more efficiently



FamilyWallet

A more impactful way for families to get student services outside the school system

FamilyWallet

ORGANIZATION

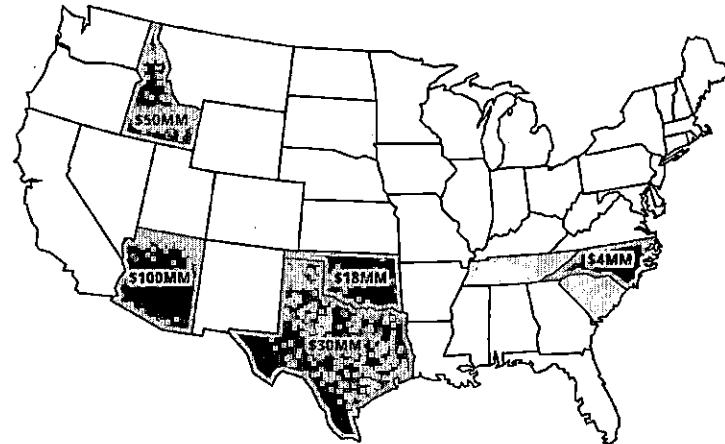
- Maximum accountability and transparency
- Maximum program administrative efficiency
- Minimal overhead and staff time

PARENTS

- Nimble and efficient way to purchase educational goods and services, pay for tuition
- “Walled garden” purchasing to eliminate risk of fraud
- No paperwork

FamilyWallet Customers

State Program	Program Size
Arizona	\$120MM
Idaho	\$50MM
North Carolina	\$4MM
Oklahoma	\$18MM
Texas	\$30MM
Tennessee (not live)	\$30MM
South Carolina (not live)	\$32MM

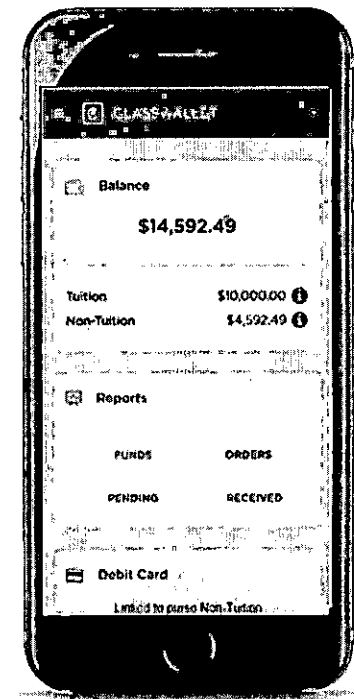


Value Proposition

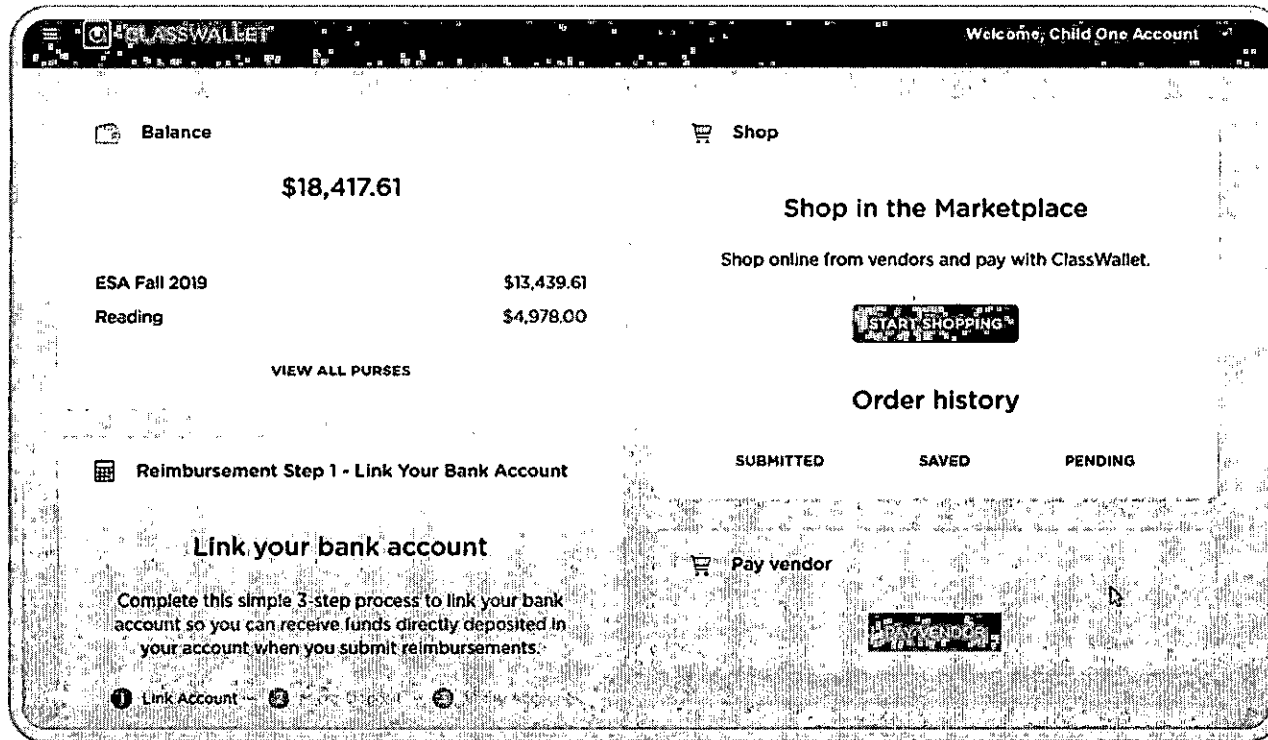
- Maximum accountability and transparency
- Maximum back-office efficiency
- Optimal mobile friendly experience for parents
- Minimal risk of fraud

Features – Education Freedom Account

- Virtual wallet that enables organizations to fund parents electronically
- Integrated e-commerce marketplace curated with merchants designed specifically for the organization and student needs
- DirectPay online ACH bill pay that enables parents to initiate ACH payments to service providers
- Other features
 - Pre-approval workflow
 - Real-time, audit-ready reporting
 - Mobile user interface



Brief Product Demonstration



Q & A

MELODY MCDONALD, VP BUSINESS DEVELOPMENT

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Ava Hawkes

From: Bridey Bellemare <bbellemare@nhasp.org>
Sent: Tuesday, March 2, 2021 8:24 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Written testimony for SB 130
Attachments: SB 130 Julie DeLuca.3.2.21.docx; Copy of New Hampshire Association of School Principals Member Key Points on HB 20 February 2 2021.xlsx; SB 130 Bridey Bellemare.3.2.21.docx

Dear Chairman Ward and members of the Committee,

My name is Bridey Bellemare and I am the Executive Director for The New Hampshire Association of School Principals (NHASP). Our organization represents the interests, professional concerns and professional development needs of over 700 school leaders across the state of NH.

I have attached my written testimony for review as well as testimony offered by over 50 other school leaders across all 5 regions of the state. I have also been informed that several other school leaders have reached out to you individually to express their dire concern and opposition to this proposed legislation.

I am writing to you today to ask that you please consider voting in opposition to SB 130. This bill would only serve to widen the equity gap that already exists in our state when it comes to providing our students (families) with a fair and adequate education.

We would like to thank you for your ongoing service to your respective communities. We especially appreciate your oversight of critical issues impacting education.

Please do not hesitate to reach out to me should you have any questions regarding our testimony submitted.

Respectfully Submitted,
Bridey C. Bellemare

March 2, 2021

Senator Ruth Ward, Chair
Senate Education Committee
Legislative Office Building
Concord, NH 03301

Re: Written Testimony on SB 130

Dear members of the Committee,

My name is Julie DeLuca and I am the Principal of Thorntons Ferry School in Merrimack, New Hampshire. I am an active member of the New Hampshire Association of School Principals and even though I am also a parent and New Hampshire voter/resident, today I write this letter in my role as principal of a PK - 4 school, in Merrimack. I am writing to share my concerns regarding SB 130. As an educator with over 18 years in education and eight years as a school administrator, I have significant concerns in three areas: academic performance, fiscal responsibility, and accountability/oversight.

Academic Performance

Schools are held to high expectations and to a significant number of accountability measures. Academically, public schools participate in mandated state testing, district and school level formative and summative assessments, student report cards and submission of many state and federal annual reports and surveys.

While schools are held to improve test scores and academic performance, studies on voucher programs have shown no evidence that these programs significantly increased test scores (Stanford Graduate School of Education). The evidence is very weak that vouchers produce significant gains in learning including reduced test scores (especially in math); using school vouchers is equivalent to missing out on more than one-third of a year of classroom learning; and that such programs have negative or neutral effects on student achievement. Research also confirms that students in voucher programs are losing ground. With the recent academic challenges, we are encountering during the pandemic, is this the time and place to approve a Bill that is not grounded in research and that is proven to have negative effects on student learning?

Fiscal Responsibility

Besides school leaders relentless focus on academic and social and emotional learning and broad-based school improvement, principals are constantly working collaboratively with district partners, school boards and communities to create and maintain budgets that are fiscally responsible. This has been critical during the pandemic crisis as families are working tirelessly to stay working and make ends meet. Daily we communicate and support families to ensure they have the resources to keep their children safe, fed, healthy and learning.

Considering these and other struggles, is it the time to approve a program that can potentially increase costs to all of our families? Research disputes "the common claim that vouchers cost less per student than traditional public education". Furthermore, additional costs will be absorbed by taxpayers in the funding and implementation of the education freedom accounts. Costs that include record keeping, student transportation, personnel hired to oversee such accounts etc. Research has suggested that vouchers could raise public education costs by 25% for all taxpayers. So, is this the time to increase expenses for our families?

Accountability and Responsibility

Besides academic accountability to our stakeholders, as public institutions we are under much oversight and scrutiny from federal and state agencies. This bill also implies that educational service providers (private schools, home schoolers, religious schools etc.) are exempt from the same oversight and accountability measures. How is it that these agencies, receiving public dollars, are not accountable to our communities and families in how students are performing, how money is spent and whether decisions are made in a fair, equitable and non-discriminatory basis? The most important responsibility we have as citizens and educators, is to provide educational opportunities where children are free from discrimination and have equal access to support, services, and learning. Why would this bill force many of our vulnerable students (some receiving special education services) to “waive their rights under federal and state disability laws, including the right to an individual education plan, the right to services and the right to a free and appropriate education in the least restrictive environment?”

As a school principal, I hold myself to the highest standards of school leadership and seriously undertake my responsibilities to act with integrity, fairness and in an ethical manner no matter the political, economic, legal and cultural contexts and pressures. I ask each of you, to please carefully consider SB 130 through these same lenses and assess whether our students, our children, our families will be better served by SB 130, or will they instead be better off when we work collectively to raise outcomes in our public schools so that the potential of each student is maximized, and all our students are career and college ready?

Thank you for reading my written testimony and I appreciate each of you for your efforts in truly listening to all sides and for making the right decisions for all children and families of New Hampshire.

Sincerely,
Julie A. DeLuca
Principal of Thorntons Ferry School, in Merrimack NH

New Hampshire Association of School Principals Member Key Points on HB 20

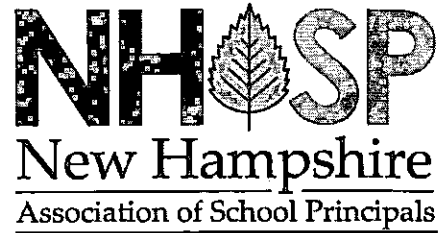
School Leader Level	Region	Years in School Leadership	Key Points of Opposition
Elementary	Lakes Region	5-10 years	We can not currently adequately fund schools without significant impact to town tax rates. Please fix and address that system first before taking money away from public schools. We need to guarantee the right of education to ALL students. Charter schools and private schools choose who they educate. Public schools and out of district schools work to make sure EVERYONE has access to education; this bill further reduces aid to those schools.
Middle	Lakes Region	10-15 years	Public schools are struggling enough with our current underfunding and disparity among communities. Low-income families will be impacted most because they still have no choice since they won't be able to arrange transportation of the funds to make up the difference.
Elementary & Middle	Lakes Region	0-5 years	I disagree with using public funds for private institutions, pulling money away from public schools. The private institutions are not held to the same standards as public schools.
Elementary & Middle	Lakes Region	15+ years	I have concerns about local decision making for funding, and funding to public schools who still retain accountability.
Elementary	Lakes Region	15+ years	I have concerns with loss of student rights across the board but especially IDEA, with no accountability or oversight for student progress. Families can spend the money as they wish but do not have to show progress. Also concerned with loss of funds to districts especially those which are smaller and already struggling.
Elementary & Middle	Lakes Region	15+ years	NH House Bill 20, with very little accountability oversight attached, and significant administrative financing attached increased the problems associated with the negative scale of size for our rural, low income, small schools. It compounds these issues.
Elementary & Middle	Lakes Region	15+ years	The cost of an adequate education has been under \$4,000 and this gives significantly more per student outside of school. If schools have to have the NHSAS for accountability, wouldn't we want all students/programs accountable?
Elementary	Lakes Region	10-15 years	What we offer at our school: Public Schools are currently the lifeblood of many communities. Our families rely not only on the education we offer but many of the other things we provide. At my school, we offer food for 60+ students' food on the weekends. We are a trauma-sensitive school that has helped families through Covid, domestic violence, death, suicided and diversity challenges. We imbed our community into our curriculum. Public schools hold students and educators accountable for teaching and learning. By offering HB 20, you are essentially taking students and families away from communities that need one another. Rather than building a community, you are creating a divide that will critically impact our students, and New Hampshire's, future.
Elementary	Lakes Region	10-15 years	I would like to speak to the fact that Private institutions aren't required to accept all learners, thus not allowing for the special education population and how there's no accountability for the Private institutions, thus not creating a level playing field.
District	Lakes Region	15+ years	This bill fails to include accountability measures, in stark opposition to the strict accountability measures public schools are held to. This bill is another attempt to dismantle public education where the overwhelming number of NH students attend, especially those who qualify for free and reduced lunch (some of our most vulnerable populations). This bill directly and negatively impacts all students by placing more financial burden on local tax payers and will serve to create a greater disparity in successful outcomes for minority populations and those typically underrepresented.
Elementary & Middle	Lakes Region	0-5 years	I am concerned that this bill will take much needed funds away from local public schools and the lack of special education services and oversight for students in private schools.
Middle & High	North Country	15+ years	The bill takes money out of the local school budget with little to no accountability to how the families spend the money.
Elementary & Middle	North Country	5-10 years	One of my major concerns is that there are no accountability requirements to ensure that students are receiving an adequate education. I have seen the effects of students being homeschooled for a period of time and then return to school. It is not fair to them as a student or to the teacher as there are usually great gaps in their knowledge and skill acquisition.
Elementary	North Country	5-10 years	I am concerned with incentivizing homeschooling and private school options with zero accountability and increasing the inequity across the state.

Elementary, Middle & High	North Country	5-10 years	Impact of taking money from local schools to support other schools would be detrimental.
Elementary, Middle & High	North Country	0-5 years	The North Country has very few schools as it is, and CAES is a PreK-12 building with approximately 350 students. It is the hub of the town. The next closest school to Colebrook that has similar opportunities is 30 miles away. Students can't be expected to ride a bus this far to and from school. Parents cannot afford to move, especially in the North Country where there are few jobs, and parents can't afford to quit the jobs they do have to homeschool students. Furthermore, voucher programs have been shown to hurt student outcomes. Long-term studies of voucher programs have shown that participants in voucher programs have significantly lower math and reading scores than those who do not, and that those dips persist for years after the initial study.
Middle & High	North Country	0-5 years	How will the DOE ensure equality and accountability?
Elementary & Middle	North Country	5-10 years	1) Focus improvement and growth in a public statewide system that values diversity, inclusion, and equity, not private institutions that are aimed at small minority of the population. 2) Focus improvement on the whole system, which includes funding public schools appropriately to make necessary changes.
Elementary	North Country	0-5 years	Voucher programs have been shown to hurt student outcomes. Long-term studies of voucher programs have shown that participants in voucher programs have significantly lower math and reading scores than those who do not, and that those dips persist for years after the initial study. Other, short-term studies by independent research organizations and universities suggest that voucher programs hurt, or have an insignificant impact, on student outcomes.
High	North Country	5-10 years	This bill creates a significant inequity in our educational system. It is flawed in so many ways. It removes accountability of special education by having those parents waive services and there is no accountability measures for students that do not attend a public school. Further, this bill allows public funds to go to private schools. This bill will only go to create a greater divide within our state, which is so fundamentally wrong that I am ashamed that our legislature would put something like this forward.
Other	South Central	10-15 years	The bill would take away money from public school districts and it would leave vulnerable children and families without the services they are now entitled to under special education; Title 1, etc.
High	South Central	15+ years	Students with disabilities waive their rights under federal and state disability laws, including the right to an IEP, the right to services, and the right to a free and appropriate education in the least restrictive environment. Additionally, voucher programs have shown to hurt student outcomes.
Middle & High	South Central	15+ years	I understand their desire to provide more opportunities for students, and support private companies providing money for scholarships for these opportunities or other sources of funding. Public schools are already very strapped for funding, however. Providing these opportunities at the expense of public schools, and thereby reducing the funding they will receive, does a disservice to and could hinder the education of the public school students.
Elementary	South Central	10-15 years	I am concerned with the negative impact on overall district funding, with more inequity between communities
Middle & High	South Central	0-5 years	I am concerned about how this will impact Special Education students, and how it will further burden the public school systems.
Elementary	South Central	15+ years	I am greatly concerned that this Bill will entice some parents to home school their children, when, they do not have the means to do so. This could potentially put students at risk for educational, social, and emotional neglect. Monetary incentives could lure struggling families to choose money over their children's wellbeing. 2. I am greatly concerned about the transparency and legitimacy of the oversight of the funds, and the distribution of funding. This is a huge ethical and social issue, with the likelihood of furthering economic inequalities. For example, a family that can afford to send their child to a private school does not likely 'need' the financial support. 3. This appears to be an attempt to dismantle public education.

Elementary	South Central	0-5 years	The misconception that families have no control and no power is false. New Hampshire continually prides itself for its local control and its ability to rally and empower a community. New Hampshire is tough, we don't run when we don't agree with something. We work together to figure it out. We take care of each other. School Board meetings and budget meetings are open to the public and School Board members are elected officials. You want to strengthen your child's education than get involved in your child's school. The voucher/savings account programs referenced by these policy groups like EdChoice only service a small percentage of the population and often further divide the education gap.
Elementary & Middle	South Central	0-5 years	NH does not adequately support public education. Until and unless our state upholds its responsibility to teach our children through the public school system, no funds should be allocated
Elementary	South Central	15+ years	The bill assumes that public school education is insufficient/ineffective. It also assumes that nonregulated private schools will solve a problem that may not exist. How will you measure whether private schools will be able to address gaps?
District	South Central	5-10 years	Public schools are a monopoly for the district and, as such, cannot offer the best service to the customer. Only market competition can do this and this scholarship program allows for competition.
High	South Central	15+ years	I am concerned this will syphone resources away from Public Schools and the lack of local control.
High	South Central	15+ years	At a time when equity is at the forefront of our national conversations in all arenas of life, the language in this bill presents a profound irony and is deeply troubling. This bill lacks provisions that would protect students from discrimination, but it does protect educational service providers from being discriminated against based on their religious affiliation. Additionally, students with disabilities waive their rights under federal and state disability laws, including the right to an IEP, the right to services, and the right to a free and appropriate education in the least restrictive environment. How does any of this best meet the needs of all learners? How does any of this help create a thriving community and citizenry? These two elements alone should shine a light on the intent of this legislation – which clearly is not to improve education or access to education for all students.
High	South Central	15+ years	We educate all students, we are very effective in our delivery of services. Cutting our funding will only inhibit our ability to execute high level instruction for all studnets.
Elementary	South Central	0-5 years	Accountability: schools that are educating students using public funds should be accountable to the tax payers for their outcomes in the same way that public schools are. Loss of funding for public schools: Removing funding for individual students will impact the remaining students.
Elementary	South Central	5-10 years	This bill is not equitable to families who have children with disabilities and who are in the lower socio-economic group. Also, the this bill does not equitably provide the oversight that is currently on public schools than it will be with private providers. This bill will put a major burden on schools relative to communicating credits and credentials.
Elementary	South Central	5-10 years	I am very concerned with the money being given to schools with little to no oversight. In addition, as a citizen I do not want my tax dollars going to support individual religious schools or schools that are not regulated in the same manner that a public school is. As a public school educator, I am very concerned with the funding of our schools in NH and now more money will be pulled away from them. Districts that struggle financially will have money taken away from them to be used by the few students in that district that can afford to supplement the voucher to attend a private school. Therefore, increasing the inequity gap between students even more.
High	South East	15+ years	Equity: This bill does not provide equity for all students, particularly students with disabilities and economically disadvantaged students. Fiscal Irresponsibility: This bill provides little to no oversight of public tax dollars and how they may (or may not be used).
Elementary & Middle	South East	5-10 years	How does a district budget appropriately without knowledge of available funds? How was this amount determined per student and was it researched with sample surveys throughout the state who may/may not choose this option?
High	South East	10-15 years	Student protection of rights and prevention of discrimination (sexual discrimination, bullying, harassment) are not provided for. Long-term studies and current research also show that voucher programs have been shown to hurt students and participants in such programs have significantly lower math and reading scores than those who do not.

Elementary	South East	10-15 years	A mainstay of New Hampshire is top quality public education. Thus, a bill that would divert funding from public schools is not moving education forward. Additionally, using state funds to subsidize home school instruction, as an example, would mean uncertified persons are using public funds to provide education.
Elementary	South East	5-10 years	The public school system in NH is not perfect but dismantling it is not the answer. HB20 is the beginning of separating us as educators and leaders. Public school funding is not adequate for all and this will only make things worse. Students need model peers in the classrooms and with forcing Special Education students to give up their rights to attend these schools is just awful and will lead to public schools being the only option for some families. The lack of accountability for these schools is also a huge issue! How do we know if any of this is working? Assessments are not the end all but we need to have something in place to hold everyone accountable-like public schools are! I also doubt the state can afford such a bill.
Elementary & Middle	South East	10-15 years	Lack of oversight in regards to the managing agencies and the use of public funds for private institutions. Sorry, but also how this bill will financially effect public education and how it supports the "creaming" effect in school districts
Elementary & Middle	South East	15+ years	1. The lack of accountability. Because of such a lack, I know of a boy in NH whose education ended after 5th grade. This is unacceptable. 2. This would increase the already existing inequity in funding. Being a school leader in NH is already a fight to get needed resources. So many children will lose oof this bill passes.
Middle	South East	15+ years	I too am a proponent of school choice, with one caveat: it is a level playing field. Our public schools are required to meet minimum school standards; Ed 306. But if there were true school choice as proposed in this bill, then only the public schools would continue to be required to meet Ed 306. Unless there are minimum standards imposed on all educational models where state funds are sent, including home education, then of course there will continue to be inequities in the education of NH's K-12 students. Level the playing field and create fair competition for public dollars and I will be the biggest supporter of HB 20. If not, then our commissioner and our state government will continue to expect us to do more with even less resources.
Elementary	South East	15+ years	1) The bill will increase local taxes. Removing money does not remove the need for basic services and needs. 2) Solve educational funding in NH and then take a look at this bill.
Elementary	South West	15+ years	A strong, free and appropriate education at public expense is a foundation of our democracy. The dilution of resources from this great endeavor is contrary to the fundamental principals on which our democracy is built.
High	South West	5-10 years	What robust accountability system is being proposed to ensure that "homeschool programs" are actually functioning to provide the education that public funds are being diverted to support? Is each and every lawmaker involved in this decision aware of the devastating effect this law would have on schools and children, removing equity by dismantling programs?
High	South West	0-5 years	Our schools already receive less funding from the state than they should. This bill will take even more funding away, making schools and teachers do more with even less. Additionally, there is no accountability for the schools that will benefit from these funds as they do not have the same reporting and legal requirements as public schools.
Elementary & Middle	South West	15+ years	Funding for public school students, especially those with mental, social-emotional, and academic needs
High	South West	15+ years	Given where we are right now and that schools and students are struggling reducing the amount of funds for public schools would hurt students especially those who need the funding for support services.
Elementary	South West	15+ years	If education funds go to private schools and home schooling those institutions and individuals need the same level of accountability that public schools have.
Middle	South West	15+ years	This bill would take funding away from public schools and give it to private schools, families, and charter schools with no accountability. Children will suffer because of this.
Elementary	South West	5-10 years	This proposal appears to uphold an intended consequence of slowly defunding and dismantling public education. If that is correct, please state this for the record. If that is incorrect, please state how this supports the concept of public education as established by early American Colonists.

Middle & High	South West	0-5 years	I have concern about the potential responsibility and costs of a student who qualifies under IDEA who utilizes this bill and the burden it may place on the public school district. I also am concerned about the lack of clear language on what accountability will look like for academics and progress for students who will utilize this bill.
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3/2/21

Senator Ruth Ward, Chair
Senate Education Committee
Legislative Office Building
Concord, NH 03301

RE: SB 130

Dear members of the Committee,

I am writing on behalf of the members of the New Hampshire Association of School Principals (NHASP) to appeal to you to vote in opposition of SB 130. We believe this proposed legislation, as written, would tip the scales of inequity for New Hampshire's students and families.

In short, we firmly believe that this bill is a limitation bill ensuring freedom for some, but resulting in segregation for most. Please allow me to further illustrate our concerns below.

First and foremost, by intentionally creating, fostering and reinforcing potential institutional discrimination practices we could knowingly be widening the disparity gap creating isolation within and among our communities.

Additionally, by diverting funding and resources away from our public schools, which already function under deep fiscal constraints due to our state's ongoing school funding crisis, we are knowingly crippling the very institutions our families directly depend upon and partner with and entrust, to provide for their children's overall well-being, as well as to ensure for their long-term success as future global citizens.

The very definition of *Equity* means promoting just and fair inclusion throughout society and creating the conditions in which everyone can participate, prosper, and reach his, her, or their full potential. However, this bill, as proposed, reads as though it is actually promoting the *interruption* of educational equity, as well as supporting the omission of universal accountability measures.

Our public schools are the very bedrock of New Hampshire's communities. These are safe and vibrant environments, where students are afforded opportunities to thrive both independently and collectively in cultures that both recognize and celebrate diversity and individuality.

Supported by highly qualified and certified educators and specialists who have committed to uphold the very Code of Ethics members of the NH legislative body passed in 2018. We do not take this responsibility lightly.

This very document states that “the educator accepts the responsibility to practice within the educational profession according to the highest ethical standards and aspires to continuously and consistently make decisions which are, first and foremost, within the best interest of the student.” It goes on to define that the term “student” means an individual who is enrolled or participating in any class, or program from preschool through grade 12 at *any school or education institution.* *Any school or education institution.*

Please understand that all school leaders remain highly committed to upholding this standard. They work tirelessly and creatively, each and every day to ensure our school programs, community outreach and family partnerships are thriving and student-focused. We ask that this same standard be expected of any private institution.

In closing, our students’ overall well-being and future success rely on our commitment to continue to advocate for learning environments where every decision made, on their behalf, remains rooted in compassion and educational equity for all. We respectfully request that you please consider voting against this proposed legislation.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Bridey C. Bellemare". The signature is fluid and cursive, written in a professional style.

Bridey C. Bellemare
Executive Director, NHASP

Ava Hawkes

From: Kimberly Cote <kcote2010@gmail.com>
Sent: Tuesday, March 2, 2021 8:24 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB130

Dear Senators,

Good morning, my name is Kimberly Cote and my family and I live in Danville, NH.

I am writing today to let you know that I strongly oppose Bill SB 130; the education voucher bill. This bill does not consider the educational needs of the majority of NH students and their families.

Please keep in mind the majority of the NH children that this Bill would affect, and the families that you represent.

Sincerely,
Kimberly Cote

Ava Hawkes

From: susan raymond <timberwind2013@gmail.com>
Sent: Tuesday, March 2, 2021 8:28 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB130

I would like to send my sincere opposition to SB130, a bill that is being taken up in committee today. I insist that my tax dollars be spent on Public Schools and not spent on private schools where this bill will allow support without enough financial accountability, with less transparency and no caps on eligibility. This bill as you are well aware, removes even the weak legislative oversight provided for in HB20. HB130 would be a disaster for public education and for the State, siphoning off millions of dollars in public funds to pay for who knows what, and forcing taxpayers to face higher and higher property taxes as state education funds go elsewhere. If you do not deny this bill power you will go down in our State history as making an attempt to dismantle a public education system. Please stop this theft of educational dollars. I am barely holding onto my home in a less than affluent town, where our RE taxes will be forcing me to sell my home. There are no rentals available even if I were able to afford the very high rent rates. Our state is forcing poverty on those who have worked very very hard to own a home, and our tax rate cannot be allowed to increase further by allowing money sent to private schools. We need a graduated income tax to pay for our schools so that the lower income voters do not lose their modest homes. Allowing a bill such as SB130 to pass would be a dramatic slap in the face for a large number of us. We will watch every single vote on this bill.

susan raymond
287 Great Hill Road
Tamworth, NH

Ava Hawkes

From: Owen Harrington <oharrington@desnet.org>
Sent: Tuesday, March 2, 2021 8:33 AM
To: Ava Hawkes
Subject: SB 130

Hello,

I am writing to you today as a taxpayer, parent of three school aged children, Dunbarton Elementary School Principal, and Merrimack Valley School District School Board member in opposition to SB 130. In essence, this bill is asking for taxpayers to give a portion of their taxes to other families for savings accounts to be used for schooling other than public school. It is also asking for these funds to be taken directly from what would have gone to public schools. This is wrong on many levels. Furthermore, it is further exacerbating the concerns you are raising with public school education. Seems very counterintuitive.

Owen Harrington

Ava Hawkes

From: Gary Samuels <samuelspatty@gmail.com>
Sent: Tuesday, March 2, 2021 8:35 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130

Hello
With this message I wish to register my opposition to SB 130. I do not favor taking money away from our public schools to support non public educational.

I hope you will vote 'no' on this bill.

respectfully
Gary Samuels
Deering, NH
03244

Ava Hawkes

From: Helen Honorow <hghhonorow@gmail.com>
Sent: Tuesday, March 2, 2021 8:43 AM
To: Ava Hawkes
Subject: SB 130

Dear Senator Ward and Members of the Senate Education Committee. Thank you for the opportunity to comment on this proposed legislation. I provide these comments in OPPOSITION to SB130.

I served for 14 years on the NH State Board of Education. I am no longer a member, but my passion for public education and the importance of public education in our state remains of critical importance to me.

I am tremendously concerned that SB 130 exacerbates the known issue we have here in NH regarding funding for public education. Clearly one of the most important functions of the state is to provide a quality public education for our students. I am a product of the public schools in Illinois, and both of my children were proudly educated in the public schools here in Nashua. SB 130 significantly threatens public education here in New Hampshire.

This bill provides somewhere between \$3700 and \$8500 in public funds which will be diverted from the public school system and placed into a student's EFA account. This reduces the public school system's resources even further – but the requirement to provide a good education to all of the students that remain is unchanged. The public schools will have 100% of the responsibility to provide co-curricular activities' for students who choose such activities, including sports teams, but there will be no public funds associated with those students. There is no requirement that private schools accept students with disabilities or English Language Learners, and these students will likely attend public schools whose resources have been further depleted. A student with a disability might attend a private school, but go to the public school for courses unavailable at the private school, such as a chemistry class that requires specialized lab equipment. If that disabled student requires an accommodation, the public school will have to provide the accommodation, but have to do so at the school's own expense – regardless of whether the school is receiving any state aid for that student. The home district of a child will still be responsible for the costs of finding, evaluation re-evaluating and identifying students with disabilities. These costs will remain the obligation of the home district, regardless of whether the district has received any state aid for a child. These costs can amount to thousands of dollars per child. My concerns are not that services provided to a disabled student costs money, my concern is that this legislation pushes costs down to a school district while taking away state aide for the child. At this time, particularly recognizing the effects of Covid, our state has enormous economic challenges. We lack funds to meet existing financial obligations. This legislation will be unnecessarily costly, and does nothing to address our identified school funding problem – instead, it exacerbates that problem.

Fiscally irresponsible, this bill also lacks any accountability measures. There is nothing that requires measurement of outcomes, competency, achievement or any positive results. Taxpayers are forced to pay for programs that may have no positive impact on student outcomes. Students are not protected in any way if a provider does not provide "requisite core knowledge." Tax dollars would go to supporting programs which have no financial or performance accountability. Collecting data from parents to see if they are satisfied with a program is in no way a measure of accountability.

I do not want my tax dollars, and I would suspect many other people do not want their tax dollars to go to entities which are free to discriminate on the basis of disability, gender identification, sexual orientation, race, color, religion, or anything else. Such discrimination is wrong – but to use taxpayer dollars to support such discrimination is outrageous. The only time this legislation is

concerned about discrimination, is when an educational provider might not get EFA based upon its creed, practices, admissions policy or curriculum. So, the provider is protected, it can discriminate, but there are no protections against discrimination for students or their families. Who, exactly, is this legislation supposed to benefit – students, or providers?

This legislation is bad for students, bad for our state, and bad for taxpayers. I urge you to recommend that SB 130 is inexpedient to legislate. Please do not shirk your responsibility to provide a quality public education for all students. Please do not shirk your responsibility to hold educational providers for the content of their program, not any educational outcomes. Please do not allow for providers who discriminate against children and families on the basis of their religion, gender identification, sexual orientation, race, color, disability or anything else to operate unimpeded, and use tax dollars to do so.

Thank you. Helen Honorow

Sent from [Mail](#) for Windows 10

Ava Hawkes

From: sdube22nh <sdube22nh@gmail.com>
Sent: Tuesday, March 2, 2021 8:47 AM
To: Ava Hawkes
Subject: Support for SB 130

Good Morning,

As a parent of an elementary school child in S.NH, the need is great for school choice, now more than ever.

Please vote yes on SB 130 and give the parents a choice.

Thank you!

Stefanie Dube
Danville, NH

February 23, 2021

Dear NH State Senate,

As a local elected official, I would like to express my opposition to Senate Bill 130. I believe the lack of detail in relation to the actual impact on public school budgets and a lack of requiring certified educators in these bills will have a devastating effect on our students and in their present form would be a mistake for NH public school districts. SB 130 appears to be almost identical to HB 20, and if it becomes law would create large inequities and a stark lack of special education services outside of public schools. The NH legislature continues to introduce and support voucher programs that are not well thought out. SB 130, like similar bills, will divert resources away from our public schools and communities. NH local property taxes will soar without the necessary financial support, either temporary or permanent, to implement and adjust to the changes in this bill. The money being diverted from our public schools would go to unaccountable, non-transparent programs, offering no protection for our students, resulting in a lack of reporting on outcomes, virtually no oversight and minimal or no requirements for special services. Although NH state laws specify protections for students in our public schools, SB 130 does not extend these protections to voucher recipients. The potential to further separate the education gaps between the “haves and the have nots” is of major concern.

The New Hampshire public school system, at the state level, is one of the top performing in the country. Having alternative school choices is important for students, however, it should not be done at the detriment of students and the diversion of funds away from public school funding without a plan in place to adjust to this type of financial impact. Senate Bill 130 would institute a poorly thought-out plan that does not provide support for local districts to implement this type of program or subsidize losses to individual communities, which will again hurt students. This bill, like HB 20 and 607, could drastically put district budgets at risk and potentially devastate the schools that stand at the center of our local communities. We urge all members of the New Hampshire state legislature to vote against SB 130 or support amendments that would resolve the glaring issues they create. Please stand with local communities, students, and parents.

Sincerely,

Shannon Ulery
9 Magnolia Rd.
Windham, NH 03087

Ava Hawkes

From: Lianna Pilesky <liannapilesky@gmail.com>
Sent: Tuesday, March 2, 2021 8:47 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB130

As a parent of a NH public school student, I disagree with SB130 & would urge you to vote against it. Thank you for your time.

Lianna Pilesky, Deering

Ava Hawkes

From: G Ivester <2016nhschools@gmail.com>
Sent: Tuesday, March 2, 2021 12:07 PM
To: Ava Hawkes
Subject: SB130 on 3/2/2021

Good Morning:

We moved our children out of the public school system. We have 3 children, so there are 3 different reasons.

1. One child didn't feel challenged and needed more athletic opportunities that were not fulfilled in her school.
2. One was bullied at least once a week and the administration couldn't get a grasp of the situation. My child didn't feel safe at his school anymore. The school only provided mass sports programs (which didn't suit his personality well).
3. One child just didn't feel like he fit in and didn't enjoy going to school.

It has been 2 years now that we have pulled our children out of the school district and they are more challenged and happier with their new schools. They have been introduced to new sports and a more challenging curriculum and a great sense of community.

Best Regards,

Gyslaine Ivester



Statement by Gilles Bissonnette, Legal Director of the ACLU-NH
Senate Education Committee
Senate Bill 130
March 2, 2021

I am the Legal Director of the American Civil Liberties Union of New Hampshire (ACLU-NH)—a non-profit organization working to protect civil liberties throughout New Hampshire for over fifty years. On behalf of the ACLU-NH, I appreciate the opportunity to testify today in opposition to SB130. SB130 would allow public funds—in the form of so-called “Education Freedom Accounts”—to be used for religious purposes. As a result, it violates Part I, Article 6 and Part II, Article 83 of the New Hampshire Constitution.

The New Hampshire Constitution mandates strict separation of church and state, and includes explicit prohibitions on using taxpayer dollars to support religious educational activities. Part I, Article 6 of the New Hampshire Constitution states, “[N]o person shall ever be compelled to pay towards the support of the schools of any sect or denomination.” Part II, Article 83 also states, in part, “Provided, nevertheless, that no money raised by taxation shall ever be granted or applied for the use of the schools of institutions of any religious sect or denomination.” This language could not be clearer in barring SB130’s transfer of state funds for religious uses. Indeed, these provisions were specifically crafted to preserve our freedom to live in a state where the government is not entangled with matters of faith—including religious education—which are properly reserved for individuals, families, and religious communities.

Given the clarity of these Constitutional provisions, the New Hampshire Supreme Court has interpreted these provisions as strictly prohibiting any diversion of tax funds that could be used to support religious instruction. The Court has even gone so far as to conclude that the government cannot circumvent these prohibitions by “do[ing] indirectly that which it cannot do directly.” See *Burrows v. City of Keene*, 121 N.H. 590, 597 (1981). Thus, not only are direct disbursements from the State for the purpose of religious education barred, but the government is prohibited from enacting creative programs that indirectly do so.

Several cases analyzing these provisions under the New Hampshire Constitution are instructive:

- ***Opinion of the Justices (Choice in Education)*, 136 N.H. 357 (1992)**: In this case, the New Hampshire Supreme Court invalidated a proposed school-voucher program. That program would have allowed parents dissatisfied with their child’s education to enroll the child in “any other state approved school,” including a religious school. The school district where the child resided would then have been required to pay part of the new school’s tuition.

The Court pronounced, “[o]ur constitution . . . recognizes the fundamental separation between church and state.” The Court then ruled that the proposed voucher program “violate[d] the plain meaning of part I, article 6” of the State Constitution. The Court emphasized that, under the proposed program, “[n]o safeguards exist[ed] to prevent the application of public funds to sectarian uses.” Payments by school districts under the voucher program would have “constitute[d] an unrestricted application of public money to sectarian schools.” The Court also noted that “sectarian schools” are “a class appearing to predominate among the nonpublic schools.”

- ***Opinion of the Justices*, 109 N.H. 578 (1969)**: In this case, the New Hampshire Supreme Court struck down legislation that would have authorized local governments to “grant a tax exemption of \$50.00 per year on the residential real estate of any person having at least one child attending a nonpublic school.” As the Court explained, the program violated Part II, Article 83 because “[i]t would make available to

the parents funds which they could contribute directly to the nonpublic school, including parochial schools, without restricting the aid to secular education.” The Court added: “[T]he amount of \$50.00 may seem small, yet if the principle were upheld, the amount could be increased to a point whereby it could be used as a means of fully supporting such schools.”

The unmistakable takeaway from these two opinions is that the New Hampshire Supreme Court has interpreted these specific state constitutional provisions robustly separate and apart from whatever independent protections the federal constitution may provide.

The U.S. Supreme Court’s 2017 decision in *Trinity Lutheran Church of Columbia v. Comer*, 137 S. Ct. 2012 (2017), does not change this result as to SB130’s constitutionality as drafted. *Trinity Lutheran* was narrow and limited to far different circumstances. There, the Court held that a state violated the federal Free Exercise Clause by denying a church-operated preschool—solely because of its religious status — a grant to purchase a rubber surface for its playground. The record in *Trinity Lutheran* contained no evidence that the playground was used for religious activity. Thus, the Court strictly limited the scope of its holding: “This case involves express discrimination based on religious identity with respect to playground resurfacing. We do not address religious uses of funding or other forms of discrimination.” Here, unlike *Trinity Lutheran*, the funds allocated under SB130 could go directly to religious uses.¹

The U.S. Supreme Court’s 2020 decision in *Espinoza v. Montana Department of Revenue*, 140 S. Ct. 2246 (2020), also does not change this analysis as to SB130’s constitutionality as drafted. In *Espinoza*, the Court held that it violated the Free Exercise Clause for a state to disqualify sectarian schools from receiving the benefit of a scholarship. But, here, modifying SB130 to ensure that scholarship funds are not put to religious uses would not, unlike *Espinoza*, deprive a student of a scholarship in violation of the Free Exercise Clause; rather, such a change would merely restrict how the funds are used and serve New Hampshire’s longstanding interest in avoiding state funding of religious educational activities.

Indeed, the First Circuit Court of Appeals—including Justice David Souter formerly of the United States Supreme Court—recently agreed with this analysis in *Carson v. Makin*, 979 F.3d 21 (1st Cir. 2020) (writ of certiorari pending), where that Court held that the requirement in Maine’s tuition assistance program that a private school had to be a nonsectarian school to receive tuition assistance payments did not infringe on parents’ First Amendment free exercise of religion rights because the Court understood the statutory restriction to bar funding for such schools “based on the religious use that they would make of it in instructing children in the tuition assistance program.”

For these reasons, the ACLU-NH respectfully urges the members of this Committee to vote *inexpedient to legislate* on SB130, as it violates the New Hampshire Constitution as drafted.

¹ Indeed, in *Locke v. Davey*, 540 U.S. 712 (2004), the U.S. Supreme Court held that a state regulation prohibiting use of state scholarship funds to pursue a degree in theology did not violate the federal Free Exercise or Equal Protection Clauses. Following *Locke*, the *Trinity Lutheran* Court emphasized that, on the specific facts of the case before it concerning a playground, the state had “expressly den[ie]d a qualified religious entity a public benefit solely because of its religious character.” *Locke* was different, explained the *Trinity Lutheran* Court, because the scholarship applicant there “was not denied a scholarship because of who he was; he was denied a scholarship because of what he proposed to do—use the funds to prepare for the ministry.” Here, like *Locke* and unlike *Trinity Lutheran*, if SB130 were to contain provisions ensuring that public funds were not put to religious uses, it would not violate federal Free Exercise principles because it would restrict simply how funds are to be expended.

Ava Hawkes

From: Kathy Ang <Kathy@angdmd.com>
Sent: Tuesday, March 2, 2021 1:46 PM
To: Ava Hawkes
Subject: Re: Support of SB 130

Greetings.

I am writing in to ask that the Senate support the SB 130 in the hearings on March 2, 2021.

I am a mother of two children. One, graduated with multiple accolades from Bedford High School and tested among the Nation's top students in mathematics. Another, who learns very differently, learns more kinesthetically and is more relational and interactive in her learning and is currently in the her sophomore year in an online school due to Covid.

The reason I am writing in is that neither child has had ONE form of school that has fit all of their needs as they developed and grew into young adults. Each one presented unique needs and gifts that required educational tailoring to meet those needs and keep them challenged at the same time. While public school has fit in to BOTH of their educational paths at some points in time, it certainly DID NOT fit them and their needs throughout their early educational years and had we not taken different options they would not have maintained their love of learning, nor their emotional-social equilibrium.

As a parent of two EXTREMELY DIFFERENT students with extremely different education needs and experiences in the public and private school systems I can say with certainty that there should never be a "one size fits all" approach to education. In order to meet the student where they are "at" and not insist that they "make do" and settle for something that wasn't going to help them and potentially hinder their love of learning the State should **allow families to decide the BEST location for their individual children's needs because EACH child will present with different needs, and will likely need different forms of education to meet those needs.** At the same time, the schools that successfully meet those needs will have incentive to do their jobs well and not take their students for granted - knowing that the funds can go with the students. THIS is how we can improve our schooling options in New Hampshire and ensure that the Schools are performing well, and that the Students have the necessary options to achieve their highest level of learning possible.

I hope and pray you do not settle for the status quo and that you SUPPORT SB 130 - demonstrating that you value the students as INDIVIDUALS - meeting their INDIVIDUAL schooling needs and allowing them to achieve their own personal highest levels of success.

Thank you for your time.

Sincerely,

Kathy Ang
Bedford, NH resident

Honorable Jeb Bradley
State House Room 302
107 North Main Street
Concord, NH 03301

Dear Senator Bradley,

I have been a school principal in New Hampshire for 26 years and since retirement have served as the New Hampshire Association of School Principals (NHASP) Coordinator of the School Leaders Mentor-Coach Program. As such, I connect seasoned, well-trained school leaders to serve as mentor-coaches to their less experienced colleagues. I have reviewed SB 130 and can see a good deal of thought has been put into the Education Freedom Account Act which empowers parents in New Hampshire to determine multiple routes for their children's education. There are some concerns to be addressed and they include:

- New Hampshire public schools have consistently ranked, depending on the source, in the top three, five, or ten states in the US and often at a per pupil cost far less than other high achieving states. Why encourage parents to compete with that level of success?
- The degree of local control (and even individual control) of public schools seen in New Hampshire is unparalleled compared with all 50 states and US territories. Parents have multiple ways to influence the course of their children's education by working directly with teachers; special educators; the principal; the superintendent; the school board; and if all else fails, the State Board of Education. Parents can also be quite influential during annual town meetings. To invite parents to shoulder all the responsibility for their children's education, without the background and training achieved by the professional educators who serve them in public schools, seems quite challenging. There is no question that parents love their children the most. Yet, providing a well-rounded education is a complex process with high stakes involved. SB 130 has measures in place to protect the finances involved but not to assist parents in grasping the complexities of matching all available resources with their individual child's needs. How are the children themselves being supported and protected now and with an eye towards the future?
- SB 130 helps families avoid the rules and regulations of schools as well as avoiding the various kinds of students found within public schools. In our society, as adults, we may dread rules and regulations even when some of this order protects us. But society needs boundaries and expectations to run effectively and efficiently, and schools need these guides, too. The students who learn to live and learn cooperatively in school are well prepared for the demands of jobs and simply living successfully and harmoniously in communities. Public schools introduce students to all strata of society and surprisingly, many students form friendships with others who are not at all like them. This blending of people from different backgrounds is the foundation of American life. SB 130 encourages pathways to skirt this important lesson in public schools: getting along with all kinds of people.

Finally, it is clear the authors of SB 130 have attempted to include measures that will protect public dollars. With so many options regarding services and multiple ways to spend money, the temptation to secure funds, then use them in unauthorized ways, seems quite possible -even

probable. Compared with the tight accounting procedures in public schools the Education Freedom Account Act may be inviting a "free-for-all."

I am quite appreciative that members of the NH Senate and NH House Education Committee volunteer their time and effort to advance ideas promoting the best educational opportunities for NH families.

Sincerely,

Dr. Kathleen Sciarappa
NHASP School Leaders Mentor-Coach Program Coordinator
Tuftonboro, NH

Testimony on Senate Bill 130

My name is Kathleen Cuddy-Egbert, I am the Superintendent of Schools for the Governor Wentworth Regional School District.

I have grave concerns about this how SB 130 bill will affect public education and our local taxpayers. This is the broadest school choice bill in the country. It allows all students who would be in public schools and all homeschooled students access to the adequacy and differentiated aid that currently goes to students in public schools. Other states that have implemented a voucher program have done so to solve a problem, targeting either the economically disadvantaged population or students who are attending failing schools. There are no such provisions in SB 130.

What problem is SB 130 trying to solve? By any measure of educational quality, New Hampshire consistently measures in the top five in the nation. When this was discussed with the legislature at a prior hearing the answer that was given that New Hampshire is a wealthy state and children coming from higher incomes do better. There was mention made of a growing achievement gap between the lower income population and students who come from economically disadvantaged backgrounds. If this is the goal this bill does not address that. Economically disadvantaged families who wish to send their children to private schools which range between \$8,500 and \$30,000 dollars would have to make up the difference of thousands of dollars. Even the lowest cost school would be too expensive. Likewise, someone who is working to make ends meet is not in the position of being able to adequately homeschool their children. I would add that finding a solution to school funding would be a much better vehicle help lower income students achieve at higher levels.

This bill will do exactly the opposite of what it is purported to do. It will provide parents who have the means to do send their children to private schools or to home school the opportunity to have a portion of it paid for, at the same time leaving behind those who are economically disadvantaged while draining the public schools of the resources to better serve those students.

In my district alone, with an average of \$4,600 projected for each student being home schooled or in a private school *our schools would be drained of over a million and a half dollars*. Imagine what a million and a half dollars could do for our students or what it does now for property tax relief.

This bill includes dollars not just for homeschooling but computer hardware, software, desks, chairs, medical services such as occupational therapy and physical therapy generally covered by insurance and anything labeled as therapy. There is little accountability here accept for the monitoring by the scholarship organization of the distribution of the money yet the organization will receive 10% of what they distribute. This does not bode well for financial accountability to the taxpayers.

When asked about accountability for educational achievement is the answer was given by our Commissioner of Education that parent satisfaction is the accountability. If parents are happy then students must be achieving because parents know their children. Parent satisfaction and educational achievement are quite different. I can tell you we have students who perform extremely well in our schools who have dissatisfied parents. We also have students who are do not achieve as well whose parents are very satisfied. Parent satisfaction does not necessarily indicate that a student is flourishing educationally. In reality there is no educational accountability with this bill.

Special education students have no protections. Those participating in in this program are no longer entitled to the services the special education team has determined the student needs to progress educationally. Private schools are not obligated to accept special education students or provide any of these services. Likewise, LGBTQ students would not have to be accepted to any of these schools or by any service providers. Students who receive free and reduced lunch and receive Title 1 services would no longer be entitled to them. The money we send to Washington will not be coming back to benefit our students and communities.

In summary, this bill seems like a solution looking for a problem. New Hampshire schools are consistently among the top five performers in the nation; this will have a detrimental effect on student achievement (note the poor results of the New Orleans voucher program and others) and will be a further burden on our taxpayers. When the general population of taxpayers realize what is in SB 130 and how it affects their schools and taxes I would not want to be in the position of a legislator who voted in support of it. I urge you to vote against this bill.

Respectfully Submitted,

A handwritten signature in black ink, appearing to read "Kathleen Cuddy-Egbert". The signature is written in a cursive, flowing style.

Kathleen Cuddy-Egbert

Ava Hawkes

From: Lily Tang Williams <lily4liberty@comcast.net>
Sent: Tuesday, March 2, 2021 2:42 PM
To: Ava Hawkes
Subject: My written testimony to support SB 130

Dear Senate Education Committee members,

I testified this morning to support SB 130 but due to 2 minutes time limit, I missed some points in my written testimony. I wish to submit here.

Thank you, Madam Chair and Committee members,

My name is Lily Tang Williams. I live in Weare, and I am here as a private citizen and a taxpayer to strongly support SB 130.

I immigrated to America because I truly believed this country would protect all of our rights, including parental rights to decide how to raise and educate their children.

The country I came from, China, currently bans all non-governmental schooling including home schools. Fundamentally they believe children belong to the state, not the parents. One of the Ten Planks of Communist Manifesto by Karl Marx is: "Free education for all children in government schools." Well, the education was not really free, my parents had to work six days a week for the state factories to pay for me and two younger brothers.

In the last three decades, I have seen the chipping away of parental rights in America. In Colorado, I was not happy with the local public elementary school, I enrolled our three kids in parent- controlled charter school. I even served on the school's Governing Council to exercise parental control.

It seems now things are getting worse. "Flattening the curve" extended shutdowns, though directed at COVID-19, are in reality flattening the learning experience from grade school to college. Clearly, extended shutdowns inhibit opportunity for in-person instruction.

However, most of the private schools remained open, but working parents though, including many minorities, can't afford to send their children to private school and pay high property taxes. These parents must work while their children are left alone at home to deal with online schooling. Some of the students suffer depression and social isolation. The students' suicide rates have increased in many cities.

I ask you to trust the parents to make the best-informed decisions for their children. One size does not fit all. If parents are happy with the local public school, they can keep it. If they feel their children need other options, we should respect that. Choice is what freedom is all about. Parents are the best advocates for their children and the best ones to judge if they kids are getting quality education.

Let's give parents back their rights by allowing them to exercise school choice. It is wrong and un-American to force parents to send their children to schools they do not approve of. I urge you to vote "Yes" on this bill.

Thank you.

Lily Tang Williams

--

Lily Tang Williams

Chinese Immigrant from PRC
American Citizen by Choice
Educator and Professional Speaker

Cell: (603) 660-9521
Email: lily4liberty@comcast.net
Facebook: Lily4Liberty
MeWe: Lily Tang Williams
Twitter: @Lily4Liberty
Parler: @Lily4Liberty
YouTube: Lily Tang Williams
华人参议
Instagram: lilytangwilliams
Telegram: Lily Williams

Ava Hawkes

From: Steven Swett <bragghillpress@gmail.com>
Sent: Tuesday, March 2, 2021 3:56 PM
To: Ava Hawkes
Subject: SB 130

The public school system is the backbone of this nation, as important as any branch of the federal government and as important as any state government.

This bill seeks to weaken the public school structure, hence to weaken the backbone of the nation.

The bill must not pass.

Steven C. Swett
20 Rip Road
Hanover, NH 03755

Ava Hawkes

From: Debi Green <laffalot37@gmail.com>
Sent: Tuesday, March 2, 2021 5:02 PM
To: Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB130

Dear Members of the NH Education Committee,

First I want to thank you for all the hard work you do! I appreciate your willingness to serve our state and our children.

I would like to voice my concerns on bill SB130, and maybe you can answer some questions for me. I am an Independent voter, btw, so I am open to hearing both sides of an issue. Also, all my children are grown so they are no longer in the school system in the Mascenic area, but I do have memories of how things were then, when I had to advocate for their special needs many times, and kept hearing that they just don't have the resources to help my child the way he needed it. I am also a property owner so this would still directly affect me.

I have heard by some that this bill, if passed, will increase my property taxes, as it will reduce state aid to school districts. Is this correct? If so, can you tell me how much? If that is not the case, I would like to understand that also.

I would like to be assured that there will be oversight and to whom will there be accountability to make sure spending remains in budget and put towards exactly where it is supposed to go.

Is it true that the bill will cost NH taxpayers 100 million dollars in new state spending *in just its first year?* If so, why can't we just put that money towards our already suffering public schools who are in desperate need? (I realized not all, but Mascenic was pretty bad). Which brings me to the concern that students with disabilities will have to waive their rights if this bill passes. I do not understand how, or even believe if that would really happen, so becoming enlightened and more knowledgeable about the bill would be of great interest and importance to me.

As it stands, if these concerns *are true, I must voice my opposition to it.

I look forward to hearing from you, and thank you all very much for your time and consideration.

Warmly,
Debi Green
87 Laurel Dr
Greenville, NH, 03048
603-562-8177

Ava Hawkes

From: Dr. Carl Ladd <carl@nhsaa.org>
Sent: Tuesday, March 2, 2021 9:01 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: NHSAA Testimony - SB130 - Education Savings Accounts
Attachments: NHSAA Testimony - SB130 - Education Savings Accounts.pdf; Untitled attachment 00010.htm

Dear Senator Ward and Members of Senate Education,

Please find the attached written testimony from NHSAA in **opposition to SB130**. We feel that this is seriously flawed legislation and will have significant negative fiscal impacts on both state and local funding of public schools. There are also serious concerns regarding accountability (both academic and fiscal), equitable access for **all** children, potential discrimination, and fraud.

We strongly urge you to vote this bill *Inexpedient to Legislate*.

I would hope that if we truly wish to have a serious conversation about "school choice" in our state, then we should convene a Study Commission similar to the School Funding Commission to bring in experts from neighboring and other states who have some of these policies in place, examine the potential fiscal impacts objectively and with appropriate time and consideration, and lay the policies in front of the public so that the citizens of New Hampshire can determine the future of public education in our state rather than national think tanks and political expediency. I think all our families and taxpayers deserve that type of thoughtful and considerate examination.

Thank you for your continued support of public education and local taxpayers. You have very difficult jobs and I appreciate your attention.

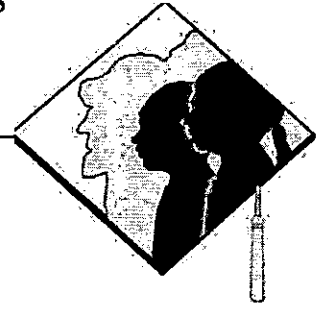
Take care,
Carl

Dr. Carl M. Ladd, Executive Director
New Hampshire School Administrators Association
Bow Brook Place
46 Donovan Street, Suite 3
Concord, NH 03301
Telephone: 866-753-4479 (Toll Free) or 603-225-3230
Fax: 603-225-3225
Email: carl@nhsaa.org
Website: nhsaa.org

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NEW HAMPSHIRE SCHOOL ADMINISTRATORS
ASSOCIATION

CHAMPIONS FOR CHILDREN



March 2, 2021

Sen. Ruth Ward, Chair
Senate Education Committee
Legislative Office Building
Concord, NH 03301

RE: SB130

Dear Senator Ward and Members of Senate Education,

I am submitting written testimony on behalf of the members of the New Hampshire School Administrators Association to strongly urge you to vote against SB130. Under this bill, the parent of an eligible child would contract to receive a grant from a scholarship organization to pay for educational expenses. The scholarship organization would then notify the Department of Education, and the Department would then transfer 100% of the per pupil adequate education grant amount as well as any differentiated aid for which the student is eligible to the scholarship organization, which also takes a 10% fee. The moneys in the student's account, which came from public funds, could then be used to pay educational expenses at any private school, including a private religious school. It also provides for these funds to be used for any homeschool expenses. In short, this is the equivalent of a voucher program.

Passage of this bill would create the most expansive scholarship program in the United States. In every other state where these programs have been instituted, there have been criteria for students to participate, including special education needs, socio-economic disadvantage, or academic achievement gaps. In SB130, there is no criteria for participation – it is open to any and all children.

We believe that this legislation is seriously flawed for a variety of reasons, but we assert there are four (4) major concerns of which you should consider in your deliberations. These include: 1) the lack of transparency and accountability; 2) the absence of local voter approval to expend public funds; 3) lack of evidence of increased academic outcomes; and 4) the lack of access for *all* students.

1.) Lack of Accountability & Transparency As you are all no doubt aware, the Supreme Court ruled in both the *Claremont School District vs. Governor of New Hampshire* and the *Londonderry School District vs. Governor of New Hampshire* lawsuits that the NH Legislature had to: 1) define an adequate education; 2) determine the elements to be included; 3) determine the costs; and 4) ensure accountability that an adequate education was being met.

N.H. statutes and rules lack rigorous standards for private schools or

homeschool programs. In fact, these programs may not even meet the basic levels of offering a constitutionally required adequate education to students who attend, nor is there any evidence that the school meets the same minimum school approval standards that public schools must meet. Limited accrediting standards by private organizations are not the same as the rigorous school and program approvals required of public schools by the State of New Hampshire. Yet this law would send public dollars to these schools.

Public schools are required to make their rules, regulations, and procedures accessible to the public – private schools are not. Private schools have almost complete autonomy with regard to how they operate: who they teach, what they teach, how they teach, how — if at all — they measure student achievement, how they manage their finances, and what they are required to disclose to parents and the public.

Will private schools provide information to the public regarding their teachers' experience, knowledge or certification (or lack thereof)? Or their schools' operating budget? Administrative structure? Policies and procedures? Will private schools be subject to Right to Know requests? Through what mechanism will the public know that their taxpayer dollars are being spent appropriately?

The absence of public accountability for voucher funds has contributed to rampant fraud, waste and abuse in current voucher programs. In a 2016 audit of the State of Arizona's ESA program, a supposed "leader" in this area, the Office of the Auditor General found over \$100,000 in misspent money in just a 6-month period. A follow up study in 2018 found no significant improvements – and in some cases *worse fiscal abuse*. Their program is overseen as part of the Arizona Dept. of Education – not an outside agency as required by this legislation. Will the scholarship organization have the capacity – or desire – to investigate claims of fraud or misuse?

In addition, there is no public oversight of the scholarship organization itself in this legislation. Four years ago, the LBA projected that over \$3.5 million dollars would be awarded to the scholarship organization – money that remains sorely needed in our existing public schools. The scholarship organization – a recipient of public money – will have no public oversight of its operations. Who is going to be responsible for auditing the scholarship organization – and which agency has the capacity to conduct such an audit in any meaningful way? Certainly not the Department of Education, which cannot meet its current fiscal and academic oversight requirements.

This law would also allow for public funds to be expended for homeschool programs, including parental mileage, online programs, and course materials. As you are aware, there remain no accountability requirements for homeschool students in statute, as they were all struck several years ago. This allows parents the freedom to educate their children without any educational institution

oversight, but also eliminates any transparency or accountability over the academic program or its outcomes. With the use of public funds for homeschool students, as well as private schools, this could expose the school district and citizens to subsequent lawsuits in which a parent or student may assert failure to offer an adequate education to an individual.

2.) Absence of Local Voter Approval of Expenditure of Public Funds The absence of the local voter approval process for the costs of what ultimately becomes a multi-year term of a tuition contract. Current established practice, especially for multi-year tuition contracts, allows the school board to negotiate a contract and then the local voters have the opportunity to approve that commitment of public money. The language of this proposed law completely eliminates the legislative body from determining the expenditure of public funds, instead transferring that authority to the individual parent. In New Hampshire, local control has always been defined as the local community determining its laws through their elected officials, open school board and selectboard/city council meetings, and through town meetings, deliberative sessions, and ballot votes. Now, at least in education matters, it appears that local control is becoming defined as the right of a private individual to expend public funds as he or she deems appropriate.

3.) Lack of Evidence of Academic Outcomes There is little evidence that expansion of “choice” through education savings accounts provides the increase in academic achievement that is touted by bill sponsors. In fact, in a recent University of Arkansas study (2019) reviewing the State of Louisiana’s scholarship program, the researchers found significantly large negative achievement effects of the program for students over a 4-year period, especially in the area of mathematics. There was little evidence of differentiation by gender. Arizona, Florida, and Louisiana – all states with active and robust voucher programs – are among the bottom states in the nation for academic achievement, graduation rates, and college acceptance. Should we strive for the bottom when New Hampshire is already among the leading states in the nation for academic achievement?

4.) Lack of Access for ALL Students Public education is often described as a “monopoly”, that school choice will drive competition, and that competition is the foundation of a market economy. If public education is to be considered a commodity, then that argument might be true. However, public education is not a commodity to be traded on the open market – it is a civic and community responsibility to its citizens – enshrined in the NH Constitution even more strongly than in other states around the country. It is no more a monopoly than fire and police protection, road repair and maintenance, or any other civic action. It is part of the contract we as citizens make with our government – a public good to be shared with all citizens. Part of that civic contract is a public education that is open and accessible to all students – not just those who meet certain criteria.

This legislation simply does not give parents real educational choice, even though that is the rationale given. Public schools must – and should – take every student who walks through their doors, regardless of their learning or physical disability, family situation, economic background, immigrant status, language difficulty – and the list goes on. Private schools do not have to do that – they can accept only those students who fit their mission. All other students may be excluded.

Participating private schools may limit enrollment, and in many cases may maintain exclusive admissions policies and charge tuition and fees far above the amount provided by the voucher. Unlike public schools, private and religious schools can – and do – discriminate in admissions on the basis of prior academic achievement, standardized test scores, interviews with applicants and parents, gender, religion, income, special needs, and behavioral history. Such discriminatory practices invite lawsuits and civil rights investigations, which are both costly for all parties involved.

Voucher programs, especially as expansive as the one being proposed, would essentially benefit those students and families who already participate in private and home school programs. These programs widen the achievement and equity gaps between students who struggle socio-economically or have learning disabilities and their more privileged peers rather than close them.

By every measure, public schools in NH are nationally recognized as among the very best in the country and are the envy of many of our neighbors. Our unique and traditional system of school choice – charters, public schools, home schools and private schools – has worked very well and continues to work very well. Our public schools are in the forefront of personalized learning and competency-based education – and schools are doing this with fewer and fewer resources and increasing regulation. Why are we searching for a solution to a problem that does not exist, will further burden local school districts already underfunded and over-regulated, and will harm local taxpayers?

In summary, we respectfully urge you to vote against SB130.

Respectfully submitted,



Dr. Carl M. Ladd
Executive Director of NHSAA

Ava Hawkes

From: Kirsten Larsen Schultz <larsenschultz@gmail.com>
Sent: Tuesday, March 2, 2021 9:02 AM
To: Ava Hawkes
Subject: Written Testimony on SB 130

Dear Honorable Members of the Senate Education Committee:

Thank you for the opportunity to submit written testimony on SB 130. I live in North Hampton. My husband and I are both small business owners and we have a 7 year old daughter. Remote learning last spring was very difficult for our family. Balancing duties running a business and overseeing education was a challenge. Our daughter, a collaborative learner, does not learn well remotely. She started to withdraw and didn't want to see anyone which is the complete opposite of the sweet little girl who is the first to rush to comfort a friend in need.

Over the summer I wrestled with what to do about return to school; what would be best for CJ and for our family. I knew CJ needed to be back in person learning. I also knew that wearing a mask all day would be detrimental to the progress she had made in overcoming her speech challenges. So we opted for private school. It was a real stretch for our family to take on a private school education but by the grace of God and one amazing school, we were very fortunate to find a way to make it work for us financially. I am fully aware not every family is so lucky.

During the House committee hearing on HB20, the House's EFA bill I heard concerns about how this Education Freedom Account would take away from our public schools, a position that I adamantly disagree with. In North Hampton, our public school population has declined year after year for at least the past five years. Despite the decrease in students, the amount of teachers has stayed the same and the budget has increased. When my daughter was at North Hampton School, she was one of 12 in her first grade class with a teacher, an education assistant, as well as a part-time teacher assigned to one student. There were three first-grade classes of the same size for 36 first-graders. I question why we need the same amount of teachers and staff and an increased budget for a student population half the size of what the school was built for. It should also be noted that test scores of North Hampton students have drastically declined over the years. Yet there is attack and outrage from the teachers union that a parent might decide that it is better for their child to choose an alternate education? Parents have every right to make these decisions for their family.

As mentioned above, my husband and I are both business owners. We pay property taxes and business taxes and we pay towards our public school. We still pay even though we have now moved our daughter to private school. From what I understand the state allocates on average \$20,000 per student. The Education Freedom Account would allow families up to \$5,000 leaving \$15,000 still going to the school for a student not even enrolled there. As a taxpayer we should be allowed access to services provided to all students in the district regardless of whether the student is enrolled there as the state is still currently receiving the allocated funds for that child. Would you believe that our public school told us that we would no longer have access to necessary speech therapy should we pull our daughter from the public school? If this is truly a free service for all school aged children in a district why are we denied access?

In conclusion, parents, not the teachers union, know what is best for their children and their family. Families need to have the freedom to make education decisions that are best for their individual children's needs and for their family. There is no question we made the right decision for our family. Our daughter is now thriving. She has been in school, in-person, full time since the beginning of September. She is getting better grades in all subjects and her confidence is back. She is no longer withdrawn. It is a financial strain for us to continue to send her there but I would not have it any other way. Our daughter deserves the best possible education we can provide. Anything that we can recoup towards her education relieves financial stress for us. All NH Children deserve the best possible education for them. I don't see how this bill is anything but a win for those that matter most - our children. I respectfully urge you to vote OTP on SB130. Thank you for your time and

consideration.

Respectfully,
Kirsten Larsen Schultz
North Hampton

Kirsten Larsen Schultz, M 603.785.8415 E larsenschultz@gmail.com

Ava Hawkes

From: Sylvia Beaupre <threemapletrees@outlook.com>
Sent: Tuesday, March 2, 2021 9:23 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130

To the Education Committee:

I vehemently oppose SB 130 as a bad bill for NH. This is simply wrong! If you want to put money toward what counts, put it toward our public schools where it will do the most good. Raise all boats, not just a few.

Sincerely,
Sylvia Beaupre
234 Gould Road
Weare, NH 03281

Sent from Mail for Windows 10

Ava Hawkes

From: Judy Reed <jureed@keene.edu>
Sent: Tuesday, March 2, 2021 9:44 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: OPPOSE SB 130

Dear Committee Members,

I am writing to urge you to oppose SB 130.

The bill would not protect students from discrimination, but it does protect educational service providers from being discriminated against based on their religious affiliation.

SB 130 would cost the state up to \$100 million in new state spending, using taxpayer money to fund private and religious school tuition and home-school programs. This is money sorely needed for public education.

Students with disabilities may waive their rights under federal and state disability laws, including the right to an Individualized Education Program (IEP), the right to services, and the right to a free and appropriate education in the least restrictive environment.

There is no public oversight for state funds spent on this. There is no financial audit requirement for the scholarship organization to ensure that the family, school, or scholarship organization is appropriately using public funds, nor are they required to audit all accounts to ensure that the funds are being used appropriately. There is no requirement that participating students take any assessment of any kind, in order to ensure that public dollars are being used appropriately or effectively.

Voucher programs have been shown to hurt student outcomes. Long-term studies of voucher programs have shown that participants in voucher programs have significantly lower math and reading scores than those who do not, and that those dips persist for years after the initial study. Other, short-term studies by independent research organizations and universities suggest that voucher programs hurt, or have an insignificant impact, on student outcomes.

Please, we need to support and improve public education instead!

Sincerely,

Dr. Judith Reed, Ed.D., Professor Emerita
Keene State College Education Department

Ava Hawkes

From: ROB BLAKENEY <rbplease@aol.com>
Sent: Tuesday, March 2, 2021 9:50 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB130-FN

DEAR MEMBERS OF THE SENATE EDUCATION COMMITTEE:

Respectfully, SB 130-FN, establishing a so-called “education freedom account,” holds the very clear potential to further devastate public school funding in New Hampshire. For that reason alone, it would “double-down” on the Legislature’s ongoing gross violation of its constitutional obligation to New Hampshire schoolchildren, possibly threatening something more like “freedom from education.”

And in my opinion the thrust of this bill is starkly un-American, a clear violation of the separation of church and state. From the Founders to the present, we have known religion and politics are a toxic mix. This “program” would be particularly virulent.

Thank you for considering my testimony,

Rob Blakeney

Concord

Ava Hawkes

From: Sonia Prince <soniaprince1@gmail.com>
Sent: Tuesday, March 2, 2021 9:59 AM
To: Ava Hawkes
Subject: SB130 testimony

Dear Senate Education committee,

I'm a mother of 3 kids who went through the Nashua public school system. I have 1 in high school & 2 in college. All have all thrived in public schools.

I know my privilege. Not in a 3rd world country, like some friends of ours, w dirt floors, muddy or flooded floors on rainy days, or no electricity in the classrooms. If I felt my kids were more special than the rest of the NH students and wanted them to get special treatment, I would work harder to earn more and provide for MY children and pay out of pocket to provide more choices of private schools or any other special or privileged treatments I want for my child.

This feels like Ground Hog day all over again...this bill is similar to HB 20 and many others that were refuted and voted down in NH over the yrs.

Pushing vouchers, savings accts and "school choice" is another quick tax grab attempt to shift more tax \$ from public schools into private hands.....its not about the students.

An analogy would be public parks

Ex "My husband and I have decided local parks just aren't good enough for our kids. We'd rather use the country club, and we are hoping state tax dollars will pay for it. We are advocating for Park Savings Accounts. We promise to no longer use the local public Parks and Too bad for anyone else or the community as a whole. We want OUR tax dollars to be used to make the best choice for OUR family."

Sound ridiculous? This is what this bill does by pushing for: School education savings funds.

These funds are taking away valuable pooled assets from our public schools, who are required by law to teach and care for EVERYONE. Our schools are already desperately underfunded and in crisis mode. Instead of ignoring it and adding these costly education savings accounts, we should set a goal to further improve our public schools. Private schools cost more than the allotted education savings account voucher, so the case made to say this bill helps the lower income families is inaccurate. These funds will simply be a decent discount for families who can already afford to give their children private choices of education. Many private/charter schools have thick applications but claim not to discriminate to qualify for the so called lottery....also upsetting to hear that this \$ can be spent in out of state private schools ex Maine. This bill is bad for NH. As for this \$ being spent in religious schools ex how would the Christian schools or

parents feels if a private Muslim school would decide they also want this education saving accounts to indoctrinate our kids with sharia law? I guarantee there would be many objections and hypocrisy from the Christian schools and legislators who indoctrinate kids with their Bible beliefs. No tax dollars should go to any private school when it comes to indoctrinations in any religion.



ReplyForward

Ava Hawkes

From: Ann Marie Banfield <banfieldannmarie@gmail.com>
Sent: Tuesday, March 2, 2021 10:26 AM
To: ~Senators; Ava Hawkes; Ruth Ward; Suzanne Prentiss; Jay Kahn; Erin Hennessey; Denise Ricciardi
Subject: PLEASE SUPPORT SB 130

Honorable Members of the Senate Education Committee:

My name is Ann Marie Banfield and I am an advocate for parental rights and academic excellence in education. Today I come here in support of SB130. I do want the concerns from the Home-School community addressed prior to passage. Accountability should always remain with the parents.

When it comes to school choice, oftentimes there are two sides. Those who only want to focus on school choice and those who want to focus on the loss of funding. But there are many of us who understand the value in a balanced approach to improving the quality of education for all children.

Many of you know me as a strong advocate for public schools in New Hampshire. As a researcher of public education, it is clear that most parents want their children to attend their neighborhood public school. That is why it is critical that we all make excellence in public education, a priority.

The lobbyists who will tell you that public funds should not be diverted away from public schools also fail to mention that public funds are being diverted to their organizations which pay their salaries. The New Hampshire School Administrators Association and New Hampshire School Boards Association both receive public dollars out of the school budget. Their argument against school choice rests on the reality that public funds can be diverted to them but not a child who is bullied, assaulted, underperforming or needs to be challenged. Their self-interest at the expense of children who are suffering should be taken into account when you listen to their testimony.

Right now, a school Superintendent can redirect public funds to private and religious schools if they feel the child would be better served outside the school district. That's an example of all stakeholders coming together to prioritize the needs of the child.

This is also why I supported parents when they spoke out against education reforms like Common Core. Parents wanted their children to remain in the public school system but could see the serious flaws that came with the new standards. They wanted their children in their public school and found a way to improve the quality of education. Unfortunately, their desperation fell on deaf ears and many of those parents removed their children from the public schools.

Those who say they want everyone to work to make public schools better, watched parents give that a valiant effort. For those who continue the talking point that we just need to work to make public schools better, that's exactly what those parents did, but nothing changed.

Making our public schools the best in the country should still be our focus. I haven't given up. When we work together to make the public schools great, parents are not forced into looking for other options. Now that many of our schools in New Hampshire have closed or are offering hybrid learning, parents are once again fighting to reopen public schools for their children.

I am involved with groups with groups of parents throughout New Hampshire. Everyday I hear from parents in some of your districts, sharing how difficult the shut-downs have been on their children. So I'm back to working with those parents to reopen the public schools safely. Some children are doing well under these circumstances but there is a large population of children who are not. My priority is quality public schools, but when children are suffering, I will not ignore their voices.

Right now, parents want their children in front of a teacher and not a computer screen. Right now, they want their kids in the public school. But like Common Core, they are finding out that those who want to support public education in NH, are being ignored.

School choice options are needed for a small number of children during normal times. Those families need to be heard and respected. The need is even greater, due to the shut-downs.

Once schools open and, if they return to a model of excellence, many of these children will return. No one should fear helping children who need help right now. When public schools are at their best, parents will choose them for their kids.

Prior to Common Core, Massachusetts students were competing with children in the highest performing countries because the focus was on offering parents the best PUBLIC schools in the country. Parents wanted and appreciated their neighborhood public schools. Even if there were other options for children who needed it, the public schools were an excellent choice for their children and parents knew it.

You don't force parents to stay in a school that is not working for their children, you find ways to improve the school so the public school is their top choice. You don't ignore parents who demand better standards for their kids or prefer a real interaction with the teacher instead of through an I-pad, you act. That's supporting public schools. That's supporting parents.

Finally, during his Connecticut confirmation hearing, Miguel Cardona, newly appointed U.S. Secretary of Education in the Biden Administration, responded to a question about charter schools by saying "*Charter schools provide **choice** for parents that are seeking*

choice, so I think it's a viable option."

According to EdWeek, Cardona has been affiliated with New Leaders where he participated in a fellowship program. New Leaders embrace "school choice."

New Leaders' CEO, Jean Desravines, said, ".....Miguel cares about kids, kids who attend public schools, and he wants to do everything he can to set those kids up for success. That balanced perspective ... is what he will bring to this role."

We can see that in this new Biden administration, officials are **not** taking such a hard stand against school choice but instead, have taken a more balanced approach.

So I ask you to take a more balanced approach to educating children k-12. This shouldn't be an issue of one side versus the other. This should be everyone putting aside partisan views and supporting parents who need that support for their children whether it be for funding, improving standards, opening schools or even offering other school options for their children. When you put the needs of all children above partisanship, then you can say you are working for all of your constituents.

Ann Marie Banfield
North Hampton
603-714-5814

Ava Hawkes

From: Nicolette Grano <nicolettegrano@gmail.com>
Sent: Tuesday, March 2, 2021 10:59 AM
To: Ava Hawkes
Subject: SB130

Thank you chair Ward, thank you senators of the Ed committee; this is Nicolette Gala Grano in Dover NH... and I am opposed to SB130 I have the perspective of someone who has lived in many parts of the state.

I'm house hunting in NH Should I be looking at a town with a private school primarily? Away from home schoolers? Because the public school district is about to go on the chopping block - and my taxes as a home owner with it!

Please reject this proposal and vote ITL on SB130

Thank you,
Nicolette Gala Grano
Dover, NH

Ava Hawkes

From: Carisa Corrow <carisacorrow@gmail.com>
Sent: Tuesday, March 2, 2021 11:04 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Oppose SB130 Penacook (Follow Up Email)

Good morning.

I testified this morning in opposition to SB130 and wanted to provide some additional thoughts about why our public schools are not serving each child and how SB130 is not a policy that will help our schools.

I believe wholeheartedly in the possibility of our public school system. Public schools are both the manifestation of a government that works for common good and the promise for a strong, functional republic in the future. They are a training ground for democracy, a place to work toward shared learning goals with others with varied backgrounds, interests, strengths and ideas. Do our schools always live up to their potential? Absolutely not, and any solutions to address inequities and shortcomings should not exacerbate the problem, which EFAs will do. National and state assessment policies and inequitable funding are two reasons why not all students are served. We have not given our schools the resources, support and flexibility to live up to their potential which is to serve each student. Our solution, create more inequities? This makes no sense.

Unfortunately, many of our schools are still operating like they did 100 years ago even though our world has changed dramatically. While we have had some shifts in instructional practices, on the whole our

assessment systems are still very traditional as are our curriculums which we separate into compartments and particular sequences, which don't match the needs of many learners. Yet we continue in this way because NH hasn't really put the supports in place for public schools to make drastic shifts toward systems that work for everyone. I'd argue that our traditional systems are actually not the ideal for any student. We just have enough students able and willing to adapt to bad policy that we allow the inequitable practices to persist. Enough adaptation that, in New Hampshire, we are able to rank one of the best systems in the country. We've got some cases here and there of innovation, but funding hasn't really been addressed, so innovation doesn't hold.

We also have a gross misunderstanding of assessment and our standardized tests which keep inequitable systems in place. Schools focus a lot of energy on these assessments which are not natural ways to understand skills and knowledge. Two things in particular I'd like you to consider.

First, we can only understand what students know and can do if they are willing to show us. If the test is joyless or students see no benefit to them, they are less willing to show us. Second, these tests are not responsive. Many of the math questions actually are word problems, so you might have an amazing math mind, and struggle just enough in reading that your scores will say you're terrible at both. So, a lot of time as a student is spent on joyless training for a joyless test that will never truly capture their actual gifts and talents. Add grading to the equation where students are pitted against others for access to future opportunity and schools do not become places of belonging. All this is to say that there are many factors including tradition, policy and funding that contribute to schools not being the ideal place for many students which means pushing them out or making them feel unsuccessful in school which has lifelong consequences. The testimony you hear from parents about schools not being responsive has a lot of do with these policies, not with uncaring schools. **Policy and equitable funding are two main reasons why our schools are not serving the needs of students, diverting funding from public schools will not solve the problem.** Yes, local schools bear responsibility AND many of their bad practices have outside influences they are bending to.

Instead of addressing the root causes of inequities, SB130 would create more barriers for public schools. Sure, ten students might find a learning journey that works for them, but exponentially more will be left in schools with less funding and still operating under assessment policies that just aren't good for kids or our communities. SB130 is not designed for every kid to take advantage. Only some kids who can afford the rest of the tuition or who can get transportation will be able to participate. It's also not designed for community building, for democracy strengthening. Privatization strategies will only serve a few, to the detriment of many. If we really want to ensure a strong future for NH, with graduates who are prepared to contribute meaningfully with their gifts and abilities, we will protect and strengthen our public schools by eliminating bad policy, not by introducing more bad policy that will further divide. Please oppose this bill.

I'm always happy to talk about assessment and its implications on self-esteem, mental health and how standardized tests don't actually help but hurt our schools and students.

Many thanks for being able to offer my thoughts today,

Carisa Corrow

Penacook

Ava Hawkes

From: Derek Tremblay <dtremblay@mountroyalacademy.com>
Sent: Tuesday, March 2, 2021 11:15 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: FW: HB 20 - Please Support

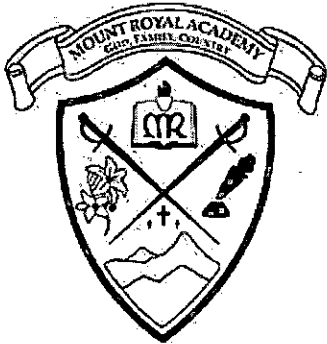
Dear Senators,

More testimony below.

Thank you for your service!

Derek Tremblay
Headmaster
Mount Royal Academy
26 Seven Hearths Lane
Sunapee, NH 03782
603-763-9010, ext, 102
www.mountroyalacademy.com

“Young people should not only be loved but should also know that they are loved” – St. John Bosco



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From: Derek Tremblay <dtremblay@mountroyalacademy.com>
Sent: Tuesday, February 2, 2021 5:02 PM
To: 'HouseEducationCommittee@leg.state.nh.us' <HouseEducationCommittee@leg.state.nh.us>
Subject: RE: HB 20 - Please Support

This is my follow up from today. Thank you all for your time and consideration.

Thank you Mr. Chairman and members of the committee.

My name is Derek Tremblay, I reside in Goshen and I am speaking on behalf of the children and parents in our state. I am the Headmaster at Mount Royal Academy in Sunapee.

I urge you to support HB 20 because it funds the education of all children, not just children who are placed in a particular educational environment; it does not fund nonpublic education.

Mount Royal Academy currently educates the most students of any school in the state from the Children's Scholarship Fund. Those families were given a choice due to a novel partnership between private donors, parents, and our school. I think all children deserve that same choice. Our mission also supports parents as primary educators. The role of the state is to support parents in the education of their children. That relationship is primary to all other relationships.

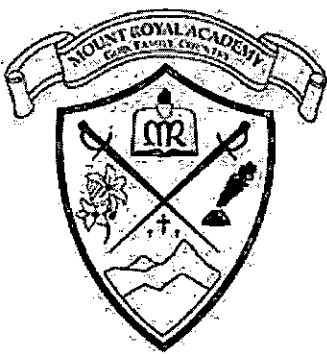
Nonpublic schools do not discriminate in their admissions process. We partner with parents to determine together what is the best educational placement and plan for their child.

At Mount Royal Academy, we employ additional teachers to provide remedial and enrichment academic support. When a parent places their child in a nonpublic setting, the parent opts to forgo the full amount of special education funding available in a public school. Because we know this, our school thinks it behooves us to increase our individual learner support services because our mission is predicated on partnership with parents. We have a very successful track record of providing internal services and working with our LEA to allocate the federally funded special education services to the fullest extent possible. I also find that parents are very willing to seek needed outpatient services for learners with special needs.

We will accept any child into our school whose parents genuinely desire to partner with our school to educate their child. We have a non-discrimination clause in our admissions policy. The bottom line is that if a parent desires placement in our school because they support the educational program and its philosophy, we will accept the child into our school.

Derek Tremblay
Headmaster
Mount Royal Academy
26 Seven Hearths Lane
Sunapee, NH 03782
603-763-9010, ext, 102
www.mountroyalacademy.com

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From: Derek Tremblay <dtremblay@mountroyalacademy.com>
Sent: Monday, February 1, 2021 11:44 AM

To: 'HouseEducationCommittee@leg.state.nh.us' <HouseEducationCommittee@leg.state.nh.us>

Subject: HB 20 - Please Support

Dear Representatives,

I want to thank you for taking the time to consider this critical bill, a bill that comes before us in times that surely require action.

Too many children are exiled from the classroom. Too many children have been forced into a remote learning environment that is not only ineffective, but also isolating.

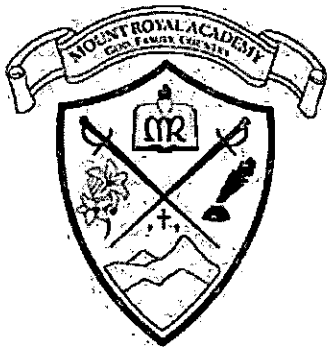
As the leader of a school, I think parents are the primary educators, not the state. The parents should be empowered to make decisions on behalf of their children regarding all aspects of their education. Especially in times like these when children are suffering the most and working parents cannot adequately meet the educational needs of their children who are learning remotely.

It would seem to me like the those of a lower socioeconomic status are suffering the worst in all this; those with means can make a choice, those without means cannot make a choice. Give everyone a choice, please.

Our school currently has the most students using tuition support from CSF in the entire state. I can tell you that these families were given a choice, and they are grateful.

Derek Tremblay
Headmaster
Mount Royal Academy
26 Seven Hearths Lane
Sunapee, NH 03782
603-763-9010, ext. 102
www.mountroyalacademy.com

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New Hampshire How EFAs Would Affect District Finance

DISTRICT

\$19,800*
Total Spending
per Student
Statewide FY20



\$4,600**
Per Student
EFA

EFA

$$\begin{matrix} \$19,800 & \times & 10 & = & \$198,000 \\ \text{Per Student} & & \text{Students} & & \text{Total Funding for} \\ & & & & \text{10 Students} \end{matrix}$$

\$19,800 \$19,800 \$19,800 \$19,800 \$19,800



\$19,800 \$19,800 \$19,800 \$19,800 \$19,800



As students enter the EFA program the district retains the local and federal funding for those students.

$$\left[\begin{matrix} \$198,000 \\ \text{Total Funding} \\ \text{for 10 students} \end{matrix} - \begin{matrix} \$9,200 \\ \text{EFA Total} \end{matrix} \right] / \begin{matrix} 8 \\ \text{Students} \end{matrix} = \begin{matrix} \$23,600 \\ \text{Per Student} \end{matrix}$$

\$23,600 \$23,600 \$23,600 \$23,600 \$23,600



\$23,600 \$23,600 \$23,600



$$\begin{matrix} \$4,600 & \times & 2 & = & \$9,200 \\ \text{Per Student} & & \text{Students} & & \text{Total Funding} \end{matrix}$$

\$4,600 \$4,600



\$9,200 follows the EFA students. The district retains the remaining \$30,400 for those two students, which increases the district's per student spending.

$$\left[\begin{matrix} \$198,000 \\ \text{Total Funding} \end{matrix} - \begin{matrix} \$13,800 \\ \text{EFA Total} \end{matrix} \right] / \begin{matrix} 7 \\ \text{Students} \end{matrix} = \begin{matrix} \$26,310 \\ \text{Per Student} \end{matrix}$$

\$26,310 \$26,310 \$26,310 \$26,310 \$26,310



\$26,310 \$26,310



$$\begin{matrix} \$4,600 & \times & 3 & = & \$13,800 \\ \text{Per Student} & & \text{Students} & & \text{Total Funding} \end{matrix}$$

\$4,600 \$4,600 \$4,600



\$13,800 follows the EFA students. The district retains the remaining \$45,600 for those three students, which increases the district's per student spending.

*The New Hampshire Dept. of Education reports that total spending in FY 2020 was \$19,800 per student.

**The EFA amount is the per pupil adequate education grant amount pursuant to RSA 198:40-a, plus any differentiated aid that would have been provided to a public school for that Eligible Student.

Ava Hawkes

From: Bonnie Dunham <bsdunham12@gmail.com>
Sent: Tuesday, March 2, 2021 11:16 AM
To: Ava Hawkes; Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss
Subject: References in SB 130 that the committee requested

Dear Senate Education Committee members,

Following my testimony on SB 130, I was asked where in the bill it discussed a student being able to attend a public school for up to 50% of the day, while still having an EFA. Those references are below:

Page 1, line 28 defines full-time as “more than 50% of instructional time”

Page 3, lines 34 & 35 says that an EFA application shall be approved if: “the parent signs an agreement with the scholarship promising ... not to enroll the eligible student as a full-time student in a public school while participating in the program.

Page 4, lines 7-11: “Enrolling as a full-time student in the resident district public school shall result in the immediate suspension of payment of additional funds into the student’s EFA. However, an EFA that has been open for at least one full school year shall remain open and active for the parent to make qualifying expenditures to educate the student from funds remaining in the EFA. When no funds remain in the student’s EFA, the scholarship organization may close the EFA.”

Page 5, lines 16 & 22: “The scholarship organization shall continue making deposits into a student’s EFA until: ... The EFA student enrolls full-time in the resident district public school.”

RSA 193:1-c says, “1. Nonpublic, public chartered school, or home educated pupils shall have access to curricular courses and cocurricular programs offered by the school district in which the pupil resides. The local school board may adopt a policy regulating participation in curricular courses and cocurricular programs, provided that such policy

shall not be more restrictive for non-public, public chartered school, or home educated pupils than the policy governing thte school district's resident pupils ...”

Citation from the Americans with Disabilities Act (ADA), Title II that refer to the exception for religious schools: 42 USC 12187:

§12187. Exemptions for private clubs and religious organizations

The provisions of this subchapter shall not apply to private clubs or establishments exempted from coverage under title II of the Civil Rights Act of 1964 (42 U.S.C. 2000a(e)) [42 U.S.C. 2000a et seq.] or to religious organizations or entities controlled by religious organizations, including places of worship.

(Pub. L. 101-336, title III, §307, July 26, 1990, 104 Stat. 363 .)

Thank you, Bonnie Dunham

Ava Hawkes

From: davholt@aol.com
Sent: Tuesday, March 2, 2021 11:18 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Oppose SB130

SB130 is not choice, this is only providing choices for the wealthy, because of economic realities, that makes this a racist bill and should not be considered.
This bill is immoral and deceptive.

Ava Hawkes

From: Amy W <amers2323@yahoo.com>
Sent: Tuesday, March 2, 2021 11:21 AM
To: Ava Hawkes
Subject: Re: I find my story to be different from the rest. Definitely worth the time
Attachments: Kaylee Concerns List.docx

I forgot to attach my document. Also, in regards to free and reduced lunch which my family has been eligible for, there are so many resources to help with school lunch right now that if people access them like myself no child will be left hungry.

Amy Shaw

On Tuesday, March 2, 2021, 11:16:17 AM EST, Amy W <amers2323@yahoo.com> wrote:

Hello Ava,

I had every intention to make a new video and prepare for today's hearing but life got in the way! When listening to the HB20 testimonies and questions from the board I knew our family was a great example of how Senate Bill 130 would benefit all those who wish to use it. I know your time is valuable but please take the time to listen. Since the video was made to keep going on a different testimony, if anything does not seem explained, please reach out. I also attached a document used when fighting for my daughter's right to a free and appropriate education.

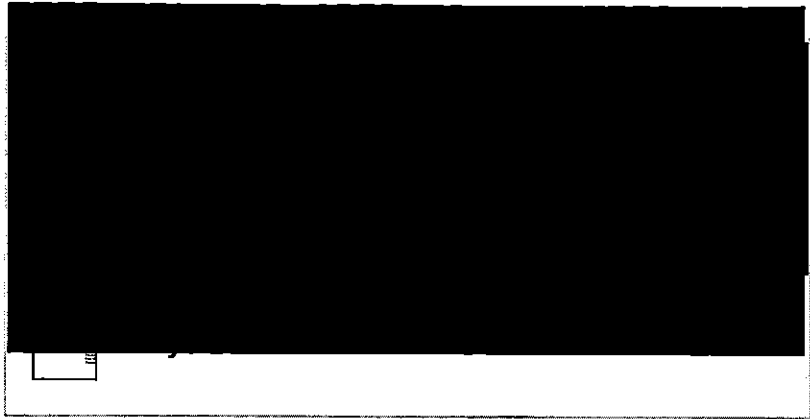
Thank you in advance for your time,

Amy Shaw

<https://www.loom.com/share/58e45baad45b49a890056f5aac9cc6d6>
<https://www.loom.com/share/485f54e7c4994ccf8096f9a222572b5a>

I am also attaching a short video from 2015 that touches on our family history.

[Amy's Want to Work](#)



Addressing Mrs. Ladd's question. What is the rush on this bill? The rush is that children like mine are at risk of losing the education that I have worked so hard to provide.

Updated March 6, 2018

List of concerns regarding Kaylee's Access to FAPE (Free and Appropriate Public Education)

1. Anxiety/Fears -

- See Psychological Evaluation dated 8/2/2017.
- Diagnosed with Generalized Anxiety Disorder.
- Kaylee experiences low self-esteem/low self-worth. Kaylee has begun to make statements such as "I'm not good enough, I don't deserve, I wish I was dead"
Example 1, On 2/15/18 Kaylee came home from school stating she was upset with Mr. Gee because he moved her hook away from the class. The next day she did not want to go to school claiming she was sick.
- Fear of many things, including, but not limited to rejection by adults and peers, generalized fear of(moving/excited) animals, fear of certain food types, because of sensory issues she has developed a fear of multiple grooming activities including having nails trimmed/ hair brushing, fear of needles and oral medications, separation anxiety and fear of being alone, fear of the dark, repeated nightmares.
- Example 1, Kaylee is afraid of the family pet and will not bring her hands near him to pick something off the floor.
- Example 2, Kaylee had a panic attack at a butterfly exhibit which resulted in her being held and eventually removed from the area.
- Kaylee has inappropriate attachment to parent/anxiety attacks when separated from her parent and will overreact when she sees parent at school unexpectedly (when they are volunteering for example).
- Transitions are very difficult for Kaylee; she can become very emotional, anxious.
- Due to her anxiety and sensory issues, she can become too excited *or* withdrawn from tasks. She often takes a longer time to calm down when overstimulated and lacks needed skills to regulate herself.
- As a result of her emotional and behavioral reactions, she has trouble with social interactions with adults and peers. See recent pink slip from 2/9/18.

2. ADHD -

- See Psychological Evaluation dated 8/2/017.
- Diagnosed with Attention Deficit Hyperactivity Disorder-Combined Presentation.
- Kaylee has a greater need for novelty/stimulation, may engage in thrill seeking behavior, frequently has super impulsive behavior. Kaylee often feels "bored" and doesn't want to go to school, trying to say she doesn't feel well or that she doesn't like school.
- Tires of tasks quickly. Has trouble completing tasks and will rush to finish, not giving her best work. See Psych eval.
- May engage in more aggressive types of play when seeking stimulation.
- Trouble initiating and sustaining interactions with others and trouble knowing how to reciprocate.

3. Possible Dyslexia -

- A) Psychological evaluation revealed a weakness in phonological memory, a deficit in many students with dyslexia, and does impact reading. Kaylee often guesses when reading by

looking at the beginning letters and story context. Kaylee also struggles with letter/number formation and letter placement.

B) Example 1, on 2/19/18 Kaylee circled an answer on her homework sheet before asking her mother what the word was. Upon asking why she answered the question without knowing the word (city) she stated she just guessed.

- Family history of dyslexia.
- High risk of reading problems, psychologist recommended follow up 3-6 months after initial evaluation.

B) DIBELS administered school year 2017-2018 revealed Composite Score 99 (benchmark 113) – may need additional support in order to meet later reading goals, Phonemic Awareness 38 (benchmark 40) – may need additional support in Phonemic Awareness to meet later reading goals, Phonics 17 (benchmark 27) – likely to need additional support for producing the correct sound for letters and may need additional support for reading unfamiliar words.

4. **Speech/communication issues** –

- Parent concerns about Kaylee’s ability to both understand what is being said to her, ability to remember things said to her/read to her, and decreased ability to express her thoughts.
- For example, Kaylee cannot answer open ended questions about her school day when asked. Cannot give details, even when given prompts. See Speech Evaluation.

5. **Sensory Processing** –

A) Kaylee has issues with touch, at times needing additional stimulation, other times cannot be touched at all.

- For example, she reacts very painfully and emotionally every time her fingernails are trimmed; requires at least 2 adults to fully restrain during episodes.
- Example 2, she does not tolerate certain sensations from clothing; has distress with dressing and grooming. She also has trouble tolerating even slight wetness on her clothes.
- Example 3, Occupational evaluation revealed force and rate of movement exceeds task requirement (will run at full speed toward individual and slam into them causing possible pain/injury to herself or others). This impacts her ability to create/maintain relationships as she has trouble understanding how her rate and force of motion impacts others that she comes in contact with.
- Example 4, OT evaluation noted she could not tolerate certain objects that came in contact with her skin on her arms during evaluation.

B) Kaylee has issues with noise, sometimes requiring louder voices, other times being overly sensitive to mechanical noises such as fire alarms, vacuum cleaners, etc.

- Example 2, Kaylee gets overstimulated in crowded/busy situations, becoming overexcited and making impulsive decisions/actions. For example, Kaylee bolted when she saw confetti at a concert 6 months ago, running directly into a large crowd of people at night.
- Example 3, Kaylee has issues registering whether her body is hot/cold, is oblivious messy hands/face, etc. As a result, she needs assistance to dress appropriately (put on coat/take off coat/zip coat) under various weather conditions during school recesses/discharge from school.

- C) Kaylee has difficulties tolerating certain food textures which impacts her nutrition. She will unintentionally choose meals that she will not eat. This can add to her being over-emotional at the end of the school day.
- Example 1, Kaylee ordered a salad during the Thanksgiving feast even though she would not eat it. As a result, she shared lunch with her mother.
- Rewards, Distractions, punishments, etc. can often be ineffective for Kaylee as a result of her ADHD, SPD, and Anxiety issues.

6. Executive functioning /self-help /independence skills-

- Unable to keep track of time/finish tasks on time, planning is very difficult for her.
- If task is unfinished, will resort to sloppy/rushed work.
- Unable to keep track of personal items/eyeglasses and needs assistance. Jordan Eye Care has reported that it is essential that Kaylee wear her glasses at all times to see appropriately.
- Forgetful with items required to go to school/items required to go home each day, including backpack, eyeglasses, homework, clothing items, etc. Even with consistent visual and verbal reminders.
- Kaylee has difficulty transitioning in a timely manner and needs additional time to get things in order.
- Example 1, It was witnessed in a video posted on the Dojo where Kaylee was not part of a group activity because she was still putting away her things. This prevents her from getting the movement needed to maintain focus from the activity she is missing and the relationship building that can come from being with the group. This also hurts her emotionally as she is not part of the group.
- Example 2, Kaylee was left outside alone during a transition from gym class. See pink slip 1.
- Kaylee struggles when being rushed and needs additional time to complete tasks/transitions and needs minimal distractions to be successful.

7. Safety concerns both at home/at school/and in public environments-

- Kaylee has a history of impulsive action/bolting in a variety of situations; examples include Kaylee bolting at in Kindergarten from teachers during transitions. She can unexpectedly run from an adult in charge and either hide from an adult or even leave an adult's sight. She is not aware of car/parking lot safety, stranger safety, not aware of safety concerns hiding (getting locked in closet, locker, school as examples).
- Example 1, Kaylee hid from her mother behind the office door at pickup when being signed out.
- Example 2, Kaylee did not stay with the group during transition from gym class.
- There have been multiple cases of dangerous situations in public places due to Kaylee's impulsivity and lack of safety awareness.
- Kaylee is unaware of stranger danger, will approach, talk to, and leave with strangers. This also affects her ability to make friendships as she can come on too strong to others she has just met.

Example 1, after being dropped off at the front door of school by parent, Kaylee met and proceeded to walk away with an adult unknown to the parent or Kaylee. Parent had to

leave car to get Kaylee and walk her back to front door of school and walked with her until she was safe inside school and a known teacher was within sight.

Example 2, classmates have run away from Kaylee when seen outside of the classroom (Walmart, Playground) which hurts her self-esteem/self-worth.

- Whether due to attention deficit/executive function issues, Kaylee did not stay with class when moving out of doors from gym back to class. She got locked out of school and was left unattended. Given her history of bolting and lack of stranger safety awareness, this is unacceptable.
- Another example, Kaylee did not get on bus when supposed to for discharge to home. Went to car pick up line instead. Missed the bus ride home.
- On 4/1/18, Kaylee went into a laundromat with a unknow woman and her children without talking with her mother.

Requests for Individualized Testing for Kaylee

Given my concerns addressed above, I am requesting full evaluations of Kaylee for Physical Therapy, Occupational Therapy, Speech, Dyslexia/Reading Comprehension, Cognitive testing, Behavior and Emotional Needs (Functional Behavior Assessment) to further determine her educational disabilities. I am also requesting her previous private Psychological Evaluations and Occupational Therapy Evaluations be entered into her personal school record and be read by the IEP Team when considering Kaylee's eligibility for Special Education. Certain school tests such as Dibels and math placement were conducted without considering her need for testing accommodations.

Ava Hawkes

From: amynbill@ne.rr.com
Sent: Tuesday, March 2, 2021 11:39 AM
To: Ava Hawkes
Subject: Oppose SB 130

Dear Ms. Hawkes: Please register my opposition to SB 130:

This bill permits home schoolers to remove \$5,000 from the local school budget. It will decimate our public schools.

SB130 (like HB20) is really expansive - it's open to millionaires as well as people of low income and though it's touted as a program for kids who just don't fit in public school, it's open to kids who have never tried public school. So the economic impact on local districts and on the State Education Trust Fund would be big, and bad. NH Business Review gives a good overview of how much this could cost in NH: <https://www.nhbr.com/potential-cost-of-new-hampshire-school-voucher-bill-raises-questions-about-ed-departments-data/>

We can look to Michigan, where I grew up, and Indiana more recently, to see that privatizing education does not work, nor should it profit the few at the expense of the many.

Voucher programs generally help religious schools (Betsy DeVos and Edelblut both love religious education but not public education) and often that's what parents are looking for when they seek vouchers. (i.e. they aren't actually unhappy with the public school; they just prefer a religious education and would be delighted if the rest of us would pay for it.) Religious education should be an option, but a private one, not one that is subsidized by the state. <https://www.npr.org/sections/ed/2017/05/12/520111511/the-promise-and-peril-of-school-vouchers>

Therefore, I strongly oppose this bill.

Sincerely, Amy McIntyre
26 Barker Street, Keene NH
Phone & Fax: 603-357-7411

Ava Hawkes

From: Deanna Jurius <deejurius@gmail.com>
Sent: Tuesday, March 2, 2021 11:45 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Josiah Bartlett Follow Up

Members of the Senate Education Committee,

Thank you for listening to my testimony and for researching more information on education savings accounts.

Here is the link to the public polling that is monthly and continuous.

<https://edchoice.morningconsultintelligence.com/new-hampshire/>

This is a link for the empirical literature on the impact of school choice.

<https://www.edchoice.org/school-choice/empirical-research-literature-on-the-effects-of-school-choice/>

-Dee Jurius

Ava Hawkes

From: Beth L. <bethlorsbach@gmail.com>
Sent: Wednesday, March 3, 2021 6:01 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130

Dear Senators,

I am writing in opposition to SB 130. This bill will put an additional tax burden on our citizens and will hurt our public education system. If the sponsors and supporters of this bill have a problem with the public education system they should work to improve our schools, not try to weaken them.

I respectfully ask you to oppose this bill.

Beth Lorsbach

Ava Hawkes

From: Glenn Cordelli
Sent: Wednesday, March 3, 2021 2:16 PM
To: Ava Hawkes
Cc: Rick Ladd
Subject: SB130 studies
Attachments: AFC-School-Choice-Research-Summary-09192017.pdf; 123s-of-School-Choice-2020-4.pdf; Effects Choice on Public School Students.pdf

Good afternoon.

In my testimony yesterday on SB130, studies on the impact of choice programs was discussed.

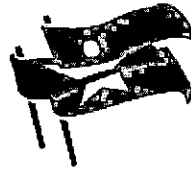
I mentioned sending information on those studies.

Attached is my first batch.

Please let me know if there are any questions.

Thanks.

Rep. Glenn Cordelli



Research Shows Favorable Impact of Private School Choice

The case for school choice is overwhelming. Despite a handful of self-selected negative data points by some in the media, the vast majority of credible evidence shows that school choice programs improve academic outcomes for not only the program participants but also the students in public schools; save taxpayers money; and reduce racial segregation.

17 empirical studies examined **academic outcomes for students participating in private school choice** using random assignment, the “gold standard” of defensible social science:

- 11 found improved test scores for school choice participants
- 4 found no significant effect for school choice participants
- 2 found negative impact in the first year of study for school choice participants

21 studies examined school choice and how it impacts **academic outcomes in public schools**:

- 20 found that school choice improved public school academic outcomes
- 1 found no significant effect on academic outcomes from school choice

28 studies examined the **financial impact for the taxpayers and public schools**:

- 25 found that school choice programs save taxpayers money
- 3 found that school choice programs are revenue neutral
- None found that school choice programs have a negative fiscal impact

10 studies examined the impact of school choice on **racial segregation**:

- 9 found that school choice programs move students into less segregated schools
- 1 found that school choice programs have no net effect on racial segregation
- None found that school choice programs increase racial segregation

Top School Choice Research

Milwaukee Parental Choice Program (MPCP) | Higher Graduation Rates: MPCP students had higher on-time graduation rates—76%—than students in Milwaukee Public Schools (MPS)—69%. MPCP students are more likely to enroll as well as persist in a 4-year college than MPS peers. | **Increased Academic Achievement**: MPCP students have higher achievement growth in reading and similar growth in math over four years. | **Reduced Crime**: MPCP students had decreased rates of subsequent criminal activity, especially among males.

Washington, D.C., Opportunity Scholarship Program (OSP) | Higher Graduation Rates: OSP students graduated at a rate of 91%, a 21-point increase from those who didn’t receive scholarships. OSP graduation rate is more than 30% higher than D.C. Public Schools. | **Increased Academic Achievement**: OSP boosted reading scores by 3.7 months of learning over 3 years.

Florida Corporate Tax Credit Scholarship Program | Increased Academic Achievement: Annual evaluations show scholarship recipients—mostly low income, minority students—perform just as well or better than students of all incomes and races nationally. | **Improved Public School Performance**: Standardized test scores improved in public schools most likely to lose students to private schools.

New York City School Choice Scholarships Foundation Program | Higher College Enrollment Rates: African American students who participated in the New York City program were 6% more likely to enroll in college and were 5% more likely to obtain a college degree. Additionally, the study found a 5% increase in college enrollment and a 3% increase for B.A. attainment for children of mothers born in the United States.



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The Participant Effects of Private School Vouchers across the Globe: A Meta- Analytic and Systematic Review

M. Danish Shakeel

Kaitlin P. Anderson

Patrick J. Wolf

May 10, 2016

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The Participant Effects of Private School Vouchers across the Globe: A Meta-Analytic and Systematic Review

M. Danish Shakeel

Kaitlin P. Anderson

Patrick J. Wolf

Department of Education Reform

University of Arkansas

201 Graduate Education Building

Fayetteville, AR 72701

Earlier versions of this paper were presented at conferences of the Society for Research on Educational Effectiveness and the Association for Education Finance & Policy. We thank Anna Egalite and Jonathan Mills for details regarding studies included in our analysis. We also thank Mark Lipsey, Phillip Gleason, Gary Ritter and our other colleagues in the Department of Education Reform for comments on earlier drafts. We own all remaining flaws. Corresponding author is M. Danish Shakeel, mdshakee@uark.edu.

Abstract

School voucher programs (a.k.a. opportunity scholarships) are scholarship programs – frequently government funded - that pay for students to attend private schools of their choice. Many private school vouchers programs have been initiated around the world with the goal of increasing the academic performance of students. Voucher programs are often viewed as a way to increase achievement and satisfaction for individual students and families, while at the same time creating competitive pressures that encourage other schools in the area to improve. Countries like Chile and India have developed extensive school voucher programs. While many studies have been conducted on school vouchers, a meta-analysis of the international randomized controlled trials (RCTs) evaluating the achievement effects of vouchers has never been conducted.

This study is a meta-analytic consolidation of the evidence from all RCTs evaluating the participant test score effects of school vouchers internationally. Our search process turned up 9,443 potential studies, 19 of which ultimately were included. These 19 studies represent 11 different voucher programs. A total of 262 effect sizes are included, with a two-stage consolidation of those estimates yielding a total of 44 drawn from the last year of the studies. We have included only math and reading outcomes as other subjects are rarely reported and are difficult to compare across countries. We also differentiate between English and reading outcomes and present English results as a subcomponent of the reading effects to account for the effect of local language in the international context. Our meta-analysis indicates overall positive and statistically significant achievement effects of school vouchers that vary by subject (math or reading), location (US v. non-US), and funding type (public or private). Generally, the impacts are larger (1) for reading than for math, (2) for programs outside the US relative to those within the US, and (3) for publicly-funded programs relative to privately-funded programs.

Keywords: private school voucher, systematic review, meta-analysis, opportunity scholarship, international randomized controlled trials, RCT, participant effects.

1. Background

School choice has emerged as a key demand-side intervention in school reform globally. School vouchers, in particular, are a mechanism by which government resources are provided to families that enable them to attend a private school of their choosing (Wolf 2008a). Strictly speaking, a private school choice initiative is only a “voucher program” if the government funds the program directly out of an appropriation. Other private school choice schemes are funded indirectly, through tax credits provided to businesses or individuals who contribute to nonprofit scholarship-granting organizations. Such arrangements are commonly called tax-credit or opportunity scholarship programs. Other programs, in the U.S. and globally, are funded through private donations and philanthropy, with no specific government tax credit provided. Since tax-credit and privately-funded scholarship programs accomplish the same general purpose as voucher programs – expanding access to private schools of choice for disadvantaged students -- we treat all three types of private school choice programs as functionally equivalent for purposes of this study, although we specify whether individual initiatives are voucher, tax-credit scholarship, or privately-funded programs when discussing them.

Although the origin of the voucher idea is linked to economist Milton Friedman (1955), political philosophers Thomas Paine (1791) and John Stuart Mill (1962 [1869]) supported the theoretical debate about their desirability. The theory of school vouchers is that government should provide funds in support of compulsory education but need not necessarily deliver the schooling itself. Vouchers are a form of government outsourcing. Supporters of vouchers claim that participating students will learn more, either because they will have access to generally higher-quality schools or because their school will be a better match for their particular needs.

Whether or not students benefit from non-governmental organizations providing their education is a fiercely contested empirical question central to the voucher debate (Doolittle & Connors, 2001). For example, Richard Murnane (2005, p. 181) argues:

Providing families who lack resources with educational choices makes sense. The consequences of attempting to do this through a large-scale voucher...system are unknown. Carefully designed experiments could provide critical knowledge.

Experimental design is critical in the case of evaluating school voucher programs because of concerns about selection bias due to more motivated and able families self-sorting into private schools on their own or through access to a voucher. Fortunately, much of the research on school vouchers in the U.S., and some of the evaluations abroad, has taken the form of random assignment experiments. In this meta-analysis we consolidate the evidence from 19 experimental evaluations of the achievement impacts of private school choice programs in the U.S., India, and Colombia.

2. Private School Choice Programs Around the World

Government or philanthropic efforts to provide greater access to private schools of choice are surprisingly common around the world (e.g. Glenn, De Groof, & Candal 2012a; 2012b; 2012c; 2012d; Wolf & Macedo 2004). Voucher programs generally can be divided into universal and targeted programs. Universal private school choice programs offer government funding of private schooling to all school-age children in a jurisdiction with no eligibility requirements. Universal programs operate in The Netherlands, Belgium, Denmark, Sweden, France and other

European and Commonwealth countries, mainly based on a constitutional right for parents to educate their children within a particular religious, philosophical, or pedagogical tradition (Glenn 1989). A universal school voucher program has operated in Chile since the 1980s (Mizala & Romaguera 2000) and a universal program was enacted for the U.S. state of Nevada in 2015.

Targeted school voucher programs have eligibility requirements that limit private school choice to certain disadvantaged populations of students. Programs funded by philanthropies and limited to low-income students operate in several developing countries in Africa as well as Colombia and regions of India and Pakistan. Many of these programs provide the equivalent of around \$200/year to fund schooling at very low-cost private schools operated by education entrepreneurs (Tooley 2009; Dixon 2013). The U.S. was home to 41 targeted private school choice programs as of January 2015, of which 27 were means-tested and 14 were limited to students with disabilities (Frendewey et al. 2015). The vouchers in means-tested U.S. programs range in size from around \$1000 to \$12,000, as the lower-cost scholarships in that range require families to contribute financially to the cost of tuition. The vouchers for students with disabilities are larger, cover the full cost of educating the child, and in some cases are priced on a sliding scale based on the severity of the child's disability.

In sum, private school choice in a variety of forms exists throughout the U.S. and the wider world. Such programs are increasingly common. The research base on the effectiveness of school voucher programs has been reviewed by multiple scholars over the past eight years but, as seen below, those reviews are inadequate to inform a clear judgement regarding whether students are helped or harmed academically by access to private school choice.

3. A Systematic Review of the Systematic Reviews of Voucher Effectiveness

The ideal meta-analysis is up-to-date, complete, and provides a specific and verifiable determination of the average effect of an intervention on an important outcome (Rossi, Lipsey & Freeman 2004, pp. 324-328; Hedges & Olkin 1985; Hunter & Schmidt 1990). From 2008 through 2015, 10 reviews of the achievement effects of private school choice in the U.S. have been published. None of the 10 satisfy all three criteria for an ideal meta-analysis. Although three of the reviews have been released within the past three years, none of them include the most recent three experimental studies of school vouchers – an important omission since two of those studies include the first estimates of negative achievement effects to come from voucher experiments. None of the reviews included all of the existing school voucher studies within the time-scope and inclusion criteria provided by the authors. Only one review, by Anderson, Guzman, and Ringquist (2013), is a formal meta-analysis that includes overall effect point estimates and confidence levels. The other nine reviews are described by their authors as systematic reviews. The intersection of the reviews of school voucher achievement effects that are up-to-date, complete, and empirically specific is a null set. A current and complete meta-analysis of school vouchers is needed.

First we provide a brief review and critique of the 10 prior reviews of school voucher achievement effects. Table 1 presents information on those reviews that helps us assess their recent vintage and completeness. The 28 empirical achievement evaluations of school voucher programs in the U.S. as of April 2016 appear as rows under the “Study” column, in approximate order from the earliest to the latest. The 10 reviews since 2008 appear as columns, from left to right. The heavy borders in a given column delimit the time scope of the authors’ review. Every study that was released during that period should have been included in the review and therefore

should have an “x” in the corresponding table cell. Studies that were categorically excluded based on a legitimate scientific reason, such as because they were merely quasi-experimental, have their cells shaded gray to signify that they are properly disqualified. Naturally, the more recent reviews, on the right side of the table, are much more up-to-date than the less recent reviews, on the left side of the table.

We only provide the final publication for the voucher studies released prior to 2007, since those studies all were completed before the first review in our list. For studies released in 2008 and later, we include annual reports that were part of longitudinal evaluations, since reviewers should have included such interim reports in order to make their review as contemporary as possible. For studies that were published multiple times by similar author groups and which presented the same results based on an identical methodological approach to analyzing the same data (e.g. Peterson et al. 2003 & Mayer et al. 2002), we only classify them as a single study, both in this review of the reviews and in our meta-analysis to follow.

[Table 1 about here]

The first review of school voucher achievement effects released since 2008 was published by The Great Lakes Center for Education Research & Practice (Miron, Evergreen & Urschel 2008), a think-tank generally viewed as hostile to market-based education reforms such as vouchers. The review included 12 of the 15 empirical voucher studies that existed at that time, omitting Jay Greene’s (2000) experimental evaluation of the Charlotte privately-funded scholarship program and a similar experimental evaluation of the New York City privately-funded scholarship program conducted by a group of prominent statisticians (Barnard et al.

2003) as well as the lesser-known Bettinger & Slonim (2006) experimental evaluation of a privately-funded scholarship program in Toledo. Two of the excluded studies reported positive effects of vouchers on student achievement in both reading and math (Greene 2000) or only in math and only for African American students (Barnard et al. 2003) while the third study identified no significant voucher impacts from a small analytic sample (Bettinger & Slonim 2006). The Great Lakes Center review concluded that, “voucher studies, generally of high quality, indicate a slightly positive impact, particularly for African American Students.” (Miron, Evergreen & Urschel 2008, p. 1).

The second and third reviews both were published in the same law review journal in the wake of an academic conference on school vouchers (Lubienski & Weitzel 2008; Wolf 2008b). The Lubienski and Weitzel (2008) review focused on the purported political motivations of voucher evaluators but included a section that reviewed the existing research literature on school vouchers. That review excluded nearly 40% of the empirical studies published prior to the submission of the final manuscript, four of which reported at least some positive effects of vouchers and two of which reported only null findings. Lubienski and Weitzel (2008, p. 462) concluded: “positive academic outcomes stemming from voucher programs are modest at best, do not extend to most groups, and certainly do not rise to the level anticipated by the early optimistic assumptions advancing such programs.” Wolf (2008b) limited his review of the evidence to 10 of the 11 experimental voucher evaluations that existed at the time. Like all the other reviewers, he failed to include the Bettinger & Slonim (2006) study of Toledo. He concluded (p. 466): “We know, through the assistance of a substantial body of rigorous experimental studies, that the effect of vouchers on student achievement tends to be positive;

however, achievement impacts are not statistically significant for all students in all studies and they tend to require several years to materialize.”

The final of the four voucher reviews of 2008 was a National Center for the Study of the Privatization of Education working paper by Rouse & Barrow (2008) later published in the *Annual Review of Economics* (Rouse & Barrow 2009). Although they did not state that their review was limited only to experimental studies, they lauded the rigor of experiments, which comprised seven of the eight studies they reviewed. They committed both Type I (including a non-experimental study) and Type II (excluding several experimental studies) errors in their sample of studies, inexplicably including a single quasi-experimental voucher evaluation of the Cleveland program (Belfield 2006) while excluding all the other quasi-experimental voucher studies as well as more rigorous and more positive experimental evaluations of voucher programs in Milwaukee (Greene, Peterson & Du 1999), Charlotte (Greene 2000; Cowen 2008) and New York City (Barnard et al. 2003). Rouse and Barrow (2008, abstract) concluded: “The best research to date finds relatively small achievement gains for students offered education vouchers, most of which are not statistically different from zero.”

Andrew Coulson (2009) produced a vote-counting meta-analysis of achievement effects for all quantitative studies that compare the private to the public provision of education. His subsample of 11 voucher studies, which included 65% of the studies then extant, included just two scored “1” (Greene, Peterson & Du 1999; Rouse 1998), because the dominant finding was overall positive effects, and one scored “-1” (Belfield 2006), because the dominant finding was overall negative effects. The other eight studies all were scored “0” because the overall effect of school vouchers on achievement was not statistically significant in those evaluations. Coulson did leave out of his review four voucher studies that reported positive test score effects and two

studies that reported no significant effect, so a proper vote count from his study would have been a net score of 5 in a range between possible scores of -17 to 17.

The first voucher review of 2011 was published by Usher et al. (2011) at the Center on Education Policy, a DC think tank generally viewed as opposing market-based reforms such as school vouchers. The authors excluded all studies prior to 2000, since they had published a similar review of the existing voucher literature that year. They also excluded all studies of privately-funded scholarship programs, a decision that removed from their sample many of the most rigorous and positive voucher evaluations. The CEP review is the only one of the 10 systematic reviews to exclude Rouse (1998), the three studies by Peterson et al. (2003), and Krueger & Zhu (2004) from consideration. Its purportedly comprehensive review only included 53% of the school voucher evaluations to that point. The study concluded (Usher et al., 2011, p. 9): “Achievement gains for voucher students are similar to those of their public school peers.”

Forster (2011; 2013) authored two reviews of the research evidence on school vouchers published by the pro-voucher philanthropy The Friedman Foundation for Educational Choice. Forster limited his review to the results from “gold standard” experimental studies. His 2011 review captured 13 of the 15 experimental studies that existed at that time and his 2013 update included 14 of 15, only missing Bettinger & Slonim (2006). Forster classified a study as “positive” regarding the achievement effects of school vouchers if it reported any statistically significant positive impacts and no statistically significant negative impacts. He classified a study as “neutral” if all of the findings it reported were not statistically significant. By Forster’s (2013) vote count, 13 rigorous experimental evaluations were positive regarding the effects of school vouchers on student achievement whereas just one study (Krueger & Zhu 2004) was neutral and none were negative.

The only statistical meta-analysis of school voucher achievement effects was published in 2013 by Anderson, Guzman & Ringquist. It appeared as a chapter in a textbook on using meta-analysis to guide public administration and policy. The researchers sought to include every statistical evaluation of private school choice programs in the U.S. in their sample, regardless of rigor, but only actually captured 68% of the studies then extant.¹ Of the eight studies missed by this meta-analysis, three of them reported positive voucher effects and five found no impacts. The researchers counted every overall and subgroup estimate of voucher impact from every study as a separate observation, analyzing 611 effect estimates in total. Over one-third of their estimates came from a single data-base that informed all of the studies of the Cleveland Scholarship and Tutoring Program (Greene et al. 1998; Metcalf 2003; Plucker et al. 2006; Belfield 2006). The Cleveland program itself has certain peculiarities, including that it provides the lowest-value voucher of any of the government-run voucher programs in the U.S. The Cleveland evaluation itself was non-experimental, with a matched-sample comparison group, suffered by high levels of sample attrition that were disproportionate to the comparison group, and included a lot of alternative estimates of impacts in part because the data were of such poor quality. Given that the meta-analytic approach of the authors implicitly weighted the weakest of the voucher evaluations much more heavily than the stronger studies, it is not surprising that the meta-analysts concluded (Anderson, Guzman, & Ringquist 2013, p. 336): “vouchers have had a positive and significant but substantively trivial effect on student academic achievement.”²

¹ The senior researcher on the project, Evan Ringquist, died shortly after the book was published, after a long battle with cancer. It is likely that his health explained at least some of the notable study omissions after 2010.

² The overall average effect of school vouchers on student achievement was calculated by the authors to be +.03 standard deviations (SD), leading to their conclusion that voucher effects are positive but trivial in size. Later in the study, using meta-regression, they conclude (p. 346) that “Design characteristics and the quality of original studies exert the largest influence over effect sizes...lower-quality studies estimate smaller average effect sizes.” Their d-based estimate of the average effect of vouchers on student

The most recent review of the school voucher literature was published in 2015 by Epple, Romano & Urquiola. It was described by the authors as a review of the economics literature on school vouchers. The research base on school vouchers is highly inter-disciplinary, with substantial contributions from political scientists, statisticians, sociologists, and education researchers in addition to economists. By informally restricting their review to voucher evaluations either by or easily known to economists, the authors missed over half of the empirical studies to date, including seven of the eight studies released from 2006 to 2009. In this least complete of voucher reviews, the authors concluded (Epple, Romano & Urquiola 2015, abstract): “many studies find insignificant effects of voucher on educational outcomes; however, multiple positive findings support continued exploration.”

Our review of the reviews of the school voucher research literature makes a strong case for our meta-analysis. The previous reviews varied greatly in their methodology, search criteria, effectiveness of search, and conclusions. Based on these reviews, school vouchers have no effect on student achievement (Usher et al., 2011), consistently improve achievement (Forster 2011; 2013), or produce some mix of positive effects and no significant effects that is either encouraging (Miron, Evergreen & Urschel 2008; Wolf 2008; Rouse & Barrow 2008; Coulson 2009; Epple, Romano & Urquiola 2015) or disappointing (Lubienski & Weitzel 2008; Anderson, Guzman & Ringquist 2013). Most of the individual studies had analytic samples of less than 1000 students in the final evaluation year and therefore were at best modestly powered to detect voucher effects with a reasonable level of confidence. The many findings of “no significant effects” from these voucher studies could be due to a low signal/noise ratio or because private school vouchers truly have no effect on student achievement. Only the Coulson (2009) and

achievement, when limited to the experimental evaluations of voucher programs, is nearly .11 SD, nearly four times the magnitude of their overall estimate (p. 348).

Epple, Romano & Urquiola (2015) reviews included studies from outside the U.S. and none of the reviews included recent studies from 2015 and 2016. Given the lack of any contemporary, complete meta-analysis of the effect of private school vouchers on student achievement around the world, we think the motivation for our study is especially strong.

4. METHODS

4-A. Search Strategy

For this meta-analysis we identified publications from computer and networked searches through a variety of sources. To begin, we explain the two stages of our search. Then, we outline our specific search strategies and selection criteria. Finally, we explain the methods used to determine whether to include or exclude sources, how we extracted data and finally coded the information for the meta-analysis.

Our initial search focused on only the studies published since 2005 or later, but due to a lack of RCT studies identified during this process, we added a second search, including all years, but narrowing the search criteria to only include studies that included text related to randomization.

We focused especially on identifying experimental (a.k.a. RCT) voucher studies, and eventually decided to limit our meta-analysis to them, for several reasons. First, RCTs are the “gold standard” of program evaluation in terms of assessing causal relationships (e.g. Boruch & Mosteller, 2002; Rossi, Lipsey & Freeman 2005). The random assignment of subjects that is a defining feature of RCTs creates a treatment group (in this case, those receiving the offer of a voucher) and a control group (those who did not receive the offer of a voucher) that are similar to each other in expectation regarding all measurable and unmeasurable characteristics. This

similarity achieved by RCTs is especially important when evaluating private school choice programs, since families who self-select into private schools are widely expected to be different from other families in unmeasurable ways that subsequently affect student achievement levels and gains. In RCTs, access to private schooling through a voucher is random, therefore solving the selection bias problem at least in theory. Often, quasi-experimental methods that attempt to account for this selection bias fall short (Betts et al., 2010).

Second, we know from the previous statistical meta-analysis of school voucher achievement effects that the conclusion one draws about the efficacy of vouchers is heavily influenced by which body of studies one reviews. The quasi-experimental studies tend to produce smaller voucher effect sizes and fewer statistically significant results, arguably because weaknesses in the research design and comparison groups bias the impact estimates towards 0. If one has to believe either the results from RCTs or the results from non-RCTs regarding the effects of a given intervention, because the results differ substantially, then one should believe the results from RCTs because they have much stronger internal validity.

Third, we expected that there would be a sufficient number of voucher effect estimates from RCTs in our sample to produce a reliable estimate of voucher impacts. Since the geographical scope of our search was global, and the final temporal scope of our search was unrestricted, we thought that we would identify a critical mass of voucher achievement studies even restricting our sample to gold standard experiments. The fact that we ended up with 19 studies that provided over 100 effect estimates confirmed the wisdom of our approach.

Whenever one can restrict one's evidence to findings from gold standard RCTs, one should do so. We can, so we do.

The study selection was based on systematic search procedures. Keywords and phrases were chosen to be as inclusive as possible for our preliminary search. The team used EBSCO, JSTOR, and ProQuest databases through the library of the University of Arkansas. In addition, we used a Google Scholar search and other additional websites to further identify any sources missed in these three databases. Lastly, we utilized subject matter experts in the field and snowballing techniques to find additional relevant studies. All of our searches identified 9,443 articles that could be relevant to our meta-analysis.

The search criteria were as follows:

Initial Search: 2005 or later

EBSCO Search 1

Search terms: school voucher* OR education* voucher*

Time period: 2005 or later

Types of sources included: Academic Journals, Journals, and Reports

Total number of results: 765

EBSCO Search 2

Search terms: opportunity scholarship

Time period: 2005 or later

Types of sources included: Academic Journals, Journals, and Reports

Total number of results: 48

JSTOR Search 1

Search terms: voucher* AND education* or school AND research AND experiment* or
“randomized controlled trial”

Time period: 2005 or later

Language: English

Included only Articles related to: Business and Economics, Economics, Education, Political
Science, Public Policy & Administration, Social Sciences

Total number of results: 853 search results

JSTOR Search 2

Search terms: “opportunity scholarship”

Time period: 2005 or later

Language: English

Included only Articles related to: Business and Economics, Economics, Education, Political
Science, Public Policy & Administration, Social Sciences.

Total number of results: 30 search results

ProQuest Search 1

Search terms: all(voucher) AND all(school*) AND all(research*)

Time period: 2005 or later

Excludes: Wire Feeds, Magazines, and Newspapers

Total number of results: 603 results

ProQuest Search 2

Search terms: all("opportunity scholarship")

Time period: 2005 or later

Excludes: Wire Feeds, Magazines, and Newspapers

Total number of results: 122 results

The searches of the three library databases (EBSCO, JSTOR, and ProQuest) resulted in a total of 1,934 unique papers, after removing duplicates.

Secondary Search: All RCTs (including prior to 2005)

Since RCTs or experiments are especially prized as education evaluations, we decided to extend our meta-analysis to any RCTs we could find on the topic, regardless of when they were conducted or published. In order to find these, a secondary search was conducted.

EBSCO Search 3 (for all RCTs)

Search terms: school voucher* OR education* voucher* AND AB: random*

Time period: No restriction

Types of sources included: Academic Journals, Journals, and Reports

Total number of results: 85

Note: AB: random means that the abstract had to include a stem of the word random**

EBSCO Search 4 (for all RCTs)

Search terms: opportunity scholarship AND AB: random*

Time period: No restriction

Types of sources included: Academic Journals, Journals, and Reports

Total number of results: 9

Note: AB: random means that the abstract had to include a stem of the word random**

JSTOR Search 3

Search terms: voucher* AND education* or school AND ab(random*)

Time period: No restriction

Language: English

Included only Articles related to: Business and Economics, Economics, Education, Political Science, Public Policy & Administration, Social Sciences

Total number of results: 116 search results

JSTOR Search 4

Search terms: "opportunity scholarship" AND ab(random*)

Time period: No restriction

Language: English

Included only Articles related to: Business and Economics, Economics, Education, Political Science, Public Policy & Administration, Social Sciences.

Total number of results: 2 search results

ProQuest Search 3

Search terms: all(voucher) AND all(school*) AND all(research*) AND ab(random*)

Time period: No restriction

Excludes: Wire Feeds, Magazines, and Newspapers

Total number of results: 95 results

Note: ab(random) means that the abstract had to include a stem of the word random**

ProQuest Search 4

Search terms: all("opportunity scholarship") AND ab(random*)

Time period: No restriction

Excludes: Wire Feeds, Magazines, and Newspapers

Total number of results: 9 results

Note: ab(random) means that the abstract had to include a stem of the word random.*

This secondary search of the three library databases (EBSCO, JSTOR, and ProQuest) resulted in a total of 269 additional unique papers, after removing duplicates.

Google Scholar and Other Website Searches

In addition to the three main library databases, we searched a variety of other sources. First, using the first search criteria, we searched Google Scholar for articles from 2005 or later using the search terms "school voucher" OR "voucher school" to find the maximum number of results. The search returned approximately 4,000 results including patents and citations. Other places we searched, due to their interest in school vouchers, were the websites of the National Bureau of Economic Research (NBER), University of Chile, Uppsala University in Sweden, and the Poverty Action Lab at MIT.

Using the second search criteria in Google Scholar: (("opportunity scholarship" OR "education* voucher*" OR "school voucher*") AND random*), we found 2,570 results including

citations. Apart from importing the references in Refworks, we also did individual Google Scholar searches of the imported references whose titles did not end up in Refworks. We also added three studies found through a networked search, that were not published at the time of our systematic review searches (Abdulkadiroglu et al. 2015; Wolf, Egalite, & Dixon 2015; Mills & Wolf, 2016).

4-B. Selection Process

These additional-non-library sources were combined and then 6,549 were excluded based on title and/or abstract reviews. Each of these sources were reviewed by two separate team members based on their title and abstract in order to determine whether they should progress to the next stage, in which we reviewed the full articles. In some cases, there was a disagreement between the researchers on whether to include or exclude a particular study, so the two team members came to a conclusion together. Unless there was a clear reason to exclude the paper, it was kept until the full article review round, when more information would be available to judge.

As mentioned previously, we conducted two rounds of searches, one for all empirical voucher studies since 2005 and a secondary search for all RCTs ever conducted on the topic. After both of these searches, we determined which articles to include based on several criteria. To be included in the meta-analysis, the studies had to focus on the participant effects of private school vouchers and measure quantitative test score outcomes in either math or reading. Studies dealing with other impacts of vouchers such as competitive effects or fiscal impacts were

excluded. We did not include graduation rate, college attainment, or civic values outcomes in the current study. We only included studies published in English or with English translations.³

After our title/abstract review, 148 sources remained from the Google and snowball search along with 128 sources from the library searches. Two members of our team reviewed each of these 276 sources in their entirety in order to determine if they met our inclusion criteria. In some cases the researchers initially disagreed on the inclusion decision. They then met to discuss the case and came to a consensus decision. Common reasons for exclusion were that the studies were theoretical discussions or opinion pieces without rigorous evidence, they focused on other issues related to school vouchers such as competitive effects or fiscal impacts rather than participant effects, they were merely quasi-experimental,⁴ or they were RCTs that did not report outcomes on math, reading/English. Our full-article review process resulted in 16 studies remaining in the sample.

Last, we conducted a final network search based on matching our list of potential sources with earlier publications on school vouchers internationally and current voucher evaluations compiled by Patrick J. Wolf, a co-author of this study. This final review resulted in three additional articles added to the sample – two of the recently implemented Louisiana voucher program and one of a philanthropic voucher program in Delhi, India. In the end, 19 RCT studies made the final cut. Appendix B contains the details regarding the studies that were identified and eliminated at each stage. In Table 2 we summarize the studies, presenting attrition rates in terms of both sample attrition (the percent of study participants who are not observed in any particular

³ We did not search dissertation or master's thesis databases because we expect that any experimental evaluation of a school voucher program that is the subject of an original thesis or dissertation will be sufficiently important that it also will be released as a study report or journal publication.

⁴ A surprising number of education evaluations are described as "experimental" via keywords or in their abstracts but, upon a closer reading, actually do not create their comparison groups via random assignment and therefore are merely quasi-experimental.

year) and program attrition (the percent of students offered a voucher who do not use the voucher in any particular year).

[Table 2 about here]

The global scope of our search was especially fruitful in identifying rigorous school voucher evaluations that have been omitted from many previous reviews of the research evidence on private school choice. Two different studies of a large voucher program in Bogota, Colombia (Angrist et al. 2002; 2006), and two studies of different programs in separate regions of India (Muralidharan & Sundararan 2015; Wolf, Egalite, & Dixon 2015) were uncovered through our search. Our combined computerized and networked search also identified an RCT of a small privately-funded voucher program (in Toledo) that had never before been included in a review of voucher research (Bettinger & Slonim 2006). Finally, we were able to include three major evaluations of recent vintage that also have never informed a school voucher review (Bitler et al. 2015; Abdulkadiroglu et al. 2015; Mills & Wolf 2016). This represents a new look at a much more comprehensive body of rigorous research on private school vouchers than ever before.

Many of the published reports of experimental evaluations of school voucher programs are nested in various ways that affect how much independent information they contribute to a meta-analysis. For example, at least six different research teams have published more than two dozen reports or articles analyzing the experimental data from the New York City Children's Scholarship Fund evaluation, 1998-2002. Including all 24 or so of those reports would generate a substantial amount of spatial auto-correlation in our analysis due to "double-counting" of

effects. We decided that any publications of the same results, using the same methodology, by essentially the same research team were essentially a single study. Any variation on that, such as publication of different results, using the same methodology, by a different research team (e.g. a failed replication), represented a different study even though it drew upon the same data. That determination reduced the number of New York City studies to five. We then extracted most of the data from the final publication in the series, unless an earlier publication contained more complete data, and supplemented those data with additional details from other studies in the “nest” as needed. In essence, a “study” in our meta-analysis is the final and most complete presentation of a specific set of findings from a specific research team using a particular analytic method.

4-C. Programs Included in the Meta-Analysis

The 19 RCT studies identified by our search represent 11 separate school voucher programs (Table 3). Six programs – in Andhra Pradesh and Delhi, India; Toledo and Dayton, Ohio; and the DC WSF and OSP -- were subject to a single experimental evaluation. Four programs – in Charlotte, NC; Louisiana; Milwaukee, WI; and Bogota, Colombia -- were the focus of both an original experimental study and one replication study. The New York City program was the subject of five different experimental analyses.

In Table 3, each program is categorized as either privately versus publicly funded (where public funding programs are defined as those with *any* amount of public funding, and privately funded programs as those that are *exclusively* privately funded, through development or philanthropic funds), and as either fully or partially funded vouchers. In general, the fully funded

vouchers are publicly funded and the partially funded vouchers are privately funded. Funding for the programs in India and Colombia, whether “full” or “partial,” was extremely low, ranging from about \$117 in India to \$190 in Colombia, in nominal U.S. dollars (Wolf, Egalite & Dixon 2015; Angrist et al. 2002). The “fully funded” programs in the U.S. provided vouchers with maximum values that ranged from around \$5,000 in Louisiana to \$7,500 in DC (Mills & Wolf 2016; Wolf et al. 2013). Partially funded programs in the U.S. generally provided about \$2,000 in tuition support to families (Peterson et al. 2013). Regardless of jurisdiction and full or partial funding, the maximum voucher values for all of the programs in this meta-analysis represented less than half of the amount that was being spent per-pupil on students in area public schools.

All of the programs are targeted to low-income students through either income limits or program location, but usually both. The voucher initiatives in India and Colombia serve students living in abject poverty (Muralidharan & Sundararaman 2015; Wolf, Egalite & Dixon 2015; Angrist et al. 2002; Tooley 2009). The U.S. programs all are limited to students with family incomes near or below the cut-off for the federal lunch program. All of the U.S. voucher initiatives in this meta-analysis are limited to cities except for the statewide Louisiana Scholarship Program. The overwhelming majority of voucher participants in the U.S. are either African American or Hispanic. This is a study of the achievement effects of low-cost private school vouchers on low-income inner-city children.

The private schools participating in these voucher programs tend to charge modest tuition and have experience serving disadvantaged student populations. Religious schools in general, and Catholic schools in particular, are the main participants in voucher programs in the U.S. In the D.C. Opportunity Scholarship Program, for example, 80% of the participating students attended a religious school with their voucher and 53% of them specifically attended a Catholic

school (Wolf et al. 2013, p. 257). Across programs, the private schools serving students with vouchers tend to be “no frills” with modest school facilities and few special programs for differentiating instruction to students (e.g. Wolf et al. 2013; Dixon 2013). They tend to provide a consistent educational experience to all students focused on academic fundamentals and character development.

The counterfactual condition for control group students varied across the programs. In India and Colombia, almost all of the students who lost the voucher lotteries attended government-run schools in their neighborhoods. In India especially, public schools are much better resourced than low-cost private schools but are plagued by teacher absenteeism rates of around 30% (Probe Team 1999). Few public schools in developing countries arrange for substitute teachers. In cases where public school teachers fail to show up for work, the children are on their own.

In the U.S. voucher programs in our meta-analysis, students who lost the voucher lotteries often found other ways to access school choices. In the experimental evaluation in Dayton, Ohio, 18% of the control group students enrolled in a private school even without the assistance of a voucher (Howell & Peterson 2006, p. 44). In the DC OSP study, 12% of the students that lost the lottery subsequently enrolled in a private school and 35% attended an independent public charter school, leaving just 53% of the control group students in traditional public schools (Wolf et al. 2013, p. 257). In Louisiana, only 6% of the control group students enrolled in a private school after losing the lottery but 29% of them attended a public school of choice, leaving just 65% in a traditional public school (Mills & Wolf 2016, p. 21). The New York City program demonstrated the clearest treatment-control contrast in type of school attended, as only 4% of the students that lost the lottery attended a private school on their own

and public charter schools were uncommon in the city during the study period so almost all of the control group was in traditional public schools (Howell & Peterson 2006, p. 44). In the experimental studies included in this meta-analysis, students remained in the control group and their outcomes counted towards the control group average for the Intent-to-Treat (ITT) impact estimates even if they attended a private school. The rates at which control-group students crossed over to private schooling factored into the Treatment-on-Treated (TOT) effect calculations, however.

[Table 3 about here]

4-D. Data Extraction

The remaining nineteen studies were coded in Microsoft Excel for details on author, publication year, location, funding type (public/private), years of evaluation, duration of study, grades analyzed, outcome (reading/English or math), size of treatment and control group and overall sample size. Finally, some studies had multiple evaluation years for the same program. Each evaluation year, type of impact estimate (Intent-to-Treat [ITT] or Treatment-on-Treated [TOT]), and subject was treated as a separate observation in the database. A study that reported results in each of three years, in both reading and math, that included both ITT and TOT estimates, contributed 12 observations to the database (3 x 2 x 2), but ITT and TOT estimates, math and reading estimates, and estimates from the same study over different years were never combined. The 12 observations that a given study might produce would only be analyzed within a specific meta-analytic estimate of effect, such as the ITT estimate of the voucher effect in math in Year 2 after random assignment. When the authors provided results from multiple estimation models or

from robustness checks, we only extracted the estimates from the “most preferred model” as signaled by the authors or the final model if no preference was given.

All the information was extracted using a predesigned (but modifiable) coding form in Excel. The extracted data filled 262 rows of an Excel spreadsheet, meaning a total of 262 distinct effect estimates informed our meta-analysis. A total of 70 of the estimates are ITT effects in reading, 62 are ITT effects in math, 69 are TOT effects in reading, and 61 are TOT effects in math. The extraction process was performed independently by at least two team members so they could match their results and minimize human error. As some studies did not report their findings in detail, we made necessary assumptions to derive accurate sample sizes for the treatment and control groups. See Appendix A for details on the assumptions made for each study in which a key data point had to be calculated because it was not provided in the source.

4-E. Data Synthesis

The meta-analysis of the RCTs essentially creates an overall effect size by combining the effect sizes extracted from each study. Effect sizes were analyzed separately for math and reading/English outcomes. Both intent to treat (ITT) and treatment on the treated (TOT) effects are calculated, when possible. The overall effect size in the meta-analysis is based on a weighted average of the individual effect sizes, across years, extracted from the studies. Each observation’s weight was set as the inverse of the variance around the effect size, so effects that were estimated more precisely were weighted more heavily. The effect size and standard errors were extracted directly from the source if available. If these numbers were not reported, they were calculated by the team using the data that were available and the formulas in Appendix C.

Effect sizes give the size treatment impact in standard deviation units, so it is a measure that can be averaged over several studies. The standard errors on these effect sizes indicate a measure of variance and are used to create a confidence interval around the point estimate of the effect size.

One of the benefits of the meta-analysis is that it combines results from several studies, which can often individually have small sample sizes and low precision. For the meta-analysis, we used MS Excel and STATA for the final estimates to double check for estimation errors. We calculated the pooled standard deviation and effect size using Hedges' g . We also calculated the standard error for the effect size. Lastly, the grand effect size and lower and upper bound of the overall 95% confidence interval were calculated. The nineteen RCT studies that we included in the meta-analysis primarily measured math and reading outcomes. Only one study (Bettinger & Slonim, 2006) had only math test outcomes.

The entire analysis was performed in two steps. In the first step, we estimate an overall Intent to treat (ITT) and Treatment on treated (TOT) effect for each year of the outcomes available for Reading/ English and Math for each program by combining estimates reported across different studies for the same program in the same year. This "mini-meta-analysis" of findings by site-year reduced the total number of effect size estimates to 98: a total of 23 estimates for ITT Reading and English; 24 estimates for ITT Math; 25 estimates for TOT Reading and English; and 26 estimates for TOT Math. At this stage, a fixed effects meta-analysis was conducted, since for the set of students pertaining to a particular program, the data was essentially the same, and therefore we assume the true effect is the same in all studies (Borenstein, Hedges, & Rothstein, 2007).

In the second step, we estimate overall voucher effects using a fixed effects meta-analysis. Despite these estimates coming from different studies, there were too few studies in

some cases to justify the use of random effects. Use of random effects would not result in precise estimates as the between-studies variance cannot be estimated with precision. In such a case, fixed effects is the only viable option (Borenstein, Hedges, & Rothstein, 2007). The overall ITT and TOT (Reading/ English and Math) voucher effects are analyzed based on geography (US vs. International and an overall global effect), funding type (publicly funded vs. privately funded programs) and years of treatment (one year, two year, three year and four or more years of being in the treatment). The analysis for years of treatment uses all the 98 effect size estimates (which themselves represent a consolidation of the 262 extracted estimates) and all other analyses are based on the 44 effect size estimates for the last year covered by each study (11 estimates for ITT Reading and English, 10 estimates for ITT Math, 12 estimates for TOT Reading and English, and 11 estimates for TOT Math).

5. RESULTS

We discuss the results of the school voucher RCT meta-analysis in terms of overall average treatment effects and with a specific focus on outcomes by type (ITT or TOT), subject (reading or math), location (US or non-US), and type of funding (public versus private). In addition, we provide results by years of treatment (1, 2, 3, and 4 or more). Each of these impacts is calculated using Hedge's g , and we include a 95% confidence interval around each estimate.

First, we present the global results for reading and math (ITT and TOT). English results will also be presented as a subcomponent of the reading effects for countries where English is not the native language but is taught in schools. For each of these effects, we also compare US and non-US programs. Next, we split the findings into public versus private (again noting ITT and TOT effects). Finally, we will present the results by year.

To present our results we provide various forest plots, which show the effect size and confidence interval for each study, for the US and non-US components, and overall. Individual studies are represented by the box and whisker plots, where the size of the box represents the relative weighting of that study and the length of the whiskers represents the confidence interval. Any confidence interval that crosses zero signals that an effect is not statistically significant. The diamonds represent composite effects across all observations.

5-A. Overall Impacts

Figure 1 presents the global ITT reading impacts. The offer of a voucher has a statistically significant and positive impact of about 0.17 standard deviations [95% CI: 0.15, 0.20]. This overall effect is driven by four programs that had positive effects with 95% confidence (one in the US and three outside of the US). Comparing the six US and three non-US programs that we had reading impacts for, we see that the US programs had an overall effect that was barely a null effect, but tended towards a positive effect [95% CI: -0.00, 0.08]. On the other hand, the programs outside of the US had a more definitive positive impact on reading scores of 0.24 standard deviations [95% CI: 0.21, 0.27].

[Figure 1 about here]

Looking specifically at English impacts in Figure 2, we see a positive, yet somewhat smaller impact of 0.08 standard deviations [95% CI: 0.04, 0.11]. This impact was driven by three programs with significantly positive effects (one in the US and two outside of the US). The US effects in English are the same as the reading effects, because within these programs, tests were

not administered within the US in any other languages.⁵ The overall effect of programs outside the US was smaller in English (0.13 standard deviations) than in all languages (0.24 standard deviations).

[Figure 2 about here]

Figures 3 and 4 present the same types of forest plots for the TOT effects for reading globally and English globally. In addition, composites of the US and non-US effects are provided. As expected, the TOT effects are at least as large as the ITT effects (0.27 standard deviations in reading and 0.08 standard deviations in English). The TOT effect in reading (including all languages) was primarily driven by a very large effect in the PACES program in Bogota, Colombia (1.4 standard deviations). These TOT effects represent the average treatment for a voucher user, and are generally larger than the ITT effects due to non-compliance.

[Figure 3 about here]

[Figure 4 about here]

Figure 5 presents the ITT results for math globally. The offer of a voucher has a positive impact of 0.11 standard deviations on student math scores [95% CI: 0.08, 0.14]. This effect is driven primarily by two programs with positive effects (one in the US and one outside of the

⁵ The reading exams were administered in Spanish for the Angrist et al. (2002; 2006) evaluations of the Colombia Program, English, Telugu and Hindi for the Muralidharan & Sundararaman (2015) evaluation of a program in India, and English and Hindi for the Wolf et al. (2015) evaluation of the Delhi program.

US). In this case, both effects are positive and statistically significant for both the US programs (0.07 standard deviations, [95% CI: 0.02, 0.11]) and the non-US programs (0.15 standard deviations, [95% CI: 0.11, 0.19]).

[Figure 5 about here]

The global TOT effects in math are somewhat larger (see Figure 6). Using a voucher improved math scores by 0.15 standard deviations, on average [95% CI: 0.12, 0.18]. The US programs, overall, had a TOT effect that was not statistically different from zero [95% CI: -0.05, 0.04]. The programs outside of the US had a positive TOT effect of about 0.33 standard deviations [95% CI: 0.29, 0.37]. As expected, the TOT effects are expected to be larger than the ITT effects, in general.

[Figure 6 about here]

The overall results so far indicate that school vouchers have positive effects in both reading and math, but that these impacts are largest in programs outside of the US. Next, we look at the programs globally, and separate the effects by funding type (private or public). For the purposes of this distinction, we define publicly funded programs as those with *any* amount of public funding, and privately funded programs as those that are *exclusively* privately funded, through development or philanthropic funds.

5-B. By Funding Type

Figure 7 presents the ITT results in reading, by funding type. Both the publicly- and privately-funded voucher programs have positive effects on reading, overall. Privately-funded programs improve the test scores of voucher winners by 0.09 standard deviations, on average, and publicly-funded programs improve the test scores of voucher winners by 0.45 standard deviations, on average. Again, this is driven primarily by one large positive impact of the PACES program in Bogota, Colombia.

[Figure 7 about here]

The corresponding TOT results in reading, by funding type, are presented in Figure 8. These results are even larger due to scaling up by the usage rate. Voucher users in privately-funded programs have positive impacts in reading of 0.15 standard deviations, but voucher users in publicly-funded programs experience much larger reading impacts (0.69 standard deviations).

[Figure 8 about here]

Figure 9 presents the ITT results in math, by funding type. Privately-funded programs do not affect math scores for those offered a voucher [95% CI: -0.01, 0.06]. Publicly-funded programs, on the other hand, have a positive ITT effect of 0.29 standard deviations [95% CI: 0.24, 0.35]. The TOT results in math for privately-funded programs are also null (see Figure 10), but the TOT impacts for publicly-funded programs are an increase of 0.36 standard deviations [95% CI: 0.31, 0.41].

[Figure 9 about here]

[Figure 10 about here]

5-C. By Years of Treatment

The last comparison of effects we present in this meta-analysis is the effects on reading and math by years of treatment. If there is a cumulative positive effect of voucher treatment over time, we would expect impacts to increase with the number of years of access to or usage of the voucher. These results are presented for 8 programs with one year effects (only 7 programs with ITT effects), 8 programs with two year effects (only 7 programs with ITT effects), 6 programs with three year effects in math (5 in reading), and four programs with effects of four or more years of treatment.

Figure 11 presents the ITT reading impacts by years of treatment. The offer of a voucher had a null effect on students after one year, small impacts on students after two or three years (0.04 standard deviations and 0.05 standard deviations, respectively), and a somewhat larger impact after four or more years (0.24 standard deviations, [95% CI: 0.21, 0.28]). Generally, we do see a positive trend in ITT reading effects over time.

[Figure 11 about here]

Figure 12 shows a forest plot for TOT reading impacts, by years of treatment. There was a null effect of one year of treatment, small effects for two and three years of treatment (0.08

standard deviations and 0.06 standard deviations, respectively), and a large effect (0.54 standard deviation) for four or more years of treatment. Again, as expected, the treatment effects tend to increase with time of exposure.

[Figure 12 about here]

Turning to the ITT math results (Figure 13), we see positive impacts for one year, three years, and four or more years of treatment, but null effects for two years of treatment. Students offered a voucher had 0.07 standard deviation higher math scores after one year, 0.05 standard deviation higher math scores after three years, and 0.15 standard deviation higher math scores after four or more years. There is a less clear indication that these effects improve over time, at least when comparing the results from years one through three.

[Figure 13 about here]

The TOT math results in Figure 14 show null effects in the first year, a negative effect in the second year, and positive effects after three or more years. The negative TOT effect of two years of treatment is relatively small (-0.04 standard deviations), and primarily driven by the Louisiana Scholarship Program, which had year two impacts of -0.34 standard deviations. The positive TOT effect of three years of treatment is also relatively small (0.05 standard deviations), and is primarily driven by the Milwaukee three year impact, which was large but not statistically significant on its own. The TOT effect of four or more years of treatment, however was large (0.33 standard deviations), and relatively precise [95% CI: 0.28, 0.37]. This longer-term

outcome is primarily driven by large effects of the PACES program in Bogota, Colombia (0.80 standard deviations).

[Figure 14 about here]

In summary, these results indicate positive effects of school vouchers that vary by subject (math or reading), location (US v. non-US), and funding type (public or private). Generally, the impacts of private school vouchers are larger for reading than for math. Impacts tend to be larger for programs outside the US relative to those within the US. Impacts also generally are larger for publicly-funded programs relative to privately-funded programs. In the next section, we summarize our conclusions and explain the implications of these results in more detail.

5-D. Robustness of the Results

The effect size estimates for Bogota, Columbia seem to be an outlier. Hence, the meta-analysis was repeated after removing the data for Bogota, Columbia. The resulting overall estimates shrink in general and the conclusions are robust for both international and global ITT and TOT reading estimates. There is a significant reduction in overall ITT math estimates for international studies (-0.00 standard deviations with [95% CI: -0.05, 0.05]) however, the overall global impact is still positive and statistically significant (0.04 standard deviations with [95% CI: 0.01, 0.07]). The TOT math estimates have an overall null effect for international studies as well as a null global estimate.

The overall ITT reading effect size for publicly funded programs with Bogota, Columbia removed is 0.06 standard deviations [95% CI: -0.02, 0.15]. Hence the effect of ITT reading for

publicly funded programs was mainly driven by the Bogota, Colombia outlier. The overall TOT reading estimate for publicly funded programs has a null effect. The overall ITT math effect size for publicly funded programs with Bogota, Columbia removed is 0.12 standard deviations [95% CI: 0.03, 0.20]. Hence, the result for ITT math are robust to the removal of Bogota, Columbia outlier. The TOT math estimates have an overall negative effect (-0.15 standard deviations with [95% CI: -0.23, -0.08]).

For the analysis based on years of treatment, the ITT reading estimates slightly shrink for three years of treatment. However, for four and more years of treatment, the overall estimate is statistically significant and positive and thus robust to the removal of the outlier. A similar result is obtained for TOT reading estimates. Contrary to this, the ITT math estimates are not effected for three years of treatment but have null to positive effect for four or more years of treatment. Lastly, for TOT math the overall impacts are null to positive for three years of treatment and null for four or more years of treatment.

From the robustness check, it seems that the overall conclusion for reading impacts are not affected by the Bogota, Columbia outlier but math impacts are affected negatively. The conclusions for ITT math estimates are robust to the removal of outlier for overall global estimates and publicly funded programs.

6. DISCUSSION AND CONCLUSIONS

This meta-analysis contributes to the field by combining and systematically evaluating rigorous evidence from all RCT studies of the effects of private school vouchers on student achievement. This review provides a broader overview of all the rigorous experimental findings and will have important policy implications about the effectiveness of voucher programs generally. While

voucher programs are growing across the globe, a meta-analysis of the participant effect of vouchers internationally has been lacking. As the first meta-analysis of its type, it will help establish the baseline for future studies.

We report nine meta-analytic ITT effect sizes for reading scores (six in the US and three outside of the US). For reading impacts, overall, we find positive effects of about 0.17 standard deviations (null for US programs, 0.24 standard deviations for non-US programs). A key driver of this difference is one program in Bogota, Colombia, PACES, which demonstrates very strong positive effects. Angrist et al. (2006) attempts to reconcile some of the differences between their results in Bogota and the small or null impacts in many US-based programs. It could be that there is a much larger gap in the quality of public and private schools in Colombia (and other countries, for that matter) than in the US (Angrist et al. 2006). In addition, the PACES program was distinctive in providing individual student incentives for academic achievement.

We also report 10 meta-analytic TOT effect sizes for reading (seven in the US and three outside of the US). Again, we find null effects in the US and large positive effects (0.27 standard deviations) outside of the US, primarily driven by PACES.

For math scores, we report 10 meta-analytic ITT effect sizes (seven in the US and three outside of the US). Overall, vouchers have a positive effect on math of 0.11 standard deviations, 0.07 standard deviations in the US and 0.15 standard deviations outside of the US. The TOT effects include one additional program, the Louisiana Scholarship Program (Abdulkadiroglu et al., 2015; Mills et al., 2016). The TOT math effects are a bit larger than the ITT effects overall (0.15 standard deviations). With the inclusion of Louisiana, the overall TOT effects for US programs is null, but the overall TOT effects for the non-US programs is higher at 0.33 standard deviations.

The overall results just described in this section are for the final year of data in each study. It could be that these effects are not representative of the initial effects one might expect from a new program. In fact, our analysis of the effects by year indicates that the effects of private school voucher programs often start out null in the first one or two years and then turn positive. Longer-term achievement effects, of course, are much more salient than immediate achievement effects whenever longer-term effects are available.

While the results of this meta-analysis indicate that voucher programs globally tend to positively impact test scores, perhaps particularly in countries where there is more of a private-public gap in school quality, more RCTs are needed as more voucher programs launch and operate around the globe. We especially urge more experimental evaluators to consider the impacts of vouchers on key non-cognitive outcomes such as educational attainment and civic values (e.g. Wolf et al. 2013; Wolf 2007; Angrist et al. 2006). We hope that our study will motivate researchers to do more experimental evaluations of the comprehensive effects of school vouchers to address the K-12 education gap especially in third-world countries.

We draw a few tentative policy recommendations from our study. We found that publicly-funded voucher programs show larger and clearer positive effects than privately-funded programs. Public funding could be a proxy for voucher amount, as publicly-funded vouchers tend to be of significantly greater value than privately-funded ones. Because most publicly-funded vouchers must be accepted as the full cost of educating the child, families are relieved of an additional financial burden and might therefore be more likely to keep their child enrolled in a private school long enough to realize the larger academic benefits that emerge after three or more years of private schooling. Higher-value vouchers also likely motivate a higher-quality population of private schools to participate in a voucher program. Finally, it is possible that a

higher level of quality-focused regulation of private schools exists in publicly-funded versus privately-funded voucher programs. Still, the relationship between levels of regulation and the achievement benefits of vouchers remains an important but understudied question.

Additionally, in terms of policy implications, it is critical to consider the cost-benefit tradeoffs associated with voucher programs. Wolf & McShane (2013) and Muralidharan et al. (2015) found that vouchers are cost effective, since they tend to generate achievement outcomes that are as good as or better than traditional public schools but at a fraction of the cost. The greater efficiency of school choice in general and school vouchers in particular are another fruitful avenue for scholarly inquiry.

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TABLES AND FIGURES

Table 1: U.S. Empirical Studies of School Vouchers Included in or Ignored by Literature Reviewers

Study	Program	Nature of Achievement Findings	Miron, Evergreen & Urschel		Lubienski & Weitzel		Rouse & Barrow		Coulson	CEP	Forster	Forster	Anderson, Guzman & Ringquist	Epple, Romano & Urquiola	Total	Percent
			2008	2008	2008	2008	2009	2011	2011	2013	2013	2015				
Witte 1995; 1998; 2000	Milwaukee	No impacts	x	x									x	x	5	50%
Rouse 1998	Milwaukee	Pos in math	x	x	x	x					x	x	x	x	9	90%
Greene, Peterson & Du 1996; 1999	Milwaukee	Pos in reading & math	x	x	x						x	x	x		7	70%
Greene, Howell & Peterson 1998	Cleveland	Pos for subgroups in reading, math, science	x	x									x		3	30%
Greene 2000	Charlotte	Pos in reading & math			x						x	x	x		4	40%
Metcalf 2003	Cleveland	No impacts	x	x					x				x		5	50%
Peterson et al 2003; Howell et al. 2002	Dayton	Pos for African Americans	x	x	x	x					x	x	x	x	9	90%
Peterson et al 2003; Howell et al. 2002	DC	No impacts	x	x	x	x					x	x	x	x	9	90%
Peterson et al 2003; Mayer et al. 2002	NYC	Pos for African Americans	x	x	x	x					x	x	x	x	9	90%
Barnard et al 2003	NYC	Pos in math for African Americans			x						x	x	x	x	5	50%
Kruger & Zhu 2004	NYC	No impacts	x	x	x	x					x	x	x	x	9	90%
Bettinger & Slonim 2006	Toledo	No impacts													0	0%
Plucker et al 2006	Cleveland	No impacts	x						x				x		3	30%
Belfield 2006	Cleveland	Neg in math	x	x					x	x			x		6	60%
Wolf et al 2007	DC	No impacts	x		x	x			x	x					7	70%
Cowen 2008	Charlotte	Pos in reading & math			x						x	x	x		4	40%
Wolf et al 2008	DC	No impacts					x		x		x		x		6	60%
Wolf et al 2009	DC	Pos in reading							x	x		x	x		4	40%
Witte et al 2009	Milwaukee	No impacts							x					x	2	20%
Wolf et al 2010; 2013	DC	Pos for subgroups in reading							x	x		x	x		5	50%
Jin, Barnard & Rubin 2010	NYC	Pos in math										x			1	10%
Witte et al 2010	Milwaukee	No impacts							x					x	2	20%
Witte et al 2011	Milwaukee	No impacts							x					x	2	20%
Figlio 2011	Florida	Pos in reading													0	0%
Witte et al 2012	Milwaukee	Pos in reading												x	1	10%
Bitler et al. 2015	NYC	No impacts													0	0%
Abdulkadiroglu et al 2015	Louisiana	Neg in math													0	0%
Mills & Wolf 2016	Louisiana	Neg in math													0	0%
Total			12	10	10	8	11	10	13	14	17	12		117		
Percent of Targets			80.0%	62.5%	90.9%	61.5%	64.7%	52.6%	86.7%	93.3%	68.0%	48.0%				

Notes: Dark borders of the columns demark the time period of the author search. Shaded cells indicate studies that were excluded due to scientifically valid exclusion criteria. Items in bold in the "Findings" column signify results from RCTs.

Table 2: Description of 19 RCT Studies included in Meta-Analysis

Authors	Publication Year	Years of Treatment	Program Evaluated	Duration of Study	Grades	(First Outcome Year)	Program Attrition (Final Year)	Sample Attrition (Final Year)
Abdulkadriroghu, Pathak & Walters	2015	1	Louisiana Scholarship Program (LSP)	2012-2013 (1 year)	3 to 8	N/A	N/A	N/A
Angrist, Bettinger, Bloom, King & Kremer	2002	3	Programa de Ampliacion de Cobertura de la Educacion Secundaria (PACES)	1995-1999 (4 years)	6 to 9	283	10%	75.3%
Angrist, Bettinger, & Kremer	2006	7	Programa de Ampliacion de Cobertura de la Educacion Secundaria (PACES)	1994-2001 (8 years)	6 to 11	3,541	50%	12.4%
Barnard, Frangakis, Hill & Rubin	2003	1	The School Choice Scholarships Foundation Program	1997-2000 (4 years)	1 to 4	525	23.5%	22.3%
Bettinger & Slonim	2006	3	Children's Scholarship Fund	1998-2001 (4 years)	K to 8	186	N/A	92%
Bitler, Domina, Penner & Hoynes	2015	3	New York City School Choice Program	1997-2000 (4 years)	K to 4	2,080	41.3%	34.6% Reading; 35.0% Math
Cowen	2008	1	Charlotte Children's Scholarship Fund	1999-2000 (1 year)	2 to 8	347	25.5%	70%
Greene	2000	1	Charlotte Children's Scholarship Fund	1999-2000 (1 year)	2 to 8	357	51.6%	60%
Greene, Peterson & Du	1999	4	Milwaukee Parental Choice Program (MPCP)	1990-1994 (5 years)	K to 8	816	N/A	60% Treatment, 52% Control
Howell, Wolf, Campbell & Peterson	2002	3	The School Choice Scholarships Foundation Program	1997-2000 (4 years)	1 to 4	1,434	N/A	33%
Howell, Wolf, Campbell & Peterson	2002	2	Parents Advancing Choice in Education	1998-2000 (2 years)	K to 12	404	N/A	51%
Howell, Wolf, Campbell & Peterson	2002	3	Washington Scholarship Fund	1998-2001 (3 years)	K to 8	930	76%	40%
Jin, Barnard & Rubin	2010	1	New York City School Choice Program	1997-2000 (4 years)	1 to 4	525	23.5%	22.3%
Krueger & Zhu	2004	3	New York City School Choice Program	1997-2000 (4 years)	K to 4	2,080	41.3%	36.2%
Mills & Wolf	2015	2	Louisiana Scholarship Program (LSP)	2012-2014 (2 years)	3 to 8	N/A	N/A	N/A
Muralidharan & Sundararaman	2015	4	Andhra Pradesh (AP) School Choice Experiment	2008-2012 (4 years)	1 to 5	4,620	49%	20.7% English; 68.1% Hindi; 17.5% Telegu; 17.5% Math
Rouse	1998	4	Milwaukee Parental Choice Program (MPCP)	1990-1994 (5 years)	K to 8	1,343	75.5%	N/A
Wolf, Egalite & Dixon	2012	2	Ensure Access to Better Learning Experiences (ENABLE)	2011-2013 (2 years)	K to 2	1,306	11%	N/A
Wolf, Kisida, Gutmann, Puma, Eissa & Rizzo	2013	4	District of Columbia Opportunity Scholarship Program (OSP)	2004-2009 (6 years)	K to 12	1,649	17.9%	37.8% Treatment, 48.5% Control

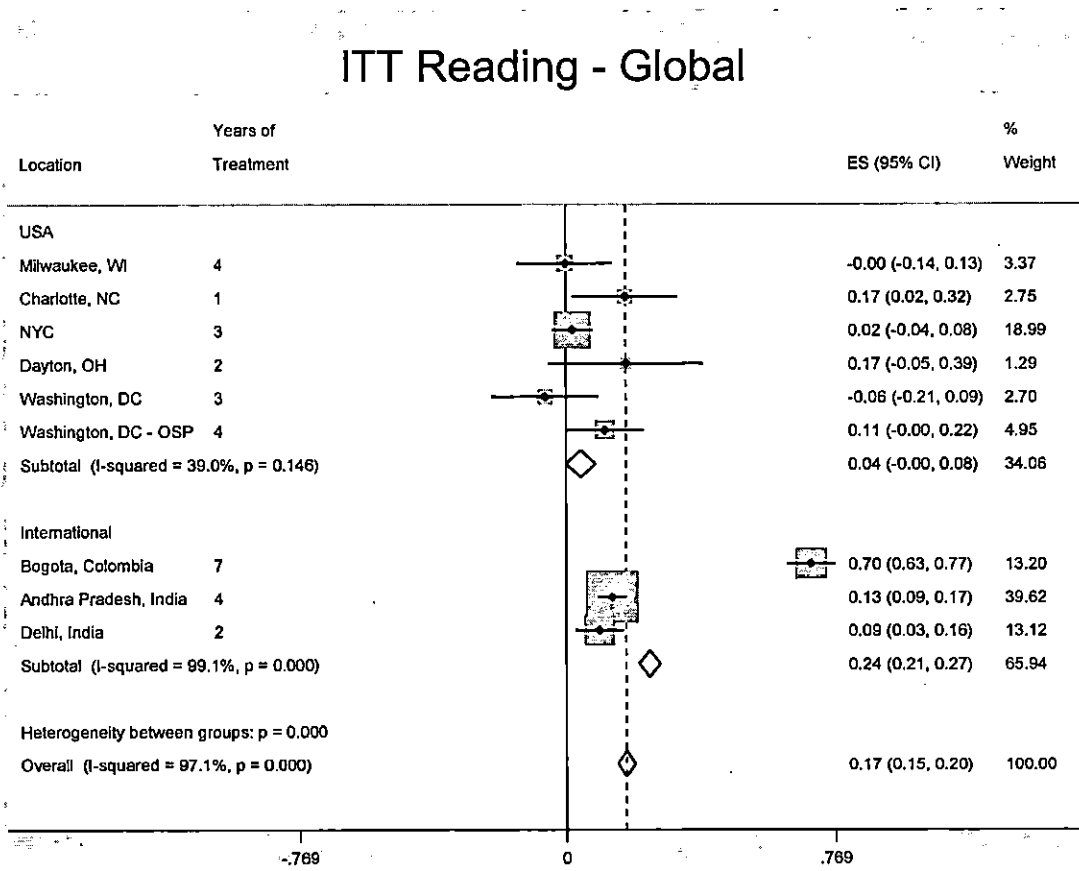
Notes: The sample size and attrition rates are based on the estimates from ITT Reading with the exception of Bettinger & Slonim (2006) which had only math impacts. The actual sample sizes for calculating the ITT and TOT Reading and Math impacts may differ slightly.

Table 3: Description of 11 Voucher Programs included in Meta-Analysis

Program Evaluated	Location	Funding Source	Funding Amount (Full or Partial)	Grades	Studies Cited
Andhra Pradesh (AP) School Choice Experiment	Andhra Pradesh, India	Private	Full	1 to 5	Muralidharan & Sundararaman (2015)
Charlotte Children's Scholarship Fund	Charlotte, NC (USA)	Private	Partial	2 to 8	Greene (2000); Cowen (2008)
Children's Scholarship Fund	Toledo, OH (USA)	Private	Partial	K to 8	Bettinger & Slonim (2006)
District of Columbia Opportunity Scholarship Program (OSP)	Washington, DC (USA)	Public	Full	K to 12	Wolf, Kisida, Gutmann, Puma, Eissa & Rizzo (2013)
Ensure Access to Better Learning Experiences (ENABLE)	Delhi, India	Private	Full	K to 2	Wolf, Egalite & Dixon (2015)
Louisiana Scholarship Program (LSP)	Louisiana (USA)	Public	Full	3 to 8	Abdulkadiroglu, Pathak & Walters (2015); Mills & Wolf (2016)
Milwaukee Parental Choice Program (MPCP)	Milwaukee, WI (USA)	Public	Full	K to 8	Rouse (1998); Greene, Peterson & Du (1999)
Parents Advancing Choice in Education	Dayton, OH (USA)	Private	Partial	K to 12	Peterson, Howell, Wolf & Campbell (2003)
Programa de Ampliacion de Cobertura de la Educacion Secundaria (PACES)	Bogota, Colombia	Public (partly funded by World Bank)	Partial	6-9 (2002 paper) and 6-11 (2006 paper)	Angrist, Bettinger, Bloom, King & Kremer (2002); Angrist, Bettinger, & Kremer (2006)
School Choice Scholarships Foundation	New York, NY (USA)	Private	Partial	1 to 4	Peterson, Howell, Wolf & Campbell (2003); Barnard, Frangakis, Hill & Rubin (2003); Krueger & Zhu (2004); Jin, Barnard & Rubin (2010); Bitler, Domina, Penner & Hoynes (2015)
Washington Scholarship Fund	Washington, DC (USA)	Private	Partial	K to 8	Peterson, Howell, Wolf & Campbell (2003)

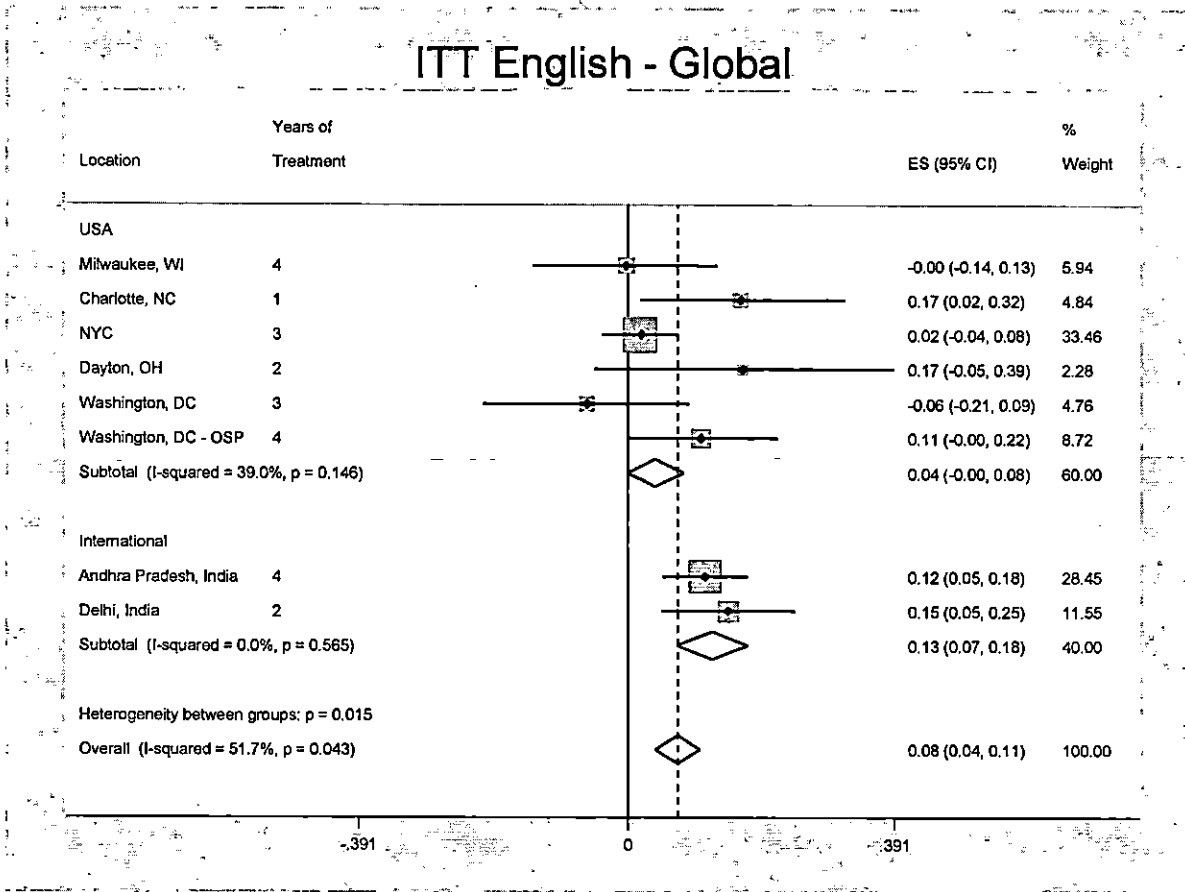
Note: Studies do not necessarily contain all years of a program. See Table 2 for more details at the study level.

Figure 1:



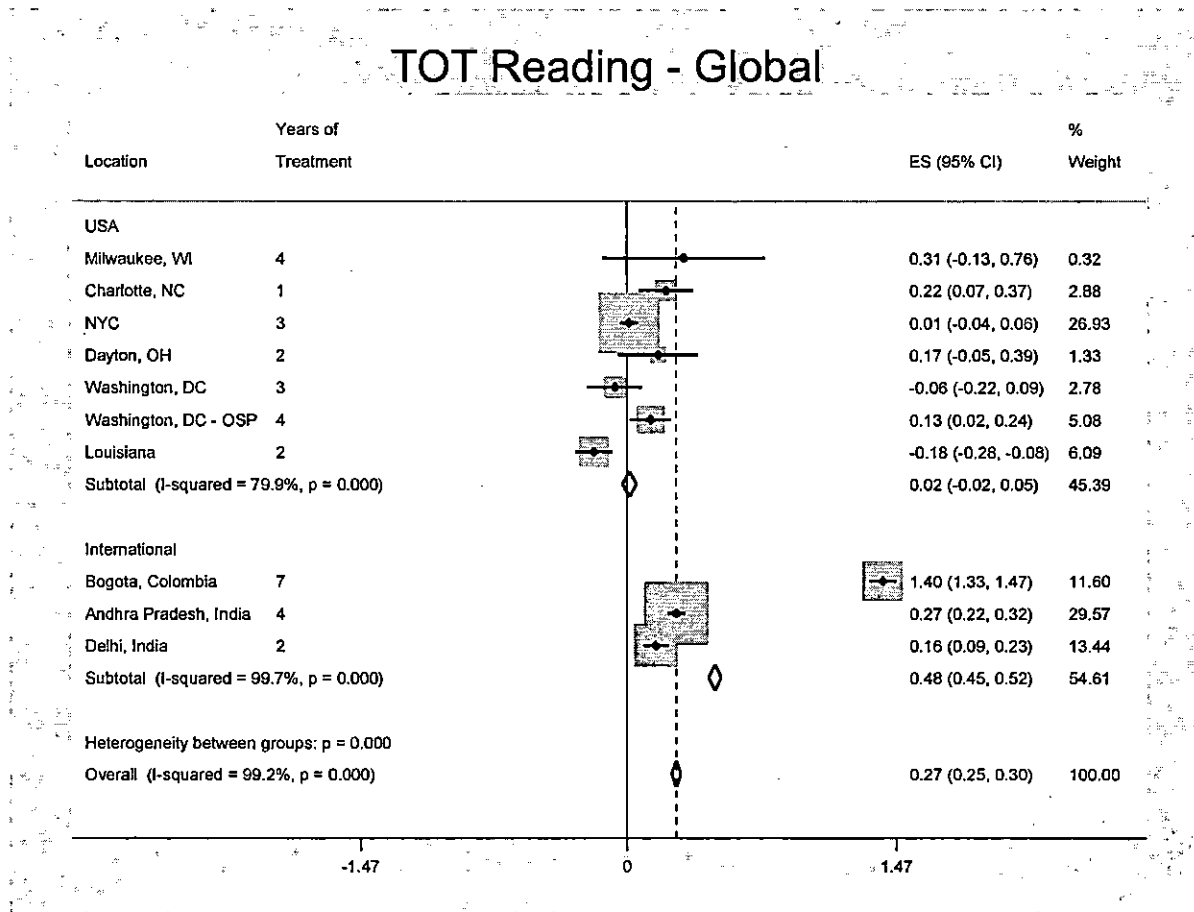
Note: The Hedges' g estimates are based on last year effect size calculated for each study. The boxes show overall estimates for USA, International (outside USA) and Global (red dotted line). The grey area around each point (effect size) is the weight of each study (inverse of variance). No reading estimates are reported for Toledo, OH as it had only math test outcomes. Reading estimate for Delhi, India includes an overall estimate for English and Hindi. Reading estimate for Andhra Pradesh, India includes an overall estimate for English, Hindi and Telugu. Reading estimate for Bogota, Colombia is for Spanish. Louisiana voucher program did not have ITT estimates as it was a placement lottery. Overall effect size for International studies with Bogota, Columbia removed is 0.12 (0.09, 0.16) and overall global average is 0.09 (0.06, 0.12).

Figure 2:



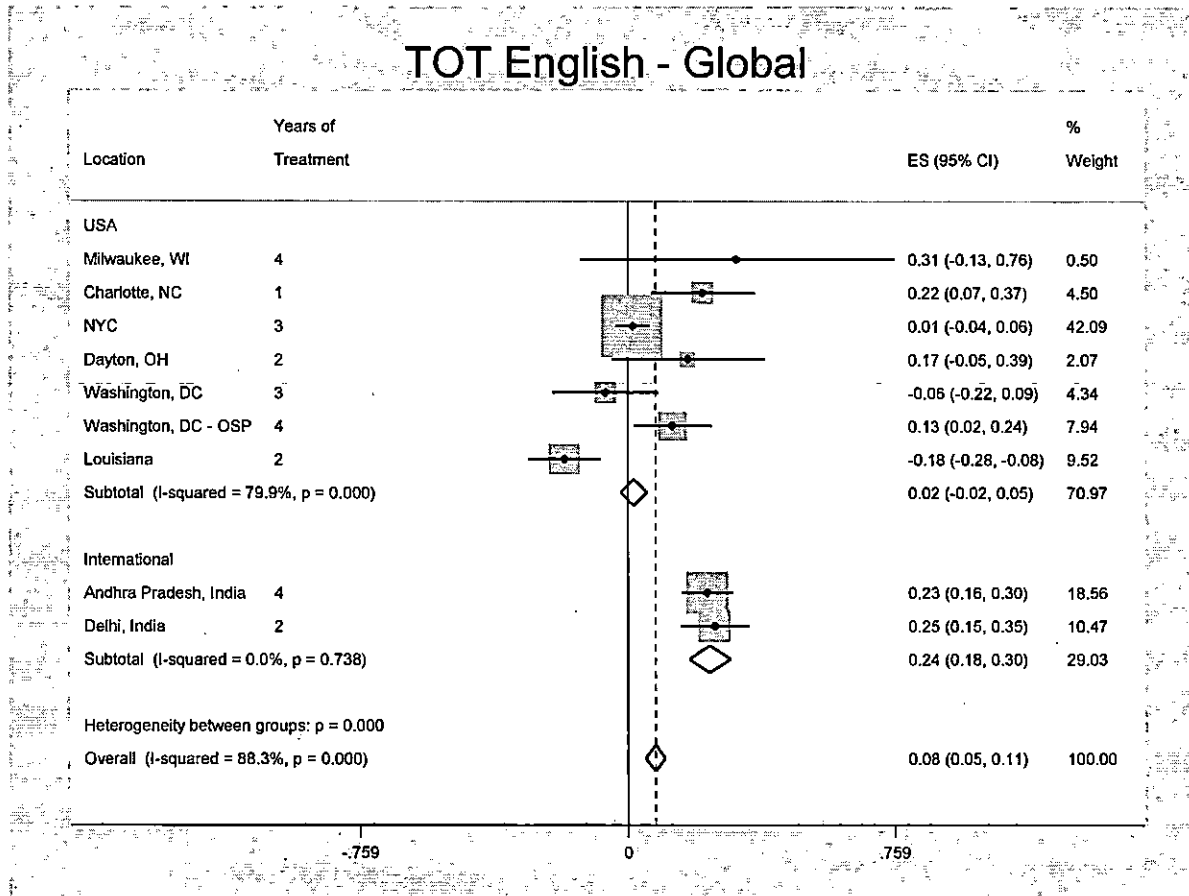
Note: The Hedges' g estimates are based on last year effect size calculated for each study. The boxes show overall estimates for USA, International (outside USA) and Global (red dotted line). The grey area around each point (effect size) is the weight of each study (inverse of variance). No reading estimates are reported for Toledo, OH as it had only math test outcomes. Bogota, Colombia did not have an English estimate as the tests were administered in Spanish. Louisiana voucher program did not have ITT estimates as it was a placement lottery.

Figure 3:



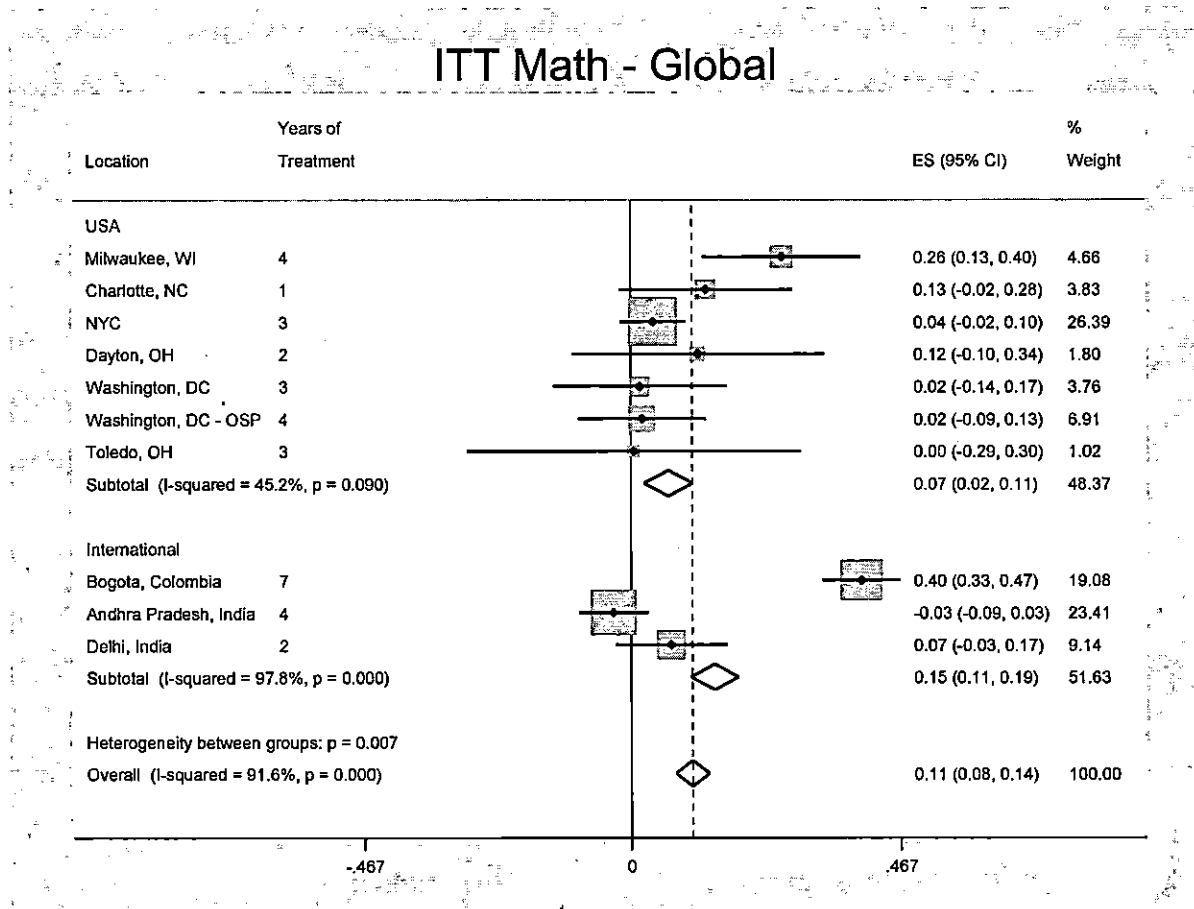
Note: The Hedges' g estimates are based on last year effect size calculated for each study. The boxes show overall estimates for USA, International (outside USA) and Global (red dotted line). The grey area around each point (effect size) is the weight of each study (inverse of variance). No reading estimates are reported for Toledo, OH as it had only math test outcomes. Reading estimate for Delhi, India includes an overall estimate for English and Hindi. Reading estimate for Andhra Pradesh, India includes an overall estimate for English, Hindi and Telugu. Reading estimate for Bogota, Colombia is for Spanish. Overall effect size for International studies with Bogota, Colombia removed is 0.24 (0.20, 0.27) and overall global average is 0.12 (0.10, 0.15).

Figure 4:



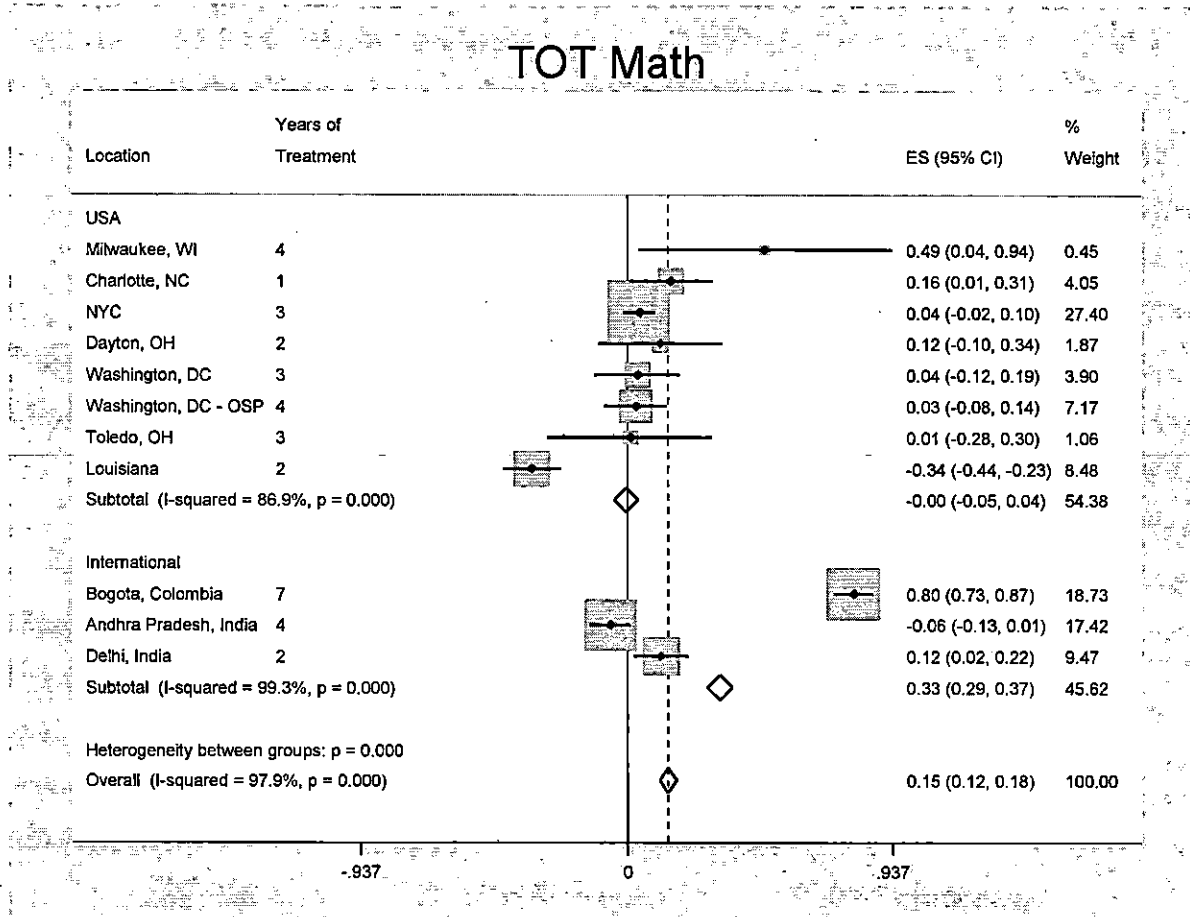
Note: The Hedges' g estimates are based on last year effect size calculated for each study. The boxes show overall estimates for USA, International (outside USA) and Global (red dotted line). The grey area around each point (effect size) is the weight of each study (inverse of variance). No reading estimates are reported for Toledo, OH as it had only math test outcomes. Bogota, Colombia did not have an English estimate as the tests were administered in Spanish.

Figure 5:



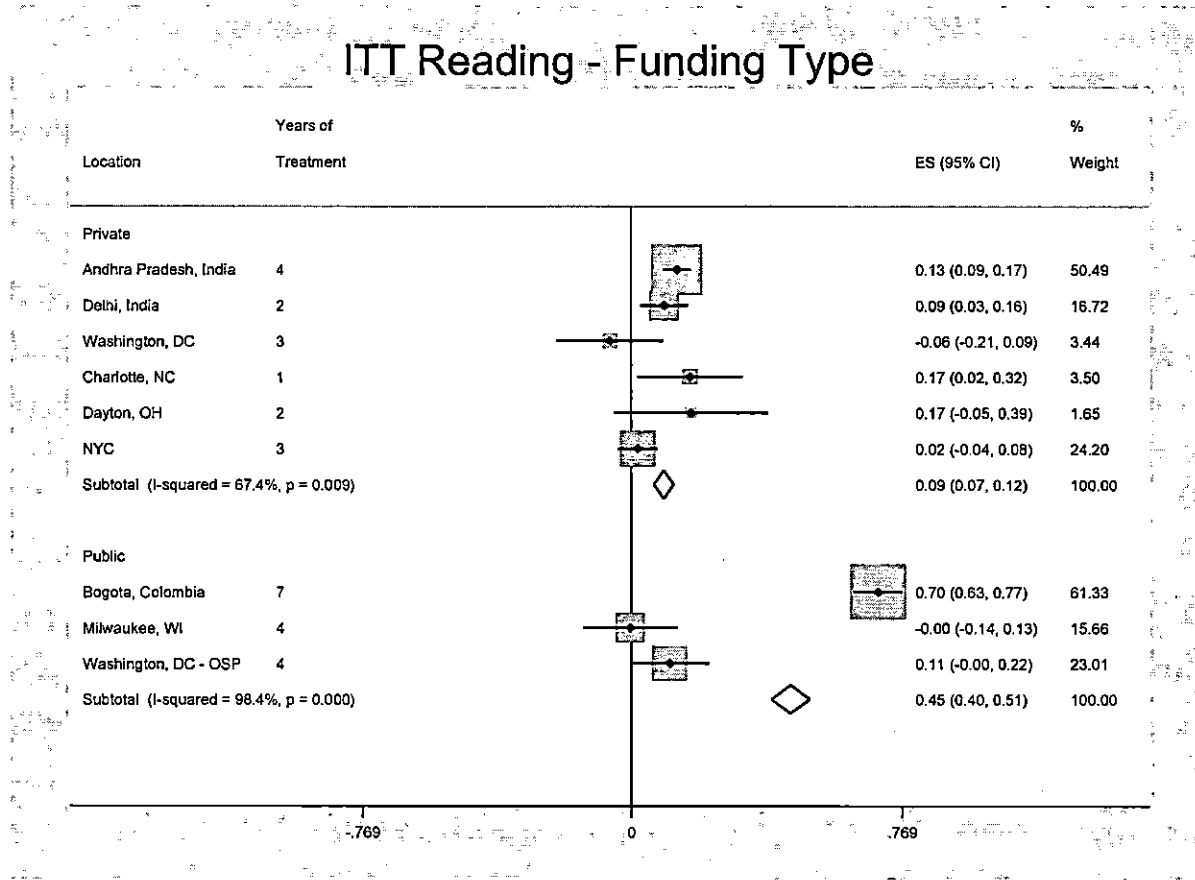
Note: The Hedges' g estimates are based on last year effect size calculated for each study. The boxes show overall estimates for USA, International (outside USA) and Global (red dotted line). The grey area around each point (effect size) is the weight of each study (inverse of variance). Louisiana voucher program did not have ITT estimates as it was a placement lottery. Overall effect size for International studies with Bogota, Columbia removed is -0.00 (-0.05, 0.05) and overall global average is 0.04 (0.01, 0.07).

Figure 6:



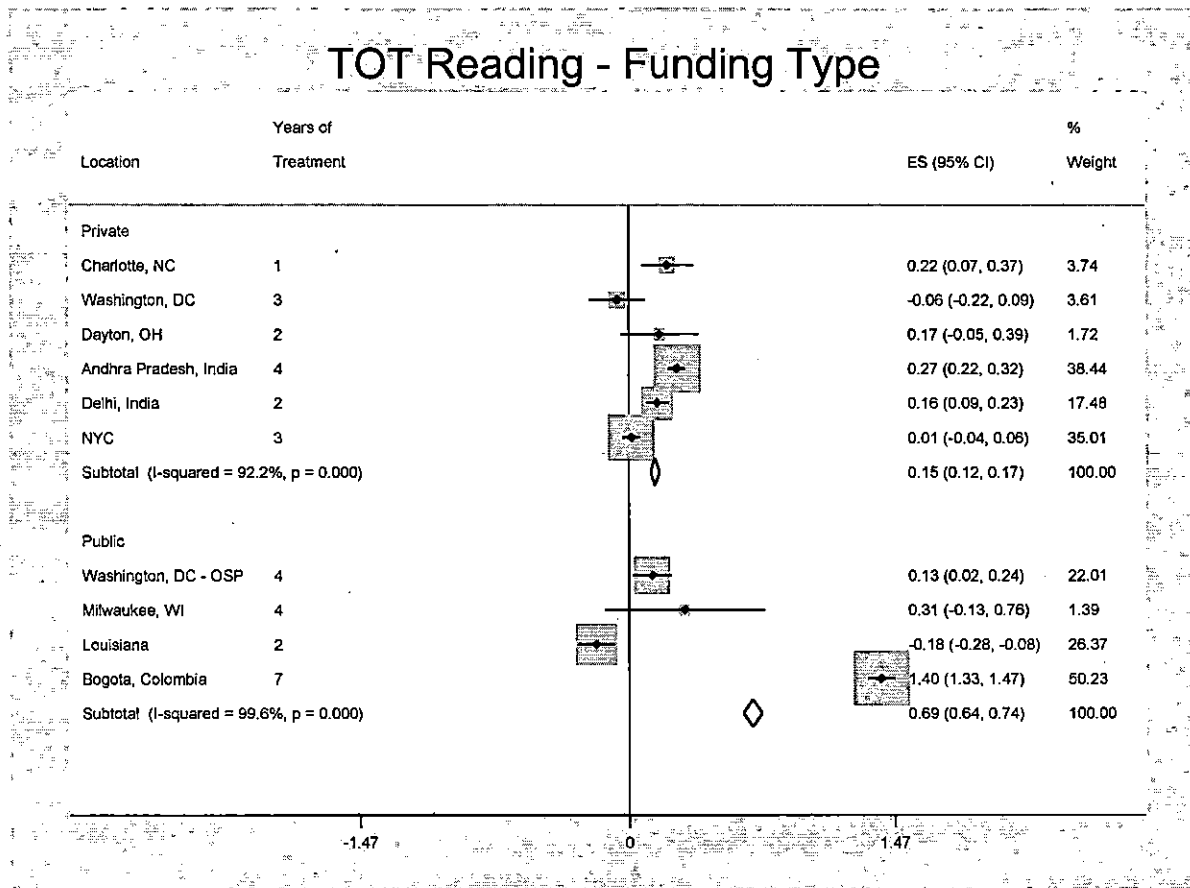
Note: The Hedges' g estimates are based on last year effect size calculated for each study. The boxes show overall estimates for USA, International (outside USA) and Global (red dotted line). The grey area around each point (effect size) is the weight of each study (inverse of variance). Overall effect size for International studies with Bogota, Columbia removed is 0.00 (-0.06, 0.06) and overall global average is -0.00 (-0.04, 0.03).

Figure 7:



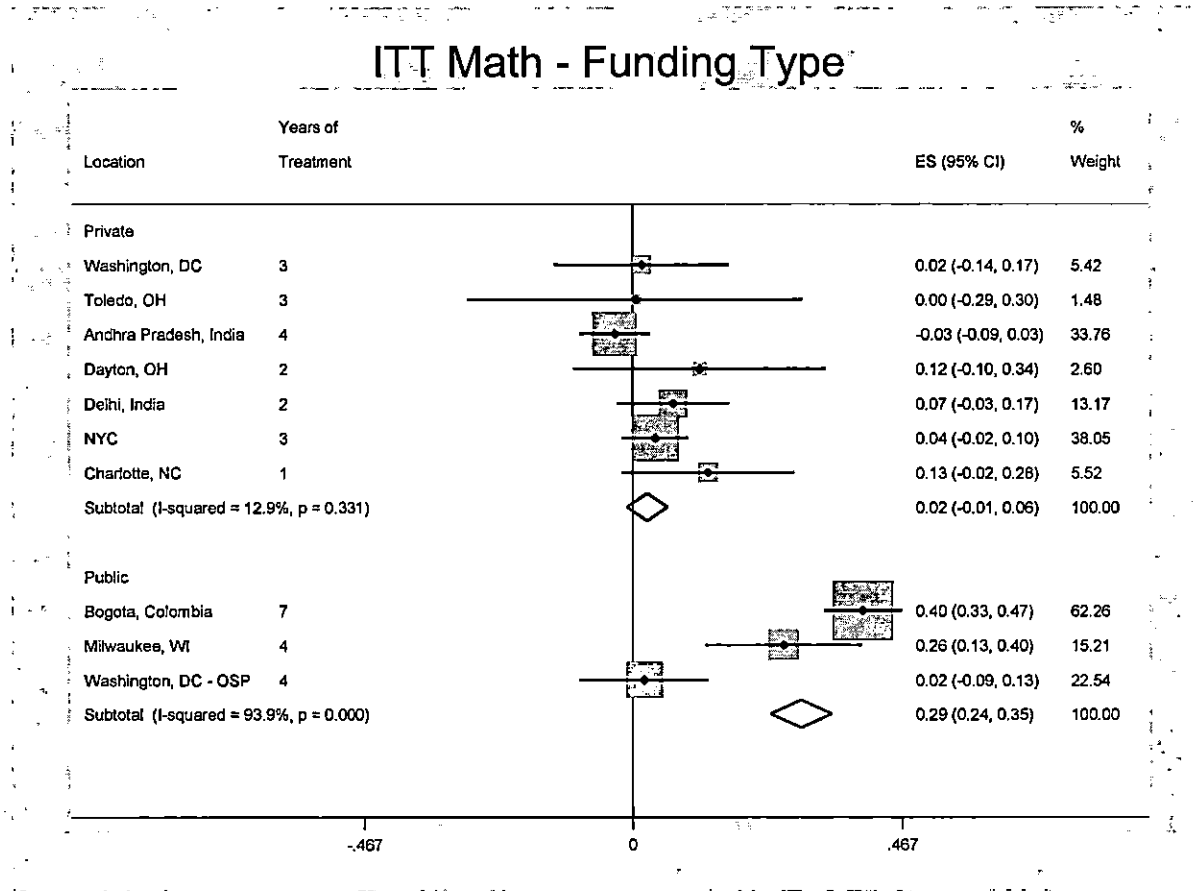
Note: The Hedges' *g* estimates are based on last year effect size calculated for each study. The boxes show overall estimates for privately and publicly (having received any public funds) funded programs. The grey area around each point (effect size) is the weight of each study (inverse of variance). No reading estimates are reported for Toledo, OH as it had only math test outcomes. Reading estimate for Delhi, India includes an overall estimate for English and Hindi. Reading estimate for Andhra Pradesh, India includes an overall estimate for English, Hindi and Telugu. Reading estimate for Bogota, Colombia is for Spanish. Louisiana voucher program did not have ITT estimates as it was a placement lottery. Overall effect size for publicly funded programs with Bogota, Columbia removed is 0.06 (-0.02, 0.15).

Figure 8:



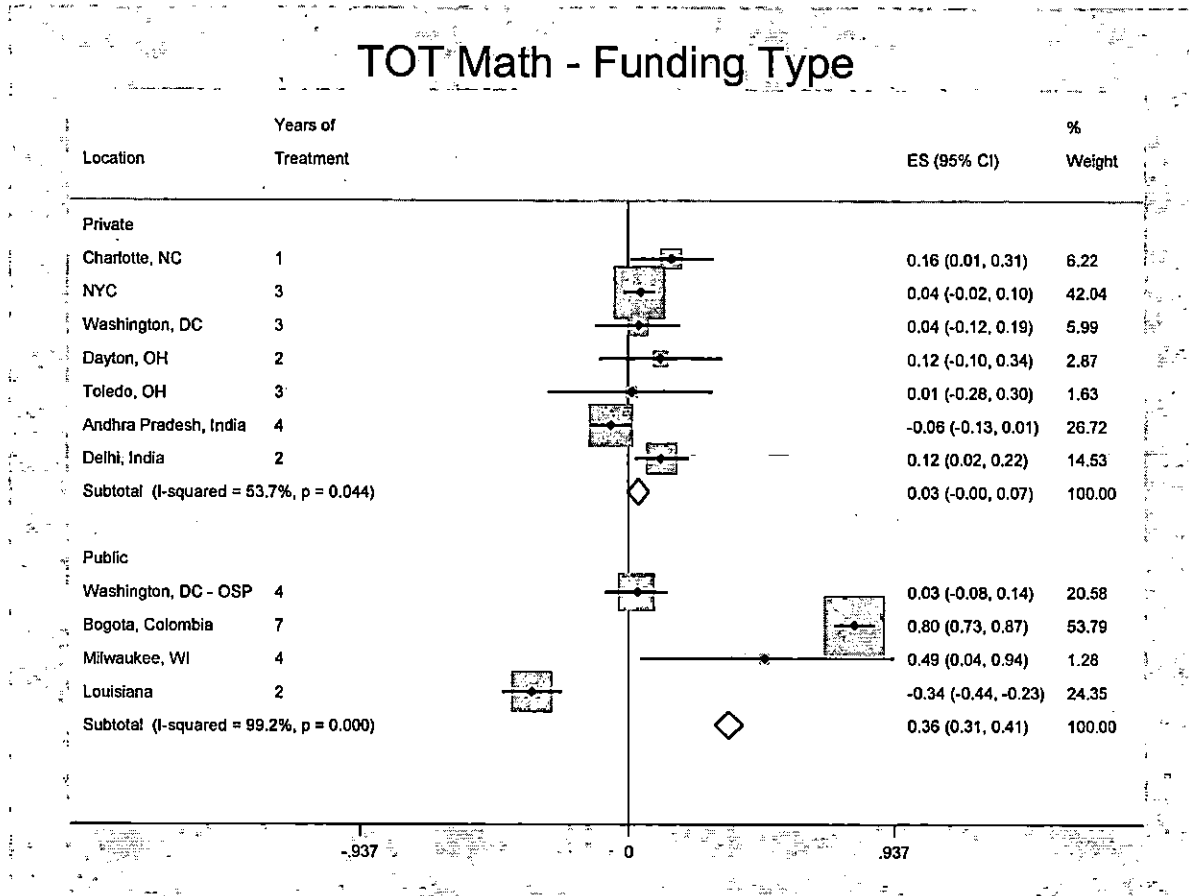
Note: The Hedges' g estimates are based on last year effect size calculated for each study. The boxes show overall estimates for privately and publicly (having received any public funds) funded programs. The grey area around each point (effect size) is the weight of each study (inverse of variance). No reading estimates are reported for Toledo, OH as it had only math test outcomes. Reading estimate for Delhi, India includes an overall estimate for English and Hindi. Reading estimate for Andhra Pradesh, India includes an overall estimate for English, Hindi and Telugu. Reading estimate for Bogota, Colombia is for Spanish. Overall effect size for publicly funded programs with Bogota, Columbia removed is -0.03 (-0.10, 0.04).

Figure 9:



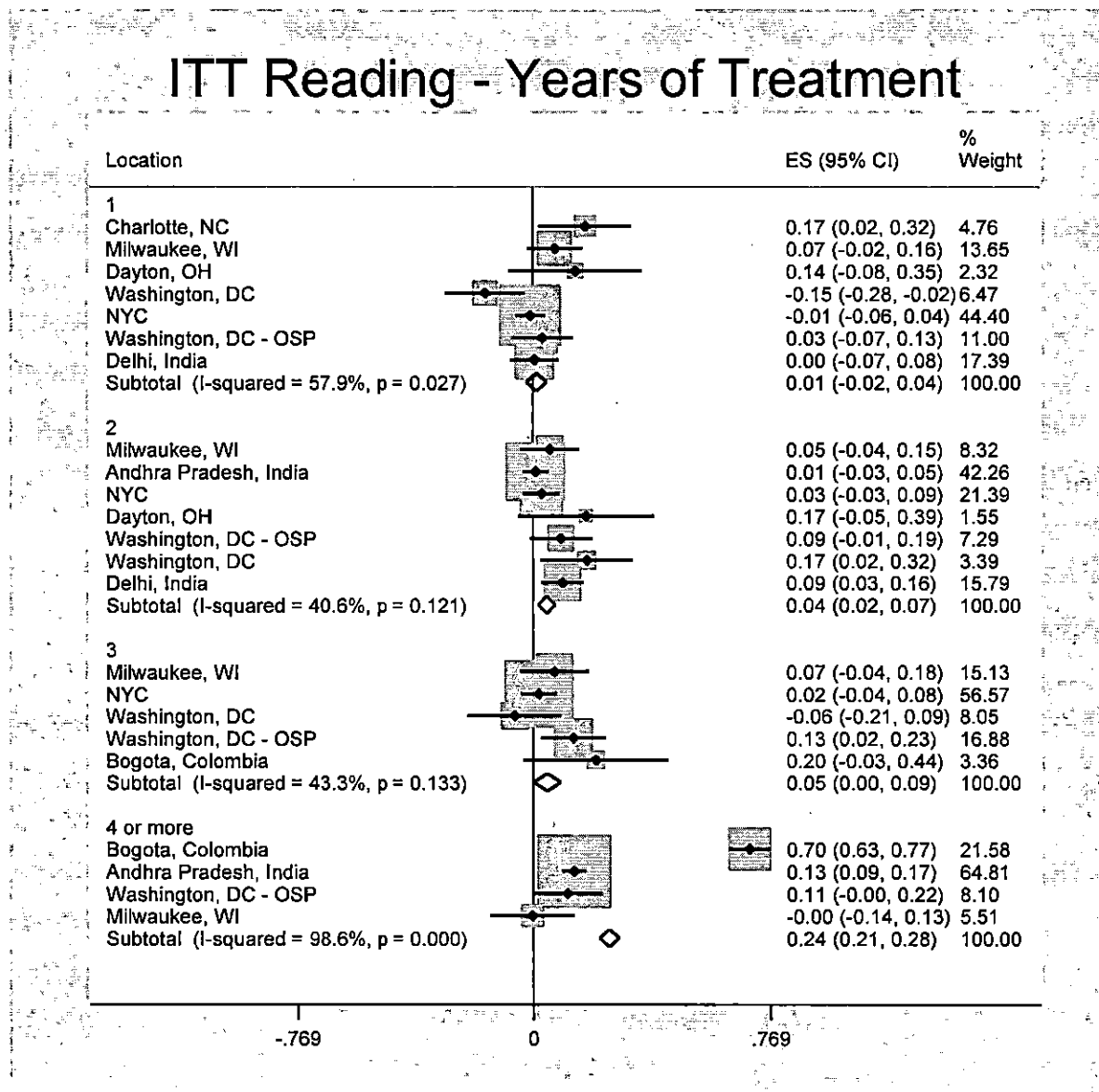
Note: The Hedges' g estimates are based on last year effect size calculated for each study. The boxes show overall estimates for privately and publicly (having received any public funds) funded programs. The grey area around each point (effect size) is the weight of each study (inverse of variance). Louisiana voucher program did not have ITT estimates as it was a placement lottery. Overall effect size for publicly funded programs with Bogota, Columbia removed is 0.12 (0.03, 0.20).

Figure 10:



Note: The Hedges' *g* estimates are based on last year effect size calculated for each study. The boxes show overall estimates for privately and publicly (having received any public funds) funded programs. The grey area around each point (effect size) is the weight of each study (inverse of variance). Overall effect size for publicly funded programs with Bogota, Columbia removed is -0.15 (-0.23, -0.08).

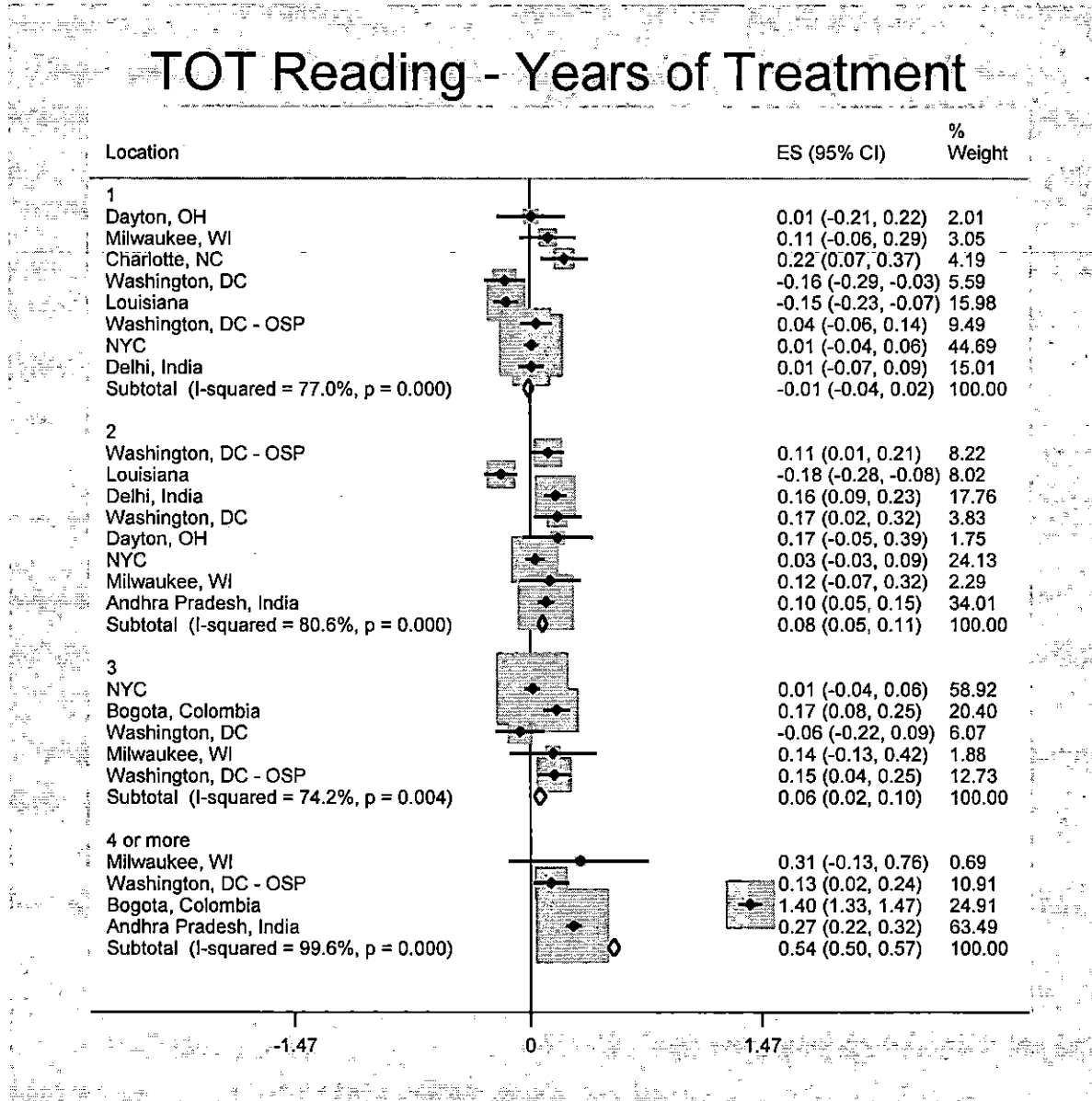
Figure 11:



Note: The Hedges' *g* estimates are based on one year effect, two year effect, three year effect and four or more year effect size calculated for each study. The boxes show overall estimates for yearly effect of programs. The grey area around each point (effect size) is the weight of each study (inverse of variance). No reading estimates are reported for Toledo, OH as it had only math test outcomes. Reading estimate for Delhi, India includes an overall estimate for English and Hindi. Reading estimate for Andhra Pradesh, India includes an overall estimate for English, Hindi and Telugu. Reading estimate for Bogota, Colombia is for Spanish. Louisiana voucher program did not have ITT

estimates as it was a placement lottery. Overall effect size for programs with Bogota, Columbia removed is 0.04 (-0.00, 0.08) for three years of treatment and 0.12 (0.08, 0.16) for four or more years of treatment.

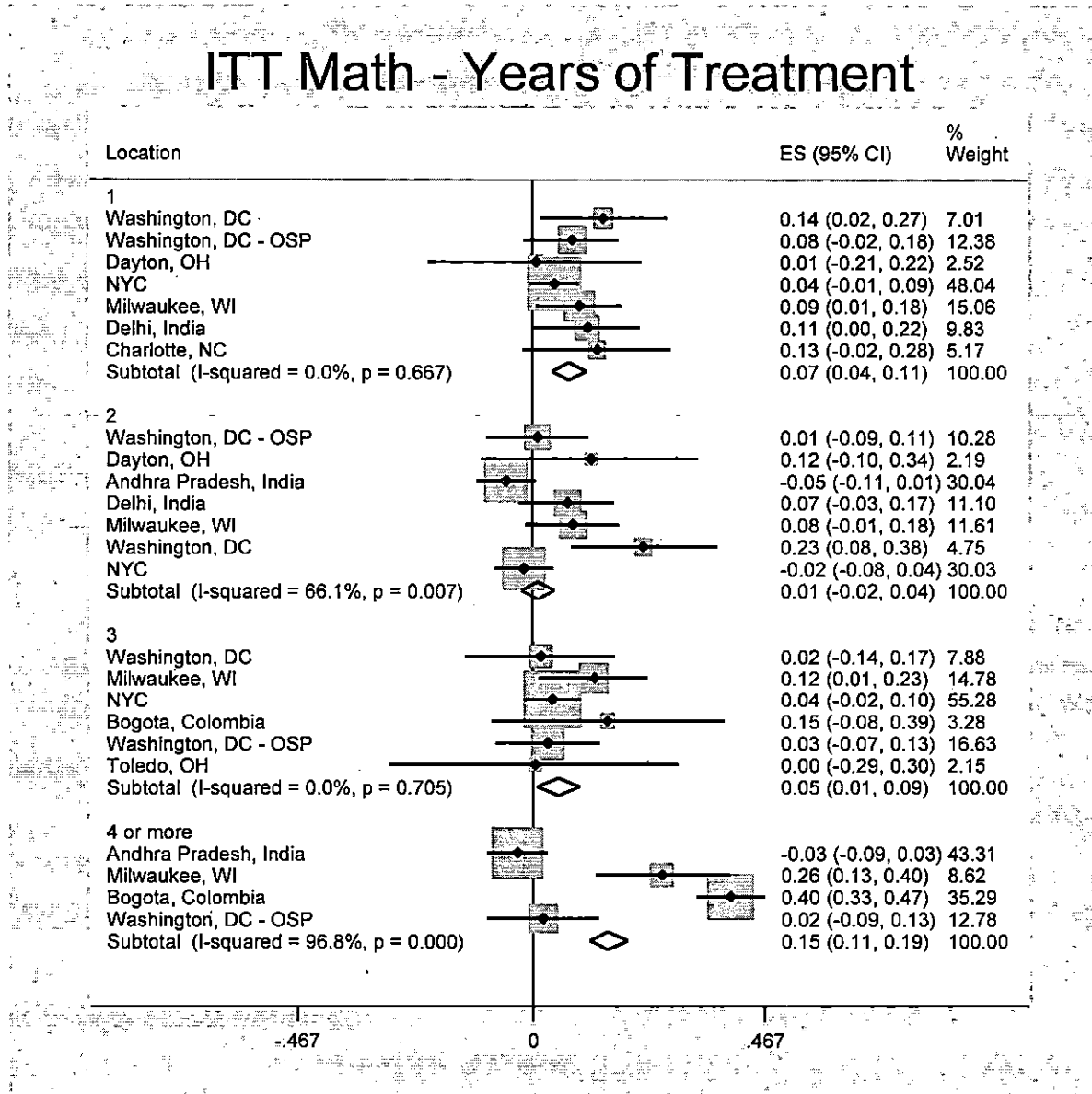
Figure 12:



Note: The Hedges' g estimates are based on one year effect, two year effect, three year effect and four or more year effect size calculated for each study. The boxes show overall estimates for yearly effect of programs. The grey area around each point (effect size) is the weight of each study (inverse of variance). No reading estimates are reported

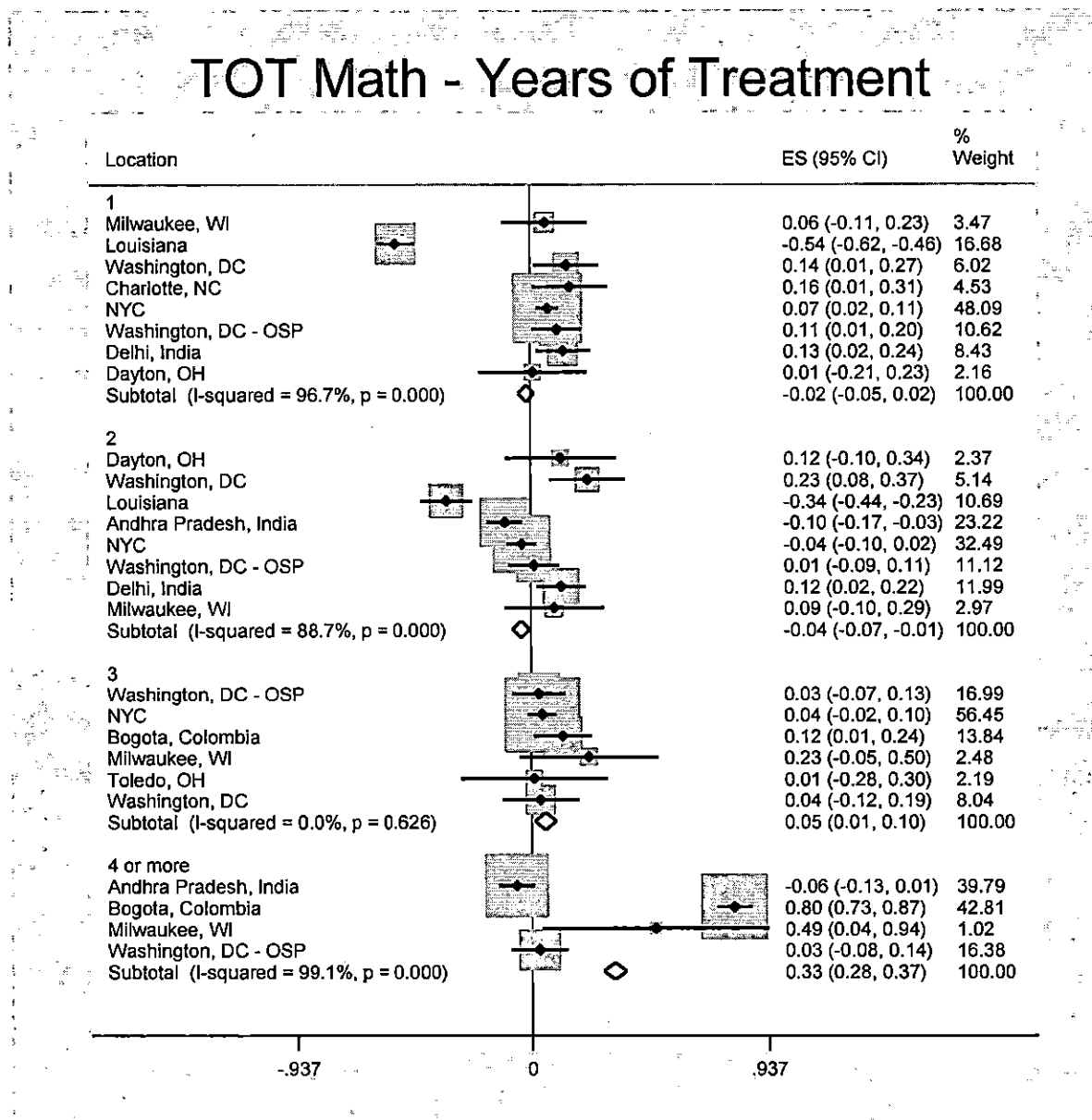
for Toledo, OH as it had only math test outcomes. Reading estimate for Delhi, India includes an overall estimate for English and Hindi. Reading estimate for Andhra Pradesh, India includes an overall estimate for English, Hindi and Telugu. Reading estimate for Bogota, Colombia is for Spanish. Overall effect size for programs with Bogota, Columbia removed is 0.03 (-0.01, 0.07) for three years of treatment and 0.25 (0.21, 0.29) for four or more years of treatment.

Figure 13:



Note: The Hedges' g estimates are based on one year effect, two year effect, three year effect and four or more year effect size calculated for each study. The boxes show overall estimates for yearly effect of programs. The grey area around each point (effect size) is the weight of each study (inverse of variance). Louisiana voucher program did not have ITT estimates as it was a placement lottery. Overall effect size for programs with Bogota, Columbia removed is 0.05 (0.00, 0.09) for three years of treatment and 0.02 (-0.03, 0.07) for four or more years of treatment.

Figure 14:



Note: The Hedges' *g* estimates are based on one year effect, two year effect, three year effect and four or more year effect size calculated for each study. The boxes show overall estimates for yearly effect of programs. The grey area around each point (effect size) is the weight of each study (inverse of variance). Overall effect size for programs with Bogota, Columbia removed is 0.04 (-0.00, 0.09) for three years of treatment and -0.03 (-0.09, 0.03) for four or more years of treatment.

APPENDIX A: Assumptions and Calculations, by Study

Abdulkadiroglu, Pathak, & Walters (2015): Louisiana Scholarship Program

- No ITT effects because it was a placement lottery.
- Sample attrition was 17% for lottery losers (p. 13), and Table 10 indicates the probability of observing a score is about 8 percentage points higher for lottery winners than lottery losers, so we assume 9% sample attrition rate for lottery winners. Overall sample attrition is calculated as the number of attriters divided by the assumed beginning N (1,456) where the assumed beginning $N = (\text{treatment } N / (1 - \text{attrition rate of treatment group}) + (\text{control } N / (1 - \text{attrition rate of control group}))$. Overall sample attrition, therefore, is $(1,456 - 1,248) / 1,456 = 14.3\%$.
- Treatment and control splits is based the following: Control group sample size is equal to the total sample size from Table 4 (1,247 in Math or 1,248 in Reading) times the loser rate from Table 10 (903/1412 or about 64%). Then the treatment group size is the Total N – Control N.

Angrist, Bettinger, Bloom, King, & Kremer (2002): Programa de Ampliacion de Cobertura de la Educacion Secundaria (PACES), Bogota, Colombia

- ITT reading effect from Table 5.
- Control group sample size from Table 2, total ITT sample size from Table 5.
- TOT sample sizes from Table 7 (Control = 562, N of “Loser Means”; Total = 1,147)

- Sample attrition (year 3) is based on 283 students who took the test (Table 2) out of the total 1,147 (Table 3).
- Program attrition: 10% from p. 1,536 and 1,547.
- TOT effects were not split into reading and math, only an overall in Table 7 (p. 1549).

We calculated separate math and reading TOT estimates using the following equations:

$$TOT\ Reading = Total\ TOT * \frac{ITT\ Reading\ Impact}{ITT\ Reading\ Impact + ITT\ Math\ Impact}$$

$$TOT\ Math = Total\ TOT * \frac{ITT\ Math\ Impact}{ITT\ Reading\ Impact + ITT\ Math\ Impact}$$

Angrist, Bettinger, & Kremer (2006): Programa de Ampliacion de Cobertura de la Educacion Secundaria (PACES), Bogota, Colombia

- ITT effects for year 7 (ICFES exam scores) are the Tobit 10% results on p. 853.
- Total sample size (3,541) from footnote in Table 3. Treatment group was 58.5% of total sample size (Table 1, p. 850)
- Program attrition: 50% within three years (p. 854).
- Sample attrition Table 1 as:

$$Sample\ attrition = \frac{Full\ Sample - Observed\ (Valid\ ID\ and\ Age)}{Full\ Sample} = \frac{4,044 - 3,542}{4,044} = 12.4\%$$

- TOT effects were calculated from the ITT estimate using the following Bloom adjustment:

$$TOT\ estimate = \frac{ITT\ estimate}{usage\ rate}$$

where the usage rate is $1 - \text{program attrition} = 1 - .5 = .5$

Barnard, Frangakis, Hill, & Rubin (2003): School Choice Scholarships Foundation Program (NYC)

- Sample attrition: Utilized Table 1 for total number at randomization ($676+676 = 1352$), and 1,050 as the observed sample, to calculate attrition rate of 22%: $(1,352-1,050)/1,352$
- Program attrition: Midpoint of 20% and 27%, the percentage of children who won scholarships and did not use them (p. 301).
- ITT effects: overall estimate based on a meta-analytic average of the “Low School” and “High School” impacts presented in Table 4. “Overall” impacts (combination of different grades at application) were used.
- There was a lack of detail on sample sizes, so treatment and control group sample sizes were based on a 50/50 split of the total number of single-child families included in the analysis (p. 301).

Bettinger & Slonim (2006): Children’s Scholarship Fund (Toledo, OH)

- Math effects only. ITT effect size from Table 3.
- Used some information from Bettinger & Slonim (2003) as needed.
- Sample size reported in Table 3 ($N=349$) was based on stacking two sets of math test scores, but this overstates the actual number of students. The footnote indicated 163

students who took both parts of the test, and 23 who took one part of the test, so we used a total sample size of $163 + 23 = 186$.

- Control group is calculated as 58% of the 186 total sample, where 58% is the number of lottery losers (1,416 from p. 30), divided by the difference between the number of applicants (2,424) from p. 7 of Bettinger & Slonim (2003) and 39 “mystery winner” students who were excluded from the analysis. $58\% = 1,416 / (2,424 - 39)$.
- Program attrition: N/A. Table 1 on p. 30 indicates that the total number of winners was 2,385 (1,126 + 1,259). The number of losers was 1,416 (331 + 1085), but no indication of how many lottery winners actually used the vouchers.
- Sample attrition: 186 tested out of 2,385, indicates sample attrition of 92% (Table 1).
- TOT math effect was calculated from the ITT estimate using the following Bloom adjustment:

$$TOT\ estimate = \frac{ITT\ estimate}{usage\ rate}$$

where usage rate is 43% (p. 12).

Bitler, Domina, Penner, & Hoynes (2015): School Choice Scholarships Foundation

Program (NYC):

- Sample sizes all assumed to be the same as Krueger & Zhu (2004).
- Sample attrition from Panel A of Table A1 (Bitler et al., 2015). For example, year 1 math attrition was calculated as the difference between the number of students randomized and the number of students with valid test scores ($2,666 - 1,977$), divided by the number of students randomized (2,666).

- Program attrition: From Panel B of Table A2 (Bitler et al., 2015). For example, in year 1, 1,022 of the 1,292 students randomized were attending a private school, indicating a first year usage rate of 79.1% and program attrition in the first year of 20.9%.
- ITT effects from Table 3, last column.
- TOT effects were calculated from the ITT estimates using the following Bloom adjustment:

$$TOT\ estimate = \frac{ITT\ estimate}{usage\ rate}$$

where usage rates were based on Table A2, Panel B. For example, in year 1, 1,022 of the 1,292 students randomized were attending a private school, indicating a first year usage rate of 79.1%.

Cowen (2000): Charlotte Children’s Scholarship Fund

- Program attrition: 25.5% (54/212 of those offered voucher declined it), Table 1 (p. 307).
- Sample attrition: 70% based on 30% of participants with outcome testing (Table 1, p. 307).
- ITT sample sizes from Table 1.
- ITT effects from Table 2.
- TOT in this case is the Complier Average Casual Effect (CACE), the mean treatment outcome across the subpopulation of compliers.
- TOT treatment group sample size (N = 212, number of users, p. 307).

- TOT control group sample size (From Table 1: N = “Total” minus “Choice” = 347 – 158).

Greene (2000): Charlotte Children’s Scholarship Fund

- Program attrition calculated as the percent of students who won but did not attend divided by the total who won ($413/(413/388) = 51.6\%$ (p. 3).
- Sample attrition: Overall sample attrition 60% (p. 3).
- TOT estimates are IV results from Table 3. T-statistic was calculated using a p-value of 0.05 and degrees of freedom of 350 (N=357 – 7 variables including constant).
- Treatment/control split was based on the ratio of Choice students to Public students in Table 2 (Choice = 145, Public is 197), applied to the total N of 357.
- ITT estimates were calculated from the TOT estimates using the following Bloom adjustment:

$$TOT\ estimate = \frac{ITT\ estimate}{usage\ rate}$$

Usage rate for was 48.4% (1-program attrition rate of 51.6%).

Greene, Peterson, & Du (1999): Milwaukee Parental Choice Program (MPCP)

- Sample attrition was calculated as the 1 – prob(test data available) for each group. For example, 40% of the treatment group had test data available by the third and fourth year,

so sample attrition was 60%. 48% of the control group had test data available by the third and fourth year, so sample attrition was 52%.

- Table 6 was used to calculate treatment/control splits for the ITT estimates. For example, for Reading ITT, Control $N = 48 / (48 + 63)$ or 43.2% of the total sample.
- TOT estimates from Table 3.
- Tables 3 and 6 was used to calculate treatment/control splits for the TOT estimates. For example, for Reading TOT, of the 758 students who had scores three of four years after application, 592 or 72% were treatment students, so the treatment N was 0.78 times the total N in table 3. For example, year three reading treatment $N = 301$ (from Table 3) times 0.78 (from Table 6).

Peterson, Howell, Wolf & Campbell (2003): School Choice Scholarships Foundation Program (NYC)

- ITT effects: combined African-American and Other Ethnic Group results from Table 4B.1 in Peterson, Howell, Wolf & Campbell (2003) using meta-analytic average.
- TOT effects: combined African-American and Other Ethnic Group results from Table 4.2 in Peterson, Howell, Wolf & Campbell (2003) using meta-analytic average.
- ITT treatment and Control group sample sizes in years 1 and 2 based on response rate in each year times number of vouchers offered. For example: 1st year treatment group sample size is the total number of offers times the response rate ($1,300 \times 82\% = 1,066$) from p. 195 of Howell, Wolf, Campbell, & Peterson (2002). 1st year control group sample

size is total N from Peterson, Howell, Wolf & Campbell (2003) of 1,434 minus the 1,066 treatment units.

- Response rates between treatment and control assumed to be the same according to Peterson, Howell, Wolf & Campbell (2003), p. 197, with the exception of in year 2. In year 2, the response rate was 7 percentage points higher in the treatment group than in the control group. Treatment and control split in year 2 was generated so that this differential was approximately 7 percentage points (912/1300 = 70.2% is the treatment group response rate and 284/449 = 63.3% is the control group response rate).

Peterson, Howell, Wolf & Campbell (2003): Washington Scholarship Fund (DC)

- ITT effects: combined African-American and Other Ethnic Group results from Table 4B.2 in Peterson, Howell, Wolf & Campbell (2003) using meta-analytic average.
- TOT effects: combined African-American and Other Ethnic Group results from Table 4.4 in Peterson, Howell, Wolf & Campbell (2003) using meta-analytic average.
- ITT treatment and Control group sample sizes in years 1 and 2 based on response rate in each year times number of vouchers offered. For example: 1st year treatment group sample size is the total number of offers times the response rate (809 x 63% = 510) from p. 195 of Howell, Wolf, Campbell, & Peterson (2002)
- Response rates between treatment and control assumed to be the same according to Peterson, Howell, Wolf & Campbell (2003), p. 197.
- The standard error on the year three reading impact for Other Ethnic Groups was not reported in Peterson, Howell, Wolf & Campbell (2003), but due to uniformity of standard

error patterns across years within each subject, we calculated an average. For example, the standard errors for DC reading ITT impacts for African-American students were 1.5, 1.4, and 1.5 standard deviations for years 1, 2, and 3). Reading year three ITT standard error is the average of the year one and year two standard errors (8.0 and 9.1).

**Peterson, Howell, Wolf & Campbell (2003): Parents Advancing Choice in Education
(Dayton, OH)**

- ITT effects: combined African-American and Other Ethnic Group results from Table 4B.3 in Peterson, Howell, Wolf & Campbell (2003) using meta-analytic average.
- TOT effects: combined African-American and Other Ethnic Group results from Table 4.3 in Peterson, Howell, Wolf & Campbell (2003) using meta-analytic average.
- ITT treatment and Control group sample sizes in years 1 and 2 based on response rate in each year times number of vouchers offered. For example: 1st year treatment group sample size is the total number of offers times the response rate (515 x 56%) from p. 195 of Howell, Wolf, Campbell, & Peterson (2002).
- Response rates between treatment and control assumed to be the same according to Peterson, Howell, Wolf & Campbell (2003), p. 197.

Jin, Barnard, & Rubin (2010): School Choice Scholarships Foundation Program (NYC):

- No ITT effects, because this is just using a different TOT-methodology with the same Barnard et al. (2003) and Krueger & Zhu (2004) sample.

- TOT effects from Table 7. Same assumptions made as Barnard et al. (2003).

Krueger & Zhu (2004): School Choice Scholarships Foundation Program (NYC)

- Assumed to be same data as Bitler et al. (2015) so if statistics were not available in Krueger & Zhu (2004), we referenced Bitler et al. (2015).
- ITT treatment effects from Table 3b which uses the revised weights and without controls for baseline scores.
- For year three sample sizes, 2,770 is assumed to be the original all inclusive sample, because 1,801 was reportedly left after roughly 35% attrition. Half each of 2,770 is assumed to be treatment and control (1,385 each). Treatment and Control attrition rates (p. 638) were then used to calculate the number of treatment and control units in the analytic sample. For example 35.4% of the control group attrite, so the remaining is 895, and the remaining 906 in the total sample size are assumed to be treatment units.
- Year 1 and 2 treatment and control splits were assumed to be in the same ratio in year three.
- Sample attrition rates for each year were then calculated based on the observed sample size in a given year and the original sample size (2,770).
- Program attrition rates in each year are assumed to be the same as Bitler et al. (2015), from Table A2, Panel B.

- TOT effects from Table 6 2SLS results.
- TOT samples sizes: assumed to be the same as ITT, because not enough information.

Mills & Wolf (2016): Louisiana Scholarship Program

- No ITT effects because it was a placement lottery.
- TOT effects from IV Late estimates in fully specified model (Table 3).
- Statistics obtained directly from lead author.

Muralidharan & Sundararaman (2015): Andhra Pradesh (AP) School Choice Experiment, Andhra Pradesh, India

- ITT effects from Table VI, Panel A. Two languages impacts were meta-analyzed into one overall for year two, three impacts for year three.
- TOT effects from Table VI, Panel B. Two languages impacts were meta-analyzed into one overall for year two, three impacts for year three.
- 2 year program attrition: 39%: 39% of those offered did not use the voucher (p.10).
- 4 year program attrition: 49.2%: 39% of those offered did not use the voucher (p.10), but at the end of four years only 1,005 out of the 1,980 original treatment group were still using it. $(1,980-1,005)/1980 = 49.2\%$

- Sample attrition rates differ by year and test but are based on Table A.2 and Table VI. For example, the year 2 English sample attrition is 14.9%: $(5,316 - 4,525/5,316)$ where 5,316 is the sum of the 1,980 + 3,336 in Table A.2 and 4,525 is the sample size in Table VI.

Rouse (1998): Milwaukee Parental Choice Program (MPCP)

- Treatment and control group sample sizes are based on Table 1, p. 555. Assumption is that reading analytic samples are identical to math analytic samples.
- TOT effect not calculated. Overall TOT effect for Milwaukee is based only on Greene, Peterson, & Du (1999).

Wolf, Egalite & Dixon (2015): Ensure Access to Better Learning Experiences (ENABLE),

Delhi, India

- Year 1 ITT: treatment-control means, difference, effect size, and p-value taken from Tables 1, 2, and 3.
- Year 2 ITT: treatment-control means, difference, effect size, and p-value taken from Table 25.2. All other statistics acquired from data output obtained directly from the authors.

- TOT effects were calculated from the ITT estimate using the following Bloom adjustment:

$$TOT\ estimate = \frac{ITT\ estimate}{usage\ rate}$$

where the usage rate is 0.8678.

Wolf, Kisida, Gutmann, Puma, Eissa, & Rizzo (2013): DC Opportunity Scholarship Program

- ITT reading effects from Table 3-2 and Figure 3-1.
- ITT math effects from Tables 3-2 and 4-1 and Figure 3-2.
- Program attrition: Based on p. 67-67 (year 1), p. A-34 (year 2), p. A-32 (year 3), and p. A-41 (year 4).
- TOT effects in year one and two were calculated from the ITT estimates using the following Bloom adjustment:

$$TOT\ estimate = \frac{ITT\ estimate}{usage\ rate}$$

where usage rates for year one and two rare based on p. 67-68.

- TOT effects in year three and four were based on percent of “never users.”

Appendix B. Details on Search and Exclusion Process

	Number of Articles
Search 1 (University of Arkansas Library)	
Three library sources (EBSCO, JSTOR, ProQuest)	2,737
Duplicates Removed	-534
Unique articles (EBSCO, JSTOR, ProQuest)	2,203
Excluded Based on Title and/or Abstract	-2,075
Remaining Articles (EBSCO, JSTOR, ProQuest)	128
Search 2 (Google Scholar)	
Number of Google Scholar Sources Initially Found	6,706
Excluded Based on Title and Abstract	-6,549
Remaining Google Articles	157
Duplicates Removed	-9
Remaining Articles (Google Scholar)	148
Sum of Remaining Articles (Both Searches)	276
Excluded Based on Full Article	-260
Studies added through networked search	+3
Total search results (RCTs)	19

APPENDIX C: Formula used during meta-analysis

1. Mean differences: $\bar{X}_T - \bar{X}_C$
2. SD Pooled : $Std_{(pool)} = \sqrt{\frac{S_1^2(n_1-1) + S_2^2(n_2-1)}{n_1+n_2-2}}$
3. Cohen's D: $d = \frac{\bar{X}_T - \bar{X}_C}{Std_{(pool)}}$
4. Lower bound ES (95%): $LB = ES - SE_d * 1.96$
5. Upper bound ES (95%): $UB = ES + SE_d * 1.96$
6. Effect Size by correlation: $ES = \frac{2r}{\sqrt{1-r^2}}$
7. Effect Size by t ratio: $d = t \sqrt{\frac{n_1+n_2}{n_1n_2}}$
8. Hedges' g (Unbiased D): $ES(d') = \left[1 - \frac{3}{4N-9}\right] d$
9. Standard error for effect size: $SE_{d'} = \sqrt{\frac{n_1+n_2}{n_1n_2} + \frac{d'^2}{2(n_1+n_2)}}$
10. Inverse Variance (w) $w = \frac{1}{(SE)^2}$
11. Grand Effect size: $\bar{ES} = \frac{\sum(w \times ES)}{\sum w}$

Where *ES* is effect size of each study, *w* is the inverse variance weight

THE 123s OF SCHOOL CHOICE

What the research says about private
school choice programs in America

2020 EDITION

***ed* CHOICE**

ABOUT EDCHOICE

EdChoice is a nonprofit, nonpartisan organization dedicated to advancing full and unencumbered educational choice as the best pathway to successful lives and a stronger society. EdChoice believes that families, not bureaucrats, are best equipped to make K-12 schooling decisions for their children. The organization works at the state level to educate diverse audiences, train advocates and engage policymakers on the benefits of high-quality school choice programs. EdChoice is the intellectual legacy of Milton and Rose D. Friedman, who founded the organization in 1996 as the Friedman Foundation for Educational Choice.

The contents of this publication are intended to provide empirical information and should not be construed as lobbying for any position related to any legislation.

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INTRODUCTION

Welcome to the second edition of *The 123s of School Choice*. First launched last year, this annual publication is designed to be a one-stop shop for all the existing research on private school choice in the United States. This year's edition is updated with the research published since our last edition. Before we get to the updates, we wanted to share the scope and purpose of this report.

Since the first modern-day voucher program launched in Milwaukee in 1990, researchers have studied private school choice programs. Few American education reforms have been studied as much as choice.¹ Even fewer, if any, have such a broad array of possible outcomes for students, schools, taxpayers and families.

Researchers from across the country have published more than 150 empirical studies on the effectiveness of these programs. The purpose of this publication is to list, summarize, and explain those studies.

The first set of outcomes we cover are studies of the personal benefits that students and families can gain from participating in private school choice programs. These include:

- **Program Participant Test Scores:** These studies examine whether students who receive and/or use scholarships to attend a private school of their choice achieve higher test scores than students who applied for, but did not receive or use scholarships.
- **Program Participant Attainment:** These studies examine whether school choice programs have an effect on students' likelihood to graduate high school, enroll in college or attain a college degree.
- **Parent Satisfaction:** These studies rely on polling and surveys to measure the extent to which parents with children participating in private school choice programs are satisfied with the program.

The second set of outcomes we cover are studies of the benefits that communities and society can gain from these programs. These include:

- **Public School Students' Test Scores:** These studies examine whether students who leave public schools by using a private school choice program have an effect on the test scores of students who remain in public schools.
- **Civic Values and Practices:** These studies examine whether school choice programs have an effect on students' tolerance for the rights of others, civic knowledge, civic participation, volunteerism, social capital, civic skills, voter registration, voter turnout, and patriotism.
- **Racial/Ethnic Integration:** These studies examine the effect of private school choice programs on racial and ethnic diversity in schools.

- **Fiscal Effects:** These studies examine whether school choice programs generate net savings, net costs or are cost-neutral for taxpayers.

Last year, we built upon previous EdChoice publications, including the four editions of Greg Forster’s research summary *A Win-Win Solution: The Empirical Evidence on School Choice*, to create the first edition of *The 123s of School Choice*. Much of this year’s edition remains the same, but we did want to highlight the new studies we have included and how we identified new studies to include.

To identify new studies and to make sure that we hadn’t missed any previously published studies, we enlisted the help of Hanover Research. We asked them to conduct a search for works related to private school choice going back to 1995. Searches were conducted using EBSCO, JSTOR, ProQuest, Google Scholar, and the EconLit, ERIC, and National Bureau of Economic Research databases. Works include peer-reviewed papers in scholarly journals, reports, books, working papers, dissertations, and conference papers and proceedings. The following search terms were used: “school choice,” “ESA,” “school and voucher,” “tax and credit and scholarships,” “tuition and tax and credits,” “education and savings and accounts,” and “education and voucher.” Our review of records from Google Scholar was limited to the first 200 results returned for each search term.

Several new studies or updates to previous analyses of private school choice published in 2019 and will be included in this edition of *The 123s of School Choice*:

- The longitudinal evaluation of the D.C. Opportunity Scholarship Program (DCOSP) concluded in 2019. The authors did not detect any significant effect on test scores by program participants or any subgroup of students, but it did find positive effects in other areas. D.C.’s voucher program reduced chronic absenteeism, improved students’ satisfaction with their schools, and improved students’ perceptions of school safety.ⁱⁱ
- The evaluation of Louisiana’s voucher program also concluded in 2019. It found statistically significant negative effects on participant test scores in math and reading and did not detect any impact on college enrollment. Reports on the first years of the LSP were the first studies to find negative effects from a private school voucher program. While the gap in test scores between participants and non-participants narrowed during the second and third years of the program, the gap slightly increased in the fourth year. While researchers found negative direct effects on participants’ test scores, a forthcoming paper found neutral to positive effects of the program on students who remained in public schools.ⁱⁱⁱ

ⁱEdChoice (2020), *Comparing Ed Reforms: Assessing the Experimental Research on Nine K-12 Education Reforms*, retrieved from: <https://www.edchoice.org/wp-content/uploads/2020/04/comparing-ed-reforms.pdf>

ⁱⁱAnn Webber, Ning Rui, Roberta Garrison-Mogren, Robert E. Olsen, and Babette Gutmann (2019), *Evaluation of the DC Opportunity Scholarship Program: Impacts Three Years After Students Applied* (NCEE 2019-4006), retrieved from Institute of Education Sciences website: <https://ies.ed.gov/ncee/pubs/20194006/pdf/20194006.pdf>

ⁱⁱⁱPatrick J. Wolf, Jonathan N. Mills, Yujie Sude, Heidi H. Erickson, and Matthew L. Lee (2019), *How Has the Louisiana Scholarship Program Affected Students? A Comprehensive Summary of Effects after Four Years*, Louisiana Scholarship Program Evaluation Policy Brief, School Choice Demonstration Project, retrieved from University of Arkansas website: <http://www.uaedreform.org/wp-content/uploads/LSP4-Policy-Brief-SCDP.pdf>. Anna J. Egalite and Jonathan M. Mills (2020), *Competitive Impacts of Means-Tested Vouchers on Public School Performance: Evidence from Louisiana, Education Finance and Policy*, advance online publication, https://dx.doi.org/10.1162/edfp_a_00286

- Four new studies on the long-term outcomes of private school choice were published in 2019. Three of them were conducted by the Urban Institute. An updated analysis of the Florida Tax Credit (FTC) Scholarship Program found the program continues to improve the likelihood that students in the program enroll in two-year and four-year colleges and earn a bachelor’s degree. A study of the Milwaukee Parental Choice Program found students who participated in the program were more likely to enroll and graduate from college. The DCOSP study did not detect any differences in long-term outcomes between participants and non-participants. To create comparison groups, the Florida and Milwaukee studies used matching techniques and the D.C. study used random assignment.^{iv}
- Researchers from Harvard University, the University of Arkansas, and the Urban Institute also examined college and degree attainment outcomes from a privately funded scholarship program in New York City. The study adds to research on the long-term effects of this program by taking a closer look at heterogeneous effects among disadvantaged minority students. The study found “no significant effects of (scholarship) offers on minority students from severely disadvantaged backgrounds but significant effects of 6 to 8 percentage points on those from moderately disadvantaged households.”^v
- The Florida Tax Credit Scholarship Program (FTC) is one of the oldest and largest private school choice programs in the country, serving more than 100,000 students in 2019–20. The program’s student eligibility and participation growth through the years provides researchers an opportunity to study program expansion’s effects on students who remain in public schools. Expansion of the FTC not only improved math and reading test scores, but also reduced rates of absenteeism and school suspensions for students remaining in public schools.^{vi}
- Parents care about other aspects of schooling that are not captured by test scores. Researchers have been studying the effects of private school choice programs on civic values and practices for at least two decades. The body of research continued to grow with a study examining the relationship between participating in Milwaukee’s voucher program and criminal activity. The analysis found “exposure to private schooling through a voucher is associated with lower rates of criminal activity,” such as committing misdemeanors, felonies, and theft.^{vii}
- Parent satisfaction is an important outcome that policymakers and the public should care about. EdChoice released a cross-sector parent survey report last year that showed private educational choice program parents in Arizona are less satisfied with their chosen schools than charter school parents, traditional public school parents, and non-program private school parents. Satisfaction with various aspects of school climate were more mixed.^{viii}

^{iv}Matthew M. Chingos, Daniel Kuehn, Tomas Monarrez, Patrick J. Wolf, John F. Witte, and Brian Kisida (2019), *The Effects of Means-Tested Private School Choice Programs on College Enrollment and Graduation*, retrieved from Urban Institute website: https://www.urban.org/sites/default/files/publication/100665/the_effects_of_means-tested_private_school_choice_programs_on_college_enrollment_and_graduation_2.pdf

^vAlbert Cheng, Matthew Chingos, and Paul E. Peterson (2019), *Experimentally Estimated Impacts of School Vouchers on Educational Attainments of Moderately and Severely Disadvantaged Students* (PEPG 19-02), retrieved from Harvard University website: https://sites.hks.harvard.edu/pepg/PDF/Papers/PEPG19_02.pdf

^{vi}David N. Figlio, Cassandra M.D. Hart, and Krzysztof Karbownik (2020), *Effects of Scaling Up Private School Choice Programs on Public School Students* (NBER Working Paper 26758), retrieved from National Bureau of Economics website: <http://www.nber.org/papers/w26758>

- Finally, three fiscal analyses of currently operating private school choice programs were released since last year. EdChoice released a fiscal analysis of Pennsylvania’s two tax-credit scholarship programs and showed that, overall, the programs generated significant fiscal benefits for the state and school districts combined—between \$4,000 and \$6,800 per scholarship (or \$3 billion to \$5 billion cumulatively).^{ix} More recently, a fiscal analysis of Arizona’s four tax-credit scholarship programs found these programs generated an overall estimated net fiscal benefit worth between \$35 million and \$285 million for the state in FY 2018.^x

As we often state, every study comes with its own caveats, and those published in 2019 are no exception. Not all policies are created equal. Evidence from these evaluations tells us something about the design and implementation of these private school choice programs, too. In the case of Louisiana, for example, the program was designed in a way that seemed to generate strong disincentives for private schools to participate. We know this because most private schools in Louisiana chose not to participate in the program. Only one-third of Louisiana private schools signed up, and there is compelling evidence that these were lower-quality private schools. For instance, researchers discovered that schools with higher tuition levels and growing enrollment were less likely to sign up.^{xi} Another study showed private schools that signed up for the program experienced sharp enrollment declines during years prior to entering in the program relative to non-participating private schools.^{xii}

It is also true that while test scores provide information that at least some parents care about, they may miss conveying important program effects.^{xiii} And of course, parents do not consider test scores the most important schooling outcome.^{xiv}

With that, we hope this year’s edition of *The 123s of School Choice* can be useful to you as you try to understand the landscape of research on private school choice.

^{vii}Corey A. DeAngelis and Patrick J. Wolf (2019), Private School Choice and Crime: Evidence from Milwaukee, *Social Science Quarterly*, 100(5), pp. 2302–2315, <https://dx.doi.org/10.1111/ssqu.12698>

^{viii}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>

^{ix}Martin F. Lueken (2019), *Projected Fiscal Impact of Pennsylvania Senate Bill No. 299*, retrieved from EdChoice website: https://www.edchoice.org/wp-content/uploads/2019/06/EdChoice-brief_PA-SB-299-fiscal-projections.pdf

^xDeborah Sheasby (2020), *How the Arizona School Tuition Organization Tax Credits Save the State Money*, retrieved from Center for Arizona Policy website: <https://www.azpolicy.org/wp-content/uploads/2020/01/How-the-AZ-STO-Tax-Credits-Save-the-State-Money-2.pdf>

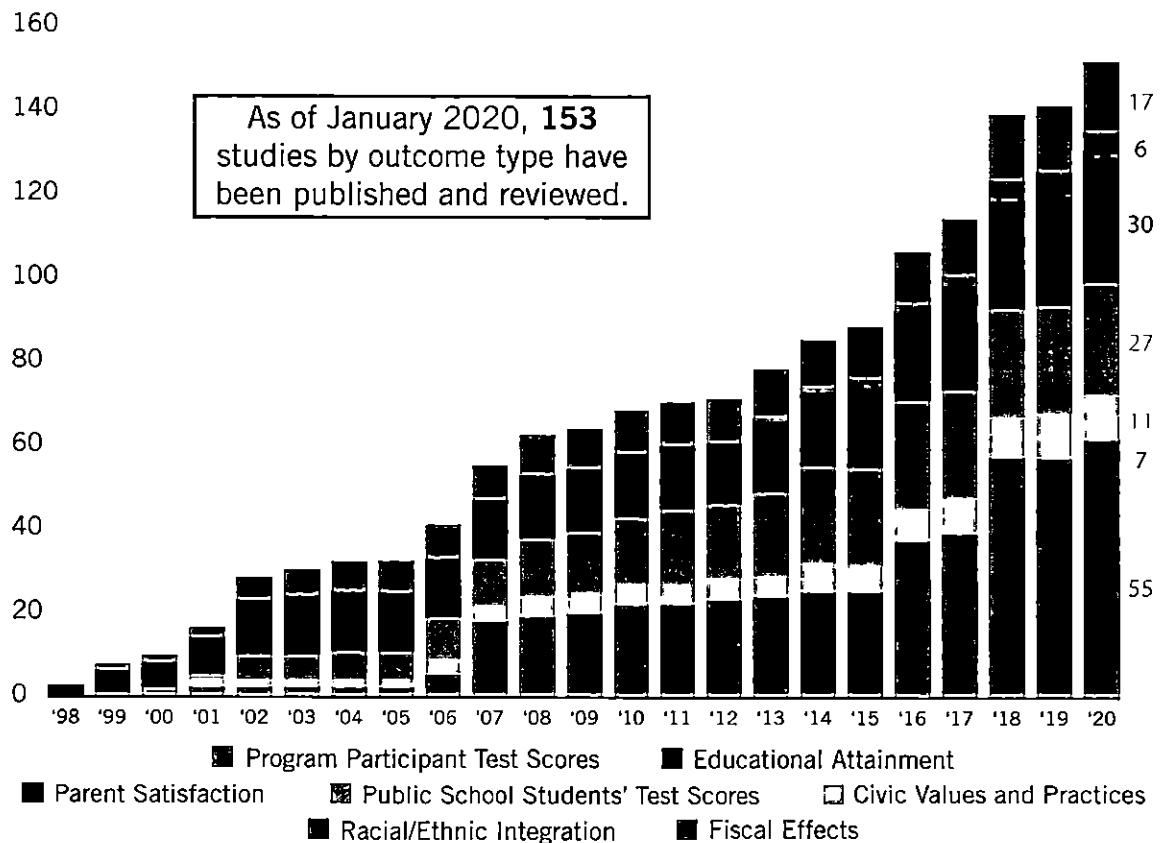
^{xi}Yujie Sude, Corey A. DeAngelis, and Patrick J. Wolf (2018), Supplying Choice: An Analysis of School Participation Decisions in Voucher Programs in Washington, DC, Indiana, and Louisiana, *Journal of School Choice*, 12(1), pp. 8–33, <https://doi.org/10.1080/15582159.2017.1345232>

^{xii}Atila Abdulkadiroglu, Parag A. Pathak, and Christopher R. Walters (2018), Free to Choose: Can School Choice Reduce Student Achievement? *American Economic Journal: Applied Economics*, 10(1), pp. 175–206, <https://dx.doi.org/10.1257/app.20160634>

^{xiii}There is evidence that points to a disconnect between test scores and long-run outcomes. For example, please see: Collin Hitt, Michael Q. McShane, and Patrick J. Wolf (2018), *Do Impacts on Test Scores Even Matter? Lessons from Long-Run Outcomes in School Choice Research: Attainment Versus Achievement Impacts and Rethinking How to Evaluate School Choice Programs*, retrieved from American Enterprise Institute website: <http://www.aei.org/wp-content/uploads/2018/04/Do-Impacts-on-Test-ScoresEven-Matter.pdf>; Corey A. DeAngelis (2018), Divergences between Effects on Test Scores and Effects on Non-Cognitive Skills, *Educational Review*, <https://dx.doi.org/10.2139/ssrn.3273422>

^{xiv}James P. Kelly and Benjamin Scafidi (2013). *More than Scores: An Analysis of Why and How Parents Choose Private Schools*, retrieved from EdChoice website: <http://www.edchoice.org/wp-content/uploads/2015/07/More-Than-Scores.pdf>

Cumulative Number of Studies Published by Outcome and by Year Published

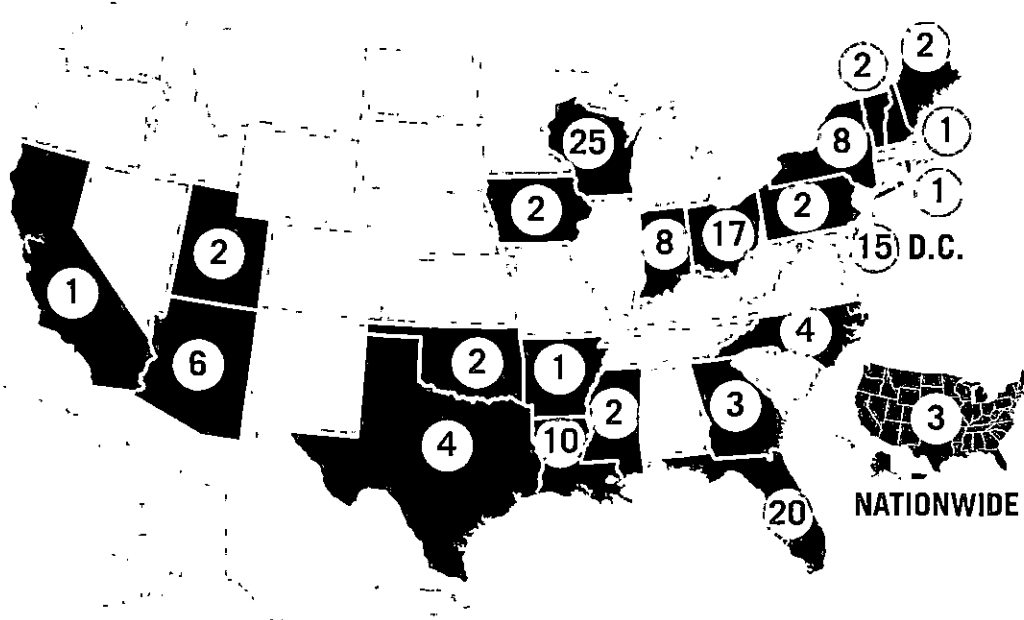


Overall Effects Counts for Studies of Private School Choice Programs

Outcome	Number of Studies	Any Positive Effect	No Visible Effect	Any Negative Effect
Program Participant Test Scores	17	11	4	3
Educational Attainment	6	4	2	0
Parent Satisfaction	30	29	1	2
Public School Students' Test Scores	27	25	1	1
Civic Values and Practices	11	6	5	0
Integration*	7	6	1	0
Fiscal Effects	55	49	4	2

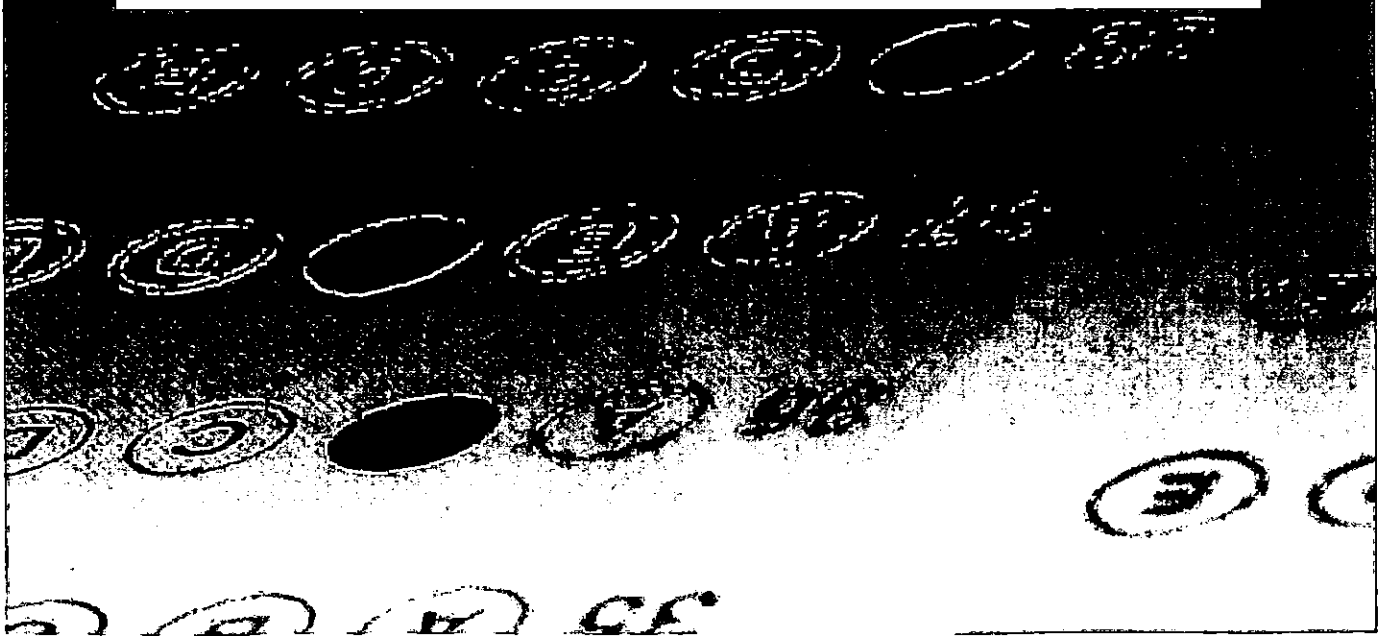
*One study employed multiple measures of racial integration and concluded that the effects of the program was overall neutral. We included this study in the "No Visible Effect" column.

Number of Studies of Private School Choice Programs by Location



RESEARCH OVERVIEWS FOR SEVEN SCHOOL CHOICE OUTCOMES

PROGRAM PARTICIPANT TEST SCORES



Do students get better test scores after getting private school vouchers? Studies reviewed in this section reveal whether students who won a lottery and/or used scholarships to attend a private school of their choice achieved higher test scores than students who applied for but did not receive or use scholarships.

Researchers have studied the effects that programs have on participating students' test scores. About one-third of these studies comprise analyses on a privately funded voucher program in New York City. The Louisiana Scholarship Program (LSP) has been the only statewide voucher program studied experimentally. All other randomized control trials (RCTs) have been of voucher or scholarship programs limited to cities, including Milwaukee, Charlotte, Cleveland, Dayton, New York City, and Toledo. See Appendix for an explanation of RCTs.

Longitudinal evaluations of the LSP and District of Columbia Opportunity Scholarship Program concluded in 2019. The D.C. evaluation did not detect any significant impact from the program on test scores by participants or any subgroup of students after three years in the program. The LSP evaluation found statistically significant negative effects on participant test scores in math and reading. Reports on the first couple years of the LSP were the first studies to find negative effects from a private school voucher program. While the gap in test scores between participants and non-participants narrowed during the second and third years of the program, the gap slightly increased during the fourth year.

Summary of Studies

	Total Number of Studies	Any Positive Effect	No Visible Effect	Any Negative Effect
Program Participant Test Scores	17	11	4	3

These studies examined three voucher programs and five privately funded scholarship programs across five states and D.C. Of the 17 random-assignment studies examining participant test scores, 11 have found positive outcomes for either the full sample or at least one subsample of students studied. Four found no visible effect for any group of students, and three found negative outcomes for all or some group of students.

Test Score Outcomes of Participants from Experimental Studies

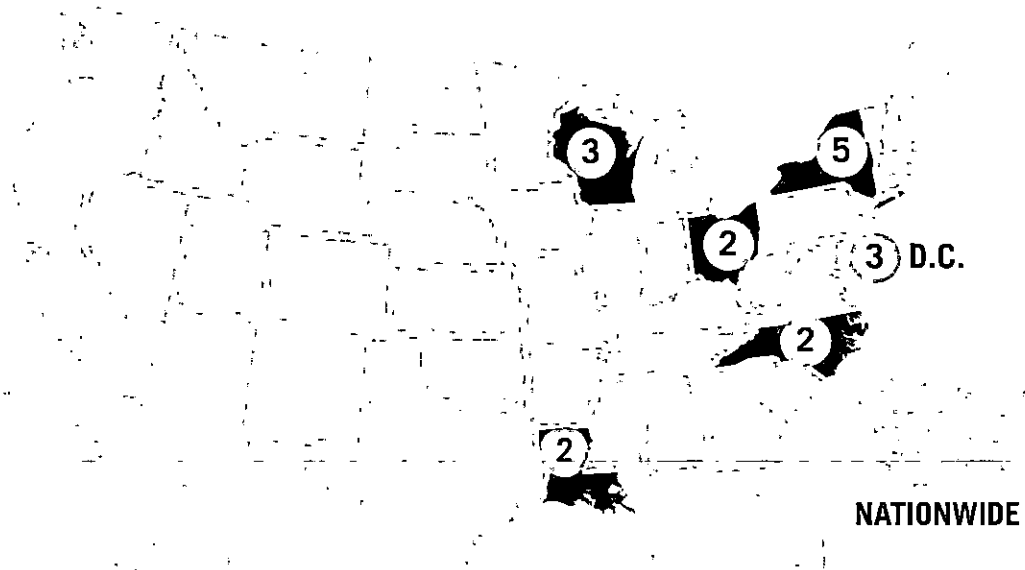
Author(s)	Location	Program Name
Webber et al.	Washington, D.C.	Opportunity Scholarship Program
Mills and Wolf	Louisiana	Louisiana Scholarship Program
Abdulkadiroglu, Pathak, and Walters	Louisiana	Louisiana Scholarship Program
Wolf et al.	Washington, D.C.	Opportunity Scholarship Program
Lamarche	Milwaukee, WI	Milwaukee Parental Choice Program
Greene, Peterson, and Du	Milwaukee, WI	Milwaukee Parental Choice Program
Rouse	Milwaukee, WI	Milwaukee Parental Choice Program
Bitler et. al.	New York, NY	-
Jin, Barnard, and Rubin	New York, NY	
Cowen	Charlotte, NC	
Bettinger and Slonim	Toledo, OH	
Krueger and Zhu	New York, NY	
Barnard et al.	New York, NY	
Howell et al. .	Washington, D.C.	
Howell et al.	New York, NY	
Howell et al.	Dayton, OH	
Greene	Charlotte, NC	

V = Voucher , P = Private Scholarship

Program Type	Year	Any Positive Effect		No Visible Effect		Any Negative Effect	
		All students (full sample)	Some students (subsample)	All students (full sample)	Some students (subsample)	All students (full sample)	Some students (subsample)
V	2019			○	○		
V	2019					X	X
V	2018					X	X
V	2013	✓	✓				
V	2008		✓				X
V	1999	✓					
V	1998	✓	✓				
P	2015			○	○		
P	2010		✓				
P	2008	✓					
P	2006			○			
P	2004			○	○		
P	2003		✓	○			
P	2002	✓	✓				
P	2002	✓	✓				
P	2002		✓	○			
P	2001	✓					

Notes: Table includes only random assignment studies, the gold-standard of research methods. A study by Howell, Wolf, Campbell, and Peterson (2002) included three distinct analyses of three different voucher programs. We report results from each analysis separately. If a study's analysis produced any positive or negative results or both, we classify those studies as positive, negative or both. Studies that did not produce any statistically significant results for any subgroup are classified as "no visible effect." The number of effects detected may differ from the number of studies included in the table because we classify one study as having detected both positive and negative effects."

Number of Studies on Voucher Program Participant Test Scores by Location



About the Methods

A “study” is defined as an analysis of a private school choice program in the United States, either publicly funded or privately funded. Random assignment is the most rigorous type of analysis in social science. For this reason, we focus only on random assignment studies when possible.

Our inclusion criteria require at least 10 random assignment studies of a certain outcome to exist in order for us to exclude all other nonexperimental study types. In the case of studies on program participant test scores, we include only random assignment studies.

Random assignment provides comparison groups that are, on average, equivalent on factors that are both observable (e.g., baseline test scores and gender) and unobservable (e.g., students’ and parents’ motivation). The only difference between the two groups is exposure to the treatment. Thus, differences in measured outcomes between lottery winners and lottery losers can be attributed to the private school choice programs rather than students’ and parents’ background characteristics.

We consider multiple studies on one program as unique if they study a different group of students or use different statistical models or research methods. Several longitudinal evaluations have been conducted on private school choice programs, with results reported annually. In these cases, we include the most recent evaluation. We exclude studies that were conducted by the same researchers or research team using the same data.

Additional Research Context

Researchers from the University of Arkansas conducted a meta-analysis of the test score effects of private school choice programs globally and estimated the overall effects of these programs on participants' reading, English and math test scores.¹ Students who won the voucher lottery saw small positive but statistically insignificant gains on test scores. Students who won the voucher lottery and used the voucher experienced larger positive gains. Notably, reading and math scores increase the longer a student uses a voucher. Estimates in reading and English for students participating in U.S. voucher programs indicate a small, negative and statistically insignificant average treatment effect in students' first year in a program. In year four, this effect is positive and statistically significant. The pattern is similar for math, except that year four estimates are positive but remain statistically insignificant.

Two nonexperimental studies on voucher programs in Indiana and Ohio used matching methods to study the effects of the program on math and reading test scores. Both studies found negative math and reading test score effects.² A longitudinal evaluation of Milwaukee's voucher program that also used matching methods to study test score effects and found null effects for math and positive effects on reading.³

Although matching may be the best research method available for studying other programs that are not or cannot be oversubscribed, they are not as effective as randomized experiments in controlling for self-selection bias. Given the large number of random assignment studies of the effects of private school choice programs on participant test scores, we are more selective with our methods so that we focus attention on the more rigorously designed studies.

Citations of Studies in Summary Table

Listed in chronological order, starting with most recent

Ann Webber, Ning Rui, Roberta Garrison-Mogren, Robert B. Olsen, and Babette Gutmann (2019), *Evaluation of the DC Opportunity Scholarship Program: Impacts Three Years After Students Applied* (NCEE 2019-4006), retrieved from Institute of Education Sciences website: <https://ies.ed.gov/ncee/pubs/20194006/pdf/20194006.pdf>

Jonathan N. Mills and Patrick J. Wolf (2019), *The Effects of the Louisiana Scholarship Program on Student Achievement After Four Years* (Louisiana Scholarship Program Evaluation Report 10); <https://dx.doi.org/10.2139/ssrn.3376230>

Atila Abdulkadiroglu, Parag A. Pathak, and Christopher R. Walters (2018), Free to Choose: Can School Choice Reduce Student Achievement? *American Economic Journal: Applied Economics*, 10(1), pp. 175–206, <https://dx.doi.org/10.1257/app.20160634>

Marianne Bitler, Thurston Domina, Emily Penner, and Hilary Hoynes (2015), Distributional Analysis in Educational Evaluation: A Case Study from the New York City Voucher Program, *Journal of Research on Educational Effectiveness*, 8(3), pp. 419–450, <https://dx.doi.org/10.1080/19345747.2014.921259>

Patrick J. Wolf, Brian Kisida, Babette Gutmann, Michael Puma, Nada Eissa, and Lou Rizo (2013), School Vouchers and Student Outcomes: Experimental Evidence from Washington, D.C., *Journal of Policy Analysis and Management*, 32(2), pp. 246–270, <https://dx.doi.org/10.1002/pam.21691>

Hui Jin, John Barnard, and Donald Rubin (2010), A Modified General Location Model for Noncompliance with Missing Data: Revisiting the New York City School Choice Scholarship Program using Principal Stratification, *Journal of Educational and Behavioral Statistics*, 35(2), pp. 154–173, <https://dx.doi.org/10.3102/1076998609346968>

Joshua Cowen (2008), School Choice as a Latent Variable: Estimating the “Complier Average Causal Effect” of Vouchers in Charlotte, *Policy Studies Journal*, 36(2), pp. 301–315, <https://dx.doi.org/10.1111/j.1541-0072.2008.00268.x>

Carlos Lamarche (2008). Private School Vouchers and Student Achievement: A Fixed Effects Quantile Regression Evaluation, *Labour Economics*, 15(4), pp. 575–590, <https://doi.org/10.1016/j.labeco.2008.04.007>

Eric Bettinger and Robert Slonim (2006), Using Experimental Economics to Measure the Effects of a Natural Educational Experiment on Altruism, *Journal of Public Economics*, 90(8–9), pp. 1625–1648, <https://dx.doi.org/10.1016/j.jpubeco.2005.10.006>

Alan Krueger and Pei Zhu (2004), Another Look at the New York City School Voucher Experiment, *American Behavioral Scientist*, 47(5), pp. 658–698, <https://dx.doi.org/10.1177/0002764203260152>

John Barnard, Constantine Frangakis, Jennifer Hill, and Donald Rubin (2003), Principal Stratification Approach to Broken Randomized Experiments: A Case Study of School Choice Vouchers in New York City, *Journal of the American Statistical Association*, 98(462), pp. 310–326, <https://dx.doi.org/10.1198/016214503000071>

William G. Howell, Patrick J. Wolf, David E. Campbell, and Paul E. Peterson (2002), School Vouchers and Academic Performance: Results from Three Randomized Field Trials, *Journal of Policy Analysis and Management*, 21(2), pp. 191–217, <https://dx.doi.org/10.1002/pam.10023>

Jay P. Greene (2001), Vouchers in Charlotte, *Education Matters*, 1(2), pp. 55–60, retrieved from Education Next website: http://educationnext.org/files/ednext20012_46b.pdf

Jay P. Greene, Paul Peterson, and Jiangtao Du (1999), Effectiveness of School Choice: The Milwaukee Experiment, *Education and Urban Society*, 31(2), pp. 190–213, <https://dx.doi.org/10.1177/0013124599031002005>

Cecilia E. Rouse (1998), Private School Vouchers and Student Achievement: An Evaluation of the Milwaukee Parental Choice Program, *Quarterly Journal of Economics*, 113(2), pp. 553–602, <https://dx.doi.org/10.1162/003355398555685>



PROGRAM PARTICIPANT ATTAINMENT

This section reviews studies that examined whether students who won a lottery or used scholarships to attend a private school of their choice were more likely to graduate from high school, more likely to enroll in college and/or more likely to persist in college than students who did not use scholarships.

Parents, policymakers, and other stakeholders ultimately care about the long-run effects of education programs. Some research suggests a relationship between better educational attainment and outcomes, such as employment outlook, earnings, health, longevity and likelihood to commit crime. From the early years of choice programs, some people have usually relied on test scores to help determine the effectiveness of choice programs on grounds that they provide reliable proxies for outcomes later in life.

Over the last few years, the Urban Institute conducted studies on the effects of long-term student outcomes by private school choice programs in Florida, District of Columbia, Milwaukee, and New York City. Last year, it released a report summarizing the most up-to-date results from these analyses. An updated analysis of the Florida Tax Credit scholarship program shows that the program continues to improve the likelihood that students in the program enroll in two-year and four-year colleges and earn a bachelor’s degree. A study of Milwaukee’s voucher program shows students who participated in the program were more likely to enroll and graduate from college. The D.C. study did not detect any differences in long-term outcomes between participants and non-participants. To create comparison groups, the Florida and Milwaukee studies used matching techniques and the D.C. study used random assignment.

Summary of Studies

	Total Number of Studies	Any Positive Effect	No Visible Effect	Any Negative Effect
Program Participant Test Scores	6	4	2	0

These studies examined three voucher programs, one tax-credit scholarship program, and one privately funded scholarship program across four states and D.C. Of the six studies examining program participants’ educational attainment, four have found positive outcomes for either the full sample or at least one subsample of students studied, and two studies found no visible effect for any group of students. None of these studies found negative educational attainment outcomes for all or some students.

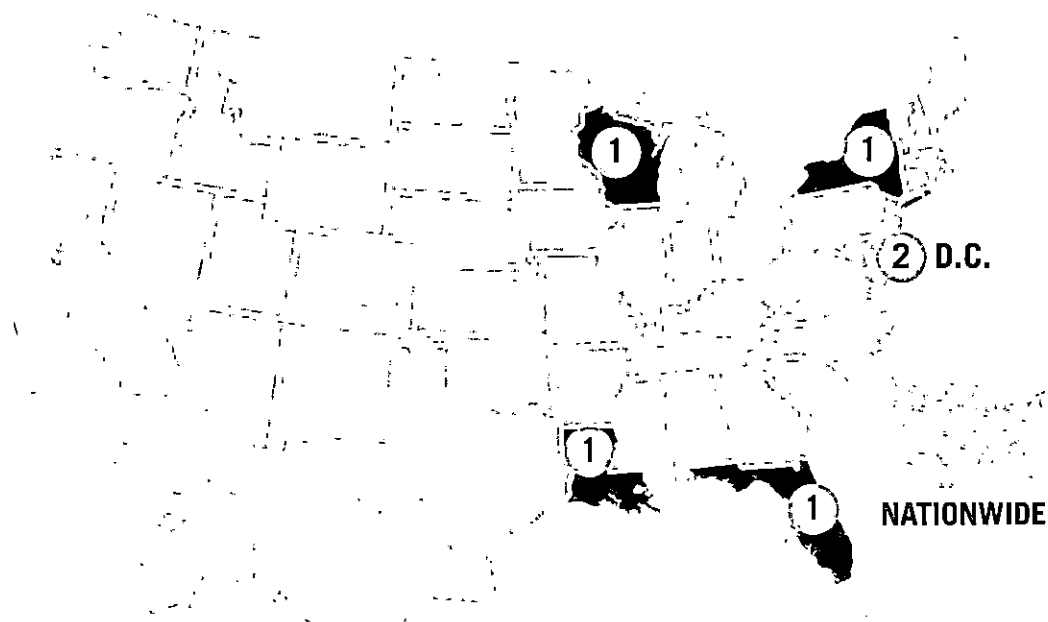
Attainment Outcomes of Participants from All Empirical Studies

Author(s)	Location	Program Name
Chingos et al.	Washington, D.C.	Opportunity Scholarship Program
Chingos et al.	Milwaukee, WI	Milwaukee Parental Choice Program
Erickson, Mills, and Wolf	Louisiana	Louisiana Scholarship Program
Wolf et al.	Washington, D.C.	Opportunity Scholarship Program
Chingos et al.	Florida	Florida Tax Credit Scholarship Program
Cheng, Chingos, and Peterson*	New York, NY	

V = Voucher , TCS = Tax-Credit Scholarship , P = Private Scholarship

*The sample and methods used in this study are the same as those used in Matthew M. Chingos and Paul E. Peterson (2015), Experimentally Estimated Impacts of School Vouchers on College Enrollment and Degree Attainment, *Journal of Public Economics*, 122, pp. 1-12, <https://dx.doi.org/10.1016/j.jpubeco.2014.11.013>. Two main differences are framing across levels of disadvantage and more recent data added to the analysis.

Number of Studies on Program Participant Attainment Effects by Location



Program Type	Year	Any Positive Effect		No Visible Effect		Any Negative Effect	
		All students (full sample)	Some students (subsample)	All students (full sample)	Some students (subsample)	All students (full sample)	Some students (subsample)
V	2019			○	○		
V	2019	✓					
V	2018			○	○		
V	2013	✓	✓				
TCS	2019	✓	✓				
P	2019		✓	○			

Notes: This table shows all empirical studies using all methods. If a study's analysis produced any positive or negative results or both, we classify those studies as positive, negative or both. Studies that did not produce any statistically significant results for any subgroup are classified as "no visible effect." Two studies, on the Florida Tax Credit Scholarship Program and Milwaukee Parental Choice Program, used matching methods while all other analyses were based on random assignment.

About the Methods

Studies considered in this section employ random assignment and matching methods. In the context of school choice research, random assignment occurs via lotteries conducted for oversubscribed programs where lottery winners are awarded scholarships to attend a private school, and lottery losers do not receive vouchers. Studies that use matching methods compare students participating in a choice program with a group of students enrolled in public schools that have the same or similar observed characteristics, such as baseline test scores, free and reduced-price lunch status, race/ethnicity or parent characteristics.

Given that only three studies on educational attainment utilize random assignment, we also include studies that use nonexperimental methods that use some strategy for controlling for self-selection. We exclude observational methods with only control variables as they do not control for self-selection.

Additional Research Context

Lisa Foreman reviewed the academic literature on educational attainment effects on students participating in private school voucher programs and charter schools.⁴ She found generally positive findings in the studies she reviewed. We do not include one study that was included in Foreman's review because it is an observational study and does not use methods to account for self-selection.

Citations of Studies in Summary Table

Listed in chronological order, starting with most recent

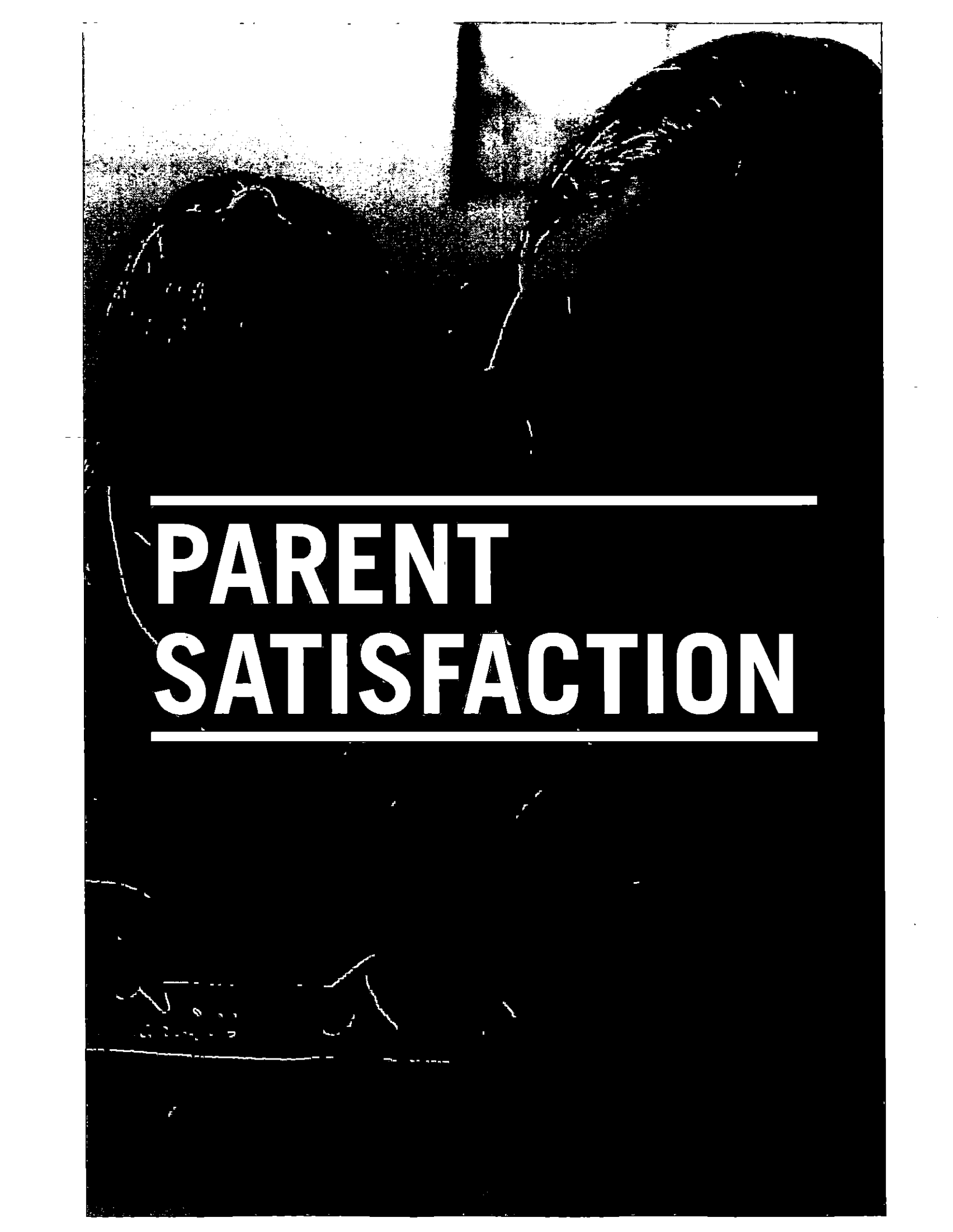
Matthew M. Chingos, Daniel Kuehn, Tomas Monarrez, Patrick J. Wolf, John F. Witte, and Brian Kisida (2019), *The Effects of Means-Tested Private School Choice Programs on College Enrollment and Graduation*, retrieved from Urban Institute website: https://www.urban.org/sites/default/files/publication/100665/the_effects_of_means-tested_private_school_choice_programs_on_college_enrollment_and_graduation_2.pdf

Heidi H. Erickson, Jonathan N. Mills, and Patrick J. Wolf (2019), *The Effect of the Louisiana Scholarship Program on College Entrance* (Louisiana Scholarship Program Evaluation Report 12), <https://dx.doi.org/10.2139/ssrn.3376236>

Albert Cheng, Matthew M. Chingos, Paul E. Peterson (2019), *Experimentally Estimated Impacts of School Voucher on Educational Attainments of Moderately and Severely Disadvantaged Students* (EdWorkingPaper 19-76), retrieved from Annenberg Institute at Brown University website: <http://edworkingpapers.com/ai19-76>

Matthew M. Chingos and Paul E. Peterson (2015), *Experimentally Estimated Impacts of School Vouchers on College Enrollment and Degree Attainment*, *Journal of Public Economics*, 122, pp. 1–12, <https://dx.doi.org/10.1016/j.jpubeco.2014.11.013>

Patrick J. Wolf, Brian Kisida, Babette Gutmann, Michael Puma, Nada Eissa, and Lou Rizo (2013), *School Vouchers and Student Outcomes: Experimental Evidence from Washington, DC*, *Journal of Policy Analysis and Management*, 32(2), pp. 246–270, <http://dx.doi.org/10.1002/pam.21691>



PARENT SATISFACTION

This section considers the effect of private school choice programs on parents' satisfaction with their chosen schools. We examine this body of research because parents are in the best position to understand what educational environment best fits their children. There does not exist a single way or type of school that can serve all children well. Considering parent satisfaction can help policy makers gauge the efficacy of choice policies.

Most studies focus on overall school satisfaction, while some narrow in on satisfaction with specific aspects of the chosen school. When possible, study authors draw direct comparisons to families' former public schools. Studies that ask parents of all schooling options allow for comparisons of satisfaction across schooling sectors.

The body of parent satisfaction studies has examined private school choice programs in Arizona, California, Florida, Georgia, Indiana, Mississippi, North Carolina, New Hampshire, New York, Ohio, Texas, Wisconsin, and Washington, D.C., plus national programs. Private school choice programs in Wisconsin have been the most studied in terms of numbers of parent satisfaction studies.

Overall, parents with children participating in programs are more satisfied with their chosen private school than their previous school and are more satisfied with their schools than other private school parents and public school parents.

EdChoice released a cross-sector parent survey report last year that showed private educational choice program parents in Arizona are less satisfied with their chosen schools than charter school parents, traditional public school parents, and non-program private school parents. Perceptions with various aspects of school climate were more mixed, with ESA and/or tax-credit scholarship parents expressing equal or higher levels than charter, traditional public, and/or non-program private school parents on three of five measures.

Summary of Studies

	Total Number of Studies	Any Positive Effect	No Visible Effect	Any Negative Effect
Parent Satisfaction	30	29	1	2

These studies examined two ESA programs, seven voucher programs, seven tax-credit scholarship programs, and at least seven privately funded scholarship programs across twelve states and D.C. Of the 30 studies examining the effects of private school choice programs on parent satisfaction, 29 have found positive effects, one study found no visible effect, and two studies found negative effects.

Parent Satisfaction Impacts from Private Educational Choice Programs

Author(s)	Program Name
Catt and Cheng	Empowerment Scholarship Accounts
Kittredge	Equal Opportunity for Students with Special Needs Program
Butcher and Bedrick	Empowerment Scholarship Accounts
Department of Public Instruction	Special Needs Scholarship Program
Catt and Rhinesmith	Choice Scholarship Program
Egalite, Gray, and Stallings	Opportunity Scholarships
Black	John M. McKay Scholarships for Students with Disabilities Program
Kisida and Wolf	Opportunity Scholarship Program
Witte et al.	Milwaukee Parental Choice Program
Weidner and Herrington	John M. McKay Scholarships for Students with Disabilities Program
Greene and Forster	John M. McKay Scholarships for Students with Disabilities Program
Witte	Milwaukee Parental Choice Program
Metcalf	Cleveland Scholarship Program
Peterson, Howell, and Greene	Cleveland Scholarship Program
Greene, Howell, and Peterson	Cleveland Scholarship Program
Catt and Rhinesmith	Choice Scholarship Program/School Scholarship Tax Credit
DiPerna	Choice Scholarship Program/School Scholarship Tax Credit
Catt and Cheng	All four tax-credit scholarship programs‡
Department of Revenue Administration	Education Tax Credit Program
Catt and Rhinesmith	School Scholarship Tax Credit
Kelly and Scafidi	Qualified Education Expense Tax Credit
Howell and Peterson	
Howell and Peterson	
Howell and Peterson	
Howell and Peterson	
Peterson and Campbell	
Greene	
Peterson, Campbell, and West	
Peterson, Myers, and Howell	
Weinschrott and Kilgore	

ESA = Education Savings Account , V = Voucher , TCS = Tax-Credit Scholarship , P = Private Scholarship

*The report combined voucher and tax-credit scholarship parents into "Choice Parents," although anyone could calculate voucher and tax-credit scholarship results based on data tables in the report appendices.

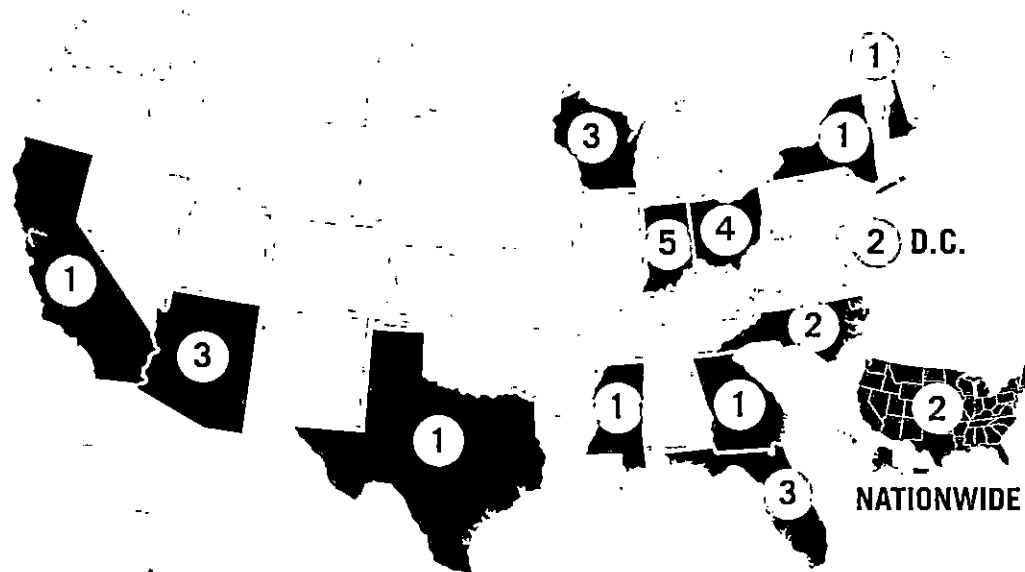
†The report combined voucher and tax-credit scholarship parents into "Choice Parents" for all information made publicly available.

‡ Results could not be broken out by program and reflect responses by parents with children attending private schools via any of Arizona's four tax-credit scholarship programs.

	Location	Program Type	Year	Any Positive Effect	No Visible Effect	Any Negative Effect
	Arizona	ESA	2019	✓		X
	Mississippi	ESA	2016	✓		
	Arizona	ESA	2013	✓		
	Wisconsin	V	2018	✓		
	Indiana	V	2017	✓		
	North Carolina	V	2017	✓		
	Florida	V	2015		○	
	Washington, D.C.	V	2015	✓		
	Milwaukee, WI	V	2008	✓		
	Florida	V	2006	✓		
	Florida	V	2003	✓		
	Milwaukee, WI	V	2000	✓		
	Cleveland, OH	V	1999	✓		
	Cleveland, OH	V	1999	✓		
	Cleveland, OH	V	1998	✓		
	Indiana	V/TCS*	2016	✓		
	Indiana	V/TCS†	2014	✓		
	Arizona	TCS	2019	✓		X
	New Hampshire	TCS	2018	✓		
	Indiana	TCS	2017	✓		
	Georgia	TCS	2013	✓		
	Dayton, OH	P	2002	✓		
	New York, NY	P	2002	✓		
	National	P	2002	✓		
	Washington, D.C.	P	2002	✓		
	National	P	2001	✓		
	Charlotte, NC	P	2001	✓		
	San Francisco, CA	P	2001	✓		
	San Antonio, TX	P	1999	✓		
	Indianapolis, IN	P	1998	✓		

Notes: This table shows all studies using all methods. If a study's analysis produced any positive or negative results or both, we classify those studies as positive, negative or both. Studies that did not produce any statistically significant results for any subgroup are classified as "no visible effect."

Number of Studies on Parent Satisfaction by Location



About the Methods

Studies in this section make use of surveys of parents of participating students to gauge satisfaction with their chosen private school compared to their previous school or compared to non-participant satisfaction levels.

Some of the programs studied have designs that allow for a random assignment study, while most are observational—meaning differences are compared within or across groups that were not randomly assigned. Our inclusion criteria require at least 10 studies based on random assignment in order to exclude all nonexperimental studies. Given that eight studies on parent satisfaction use random assignment, we include studies that use nonexperimental methods.

Additional Research Context

Evan Rhinesmith conducted a systematic review to synthesize the parent satisfaction literature for private school choice programs. The systematic review reports that participating in private school choice programs leads to higher levels of parent satisfaction. Rhinesmith states, “If methodology is behind the results, we would expect the experimental and observational studies to differ dramatically in their

results. They do not. Whether students enrolled in their choice program through lottery or self-sorted into their private school of choice, the results have shown that providing choice in education leads to higher levels of parent satisfaction.”⁵

Citations of Studies in Summary Table

Listed in chronological order, starting with most recent

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>

New Hampshire Department of Revenue Administration (2018), *Scholarship Organization Report: Giving and Going Alliance*, retrieved from <https://www.revenue.nh.gov/quick-links/documents/givingandgoingalliance.PDF>; New Hampshire Department of Revenue Administration (2018), *Scholarship Organization Report: Children’s Scholarship Fund*, retrieved from <https://www.revenue.nh.gov/quick-links/documents/childrensscholarshipfund.PDF>

Legislative Audit Bureau (2018), *Special Needs Scholarship Program* (Report 18-6), retrieved from Wisconsin State Legislature website: <https://legis.wisconsin.gov/lab/media/2753/18-6full.pdf>

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-1.pdf>

Anna J. Egalite, Ashley Gray, and Trip Stallings (2017), *Parent Perspectives: Applicants to North Carolina’s Opportunity Scholarship Program Share Their Experiences* (OS Evaluation Report 2), retrieved from North Carolina State University website: <https://ced.ncsu.edu/elphd/wp-content/uploads/sites/2/2017/07/Parent-Perspectives.pdf>

Andrew D. Catt and Evan Rhinesmith (2016), *Why Parents Choose: A Survey of Private School and School Choice Parents in Indiana*, retrieved from EdChoice website: <https://www.edchoice.org/wp-content/uploads/2017/03/Why-Parents-Choose-A-Survey-of-Private-School-and-School-Choice-Parents-in-Indiana-by-Andrew-D.-Catt-and-Evan-Rhinesmith.pdf>

Brett Kittredge (2016), *The Special Needs ESA: What Families Enrolled in the Program Are Saying After Year One*, retrieved from Empower Mississippi website: <http://empowerms.org/wp-content/uploads/2016/12/ESA-Report-final.pdf>

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James P. Kelly and Benjamin Scafidi (2013), *More Than Scores: An Analysis of Why and How Parents Choose Private Schools*, retrieved from EdChoice website: <http://www.edchoice.org/wp-content/uploads/2015/07/More-Than-Scores.pdf>

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Jay P. Greene and Greg Forster (2003), *Vouchers for Special Education Students: An Evaluation of Florida's McKay Scholarship Program* (Civic Report 38), retrieved from Manhattan Institute website: https://media4.manhattan-institute.org/pdf/cr_38.pdf

William G. Howell and Paul E. Peterson (2002), *The Education Gap: Vouchers and Urban Schools*, <https://www.jstor.org/stable/10.7864/j.ctt128086>

Jay P. Greene (2001), Vouchers in Charlotte, *Education Next*, 1(2), pp. 55–60, retrieved from https://www.educationnext.org/files/ednext20012_46b.pdf

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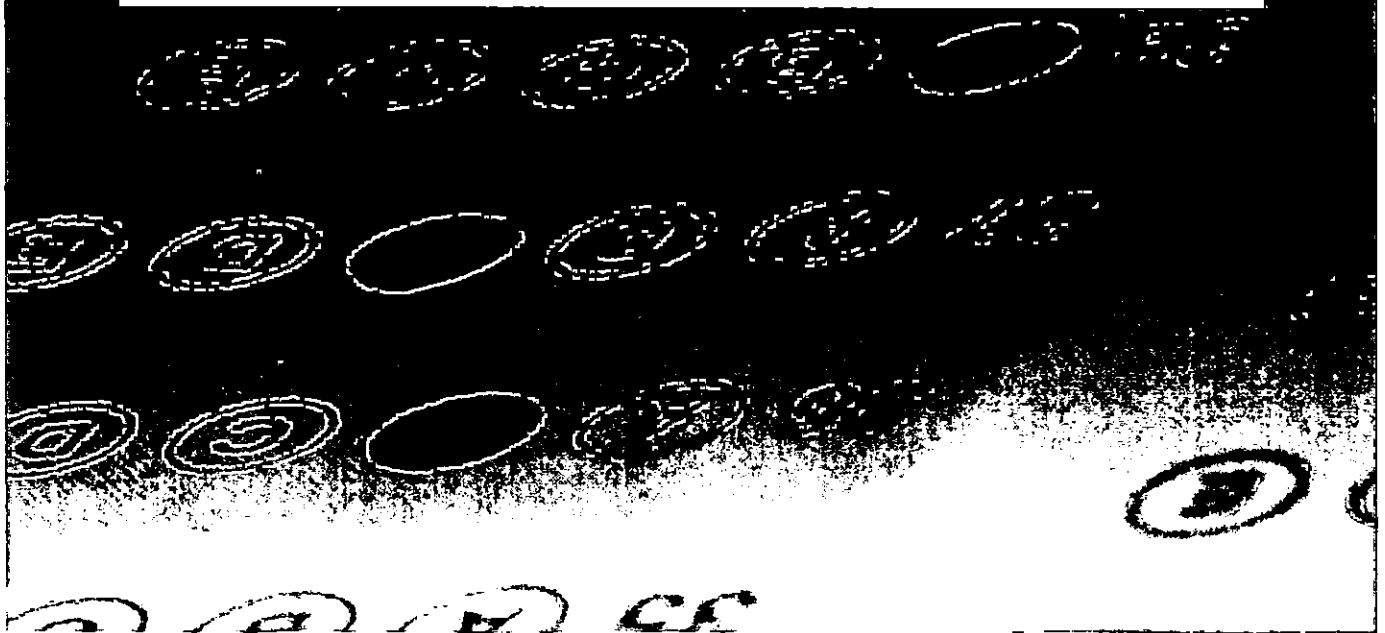
Paul E. Peterson, William G. Howell, and Jay P. Greene (1999), *An Evaluation of the Cleveland Voucher Program After Two Years*, retrieved from Harvard University website: <https://sites.hks.harvard.edu/pepg/PDF/Papers/clev2ex.pdf>

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PUBLIC SCHOOL STUDENTS' TEST SCORES



These studies examine the competitive effects of private school choice programs on public school students. They study whether a private school choice program has an effect on the test scores of students who remain in public schools.

Many people want to know if these programs leave students who remain in public schools worse off. Many express concern that school choice programs might divert resources or the most capable students away from public schools, harming the children who are “left behind.” What does the evidence say?

Since the last edition of *The 123s of School Choice*, the National Bureau of Economic Research published a 2020 study that examined the effects student eligibility expansion of the Florida Tax Credit (FTC) Scholarship Program had on students who remained in public schools. The FTC is one of the oldest and largest private school choice programs in the country, serving over 100,000 students in 2019–20. As the program evolved and expanded, it improved math and reading test scores and also reduced rates of absenteeism and school suspensions for students remaining in public schools.

Another paper, forthcoming in *Education Finance and Policy*, analyzed the competitive effects of the Louisiana Scholarship Program and found neutral to positive effects for students in affected public schools.

Overall, fears of harm to public school students are overstated. In fact, there is compelling evidence that public school students experience modest test score gains after private school choice programs are introduced or expanded.

Summary of Studies

	Total Number of Studies	Any Positive Effect	No Visible Effect	Any Negative Effect
Public School Students' Test Scores	27	25	1	1

These studies examined nine voucher programs, one tax-credit scholarship program, and one privately funded scholarship program across eight states and D.C. Of the 27 studies examining the effects of private school choice programs on public school test scores, 25 have found positive effects, one study found no visible effect, and one study found negative effects.

Academic Outcomes of Public Schools from All Empirical Studies

Author(s)	Program Name
Egalite and Mills	Louisiana Scholarship Program
Figlio and Karbownik	Educational Choice Scholarship Program
Bowen and Trivitt	Opportunity Scholarship Program*
Egalite	Choice Scholarship Program
Chakrabarti	Opportunity Scholarship Program*
Carr	Educational Choice Scholarship Program
Winters and Greene	John M. McKay Scholarships for Students with Disabilities Program
Mader	Milwaukee Parental Choice Program
Greene and Marsh	Milwaukee Parental Choice Program
Chakrabarti	Milwaukee Parental Choice Program
Forster	Educational Choice Scholarship Program
Forster	Opportunity Scholarship Program*
Carnoy et al.	Milwaukee Parental Choice Program
Greene and Winters	Opportunity Scholarship Program
Figlio and Rouse	Opportunity Scholarship Program*
West and Peterson	Opportunity Scholarship Program*
Greene and Winters	Opportunity Scholarship Program*
Greene and Forster	Milwaukee Parental Choice Program
Hammons	Town Tuitioning Program
Hammons	Town Tuitioning Program
Hoxby	Milwaukee Parental Choice Program
Greene	Opportunity Scholarship Program*
Figlio et al.	Florida Tax Credit Scholarship Program
Figlio and Hart	Florida Tax Credit Scholarship Program
Rouse et al.	Florida Tax Credit Scholarship Program
Gray, Merrifield, and Adzima	
Greene and Forster	

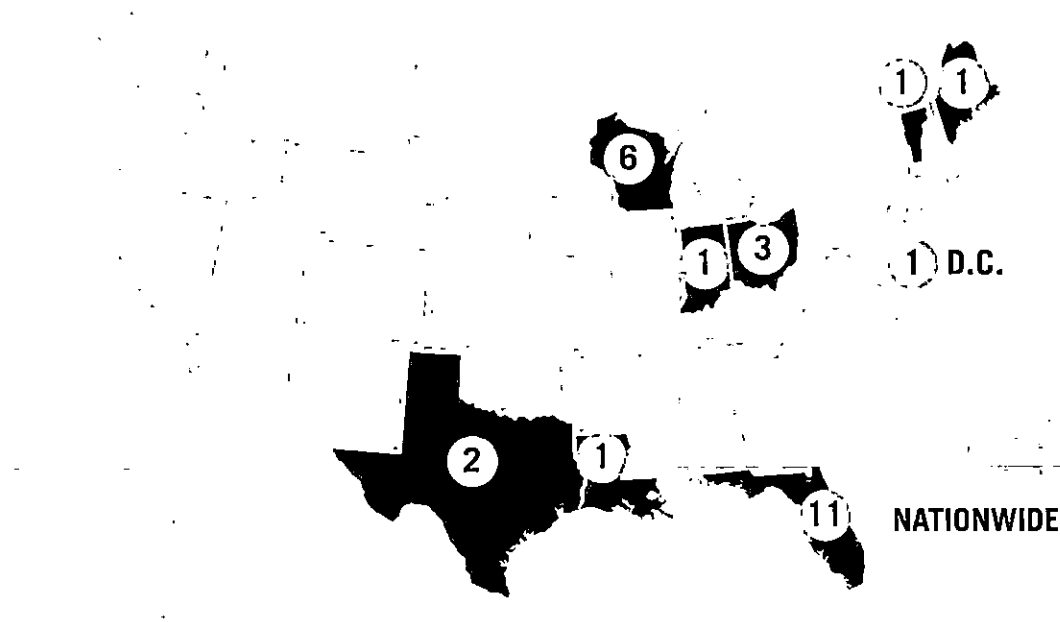
V = Voucher , TCS = Tax-Credit Scholarship , P = Private Scholarship

*The Florida Supreme Court declared that the private school voucher component of the program was unconstitutional in January 2006.

Location	Program Type	Year	Any Positive Effect	No Visible Effect	Any Negative Effect
Louisiana	V	2020	✓		
Ohio	V	2016	✓		
Florida	V	2014			X
Indiana	V	2014	✓		
Florida	V	2013	✓		
Ohio	V	2011	✓		
Florida	V	2011	✓		
Milwaukee, WI	V	2010	✓		
Milwaukee, WI	V	2009	✓		
Milwaukee, WI	V	2008	✓		
Ohio	V	2008	✓		
Florida	V	2008	✓		
Milwaukee, WI	V	2007	✓		
Washington, D.C.	V	2007			
Florida	V	2006	✓		
Florida	V	2006	✓		
Florida	V	2004		○	
Milwaukee, WI	V	2002	✓		
Maine	V	2002	✓		
Vermont	V	2002	✓		
Milwaukee, WI	V	2002	✓		
Florida	V	2001	✓		
Florida	TCS	2020	✓		
Florida	TCS	2014	✓		
Florida	TCS	2013	✓		
San Antonio, TX	P	2016	✓		
San Antonio, TX	P	2002	✓		

Notes: This table shows all empirical studies using all methods. If a study's analysis produced any positive or negative results or both, we classify those studies as positive, negative or both. Studies that did not produce any statistically significant results for any subgroup are classified as "no visible effect."

Number of Studies on Public School Test Scores by Location



About the Methods

We include studies that use nonexperimental methods given that no studies on competitive effects use random assignment.

An important concern with non-experimental methods is that public schools that face greater competitive pressure—more expansive private school choice programs—may be systematically different than public schools facing lesser competitive pressures—more limited private school choice programs. Researchers in these studies attempt to use statistical techniques to address these concerns.

There are several ways that researchers estimate the effects of private school choice programs on public school students' test scores.

For example, they may measure competition by estimating the percentage of students in a district or public school who are eligible for a choice program, with the idea being that public schools with a greater portion of students eligible for a program face greater competition because they stand to lose more students than if a smaller proportion of their students were eligible. They may also use distance measures in their models by measuring the proximity between a public school and the nearest private school. Some studies also employ density measures, which count the number of private schools within a given radius or distance from the public school.

Additional Research Context

Several systematic reviews have been conducted to synthesize the competitive effects literature for private school choice programs.⁶ All of these systematic reviews acknowledge that private school choice programs tend to induce public schools to improve. The body of evidence suggests that improvement increases with the intensity of competition.

Citations of Studies in Summary Table

Listed in chronological order, starting with most recent

Anna J. Egalite and Jonathan N. Mills (2020), Competitive Impacts of Means-Tested Vouchers on Public School Performance: Evidence from Louisiana, *Education Finance and Policy*, advance online publication, https://dx.doi.org/10.1162/edfp_a_00286

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**CIVIC VALUES
AND
PRACTICES**

Instilling common democratic and civic values is a core purpose and argument for the public funding of K–12 education. The United States is also becoming increasingly diverse with each oncoming generation of Americans. Historically elementary and secondary schools have had an important role leveling the playing field for students when it comes to socialization around shared civic values and activities.

The research on private school choice programs point to a track record indicating that these programs can, in fact, help establish and strengthen civic norms and practices. They are foundational to sustaining good citizenship, civil society, and representative democracy in our country.

Studies examined in this section analyze whether enrolling in a private school choice program has an effect on students’ civic values or how students exhibit civic practices. Such values and practices include: tolerance for the rights of others, civic knowledge, civic participation, volunteerism, social capital, civic skills, voter registration, voter turnout and patriotism. Studies that assess criminal activity tendencies are also considered for this section.

Since the last edition of *The 123s of School Choice*, a study was published examining the relationship between participating in Milwaukee’s voucher program and criminal activity. The analysis found “exposure to private schooling through a voucher is associated with lower rates of criminal activity,” such as committing misdemeanors, felonies, and theft.

Summary of Studies

	Total Number of Studies	Any Positive Effect	No Visible Effect	Any Negative Effect
Civic Values and Practices	11	6	5	0

These studies examined two voucher programs and at least three privately funded scholarship programs across five states. Of the 11 studies examining the effects of private school choice programs on public school test scores, six have found positive effects, five studies have found no visible effect, and zero studies found negative effects.

Academic Outcomes of Public Schools from All Empirical Studies

Author(s)	Program Name
DeAngelis and Wolf DeAngelis and Wolf Mills et al. Fleming, Mitchell, and McNally Fleming	Milwaukee Parental Choice Program Milwaukee Parental Choice Program Louisiana Scholarship Program Milwaukee Parental Choice Program Milwaukee Parental Choice Program
Carlson, Chingos, and Campbell Bettinger and Slonim Howell and Peterson Campbell Peterson and Campbell Wolf, Peterson, and West	

V = Voucher , P = Private Scholarship

Number of Studies on Civic Values and Practices by Location



Location	Program Type	Year	Any Positive Effect	No Visible Effect	Any Negative Effect
Milwaukee, WI	V	2019	✓		
Milwaukee, WI	V	2018		○	
Louisiana	V	2016		○	
Milwaukee, WI	V	2014	✓		
Milwaukee, WI	V	2014	✓		
New York, NY	P	2017		○	
Toledo, OH	P	2006	✓		
Washington, D.C.	P	2006		○	
National	P	2002	✓		
Nationwide	P	2001		○	
Washington, D.C.	P	2001	✓		

Notes: This table shows all empirical studies using all methods. If a study's analysis produced any positive or negative results or both, we classify those studies as positive, negative or both. Studies that did not produce any statistically significant results for any subgroup are classified as "no visible effect."

About the Methods

To examine how private schools in choice programs differ from public schools, if at all, in promoting civic values in their students, researchers rely primarily on survey methods. They compare measured outcomes between students participating in private school choice programs and similar students in public schools. Some studies of programs compared students who applied to programs and were randomly assigned via lottery to treatment and control groups.

Studies researching tolerance observe the effect of students' tolerance for others before and after using school choice, largely via survey questionnaires that gauge whether students recognize the views and rights of groups for which they disagree. Tolerance is defined as a willingness to extend legal protections to groups with whom one has disagreements. Civic engagement includes measures, such as political participation, voting, giving to charity and volunteering.

For the purposes of reporting civic outcomes, we consider only the voucher and private scholarship participants' effects. The majority of these studies have been peer reviewed and published in academic journals. Two forthcoming journal articles,

an unpublished manuscript, and a conference presentation are also included in this review. This review includes random assignment and nonexperimental studies.

Though we might want to separate social order and criminal activity studies into their own section in the future, only one such study exists to date, so this research area has been consolidated into this section. This study matched students who participated in Milwaukee's voucher program with students in the Milwaukee Public School district and examined whether students who used vouchers were more likely to engage in criminal activity compared to their matched peers.

Additional Research Context

Corey DeAngelis published a systematic review of the civic effects of school choice programs in 2017. While others have compiled civic outcomes research of other types of schooling, including charter schools, DeAngelis's review is the only one that exclusively examines private school choice. He found generally null to positive results of private school choice programs on students' tolerance, null to positive results for civic engagement, and positive results for social order. For social order, the author reviewed studies that examine the levels of criminal activity of school choice participants.⁷

Citations of Studies in Summary Table

Listed in chronological order, starting with most recent

Corey A. DeAngelis and Patrick J. Wolf (2019), Private School Choice and Crime: Evidence from Milwaukee, *Social Science Quarterly*, 100(6), pp. 2302–2315, <https://doi.org/10.1111/ssqu.12698>

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Deven Carlson, Matthew M. Chingos, and David E. Campbell (2017), The Effect of Private School Vouchers on Political Participation, *Journal of Research on Educational Effectiveness*, 10(1), pp. 545–569, <https://dx.doi.org/10.1080/19345747.2016.1256458>

Jonathan N. Mills, Albert Cheng, Collin E. Hitt, Patrick J. Wolf, and Jay P. Greene (2016), *Measures of Student Non-Cognitive Skills and Political Tolerance After Two Years of the Louisiana Scholarship Program* (Louisiana Scholarship Program Evaluation Report 2), <https://dx.doi.org/10.2139/ssrn.2738782>

David J. Fleming (2014), Learning from Schools: School Choice, Political Learning, and Policy Feedback, *Policy Studies Journal*, 42(1), pp. 55–78, <https://dx.doi.org/10.1111/psj.12042>

David Fleming, William Mitchell, and Michal McNally (2014), Can Markets Make Citizens? School Vouchers, Political Tolerance, and Civic Engagement, *Journal of School Choice*, 8(2), pp. 213–236, <https://dx.doi.org/10.1080/15582159.2014.905397>

Eric Bettinger and Robert Slonim (2006), Using Experimental Economics to Measure the Effects of a Natural Educational Experiment on Altruism, *Journal of Public Economics*, 90(8–9), pp. 1625–1648, <https://dx.doi.org/10.1016/j.jpubeco.2005.10.006>

William G. Howell and Paul E. Peterson, (2006), *The Education Gap: Vouchers and Urban Schools*, revised edition, retrieved from <https://books.google.com/books?id=lAzmJs8i-rUC>

David E. Campbell (2002), *The Civic Side of School Reform: How Do School Vouchers Affect Civic Education?* (Working Paper of the Center for the Study of Democratic Politics), Princeton University, provided by author via email on March 9, 2017

Paul E. Peterson and David E. Campbell (2001), *An Evaluation of the Children's Scholarship Fund* (PEPG 01-03), retrieved from Harvard University website: <https://sites.hks.harvard.edu/pepg/PDF/Papers/CSF%20Report%202001.pdf>

Patrick J. Wolf, Paul E. Peterson, and Martin R. West (2001), *Results of a School Voucher Experiment: The Case of Washington, D.C. after Two Years* (PEPG 01-05), retrieved from <https://files.eric.ed.gov/fulltext/ED457272.pdf>

**RACIAL /
ETHNIC
INTEGRATION**

Measuring school choice's impact on integration is both challenging and very important. Research in this area is essential because of the longstanding history and concern about segregation in America's public and private schools.

It is important to keep in mind that the public education system in the U.S. has led to significantly greater sorting across schools by family income level.⁸ Furthermore, racial sorting in public schools has increased or lagged improvements in neighborhood integration over the past few decades.⁹ Given the strong link between neighborhoods and residential assignment, the pattern that neighborhoods have become more integrated while public schools have become more segregated is puzzling. Better understanding if increasing educational choice facilitates integration in schools or weakens it is a worthy endeavor.

There are a number of issues and questions that must be tackled when measuring the impact of school choice programs on integration.

- **What is the standard for determining if a school becomes more or less integrated?**

Is a school integrated when it matches the demographic characteristics of its neighborhood? The city? The county? The state? This matters because picking different comparison groups can yield completely different findings.¹⁰

- **Which perspective should be used to determine if a choice program increases or decreases segregation?**

When a student moves from one school to another, he or she affects the racial composition of both the school he or she left and the school he or she joined. Is it positive when a student has the opportunity to attend a more integrated school? What about the experience of the children left behind? Similarly, if the student goes to a more segregated school, that movement could make their old school more integrated. What is a "positive" finding in this scenario?

- **What unit of analysis is appropriate?**

Researchers can usually look only at school-level segregation. But what happens once a student walks through the school doors? Are classrooms integrated, or are children of different races tracked into different courses? Is the lunchroom? Are extra-curricular activities? Conceivably a putatively "integrated" school could still be segregated in practice. Data alone simply can't sufficiently answer these research questions.

In this section, we consider studies that examine the effect of school choice programs on racial and ethnic diversity in public and private schools. Since the late 1990s researchers have analyzed the impacts of school voucher programs.

Because researchers' methods vary, we advise some caution to readers of this section and encourage further exploration of the individual studies. We have endeavored to be as transparent as possible as to how the researchers chose to cope with the above questions. That said, the body of the research to date indicates that existing choice programs are promoting integration.

Summary of Studies

	Total Number of Studies	Any Positive Effect	No Visible Effect	Any Negative Effect
Racial/Ethnic Integration	7	6	1	0

These studies examined four voucher programs across three states and D.C. Of the seven studies examining school choice's effect on integration in schools, six found positive effects. One was unable to detect any effects, and none found negative effects.

About the Methods

This section considers studies that employ a variety of methods. Most studies employ methods yielding results that are descriptive in nature. These measures of integration compare the following:

- the racial/ethnic composition of public and private schools and the racial/ethnic composition of the choice program's metropolitan area
- the racial/ethnic composition of public and private schools before and after the introduction or expansion of a choice program
- the racial/ethnic composition of public and private schools, assuming choice students had enrolled in their district schools instead
- the racial/ethnic composition of classrooms in public and private schools compared with the racial composition of the nation's general population

- the shares of public and private schools that are racially homogenous (usually defined as a school with at least 90 percent of student enrollment that is white or minority)

Methods that move a step closer to providing causal evidence employ student-level data over time and identify the effect that choice program participants had on the racial/ethnic composition of their originating and receiving schools after participating in the choice program. The table below depicts the four possible outcomes.

A transfer that results in both schools becoming more integrated is considered positive while a transfer that leaves both schools less integrated is considered negative. Two of these effects are mixed (i.e., when a student transfers, either the originating or receiving school becomes more integrated while the other school becomes less integrated.)

Segregation Effects, Possible Outcomes After Student Transferred via Choice Program

	Receiving school became MORE integrated	Receiving school became LESS integrated
Originating school became MORE integrated	Positive	Mixed
Originating school became LESS integrated	Mixed	Negative

We include only studies of private school choice programs in the United States, both publicly funded and privately funded. Given that no studies on integration effects use random assignment, we include studies that use nonexperimental methods. We include empirical studies only and do not include simulation studies.

Additional Research Context

Elise Swanson surveyed the literature on the effects of various school choice sectors (magnet, charters, and private) on integration in schools. In her review of studies on voucher programs, she reviewed eight studies, finding that seven studies found voucher programs improved school integration and one study was unable to detect any effects. She notes that “it is perhaps unsurprising that traditional public schools exhibit, to this day, high levels of racial segregation, and that choice programs, including vouchers, that decouple the link between address and school actually increase racial integration.”¹¹

Racial Integration from All Empirical Studies

Author(s)	Program Name
Egalite, Mills, and Wolf	Louisiana Scholarship Program
Greene, Mills, and Buck	Milwaukee Parental Choice Program
Greene and Winters	Opportunity Scholarship Program
Forster	Milwaukee Parental Choice Program
Forster	Cleveland Scholarship Program
Fuller and Mitchell	Milwaukee Parental Choice Program
Greene	Cleveland Scholarship Program

V = Voucher

Number of Studies on Racial/Ethnic Integration by Location



Location	Program Type	Year	Any Positive Effect	No Visible Effect	Any Negative Effect
Louisiana	V	2017	✓		
Milwaukee, WI	V	2010		○	
Washington, D.C.	V	2007	✓		
Milwaukee, WI	V	2006	✓		
Cleveland, OH	V	2006	✓		
Milwaukee, WI	V	2000	✓		
Cleveland, OH	V	1999	✓		

Notes: This table shows all empirical studies using all methods; the total effect on segregation in all schools is referenced. Table excludes studies that do not adequately define segregation or fail to make appropriate comparisons. For example, comparing the racial makeup of a given school to the makeup of a larger administrative unit such as a school district or municipality can be misleading and fails to directly measure the effect of introducing a private school choice program. If a study's analysis produced any positive or negative results or both, we classify those studies as positive, negative or both. Studies that did not produce any statistically significant results for any subgroup are classified as "no visible effect."

Citations of Studies in Summary Table

Listed in chronological order, starting with most recent

Anna J. Egalite, Jonathan N. Mills, and Patrick J. Wolf (2017), The Impact of Targeted School Vouchers on Racial Stratification in Louisiana Schools, *Education and Urban Society*, 49(3), pp. 271–296, <https://dx.doi.org/10.1177/0013124516643760>

Jay P. Greene, Jonathan N. Mills, and Stuart Buck (2010), *The Milwaukee Parental Choice Program's Effect on School Integration* (School Choice Demonstration Project Report 20), retrieved from University of Arkansas Department of Education Reform website: <http://www.uaedreform.org/downloads/2010/04/report-20-the-milwaukee-parental-choice-programs-effect-on-school-integration.pdf>

Jay P. Greene and Marcus A. Winters (2007), An Evaluation of the Effect of DC's Voucher Program on Public School Achievement and Racial Integration After One Year, *Journal of Catholic Education*, 11(1), pp. 83–101, <http://dx.doi.org/10.15365/joce.1101072013>

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-in-Cleveland-Public-Schools-and-the-Cleveland-Voucher-Program.pdf>

Greg Forster (2006), *Segregation Levels in Milwaukee Public Schools and the Milwaukee Voucher Program*, School Choice Issues in the State, retrieved from EdChoice website: <http://www.edchoice.org/wp-content/uploads/2015/09/Segregation-Levels-in-Milwaukee-Public-Schools-and-the-Milwaukee-Voucher-Program.pdf>

Howard L. Fuller and George A. Mitchell (2000), *The Impact of School Choice on Integration in Milwaukee Private Schools*, Current Education Issues 2000-02, retrieved from <https://files.eric.ed.gov/fulltext/ED443939.pdf>

Jay P. Greene, (1999) *Choice and Community: The Racial, Economic and Religious Context of Parental Choice in Cleveland*, retrieved from <https://files.eric.ed.gov/fulltext/ED441928.pdf>

FISCAL EFFECTS



These studies examine the fiscal effect of private school choice programs on taxpayers, state budgets and public school districts. In terms of the number of analyses conducted on private school choice programs, fiscal effects have been studied most.

One of the most common criticisms levied against school choice is that these programs “drain” or “siphon” resources from public schools. A recent national survey found that 29 percent of respondents opposed to ESAs indicated that diverting funding away from public schools is the most important reason for their opposition.¹² In light of such concerns, policymakers often want to better understand the fiscal effects of these programs.

The fiscal question is a complicated one. School funding comes from several different sources (federal, state, and local governments), and school funding formulas themselves are exceedingly complex. The distribution of the fiscal effects among different taxpayers and public school districts can be highly uneven.

There is a second issue at work that deserves deeper scrutiny as well. When it comes to how much these programs cost taxpayers and their potential effects on school districts, some tend to focus on the price tag of scholarships awarded via private school choice programs. What they tend to ignore, however, is that there are cost savings associated with students who leave the K–12 public school system. That is, when students leave their public school by using vouchers, that public school gets a reduction in funding. That school also has a reduction in educational costs, as it has fewer students to educate.

A report released last year updated a previous fiscal analysis of the Pennsylvania Educational Improvement Tax Credit Program and included a new analysis of the Opportunity Scholarship Tax Credit Program. Based on a range of assumptions about the share of scholarship students who would have enrolled in public schools in a world without the scholarship programs, the EITC and OSTC combined generated overall net fiscal benefits worth between \$4,000 and \$6,800 per scholarship. Another fiscal analysis, of Arizona’s four tax-credit scholarship programs, estimated these programs generated an overall net fiscal benefit worth between \$35 million and \$285 million for FY 2018 for the state.

The body of fiscal analyses on private school choice programs examined in this section generally find that private school choice programs generate positive fiscal benefits for taxpayers and school districts.

Fiscal Effects on Taxpayers and Public Schools from All Empirical Studies

Author(s)	Program Name
PEER Mississippi*	Mississippi Education Scholarship Account
Lueken	Opportunity Scholarship Program
Lueken	John M. McKay Scholarships for Students with Disabilities Program
Lueken	Georgia Special Needs Scholarship Program
Lueken	Choice Scholarship Program
Lueken	Louisiana Scholarship Program
Lueken	School Choice Program for Certain Students with Exceptionalities
Lueken	Mississippi Dyslexia Therapy Scholarship for Students with Dyslexia Program
Lueken	Cleveland Scholarship Program
Lueken	Autism Scholarship Program
Lueken	Educational Choice Scholarship Program
Lueken	Jon Peterson Special Needs Scholarship Program
Lueken	Lindsey Nicole Henry Scholarships for Students with Disabilities
Lueken	Carson Smith Special Needs Scholarship Program
Lueken	Milwaukee Parental Choice Program
Lueken	Parental Private School Choice Program (Racine)
Trivitt and DeAngelis	Succeed Scholarship Program
Wisconsin LAB†	Special Needs Scholarship Program
DeAngelis and Trivitt	Louisiana Scholarship Program
Trivitt and DeAngelis	Louisiana Scholarship Program
Spalding	Opportunity Scholarship Program‡
Wolf and McShane	Opportunity Scholarship Program‡
Costrell	Milwaukee Parental Choice Program
Aud	Town Tuitioning Program
Aud	Town Tuitioning Program
Aud	John M. McKay Scholarships for Students with Disabilities Program
Aud	Opportunity Scholarship Program‡
Aud	Opportunity Scholarship Program‡
Aud	Cleveland Scholarship Program
Aud	Autism Scholarship Program
Aud	Carson Smith Special Needs Scholarship Program

ESA = Education Savings Account , V = Voucher , TCS = Tax-Credit Scholarship P = Private Scholarship

*Joint Legislative Committee on Performance Evaluation and Expenditure Review

†State of Wisconsin Legislative Audit Bureau

‡The Florida Supreme Court declared that the private school voucher component of the program was unconstitutional in January 2006.

Location	Program Type	Year	Any Positive Effect	No Visible Effect	Any Negative Effect
Mississippi	ESA	2018			X
Washington, D.C.	V	2018	✓		
Florida	V	2018	✓		
Georgia	V	2018	✓		
Indiana	V	2018	✓		
Louisiana	V	2018	✓		
Louisiana	V	2018			X
Mississippi	V	2018	✓		
Cleveland, OH	V	2018	✓		
Ohio	V	2018	✓		
Ohio	V	2018	✓		
Ohio	V	2018	✓		
Oklahoma	V	2018	✓		
Utah	V	2018			
Milwaukee, WI	V	2018	✓		
Racine, WI	V	2018	✓		
Arkansas	V	2018	✓		
Wisconsin	V	2018		○	
Louisiana	V	2016	✓		
Louisiana	V	2016	✓		
Florida	V	2014	✓		
Washington, D.C.	V	2013	✓		
Milwaukee, WI	V	2010	✓		
Vermont	V	2007		○	
Maine	V	2007		○	
Florida	V	2007	✓		
Florida	V	2007	✓		
Washington, D.C.	V	2007	✓		
Cleveland, OH	V	2007	✓		
Ohio	V	2007	✓		
Utah	V	2007		○	

Notes: This table shows all empirical studies using all methods; the total fiscal effect of school choice programs is referenced. Table excludes any analyses that fail to make a reasonable attempt to account for both sides of the ledger, i.e. both costs and savings from school choice programs. If a study's analysis produced any positive or negative results or both, we classify those studies as positive, negative or both. Studies that did not produce any statistically significant results for any subgroup are classified as "no visible effect." Lueken (2019) includes an update of an earlier fiscal analysis of Pennsylvania's Educational Improvement Tax Credit Program and replaces Martin F. Lueken (2018), The Fiscal Effects of Tax-Credit Scholarship Programs in the United States, *Journal of School Choice*, 12(2), pp. 181-215, <https://dx.doi.org/10.1080/15582159.2018.1447725>

Fiscal Effects on Taxpayers and Public Schools from All Empirical Studies *(continued)*

Author(s)	Program Name
Aud	Milwaukee Parental Choice Program
Aud and Michos	Opportunity Scholarship Program
Sheasby	All four tax-credit scholarship programs§
Lueken	Educational Improvement Tax Credit Program
Lueken	Opportunity Scholarship Tax Credit Program
Dearmon and Evans	Oklahoma Equal Opportunity Education Scholarships
Lueken	Original Individual Income Tax Credit Scholarship Program
Lueken	Low-Income Corporate Income Tax Credit Scholarship Program
Lueken	Lexie's Law for Disabled and Displaced Students Tax Credit Scholarship Program
Lueken	"Switcher" Individual Income Tax Credit Scholarship Program
Lueken	Florida Tax Credit Scholarship Program
Lueken	Qualified Education Expense Tax Credit
Lueken	School Scholarship Tax Credit
Lueken	School Tuition Organization Tax Credit
Lueken	Tax Credits for Contributions to Scholarship Organizations
Girardi and Gullickson	School Tuition Organization Tax Credit
SummaSource	Alabama Education Scholarship Program
LOEDR#	Florida Tax Credit Scholarship Program
OPPAGA**	Florida Tax Credit Scholarship Program
Aud	Original Individual Income Tax Credit Scholarship Program
Aud	Educational Improvement Tax Credit Program
Aud	Florida Tax Credit Scholarship Program
Collins Center for Public Policy	Florida Tax Credit Scholarship Program
Merrifield & Gray	

ESA = Education Savings Account , V = Voucher , TCS = Tax-Credit Scholarship , P = Private Scholarship

§Results could not be broken out by program.

#LOEDR stands for Legislative Office of Economic and Demographic Research (State of Florida)

**OPPAGA stands for Office of Program Policy Analysis and Government Accountability (State of Florida)

Location	Program Type	Year	Any Positive Effect	No Visible Effect	Any Negative Effect
Milwaukee, WI	V	2007	✓		
Washington, D.C.	V	2006	✓		
Arizona	TCS	2020	✓		
Pennsylvania	TCS	2019	✓		
Pennsylvania	TCS	2019	✓		
Oklahoma	TCS	2018	✓		
Arizona	TCS	2018	✓		
Arizona	TCS	2018	✓		
Arizona	TCS	2018	✓		
Arizona	TCS	2018	✓		
Florida	TCS	2018	✓		
Georgia	TCS	2018	✓		
Indiana	TCS	2018	✓		
Iowa	TCS	2018	✓		
Rhode Island	TCS	2018	✓		
Iowa	TCS	2017	✓		
Alabama	TCS	2017	✓		
Florida	TCS	2012	✓		
Florida	TCS	2008	✓		
Arizona	TCS	2007	✓		
Pennsylvania	TCS	2007	✓		
Florida	TCS	2007	✓		
Florida	TCS	2007	✓		
San Antonio, TX	P	2009	✓		

Notes: This table shows all empirical studies using all methods; the total fiscal effect of school choice programs is referenced. Table excludes any analyses that fail to make a reasonable attempt to account for both sides of the ledger, i.e. both costs and savings from school choice programs. If a study's analysis produced any positive or negative results or both, we classify those studies as positive, negative or both. Studies that did not produce any statistically significant results for any subgroup are classified as "no visible effect." Lueken (2019) includes an update of an earlier fiscal analysis of Pennsylvania's Educational Improvement Tax Credit Program and replaces Martin F. Lueken (2018), The Fiscal Effects of Tax-Credit Scholarship Programs in the United States, *Journal of School Choice*, 12(2), pp. 181-215, <https://dx.doi.org/10.1080/15582159.2018.1447725>

Summary of Studies

	Total Number of Studies	Any Positive Effect	No Visible Effect	Any Negative Effect
Fiscal Effects	55	49	4	2

Analyses reviewed here cover 20 voucher programs, 12 tax-credit scholarship programs, one education savings account program, and one privately funded scholarship program across 17 states and D.C. Of 55 studies on the fiscal effects of private school choice programs, 49 found that programs generated net savings for taxpayers. Four found those programs were cost-neutral, and two studies estimated that a program generated net costs.

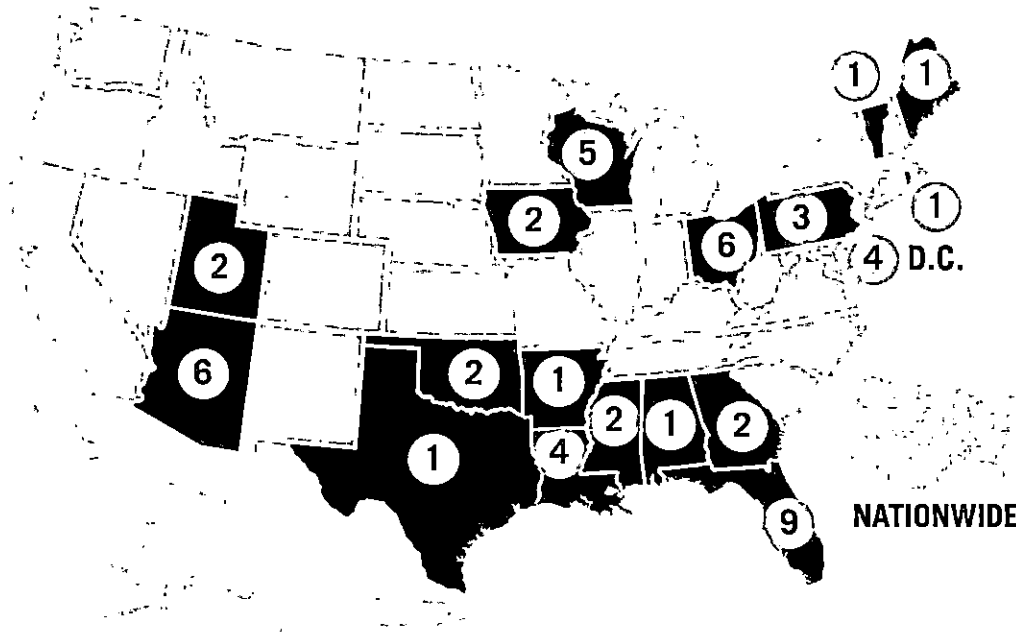
About the Methods

Researchers and fiscal analysts have employed a variety of accounting techniques to estimate the fiscal effects of private school choice programs on different groups. Any fiscal analysis should account for switchers, or students who would likely enroll in a public school if they did not receive any financial assistance from the choice program. It is not accurate to assume that all students using school choice programs would attend private schools even without access to the program.

Because it is impossible to know with complete certainty whether students are switchers, some analyses also report “break-even switcher rates” for program, or the share of program participants who must be switchers for a program to be cost-neutral. Break-even switcher rates are intended to give policymakers a general sense about a program’s fiscal impact, i.e., if it is likely to generate net savings or costs.

We review all fiscal analyses of operational U.S. school choice programs—both publicly funded and privately funded—that make a reasonable attempt to account for both costs and savings associated with switchers. We exclude any analyses that report estimates only for the cost of scholarship. We do not consider fiscal analyses of school choice bills, such as legislative fiscal notes.

Number of Studies on Fiscal Effects On Taxpayers and Public Schools by Location



Citations of Studies in Summary Table

Listed in chronological order, starting with most recent

Deborah Sheasby (2020), *How the Arizona School Tuition Organization Tax Credits Save the State Money*, retrieved from Center for Arizona Policy website: <https://www.azpolicy.org/wp-content/uploads/2020/01/How-the-AZ-STO-Tax-Credits-Save-the-State-Money-2.pdf>

Martin F. Lueken (2019), *Projected Fiscal Impact of Pennsylvania Senate Bill No. 299*, retrieved from EdChoice website: https://www.edchoice.org/wp-content/uploads/2019/06/EdChoice-brief_PA-SB-299-fiscal-projections.pdf

Jacob Dearmon and Russell Evans (2018), *Fiscal Impact Analysis of the Oklahoma Equal Opportunity Scholarship Tax Credit*, retrieved from Oklahoma City University website: <https://www.okcu.edu/uploads/business/docs/Scholarship-Tuition-Tax-Credit-FY-2017-Fiscal-Impact-Report.pdf>

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Julie R. Trivitt and Corey A. DeAngelis (2018), State-Level Fiscal Impact of the Succeed Scholarship Program 2017-2018, *Arkansas Education Reports*, 15(1), pp. 1–21, retrieved from <http://scholarworks.uark.edu/oepreport/1>

Wisconsin Legislative Audit Bureau (2018), *Special Needs Scholarship Program: Department of Public Instruction* (Report 18-6), retrieved from <https://legis.wisconsin.gov/lab/media/2753/18-6full.pdf>

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SummaSource (2017), *Final Report: Analysis of the Financial Impact of the Alabama Accountability Act*, SummaSource at Auburn University at Montgomery, retrieved from American Federation for Children website: <https://www.federationforchildren.org/wp-content/uploads/2017/02/AUM-Fiscal-Impact-Report.pdf>

Corey A. DeAngelis and Julie R. Trivitt (2016), *Squeezing the Public School Districts: The Fiscal Effects of Eliminating the Louisiana Scholarship Program* (EDRE Working Paper 2016-10), retrieved from University of Arkansas Department of Education Reform website: <http://www.uaedreform.org/downloads/2016/08/squeezing-the-public-school-districts-the-fiscal-effects-of-eliminating-the-louisiana-scholarship-program.pdf>

Julie R. Trivitt and Corey A. DeAngelis (2016), *The Fiscal Effect of Eliminating the Louisiana Scholarship Program on State Education Expenditures* (EDRE Working Paper 2016-06), <https://dx.doi.org/10.2139/ssrn.2768956>

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John Merrifield and Nathan L. Gray (2009), An Evaluation of the CEO Horizon, 1998–2008, Edgewood Tuition Voucher Program, *Journal of School Choice*, 3(4), pp. 414–415, <https://dx.doi.org/10.1080/15582150903430764>

OPPAGA (2008), *The Corporate Tax Credit Scholarship Program Saves State Dollars* (Report 08-68), retrieved from <http://www.oppaga.state.fl.us/reports/pdf/0868rpt.pdf>

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APPENDIX

What Can Research Tell Us About School Choice?

When it comes to evaluating any public policy, social science is an important, but limited, tool in our toolbox.

The findings of studies, articles, and reports have to be examined not only for their validity but also must be put in the context of values and priorities that exist outside of the realm of measurable and quantifiable. Studies are limited by their sample, their methods, the data available to researchers, and the quality of the outcome measures used to determine impact. If the sample is too limited, the data too messy, or the outcome measure uncorrelated with what we really care about, a study's large effect size might not actually be all that meaningful. Studies like this get published all of the time. Careful consumers will dig into them before drawing broad sweeping conclusions.

But even the best designed studies are limited to things that we can measure and count. It is quite challenging to put a number on liberty, autonomy, dignity, respect, racism, or a host of constructs that we all know exist and are meaningful. Even if an intervention has a positive effect on some measurable outcome, it might violate a principle that supersedes it.

Social science should be used as a torch, not a cudgel. It should help us understand how programs work and how they can work better. As an organization that both creates research related to private school choice and regularly uses it, we think it is important to both summarize the extant literature on the topic and speak frankly about both their strengths and limitations.

So, before we dive into the literature on private school choice, there are several important contextual issues that we need to discuss. We also want to take a moment and explain some of the decisions that we made to include some studies in our review and not others.

Heterogeneity of Treatment

Gertrude Stein wrote “a rose is a rose is a rose” but is it also true that “a voucher is a voucher is a voucher?”¹ Not necessarily. No two private school choice programs are alike. They differ across an array of design features, from how they are funded to rules on accountability to eligibility criteria. The Cleveland Scholarship Program, for example is worth \$4,650 for elementary students and \$6,000 for high school students, while the DC Opportunity Scholarship is \$8,857 for elementary school students and \$13,287 for high school students. In Louisiana, participating schools have to take the Louisiana state standardized test, in Florida’s Tax Credit Scholarship Program, students must simply take one of several approved nationally-normed standardized tests. Some programs allow schools to apply admissions requirements to students, others do not. Some allow families to “top up” their scholarship, adding their own money to help pay for more expensive schools, others require participating schools to accept the voucher for the full cost of the program. Some programs require students to apply to a school first, and then apply for the voucher while others have students apply for the voucher first and then apply to the school. Some programs are statewide while others are limited to certain geographic areas. Some are limited to low-income students, others are limited to students with special needs. The list goes on.

Any reasonable observer would expect these program differences to affect their impact on the students and schools that participate. When we see different outcomes from different studies, how much is that due to the peculiarities of those particular programs? What peculiarities drive those findings? We don’t yet know.

We combine these findings and advise some caution about over-interpretation. The findings of one study limited to one region or of a program that is structured in a particular way might not apply to another potential program in a different place that is structured in a different way. This is why in our summaries we are clear about the geographic location of the studies that we describe, so that readers can understand the context around the findings.

Measures Matter

It is always important to understand what researchers are measuring. Testing is widely implemented across all sectors of schooling, and thus it is unsurprising that a healthy segment of the school choice literature studies programs’ effects on student test scores. But it is important to note that testing is used differently in different education sectors. For most public and charter schools, test scores are part

¹Gertrude Stein (1922), *Geography and Plays*

of state accountability systems. They can be rewarded or penalized based on how well students perform. Most private schools do not participate in these systems. If you use a measure that one sector is pushed to maximize by the state and another is not, you might confuse the effect of that pushing with the effectiveness of the school.

Secondly, it is important to note that many private schools specifically eschew state standards and state standardized tests. They argue that those tests do not measure what matters and thus teach their own curriculum aligned to what they feel is most important. If we use the results on the state test to compare these schools, we might yet again confuse the results. The scores of schools that are aligned to the state curriculum might do better, not because they are “better” schools, but simply because they are teaching more explicitly what the state test is measuring.

It is also important to know why parents make choices. If they don’t value test scores, and thus don’t choose schools in an effort to maximize them, we shouldn’t be surprised if test scores are lower in the schools that they choose. Think of it this way. Some folks like big pickup trucks because they want to haul stuff in the bed or tow their boat to the lake on the weekend. They choose based on cargo space and towing capacity. If we measure cars based on fuel efficiency, arguing that better cars are more fuel efficient, it will look like all of these people are making “bad” choices. They aren’t. They are simply choosing on a different dimension.

Finally, it is important to note two papers that documented evidence suggesting a disconnect between test scores and long run outcomes such as educational attainment in school choice program evaluation.ⁱⁱ There are plausible explanations for this disconnect. For instance, differences in test scores among students in public and private schools may simply reflect differences in curricula rather than quality. Long-run outcomes of educational attainment, on the other hand, may yield better proxies for how a private school choice program affected a student’s employment prospects and future earnings. So far there has not been any study to date examining the effect of any private school choice program on outcomes related to earned income or employment.

Why Randomized Control Trial Studies?

One key decision that we make in compiling the studies that are in the participant effects section was to limit the sample to randomized control trials (RCTs). There have been lots of studies of private school choice programs (several of which we

ⁱⁱCollin Hitt, Michael Q. McShane, and Patrick J. Wolf (2018), *Do Impacts on Test Scores Even Matter? Lessons from Long-Run Outcomes in School Choice Research: Attainment Versus Achievement Impacts and Rethinking How to Evaluate School Choice Programs*, retrieved from American Enterprise Institute website: <http://www.aei.org/wp-content/uploads/2018/04/Do-Impacts-on-Test-Scores-Even-Matter.pdf>; Corey A. DeAngelis (2018), *Divergences between Effects on Test Scores and Effects on Non-Cognitive Skills*, <https://dx.doi.org/10.2139/ssrn.3273422>

reference later) that are not RCTs, and so for this guide we are clear about when we include or exclude non-RCT studies. Most research literatures either have very few RCT studies so far or are simply not conducive to that type of research design.

When evaluating the effect of a private school choice program, we have to ask the key question: “Compared to what?”

A decrease in average graduation rates among students participating in a choice program doesn’t tell us much about the effectiveness of the program. Comparing the change in program participants’ graduation rates with students in public schools is somewhat better, but even this comparison provides limited (and possibly misleading) information about the program’s effectiveness. There may be factors not being accounted for or observed that explain any difference in those outcomes. This fear is particularly acute in school choice research, as seeking out a school choice program evinces a level of motivation that is potentially not present in families that do not apply to such programs. In fact, trying to cope with selection bias is a central methodological issue in estimating the effects of school choice programs.

Ideally, to evaluate the effectiveness of a school choice program, we would compare the change in outcomes between students who use a scholarship with the change in outcomes of an identical group of students (“twins”) who do not participate in the program. Creating a comparison group that provides an “apples-to-apples” comparison is challenging.

The best methodology available to researchers for generating “apples-to-apples” comparisons is a randomized control trial, which researchers also refer to as random assignment studies. These studies are also known as experimental studies and widely considered to be the “gold standard” of research methodology. In fact, the What Works Clearinghouse in the U.S. Department of Education designates RCTs as the only research method that can receive the highest rating, “Meets Group Design Standards Without Reservations” [emphasis added].ⁱⁱⁱ

In RCTs, some random process (like a random drawing) is used to assign students to the treatment and control groups. This method is often referred to as the “gold standard” of research methods because the treatment and comparison groups are, on average, identical except for one aspect: one group receives the intervention while the other does not. We can attribute any observed differences in outcomes to the treatment (a causal relationship).

ⁱⁱⁱWhat Works Clearinghouse (2014), *Procedures and Standards Handbook: Version 3.0*, retrieved from Institute of Education Sciences website: https://ies.ed.gov/ncee/wwc/docs/referenceresources/wwc_procedures_v3_0_standards_handbook.pdf

Researchers that conduct RCT studies (also called “random assignment” studies) may report unbiased estimates of effects based on two different comparisons:

- (1) Researchers may report estimates for “intent-to-treat” (ITT) effects, which compares outcomes between students who won the lottery and students who did not win the lottery. ITT is the estimated effect of winning the lottery.
- (2) Researchers may also report “treatment-on-the-treated” (TOT) effects, which compare differences in outcomes between students who attended a private school and students who did not attend private school, regardless of their lottery outcome. TOT is the estimated effect of using the voucher.

When random assignment is not possible, some researchers use statistical techniques to approximate randomization. These studies are sometimes referred to as nonexperimental studies. All research methods, including RCT, have tradeoffs. While RCTs have very high internal validity because of its ability to control for unobservable factors (e.g., student and parent motivation), they do not necessarily provide very high (or low) external validity.

Internal validity is the degree to which the effects we observe can be attributed to the program and not other factors.

External validity is the extent to which results can be generalized to other students in other programs.

In addition to having a high degree of internal validity, another reason we favor RCTs over other methods is that, in the context of evaluating private school choice programs, RCTs occur at the level of the program itself. This is in contrast with RCTs in other education policy areas, such as charter schools. In charter school RCTs, lotteries occur at the school level, meaning that only schools that held lotteries are included in the study. Given that high-quality schools are likely to be in high demand and oversubscribed, results from these studies are likely to be representative of oversubscribed schools, but not necessarily representative of schools that are in low demand. Results from RCT studies of programs where the lottery is held at the program level give us an estimate of the effect of the program rather than just oversubscribed schools.

As you may have seen if you’ve already flipped through this guide, we reported results for studies based on both random assignment (whenever possible) and nonexperimental methods that have some strategy for trying to control for self-selection until 10 random assignment studies based on unique student populations become available.

Multiple Studies of the Same Programs

We include multiple studies of the same program in our review as unique observations. We include them because replication is an integral part of the scientific process for discovering truth. It is important to consider research by different researchers who study the same programs and different students. It is also important to consider reports that employ different rigorous methods. If these efforts arrive at similar conclusions, then we can have more confidence about the effects of a program we observe.

We also took care to avoid unnecessary double counting, as this could lead to one program excessively influencing the results. If an article or paper includes multiple distinct analyses of different private school choice programs, then we counted each of the analyses as distinct studies. We include replication studies by different research teams and studies that use different research methods.

In cases where a team of researchers conduct multiple studies to evaluate a given program over, we include the most recent analysis from the evaluation. We exclude studies that were conducted by the same researchers or research team using the same data.

Why No Effect Sizes?

This guide is a summary of the relevant research on private school choice programs. It is not a meta-analysis of those research areas. Meta-analyses attempt to look at the estimates of program effects from individual studies and combine them to determine an overall average effect across all of the studies. These are difficult and complicated studies to do well. They involve norming the effect sizes to numbers that can be combined with one another and averaged.

That kind of methodology is beyond the scope of our project here. Our goal is to summarize the literature. To do so, we have sacrificed a measure of specificity. We believe that tradeoff is worth making. Where possible, we cite relevant meta-analyses and systematic reviews that have been conducted on the literature of the particular topics that we explore.

Now that we have that out of the way, we share our summary findings in the rest of this publication. We have undertaken this exercise to help inform the debate, not to circumvent it. These findings, as with all findings of social science research, must be taken in their proper context and with the appropriate qualifications and caveats. We hope to set that example at EdChoice in the ways that we use the findings of the studies that follow, and fully expect to hear from our readers when we do not.

RESEARCH STUDIES BY PROGRAM TYPE

Research Studies on ESA Programs

Author(s)	Program Name
Parent Satisfaction Impacts from Private Educational Choice Programs	
Catt and Cheng	Empowerment Scholarship Accounts
Kittredge	Equal Opportunity for Students with Special Needs Program
Butcher and Bedrick	Empowerment Scholarship Accounts
Fiscal Effects on Taxpayers and Public Schools from All Empirical Studies	
PEER Mississippi*	Mississippi Education Scholarship Account

*Joint Legislative Committee on Performance Evaluation and Expenditure Review

Location	Year	Any Positive Effect	No Visible Effect	Any Negative Effect
Arizona	2019	✓		X
Mississippi	2016	✓		
Arizona	2013	✓		
Mississippi	2018			X

Notes: If a study's analysis produced any positive or negative results or both, we classify those studies as positive, negative or both. Studies that did not produce any statistically significant results for any subgroup are classified as "no visible effect."

Research Studies on Voucher Programs

Author(s)	Program Name
Test Score Outcome of Participants from Random Assignment Studies	
Webber et al.	Opportunity Scholarship Program
Mills and Wolf	Louisiana Scholarship Program
Abdulkadiroglu, Pathak, and Walters	Louisiana Scholarship Program
Wolf et al.	Opportunity Scholarship Program
Lamarche	Milwaukee Parental Choice Program
Greene, Peterson, and Du	Milwaukee Parental Choice Program
Rouse	Milwaukee Parental Choice Program
Attainment Outcomes of Participants from All Empirical Studies	
Chingos et al.	Opportunity Scholarship Program
Chingos et al.	Milwaukee Parental Choice Program
Erickson, Mills, and Wolf	Louisiana Scholarship Program
Wolf et al.	Opportunity Scholarship Program
Parent Satisfaction Impacts from Private Educational Choice Programs	
Department of Public Instruction	Special Needs Scholarship Program
Catt and Rhinesmith	Choice Scholarship Program
Egalite, Gray, and Stallings	Opportunity Scholarships
Catt and Rhinesmith*	Choice Scholarship Program/School Scholarship Tax Credit
Black	John M. McKay Scholarships for Students with Disabilities Program
Kisida and Wolf	Opportunity Scholarship Program
DiPerna†	Choice Scholarship Program/School Scholarship Tax Credit
Witte et al.	Milwaukee Parental Choice Program
Weidner and Herrington	John M. McKay Scholarships for Students with Disabilities Program
Greene and Forster	John M. McKay Scholarships for Students with Disabilities Program
Witte	Milwaukee Parental Choice Program
Metcalf	Cleveland Scholarship Program

*The report combined voucher and tax-credit scholarship parents into "Choice Parents," although anyone could calculate voucher and tax-credit scholarship results based on data tables in the report appendices.

†The report combined voucher and tax-credit scholarship parents into "Choice Parents" for all information made publicly available.

Location	Program Type	Any Positive Effect	No Visible Effect	Any Negative Effect
Washington, D.C.	2019		○	
Louisiana	2019			X
Louisiana	2018			X
Washington, D.C.	2013	✓		
Milwaukee, WI	2008	✓		X
Milwaukee, WI	1999	✓		
Milwaukee, WI	1998	✓		
Washington, D.C.	2019		○	
Milwaukee, WI	2019	✓		
Louisiana	2018		○	
Washington, D.C.	2013	✓		
Wisconsin	2018	✓		
Indiana	2017	✓		
North Carolina	2017	✓		
Indiana	2016	✓		
Florida	2015		○	
Washington, D.C.	2015	✓		
Indiana	2014	✓		
Milwaukee, WI	2008	✓		
Florida	2006	✓		
Florida	2003	✓		
Milwaukee, WI	2000	✓		
Cleveland, OH	1999	✓		

Notes: If a study's analysis produced any positive or negative results or both, we classify those studies as positive, negative or both. Studies that did not produce any statistically significant results for any subgroup are classified as "no visible effect."

Research Studies on Voucher Programs

Author(s)	Program Name
Parent Satisfaction Impacts from Private Educational Choice Programs <i>(continued)</i>	
Peterson, Howell, and Greene	Cleveland Scholarship Program
Greene, Howell, and Peterson	Cleveland Scholarship Program
Academic Outcomes of Public Schools from All Empirical Studies	
Egalite and Mills	Louisiana Scholarship Program
Figlio and Karbownik	Educational Choice Scholarship Program
Bowen and Trivitt	Opportunity Scholarship Program‡
Egalite	Choice Scholarship Program
Chakrabarti	Opportunity Scholarship Program‡
Carr	Educational Choice Scholarship Program
Winters and Greene	John M. McKay Scholarships for Students with Disabilities Program
Mader	Milwaukee Parental Choice Program
Greene and Marsh	Milwaukee Parental Choice Program
Chakrabarti	Milwaukee Parental Choice Program
Forster	Educational Choice Scholarship Program
Forster	Opportunity Scholarship Program‡
Carnoy et al.	Milwaukee Parental Choice Program
Greene and Winters	Opportunity Scholarship Program
Figlio and Rouse	Opportunity Scholarship Program‡
West and Peterson	Opportunity Scholarship Program‡
Greene and Winters	Opportunity Scholarship Program‡
Greene and Forster	Milwaukee Parental Choice Program
Hammons	Town Tuitioning Program
Hammons	Town Tuitioning Program
Hoxby	Milwaukee Parental Choice Program
Greene	Opportunity Scholarship Program‡

‡The Florida Supreme Court declared that the private school voucher component of the program was unconstitutional in January 2006.

Location	Program Type	Any Positive Effect	No Visible Effect	Any Negative Effect
Milwaukee, WI	1999	✓		
Cleveland, OH	1998	✓		
Louisiana	2020	✓		
Ohio	2016	✓		
Florida	2014			X
Indiana	2014	✓		
Florida	2013	✓		
Ohio	2011	✓		
Florida	2011	✓		
Milwaukee, WI	2010	✓		
Milwaukee, WI	2009	✓		
Milwaukee, WI	2008	✓		
Ohio	2008	✓		
Florida	2008	✓		
Milwaukee, WI	2007	✓		
Washington, D.C.	2007		○	
Florida	2006	✓		
Florida	2006	✓		
Florida	2004	✓		
Milwaukee, WI	2002	✓		
Maine	2002	✓		
Vermont	2002	✓		
Milwaukee, WI	2002	✓		
Florida	2001	✓		

Notes: If a study's analysis produced any positive or negative results or both, we classify those studies as positive, negative or both. Studies that did not produce any statistically significant results for any subgroup are classified as "no visible effect."

Research Studies on Voucher Programs

Author(s)	Program Name
Civic Values and Practices from All Empirical Studies	
DeAngelis and Wolf	Milwaukee Parental Choice Program
DeAngelis and Wolf	Milwaukee Parental Choice Program
Mills et al.	Louisiana Scholarship Program
Fleming, Mitchell, and McNally	Milwaukee Parental Choice Program
Fleming	Milwaukee Parental Choice Program
Racial Integration from All Empirical Studies	
Egalite, Mills, and Wolf	Louisiana Scholarship Program
Greene, Mills, and Buck§	Milwaukee Parental Choice Program
Greene and Winters	Opportunity-Scholarship Program
Forster	Milwaukee Parental Choice Program
Forster	Cleveland Scholarship Program
Fuller and Mitchell	Milwaukee Parental Choice Program
Greene	Cleveland Scholarship Program
Fiscal Effects on Taxpayers and Public Schools from All Empirical Studies	
Lueken	Opportunity Scholarship Program
Lueken	John M. McKay Scholarships for Students with Disabilities Program
Lueken	Georgia Special Needs Scholarship Program
Lueken	Choice Scholarship Program
Lueken	Louisiana Scholarship Program
Lueken	School Choice Program for Certain Students with Exceptionalities
Lueken	Mississippi Dyslexia Therapy Scholarship for Students with Dyslexia Program
Lueken	Cleveland Scholarship Program
Lueken	Autism Scholarship Program
Lueken	Educational Choice Scholarship Program
Lueken	Jon Peterson Special Needs Scholarship Program
Lueken	Lindsey Nicole Henry Scholarships for Students with Disabilities

§This study employed multiple measures of racial integration and concluded that the effects of the program was overall neutral. We included this study in the "No Visible Effect" column.

Location	Program Type	Any Positive Effect	No Visible Effect	Any Negative Effect
Milwaukee, WI	2019	✓		
Milwaukee, WI	2018		○	
Louisiana	2016		○	
Milwaukee, WI	2014	✓		
Milwaukee, WI	2014	✓		
Louisiana	2017	✓		
Milwaukee, WI	2010		○	
Washington, D.C.	2007	✓		
Milwaukee, WI	2006	✓		
Cleveland, OH	2006	✓		
Milwaukee, WI	2000	✓		
Cleveland, OH	1999	✓		
		✓		
Washington, D.C.	2018	✓		
Florida	2018	✓		
Georgia	2018	✓		
Indiana	2018	✓		
Louisiana	2018	✓		
Louisiana	2018			X
Mississippi	2018	✓		
Cleveland, OH	2018	✓		
Ohio	2018	✓		
Ohio	2018	✓		
Ohio	2018	✓		
Oklahoma	2018	✓		

Notes: If a study's analysis produced any positive or negative results or both, we classify those studies as positive, negative or both. Studies that did not produce any statistically significant results for any subgroup are classified as "no visible effect."

Research Studies on Voucher Programs

Author(s)	Program Name
Fiscal Effects on Taxpayers and Public Schools from All Empirical Studies <i>(continued)</i>	
Lueken	Carson Smith Special Needs Scholarship Program
Lueken	Milwaukee Parental Choice Program
Lueken	Parental Private School Choice Program (Racine)
Trivitt and DeAngelis	Succeed Scholarship Program
Wisconsin LAB#	Special Needs Scholarship Program
DeAngelis and Trivitt	Louisiana Scholarship Program
Trivitt and DeAngelis	Louisiana Scholarship Program
Spalding	Opportunity Scholarship Program‡
Wolf and McShane	Opportunity Scholarship Program
Costrell	Milwaukee Parental Choice Program
Aud	Town Tuitioning Program
Aud	Town Tuitioning Program
Aud	John M. McKay Scholarships for Students with Disabilities Program
Aud	Opportunity Scholarship Program‡
Aud	Opportunity Scholarship Program
Aud	Cleveland Scholarship Program
Aud	Autism Scholarship Program
Aud	Carson Smith Special Needs Scholarship Program
Aud	Milwaukee Parental Choice Program
Aud and Michos	Opportunity Scholarship Program

‡The Florida Supreme Court declared that the private school voucher component of the program was unconstitutional in January 2006.

#State of Wisconsin Legislative Audit Bureau

Location	Program Type	Any Positive Effect	No Visible Effect	Any Negative Effect
Utah	2018	✓		
Milwaukee, WI	2018	✓		
Racine, WI	2018	✓		
Arkansas	2018	✓		
Wisconsin	2018		○	
Louisiana	2016	✓		
Louisiana	2016	✓		
Florida	2014	✓		
Washington, D.C.	2013	✓		
Milwaukee, WI	2010	✓		
Vermont	2007		○	
Maine	2007		○	
Florida	2007	✓		
Florida	2007	✓		
Washington, D.C.	2007	✓		
Cleveland, OH	2007	✓		
Ohio	2007	✓		
Utah	2007		○	
Milwaukee, WI	2007	✓		
Washington, D.C.	2006	✓		

Notes: If a study's analysis produced any positive or negative results or both, we classify those studies as positive, negative or both. Studies that did not produce any statistically significant results for any subgroup are classified as "no visible effect."

Research Studies on Tax-Credit Scholarship Programs

Author(s)	Program Name
Attainment Outcomes of Participants from All Empirical Studies	
Chingos et al.	Florida Tax Credit Scholarship Program
Parent Satisfaction Impacts from Private Educational Choice Programs	
Catt and Cheng Catt and Rhinesmith Department of Revenue Administration Catt and Rhinesmith† DiPerna‡ Kelly and Scafidi	All four tax-credit scholarship programs* School Scholarship Tax Credit Education Tax Credit Program Choice Scholarship Program/School Scholarship Tax Credit Choice Scholarship Program/School Scholarship Tax Credit Qualified Education Expense Tax Credit
Academic Outcomes of Public Schools from All Empirical Studies	
Figlio et al. Figlio and Hart Rouse et al.	Florida Tax Credit Scholarship Program Florida Tax Credit Scholarship Program Florida Tax Credit Scholarship Program
Fiscal Effects on Taxpayers and Public Schools from All Empirical Studies	
Sheasby Lueken Lueken Dearmon and Evans Lueken Lueken Lueken Lueken Lueken Lueken Lueken Lueken Lueken Lueken Girardi and Gullickson SummaSource LOEDR§ OPPAGA# Aud Aud Aud Collins Center for Public Policy	All four tax-credit scholarship programs* Educational Improvement Tax Credit Program Opportunity Scholarship Tax Credit Program Oklahoma Equal Opportunity Education Scholarships Original Individual Income Tax Credit Scholarship Program Low-Income Corporate Income Tax Credit Scholarship Program Lexie's Law for Disabled and Displaced Students Tax Credit Scholarship Program "Switcher" Individual Income Tax Credit Scholarship Program Florida Tax Credit Scholarship Program Qualified Education Expense Tax Credit School Scholarship Tax Credit School Tuition Organization Tax Credit Tax Credits for Contributions to Scholarship Organizations School Tuition Organization Tax Credit Alabama Education Scholarship Program Florida Tax Credit Scholarship Program Florida Tax Credit Scholarship Program Original Individual Income Tax Credit Scholarship Program Educational Improvement Tax Credit Program Florida Tax Credit Scholarship Program Florida Tax Credit Scholarship Program

*Results could not be broken out by program and reflect responses by parents with children attending private schools via any of Arizona's four tax-credit scholarship programs.

†The report combined voucher and tax-credit scholarship parents into "Choice Parents," although anyone could calculate voucher and tax-credit scholarship results based on data tables in the report appendices.

‡The report combined voucher and tax-credit scholarship parents into "Choice Parents" for all information made publicly available.

Location	Year	Any Positive Effect	No Visible Effect	Any Negative Effect
Florida	2019	✓		
Arizona	2019	✓		X
Indiana	2017	✓		
New Hampshire	2017	✓		
Indiana	2016	✓		
Indiana	2015	✓		
Georgia	2013	✓		
Florida	2020	✓		
Florida	2014	✓		
Florida	2013	✓		
Arizona	2020	✓		
Pennsylvania	2019	✓		
Pennsylvania	2019	✓		
Oklahoma	2018	✓		
Arizona	2018	✓		
Arizona	2018	✓		
Arizona	2018	✓		
Arizona	2018	✓		
Florida	2018	✓		
Georgia	2018	✓		
Indiana	2018	✓		
Iowa	2018	✓		
Rhode Island	2018	✓		
Iowa	2017	✓		
Alabama	2017	✓		
Florida	2012	✓		
Florida	2008	✓		
Arizona	2007	✓		
Pennsylvania	2007	✓		
Florida	2007	✓		
Florida	2007	✓		

\$LOEDR stands for Legislative Office of Economic and Demographic Research (State of Florida)

#OPPAGA stands for Office of Program Policy Analysis and Government Accountability (State of Florida)

Notes: If a study's analysis produced any positive or negative results or both, we classify those studies as positive, negative or both. Studies that did not produce any statistically significant results for any subgroup are classified as "no visible effect."

Research Studies on Privately Funded Programs

Author	Location	Year	Any Positive Effect	No Visible Effect	Any Negative Effect
Test Score Outcome of Participants from Random Assignment Studies					
Bitler et. al.	New York, NY	2015		○	
Jin, Barnard, and Rubin	New York, NY	2010	✓		
Cowen	Charlotte, NC	2008	✓		
Bettinger and Slonim	Toledo, OH	2006		○	
Krueger and Zhu	New York, NY	2004		○	
Barnard et al.	New York, NY	2003	✓	○	
Howell et al.	Washington, D.C.	2002	✓		
Howell et al.	New York, NY	2002	✓		
Howell et al.	Dayton, OH	2002	✓	○	
Greene	Charlotte, NC	2001	✓		
Attainment Outcomes of Participants from All Empirical Studies					
Cheng, Chingos, and Peterson*	New York, NY	2019	✓	○	
Parent Satisfaction Impacts from Private Educational Choice Programs					
Howell and Peterson	Dayton, OH	2002	✓		
Howell and Peterson	New York, NY	2002	✓		
Howell and Peterson	National	2002	✓		
Howell and Peterson	Washington, D.C.	2002	✓		
Peterson and Campbell	National	2001	✓		
Greene	Charlotte, NC	2001	✓		
Peterson, Campbell, and West	San Francisco, CA	2001	✓		
Peterson, Myers, and Howell	San Antonio, TX	1999	✓		
Weinschrott and Kilgore	Indianapolis, IN	1998	✓		
Academic Outcomes of Public Schools from All Empirical Studies					
Gray, Merrifield, and Adzima	San Antonio, TX	2016	✓		
Greene and Forster	San Antonio, TX	2002	✓		
Civic Values and Practices from All Empirical Studies					
Carlson, Chingos, and Campbell	New York, NY	2017		○	
Bettinger and Slonim	Toledo, OH	2006	✓		
Howell and Peterson	Washington, D.C.	2006		○	
Campbell	Nationwide	2002	✓		
Peterson and Campbell	Nationwide	2001		○	
Wolf et. al.	Washington, D.C.	2001	✓		
Fiscal Effects on Taxpayers and Public Schools from All Empirical Studies					
Merrifield & Gray	San Antonio, TX	2009	✓		

*The sample and methods used in this study are the same as those used in Matthew M. Chingos and Paul E. Peterson (2015), Experimentally Estimated Impacts of School Vouchers on College Enrollment and Degree Attainment, *Journal of Public Economics*, 122, pp. 1–12, <https://dx.doi.org/10.1016/j.jpubeco.2014.11.013>. Two main differences are framing across levels of disadvantage and more recent data added to the analysis.

Notes: If a study's analysis produced any positive or negative results or both, we classify those studies as positive, negative or both. Studies that did not produce any statistically significant results for any subgroup are classified as "no visible effect."

NOTES

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CONTRIBUTORS

Andrew D. Catt

Paul DiPerna

Martin F. Lueken

Michael Q. McShane

Michael Shaw

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Effects of Scaling Up Private School Choice Programs on Public School Students
David N. Figlio, Cassandra M.D. Hart, and Krzysztof Karbownik
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ABSTRACT

Using a rich dataset that merges student-level school records with birth records, and a student fixed effect design, we explore how the massive scale-up of a Florida private school choice program affected public school students' outcomes. Expansion of the program produced modestly larger benefits for students attending public schools that had a larger initial degree of private school options, measured prior to the introduction of the voucher program. These benefits include higher standardized test scores and lower absenteeism and suspension rates. Effects are particularly pronounced for lower-income students, but results are positive for more affluent students as well.

David N. Figlio
School of Education and Social Policy
Northwestern University
2120 Campus Drive
Evanston IL 60208
and NBER
figlio@northwestern.edu

Krzysztof Karbownik
Department of Economics
Emory University
Rich Memorial Building
1602 Fishburne Drive
Atlanta, GA 30322
and NBER
krzysztof.karbownik@emory.edu

Cassandra M.D. Hart
School of Education
University of California, Davis
One Shields Ave
Davis, CA 95616
cmdhart@ucdavis.edu

I. Introduction

Programs using public funds for children to attend private schools of their choice are on the rise in the United States: As of 2019, 25 states, plus the District of Columbia and Puerto Rico, had voucher or scholarship programs in place, many of them targeted to specific populations like students with disabilities or low-income students (EdChoice, 2019). Among the most controversial issues associated with private school choice programs involves what happens to the students remaining in public schools. On the one hand, private school choice programs could encourage public schools that might otherwise have been complacent to vigorously improve the education they offer in order to avoid losing “clients” to a more-affordable private schooling sector (Epple, Romano, & Urquiola, 2017; Urquiola, 2016). On the other hand, public school students could be harmed by private school choice programs if the programs drain resources from the public schools or if choice-induced sorting of students disadvantages those remaining in public schools (Epple, Romano & Urquiola, 2017). The theoretical predictions assume an established program, so it is important to know what happens to traditional public schools as school choice programs expand and mature. We might expect to see the most pronounced effects when a new school choice program is initially announced, as the programs may be most salient when they are new and receiving publicity. But we might also expect the effects of school choice programs to become more pronounced as the programs grow; as schools see a growing share of students opting into choice programs, they may feel more compelled to respond.

The weight of the U.S. evidence shows small but positive effects of the introduction of private school voucher programs on public school students’ test scores (Chakrabarti, 2008; Egalite, 2016; Egalite & Wolf, 2016; Figlio & Hart, 2014; Figlio & Karbownik, 2016; Greene &

Winters, 2007; Hoxby, 2003; Rouse et al., 2013; see Urquiola, 2016; Epple, Romano & Urquiola, 2017; and Egalite & Wolf, 2016 for recent overviews of this literature). But these studies are generally limited to the very immediate short-run effects, when both the pros and cons of the choice program may be constrained due to the small number of initial participants. What happens when the private school choice program scales up and the number of students using private school vouchers grows to encompass a sizeable fraction of the overall student body? To date, with the exception of an informative but single-market school-level analysis from Milwaukee (Chakrabarti, 2008), we do not know much about whether scaling up private school choice programs helps or harms public schools.

One paper provides some evidence on the impacts of scale-up of public school choice (charter) programs. Gilraine, Petronijevis, & Singleton (2019) show that North Carolina students who experience an increase in exposure to charter competition due to new school approvals resulting from the removal of a charter cap saw improvements in math (but null effects in reading). While they see some positive effects, the degree of scale-up that they study is considerably smaller than the degree that we consider here. In their setting, competition increases in a relatively narrow window of two years, resulting in roughly a 25% increase in the potential degree of charter school competition. Our longer time scale allows us to consider a program that has grown almost seven-fold from its original size and currently serves a participant population that is nearly 4% the size of the K-12 student population in Florida.¹ Moreover, our paper considers a different sector providing competition (private vs. public charter), explores

¹ Specifically, 108,098 students participated in the program as of 2017-18, compared to a K-12 public school student population of nearly 2.78 million students (Florida Department of Education, 2018; Florida Department of Education, n.d.a)

both cognitive and behavioral outcomes, provides extensive heterogeneity analyses, and is set in a different state.²

In this paper, we make use of extraordinary child-level data that matches birth records to school records, and employ student fixed effects to evaluate a statewide school voucher program, the Florida Tax Credit Scholarship Program, that grew over the course of about a decade from less than one percent to roughly four percent of the state's student body participating. We exploit differences in the initial competitive landscape faced by different schools – using five separate measures of voucher competition introduced by Figlio and Hart (2014) – as well as differences over time in the expansion and rollout of the voucher program, to determine whether students attending public schools that face increased exposure to private school choice as a result of a statewide voucher program experience educational (test scores) and behavioral (absenteeism and suspensions) benefits or losses.

We find evidence that as public schools are more exposed to private school choice, their students experience increasing benefits as the program scales up. In particular, higher levels of private school choice exposure are associated with lower rates of suspensions and absences, and with higher standardized test scores in reading and in math. These results are not uniform: We carry out an extensive heterogeneity analysis facilitated by matched birth and school records from Florida, and find that the public school students most positively affected by increased exposure to private school choice are comparatively low-socio-economic status students (those with lower family incomes and lower maternal education levels). Nonetheless, we also observe statistically significant but smaller gains for higher-SES students who are unlikely to be targeted

² Two other recent papers consider scale up of charter programs (Ridley and Terrier, 2018; Cohodes et al., 2019), however, these papers focus on even smaller expansions in Massachusetts and only the former is concerned with effects on students remaining in traditional public schools. They find small positive effects on test scores but do not explore behavioral outcomes.

by vouchers themselves. In terms of potential mechanisms, we are able to rule out alternative explanations related to changing composition of students remaining in the public schools and effects on the resources that public schools have. Thus, in our view, increase in competitive pressure resulting from increased voucher utilization is the more plausible channel for the estimated gains in test scores and behavior.

II. Florida Context

We focus on the competitive effects of the Florida Tax Credit (FTC) Scholarship Program as it scales up. Announced in spring 2001, the FTC program provides dollar-for-dollar tax credits to corporations that donate to non-profit Scholarship Funding Organizations (SFOs); the SFOs then use these contributions to offer scholarships to low-income students for use at private schools (Florida Department of Education, 2018). Until recently, and during the study period covered by this paper, in order to receive a scholarship the first time, students must either have spent the previous full year in a Florida public school or be entering kindergarten or first grade. In 2002-03, the first year of operation, the program spent \$50 million to fund scholarships for 15,585 students, with a maximum value of \$3,500 for each scholarship. Initially, eligibility was restricted to students with a family income no greater than 185 percent of the federal poverty line (see Florida Statute 220.187 (2001) and its subsequent amendments), or \$47,637.50 for a family of four in 2019 dollars.

The program has expanded along several dimensions since 2002-03, its first year of operation. Table 1 charts the expansion of the program in terms of the designated funds for the program, realized spending, the number of participating private schools, the number of students enrolled, and the maximum scholarship level available. This growth may partially reflect a loosening of the income-based restrictions. In 2006 school-year, the program introduced a rule

allowing students using the scholarships to continue in the program if their family income did not exceed 200% of the federal poverty line. In 2010, this continuing-student eligibility threshold was raised to 230% of the federal poverty line. In 2016, the eligibility restrictions were changed to allow partial scholarships for entering students with incomes between 185%-260% of the federal poverty line (Table 1). By the 2017-18 school-year, the program cost roughly \$640 million and awarded scholarships to 108,098 students (Florida Department of Education, 2018), or about 4 percent of all K-12 students in Florida.

II. Methods

A. Data and Sample

We draw upon data provided by the Florida Department of Education and Florida Department of Health. The Department of Education collects data on all students, including test scores, absences, and suspension data for students in grades PK-12. The Florida agencies merged these data to birth records for children born in Florida between 1992 and 2002, providing measures of families' socioeconomic status at birth, as well as neonatal outcomes such as birth weight. Because we also received the same data on the set of children born in Florida but never attending Florida public schools, we can characterize selection into our sample. We measure a public school's competitive landscape of nearby private schools based on files maintained by the Florida Department of Education, which provide locational data (latitude and longitude, as well as addresses) for public and private schools as well as the grades that each school serves (Figlio & Hart, 2014).

Our sample is limited in two key ways. First, we focus on outcomes for students in grades 3-8, because test scores serve as one of our main outcomes and they are most consistently

available for this set of grades. The second is that due to data availability and in order to have complete coverage of the rich set of measures provided by the birth records data, we restrict our sample only to those students with Florida birth certificates (i.e., those students born in Florida). Roughly 81 percent of children represented in Florida birth records are ultimately observed in the Florida public school data, a match rate that tracks closely with the share of Florida-born students who appear in Florida public schools according to the American Community Surveys (Figlio, Guryan, Karbownik, & Roth, 2014).³ Records of children who started in a public Florida kindergarten but left the public school system prior to the start of testing in the third grade or had missing test score information in all years accounted for 14.8 percent and 0.8 percent of the remaining matched sample, respectively.⁴ Additionally, 0.8 percent of the matched sample was excluded from testing because of severe disabilities. This suggests that our data provide good coverage of the overall universe of students affected by the competitive pressures from the school voucher program.

Overall, our main analytic sample includes student data for roughly 1.2 million unique students in the 2002-03 to 2016-17 academic years, although we use several additional prior years of data to characterize the initial schools for students in earlier cohorts as well. When we refer to academic years in data for the remainder of the paper, we will refer to spring of the academic year when the testing takes place.

³ It is noteworthy that the voucher program's scale-up affected who shows up in public schools to begin with. As we discuss in Appendix A, in areas with greater competition, we see a diminishing share of students coming from lower-income families enrolling in public schools, consistent with the means-testing criteria for program eligibility.

⁴ Leaving the public school system between kindergarten and the commencement of testing in grade 3 is not consistently correlated – in terms of sign and statistical significance – with competitive pressures faced at entry into the school system, suggesting that attrition from the sample is not endogenous to exposure to competitive pressure.

B. Models

We estimate the effects of expansions of school choice programs by estimating within-student models of the following form:

$$Y_{isglt} = \beta \text{Expansion}_t \times \text{Competition}_{sl} + \theta_{il} + \delta_{gt} + \varepsilon_{isglt}$$

where Y_{isglt} captures an outcome measure for student i who entered the FLDOE data in grade one school s , observed in grade g corresponding to school level (elementary or middle school) l in year t , θ_{il} is a student- by-school level fixed effect that allows separate within-student effects for elementary school (grades 3-5) and middle school (grades 6-8), but constrains school effects to be determined by schools that we anticipate students attending given their first grade placement.^{5,6} The term δ_{gt} is a grade-by-year fixed effect. We include robust standard errors (ε_{isglt}) clustered by student's first-grade school.

The coefficient of interest is β , which estimates the interaction between a measure, Expansion_t , that captures the degree of program use statewide in year t , and a measure, Competition_{sl} , that captures whether each student's school is expected to face an above-median or below-median degree of competitive pressure, based on the pre-program competitive landscape. Importantly, for reasons we describe below in the Competition Measures section, the competitive pressure measures that we expect each student's school to face are projected based

⁵ We focus on first grade rather than kindergarten because first grade is the first mandated grade of attendance in Florida. In practice, there is extremely high correspondence between kindergarten school attendance and first grade school attendance observed in the Florida data. As explained below we anchor each student to their grade one school and then rely on empirically observed flows of students between elementary and middle schools. Therefore, a school effect itself is not identified in this equation given the individual student fixed effects.

⁶ Since our model includes individual fixed effects, it is problematic to further include lagged test scores in this estimation, which could presumably account for dynamic responses of cognitive skills to competitive pressures, because coefficient on β will be inconsistently estimated (Nickell, 1981). Nonetheless, since our sample sizes are very large, we have also estimated models with once-lagged test scores as control variable. This analysis produces, if anything, more positive estimates in the range of 0.2 to 1.0 percent of a standard deviation as compared to our baseline results of 0.3 to 0.7 percent of a standard deviation per 10 percent increase in the program size. Thus, we conclude that our results are robust to this specification check.

on the school that each child *initially attends* in first grade, rather than the actual school attended in any given grade, and we project these different measures based on whether the child is in elementary or middle school. This helps us avoid identifying off of changes in competitive pressure generated by endogenous moves by students. The competitive pressure measures are further based on pre-program competitive landscapes, as explored in Figlio & Hart (2014), rather than the actual competitive landscapes after the voucher program is introduced because the latter may be endogenous to public school quality. Given this design, the student-level fixed effect implicitly holds the initial level of pre-program competition constant within each student-by-school level cell. This means that the effect for the interaction term is identified off of program expansion rather than by any movement of the students between schools, or off the introduction of new private schools in response to the incentives introduced by the voucher program. Thus, the coefficient of interest describes whether expansion matters more for schools with higher initial degrees of competitive pressure than for schools with relatively little initial competitive pressure. We multiply our estimates by 100 to ease interpretation of effect sizes in our figures and tables.

C. Measures

Outcomes. Our main cognitive outcomes rely on standardized measures of math and reading scores for 3rd-8th grade students on Florida's state tests. We standardize each test within year and grade⁷ using our empirical sample of Florida-born students to maintain consistency across years, but the results are robust to using measures available for a subset of our sample

⁷ This is especially important due to several changes in the structure of the tests over the period covered by our analysis. The Florida Comprehensive Assessment Test (FCAT) was replaced by an updated version (FCAT 2.0) in 2010-11, and then by the Florida Standards Assessments (FSA) in 2014-15 (Florida Department of Education, n.d.b).

years that are standardized on the whole-state population. We use school years 2002-03 to 2013-14 and 2002-03 to 2016-17 for mathematics and reading, respectively. This discordance comes from the fact that, in mathematics, more advanced students were able to exercise more choice about which assessments to take starting in school year 2014-15; for instance, students taking Algebra I in eighth grade could take an algebra-specific examination rather than an examination on 8th grade math generally. We therefore exclude the years with less consistency in tests from our analysis. We also construct the measure of averaged mathematics and reading test scores for each student for school years 2002-03 to 2013-14.⁸

Another major contribution of our paper is to explore effects of competitive pressure on a novel set of behavioral outcomes: likelihood of being suspended and absence rates. Our suspension measure is an indicator variable for whether a student has ever been suspended in a given school year, while our absence measure captures the share of days that a student is reported absent net of days they are suspended. Thus, the former can be thought of as an indicator for more serious disciplinary problems while the latter is a measure of truancy. We observe suspension and absenteeism outcomes through the 2011-12 school-year.

Competition. Following Figlio & Hart (2014), we use five measures to capture the degree of competitive pressure that each school is likely to face. The “Density” measure captures the number of private schools serving the same grade range of students (i.e., elementary or middle school grades) within a five-mile radius of each public school. The “Distance” measure captures the distance between each public school and the nearest private competitor serving the same grade range; this measure is multiplied by -1 so that a positive sign on the

⁸ In the main regression for years 2002-03 to 2013-14, 98.8 percent of observations have both math and reading scores, 0.3 percent have only math, and 0.9 percent have only reading. By comparison in years 2014-15 to 2016-17, 74.7 percent have both scores, 1.7 percent have only math, and 23.6 percent have only reading.

measure will indicate greater competitive pressure. The “Diversity” measure captures the number of different religious denominational categories represented among the private schools within a five-mile radius of each public school; we group each school into one of ten denominational categories (including non-religious) for this measure.⁹ The “Slots” measure captures the number of private school students served in the same grade range within a five-mile radius, standardized by the number of grades served. The “Churches” measure captures the number of houses of worship in a five-mile radius. This measure captures the underlying religiosity of the community, which may be associated with demand for private religious education, as well as the possibility that private schools may co-locate in the buildings that serve as houses of worship (Figlio & Hart, 2014). This measure is related to others commonly used to capture demand for religious education in the literature on private school competition, such as the share of a population that is Catholic (Hoxby, 1994; Dee, 1998; Jepsen, 2002) or the density of Catholic churches in a locality (Jepsen, 2002), but captures religiosity across a greater number of faith traditions.

Because presenting all five measures is unwieldy for the purposes of robustness checks and heterogeneity analyses, we also construct a single composite “Competitive Pressure Index” measure based on a principal components analysis of the five aforementioned measures. The principal component analysis produced a single component with an eigenvalue greater than 1; the loadings for this component were used to generate the Competitive Pressure Index score for each school. The component loadings generated by the principal components analysis for the first two components are documented in Appendix Table A2.

We make two important decisions in assigning competitive pressure measures to schools. The first addresses the concern that the competitive pressure faced by a school in any given year

⁹ The ten categories are Non-religious, Catholic, Protestant, Baptist, Evangelical, Non-denominational, Jewish, Islamic, Christian Other, and Religious Other.

may be endogenous to perceived school quality; for instance, private schools may be tempted to enter into markets where the public alternatives are of poorer quality (Arsen & Ni, 2008). In that case, competitive pressure would be conflated with other unobserved factors plausibly correlated with student outcomes. To avoid this problem, we measure the competitive pressure that each elementary and middle school in Florida faced using the competitive landscape in place in 2000, the last year before the voucher program was announced.

The second decision addresses the concern that students may move between public schools based on their perception of school quality. If these factors are correlated with competitive landscape of schools, our within-student estimates would be estimated partially off of the effects of these potentially endogenous school switches. To avoid this, we assign students to elementary and middle schools based on the school that they attend in first grade. This treats students as if they were in the same elementary school they entered in first grade, and thus abstracts from any potentially endogenous moves. For students' elementary-school years, the competitive pressure measures therefore capture the pre-policy competitive landscape of students' grade 1 schools. For the middle school years, we create a weighted average of the competitive landscapes that we would anticipate students to face based on 1) the flow of students empirically observed in our data from each elementary school (grade 1) to each middle school (grade 6) in Florida, and 2) the pre-program competitive landscape of Florida middle schools. Specifically, for each student attending a given grade-1 school, we observe the middle school that they actually attend, and we capture the pre-policy degree of competition faced by that middle school. We then weight these measures with empirical flows between elementary and middle schools to obtain the expected middle-school competition for each student based on the grade 1 school they attend. Importantly, in our estimating equation the fixed effect θ contains the

interaction of an individual fixed effect with an indicator for whether the child is in a middle school grade, so that the competitive pressure that we expect children to face as they progress from elementary to middle school is allowed to vary with expansion.¹⁰

Because our main interest is in whether effects from program expansion are more marked in schools that face greater competitive pressure, we dichotomize each competition measure to ease interpretation of the interaction terms. Thus, for each variable, the competitive pressure indicator captures whether the student's projected school is above or below the median on each competitive pressure measure. This median split is conducted at school- rather than individual-level and separately for grades 1 to 5 and 6 to 8.

Program expansion. Our main measure of program expansion captures the logged number of students participating in the FTC Scholarship program in a given year. The interaction of the logged expansion measure and the median-split measure of competitive pressure can therefore be interpreted as the relative effect of a one percent expansion in the number of students served in schools initially facing an above-median degree of competitive pressure, compared to the effects of expansion in locations with lower competitive pressure.

Student characteristics. We have a variety of student characteristics from birth records. In particular, we capture student sex, mother's race (White, African-American, other), mother's ethnicity (Hispanic vs. non-Hispanic), whether the child's mother was born in the US, mother's marital status at the time of birth, mother's years of education, whether the birth was paid for by Medicaid, maternal age at the time of birth, and information on the month and year of birth. These characteristics are time-invariant and are therefore captured by student fixed effects in our

¹⁰ In robustness checks we also estimate models where we assign the pre-policy degree of competition faced by grade 1 and grade 6 schools separately, and likewise estimate models with student-by-school level fixed effects.

main estimating equation; however, we use some of them to provide extensive heterogeneity analysis to further the understanding of mechanisms at play.

In school records we also observe information on students' free and reduced price lunch status (FRPL), which we use as another stratifying characteristic in our heterogeneity tests. This measure varies within student across years but we focus our analysis on two groups of students: those that were never on free and reduced price lunch through their public schooling career; and those that were ever designated to be eligible for free or reduced price lunch.

Table 2 provides descriptive statistics for the full population of Florida births (column 1) and our empirical sample (column 2). The comparison between these two columns makes it clear that the set of children remaining in Florida to attend public school is negatively selected in terms of socioeconomic characteristics compared with all children born in Florida. We are more likely to observe children whose mothers are high school dropouts (24.9 percent vs. 20.9 percent), and less likely to observe children whose mothers are college graduates (14.7 percent vs. 20.2 percent). We are also more likely to observe African-American children (23.3 percent vs. 19.4 percent). At the same time, ethnicity, immigrant origin and maternal age at birth are comparable in these two samples.

In subsequent columns of Table 2 we investigate whether characteristics of students differ based on the degree of the pre-policy competitive pressure faced. Columns 3 and 4 provide statistics for children whose schools are above- or below-median in competitive pressure based on our Competitive Pressure Index. It appears that locations facing less competitive pressure prior to program's introduction have more White students (68.0 percent versus 37.3 percent for schools with above median competition) and have markers suggestive of higher socioeconomic status (66.6 percent ever on free or reduced price lunch vs. 75.8 percent; 65.1

percent of parents married at the time of birth vs. 54.6 percent). Interestingly, however, composition of parental education is relatively similar across these locations. Panel B of this table presents mean values of our five measures of competitive pressure and the combined Competitive Pressure Index based on principal components analysis while panel C shows the five outcome variables. Descriptively, it appears that children attending schools with above median competitive pressure have, on average, worse outcomes than children attending schools with below median competitive pressure. For example, mathematics and reading test scores are 9.1 and 10.8 percent of a standard deviation lower in the former as compared to the latter sample, respectively. These patterns may be because lower-SES families (who tend to have lower test scores on average) are more likely than higher-SES households to live in more densely-populated urban areas (which tend to have higher degrees of competition). Regardless of the explanation, these cross-sectional differences underscore the importance of our empirical strategy that identifies competitive pressure effects based on the roll-out of the voucher program, controlling for student fixed effects.

III. Results

A. Main Results

We find consistent evidence that as the voucher program scales-up, students in areas with more pre-program competitive pressure see a significantly greater improvement in outcomes than do students in areas with lighter pre-program competitive pressure (Table 3). While the magnitude of the coefficients varies across competition pressure measures, this pattern is consistent across all five underlying measures of competitive pressure (Panels A-E) for four of the five outcomes that we measure: averaged math and reading (Column 1), reading (Column 3),

suspension rates (Column 4), and absence rates (Column 5). When we combine all the measures into our single Competitive Pressure Index measure (Panel F), we likewise find statistically significant increases in test scores and reductions in behavioral problems. Recall that the outcomes are multiplied by 100, and thus, our results for the Diversity measure in Panel A suggest that a 10 percent increase in the number of students participating in the voucher program is associated with a 0.4 percent of a standard deviation greater improvement in combined math/reading scores for students in schools with above-median density of private competitors, compared to improvements for students schools facing lower degrees of competitive pressure. This effect is larger for reading (about 0.7 percent of a standard deviation) as compared to math (about 0.2 percent of standard deviation). We also find reductions in both suspensions and absences, indicating that behavioral outcomes in the schools facing higher competition likewise improve. The former declines by 0.4 percent and the latter by 0.5 percent compared to their means in specifications using the Diversity measure. While the Density, Diversity, Churches, and Slots measures suggest that expanded competitive pressure is significantly and positively associated with math achievement, results are non-significant when the Distance measure is used (Column 2). Nonetheless, large negative effects on math are unlikely: Based on a 95 percent confidence interval, we can rule out negative effects of up to 0.2 percent of a standard deviation.

The Competitive Pressure Index estimates presented in panel F – the estimates using our preferred measure – imply that a 10 percent increase in the number of students participating in the voucher program, in schools with above-median as compared to those with below-median baseline competitive pressure, increases math test scores by 0.3 percent of a standard deviation. Reading gains are larger at over 0.7 percent of a standard deviation. At the same time, suspensions decline by 0.9 percent relative to the baseline rate of 13.7% of students being

suspended, while absence rates decline by 0.6 percent relative to the baseline absence rate of 5.0%. Since this measure combines all the competitive inputs into a single index, for transparency and clarity we present subsequent heterogeneity and robustness analyses using the Competitive Pressure Index measure, but we make results for all other measures available in the Appendix as well.

Our results are similar in pattern if we simply look at the changes in effects of the initial level of competitive pressure over time (as the program was expanding) rather than as a function of a measure of program usage. In other words, the key terms here are interactions of initial competitive pressure level-by-year rather than interactions of initial competitive pressure level-by-logged number of participants. Figure 1 shows the year-by-year marginal effects for being located in a market with more baseline competitive pressure for each outcome using our preferred measure of competition pressure—the Competitive Pressure Index. In this analysis, we standardize all five outcome variables to have mean zero and standard deviation of 100 in their respective empirical samples, thus making the direct comparison of magnitudes across multiple outcomes feasible.¹¹

The graph suggests that schools located in markets with more competitive pressure saw a roughly 14 percent of a standard deviation greater increase in combined mathematics and reading scores by 2014 relative to schools in markets with less-competitive pressure. These gains are initially modestly larger for mathematics but this pattern changes in favor of reading by 2013. Given that by 2014, the program had expanded by nearly 300 percent compared to its original size, this coefficient is strongly consistent with our main table.¹² With respect to behavioral

¹¹ This figure standardizes each outcome across the entire timespan studied, but versions of the graph that standardize each outcome by year produce similar results.

¹² More specifically, given our estimate of 5.111 (on a logged competitive pressure measure where the combined math and reading test score dependent variable was multiplied by 100 to show significant digits), the 284 percent

outcomes, improvements emerge later in the time period. Students attending schools in markets with more competitive pressure saw consistently greater reductions in suspensions (absences) relative to peers in schools facing less competitive pressure starting in 2006 (2009). We present corresponding graphs for each competitive pressure measure and each outcome (unstandardized) separately in the Appendix (Figures A1 to A3). The bottom panel of Figure 1 further illustrates estimates for families ever versus never on free or reduced price lunch, and shows that our effects are more pronounced for the former set. We come back to this point in our heterogeneity analysis below.

B. Benchmarking Effect Sizes

One benchmark to contextualize the size of our causal estimates is the extent to which expansion of the voucher program is associated with closing the gap between schools located in high-competitive pressure and low-competitive pressure areas. Our descriptive statistics in Table 2 suggest that students in schools facing higher competitive pressures tend to have poorer outcomes across all measures except for absences, which are similar in both groups. Those poorer outcomes include lower math scores (gap of 9.1 percent of a standard deviation), reading scores (gap of 10.8 percent of a standard deviation), combined scores (gap of 10.0 percent of a standard deviation), and higher likelihood of suspensions (gap of 1.4 percentage points or 4.1 percent of a standard deviation). Given these figures and the effect sizes presented above, a ten percent increase in the size of a voucher program would be expected to close between 2.9 and 6.8 percent of the test score gaps, and 9.2 percent of the gap in suspensions. The closure of these gaps is especially meaningful because students with poorer average academic outcomes

increase in the size of the program would be associated with an 14.52 percent of a standard deviation increase in the combined math and reading test scores; this is very close to the estimate of 14.46 percent of a standard deviation presented for 2014 in Figure 1.

(including African-American students, Latino students, and students using free and reduced price lunch) tend to be over-represented in schools facing higher degrees of competitive pressure.

However, it is worth highlighting that, as illustrated in Table 1, the program has expanded by much more than ten percent; the number of scholarship users was nearly seven times higher in 2017-18 than in 2002-03—and thus the realized gains should actually be much larger. If we use our preferred Competitive Pressure Index estimates from Table 3 (Panel F), we would expect a more conservative doubling of the program size to result in a greater differential improvement of 5.1 percent of a standard deviation in combined math/reading scores in areas with high competitive pressure vs. in areas with low competitive pressure, and a 1.3 percentage point greater decline in suspension rates (9.4 percent relative to the sample mean); these effect sizes represent a meaningful change in the gaps in outcomes between schools facing higher and lower degrees of competitive pressure.

A potentially more intuitive set of benchmarks may also help contextualize the size of our reduced-form results. For example, when considering combined math and reading, the mean test score difference between students ever observed on free or reduced price lunch and those never observed with that status is 73 percent of a standard deviation. Likewise, the test score gap between children with high school graduate and college graduate mothers is over 60 percent of a standard deviation, while the gap between African-American and White children is 62 percent of a standard deviation. The same gaps in likelihood of being suspended are 12.2, 8.5, and 14.4 percentage points, respectively. Thus, it is worth noting that the program effects, even when considering maximum observed scale-up, are still relatively modest compared to these larger, long-standing gaps.

To further assess the magnitude of our estimates, it is also helpful to compare them to other estimates in the education and human capital formation literature, and in particular to those obtained using data from Florida. For instance, Figlio and Hart (2014), who looked at the introduction of the program, found that a one standard deviation increase in the pre-program competition pressure predicted a differential improvement in test scores of 1.5 to 2.7 percent of a standard deviation in combined math and reading standardized scores. We can most directly compare the present results to those if we draw on specifications that use continuous (rather than median-split) measures of competitive pressures, which we show in robustness check presented in Table 5, panel B. Those figures suggest that our conservative quantification, assuming doubling (tripling) of the program, would result in a roughly 1.5 (2.9) percent of a standard deviation increase in combined math and reading standardized scores. Thus, a doubling or tripling of the program size is required to increase the salience of competition pressure—with attendant benefits to public school student test performance – to the same degree as the initial introduction of competitive pressures.

A doubling of the program based on the preferred Competitive Pressure Index estimates of 5.1 percent of a standard deviation effect from Table 3 is also comparable to or larger, depending on the exact outcome and specification, when contrasted with effect sizes from charter expansion studied by Ridley & Terrier (2018) and Gilraine, Petronijevis, & Singleton (2019). It is further about the same as the effect of a 10-percent increase in birth weight (Figlio et al., 2014), a quarter of the size of the effect of school entry cutoff on cognitive development (Dhuey et al., 2019), and 80% of the birth order gap in reading scores (Breining et al., 2020). More generally, it is equivalent to roughly 10-percent of the effect of child care subsidies on children’s GPA (Black et al., 2014). Note, however, that all these papers estimate total effects of

the treatment while our estimates represent gains in high-competition relative to low-competition areas (thus providing lower bound on the total effect), where competitiveness of an area is measured prior to program's introduction. Nonetheless, we feel that these comparisons should help readers in understanding the magnitude of our coefficients.

We view benchmarking the effect sizes off of a doubling of the program (i.e., a relative measure of increase in size) as useful because no other program has expanded to the same extent in absolute terms; however, as documented in Figure 1 the effective gains of Florida students between first year of program operation (2002-2003 school year) and end of our data span are much larger at 12 and 17 percent of a standard deviation in math (school year 2013-2014) and reading (school year 2016-2017), respectively. Importantly, it appears that even after almost seven-fold expansion and coverage of about 4 percent of K-12 population the test score gains do not decline.

C. Heterogeneity

We next address questions of whether different types of students differentially benefit from increased competitive pressure, running our reduced-form regressions separately for each subsample of students in turn. We present the results using the composite Competitive Pressure Index measure for all five outcome variables (Table 4), and show the results for each underlying competitive pressure measure separately in the Appendix (Tables A3 to A7).

Results are generally consistent in pattern across all subgroups; however, the exact magnitudes and statistical significance vary somewhat. Lower socioeconomic status students—measured by free or reduced price lunch designation—see larger effects across all outcomes. Within test score outcomes, these differences are more pronounced for reading than for math.

When we compare how the effects unfold over time as the competitive pressure increases from year-to-year for individuals ever and never on free and reduced price lunch (panels B and C of Figure 1), it becomes clear that irrespective of the exact outcome, the gains are larger in former group than in the latter. Given that more affluent children should never have been eligible for the program, however, the fact that the expansion of the program was nonetheless associated with improvements for this group of children in more competitive landscapes suggests that the benefits of competitive pressure are diffuse and extend, albeit to a lesser degree, to children that the public schools are not at risk of losing to private schools due to the voucher program. Importantly, the results are also similar when we stratify the sample by maternal education: Effects are consistently smaller for children of mothers who graduated from college than for children whose mothers attained less education.

Similarly, we also can divide families into deciles of socio-economic status, using a measure introduced by Autor et al. (2019) using the same Florida data that we use here. The socioeconomic status composite index is created through a principal components analysis, similar to our competitive pressure index. Specifically, the principal components analysis generates factor loadings based on mother's marital status, age, and years of education at birth as well as an indicator for whether the birth was Medicaid-funded and median zip code-level neighborhood income at the time of birth; and uses these to construct the composite socioeconomic status gradient index. We then separate the sample by SES deciles to observe competitive effects across the SES gradient.

Appendix Figure A4 presents coefficients associated with increasing competitive pressure on students by SES decile. It shows that these effects are strongest for those families in the bottom six deciles, but that expanded competitive pressure is associated with benefits for all

families except for the very top SES decile. Taken together, these patterns of results suggest that voucher expansion may work partly through particularly stimulating competition near lower-SES schools, competition-induced additional focus on lower-SES students (regardless of school SES), or a combination of both.

We also observe differences in magnitudes across racial and ethnic groups as well as by immigration status. First, test score gains are very similar for African-American and White children. The former group, however, does not experience significant behavioral benefits in terms of absences or suspensions. Second, Hispanics experience larger gains in reading compared to the other two racial/ethnic groups but smaller and statistically insignificant increases in mathematics. It also appears that increased competitive pressure is particularly beneficial for Hispanic students in terms of reductions in suspensions. Third, students with foreign born mothers see a pattern of results comparable to that of Hispanic students. This is not surprising given that Latino children are disproportionately likely to have non-native born mothers in our sample (68 percent of Hispanic children in our sample has mother born outside of the U.S., compared to only 9 percent for non-Hispanic children).

Some of these results are somewhat sensitive to measures. For instance, the Distance measure generally yields the weakest effects on student outcomes (Appendix Table A5). Consistent with this weaker relationship, groups that experience more modest effects using our preferred Competitive Pressure Index measure often show non-significant benefits to expanded competitive pressure when we use the Distance measure. For instance, White students only experience significant benefits to absence rates using that measure; their estimated effects on other outcomes are of the expected sign but non-significant. Nonetheless, the pattern of results is mostly similar in terms of direction—if not in magnitude or significance—using this measure.

One exception from this rule are estimates for mathematics where six out of ten estimates using the Distance measure have negative sign, and one – for children of foreign-born mothers – is statistically significant. Interestingly, for these same children we estimate positive gains in reading that are comparable to those in panel C of Table 3. Overall, aside from the Distance measure, most other measures show similar results in terms of pattern and significance to the preferred results presented in Table 4.

D. Robustness

While our results vary somewhat across outcomes and different sociodemographic groups, they are largely robust to different modeling decisions. We present a set of robustness checks, using our preferred competitive pressure measure (the Competitive Pressure Index) in Table 5 while robustness tests for each competitive pressure measure separately are presented in the Appendix (Tables A8 to A12). Our main results from Table 3 are reproduced in Panel A for ease of comparisons.

A first set of tests looks at whether our results are sensitive to different constructions of the competitive pressures and expansion measures that underlie the interaction term. Panel B uses the underlying, continuous Competitive Pressure Index measure of pre-program competitive pressures in our interaction terms rather than the median-split term. The pattern of results remains the same, although consistent with the fact that this measure has a different underlying distribution, the magnitudes of the coefficients are predictably different compared to results in panel A. Panel C uses an alternate measure of program expansion, substituting a logged measure of program funding in place of the logged measure of student participation. Results are strongly consistent with our main analysis. As further documented in panel D, our results are likewise

unchanged when we assign the middle-school pre-policy competition measures based on the actual grade 6 (middle) schools initially attended by each student, thus potentially allowing for endogenous selection into middle school based on its quality. This suggests that our conservative decision to anchor each student to the competition that we project based on grade 1-school (proxied by empirically-observed transitions into middle school) is not consequential for the results.

Finally, our main results use all available data to generate flows of students between elementary and middle schools that we then use to generate the aforementioned expected competitive pressure measures faced by children in the latter set of institutions. This approach may, however, be subject to endogeneity if these flows are affected by program expansion differentially in areas with higher vs. lower baseline competition pressures. Thus, in panel E, we investigate if our results remain unchanged when we generate our expected competitive pressure measures for middle school-aged students using pre-policy announcement flows between elementary and middle schools. Since our data do not go back far enough to track children from grade 1 to grade 6 using only pre-announcement cohorts, we cannot execute this analysis based on first attended grade but rather utilize transitions between grades 5 and 6 for school years 1998/99 to 2000/01. As evidenced from Table 5 this refinement is inconsequential and, if anything, test scores coefficients increase in magnitude. Since this analysis necessarily treats grade five schools as if they were first observed as grade one schools we chose to include it as a robustness check rather than the main analysis.

The next set of tests in Table 5 checks for sensitivity of results to the exact samples used. Our earlier work (Figlio & Hart, 2014) used a sample restricted to students attending schools with at least one competitor within five miles. In panel F we impose a similar restriction, and we

reconstruct the median split to reflect the exclusion of the schools that do not have a competitor within 5 miles from the analysis. We find that the preferred results are robust to this sample change. We next test whether our results change if we limit all models to the set of years for which we have all outcomes available, ending our sample in 2011-12, after which we no longer observe suspension and absenteeism outcomes (panel G). Results are likewise robust to this sample limitation. Panel H uses the subsample of children for whom we observe student for six consecutive years, when a normal progression would have taken them from grade 3 to grade 8. Again, results are similar for this subsample.

The final two panels (I and J) address the concern that our test measures in the main specifications are standardized using the Florida-born sample rather than a statewide sample. This decision allowed us to use a greater set of years, because we only have data to standardize scores using the entire state population through the 2012/13 school-year. Panel I replicates our main specification using our sample-standardized outcome measure and dropping years after 2012/13 school-year where we lack population-level standardized measures. Panel J substitutes in the set of test score measures standardized using the whole state population. Again, these results are very similar to our primary findings. The stability of these results across different specifications gives us greater confidence in the reliability of our findings. Results are also generally stable across different competitive pressure measures (Appendix Tables A8-A12), although consistent with the generally weaker results overall, we see more sensitivity to results in the Distance measure or for mathematics when considering Churches measure.

A final concern for our identification may be that there are secular improvements over time that happen to be more pronounced in areas with high competition, but that are occurring regardless of the voucher policies. We refer readers to our earlier work on the introduction of the

FTC program (Figlio & Hart, 2014), where we show that trends in school performance prior to the introduction of the FTC program were unrelated to the baseline competition levels; only after the voucher program was introduced did schools in areas with higher baseline competition begin to improve disproportionately. Thus, we are confident that our results reflect effects of the scale up of the program itself differentially affecting schools in higher-baseline competition areas, rather than reflecting any prior differential trends.

IV. Alternative Explanations

So far, we have suggested that the results found in this paper are due to increased competitive pressure on public schools associated with voucher program expansion. However, there may be alternative explanations to these findings. For instance, voucher programs may change the composition of students remaining in the public schools, and these changes might be related to the degree of voucher competition individual schools face. Voucher programs also influence the resources that public schools have, and these resource effects might work in opposite directions. On the one hand, the voucher program reduces funding to school districts that lose state funding allocations for students attending private school. On the other hand, if the vouchers lead to fewer students per grade, class sizes might plausibly go down in the public schools. To the extent possible, we investigate these alternative explanations in this section.

A. Peer Composition

First, consider the possibility that our results are due to changes in school composition brought about by differing degrees of voucher competition. These composition changes could result in observed impacts through peer effects associated with who remains in the public

schools. For instance, if students who leave public schools to use the voucher program tend to be lower-achieving on average, then the loss of those peers to the private sector could leave behind an easier-to-educate core of students, and result in positive impacts on student learning. These compositional changes could produce benefits even if schools exert no more effort in response to the competitive pressure caused by vouchers.

To investigate this, we carry out an analysis to see whether schools facing increased competitive pressure have students remaining in the school who would have higher predicted test scores, all else equal, based solely on their background characteristics. Panels A1 to A3 of Table 6 and Figure 2 present the results of an analysis that is parallel to our main specification, but with two key changes. First, this analysis is conducted at the school level rather than the student level and accordingly uses school fixed effects rather than student fixed effects. Second, the dependent variable is the average predicted test score in each school, with the predicted values based solely on background characteristics of the students enrolled. That is, we regress individual-level test scores onto student background characteristics measured at birth (child's month and year of birth, sex, birth weight, gestational age, birth order, prenatal care start, abnormal conditions at birth and congenital anomalies; as well as mother's education, race, ethnicity, place of birth outside of U.S., state of birth other than Florida, health problems, age, marital status and Medicaid-paid birth), and use the resulting coefficients to predict test scores for each student. These predicted test scores are then collapsed to create a school-by-year level averages, which generate an indexed value of the average test score that would be predicted in the school and year, given only student background data. If we see that schools with more competition also have student cohorts with greater predicted scores enrolled over time, this

would provide evidence that changes in student composition, rather than any effort by the school, may explain the effects we documented above.

Indeed, it appears that when we pool all years together the estimated competition effects are all positive, however, they are statistically significant in only 7 out of 18 specifications and they are generally small in magnitude. In fact, the largest estimated coefficient, for reading using diversity measure, is more than 20 times smaller than the equivalent estimate for actual reading test scores in Table 3. The estimates for our preferred competition measure - Competitive Pressure Index – are even more negligible quantitatively at 18 to 35 times smaller than corresponding coefficients in Table 3. Furthermore, Figure 2 documents that schools facing greater competitive pressure under the expansion of the voucher program had student populations that were likely to have somewhat *lower* test scores in non-trivial number of years and specifications. This non-linearity could explain why many estimates in Table 6 are small, statistically insignificant, and close to zero.

The largest positive estimate in Figure 2 – corresponding to the Diversity measure for the average reading score of the school in 2017– is 0.25 percent of a standard deviation ($b=2.51$). This coefficient is six times smaller than the corresponding estimate of competition pressure measured by Diversity on student reading in 2017 ($b=15.05$) in Figure A1. The largest negative estimate in Figure 2 – corresponding to churches measure for mathematics in 2011 – is 0.20 percent of a standard deviation ($b=-1.96$). This coefficient is about 4.5 times smaller, in absolute value, than the corresponding positive estimate of competition pressure measured by Churches on student math in 2011 ($b=8.67$) in Figure A1.

Finally, it is worth noting that the non-linear pattern observed for predicted test scores is in stark contrast to persistently positive and, if anything, growing over time effects documented

in Figure A1 for actual test scores. This increase in test scores is further notable prior to school years 2015/16 and 2016/17 where we estimate positive and for some measures statistically significant coefficients in Figure 2. When it comes to small negative estimates documented in Figure 2, these would lead to underestimation of the effects of competition per se (net of composition effects), and thus, if anything, our results for mathematics where this phenomenon is more pronounced should be treated as lower bound. Overall, all this suggests that our results are unlikely to be driven primarily by changes in student composition associated with increased voucher utilization and competitive pressure effects, in our view, are the more plausible explanation for the estimated effects.

B. Resources

The voucher program could also have induced changes in resources received by affected schools. We lack reliable data on most measures of school resources, and candidate measures such as school-level measures of expenditures, when they exist, largely reflect either teacher experience levels or student participation in special education (Lankford, & Wyckoff, 1995). But arguably the most salient resource indicator – average class size in a school – is measurable in the Florida data. We therefore explore whether our estimates of the competitive effects of voucher scale-up are potentially due to changes in class size associated with increases in competitive pressure. These may occur mechanically, to the extent that voucher programs draw students away from the public schools they would have attended, or may be the result of strategic decisions by principals to make the school more attractive to students and parents. We draw on class size archives from 2006-2007 through 2016-2017 posted by the Florida Department of Education, which report the average class size for each school separately for students in grades

PK-3, grades 4-8, and grades 9-12.¹³ For each school and year, we calculate the weighted average class size at the school level based on the grade range served by each school. This class size variable, varying at school-by-year level, is then used as an outcome in regressions akin to those used to produce our peer effect estimates.

Table 6, panels B1 to B3, shows the results of this exercise. Several patterns of note emerge. Schools facing landscapes with more initial competitive pressure did have somewhat smaller class sizes as the program expanded, though this relationship is only statistically distinct from zero in one measure of competition (Diversity). If we look at the yearly differential effects on class size based on initial competitive landscape, we see a more pronounced effects on class size reduction (Figure 3). Coefficients are negative and statistically significant for most measures of competitive pressure in most years. But, unlike Figures A1-A3, which show an increasingly positive (negative) relationship between initial competitive pressure and student testing (suspension and absences) outcomes as the program expands, the class size effects remain fairly static over time.

Moreover, the magnitudes of the coefficients are too small to realistically explain away much of our main cognitive and behavioral effects. Consider the largest estimate of effects of competition on class size – using the Diversity measure. Here, we estimate a 0.0042 student reduction in class size per 10 percent increase in the program. To contextualize the expected effects on test scores of a reduction of this magnitude, we make use of the 22 percent of a standard deviation increase in test scores associated with a roughly seven-student reduction in class size effect implied by the Tennessee STAR experiment (Krueger, 1999); this estimated

¹³ Ideally, we would observe class size information starting in 2002/2003 school year, however, data for these earlier cohorts are not available online. At the same time, we cannot construct class size using our registry data because these are limited only to individuals born in the state of Florida.

effect is similar in magnitude to those found by Angrist & Lavy (1999), Chetty et al. (2011), Fredriksson et al. (2013), and Lindahl (2005) in related studies. If we assume the same proportionate effect would apply to competition-induced class size decrease, a 0.0042 reduction in class size would imply expected test score improvements scarcely different from 0 ($0.0042 \times 22/7 = 0.013$ percent of a standard deviation). This would account for only about 3% of the effect of competition on test scores that we estimated in Table 3, where our coefficient on the Diversity Measure implied a 0.42 percent of a standard deviation increase predicted for a 10 percent program expansion. For the other measures of competition, the explained share is even smaller.¹⁴ Given that the range of results in the extant literature (e.g., Jepsen & Rivkin, 2009; see Chingos, 2013 for a thorough review of the class size literature) estimate that class size reductions of about 10 students produce improvements in test scores of between 0.05 and 0.22 standard deviations, and other papers (e.g., Leuven & Løkken, forthcoming) sometimes find very small class size effects on other meaningful outcomes, the share of our estimated effects that can be explained by class size reductions may be even smaller still. Thus, class size changes would explain only a relatively small portion of the observed effects of program expansion presented in Figures 1 and A1. While class size may be contributing to the observed positive effects of competitive pressure on cognitive and behavioral outcomes, it seems unlikely to be a major driver of the findings.

¹⁴ Even the upper bound of the 95 percent confidence interval in the Diversity measure would imply that less than 6 percent of the estimated competitive effects could be due to class size reductions. For the other measures of competition, the upper bound estimate, based on the 95 percent confidence interval of the estimates of competition expansion on class sizes, ranges from 2.9 to 4.7 percent of the estimated competitive effects.

V. Conclusions

School choice programs have been growing in the United States and worldwide over the past two decades, and thus there is considerable interest in how these policies affect students remaining in public schools. Although we now have relatively comprehensive knowledge on the immediate short-run effects stemming from the introduction of such programs, the evidence on the effects of these programs as they scale up is virtually non-existent. Here, we investigate this question using data from the state of Florida where, over the course of our sample period, the voucher program participation increased nearly seven-fold.

We find consistent evidence that as the program grows in size, students in public schools that faced higher competitive pressure levels see greater gains from the program expansion than do those in locations with less competitive pressure. Importantly, we find that these positive externalities extend to behavioral outcomes—absenteeism and suspensions—that have not been well-explored in prior literature on school choice from either voucher or charter programs. Our preferred competition measure, the Competitive Pressure Index, produces estimates implying that a 10 percent increase in the number of students participating in the voucher program increases test scores by 0.3 to 0.7 percent of a standard deviation and reduces behavioral problems by 0.6 to 0.9 percent. We show that these results are robust to alternative plausible ways of measuring competition and expansion, as well as to different modeling choices. Our results are also consistent with past work showing modest benefits to the initial introduction of voucher programs (e.g., Hoxby, 2003; Figlio & Hart, 2014; Egalite, 2016; Egalite & Wolf, 2016; Figlio & Karbownik, 2016), while extending upon these findings to show the persistence and growth of these positive effects as the program scaled up.

Finally, we find that public school students who are most positively affected come from comparatively lower socioeconomic background, which is the set of students that schools should be most concerned about losing under the Florida Tax Credit Scholarship program. However, smaller effects remain statistically significant – in most cases – even for students who are very unlikely to be targeted by vouchers themselves, suggesting that benefits may come partially through generalized school improvements rather than through improvements targeted solely at voucher-eligible students.

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Appendix A. Composition of Students in Florida Public Schools

Here we explore the extent to which competitive pressures affect the composition of students ever appearing in Florida public schools. Recall that, during this paper's study period, voucher participants must either have spent the previous year in Florida public schools or been entering kindergarten or first grade, and the latter would never be observed in the sample. Since the empirical strategy in our paper relies on student fixed effects, would-be peers never observed in the public schools will not contribute to changes in students' schooling environments and thus our coefficients should remain unbiased. Who is in the sample, however, could affect the external validity and interpretation of our results.

To address this question, we analyze whether the voucher program's roll-out affected which children were present in the birth records but not in the school records. To do so, we proxy for the zip code of birth's level of competition pressure in any given year by re-weighting our measures of competition pressure (introduced in Section II.C.) for birth cohorts expected to enter grade one after the program started (September 1995 to December 2002 births) with empirically observed flows of students born in any given zip code to all possible grade one schools as observed for birth cohorts entering schooling before the program started (January 1994 to August 1995 births). Table A1 shows how the voucher program roll-out affected the probability that a child would ultimately appear in the Florida public school data, both overall (panel A) and stratified for samples with a given characteristic (e.g. child of high school dropout mother in panel D or child of immigrant mother in panel J).

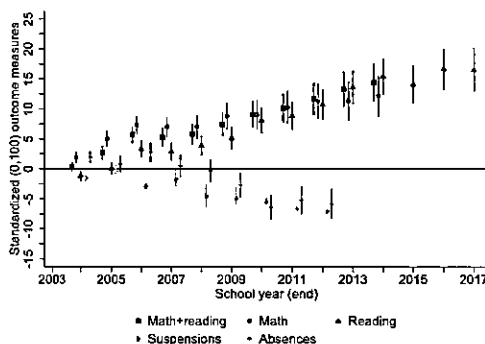
We observe that, unsurprisingly, as the program expanded fewer students born in communities with greater competitive pressures ended up in public schools, meaning that locales with more competition pressure straightaway were the places sending more children to private schools as the voucher program expanded. These results are concentrated in the set of children

whose births were funded by Medicaid and those with relatively poorly-educated mothers which makes sense since the program supports vouchers for low-income families. At the same time, however, as the program expanded, Black children and the children of immigrants were disproportionately likely to never appear in public schooling in communities with greater competitive pressures. It is also worth highlighting that the estimates from Table A1 are very modest in magnitude with effect sizes not exceeding 6 percent of sample mean. In summary, the voucher program led to a public school sector that is modestly more affluent with higher parental education. These composition changes, albeit small in magnitude, underscore the importance of gauging heterogeneity in the effects of competition pressure, as we report in Section III.C. On the one hand, such selection could reduce the estimated competitive effects if higher-SES individuals are less responsive to the effects of competition. On the other hand, it could increase them if there is complementarity between school-level student ability and competitive pressure. In neither case the estimates will be biased given our identification strategy.

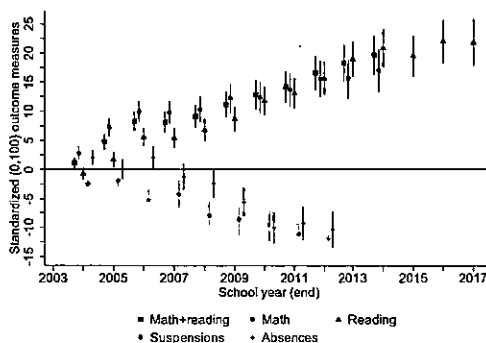
Figures

Figure 1: Effects of voucher expansion over school years for standardized outcomes

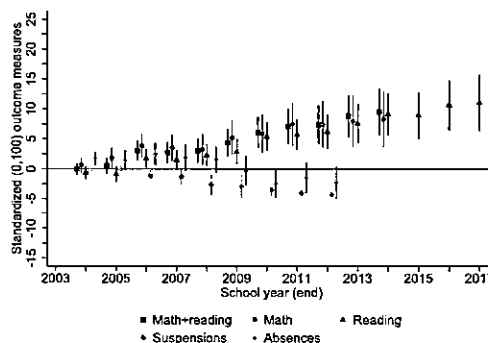
A. Pooled



B. Children ever on free or reduced price lunch



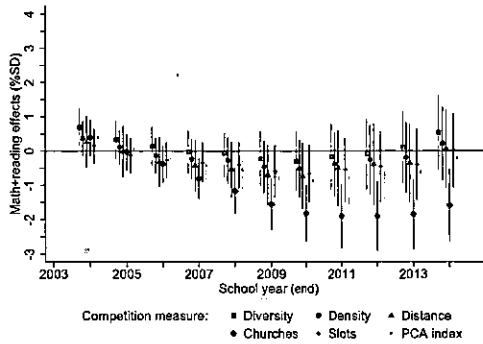
C. Children never on free or reduced price lunch



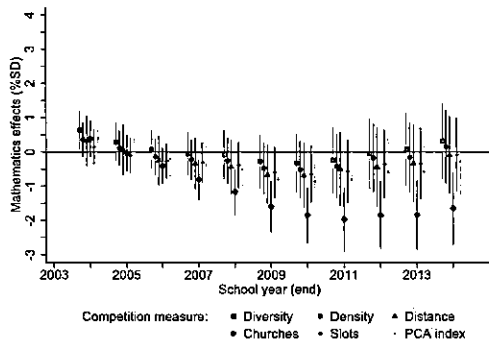
Note: These figures plot modified estimates from the main specification estimated in panel F of Table 3 and from heterogeneity analysis from panels A and B of Table 4, where instead of interaction between composite competition measure and log number of scholarships we plot composite competition measure interacted with school years, and with baseline omitted year 2002/2003. Panel A presents results for pooled sample (Table 3) while panels B and C divide the sample by free and reduced price lunch status of a child (Table 4). Outcomes are averaged test scores in mathematics and reading (navy squares); mathematics test scores (orange circles); reading test scores (maroon triangles); likelihood of being suspended (khaki diamonds); and absence rate (green pluses). Each outcome variable is standardized in its empirical sample to have mean zero and standard deviation of 100. Spikes present 95% confidence intervals based on standard errors clustered at grade one school level.

Figure 2: Estimating potential peer effects

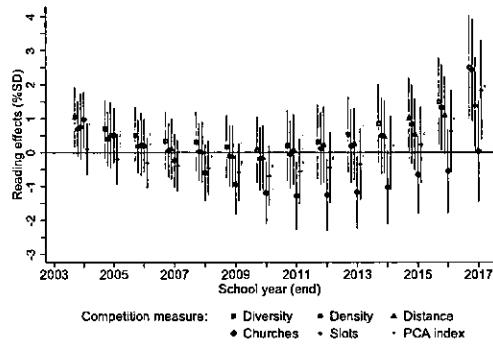
A. School-level predicted averaged math + reading



B. School-level predicted mathematics

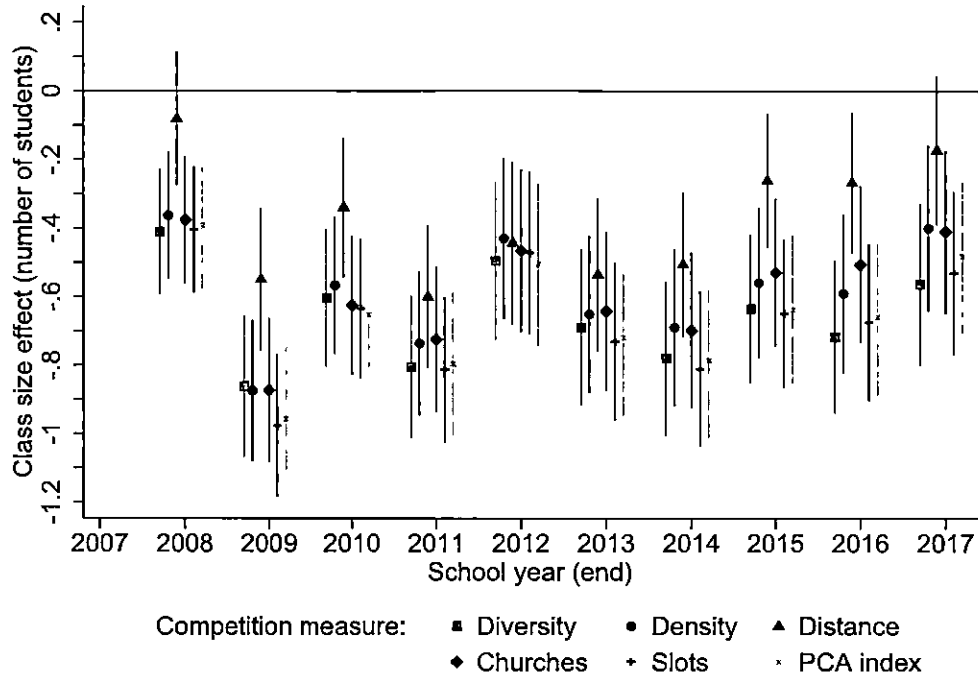


C. School-level predicted reading



Note: These figures plot potential peer effect estimates where the dependent variables are predicted rather than actual test scores. Predicted tests scores are based on predicted values from a regression of actual test scores on year and month of birth dummies, gender, birth weight, maternal years of education dummies, gestational age dummies, marital status, mother's place of birth, race, ethnicity, maternal age at birth, prior number of births to mother, month prenatal care began, complications of labor and delivery, abnormal conditions at birth, congenital anomalies, maternal health problems and Medicaid paid birth. We then aggregate these data at grade one school by year level and measure competition according to panels A to F in Table 3. Regressions include interaction between competition measure and school year along school year and grade one school fixed effects. Effects are presented relative to baseline (omitted) 2002/03 school year. Panel A presents results for predicted school-level averaged mathematics and reading scores, panel B presents results for predicted school-level mathematics scores, and panel C presents results for predicted school-level reading scores. Spikes present 95% confidence intervals based on standard errors clustered at grade one school level.

Figure 3: Estimating potential class size effects



Note: This figure plots estimates where the dependent variable is class size measured at school-by-year level. Data on class size for school years 2006/2007 to 2016/2017 are based on reports provided by Florida Department of Education (<http://www.fldoe.org/finance/budget/class-size/class-size-reduction-averages.shtml>) separately for grades PK to 3, 4 to 8 and 9 to 12. For each school we weight these reported class sizes according to actual grades served e.g., if school is serving grades PK to 8 then we compute school-level class size as $CS = 0.5CS_{PK-3} + 0.5CS_{4-8} + 0CS_{9-12}$. These are then merged at grade one school by year level to competition measures used in panels A to F in Table 3. Regressions include interaction between competition measure and school year along school year and grade one school fixed effects, and school year 2006/2007 is a reference (omitted) category. Spikes present 95% confidence intervals based on standard errors clustered at grade one school level.

Tables

Table 1: Program expansion

School year	(1) Designated state funds	(2) Realized spending	(3) Number of participating private schools	(4) Number of scholarship enrollments	(5) Maximum amount granted per student	(6) Maximum annual family income allowed
2002/03	50,000,000	50,000,000	N/A	15,585	3,500	< 185% FPL
2003/04	88,000,000	40,000,000	924	11,550	3,500	< 185% FPL
2004/05	88,000,000	36,655,500	973	10,549	3,500	< 185% FPL
2005/06	88,000,000	46,745,482	895	15,123	3,500	< 185% FPL
2006/07	88,000,000	59,300,655	948	17,819	3,750	< 200% FPL
2007/08	88,000,000	73,450,691	933	21,493	3,750	< 200% FPL
2008/09	118,000,000	88,626,463	1,002	24,871	3,950	< 200% FPL
2009/10	118,000,000	106,049,940	1,033	28,927	3,950	< 200% FPL
2010/11	140,000,000	129,474,868	1,114	34,550	4,106	< 230% FPL
2011/12	175,000,000	147,481,308	1,216	40,248	4,011	< 230% FPL
2012/13	229,000,000	206,974,102	1,338	51,075	4,335	< 230% FPL
2013/14	286,000,000	274,495,570	1,429	59,822	4,880	< 230% FPL
2014/15	357,800,000	344,887,372	1,533	69,950	5,272	< 230% FPL
2015/16	447,000,000	418,693,458	1,602	78,664	5,677	< 230% FPL
2016/17	559,000,000	539,252,526	1,733	98,936	5,886	< 260% FPL
2017/18	698,000,000	641,024,651	1,818	108,098	7,208	< 260% FPL

Note: This table presents Florida Tax Credit (FTC) Scholarship Program expansion between school years 2002/03 and 2017/18. Column 1 shows total amount of tax credits which may be granted in given year; column 2 shows realized spending in the program; column 3 shows number of participating private schools; column 4 shows number of students enrolled through the scholarship program; column 5 shows maximum amount of scholarship that can be awarded; column 6 shows maximum annual family income allowed. Columns 1, 5 and 6 are based on Florida Statutes 220.187 for years 2002/03 to 2009/10 and Florida Statutes 1002.395 for years 2010/11 to 2017/18. Columns 2 to 4 are based on Florida Department of Education reports (Choice Facts, 2008; 2010; 2011; 2014; 2018).

Table 2: Descriptive statistics

	(1)	(2)	(3) Competition index	
	All births	Empirical sample	Above median	Below median
Panel A. Sociodemographic characteristics				
White	55.4	50.9	37.3	68.0
African-American	19.4	23.3	30.2	14.5
Hispanic	22.8	23.9	30.5	15.6
Mother foreign born	23.2	23.0	29.7	14.5
Male	51.2	51.1	51.1	51.1
Mother HS dropout	20.9	24.9	25.0	24.6
Mother HS graduate	58.8	60.4	60.7	60.1
Mother college graduate	20.2	14.7	14.3	15.2
Mother age at birth	27.1	26.6	26.6	26.5
Parents married at birth	64.9	59.2	54.6	65.1
Ever on FRPL	N/A	71.8	75.8	66.6
Panel B. Competition measures				
Diversity		5.1	6.8	2.9
Density		15.6	24.0	5.0
Distance	N/A	-1.9	-1.0	-3.0
Number of churches		143.0	207.9	61.0
Number of slots		2.9	4.7	0.7
Competition index (PCA)		0.3	1.6	-1.5
Panel C. Outcomes				
Math+reading score		0.0	-4.4	5.6
Math score		0.0	-4.1	5.0
Reading scores	N/A	0.0	-4.8	6.0
Likelihood suspended		13.7	14.3	12.9
Absence rate		5.0	5.0	5.2
Maximum # observations	2,028,798	6,971,914	3,890,161	3,081,753
Maximum # children	2,028,798	1,255,084	755,254	609,646

Note: Panel A presents means of sociodemographic variables (all indicator variables multiplied by 100); panel B presents means of competition measures with distance reverse coded (more positive values indicate higher competition); panel C presents outcome variables (all multiplied by 100). Column 1 presents characteristics of full sample of births between 1992 and 2002; column 2 presents characteristics of our preferred empirical sample for school years between 2002/03 to 2016/17; columns 3 and 4 divide sample from column 2 into two mutually exclusive categories based on median of the PCA competition index.

Table 3: Effects of voucher expansion by baseline competition measures

	(1)	(2)	(3)	(4)	(5)
	Math + Reading	Mathematics	Reading	Suspensions	Absences
Panel A. Diversity					
Expansion × above median competition	4.233*** (0.599)	1.937*** (0.736)	6.539*** (0.618)	-0.504* (0.267)	-0.265*** (0.052)
Panel B. Density					
Expansion × above median competition	5.293*** (0.586)	2.817*** (0.728)	7.566*** (0.608)	-1.109*** (0.268)	-0.258*** (0.052)
Panel C. Distance					
Expansion × above median competition	1.648*** (0.590)	-0.308 (0.712)	3.542*** (0.622)	-0.430* (0.261)	-0.151*** (0.052)
Panel D. Churches nearby					
Expansion × above median competition	3.917*** (0.598)	1.643** (0.727)	5.966*** (0.626)	-1.428*** (0.265)	-0.223*** (0.051)
Mean [SD] of Y	0.027 [93.104]	0.000 [100.000]	0.000 [100.000]	13.633 [34.314]	5.039 [5.786]
Observations	6,187,563	6,131,878	6,611,067	5,453,653	5,453,653
# children	1,222,165	1,222,912	1,223,799	1,228,461	1,228,461
Panel E. Slots per grade					
Expansion × above median competition	6.064*** (0.590)	3.361*** (0.732)	8.684*** (0.604)	-1.749*** (0.266)	-0.290*** (0.052)
Panel F. Competitive Pressure Index					
Expansion × above median competition	5.111*** (0.593)	2.639*** (0.738)	7.389*** (0.611)	-1.282*** (0.267)	-0.281*** (0.052)
Mean [SD] of Y	0.000 [93.085]	-0.038 [99.977]	-0.017 [99.984]	13.666 [34.349]	5.041 [5.790]
Observations	6,160,525	6,104,889	6,584,014	5,427,985	5,427,985
# children	1,221,023	1,220,753	1,223,123	1,225,713	1,225,713

Note: Sample is based on individual-level observations in grades 3 to 8 for students attending Florida public schools between 2002/03 to 2016/17 and born between 1992 and 2002. Each child has to be observed at least in grade 1 so that we can assign them school-level competition measures which are based on Figlio and Hart (2014); these are assigned to individuals for the schools they attend in grades 1 and 6. Thus, there are up to two values of competition observed for each individual. Expansion is measured at annual level between 2002/03 and 2016/17 as logarithm of number of scholarships awarded. Test scores are based on FCAT developmental scores for years 2000/2001 to 2013/2014 and on FSA developmental scores for years 2014/2015 to 2016/2017, and we standardize them in-sample by years and grade to have mean 0 and standard deviation of 1. These standardized scores are then multiplied by 100. Averaged mathematics and reading as well as mathematics test scores are available up to school year 2013/2014 while reading test scores are available up to school year 2016/2017. Suspensions (indicator for ever being suspended in a given year) and absences (absence rate in a given year net of suspension days) are measured for years 2002/03 to 2011/2012, and they are multiplied by 100. Each column represents a separate outcome variable. Competition measures are: number of denominational types represented (panel A); number of local private schools (panel B); miles to nearest private school competitor (panel C); number of churches, synagogues, and mosques (panel D); number of private school slots per grade (panel E); and principal components analysis competition index ("Competitive Pressure Index") based on five measures from panels A to E (panel F). Regression table presents interactions between competition measure (dummy for competition above median in the full sample of schools) and log of expansion measure, and all regressions include student-by-school level FE and grade-by-school year FE. School level is defined as indicator for grade 6 to 8 vs. 3 to 5. Standard errors are clustered at grade one school level. Point estimates marked ***, **, and * are statistically significant at the 1, 5, and 10 percent levels, respectively.

Table 4: Heterogeneity in the effects of voucher expansion

	(1)	(2)	(3)	(4)	(5)
	Math + Reading	Mathematics	Reading	Suspensions	Absences
Panel A. Ever on free or reduced price lunch					
Expansion × above median competition	6.504*** (0.624)	3.660*** (0.770)	9.187*** (0.666)	-1.946*** (0.338)	-0.431*** (0.063)
Mean [SD] of Y	-21.409 [89.396]	-21.402 [97.315]	-21.010 [96.385]	17.305 [37.829]	5.587 [6.314]
Observations	4,362,211	4,324,143	4,696,426	3,803,417	3,803,417
Panel B. Never on free or reduced price lunch					
Expansion × above median competition	3.971*** (0.759)	2.781*** (0.970)	4.860*** (0.771)	-0.917*** (0.254)	-0.144*** (0.055)
Mean [SD] of Y	51.933 [80.552]	51.840 [86.435]	52.216 [89.054]	5.147 [22.095]	3.763 [4.044]
Observations	1,798,314	1,780,746	1,887,588	1,624,568	1,624,568
Panel C. Mother high school dropout					
Expansion × above median competition	5.256*** (0.762)	2.956*** (0.953)	7.504*** (0.852)	-2.159*** (0.479)	-0.338*** (0.096)
Mean [SD] of Y	-43.261 [88.539]	-42.496 [97.764]	-43.506 [95.362]	21.774 [41.271]	6.460 [7.175]
Observations	1,504,461	1,492,865	1,609,399	1,334,914	1,334,914
Panel D. Mother high school graduate					
Expansion × above median competition	5.675*** (0.597)	2.900*** (0.752)	8.297*** (0.620)	-1.113*** (0.287)	-0.337*** (0.052)
Mean [SD] of Y	1.324 [87.359]	0.979 [94.291]	1.434 [94.682]	12.655 [33.247]	4.870 [5.415]
Observations	3,739,944	3,709,186	3,989,457	3,304,238	3,304,238
Panel E. Mother college graduate					
Expansion × above median competition	3.163*** (0.902)	1.863 (1.146)	3.812*** (0.940)	-0.776*** (0.292)	-0.060 (0.057)
Mean [SD] of Y	65.640 [82.760]	65.993 [88.952]	65.155 [91.140]	4.182 [20.017]	3.356 [3.792]
Observations	916,120	902,838	985,158	788,833	788,833
Panel F. White mother					
Expansion × above median competition	4.682*** (0.677)	3.803*** (0.860)	5.269*** (0.657)	-1.116*** (0.295)	-0.228*** (0.064)
Mean [SD] of Y	22.894 [88.067]	22.368 [93.933]	23.256 [96.293]	10.145 [30.193]	5.257 [5.730]
Observations	3,156,514	3,132,289	3,348,248	2,815,187	2,815,187
Panel G. African-American mother					
Expansion × above median competition	4.319*** (0.844)	3.693*** (1.122)	5.277*** (0.834)	-0.121 (0.650)	-0.021 (0.094)
Mean [SD] of Y	-48.816 [88.572]	-49.807 [98.517]	-47.479 [94.430]	25.486 [43.578]	5.311 [6.483]
Observations	1,414,642	1,403,085	1,513,010	1,248,570	1,248,570
Panel H. Hispanic mother					
Expansion × above median competition	5.488*** (0.989)	1.557 (1.274)	9.126*** (1.093)	-2.452*** (0.423)	-0.170** (0.084)
Mean [SD] of Y	-6.380 [88.165]	-4.972 [95.255]	-7.608 [95.334]	10.518 [30.678]	4.441 [5.190]
Observations	1,469,512	1,451,296	1,593,065	1,261,615	1,261,615
Panel I. Mother born in the U.S.					
Expansion × above median competition	3.607*** (0.591)	2.142*** (0.759)	4.744*** (0.564)	-0.898*** (0.296)	-0.288*** (0.059)
Mean [SD] of Y	-1.281 [93.900]	-1.947 [100.685]	-0.724 [100.883]	14.870 [35.579]	5.374 [6.008]
Observations	4,739,008	4,701,848	5,049,671	4,198,015	4,198,015
Panel J. Foreign born mother					
Expansion × above median competition	2.690*** (0.926)	-0.945 (1.223)	6.103*** (1.018)	-1.631*** (0.390)	-0.127* (0.071)
Mean [SD] of Y	4.272 [90.182]	6.359 [97.294]	2.311 [96.932]	9.558 [29.402]	3.907 [4.805]
Observations	1,421,517	1,403,041	1,534,343	1,229,970	1,229,970

Note: Specifications are based on those in panel F of Table 3 with the baseline sample split by child's free or reduced price lunch history (panels A and B), maternal education (panels C to E), race/ethnicity (panels F to H), and maternal immigration status (panels I and J). Outcome variables are averaged mathematics and reading test scores (column 1), mathematics test scores (column 2), reading test scores (column 3), likelihood of being suspended (column 4), and absence rate (column 5). Standard errors are clustered at grade one school level. Point estimates marked ***, **, and * are statistically significant at the 1, 5, and 10 percent levels, respectively.

Table 5: Robustness of the preferred estimates

	(1)	(2)	(3)	(4)	(5)
	Math + Reading	Mathematics	Reading	Suspensions	Absences
Panel A. Baseline					
Expansion × above median competition	5.111*** (0.593)	2.639*** (0.738)	7.389*** (0.611)	-1.282*** (0.267)	-0.281*** (0.052)
Mean [SD] of Y	0.000 [93.085]	-0.038 [99.977]	-0.017 [99.984]	13.666 [34.349]	5.041 [5.790]
Observations	6,160,525	6,104,889	6,584,014	5,427,985	5,427,985
Panel B. Continuous competition measure					
Expansion × competition	1.453*** (0.157)	0.620*** (0.196)	2.296*** (0.161)	-0.422*** (0.068)	-0.086*** (0.014)
Mean [SD] of Y	0.000 [93.085]	-0.038 [99.977]	-0.017 [99.984]	13.666 [34.349]	5.041 [5.790]
Observations	6,160,525	6,104,889	6,584,014	5,427,985	5,427,985
Panel C. Log funding expansion measure					
Expansion × above median competition	4.747*** (0.555)	2.547*** (0.695)	6.536*** (0.552)	-1.358*** (0.268)	-0.311*** (0.052)
Mean [SD] of Y	0.000 [93.085]	-0.038 [99.977]	-0.017 [99.984]	13.666 [34.349]	5.041 [5.790]
Observations	6,160,525	6,104,889	6,584,014	5,427,985	5,427,985
Panel D. Competition measure unweighted with elementary to middle school flows					
Expansion × above median competition	4.337*** (0.574)	1.955*** (0.722)	6.528*** (0.588)	-1.031*** (0.250)	-0.280*** (0.048)
Mean [SD] of Y	-0.003 [92.865]	-0.002 [99.755]	-0.072 [99.844]	13.223 [33.874]	5.011 [5.706]
Observations	5,761,773	5,714,711	6,123,884	5,117,781	5,117,781
Panel E. Weights based solely on pre-program transitions between grades 5 and 6					
Expansion × above median competition	5.633*** (0.578)	3.111*** (0.718)	8.209*** (0.594)	-1.333*** (0.265)	-0.228*** (0.052)
Mean [SD] of Y	0.002 [93.084]	-0.036 [99.975]	-0.014 [99.984]	13.653 [34.336]	5.038 [5.793]
Observations	6,071,801	6,016,952	6,487,847	5,351,967	5,351,967
Panel F. Limiting the sample to schools with at least one competitor within 5 miles					
Expansion × above median competition	4.271*** (0.618)	2.221*** (0.767)	6.131*** (0.642)	-1.129*** (0.284)	-0.193*** (0.052)
Mean [SD] of Y	0.003 [93.124]	-0.042 [99.976]	-0.019 [99.984]	13.636 [34.317]	5.008 [5.781]
Observations	5,703,761	5,650,965	6,092,805	5,030,501	5,030,501
Panel G. School years 2002/03 to 2011/12					
Expansion × above median competition	4.584*** (0.589)	2.644*** (0.738)	6.578*** (0.615)	-1.282*** (0.267)	-0.281*** (0.052)
Mean [SD] of Y	-0.219 [92.915]	-0.040 [99.974]	-0.019 [99.981]	13.666 [34.349]	5.041 [5.790]
Observations	5,336,140	5,323,917	5,323,137	5,427,985	5,427,985
Panel H. Balanced panel (6-years)					
Expansion × above median competition	5.463*** (0.660)	3.496*** (0.825)	6.933*** (0.683)	-1.427*** (0.306)	-0.364*** (0.055)
Mean [SD] of Y	0.095 [92.933]	-0.037 [99.974]	-0.015 [99.986]	14.524 [35.234]	4.969 [5.551]
Observations	3,958,889	3,919,656	5,303,632	2,845,185	2,845,185
Panel I. In sample standardized test scores					
Expansion × above median competition	4.825*** (0.586)	2.484*** (0.733)	7.165*** (0.603)	N/A	N/A
Mean [SD] of Y	0.061 [92.587]	0.190 [99.823]	-0.069 [99.805]		
Observations	5,756,691	5,756,691	5,756,691		
Panel J. In population standardized scores sample					
Expansion × above median competition	4.913*** (0.555)	2.729*** (0.700)	7.097*** (0.573)	N/A	N/A
Mean [SD] of Y	4.669 [89.064]	4.657 [96.371]	4.681 [95.610]		
Observations	5,756,691	5,756,691	5,756,691		

Note: Robustness checks based on estimates from panel F of Table 3. Panel A replicates the main result from panel F of Table 3; panel B replaces dummy indicator for above median pre-reform competition with continuous measure; panel C replaces logarithm of number of scholarships expansion measure with logarithm of funding; panel D assigns the middle-school pre-policy competition measures based on the actual grade 6 (middle) school initially attended by each student; panel E generates expected competitive pressure measures for middle school-aged students using only pre-policy announcement flow between elementary and middle schools; panel F limits the initial sample to only schools with at least one competitor within 5 miles; panel G restricts the sample to school years 2002/03 to 2011/12 where we observe all five outcomes; panel H restricts the sample to 6-year panel of observations starting with grade 3 and within school years available for a given variable; panels I and J restrict the sample to school years 2002/03 to 2012/13 where we observe test scores that are standardized for the full population of Florida students - panel I presents our in-sample standardization while panel J population-level standardization. Outcome variables are averaged mathematics and reading test score (column 1), mathematics test score (column 2), reading test score (column 3), likelihood of being suspended (column 4), and absence rate (column 5). Standard errors are clustered at grade one school level. Point estimates marked ***, **, and * are statistically significant at the 1, 5, and 10 percent levels, respectively.

Table 6: Alternative explanations: Effects of voucher program expansion on peer composition and class size

	(1)	(2)	(3)	(4)	(5)	(6)
	Diversity	Density	Distance	Churches	Slots	PCA
Panel A. Potential "peer effects"						
A1. School-level predicted averaged mathematics and reading scores						
Expansion × above median competition	0.253** (0.119)	0.199* (0.112)	0.063 (0.073)	0.053 (0.102)	0.042 (0.104)	0.148 (0.107)
Observations	20,009	20,009	20,009	20,009	19,986	19,986
A2. School-level predicted mathematics scores						
Expansion × above median competition	0.218* (0.118)	0.185 (0.113)	0.061 (0.073)	0.045 (0.103)	0.037 (0.103)	0.148 (0.108)
Observations	20,009	20,009	20,009	20,009	19,986	19,986
A3. School-level predicted reading scores						
Expansion × above median competition	0.294*** (0.105)	0.276*** (0.104)	0.125** (0.060)	0.116 (0.092)	0.106 (0.092)	0.245** (0.103)
Observations	24,930	24,930	24,930	24,930	24,907	24,907
Panel B. Potential class size effects						
B1. Main class size estimates						
Expansion × above median competition	-0.042** (0.018)	-0.011 (0.019)	-0.003 (0.011)	-0.012 (0.018)	-0.020 (0.018)	-0.027 (0.020)
B2. Effect on number of students per 10% increase in the program						
Estimate	-0.0042	-0.0011	-0.0003	-0.0012	-0.002	-0.0027
B3. Implied effect sizes based on 22% SD 3-year STAR effect (in % of SD)						
Implied effect	0.013	0.003	0.001	0.004	0.006	0.008
Observations	17,747	17,747	17,747	17,747	17,739	17,739

Note: Panel A presents potential peer effect estimates where the dependent variables are predicted rather than actual test scores. Predicted tests scores are based on predicted values from a regression of actual test scores on year and month of birth dummies, gender, birth weight, maternal years of education dummies, gestational age dummies, marital status, mother's place of birth, race, ethnicity, maternal age at birth, prior number of births to mother, month prenatal care began, complications of labor and delivery, abnormal conditions at birth, congenital anomalies, maternal health problems and Medicaid paid birth. These are then aggregate at grade one school by year level. RRegressions include interaction between competition measure (dummy for competition above median in the full sample of schools) and log of expansion measure along school year and grade one school fixed effects. Panel A1 presents results for predicted school-level averaged mathematics and reading scores, panel A2 presents results for predicted school-level mathematics scores, and panel A3 presents results for predicted school-level reading scores. Panel B presents estimates where the outcome variable is class size measured at school-by-year level. Data on class size for school years 2006/2007 to 2016/2017 are based on reports provided by Florida Department of Education (<http://www.fldoe.org/finance/budget/class-size/class-size-reduction-averages.shtml>) separately for grades PK to 3, 4 to 8 and 9 to 12. For each school we weight these reported class sizes according to actual grades served e.g., if school is serving grades PK to 8 then we compute school-level class size as $CS = 0.5CS_{PK-3} + 0.5CS_{4-8} + 0CS_{9-12}$. These are then merged at grade one school by year level to competition measures used in panels A to F in Table 3. Regressions include interaction between competition measure (dummy for competition above median in the full sample of schools) and log of expansion measure, year fixed effects, and grade one school fixed effects. Panel B1 presents the effects of voucher program expansion on class size; panel B2 scales this estimate into effect size of 10% increase in voucher program scholarships; and panel B3 computes the implied potential gain in test scores from reduced class size based on estimates from project STAR (Krueger, 1999). Standard errors are clustered at grade one school level. Point estimates marked ***, **, and * are statistically significant at the 1, 5, and 10 percent levels, respectively.

Appendix

Table A1: Voucher program expansion and likelihood of being observed in matched birth-public school records

	(1)	(2)	(3)	(4)	(5)	(6)
Competition measures	PCA index	Diversity	Density	Distance	Churches	Slots
Outcome: Probability of being matched to school records (*100)						
Panel A: Overall (Mean = 79.8; N = 1,279,009)						
Expansion × above median weighted competition	-1.055*** (0.356)	-1.218*** (0.351)	-1.238*** (0.354)	-1.364*** (0.385)	-0.963*** (0.359)	-1.185*** (0.356)
Implied % effect	-1.3	-1.5	-1.6	-1.7	-1.2	-1.5
Panel B: Non-Medicaid paid birth (Mean = 74.7; N = 709,570)						
Expansion × above median weighted competition	-0.115 (0.505)	-0.301 (0.494)	-0.258 (0.506)	-1.090** (0.525)	-0.290 (0.502)	-0.125 (0.506)
Implied % effect	-0.2	-0.4	-0.3	-1.5	-0.4	-0.2
Panel C: Medicaid paid birth (Mean = 86.1; N = 569,438)						
Expansion × above median weighted competition	-2.342*** (0.385)	-2.433*** (0.384)	-2.435*** (0.384)	-1.687*** (0.415)	-2.036*** (0.390)	-2.506*** (0.378)
Implied % effect	-2.7	-2.8	-2.8	-2.0	-2.4	-2.9
Panel D: Mother high school dropout (Mean = 87.1; N = 250,565)						
Expansion × above median weighted competition	-1.451*** (0.536)	-1.714*** (0.528)	-1.581*** (0.534)	-1.114* (0.597)	-1.370** (0.547)	-1.428*** (0.529)
Implied % effect	-1.7	-2.0	-1.8	-1.3	-1.6	-1.6
Panel E: Mother high school graduate (Mean = 82.2; N = 746,382)						
Expansion × above median weighted competition	-0.769** (0.389)	-0.863** (0.381)	-0.818** (0.387)	-1.256*** (0.409)	-0.686* (0.388)	-0.765* (0.391)
Implied % effect	-0.9	-1.0	-1.0	-1.5	-0.8	-0.9
Panel F: Mother college graduate (Mean = 66.9; N = 282,062)						
Expansion × above median weighted competition	-0.189 (0.853)	-0.397 (0.817)	-0.421 (0.834)	-0.641 (0.776)	-0.322 (0.773)	-0.683 (0.834)
Implied % effect	-0.3	-0.6	-0.6	-1.0	-0.5	-1.0
Panel G: White, non-Hispanic, non-immigrant (Mean = 77.4; N = 640,193)						
Expansion × above median weighted competition	0.034 (0.433)	-0.083 (0.435)	-0.265 (0.436)	-0.704 (0.452)	-0.232 (0.440)	-0.053 (0.433)
Implied % effect	0.0	-0.1	-0.3	-0.9	-0.3	-0.1
Panel H: Black, non-Hispanic, non-immigrant (Mean = 89.5; N = 213,720)						
Expansion × above median weighted competition	-2.230*** (0.597)	-2.566*** (0.573)	-2.374*** (0.590)	-2.439*** (0.609)	-1.351** (0.620)	-2.255*** (0.578)
Implied % effect	-2.5	-2.9	-2.7	-2.7	-1.5	-2.5
Panel I: Hispanic, non-immigrant (Mean = 81.4; N = 107,344)						
Expansion × above median weighted competition	-0.742 (1.049)	-0.639 (1.031)	0.095 (1.038)	-0.493 (0.856)	-0.031 (1.022)	-1.252 (1.053)
Implied % effect	-0.9	-0.8	0.1	-0.6	0.0	-1.5
Panel J: Immigrant mother (Mean = 77.6; N = 317,752)						
Expansion × above median weighted competition	-4.296*** (0.815)	-4.289*** (0.810)	-4.231*** (0.825)	-2.830*** (0.872)	-3.508*** (0.830)	-4.335*** (0.779)
Implied % effect	-5.5	-5.5	-5.5	-3.6	-4.5	-5.6
Panel K: Females (Mean = 80.2; N = 624,677)						
Expansion × above median weighted competition	-1.290*** (0.419)	-1.313*** (0.414)	-1.466*** (0.418)	-1.326*** (0.444)	-0.998** (0.426)	-1.221*** (0.420)
Implied % effect	-1.6	-1.6	-1.8	-1.7	-1.2	-1.5
Panel L: Males (Mean = 79.5; N = 654,332)						
Expansion × above median weighted competition	-0.816* (0.444)	-1.118** (0.438)	-1.006** (0.445)	-1.400*** (0.460)	-0.910** (0.442)	-1.125** (0.438)
Implied % effect	-1.0	-1.4	-1.3	-1.8	-1.1	-1.4

Note: This table presents estimates where the outcome variable is an indicator for being matched between birth and school records multiplied by 100. Panel A presents overall probability while panels B to L present results for various subsamples. Independent variable of interest is an interaction between annual voucher expansion and weighted competition at zip code level. Analysis is based on data for cohorts entering grade one after the program started (September 1995 and later) while weights are created based on pre-program grade one cohorts (January 1994 to August 1995). Weighting is based on observed flows of individuals born in a given zip code to all possible schools. Models further include zip code level and year fixed effects. Standard errors are clustered at zip code level. Point estimates marked ***, **, and * are statistically significant at the 1, 5, and 10 percent levels, respectively.

Table A2: Construction of Competitive Pressure Index based on principal components analysis

	(1) Grades 1 to 5		(3) Grades 6 to 8	
	First component	Second component	First component	Second component
Diversity	0.474	0.144	0.474	0.169
Density	0.499	-0.214	0.494	-0.215
Distance	0.295	0.903	0.331	0.873
Number of churches	0.46	-0.229	0.455	-0.271
Number of slots	0.477	-0.257	0.463	-0.301
Eigenvalue	3.614	0.813	3.829	0.733

Note: This table reports the results of a principal components analysis of number of denominational types represented (diversity), number of local private schools (density), miles to nearest private school competitor (distance), number of churches, synagogues, and mosques, and number of private school slots per grade. The eigenvectors associated with the first (columns 1 and 3) and second (columns 2 and 4) components are reported separately for grades 1 to 5 and 6 to 8, as well as their associated eigenvalues.

Table A3: Heterogeneity in the effects of voucher expansion: Diversity measure

	(1)	(2)	(3)	(4)	(5)
	Math + Reading	Mathematics	Reading	Suspensions	Absences
Panel A. Ever on free or reduced price lunch					
Expansion × above median competition	5.877*** (0.627)	3.101*** (0.764)	8.604*** (0.669)	-1.054*** (0.336)	-0.370*** (0.064)
Mean [SD] of Y	-21.420 [89.403]	-21.405 [97.323]	-21.028 [96.392]	17.271 [37.800]	5.585 [6.310]
Observations	4,379,915	4,341,810	4,714,149	3,820,075	3,820,075
Panel B. Never on free or reduced price lunch					
Expansion × above median competition	2.180*** (0.773)	1.304 (0.970)	3.142*** (0.796)	-0.226 (0.255)	-0.170*** (0.055)
Mean [SD] of Y	51.995 [80.557]	51.918 [86.455]	52.259 [89.053]	5.124 [22.048]	3.762 [4.042]
Observations	1,807,648	1,790,068	1,896,918	1,633,578	1,633,578
Panel C. Mother high school dropout					
Expansion × above median competition	4.747*** (0.760)	2.044** (0.935)	7.438*** (0.833)	-1.307*** (0.484)	-0.249*** (0.096)
Mean [SD] of Y	-43.279 [88.547]	-42.509 [97.770]	-43.525 [95.370]	21.728 [41.240]	6.455 [7.169]
Observations	1,511,217	1,499,602	1,616,155	1,341,389	1,341,389
Panel D. Mother high school graduate					
Expansion × above median competition	4.712*** (0.601)	2.249*** (0.751)	7.206*** (0.629)	-0.259 (0.286)	-0.318*** (0.052)
Mean [SD] of Y	1.336 [87.366]	1.001 [94.301]	1.438 [94.687]	12.627 [33.215]	4.869 [5.413]
Observations	3,754,631	3,723,846	4,004,160	3,318,165	3,318,165
Panel E. Mother college graduate					
Expansion × above median competition	1.706* (0.916)	0.896 (1.151)	2.423** (0.981)	-0.360 (0.291)	-0.103* (0.058)
Mean [SD] of Y	65.699 [82.758]	66.072 [88.959]	65.192 [91.139]	4.160 [19.967]	3.355 [3.789]
Observations	921,715	908,430	990,752	794,099	794,099
Panel F. White mother					
Expansion × above median competition	3.130*** (0.694)	2.353*** (0.867)	3.873*** (0.674)	-0.115 (0.304)	-0.233*** (0.063)
Mean [SD] of Y	22.957 [88.068]	22.440 [93.939]	23.308 [96.293]	10.113 [30.150]	5.253 [5.726]
Observations	3,170,846	3,146,594	3,362,580	2,828,887	2,828,887
Panel G. African-American mother					
Expansion × above median competition	4.246*** (0.817)	3.501*** (1.073)	5.361*** (0.810)	0.767 (0.640)	0.079 (0.095)
Mean [SD] of Y	-48.852 [88.588]	-49.836 [98.533]	-47.516 [94.446]	25.448 [43.557]	5.310 [6.478]
Observations	1,420,501	1,408,927	1,518,874	1,254,177	1,254,177
Panel H. Hispanic mother					
Expansion × above median competition	4.934*** (0.979)	1.178 (1.232)	8.515*** (1.095)	-2.174*** (0.429)	-0.209** (0.086)
Mean [SD] of Y	-6.396 [88.173]	-4.972 [95.269]	-7.637 [95.336]	10.491 [30.643]	4.440 [5.187]
Observations	1,475,615	1,457,395	1,599,177	1,267,259	1,267,259
Panel I. Mother born in the U.S.					
Expansion × above median competition	2.722*** (0.594)	1.379* (0.756)	3.934*** (0.572)	0.035 (0.298)	-0.267*** (0.058)
Mean [SD] of Y	-1.250 [93.922]	-1.907 [100.711]	-0.701 [100.901]	14.836 [35.545]	5.371 [6.004]
Observations	4,759,439	4,722,232	5,070,104	4,217,517	4,217,517
Panel J. Foreign born mother					
Expansion × above median competition	2.082** (0.929)	-1.261 (1.202)	5.484*** (1.026)	-1.457*** (0.389)	-0.138* (0.076)
Mean [SD] of Y	4.284 [90.192]	6.389 [97.308]	2.307 [96.939]	9.529 [29.361]	3.905 [4.802]
Observations	1,428,124	1,409,646	1,540,963	1,236,136	1,236,136

Note: Specifications are based on those in panel A of Table 3 with the baseline sample split by child's free or reduced price lunch history (panels A and B), maternal education (panels C to E), race/ethnicity (panels F to H), and maternal immigration status (panels I and J). Outcome variables are averaged mathematics and reading test scores (column 1), mathematics test scores (column 2), reading test scores (column 3), likelihood of being suspended (column 4), and absence rate (column 5). Standard errors are clustered at grade one school level. Point estimates marked ***, **, and * are statistically significant at the 1, 5, and 10 percent levels, respectively.

Table A4: Heterogeneity in the effects of voucher expansion: Density measure

	(1)	(2)	(3)	(4)	(5)
	Math + Reading	Mathematics	Reading	Suspensions	Absences
Panel A. Ever on free or reduced price lunch					
Expansion × above median competition	6.818*** (0.613)	3.959*** (0.756)	9.495*** (0.658)	-1.677*** (0.339)	-0.375*** (0.063)
Mean [SD] of Y	-21.420 [89.403]	-21.405 [97.323]	-21.028 [96.392]	17.271 [37.800]	5.585 [6.310]
Observations	4,379,915	4,341,810	4,714,149	3,820,075	3,820,075
Panel B. Never on free or reduced price lunch					
Expansion × above median competition	3.613*** (0.753)	2.323** (0.961)	4.564*** (0.773)	-0.833*** (0.256)	-0.150*** (0.054)
Mean [SD] of Y	51.995 [80.557]	51.918 [86.455]	52.259 [89.053]	5.124 [22.048]	3.762 [4.042]
Observations	1,807,648	1,790,068	1,896,918	1,633,578	1,633,578
Panel C. Mother high school dropout					
Expansion × above median competition	5.417*** (0.746)	3.125*** (0.929)	7.684*** (0.843)	-1.824*** (0.483)	-0.259*** (0.096)
Mean [SD] of Y	-43.279 [88.547]	-42.509 [97.770]	-43.525 [95.370]	21.728 [41.240]	6.455 [7.169]
Observations	1,511,217	1,499,602	1,616,155	1,341,389	1,341,389
Panel D. Mother high school graduate					
Expansion × above median competition	5.784*** (0.591)	3.028*** (0.744)	8.371*** (0.617)	-0.948*** (0.287)	-0.311*** (0.051)
Mean [SD] of Y	1.336 [87.366]	1.001 [94.301]	1.438 [94.687]	12.627 [33.215]	4.869 [5.413]
Observations	3,754,631	3,723,846	4,004,160	3,318,165	3,318,165
Panel E. Mother college graduate					
Expansion × above median competition	3.133*** (0.901)	1.583 (1.147)	3.928*** (0.945)	-0.633** (0.290)	-0.081 (0.057)
Mean [SD] of Y	65.699 [82.758]	66.072 [88.959]	65.192 [91.139]	4.160 [19.967]	3.355 [3.789]
Observations	921,715	908,430	990,752	794,099	794,099
Panel F. White mother					
Expansion × above median competition	4.587*** (0.676)	3.666*** (0.853)	5.187*** (0.660)	-0.975*** (0.299)	-0.224*** (0.063)
Mean [SD] of Y	22.957 [88.068]	22.440 [93.939]	23.308 [96.293]	10.113 [30.150]	5.253 [5.726]
Observations	3,170,846	3,146,594	3,362,580	2,828,887	2,828,887
Panel G. African-American mother					
Expansion × above median competition	5.015*** (0.807)	4.500*** (1.072)	5.826*** (0.808)	0.345 (0.649)	0.070 (0.094)
Mean [SD] of Y	-48.852 [88.588]	-49.836 [98.533]	-47.516 [94.446]	25.448 [43.557]	5.310 [6.478]
Observations	1,420,501	1,408,927	1,518,874	1,254,177	1,254,177
Panel H. Hispanic mother					
Expansion × above median competition	5.472*** (0.984)	1.236 (1.245)	9.355*** (1.072)	-2.479*** (0.414)	-0.176** (0.082)
Mean [SD] of Y	-6.396 [88.173]	-4.972 [95.269]	-7.637 [95.336]	10.491 [30.643]	4.440 [5.187]
Observations	1,475,615	1,457,395	1,599,177	1,267,259	1,267,259
Panel I. Mother born in the U.S.					
Expansion × above median competition	3.829*** (0.583)	2.422*** (0.748)	4.909*** (0.558)	-0.684** (0.299)	-0.264*** (0.058)
Mean [SD] of Y	-1.250 [93.922]	-1.907 [100.711]	-0.701 [100.901]	14.836 [35.545]	5.371 [6.004]
Observations	4,759,439	4,722,232	5,070,104	4,217,517	4,217,517
Panel J. Foreign born mother					
Expansion × above median competition	2.513*** (0.932)	-1.358 (1.194)	6.100*** (1.016)	-1.570*** (0.389)	-0.109 (0.070)
Mean [SD] of Y	4.284 [90.192]	6.389 [97.308]	2.307 [96.939]	9.529 [29.361]	3.905 [4.802]
Observations	1,428,124	1,409,646	1,540,963	1,236,136	1,236,136

Note: Specifications are based on those in panel B of Table 3 with the baseline sample split by child's free or reduced price lunch history (panels A and B), maternal education (panels C to E), race/ethnicity (panels F to H), and maternal immigration status (panels I and J). Outcome variables are averaged mathematics and reading test scores (column 1), mathematics test scores (column 2), reading test scores (column 3), likelihood of being suspended (column 4), and absence rate (column 5). Standard errors are clustered at grade one school level. Point estimates marked ***, **, and * are statistically significant at the 1, 5, and 10 percent levels, respectively.

Table A5: Heterogeneity in the effects of voucher expansion: Distance measure

	(1)	(2)	(3)	(4)	(5)
	Math + Reading	Mathematics	Reading	Suspensions	Absences
Panel A. Ever on free or reduced price lunch					
Expansion × above median competition	3.208*** (0.632)	1.042 (0.750)	5.365*** (0.682)	-1.101*** (0.326)	-0.233*** (0.063)
Mean [SD] of Y	-21.420 [89.403]	-21.405 [97.323]	-21.028 [96.392]	17.271 [37.800]	5.585 [6.310]
Observations	4,379,915	4,341,810	4,714,149	3,820,075	3,820,075
Panel B. Never on free or reduced price lunch					
Expansion × above median competition	0.016 (0.749)	-1.053 (0.945)	0.869 (0.780)	0.003 (0.250)	-0.151*** (0.053)
Mean [SD] of Y	51.995 [80.557]	51.918 [86.455]	52.259 [89.053]	5.124 [22.048]	3.762 [4.042]
Observations	1,807,648	1,790,068	1,896,918	1,633,578	1,633,578
Panel C. Mother high school dropout					
Expansion × above median competition	3.109*** (0.762)	0.966 (0.923)	5.404*** (0.833)	-1.589*** (0.477)	-0.193** (0.095)
Mean [SD] of Y	-43.279 [88.547]	-42.509 [97.770]	-43.525 [95.370]	21.728 [41.240]	6.455 [7.169]
Observations	1,511,217	1,499,602	1,616,155	1,341,389	1,341,389
Panel D. Mother high school graduate					
Expansion × above median competition	1.775*** (0.598)	-0.213 (0.728)	3.740*** (0.640)	-0.252 (0.281)	-0.176*** (0.051)
Mean [SD] of Y	1.336 [87.366]	1.001 [94.301]	1.438 [94.687]	12.627 [33.215]	4.869 [5.413]
Observations	3,754,631	3,723,846	4,004,160	3,318,165	3,318,165
Panel E. Mother college graduate					
Expansion × above median competition	1.161 (0.875)	-0.324 (1.104)	2.009** (0.927)	-0.113 (0.286)	-0.153*** (0.056)
Mean [SD] of Y	65.699 [82.758]	66.072 [88.959]	65.192 [91.139]	4.160 [19.967]	3.355 [3.789]
Observations	921,715	908,430	990,752	794,099	794,099
Panel F. White mother					
Expansion × above median competition	0.592 (0.692)	0.015 (0.865)	1.077 (0.683)	-0.095 (0.296)	-0.163** (0.066)
Mean [SD] of Y	22.957 [88.068]	22.440 [93.939]	23.308 [96.293]	10.113 [30.150]	5.253 [5.726]
Observations	3,170,846	3,146,594	3,362,580	2,828,887	2,828,887
Panel G. African-American mother					
Expansion × above median competition	1.087 (0.833)	0.867 (1.054)	1.721** (0.865)	0.879 (0.594)	0.136 (0.090)
Mean [SD] of Y	-48.852 [88.588]	-49.836 [98.533]	-47.516 [94.446]	25.448 [43.557]	5.310 [6.478]
Observations	1,420,501	1,408,927	1,518,874	1,254,177	1,254,177
Panel H. Hispanic mother					
Expansion × above median competition	2.828*** (0.895)	-0.552 (1.120)	6.013*** (1.005)	-1.736*** (0.389)	-0.055 (0.075)
Mean [SD] of Y	-6.396 [88.173]	-4.972 [95.269]	-7.637 [95.336]	10.491 [30.643]	4.440 [5.187]
Observations	1,475,615	1,457,395	1,599,177	1,267,259	1,267,259
Panel I. Mother born in the U.S.					
Expansion × above median competition	0.358 (0.588)	-0.763 (0.740)	1.312** (0.578)	-0.056 (0.293)	-0.161*** (0.059)
Mean [SD] of Y	-1.250 [93.922]	-1.907 [100.711]	-0.701 [100.901]	14.836 [35.545]	5.371 [6.004]
Observations	4,759,439	4,722,232	5,070,104	4,217,517	4,217,517
Panel J. Foreign born mother					
Expansion × above median competition	0.602 (0.852)	-2.469** (1.090)	3.567*** (0.950)	-0.967*** (0.365)	-0.018 (0.061)
Mean [SD] of Y	4.284 [90.192]	6.389 [97.308]	2.307 [96.939]	9.529 [29.361]	3.905 [4.802]
Observations	1,428,124	1,409,646	1,540,963	1,236,136	1,236,136

Note: Specifications are based on those in panel C of Table 3 with the baseline sample split by child's free or reduced price lunch history (panels A and B), maternal education (panels C to E), race/ethnicity (panels F to H), and maternal immigration status (panels I and J). Outcome variables are averaged mathematics and reading test scores (column 1), mathematics test scores (column 2), reading test scores (column 3), likelihood of being suspended (column 4), and absence rate (column 5). Standard errors are clustered at grade one school level. Point estimates marked ***, **, and * are statistically significant at the 1, 5, and 10 percent levels, respectively.

Table A6: Heterogeneity in the effects of voucher expansion: Churches measure

	(1)	(2)	(3)	(4)	(5)
	Math + Reading	Mathematics	Reading	Suspensions	Absences
Panel A. Ever on free or reduced price lunch					
Expansion × above median competition	5.335*** (0.640)	2.900*** (0.768)	7.698*** (0.694)	-2.330*** (0.338)	-0.378*** (0.062)
Mean [SD] of Y	-21.420 [89.403]	-21.405 [97.323]	-21.028 [96.392]	17.271 [37.800]	5.585 [6.310]
Observations	4,379,915	4,341,810	4,714,149	3,820,075	3,820,075
Panel B. Never on free or reduced price lunch					
Expansion × above median competition	3.926*** (0.738)	2.423*** (0.928)	4.789*** (0.756)	-1.125*** (0.255)	-0.110** (0.053)
Mean [SD] of Y	51.995 [80.557]	51.918 [86.455]	52.259 [89.053]	5.124 [22.048]	3.762 [4.042]
Observations	1,807,648	1,790,068	1,896,918	1,633,578	1,633,578
Panel C. Mother high school dropout					
Expansion × above median competition	4.594*** (0.779)	2.705*** (0.945)	6.433*** (0.870)	-2.832*** (0.487)	-0.305*** (0.096)
Mean [SD] of Y	-43.279 [88.547]	-42.509 [97.770]	-43.525 [95.370]	21.728 [41.240]	6.455 [7.169]
Observations	1,511,217	1,499,602	1,616,155	1,341,389	1,341,389
Panel D. Mother high school graduate					
Expansion × above median competition	4.648*** (0.602)	2.085*** (0.743)	7.097*** (0.637)	-1.346*** (0.286)	-0.273*** (0.050)
Mean [SD] of Y	1.336 [87.366]	1.001 [94.301]	1.438 [94.687]	12.627 [33.215]	4.869 [5.413]
Observations	3,754,631	3,723,846	4,004,160	3,318,165	3,318,165
Panel E. Mother college graduate					
Expansion × above median competition	3.281*** (0.883)	1.512 (1.127)	3.943*** (0.929)	-0.761*** (0.288)	-0.051 (0.057)
Mean [SD] of Y	65.699 [82.758]	66.072 [88.959]	65.192 [91.139]	4.160 [19.967]	3.355 [3.789]
Observations	921,715	908,430	990,752	794,099	794,099
Panel F. White mother					
Expansion × above median competition	4.031*** (0.665)	3.013*** (0.828)	4.683*** (0.652)	-1.382*** (0.283)	-0.094 (0.066)
Mean [SD] of Y	22.957 [88.068]	22.440 [93.939]	23.308 [96.293]	10.113 [30.150]	5.253 [5.726]
Observations	3,170,846	3,146,594	3,362,580	2,828,887	2,828,887
Panel G. African-American mother					
Expansion × above median competition	3.406*** (0.872)	3.159*** (1.132)	4.197*** (0.880)	-1.322** (0.672)	-0.043 (0.095)
Mean [SD] of Y	-48.852 [88.588]	-49.836 [98.533]	-47.516 [94.446]	25.448 [43.557]	5.310 [6.478]
Observations	1,420,501	1,408,927	1,518,874	1,254,177	1,254,177
Panel H. Hispanic mother					
Expansion × above median competition	4.666*** (0.975)	1.455 (1.210)	7.624*** (1.082)	-1.686*** (0.421)	-0.145* (0.080)
Mean [SD] of Y	-6.396 [88.173]	-4.972 [95.269]	-7.637 [95.336]	10.491 [30.643]	4.440 [5.187]
Observations	1,475,615	1,457,395	1,599,177	1,267,259	1,267,259
Panel I. Mother born in the U.S.					
Expansion × above median competition	2.481*** (0.591)	1.130 (0.746)	3.490*** (0.570)	-1.239*** (0.293)	-0.231*** (0.058)
Mean [SD] of Y	-1.250 [93.922]	-1.907 [100.711]	-0.701 [100.901]	14.836 [35.545]	5.371 [6.004]
Observations	4,759,439	4,722,232	5,070,104	4,217,517	4,217,517
Panel J. Foreign born mother					
Expansion × above median competition	2.476*** (0.931)	-0.838 (1.176)	5.590*** (1.012)	-1.104*** (0.386)	-0.080 (0.067)
Mean [SD] of Y	4.284 [90.192]	6.389 [97.308]	2.307 [96.939]	9.529 [29.361]	3.905 [4.802]
Observations	1,428,124	1,409,646	1,540,963	1,236,136	1,236,136

Note: Specifications are based on those in panel D of Table 3 with the baseline sample split by child's free or reduced price lunch history (panels A and B), maternal education (panels C to E), race/ethnicity (panels F to H), and maternal immigration status (panels I and J). Outcome variables are averaged mathematics and reading test scores (column 1), mathematics test scores (column 2), reading test scores (column 3), likelihood of being suspended (column 4), and absence rate (column 5). Standard errors are clustered at grade one school level. Point estimates marked ***, **, and * are statistically significant at the 1, 5, and 10 percent levels, respectively.

Table A7: Heterogeneity in the effects of voucher expansion: Slots measure

	(1)	(2)	(3)	(4)	(5)
	Math + Reading	Mathematics	Reading	Suspensions	Absences
Panel A. Ever on free or reduced price lunch					
Expansion × above median competition	7.481*** (0.614)	4.384*** (0.755)	10.515*** (0.655)	-2.334*** (0.337)	-0.427*** (0.063)
Mean [SD] of Y	-21.409 [89.396]	-21.402 [97.315]	-21.010 [96.385]	17.305 [37.829]	5.587 [6.314]
Observations	4,362,211	4,324,143	4,696,426	3,803,417	3,803,417
Panel B. Never on free or reduced price lunch					
Expansion × above median competition	4.392*** (0.774)	2.949*** (0.981)	5.655*** (0.775)	-1.325*** (0.255)	-0.133** (0.054)
Mean [SD] of Y	51.933 [80.552]	51.840 [86.435]	52.216 [89.054]	5.147 [22.095]	3.763 [4.044]
Observations	1,798,314	1,780,746	1,887,588	1,624,568	1,624,568
Panel C. Mother high school dropout					
Expansion × above median competition	6.144*** (0.749)	3.651*** (0.924)	8.629*** (0.835)	-2.533*** (0.480)	-0.355*** (0.096)
Mean [SD] of Y	-43.261 [88.539]	-42.496 [97.764]	-43.506 [95.362]	21.774 [41.271]	6.460 [7.175]
Observations	1,504,461	1,492,865	1,609,399	1,334,914	1,334,914
Panel D. Mother high school graduate					
Expansion × above median competition	6.464*** (0.594)	3.504*** (0.749)	9.376*** (0.616)	-1.549*** (0.287)	-0.324*** (0.052)
Mean [SD] of Y	1.324 [87.359]	0.979 [94.291]	1.434 [94.682]	12.655 [33.247]	4.870 [5.415]
Observations	3,739,944	3,709,186	3,989,457	3,304,238	3,304,238
Panel E. Mother college graduate					
Expansion × above median competition	3.459*** (0.932)	1.634 (1.174)	4.881*** (0.957)	-0.967*** (0.297)	-0.031 (0.058)
Mean [SD] of Y	65.640 [82.760]	65.993 [88.952]	65.155 [91.140]	4.182 [20.017]	3.356 [3.792]
Observations	916,120	902,838	985,158	788,833	788,833
Panel F. White mother					
Expansion × above median competition	5.523*** (0.672)	4.367*** (0.854)	6.528*** (0.646)	-1.717*** (0.282)	-0.255*** (0.063)
Mean [SD] of Y	22.894 [88.067]	22.368 [93.933]	23.256 [96.293]	10.145 [30.193]	5.257 [5.730]
Observations	3,156,514	3,132,289	3,348,248	2,815,187	2,815,187
Panel G. African-American mother					
Expansion × above median competition	5.482*** (0.816)	4.467*** (1.076)	6.961*** (0.806)	-0.810 (0.660)	0.008 (0.097)
Mean [SD] of Y	-48.816 [88.572]	-49.807 [98.517]	-47.479 [94.430]	25.486 [43.578]	5.311 [6.483]
Observations	1,414,642	1,403,085	1,513,010	1,248,570	1,248,570
Panel H. Hispanic mother					
Expansion × above median competition	5.986*** (0.993)	1.721 (1.241)	9.875*** (1.081)	-2.658*** (0.435)	-0.208** (0.087)
Mean [SD] of Y	-6.380 [88.165]	-4.972 [95.255]	-7.608 [95.334]	10.518 [30.678]	4.441 [5.190]
Observations	1,469,512	1,451,296	1,593,065	1,261,615	1,261,615
Panel I. Mother born in the U.S.					
Expansion × above median competition	4.585*** (0.588)	2.904*** (0.754)	6.065*** (0.558)	-1.427*** (0.292)	-0.295*** (0.059)
Mean [SD] of Y	-1.281 [93.900]	-1.947 [100.685]	-0.724 [100.883]	14.870 [35.579]	5.374 [6.008]
Observations	4,739,008	4,701,848	5,049,671	4,198,015	4,198,015
Panel J. Foreign born mother					
Expansion × above median competition	3.259*** (0.946)	-0.614 (1.194)	6.952*** (1.031)	-1.859*** (0.401)	-0.141* (0.074)
Mean [SD] of Y	4.272 [90.182]	6.359 [97.294]	2.311 [96.932]	9.558 [29.402]	3.907 [4.805]
Observations	1,421,517	1,403,041	1,534,343	1,229,970	1,229,970

Note: Specifications are based on those in panel E of Table 3 with the baseline sample split by child's free or reduced price lunch history (panels A and B), maternal education (panels C to E), race/ethnicity (panels F to H), and maternal immigration status (panels I and J). Outcome variables are averaged mathematics and reading test scores (column 1), mathematics test scores (column 2), reading test scores (column 3), likelihood of being suspended (column 4), and absence rate (column 5). Standard errors are clustered at grade one school level. Point estimates marked ***, **, and * are statistically significant at the 1, 5, and 10 percent levels, respectively.

Table A8: Robustness of the estimates: Diversity measure

	(1)	(2)	(3)	(4)	(5)
	Math + Reading	Mathematics	Reading	Suspensions	Absences
Panel A. Baseline					
Expansion × above median competition	4.233*** (0.599)	1.937*** (0.736)	6.539*** (0.618)	-0.504* (0.267)	-0.265*** (0.052)
Mean [SD] of Y	0.027 [93.104]	0.000 [100.000]	0.000 [100.000]	13.633 [34.314]	5.039 [5.786]
Observations	6,187,563	6,131,878	6,611,067	5,453,653	5,453,653
Panel B. Continuous competition measure					
Expansion × competition	1.020*** (0.129)	0.534*** (0.166)	1.534*** (0.127)	-0.179*** (0.053)	-0.071*** (0.011)
Mean [SD] of Y	0.027 [93.104]	0.000 [100.000]	0.000 [100.000]	13.633 [34.314]	5.039 [5.786]
Observations	6,187,563	6,131,878	6,611,067	5,453,653	5,453,653
Panel C. Log funding expansion measure					
Expansion × above median competition	3.940*** (0.561)	1.945*** (0.693)	5.777*** (0.559)	-0.554** (0.268)	-0.292*** (0.052)
Mean [SD] of Y	0.027 [93.104]	0.000 [100.000]	0.000 [100.000]	13.633 [34.314]	5.039 [5.786]
Observations	6,187,563	6,131,878	6,611,067	5,453,653	5,453,653
Panel D. Competition measure unweighted with elementary to middle school flows					
Expansion × above median competition	3.965*** (0.572)	1.960*** (0.713)	5.861*** (0.589)	-0.200 (0.252)	-0.197*** (0.047)
Mean [SD] of Y	0.107 [92.883]	0.118 [99.757]	0.026 [99.869]	13.240 [33.892]	5.008 [5.703]
Observations	5,843,075	5,795,031	6,213,961	5,186,087	5,186,087
Panel E. Weights based solely on pre-program transitions between grades 5 and 6					
Expansion × above median competition	4.317*** (0.579)	1.918*** (0.712)	6.792*** (0.603)	-0.368 (0.264)	-0.225*** (0.052)
Mean [SD] of Y	0.027 [93.105]	0.000 [100.000]	0.000 [100.000]	13.620 [34.301]	5.035 [5.789]
Observations	6,098,353	6,043,455	6,514,413	5,377,233	5,377,233
Panel F. Limiting the sample to schools with at least one competitor within 5 miles					
Expansion × above median competition	2.992*** (0.604)	1.064 (0.753)	4.810*** (0.628)	-0.387 (0.274)	-0.183*** (0.053)
Mean [SD] of Y	0.033 [93.144]	0.000 [100.000]	0.000 [100.000]	13.600 [34.279]	5.006 [5.776]
Observations	5,730,114	5,677,273	6,119,166	5,055,539	5,055,539
Panel G. School years 2002/03 to 2011/12					
Expansion × above median competition	3.911*** (0.592)	1.912*** (0.735)	5.976*** (0.621)	-0.504* (0.267)	-0.265*** (0.052)
Mean [SD] of Y	-0.190 [92.937]	0.000 [99.999]	0.000 [99.999]	13.633 [34.314]	5.039 [5.786]
Observations	5,361,423	5,349,158	5,348,374	5,453,653	5,453,653
Panel H. Balanced panel (6-years)					
Expansion × above median competition	4.786*** (0.666)	3.053*** (0.825)	6.271*** (0.690)	-0.770** (0.306)	-0.356*** (0.055)
Mean [SD] of Y	0.121 [92.953]	0.001 [99.999]	0.001 [99.999]	14.491 [35.201]	4.967 [5.547]
Observations	3,975,445	3,936,192	5,325,819	2,857,336	2,857,336
Panel I. In sample standardized test scores					
Expansion × above median competition	4.124*** (0.590)	1.767** (0.731)	6.480*** (0.611)	N/A	N/A
Mean [SD] of Y	0.090 [92.607]	0.229 [99.846]	-0.049 [99.823]		
Observations	5,783,177	5,783,177	5,783,177		
Panel J. In population standardized scores sample					
Expansion × above median competition	4.160*** (0.559)	1.946*** (0.698)	6.374*** (0.581)	N/A	N/A
Mean [SD] of Y	4.698 [89.085]	4.695 [96.395]	4.702 [95.627]		
Observations	5,783,177	5,783,177	5,783,177		

Note: Robustness checks based on those in panel A of Table 3. Panel A replicates the main result from panel A of Table 3; panel B replaces dummy indicator for above median pre-reform competition with continuous measure; panel C replaces logarithm of number of scholarships expansion measure with logarithm of funding; panel D assigns the middle-school pre-policy competition measures based on the actual grade 6 (middle) school initially attended by each student; panel E generates expected competitive pressure measures for middle school-aged students using only pre-policy announcement flow between elementary and middle schools; panel F limits the initial sample to only schools with at least one competitor within 5 miles; panel G restricts the sample to school years 2002/03 to 2011/12 where we observe all five outcomes; panel H restricts the sample to 6-year panel of observations starting with grade 3 and within school years available for a given variable; panels I and J restrict the sample to school years 2002/03 to 2012/13 where we observe test scores that are standardized for the full population of Florida students - panel I presents our in-sample standardization while panel J population-level standardization. Outcome variables are averaged mathematics and reading test score (column 1), mathematics test score (column 2), reading test score (column 3), likelihood of being suspended (column 4), and absence rate (column 5). Standard errors are clustered at grade one school level. Point estimates marked ***, **, and * are statistically significant at the 1, 5, and 10 percent levels, respectively.

Table A9: Robustness of the estimates: Density measure

	(1)	(2)	(3)	(4)	(5)
	Math + Reading	Mathematics	Reading	Suspensions	Absences
Panel A. Baseline					
Expansion × above median competition	5.293*** (0.586)	2.817*** (0.728)	7.566*** (0.608)	-1.109*** (0.268)	-0.258*** (0.052)
Mean [SD] of Y	0.027 [93.104]	0.000 [100.000]	0.000 [100.000]	13.633 [34.314]	5.039 [5.786]
Observations	6,187,563	6,131,878	6,611,067	5,453,653	5,453,653
Panel B. Continuous competition measure					
Expansion × competition	0.209*** (0.023)	0.080*** (0.029)	0.342*** (0.025)	-0.063*** (0.009)	-0.014*** (0.002)
Mean [SD] of Y	0.027 [93.104]	0.000 [100.000]	0.000 [100.000]	13.633 [34.314]	5.039 [5.786]
Observations	6,187,563	6,131,878	6,611,067	5,453,653	5,453,653
Panel C. Log funding expansion measure					
Expansion × above median competition	4.909*** (0.549)	2.735*** (0.686)	6.666*** (0.550)	-1.179*** (0.270)	-0.290*** (0.051)
Mean [SD] of Y	0.027 [93.104]	0.000 [100.000]	0.000 [100.000]	13.633 [34.314]	5.039 [5.786]
Observations	6,187,563	6,131,878	6,611,067	5,453,653	5,453,653
Panel D. Competition measure unweighted with elementary to middle school flows					
Expansion × above median competition	4.982*** (0.561)	2.658*** (0.705)	7.100*** (0.580)	-0.712*** (0.252)	-0.271*** (0.047)
Mean [SD] of Y	0.107 [92.883]	0.118 [99.757]	0.026 [99.869]	13.240 [33.892]	5.008 [5.703]
Observations	5,843,075	5,795,031	6,213,961	5,186,087	5,186,087
Panel E. Weights based solely on pre-program transitions between grades 5 and 6					
Expansion × above median competition	5.789*** (0.574)	3.337*** (0.713)	8.213*** (0.591)	-1.151*** (0.266)	-0.224*** (0.052)
Mean [SD] of Y	0.027 [93.105]	0.000 [100.000]	0.000 [100.000]	13.620 [34.301]	5.035 [5.789]
Observations	6,098,353	6,043,455	6,514,413	5,377,233	5,377,233
Panel F. Limiting the sample to schools with at least one competitor within 5 miles					
Expansion × above median competition	4.324*** (0.613)	2.184*** (0.754)	6.317*** (0.639)	-1.295*** (0.282)	-0.178*** (0.053)
Mean [SD] of Y	0.033 [93.144]	0.000 [100.000]	0.000 [100.000]	13.600 [34.279]	5.006 [5.776]
Observations	5,730,114	5,677,273	6,119,166	5,055,539	5,055,539
Panel G. School years 2002/03 to 2011/12					
Expansion × above median competition	4.768*** (0.582)	2.700*** (0.729)	6.868*** (0.610)	-1.109*** (0.268)	-0.258*** (0.052)
Mean [SD] of Y	-0.190 [92.937]	0.000 [99.999]	0.000 [99.999]	13.633 [34.314]	5.039 [5.786]
Observations	5,361,423	5,349,158	5,348,374	5,453,653	5,453,653
Panel H. Balanced panel (6-years)					
Expansion × above median competition	5.813*** (0.652)	3.850*** (0.814)	7.243*** (0.682)	-1.277*** (0.308)	-0.361*** (0.054)
Mean [SD] of Y	0.121 [92.953]	0.001 [99.999]	0.001 [99.999]	14.491 [35.201]	4.967 [5.547]
Observations	3,975,445	3,936,192	5,325,819	2,857,336	2,857,336
Panel I. In sample standardized test scores					
Expansion × above median competition	5.017*** (0.580)	2.634*** (0.725)	7.399*** (0.600)	N/A	N/A
Mean [SD] of Y	0.090 [92.607]	0.229 [99.846]	-0.049 [99.823]		
Observations	5,783,177	5,783,177	5,783,177		
Panel J. In population standardized scores sample					
Expansion × above median competition	5.040*** (0.549)	2.814*** (0.692)	7.266*** (0.570)	N/A	N/A
Mean [SD] of Y	4.698 [89.085]	4.695 [96.395]	4.702 [95.627]		
Observations	5,783,177	5,783,177	5,783,177		

Note: Robustness checks based on those in panel B of Table 3. Panel A replicates the main result from panel B of Table 3; panel B replaces dummy indicator for above median pre-reform competition with continuous measure; panel C replaces logarithm of number of scholarships expansion measure with logarithm of funding; panel D assigns the middle-school pre-policy competition measures based on the actual grade 6 (middle) school initially attended by each student; panel E generates expected competitive pressure measures for middle school-aged students using only pre-policy announcement flow between elementary and middle schools; panel F limits the initial sample to only schools with at least one competitor within 5 miles; panel G restricts the sample to school years 2002/03 to 2011/12 where we observe all five outcomes; panel H restricts the sample to 6-year panel of observations starting with grade 3 and within school years available for a given variable; panels I and J restrict the sample to school years 2002/03 to 2012/13 where we observe test scores that are standardized for the full population of Florida students - panel I presents our in-sample standardization while panel J population-level standardization. Outcome variables are averaged mathematics and reading test score (column 1), mathematics test score (column 2), reading test score (column 3), likelihood of being suspended (column 4), and absence rate (column 5). Standard errors are clustered at grade one school level. Point estimates marked ***, **, and * are statistically significant at the 1, 5, and 10 percent levels, respectively.

Table A10: Robustness of the estimates: Distance measure

	(1)	(2)	(3)	(4)	(5)
	Math + Reading	Mathematics	Reading	Suspensions	Absences
Panel A. Baseline					
Expansion × above median competition	1.648*** (0.590)	-0.308 (0.712)	3.542*** (0.622)	-0.430* (0.261)	-0.151*** (0.052)
Mean [SD] of Y	0.027 [93.104]	0.000 [100.000]	0.000 [100.000]	13.633 [34.314]	5.039 [5.786]
Observations	6,187,563	6,131,878	6,611,067	5,453,653	5,453,653
Panel B. Continuous competition measure					
Expansion × competition	0.887*** (0.148)	0.532*** (0.201)	1.246*** (0.140)	-0.126** (0.061)	-0.071*** (0.013)
Mean [SD] of Y	0.027 [93.104]	0.000 [100.000]	0.000 [100.000]	13.633 [34.314]	5.039 [5.786]
Observations	6,187,563	6,131,878	6,611,067	5,453,653	5,453,653
Panel C. Log funding expansion measure					
Expansion × above median competition	1.528*** (0.551)	-0.280 (0.670)	3.174*** (0.561)	-0.408 (0.264)	-0.167*** (0.052)
Mean [SD] of Y	0.027 [93.104]	0.000 [100.000]	0.000 [100.000]	13.633 [34.314]	5.039 [5.786]
Observations	6,187,563	6,131,878	6,611,067	5,453,653	5,453,653
Panel D. Competition measure unweighted with elementary to middle school flows					
Expansion × above median competition	1.623*** (0.553)	0.223 (0.692)	3.009*** (0.573)	-0.672*** (0.237)	-0.109** (0.045)
Mean [SD] of Y	0.107 [92.883]	0.118 [99.757]	0.026 [99.869]	13.240 [33.892]	5.008 [5.703]
Observations	5,843,075	5,795,031	6,213,961	5,186,087	5,186,087
Panel E. Weights based solely on pre-program transitions between grades 5 and 6					
Expansion × above median competition	2.270*** (0.568)	-0.017 (0.687)	4.678*** (0.607)	-0.276 (0.257)	-0.136*** (0.051)
Mean [SD] of Y	0.027 [93.105]	0.000 [100.000]	0.000 [100.000]	13.620 [34.301]	5.035 [5.789]
Observations	6,098,353	6,043,455	6,514,413	5,377,233	5,377,233
Panel F. Limiting the sample to schools with at least one competitor within 5 miles					
Expansion × above median competition	1.245** (0.602)	0.145 (0.733)	2.345*** (0.641)	-0.700** (0.273)	-0.050 (0.051)
Mean [SD] of Y	0.033 [93.144]	0.000 [100.000]	0.000 [100.000]	13.600 [34.279]	5.006 [5.776]
Observations	5,730,114	5,677,273	6,119,166	5,055,539	5,055,539
Panel G. School years 2002/03 to 2011/12					
Expansion × above median competition	1.213** (0.590)	-0.275 (0.717)	2.755*** (0.629)	-0.430* (0.261)	-0.151*** (0.052)
Mean [SD] of Y	-0.190 [92.937]	0.000 [99.999]	0.000 [99.999]	13.633 [34.314]	5.039 [5.786]
Observations	5,361,423	5,349,158	5,348,374	5,453,653	5,453,653
Panel H. Balanced panel (6-years)					
Expansion × above median competition	1.861*** (0.662)	0.232 (0.815)	3.022*** (0.691)	-0.530* (0.304)	-0.170*** (0.054)
Mean [SD] of Y	0.121 [92.953]	0.001 [99.999]	0.001 [99.999]	14.491 [35.201]	4.967 [5.547]
Observations	3,975,445	3,936,192	5,325,819	2,857,336	2,857,336
Panel I. In sample standardized test scores					
Expansion × above median competition	1.573*** (0.584)	-0.265 (0.708)	3.412*** (0.616)	N/A	N/A
Mean [SD] of Y	0.090 [92.607]	0.229 [99.846]	-0.049 [99.823]		
Observations	5,783,177	5,783,177	5,783,177		
Panel J. In population standardized scores sample					
Expansion × above median competition	1.720*** (0.555)	0.019 (0.677)	3.420*** (0.589)	N/A	N/A
Mean [SD] of Y	4.698 [89.085]	4.695 [96.395]	4.702 [95.627]		
Observations	5,783,177	5,783,177	5,783,177		

Note: Robustness checks based on those in panel C of Table 3. Panel A replicates the main result from panel C of Table 3; panel B replaces dummy indicator for above median pre-reform competition with continuous measure; panel C replaces logarithm of number of scholarships expansion measure with logarithm of funding; panel D assigns the middle-school pre-policy competition measures based on the actual grade 6 (middle) school initially attended by each student; panel E generates expected competitive pressure measures for middle school-aged students using only pre-policy announcement flow between elementary and middle schools; panel F limits the initial sample to only schools with at least one competitor within 5 miles; panel G restricts the sample to school years 2002/03 to 2011/12 where we observe all five outcomes; panel H restricts the sample to 6-year panel of observations starting with grade 3 and within school years available for a given variable; panels I and J restrict the sample to school years 2002/03 to 2012/13 where we observe test scores that are standardized for the full population of Florida students - panel I presents our in-sample standardization while panel J population-level standardization. Outcome variables are averaged mathematics and reading test score (column 1), mathematics test score (column 2), reading test score (column 3), likelihood of being suspended (column 4), and absence rate (column 5). Standard errors are clustered at grade one school level. Point estimates marked ***, **, and * are statistically significant at the 1, 5, and 10 percent levels, respectively.

Table A11: Robustness of the estimates: Churches measure

	(1)	(2)	(3)	(4)	(5)
	Math + Reading	Mathematics	Reading	Suspensions	Absences
Panel A. Baseline					
Expansion × above median competition	3.917*** (0.598)	1.643** (0.727)	5.966*** (0.626)	-1.428*** (0.265)	-0.223*** (0.051)
Mean [SD] of Y	0.027 [93.104]	0.000 [100.000]	0.000 [100.000]	13.633 [34.314]	5.039 [5.786]
Observations	6,187,563	6,131,878	6,611,067	5,453,653	5,453,653
Panel B. Continuous competition measure					
Expansion × competition	0.012*** (0.003)	0.003 (0.003)	0.021*** (0.003)	-0.006*** (0.001)	-0.001*** (0.000)
Mean [SD] of Y	0.027 [93.104]	0.000 [100.000]	0.000 [100.000]	13.633 [34.314]	5.039 [5.786]
Observations	6,187,563	6,131,878	6,611,067	5,453,653	5,453,653
Panel C. Log funding expansion measure					
Expansion × above median competition	3.639*** (0.559)	1.518** (0.684)	5.336*** (0.566)	-1.401*** (0.266)	-0.245*** (0.051)
Mean [SD] of Y	0.027 [93.104]	0.000 [100.000]	0.000 [100.000]	13.633 [34.314]	5.039 [5.786]
Observations	6,187,563	6,131,878	6,611,067	5,453,653	5,453,653
Panel D. Competition measure unweighted with elementary to middle school flows					
Expansion × above median competition	3.650*** (0.570)	1.483** (0.710)	5.517*** (0.590)	-1.411*** (0.249)	-0.242*** (0.046)
Mean [SD] of Y	0.107 [92.883]	0.118 [99.757]	0.026 [99.869]	13.240 [33.892]	5.008 [5.703]
Observations	5,843,075	5,795,031	6,213,961	5,186,087	5,186,087
Panel E. Weights based solely on pre-program transitions between grades 5 and 6					
Expansion × above median competition	3.557*** (0.576)	1.149 (0.707)	5.904*** (0.607)	-1.203*** (0.260)	-0.141*** (0.051)
Mean [SD] of Y	0.027 [93.105]	0.000 [100.000]	0.000 [100.000]	13.620 [34.301]	5.035 [5.789]
Observations	6,098,353	6,043,455	6,514,413	5,377,233	5,377,233
Panel F. Limiting the sample to schools with at least one competitor within 5 miles					
Expansion × above median competition	2.421*** (0.610)	0.479 (0.743)	4.108*** (0.644)	-1.290*** (0.278)	-0.120** (0.051)
Mean [SD] of Y	0.033 [93.144]	0.000 [100.000]	0.000 [100.000]	13.600 [34.279]	5.006 [5.776]
Observations	5,730,114	5,677,273	6,119,166	5,055,539	5,055,539
Panel G. School years 2002/03 to 2011/12					
Expansion × above median competition	3.356*** (0.593)	2.022*** (0.730)	4.728*** (0.627)	-1.428*** (0.265)	-0.223*** (0.051)
Mean [SD] of Y	-0.190 [92.937]	0.000 [99.999]	0.000 [99.999]	13.633 [34.314]	5.039 [5.786]
Observations	5,361,423	5,349,158	5,348,374	5,453,653	5,453,653
Panel H. Balanced panel (6-years)					
Expansion × above median competition	4.304*** (0.662)	2.768*** (0.815)	5.107*** (0.698)	-1.475*** (0.303)	-0.231*** (0.054)
Mean [SD] of Y	0.121 [92.953]	0.001 [99.999]	0.001 [99.999]	14.491 [35.201]	4.967 [5.547]
Observations	3,975,445	3,936,192	5,325,819	2,857,336	2,857,336
Panel I. In sample standardized test scores					
Expansion × above median competition	3.530*** (0.590)	1.615** (0.723)	5.445*** (0.618)	N/A	N/A
Mean [SD] of Y	0.090 [92.607]	0.229 [99.846]	-0.049 [99.823]		
Observations	5,783,177	5,783,177	5,783,177		
Panel J. In population standardized scores sample					
Expansion × above median competition	3.757*** (0.559)	2.046*** (0.690)	5.469*** (0.588)	N/A	N/A
Mean [SD] of Y	4.698 [89.085]	4.695 [96.395]	4.702 [95.627]		
Observations	5,783,177	5,783,177	5,783,177		

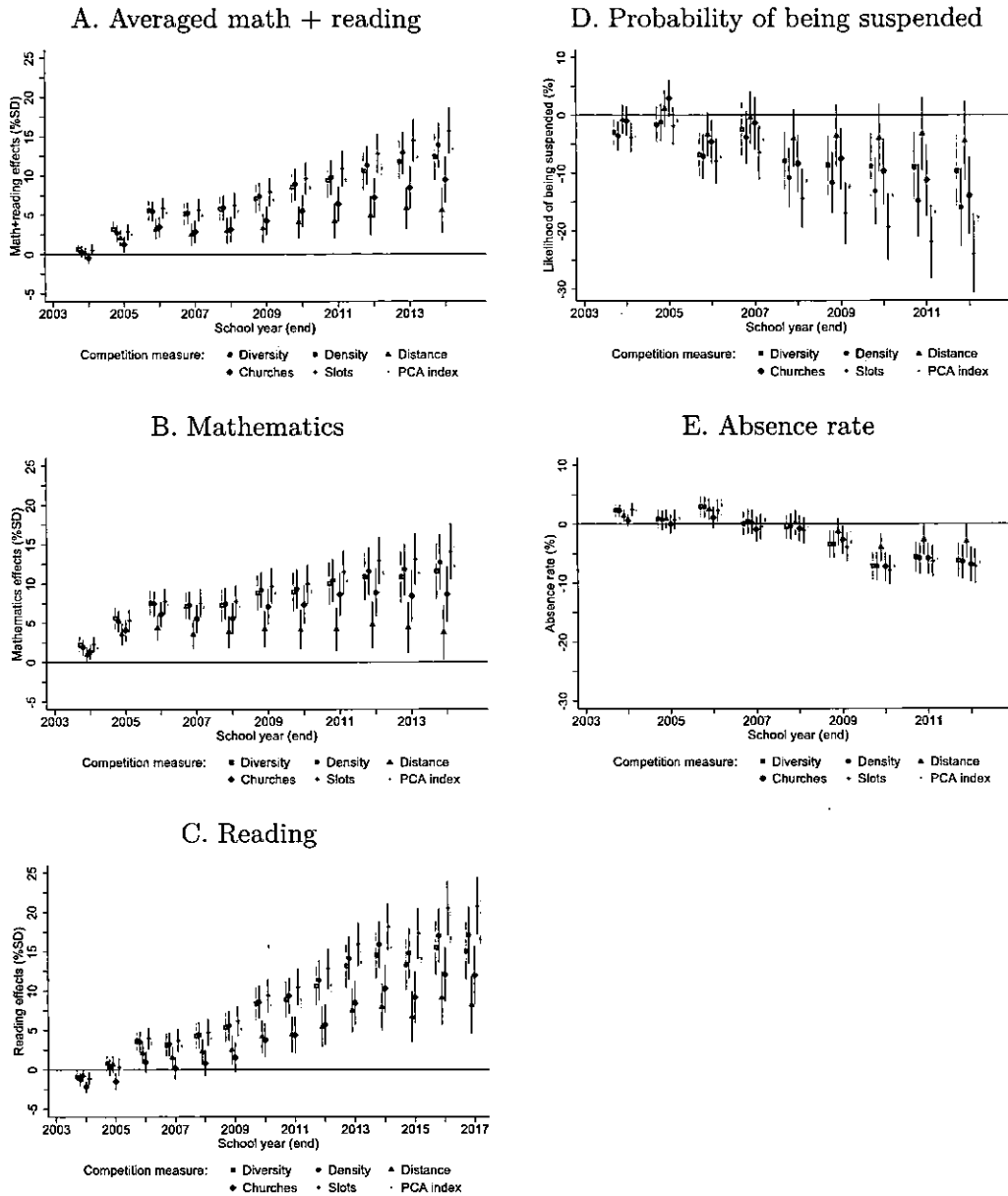
Note: Robustness checks based on those in panel D of Table 3. Panel A replicates the main result from panel D of Table 3; panel B replaces dummy indicator for above median pre-reform competition with continuous measure; panel C replaces logarithm of number of scholarships expansion measure with logarithm of funding; panel D assigns the middle-school pre-policy competition measures based on the actual grade 6 (middle) school initially attended by each student; panel E generates expected competitive pressure measures for middle school-aged students using only pre-policy announcement flow between elementary and middle schools; panel F limits the initial sample to only schools with at least one competitor within 5 miles; panel G restricts the sample to school years 2002/03 to 2011/12 where we observe all five outcomes; panel H restricts the sample to 6-year panel of observations starting with grade 3 and within school years available for a given variable; panels I and J restrict the sample to school years 2002/03 to 2012/13 where we observe test scores that are standardized for the full population of Florida students - panel I presents our in-sample standardization while panel J population-level standardization. Outcome variables are averaged mathematics and reading test score (column 1), mathematics test score (column 2), reading test score (column 3), likelihood of being suspended (column 4), and absence rate (column 5). Standard errors are clustered at grade one school level. Point estimates marked ***, **, and * are statistically significant at the 1, 5, and 10 percent levels, respectively.

Table A12: Robustness of the estimates: Slots measure

	(1)	(2)	(3)	(4)	(5)
	Math + Reading	Mathematics	Reading	Suspensions	Absences
Panel A. Baseline					
Expansion × above median competition	6.064*** (0.590)	3.361*** (0.732)	8.684*** (0.604)	-1.749*** (0.266)	-0.290*** (0.052)
Mean [SD] of Y	0.000 [93.085]	-0.038 [99.977]	-0.017 [99.984]	13.666 [34.349]	5.041 [5.790]
Observations	6,160,525	6,104,889	6,584,014	5,427,985	5,427,985
Panel B. Continuous competition measure					
Expansion × competition	1.164*** (0.102)	0.491*** (0.128)	1.871*** (0.108)	-0.349*** (0.043)	-0.060*** (0.008)
Mean [SD] of Y	0.000 [93.085]	-0.038 [99.977]	-0.017 [99.984]	13.666 [34.349]	5.041 [5.790]
Observations	6,160,525	6,104,889	6,584,014	5,427,985	5,427,985
Panel C. Log funding expansion measure					
Expansion × above median competition	5.631*** (0.552)	3.227*** (0.688)	7.728*** (0.546)	-1.859*** (0.267)	-0.314*** (0.052)
Mean [SD] of Y	0.000 [93.085]	-0.038 [99.977]	-0.017 [99.984]	13.666 [34.349]	5.041 [5.790]
Observations	6,160,525	6,104,889	6,584,014	5,427,985	5,427,985
Panel D. Competition measure unweighted with elementary to middle school flows					
Expansion × above median competition	4.700*** (0.571)	2.040*** (0.716)	7.305*** (0.585)	-1.315*** (0.251)	-0.266*** (0.048)
Mean [SD] of Y	-0.003 [92.865]	-0.002 [99.755]	-0.072 [99.844]	13.223 [33.874]	5.011 [5.706]
Observations	5,761,773	5,714,711	6,123,884	5,117,781	5,117,781
Panel E. Weights based solely on pre-program transitions between grades 5 and 6					
Expansion × above median competition	5.964*** (0.571)	3.140*** (0.709)	8.952*** (0.589)	-1.554*** (0.264)	-0.211*** (0.053)
Mean [SD] of Y	0.002 [93.084]	-0.036 [99.975]	-0.014 [99.984]	13.653 [34.336]	5.038 [5.793]
Observations	6,071,801	6,016,952	6,487,847	5,351,967	5,351,967
Panel F. Limiting the sample to schools with at least one competitor within 5 miles					
Expansion × above median competition	5.406*** (0.612)	2.873*** (0.757)	7.876*** (0.631)	-1.781*** (0.284)	-0.192*** (0.053)
Mean [SD] of Y	0.003 [93.124]	-0.042 [99.976]	-0.019 [99.984]	13.636 [34.317]	5.008 [5.781]
Observations	5,703,761	5,650,965	6,092,805	5,030,501	5,030,501
Panel G. School years 2002/03 to 2011/12					
Expansion × above median competition	5.485*** (0.586)	3.349*** (0.733)	7.670*** (0.610)	-1.749*** (0.266)	-0.290*** (0.052)
Mean [SD] of Y	-0.219 [92.915]	-0.040 [99.974]	-0.019 [99.981]	13.666 [34.349]	5.041 [5.790]
Observations	5,336,140	5,323,917	5,323,137	5,427,985	5,427,985
Panel H. Balanced panel (6-years)					
Expansion × above median competition	6.372*** (0.659)	4.225*** (0.821)	8.304*** (0.678)	-1.938*** (0.304)	-0.368*** (0.056)
Mean [SD] of Y	0.095 [92.933]	-0.037 [99.974]	-0.015 [99.986]	14.524 [35.234]	4.969 [5.551]
Observations	3,958,889	3,919,656	5,303,632	2,845,185	2,845,185
Panel I. In sample standardized test scores					
Expansion × above median competition	5.752*** (0.582)	3.223*** (0.728)	8.282*** (0.596)	N/A	N/A
Mean [SD] of Y	0.061 [92.587]	0.190 [99.823]	-0.069 [99.805]		
Observations	5,756,691	5,756,691	5,756,691		
Panel J. In population standardized scores sample					
Expansion × above median competition	5.746*** (0.551)	3.357*** (0.695)	8.135*** (0.568)	N/A	N/A
Mean [SD] of Y	4.669 [89.064]	4.657 [96.371]	4.681 [95.610]		
Observations	5,756,691	5,756,691	5,756,691		

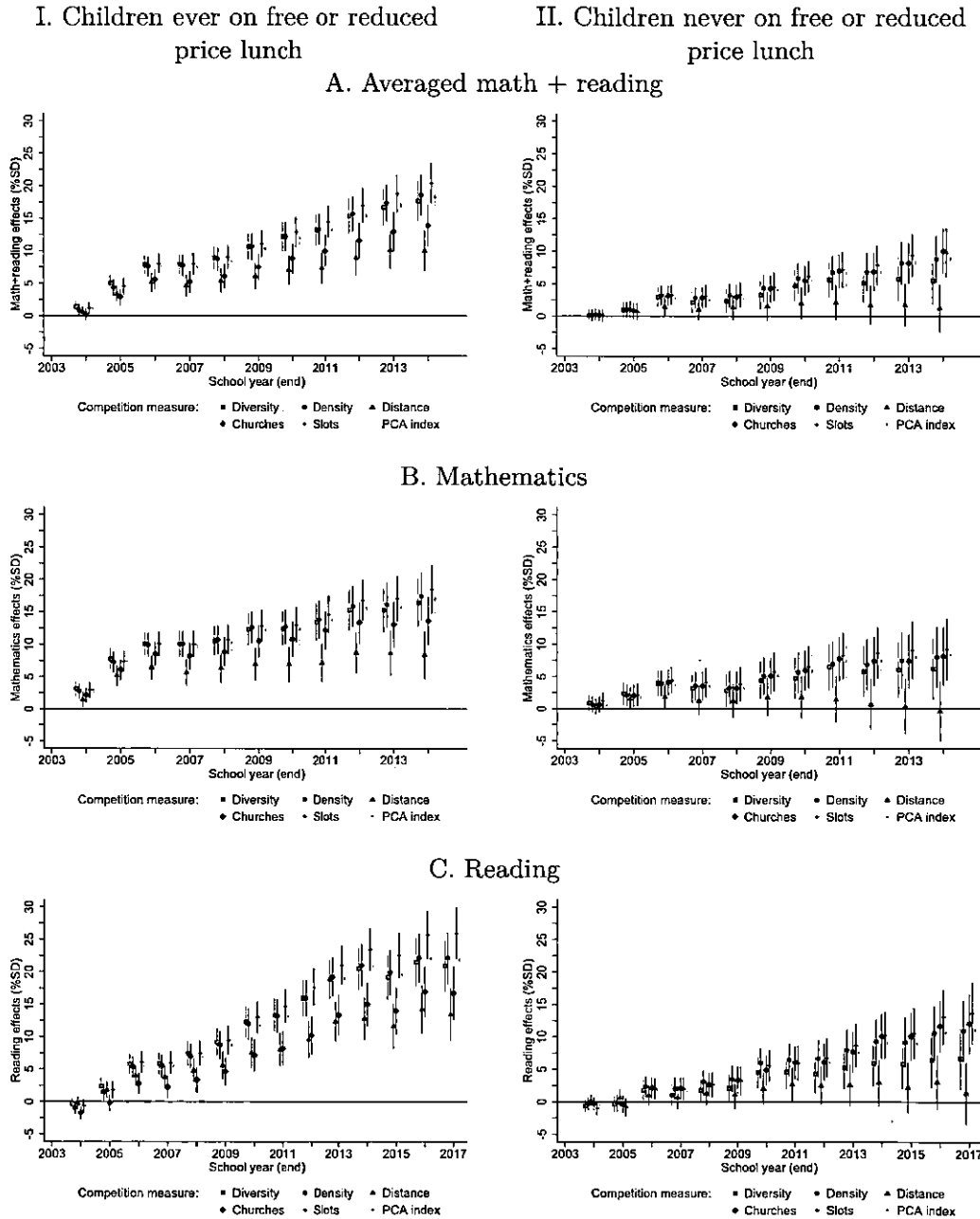
Note: Robustness checks based on those in panel E of Table 3. Panel A replicates the main result from panel E of Table 3; panel B replaces dummy indicator for above median pre-reform competition with continuous measure; panel C replaces logarithm of number of scholarships expansion measure with logarithm of funding; panel D assigns the middle-school pre-policy competition measures based on the actual grade 6 (middle) school initially attended by each student; panel E generates expected competitive pressure measures for middle school-aged students using only pre-policy announcement flow between elementary and middle schools; panel F limits the initial sample to only schools with at least one competitor within 5 miles; panel G restricts the sample to school years 2002/03 to 2011/12 where we observe all five outcomes; panel H restricts the sample to 6-year panel of observations starting with grade 3 and within school years available for a given variable; panels I and J restrict the sample to school years 2002/03 to 2012/13 where we observe test scores that are standardized for the full population of Florida students - panel I presents our in-sample standardization while panel J population-level standardization. Outcome variables are averaged mathematics and reading test score (column 1), mathematics test score (column 2), reading test score (column 3), likelihood of being suspended (column 4), and absence rate (column 5). Standard errors are clustered at grade one school level. Point estimates marked ***, **, and * are statistically significant at the 1, 5, and 10 percent levels, respectively.

Figure A1: Effects of voucher expansion over school years



Note: These figures plot estimates from the specifications estimated in panels A to F of Table 3 where instead of interaction between competition measures and log number of scholarships we plot competition measures interacted with school years, and with baseline omitted year 2002/2003. Outcomes are averaged test scores in mathematics and reading (panel A); mathematics test scores (panel B); and reading test scores (panel C); likelihood of being suspended (panel D); and absence rate (panel E). Competition measures are: number of denominational types represented (orange square); number of local private schools (navy circle); miles to nearest private school competitor (maroon triangles); number of churches, synagogues, and mosques (green diamonds); number of private school slots per grade (black pluses); and composite index of all five measures (khaki exes). Spikes present 95% confidence intervals based on standard errors clustered at grade one school level.

Figure A2: Effects of voucher expansion over school years by family socioeconomic status: Test scores



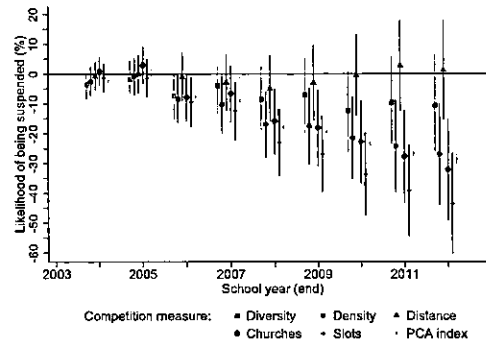
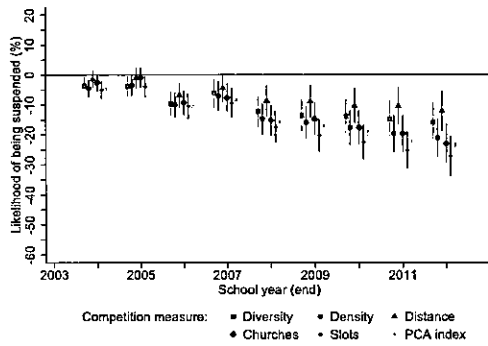
Note: These figures plot estimates from the specifications estimated in panels A and B of Tables 4 and A3 to A7, where instead of interaction between competition measures and log number of scholarships we plot competition measures interacted with school years, and with baseline omitted year 2002/2003. Outcomes are averaged test scores in mathematics and reading (panel A); mathematics test scores (panel B); and reading test scores (panel C). Competition measures are: number of denominational types represented (orange square); number of local private schools (navy circle); miles to nearest private school competitor (maroon triangles); number of churches, synagogues, and mosques (green diamonds); number of private school slots per grade (black pluses); and composite index of all five measures (khaki exes). Sample is divided into children from families ever observed on free or reduced price lunch (column 1) and those never observed on free or reduced price lunch (column 2). Spikes present 95% confidence intervals based on standard errors clustered at grade one school level.

Figure A3: Effects of voucher expansion over school years by family socioeconomic status:
Disciplinary outcomes

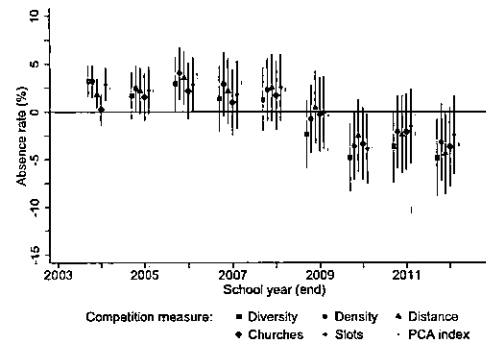
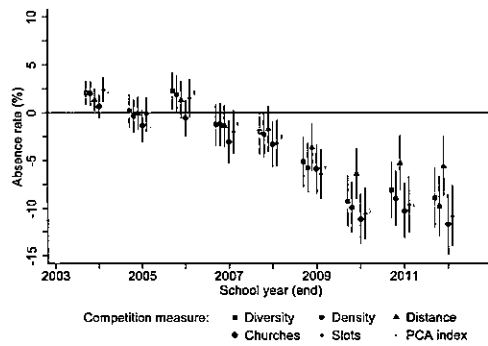
I. Children ever on free or reduced price lunch

II. Children never on free or reduced price lunch

A. Probability of being suspended

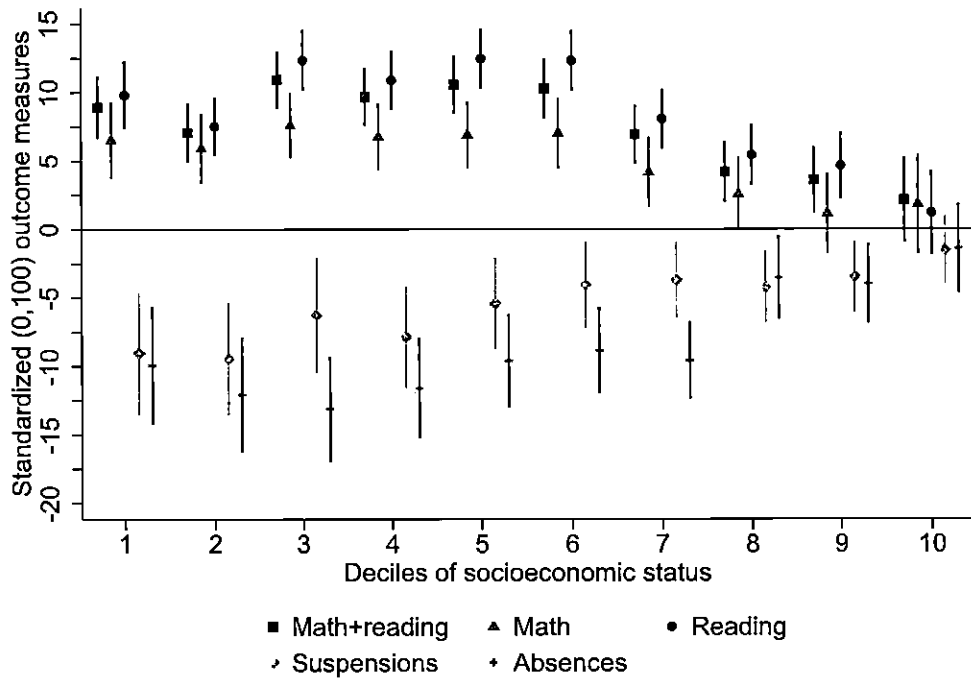


B. Absence rate



Note: These figures plot estimates from the specifications estimated in panels A and B of Tables 4 and A3 to A7, where instead of interaction between competition measures and log number of scholarships we plot competition measures interacted with school years, and with baseline omitted year 2002/2003. Outcomes are likelihood of being suspended (panel A) and absence rate (panel B). Competition measures are: number of denominational types represented (orange square); number of local private schools (navy circle); miles to nearest private school competitor (maroon triangles); number of churches, synagogues, and mosques (green diamonds); number of private school slots per grade (black pluses); and composite index of all five measures (khaki exes). Sample is divided into children from families ever observed on free or reduced price lunch (column 1) and those never observed on free or reduced price lunch (column 2). Spikes present 95% confidence intervals based on standard errors clustered at grade one school level.

Figure A4: Effects of voucher expansion: Heterogeneity by socioeconomic status index



Note: This figure plots heterogeneity estimates for the main specification estimated in panel F of Table 3. These are computed separately for each outcome and each decile of socioeconomic status distribution. SES index is computed as first component from Principal Components Analysis (PCA) of maternal years of education, marital status, maternal age at birth, indicator for Medicaid paid birth, and zip code neighborhood income at the time of birth. Sample is restricted to births between 1994 and 2002. Outcomes are averaged test scores in mathematics and reading (maroon squares); mathematics test scores (orange triangles); reading test scores (navy circles); likelihood of being suspended (khaki diamonds); and absence rate (green pluses). Each outcome variable is standardized in its empirical sample to have mean zero and standard deviation of 100. Spikes present 95% confidence intervals based on standard errors clustered at grade one school level.



Working Paper 2019-3

THE FISCAL IMPACT OF K–12 EDUCATIONAL CHOICE

Using Random Assignment Studies of Private School Choice Programs
to Infer Student Switcher Rates

Martin F. Lueken, Ph.D.

marty@edchoice.org

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EdChoice is a nonprofit, nonpartisan organization dedicated to advancing full and unencumbered educational choice as the best pathway to successful lives and a stronger society. EdChoice believes that families, not bureaucrats, are best equipped to make K–12 schooling decisions for their children. The organization works at the state level to educate diverse audiences, train advocates and engage policymakers on the benefits of high-quality school choice programs. EdChoice is the intellectual legacy of Milton and Rose D. Friedman, who founded the organization in 1996 as the Friedman Foundation for Educational Choice.

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Martin Lueken: marty@edchoice.org

Paul DiPerna: paul@edchoice.org

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Executive Summary

Critics of private school choice programs argue that they drain resources from public schools and increase taxpayer costs,ⁱ Supporters of these programs, on the other hand, argue that these programs save taxpayers money because the average amount of scholarships is less than per pupil spending in public schools. Given these fiscal concerns, when legislators introduce a private school choice bill in a state, policymakers want to know about the potential fiscal effects of these programs on their state and local public schools' budgets.

The rate of students receiving scholarships who switch from attending public schools to private schools (i.e., “switchers”) is an integral factor for reliably estimating the net fiscal impact of private school choice programs. Switchers lower the taxpayer cost of funding public schools and therefore represent an offset to the cost of funding choice programs. If choice programs serve a high rate of students who would have been enrolled in a public school if the choice programs did not exist (a high rate of switchers), then any fiscal savings will be larger when compared to choice programs with low switcher rates.

Analysts, however, do not observe the counterfactual, i.e., what sector school students would be enrolled (public or private) if the choice program did not exist. Some argue that without data identifying which type of school a choice program participant attended prior to receiving a scholarship, “the process of calculating switchers is unverifiable and opaque,”ⁱⁱ Even with good data collection by states, scholarship organizations, or program administrative organizations, estimating switcher rates pose a challenge for analysts. Estimates based on observational data on where students in choice programs were enrolled prior to participating in the program can yield biased estimates of the true switcher rate.

ⁱ Martin F. Lueken (2018), *Fiscal Effects of School Vouchers: Examining the Savings and Costs of America's Private School Voucher Programs*, retrieved from EdChoice website: <https://www.edchoice.org/wp-content/uploads/2018/09/Fiscal-Effects-of-School-Vouchers-by-Martin-Lueken.pdf>

ⁱⁱ Luis A. Huerta and Steven Koutsavlis (2017), *NEPC Review: The Tax-Credit Scholarship Audit: Do Publicly Funded Private School Choice Programs Save Money?* Retrieved from National Education Policy Center website: https://nepc.colorado.edu/sites/default/files/reviews/TTR%20Huerta%20Tax%20Credits_2.pdf

Fortunately, there is a body of evidence that can provide unbiased estimates for switcher rates. Some researchers have observed the counterfactual for programs that were oversubscribed and conducted random assignment lotteries. The switcher rates observed in these studies are remarkably stable across time and states and can provide useful information for inferring switcher rates when conducting fiscal analyses.

This paper identifies 27 distinct estimates of switcher rates from nine lottery-based studies of six private school choice programs in the United States that report information about which types of schools students enroll in after they apply to a choice program and do not win a lottery (the control group). That is, students whose families apply for a scholarship, but are randomly denied, are observed attending either a public or private school. The proportion of students attending a public school after losing a scholarship lottery provide a good estimate of the switcher rate as their families desired participation in a choice program.

Switcher rates in these lottery-based school choice programs, for both full samples and subgroups of students, ranged from 79 percent to 98 percent. The weighted average and median switcher rates from these studies are 91 percent and 90 percent, respectively.

Switcher rates are slightly higher for African American students participating in three privately funded school choice programs (New York City, Dayton, and Washington, D.C.), where the average switcher rate for these students is 93 percent and the media is 94 percent.

When examining switcher rates by year after students applying to the program, mean and median switcher rates observed among students in the control groups overall is about 90 percent each year.

These findings align well with assumptions about switcher rates employed in some fiscal analyses of private school choice programs. However, assumed switcher rates used in other analyses are well below the range of switcher rates observed in the body of random assignment studies, suggesting that these latter estimates of net fiscal effects are significantly understated. For example, Lueken estimated the fiscal effects of 10 tax-credit scholarship programs using 60

percent and 90 percent switcher rates.ⁱⁱⁱ The estimated net fiscal impact per scholarship ranged from \$1,650 (60 percent switcher rate) to \$3,000 (90 percent switcher rate), suggesting that the low-end estimates are significantly understated.

ⁱⁱⁱ Martin F. Lueken (2018), The Fiscal Effects of Tax-Credit Scholarship Programs in the United States, *Journal of School Choice*, 12(2), pp. 181–215, <https://dx.doi.org/10.1080/15582159.2018.1447725>

Introduction

Critics of private school choice programs argue that they drain resources from public schools and increase taxpayer costs (Lueken, 2018a). Supporters of these programs, on the other hand, argue that these programs save taxpayers money because the average amount of scholarships is less than per pupil spending in public schools. Given this fiscal question, when legislators introduce a private school choice bill in a state, policymakers want to know about the potential fiscal effects of these programs on their state and local public schools' budgets.¹

There is a direct fiscal cost from private school choice programs because they fund education savings accounts and vouchers, and tax credits reduce the amount of revenue for the state. Choice programs, however, also yield a direct fiscal savings from not having to pay the cost of enrolling students in public schools.² Thus, any net fiscal impact of a choice program is determined by the cost to fund these programs relative to the savings.

$$\text{Net Fiscal Impact} = \text{Expenditures Avoided} - \text{Program Costs}$$

“Switchers” represent a central determinant of the fiscal effects of these programs, where switchers are students who would be enrolled in a public school without the financial assistance from the choice program. When students switch from public schools to private schools via choice programs, costs are reduced for both the state and public schools. Non-switchers are students who would have enrolled in a non-public school environment even without the program in place and represent a pure cost for a program. Switchers represent savings that offset all or part of the costs of a choice program.

¹ For example, one media outlet reported that different analyses for a tax-credit scholarship bill in Kentucky, one conducted by the Legislative Research Commission and state's budget director were presented during testimony for the House Appropriations and Revenue Committee.

“Private school tax bill: Here's what legislators, Bevin are saying,” by Mandy McLaren, *Louisville Courier Journal*, March 5, 2019, <https://www.courier-journal.com/story/news/politics/ky-legislature/2019/03/05/hb-205-kentucky-what-legislators-say-private-school-tax/3064086002/>

² The term “public school,” as used throughout the present paper, refers to both traditional (district) public schools and public charter schools.

Estimates of the net fiscal effects of private school choice programs are very sensitive to assumptions about switchers. Thus, the switcher rate is a crucial factor for any fiscal analysis of a choice program. Accounting for switchers, however, presents a challenge for fiscal analyses because analysts do not observe where scholarship students would have attended school—if they were not using scholarships.

Some argue that without data identifying which type of school a choice program participant attended prior to receiving a scholarship, “the process of calculating switchers is unverifiable and opaque” (Huerta & Koutsavlis, 2017). Even with good data collection by states or scholarship organizations, however, estimating switcher rates pose a challenge for analysts. Estimates based on observational data on where students in choice programs were enrolled prior to participating in the program can yield biased estimates of the true switcher rate. Fortunately, there is a body of evidence that can provide unbiased estimates for switcher rates.

In the absence of data on switcher rates, one of the most reliable sources of information for informing this area comes from random assignment studies (Costrell, 2008), where students whose families apply for a choice program that is oversubscribed are entered into a lottery. Some researchers have observed the counterfactual for programs that were oversubscribed and conducted random assignment lotteries. The offer of a scholarship is determined by random assignment where some students are randomly assigned a scholarship to a private school while others are randomly denied a scholarship offer. The switcher rates observed in these studies are remarkably stable across time and states and can provide useful information for inferring switcher rates when conducting fiscal analyses.

Generally speaking, random assignment offers the best research methods for answering questions about the causal effects of education programs and policies (Cook & Payne, 2002). Random assignment of scholarships also provides the best method for addressing a key question about the counterfactual for any fiscal analysis: what share of students participating in a given choice program would have enrolled in a public school without the program in place? Specifically, evidence to address this question can be obtained from random assignment studies by observing where students in the control group (the lottery losers) enrolled after not receiving an offer to

participate in the program. The percent of students who lost the lottery and then enrolled in a public school in subsequent years is a reliable measure of what percent of those students would have been switchers—students who switched from a public to a private school after receiving a scholarship. This paper summarizes this valuable information on switching rates gathered from random assignment research on private school choice programs.

The remainder of this paper is organized as follows: the next section discusses challenges with obtaining information about switchers when doing a fiscal analysis of a proposed choice program. Next, it reviews prior fiscal analyses and discusses their assumptions about switching. Then the paper summarizes data from random assignment studies that can help inform questions about switching. The paper finishes with a discussion of these findings and concluding remarks.

Difficulty in Identifying Switcher Rates

Estimating the true switcher rate of a choice program poses a challenge for analysts because they typically do not observe the counterfactual. That is, analysts normally do not observe where scholarship recipients would be enrolled if a choice program did not exist.

Collecting even useful data does not ameliorate this problem of not observing the counterfactual. There is considerable variation in the extent to which private school choice program administrative organizations such as government agencies or tax-credit scholarship organizations publicly report data that can help analysts infer switching rates. Some agencies report information about the type of schooling environment students were enrolled prior to participating in a program. For example, the Alabama Department of Revenue reports this information annually for the state's tax-credit scholarship program.³ Most tax-credit scholarship programs do not track or publicly report such information.

³ For each year of the program, the Alabama Department of Revenue reports the total number and percentage “of first time recipients continuously enrolled in a public school for the entire previous year.” Alabama Department of Revenue, Alabama Accountability Act, retrieved 5/22/2019 from: <https://revenue.alabama.gov/legal/alabama-accountability-act/>

Some fiscal analyses of school choice programs use the types of schools where students were enrolled prior to participating in a choice program as a proxy for switching. If a student was enrolled in a public school setting prior to participating in a choice program, then he or she would be counted as a switcher. One issue with this approach is that some students are entering school for the first time and do not actually have the opportunity to “switch” from a public school. This could be the case with kindergarten or first grade students. Without any adjustments applied to this group of students, all students entering school for the first time would by default be counted as non-switchers—even when most or even all of them would have been enrolled in a public school if the choice program did not exist. Estimates from random assignment studies provide a significant improvement over these approaches because they yield unbiased estimates of the counterfactual.

Generally, it is impossible to know with certainty if a student is a switcher at any given point in time—even with excellent data collection efforts. For example, if we observe a student in a nonpublic school before receiving a scholarship, it could be the case that she would have entered a public school sometime in the future (e.g., beginning of high school) without the financial assistance from the program. In this case, he or she would generate savings from the point she switches from public school. It is also possible to observe a student in public school before receiving a scholarship who would have enrolled in a private school sometime in the future even without financial assistance from a scholarship. Such a student in a private school choice program would generate costs from the point she leaves public school. These examples are indicative of the complexity and limitations associated with precisely estimating the fiscal impact of school choice programs. Given such challenges, fiscal analyses have employed various of approaches to estimating switcher rates.

Fiscal Analyses of Private School Choice Programs

This section discusses methods and assumptions about switcher rates used in fiscal analyses of private school choice programs. A large body of research has examined the fiscal effects of these programs. Some fiscal analyses cite evidence from random assignment research to infer switcher

rates. Other work estimates break-even switcher rates for private school choice programs. These are switcher rates under which a program is revenue neutral, i.e. the rate that equalizes a program's costs with benefits.

School Voucher Programs

Lueken (2018a) estimated the fiscal effects of 16 school voucher programs in 10 states. When possible, he attempted to obtain data on prior enrollment from choice program administrative agencies to generate fiscal effects estimates. When such data was not available, he relied on findings from research on those programs. Estimates for break-even switcher rates range from 15 percent for Louisiana's School Choice Program for Certain Students with Exceptionalities to 80 percent for the Racine (Wisconsin) Parental Private School Choice Program. The average break-even switcher rate, weighted by participation, for programs studied in the analysis is 60 percent.

Trivitt and DeAngelis (2016) estimated the cost of eliminating the Louisiana Scholarship Program to the state.⁴ They estimated that for the program's removal to be cost-neutral, between 13 percent and 25 percent of LSP students would need to remain in private schools, implying break-even switcher rates of 75 percent to 87 percent. They note that early random assignment studies of the LSP found that 9 percent of students in the control group remained in private schools even without program assistance, implying a switcher rate of around 91 percent. Given that requirements for students to remain in public schools are greater than 9 percent for removal of the LSP to be fiscally neutral for the state, eliminating the program would generate a net fiscal cost for the state.

Costrell (2010) uses evidence from random assignment studies to infer switcher rates in analyzing the fiscal effects of the Milwaukee Parental Choice Program on different groups of taxpayers.⁵ While his main estimates are based on a 90 percent switcher rate assumption, he also produces estimates using a 70 percent switcher rate.

⁴ The LSP was not actually eliminated and currently remains in operation.

⁵ Costrell's estimate is based on evidence from random assignment studies of the DCOSP and privately funded voucher programs in New York City, Washington, D.C., and Dayton, OH.

Tax-Credit Scholarship Programs

Lueken (2018b) conducted a fiscal analysis of 10 tax-credit scholarship programs in seven states and used a very broad range of switcher rates, from 60 percent to 90 percent, to generate his estimates. The high-end rate was informed by Costrell (2010) while the low-end range was based on parental survey data about their stated preferences for their child's schooling.

An analysis conducted by another governmental agency, the Iowa Department of Revenue, estimated the fiscal impact of Iowa's School Tuition Organization Tax Credit Program (Girardi & Gullickson, 2017). The analysis generated estimates based on a 30 percent switcher rate and also estimated a break-even switcher rate of 15 percent.

In an analysis of Georgia's tax-credit scholarship program, Buschman & Sjoquist (2014) estimated a very wide range of break-even switcher rates under a range of different values for the state grant and amount of tax credits awarded per scholarship recipient. They report break-even switcher rate estimates ranging from 37 percent to 98 percent.⁶

Two reports by the Florida legislature's Office of Program Policy Analysis and Government Accountability estimated the fiscal impact of the Florida Tax Credit Scholarship Program on state taxpayers for FY 2008 and FY 2009 (OPPAGA, 2008; OPPAGA, 2010). The two analyses assumed that the switcher rate was 90 percent and 95 percent, respectively.

Lips and Jacoby (2001) estimated the fiscal impact of Arizona's Original Individual Tax Credit Program from 1998 to 2000. Based on interviews with SGOs and data about students from low-income families, they assumed a switcher rate of 20 percent.

⁶ Buschman and Sjoquist engaged in an exchange with Benjamin Scafidi, who critiqued their methods. For a summary of this exchange, please see Lueken (2018b).

Summarizing Data on Switcher Rates from Random Assignment Research

The counterfactual of interest for a fiscal analysis of school choice programs, the sector school where students would enroll (public or private) if the choice program did not exist, cannot be observed. This poses a challenge for analysts. Estimates of switcher rates based on good data collection on where students were enrolled prior to participating in a choice program would likely be biased. And break-even switcher rates are very limited in that they can provide a very general sense about the cost or savings potential of a school choice program. Evidence from random assignment studies about where students enroll after applying to a choice program and being denied a scholarship offer can provide analysts with unbiased estimates of the counterfactual of interest.

I reviewed 22 studies that used random assignment to evaluate private school choice programs in the United States and identified 27 unique estimates of switcher rates from nine studies of six private school choice programs that observed switcher rates for students who lost random assignment lotteries. Specifically, these studies reported where students in the control group were enrolled after applying to a program and losing a lottery. These studies cover six programs in Louisiana; Washington, D.C.; Toledo, Ohio; New York City; and Dayton, Ohio. Some studies were part of longitudinal evaluations that conducted analyses on an annual basis and reported results each year. For these evaluations, I reviewed all papers and reports from these evaluations and sought data on switcher rates for each year studied.⁷ Two longitudinal evaluations of the federally funded program in Washington, D.C. have been conducted, one of which is currently ongoing.

Taken together, these studies offer the best evidence available on switcher rates and should be used in fiscal analyses of choice programs. This evidence is ideal because these are the only studies that actually observe the counterfactual—where students who wanted to exercise choice

⁷ I report switcher rates from the most recent publication. For example, if switcher rates observed in the second year of a program were reported in a year two report and a final report, and if they differ, then I report estimates from the final report. Any observed differences from different reports of the same program were very small.

would have been enrolled if the choice program were not available to them (because they lost a random lottery). Table 1 summarizes the findings on switcher rates from these random assignment studies.

Overall, switcher rates in these programs range from 79 percent to 98 percent. The average switcher rate, weighted by the number of students in the control group, is 91 percent. The median switcher rate is 90 percent.

Mills and Wolf (2019) conducted an evaluation of the effects of the Louisiana Scholarship Program (LSP) on student math and reading test scores. For each of the four years studied in the evaluation, they report the number of students in the control group that attended public and private schools. During the study period, between 84 percent and 92 percent of students who did not receive a voucher offer enrolled in a public school. Another team of researchers studied the effects of the LSP program on student test scores during the program's first year (Abdulkadiroglu, Pathak, and Walters, 2018). Of the students not offered a voucher, 14 percent attended a public charter school and 77 percent attended a public non-charter school. Just five percent of students in the control group enrolled in a private school, and four percent attended a school of an unknown type. After adjusting for students who attended schools of an unknown type, the estimated switcher rate is 95 percent.

In 2011, the United States Congress re-authorized the Washington, D.C. Opportunity Scholarship Program (DCOSP). Over the program's existence, two longitudinal evaluations have been conducted, one completed prior to 2011 and one that started evaluating the program post-2011 and currently ongoing.

A team of researchers conducted the first longitudinal evaluation of the DCOSP and evaluated the experiences of students from the 2004 and 2005 cohorts. They reported where students in the control group were enrolled during each of the four years of the program. By the end of the first year, 60 percent were attending traditional public schools, 27 percent were attending public charter schools, and 13 percent were enrolled in private schools (Wolf et al., 2008). By the fourth year of the program, 89 percent of students were in public schools (Wolf et al., 2013).

Table 1: Summary of Findings About Switchers from Random Assignment Studies

Study	Location (evaluation)	Type of program	What analysis says about switchers	Switcher rate
Mills & Wolf (2019)	Louisiana (4-year longitudinal evaluation, completed)	V	In Year 4 of the program, 89 percent of students who did not receive LSP to their first choice school enrolled in a public school.	89 percent
			In Year 3 of the program, 87 percent of students who did not receive LSP to their first choice school enrolled in a public school.	87 percent
			In Year 2 of the program, 84 percent of students who did not receive LSP to their first choice school enrolled in a public school.	84 percent
			In Year 1 of the program, 92 percent of students who did not receive LSP to their first choice school enrolled in a public school.	92 percent
Abdulkadiroglu, Pathak, & Walters (2018)	Louisiana	V	Of applicants not offered a voucher, 14 percent attended a public charter school, 77 percent attended a non-charter public school, 5 percent attended a voucher school, and 4 percent attended a school of unknown type.	95 percent
Webber et al. (2019)	Washington, D.C. (Longitudinal evaluation of DCOSP after 2011 reauthorization, ongoing)	V	Of students not offered a voucher, 89 percent were enrolled in traditional public or public charter schools three years after applying to the program.	89 percent
Dynarski et al. (2018)			Of students not offered a voucher, 90 percent were enrolled in traditional public or public charter schools two years after applying to the program; Of students in the control group, 9 percent either enrolled in a private school or changed between public and private schools during the first two years in the program.	90 percent
Dynarski et al. (2017)			Of students in the control group, 10 percent were enrolled in a participating private school while 90 percent were enrolled in traditional public or public charter schools one year after applying to the program.	90 percent
Wolf et al. (2013)	Washington, D.C. (First longitudinal evaluation of DCOSP, completed)	V	Of students assigned to the control group in 2004 or 2005, 53 percent were attending traditional public schools in 2009, 35 percent were attending public charter schools in 2009, and 11 percent were enrolled in private schools in 2009 after their fourth year in the program.	89 percent
Wolf et al. (2009)			During the third year of the program, of students assigned to the control group in 2004 or 2005, 54 percent were attending traditional public schools, 34 percent were attending public charter schools, and 12 percent were enrolled in private schools after their third year in the program.	88 percent

Wolf et al. (2008)			Of students assigned to the control group in 2004 or 2005, 51 percent were attending traditional public schools, 35 percent were attending public charter schools, and 14 percent were enrolled in private schools during their second year in the program.	86 percent
			Of students assigned to the control group in 2004 or 2005, 60 percent were attending traditional public schools, 27 percent were attending public charter schools, and 13 percent were enrolled in private schools after their first year in the program.	87 percent
Bettinger & Slonim (2006)	Toledo, OH	P	At the time of the survey 3-4 years after applications were made to the voucher program, 21 percent of unsuccessful voucher applicants were attending private school.	79 percent
Howell, Wolf, Campbell, & Peterson (2002); Howell & Peterson (2002)	New York City, NY	P	Of students not offered a voucher, 5 percent attended a private school in the first year after applying for the program.*	95 percent
			Of students not offered a voucher, 3 percent attended a private school in both the first and second years after applying for the program.*	97 percent
			Of students not offered a voucher, 2 percent attended a private school during the first three years after applying for the program.**	98 percent
	Dayton, OH	P	Of students not offered a voucher, 18 percent attended a private school in the first year after applying for the program.*	82 percent
			Of students not offered a voucher, 10 percent attended a private school in both the first and second years after applying for the program.*	90 percent
	Washington, D.C.	P	Of students not offered a voucher, 11 percent attended a private school in the first year after applying for the program.*	89 percent
Of students not offered a voucher, 8 percent attended a private school in both the first and second years after applying for the program.*			92 percent	
Of students not offered a voucher, 3 percent attended a private school during the first three years after applying for the program.**			97 percent	

V=Voucher; P=Private scholarship

* Howell, Wolf, Campbell, & Peterson (2002)

** Howell & Peterson (2002)

A different team of researchers studied the DCOSP after Congress reauthorized the program in 2011. They examined where the 2012, 2013, and 2014 student cohorts were enrolled after one year, two years, and three years since re-authorization of the program. At the end of both the first and second years, 90 percent of students in the control group were enrolled in traditional public schools or public charter schools (Dynarski et al., 2017). The Year Two evaluation took a closer look at switching with the two year period after students applied to the program (Dynarski et al., 2018). Of students in the control group, 90 percent were enrolled in public schools two years after applying to the program. During the first two years of the program, 9 percent of students in the control group either enrolled in a private school or changed between public and private schools. The Year Three evaluation reported that 89 percent of student cohorts in the control group were enrolled in traditional public schools or public charter schools three years of applying to the program (Webber et al., 2019).

Overall, there was very little variation in switcher rates observed during multiple longitudinal evaluations of the DCOSP. Over a sample period of seven years, switcher rates ranged from 86 percent to 90 percent.

Bettinger and Slonim (2006) conducted a survey of a random sample of families who applied to participate in a privately funded school voucher program in Toledo, Ohio. The survey was administered three to four years after application to the program by both successful and unsuccessful applicants. Part of the survey asked about the school students were currently enrolled at the time of survey. Results indicate that 21 percent of respondents' children who were not offered scholarships were enrolled in private schools, suggesting a longer-term switcher rate of at least 79 percent.

Howell, Wolf, Campbell, and Peterson (2002) and Howell and Peterson (2002) studied privately funded voucher programs in New York City, Dayton, and Washington, D.C. They reported the proportion of the treatment and control groups that attended a private school during the first year of the programs, during the first and second years of the program, and during the first three

consecutive years of the program.⁸ The switcher rates are particularly high, especially in New York City. Five percent of the students not offered a voucher in New York City attended a private school in the first year and three percent attended a private school in both years, implying switcher rates of 95 percent to 97 percent.

The switcher rates were between 82 percent and 90 percent in Dayton. Results from the analysis of a privately funded scholarship program in Washington, D.C., align very closely with the results reported from the two longitudinal evaluations of the federally funded DCOSP. Observed switcher rates range from 89 percent to 97 percent.

Notably, Rouse (1998) used random assignment methods to study the effects of the Milwaukee Parental Choice Program and noted that 1 percent of students not selected to attend a choice school in the MPCP enrolled in a choice school anyway. Private schools participating in the MPCP (“choice schools”), however, represent a very small portion of all private schools in Milwaukee. If 99 percent of students in the control group not enrolling in choice schools all enrolled in district schools, then the switcher rate would be 99 percent. To the extent, however, that some students enrolled in religious private schools that were not enrolled in the MPCP, the switcher rate would be less than 99 percent. Because of this uncertainty, I do not include this study in the analysis.

Switcher Rates Among Minority Students

Howell, Wolf, Campbell, and Peterson (2002) also reported enrollment results for a subsample of African American students in their analyses of privately funded school choice programs in New York City, Dayton, and Washington, D.C. Table 2 reports these results. Switcher rates observed among African American students tended to be higher than the rates observed for the full control groups. The weighted average for these students is 93 percent and median switcher rate is 94 percent.

⁸ The proportions of students in the control group that attended private school during the first three consecutive years in the New York City and D.C. programs were reported by Howell and Peterson (2002).

Table 2: Summary of Findings About Minority Student Switchers from Random Assignment Studies

Study	Location (evaluation)	Type of program	What analysis says about switchers	Switcher rate
Howell, Wolf, Campbell, and Peterson (2002)	New York City, NY	P	Of African American students not offered a voucher, 4 percent attended a private school in the first year after applying for the program.	96 percent
			Of African American students not offered a voucher, 1 percent attended a private school in both the first and second years after applying for the program.	99 percent
	Dayton, OH	P	Of African American students not offered a voucher, 15 percent attended a private school in the first year after applying for the program.	85 percent
			Of African American students not offered a voucher, 7 percent attended a private school in both the first and second years after applying for the program.	93 percent
	Washington, D.C.	P	Of African American students not offered a voucher, 11 percent attended a private school in the first year after applying for the program.	89 percent
			Of African American students not offered a voucher, 6 percent attended a private school in both the first and second years after applying for the program.	94 percent

P=Private scholarship

In New York City, four percent of the African American students not offered a voucher attended a private school in the first year and one percent attended a private school in both years, implying switcher rates between 96 percent and 99 percent. As with New York City, switcher rates observed among the group of African American students were slightly higher, up to 93 percent. Switcher rates observed among African American students in the control group were comparable to rates observed for the full sample. These results add to the face validity of the findings because less advantaged student populations are less likely to attend private schools without program assistance.

Switcher Rates By Year in Choice Program

The switcher rates observed across programs and locations appear remarkably stable. It may be the case that switcher rates from private school choice programs vary by the number of years students are in the program. Six evaluations of private school choice programs observed enrollment patterns by groups of students for at least two years. Evaluations of two programs, the LSP (Mills & Wolf, 2019) and DCOSP pre-2011 reauthorization (Wolf et al., 2013), observed

switcher rates among students who applied for vouchers and did not receive them. Table 3 reports switcher rates reported in each study by year after students applied for voucher programs.

Table 3: Switcher rates from random assignment studies observed by year after students applied for program

	Number of studies	Min	Max	Mean	Median
One year	7	82 percent	95 percent	90 percent	90 percent
Two years	6	84 percent	97 percent	90 percent	90 percent
Three years	6	79 percent	98 percent	90 percent	89 percent
Four years	2	89 percent	89 percent	89 percent	89 percent

Overall, the mean and median switcher rates observed among students in the control group for each year after applying to the program is about 90 percent. These rates range from 92 percent to 95 percent for one year, 84 percent to 97 percent for two years, and 79 percent to 98 percent for 3 years.

Applying Switcher Information to Fiscal Impact Analyses

Legislative analysts routinely conduct fiscal impact analyses of private school choice bills introduced in state legislatures. The extent, however, to which these analyses account for important factors, such as offsets associated with switchers, can vary considerably (Ford & Merrifield, 2013). The information on switchers extracted from random assignment studies summarized in this paper can provide useful information for legislative fiscal bureaus to generate more accurate estimates about the potential fiscal effects of private school choice programs. Below illustrates how they can apply this information.

The net fiscal impact (*NFI*) of a voucher program for a state's budget can be estimated by the following equation:

$$NFI = (1-p) * (s * E) - (v * E)$$

where p denotes the share of students receiving vouchers who would have enrolled in a non-public school even without financial assistance from the voucher program; s denotes the average per-pupil cost to the state for funding students in the voucher program had they enrolled in a public school; E is the number of students who use a voucher; and v is the average cost of the voucher. The term $(1-p)$ is the switcher rate. Thus, the term on the right hand side represents the estimated cost to the state to fund vouchers while the left hand side represents the estimated savings from students receiving vouchers who would likely enroll in public schools if without financial assistance from the choice program.

Consider a hypothetical example. A voucher program is introduced in a state for students from low income families. The average state cost to fund students enrolled in public schools is \$5,000. School vouchers are equal to the state's cost, \$5,000. In the program's first year, 2,5000 students participate in the program. The cost to the state to provide this assistance for students participating in the choice program is \$12,500,000. Assuming that 90 percent of these students would have enrolled in public schools without the program in place, as suggested overall by switcher data from random assignment studies discussed in this paper, cost offsets for the state from having 90 percent of students using vouchers not in the public school system is \$11,250,000, implying a net fiscal impact of (\$1,250,000).

If the voucher amount is set at 90 percent of the state's cost, and if 90 percent of students using voucher are switchers, then the program would be revenue neutral for the state.

Discussion

Nine random assignment studies of private school choice programs have reported 27 unique estimates of the share of students in control groups who enrolled in public schools after not receiving a voucher offer. That is, these studies actually observed what percent of students whose families endeavored to exercise choice would have truly been switchers from public to private schools as a result of the opportunity afforded by the choice programs. The switcher rates they observed align well with assumptions about switcher rates employed in many fiscal analyses of private school choice programs. For example, Florida's Office of Program Policy Analysis and

Government Accountability conducted analyses to estimate the fiscal impact of the Florida Tax Credit Scholarship Program on the state's budget in FY 2008 and FY 2009 (OPPAGA, 2008; OPPAGA, 2010). These analyses assume 90 percent and 95 percent switcher rates, respectively.

Costrell (2010) assumed a 90 percent switcher rate in his study of the fiscal effects of the Milwaukee Parental Choice Program. He based his assumption on a number of factors, including random assignment research conducted on voucher programs, though he acknowledged at the time that the research to address switchers was "thin."

Switcher rates observed in a privately funded program and publicly funded program in Washington, D.C. also tend to be around 90 percent. It was even higher for a privately funded program in New York City, at least 95 percent. Taken together, this suggests that switchers in urban settings may be particularly high. Data from a four-year study of a statewide program, the Louisiana Scholarship Program, suggest switcher rates ranging from 84 percent to 92 percent.

In addition to the geographic scope of a program, family income may be another potential key determinant to switching. All of the programs discussed above are targeted to students from low-income families. For example, students must be eligible for the federal free and reduced price lunch program to be eligible for the school voucher program in Toledo. To be eligible for the DCOSP, one's family income must be below 185 percent of the federal poverty level, about \$36,000 in 2012 (Wolf et al., 2013).⁹

Without any source of financial assistance, students from resource-constrained households are more likely to enroll in public schools than families with more resources. Thus, if programs expand to include families with higher income, then the rate of switching will likely decrease. As programs continue to be introduced and expanded, more research will be needed to study the effects of program design on switching.

⁹ This estimate is equivalent to about \$40,000 in 2019 USD. (Bureau of Labor Statistics, Inflation Calculator, accessed 5/21/2019 at <https://data.bls.gov/cgi-bin/cpicalc.pl>)

Assumptions about switcher rates used in other fiscal analyses are well below the range of switcher rates that were actually observed in random assignment studies, suggesting that some estimates of net fiscal effects may be significantly understated. For example, the Iowa Department of Revenue conducted an analysis to estimate the fiscal impact of Iowa's School Tuition Organization Tax Credit Program (Girardi & Gullickson, 2017). The analysis generates estimates based on a 30 percent switcher rate. It also estimated a break-even switcher rate of 15 percent. Students from households with income below 300 percent of the federal poverty limit are eligible to participate in the program. Although this income threshold is higher than many of the other programs examined by random assignment studies, the differences aren't great and likely do not justify a switcher rate that is about one-third the rates actually observed in random assignment studies.

Lueken (2018b) used a very broad range of switcher rates, from 60 percent to 90 percent, to generate estimates for the fiscal effects of tax-credit scholarship programs. Evidence from random assignment studies summarized in the present paper suggests that true switcher rates are closer to the high-end assumed rates. This evidence also runs contrary to criticisms by Huerta and Koutsavlis (2017), who argued that "due to an over-estimate of 'switchers'... the calculated savings are inflated" (p. 3) without providing any evidence to support their argument. Evidence from random assignment studies suggest that low-end estimates of fiscal effects reported by Lueken are significantly understated.

Conclusion

Analysts do not observe what sector school students would be enrolled (public or private) if the choice program did not exist. Even with good data collection by states or scholarship organizations, estimating switcher rates pose a challenge for analysts and may be biased. This paper summarizes data from random assignment studies to infer the extent to which students participating in private school choice programs are likely to enroll in public schools without these programs in place. Data from studies employing random assignment methods provide unbiased estimates of this counterfactual because they allow us to observe what type of school students enrolled in after they applied for a program and were denied a scholarship enroll.

Obtaining reliable estimates for switchers is important for fiscal analyses of choice programs, as estimates for the fiscal impact of a choice program are sensitive to this factor.

I reviewed 22 studies that used random assignment to evaluate private school choice programs in the United States and identified 27 unique estimates of switcher rates from nine studies of six private school choice programs that observed switcher rates for students who lost random assignment lotteries. Overall, switcher rates in these programs range from 79 percent to 98 percent. The weighted average is 91 percent, and the median is 90 percent. Switcher rates were similar for African American students participating in three privately funded school choice programs (New York City, Dayton, and Washington, D.C.), where the weighted average is 93 percent and median is 94 percent. Switcher rates used in some analyses of the fiscal effects of private school choice programs are well below the range of switcher rates observed in the body of random assignment studies, suggesting their estimates of net fiscal effects are significantly understated. Because switcher rates observed in the random assignment studies reviewed in this paper are remarkably stable across time and states, they provide reliable information for analysts to infer switcher rates when doing fiscal analyses elsewhere.

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About the Author

Martin Lueken is the director of fiscal policy and analysis at EdChoice, where he focuses on research and analysis of issues that pertain to school choice bills, current programs, and school funding. His work includes providing expert support and advice for policy makers in helping understand the fiscal impact of current school choice programs and potential fiscal effects of programs introduced in state legislatures. Marty received his doctorate in Education Policy from the University of Arkansas and master's degree in Economics from the University of Missouri. He holds a bachelor's degree in Physical Education, with an emphasis in sports medicine, from Eastern Illinois University.

Acknowledgments

This manuscript benefited from very helpful feedback from Corey DeAngelis and Benjamin Scafidi. Paul DiPerna provided useful comments and guidance. Any errors are the author's.

Ava Hawkes

From: Susan Richman <susan7richman@gmail.com>
Sent: Thursday, March 4, 2021 2:53 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: In opposition to Senate Bill 130

Dear Chairperson Ward and members of the Senate Education Committee,

After listening to testimony on SB 130, I would like to amend my statements in opposition to the bill.

There were many parents giving heartfelt testimony, about ways that a NH public school failed their children. Their concerns need to be addressed.

However, setting up a parallel--and perhaps competing--school system is not a way to remedy problems. These testimonies should provide the basis for an exploration of how to effectively respond to parent concerns. These testimonies can also inform our ongoing efforts always to make our schools better.

Could it be that there is a correlation between a school's perceived success, and the funding that school has available? My experience in Rochester was that services to children were eliminated, in response to overwhelming property tax burdens, causing the school district to eliminate a Reading position. Meanwhile, my own children in the Oyster River Schools enjoyed many "enrichment" opportunities. Maybe we don't need to set up a parallel school choice system -- we just need to ensure sufficient funding at all schools to provide diagnostic instruction and enrichment for all.

Similarly, the scholarships envisioned in SB 160 would favor families with enough money to pay the balance of private tuition, and who live close enough to an attractive school, and have the transportation to get their child to that school. SB 160 would effectively exclude families who lack that discretionary income or proximity to an alternative school.

Please do not use SB 130 as the basis for providing public funding for a two-tier, separate and UNEqual education system.

Thank you, as always, for your stewardship,

Susan Richman
16 Cowell Drive
Durham, NH 03824
603-868-2758

Ava Hawkes

From: Bruce Goodwin <jesse1848@comcast.net>
Sent: Sunday, March 7, 2021 7:00 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB-130-FN

Hello, I write to urge you to support SB-130-FN. It gives parents more control of their child's education.

Thank you, The Goodwin Family 265 Page Rd. Bow

Ava Hawkes

From: Julie Smiley <jsmiley@frontdooragency.org>
Sent: Monday, March 8, 2021 1:22 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130 OPPOSE Amherst NH Voter

Dear Senate Education Committee,

I strongly urge you to vote ITL on this voucher bill. It would further defund our already struggling public schools. No doubt voucher will cause an increase in property taxes to offset the loss. Since the voucher will not cover full tuition for private schools, only those who can already afford tuition will benefit. AS a housing advocate working with people in financial crisis, I am concerned about parents unqualified to homeschool taking that option simply for the financial benefit. For many low income families a couple of thousand dollars is a significant amount. Multiply that by 2 or 3 children and a family could significantly increase their household income. Where's the funding for additional oversight? Where is the oversight at all?

So many reasons this bill should NOT pass.

Julie Smiley

Housing Advocate

P: 603.417.6595

F: 603.886.9214

7 Concord Street
Nashua, NH 03064



www.frontdooragency.org



Our Mission:

To offer support and provide services to assist individuals and families transition from crisis to self-sufficiency.

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Ava Hawkes

From: Marie Nardino <mdnardino@gmail.com>
Sent: Monday, March 8, 2021 3:19 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Cc: Harold French
Subject: SB 130

Dear NH Senate Education Committee Members,

I am writing to urge you to vote against SB 130 (the school voucher bill) tomorrow, March 9, and relegate it to the trash bin. I have previously expressed my opposition to HB 20 and I reiterate my opposition in the Senate as well. This bill is nothing more than a transparent attempt to destroy NH public schools. Under the guise of "school choice", this bill would force taxpayers to fund education that is far from public—religious schools, home schools, private schools. It is confounding to me that the NH State Government, which has failed to adequately fund public school education for more than two decades, is now seeking to fund private, home and religious education as well—all without a broad-based tax!

No official state analysis has been done to advise the citizens as to the cost of this scholarship boondoggle (taxpayers would also pay for the "scholarship" agency that manages the program). I have read Reaching Higher NH's analysis which concludes that SB 130 "would cost the state \$100 million in new state funding in its first year alone." There is little doubt that our real property taxes will increase for the benefit of educational choices that I personally take issue with from an educational, moral and religious perspective. One family's school choice cannot be another family's financial burden.

In conclusion, please vote NO for the public good and to preserve public education in New Hampshire. Thank you.

Marie D. Nardino
Andover

Ava Hawkes

From: Sundy Clark <sundylee3@gmail.com>
Sent: Wednesday, March 10, 2021 6:49 AM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130-FN

Dear Education Committee,
I am respectfully asking you to vote in favor of SB 130-FN, regarding birth records and vital statistics.
Thank you, sincerely,
Sundy Clark
117 Island Rd
Candia NH 03034

Sent from Mail for Windows 10

ALVIRNE HIGH SCHOOL

Home of the Broncos

200 Derry Road

Hudson, NH 03051

Phone: (603) 886-1260 Fax: (603) 816-3513

Jason C. Tesini
Interim Principal

Jodi C. Hallas
Associate Principal

Sarah T. Gilliam
Assistant Principal

Steven J. Beals
Principal on
Special Assignment

William R. Hughen
District Director
of School Counseling

Karen E. Bonney
Director of Athletics

Susan E. Bureau
Dean of Academics

Sherri L. Lavoie
Assistant Principal for
Special Services

Memorandum

To: Senate Education and Workforce Development Committee
From: Steve Beals, Alvirne Principal on Special Assignment
Re: SB 130
Date: March 1, 2021

Thank you to the members of the Senate Education and Workforce Development Committees for your dedication and support for education. I have been a school administrator for over 25 years, in several different school districts throughout our state. I have been a school principal for 21 years, currently at Alvirne High School. In my role as a high school principal and coordinator of the collaborative high school administrators' group, I offer the following concerns with SB 130:

- During the pandemic, all students have been negatively impacted in not only their learning, but certainly their mental health. The uncertainty of "Will school be live or remote", "Will I or a family member get sick" and the ever-growing challenges of adolescence through expanded social media, many students are at tipping points. They need consistency in their educational programs, now more than ever. Our most vulnerable students have a care net around them to include case managers, counselors, social workers, psychologists, and many other staff that strive for connections and relationship building. Changing educational placements for these vulnerable students through vouchers, will further delay through progress as developing trusting relationships is a significant challenge for them.
- NH has a strong commitment to local control but also has a long history of "have" and "have not" communities in terms of funding resources. Creating vouchers that could potentially bleed necessary funds from public schools will create even larger inequities for the most challenged communities.
- With declining enrollments in many schools and regions within our state, we are concerned that losing additional students will cost jobs and more importantly the valuable services that public schools provide for their families and communities.

Thank you for taking the time to read my concerns and opposition to SB 130.

With appreciation of your efforts,

Steve Beals

Principal on Special Assignment

Ava Hawkes

From: John Cross <jc938272@gmail.com>
Sent: Wednesday, March 17, 2021 3:45 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Please DO NOT SUPPORT HB20 and SB130

The subject bills are harmful to our public schools and increase cost to taxpayers. PLEASE DO NOT SUPPORT HB20 and SB130.

Thank you.

John Cross
Brookline, NH

Ava Hawkes

From: Sharon Carson
Sent: Thursday, March 18, 2021 7:07 AM
To: Ava Hawkes
Subject: FW: SB 130 *Amendments Needed*

Follow Up Flag: Follow up
Flag Status: Flagged

Good morning, Ava,

Senator Carson received this email and Ms. Brisson stated she wanted her email to be included in the bill's permanent record.

Her email is below.

Thanks much,

Deb

From: Angel <angelbrisson72@gmail.com>
Sent: Thursday, March 18, 2021 5:47 AM
To: Sharon Carson <Sharon.Carson@leg.state.nh.us>
Subject: SB 130 *Amendments Needed*

Dear Senator Carson,

Thank you for work on behalf of N.H. citizens and for your time today.

Please enter this as my testimony into the bill's permanent record.

My name is Angel, and my family are established homeschoolers. We are hopeful that the EFA program could potentially provide families, of all schooling types, with access to critical educational resources. We just can't fully support the bill as written.

It just requires three critical amendments that fell through the cracks when the bill was in committee. Thus, am reaching out to request that SB 130 simply be amended to address issues that *unintentionally put homeschoolers (and private school families) at risk*:

(1) Namely, as written, SB 130 ***indirectly creates a new educational program type***, with the EFA programs's *own, distinct requirements for compulsory attendance, reporting, etc.* Yet, SB 130 fails to clearly delineate and define that new educational type as something distinct from the three pre-existing educational types of (a) public school, (b) private school and (c) homeschool. Thus, there's the risk of conflating the EFA program type with those other three pre-existing educational programs/types. That conflation could unintentionally result in future problems (like regulatory overstep) for private school families and homeschool families.

(2) Likewise, as written, SB 130 fails to define a **withdrawal process** by which families can transition into the educational options of *homeschool and private school, not just to public school*.

That said, SB 130 needs an amendment that does two things. Additionally, RSA 193-1 needs to be updated as well. Please see below for details:

(1) The amendment needs to **define the EFA program as its own distinct educational program**—separate from the three pre-existing educational types: public school students, private school students and homeschool students.

(2) Also, the amendment needs to specify that students within the EFA program fulfill the compulsory attendance requirement as defined in Section IV and in RSA 193-1.

Specifically, 194-E:3, Section IV of SB 130 states that an *EFA program student* is satisfying RSA 193-1 simply by virtue of having the parent and scholarship organization sign the agreement for the EFA funding:

“To comply with the rules and requirements of the EFA program.

1. **The signed agreement between the parent and the scholarship organization shall satisfy the compulsory school attendance requirements of RSA 193:1.”**

Incidentally, this brings up the critical tangential point that in order to fully address the new EFA program compulsory attendance option, **RSA 193-1 itself needs to be updated** to include the EFA program’s unique compulsory attendance fulfillment option (again, defined in Section IV) as a new, distinct fourth option for fulfilling RSA 193-1. This is critical for delineating that the EFA compulsory attendance fulfillment option is entirely separate from the fulfillment mechanisms for the three pre-existing educational types of public school, private school and homeschool.

(3) The amendment to SB 130 needs to define a **withdrawal process** from the EFA program by which families can transition into the family’s choice of *any of the other educational options of homeschool or private school—not just to public school*.

Thank you for your consideration and for your continued efforts in the Senate.

*With much appreciation,
Angel Brisson*

Ava Hawkes

From: Beth Fox <bethfox45@gmail.com>
Sent: Sunday, May 2, 2021 4:42 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: Remove SB 130 from the Proposed Budget

Dear Legislators involved in the proposed State Budget:

For months property taxpayers have been concerned over bills in the state legislature, now becoming part of the State Budget. Please know that these bills are a grave concern to taxpayers. I have outlined some concerns below.

Thank you for taking the time to read and consider these concerns.

Sincerely,

Beth Fox

Wolfeboro, NH

SB 130 Wants to Treat a Rash, But the Patient is Bleeding

SB130 and other bills are hurting public schools and taxpayers, at a time when schools need our support more than ever. Schools have received more than a year of pandemic blows. It is unclear what it will take for the majority of students to get back to where they were.

However, it is clear that that the current budget and bills in Concord are designed to give priority to a few students and taxpayers, at the expense of the rest of us. Instead of addressing adequacy funding, a difficult task, the state is putting its efforts away from the greater need. For example, public school is given more guidance and rules, and the state instead offers "freedom" from requirements to those who would choose private options.

HB 20 received a resounding no in Concord this spring. Now, an identical bill, SB130 is packed away in the current budget, lawmakers answer to "adequacy funding". Instead of addressing the state-wide need for an adequate education, lawmakers choose to offer "choice" to a limited few, a blank check from New Hampshire property taxpayers who do not get to see the results of their sacrifice, as they do in their local public schools. (They do, however, get to pay for the losses, should this other option not work out.)

SB130 is the second foot in the door to public school's downward spiral. The first, was when EFA's were established for business tax dollars. Businesses are given the option to receive a tax credit to donate to this scholarship, instead of paying tax to NH's infrastructure needs. I wish I were allowed to decide where tax dollars go! Instead, I am asked to support a blank check for what the state decides.

This bill will diminish the quality of education in NH. Teachers can go to any New England state and receive higher pay and benefits. Those teachers who remain would face dismal prospects as local school needs continue to grow and be unaddressed by the legislature.

None of these bills improve the long-range business climate in NH, which is a prime mover for legislative decisions in NH. They do add an extra layer of bureaucracy and expense, however. Consider transportation alone.

We live in a time where technology puts us in like-minded groups, where we do not experience or grapple with other points of view. The best learning happens when students are among varying backgrounds. In other words, democracy is promoted in public school. There are political advantages to putting students into private boxes of sameness, but it perpetuates social inequity, divisiveness and reduce progress.

The pandemic has shown us starkly that NH needs many resources to prepare students for the 21st century. The general public opposes HB130 and continues to be against diverting tax dollars to pay for private scholarships. They turn taxes away from their intended purpose, which is to address NH's public school needs.

Let's get back on track. Remove SB130 and reexamine the causes of bleeding. We need strong, invigorating steps for our public schools. It is New Hampshire government's responsibility to take those steps and support bills that address the needs of public schools and local taxpayers.

Ava Hawkes

From: Sandy Pouliot <spouliot@sau3.org>
Sent: Monday, May 3, 2021 4:01 PM
To: Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: State of Education

Good afternoon,

I am writing to you to express my deep beliefs about education. I myself have been in the state of NH as an educator for 23 years. I am in the northern part of the state and have been for most of my life.

I am:

IN SUPPORT of school funding, and in adopting the funding provisions in Senate Bill 135. SB 135 would restore \$45 million in state funding for public schools, schools who have been struggling and continue to address the growing needs of our students. Though our actual numbers are down, our needs of the students we serve have greatly increased.

IN OPPOSITION of school vouchers in Senate Bill 130, which would divert public school dollars to private and religious schools. Our required dollars paid in taxes are and always should be for public use. Public education will be hurt by this and the divide between the have and have nots will only grow. Over time, the costs of educating the remaining students will drive up taxes to ridiculous rates.

IN OPPOSITION of the "divisive concepts" amendment in House Bill 544, which prevents school districts and other organizations that receive state funding from offering anti-bias training and teaching. It is important to educate our staff and students about this important topic.

Thank you for your time. Public education should be a primary responsibility of ours, do not divert public resources from it.

Sandy Pouliot

Mrs. Sandy Pouliot

Assistant Principal

SAU # 3 - Berlin Public Schools

Berlin Elementary School

200 State Street, Berlin, N.H. 03570

Phone: (603) 752-5328 | Fax: (603) 752-8580

spouliot@sau3.org | www.sau3.org

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Ava Hawkes

From: Liz Gilmore <msslizgilmore@yahoo.com>
Sent: Tuesday, May 4, 2021 12:36 PM
To: Ruth Ward; Erin Hennessey; Jay Kahn; Denise Ricciardi; Suzanne Prentiss; Ava Hawkes
Subject: SB 130

I have read the text of this bill, and have multiple questions about the efficacy of this program. One issue that stands out most critically is what the effects will be on property taxes. Obviously, school funding that will be adversely affected will be made up inevitably by increased property taxes.

In the town of Hopkinton where I live, it was a struggle to pass the 2020 school budget because of the legitimate concerns of homeowners re property taxes. As I drove to the drive-through voting location, I had an opportunity, as the passenger, to look at various properties more critically. I have continued to do so, and have noted that there are numerous properties in need of paint and repairs. An increase in property taxes will surely exacerbate this situation for many homeowners.

We contemplated sending our children to private schools, but never once entertained the notion that the local taxpayers should participate in this schooling choice. SB 130 very definitely considers it acceptable for local property tax payers to help foot the bill for the EFA program.

How in the world do you justify this program to your constituents, who clearly have no special exemption from the effects of it?

This is a bill that should not be passed in its current iteration, if ever.

Elizabeth Gilmore

March 2, 2021

New Hampshire Senate - Education Committee
107 North Main Street
Concord, NH 03301

Dear Honorable Members of the Senate Education Committee,

I write today to urge you to reject **SB 130**, which seeks to establish a voucher program in the state of New Hampshire.

The fiscal note that accompanies this bill (which is identical to the fiscal note that accompanies HB 20, except that there is language present that broadens the availability of the voucher program) presents inaccurate and overly simplified assumptions. The Commissioner of Education stated in the HB 20 hearing that this voucher program would save taxpayers \$15,000 for every child that takes a voucher. He asserted that using the average cost per pupil of about \$20,000 that a District spends, about \$5,000 would be shifted to the child's voucher, which means that the District will not spend the remaining \$15,000. The fiscal note scales this up and suggests that there would be significant savings to taxpayers.

Here's how it would actually work.

Using that same round figure of \$5,000 per student per voucher, let's say that 20 students take a voucher in a District. That would result in an adequacy decrease of \$100,000 - but no significant reduction in expenditures for the District. It is improbable that those 20 students would all be in the same class (or classes), so there would be no reduction in staffing, no reduction in bus runs, and no reduction in heating costs - to name a few. The Commissioner's calculation in this hypothetical District would suggest that the District would reduce its budget by three times that amount over three years, and that just is not a reasonable estimate. Would there be some cost savings? Of course. But not anywhere near the figures the fiscal note purports.

Also similar to HB 20, this bill does nothing to ensure all students have access to the voucher program. Private schools do not have to follow anti-discrimination laws or the Individuals with Disabilities Education Act (IDEA) in their admissions procedures. It is undoubtedly true that many private schools are inclusive and do not discriminate. However, the fact of the matter is that this bill does nothing to ensure that discrimination will not occur. It is unconscionable to think that our state would allow public dollars to perpetuate discriminatory practices by institutions who can use any criteria they wish to pick and choose whom they will (or will not) admit as students. The question of the legality of **SB 130** under IDEA aside, **SB 130** has the potential to set the progress IDEA sparked for students with disabilities back decades by setting up a system that, once again, makes it acceptable to have students with disabilities separate from their differently-abled peers using public funds.

SB 130 proposes a choice for some, but not for all. That's not a choice. It is privatization and another attempt to continue underfunding already underfunded, highly successful public schools and public charter schools in New Hampshire. I urge you to reject **SB 130** and ask you to encourage the state to instead re-direct money to increasing adequacy aid, maintaining stabilization grants at 100% funding, and fully funding catastrophic special education aid.

Respectfully Submitted,



Lisa A. Witte
Superintendent of Schools, Monadnock Regional School District

lwitte@mrsd.org

Ava Hawkes

From: Jean <jlewando@hotmail.com>
Sent: Saturday, May 15, 2021 6:54 PM
To: Ava Hawkes
Subject: SB 130

Dear Education Committee:

My husband and I are both retired public school teachers. Our daughter attended public K-12, undergraduate, and graduate programs and has her PhD in Clinical Psychology. Our grandchildren are thriving in public elementary school. We are very happy to contribute our tax dollars to public education, so all children have access to the same advantages we've enjoyed.

We are not happy to have our tax dollars siphoned off as vouchers (by any other name—"education freedom accounts," "educational choice," etc. still smell just like vouchers) to pay for private schools where students and parents are not guaranteed the same kinds of rigorous programs, public oversight, or financial transparency required of public schools.

Since I was a special needs teacher for nearly 30 years, I'm especially concerned that the bill does nothing to protect students from discrimination based on disability. This is simply unacceptable.

New Hampshire does not have a public education problem; it has a funding problem caused by the most regressive and unequal tax structure in the country. Privatization, draining public dollars to pay for unregulated, unaccountable private programs, is both immoral and Unconstitutional. Our children deserve better.

Sincerely,

Jean Lewandowski
Ward 5
Nashua

Sent from [Mail](#) for Windows 10

Voting Sheets

Senate Education Committee
EXECUTIVE SESSION RECORD
 2020-2021 Session

Bill # SB 130.FN

Hearing date: 3/2/21

Executive Session date: 3/9/21

Motion of: OTP, amendment 06535 Vote: 3-2

Committee Member	Present	Made by	Second	Yes	No
Sen. Ward, Chair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Hennessey, VC	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Ricciardi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Kahn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sen. Prentiss	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Motion of: Amendment 06685 Vote: 3-2

Committee Member	Present	Made by	Second	Yes	No
Sen. Ward, Chair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Hennessey, VC	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Ricciardi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Kahn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sen. Prentiss	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Motion of: Amendment 06516 Vote: 3-2

Committee Member	Present	Made by	Second	Yes	No
Sen. Ward, Chair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Hennessey, VC	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Ricciardi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sen. Kahn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sen. Prentiss	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Reported out by: Sen. Ward

Notes: _____

Senate Education Committee

EXECUTIVE SESSION RECORD

2020-2021 Session

Bill # SB 130.FN

Hearing date: 3/2/21

Executive Session date: 3/9/21

Motion of: Amendment 0651s Vote: 5-0

Committee Member	Present	Made by	Second	Yes	No
Sen. Ward, Chair	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Sen. Hennessey, VC	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sen. Ricciardi	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Sen. Kahn	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Sen. Prentiss	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	

Motion of: Amendment 0696s + ^{committee} amendment Vote: 5-0

Committee Member	Present	Made by	Second	Yes	No
Sen. Ward, Chair	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sen. Hennessey, VC	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Sen. Ricciardi	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Sen. Kahn	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Sen. Prentiss	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	

Motion of: OTP/A Vote: 3-2

Committee Member	Present	Made by	Second	Yes	No
Sen. Ward, Chair	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Sen. Hennessey, VC	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Sen. Ricciardi	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sen. Kahn	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
Sen. Prentiss	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>

Reported out by: Sen. Ward

Notes: _____

Committee Report

STATE OF NEW HAMPSHIRE
SENATE
REPORT OF THE COMMITTEE

Thursday, March 11, 2021

THE COMMITTEE ON Education

to which was referred **SB 130-FN**

AN ACT relative to education freedom accounts.

Having considered the same, the committee recommends that the Bill

OUGHT TO PASS WITH AMENDMENT

BY A VOTE OF: 3-2

AMENDMENT # 0769s

Senator Ruth Ward
For the Committee

Ava Hawkes 271-4151

EDUCATION

SB 130-FN, relative to education freedom accounts.

Ought to Pass with Amendment, Vote 3-2.

Senator Ruth Ward for the committee.

Docket of SB130**Bill Title:** relative to education freedom accounts.*Official Docket of SB130.:*

Date	Body	Description
2/3/2021	S	Introduced 01/06/2021 and Referred to Education; SJ 3
2/18/2021	S	Remote Hearing: 03/02/2021, 09:00 am; Links to join the hearing can be found in the Senate Calendar; SC 12
3/11/2021	S	Committee Report: Ought to Pass with Amendment #2021-0769s , 03/18/2021; SC 15
3/18/2021	S	Committee Amendment #2021-0769s , RC 14Y-10 , AA; 03/18/2021; SJ 8
3/18/2021	S	Sen. Bradley Floor Amendment #2021-0814s , RC 14Y-10N , AA; 03/18/2021; SJ 8
6/29/2021	S	Sen. Kahn Floor Amendment #2021-0883s , RC 10Y-14N , AF; 03/18/2021; SJ 8
3/18/2021	S	Sen. Watters Floor Amendment #2021-0885s , RC 23Y-1N , AA; 03/18/2021; SJ 8
3/18/2021	S	The Clerk is instructed to make the necessary administrative corrections to SB 130-FN, Senator Watters Floor Amendment 0885s, which referenced RSA 196-E:6,II and it should have referenced RSA 194-E:6, II. 03/18/2021; SJ 8
3/18/2021	S	Ought to Pass with Amendment 2021-0769s, and 2021-0814s and 2021-0885s, RC 14Y-10N , MA; 03/18/2021; SJ 8
3/18/2021	S	Sen. Bradley Moved Laid on Table, RC 16Y-8N , MA; 03/18/2021; SJ 8
3/18/2021	S	Sen. Bradley Moved Reconsideration on Laid on the Table, RC 24Y-0N , MA; 03/18/2021; SJ 8
3/18/2021	S	Sen. Bradley Moved Laid on Table, RC 14Y-10N , MA; 03/18/2021; SJ 8
3/18/2021	S	Pending Motion Refer to Finance Rule 4-5; 03/18/2021; SJ 8

NH House

NH Senate

Other Referrals

Senate Inventory Checklist for Archives

Bill Number: SB 130-FN

Senate Committee: Education

Please include all documents in the order listed below and indicate the documents which have been included with an "X" beside

Final docket found on Bill Status

Bill Hearing Documents: {Legislative Aides}

- Bill version as it came to the committee
- All Calendar Notices
- Hearing Sign-up sheet(s)
- Prepared testimony, presentations, & other submissions handed in at the public hearing
- Hearing Report
- N/A Revised/Amended Fiscal Notes provided by the Senate Clerk's Office

Committee Action Documents: {Legislative Aides}

All amendments considered in committee (including those not adopted):

- amendment # 0653s - amendment # 0656s 0696s
- amendment # 0668s - amendment # 0651s 0769s
- Executive Session Sheet
- Committee Report

Floor Action Documents: {Clerk's Office}

All floor amendments considered by the body during session (only if they are offered to the senate):

- amendment # 0085s - amendment # 0014s
- amendment # 0003s _____ - amendment # _____

Post Floor Action: (if applicable) {Clerk's Office}

- _____ Committee of Conference Report (if signed off by all members. Include any new language proposed by the committee of conference):
- _____ Enrolled Bill Amendment(s)
- _____ Governor's Veto Message

All available versions of the bill: {Clerk's Office}

- as amended by the senate _____ as amended by the house
- _____ final version

Completed Committee Report File Delivered to the Senate Clerk's Office By:

Committee Aide

Date

Senate Clerk's Office