



# Expanding Educational Options: Emergent Policy Trends

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In recent years, the K-12 educational options available to families has expanded beyond “school choice” to include a broader range of educational options. [Expanding Educational Options: Emergent Policy Trends](#) provides an overview of this landscape and how it has shifted in the wake of the COVID-19 pandemic based on a policy scan of 18 states. This document provides more detailed context of the recent changes – and proposed changes – to “option-enabling” policies in these states.

We hope this document helps policymakers, advocates, and other stakeholders better understand how state policies shape the ecosystem of K-12 educational options in their states so they can work to ensure a range of high-quality educational opportunities are available to *all* students and families.

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## Index of Changes and Proposed Changes to Option-Enabling Policies in 2021

Category	Policy Type	State Examples
School Choice	Charter Schools	<a href="#">Georgia</a> , <a href="#">Indiana</a> , <a href="#">Montana</a> , <a href="#">Texas</a> , <a href="#">Wyoming</a>
	Open Enrollment	<a href="#">Arizona</a> , <a href="#">Colorado</a> , <a href="#">Louisiana</a> , <a href="#">New Hampshire</a> , <a href="#">Tennessee</a> , <a href="#">Texas</a> , <a href="#">West Virginia</a>
	Tax Credit Scholarship Programs	<a href="#">Arizona</a> , <a href="#">Florida</a> , <a href="#">Idaho</a> , <a href="#">Montana</a> , <a href="#">Ohio</a> , <a href="#">Texas</a>
	Voucher Programs	<a href="#">Florida</a> , <a href="#">Georgia</a> , <a href="#">Indiana</a> , <a href="#">Louisiana</a> , <a href="#">New Hampshire</a> , <a href="#">Ohio</a> , <a href="#">Tennessee</a>
	Home-schooling	<a href="#">Georgia</a> , <a href="#">Montana</a> , <a href="#">New Hampshire</a> , <a href="#">Ohio</a> , <a href="#">Texas</a> , <a href="#">West Virginia</a>
Flexible Options	Concurrent/Dual Enrollment	<a href="#">Alaska</a> , <a href="#">Arizona</a> , <a href="#">Colorado</a> , <a href="#">Florida</a> , <a href="#">Georgia</a> , <a href="#">Mississippi</a> , <a href="#">Montana</a> , <a href="#">New Hampshire</a> , <a href="#">New Mexico</a>
	Education Savings Accounts	<a href="#">Alabama</a> , <a href="#">Arizona</a> , <a href="#">Florida</a> , <a href="#">Georgia</a> , <a href="#">Idaho</a> , <a href="#">Indiana</a> , <a href="#">Louisiana</a> , <a href="#">Montana</a> , <a href="#">New Hampshire</a> , <a href="#">New Mexico</a> , <a href="#">Ohio</a> , <a href="#">Tennessee</a> , <a href="#">West Virginia</a>
	Work-Based Learning	<a href="#">Arizona</a> , <a href="#">Colorado</a> , <a href="#">Florida</a> , <a href="#">Georgia</a> , <a href="#">Indiana</a> , <a href="#">Montana</a> , <a href="#">Ohio</a> , <a href="#">Tennessee</a> , <a href="#">Texas</a>
	Extended Learning	<a href="#">Alabama</a> , <a href="#">Arizona</a> , <a href="#">Colorado</a> , <a href="#">Idaho</a> , <a href="#">Indiana</a> , <a href="#">New Mexico</a>
Equitable Access	Information	<a href="#">Arizona</a> , <a href="#">Florida</a> , <a href="#">Louisiana</a> , <a href="#">Tennessee</a>
	Transportation	<a href="#">Arizona</a> , <a href="#">Georgia</a> , <a href="#">Ohio</a>



## State Option-Enabling Policy Changes in 2021

### Alabama

#### Changes to Option-Enabling Policies in 2021

Policy	Details/History	Mechanics
HB 486 (2021) – Extended Learning Opportunity	<p>House Bill (HB) 486 was enacted in 2021 and begins in the 2021-22 school year.<sup>1</sup></p> <p>The new law requires the State Board of Education, local boards of education, and public charter schools to inform students and parents “of the ability to earn credit for participating in extended learning opportunities.”<sup>2</sup></p> <p>An extended learning credit counts as an elective credit toward graduation requirements.<sup>3</sup></p>	<p>The bill requires the state board to adopt and local boards to distribute a policy related to application and approval processes both for the entities offering the extended learning and for students who participate.<sup>4</sup></p> <p>Public school students between kindergarten through 12th grade are eligible.<sup>5</sup></p>

#### Proposed Option-Enabling Policies in 2021

Policy	Details/History	Status
HB 633 (2021) – Education Savings Account	<p>Legislation introduced in 2021, HB 633, proposed establishing an education savings account for a limited group of students. Eligible students included children of Armed Forces members, students with disabilities, and foster children who had “achieved permanency” through either adoption or guardianship.<sup>6</sup></p>	<p>The proposal died in committee.</p>



Alaska

Changes to Option-Enabling Policies in 2021

*None.*

Proposed Option-Enabling Policies in 2021

<b>Policy</b>	<b>Details/History</b>	<b>Status</b>
SB 32 (2021) – Dual Enrollment	The Alaska Middle College School (AMCS) S is a collaboration between the Anchorage School District and the University of Alaska Anchorage in which students who successfully complete college coursework earn credit toward a high school diploma and credits toward a certificate or degree. <sup>7</sup> The act would have established a middle college program for the entire state in partnership with the University of Alaska. <sup>8</sup>	Senate Bill (SB) 32 was introduced but not passed in 2021. <sup>9</sup>

Arizona

Changes to Option-Enabling Policies in 2021

Policy	Details/History	Mechanics
<p>HB 2898 (2021) – Open Enrollment</p>	<p>HB 2898 was a budget bill passed in 2021 and includes provisions requiring districts to provide parents and the public with information about open enrollment.<sup>10</sup></p>	<p>The budget bill requires school districts to provide basic information about open enrollment and for the State Board of Education “to adopt a model format that school districts may use for describing open enrollment options.”<sup>11</sup> The bill also includes provisions to investigate complaints related to enrollment, annual reporting of open enrollment, and funding a public awareness campaign promoting open enrollment.<sup>12</sup></p>
<p>HB 2021 (2021) – Dual Enrollment</p>	<p>In 2021, HB 2021 expands the amount of high school credit a student may earn when participating in dual enrollment and expands the grade levels eligible.<sup>13</sup></p> <p>Students may now earn up to one Carnegie unit per three-semester hour course. The bill extended grade levels to include freshman and sophomores.<sup>14</sup></p>	<p>Dual enrollment requires an agreement or contract between the local school board and the community college governing board.<sup>15</sup></p> <p>Students are admitted under “policies adopted by each district,” and students at any level of high school can enroll.<sup>16</sup></p>
<p>HB 2898 (2021) – Transportation</p>	<p>HB 2898 was a budget bill passed in 2021.<sup>17</sup> It permits school districts to “use a portion of its transportation funding to issue grants to support individual parents or neighborhood carpools in transporting students to school.”<sup>18</sup></p> <p>Charter schools may also use some of their Charter School Assistance Funding to provide grants to parents</p>	<p>The legislation instructs “the Department of Education to adopt policies and procedures to implement this legislation.”<sup>21</sup></p>

	<p>or neighborhood carpools.<sup>19</sup></p> <p>It also established the Public School Transportation Modernization Grants Program, which A for Arizona administered in fall 2021.<sup>20</sup></p>	
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Proposed Option-Enabling Policies in 2021

<b>Policy</b>	<b>Details/History</b>	<b>Status</b>
<p>HB 2421 (2021) – Distance Learning</p>	<p>HB 2421 would have allowed any school district or charter school to “offer distance learning courses to any grade 6-12 student in the state regardless of whether the student was enrolled in that district or charter school.”<sup>22</sup></p> <p>Students could enroll in as many as two distance learning courses annually.<sup>23</sup></p> <p>The Department of Education would have been required to establish a catalog of distance learning courses.<sup>24</sup></p>	<p>The bill passed the House Education Committee but did not receive a vote by the full House.</p>
<p>SB 1683 (2021) – Transportation</p>	<p>SB 1683 would have allowed parents to apply for transportation grants of up to \$80 a month if their child(ren) attends a school under the state’s open enrollment policy or a charter school and the child (a) “needs financial support to exercise” choice or (b) “lives within twenty miles” of the school of choice but a bus program is not available to transport the student.<sup>25</sup></p>	<p>The bill passed the Senate Education Committee but did not receive a vote by the full Senate.</p>
<p>SB 1399 (2021) – Part-time Enrollment</p>	<p>SB 1399 would have required the State Board of Education to administer a program that allowed “school districts and charter schools to offer students in grades</p>	<p>The bill died in the Senate Education Accountability and Reform Committee.</p>



	<p>10-12 the opportunity to enroll in one or more courses offered by the school district or charter school, whether or not the student was primarily enrolled in the school district or charter school.”<sup>26</sup></p> <p>A fraction of the student’s average daily membership funding would be transferred from the student’s primary school district or charter school to the concurrently enrolled school district or charter school.<sup>27</sup></p>	
SB 1736 (2021) – Tax Credit Scholarships	SB 1736 would have limited student tuition organizations (STOs) for tax credit scholarship programs to only provide scholarships or grants to students whose family income is less than 185% of the free and reduced-price lunch guidelines. <sup>28</sup>	The bill died in the Senate Finance Committee.
SB 1452 (2021) – Education Savings Account	<p>SB 1452 would have expanded the ESA program to include low-income students.<sup>29</sup> The bill also would have reduced the number of days a student needed to have recently attended a public school from 100 days to 30 days.<sup>30</sup></p> <p>The bill would have also made public transportation a qualified expense.<sup>31</sup></p>	The bill passed the Senate Education Committee but did not receive a vote by the full Senate.
SB 1273 (2021) – Tax Credit Scholarships	SB 1273 would have extended the permissible use of tax credit scholarships to include certain exams and fees for school- sponsored extracurricular activities. <sup>32</sup>	The bill passed the Senate Finance Committee, the House Ways and Means Committee, and the House Rules Committee. The bill was on the House consent calendar and was retained on the calendar.
HB 2887 (2021) –	SB 2887 would have established a grant program to	The bill died in the House Education



Tutoring and Learning Pods	provide tutoring and small-group instruction to address learning loss. It would have permitted schools to contract with other providers (national summer school, Boys & Girls Clubs, nonprofit, etc.) to provide the services. <sup>33</sup>	Committee.
HB 1400 (2021) – Work-Based Learning and Extended Learning	HB 1400 addressed work-based learning and extracurriculars. It would have provided elective credit for working, sports, or learning opportunities outside of the courses offered by the district. <sup>34</sup>	The bill passed the Senate but died in the House Education Committee.
HB 2062 (2021) – Work-Based Learning	HB 2062 would have established the Arizona Student Apprenticeship Pilot Program within the Arizona Department of Education “to provide job training and economic opportunity to high school students.” <sup>35</sup>	The bill was introduced and assigned to the House Rules Committee, House Appropriations Committee, and the House Ways and Means Committee. It did not receive a vote in any of the committees.

Colorado

Changes to Option-Enabling Policies in 2021

Policy	Details/History	Mechanics
SB 119 (2021) – Work-Based Learning <sup>36</sup>	<p>This Career Development Success Program has an annual appropriation of \$1 million and provides up to \$1,000 for each student completing a qualified credential or program.<sup>37</sup> These include three types: a qualified industry credential program; a qualified workplace training program; and a qualified Advanced Placement (AP) course.<sup>38</sup></p> <p>Pathways leading to credentials are required to include the opportunity for high school students to earn college credit in addition to the credential.<sup>39</sup></p> <p>Part of the Career Development Success Program includes a pilot program designed to give students access to high-quality, low cost academic exam preparation through online course providers like Udemy and Coursera.<sup>40</sup></p>	<p>This law requires the Colorado Department of Education (CDE), in partnership with postsecondary institutions and employers, to “identify and incentivize the top industry-recognized credentials” needed for jobs that are in-demand, require higher skills, and offer higher wages.<sup>41</sup></p> <p>Districts are incentivized but not required to participate.<sup>42</sup></p> <p>Students wishing to participate do so through their schools in the form of independent study.<sup>43</sup></p>
SB 268 (2021) – Work-Based Learning	<p>Established the Career Development Success Program described above as an authorized use of Recovery Act funding and appropriated \$1.75 million<sup>44</sup> to increase participation of students in industry-credential programs, internships, apprenticeships, and AP programs.<sup>45</sup></p>	<p>Program detailed above.</p>
SB 106 (2021) – Successful High School Transitions <sup>46</sup>	<p>Passed in July 2021, the bill amends the Innovative Learning Pilot Program and creates the Fourth-Year Innovation Learning Pilot Program.<sup>47</sup></p>	<p>Districts, individual district schools, and charter schools must apply to participate in the programs.<sup>50</sup></p>

	<p>There are two main aspects to this program: increased seat time flexibility and an effort to make the last year of high school more meaningful through the Fourth-Year Innovative Learning Pilot Program. The seat time flexibility allows for greater out-of-school experiences for credit.<sup>48</sup></p> <p>The fourth-year pilot program creates an opportunity for students who complete high school in three years to receive funding to take credential or college courses in their fourth year of high school, resulting in cost and time savings.<sup>49</sup></p>	<p>Eligible students can use 75% of per-pupil state funding or \$3,500, whichever is greater, to cover the cost of postsecondary education. The state pays funds directly to the postsecondary institution.<sup>51</sup></p>
<p>HB 1217 (2021) – Open Enrollment</p>	<p>HB 1217 passed in May 2021, guaranteeing open enrollment for military family students and making it more accessible by including online rather than in-person registration and automatic matriculation for students.<sup>52</sup></p>	<p>Families can enroll their students “in any traditional district school or charter school in the state,” space permitting.<sup>53</sup></p> <p>Generally families are required to provide transportation, although some schools offer it for out-of-district students.<sup>54</sup></p>
<p>HB 1006 (2021) – Supplemental Enrichment for Four-Day-a-Week Students</p>	<p>This act is designed to provide supplemental services to students attending schools that have a four-day school week. Grants will go to community-based nonprofits and “eligible rural school districts.”<sup>55</sup></p>	<p>This act creates a grant program (program) to award grants to nonprofits and rural school districts capable of providing supplemental services for students’ fifth day. The grant uses a three-year cycle.<sup>56</sup></p> <p>Grants must be used for purpose(s) outlined by the act, including to provide supplemental services for meals, transportation, academic enrichment, and socio-emotional support. It</p>

		can also be used to provide materials for students, such as devices. <sup>57</sup>
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Proposed Option-Enabling Policies in 2021

<b>Policy</b>	<b>Details/History</b>	<b>Status</b>
SB 37 (2021) – Remote Instruction	SB 37 would provide extra support for students forced into extended periods of remote learning. School districts and charter schools closed for in-person instruction for 30 or more school days in a school year must “establish and operate a student equity funding program for the next school year.” <sup>58</sup>	Senate Committee on Education postponed indefinitely.
HB 1080 (2021) – Individual Tax Credit	HB 1080 proposed a private school individual income tax credit that could also be used for home-based education. <sup>59</sup>	House Committee on Education postponed indefinitely.
HB 1210 (2021) – Tax Savings Program	HB 1210 proposed creating the Foundational Learning Experience (FLEX) Savings Program, which would allow for savings accounts with distributions that could not be counted for federal/state income tax. Distributions could be used for tuition expenses. <sup>60</sup>	House Committee on Education postponed indefinitely.
Prop 119 (2021) – Extended Learning	Prop 119 was designed to help close the opportunity gap by providing financial aid for out-of-school learning services. <sup>61</sup> Funding would be provided by increasing cannabis taxes. Colorado students ages 5-17 would receive a credit of \$1,500 annually for out-of-school learning. The program would have given priority to low-income students. <sup>62</sup>	Voters did not approve Prop 119 on November 2, 2021.

Florida

Changes to Option-Enabling Policies in 2021

<b>Policy</b>	<b>Details/History</b>	<b>Mechanics</b>
SB 52 (2021) – Dual Enrollment	<p>SB 52 passed in June 2021 and renames “collegiate high school programs as early college programs,” where students are enrolled full time in postsecondary courses toward an associate degree. The bill also creates a dual enrollment scholarship program.<sup>63</sup></p> <p>The “early college program” is defined as a “structured high school acceleration program” where a “cohort of students is enrolled full time in postsecondary courses towards an associate degree,” prioritizing applicable general education courses.<sup>64</sup></p>	<p>The dual enrollment scholarship program will “reimburse eligible postsecondary institutions for tuition and related instructional material costs for dual enrollment courses” taken by private and home-school students in fall 2021 and extending to public students beginning in the summer 2022 term.<sup>65</sup></p> <p>Students must meet certain eligibility requirements for an institution to receive reimbursement.<sup>66</sup></p>

<p>HB 7045 (2021) – School Choice Act</p>	<p>HB 7045 passed in May 2021 and includes a broad expansion of support for private school choice programs:</p> <ul style="list-style-type: none"> <li>• Eliminates the cap on funding for students with disabilities and expands on services eligible to be covered for these students.<sup>67</sup></li> <li>• Increases scholarship amounts to 100% of the state per-pupil funding.<sup>68</sup></li> </ul>	<p>Changes will be implemented through existing school choice policies (e.g., Gardiner Scholarship, Florida Tax Credit Scholarship Program).</p> <p>Broadens eligible expenses to include home education programs, private schools, virtual programs, test fees, contracted services, tutoring, specialized summer and after-school programs, and more.<sup>69</sup></p> <p>Expands eligibility for low-income students, and prioritizes military, foster, and adopted students.<sup>70</sup></p>
<p>HB 7045 (2021) – Education Savings Account</p>	<p>In 2021, HB 7045 repealed the Gardiner Scholarship Program (in 2020-21) and repealed the John M. McKay Scholarships program (effective in 2022-23), rolling them into the Family Empowerment Scholarship program, and revised student eligibility under the Family Empowerment Scholarship (FES).<sup>71</sup></p> <p>The bill establishes an ESA that allows for private and public school options.<sup>72</sup></p>	<p>HB 7045 removed the previous requirement of prior public school attendance for low-income families and increased income eligibility to 375% of the federal poverty level.<sup>73</sup> Program eligibility for the FES was also expanded to include adopted children and those who are children of active-duty military personnel.<sup>74</sup></p>
<p>H 7011 (2021) – Voucher</p>	<p>HB 7011 was passed in May 2021 and requires that school districts notify parents of students with disabilities about all scholarship options available, within 10 days after a student receives either an IEP or a 504 plan.<sup>75</sup></p>	<p>The school district must notify the parent of all scholarship options.<sup>76</sup></p>

<p>S 0366 (2021) – Work-Based Learning</p>	<p>S0366 passed in June 2021. It changes the name of the Ready to Work Certification to the Ready to Work Credential program and institutes key changes.<sup>77</sup></p> <p>This bill expands the program to additional institutions and expands workers’ compensation insurance to students 18 years or younger who are in a paid learning opportunity.<sup>78</sup> It also improves pathways through articulation agreements.<sup>79</sup></p>	<p>The bill amended eligibility requirements for “college-level dual-enrollment programs” and revises enrollment requirements for home-schooled students interested in dual enrollment at some postsecondary institutions.<sup>80</sup></p>
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Proposed Option-Enabling Policies in 2021

<b>Policy</b>	<b>Details/History</b>	<b>Status</b>
<p>S 0400 and H 0229 (2021) – Work-Based Learning</p>	<p>Two bills are pre-filed for the 2022 session that would require notification to parents and students about career academies and pathways.<sup>81</sup></p> <p>The bills would require annual notification at the beginning of the school year of acceleration, academic, and career-planning options. The career component would include “career and professional academies, career themed courses, the career and technical education pathway to a standard high school diploma,” and “work-based learning opportunities, including internships and apprenticeship and pre-apprenticeship programs.”<sup>82</sup></p>	<p>S0400 passed the Education Committee on February 8, 2022, and was sent to the Commerce and Tourism Committee.<sup>83</sup></p> <p>H0229 was reported out by the Secondary Education and Career Development Subcommittee and was referred to the Education and Employment Committee on February 4, 2022.<sup>84</sup></p>
<p>S 1614 and H 1325 (2021) – Learning Pods</p>	<p>Both S1614 and H1325 proposed the Neighborhood Pod Learning Act to authorize learning pods.<sup>85</sup></p> <p>The bills proposed authorizing parents of children from</p>	<p>Both bills died in committee.</p>



	at least two unrelated families “to establish and operate a neighborhood pod learning program.” <sup>86</sup>	
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Georgia

Changes to Option-Enabling Policies in 2021

Policy	Details/History	Mechanics
SB 246 (2021) – Learning Pods	SB 246 passed in May 2021, providing private school and home-school students with exemptions applicable to learning pods. The bill provides that learning pods are not schools and cannot be regulated as schools. <sup>87</sup>	No specifics, other than that learning pods cannot be regulated as schools.
SB 153 (2021) – Alternative Charter Schools	SB 153 passed in May 2021 and provides for GOAL academies, which are alternative charter schools designed to improve graduation opportunities, decrease local school dropout rates, and provide opportunities for students to recover high school credits. <sup>88</sup>	Students from any district may attend a GOAL academy, but preference is granted to those residing in the district where the academy is located. <sup>89</sup>
SB 59 (2021) – Charter Schools	<p>SB 59 passed in July 2021 and provides for “additional Quality Basic Education (QBE) funding for each full-time equivalent student within a local charter school.”<sup>90</sup></p> <p>This bill also provides maximum funding amounts for charter schools and establishes “direct allocation of appropriated funds to local charter schools.”<sup>91</sup></p> <p>The bill also allows charter schools more than one opportunity to opt into the State Health Benefit Plan (SHBP).<sup>92</sup></p>	Provides for charter schools to work with the local Board of Education to “collaborate and agree upon specific ways for some or all of the charter school’s proportionate amount of federal funds” to be received through in-kind services. <sup>93</sup>
SB 159 (2021) – Transportation	SB 159 allows local boards of education to use vehicles other than buses to transport students to and from school-related activities. <sup>94</sup>	Policy will be implemented at the local level.

	In addition to using vehicles for school-related activities, school districts may use vehicles other than school buses for transporting students with IEPs or students experiencing housing insecurity. Vehicles must be marked as transporting students. The district will ensure that vehicles are adequately insured. <sup>95</sup>	
SB 47 (2021) – Voucher	<p>SB 47 passed in 2021 and amended the Georgia Special Needs Scholarship Program to expand student eligibility from those with IEPs to those with IEPs or 504 plans.<sup>96</sup></p> <p>The voucher amounts are capped at the cost of the educational program and special needs services that the student would receive in the local school district, in addition to per-pupil state funding.<sup>97</sup></p> <p>Scholarship amounts range from about \$2,500 to \$13,500, with \$6,000 being the average award.<sup>98</sup></p>	<p>The bill adds additional exceptions to the previous requirement that a student had to be enrolled for the entire school year before accepting a scholarship voucher.<sup>99</sup></p> <p>Student eligibility includes meeting all of the following<sup>100</sup>:</p> <ul style="list-style-type: none"> <li>• A parent with state residency of one year or more.</li> <li>• Enrollment and completion of the previous school year in Georgia K-12.</li> <li>• Enrollment in a Georgia public K-12 school during the “mandatory student counts” period the previous year.</li> <li>• Participating in special education services for at least part of the previous year.</li> </ul>

**Proposed Option-Enabling Policies in 2021**

<b>Policy</b>	<b>Details/History</b>	<b>Status</b>
HB 545 (2021) – Home-schooling	HB 545 was designed to allow home-school students “to participate in extracurricular and interscholastic	This bill was withdrawn and recommitted.

	activities in the student’s resident public school system,” conditional on taking at least one qualifying online course in a core academic subject for each semester of participation. <sup>101</sup>	
HB 60 (2021) – Education Savings Account	<p>HB 60 proposed to create the Georgia Educational Scholarship Act to provide for qualified education expenses to attend a private/nonpublic school.<sup>102</sup></p> <p>Student eligibility includes<sup>103</sup>:</p> <ul style="list-style-type: none"> <li>● Family incomes below 200% of federal poverty level.</li> <li>● Students in foster care.</li> <li>● Students with a parent in the military (active duty).</li> <li>● Students with IEPs/disabilities.</li> <li>● Students for whom 100% in-person schooling has not been offered for at least one semester.</li> </ul> <p>The bill limits participation to one quarter of 1% of statewide public enrollment in 2020-21, increasing by one quarter of 1% annually to a maximum 2.5% of statewide student enrollment. <sup>104</sup></p>	This bill was withdrawn and recommitted.
HB 646 (2021) – Dual Enrollment/Work-Based Learning	HB 646 proposed a P-TECH Dual Enrollment Act to provide pathways (e.g., dual credit courses and industry partnerships) for students “through high school, technical college, and workforce entry.” <sup>105</sup>	Recessed.

Idaho

Changes to Option-Enabling Policies in 2021

Policy	Details/History	Mechanics
<p>H 0172 (2021) – Extended Learning Opportunities</p>	<p>In 2021, the state enacted an extended learning opportunities law allowing students to receive credit for out-of-classroom enrichment opportunities; career readiness opportunities, like internships, pre-apprenticeships, or apprenticeships; or “any other [approved] type of out of classroom educational opportunity.”<sup>106</sup></p> <p>Starting in the 2022-23 school year, the law also allows students to receive “credit for prior knowledge” as demonstrated by performance-based assessments, portfolios, traditional assessments, or presentations, major projects, or papers.<sup>107</sup></p>	<p>The law went into effect on July 1, 2021; implementation of the policy is left to local discretion.<sup>108</sup></p>
<p>S 1046 (2021) – Innovation Classrooms</p>	<p>In 2021, the state established innovation classrooms. The law allows for within-system innovation by creating a pathway for a group of parents and a teacher to mutually agree on an alternative curriculum for children, which must be approved by the school district. The classrooms must be equal to or greater than the average class size in the school. Forming a within-system microschool, teachers remain employees of the district, and teachers and students retain access to district resources (e.g., facility). The law releases the school district from its obligations to provide services to students and indicates that student test scores will not be counted toward the district’s accountability unless it</p>	<p>Teachers or parents may request an innovation classroom; however, school districts are not required to participate unless an application represents at least one certified teacher and 24 or more students.<sup>110</sup></p> <p>Transportation may be provided if the schedule is consistent with the school district’s schedule or “if the parties provide for transportation” as part of the agreement.<sup>111</sup></p> <p>Students in innovation classrooms are required to take state assessments but are</p>

	wishes. <sup>109</sup>	not included in the district's state accountability results. <sup>112</sup>
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Proposed Option-Enabling Policies in 2021

<b>Policy</b>	<b>Details/History</b>	<b>Status</b>
Vouchers/Tax Credit Scholarships	<p>There are no vouchers or tax credit scholarships in the state of Idaho, nor are there any other statewide programs delivering financial aid to attend a private school.<sup>113</sup></p> <p>The Idaho constitution includes a Blaine amendment prohibiting the use of public funds for sectarian education.<sup>114</sup></p>	Tax credit scholarships have passed the Idaho State House of Representatives in 2012, 2013, 2014, <sup>115</sup> and 2018 <sup>116</sup> ; however, all of those bills died in the Senate without a vote.
HB 62 (2021) – Education Savings Account	HB 62 would have created a state education savings account reserve fund of approximately \$4,200 <sup>117</sup> for the average family to spend on tuition or fees at a private or parochial school, an institution of higher education, in a CTE program, or AP, CLEP, SAT, or ACT assessment fees or industry certification or college entrance exams. <sup>118</sup>	Stalled in the House.
HB 293 (2021) – Reimbursement for Educational Expenses	HB 293 would have reimbursed parents for education expenses, including tuition or fees at a private school, tutoring, and supplemental education services spent on a child's education if that child's school district does not provide in-person instruction. <sup>119</sup>	Passed the House, then stalled in the Senate.
HB 294 (2021) –	HB 294 would have created two programs: the Strong	Passed the House but failed in the Senate

Grant/Scholarship	Students Grant program and the Strong Students Scholarship program. The Strong Students Grant program would have provided families \$500 grants per student annually to pay for allowable education expenses. Low-income families would be prioritized. The Strong Students Scholarship program would have provided a limited number of scholarships to public school students worth 90% of the state's per-student funding to be used on allowable education expenses. <sup>120</sup>	16-18.
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Indiana

Changes to Option-Enabling Policies in 2021

Policy	Details/History	Mechanics
<p>HB 1001 (2021) – Voucher: Choice Scholarship Program</p>	<p>In 2021, the legislature passed HB 1001, which doubled the Choice Scholarship Program income threshold from 150% of the amount required to qualify for free or reduced-price lunch to 300% and increased the value of the voucher to 90% of the state per-pupil funding amount.<sup>121</sup></p> <p>The Choice Scholarship Program provides private school vouchers to families whose income is less than 300% of the federal free and reduced-price lunch program guidelines.<sup>122</sup></p> <p>The value of the voucher is up to 90% of the state’s “tuition support per ADM (Average Daily Membership).” Estimated awards in 2021-22 ranged from about \$5,400 to roughly \$6,900 depending on the student’s local district.<sup>123</sup></p>	<p>To be eligible, a student must come from a low-income family (up to 300% of free or reduced-price lunch), be a resident of Indiana between the ages of 5 and 22, and meet one of the following criteria<sup>124</sup>:</p> <ul style="list-style-type: none"> <li>● Have an IEP.</li> <li>● Reside within the attendance boundaries of a public school designated “F.”</li> <li>● Be in foster care.</li> <li>● Previously received or has a sibling who received a Choice Scholarship or a scholarship from an approved scholarship granting organization (SGO).</li> <li>● Previously attended a traditional or public charter school for two semesters.</li> <li>● Previously received an Early Education Grant for a Pre-K program at an eligible Choice Scholarship school where they will attend kindergarten.</li> </ul> <p>Eligible families must first apply to and be accepted to the “Choice School” of interest.</p>



		Then, parents work with the school to complete the scholarship application. The school submits the application on behalf of the family. <sup>125</sup>
HB 1438 (2021) – Course Access	HB 1438 makes various changes to the course access program provisions, including amending “a provision that establishes the reasons for which a school corporation may deny an eligible student’s enrollment.” <sup>126</sup>	Eligible students requesting enrollment will be notified within 15 days whether they are approved or denied course access. If denied, the “school corporation” denying the request must provide information on appealing the decision, if the student desires. If not notified within 15 days, the student is automatically approved for course access. <sup>127</sup>
SB 413 (2021) – Charter Schools	<p>The National Alliance for Public Charter Schools has ranked Indiana’s charter school laws first in the nation.<sup>128</sup> The charter advocacy organization explains that Indiana “does not place a cap on public charter school growth, includes multiple authorizers, provides sufficient autonomy and accountability, and has made gains in providing equitable funding.”<sup>129</sup></p> <p>In 2021, the legislature passed Senate Bill 413, which creates a “charter school study committee to study charter school funding and methods for improving school building utilization” by a LEA. The panel must submit a report to the governor and the legislature by November 1, 2022.<sup>130</sup></p>	<p>With the exception of Indianapolis, in which parents can apply to charter schools via a unified application process (EnrollIndy), parents must apply directly to the specified school.<sup>131</sup></p> <p>For schools outside of the EnrollIndy process, a charter school that receives more applicants than it has seats must hold a lottery.<sup>132</sup></p>
HB 1005 (2021) – Education Savings Account	In 2021, the legislature passed HB 1005, which created a new Education Savings Account Program that targets students with special needs. The bill also changes	To be eligible to establish an ESA, a student must meet one of the following criteria <sup>135</sup> :

	<p>eligibility requirements for Choice scholarship and changes scholarship amounts.<sup>133</sup></p> <p>Eligible students not on a Choice scholarship may receive a grant to attend private school or pay for other education-related expenses.<sup>134</sup></p>	<ul style="list-style-type: none"> <li>● Have a disability requiring special education services.</li> <li>● Have a parent who is active-duty military or is honorably discharged with a “service related disability.”</li> <li>● Be in foster care or under Child Services care.</li> </ul> <p>The bill requires the state to provide accessible, online services for the ESA to support identification of and applications to programs, payments, and ratings of available programs.<sup>136</sup></p>
<p>SB 2 (2001) – Virtual Schools</p>	<p>“Virtual schools operated by public school corporations are required to be accredited in Indiana; however, virtual charter schools are only accredited if their authorizer is approved to grant virtual charters.”<sup>137</sup></p> <p>Indiana does not accredit virtual nonpublic schools, but those schools may seek accreditation from a third-party entity.<sup>138</sup></p> <p>In 2021, Senate Bill 2 was signed into law, establishing a definition of virtual instruction that ensures LEAs that provided virtual instruction due to the COVID-19 pandemic receive their full basic tuition support per student.<sup>139</sup></p>	<p>Families must apply directly to the virtual school of interest. Indiana provides parents with a list of virtual and online schools that are accredited by the state board.<sup>140</sup></p>
<p>SB 196 (2021) – Extended Learning</p>	<p>In 2021, the legislature passed Senate Bill 196, which “requires the state board of education (state board) to adopt administrative rules to allow an organization to</p>	<p>The State Board of Education has not yet initiated rulemaking on the implementation of this policy.</p>

	<p>provide credit under a Core 40 curriculum model for alternative programs in which students obtain credit counting toward the student’s graduation requirements from non-school educational experience that applies or incorporates content area knowledge in lieu of a required or elective course in the Core 40 curriculum model.”<sup>141</sup></p> <p>Core 40 is the required curriculum adopted in fall 2007 for high schools. It offers a “balanced sequence of academically rigorous high school courses in the core subjects,” physical education, and electives.<sup>142</sup></p>	
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Proposed Option-Enabling Policies in 2021

<b>Policy</b>	<b>Details/History</b>	<b>Status</b>
<p>HB 1397 (2021) – Work-Based Learning</p>	<p>HB 1397 would have permitted “the governor’s workforce cabinet to establish a course catalog that lists all: (1) work-based learning, pre-apprenticeship, and apprenticeship opportunities in Indiana; and (2) providers that are eligible to receive high-value workforce ready grants.”<sup>143</sup></p> <p>It would have also permitted “a high school to replace certain high school courses on the high school transcript with alternative courses in science, technology, engineering, or mathematics (STEM) in order to satisfy an Indiana diploma with a Core 40 with academic honors designation or another designation requirement.”<sup>144</sup></p>	<p>HB 1397 passed the House and the Senate Committee on Education and Career Development. It did not receive a vote on the full Senate floor.</p>

	Replacement courses include dual credit or other early postsecondary opportunity courses; a work-based learning course, program, or experience; or a CTE course, program, or experience. <sup>145</sup>	
HB 1005 (2021) – Education Savings Account	HB 1055 would have established the Indiana ESA program, limited to students with disabilities, students with parents who are active-duty service members, or students in foster care. <sup>146</sup>	Died in committee.
SB 376 (2021) – Extended Learning	SB 376 proposed allowing students to receive Core 40 credit toward graduation through outside-of-school experience that indicates mastery of content knowledge. These courses would be provided by non-school organizations. <sup>147</sup>	Died in committee.

Louisiana

Changes to Option-Enabling Policies in 2021

Policy	Details/History	Mechanics
<p>HB 280 (2021) – Voucher: Louisiana Scholarship Program</p>	<p>The Louisiana Scholarship Program provides vouchers to students in low-performing public schools from families earning less than 250% of the federal poverty line.<sup>148</sup></p> <p>Participating private schools in Louisiana are required to accept vouchers as “full payment of all educational costs, including incidental or supplementary fees.”<sup>149</sup></p> <p>They are also required to administer state assessments.<sup>150</sup></p> <p>In 2021, HB 280 removed the 20% cap on the number of scholarship students enrolled in a new school.<sup>151</sup></p>	<p>To apply for the Louisiana Scholarship Program, families must complete an online application.<sup>152</sup></p> <p>In addition to family income criteria, students must meet at least one of the following criteria<sup>153</sup>:</p> <ul style="list-style-type: none"> <li>● Has attended a public school that received a C, D or F letter grade in the previous year, on October 1 and February 1.</li> <li>● Is entering kindergarten.</li> <li>● Attends a public school in the Recovery School District.</li> <li>● Received a scholarship in the previous year.</li> </ul> <p>Participating schools must use an open admissions process and not require an additional eligibility other than what is prescribed in the statute.<sup>154</sup></p> <p>If student demand exceeds program capacity and funding, then participation is determined</p>

		by lottery. Students seeking to transfer from D- or F-rated public schools have priority over students seeking to transfer from C-rated public schools. Other preferences may be given (e.g., siblings, transfer status). <sup>155</sup>
HR 190 (2021) – Education Savings Account	Louisiana does not have an ESA program. However, in 2021, the legislature passed HR 190, requesting that the LDE develop a plan for an ESA and submit it to the House Committee on Education and the State Board of Elementary and Secondary Education at least 60 days before the beginning of the 2022 regular session of the legislature. <sup>156</sup>	The LDE has not submitted a plan to BESE as of January 2022.
HB 211 (2021) – Open Enrollment	<p>Louisiana’s open enrollment legislation states that parents can enroll their student in the school they choose regardless of where they live, school boundaries, or attendance zones.<sup>157</sup></p> <p>In 2021, Louisiana enacted HB 211, which requires districts to establish and publish policies that clarify capacity, transfer application timelines, and the letter rating of schools.<sup>158</sup> It also creates a process for parents to appeal denials of intradistrict transfer requests.<sup>159</sup></p>	<p>Students are eligible for open enrollment in their school of choice if they meet both criteria<sup>160</sup>:</p> <ul style="list-style-type: none"> <li>● The student’s assigned or zoned public school received a D or F school performance letter grade for the most recent school year.</li> <li>● The student is seeking to transfer to a school that received an A, B, or C school performance letter grade for the most recent year and is not oversubscribed.</li> </ul> <p>Parents must apply for open enrollment transfers according to each district’s established and published policies.</p>

		If an application is denied, a parent may request a review from the State Board of Elementary and Secondary Education. <sup>161</sup>
HB 85 (2021) – Funding for Reading Support	<p>In 2021, Louisiana passed HB 85, which establishes the Steve Carter Literacy Program for K-5 public school students who are reading below grade level or scoring below mastery on ELA state assessments.<sup>162</sup></p> <p>The program would provide up to \$1,000 per year for the purposes of improving reading or literacy skills, including books for home use, supplemental instructional materials and curriculum, tutoring services, summer education programs, and after-school education programs.<sup>163</sup> Priority is given to “the lowest performing economically disadvantaged students.”<sup>164</sup></p>	The State Board of Education has not yet established rules for the program.
HB 421 (2021) – Learning Pods	<p>HB 421 allows public school governing authorities to create learning pods for public school students. These can be used for small-group instruction.<sup>165</sup></p> <p>The bill defines a learning pod as “a group of at least 10 students enrolled in the school who receive instruction in a small group setting.”<sup>166</sup></p>	A parent may request and must consent to their students being assigned to a learning pod. Instruction must be provided by qualified teachers on staff at the school. <sup>167</sup>

Proposed Option-Enabling Policies in 2021

Policy	Details/History	Status
HB 556 (2021) – Education Savings Account	HB 556 would have created an ESA program for students attending nonpublic schools. <sup>168</sup>	Died in committee.

## Mississippi

### Changes to Option-Enabling Policies in 2021

Policy	Details/History	Mechanics
<p>HB 1613 (2021) – Tax Credit: Children’s Promise Act</p>	<p>The Children’s Promise Act allows for tax credits for donations to eligible charitable and foster care organizations.<sup>169</sup></p> <p>An effort to extend the tax credit to an umbrella organization representing most of the private schools within the state failed in 2021.<sup>170</sup></p>	<p>The eligible charitable organization definition extends to some private schools, so long as at least 50% of the organization’s budget is spent on Mississippi residents who are<sup>171</sup>:</p> <ul style="list-style-type: none"> <li>● Children in or at risk of entering foster care.</li> <li>● Low-income.</li> <li>● Children with “chronic illness or physical, intellectual, developmental, or emotional disability.”</li> </ul>
<p>HB 2540 (2021) – Dual Enrollment: Dual Enrollment and Credit Program</p>	<p>The Dual Enrollment and Credit Program allows eligible high school students to enroll in college courses at public postsecondary institutions.<sup>172</sup></p> <p>Students work with their high school counselor to complete their Individual Success Plan (ISP) and choose a program that leads to an industry-recognized certificate, an associate’s degree, or a bachelor’s degree.<sup>173</sup></p> <p>HB 2540 was introduced in 2021 and proposed creating the “Step Ahead” program, which would have created a standardized dual enrollment program for secondary students and community colleges and would receive a state appropriation at a certain rate for Step Ahead students. The bill died in committee.<sup>174</sup></p>	<p>Student eligibility<sup>175</sup>:</p> <ul style="list-style-type: none"> <li>● Students are required to meet the college’s general admissions requirements and course placement policies.</li> <li>● For eligibility at the high school level, there are two different tracks: academic or career and technical education (CTE). Each track requires a minimum GPA and an unconditional recommendation from certain school staff. The academic track also requires a minimum number of core credit hours (or minimum composite score on the ACT/SAT). The CTE</li> </ul>



		<p>track requires that the student is at least a sophomore.</p> <p>Funding<sup>176</sup>:</p> <ul style="list-style-type: none"> <li>• The student is responsible for tuition; however, the law does allow for other sources (e.g., postsecondary institution, school district, grants) to pay for tuition and costs.</li> <li>• When the student graduates high school, dual enrollment participation will not affect scholarship or grant eligibility for first-time college students.</li> </ul>
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**Proposed Option-Enabling Policies in 2021**

<b>Policy</b>	<b>Details/History</b>	<b>Status</b>
<p>HB 1035 (2021), HB 276 (2021), and HB 542 (2021) – District-Run Virtual Schools and Programs</p>	<p>HB 1035 would have created a pilot program for up to three district-run virtual schools, open to any student across the state, with funding following the student.<sup>177</sup></p> <p>HB 276 would have required all districts and charter schools to provide opportunities for students to participate in part-time or full-time virtual learning, starting in 2022-23.<sup>178</sup></p> <p>HB 542 would have authorized school districts to offer online career track programs open to any student across the state, with funding following the student.<sup>179</sup></p>	<p>Each bill died in committee.</p>

Montana

Changes to Option-Enabling Policies in 2021

Policy	Details/History	Mechanics
<p>HB 279 (2021) – Tax Credit Scholarships</p>	<p>Montana Tax Credits for Contributions to nonprofit student scholarship organizations (SSOs), created in 2015, allowed corporations and individuals to receive a 100% tax credit for contributions to SSOs approved by the state. These organizations provide private school and tutoring scholarships. The program first gave out scholarships in 2016-17 but was stopped in 2018 when the Montana Supreme Court ruled it unconstitutional. The U.S. Supreme Court overturned this decision in 2020.<sup>180</sup> The program is now operational.</p> <p>HB 279 passed in April 2021 to increase the tax credit people who give to the scholarship program can claim from \$150K to \$200K. It also increases the cap on the program to \$2M in 2023 (from \$1M in 2022) with provisions for a 20% increase in later years if donations reach 80% or greater of the limit.<sup>181</sup></p>	<p>All Montana residents ages 5-18 are eligible.<sup>182</sup></p> <p>There are maximum scholarship amounts based on “the second most recently completed fiscal year’s ... average per-pupil expenditure” (30%, or \$3,300 in 2017-18). The average scholarship is \$500.<sup>183</sup></p> <p>As of January 1, 2022, individual donors must go through either the SSO or the school district where they want to register a donation.<sup>184</sup></p>
<p>HB 246 (2021) – Work-Based Learning</p>	<p>Montana has a manual outlining work-based learning opportunities.<sup>185</sup> WBL is implemented through CTE programming aligned with pathways that offer “workplace experience” classes.<sup>186</sup> All students in the state are required to earn at least one unit of study in CTE for high school graduation.<sup>187</sup></p>	<p>CTE courses are offered in middle school, high school, and career centers. Work experience placements include cooperative education, internships, school-based enterprises, supported employment, industry-recognized credentials, and registered apprenticeships.<sup>190</sup></p>

	<p>HB 246 passed in April 2021 and includes provisions for school boards to “expand partnerships with work-based learning partners and grant equivalent credit for pupils participating in on-the-job work experience.”<sup>188</sup></p> <p>The bill will also waive certain requirements on a case-by-case basis after consultation with teachers and parents.<sup>189</sup></p>	<p>There are no hour restrictions on workers 16 and older. Many jobs can be performed by freshman and sophomores as part of a career work or exploration program.<sup>191</sup></p> <p>Montana has a youth apprenticeship program funded by the Partnership to Advance Youth Apprenticeship.<sup>192</sup> Student participants are hired by an employer who provides “paid, on-the-job training”; students complete “technical instruction with financial assistance from the employer”; apprenticeships can last up to three years.<sup>193</sup></p>
<p>SB 157 (2021) – Home-schooling</p>	<p>Montana is considered a “low-regulation” home-schooling state with a single pathway.<sup>194</sup></p> <p>School principals can review the home-school curriculum to determine academic eligibility but have no authority over specifics of home-school instruction. They also cannot request assessments.<sup>195</sup></p> <p>SB 157 became effective law July 1, 2021, and allows nonpublic school students to participate in public school extracurriculars, including sports.<sup>196</sup></p>	<p>To home-school, a parent/guardian must<sup>197</sup>:</p> <ul style="list-style-type: none"> <li>● “File a notice of intent to homeschool.”</li> <li>● Keep records of attendance and immunizations.</li> <li>● Provide requisite hours of instruction.</li> <li>● Teach required subjects (English language arts, math, social studies, science, health, arts, career education).</li> <li>● “Follow health and safety regulations.”</li> </ul>

Proposed Option-Enabling Policies in 2021

Policy	Details/History	Status
<p>SB 343 (2021) –</p>	<p>In 2021, SB 343 sought to establish a technical</p>	<p>Died in committee.</p>

Dual Enrollment	education and career (TEC) scholarship program for high school students to participate in CTE dual credit courses. The law would draw funding for the program from the state lottery. <sup>198</sup>	
HB 329 (2021) – Education Savings Account	HB 329 would have established an ESA program for students with disabilities. <sup>199</sup>	Passed the full House of Representatives; died in the Senate, Education, and Cultural Resources Committee.
HB 633 (2021) – Charter Schools	HB 633 would have allowed for the creation of public charter schools. <sup>200</sup>	Died in committee.

New Hampshire

Changes to Option-Enabling Policies in 2021

Policy	Details/History	Mechanics
<p>HB 2 (2021) – Education Savings Account</p>	<p>Enacted in 2021 by HB 2.<sup>201</sup></p> <p>Allows students in households meeting certain income thresholds to receive an “Education Freedom Account” that can be used for expenses such as private school tuition, tutoring, textbooks, educational software, educational services, transportation, and other education-related expenses.<sup>202</sup></p> <p>Approximately 30% of families with children would qualify, and the projected award is \$4,600.<sup>203</sup></p>	<p>Student eligibility<sup>204</sup>:</p> <ul style="list-style-type: none"> <li>● Annual household income at the time of application is less than or equal to 300% of the federal poverty guidelines.</li> <li>● Home-schooled students are eligible but are reclassified as an EFA participant.</li> </ul> <p>Funding<sup>205</sup>:</p> <ul style="list-style-type: none"> <li>● The per-pupil adequate education grant amount, “plus any differentiated aid that would have been provided to a public school for that eligible student.”</li> </ul> <p>Education service providers are not required to alter its program/practices to accept EFA payment.<sup>206</sup></p>
<p>HB 282 (2021) – Voucher/Town Tuitioning Program</p>	<p>The Town Tuitioning program is designed for cases where there is no public school for the child’s grade in the resident district. It allows for the school board to contract with a private school.<sup>207</sup></p>	<p>The resident district can assign all students to the approved school or allow each student’s parent to choose an approved school.<sup>211</sup></p>

	<p>The program was expanded in 2021 through HB 282 to include religious schools that are approved and contracted by a local public school board.<sup>208</sup> The change was due to a legal challenge.<sup>209</sup></p> <p>In the 2018-19 school year, there were 17 participating students. Less than 1% of students statewide are eligible.<sup>210</sup></p>	<p>Tuition costs are paid by the resident district. The amount is the current operating expenses of the receiving school district, as estimated by the State Board of Education for the previous year (or otherwise by contract).<sup>212</sup></p> <p>Transportation is not included as operating costs.<sup>213</sup></p>
<p>HB 388 (2021) – School Reassignment: Changing School Assignment Because of Hardship</p>	<p>HB 388 was enacted in 2021. This law allows a parent to apply to have the student reassigned to a different public or private school if it would be in the best interest of the student or if the student is experiencing an educational hardship.<sup>214</sup></p>	<p>Parents can apply to the superintendent of the student’s district of residence. The superintendent makes a best-interest determination based on the “student’s academic, physical, personal, or social needs.”<sup>215</sup></p> <p>If the superintendent does not find it in the best interest to change school assignment, the parent can request a hearing with the school board to determine if the student is experiencing an educational hardship.<sup>216</sup></p> <p>If the student is reassigned on the basis of either best interest or hardship, the private school may charge tuition to the parent or may enter into an agreement for tuition with the school district.<sup>217</sup></p>
<p>SB 148 (2021) – Dual and Concurrent Enrollment</p>	<p>New Hampshire has a dual and concurrent enrollment program for high school and career technical education center students in grades 10 through 12. The program</p>	<p>High school students in grade 10 through 12 are eligible to take courses designated by the CCSNH as part of the dual and</p>

	<p>emphasizes career, technology, and STEM-related courses.<sup>218</sup></p> <p>The program was recently extended to grade 10 through SB 148.<sup>219</sup></p>	<p>concurrent enrollment program.<sup>220</sup></p> <p>High schools provide a point of contact for the program. The school board for each district is required to develop and adopt a policy permitting students to participate and setting certain standards.<sup>221</sup></p> <p>Funding<sup>222</sup>:</p> <ul style="list-style-type: none"> <li>● The state provides funding for no more than two dual or concurrent enrollment courses per grade level that are designated as STEM, STEM-related, or CTE.</li> <li>● The state payment differs depending on whether the course is dual or concurrent enrollment.</li> </ul>
<p>SB 127 (2021) – Home-schooling</p>	<p>New Hampshire allows parents to establish a home education program for a child between 6 and 18 years of age.<sup>223</sup></p> <p>In 2021, SB 127 proposed providing adequacy payments to districts of home-schooled students in K-12 who are enrolled in an approved public school academic course. The bill would have extended existing law, which was limited to high school students, but it died in committee.<sup>224</sup></p>	<p>Parents are required to provide notification within five days of starting a home education program. The notification must include the names, addresses, and birth dates of all children participating. Parents also must provide written notice of termination within 15 days.<sup>225</sup></p>
<p>HB 609 (2021) – Innovative Schools</p>	<p>HB 609 allows for Innovative Schools, which provide flexibility for districts and schools that apply, including in</p>	<p>A local school board can initiate or collaborate with other school districts to</p>

	<p>the area of preparing and counseling of students for transition to higher education or the workforce.<sup>226</sup></p>	<p>create innovation plans.<sup>227</sup></p> <p>The State Board of Education reviews the application and may provide feedback with the opportunity for the local board to revise and resubmit. After the final submission, the state board holds a public hearing on the plan. The state then approves or rejects the plan using reasonable discretion.<sup>228</sup></p>
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Proposed Option-Enabling Policies in 2021

<b>Policy</b>	<b>Details/History</b>	<b>Status</b>
<p>HB 455 (2021) – Open Enrollment</p>	<p>HB 455 sought to establish the ability of students to attend any public school in the state, regardless of residence or district boundaries. Receiving school districts may only deny enrollment if it lacks space/capacity or if the student has been suspended or expelled from their home district.<sup>229</sup></p>	<p>Died in committee.</p>
<p>HB 607 (2021) – Education Savings Account</p>	<p>HB 607 would allow parents in participating towns to access thousands of dollars of a town’s portion of public school tuition and use it for private school or home-schooling expenses.<sup>230</sup></p> <p>Freedom Account money can be used for a variety of expenses, including tuition, tutoring services, transportation to an educational service provider, assistive devices, and achievement tests, among others.<sup>231</sup></p>	<p>“Eligible student” means a resident of a school district who adopts the provisions of this chapter, who is at least 5 years of age and not more than 20 years of age, who has not graduated from high school, and is:<sup>232</sup></p> <ul style="list-style-type: none"> <li>● Currently attending a New Hampshire public school, including a chartered public school; or</li> <li>● A kindergarten student; or</li> <li>● Receiving home education pursuant to RSA 193-A.</li> </ul>



New Mexico

Changes to Option-Enabling Policies in 2021

Policy	Details/History	Mechanics
HM 26 (2021) – School Finance	In 2021, House Memorial 26 requested the New Mexico Public Education Department develop a comprehensive education plan to resolve the <i>Yazzie</i> and <i>Martinez</i> lawsuits. <sup>233</sup> The memorial identified that the comprehensive plan should address deficiencies in multiple areas, including extended learning opportunities as well as transportation and career and vocational programs. <sup>234</sup>	The memorial requests the public education department work with plaintiffs of the lawsuit to develop the plan by September 30, 2021. <sup>235</sup>  No plan has been made public. As of December, 2021, the public education department was reported to have spent the past few months “drafting a comprehensive plan to address the Yazzie/Martinez lawsuit.” Representatives indicated there is “no set timeline” for the plan to be released. <sup>236</sup>

Proposed Option-Enabling Policies in 2021

Policy	Details/History	Status
SB 337 (2021) – Dual Enrollment	SB 337 sought to enable integrated out-of-school and summer programs statewide. The legislation provided for \$750K in funding for the New Mexico Department of Education to partner with an organization to develop programs including dual credit, mentoring, and badging and certification. <sup>237</sup>	Died in committee.
HB 292 (2021) – Education Savings Accounts	In 2021, proposed legislation, HB 292, would have created “education freedom accounts,” which would allocate funds to the parent/guardian of a participating	Died in committee.

	<p>student to pay for qualifying educational expenses, including tuition or fees at a private school or nonpublic online learning programs; tutoring services, summer education and specialized after-school programs; tuition and fees at a higher education institution; fees for nationally standardized assessments (AP, SAT, ACT, etc.), or preparatory courses for said exams; and fees paid to a fee-for-service transportation provider for the student to travel to and from an education service provider.<sup>238</sup></p>	
HJR 7 (2021) – Funding Portability	<p>In 2021, House Joint Resolution 7, House Joint Resolution 11 and Senate Joint Resolution 19 would have amended the state constitution to allow for public school funding to be used by parents or legal guardians to support students in a home-school or who attend “a private nonsectarian, non-denominational elementary or secondary school,” or who are “required to attend public elementary or secondary school” through distance learning during an epidemic.<sup>239</sup></p>	Died in committee.
HM 25 (2021) – Funding Portability	<p>In 2021, House Memorial 25 would have requested the legislative education study committee to explore school choice funding and benefits, and to “consider the feasibility of amending the state constitution to allow for the distribution of public school funding to parents or legal guardians of school-age children for homeschool or private school or for public school distance education under certain circumstances.”<sup>240</sup></p>	Died in committee.

Ohio

Changes to Option-Enabling Policies in 2021

Policy	Details/History	Mechanics
<p>HB 110 (2021) – Voucher: Educational Choice Scholarship Program</p>	<p>Ohio’s Educational Choice Scholarship Program awards private school vouchers for students in low-performing schools. Voucher amounts are up to \$5,500 for elementary and middle school students and up to \$7,500 for high school students.<sup>241</sup></p> <p>Students from families earning less than 250% of the federal poverty guidelines are prioritized for this scholarship program, and their vouchers must be accepted as the complete tuition payment. If students are from families earning more than 250% of the federal poverty guidelines, they can be charged the outstanding tuition amount.<sup>242</sup></p> <p>In 2021, HB 110 increased scholarship amounts, removed caps on the number of scholarships, and broadened student eligibility.<sup>243</sup> (Changes are reflected above.)</p>	<p>Students are eligible if they<sup>244</sup> :</p> <ul style="list-style-type: none"> <li>• Do not live in the Cleveland Metropolitan School District (CMSD has its own program).</li> <li>• Live in the attendance zone of an underperforming public school.</li> <li>• Are in foster or kinship care, or are experiencing homelessness.</li> <li>• Have been recipients of the Autism or Jon Peterson Special Needs scholarships but are now ineligible because they do not require special education services.</li> <li>• Are siblings of a scholarship recipient from the previous school year.</li> </ul> <p>To apply, parents submit their income information to the state’s online Scholarship Income Verification System to determine eligibility. Once deemed eligible, parents must find a participating private school and apply for enrollment. Students must first be accepted for enrollment, then they can apply for the scholarship. The private school submits the scholarship application for the</p>

		child through an online application system. <sup>245</sup>
HB 110 (2021) – Voucher: Income-Based Scholarship Program	<p>Ohio’s Income-Based Scholarship Program (also called the EdChoice Expansion Program) provides income-eligible students with vouchers that can be used toward private school tuition, if they are ineligible for Ohio’s EdChoice Scholarship.<sup>246</sup></p> <p>Students in grades K-8 can receive a voucher up to \$5,500, while students in high school can receive a voucher up to \$7,500. The voucher value must be less than the tuition and fees charged by the private school.<sup>247</sup></p> <p>In 2021, HB 110 increased scholarship amounts, removed caps on the number of scholarships, and broadened student eligibility.<sup>248</sup> (Changes are reflected above.)</p>	<p>Only students from “designated public schools and in other specific circumstances” qualify. Their families must meet the guidelines for federal poverty.<sup>249</sup></p> <p>EdChoice Expansion students with a household income at the 200% or lower level cannot be charged for private school tuition exceeding the scholarship amount.<sup>250</sup></p> <p>Students who receive a voucher can continue to participate in the program so long as their family income remains less than 400% of the federal poverty level. If the family’s income increases but remains below the 400% threshold, they can continue to receive 75% of the voucher if their family income is between 250-300% of the federal poverty level and 50% of the voucher if their family income is between 300-400% of the federal poverty level.<sup>251</sup></p>
HB 110 (2021) – Voucher: Cleveland Scholarship Program	<p>Ohio’s Cleveland Scholarship Program offers students in the Cleveland Metropolitan School District (CMSD) vouchers to attend a private school or a public school in a contiguous school district. The vouchers cannot exceed \$5,500 for students in grades K-8 or \$7,500 for students in grades 9-12.<sup>252</sup></p> <p>The scholarship only covers tuition. Parents/guardians</p>	<p>To be eligible, students must be in grades K-12 and reside within CMSD.<sup>255</sup></p> <p>The program prioritizes<sup>256</sup>:</p> <ul style="list-style-type: none"> <li>● Low-income students whose families are below the 200% federal poverty line threshold.</li> </ul>

	<p>are responsible for any registration fees, materials fees, and any other fees associated with attending the school.<sup>253</sup></p> <p>In 2021, HB 110 increased scholarship amounts.<sup>254</sup> (Changes are reflected above.)</p>	<ul style="list-style-type: none"> <li>• Renewing scholarship recipients.</li> <li>• Siblings of enrolled students.</li> </ul> <p>Parents of eligible students must identify a private school participating in the program and “apply for enrollment.” The private school will assist in filling out the application through an online portal.<sup>257</sup></p>
<p>HB 110 (2021) – Voucher: Autism Scholarship Program</p>	<p>Ohio’s Autism Scholarship Program provides students on the autism spectrum with vouchers.<sup>258</sup></p> <p>In 2021, HB 110 increased the maximum voucher amount for FY22 and FY23 to \$31,500 and \$32,455, respectively.<sup>259</sup></p>	<p>To be eligible, a student must be at least three years old, have autism, and have an IEP.<sup>260</sup></p> <p>The parent of an eligible child selects a participating provider, submits an application, and, once the child is accepted, applies to the provider for a scholarship.<sup>261</sup></p>
<p>HB 110 (2021) – Voucher: Jon Peterson Special Needs Scholarship Program</p>	<p>Ohio’s Jon Peterson Special Needs Scholarship Program provides special education students with an opportunity to attend an alternative or private school and to have services covered under the student’s IEP covered by the scholarship.<sup>262</sup></p> <p>The amount of the voucher varies depending on the student’s special needs category, with a maximum of \$27,000.<sup>263</sup> Availability of vouchers cannot exceed 5% of the students with special needs in the state.<sup>264</sup></p> <p>In 2021, HB 110 increased the value of scholarships as well as the funding for the program overall.<sup>265</sup></p>	<p>The parent of an eligible child selects a participating provider, who will submit an application on behalf of the student.<sup>266</sup></p> <p>Student eligibility includes<sup>267</sup>:</p> <ul style="list-style-type: none"> <li>• Kindergarten to 21 years old, unless the student has graduated high school.</li> <li>• Have an IEP.</li> </ul>

<p>HB 110 (2021) – Home-schooling Tax Credit</p>	<p>In 2021, HB 110 allowed home-schooling families a tax credit of up to \$250 for qualifying education expenses.<sup>268</sup></p> <p>The tax credit is per family, as opposed to per student. Eligible expenses are for items used directly for home instruction.<sup>269</sup></p>	<p>Families can claim the tax credit on annual income tax returns.<sup>270</sup></p>
<p>HB 110 (2021) – Tax Credit Scholarship</p>	<p>In 2021, HB 110 included a new tax credit scholarship program. Individuals can receive a tax credit for up to \$750 for any donations to a scholarship granting organization (SGO). The SGO must<sup>271</sup>:</p> <ul style="list-style-type: none"> <li>• Be a nonprofit organization.</li> <li>• “Primarily award academic scholarships for primary and secondary students.”</li> <li>• “Primarily award scholarships to low-income primary and secondary students.”</li> </ul>	<p>Taxpayers may be asked for documentation to receive the credit.<sup>272</sup></p> <p>Every student in Ohio qualifies to receive a tax credit scholarship; however, students from low-income families must be prioritized by the SGO.<sup>273</sup></p>
<p>HB 110 (2021) – After-School Child Enrichment Education Savings Account</p>	<p>In 2021, HB 110 created an after-school child enrichment (ACE) education savings account program for low-income families with students enrolled in a public or nonpublic school or receiving home instruction.<sup>274</sup></p> <p>Accounts award \$500 per child and use a first-come, first-served availability system.<sup>275</sup></p> <p>Funds can be used for a variety of purposes, including before- or after-school programs, day camps, learning pods, certain field trips, language classes, instrument lessons, or tutoring.<sup>276</sup></p>	<p>By December 2023, the Department of Education is required to prepare a report regarding the administration of the program.<sup>277</sup></p>

<p>HB 110 (2021) – Transportation</p>	<p>In 2021, HB 110 required school districts to provide transportation services to students who are enrolled in a community or chartered nonpublic school if that school is open for instruction, even if the district’s schools are not open for instruction.<sup>278</sup></p> <p>“Receiving districts may reimburse low-income families for the cost of transporting a student to and from the bus stop. In addition, school boards may be required to provide transportation in accordance with a court-approved desegregation plan.”<sup>279</sup></p>	<p>Eligibility is limited to students entitled to transportation services (i.e., live more than two miles from the school) and transportation is limited to less than “30 minutes of direct travel as measured” by travel time between the school buildings.<sup>280</sup></p> <p>Time restrictions also prohibit a student arriving more than an hour before the school’s start time or being picked up more than one hour after the school’s end time.<sup>281</sup></p> <p>Otherwise, “parents are responsible for transportation, although receiving districts may provide transportation to and from a bus stop along a regular bus route within the district.”<sup>282</sup></p>
<p>SB 166 (2021) – Career pathways</p>	<p>SB 166, passed in December 2021, creates “the student pathways for career success grant program to provide grants to lead districts and Ohio technical centers” to improve or expand CTE “programming that meets state or regional workforce needs.”<sup>283</sup></p> <p>That bill would have also created a program establishing “financial incentives for Ohio businesses to provide WBL experiences for students enrolled in a CTE program.”<sup>284</sup></p>	<p>Implementation is still pending.</p>

Proposed Option-Enabling Policies in 2021

Policy	Details/History	Status
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<p>HB 323 (2021) – Tax Credit</p>	<p>HB 323 would have allowed for a nonrefundable tax credit of up to \$1,500 for qualifying education expenses, including “expenses or fees for books, supplementary materials, supplies, tutoring, educational field trips, or lessons, including for music, art, or kinesthetic learning.”<sup>285</sup> Expenses or fees for tuition or room and board were not included.<sup>286</sup></p>	<p>The bill died in the House Education Committee.</p>
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Tennessee

Changes to Option-Enabling Policies in 2021

Policy	Details/History	Mechanics
<p>HB 842 and HB 844 (2021) – Work-Based Learning</p>	<p>HB 842 requires each high school to designate a contact person for the school’s apprenticeship program.<sup>287</sup></p> <p>HB 844 requires the Department of Education to publish a list of program contacts.<sup>288</sup></p>	<p>Policies took effect in July 2021.</p>
<p>SB 788 and HB 1305 (2021) – Open Enrollment</p>	<p>In 2021, Tennessee passed SB 788 and HB 1305 to require intradistrict enrollment.<sup>289</sup></p> <p>Under the new law, LEAs must:</p> <ul style="list-style-type: none"> <li>● Conduct a 30-day open enrollment period before the start of the school year.</li> <li>● Identify schools with available space for enrollment based on “grade, class, and program level.”</li> <li>● Make information public at least two weeks before the open enrollment period begins.<sup>290</sup></li> </ul> <p>Tennessee also has interdistrict enrollment at the discretion of local school boards.<sup>291</sup></p>	<p>This law is scheduled to take effect in the 2022–2023 school year. Policy is implemented at the local level.</p> <p>Students who are residents of the LEA have priority over nonresident students.<sup>292</sup></p> <p>If more students are interested in enrolling in a school than there are seats available, the LEA must conduct a lottery to determine enrollment.<sup>293</sup></p>

Proposed Option-Enabling Policies in 2021

Policy	Details/History	Status
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<p>HB 7007 (2021) – Course Access</p>	<p>HB 7007 restricts enrollment to the Course Access Program to high school students.<sup>294</sup> It also proposed that the state board may exclude a course from the course access catalog if the course is “offered by a school that was issued a ‘D’ or ‘F’ letter grade by the department on the most-recent state report card issued.”<sup>295</sup></p>	<p>Removed from calendar.</p>
<p>HB 1237 (2021) – Course Access</p>	<p>HB 1237 would have required the state to publicize the Course Access Program “by July 1 following the immediately preceding school year.”<sup>296</sup></p>	<p>Died in committee.</p>
<p>SB 1252 and HB 837 (2021) – Voucher</p>	<p>SB 1252/HB 837 would have created the “Opportunity Scholarships Program” for students who reside in rapid growth school districts to attend certain eligible private schools.<sup>297</sup></p>	<p>The bills died in the Education Committees in both the Senate and House chambers.</p>
<p>SB 703 and HB 858 (2021) – Virtual Schools</p>	<p>SB 703/HB 858 would have set student-teacher ratios for virtual schools in law, allowing virtual schools to expand maximum class size by up to 30%.<sup>298</sup></p>	<p>The bills died in the Education Committees in both the Senate and House chambers.</p>
<p>HB 751 (2021) – Education Savings Account</p>	<p>HB 751 would have expanded the state’s Individualized Education Account program to include students diagnosed with dyslexia.<sup>299</sup></p>	<p>The bill died in the House Education Committee.</p>



Texas

Changes to Option-Enabling Policies in 2021

Policy	Details/History	Mechanics
SB 346 (2021) – Work-Based Learning	In 2021, SB 346 expanded eligibility for the Jobs and Education for Texans grant program to include open-enrollment charter schools. <sup>300</sup>	Open-enrollment charter schools can apply to receive grants to promote career and technical education or offer dual credit to their students. <sup>301</sup>
SB 204 (2021) – Open Enrollment	SB 204 passed in 2021 and allows “districts to transport students to and from their campuses from other districts’ attendance zones without an interlocal agreement if the school earns accountability ratings/scores of at least C/70 and has the same or better accountability rating than the district from which the student is transferring.” <sup>302</sup>	Districts must also have an active policy that prohibits the screening of transfer students based on “academic performance, disciplinary history, or attendance record.” <sup>303</sup>
SB 1716 (2021) – Special Education Stipend	<p>Passed in 2021, SB 1716 provides families of public school special education students with a \$1,500 one-time stipend to obtain services, curriculum, equipment, or other supplies, to help offset the impact of the pandemic.<sup>304</sup></p> <p>IEP committees are required to provide “a list of approved supplemental special education services” to parents, along with instructions on accessing the stipend.<sup>305</sup></p>	<p>The Texas Education Agency (TEA) will select one or more education service centers to administer the stipend program. SSES program eligibility requires that students are<sup>306</sup>:</p> <ul style="list-style-type: none"> <li>● Enrolled in a Texas public school.</li> <li>● Enrolled in pre-K through 12th grade.</li> <li>● Being served through special education due to a disability.</li> </ul>
SB 1955 (2021) – Learning pods	SB 1955 passed in 2021 and “exempts learning pods from any ordinance, rule, regulation, policy, or guideline	No policy implementation necessary.

	adopted by a local governmental entity that applies to a school district campus or child-care facility.” <sup>307</sup>	
HB 547 (2021) – Home-schooling	<p>Passed in 2021, HB 547 permits non-enrolled students to participate in their locally zoned district public school’s interscholastic programs; they are subject to other qualifying factors, such as age, physical condition, fees, and standards of behavior.<sup>308</sup></p> <p>Districts can decide whether they want to allow participation by home-schooled students, or not.<sup>309</sup></p>	<p>To be eligible within the first six weeks of a school year, students must “demonstrate grade-level proficiency on any nationally recognized” assessment instrument.”<sup>310</sup></p> <p>After six weeks, the parent or guardian must provide written updates that the student has passing grades. They must also prove residency within the boundaries of the district.<sup>311</sup></p>

Proposed Option-Enabling Policies in 2021

<b>Policy</b>	<b>Details/History</b>	<b>Status</b>
SB 28 (2021) – Charter Schools	SB 28 restricts host cities (“political subdivisions”) from adopting ordinances prohibitive to charter schools, and requires treatment of charter schools to equate to those of traditional school districts. <sup>312</sup>	Bill failed to pass through the Senate education committee. <sup>313</sup>
SB 1968 (2021) – Tax Credit Scholarship	SB 1968 proposed establishing “the Family Educational Relief Program and an insurance premium tax credit for contributions.” Eligibility based primarily on income and eligibility to attend a public school. <sup>314</sup>	Postponed indefinitely by the Senate Education Committee. <sup>315</sup>
SB 1695 (2021) – Virtual Learning	SB 1695 proposed allowing schools to create online courses apart from the state virtual school network for students enrolled in their district. It also proposed allowing eligible schools or districts “to operate a full-	Died after referral to the Senate Education Committee. <sup>317</sup>

	time online program through the state virtual school network." <sup>316</sup>	
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## West Virginia

### Changes to Option-Enabling Policies in 2021

Policy	Details/History	Mechanics
<p>SB 375 (2021) – Open Enrollment</p>	<p>West Virginia adopted a voluntary interdistrict and intradistrict open enrollment policy in 1931. County boards of education are empowered but not required to adopt an open enrollment policy.<sup>318</sup></p> <p>In 2021, West Virginia enacted SB 375, which outlines that an open enrollment application can only be denied by a county board if it lacks the necessary grade-level capacity, if enrollment “would not be in the best interest of the nonresident student, or if the nonresident student failed to fill out or submit the application correctly.”<sup>319</sup></p> <p>The bill also requires that a denial be in writing, sent to the student (and the West Virginia Department of Education) within three business days, including an explanation of the denial and how it can be appealed.<sup>320</sup></p>	<p>Individual county boards set open enrollment policies and may give enrollment preference to<sup>321</sup>:</p> <ul style="list-style-type: none"> <li>● Siblings of enrolled students.</li> <li>● High school students who have finished 10th grade and whose family is moving from the district.</li> <li>● “Children, grandchildren, or legal wards of employees.”</li> <li>● Students who live in a nearby county but are closer to another county’s school either by “miles or transportation time.”</li> <li>● Students who live in another county, but topographical or logistical conditions make a school within another county more accessible.</li> </ul>
<p>HB 2013 (2021) – Education Savings Accounts</p>	<p>Hope Scholarship ESA passed in 2021; it is scheduled to begin in the fall of the 2022 school year, with an application period to open by March 2022. It provides the opportunity for families to use the “state portion of their child’s education funding” as best suited for them.<sup>322</sup></p> <p>Based on the current School Aid Formula, eligible students receive \$4,600 annually, although this number may vary</p>	<p>To be eligible a student must be a resident of West Virginia and be in one of these categories<sup>326</sup>:</p> <ul style="list-style-type: none"> <li>● Enrolling in kindergarten for the first time.</li> <li>● Previously enrolled full time in a public school program.</li> </ul>

	<p>each year based on the School Aid Formula.<sup>323</sup></p> <p>“If the participation rate of the combined number of students in the Hope Scholarship Program and students eligible who have applied to participate in the Hope Scholarship program in 2024 is less than 5% of net public school enrollment adjusted for state aid purposes for the previous school year, then, effective July 1, 2026, all students will be eligible to participate in the Hope Scholarship Program.”<sup>324</sup></p> <p>Mountain State Justice gave the state a 30-day notice of its intent to file a lawsuit to block implementation of HB 2013 but has not yet done so.<sup>325</sup></p>	<ul style="list-style-type: none"> <li>● Enrolled for at least 45 days in a public school at time of application.</li> </ul> <p>Private and home-school students can become eligible by enrolling and attending a public school for 45 days or more.<sup>327</sup></p> <p>“Families can spend the money on<sup>328</sup>:</p> <ul style="list-style-type: none"> <li>● “Tuition and fees for private school, nonpublic online programs, or alternative education programs.</li> <li>● “Services provided by a public school (extracurricular, individual courses).</li> <li>● “Tutoring services.</li> <li>● “Fees for standardized or advanced placement exams.</li> <li>● “Fees for preparation courses.</li> <li>● “Educational services and therapies.</li> <li>● “Supplemental materials (supplies, textbooks).</li> <li>● “Transportation fees.</li> <li>● “Any other qualified expense as approved by the Hope Scholarship Board.”</li> </ul> <p>The Treasurer’s Office contracts with a third party to electronically administer Hope Scholarship accounts. Each family gets access to a separate account for each eligible student. “All purchases will be made via an ACH transaction and will be pre-approved by the Treasurer’s Office.”<sup>329</sup></p>
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<p>HB 2367 (2021) – Home-schooling</p>	<p>Home-schooling has existed for decades but was updated in the 1980s to be more accessible for families; in 2016, the Homeschool Modernization Bill added features home-schoolers sought to ease compliance when educating children at home.<sup>330</sup></p> <p>In 2021, HB 2367 sought to ensure “that qualified homeschool graduates are given the same postsecondary educational and career opportunities as those in public, private, or parochial schools.”<sup>331</sup> The bill died in committee, but a similar bill, HB 2529 sought to prohibit institutes of higher education from requiring additional testing for students from private, parochial, or home-schooling to gain admission.<sup>332</sup> It passed.</p> <p>In 2021, HB 2791 sought to establish that home-schooled or private school students could enroll at vocational schools and take classes at no additional cost beyond those charged to public school students.<sup>333</sup> It passed.</p>	<p>There are two paths to home-schooling in West Virginia: seeking school board approval or submitting a notice of intent. The first path requires following the school calendar established by the local school board, and requires attendance and progress information to be provided to the district. It is not recommended by the Home School Legal Defense Association (HSLDA).<sup>334</sup> The second option requires parents to<sup>335</sup>:</p> <ul style="list-style-type: none"> <li>● Ensure home instruction is provided by an individual with the required qualifications.</li> <li>● File a notice of intent with the local school board or superintendent.</li> <li>● Assess their child annually.</li> <li>● Submit their child’s results on certain academic assessments.</li> </ul>
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Proposed Option-Enabling Policies in 2021

Policy	Details/History	Status
HB 2949 (2021) – Learning Pods	HB 2949 sought to affirm parents’ ability to form learning pods to supplement or replace educational programming, without regulation by state or local government. <sup>336</sup>	Died in committee.
HB 2238 and HB 2778 (2021) – Home-schooling	In 2021, HB 2238 and HB 2778 sought to provide tax credits of up to \$3,000 to families who home-school their children or enroll their children in private school. <sup>337</sup>	Died in committee.
SB 342 (2021) – Microschools	SB 342 sought to codify nonpublic microschoools serving 25 or fewer students. <sup>338</sup> The legislation stipulated that the school be governed by a board with a majority of members who are parents of enrolled students, a cadence of annual assessments, and record-keeping requirements for enrollment and attendance. It requires that microschoools establish curricula and instructional programs, provide progress reports to parents, and demonstrate adequate results on assessments to continue to fulfill the requirements of compulsory education. If a microschoool failed to meet said requirements, the enrolled children will be considered home-schooled and be subject to the requirements of home-schooling statutes. <sup>339</sup>	Died in committee.
HB 2321 (2021) – Education Savings Accounts for Students With	HB 2321 sought to establish an ESA program specifically for students with exceptionalities. <sup>340</sup>	Died in committee.

Disabilities		
HB 2577 (2021) – Online Course Credit	HB 2577 sought to establish a Statewide Online Education Program in which public school, private school, and home-schooled students could earn credit toward high school graduation via courses offered by the Statewide Online Education Program. <sup>341</sup>	Died in committee.
SB 366 (2021) – Home-schooling	SB 366 would have changed home-schooling requirements, including “removing the requirement that the state board develop guidelines for homeschooling special education students; clarifying when a child is considered homeschooled; providing that a parent, guardian, or adult relative may provide home instruction; modifying the required annual assessment used to evaluate a child’s academic proficiency; removing the obligation to submit academic assessment results to a county by a certain date; and providing that a child enrolled in more than three classes in public school be considered a full-time public school student.” <sup>342</sup>	Died in committee.
SB 592 (2021) – Athletics and Extracurricular Access for Private School Students	SB 592 would have permitted private/parochial schools to enter into agreements with public schools so that their students can participate “in athletic and other extracurricular activities.” <sup>343</sup>	Died in committee.
SB 2214 (2021) – Home-schooling	SB 2214 would have created a \$100 tax credit for parents/guardians for each home-schooled dependent. <sup>344</sup>	Died in committee.

## Wyoming

### Changes to Option-Enabling Policies in 2021

Policy	Details/History	Mechanics
SB 130 (2021) – Charter Schools	<p>Charter schools have been available in Wyoming since 1995 but few charter schools were authorized, as typically the local school district served as the authorizer.<sup>345</sup></p> <p>SB 130 was enacted in May 2021 to alter authorizer requirements, becoming law without the governor’s signature.<sup>346</sup></p>	SB 130 changed the authorizing requirement for charter schools by switching from the local school board and the Board of Education (if there was an appeal) to a school district board or the State Loan and Investment Board. <sup>347</sup>

### Proposed Option-Enabling Policies in 2021

Policy	Details/History	Status
HB 106 (2021) – Reimbursement of Private School Costs	The legislation sought to require local school districts to reimburse parents or guardians for the educational expenses of students who are residents of the district but enrolled in private school, up to 50% of what the district receives in state per-pupil funding. Educational expenses would have included tuition, as well as tutoring fees, curriculum, supplemental materials, and activities. <sup>348</sup>	Died in committee.

## Endnotes

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- 1 <https://legiscan.com/AL/bill/HB486/2021>
- 2 <https://legiscan.com/AL/bill/HB486/2021>
- 3 <https://legiscan.com/AL/text/HB486/id/2389237/Alabama-2021-HB486-Enrolled.pdf>
- 4 <https://legiscan.com/AL/bill/HB486/2021>
- 5 <https://legiscan.com/AL/text/HB486/2021>
- 6 <https://legiscan.com/AL/bill/HB633/2021>
- 7 <https://www.asdk12.org/domain/1802>
- 8 <https://legiscan.com/AK/bill/SB32/2021>
- 9 <https://legiscan.com/AK/bill/SB32/2021>
- 10 <https://legiscan.com/AZ/drafts/HB2898/2021>
- 11 <https://legiscan.com/AZ/text/HB2898/2021>
- 12 <https://legiscan.com/AZ/drafts/HB2898/2021>
- 13 <https://legiscan.com/AZ/bill/HB2021/2021>
- 14 <https://legiscan.com/AZ/text/HB2021/2021>
- 15 <https://legiscan.com/AZ/text/HB2021/2021>
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