Dear Colleague,

In conjunction with the beginning of AASA’s 2014 Legislative Advocacy Conference, we are excited to launch the first in a new series of toolkits to help you, as superintendents, develop and spread messages supporting public education in your communities. As AASA serves as the voice of superintendents on Capitol Hill, you serve as the voice of public education in your communities.

This first toolkit, “Derailing the Push to Privatize: Vouchers, ALEC, and the Success of Public Education,” includes an introductory section celebrating the successes of public education. Public school districts are still operating with limited budgets to educate 50 million students a year, many of whom live in poverty. Despite this, graduation rates are at an all-time high and students are completing more challenging coursework and attending college at increasing rates. This toolkit provides a slideshow, talking points and other resources to help you spread this message of these and other public school successes.

The remaining sections of the toolkit focus on the current drive in many states to privatize education through voucher programs, as pushed by the American Legislative Exchange Council (ALEC) and other groups. Fact sheets, sample letters to the editor, talking points and other resources are provided on both school voucher programs and ALEC. AASA hopes these resources will help our members lead the messaging against these programs in their communities.

The toolkit can be found here, and in the attached document. AASA grants permission for you to use and alter any part of this toolkit to fit your needs. Please contact Leslie Finnan at lfinnan@aasa.org with questions or recommendations on topics or resources that would be helpful in future toolkits.

Sincerely,

Dan Domenech
In response to member requests, AASA is launching a series of toolkits with information and communications tools for you to use in your district to educate your community on your successes, the successes of public education nationwide, and the truth behind the claims of other groups. These toolkits will include fact sheets, PowerPoint presentations, talking points, and sample social media messages, along with any other relevant resources. If you have a suggested topic, please send it to Leslie Finnan at lfinnan@aasa.org.

You are your schools’ best advocate, and your voice matters.

Derailing the Push to Privatize: Vouchers, ALEC, and the Success of Public Education

Public education is under attack from several directions, especially in the increased movement on school voucher legislation. Proponents of voucher legislation argue that public education is failing its students and that the private sector could better educate these students. As superintendents, you must be vocal in opposition of these arguments. Public schools are not failing, and students are graduating from public schools at higher rates and taking more challenging coursework than ever before.

This toolkit provides you with resources to make these arguments in your district. The toolkit is broken into three sections: one on the good news of public education, with facts and arguments to disprove the argument that public education is failing. The second section focuses on school voucher legislation and how to combat voucher legislation at the grassroots level. The third section focuses on the American Legislative Exchange Council (ALEC), which is feeding model voucher legislation to many of your states.

Resources in the toolkit include:

- **Good News of Public Education Section**
  - PowerPoint presentation on the success of public education
  - Talking points on the success of public education
  - Sample tweets to spread the news of the success of public education
  - Resources on the successes of public schools

- **Voucher Section**
  - Fact sheet on vouchers and voucher legislation
  - Talking points on vouchers
  - Sample letter to the editor on voucher legislation
  - Sample tweets to spread the news on vouchers
  - Examples of voucher debates in the 2014 governors election
  - Resources on vouchers
• ALEC Section
  o Fact sheet on ALEC
  o Sample letter to the editor on ALEC legislation
  o Sample tweets to spread the word on ALEC
  o List of education model legislation from ALEC and other similar organizations
  o Resources on ALEC

If you have questions or comments, contact Leslie Finnan at lfinnan@aasa.org.
For ALEC-specific questions or comments, contact Francesca Duffy at fduffy@aasa.org.
Challenges of American Public Education
International Comparisons

<table>
<thead>
<tr>
<th>2011 – 4th Grade Scores</th>
<th>Reading</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hong Kong</td>
<td>1</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Russia</td>
<td>2</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Finland</td>
<td>3</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Singapore</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>5</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td><strong>United States</strong></td>
<td><strong>6</strong></td>
<td><strong>11</strong></td>
<td><strong>7</strong></td>
</tr>
<tr>
<td>Denmark</td>
<td>7</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>Croatia</td>
<td>8</td>
<td>30</td>
<td>23</td>
</tr>
<tr>
<td>Chinese Taipei</td>
<td>9</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Ireland</td>
<td>10</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>England</td>
<td>11</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Netherlands</td>
<td>12</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>13</td>
<td>22</td>
<td>8</td>
</tr>
<tr>
<td>Sweden</td>
<td>14</td>
<td>26</td>
<td>11</td>
</tr>
<tr>
<td>Italy</td>
<td>15</td>
<td>24</td>
<td>18</td>
</tr>
</tbody>
</table>

News reports say the US is falling behind in education compared to other countries

- These tests do not take into account the diversity of US public school students
- Other countries only test very select students – the US tests students of all race and poverty level

Source: International Association for the Evaluation of Educational Achievement (IEA), Trends in International Mathematics and Science Study (TIMSS), 2011; Progress in International Reading Literacy Study (PIRLS), 2011.
Poverty is the single greatest factor limiting student achievement.

Data Connecting Poverty and Student Achievement: 2013 NAEP Data

Percentage of students in school eligible for free/reduced-price lunch

Score

1-5% 6-10% 11-25% 26-34% 35-50% 51-75% More than 75%

Total Students
Eligible
Not Eligible
Education funding has dropped through the recession, remains low

- 35% of Americans believe the biggest problem with the public school system is a lack of funding. This number has risen by 10% since 2003. (2013 PDK/Gallup Poll\(^1\))
- Education budgets have been cut throughout the country following the recession of 2008.
- The sequester cuts hurt the schools that need the money the most – schools with high rates of poverty had more of their funding cut, because of higher levels of federal investment in the schools. (See AASA’s report, *Unequal Pain: Federal Public Education Revenues, Federal Education Cuts & the Impact on Public Schools*\(^2\))

---

\(^1\) [http://pdkintl.org/programs-resources/poll/](http://pdkintl.org/programs-resources/poll/)

\(^2\) [http://aasa.org/uploadedFiles/Policy_and_Advocacy/files/Unequal-Pain-FINAL.pdf](http://aasa.org/uploadedFiles/Policy_and_Advocacy/files/Unequal-Pain-FINAL.pdf)
Poverty is a Reality, Not an Excuse

Despite high poverty rates and inadequate funding, public schools in the US are graduating students ready for their future, at higher rates than ever before.
Successes of American Public Education
U.S. Schools Are NOT Failing All Students

- U.S. 15-year olds in schools with fewer than 10% of kids eligible for free or cut-rate lunch score first in the world in reading, outperforming even the famously excellent Finns
- U.S. schools where fewer than 25% are impoverished (by the same lunch measure) beat all 34 of the relatively affluent countries studied except South Korea and Finland (which have very few poor students)
- U.S. schools where 25 to 50% of students were poor still beat most other countries in reading
Graduation Rates are Rising, while Dropout Rates are at their Lowest

• For the first time in US history, the total graduation rate passed 80% in 2012.
  • We are on track to have 90% of students graduate by 2020.
• There were 648 fewer “dropout factories” and 1.2 million fewer student attending “dropout factories” in 2012 than 2002.
• The dropout rate declined to 7% in 2011 from 12% in 1990. (NCES 2013)

Source: Building a Grad Nation: 2014 Edition
College Enrollment Has Increased For All Groups of Students

Over the 45-year period between 1967 and 2012, the rate of college enrollment among 18-24 year-olds ranged from a low of 24 percent in 1973, to a high of 42 percent in 2011.

Black and Hispanic Students are Attending College at Higher Rates

• College attendance rates among Black and Hispanic students have risen most dramatically: from 18% and 13% in 1972 to 36% and 37% in 2012.

More Students Are Taking Advanced Math Coursework

The percentage of students who took calculus rose from 6 percent to 16 percent from 1990 to 2009.
Parents Approval of Their Children’s Schools

• Public school parents approve of their students school
  • In 2013, 71% of parents gave their oldest child’s school an A or a B
  • This is a 9% increase from 1998

What grade would you give the school your oldest child attends?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>36%</td>
<td>25%</td>
<td>29%</td>
<td>22%</td>
<td>27%</td>
</tr>
<tr>
<td>B</td>
<td>35%</td>
<td>42%</td>
<td>39%</td>
<td>40%</td>
<td>45%</td>
</tr>
<tr>
<td>C</td>
<td>23%</td>
<td>16%</td>
<td>20%</td>
<td>25%</td>
<td>18%</td>
</tr>
<tr>
<td>D</td>
<td>4%</td>
<td>6%</td>
<td>8%</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>Fail</td>
<td>1%</td>
<td>5%</td>
<td>4%</td>
<td>3%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Source: PDK/Gallup Poll of the Public’s Attitudes Toward the Public Schools: 2013 Edition
There are More “Best Schools” than Dropout Factories

Dropout Factories

• A dropout factory is a school in which the reported 12th grade enrollment is 60 percent or less than the 9th grade enrollment three years earlier.
• Today, half as many students attend one of these high schools as did 10 years ago, translating into 1.2 million fewer students in dropout factory high schools.

“Best” High Schools

• Each year, US News and World Report picks the best high schools in the country based on how hard school staffs work to challenge students with AP college-level courses and tests.
• Over 1,900 schools made the list in 2014, with 500 schools receiving a gold medal.

How You Can Spread the Word

• This toolkit includes sample tweets and letters to the editor to spread the word around your community
• Act as an advocate for your schools in your community: tell people the great work you are doing whenever you can

• Follow Leading Edge, the AASA policy blog ([http://aasa.org/aasaBlog.aspx](http://aasa.org/aasaBlog.aspx)) for information on federal initiatives
• Respond to AASA calls to action, to contact your representatives in Washington on federal issues
Successes of Public Education Talking Points

- The reality is more complicated than PISA scores show – the US is educating a more diverse, higher-poverty student population than other high-performing countries.
  - Students from low-poverty schools outperform countries famous for their education, even including Finland.

- Graduation rates are raising – for the first time in US history, the total graduation rate passed 80 percent in 2012, and dropout rates have been falling significantly.
  - There were far fewer “dropout factory” schools in 2012 than 2002.

- College attendance has increased for all groups of students.
  - 42 percent of US students attended college in 2011, which is nearly twice the rate of college attendance in 1973.
  - College attendance has risen most dramatically for black and Hispanic students – 36 percent and 37 percent now attend college, respectively.

- More students are completing a more challenging curriculum.
  - The percentage of students taking calculus rose 10 percent from 1990 to 2009; now 16 percent of public school students enroll in calculus. The growth is similar for other challenging courses.

- Parents continue to approve of their children’s public schools, despite what anti-public education groups claim.
  - 71 percent of parents gave their children’s public schools an A or a B in 2013. This constitutes a 9 percent increase from 1998.

- Charter schools still do not outperform public schools. A 2013 Center for Research on Education Outcomes (CREDO) report shows some gains by charters, but only 25 percent of charter schools outperform local public schools in reading and 29 percent in math.
  - 56 percent of charters produced no significant difference in reading and 19 percent had worse results than traditional public schools.
  - In math, 40 percent produced no significant difference and 31 percent were significantly worse than regular public schools.
Sample Tweets on the Success of Public Education

Hashtags to follow:

- #PublicEd
- #KidsNotCuts
- #LovePublicEd

Sample Tweets

- US graduation rates top 80%, college attendance over 40% and more students are taking challenging courses. Public education is working.
- Parents give their children’s public schools high scores. They believe in public education.
- Charter schools and voucher programs have not proven to be better than public schools. Stick with what works. Focus on public schools.
- Traditional public schools are the #1 choice, educating 50 million students a year
- All kids deserve a free, quality, public education #LovePublicEd
- 90% of US students educated in public schools. #PublicEd doesn’t discriminate on race, money, ability.
- Public schools are held to high standards: must hire qualified teachers, educate all students. Privatizing education will change that.

Resources

- PISA – Program for International Student Assessment
  o Includes comparative data of American students with students from around the world.
  o Available at http://nces.ed.gov/surveys/pisa/
- IES – Institute of Education Statistics
  o Includes data from US Department of Education, including international data, NAEP scores, data from the National Center for Education Statistics, and school finance information.
  o Available at http://ies.ed.gov/data.asp
- ECS – Education Commission on the States
  o Tracks state policy trends and research, with reports and data available on a range of education-related topics.
  o Available at http://www.ecs.org/
- NAEP – National Assessment of Educational Progress
  o Data are available by grade level, poverty, race, and other demographics to show how educational performance has changed over time.
  o Available at http://nces.ed.gov/nationsreportcard/
School Voucher Program Frequently Asked Questions

- What kind of vouchers are there?

Vouchers take four forms in the US: vouchers, education savings accounts, tax-credit scholarships, and individual tax credits/deductions. Vouchers are funds typically expended by a school district would be allocated to a participating family in the form of a voucher to pay partial or full tuition for their child’s private school, including both religious and non-religious options. Most voucher programs are for a targeted population, mostly families in poverty or students with disabilities or other special needs.

Education savings accounts allow parents to withdraw their children from public district or charter schools and receive a deposit of public funds into government-authorized savings accounts with restricted, but multiple, uses. Those funds can cover private school tuition and fees, online learning programs, private tutoring, community college costs, and other higher education expenses.

Tax-credit scholarships allow taxpayers to receive full or partial tax credits when they donate to nonprofits that provide private school scholarships. Eligible taxpayers can include both individuals and businesses. In some states, scholarship-giving nonprofits also provide innovation grants to public schools and/or transportation assistance to students choosing alternative public schools.

Through individual tax credits/deductions, parents can receive state income tax relief for approved educational expenses, which can include private school tuition, books, supplies, computers, tutors, and transportation.

- What are states doing?

Overall, 23 states and DC have voucher programs and 27 have no voucher programs

Vouchers – 23 programs in 14 states
- CO, DC, FL, GA, IN, LA, ME, MS, NC, OH, OK, UT, VT, WI

ESAs – 2 states
- AZ, FL

Tax-credit scholarships – 17 programs in 13 states
- AL, AZ, FL, GA, IA, IN, LA, NH, OK, PA, RI, SC, VA

Individual tax credits/deductions – 8 programs in 7 states
- AL, IL, IN, IA, LA, MN, WI
What does voucher research say?

Research on vouchers has not definitively shown vouchers to lead to improved educational performance. The gains that are demonstrated tend to be small and short-lived. Vouchers also do not improve educational inequality, as schools can decide if they will accept vouchers and how many students they will accept with vouchers. This leads to “creaming” the best students, and leaving many students in increasingly underfunded and underperforming public schools.\(^1\)

For example, the Washington DC Opportunity Scholarship Program, signed into law in 2005 by President Bush, has been evaluated annually since its inception. These evaluations show an increase in graduation and parental satisfaction, but no effect of the voucher program on student achievement or student satisfaction.\(^2\) Research on the voucher program in Milwaukee also shows voucher student test scores lagging behind those of public school students.\(^3\)

What are some arguments against expansion of vouchers?

Proponents of voucher programs use the buzzwords of choice, free-market, and competition. The arguments against voucher programs focus on equity, accountability, and freedom from discrimination. Voucher programs reduce accountability, as private schools are not held to the same accountability standards as public schools, including testing, budget transparency, and open meetings. Because private schools are not held to these standards, it is difficult to determine student performance, proper use of public funds, and appropriate decision-making.

Because voucher programs move the per-pupil spending from public schools to private schools, public schools are left with less funding, while many expenses do not drop. The students remaining in the public schools are then put at a disadvantage. These students left in public schools are often already the most disadvantaged students, thus increasing inequity of education.

Under voucher programs, students overwhelmingly enroll in religiously-affiliated schools. While the programs constitute a violation of the separation of church and state and the use of public money in religious schools, this has been side-stepped by judges all the way up to the Supreme Court (such as in the Zelman v Simmons-Harris decision of 2002).\(^4\)

---

\(^1\) [http://cloakinginequity.com/2013/01/08/fi%C2%B7ni%C2%B7to-vouchers-and-educational-equity/](http://cloakinginequity.com/2013/01/08/fi%C2%B7ni%C2%B7to-vouchers-and-educational-equity/)
Voucher Talking Points

- Voucher programs are not shown to be successful
  - Voucher programs have not consistently shown improved results. Reports on the Cleveland, Milwaukee, and Washington DC voucher programs have found “little or no difference in voucher and public school students’ performance.”

- Voucher programs do not improve equity
  - Drop in funding for public schools would hurt the students left in public schools, who are some of the most disadvantaged students.

- Voucher programs are not held accountable
  - Private schools are not held to the same standards and requirements as public schools, including with testing, budget transparency, and open meetings.

- Voucher programs degrade religious freedom
  - Most schools receiving voucher funding are religiously affiliated, leading to direct public funding of religious institutions.

- Voucher programs increase discrimination
  - Vouchers are mostly only available to students in urban areas, not in rural areas where there are fewer private schools available. Vouchers leave behind many disadvantaged students because private schools may not accept them or do not offer the special services they need.

- Special needs voucher programs promote segregation
  - Many states have voucher programs for special needs students. This often leads to segregation of special education students, as private schools are not held to the same requirements as public schools regarding placing special needs students in general education classes.
Voucher Sample Tweets

- DC’s voucher schools vary drastically because the system lacks basic quality controls. #voucherfail http://wapo.st/1cBCCid
- Voters don’t like vouchers: over 30 years, voucher ballot measures have been defeated every time they appeared on a ballot #voucherfail
- #Voucher schools often discriminate against students with special needs http://bit.ly/1eHLKla
- Religious freedom provisions in many state constitutions bar vouchers for religious schools http://bit.ly/1bSdf8q #voucherfail
- Florida voters rejected a constitutional amendment to funnel public funds directly to religious schools in 2012 http://bit.ly/1alej Vy #voucherfail
- Public funds should pay only for public schools that are open to all children and accountable to the taxpayers. #voucherfail
- #Vouchers are ineffective, lack accountability to taxpayers, and deprive students of rights provided to public school students #voucherfail
- Public funds for public schools! Tax dollars should fund education for everyone, not a select few. #voucherfail
- #Voucher schools don’t solve social inequality. They contribute to it: http://bit.ly/1er5YPU

Resources

  - Overview of types of vouchers, arguments for and against vouchers, research and state information.
- VoucherFail Tumbler – http://voucherfail.tumblr.com/
  - Contains information against voucher programs and links to further research
- Friedman Foundation – http://www.edchoice.org/
  - School choice organization advocating for voucher programs. Contains links to pro-voucher research and talking points.
  - Center for Education Policy overview of research on school voucher programs over 10 years finds mixed results.
  - U.S. Dept of Ed study found very little evidence that the DC Opportunity Scholarship Program improved outcomes for students. http://ies.ed.gov/ncee/pubs/20104018/
Sample Letter to the Editor Opposing Voucher Programs

Month, Day, Year

To the Editor:

I am writing in opposition to the proposed taxpayer-funded private school voucher program [details of new or expanded program].

Research has not consistently shown private school voucher programs to be successful at raising student achievement. Reports on the Cleveland, Milwaukee, and Washington DC voucher programs have found little or no difference in voucher and public school students’ academic performance.

Voucher programs also do not improve equity. The drop in funding for public schools would hurt the students left in public schools, who are some of the most disadvantaged students. Vouchers leave behind many disadvantaged students because private schools may not accept them or do not offer the special services they need.

[Use if the proposed voucher program is targeted to special needs students] This voucher program for special needs students will have a negative impact on many of the students it is intended to help. These programs often leads to segregation of special education students, as private schools are not held to the same requirements as public schools regarding placing special needs students in general education classes.

I urge residents of (Your city, town or community) to contact their legislators to share their opposition to the {details of program}.

Let’s make our public schools that serve all children our top priority.
Vouchers in 2014 Governor’s Races

Vouchers have come up in governor’s races in many states, largely falling on party lines – Republicans favor vouchers and propose expanding them, while Democrats oppose vouchers.

In Wisconsin, Governor Walker (R) says he supports expanding voucher program, while his likely opponent, Burke (D), has said she supports repealing the voucher program. Burke changes position on vouchers - first said she would keep the program with a cap, then says she would eliminate it.

In Texas, Davis (D) is pushing Abbott (R) to take a position on school vouchers - she opposes them. He has not yet taken a position.

In Pennsylvania, Corbett (R) supports vouchers, which many state senators have opposed. Wolf (D) opposes vouchers.

In Illinois, Rauner (R) has come out in support of expanding vouchers and charters.

In Ohio, Governor Kasich (R) wants to dramatically expand the voucher program – nearly half of Ohio students would be eligible under his expansion.

In Georgia, Jason Carter (D) has voted against voucher legislation.

In South Carolina, Vincent Sheheen (D) has come out in favor of halting the move to private school vouchers.

In Tennessee, Haslam (R) favors a limited approach to vouchers.

In Florida, Scott (R) signed a bill increasing the use of vouchers, against the advice of most major education groups.
ALEC Frequently Asked Questions

What is ALEC?

The American Legislative Exchange Council is a conservative group with a membership composed of state legislators, business, non-profit, and think-tank representatives. The group is funded primarily by corporations and vastly affiliated with the Republican Party. Corporations meet with state legislators, introduce model bills and vote on bills behind closed doors. State legislators in turn introduce said bills in their statehouses.

How does their work threaten public education?

ALEC is a huge proponent of school choice and vouchers, and introduces model bills as opportunity scholarships in state legislatures across the country. ALEC’s agenda is one of anti-public education, with an intention of replacing traditional public schools with privately-managed charter schools and gaining the support of parents through persuading communities that school choice=parent empowerment. Research has also shown that the use of school vouchers and opportunity scholarships have not helped students advance academically. In fact, most of the time these students would have been better off in traditional public schools where services for special needs or English language learner students are more ample.

What kind of language can be found in bills to determine ALEC’s involvement in said legislation?

ALEC insists that charters schools are public schools, even though they believe charters should be controlled by private boards and for profit operators. ALEC also believes charter schools should be exempt from most state laws and regulations applied to traditional public schools.

What is ALEC’s agenda when it comes to public education?

ALEC favors vouchers, parent-trigger laws, an increase in standardized testing, alternative forms of teacher certification, eliminating tenure, undermining unions, for-profit charts schools and cyber charters. At the heart of their agenda lies their aim to reduce the power and autonomy of local school districts and school boards.

How is ALEC dangerous at the local level?

While most of ALEC’s work has impacted state policy, the group has taken strides in recent months to form a grassroots movement at the town and district level. The group’s new sub-group, called the American City County Exchange, works with policymakers from villages, towns, cities and counties to give corporations a window into the policy making process of city councils and municipalities. ALEC, coming to your town!
Sample Letter to the Editor about ALEC

To the Editor:

I write this letter to let our parents, teachers, and all of our community members know about an attack that is being made on the children of this community. The public education system is one of the cornerstones of this country. However, in recent years, the American Legislative Exchange Council (ALEC), made primarily of big corporations and legislators, has been at work to help large companies profit off of our children by targeting public schools.

ALEC holds secret meetings between legislators and corporate parties. By the end of these meetings, our policymakers are armed with an agenda, or a model bill, to push in their statehouses. These bills can take the form of voucher programs, which are presented as a better option for our children, but I urge you to dig a little deeper.

Our public schools are run by certified educators and administrators who have devoted our lives to helping children succeed. The same cannot be said of many of these privately-operated schools where ALEC is pushing for our students to attend. Someone is profiting off of these schools, but it's not our community.

I encourage members of our community to contact their local legislators to discuss the future of our students and how ALEC is impeding their progress.
Sample Tweets about ALEC

Hashtags to use:

- #ALECExposed
- #StandUptoAlec

Sample tweets:

- Spread the word: ALEC is starving our public schools! Say no to vouchers! #ALECExposed #StandUptoALEC [http://goo.gl/V3CIif](http://goo.gl/V3CIif)
- Stop the privatization of our public education system. Stop ALEC. [http://goo.gl/V3CIif](http://goo.gl/V3CIif)
- What is ALEC? ALEC promotes vouchers that drain our public schools of resources & segregate our schools [http://goo.gl/V3CIif](http://goo.gl/V3CIif)
- Is ALEC coming to your town? Talk to your legislators, stop their education model bills from passing. Save public ed: [http://goo.gl/V3CIif](http://goo.gl/V3CIif)
- Spread the good news about our public schools! Let’s outcampaign ALEC and its scheme to eradicate our public ed system: [http://goo.gl/V3CIif](http://goo.gl/V3CIif)
- Who are ALEC legislators in your state? Tell your community ALECs scheme to privatize public schools must be stopped: [http://goo.gl/cq7xul](http://goo.gl/cq7xul)

Resources

  - Center for Media and Democracy page dedicated to tracking and exposing ALEC activity and bills.
  - Overview of ALEC from People for the American Way
  - Spotlights ALEC’s position as a lobbying agent.

- Parental Choice Scholarship Program Act
  - Universal Eligibility – Creates a scholarship program for all students to attend the public or non-public elementary or secondary school of their choice.
  - Means-Tested Eligibility – Creates a scholarship program for students of low- and middle income families to attend the public or non-public elementary or secondary school of their choice.

- Voucher Programs for Students with Special Needs or Circumstances
  - Special Needs Scholarship Program Act – Creates a scholarship program for students with special needs to attend the public or non-public elementary or secondary school of their choice.
  - Autism Scholarship Act – Provides students with autism the option to attend the public or non-public school of their choice.
  - Foster Child Scholarship Program Act – Creates a scholarship program for students in foster care to attend the public or non-public school of their choice.

- Great Schools Tax Credit Program Act
  - Authorizes a tax credit for individual or corporate contributions to organizations that provide educational scholarships to eligible students to attend the public or non-public elementary or secondary school of their choice.

- Family Education Tax Credit Program Act
  - Authorizes a tax credit for individual families’ educational expenses including tuition, fees and other related expenses.

- Non-Voucher School Choice
  - Charter Schools Act – Allows groups of citizens to seek charters from the state to create and operate innovative, outcome-based schools exempt from many of the state laws and regulations governing public schools.
  - Open Enrollment Act – Creates a process by which students would be able to attend the public school of their choice throughout the state.

Other ALEC-like groups

- Jeffersonian Project created as 501(c)(4) for tax purposes, in case ALEC qualifies as lobbying
Cato Institute – offers tax credit model legislation
(http://www.cato.org/pdfs/model-tax-credit-legislation-schaeffer-cato.pdf)