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No Spending Remedy for Segregation Violations, Says High Court: *KC Desegregation Plan In For Change*

WASHINGTON, DC - The Supreme Court ruled on June 12 that U.S. District Judge Russell Clark exceeded his authority in the massive Kansas City public school desegregation plan by mandating that state money be spent to build extravagant public schools to make them more appealing to white students outside the city. Suburban white students have not come flocking into the city as anticipated to take advantage of

the district's new Olympic-size swimming pools, racquetball and squash courts, whirlpools and saunas, and hundreds of personal computers.

With this 5-4 decision, the Supreme Court reversed a lower court decision in an 18-year-old desegregation case that has cost Missouri taxpayers \$1.5 billion.

The Court determined that money was improperly being spent on improving the city schools to attract the voluntary attendance of white suburban students. Chief Justice Rehnquist, who delivered the opinion of the court, ruled that the constitutional violation of racial segregation was limited to the city schools, so the federal court's remedy was limited in scope to city schools only. In previous cases, the Supreme Court had ruled that "interdistrict remedies" are barred unless the suburban districts themselves violate the Constitution.

The Court also re-

jected the position of the lower courts which required the state to pay half the costs of the desegregation plan to improve academic achievement in a district that falls well below the national norm. The justices determined that this was an inappropriate test to be applied because there are many factors that can account for poor achievement. The court stated that low test scores

are not necessarily related to whether or not a school is segregated, therefore money for desegregation plans should not be spent on improving achievement.

Rehnquist left open the opportunity for the lawyers for the black students to prove that the deficit in educational achievement in the Kansas City School District can be

See Desegregation, page 2



State-of-the-art weight room in the Kansas City public high school, just one of the many elaborate facilities installed to provide an incentive for white students to attend.

Governor Allen Refuses Goals 2000 for Virginia

RICHMOND, VA - Governor George Allen has vowed to block the Virginia Board of Education's decision to implement Goals 2000 in the state. Gov. Allen regards the program as one that could lead to "unprecedented federal intrusion into the state's classrooms."

Gov. Allen made his position known in a letter written to the Board in late May. (See text of letter on page 3).

The decision of whether or not to adopt the program rests on the Governor and the Board, and the majority of the Board's current members were appointed by the previous liberal governor. The three Board

members who were appointed by Gov. Allen voted to reject Goals 2000, but four others voted to accept it. The term for one of the four supporters ends on June 30, and at this time Gov. Allen will have the opportunity to appoint and replace this board member. This will change the makeup of the Board so that the majority will be Allen appointees.

According to Gov. Allen, groups such as Eagle Forum, Christian Coalition, and Concerned Women for America have continued to reinforce his opposition to federal intrusion in education with the Goals 2000 program. □

Valdictorian Scraps Service Requirement and Gets GED

YARMOUTH, ME - Marcus Stauffer did not graduate June 11 even though he ranked first in his senior class at Yarmouth High School. Stauffer sacrificed being class valedictorian to make a stand against the school system's graduation requirement of 60 hours of community service.

He had done volunteer work on community parades, joined community sing-alongs and manned booths at the Yarmouth Clam Festival. He was close to the required 60 hours of service, but he didn't have docu-

mentation to show how many hours he had, and he didn't make the effort to get it.

So, rather than receiving a diploma with his 74 classmates, Stauffer received a general equivalency diploma.

"I feel that the school has overstepped its power in this regard," Stauffer said. "They're infringing on the rights of students, saying to the students, 'You have to do this in your free time away from school or we won't let you graduate.' I think that's wrong."

Stauffer will attend Colorado College in Colorado Springs in the fall. The college told him it will accept the GED, given his standing in the class.

According to *Outcome-Based Education: The State's Assault on Our Children's Values*, today's schools are enforcing mandatory "voluntary" service to get a high school diploma.

The book cites another case of a student in a similar situation. David Moralis, a senior, was denied his high school diploma in



Mark Stauffer

PA Schools Can Reject Adoption of Goals 2000

PITTSBURGH, PA - Pennsylvania school districts can feel free to abandon plans to implement Outcomes-Based Education, says Gov. Ridge.

As part of his new education package, the governor is trying to have legislation enacted to make Outcome-Based Education optional for local school districts.

"In the long run, we are looking at new [regulations]," said state Secretary of Education Eugene Hickok who has re-



Gov. Ridge

cently been directed by Ridge to develop rigorous statewide academic standards.

During a state Board of Education meeting, Hickok stated that school districts may stop preparations for complying with the regulations. "If schools choose to put their plans on hold, they may," Hickok said. "Those that wish to continue may also do so."

In 1993 the state Board of Education adopted the OBE guidelines that required graduating seniors to show their mastery of 53 "learning outcomes." School districts were also ordered to engage administrators, teachers and community members in far-reaching "strategic planning" to prepare for the changes.

About a third of the state's school dis-

tricts have crafted plans for complying with Outcome-Based Education. Another third are due to submit plans for compliance in September.

Districts scheduled to begin using the requirements in the fall need only request an extension to stop the process until Ridge's legislation making the plan optional is considered, said Sean Duffy, a spokesman for the Education Department. If the governor's proposal is rejected by the General Assembly, districts will be expected to comply with the current regulations, he said.

Despite the new flexibility, several administrators said they had no intention of dropping plans for implementing current regulations. □

1994 for failing to complete the mandatory community servitude requirement. Moralis was the ideal American high school student with a grade point average of 3.8 and a SAT score of 780 (out of a possible 800) in math. Although participating in school activities, he found time to read regularly to his blind grandmother. But the school did not count that as community service.

Moralis believes that mandating volunteerism for graduation is unconstitutional under the Thirteenth Amendment. So, he and several of his classmates refused to "demonstrate good citizenship" by completing 60 hours of required "voluntary" community service. Moralis now attends Penn State. □

EDUCATION BRIEFS

The Education of James Madison: A Model for Today won the Excellence in Media's "Angel" Award for Best Book in 1994. The California-based organization presented the award in New York City to author Mary-Elaine Swanson. The book can be ordered by calling The Hoffman Center at (334)271-1530. (See *Education Reporter*, November 1994 for book review.)

An Indiana teacher is being sued for circulating a flier that spelled out exactly what he thought of the state's teachers' union. Dennis J. Norman, who teaches high school English in Portage, MI, was campaigning against a "fair share" clause in his district's labor contract. Courts have ruled that unions in the state are allowed to negotiate the clause, which forces non-members to pay some dues for bargaining services. The local union - backed by the Indiana State Teachers Association - and some trustees of the state union's insurance fund are suing Norman, claiming that he, and a local non-union teachers' organization he had helped form, were out to destroy their reputations. Norman has countersued.

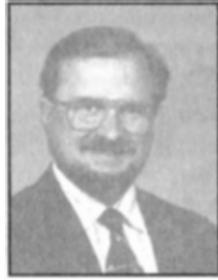
One in four schools reported deaths or serious injuries last year, according to a survey released by the National League of Cities. In the last five years, school violence has increased 38% of the 700 communities surveyed. "Reports of attacks, shooting, searches for weapons, gang activity and other incidents have created fear, anxiety and uncertainty about what's happening when kids go to school each day," the report says.

After discovering essentially pornographic materials in public libraries in Fairfax County, VA, parents are fighting for an adults-only section to protect their children. They are proposing that children under a certain age not be allowed access to those materials unless accompanied by a parent or guardian. A majority of the members of the library Board (appointed by the elected county Board of Supervisors) say they will vote against the proposal.

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Kosser Debates Father of OBE

MISSOULA, MT - Psychologist Steven Kosser met the "father" of Outcome-Based Education (OBE), William Spady, in a spirited debate on the campus of the University of Montana. In the two-hour program, Dr. Spady made several startling admissions about Outcome-Based Education which directly contradict his previously stated opinions.



Steve Kosser

Dr. Spady conceded that the Johnson City, New York school district is an example of bad OBE implementation because of the over-emphasis on self-esteem and low academic standards. That was a surprise to many since Johnson City had always been used as a prime example of OBE success. Even Spady's most recent book (published only a month before the discussion) touts Johnson City as a model of OBE.

Kosser shared the real data on Johnson City. In 3rd grade reading for example, the 1993 Regency Examination placed the

Johnson City School District last out of 12 school districts.

Another surprise came when Spady admitted that Mastery Learning has limited value as an educational method. This contradicts his book and other materials distributed by his organization which praise the Mastery Learning concept and indicate widespread support for it.

Another admission in the discussion was when Spady stated that it is absolutely not necessary to do "strategic planning" in order to implement OBE. This is astounding because in his book he applauds strategic planning and recommends it as a means of getting an OBE system up and running properly.

Kosser explained the anti-intellectual bias of Mastery Learning and how it limits achievement potential. He claimed it is only suitable for teaching basics such as how to brush teeth, make a bed, or tie a knot.

Kosser asserted that OBE promoters see themselves as "change agents." He claimed they are obsessed with a globalist vision of the future and see OBE restructuring as a way to create that future by using public education to make "competent future citizens" and "reculture" the public school system. □



Opinions Voiced About 'American Voices'

NORFOLK, VA - Numerous parents do not approve of a 10th grade history text called *American Voices*, published by Scott Foresman, which is being used in five Norfolk public schools. They claim it presents an anti-Christian view of America's history and denigrates patriotism.

Ellen Beamon, who served last year on the Department of Education committee to define social studies curriculum standards of learning in Virginia, said the text emphasizes multiculturalism to the detriment of national patriotism.

She cites a chapter study question: "You decide: Did the colonists commit treason by declaring their independence for Great Britain?" "The colonists," she said, "were related to as though they were disobedient children."

But according to Roy Nichols, Jr., Norfolk Superintendent of schools, the book's perspective aims to present a new point of view to "open and expand" high school stu-

dents' minds.

Mrs. Beamon states, "I'm very concerned that right here in Virginia we have a history book that doesn't emphasize Patrick Henry or Paul Revere." She cites a two-page excerpt from one of Malcolm X's "most explosive speeches," a 1964 address to young African-Americans calling for revolutionary action in support of the civil rights movement. He is cited on five pages.

Mrs. Beamon added that *American Voices* advocates a pro-choice stance, as well as a feminist viewpoint. She also claims that the section covering the influence of religion in American society is menial and that it endorses a secular approach to faith.

Her claims are consistent with those of Paul Vitz, a New York University psychology professor, who conducted a 1983 content study on public school literature. He found that religion, traditional family values, and conservative political positions are consistently excluded from textbooks. □

Book of the Month



Faith & Freedom: A Complete Handbook for Defending Your Religious Rights by Mathew D. Staver, 1995, Crossway Books, Wheaton, IL, 240 pps, \$14.99.

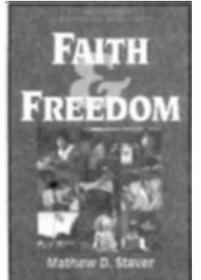
What are students' rights on public school campuses when it comes to religion? What are teachers' rights? It is essential to know the answers to these questions if religious freedom is to be maintained in the public school. *Faith and Freedom* is a powerful tool to answer these questions as well as others dealing with specific situations in which First Amendment religious rights apply.

Faith and Freedom contains hundreds of documented cases presented in a clear, readable manner. There are chapters on freedom of speech, literature distribution, wearing apparel, access to books and films, equal access on public school campuses, prayers at public assemblies, teachers' rights on public school campuses, students' rights on public school campuses, use of public facilities, the right to display religious signs, religious discrimination in employment, and more.

All too often parents and students are intimidated by educators because they don't know their legal rights in certain situations. *Faith and Freedom* is the answer to that problem.

It is a user-friendly handbook. Its table of contents and handy topical index in the back of the book enable the reader to go straight to the topic of interest. Eight appendices spell out the Bill of Rights, the Religious Freedom Restoration Act of 1993, and other First Amendment freedoms.

It's a book for everyone who wants to understand how our First Amendment rights apply to many specific situations. School administrators, students, and parents alike will want to have this reference manual in their library.



Desegregation

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attributed to segregation. Justice Clarence Thomas filed a 27-page concurring opinion in which he stated, "It never ceases to amaze me that the courts are so willing to assume that anything that is predominantly black must be inferior." The theory that "segregation injures blacks because blacks, when left on their own, cannot achieve" is the result of "jurisprudence based upon a theory of black inferiority." □

FOCUS: Will Goals 2000 Put Children Under Control of Psychiatric Therapists?

by Seth Farber

I am a psychologist, the co-director of the Network Against Coercive Psychiatry, and the author of *Madness, Heresy and the Rumor of Angels* (Open Court, 1993). I am an editor of *The Journal of Mind and Behavior*, the author of numerous articles and a public speaker. I am the co-director of the Family Therapy Institute of New York City and have been practicing as a counselor for approximately twenty years.

I want to make public my opposition to Goals 2000 and the Reauthorization of the Elementary and Secondary Education Act which will have the effect of transforming parents into little more than state approved guardians of their own children who must work under the constant supervision and guidance of psychologists, social workers and other "experts" carrying out the mandate of the federal government. In the government mandated collaboration with social service workers, parents will clearly be junior partners whose ability to assert parental authority will be inhibited, if not prevented, by the fact that these workers have the power — if the parents act contrary to a worker's arbitrary conception of responsible parenthood — to set in motion a process that can lead to the permanent removal of children from their parents' home.

I am particularly impelled to speak out against the agenda of Goals 2000 because of the silence of my fellow professionals in the face of what many of them know is an abuse of authority, and a betrayal of the vocation of the therapist which is to offer (to volunteer) assistance to individuals, and to empower families — not to replace them. Many of them know that even genuine professional expertise is no substitute for

the kind of tacit and intuitive knowledge of a child's needs that is a product of parental bonding over a period of months or years. They know that by placing parents in a permanent position of subordination to experts, they damage parents' image in the eyes of their children, undermine their authority, and grievously harm the parent-child relationship. They know that putting children in counseling for an extended period of time can be damaging to their sense of self esteem. They know that relationships with professionals who are paid to interact with their clients (while sometimes useful on a short term basis) is of far less value for individual growth and well-being than relationships based on bonds of affection, family kinship, and/or elective affinities. They know that the idolatry of professional expertise fostered in this country by professionals and by the mass media obscures the incalculable value of common sense, parental devotion and civic virtue. They know that the need for roots cannot be satisfied by daily visits to a clinic, and that intensive involvement with a cote-

rie of social service workers is no substitute for the long overdue project of reconstructing neighborhoods and communities.

In short, there are many mental health professionals and social service workers who are aware that the program envisaged by Goals 2000 is a usurpation of authority that threatens to destroy the integrity of families and communities, and thus to undermine the organic supports for the development of character and individuality. They know this, but a professional code of silence condemns them to a passive complicity.

Santayana wrote, "Those who do not learn from history are doomed to repeat it." Parents who are inclined to place their children's welfare in the hands of mental health specialists should examine their performance over the last decade, as investigative journalist Joe Sharkey did in his book, *Bedlam: Greed, Profiteering and Fraud in a Mental Health System Gone Crazy* (New York, St. Martin's Press, 1994). Consider first the enormous increase in the rate of individuals admitted to mental hospitals, particularly children, in the 1980s. In 1987 the American Medical Association's official newspaper, *American Medical News* reported that "Psychiatric admissions to private hospitals

nearly tripled between 1980 and 1986 for those younger than eighteen . . ."

Why? Was the increase in hospitalization a product of the fact that more children were afflicted with mental disorders? Was it because more children were in need of institutionalization? Representative Patricia Schroeder, head of the House Select Committee on Children, Youths and Families answered that question succinctly in the spring of 1992, "Our investigative team found that thousands of adolescents, children and adults have been hospitalized for psychiatric care they did not need . . . Current intelligence shows psychiatric hospitals and clinics are defrauding government programs and private insurers of hundreds of millions of dollars annually . . ."

It must be emphasized that these acts of fraud could not have been committed without the active complicity of hospital psychiatrists and psychologists who are legally responsible for evaluating individuals and deciding whether they require institutionalization. Those who think that youth have benefited from these stays in psychiatric hospitals should consult my own book, or Louise Armstrong's book, *They Call It Help; The Psychiatric Policing of America's Children* (New York, Addison-Wesley, 1993).



Seth Farber

Genuine professional expertise is no substitute for the kind of tacit and intuitive knowledge of a child's needs that is a product of parental bonding over a period of months or years.

In the 1980s mental health professionals, in their drive to bring as many individuals as possible under their control, redefined childhood itself as a symptom of a mental disorder: one of the most common diagnoses used to justify incarcerating youths in mental hospitals was "Oppositional Defiant Disorder." The 1987 edition of the *Diagnostic and Statistical Manual of Mental Disorders* (the Bible of the mental health professions) described the symptoms of this ailment: "Children with this disorder commonly are argumentative with adults, frequently lose their tempers, swear and are often angry, resentful and easily annoyed by others. They frequently actively defy adult requests and rules and deliberately annoy other people. They tend to blame others for their own mistakes and difficulties."

In order to convince parents to turn their children over to the experts, a massive advertising campaign was initiated in the 1980s: television and newspaper ads defined everything from poor grades to coming home late for dinner as symptoms of mental illness indicating the need for hospitalization. Hospitals went out of their way to develop reliable referral sources within the community. An investigation by Texas State Senator Mike Moncrief found that "Social workers, school counselors, probation officers, crisis hot line workers, and even ministers were paid to refer patients to private psychiatric hospitals — people in our community we have all been taught to trust, not to avoid."

The record is incontrovertible: those professions that Goals 2000 would place in the role of raising children demonstrated in the 1980s that they were unable or unwilling to protect children's interests, and frequently forced them to endure the emotionally devastating consequences of involuntary psychiatric hospitalization — which routinely includes forced psychiatric drugging to render children compliant — in order to enhance their own power and financial well being. (See psychiatrist Peter Breggin's, *Toxic Psychiatry*, New York, St. Martin's Press, 1991.)

While proponents of Goals 2000 un-

doubtedly believe that its purpose is to make possible a value-neutral application of scientific techniques to the task of educating and shaping the character of America's youth, in actuality this policy is based on a conception of the public good that is rooted in fundamental value choices, and that is not (and cannot be) derived from empirical or scientific findings. This conception of the

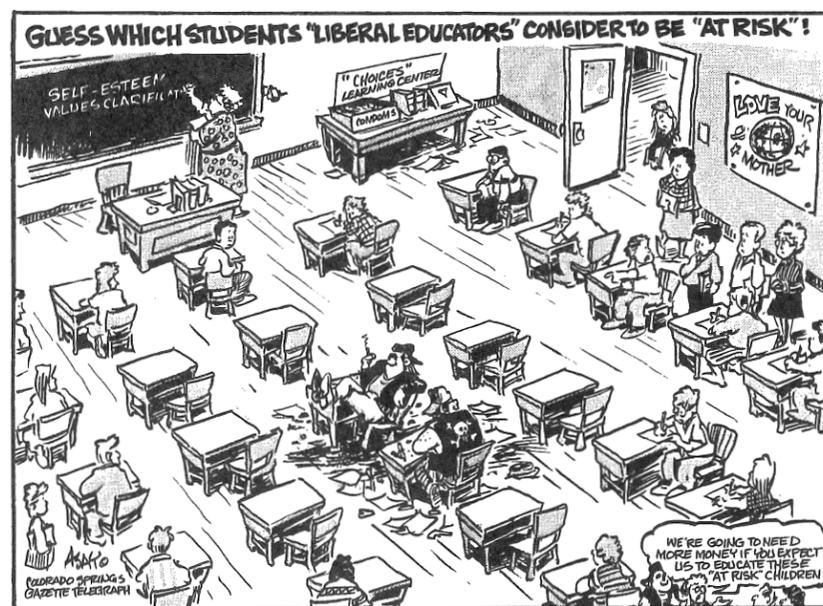
Goals 2000 is a usurpation of parental authority.

public good places responsibility for social order and personal fulfillment in the hands of an elite of "experts" whose personal traits and educational training allegedly endow it to make decisions that are beyond the authority of ordinary citizens.

This vision of the public good is not new: it was criticized over a century ago by Dostoyevsky in *The Grand Inquisitor* and several decades ago by George Orwell and Aldous Huxley, respectively, in *1984* and *Brave New World*. The most ambitious attempt to realize this vision was made in the Soviet Union and in Soviet bloc countries, such as East Germany where one-third of the population was continuously supervised and monitored by the secret police to ensure that they were conforming to governmental standards of proper socialist behavior.

This vision of the public good is in conflict with an alternative vision articulated, among others, by the founding fathers of our country, which regards the nation state as consisting ideally of a federation of communities in which individuals are bonded together by ties of kinship and affection. It regards ordinary citizens as competent individuals, capable of leading their own lives and of raising their own children without continuous intervention by specialists.

Ultimately, this vision of the public good, rests on faith in the common sense and intuition of ordinary people and skepticism toward the "expertise" of professionals who have a tendency to enhance their own power at the expense of the public weal and to substitute the construction of a stable social order embodying an ideal of cultural uniformity for the development of an organic community strong enough to tolerate cultural diversity and individual non-conformity. □



Choice in Education Becoming Hot Issue In 1995

1995 seems to be a year in which many states are ready to pass school choice or charter school legislation. The gains that the conservatives made in November 1994 present new chances for greater choice in education. Of the 44 state legislatures that met in 1994, some sort of school choice legislation was introduced. Some 40 state governors have indicated support for some sort of school choice. Ten states have implemented charter school legislation, and many additional states will consider charter school legislation in 1995.

Congress will also have the opportunity to implement choice this year. Some suggestions include:

"Voucherizing" the \$12.7 billion Chapter One program, the largest federal program of aid to poor elementary and secondary school children.

Revisiting Goals 2000 and, if this program is kept, either adding a choice plan as one of the "activities" that can receive federal funds or simply giving the Goals 2000 money to the states in the form of block grants that can be used for choice demonstration projects.

Adding a school choice component to the new federal welfare legislation.

Rep. James Walsh (R-NY), chairman of

the Appropriations subcommittee, said recently that he was going to try to provide vouchers for D.C. residents that would give everyone the chance to use the money on private schools. He is convinced that, because of the poor state of affairs in public schools in D.C., an attempt to provide a \$6,000 voucher may improve the conditions.

Several privately funded school choice programs are functioning well. The Student-Sponsor Partnership has been awarding full scholarships to poor children to attend private schools since 1986. The Golden Rule Choice Charitable Trust provides half-tuition scholarships for poor Indianapolis children to use at the school of their parents' choice. The Golden Rule Program was a model for additional programs in 15 other cities. In 1994, over 6,000 children were able to attend the private school of their choice, and nearly 12,000 children are on waiting lists.

A charter school is a public school created and operated by a group of teachers, or other qualified individuals, that is largely free from state and district oversight. It differs from a magnet school in its method of creation and its autonomy. Magnet schools are public schools offering specialized programs to attract students.

This may be done as a voluntary method of achieving racial balance when districts are under court order to desegregate. Magnet schools offer students an option or substitute for their location-based school assignment.

Open enrollment means that parents have the right to decide which public school their children will attend anywhere in the state, rather than having children assigned to a school based on location. With voluntary open enrollment, the district is not required to offer choice among its schools, but it may allow parents to choose a school. With mandatory open enrollment,

the district must allow parents this option.

Offering tax credits is a method of funding for educational choice in which parents receive a credit against income or property taxes for money they spend on school tuition, books, or other expenses associated with sending their child to a private school.

For a state-by-state comparison of these types of school choice legislation, see the following table.

(The following information is taken from *School Choice Programs: What's Happening in the States* published by Heritage Foundation.)

Letter from Gov. Allen to VA Board

Dear Jim [Board of Education President],

As you know, there are widespread concerns, many of which I share, that the "Goals 2000" program represents a new and unprecedented level of potential federal intrusion into State and Local responsibility for and control over public education.

Our recent experience suggests that concerns about federal bureaucratic interference with State and local education policy cannot be lightly dismissed. As you know, we have been engaged for a year now in burdensome litigation with the U.S. Department of Education over its inconsistent and unreasonable interpretations of federal requirements applicable to school discipline in the context of special education.

In an effort to determine the Clinton Administration's interpretation of the extensive provisions of the "Goals 2000" statute, Dr. Boshier has engaged in a series of discussions with Secretary Riley and officials at the U.S. Department of Education. Eager to gain Virginia's participation in this controversial program, Secretary Riley and his colleagues have generally provided assurances that the federal education agency will not apply the "Goals 2000" statute in a manner that will restrict our ability in Virginia to implement our own vision of education reform emphasizing high academic standards and local control.

The problem is not merely one of agency interpretation, however. Even if past experience indicated that such agency assurances are reliable - and our experience is, regrettably, to the contrary - considerable uncertainty would still arise from the statutory provisions themselves. In the ten months since the Board of Education determined to defer a decision on "Goals 2000" participation "until sufficient information is available," there have been no federal regulations promulgated nor judicial opinions issued that would authoritatively explain how the program will be implemented or interpreted.

Even more important, it is now apparent that Congress is reconsidering the "Goals 2000" program in its entirety. Many of the concerns expressed about potential federal interference with State and local education policy may be alleviated by changes that would make this program a block grant and revise, reduce, or eliminate the extensive statutory provisions that are the source of much of the concern about the current "Goals 2000" law. Indeed, there is a very real prospect the program will be eliminated altogether, as provided in the budget resolution adopted by the House of Representatives just last week.

It is simply not possible to predict with confidence at this time what the content of this program will be after congressional and presidential action is complete.

Given the magnitude of the issues presented and the genuine concerns created by this potentially sweeping new federal involvement in education, it would not be prudent for Virginia to make a decision about participation until it is known precisely what the program will entail and what obligations it will impose.

The amount of "Goals 2000" planning money available to Virginia in the coming year is equivalent to less than a penny per day per student. Even if we were forced to forfeit those relatively meager planning funds, it would be a small price to pay to safeguard the principle of local control of public education and to preserve our ability to chart our own course for education reform here in Virginia.

For the reasons I have elaborated, I could not, in good conscience, act favorably on any suggestion that Virginia apply for participation in the "Goals 2000" program before congressional action on the statute is complete and an informed judgment about the program can be made. . .

Choice Plans: A State-By-State Comparison

	Charter Schools Legislation		Available to Private Schools		Public School Open Enrollment		Choice Legislation Pending or Introduced in 1994
	Passed	Pending or Introduced	"Scholarship"	Tax Credit	Within Districts	Between Districts	
Alabama					✓ ²		
Alaska		✓					
Arizona	✓	✓					✓
Arkansas						✓	
California	✓					✓	✓
Colorado	✓				✓	✓	✓
Connecticut							✓
Delaware							✓
District of Columbia							
Florida		✓					✓
Georgia	✓						✓
Hawaii	✓	✓					
Idaho					✓	✓	
Illinois		✓					✓
Indiana					✓ ¹		✓
Iowa				✓		✓	
Kansas	✓	✓					✓
Kentucky							✓
Louisiana							
Maine							
Maryland							
Massachusetts	✓				✓	✓	
Michigan	✓	✓					
Minnesota	✓	✓		✓		✓	
Mississippi							✓
Missouri							✓
Montana							
Nebraska					✓	✓	
Nevada							
New Hampshire		✓					
New Jersey		✓			✓		✓
New Mexico	✓						
New York					✓		✓
North Carolina							✓
North Dakota					✓	✓	
Ohio					✓	✓	✓
Oklahoma							✓
Oregon		✓					
Pennsylvania							
Puerto Rico			✓ ³	✓	✓	✓	✓
Rhode Island							✓
South Carolina					✓ ¹		
South Dakota		✓					✓
Tennessee					✓ ²	✓ ²	✓
Texas							
Utah					✓	✓	
Vermont					✓		
Virginia							✓
Washington					✓	✓	✓
West Virginia							✓
Wisconsin	✓		✓ ¹				✓
Wyoming							

1 Indicates special, district-based arrangement.
 2 Voluntary open enrollment plan.
 3 Plan ruled unconstitutional by Puerto Rico's Supreme Court. Plan will end after 1994-1995 school year.