Wiley Handbooks in Education

THE WILEY HANDBOOK OF SCHOOL CHOICE

Edited By
ROBERT A. FOX
AND NINA K. BUCHANAN

WILEY Blackwell

The Wiley Handbook of School Choice

The Wiley Handbooks in Education offer a capacious and comprehensive overview of higher education in a global context. These state-of-the-art volumes offer a magisterial overview of every sector, sub-field and facet of the discipline—from reform and foundations to K-12 learning and literacy. The *Handbooks* also engage with topics and themes dominating today's educational agenda—mentoring, technology, adult and continuing education, college access, race, and educational attainment. Showcasing the very best scholarship that the discipline has to offer, *The Wiley Handbooks in Education* will set the intellectual agenda for scholars, students, and researchers for years to come.

1. *The Wiley Handbook of Learning Technology*
   Edited by Nick Rushby and Daniel W. Surry
2. *The Wiley Handbook of Social Studies Research*
   Edited by Meghan Manfra and Cheryl Bolick
3. *The Wiley Handbook of School Choice*
   Edited by Robert A. Fox and Nina K. Buchanan

The Wiley Handbook of School Choice

Edited by

Robert A. Fox and Nina K. Buchanan

WILEY Blackwell

This edition first published 2017

Registered Office
John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex, PO19 8SQ, UK

Editorial Offices
350 Main Street, Malden, MA 02148-5020, USA
9600 Garsington Road, Oxford, OX4 2DQ, UK
The Atrium, Southern Gate, Chichester, West Sussex, PO19 8SQ, UK

For details of our global editorial offices, for customer services, and for information about how to apply for permission to reuse the copyright material in this book please see our website at www.wiley.com/wiley-blackwell.

Library of Congress Cataloging-in-Publication data applied for

9781119082354 (hardback)

A catalogue record for this book is available from the British Library.

Cover image: (Upper Left) © monkeybusinessimages/Gettyimages; (Upper Right) © Konstantin Chagin/Shutterstock; (Lower Right) © Corbis/SuperStock; (Lower Left) © Steve Debenport/Gettyimages.
Cover design by Wiley

Set in 10/12pt Minion by SPi Global, Pondicherry, India

10 9 8 7 6 5 4 3 2 1

Contents

Notes on Contributors

Eileen Ahearn has over 20 years of experience in teaching, administration in general and special education, and as Superintendent of Schools in a K-12 district. She designed and served as Executive Director of a collaborative providing special education programs and services to 13 public school districts in Massachusetts. Dr. Ahearn directs NASDSE's assessment contract with the National Center on Educational Outcomes (NCEO). She is a national expert in special education in charter schools.

Leanna Archambault is an Associate Professor at Arizona State University. Dr. Archambault's research areas include teacher preparation for online and blended classrooms, the nature of technological pedagogical content knowledge, and the use of innovative technologies to improve learning outcomes. Together with her co-author, Dr. Kathryn Kennedy, she co-chairs the Virtual Schooling SIG for the Society for Information Technology and Teaching Education (SITE).

Michael K. Barbour is the Director of Doctoral Studies at Sacred Heart University. He has been involved with K-12 online learning in a variety of countries for almost two decades as a researcher and practitioner. Dr. Barbour's research focuses on the effective design, delivery, and support of K-12 online learning. Recently, his worked has concentrated on policies designed to create effective online learning environments. He is currently a Fellow for the National Education Policy Center.

Jered Borup is an Assistant Professor in the Division of Learning Technologies at George Mason University. In his current position, he is the professor-in-charge of the Integration of Online Learning in Schools Master's and Certificate programs that are devoted to improving teacher practices in online and blended learning environments. A full list of his publications can be found at https://sites.google.com/site/jeredborup/

Lynn Bosetti is a Professor in Educational Policy and Leadership at University of British Columbia, Okanagan and a Senior Research fellow at the Barbara Mitchell Centre for the Improvement in Education in Vancouver. Her research interests focus on charter schools, school choice, and leadership in higher education. She recently published the co-authored book *Understanding School Choice in Canada* with University of Toronto Press.

T. Jameson Brewer is a Ph.D. candidate of educational policy studies and O'Leary Fellow at the University of Illinois. His work has been published in *Education Policy Analysis Archives,*

Educational Studies, *Critical Education*, the *Peabody Journal of Education*, *Critical Questions in Education*, the National Education Policy Center, and Education Week. He is co-editor of the book *Teach For America Counter-Narratives: Alumni Speak Up and Speak Out* (edited with Kathleen deMarrais; Peter Lang, 2015).

Nina K. Buchanan, an Educational Psychologist, is a Professor Emerita from the University of Hawaii. She has taught students in grades kindergarten through graduate school and is a founder of the West Hawaii Explorations Academy Public Charter School, a distinguished award-winning grades 6 to 12 school situated in the Natural Energy Laboratory of Hawaii. She is a nationally recognized expert who has published articles on school choice, project-based learning, and gifted and talented education.

Jennifer Buckingham is a Research Fellow at The Centre for Independent Studies. She has published journal articles, monographs, and research papers on a wide range of school education topics including school choice, school funding, charter schools, testing and reporting, literacy, and teacher education. She writes frequently for mainstream and online media in Australia.

Christopher Chapman is Director of the Robert Owen Centre for Educational Change at the University of Glasgow and Co-Director of What Works Scotland, a three-year ESRC/Scottish Government–funded project exploring public service reform. Chris is also Senior Academic Advisor to the Scottish Government Attainment Challenge, a four-year £100 million program of work to improve outcome for disadvantaged pupils. Recent publications include the *International Handbook of Educational Effectiveness and Improvement: Research, Policy and Practice* published by Routledge in 2016.

Hannah Chestnutt is a Research Associate and PhD candidate at the University of Glasgow's Robert Owen Centre for Educational Change. Her interest in school choice stems from her past experience as a teacher of children and young people from diverse socioeconomic and ethnic backgrounds. She taught in Canada, then in the United States and most recently in the United Kingdom. Her research interests include educational equity, social network analysis, partnerships and collaboration, and mathematics education.

Sean P. Corcoran is Associate Professor of Educational Economics at New York University's Steinhardt School of Culture, Education, and Human Development, and Associate Director of NYU's Institute for Education and Social Policy (IESP). He holds a Ph.D. in economics from the University of Maryland, College Park. Dr. Corcoran serves on the editorial boards of the journals *Education Finance & Policy, Educational Evaluation and Policy Analysis,* and the *American Educational Research Journal.*

Sarah A. Cordes is an Assistant Professor of Educational Leadership at the Temple University College of Education. She holds a Ph.D. in public policy from the Robert F. Wagner Graduate School of Public Service at New York University. Dr. Cordes's research focuses on the ways in which the urban context, including neighborhoods, housing, student mobility, and school choice, affects student outcomes.

Suzanne E. Eckes is a Professor in the Educational Leadership and Policy Studies Department at Indiana University. Dr. Eckes has published over 100 school-law articles and book chapters, is a co-editor of the *Principal's Legal Handbook* and *School Discipline and Safety,* and is a

co-author of the school law books *Legal Rights of Teachers and Students* and *Principals Teaching the Law*.

Anna J. Egalite is Assistant Professor of Educational Leadership, Policy, and Human Development at North Carolina State University. She holds a Ph.D. in education policy from the University of Arkansas and an M.Ed. from the University of Notre Dame's Alliance for Catholic Education. She completed a postdoctoral fellowship in the Program on Education Policy and Governance at Harvard University in 2015.

Martha Albertson Fineman, Robert W. Woodruff Professor at Emory University, is an internationally recognized law and society scholar. A leading authority on legal theory, family law and feminist jurisprudence, her scholarly interests include the legal regulation of intimacy and the implications of human dependency and vulnerability. Fineman is founding director of the Feminism and Legal Theory Project (FLT) and director of the interdisciplinary Vulnerability and the Human Condition Initiative (VHC) at Emory University.

Robert A. Fox is Professor Emeritus of Physics, during which he published or presented 19 scientific papers and articles. In 2002, he turned to school choice, educational policy making and ethnocentric charter school research, during which he published or presented more than 58 articles, talks, books, and book reviews. He is Co-Chair of the AERA Charters & School Choice SiG, Senior Editor of *The Journal of School Choice* and Chair of the 2002-2004 and 2007 International School Choice Conference.

Elizabeth Green is Program Director of Education at Cardus. She moved to Canada from the northwest of England, where she has been directing one of the two research centers in the United Kingdom conducting empirical research into Christian Education. She is a graduate of Oxford, Cambridge, and London Universities, a prize-winning scholar with an international reputation for her expertise in Christian school ethos, leadership, and management; teaching and learning; and social theory in education.

Guilbert C. Hentschke is concurrently Senior Advisor at Parthenon-EY and Dean Emeritus at the University of Southern California. Prior to his tenure at USC, he served in administrative and faculty positions at the University of Rochester, Columbia University, the Chicago Public Schools, and the East Side Union High School District (CA). Current board memberships include WestEd and Accord Institute of Educational Research. He earned his bachelor's degree at Princeton and graduate degrees at Stanford.

Joan Herman is Director Emerita of the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA. Her research has explored the effects of testing on schools and the design of assessment systems to improve schools and student learning. Her recent work focuses on the validity and utility of teachers' formative assessment practices and the assessment of deeper learning. She also has wide experience as an evaluator of school reform.

Jeffrey R. Henig is a Professor of Political Science and Education at Teachers College, Columbia University, where he also serves as chair of the Department of Education Policy and Social Analysis. He is the author, coauthor, or co-editor of 11 books, most of which deal with the relationships among government, markets, and the nonprofit sector and the ways those play out in the face of politics, race, and advocacy.

Kathryn Hill is a PhD candidate in the Sociology and Education program at Teachers College, Columbia University. She holds a BA in History and Literature from Harvard University and MA in Sociology and Education from Teachers College. Her research focuses on race, class, and political and cultural orientations toward schooling. Her dissertation research, which examines the trust and distrust African-American parents place in public schools, was awarded the 2015 National Academy of Education/Spencer Dissertation Fellowship.

Darren A. Jones is an attorney with Home School Legal Defense Association. During his 20-year service at HSLDA, Darren has talked with thousands of home schooling parents and attended home school conferences across the nation. He enjoys assisting home schooling families with issues from unjustified truancy charges to discrimination based on their educational choice. Darren attended public school, private school, and home school, and he and his wife Sara have home schooled their children for 10 years.

Kathryn Kennedy is the Assistant Director of the Michigan Virtual Learning Research Institute (MVLRI), the research arm of MVU. Every year, MVLRI is required by the state of Michigan to conduct research to inform policy and practice in Michigan and beyond in the area of K-12 online and blended learning. Dr. Kennedy's practical and research experiences include preparing education professionals for technology integration and instructional design in traditional, blended, and online learning environments.

Nora Kern is the Senior Manager for Research and Analysis at the National Alliance for Public Charter Schools. Nora began working with charter schools as a fourth grade teacher. Her policy career has included positions with the Thomas B. Fordham Institute, a U.S. Representative, and the Data Quality Campaign. Nora graduated as valedictorian with a B.A. in history from the University of Florida.

Christopher Lubienski is Professor of Education Policy at the University of Illinois, and Sir Walter Murdoch Visiting Professor at Murdoch University in Western Australia. His recent book, *The Public School Advantage: Why Public Schools Outperform Private Schools* (with co-author Sarah Theule Lubienski, University of Chicago Press), won the 2015 PROSE Award for Education Theory. His new book, *The Global Education Industry* (co-edited with Antoni Verger and Gita Steiner-Khamsi), was published by Routledge in 2016.

Robert Maranto is the 21st Century Chair in Leadership at the Department of Education Reform at the University of Arkansas, and editor of the Journal of School Choice. He has produced 13 scholarly books, with co-authors, including President Obama and Education Reform and The Politically Correct University. He serves on the board of a cyber charter school, and recently won election to the school board in Fayetteville, Arkansas.

Joe McTighe is Executive Director of the Council for American Private Education (CAPE), a coalition of national organizations and state affiliates serving religious and independent elementary and secondary schools in the United States. CAPE member organizations represent about 80% of private school K-12 enrollment nationwide.

Alex Medler is an independent consultant specializing in charter schools. He has worked as a researcher, public administrator, policy advocate, and policy maker. He led charter work for the National Association of Charter School Authorizers; the Colorado Children's Campaign; the U.S. Department of Education's Charter Schools Program, and the Education Commission of

the States. He chaired the board of the Colorado Charter School Institute and he has a Ph.D. in Political Science from CU Boulder.

Sylvia L. Mendez is an Associate Professor of Education at the University of Colorado, Colorado Springs. Her research centers on the history of Mexican descent education and contemporary issues in college student success and diversifying the professoriate.

Gary Miron is Professor of Evaluation, Measurement, and Research at Western Michigan University. He has extensive experience evaluating school reforms and education policies in the United States and Europe. He has conducted nine comprehensive evaluations of charter school reforms and undertaken dozens of other studies related to school choice reforms. Prior to arriving at WMU in 1997, Miron worked for 10 years at Stockholm University, where his research focused on voucher reforms and school restructuring.

Gunnel Mohme is a PhD student at the Department of Child and Youth Studies at Stockholm University. Originally a primary school teacher, she served as managing director at the Swedish Coalition of Service Industries between 1994 and 2000 and managing director at The Independent School Association in Sweden between 2000 and 2005. She has been a member of two government commissions; one on small company problems (Småföretagsdelegationen) and one on school management organisation (Skolans ledningsstruktur).

F. Howard Nelson is currently a Senior Associate Director in the Educational Issues Department at the American Federation of Teachers. Dr. Nelson has also served in the Office of the President and the Research Department. His recent work focuses on teacher evaluation, accountability, charter schools, privatization, and various issues related to testing including cheating and time spent on testing. Prior to these efforts, he directed the federally funded National Charter School Finance Study. Before joining the AFT, Nelson taught at the University of Illinois-Chicago. He has published several book chapters and more than thirty articles in such journals as *American Educational Research Journal, Educational Evaluation and Policy Analysis, Journal of Education Finance, Journal of Labor Research, Journal of Law and Education, Stanford Law and Policy Review and the National Tax Journal.* Nelson holds a Ph.D. from the University of Wisconsin-Madison.

Dr. Gladys Pack began as a teacher and psychologist in Yonkers, NY, and then served as Yonkers Assistant Superintendent, designing the district's 38 magnet schools and developing Magnet Assistance Grants and conducting magnet workshops. She supported magnet development in Yonkers, Asheville, Chattanooga, New Haven, Hartford, and Springfield. Currently she is co-editing an MSA book on Magnet Schools. She has a PhD. from Fordham University, is a member of Phi Beta Kappa and serves on MSA's board.

Susan Aud Pendergrass is Senior Director for Research and Evaluation for the National Alliance for Public Charter Schools. Susan has conducted numerous school choice fiscal policy studies. Susan was senior policy advisor at the U.S. Department of Education and senior research scientist at the National Center for Education Statistics. Susan received a B.S. in business finance from the University of Colorado, MBA in finance from George Washington University, and a Ph.D. in public policy from George Mason University.

Ray Pennings is a co-founder of Cardus and currently serves as its Executive Vice President. He has long experience in Canadian industrial relations, as well as public policy, political activism,

and political affairs generally. He has headed several of Cardus' largest research projects over the years, including a monumental education survey, which led to the Cardus Religious Schools Initiative in association with the University of Notre Dame.

Amanda U. Potterton is a Ph.D. candidate in the Educational Policy and Evaluation program, Mary Lou Fulton Teachers College, Arizona State University. Her research interests include the politics of school choice, charter schools, privatization and public education, and the justice-related implications of these policies for communities, for students living in poverty, for students with special education needs, and for students who are English language learners.

Jeanne M. Powers is Associate Professor in the Mary Lou Fulton Teachers College, Arizona State University. Her research on school segregation, choice, and finance litigation has been published in the *Review of Research in Education, American Educational Research Journal*, *American Journal of Education*, *The Journal of School Choice*, and *Equity and Excellence in Education*. She is associate editor of *Education Policy Analysis Archives* and editorial board member of *American Educational Research Journal*, *Race, Ethnicity and Education,* and the National Education Policy Center.

Rodrigo Queiroz e Melo is an Executive Director of the Portuguese Association of Private Schools, Assistant professor at the Portuguese Catholic University (UCP), and President of the General Council of Instituto de Avaliação Educativa (entity responsible for national exams in Portugal). Former member of the Board of the Lisbon School of the Law School of UCP and Chief of staff for the Minister of Education. Author of numerous articles on education systems, school assessment and school management.

Nina Ranieri, PhD, is Associate Professor at the Department of Public Law of the University of São Paulo's Law School; Senior Researcher at the Research Center for Public Policy at the same University and Chair Holder of the Chair of UNESCO Right to Education of the University of São Paulo's Law School. Author of several books and articles in Public Law and Educacional Law, she held many positions in Brazilian public education.

Brian D. Ray is President of the National Home Education Research Institute (www.nheri.org) and is internationally known for his research on home schooling (home education). He serves as an expert witness in courts and legislatures and is a former classroom teacher and professor. He holds a B.S. in biology from the University of Puget Sound, an M.S. in zoology from Ohio University, and a Ph.D. in science education from Oregon State University.

Ronald L. Reynolds, Ph.D., is Executive Director of the California Association of Private School Organizations, the California state affiliate of the Council for American Private Education. He is also a member of the California Private School Advisory Committee, K-12.

Lauren Morando Rhim is a Researcher, Consultant, and Advocate for children. She is co- founder and Executive Director of the National Center for Special Education in Charter Schools (NCSECS). NCSECS advocates for students with diverse educational needs to ensure that they can access and thrive in charter schools of their choice. A graduate of the University of Vermont, Rhim holds a M.A. from The George Washington University and a Ph.D. from the University of Maryland.

Evan Rhinesmith is a Doctoral Candidate in the Department of Education Reform at the University of Arkansas and a researcher in the Office for Education Policy. He previously taught third and

fourth grade at Sacred Heart School in Washington, DC as a member of the Alliance for Catholic Education (ACE) through the University of Notre Dame. He is a graduate of Wabash College.

Christine H. Rossell is Professor of Political Science at Boston University. She has been conducting research on the impacts of school desegregation plans for 39 years, consulted for school districts across the United States for 33 years in connection with educational equity court cases, designed and analyzed opinion surveys for 25 years, designed and analyzed school desegregation plans for 25 years, and taught courses on school desegregation, educational policy, public policy, and research methods for 38 years.

John L. Rury is Professor of Education and (by courtesy) History at the University of Kansas. His publications have dealt with the history of urban education, women's schooling, race, and inequality. He is a past president of the History of Education Society (United States) and a vice president of AERA. A former editor of the *American Educational Research Journal*, he also has served as a program officer at the Spencer Foundation.

Charles J. Russo, J.D., Ed. D., the Joseph Panzer Chair in Education in the School of Education and Health Services, Director of its Ph.D. Program, and Adjunct Professor in the School of Law at the University of Dayton, has authored or co-authored more than 260 peer-reviewed journal articles ; authored, co-authored, edited, or co-edited 58 books, and more than 985 publications. He speaks extensively on issues in Education Law in the United States and internationally.

Claudio Sapelli is currently Full Professor and chairman, Economics Department, Pontificia Universidad Católica de Chile. He holds a Phd in Economics from the university of Chicago. His areas of research and teaching are the economics of Education and Health Economics. He also works on income distribution and mobility issues.

Janelle Scott is a Chancellor's Associate Professor at the University of California at Berkeley in the Graduate School of Education, Goldman School of Public Policy, and African American Studies Department. Her research examines the politics of advocacy and democratic governance in K-12 public education with a focus on the politics of non-state actors, privatization, school choice, and research production, dissemination, and utilization.

Regina Umpstead is an Associate Professor at Central Michigan University. Dr. Umpstead's research interests explore the law and policy dimensions of charter schools, special education, and teacher ethics and evaluation. She has written numerous scholarly articles and two books: *Professional Responsibility for Educators and the Michigan Code of Ethics* (2010, Omni Publishers) and *Preventing Special Education Litigation: Eight Legal Lesson Plans* (2015, TC Press).

Deani Van Pelt is Director of the Barbara Mitchell Centre for Improvement in Education at the Fraser Institute in Canada. Previously Director of Teacher Education at Redeemer University and formerly a secondary school teacher, she has a B. Commerce (McMaster University), a B.Ed. (University of Toronto), and a Master's and Ph.D. in Education (Western University). She has led government-funded international research collaborations, served as expert witness, and co-authored studies in education spending and enrollments. She has presented at conferences across North America, and is frequently featured in Canadian print and broadcast media.

Jia Wang is a Senior Research Scientist and a Project Director for the National Center for Research on Evaluation, Standards, and Student Testing at UCLA. Her research interests emphasize

applied educational measurement by designing and managing research studies to evaluate the effectiveness of multi-site intervention programs over time, investigating how school, teacher, and student factors affect student achievement, and developing, validating, and evaluating assessment systems.

Terri S. Wilson is an Assistant Professor in the School of Education at the University of Colorado Boulder. Her research focuses on the philosophical foundations of education policy, including issues raised by school choice, marketization, and parent engagement. Her current research explores how to balance the interests of families in choosing distinctive schools—especially ones that affirm ethnic, linguistic, or cultural identities—against arguments for a common, integrated school system.

John F. Witte received his BA from the University of Wisconsin-Madison and his M.Phil. and Ph.D. from Yale University. He is Professor Emeritus at UWM. He was Founding Dean at the School of Humanities and Social Sciences at Nazarbayev University, Astana, Kazakhstan. He has authored or co-authored eight books and over 80 articles, book chapters, and reports. His studies include charter schools, open enrollment, and the Milwaukee voucher program. His book on income tax policy will appear in 2017.

Patrick J. Wolf is Distinguished Professor of Education Policy and 21st Century Endowed Chair in School Choice at the University of Arkansas. He has authored, co-authored, or co-edited four books and over 100 journal articles, book chapters, and policy reports on school choice, civic values, public management, special education, and campaign finance. He received his Ph.D. in Political Science from Harvard University in 1995.

Monica S. Yoo is an Assistant Professor of Teacher Education and Literacy at the University of Colorado Colorado Springs. Her publications and research interests are focused on literacy and issues of equity. She is currently involved in a project that explores the relationship between university writing mentors and their urban high school mentees.

Introduction

Robert A. Fox and Nina K. Buchanan

The Merriam-Webster dictionary defines "introduction" as "(1): a part of a book or treatise preliminary to the main portion (2): a preliminary treatise or course of study." (Merriam-Webster, n.p.). Despite the fact that this is the "introduction," it may not surprise you to know that it is being written *after* all of the other chapters were completed, reviewed, edited, and accepted. So, with the foresight that comes from having already read the handbook, we ponder our choices in how best to welcome you to this experience. Upon reflection, we conclude that the dictionary definition reveals a good plan. We will begin by describing the concept that led to the way the book is organized and provide a guide or map, which we hope will tie these thirty-seven chapters into a single enlightening experience. Following this, we introduce the topic of this handbook: school choice, and discuss some of the phenomena that make it one of the most debated topics in American education today.

The Handbook of School Choice. Why call it a handbook? And, if we were going to write a handbook, why make it about *school choice*? Now that you've opened this book, what can you expect to get out of it? This introduction seeks to answer these questions and, through these answers, to provide the reader with a guide map to the next 285,000 words divided into thirty-seven chapters prepared by more than 65 of America's (and—as you will soon see—the world's) foremost scholars in the field of school choice. That's a lot of words and a lot of chapters, but we believe that, when you finish reading this handbook, you will consider the effort well worth it and you will consult the book again and again.

I.1 Who Cares About School Choice?

In 2012-2013, there were 6,100 charter schools teaching 2.3 million children (National Center for Education Statistics, 2015). There are currently about 2.2 million home-educated students in the United States (Ray, 2015). Approximately 5,488,000 children are educated in 33,366 private schools (Statistic Brain Research Institute, n.d.). The National Education Policy Center estimates that, during the 2011-2012 academic year, there were nearly 200,000 students enrolled in 311 full-time virtual schools (National Center for Education Statistics, 2013a, p. 4). There are 2,722 magnet schools serving 2,055,133 students (National Center for Education Statistics, n.d.a). Approximately 70,000 students are participating in the10 most widely reported school voucher programs (Spalding, 2014, p. 7). While some of these numbers overlap (the majority of virtual schools are charter schools, for instance), this is a *lot* of people.

The Wiley Handbook of School Choice, First Edition. Edited by Robert A. Fox and Nina K. Buchanan.

The American Educational Research Association (AERA) has more than 25,000 members. This huge number has divided itself into over 155 special interest groups (SIGs) (AERA, n.d.a), designed to focus member interests into the many subsets that collectively comprise the study of education. SIGs range from obvious topics such as "Teaching History" or "Sociology of Education" to more esoteric ones such as "Rasch Measurement" or "Chaos and Complexity Theories" to downright unexpected ones such as "Elliot Eisner" or "Hip Hop Theories, Praxis & Pedagogies." But few topics affect so many people personally and generate so much policy discussion as how to balance the country's arguable need for a common educational system (designed to create an informed citizenry capable of competing in the twenty-first century global village) against parents' arguable rights to guide the development of their own children. It is the quest for mechanisms that can contribute to evening the scales of this debate that we dub "school choice." With a growing public propensity to question, rather than to take for granted, government's activities related to education, school choice has become a hotter and hotter topic. Hence, over the past few years, researchers have formed a Charters & School Choice SIG within AERA (AERA, n.d.b) and organizers have conducted four successful conferences on International School Choice & Reform (see, for instance, https://www.regonline.com/builder/site/Default.aspx?EventID=1572590.)

I.2 The *Handbook* of School Choice

This handbook is designed as an introduction to the subjects of school choice. Authors range from retired professors emeriti whose names are virtually synonymous with the subjects on which they write, to junior researchers who, we are confident you will agree, will be the professors emeriti of tomorrow. These contributors come from universities, think tanks, advocacy organizations, and schools of choice. They come from around the United States and around the world. We are honored to have been the agents of bringing them together in what we believe will be a defining book on school choice.

First, this book is a *handbook* because it has been our goal from the start that it be usable and *used* by scholars, practitioners, parents, policy makers, and college students studying education in America. While its format is that used by formal educational scholars (careful attention to citations and quotations, extensive reference sections in American Psychological Association [APA] format), its organization and—for the most part—the contributors' writing styles are different from that found in most peer-reviewed journal articles. The handbook is designed to be *readable*. Several of the authors assume a very personal tone; sharing their own experiences as children, or parents, or scientists in a way to which most people ought to be able to relate. Further, each of the main sections of the book concludes with a chapter written by someone from outside the United States. The goal is to provide an international viewpoint. How can we understand complex educational issues in our country unless we are able to set them in a wider, international, context? In addition to an initial general chapter on international school choice, you will find out how private schools work in Portugal (Chapter 10), how magnet schools work in England (Chapter 14), how charter-like schools work in Sweden (Chapter 18), how Chile has fared with its well-documented experiment with school vouchers (Chapter 22), how Canada provides for home schooling (Chapter 26), and how virtual schools look in Australia (Chapter 30).

Because it is literally impossible to put into a single handbook all the information that a reader might want, you will observe that every chapter ends with a very extensive reference list. This serves two purposes: for scholars, it is the way that authors validate their assertions, but for general readers, these reference lists are designed to serve as entry points for further study on

whichever topics seem most alluring. We expect that you will use this handbook as a jumping off point for further study.

We take a moment to reflect on some of the features of this handbook that become apparent when one considers the book in its entirety. Several of the observations we make here will be repeated when we describe the organization of the handbook below. This is not altogether a mistake. We want you to read this handbook with your eyes wide open and pointing out that the authors are, first of all, people will help you to do that.

First, you will notice how many times authors refer to the same phenomena, the same research studies, the same laws, or the same seminal court cases. As one gets farther and farther into the handbook, one will start to recognize references that were made many chapters earlier. This repetition was not deliberate (after all, each chapter was written by a different author team), but—we think—it resulted in a valuable feature of the book. Repetition breeds familiarity and, with a topic as broad as school choice, the more you remember, the better.

A second feature you might note is the counter-play between advocates and opponents. In some of these "pro-con" debates, it almost seems like authors of dueling chapters were part of a public debate presentation. For the most part, these authors did *not* have access to their counterparts' chapters, so one has to imagine boxers squaring off against one another with blindfolds on. What this tends to show is that certain well-known scholars (and most of our authors are well-known scholars) become so associated with their writing and their research that they are almost synonymous with a strong point of view. Articulating *for* a position ends up being articulating for the works of some scholars. See if you can figure out about whom we are talking as you read through the handbook.

A third feature to notice is the way educational scholars tend to write. The tendency to cite authorities for virtually every statement is a time-honored academic tradition. But, while most of our authors are careful to distinguish between their recounting of *fact* and their reciting of their own *opinions* or *conclusions*, one can recognize their preference for certain data or schools of thought over others. This leaves the novice with a daunting task. You'll have to decide for yourself whom to believe. Or, even better, you can follow some of the references at the end of each chapter and come to your own conclusion. If this handbook gets you thinking, our work will have been done.

Finally, we want to acknowledge that some of the topics in the handbook are exceptionally controversial, leaving their authors with the daunting task of presenting an even-handed picture of themes on which they might have strong personal opinions. Several of the chapters in the last section of this book fall into that category. The authors of the chapters on unions, religion in schools, school choice and special education did admirable jobs in presenting these multifaceted subjects but you might come away with a suspicion about on which side of these issues each one of them falls. We want to leave you with the thought that this is not a bad thing, just something for you to ponder as you consider their presentations.

The handbook is organized into nine sections.

1. We begin with a three-chapter section, which addresses the history and background of education in general (Chapter 1 by Sylvia Mendez and Monica Yoo of the University of Colorado and John Rury of the University of Kansas) and of school choice in particular (Chapter 2 by Guilbert Hentschke of the University of Southern California). This section, as most of the sections of the book, concludes with a chapter that seeks to place American school choice within an international context (Chapter 3 by Charles Russo of the University of Dayton and Nina Ranieri of the University of São Paulo.) In some respects, Drs. Russo and Ranieri had the most difficult task because their canvas was the whole world. Narrowing international school choice down to one chapter couldn't have been easy.

2. We next include a section that acknowledges the fact that educational writers bring their own points of view to what they write. We asked three eminent educational scholars to ruminate on school choice from the viewpoint of their own disciplines: in this case, political science (Chapter 4 by Jeffrey Henig of Columbia University), economics (Chapter 5 by Sean Corcoran and Sarah Cordes of New York University), and philosophy (Chapter 6 by Terri Wilson of the University of Colorado). These chapters should give you a sense of the writers before you delve into the depths and details of school choice. With luck, you will see glimpses of the political scientist, economist, and philosopher in all the chapters that follow.

3-8. School choice is a vague term. Indeed, further on in this introduction, we will spend some time considering what it means to make a school choice for yourself, your children, or—if you are a policy maker—your constituents. We have, perforce, selected what we consider to be the six most common forms of school choice: private schools, magnet schools, charter schools, home schooling, school vouchers, and virtual—or distance—schools. We treat each of these six forms of school choice in four-chapter groups. Each group consists of (1) a general treatise on the subject including definitions and history, (2) an essay on "The Case For…" in which the author cites the evidence and arguments in support of this school choice form, (3) an essay on "The Case Against…" in which a different author puts forth the criticisms which have been advanced in opposition, and (4) an essay by an international scholar offering insights into similar programs in their country with an eye toward providing the reader with "Lessons Learned."

These six sections have several things in common, which we pointed out earlier in this chapter and we repeat in the hopes that you will be noticing them as you read. First, notice that, within each section, several of the authors provide similar (but rarely identical) definitions of the phenomenon and its history. Reading the same thing several times from different authors describing it *slightly differently* provides, we believe, a much stronger insight than would come from one exposition, alone. Second, notice the ways in which the advocates and the opponents marshal their arguments. In the most interesting cases, we find the *same* research studies mentioned in an effort to prove *opposite* points of view. This turned out to be an unforeseen consequence of our decision to commission these opposing views, but may end up to be one of the greatest strengths of the handbook.

9. The final section is a potpourri of essays on major issues that have an impact on the school choice policy debate: unions (Chapter 31, written by Robert Maranto and Evan Rhinesmith of the University of Arkansas), religion in schools (Chapter 32, by Ray Pennings and Elizabeth Green of CARDUS), special education (Chapter 33, by Lauren Morando Rhim of the National Center for Special Education in Charter Schools and Eileen Ahearn of the National Association of State Directors of Special Education), legal decisions (Chapter 34, by Suzanne Eckes of Indiana University and Gina Umpstead of Central Michigan University), the extent to which parental choice actually works in America (Chapter 35, by Janelle Scott of the University of California at Berkeley and Kathy Hill of Columbia University Teachers College), the role of ethnicity in school choice (Chapter 36, by Nina Buchanan, one of the editors of this handbook), and the role that the public media play in this discussion (Chapter 37, by Alex Medler). This final section could have included all sorts of additional topics, but they suffice to illustrate the extent to which the education and school choice discussion has a major impact on almost all walks of American life.

I.3 The Handbook of *School Choice*

Having described the concept of the handbook and what *makes* it a handbook, we turn to its topic: what, actually, is school choice. You probably wouldn't even have opened this book if you didn't have your own, personal, answer to this question.

Government-run education in the United States is like a lot of government-run things: policing, highways and bridges, food and drug testing, financial markets, and so on. Each of these came into existence in an effort to serve a common good that arguably goes beyond the ability of the individual to bring into effect. Each of these can boast of a string of enviable accomplishments. Kids do get educated, *for the most part*. We are protected from violent crime, *for the most part*. We can get from one place to another with relative speed and safety, *for the most part*. Our food is healthy and our drugs are safe, *for the most part*. Financial markets provide the fuel for an enormous American industry, *for the most part*. But to make these purported contributions to the collective good possible, we find that the institutions that we have created to deliver them seem to take on a life of their own. Notwithstanding efforts to the contrary, each of them (state departments of education, local police departments and the U.S. Department of Justice, the Federal Highway Administration, the Food and Drug Administration, the Securities and Exchange Commission) is essentially self-regulating and, closer to the central topic of this handbook, each promulgates regulations limiting the public's freedom of action.

Turning specifically to education, it is a trade-off. With the exception of home schooling (more on that later), education is a collective activity. (And, as you will see, home schooling, itself, involves more group activities than is commonly realized.) American society begins with the assumption that education is not an option that can be legally rejected by parents. If you don't subject your children to some form of education, you are breaking the law. Second, again with the exception of home schooling, if you send your children to school, you are inherently limited in two fundamental ways. First, you and your children need to conform to collective norms. In most places, they must have required inoculations. They (and you) are prohibited from certain behaviors and from bringing certain articles into the school. These days, many schools require children to wear uniforms. In some schools, there are required parental behaviors. Second, your children are unavoidably brought into contact with *other* children: their ethoi, their behaviors, and their cultures. The system hopes that you will appreciate the advantage of this; but endure it you must.

The realities of collective activity are not the only phenomena inseparable from most forms of education. With education come teachers. And with teachers come administrators. And with administrators come departments of education and politicians who claim their right to educational opinions because (in their minds) they *fund* education. Each of these groups professes the right (or obligation) to determine one or another aspect of how education is delivered to *your children* and each of these groups asserts the expertise to determine how that aspect is carried out. Parents, most of whom would argue that *they* are the primary source of responsibility for, and authority over, their children, find themselves subordinated to entities one of whose prime purposes is to tell parents what they must do to conform to educational norms which, in many instances, the parents have not set. This describes public education as it largely has been for the last hundred and fifty or so years.

All fifty states have compulsory education laws. The operative words that we take away from this are "compulsory" and "laws." Absent "school choice," parents are legally required to present their children to the public education (or approved private education) system. That is the "playing field" from which government and parents start. For the most part, public departments of education assign children to local schools almost exclusively on the basis of where they live. The only parental "choice" within this legal system is to move to a neighborhood in which the

school of their choice is located or to send their children to a private school of their choice. Exercising either of these options is generally very easy…if the parents have enough money. Without money: not so much. The various school choice options discussed in this handbook can be said to be ways of accomplishing this same choice option for families that *don't* have that much money. So school choice is more than about better schooling; it is about equal opportunity.

I.4 Making An Editorial Choice About School Choice: Have They Gone Beyond the Promises?

In this section, we touch briefly on the historical roots of the various forms of school choice discussed in this handbook. Our purpose is to introduce a little doubt regarding the fidelity with which current versions of these programs reflect their philosophical beginnings. Education is an enormous topic and this handbook seeks only to be a vestibule through which you will move as you delve further into school choice issues.

Philosophically, Americans tend to support a society that affords the individual as much freedom as possible subject to the rights and needs of fellow members of society. Freedom to choose results in a cacophony of television and radio stations, a riot of clothing colors and styles, a rainbow of automobile sizes, colors and designs, and an array of housing structures. We look very carefully at regulations that impose the collective will on individuals and, to a greater and greater extent as we move into the twenty-first century, we remove those regulations in favor of individual choice. (Although it might be noted that providing for individual choice seems to carry with it myriad *other* regulations). Some might say that we are heading toward an impasse between individual and societal needs. Perhaps the most famous phrase associated with this issue (often attributed—apparently incorrectly—to Oliver Wendell Holmes, Jr. or John Stuart Mill or Abraham Lincoln) arguably comes from the June, 1919 Harvard Law Review, in which legal philosopher Zechariah Chafee, Jr. said

> Each side takes the position of a man who was arrested for swinging his arms and hitting another in the nose, and asked the judge if he did not have the right to swing his arms in a free country. "Your right to swing your arms ends just where the other man's nose begins."
>
> Quote Investigator, (n.d.)

Attempts to find the original source of this aphorism lead to other examples further and further back in time, but, even without our being sure who said it, the basic point is there: how important is it for society to limit educational freedom in order to accomplish its ends, be these the development of an educated citizenry, competent workers, racial equality, whatever? We conclude that each of the six flavors of school choice discussed in this handbook is an attempt to answer this question in a different way. None of them explicitly disputes these societal goals. Each of them seeks to balance those goals with its perception of the educational right of the individual. And there is evidence that human nature is such that each of them brings weaknesses along with strengths.

I.4.1 Private Schools

Private schools have been around since before public schools existed. Robert Kennedy, in "How Private Schools Evolved in the United States," (2014) writes

> The first private schools were established by the religious missionaries of the Roman Catholic Church in Florida and Louisiana. By all accounts education in the northeastern colonies was better organized in the 18th century than its counterpart in the southern states. Schools such as Boston Latin School were founded in order to teach the Classical Languages of Latin and Greek. In Manhattan Collegiate School "was established by the Dutch West India Company and the Classis of Amsterdam, the parent ecclesiastical body of the Dutch Reformed Church for the colonists of New Amsterdam." In Washington, DC, Georgetown Preparatory School was "founded in 1789 by America's first Catholic bishop, Prep is the nation's oldest Jesuit school and the only Jesuit boarding school….
>
> …In the 19th century, a uniform, organized system of public education did not take shape until the 1840s."
>
> (n.p.)

So, twenty-first century American private education finds itself on the defensive against inroads from a public school system that was founded almost 200 years after schooling appeared in America. What's more, in an age when private schooling is more and more out of the financial reach of many Americans, the country's romance with church-state separation would likely have resulted in the closure of the schools Kennedy describes above. In Chapter 7, Ron Reynolds of the California Association of Private Schools describes the history and background of private schools in America. In Chapter 8, Joe McTighe of the Council for American Private Education provides reasons for the continuing popularity of private schools to which Jeanne Powers and Amanda Potterton of Arizona State University, in Chapter 9, make counter-arguments. Rodrigo Queiroz e Melo from Universidade Católica Portuguesa highlights the differences between private schools in America and Portugal in Chapter 10.

I.4.2 Magnet Schools

Magnet schools have a somewhat shorter history. They "began as an effort to desegregate public schools, and they serve that mission today. The main idea is to give students a choice in public schools in the hopes that a school attracts (like a magnet) students from different social, economic, ethnic and racial backgrounds." (Lawyers.com, n.d.). In 1968, "the first school designed to reduce racial isolation by offering a choice to parents was an elementary school in Tacoma, Washington, called McCarver." (Waldrip, n.d.). In many cases, magnet schools were offered as a voluntary alternative to forced school busing. But critics argue that the very allure of magnet schools siphons off high-performing children. Jia Wang and Joan Herman from UCLA write about the history of magnet schools in Chapter 11. The pros and cons of magnet schools are discussed by Gladys Pack from Magnet Schools of America in Chapter 12 and Christine Rossell of Boston University in Chapter 13, respectively. We learn about the analogy between magnet schools and England's "specialist schools" in Chapter 14, written by Christopher Chapman and Hannah Chestnutt of Glasgow University.

I.4.3 Charter Schools

Charter schools, the growth of which is often credited to Albert Shanker, actually came from an idea by Ray Budde in the early 1970s. It is perhaps best described in Budde's 1988 treatise, "Education by Charter: Restructuring School Districts," in which he examined and proposed changes in virtually every corner of the educational establishment. Budde describes the charter concept in great detail by recounting (pp. 47–69) a hypothetical presentation to a year-opening

staff meeting of the "Hometown Public Schools." It makes for fascinating reading. But efforts to make successful charter schools more widely available have blurred their original purpose. The current evolution of Educational Management Organizations (EMOs), which "scale up" charter schools by functioning as a sort of super-School Department, raises concerns about the extent to which today's charter schools are faithful to Budde's (and Shanker's) visions of schools free to try new, teacher- and parent- devised strategies. Chapter 15 begins the discussion of charter schools with a treatment by Gary Miron of Western Michigan University. In Chapter 16, Susan Pendergrass and Joan Herman from the National Alliance for Public Charter Schools make the case for charters. In Chapter 17, F. Howard Nelson from the American Federation of Teachers, makes the argument against. In Chapter 18, Gunnel Mohme of Stockholm University describes "independent schools" in Sweden and draws analogies between them and American charters.

I.4.4 Vouchers

Vouchers is an idea largely credited to Milton Friedman's *Capitalism and Freedom* (1962), where he said

> Governments could require a minimum level of schooling financed by giving parents vouchers redeemable for a specified maximum sum per child per year if spent on "approved" educational services. Parents would then be free to spend this sum and any additional sum they themselves provided on purchasing educational services from an "approved" institution of their own choice. The educational services could be rendered by private enterprises operated for profit, or by non-profit institutions. The role of government would be limited to insuring that the schools met certain minimum standards, such as the inclusion of a minimum common content in their programs, much as it now inspects restaurants.
>
> (Friedman, 1962, p. 89)

For Friedman, vouchers were not tools to be used to accomplish societal goals; they were freedom tickets *from* societal goals. The current use of vouchers and voucher-like programs to ameliorate income inequality, for example, while undeniably admirable, arguably strays from his original pure premise. Chapter 19, written by John Witte of the University of Wisconsin, introduces us to school vouchers. In Chapter 20, Patrick Wolf from the University of Arkansas speaks to the effectiveness of vouchers. In Chapter 21, Christopher Lubienski and T. Jamison Brewer from the University of Illinois are equally articulate in presenting their negative conclusions. In Chapter 22, Claudio Sapelli from the Pontificia Universidad Catôlica de Chile, shares lessons learned from Chile's much-researched school voucher program.

I.4.5 Home Schools

Home schools might be thought of as the tortoise of American education. It just keeps its head down and keeps plodding along. As noted above, more than 2 million children are educated at home. Despite rigorous state certification laws specifying who can be called a 'school teacher,' the majority of states place no minimum educational requirement, whatsoever, on parents who want to home school their children. Of those states that do have educational requirements, the majority-nine-only require a high school diploma (Huseman, 2015). Twenty-eight states have no progress assessment requirement. Despite the stereotype of home schooling parents as conservative Christians, evidence suggests a much wider range of parental motivations, foremost among them concerns about the safety and efficacy of American public schools. In Chapter 23,

Brian Ray of the National Home Education Research Institute describes the background and history of home schooling in America. In Chapter 24, Darren Jones of the Home School Legal Defense Association reviews evidence in support of this phenomenon. In Chapter 25, Martha Albertson Fineman of Emory University School of Law takes the appositive position. Canada, whose home school laws differ from Province to Province, provides a basis of comparison in Chapter 26, written by Lynn Bosetti of the University of British Columbia and Deani Van Pelt of Fraser Institute.

I.4.6 Virtual Schools

In some respects, virtual schools are the new kid on the block, having only come into existence with the coming of the internet. However, they are clearly the heirs of the distance education and correspondence schools of a previous generation. The advent of essentially instantaneous communication has allowed synchronous learning experiences to take place at widely separated sites. Often touted as allowing custom-made instructional programs for children displaying various needs or the inability to travel to central school sites, they continue to be plagued by lack of data concerning such things as the ability of adults to supervise the education of children with whom they do not come into direct contact. In Chapter 27, Leanna Archambault of Arizona State University and Kathryn Kennedy of the Michigan Virtual Learning Research Institute introduce us to this twenty-first century education phenomenon. In Chapter 28, Jered Borup of Geroge Mason University, also working with Kathryn Kennedy, speaks to the advantages of virtual learning, while, in Chapter 29, Michael Barbour of Sacred Heart University warns us of some of its pitfalls. In Chapter 30, Jennifer Buckingham of the Centre for Independent Studies in Sydney describes the history of distance learning in the widely separated land of Australia.

I.5 What Is Different About America that Makes School Choice So Attractive?

As will become clear to the readers of this handbook, numerous other countries are experiencing similar concerns about their education system and are undertaking experiments similar to those described here. What makes American education unique? It isn't its population. America has the world's third largest population after India and China (World Bank, n.d.). It isn't the size of its educational enterprise. NCES estimates that, in 2016, almost 55 million children are enrolled in public or private K-12 schools. (NCES, 2013b), whereas, in 2010, China had about 400 million children in school. (LaFleur, 2010 cited in China Mike, n.d.). It isn't its educational performance. In 2012, America ranked thirty-sixth among industrial nations in mean mathematics performance on the Programme for International Student Assessment (PISA) administered by the Organisation for Economic Co-operation and Development (OECD). (PISA, 2014, p. 5). And that is after spending more on education than any other country in the world.

1.) Almost unique among countries, America's constitution places no responsibility for education on the federal government. In the United States, education is strictly a state function. While the weight of federal funding permits the central government to exercise considerable influence over local education, it remains legally the province of individual states that, in all but one state (Hawaii) devolve the matter to approximately 13,500 local school boards. Where many countries adopt a national curriculum describing what its citizens should learn, the concept of an American 'common core' curriculum remains a hot political battleground (Bidwell, 2106).

2.) The issue of keeping government and religion separate is much stronger in the United States than in many other countries. In fact, many Americans take church–state separation so much for granted (whether they are for it or against it) that they are surprised to learn how permeable this division is in many other countries. To be sure, part of this is due to the fact that many initial settlers 'fled' to the new world to escape religious persecution. Certainly, the U.S. Constitution's First Amendment,

> Congress shall make no law respecting an *establishment* of religion, or prohibiting the *free exercise* thereof; or abridging the freedom of speech, or of the press; of the right of the people peacefully to assemble, and to petition the government for a redress of grievances. (emphasis added)
>
> U.S. Constitution, First Amendment (U.S. Government Archives, n.d.a)

makes it clear that the founders had a great concern to separate religion from government.

Equally as central to America's concerns about church–state separation are the so-called Blaine Amendments that are found in at least thirty-seven state constitutions (Duncan, 2003, pp. 493–593). The amendments to state constitutions nominally prohibit government involvement in schools that have religious affiliations. Passed in the nineteenth century after a failed attempt by Republican Congressman James Blaine to enact an amendment to the federal constitution, these amendments, taken with the U.S. Constitution's First Amendment Establishment and Free Exercise clauses, are found at the heart of most recent legal arguments against state aid to religious schools. You will find them mentioned again and again in the chapters of this handbook.

3.) In a country with so many separate educational enterprises (see above), one of the principles that arguably holds education together is that set forth in the Fourteenth Amendment of the U.S. Constitution. This amendment, ratified July 9, 1868, makes explicit that

> All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the *equal protection of the laws*. (emphasis added)
>
> U.S. Constitution, Fourteenth Amendment, § 1, US Government Archives n.d.b)

This premise (and its counterpart in almost all state constitutions), is the basis on which many courts have invalidated school choice efforts which are not uniformly available to all citizens.

4.) The United States has enormous education labor unions. The National Education Association (NEA) boasts 3 million members. Stephen Sawchuk, citing NEA Secretary/Treasurer Becky Pringle, says "NEA's official count is 2,633,144 active members…a decline of 9.4 percent in four years. The total membership is at 2,983,787" (Sawchuk, 2013). The American Federation of Teachers (AFT), America's second largest education labor union, claims 1,567,377 members (AFT, n.d.). The sum of these memberships actually exceeds the number of teachers, which was estimated in the fall of 2013 to be 3.5 million (National Center for Education Statistics, n.d.b). The explanation is that the membership includes a large number of non-teaching educational workers. The NEA and the AFT rank as the first and third largest labor unions (public or private) in the United States (Infoplease, n.d.). These two unions, together, contributed a combined total of just under 50 million dollars to the 2014 federal election cycle; more than 99.5% going to Democrats and Liberals (Center for Responsive Politics, n.d.). These unions were the third and seventh largest political contributors. Quite apart from what one thinks about these numbers and this involvement (see Chapter 31 for one author team's take on the subject), this represents an almost unique involvement on an international level.

I.6 The End of the Beginning

If you are a parent contemplating the education of your child, we hope that this handbook will be useful to you assessing your options. If you are a teacher in a public or an alternate school, the handbook should help you gain some insight into what you and your school might seek to accomplish. If you are a policy maker, a broad view of the educational landscape should help to make more effective decisions on the educational enterprises that come under your purview. If you are an educational researcher, you should recognize many of the contributors and many of the arguments they make. This handbook might motivate your future studies.

Bon appetit!

References

AERA. (n.d.a). Who Are We? Retrieved from http://www.aera.net/AboutAERA/WhoWeAre/tabid/10089/Default.aspx

AERA. (n.d.b). Charters and School Choice SIG 142. Retrieved from http://www.aera.net/SIG142/ChartersandSchoolChoiceSIG142/tabid/12089/Default.aspx

American Federation of Teachers. (n.d.). UnionFACTS.com. Retrieved from http://blogs.edweek.org/edweek/teacherbeat/2013/07/understanding_neas_current_mem.html

Bidwell, A. (2014, Feb. 24). A guide to COMMON CORE. *US News & World Report*. Retrieved from http://www.usnews.com/news/special-reports/a-guide-to-common-core

Budde, R. (1988). *Education by charter*: *Restructuring school districts*, Regional Laboratory for Educational Improvement of the Northeast & Islands.

Center for Responsive Politics. (n.d.). Top Organization Contributors. Retrieved from https://www.opensecrets.org/orgs/list.php?cycle=2014

China Mike. (n.d.). Facts about China: EDUCATION (n.d.), Retrieved from www.china-mike.com/facts-about-china/facts-chinese-education/

Duncan, K. (2003). Secularism's laws: State Blaine Amendments and religious persecution, *Fordham Law Review*, *72*(3), 72–73.

Friedman, M. (1962). *Capitalism and freedom*, University of Chicago Press.

Huseman, J. (2015, August). *Homeschooling regulations by state*, ProPublica.

Infoplease. (n.d.). National Labor Organizations with Membership over 100,000. Retrieved from http://www.infoplease.com/ipa/A0104634.html

Kennedy, R. (2014). How Private Schools Evolved in the United States, Boarding School Review. Retrieved from http://www.boardingschoolreview.com/blog/how-private-schools-evolved-in-the-united-states

LaFleur, R. (2010). *Nations in focus (China)*. Santa Barbara, CA: ABC-CLIO.

Lawyers.com. (n.d.). What's a Magnet School. Retrieved from http://education-law.lawyers.com/school-law/whats-a-magnet-school.html

Merriam-Webster Online Dictionary. (n.d.). Retrieved from http://www.merriam-webster.com/dictionary/introduction

National Center for Education Statistics. (2015, April). Charter School Enrollment. Retrieved from https://nces.ed.gov/programs/coe/indicator_cgb.asp

National Center for Education Statistics. (n.d.a). Table 108. Number and enrollment of public elementary and secondary schools by school level, type and charter and magnet status. Seclected years 1990-91 through 2010-2011. Retrieved from https://nces.ed.gov/programs/digest/d12/tables/dt12_108.asp

National Center for Education Statistics. (n.d.b). Retrieved from http://nces.ed.gov/fastfacts/display.asp?id=28

National Education Policy Center. (2013a). Virtual Schools in the U.S. 2013: Politics, Performance, Policy, and Research Evidence. Retrieved from http://nepc.colorado.edu/files/nepc-virtual-2013-section-1-2.pdf

National Center for Education Statistics. (2013b). Table 105.30. Enrollment in educational institutions, by level and control of institution. Retrieved from https://nces.ed.gov/programs/digest/d13/tables/dt13_105.30.asp

Programme for International Student Assessment (PISA). (2014). *Pisa 2012 Results in Focus: What 15-year-olds know and what they can do with what they know*. Retrieved from http://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf

Quote Investigator. (n.d.). Exploring the Origins of Quotations. Retrieved from http://quoteinvestigator.com/2011/10/15/liberty-fist-nose/

Ray, B. (2015). *Research Facts on Homeschooling*, National Home Education Research Institute. Retrieved from http://www.nheri.org/research/research-facts-on-homeschooling.html

Sawchuk, S. (July 4, 2013). Understanding NEA's Current Membership Numbers, Education Week, January 31, 2016). Retrieved from http://blogs.edweek.org/edweek/teacherbeat/2013/07/understanding_neas_current_mem.html

Spalding, J. (2014). *The school voucher audit: Do publicly funded private school choice programs save money*, Friedman Foundation for Educational Choice. Retrieved from http://www.edchoice.org/wp-content/uploads/2015/07/The-School-Voucher-Audit-Do-Publicly-Funded-Private-School-Choice-Programs-Save-Money.pdf

Statistic Brain Research Institute. (n.d.). *Private school statistics*. Retrieved from http://www.statisticbrain.com/private-school-statistics/

US Archives. (n.d.a). Constitution of the United States, Amendments 11-27. Retrieved from http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html

US Archives. (n.d.b). Constitution of the United States, Bill of Rights. Retrieved from http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html#text

Waldrip, D. (n.d.). A Brief History of Magnet Schools, Magnet Schools of America. Retrieved from http://www.magnet.edu/resources/msa-history

World Bank. (n.d.). Population, total. Retrieved from http://data.worldbank.org/indicator/SP.POP.TOTL?order=wbapi_data_value_2014+wbapi_data_value+wbapi_data_value-last&sort=asc