

Automatic Enrollment in Advanced Courses: A Bipartisan Approach to Excellence and Equity in K-12 Schools

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Automatic enrollment is a straightforward education reform that facilitates both educational excellence and equity in K-12 schools. By automatically placing highly qualified students in advanced coursework, this low-cost, bi-partisan strategy creates opportunities for high achievement for all students, with low-income, rural and small town, and underrepresented minority students especially appearing to benefit.

Many high-performing students are not receiving advanced learning opportunities, even when there is clear evidence that they are ready to learn at higher levels ([Gleason et al., 2017](#)). This is especially true for low-income, rural, Hispanic, Black, and Native American students. Recent research shows there are many such students, leading to a chronic underchallenging of many of our brightest children ([Peters et al., 2019](#)). As a result, these students are less likely to excel academically or be ready for post-secondary education and the workforce.

In response to this problem, the strategy of “automatic enrollment” was developed. Also known as auto-, mandatory, or opt-out enrollment, the concept is straightforward: Students who perform at advanced levels in their classes are automatically enrolled in advanced courses for the following academic year. Auto-enrollment can be implemented in many ways, but the basic mechanism is not complicated: If a student shows evidence they are working at an advanced level, they are subsequently provided with advanced learning opportunities.

As obvious as this sounds, it is not the reality for many American students. Access to challenging coursework is often optional or even discouraged – if the student’s school even offers advanced courses in a particular subject.

Although direct evidence of positive learning outcomes is needed, auto-enrollment has considerable theoretical support from research on acceleration, equity, and universal screening. A handful of districts and states are considering or have recently created auto-enrollment policies, but at the state level, North Carolina is the leader, having passed its automatic enrollment law with unanimous legislative support in 2018.

The state’s experience is also relevant to national debates about advanced learning. Automatic enrollment – which seeks to promote academic excellence and equity through greater access to opportunity – stands in sharp contrast to school districts around the country that are reducing or even eliminating access to advanced math in the name of equity (see [Huffaker, 2023](#), and [Luna, 2023](#)). North Carolina’s approach is supported by

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research suggesting that advanced education is far too *uncommon* in public schools and needs to be greatly expanded - for both the individual benefit of the student and the broader benefits to our economy and society.

Regarding cost, an appealing aspect of auto-enrollment is that the same number of students are being taught before and after implementation of the policy. Some teachers may need additional training to teach advanced courses at various grade levels, but that retraining should be a short-term cost. Virtual and dual enrollment options for advanced education could involve additional costs, but we suspect those marginal costs will likely be minor in most district contexts.

NORTH CAROLINA'S ADVANCED MATH POLICY

In 2018, the North Carolina General Assembly passed legislation ([H.R. 986, 2018](#)) requiring all students who score at the highest level on their End-of-Grade/End-of-Course math test to be placed the following school year into an advanced learning opportunity (grades 3-5) or advanced math course (grades 6 and up).

The overwhelming support for this policy is credited, in part, to its simplicity. The message to legislators was “if a student earns the spot, they get the spot.” Legislators also were assured that parents had an option to opt their student out of the course if they felt it was not a fit for their child.

A unique aspect of the North Carolina policy is that it applies to all students from 3rd grade through the end of high school. Given that access to algebra in 8th grade has been shown to have an impact on advanced students' future math achievement ([U.S. Department of Education, 2018](#)), North Carolina's legislation specifically guarantees access to a high school level math course (Math I in the North Carolina context) in 8th grade for qualified students.

To strengthen transparency and accountability, the law was updated in 2019 (Appendix A) to require an annual report on implementation across the state, regionally, and by subgroups ([S. 500, 2019](#)). As a result, North Carolina's Department of Public Instruction (NC DPI) created a district reporting mechanism via the state's Student Information System and aggregates these data into an annual report for the North Carolina General Assembly.

ENROLLMENT RESULTS

NC DPI estimates that, in the year prior to the legislation, roughly 10% of Grade 8 students (~2,100) who were not placed in Math 1 had scored at the highest level on the Grade 7 Math End-of-Grade assessment. That number decreased to 3% in 2022 and 2% in 2023 ([NC DPI, 2022, 2023](#)).

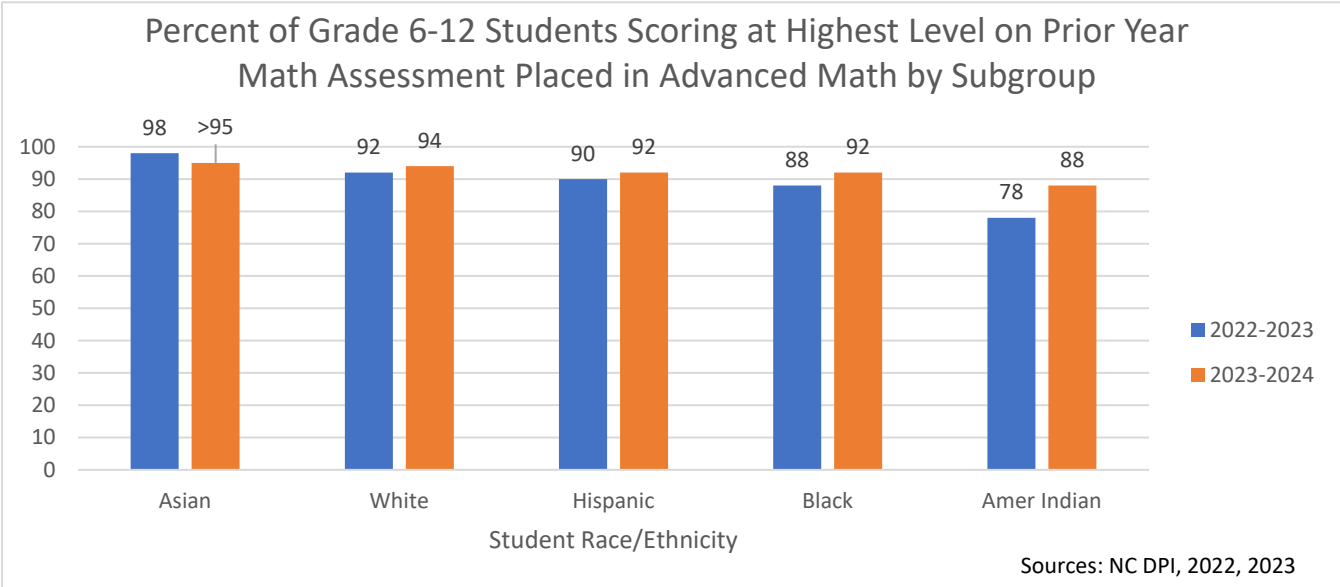
Although not all districts were initially supportive of the policy ([Hui, 2018](#)), several reported that it helped accelerate previously overlooked students.

Districts responded to the legislation by:

- Developing partnerships between middle schools and high schools;
- Expanding instruction to virtual options;
- Creating new systems of support, such as tutoring and high-quality curriculum;
- Increasing access to advanced learning opportunities in math for students who may not have been identified as gifted or advanced due to barriers in the identification systems.

District data reveal that 92% of students in Grade 6 and above who scored at the highest level on their prior year exam were placed in an advanced math course in 2022-23 (45,003 out of 49,154) ([NC DPI, 2022](#)). This rate increased to 94% during the current school year ([NC DPI, 2023](#)). Significant racial and ethnic differences exist, with 95% or more of Asian students² and 94% of White students placed, compared to 92% of Black, 92% of Hispanic and 88% of American Indian students. These data are all increases over the previous academic year, with placement rates of 98% for Asian, 92% for White,

²To protect student privacy, as the number of non-placed students decreases to single digits, districts report data as “<10.” As the success of the policy increases, the precision of reported data paradoxically decreases. For example, the 2022 placement of qualified Asian students was reported as 98%; the 2023 placement is reported as >95%. We interpret “>95%” as evidence that the data continue to improve.



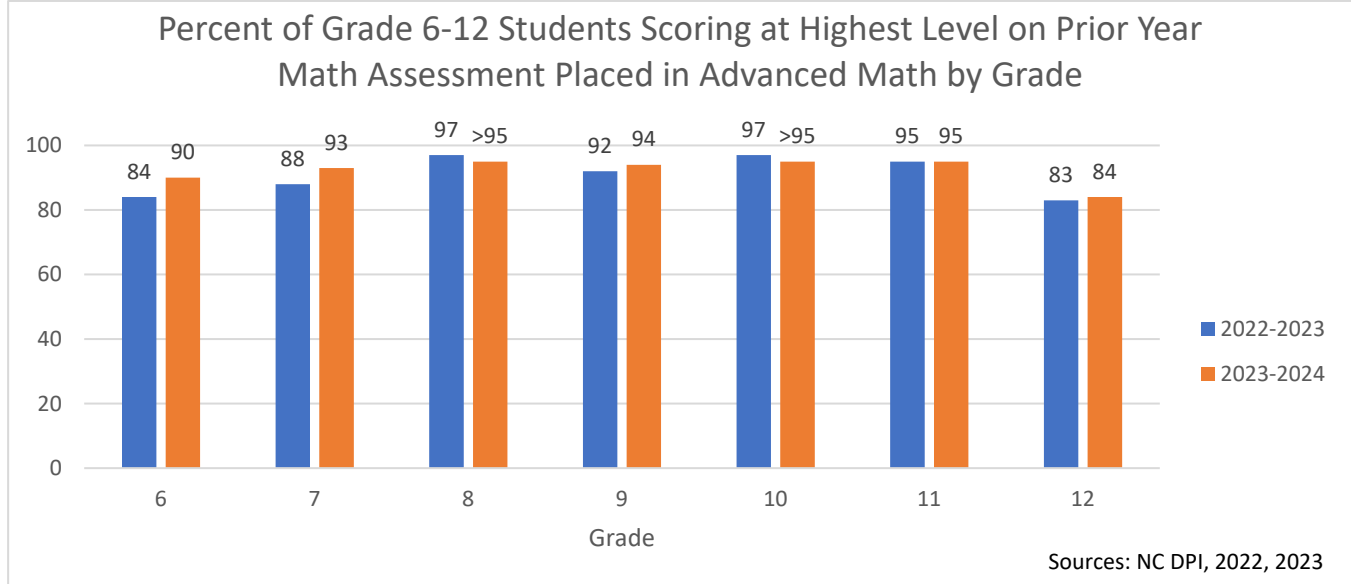
88% for Black, 90% for Hispanic, and only 78% for American Indian students.

This raises questions about why American Indian students, despite sharp improvement in placement rates, are still not being placed at levels comparable to other racial and ethnic groups. Additional data points that could provide insights into why such differences exist – such as the number of parents choosing to opt-out of their child’s automatic placement – are not currently reported.

Using data from the 2022-2023 school year, placement in advanced math appears to vary significantly by grade, with 6th, 7th, and 12th grade

placements rates lower than those for 8th, 10th, and 11th grades. Lower rates in 6th and 7th grade suggest not all districts offer advanced courses to students at the early middle school grade level. There are a host of possible reasons; for instance, in smaller and more rural schools, there may be very few students who would access these courses, making them challenging to staff, especially in districts that experience consistently elevated vacancy rates.

Lower 12th grade rates may be a result of several factors, including seniors choosing to focus their advanced coursework in other subjects and districts



simply running out of advanced math courses for students to take.

Finally, placement rates vary considerably across districts (Palmer, 2023), ranging from 33% to 100% (NC DPI, 2022). In fall 2022, although 68 of 102 districts with reportable data had placement rates above 90%, 20 districts reported placement rates lower than 75%, meaning at least one out of every four of their students scoring at the highest level were not placed in an advanced math course. In general, districts with lower placement rates serve primarily rural areas and small towns.

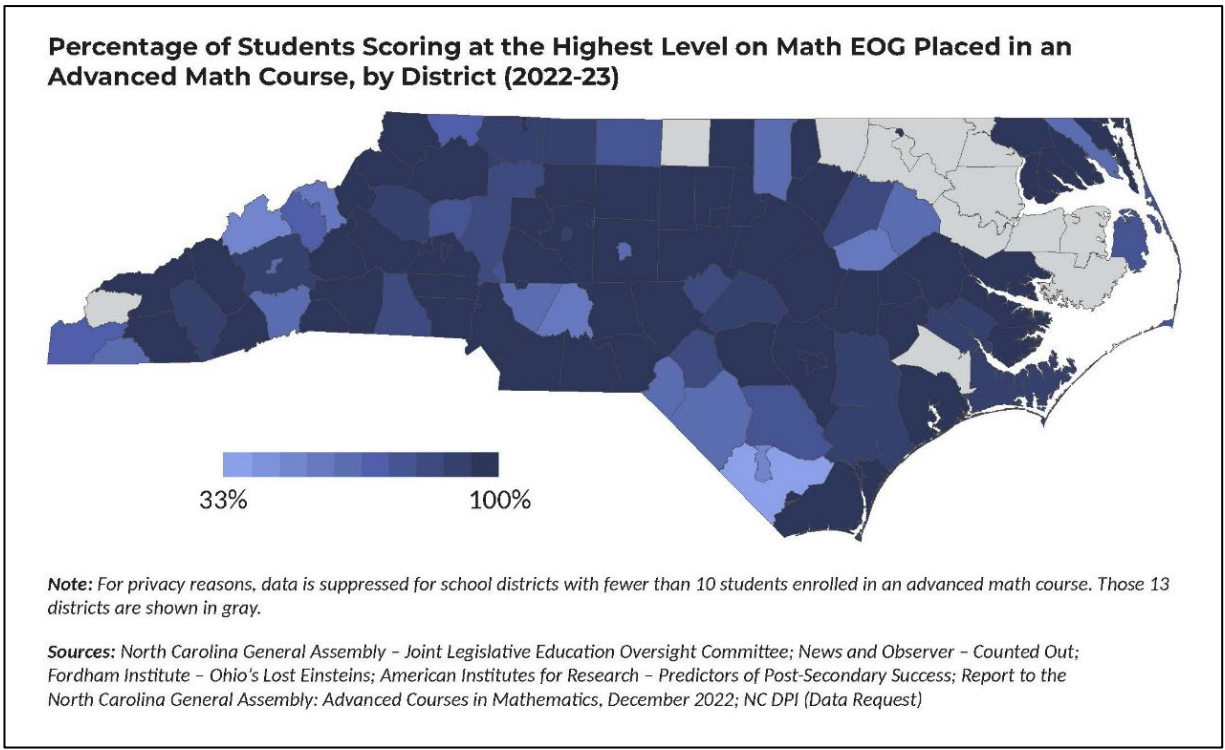
These initial results suggest that the primary goal of the law is being fulfilled: Most of North Carolina’s mathematically talented students are taking advanced math courses in their public schools, and the percentage of such students has increased each year. But the data also suggest there is considerable work to be done (Business for Educational Success and Transformation [BEST NC], n.d.): We need to learn about the remaining barriers that prevent districts from offering advanced math to qualified students, and the law cannot be judged a true success until we examine longer-term outcomes of the students who are impacted by the law. These outcomes could include math performance on

standardized tests, continued enrollment in advanced coursework, high school graduation rates, and a range of postsecondary outcomes. Initial evidence is promising (e.g., in spring 2023, 58,186 Grade 6-12 students scored at the highest level on end-of-grade/end-of-course math assessments, an increase of 9,032 students from spring 2022), but other factors could be influencing those results, such as a student bounce-back from pandemic learning loss.

Of importance to families and educators in other states, the North Carolina experience provides evidence that the path to equity and excellence is through increased access to advanced opportunities rather than restricting or even eliminating those opportunities for everyone (NC DPI 2020, 2022, 2023). Excellence and equity are possible if we provide students with opportunities to excel.

STUDENT OUTCOME EVIDENCE FROM OTHER STATES

Though student achievement results tied to North Carolina’s new policy are not yet available, student outcomes in districts that implemented similar policies in other states provide some insight into the potential benefits of auto-enrollment for



student achievement. Given the lack of systematic evaluation data, these cases should be considered illustrative and not yet as high-quality evidence of positive outcomes.

Federal Way, Washington, was among the first districts to implement an auto-enrollment policy in its schools. In 2011, one year after the policy was initially implemented, the passing rate for advanced courses was 94%, 10% above the district average ("[Advanced students in Federal Way,](#)" 2017). Similarly, the 2019 passing rate was 92% ([Rise Up For Students, 2019](#)), suggesting that the students being auto-enrolled into these advanced courses continue to find success in advanced learning.

Hays Consolidated Independent School District (CISD) in Texas also implemented an auto-enrollment policy before the state legislation was introduced. As Texas began the process of passing a state-wide auto-enrollment policy, representatives from Hays CISD testified that the district experienced an increase in mastery level student performance in mathematics following the implementation of the district's auto-enrollment policy ([E3 Alliance, 2023](#)).

Sierra High School in Colorado Springs received an incentive grant from Colorado for implementing auto-enrollment during the 2022-2023 school year. Not surprisingly, the number and diversity of students in advanced courses increased, and the school increased the number of AP courses offered. The district has also reported that students who were automatically enrolled in AP courses based on prior performance had higher AP exam scores than students who self-enrolled in those courses ([Robles, 2023](#)).

These examples suggest that implementing auto-enrollment policies positively impacts equitable enrollment in advanced courses and produces positive student outcomes. However, a lack of data at the state level makes it difficult to definitively determine the impact of these policies on student achievement. States working to implement similar policies should consider the types of data that might help to clarify this relationship.

For example, since completion of advanced courses is associated with higher graduation and college enrollment rates, these might be relevant metrics to track as auto-enrollment is implemented. In addition, collecting and reporting data on not only "passing rates," but more specific performance levels and scores may provide a more nuanced view of student achievement following the implementation of auto-enrollment in a state. Relevant long-term measures of the impact of such policies may also include metrics such as SAT and ACT scores.

AUTO-ENROLLMENT IN OTHER STATES

Though North Carolina's policy is unique in a number of ways, a handful of other states have adopted auto-enrollment policies over the past decade (Table 1). The various state policies differ from North Carolina's in many ways, including the impacted grade levels and the decision to make the policy mandatory for all schools, rather than incentivized through grant programs. However, some of the most notable differences are in North Carolina's decision to focus on math, specifically, and in the criteria used to determine whether a student qualifies for auto-enrollment.

Table 1. State Automatic Enrollment Policies

	North Carolina	Colorado	Nevada	Washington	Illinois	Texas
Year	2018	2019	2019	2019	2021	2023
Grade Levels	Grades 3-12	Grades 4-12	Grades 3-12	High school	High school	Middle school
Subjects	Math	All	All	All	All	Math
Mechanism	Mandatory for all schools	Incentivized for schools to adopt	Mandatory for all schools	Mandatory for all schools	Mandatory for all schools	Mandatory for all schools
Criteria for Qualification	Students must score a Level 5 on state assessment, showing comprehensive understanding of grade-level content standards	State assessment scores OR any other measure an LEA chooses	Criterion-referenced or norm-referenced assessments	State assessment scores and any other criteria the district chooses	State assessment scores or locally selected nationally normed assessment	Students must fall in the top 40% on state assessment
Reporting Requirements	Yes	Yes	No	Yes	Yes	No
Vote	Original: N/A (Included in omnibus education bill) 2019 Update: Senate: 44-0 House: 111-0	Senate: 35-0 House: 64-1	Senate: 21-0 House: 40-0	Senate: 48-0 House: 96-0	N/A (Included in omnibus education bill)	Senate: 31-0 House: 138-2
Links³	Information, Full Text (Part II) 2019 Update	Information, Full Text	Information, Full Text	Information, Full Text (p. 49-50)	Information, Full Text (p. 65-69)	Information, Full Text
Notes		Students may opt out of the process entirely (as opposed to opting out of specific courses).		Introduced as grant program in 2013, became mandatory in 2019		

Most existing state auto-enrollment policies, with the exceptions of North Carolina and Texas, apply across all subjects. The focus on mathematics in North Carolina and Texas legislation allows for more specific guidance to be provided regarding the creation of new advanced courses, when necessary. Although a few other states (i.e., Nevada and Colorado) do mention the creation of advanced courses,

none employ language that ensures access to advanced courses in all schools as North Carolina does, nor do they provide the detailed guidance related to advanced course development that North Carolina does in its supplemental documents.

Other important differences among the states are the criteria to be used to determine

³See Appendix B for detailed URLs for each resource.

qualification. Although the North Carolina and Texas laws provide very clear and specific score cutoffs to determine which students should be auto-enrolled in advanced math courses, legislation from other states is more flexible in this regard. Most states indicate that assessment scores should be used, but specific cutoffs are not always provided, and some states (e.g., Illinois and Colorado) also include the option for districts to replace state assessment scores with criteria of their choosing. Although this is possibly done to address the large number of grade levels or subjects encompassed by the legislation, vague language regarding criteria for qualification leaves too much room for variation in local implementation.

However, several important similarities can be noted across the state policies. All policies indicate that an objective measure should be used to determine a student's qualification for enrollment in advanced courses; this is central to the concept of auto-enrollment, ensuring more equitable access than can be provided by more subjective, traditional measures, such as teacher recommendations or parent requests for enrollment. In addition, all policies allow parents and caregivers to opt out of enrolling their child in an advanced course if they feel it is not the correct fit for their child.

RECOMMENDATIONS

North Carolina's Advanced Math Coursework policy provides a roadmap for states and districts considering automatic enrollment policies. The following recommendations are drawn from the experiences of North Carolina educators and policymakers but also reflect lessons learned from other states:

IDENTIFICATION & PROGRAMMING

- **Tie placement decisions to objective, universal indicators.** Objective placement decisions should be tied to tests taken by every student. Tests should be criterion-referenced and tied to grade level learning

standards, so that the number of students who gain access to advanced coursework is dependent only on student readiness to learn advanced content. Consider use of other data to inform placement decisions, but only if the data are universally collected and as objective as possible (e.g., not based on teacher recommendations).

- **Consider beginning automatic enrollment no later than middle school.** Although some states, such as North Carolina, begin automatic enrollment in Grade 3, others focus only on high school students. States should begin auto-enrollment in middle school at the latest. Research on early access to algebra suggests that taking algebra before high school not only impacts a student's mathematical knowledge, but also facilitates access to advanced STEM courses and increases achievement in high school ([Smith, 1996](#)).
- **Broaden conceptions of who can be "gifted," "talented," and "advanced."** Automatic enrollment will inevitably identify highly capable students who are not already known to be "gifted" or "advanced." *This is the primary motivation for implementing auto-enrollment.* Researchers have long advocated for a broader view of giftedness that focuses more on identifying students who would benefit from accelerated and enriched learning and less on "finding the gifted child." Auto-enrollment falls firmly in the first approach, in that it places no limits on the percentage of students who are ready for advanced coursework. However, stereotypes about who can "be gifted" may persist and should be the target of focused professional development with educators (see [Robles, 2023](#)).
- **Consider creative staffing strategies in schools with small numbers of eligible students.** A school may have a small number of eligible students for a variety of reasons. Schools could be underperforming and have very few students who score high enough on achievement tests to be placed

in advanced classes. Other schools – especially those in rural areas – simply have lower enrollment and therefore fewer students who could gain access to advanced classes. In these scenarios, states and districts should consider non-traditional staffing options to promote access. Schools may need to share staff, transport students, or consider online course offerings ([Heppen et al., 2011](#)) to ensure that all eligible students are able to access challenging coursework. Central office personnel, due to their whole-district perspective, play a key role in determining how resources need to be allocated and shared.

- **Identify resources that are needed for full implementation.** These resources may include appropriate staffing and curricular materials for advanced math courses. This is particularly relevant for Grade 8 algebra courses, which are most likely to be lacking these resources if the course has not been routinely taught in a district’s middle schools.
- **Consider starting in one content area with a timeline to expand to other areas.** Initial implementation in a single content area may be wise given the considerable change in mindset and logistics that auto-enrollment necessitates in some districts. But given the historical reality that academic excellence often takes a back seat to other issues in K-12 schools, including a timeline for expansion to other content areas would be prudent. The choice of an initial content area is somewhat arbitrary, but we lean toward recommending mathematics given the North Carolina and Texas experiences.

PARENT COMMUNICATION & PUBLIC ACCOUNTABILITY

- **Use intentional, clear language in parent communications.** Not all students have equal support at home. Affluent students often benefit from having parents with greater flexibility and availability for engagement with their children’s school –

and the social capital that facilitates that involvement. To support parents in making informed decisions, we recommend developing clear, uniform communication materials that clearly state that their child has demonstrated the skills and readiness necessary to succeed in an advanced course in the next academic year. A standard notification letter or other communication related to auto-enrollment should make it clear to parents that their child is qualified for the advanced course, and that every indication is that they will be successful.

- **Don’t assume all parents and caregivers understand the advantages of advanced education.** Parent communication should also highlight the *importance* of advanced coursework for college and career readiness. Plucker and Peters (2016) note that caregivers of high-potential students may not understand the advantages of advanced education, especially if the caregivers have not had experience with such programs. Advanced programs that include parent outreach at the start of the process, such as the Early College Project in the Gadsden Elementary School District in rural Arizona, find that early intervention with parents significantly impacts family decisions about participation (Meyer, 2021). State departments of education should develop accessible parent materials, in a variety of relevant languages, that allow parents to understand the importance of the opportunities that automatic enrollment is providing to their children.
- **Promote transparency and accountability through reporting requirements.** At their core, automatic enrollment policies are about equal access to opportunity. To know whether these policies are moving the needle, their effects should be monitored and publicly reported. North Carolina law requires districts to report placement decisions across a number of variables, including race, gender, grade level, special education status, gifted status, English language learner status, migrant status, and

homeless status. These data should be collected and reported annually by the state education agency, including an analysis of geographic patterns in access (e.g., urban, suburban, small town, rural). In addition, collecting data on the number of families that opt out of an automatic placement would provide guidance on improving implementation of the policy. Failing to include mandatory reporting or monitoring may allow stereotypes about who is “gifted” to persist (see [Robles, 2023](#)).

- **Include examination of student outcomes in the design of the policy.** The ultimate goal of auto-enrollment policies is to increase the number of students performing at advanced levels. Although we understand states’ and districts’ initial focus on student participation, we view it as a necessary but insufficient indicator of the policies’ success. In this context, the

formative value of student outcome data is especially important. For example, if auto-enrollment leads to increased participation in advanced courses but does not lead to improved student outcomes, questions can be raised about whether the assessments used to place students are valid, whether sufficient academic supports and resources are being provided to students, if teachers are receiving adequate professional development for working with advanced students, etc. As noted earlier, a range of important outcomes can be monitored; those target outcomes should be stated as goals in the authorizing legislation, and districts should routinely examine relevant data with an eye on program improvement.

GUEST PERSPECTIVE

Sneha Shah-Coltrane

Director, Advanced Learning and Gifted Education
North Carolina Department of Public Instruction

North Carolina’s auto-enrollment policy, through the Advanced Courses Mathematics legislation, has been a critical shift in our daily work with students. It not only has opened access to advanced courses to deserving students, but it has also led to a shift in our mindsets and practices across the state. This legislation removes barriers and helps teachers to respond to student needs, all while using data that already exists.



To make real changes in equity and excellence, it is imperative that we change mindsets, practices and policies to ensure we are expanding excellence across our state. Too often, a student’s address and other demographic features limit access to advanced courses. This needs to change, and NC’s auto-enrollment policy is helping us make that change. We are better serving students who need advanced opportunities to the benefit of the individual student, our economy and society as a whole. There’s much more to do to develop each student’s outstanding potential; this is a huge step in that direction for North Carolina.

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APPENDIX A: RELEVANT STATE CODE REGARDING AUTOMATIC ENROLLMENT

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION LAW 2019-120, SENATE BILL 500

AN ACT TO MAKE CERTAIN MODIFICATIONS TO THE IMPLEMENTATION OF ADVANCED MATH COURSES OFFERED WHEN PRACTICABLE FOR GRADES SIX AND HIGHER.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-81.36 reads as rewritten:

"§ 115C-81.36. Advanced courses in mathematics.

(a) When practicable, local boards of education shall offer advanced learning opportunities in mathematics in grades three through five, and advanced courses in mathematics in all grades six and higher. For the purposes of this section, advanced learning opportunities are those services and curricular modifications in mathematics for academically or intellectually gifted students approved as part of the local plan, as required by G.S. 115C-150.7.

(a1) When advanced learning opportunities are offered in mathematics in grades three through five, any student scoring at the highest level on the end-of-grade test shall, for the next school year, be provided advanced learning opportunities in mathematics approved for that student's grade level. No student who qualifies under this subsection shall be removed from the advanced learning opportunity provided to the student unless a parent or guardian of the student provides written consent for the student to be excluded or removed after being adequately informed that the student's placement was determined by the student's achievement on the previous end-of-grade test.

(b) When advanced courses are offered in mathematics in grades six and higher, any student scoring at the highest level on the end-of-grade or end-of-course test for the mathematics course in which the student was most recently enrolled shall be enrolled in the advanced course for the next mathematics course in which the student is enrolled. A student in seventh grade scoring at the highest level on the seventh grade mathematics end-of-grade test shall be enrolled in a high school level mathematics course in eighth grade. Local boards of education may provide supplemental content enrichment, which may include the administration of diagnostic assessments, to students enrolled in a high school level mathematics course. No student who qualifies under this subsection shall be removed from the advanced or high school mathematics course in which the student is enrolled unless a parent or guardian of the student provides written consent for the student to be excluded or removed from that course after being adequately informed that the student's placement was determined by the student's achievement on the previous end-of-grade or end-of-course test.

(c) By December 15, 2020, and annually thereafter, the Department of Public Instruction shall submit a report to the Joint Legislative Education Oversight Committee containing data collected for the current school year on the number and demographics of students who were eligible for advanced mathematics courses under this section, including high school level mathematics courses in eighth grade, and of those students, the number and demographics of those who were placed in advanced mathematics courses and were not placed in advanced mathematics courses. The report shall include information on the type and format of advanced mathematics courses provided and shall also include any feedback provided by local boards of education on the implementation of this section.

(d) The Department of Public Instruction shall provide guidance to local boards of education on how to best develop programming and courses to ensure all impacted students receive rigorous, academically appropriate instruction in mathematics."

SECTION 2. Notwithstanding G.S. 115C-81.36(b), as amended by this act, schools that did not offer Math I to eighth grade students during the 2018-2019 school year, either in person or virtually through the North Carolina Virtual Public School, may offer Math I in eighth grade for the 2019-2020 school year but shall not be required to do so.

SECTION 3. Each local board of education with schools exempted from G.S. 115C-81.36(b) for the 2019-2020 school year under Section 2 of this act shall develop a plan to implement, beginning with the 2020-2021

school year, G.S. 115C-81.36(b), as amended by this act. The plan shall be submitted to the Superintendent of Public Instruction by January 15, 2020. At a minimum, the plan shall include the following:

(1) An explanation of staffing for eighth grade Math I courses, including an indication of how adequate staffing will be accomplished and any anticipated shortages in staffing or other staffing challenges. This explanation shall also include any anticipated coordination with community colleges or coordination between schools in order to provide appropriate instructors for each eighth grade Math I course. If the local board of education continues to find it is not practicable to offer Math I in eighth grade, the plan shall include a detailed rationale for that determination.

(2) An estimate, based on student performance over the previous three years, of the expected number of students enrolled eligible for enrollment in Math I courses in eighth grade for the 2020-2021 school year.

SECTION 4. The Superintendent of Public Instruction shall compile the plans submitted by each local board of education into a summary report to be submitted to the Joint Legislative Education Oversight Committee, along with any recommended changes, by March 15, 2020.

SECTION 5. This act is effective when it becomes law and, except as otherwise provided, applies beginning with the 2019-2020 school year. In the General Assembly read three times and ratified this the 28th day of June, 2019.

APPENDIX B: DIRECT LINKS TO STATE POLICIES AND RELATED DOCUMENTS INCLUDED IN TABLE 1

NORTH CAROLINA

Information: <https://www.ncleg.gov/BillLookup/2017/H986>

Full text: <https://www.ncleg.gov/Sessions/2017/Bills/House/PDF/H986v5.pdf>

2019 Update: <https://www.ncleg.gov/BillLookup/2019/S500>

COLORADO

Information: <https://leg.colorado.gov/bills/sb19-059>

Full text: https://leg.colorado.gov/sites/default/files/2019a_059_signed.pdf

NEVADA

Information: <https://www.leg.state.nv.us/App/NELIS/REL/80th2019/Bill/6582/Overview>

Full text: <https://www.leg.state.nv.us/App/NELIS/REL/80th2019/Bill/6582/Text>

WASHINGTON

Information: <https://app.leg.wa.gov/billsummary?BillNumber=1599&Year=2019&Initiative=false>

Full text: <https://lawfilesexternal.leg.wa.gov/biennium/2019-20/Pdf/Bills/Session%20Laws/House/1599-S2.SL.pdf?q=20240104124252>

ILLINOIS

Information:

Full text: <https://www.ilga.gov/legislation/101/HB/PDF/10100HB2170lv.pdf>

TEXAS

Information: <https://capitol.texas.gov/BillLookup/History.aspx?LegSess=88R&Bill=SB2124>

Full text: <https://capitol.texas.gov/tlodocs/88R/billtext/pdf/SB02124F.pdf#navpanes=0>