

# ALASKA STATE LEGISLATURE

**Interim:**

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**Session:**

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## REPRESENTATIVE WES KELLER DISTRICT 14 Sponsor Statement

### House Bill 197

House Bill 197 opens the door to students and parents to pursue education more closely aimed at their interests. Across the state Charter Schools are working to decrease the number of dropouts and improve the quality of education. The problem is that most of these schools are located in our larger communities and only serve those communities.

HB 197 will change that by allowing for Open enrollment virtual charter schools to invite and accept students from other parts of the state that want to learn in a specific Charter School discipline. It also assists charter schools; some of which are struggling with limited enrollment numbers. While the charter language and education brings students into the classroom. It may not always provide enough students to meet ADM requirements. By expanding the number of students who may participate in the program the necessary funding formula becomes easier to reach.

HB197 brings Charter Schools into the 21<sup>st</sup> Century by combining classroom with the virtual electronic reality we have all come to accept as the new education enabler. Please support HB 197, its good for students and its good for a Charter School system this body has strongly supported over the years.

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## REPRESENTATIVE WES KELLER DISTRICT 14 Sectional Analysis

### House Bill 197

#### Section 1

AS 14.03.256 will expand a Charter Schools ability to enroll students from outside of the specific district they are serving. Students will be permitted to enroll at any time throughout the school year for online course that meet or exceed state education standards. School must provide the materials needed for the course work and establish individual learning plans for students. The goal for high school students is graduation and preparation for postsecondary programs that meet the need of the student. The course work requirement for the virtual charter school established specific guidelines for the school, the student and hopefully the parents.

It is expected that the school will exceed the requirements of minimum high school graduation. This will be accomplished through:

1. Direct engagement with the student and the student's parent to establish a learning plan.
2. assessments with results on coursework including a students progress.
3. an electronic means in which to access and review educational records by those authorized to review them.

Additional language in the section allows the school to contract with other educational entities to provide materials and support for the program.

#### Section 2

Restricts the counting of part time students enrolled in open enrollment virtual charter schools from local ADM figures.

#### Section 3

Changes the formula for enrollment from 150 students to 140 students in districts with more than 475 students.

E-Mail: [Representative\\_Wes\\_Keller@legis.state.ak.us](mailto:Representative_Wes_Keller@legis.state.ak.us)  
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**HOUSE BILL NO. 197**

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - FIRST SESSION

BY REPRESENTATIVE KELLER

Introduced: 3/23/09

Referred: Education, Finance

**A BILL**

**FOR AN ACT ENTITLED**

1 "An Act establishing minimum standards for open enrollment virtual charter schools;  
2 and relating to student count estimates and facilities constituting a school."

3 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

4 \* **Section 1.** AS 14.03 is amended by adding a new section to read:

5 **Sec. 14.03.256. Open enrollment virtual charter schools.** (a) A charter  
6 school approved under AS 14.03.250 - 14.03.290 that is not a correspondence school  
7 under AS 14.17.430 may operate as an open enrollment virtual charter school if the  
8 charter school also meets the standards for an open enrollment virtual charter school  
9 established under this section.

10 (b) An open enrollment virtual charter school must

11 (1) provide open enrollment to a student throughout the school year;

12 (2) offer to a student enrolled in the school

13 (A) online courses that meet or exceed state standards;

14 (B) all instructional material needed for the courses offered;

1 (C) secure, Internet-accessible education records that document  
2 the progress and performance of the student;

3 (D) an individualized learning plan that describes a strategy for  
4 meeting the educational needs of the student that include the goal of high  
5 school graduation and, for high school students, the goal of meeting entry level  
6 requirements for a postsecondary program that meets the needs of the student;

7 (3) provide qualified personnel to carry out the day-to-day operation of  
8 the school in compliance with all applicable laws, district policies, and charter school  
9 provisions and plan requirements;

10 (4) provide a plan approved by the local school governing body that

11 (A) engages the student, and, if possible, the student's parents,  
12 in the development of the student's individualized learning plan;

13 (B) establishes a monitoring schedule and system to verify

14 (i) participation by an enrolled student in the school's  
15 program and regular assessments;

16 (ii) through assessment results and coursework, the  
17 progress and performance of a student in each course in which the  
18 student is enrolled at the school;

19 (C) provides a secure means of gaining access to a student's  
20 education records by the student, the student's parent or legal guardian, and by  
21 school teachers and administrators;

22 (5) conduct proctored assessments required under state law and under  
23 district and school policies;

24 (6) provide curriculum and activities designed to enable a student to  
25 exceed minimum high school graduation requirements and proficiency standards  
26 established in state law and by the local governing body of the school district.

27 (c) An open enrollment virtual charter school may reimburse a person or entity  
28 for the cost of providing Internet service for a student enrolled in the school.

29 (d) An open enrollment virtual charter school may enter into a contract with a  
30 public or private educational entity to provide materials, facilities, or services to a  
31 student to enable the student to participate in the open enrollment virtual charter

1 school program, including student supervision, instructional materials, special  
2 education services, and the use of facilities.

3 \* **Sec. 2.** AS 14.17.500 is amended by adding a new subsection to read:

4 (d) When reporting a district's ADM, a part-time student who is enrolled in an  
5 open enrollment virtual charter school approved under AS 14.03.256 may not be  
6 counted.

7 \* **Sec. 3.** AS 14.17.905(b) is amended to read:

8 (b) Notwithstanding (a)(3) of this section, a charter **and an alternative** school  
9 shall be counted as a separate school if the charter **or alternative** school has an ADM  
10 of at least **140** [150] students.

# **Virtual Schools and 21<sup>st</sup> Century Skills**

Written by

The North American Council for Online Learning and the  
Partnership for 21<sup>st</sup> Century Skills

November 2006

## **Introduction:**

Online learning through virtual schools is one of the most important advancements in attempting to rethink the effectiveness of education in the United States. The virtual school provides access to online, collaborative and self-paced learning environments – settings that can facilitate 21st Century skills. Today's students must be able to combine these skills with the effective use of technology to succeed in current and future jobs.

The full promise of virtual learning is dependent, however, on its ability to incorporate 21<sup>st</sup> century skills in its instructional design, delivery and implementation. Virtual school leaders, administrators and teachers must ensure that students who learn in online environments are gaining the skills necessary to compete as citizens and workers in the 21<sup>st</sup> century. This document attempts to articulate a vision for 21<sup>st</sup> century learning in virtual schools, and identify ways in which online learning can improve outcomes for all students.

## **The Case for 21<sup>st</sup> Century Education:**

In an increasingly competitive global economy, it is not enough for students to acquire subject-level mastery alone. Skills like creativity, problem-solving, communication and analytical thinking are necessary for all levels of success, from entry-level jobs to engineering and technical fields. However the U.S. K-12 education system as a whole does not yet teach and measure these skills directly. Some sobering statistics:

- Eighty-four percent of employers say K-12 schools are not doing a good job of preparing students for the workplace; 55 percent say schools are deficient in preparing students with basic employability skills (such as attendance, timeliness and work ethic); 51 percent cite math and science deficiencies; and 38 percent cite reading and comprehension deficiencies.<sup>i</sup>
- A very small percentage of 4<sup>th</sup> and 8<sup>th</sup> grade students US students (less than 30%) perform at a proficient level in math, while up to 20% lack the competence to perform even basic mathematical computations.<sup>ii</sup>

The implications of such trends are troubling:

- **U.S. students are falling behind their peers internationally.** We can no longer claim that US educational results are unparalleled. Students around the world outperform American students on assessments that measure 21<sup>st</sup> century skills.
- **U.S. innovation is falling behind.** Innovation and creativity no longer set US education apart. Innovators around the world rival Americans in breakthroughs that fuel economic competitiveness.
- **Workplace jobs and skill demands are not being satisfied.** Leading high tech employers routinely lament the lack of a skilled workforce for the jobs of today, and are alarmed by the prospect of filling the jobs of tomorrow.

If our students are going to compete successfully in the global economy, more must be done to support their acquisition of 21<sup>st</sup> century skills. Without this shift in educational priorities, the prospects for our students—and our nation—will be diminished significantly.

## **The Case for Virtual Schools**

E-learning is already a major driver for education and training beyond K-12 in higher education, employee training and lifelong learning. In higher education, the Sloan Consortium reported that 2.5 million students enrolled in at least one class online in 2004, equivalent to 11% of all students in accredited degree-granting institutions. Growth in online higher education programs steadily increases by 400,000 students annually. (Source: Sloan Consortium)

Online learning is an essential delivery system for training in the business world. Many corporations today use e-learning for training employees:

- 77% use distributed learning\*, up from 4% nine years ago—73% increase in less than a decade!

Why do they spend money on distributed learning?

- A 60% faster learning curve.
- IBM's Basic Blue management training: 2284% ROI
- Motorola: \$30 in productivity gains for every \$1 spent over 5 years.
- Union Pacific: performance increase of 35%. (Source: ThinkEquity Partners, Emerging Trends in Post-Secondary Education: The View to 2012, Dec. 2002. \*Distributed learning is online learning alone or blended with multi-media and/or traditional methods.)

## **21<sup>st</sup> Century Data through Learning Management Systems**

Online delivery through learning management systems can improve data-driven decisions and strengthen the school to parent connection. Online learning allows rich data environments to better inform instructional and administrative decision-making to improve student achievement. Learning



management systems include tools that allow parents to view grades, completed or incomplete assignments, teacher feedback, and updates or announcements from teachers. While most middle or high school parents in traditional school settings will admit that they know very little about what goes in during the school day, parents of online students can be as involved as they want to be at the click of a button. As the use of learning management systems grows for online learning, it is quite conceivable that their use will also grow in traditional settings—especially as the lines between online learning and traditional learning continue to blend.

### ***Increasing Opportunities for All Students***

In the United States, 40% of high schools do not offer a full college preparatory curriculum. Schools lacking advanced courses are more likely to be in rural or low income communities. Students have more choices and increased access to educational excellence through online learning. Students seeking high quality math, science, foreign languages and other courses that may not be available locally, now have the ability to enroll online.

In addition, students have many choices for personalizing and individualizing instruction to meet their needs. For example, at Florida Virtual School, these options include what month of the year they want to start, what time of day they want to work, where they want to work, and they even have choices about how to respond to assignments. Students may have the option to demonstrate mastery through a PowerPoint presentation, a podcast, a traditional essay, or through the creation of a website. These kinds of options give students the opportunity to shine in their areas of strength.

### **Do Virtual Schools Produce 21<sup>st</sup> Century Outcomes?**

Mastery of 21<sup>st</sup> century skills occurs through intentional instructional design, direct instruction of quality curriculum and meaningful assessments—regardless of whether the students complete courses online or in a brick and mortar building. Virtual schools inherently are well-equipped to provide expanded and innovative learning opportunities. It is critical that virtual school leaders embrace a 21<sup>st</sup> century skills vision for all those who are teaching and learning online to build on their strengths and achieve outcomes that matter for their students.

Virtual school leaders, in course design and quality standards, should include 21st century skills directly, intentionally and measurably. Many programs use high quality course design standards. Ensuring that 21<sup>st</sup> century skills are included in the standards is essential.

Imagine a geography course online. The assignment requires students to work in teams to identify the best possible location for a new public park in a

given city, using GPS mapping software and online research databases. Students must collaborate with their team members online, delegate tasks and co-author a PowerPoint presentation making their case. They are assessed not only on factual knowledge, but also on being able to analyze information, solve problems, collaborate and communicate effectively. Formative assessments build toward the final project.

Imagine, now, a “traditional” teacher interested in acquiring the skills to facilitate such an exciting and supportive learning environment for students. Perhaps this teacher would collaborate with a middle school or high school language teacher. Both teachers would require professional development in how to move into the online environment, to successfully facilitate students to work together, to develop content knowledge and application, and to develop thinking skills that are not limited to a single content area. Professional development of current teachers and preparation of future teachers requires re-thinking in order to ensure student success in life and work.

## **Virtual Schools and 21<sup>st</sup> Century Skills**

Virtual schools and online learning is growing rapidly – an estimated 30% annually in K-12 education. Recent research highlights that virtual schools expand access to rigorous academic courses and curriculum; and, training teachers to teach online can improve instruction. When virtual schools intentionally focus on student mastery of 21<sup>st</sup> century skills, these schools take full advantage of their inherent strengths. They enable:

### ***Global Awareness***

In 21st century communities, neighborhoods and workplaces, an understanding of world cultures and the ability to relate to individuals from diverse backgrounds are required skills. Students in online learning environments are well-equipped to develop these skills because they have access to greatly expanded networks of people. Students can easily work with and learn from individuals from all over the world, leading to enhanced awareness of the global nature of communities in the 21<sup>st</sup> century.

One example of this is the online Chinese Language course offered by the Michigan Virtual High School (MVHS). It is a semester-length course that introduces both language and culture to beginning Chinese language learners. A qualified native Chinese-speaking instructor, with expertise in second language learning teaches the MVHS course. The course employs a task-based language-learning curriculum that focuses on enhancing basic communication skills and cross-cultural, global awareness and understanding. This online course uses a combination of self-study and virtual meeting modules, and is

designed around four components: an e-textbook, a group problem-solving project, IP-based audio conferencing and discussion, and a group writing project.

### ***Self-Directed Learning***

The fast-paced nature of the knowledge economy means that citizens and workers must know how to continue learning throughout their lives and careers. Directing one's own learning path is not only valuable, but necessary, in the 21<sup>st</sup> century. Online learning environments provide ample opportunities for self-paced and self-directed learning, reinforcing these necessary skills. Virtual schools are unique in their abilities to empower students in making flexible, individual choices based on their own interests and schedules.

"I think that students should take online courses because it teaches them how to be independent about their studies. I feel that it helps you out with college in the long run. College is more independent than high school and online classes do help." – Colorado Online student

For example, at Florida Virtual School students can choose the rate at which they will complete courses, ranging from a traditional 36-week school year to a reduced or extended time frame depending on individual needs. In doing this, students learn to effectively manage their time, using the module or unit organizers provided in each course and customizing them to fit their unique needs. Since students are able to complete and submit assignments at any time of the day or night, any day of the week, they enjoy significant flexibility while still being held accountable for the end product by instructors. This is a model not unlike the working world of today, where telecommuting and virtual offices are a reality, but accountability and quality expectations for the end product remain high.

### ***Information and communications technology (ICT) Literacy***

The rate at which new information becomes available today is astounding when compared to previous decades. In order to succeed in the 21<sup>st</sup> century, students must master the ability to use appropriate technologies to process, analyze and present information efficiently and effectively in school, life and work settings. Because virtual schools require students to master technology as part of their everyday learning, students are able to exercise and refine their 21<sup>st</sup> century technology skills in settings that are quite similar to those they will encounter in the real world.

Today's graduates must be adept with the tools of collaboration and communication that are the reality of a global, web-driven workplace. Online learning affords unprecedented opportunities for students to complete their work using applications that are common to today's workers, such as web-based conferencing, project management, or digital media and communications tools.

"In an online class, the student must learn a host of technical skills such as posting to discussions, attaching documents, and accessing online whiteboards. This teaches self sufficiency and basic computer skills regardless of what class they are taking. Although I teach algebra, my online students learn much more than just the algebra curriculum. They're learning other valuable skills that prepare them for the 21st century." – Matt Vangalis, Florida Virtual Online Algebra teacher

### ***Problem Solving Skills***

All citizens and workers in the 21<sup>st</sup> century must be able to think analytically and solve problems if they are to be successful—whether they are entry level employees or high level professionals. Virtual schools are uniquely suited to enhance these skills because they rely upon competency-based learning models that focus on demonstrable knowledge and skills, not seat time. Further, problem-solving most often requires team or group thinking and development, skills that are routinely developed in online courses.

Such an approach is illustrated by Florida Virtual School, which designs curriculum and teaching practices around the idea of using problem solving skills and real world applications. For example, in a Geometry class, students are directed to complete a project which requires some real world architectural skills. After sharing digital examples of floor plans and blueprints, students are directed to draw a front view of a home. In another assignment, students learn about slope, pitch, rise, and run as they directly relate to local buildings.

### ***Time Management and Personal Responsibility***

Skills like problem solving are practically meaningless if students cannot manage their time efficiently and productively. Virtual learning environments encourage students to hone these important life skills. Online classes are structured in ways that require students to be effective in managing their time and responsibilities. Collaborative assignments and tools allow students to coordinate and communicate within groups to delegate tasks and meet deadlines efficiently. All of this reinforces the student's ability to manage his/her

"The hardest part about taking an online course is staying up to date. This course taught me more self-discipline in one semester than in all of my other years combined." – Colorado Online student

own workload in ways that reflect real world working environments.

It is important to note, however, that while most virtual schools have enormous potential to enhance 21<sup>st</sup> century learning, this potential can be realized only if online students are taught these skills in intentional and measurable ways. It is imperative that all students of virtual schools master the skills that are necessary for success in work and life in the 21<sup>st</sup> century.

## **Principles - 21<sup>st</sup> Century Virtual Schools**

We believe that 21<sup>st</sup> century learning is critical to virtual schools. We believe:

- The framework identified by the Partnership for 21<sup>st</sup> Century Skills should be integrated, wherever possible, into all aspects of virtual school curriculum, instruction and assessment.
- Online students should be expected to demonstrate mastery of 21<sup>st</sup> century skills as a distinct outcome of their educational experiences.
- Virtual school teachers should be provided with appropriate opportunities to learn effective techniques and best practices for teaching 21<sup>st</sup> century skills in online environments. Pre-service teachers should have these skills within the course of preparation.
- Collaboration among leaders of virtual schools and those advocating for 21<sup>st</sup> century skills is vital to producing enhanced learning opportunities for students who are learning online today.

## **Action Steps – 21<sup>st</sup> Century Virtual Schools**

The following action steps are proposed for virtual school leaders and advocates:

- Ensure that online courses are designed to teach students 21<sup>st</sup> century skills in direct and measurable ways.
- Project- and portfolio-based assignments must include 21<sup>st</sup> century skills as outcomes.
- Ensure that online teachers can access a well-designed professional development strategy for online instruction of 21<sup>st</sup> century skills.

- Identify and employ all applicable high-stakes and formative classroom assessments that can be used in online environments to measure 21<sup>st</sup> century skills.
- Pursue collaborative efforts with others who are working to integrate 21<sup>st</sup> century skills into K-12 education: national and state education leaders, community leaders, district leaders, school leaders, etc.

## **Conclusion**

Online learning through virtual schools is one of the most important advancements transforming education in the U.S. It is imperative that 21<sup>st</sup> century skills be incorporated into the design, delivery and implementation of virtual schools. By expanding access to high quality, rigorous academic courses teaching 21<sup>st</sup> century skills, we can expand the opportunities for all students. Both P21 and NACOL share a vision of the future of K-12 education that will increase access to educational excellence for all students, teach 21<sup>st</sup> century skills and improve outcomes for a 21<sup>st</sup> century society.

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## Appendix 1: Example

Broward County Public Schools, in partnership with Florida Virtual School, uses online learning in middle and high schools to develop global awareness, self-directed learning, information and communications technology literacy, problem solving, time management and personal responsibility in our student population. An online AP and Honors American History course included:

- \* Real world problem solving
- \* Evidence of strong collaboration
- \* Extensive and varied measures for evaluation

The project increased 21<sup>st</sup> century skills and created opportunities for students by offering advanced placement and honors courses online. The online courses allowed the students a non-traditional approach to demonstrating content mastery via a wide array of submission styles. The assignment formats consisted of, but were not limited to: timelines, poetry, essays, use of graphics, images and pictorial essays, discussion groups within the class, and a group thematic multimedia presentation. The online courses were designed to deliver rigorous, interesting, web-based, and interactive course content. The curriculum of the project centered on the events of World War II for both the United States and Japan. Through this collaborative project, Japanese and American students had the opportunity to engage in a healthy discourse regarding these topics via videoconferencing and email interaction. Special attention was paid to Japanese-American internment, as well as our present relationship with Japan.

Using videoconferencing technologies, Broward County's Pompano Beach High School students studying Japanese as a foreign language, and their teacher Satako Sagne Fisher, acted as interpreters enabling online students to interact with Japanese high school students in Chiba, Japan. Use of information and communication technologies also provided opportunities for local guest speakers: a Japanese-internment camp prisoner, a Holocaust survivor, and a professor of Asian Studies from Nova-Southeastern University, to videoconference and discuss and debate the similarities and differences between the two confinements during the Second World War with students. Guest speakers also discussed survival stories from both the European concentration camps and the Japanese-American internment camps.

There were four different groups of students who participated in the project: students in Chiba, Japan; online students from Broward Virtual School; and traditional students from both Pompano Beach and Coral Springs high schools. During the course, students presented multimedia presentations they created to understand curriculum themes within the AP and honors

American History courses. These multimedia presentations were subsequently housed on a district server and included as both online and traditional course content for future teacher and student use. Emphasis was placed on core curriculum, problem solving and real-world application.

This project, while researching and studying the social science curriculum of World War II using online course content and technologies, had a deeper rationale. Incorporated into the fabric of this project was a desire to build a bridge across the cultures between students from both countries. By using online and videoconferencing technologies, students of these two countries collaborated "face to face" in an effort to form a dialogue of mutual respect and understanding that created new content and encouraged cultural awareness.

This project was subsequently the recipient of the 2004 Cisco Growing with Technology Award for Innovative Use of the Internet and the 2005 United States Distance Learning Association Bronze Award for Videoconferencing and Online Teaching.

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<sup>i</sup> "2005 Skills Gap Report - A survey of the American Manufacturing Workforce", Deloitte Development LLC , 2005

<sup>ii</sup> "Rising Above the Gathering Storm", National Academies of Science, 2006