

2/27/09

**OVERVIEW:
CORRESP.
& HOME
SCHOOL
PROGRAMS**

Eagle Forum Alaska

Working for the Family

Alaska's All-Volunteer Pro-Family Group-

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About Us

Join our over 1,100 member families in Alaska in defending our freedoms and affecting public policy issues concerning families in Alaska. Eagle Forum Alaska was formed in 2003 when **Phyllis Schlafly of Eagle Forum** appointed Debbie Joslin to head our Alaska affiliate. Eagle Forum Alaska has no paid employees, only volunteers. Every dollar donated to Eagle Forum Alaska is put to work for the families of Alaska.

Eagle Forum Alaska (EFA) has led the fight for such legislation as the Woman's Right to Know bill, the Laci and Connor bill, toughening the penalty for sex offenders crimes against children, stopping expansion of gambling in Alaska, the battle to defend marriage by forming **Vote YES For Marriage** grassroots organization in 2007. We are at the forefront of the battle to pass the partial birth abortion ban and the parental consent for abortion bill. We informed Alaskans about the deceptive language in the gambling ballot measure and stopped this initiative from forming a gaming commission that would have had a blank check for instituting new gaming in Alaska. We are in communication with the Governor's office and key legislators making sure the issues important to us all get the attention they deserve.



Eagle Forum Alaska President **Mrs. Debbie Joslin** resides in Delta Junction, Alaska with her husband and their four children. She is a homemaker, a home schooling mom, and businesswoman. She served two years as public member on the state medical board. Mrs. Joslin is the National Committeewoman for Alaska on the Republican National Committee and sits on the Republican Party of Alaska Central and Executive Committees.

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Alaska's History of Home School Charter & Statewide Correspondence

Highlights from ...

Home Schooling in Alaska by Terje Hanson

1899 - During the Gold Rush era, the Federal Bureau of Education was responsible for educating Alaska's children. They were unable to keep up with the growth of communities. The Douglas Island News recommended home education and exhorted parents to read to their children. p11-12

1905 - Federal Bureau of Education assumed control of education of all Natives while the incorporated towns, comprised mostly of white people, supported their own schools. In 1905, the Nelson Act created the Alaska Fund (from license fees outside of incorporated towns). The Nelson Act allotted 25% of this fund for education and the establishment of a school district and school board. p 13

1917 - Ex-officio Territorial Board of Education (comprised of Governor Strong and four senators) was appointed by the Territorial legislature. p 14

1933 - Eleventh AK Legislature created the Board of Education, removed the public school system from the Territorial Board of Education & delegated \$8000 for use of newly created Division of High School Correspondence

1933-1934 - Extreme changes in education funding: Funding cuts for transportation funds for children in outlying areas (It was thought this would encourage residents in rural areas and non-incorporated districts to incorporate and levy taxes • Abolishment of rural school boards • Elimination of funds for rural high schools.

1936 - Territorial Board requests \$4000 for correspondence ed. (for those in "isolated" places). Legislature did not adopt this recommendation.

1939 – The Territorial Board recommended that the Legislature provide \$8000 for the education of students in isolated areas. The legislature denied the \$8000 but directed the Commissioner to use funding from the Schools Outside Incorporated Cities Fund. The Territory ordered 11 Calvert Correspondence School Courses saving the State \$933/student (Calvert cost \$520/student vs. rural school cost \$1453.44/student) p21-22

1941 - Territorial Board decides remote students should be offered the option of high school correspondence.

1955 - Ak Dept of Education begins developing courses and providing correspondence grading services for high schools

1959 - Statehood

1969 - Alaska Dept of Education hires Alaska certificated teachers to develop and grade courses

1970 (to 1976) - Students enrolled in state correspondence study

1971 - Five Kivalina Native families file suit wanting to receive secondary education in Kivalina.

1972 - Suit (similar to Kivalina) - Twenty-eight rural Native students file suit (Hootch vs. State Operated School System (4 years court time).

1973 - Improvements in 10 yr old curriculum—Board of Education cites that “quality of education received [in correspondence study] should be as nearly as possible on par with the levels of students attending public school.” p42

1974 - SB35 set up Regional Education Attendance Areas decentralizing education across the state. Dept of Education sought to decentralize correspondence education.

1975 – State Board of Education (March minutes) determines it was the Dept. of Educations duty to give responsibility and funding to the districts for teaching students. The services that can not be provided will be taken care of by departments. The Department should not be in the business of directly operating programs for school districts. (Correcting papers, giving grades) The Department should be more concerned with providing leadership and training to the districts.

1975- SB 367/ HB 443 – Correspondence Study through district or state – Homeschoolers had a choice (no two mile limit) Correspondence for everyone.

1975-77 - CCS helped many Districts with Correspondence Study – contracting with some.

1977 – (Sept) CCS (Central Correspondence Study) hosted 1st annual Correspondence Conference

1983 - “private exempt school” only requirement is to provide attendance records 1/yr, meet immunization requirements and administer tests gr, 4, 6, 8

1984 - 26 of 53 school districts operated correspondence study programs

1985 - Interwest Applied Research of Portland Oregon points out contradiction between In-district School Board AS 14.14.090 (2) and State Dept. of Ed. AS14.070.020(9) statutes as related to correspondence students.

1993 - CCS becomes Alyeska Correspondence

1994 - Cordova School District asked Chugach School District to serve correspondence students outside of Cordova city limits.

1995 - There are 995 students homeschooling under private exempt status

1995 – Charter school pilot program

1996 – SCR 25 (Senator Mike Miller) extols benefits of a viable home school community and encourages “cooperation with parents who are teaching their children at home.” Oct 13-19, 1996 is Alaska Home Education Week

1996 – Chugach School District offers cross district program serving 12 students in Anchorage.

1997 – SB 134 (Loren Leman) passes both houses – complete deregulation of homeschooling in Alaska. (Independent homeschoolers)

1997 – 1999 - Birth of other statewide correspondence programs - so many that Dept of Ed caps # of programs possible.

Terje Ann Hanson, M.A. ~ Fairbanks, Alaska

Terje's history ends with the year 2000

2001-2008 – The Alaska State Board of Education and Early Development, the Department of Education and Early Development, the Legislature, Administrators of Homeschool programs and homeschoolers have survived a period of growth with many birthing pains. Homeschoolers are very fortunate that the Legislative body has always listened and supported us. In 2002, Legislature supported homeschoolers' rights to use privately owned materials SB345 signed into law: AS 14.07.050. In 2004, homeschoolers, independent and affiliated with homeschool programs, joined together to form the Alaska Home Educators Alliance: AHEA. In November several of our members were honored to be invited and attended the Alaska Education Summit.

Alaska Statewide Correspondence Schools

State of Alaska > Department of Education & Early Development > Alaska Statewide Correspondence Schools

General Information

- **Statewide Correspondence Directory**

Program Forms

- **Monitoring Form** - Available in spring

Resources

- **Statewide Correspondence Regulations**
- **Special Education Requirements**

Contact Information

Alaska Department of Education & Early Development
Statewide Correspondence Schools Program
ATTN: Julie Morris, Program Manager
801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500

Telephone: (907) 465-8689
Fax: (907) 465-2713

Alaska Statewide Correspondence Schools

State of Alaska > Department of Education & Early Development > Alaska Statewide Correspondence Schools

Julie Morris, Program Manager
Telephone: (907) 465-8689

Chugach Schools Chugach Extension Corresp. 9312 Vanguard Dr Anchorage, AK 99507 Telephone: (907) 522-7400 Fax: (907) 522-3399 Grades: PE - 12 Annie Dougherty, Head Teacher Bob Crumley, Superintendent	Copper River Schools Copper River Corresp. Box 108 Glennallen, AK 99588 Telephone: (907) 822-3234 Fax: (907) 822-5933 Grades: KG - 12 Boyd Ables, Teacher James Elliott, Superintendent	Craig City Schools PACE Correspondence Box 800 Craig, AK 99921 Telephone: (907) 826-3274 Fax: (907) 826-2974 Grades: KG - 12 Bill Whicker, Principal Patrick Low, Superintendent
Delta-Greely Schools Delta Cyber School PO Box 1672 Delta Junction, AK 99737 Telephone: (907) 895-1043 Fax: (907) 895-5198 Grades: KG - 12 William Burr, Principal PJ Ford Slack, Superintendent	Denali Borough Schools Denali Peak Program PO Box 280 Healy, AK 99743 Telephone: (907) 683-7325 Fax: (907) 683-0329 Grades: KG - 12 Jeni Mason, Principal Kim Langton, Superintendent	Galena City Schools Interior Distance Education of AK (IDEA) 2157 VanHorn Rd Fairbanks, AK 99701 Telephone: (907) 374-2200 Fax: (907) 374-2286 Grades: PE - 12 Tim Cline, Director Jim Smith, Superintendent
Iditarod Area Schools Distance Learning/Corresp. Ctr. Box 772182 Eagle River, AK 99577 Telephone: (907) 694-6100 Fax: (907) 694-6105 Grades: KG - 12 Joe Banghart, Superintendent Joe Banghart, Superintendent	Nenana City Schools CyberLynx Correspondence Program PO Box 599 Nenana, AK 99760 Telephone: (907) 832-5423 Fax: (907) 832-5468 Grades: PE - 12 John Abrams, Principal Eric Gebhart, Superintendent	Southeast Island Schools SE Island Correspondence PO Box 19569 Thorne Bay, AK 99919 Telephone: (907) 828-8254 Fax: (907) 828-8257 Grades: PE - 12 Deedee Jeffreys, Teacher Lauren Burch, Superintendent
Yukon-Koyukuk Schools Raven Correspondence School 4762 Old Airport Way Fairbanks, AK 99709 Telephone: (907) 374-9412 Fax: (907) 374-9440 Grades: PE - 12 Patrick Doyle, Director Kerry Boyd, Superintendent	<input type="button" value="Print this Page"/>	

Correspondence Programs FY09

District Name	School Name	Total K-12
Alaska Gateway	Gateway Correspondence	56.14
Anchorage	Family Partnership Charter School	578.05
Anchorage	Frontier Charter School	315.10
Bristol Bay	Bristol Bay Correspondence.	2.00
Chatham School	Chatham Correspondence	2.00
Chugach School	Chugach Extension Corresp.	158.50
Copper River	Copper River Corresp.	48.95
Craig City	PACE Correspondence	391.32
Delta-Greely	Delta Cyber School	272.15
Denali	Denali Peak Program	174.29
Dillingham	Dillingham Correspondence	5.00
Fairbanks	Fairbanks B.E.S.T.	249.72
Galena	Interior Distance Education of AK (IDEA)	3,427.15
Haines	Haines Correspondence	15.00
Iditarod	Distance Learning/Corresp. Ctr.	83.95
Juneau	HomeBRIDGE	74.40
Kenai Peninsula	Connections	893.58
Ketchikan Gateway	Ketchikan Correspondence	57.20
Kodiak Island	Kodiak Island Corresp.	84.55
Matanuska-Susitna	Corresp. Study School	1,193.10
Matanuska-Susitna	Twindly Bridge Charter School	290.35
Nenana	CyberLynx Correspondence Program	795.76
Nome	Extensions Correspondence	8.50
Sitka	Sitka Correspondence	37.90
Southeast Island	SE Island Correspondence	1.00
Wrangell	Wrangell Correspondence	4.00
Yukon-Koyukuk	Raven Correspondence School	1,071.53
	TOTAL	10,291.19

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Interior Distance Education of Alaska

IDEA

IDEA is the homeschool support program of the Galena City School District, serving the needs of students throughout Alaska since 1997. We are privileged to partner with homeschooling parents, providing resources and support to committed parents who individualize education for each child.



Galena City School District
Superintendent: James Smith
P.O. Box 299
Galena, Alaska 99741

Historical Background

IDEA (Interior Distance Education of Alaska) was created by the Galena City School District in 1997 to support homeschooling families. The enrollment that first year surprised us all when it went to 1157 and then tripled the following year. Of the students enrolled in the first year of IDEA, 88% of them had never attended public or private school, which confirmed to us that IDEA was meeting a need among Alaskan students. Our mission is to provide resources and support to parents who have elected to educate their children at home; to achieve a partnership with families that honors the efforts and dedication of homeschooling parents. Presently our enrollment stays steady at around 3500 students in kindergarten through 12th grade. We operate offices in Juneau, Soldotna, Anchorage, Wasilla and Fairbanks.

Current Student Enrollment

Our enrollment at the end of the count period this fall was 3449.65 FTE. This represented a drop of 95.45 students from the previous school year. We are presently involved with our reenrollment process for current students and we have opened our online forms for enrollment for new families for next year. The 08-09 school year represented the first year that we were required to remain open for enrollment year around. Presently we have enrolled 107 new students since the end of the count period. In the past we had closed enrollment after the count period. The following chart shows our current demographic profile of our students.

Grade Level	TOTAL IN GRADE	Caucasian (White)	African-American (Black), Not Hispanic	Hispanic	Asian	American Indian	Alaskan Native	Two or more races (not Hispanic)	Native Hawaiian or Pacific Islander	Unclassified
-1	187 87 / 100	157 76 / 81	7 2 / 5	3 2 / 1	2 0 / 2	2 1 / 1	13 4 / 9	1 1 / 0	1 1 / 0	1 0 / 1
0	259 143 / 116	228 130 / 98	6 4 / 2	4 2 / 2	4 1 / 3	2 0 / 2	15 6 / 9	0 0 / 0	0 0 / 0	0 0 / 0
1	288 149 / 139	256 136 / 120	5 1 / 4	4 3 / 1	5 2 / 3	4 2 / 2	11 5 / 6	2 0 / 2	1 0 / 1	0 0 / 0
2	284 157 / 127	234 126 / 108	6 3 / 3	8 6 / 2	7 3 / 4	4 4 / 0	22 12 / 10	1 1 / 0	2 2 / 0	0 0 / 0
3	308 160 / 148	277 146 / 131	6 2 / 4	6 2 / 4	8 2 / 6	2 1 / 1	8 6 / 2	1 1 / 0	0 0 / 0	0 0 / 0
4	289 150 / 139	240 122 / 118	10 6 / 4	6 3 / 3	5 2 / 3	3 2 / 1	24 14 / 10	0 0 / 0	1 1 / 0	0 0 / 0
5	281 140 / 141	237 114 / 123	9 6 / 3	5 4 / 1	5 2 / 3	2 2 / 0	21 11 / 10	1 0 / 1	1 1 / 0	0 0 / 0
6	272 131 / 141	233 113 / 120	8 4 / 4	6 3 / 3	3 0 / 3	4 2 / 2	16 8 / 8	2 1 / 1	0 0 / 0	0 0 / 0
7	277 142 / 135	233 121 / 112	11 4 / 7	4 3 / 1	8 2 / 6	2 1 / 1	19 11 / 8	0 0 / 0	0 0 / 0	0 0 / 0
8	247 131 / 116	212 113 / 99	9 6 / 3	7 2 / 5	3 2 / 1	2 0 / 2	14 8 / 6	0 0 / 0	0 0 / 0	0 0 / 0
9	230 114 / 116	196 101 / 95	6 2 / 4	5 3 / 2	4 1 / 3	1 0 / 1	18 7 / 11	0 0 / 0	0 0 / 0	0 0 / 0
10	240 107 / 133	200 86 / 114	6 3 / 3	10 4 / 6	4 1 / 3	6 3 / 3	14 10 / 4	0 0 / 0	0 0 / 0	0 0 / 0
11	255 110 / 145	206 95 / 111	8 2 / 6	5 2 / 3	13 4 / 9	4 1 / 3	17 6 / 11	2 0 / 2	0 0 / 0	0 0 / 0
12	208 84 / 124	181 74 / 107	7 5 / 2	2 0 / 2	4 2 / 2	4 1 / 3	8 2 / 6	2 0 / 2	0 0 / 0	0 0 / 0
TOTAL	2625 1303 / 1322	2090 1133 / 957	100 50 / 50	75 39 / 36	70 24 / 46	42 20 / 22	220 110 / 110	12 4 / 8	6 3 / 3	1 0 / 1

Because IDEA is a statewide program, our students are spread across the state. We have structured IDEA by regions; our enrollment in each region is presented below.

Student Enrollment by Region	
Region A (Anchorage area)	872
Region F (Fairbanks area)	903
Region MS (Mat-Su Valley)	894
Region K (Kenai Peninsula)	441
Region SE (Southeast)	297
Region G (off the road system)	216

Based upon employment and economic trends and military deployments our enrollment by regions varies. To more clearly understand the movement of students within the various districts and programs throughout the state I have attached the enrollment comparison that we do each year based upon the numbers reported by DEED after the fall count period is complete. Funding for correspondence programs is governed by AS 14.17.430 which states that we receive 80% of the base student allocation and we do not receive funds for special education or federal programs.

Public School Funding for All Correspondence Schools FY Comparison				Base of \$5,480; using \$4,384
School District	FY08	FY09	Difference	
Alaska Gateway	37.96	57.64	19.68	86,277.12
Aleutian Region	0.00	0.00	0.00	0.00
Aleutian East	0.00	0.00	0.00	0.00
Anchorage	874.62	894.20	19.58	85,838.72
Annette Island	0.00	0.00	0.00	0.00
Bering Strait	0.00	0.00	0.00	0.00
Bristol Bay	0.00	2.00	2.00	8,768.00
Chatham	3.00	2.00	(1.00)	(4,384.00)
Chugach	168.50	158.85	(9.65)	(42,305.60)
Copper River	40.05	49.00	8.95	39,236.80
Cordova	0.00	0.00	0.00	0.00
Craig	411.00	394.66	(16.34)	(71,634.56)
Delta/Greely	329.65	279.80	(49.85)	(218,542.40)
Denali	342.95	181.14	(161.81)	(709,375.04)
Dillingham	7.00	0.00	(7.00)	(30,688.00)
Fairbanks	283.57	252.18	(31.39)	(137,613.76)

Galena	3545.10	3449.65	(95.45)	(418,452.80)
Haines	19.00	15.00	(4.00)	(17,536.00)
Hoonah	0.00	0.00	0.00	0.00
Hydaburg	0.00	0.00	0.00	0.00
Iditarod Area	100.60	85.73	(14.87)	(65,190.08)
Juneau	87.22	76.40	(10.82)	(47,434.88)
Kake	0.00	0.00	0.00	0.00
Kashunamiut	0.00	0.00	0.00	0.00
Kenai Peninsula	847.00	893.53	46.53	203,987.52
Ketchikan Gateway	0.00	59.20	59.20	259,532.80
Klawock	0.00	0.00	0.00	0.00
Kodiak Island	70.25	85.65	15.40	67,513.60
Kuspuk	0.00	0.00	0.00	0.00
Lake & Peninsula	0.00	0.00	0.00	0.00
Lower Kuskokwim	0.00	0.00	0.00	0.00
Lower Yukon	0.00	0.00	0.00	0.00
Mat-Su	1462.40	1484.05	21.65	94,913.60
Nenana	698.00	818.08	120.08	526,430.72
Nome	4.00	8.50	4.50	19,728.00
North Slope	0.00	0.00	0.00	0.00
Northwest Arctic	0.00	0.00	0.00	0.00
Pelican	0.00	0.00	0.00	0.00
Petersburg	0.00	0.00	0.00	0.00
Pribilof	0.00	0.00	0.00	0.00
Saint Mary's	0.00	0.00	0.00	0.00
Sitka	34.78	37.90	3.12	13,678.08
Skagway	0.00	0.00	0.00	0.00
Southeast Island	3.00	0.00	(3.00)	(13,152.00)
Southwest Region	0.00	0.00	0.00	0.00
Tanana	0.00	0.00	0.00	0.00
Unalaska	0.00	0.00	0.00	0.00
Valdez	0.00	0.00	0.00	0.00
Wrangell	0.00	0.00	0.00	0.00
Yakutat	0.00	0.00	0.00	0.00
Yukon Flats	0.00	0.00	0.00	0.00
Yukon/Koyukuk	1015.14	1085.28	70.14	307,493.76
Yupit	0.00	0.00	0.00	0.00
Mt. Edgecumbe	0.00	0.00	0.00	0.00
TOTALS	10384.79	10370.44	(14.35)	

Special Education Services

The IDEA program works very hard to meet the needs of all enrolled students. We follow all federal and state guidelines to provide appropriate special education services. Each student has an IEP team that meets to determine the Least Restrictive Environment. We strive to meet the individual needs of the student through co-operative agreements with the local school district or by specialized training by our special education staff. We presently serve 140 special education students with 7 certified and 1 classified staff member and also employ speech services through SERRC to meet our needs outside of our staffing ability. Presently we provide service to 11 of the 13 disability categories within special education; we respect the boundaries of the local school districts and do not provide direct services to our students.

Staffing

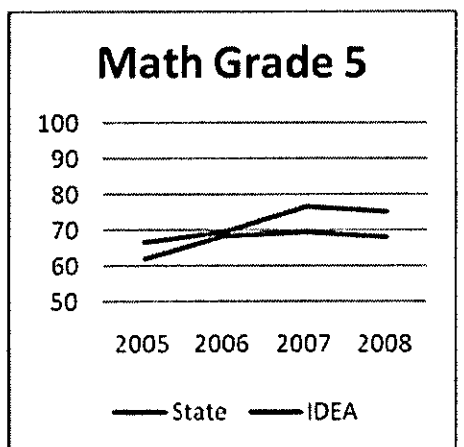
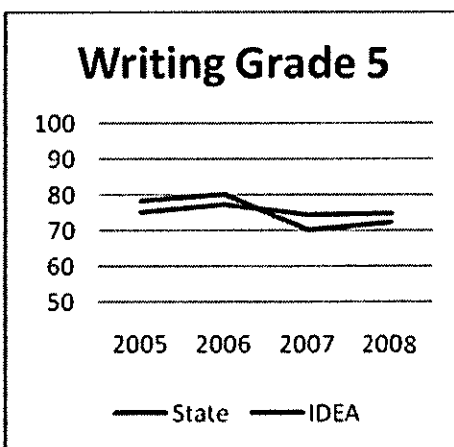
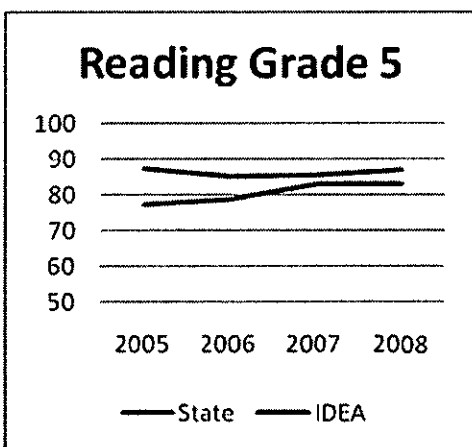
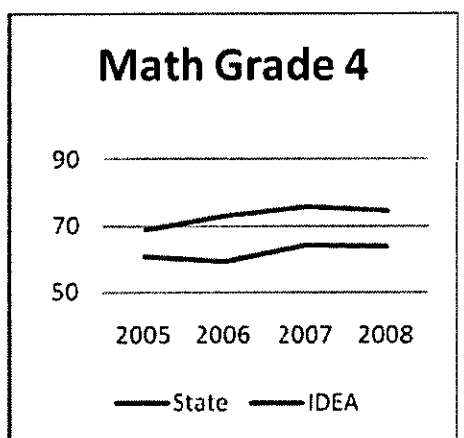
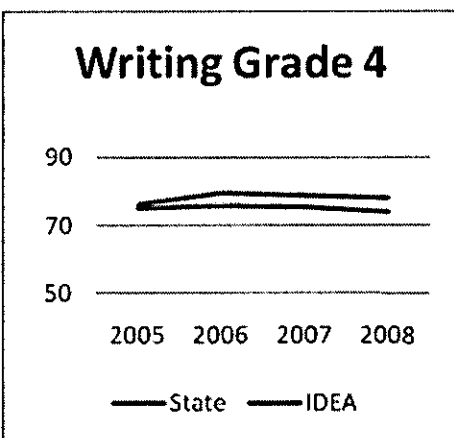
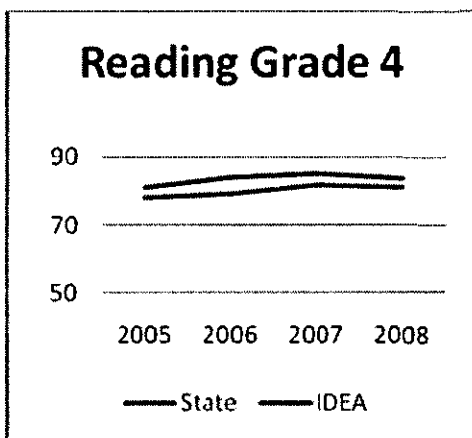
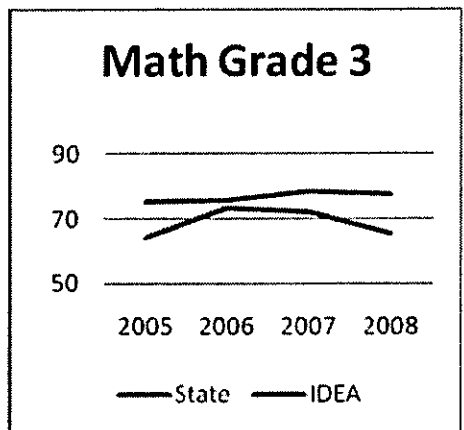
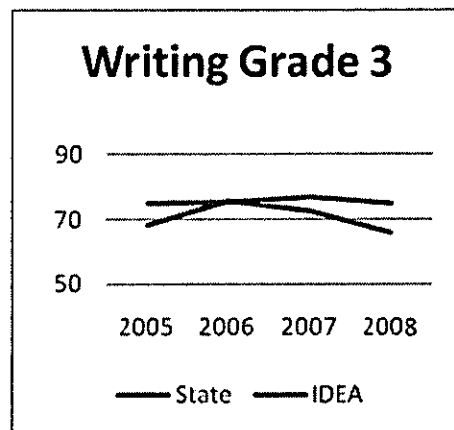
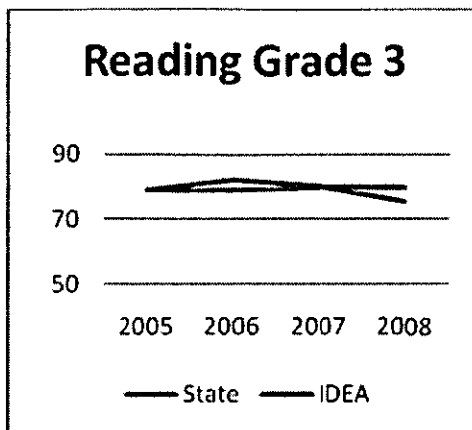
To meet the needs of our student body, we employ 30 certified teachers and 28 classified support staff. All of our certified teachers are highly qualified in one or more areas and a few are highly qualified in as many as 8 areas. Having a strong and varied staff allows us to meet the HQ requirement.

Student Performance

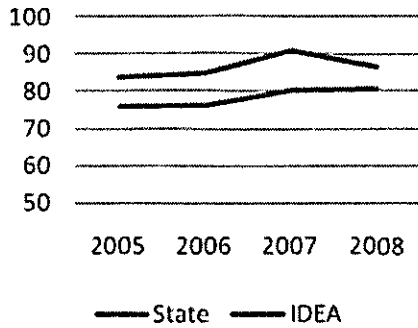
Families enter into homeschooling for a variety of reasons and with a student turnover rate of close to 1/3 some years our performance has its up and downs. The most important factor that contributes to our success is parental involvement. This one factor has the most impact on our continued high student performance.

To compare our students against other schools' performance is problematic. It is very difficult to find a program with similar demographics. As the largest program in the state, we have a Herculean task to see that all IDEA students participate in the state testing in the spring. Last year we tested 2076 students at 72 different testing sites around the state. The following graphs display our student performance in the SBA's for grades 3 – 10 over the last four years, showing the comparison between IDEA test scores and the state average in each subject area.

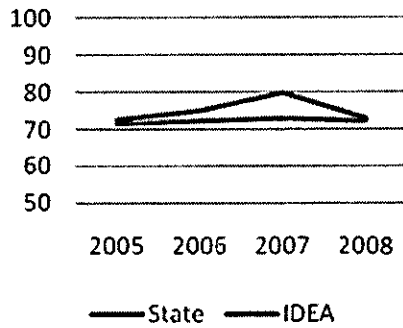
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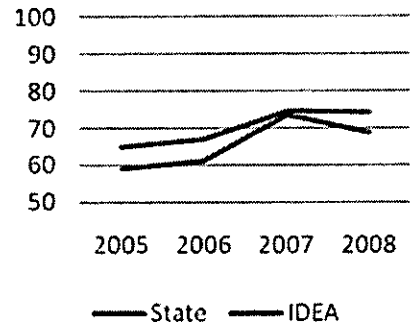
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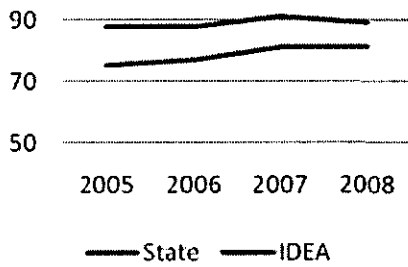
Writing Grade 6



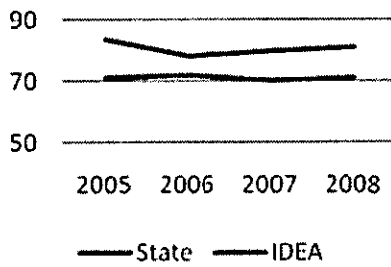
Math Grade 6



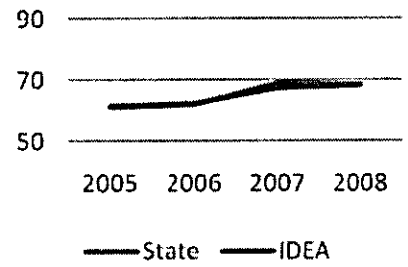
Reading Grade 7



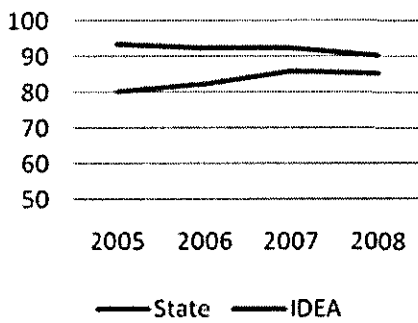
Writing Grade 7



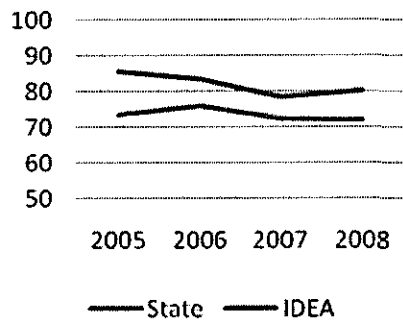
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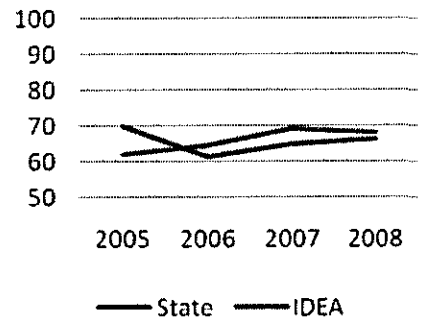
Reading Grade 8



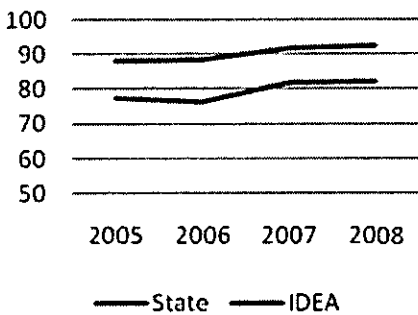
Writing Grade 8



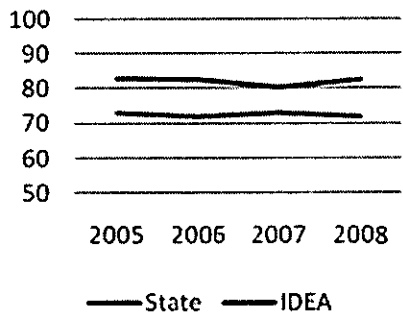
Math Grade 8



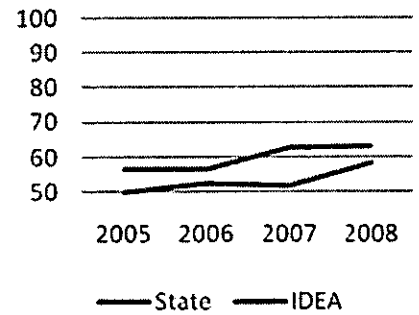
Reading Grade 9

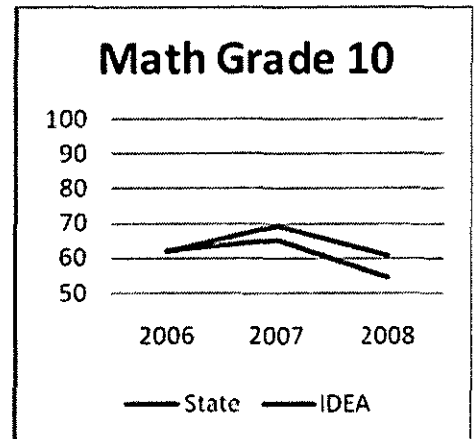
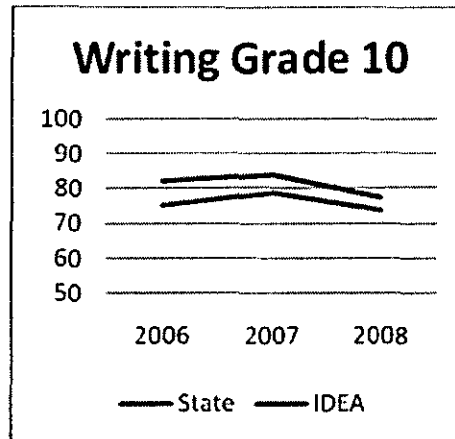
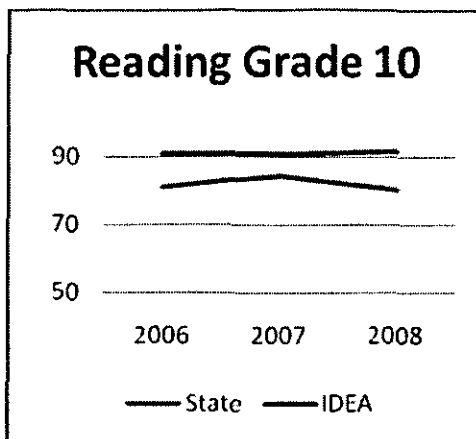


Writing Grade 9



Math Grade 9





As a program we strongly encourage the families to use the GLE's and state standards as we work with them to develop their students' Individual Learning Plan (ILP) each school year. We have discovered that materials favored by the one-on-one teaching environment of the homeschooling family often presents information in a different order than is laid out in the state guidelines, particularly in the primary years. However, as the students progress through the years, student achievement levels increase.

Graduation rates and dropout rates are a topic of much conversation lately. Last year we started a program within IDEA which we call I-Grad. I-Grad is a dropout recovery program designed for students who have been unsuccessful in other school settings and for whom the regular IDEA program would not be a good fit. I-Grad helps students finish their high school education by taking online classes and through credit recovery. Presently we have 105 students enrolled in I-Grad. This past year we found that our graduation rate had fallen. After analysis of the reasons for this, we put some changes into effect within IDEA to address the problem. The following graph tracks our performance since 1999.

School Year	Graduation Rate	Dropout Rate	Enrollment
07-08	42.5%	6.1%	3566
06-07	63.1%	3.3%	3525
05-06	79.1%	1.3%	3457
04-05	72.9%	1.8%	3554
03-04	90.2%	1.6%	3769
02-03	49.6%	0.8%	3612
01-02	100.0%	1.0%	3453
00-01	100.0%	0.1%	3104
99-00	98.8%	1.0%	3487

IDEA is currently at level 5 2nd year for AYP. Because of our size we have found this a difficult target to reach in all areas. We are currently providing tutoring opportunities and

workshops to the families around the state where we have identified lower performing students.

Conclusion

The Galena City School Board has supported and been actively engaged in the development and operation of the IDEA program from its inception. They believe in diversity and educational opportunities for all students. In addition to providing oversight and direct involvement in program decisions, the school board brings a group of IDEA parents to Galena itself for a few days each year, with the goal of increased communication and understanding between the parents in IDEA and the school board members.

The IDEA program will continue to recognize and validate the families in their belief in choice and their desire/ability to homeschool their children. We have found that most parents who commit to homeschooling also commit themselves to their own education and apply themselves to learning about the materials and teaching techniques that will best meet the needs of their students. We offer a huge range of materials that parents can use, and provide regular workshops on teaching tips and techniques. Our students participate in statewide educational events such as Spelling Bee, Geography Bee, Academic Decathlon, Close Up in both our state and nation's capitals, and others. As a matter of fact, we just finished the state Battle of the Books yesterday. IDEA students took first in high school and grades 5-6, were part of the three-way tie for second in grades 7-8, and were third in grades 3-4.

Homeschooling is not the answer for everyone, but it is a viable alternative with proven success. Tailoring education to each student's needs provides for a great deal of flexibility, which allows each student to excel in his or her own way while still meeting the expectations of the state. We are proud of our support of homeschoolers these past twelve years and look forward to our continuing partnership with them.

www.AHEAnow.org

- To strengthen homeschooling families through unity
- To support the rights of parents who want to educate their own children
- To support the rights of parents who want to educate their own children
- To inform homeschooling families of pertinent litigation (www.AHEAnow.org)
- To assist legislators in their decisions
- To unite all supporters and participators of home education
- To unite all supporters and participators of home education
- To support public school and homeschool partnerships
- To prevent discrimination of those who choose to use privately-purchased curriculum
- To educate the general public about homeschooling and raise awareness about common concerns

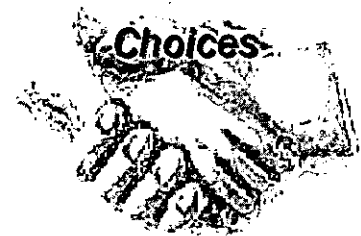
AHEA Board

Glen Biegel	Anchorage
John Clum	Eagle River
Annie Dougherty	Fairbanks
Lee Ann Hamerski	Anchorage
Kristin Lee Hamerski	Anchorage
Barb Heinrichs	Kodiak
Sally Javier	Anchorage
Debbie Joslin	Delta Junction
Susan Nymeyer	Kodiak
Nels Tomlinson	Juneau
Ben Shier	Juneau
Brigitte Youngblood	Anchorage

Alaska Home Educators Alliance

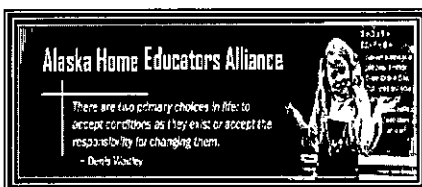
**A Partnership for
Educational**

Choices



*Alaska Home Educators Alliance
(AHEA)
PO Box 140784
Anchorage, AK 99514-0784*

E-mail: AHEA@AHEAnow.org
Website: <http://www.AHEAnow.org>



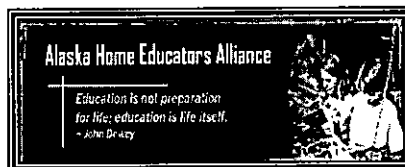
Overview: Homeschooling in Alaska

- 1996 - SCR 25 extols homeschooling
- 1997 - SB134 deregulates homeschooling
- 1997-2002 - statewide programs— recognized doing more with less; saves state resources
- 2002 - Dept. of Education halts funding if privately purchased, faith-based materials are used (*not* state purchased)
- 2002 - SB345 allows use of privately purchased, faith-based materials
- 2003-4 - Dept. of Education places 15% cap of allotment for art, music, PE for statewide programs (to halt perceived abuses)
- 2004— Audit interpretation: more restrictions on statewide programs if using privately purchased, faith-based materials
- 2005 - Memo from Deputy AG regarding SB345 distorts intent of bill; yields more restrictions
- 2006 - Candidate Palin supports educational options. Positive answers to all AHEA survey questions
- 2006-2007 - Governor Palin recognizes homeschool as educational option
- 2008 - Dept. of Education board attempts to equalize disparity between state-wide and in-district programs (Results in restricting in-district programs)
- 2008— Governor Palin and Board of Education appoints Larry LeDoux as new Commissioner of Education

~ ONE SIZE DOES NOT FIT ALL ~

Alaska Home Educators Alliance: Our Mission

It is the express purpose of AHEA to ensure that families who choose to educate their own children are supported in their endeavor, with attention to SAFETY, EQUITY, PERFORMANCE, and RESPONSIBILITY.



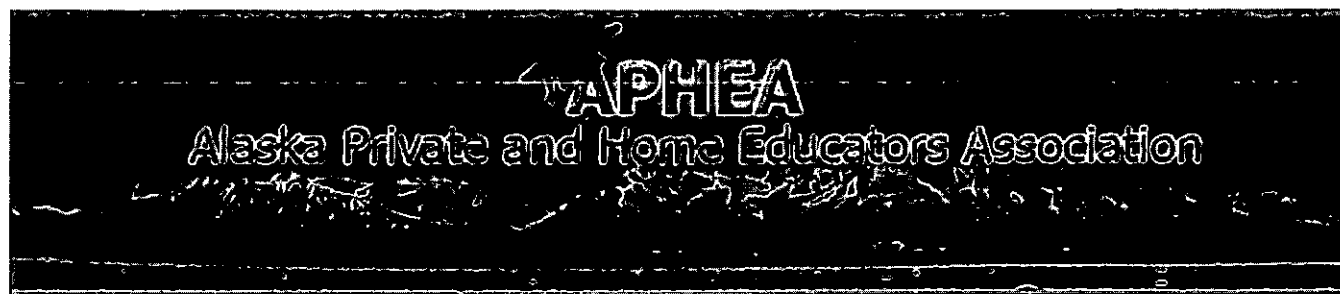
Alaska Home Educators Alliance
(AHEA)
PO Box 140784
Anchorage, AK 99514-0784

E-mail: AHEA@AHEAnow.org
Website: <http://www.AHEAnow.org>

Homeschool Programs in Alaska

Blue italics = Districts Serving Children in Statewide Programs
Black manuscript = In-district programs

- *AK Gateway Correspondence (Gateway)*
 - *Chuglak Home School Extension (Chugach)*
 - *Connections Homeschool Program (Kenai)*
 - *Copper River Correspondence (Copper River)*
 - *CyberLynx Correspondence (Nenana)*
 - *Delta Correspondence School (Delta-Greeley) Denali*
 - *PEAK (Denali Borough)*
 - *Fairbanks Guided Independent Study (Fairbanks)*
 - *Family Partnership Charter School (Anchorage)*
 - *Frontier Charter School (Anchorage)*
 - *Haines Correspondence Program (Haines)*
 - *HomeBRIDGE (Juneau)*
 - *IDEA-Interior Distance Ed. of AK (Galena)*
 - *Iditarod Distance Learning (Iditarod)*
 - *Kodiak Regional Learning Center (Kodiak)*
 - *Mat-Su Correspondence (Mat-Su)*
 - *PACE Correspondence (Craig)*
 - *Raven Correspondence (Yukon-Koyukuk)*
 - *REACH Homeschool (Sitka)*
 - *Twindley Bridge Charter School (Mat-Su)*
 - *Yukon River Academy (Tanana)*
- Independent Homeschooling – See www.aphea.org



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[Legislative Alerts](#)
[Alaska Law](#)
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About APHEA

Purpose

The Alaska Private and Home Educators Association is a membership-based coalition of parents and others who have banded together for the furtherance of educational excellence through alternatives to the government-operated public schools.

Administration

APHEA is governed by a board of directors consisting of seven members. The President and one-third of the directors are elected each year at the convention.



Activities

APHEA promotes home education on two levels:

1. Supportive Inter-relationships

- Provides means to foster contact between home school groups in Alaska. This is done through publications and the presentation of seminars.
- Conducts an annual convention which encourages family participation and includes the following:
 - At least one keynote speaker who is well-known in the field of home education.
 - Workshops conducted by the keynote speaker and by local teachers and parent educators.
 - Curriculum displays. This is an excellent opportunity to obtain information from vendors knowledgeable in various curricula and to get a hands-on look at curricula and supplementary materials.

2. Political Involvement

Fosters and protects a climate of non-interference for home education in Alaska by direct involvement in the political process. This is accomplished by providing information on issues and candidates and by acting as a liaison between home education and the Alaska legislature. Keeps APHEA members informed through bulletins concerning pertinent legislation and Department of Education activities.



APHEA Position Statement

Whereas it is a fact recognized by the Supreme Court of these United States that children are not the mere creatures of the state, and;

Whereas it is the first responsibility of parents to care for their children and that part of this responsibility is the training and educating of their children, and;

Whereas we recognize the high duty and right of all parents to direct the education of their children without unreasonable restrictions by the state, and;

Whereas we affirm the fundamental right of parents to provide for their children religious training without interference from the state, and;

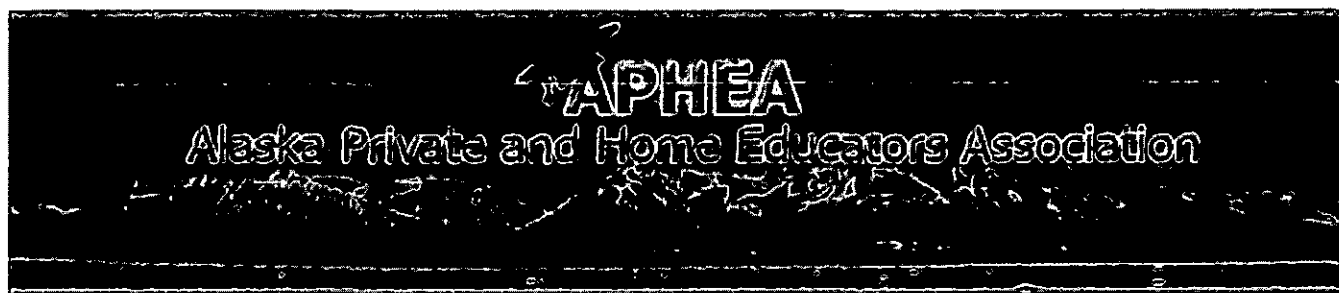
Whereas it is a violation of the most basic concept of liberty for the state to standardize children by forcing upon them and their parents state-directed instruction;

WE, THE MEMBERS OF **APHEA**, DO HEREBY DECLARE:

1. Our intention to execute faithfully our parental duty to the best of our God-given abilities;
2. Our intention to cooperate together to attain excellence in private education for our children;
3. Our intention to resist any attempt by the government of these United States or the State of Alaska to disallow the freedom to exercise our parental rights in education; and
4. Our willingness to collaborate to improve the climate of educational freedom in Alaska through public information as well as through legislative means.



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Alaska Law ☐

Alaska State Statute: This statute describes the compulsory attendance requirements and includes the exception (12) to compulsory attendance that apply to Homeschool students.

Sec. 14.30.010. When attendance compulsory.

(a) Every child between seven and 16 years of age shall attend school at the public school in the district in which the child resides during each school term. Every parent, guardian or other person having the responsibility for or control of a child between seven and 16 years of age shall maintain the child in attendance at a public school in the district in which the child resides during the entire school term, except as provided in (b) of this section.

(b) This section does not apply if a child...

(12) Is being educated in the child's home by a parent or legal guardian.

(Click "Alaska Law" below for complete statute)

Alaska Law

[Gavel to Gavel \(watch Alaska Legislature in action\)](#)



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Alaska Home Educators Alliance

"It is in fact nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry"

- Albert Einstein 1940



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HOME

[About Alaska Homeschooling](#)

[Alaska Laws on Homeschooling](#)

[Making Your Voice Heard](#)

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Welcome to AHEA

"We cannot do everything at once, but we can do something at once."

~ Calvin Coolidge

Welcome and thank you for your interest! The Alaska Home Educators Alliance, (AHEA) is a developing alliance uniting Alaskan homeschoolers who choose to partner with public schools (Affiliated Homeschoolers), those who have remained independent of public schools (Independent Homeschoolers), and includes Alaskans who support their dedication. Our long term mission is to promote an understanding of the benefits of home education alternatives in Alaska, and to serve as a clearinghouse for information pertaining to both affiliated and independent homeschoolers.

- [Weigh-in on Homeschool Issues - Take our 3 minute survey](#)
- [Super Tuesday and Election Info for Kids](#)
- [Perfect Time to Contact 2008 Candidates - Contact List](#)
- [Candidate Responses - Homeschool Issues - Educational Improvement Plans](#)

Why AHEA? Why now? To promote home education choices for families: independent, in-district affiliated and statewide affiliated with public schools.

The initial cause was inequity between in-district and statewide correspondence programs. This past year, through the efforts of many homeschoolers and administrators who work with homeschoolers, statewide correspondence (homeschool) programs were able to see some relief in the area of use of allotment funds for music, art and P.E.; however, the same regulations that promise some relief to statewide families are imposing regulations never before required of in-district correspondence and homeschool-charter programs.

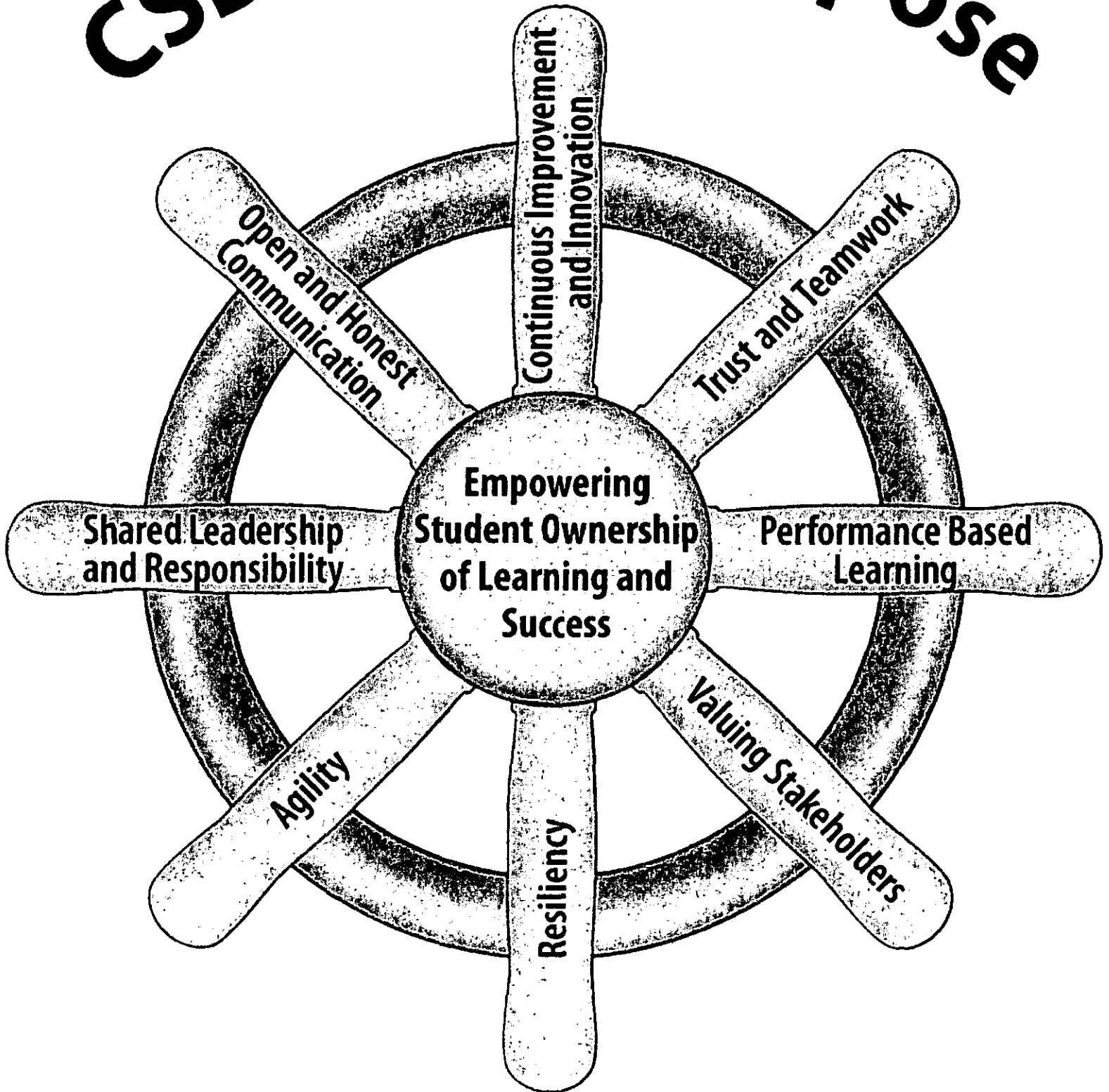
The current Department of Education and Early Development's (the DEED's) interpretation of long standing regulations in regards to privately-purchased curricula that are aligned to state standards and the [Deputy AG memo to Senator Dyson and Senator Lyda Green](#) on Sept. 20, 2005 continues to be a concern and a reason to unite all supporters of home education and speak up for common issues.

Your neighbors and your legislators need to understand the importance of choice in resource availability, curricular materials (both privately-purchased and state-fundable) and methodology, as well as the value of parental commitment. Each child deserves a fair chance at a good education. **We truly believe that one size does not fit alland no child should be left behind!**

Please join us as a concerned homeschooler!
[Read the Introductory Letter from the AHEA Board](#)

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CSD Shared Purpose





Chugach School District

Voyage to Excellence



Chugach Extension School

Annie Dougherty
Head Teacher
and
Advisory Teacher
Fairbanks Extension Office
907-457-2545
Fax: 907-374-0466

adougherty@gci.net

Chugach Extension School
2216 Penrose Lane
Fairbanks, AK 99709



*When it comes to education,
there's no place like home.*

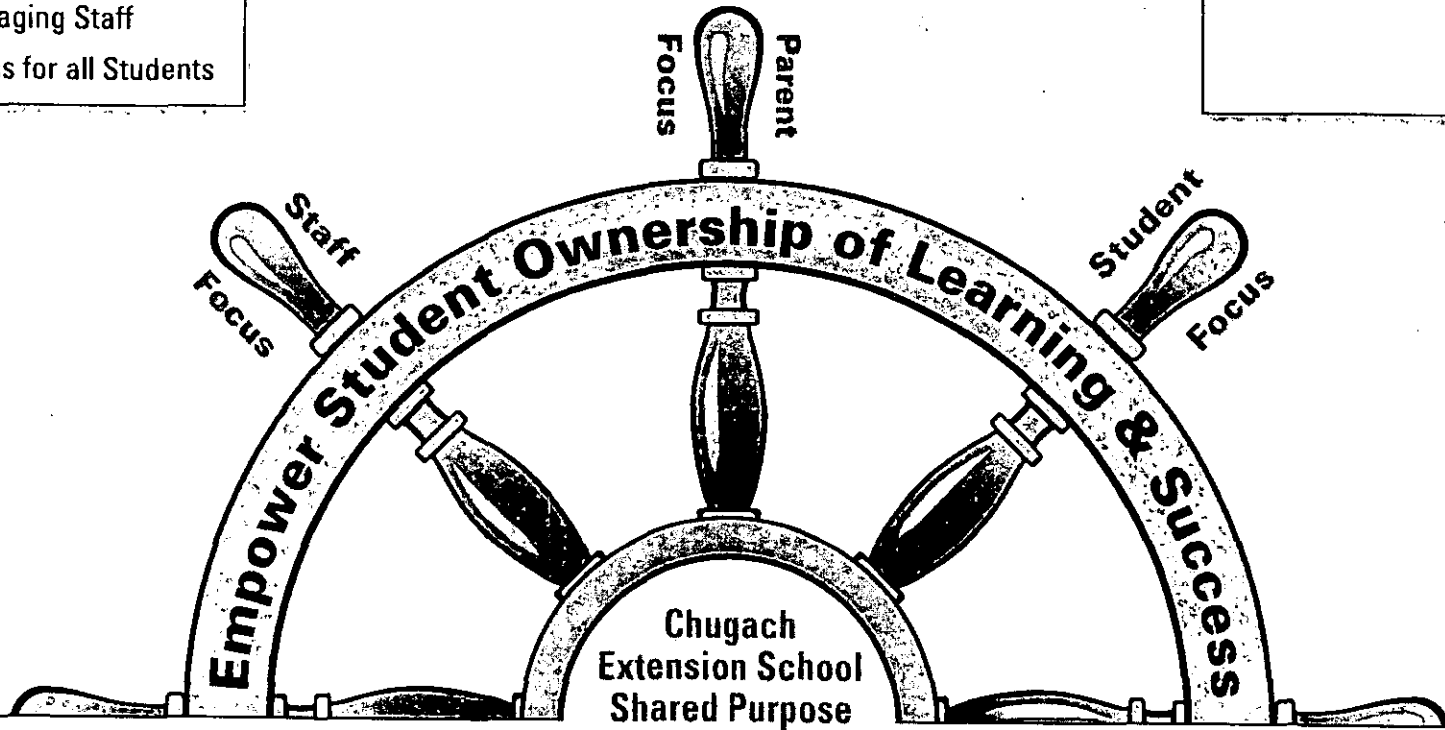
Annie Dougherty, her husband Dennis, and sons John and Daniel are all strong advocates of home schooling. In addition to educating her children at home, Annie is a certified teacher, serving home school families across the state. She has worked for Chugach School District as an advisory teacher and the head teacher of the Chugach Extension School program for the past eight years. She has been a long time advocate of parental rights and involvement in the education of their children, even during her prior 15 years as a classroom teacher.

<http://chugachschoools.com/>

Flexibility
Activities
Materials
Individualized Learning
Life Skills
Instructional Support
Encouraging Staff
Success for all Students

Integrity
Nurturing
Skills
Personalize
Independence
Respect
Excellence

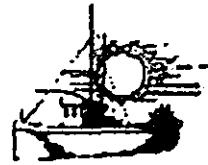
Freedom
Understanding
Team work
Unlimited possibilities
Responsibility
Exploration





Chugach School District

Voyage to Excellence



Chugach School District Shared Purpose Empowering Student Ownership of Learning and Success

Mission

The Chugach School District is committed to developing and supporting a partnership with students, parents, community and business which equally shares the responsibility of empowering students to meet the needs of the ever changing world in which they live. Students shall possess the academic and personal characteristics necessary to reach their full potential. Students will contribute to their community in a manner that displays respect for human dignity and validates the history and culture of all ethnic groups

Chugach Extension School (CES) was established in the 1980's as a way to meet the educational needs of families residing in remote communities within CSD boundaries. In 1994, CES responded to a growing need to offer its services to home schooling families living in remote communities surrounding Prince William Sound. Currently, CES students across Alaska represent 60% of CSD students.

During the enrollment process, home school parents describe their alignment with the educational philosophy of CSD. Prospective parents and students are interviewed to determine whether CES is the best educational choice for their family. When students are accepted in CES, they are placed at their individualized levels in 10 content areas. These CSD levels reflect the student's current level of performance in each content area rather than using a grade level based on the student's age. Student Learning Profile tests may be given to provide information about each student's strengths and preferred learning styles.

Measures of CES program quality

CES students represent 2.5% of the home school students in Alaska. CES has the lowest student-teacher ratio compared to the other statewide correspondence schools in Alaska. On average, the student-teacher ratio in the two largest statewide programs since 2005 has been more than two times greater than the consistent ratio of 50 to 1 in CES.

CES has met all AYP requirements for 4 out of the last 5 years. In 2008, the only factor out of compliance was the graduation rate based on a small number of potential graduates for that year. In contrast, the two largest statewide programs are currently in their second year of level 5 status based on not meeting AYP requirements for the past 6 years.

In CES, parents and students collaborate with teachers in designing and delivering the CSD standards-based educational program. Throughout the year, CES provides home school teacher trainings in academic content areas such as math, language arts, and science.

Measures of CES Student Achievement

The data for CES students shows a high degree of academic achievement and overall satisfaction with the program. For the past 3 years, CES students have exceeded the required SBA score requirements for AYP. The percentage of CES students scoring proficient or advanced in language arts has ranged from 89% in 2005/06 and 90% in 2006/07 to 77% in 2007/08. The percentage of CES students scoring proficient or advanced on math SBA tests has increased from 70% in 2005/06 and 68% in 2006/07 to 86% in 2007/08.

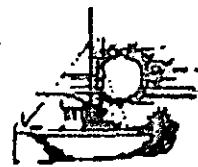
Since 2001, the number of students enrolled in CES has grown slowly from 138 students in 2001 to 163 students in 2008. For the past 5 years, there has been an average 65% of CES students who returned to the program in the following year. CES has chosen to maintain a low student-teacher ratio in order to focus on its performance-based, individualized education program for each student.

<http://chugachschoools.com>



Chugach School District

Voyage to Excellence



The Chugach School District (CSD) has been pursuing educational excellence since 1994 when leadership and stakeholders came together to collaborate on an innovative educational model based on shared leadership and vision, a continuous improvement cycle and a standards-based instructional design.

Currently, CSD is a leader in standards-based educational reform. The district was awarded one of the first Baldrige awards in the Education category in 2001. The CSD Quality Schools Model is now used in six school districts in Alaska.

The Chugach School District is located in Southcentral Alaska and includes most of the Prince William Sound coastline and islands. CSD employs 22 certified teachers who deliver instruction to 253 students in PreK to 12th grade. CSD teachers deliver highly effective standards-based instruction in

- three community schools (in Tatitlek, Chenega Bay and Whittier)
- the "Voyage to Excellence"(VTE) work-to-life residential program and month-long EXCEL summer program in Anchorage
- the statewide Chugach Extension school with offices in Valdez, Fairbanks and Anchorage.

CSD is the lead partner in numerous grants that benefit students and staff in other school districts. Six school districts in rural Alaska send their students to the VTE program and EXCEL camp. The VTE has a long-standing partnership with over 70 business organizations, educational programs and Native organizations in Alaska.

The standards-based instructional design and delivery in CSD are based on the belief that individuals learn and develop at different rates while using their preferred learning styles. Students in CSD are allowed the flexibility to grow and achieve at their own pace, with guidance from highly trained and qualified staff. The expectation is that all students will master the rigorous requirements for graduation established by the School Board in ten curriculum areas, as well as the passage of all three sections of the state-mandated HSGQE. It is possible for a student to be academically prepared for high school graduation by age 16 while students who require more instruction are encouraged to stay enrolled up to age 21 if necessary.

The "Voyage to Excellence" residential house



Chugach School District

Shared Purpose

Empowering Student Ownership of Learning and Success

Mission

The Chugach School District is committed to developing and supporting a partnership with students, parents, community and business which equally shares the responsibility of empowering students to meet the needs of the ever changing world in which they live. Students shall possess the academic and personal characteristics necessary to reach their full potential. Students will contribute to their community in a manner that displays respect for human dignity and validates the history and culture of all ethnic groups.

The ten curriculum areas include traditional academic subjects as well as innovative areas such as personal/social/service learning, career development, technology and cultural studies. These content areas were developed in response to input from community members and business partners. Students demonstrate their mastery of these standards in a variety of assessments developed by Chugach staff members, including content-specific tests and real-life applications of skills. An extensive review and revision of the Chugach standards in all ten content areas was completed in 2008 with collaboration from students, parents and community members.

<http://chugachschoools.com/>

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

QuickTime™ and
TIFF (LZW) decompressor
are needed to see this picture.

VTE Program Accomplishments:

**2003-2008 VTE High School Graduation Rate = 98%
(Predominantly At-Risk Students)**

Of those graduates today:

- 39% in College
- 53% in the workforce (the majority in Alaska)

2003-2008 Voyage To Excellence program student data:

- 43% still attending High School
- 55% have graduated from High School
- 2 % have dropped out*

* dropouts chose not to complete VTE Program.

Student Accomplishments:

Students earned the following during EXCEL Summer Camp:

- 125 UAF credits total
- 40 national certificates
 - 8 – Alaska Career Readiness Certificates
 - 15 – National SafeServe Certificates
 - 17 – NCCER National Center for Construction

Education & Research

- 2 four-week internships in education & business

Students earned the following during VTE Program Phases:

- UAF credits for each phase successfully attended
- NCCER Certificates for our construction phases
- Alaska Career Readiness Certificates with successful completion of tests
- First aid and cold water certificates
- Summer internships in construction

Currently the VTE program has waiting lists in with partnering districts, which ranges from 6-18 students per phase, as well as two other districts wanting to partner. This indicates a great need to expand our facility to accommodate our rural Alaskan students.



The VTE program is **more** than a Career and Technical program. The focus is on skills all students need for a successful transition:

- Employability Skills
 - Basic Skills
 - Work attitudes
 - Work values
- Character Education
- Life Skills
- Post Secondary Skills
- WorkKeys Training
- Dual CTE Credits UAF
- National Career Certificates
 - NCCER
 - WorkKeys Career Readiness
 - Certified Nursing Asst.
 - Emergency Trauma Tech.
 - ServeSafe Certificate
- Cold water survival training

Voyage To Excellence (VTE) has a long-standing partnership with over 70 organizations including -

Local Businesses:

- Davis Constructors & Engineers
- Providence Hospital
- Conoco Phillips
- Alyeska Resort
- Captain Cook
- Associated General Contractors
- Associated Builders and Contractors
- Wells Fargo
- Totem Ocean Trailer Express

Partner Districts:

- Lower Yukon
- Lake & Peninsula
- Kuspuk
- Berino Strait

Education:

- NACTEC
- Anchorage Youth Court
- Alaska Job Center
- Job Corp
- UAA
- APU
- UAF

Native Organizations:

- Chugachmiut
- Chenega Corporation
- Tatitlek Corporation
- Chugach Alaska Corporation
- Cook Inlet Tribal Council
- Bristol Bay Native Corporation

*Our partners provide workplace tours, job shadows, and possible apprenticeships.

<http://web.me.com/vte1/VTE/Welcome.html>

<http://chugachschoools.com/>

Raven is the choice for homeschooling families!

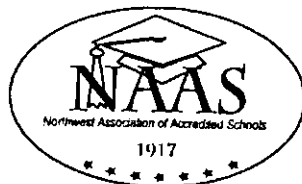
"Families are ravin' about Raven"

"As a 17-year homeschooler I have appreciated Raven's trust in me, the support for finding the right products and programs to teach and enrich each student's education, and for minimizing the paperwork that is necessary."

"I chose Raven because one of the goals is to keep paper work down...they created a website where I can post reports online, which is very easy! I feel completely supported and empowered by all of Raven's help and appreciate the trust they feel for me."

"Before Raven, I was nervous about homeschooling, even though my child was struggling in school and I felt we needed an alternative...Raven gave me the confidence with their support and advice and my child is now excelling...Thank you, Raven!"

"My Raven teacher is very knowledgeable--the first person I ask when searching for resources; and Raven is the best program for keeping paperwork to a minimum."



Raven Correspondence School *Serving Families at Six Locations*

Anchorage

800 E. Dimond Blvd. Suite 234
Anchorage, AK 99515
907.644.8590

Delta

Jarvis West Building, 2855 Alaska Highway
PO Box 396
Delta Junction, AK 99737
907.895.2280

Fairbanks

4762 Old Airport Way
Fairbanks, AK 99709
907-374-9401
1.888.99RAVEN

Juneau

3141 Channel Dr. #100
Juneau, AK 99801-7897
907.796.2112

Soldotna

44109 Sterling Highway, Suite A
Soldotna, AK 99669
907.262.2735

Wasilla

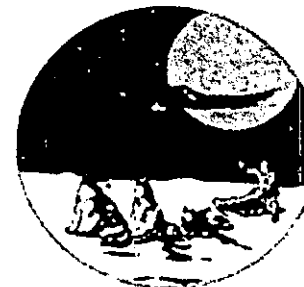
1261 Seward Meridian Rd. Suite H
Wasilla, AK 99654
907.357.9573

Requirements

- ❖ Monthly Contact
- ❖ Quarterly Progress Reports
- ❖ Quarterly Work Samples
- ❖ Statewide Mandatory Testing

Raven Correspondence School

*A Quality K-12 Statewide
Homeschool Program*



Yukon Koyukuk
School District

*Raven Correspondence is an
accredited, state-funded program
that is tuition-free for
Alaska students*

ENROLL ONLINE
www.ravenschool.com

1.888.99.RAVEN
Email: raven@yksd.com

Working together for our Children

We are committed to maintaining a high quality program that encompasses the best elements of individualized education and meets the needs of all students. We support the role of parents in educating their children. We will continue to provide educational choice that includes academically sound curriculum and extra-curricular programs to produce independent learners who will become contributing members of society.

Enrollment Options

Raven offers several options for students:

- ❖ Full-time - enrolled only in Raven
- ❖ Part-time - enrolled in 1-3 courses
- ❖ Dual enrollment-enrolled full or part-time to take enrichment, remedial, advanced placement, and/or general education courses
 - Private School
 - Public School

Raven offers many benefits:

- ❖ Certified Advisory Teacher support
- ❖ Student allotment provided for curricular materials, instruction, supplies, tutoring and activities
- ❖ Choice in curriculum
- ❖ Parent designed courses to individualize and meet student needs
- ❖ Individualized Learning Plan
- ❖ Standardized testing provided for students grades 3 – 12

High School Support

- ❖ High school plan and transcript
- ❖ Online and traditional courses
- ❖ Dual credit classes available
- ❖ K-12 Counselor: Academic reviews, scholarships, career and post-secondary planning and workshops
- ❖ Alaska Scholars Program
- ❖ Travel opportunities for high school credit-Classroom with a View, EF Tours, and Close-Up programs

Resources/Technology

- ❖ Online record keeping tools
- ❖ Media center with extensive resources/subject kits for check-out
- ❖ Online resources including: DORA/DOMA Reading & Math assessments, Aleks Math, WorldBook Online, Cosmeo, Enchanted Learning, Online Homework Helper, BrainPop, and INET Classroom & Library

Computer Options

Computer options available to meet the educational needs of our full-time students:

- ❖ Computer Assistance Program
- ❖ Computer Reimbursement Program
- ❖ Monthly Internet Stipend

Specialized Programs

- ❖ YKSD Distance Education Courses
- ❖ HSGQE Prep-Courses/Workshops
- ❖ Video Conferencing Courses
- ❖ Lets Go Learn: Online Reading and Math Assessments

Enrichment/Activities

- ❖ ASAA activities including individual music, art and sports opportunities
- ❖ Activities and events including Virtual Science Fair, Battle of the Books, Free Book Programs: Book-It and River Readers
- ❖ Local area workshops and talent shares

Eligibility Requirements

- ❖ A child who is five years of age before September 1 following the beginning of the school year and who is under the age of 20 and has not completed the 12th grade is of school age and is eligible for enrollment.

Students receive state funding based on the following formula:

*Kindergarten – 3rd Grades
Full-time (4+ classes) \$1,600*

*4th – 8th Grades
Full-time (4+ classes) \$1,800*

*9th – 12th Grades
Full-time (4+ classes) \$2,000*

At least 50% of classes must be core classes: English, math, social studies, science, technology, or world languages.



Introduction

Education has been a crucial concern of parents and society since the genesis of culture. Educational issues are passionately debated in America today, at the dawn of the new millennium. And at this unique point in history, it has become clear that home schooling will play an ever-increasing role in the fracas that surrounds educational debates, reforms, and choices. What some observers thought would be a passing fad—home schooling—has become a visible movement motivated by capable leaders and a robust mix of parents and children.¹

The home-school movement will likely exert influence in society that is disproportionate to its size. Why? A key reason is its successes. Research has made it apparent that the home educated are doing well in terms of academic achievement, socialization, and success in adulthood.² Multiple references will be provided later to support this statement and other conclusions made in this publication. In addition, these families are becoming a respected part of society that is politically active, savvy, and successful.³

Although home-school parents and their children are bucking the conventional practice of relying on typical educational institutions beginning at the age of 5 or 6 in groups of same-age peers with state-certified and largely state-trained teachers, the growing cadre of home-school parents are practicing what cultures have believed and practiced for centuries. That is, parents, families, and closely-tied social groups should be the ones to transmit culture, beliefs, and literacy (in reading and writing) with the utmost care and dedication.⁴

Both noble and ignoble persons in many countries value education. They recognize that the education (including indoctrination) of children—a country's future citizens—is the key to the path a nation will follow.⁵ Adolph Hitler, V. I.

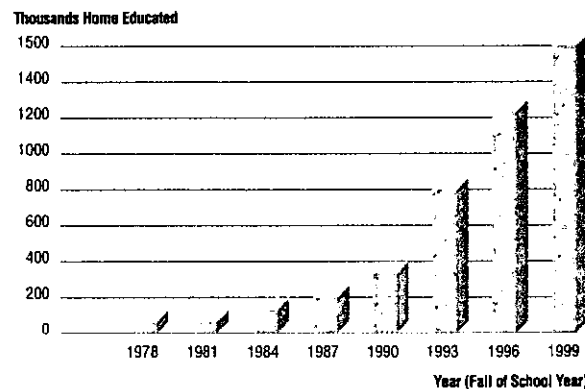
Lenin, and Benito Mussolini are known for their plans to use schools to advance their own base purposes. Martin Luther wanted to use schools to impress on children the word and mind of God. In America, educators such as John Dewey, Horace Mann, and Jane Addams, business leaders, and many other social leaders knew that if they were

to be able to enculturate, indoctrinate, and mold the thinking and behavior of the next generation then they would have to design and control the curriculum of the schools.⁶

Today, social thinkers, social tinkers, and some parents still recognize the battle that exists for children's hearts and minds that is played out in their education. Some call for institutional schools to exert even more influence in and control over the lives of children.⁷ Contrariwise, others are sounding a clarion call that urges parents to be in charge, knowledgeable and intimately, of their offspring's education.

As one response, people of many cultural heritages, skin colors, and religious worldviews are moving quickly to engage their children in home-based education—for a broad array of reasons. By the end of the first decade of the 21st century, there may be well over two million children being home schooled in the United States alone (see Figure 1).⁸ Meanwhile, this educational practice is also resurgent in many other countries such as Mexico, South Africa, the United Kingdom, Canada, and Germany.⁹

FIGURE 1
GRADES K-12 CHILDREN HOME EDUCATED IN THE U.S.
(estimated)



This booklet is designed to review important and representative research on home schooling to date. The review covers the topics that are generally the most important to parents, educators, policy makers, and society at large. For those who desire to conduct an in-depth examination of the methodology and quality of the cited studies, full citations are provided.



Why Are People So Curious About Home Schooling?

Many cultures throughout history have practiced home- and family-based education, and some still do. Even people during the past few centuries of western civilization have practiced forms of education that are clearly parent-controlled or parent-led. Dr. Edward and Elaine Gordon make it clear, in *Centuries of Tutoring: A History of Alternative Education in America and Western Europe*, that education centered in and around the home and family has played a key role in society throughout history.¹⁰ The Gordons' brief comments dedicated to home schooling at the end of the 20th century puts into perspective that today's home education has a rich heritage and is one more significant expression of the importance of the historical concept and practice of home- and family-based learning throughout western civilization.

An examination of education in America also indicates that home education, in one form or another, was prevalent until the late 19th century. "In general, then, seventeenth and eighteenth century parents—particularly the father—bore the primary responsibility for teaching their children... Christian doctrine, vocational skills, and how to read and, to a lesser

extent, write and figure..."¹¹ Renowned historian Dr. David Tyack pointed out that during the 19th century "...the school was a voluntary and incidental institution: attendance varied enormously from day to day and season to season..."¹² Further, the parents and community controlled

the school during this period of history. Schooling or book learning was only a small and often incidental part of the

total education of a child since he "...acquired his values and skills from his family and from neighbors of all ages and conditions."¹³ The growth in popularity of compulsory school attendance at the end of the 19th and the early 20th centuries, along with the idea that trained professionals could best teach children, decidedly moved the education of children into the hands of school personnel as the 20th century began.

Home education has always existed in spite of the prevalence of classroom school attendance since 1900. Although it is difficult to know the numbers of students taught primarily at home by their parents during the period of 1875 to 1975, the practice continued to a limited extent. For example, the situation of great distances between homes and schools in Alaska led to the creation in 1940 of the government-sponsored Centralized Correspondence Study (CCS) which is still essentially home schooling. Those involved in home education across the country today, however, include students far removed from any government-operated program.

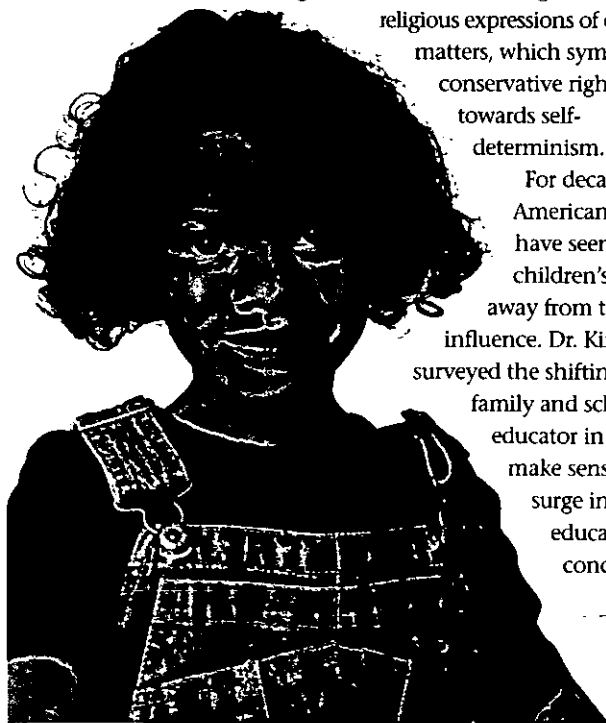
An examination of education in America also indicates that home education, in one form or another, was prevalent until the late 19th century.



Stimuli for the Renewal

The late 1970s and the 1980s witnessed a sudden growth in the occurrence of home education.¹⁴ A number of factors might account for this phenomenon. One study of early published material on home education noted the frequent mention of names such as John Holt, Ivan Illich, and Jonathan Kozol, and inferred a direct link between the public issues of alternative schools, community control, and deschooling that were raised in the 1960s and the emergence of modern home education;¹⁵ "...the early jargon of home education made use of the arguments of the prominent educational reformers" of the 1960s and early 1970s.¹⁶ In a similar vein, Dr. Michael Shepherd surveyed the social activism, the public's declining regard for public schools, and the concepts of deschooling and alternative schooling that were prevalent in the 1960s and early 1970s. Shepherd concluded, "Several people who promoted alternative schools in the 1970s would come to advocate home schooling..."¹⁷ Dr. Joseph Kirschner's historical account, likewise, links the work of John Holt and others to the beginnings of modern home education.¹⁸

Since the 1970s, many new home-school "...advocates found and espoused Biblical and religious rationales. ... Home schools became grounds of and for ideological, conservative, religious expressions of educational matters, which symbolized the conservative right's push towards self-determinism."¹⁹



For decades, American parents have seen their children's lives slip away from their influence. Dr. Kirschner surveyed the shifting roles of family and school as educator in order to make sense of the surge in home education. He concluded that

*For decades,
American
parents have seen
their children's lives
slip away from
their influence.*

"...we find many Americans turning to 'family values' and scriptural religion in a search for stability and something to believe in. ...In the home-school movement one finds a hint of optimism in this age of cynicism not seen in quite a while."²⁰ Even the secular media came to the realization by the 1990s that they had to address the breakdown of the traditional, biblical family that had occurred during the preceding three decades.²¹

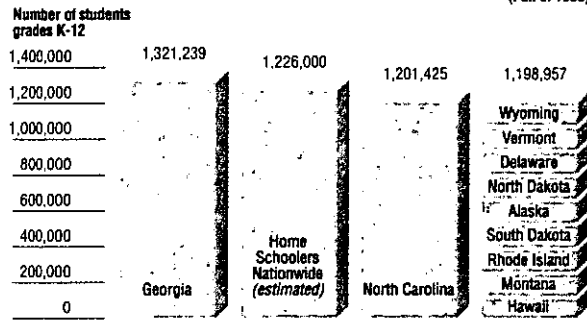
Dr. Maralee Mayberry, a sociologist, also perceives home education as a way for parents to regain control of their children's and their own lives, a way to make the impact they want on the next generation.²² This choice is being made by a wide variety of people. For example, despite the unfounded claim of some critics (e.g., a representative of the National Education Association) that many parents choose home schooling due to their racism,²³ it appears that an increasing proportion of Blacks, Hispanics, and other minorities are choosing home education.²⁴

This educational life that integrates parents and children is, however, contrary to the modern trend toward the institutionalization and professionalization of education. In 1980, close to 100 percent of children and youth of ages 6 to 18 were in institutional schools; about 88% of these were in state-operated (public) schools.²⁵ Over the course of just two decades, America has changed to the point where 1.2 to 1.6 million school-aged children and youth are home schooled.²⁶ In the fall of 1996, it is estimated that there were more home-school students than public-school students in nine states combined (see Figure 2).²⁷ Further, the home-school population is now about 24% of the size of the private-school student population.²⁸ This represents a very notable change in the educational choices of parents and students. If this trend were to continue at a modest 7% annual growth rate,²⁹ about 3 million students would be home educated during the fall of 2010.

A quickly growing number of government-run school systems are so alarmed about the growth of home schooling that they are instituting new tax-funded home-school programs to get these families into public schools. Some government-school personnel claim that they are starting these programs simply to help students. Much debate surrounds these programs.

The media, public and private educators, policy makers, politicians, and parents are fascinated with home schooling.

FIGURE 2
HOME SCHOOL STUDENTS NATIONWIDE COMPARED
TO SELECTED STATE PUBLIC SCHOOL POPULATIONS
 (Fall of 1996)



It contradicts the norm; ordinary parents are taking the mystery out of professional teaching; it seems to be working. In addition, home-based education appears to embody many things that parents and families have desired throughout the ages, and perhaps especially at this point in time in a highly technological age: high levels of parental involvement in children's lives, community-oriented education, success in academics, and an emphasis on the transmission of culture and values by family, friends, and religious communities rather than by society at large or a select group of educators.

Who Is Home Schooling and Why?

The stereotypes are crumbling regarding who home schools. In the mid-1980s, Dr. Jane Van Galen categorized home-school parents as either pedagogues or ideologues.³⁰ Pedagogues were those who said that whatever public schools could do in terms of teaching and learning, they could do better. Ideologues were those parents driven more by a desire to pass on to their children a particular set of values, worldview, and religious beliefs. They often expressed the idea that God had called them to home educate their little ones. As Dr. Van Galen pointed out, however, there was not always a clear cleavage between these two groups. That is, any given set of parents might have a mixture of reasons in mind for home educating their children.

Multiple studies make clear what the main reasons for home schooling. The most frequently cited reason has to do with wanting to teach and transmit a particular set of values and beliefs and a worldview to children. Parents also frequently talk about five other important reasons for home schooling. First, they want their children to accomplish more academically than they would in schools. Related to this, they want to individualize the curriculum and learning environment to meet the unique strengths and needs of each child. Third, they want to enhance family relationships between children and parents and amongst siblings. Fourth,



these parents want to provide guided and reasoned social interactions with youthful peers and adults rather than taking their chances with what will occur in an institution. Finally, an increasing number of parents

are concerned about the safety of their children (e.g., regarding physical violence, drugs and alcohol, psychological abuse, and sexuality).³¹ Research also shows that many parents' and youths' reasons for home schooling change or mature over time.³²

GENERALIZATIONS

After two strong decades of a renaissance of home- and family-based education, the variety of families involved has greatly increased. Generalization about them leads to a paradox. An attempt to homogenize home-school families in order to understand them may lead a person further from fully understanding the richness of the many dimensions that are so much a part of the home-schooling community. It is important, therefore, to first mention a few other things that are known about home schooling. Bolick's observation in 1987 is perhaps even more salient today:

"Many home schoolers are rigidly traditional and scrupulously law-abiding, while others are long-time practitioners of civil disobedience. Some are fervently religious and have removed their children from mainstream schools because they are too secular, while others are nonbelievers who consider the public schools too religious."³³

Many researchers and this author's years of experience corroborate this wide and increasing diversity within home schooling.³⁴ With the preceding thoughts and nuances in mind, a synthesis of many studies produces the following principal characteristics of home-education families:



1. Both parents are actively involved in home-based education with the mother/homemaker as the main academic teacher most of the time; fathers do about 10% of the formal teaching of the children. Research suggests that 25,000 or more single-parent families were home schooling in the fall of 1998 and the number is increasing.³⁵

2. The learning program is flexible and highly individualized, involving both homemade and purchased curriculum materials. Some families purchase complete

curriculum packages for their children while others approach home schooling with a small degree of pre-planned structure; this is often called "lifestyle of learning" or "unschooling."

3. Children are formally "schooled" three to four hours per day and often spend extra time in individual learning endeavors. The amount of formal or structured learning time is directly related to the student's age.

4. The median amount that families spend per child per year for home education (e.g., textbooks, tuition for part-time classes, field trips, and special resources) is about \$450 (with a mean of about \$575).

5. Home-educated students have relatively little interaction with public schools or their services. A minority participate in interscholastic activities like sports and band in the public schools or occasionally take an academic course in local schools.

6. Children study a wide range of conventional subjects with an emphasis on reading, writing, math, and science. Many students take advantage of home schooling's flexibility

to participate in special studies and events such as volunteer community work, political internships, travel, missionary excursions, animal husbandry, and national competitions.

7. Children are taught at home for at least 4 to 5 years, and most parents intend to home educate them through the high school years.

8. Home education is chosen for various reasons, including concerns for the cognitive development (e.g., to accomplish more academically, to individualize learning, and to teach a particular worldview), the affective development (e.g., to learn selected philosophical, religious, or cultural values and traditions, to be in a preferred moral environment, to avoid unnecessary peer pressure, to have greater parent-child contact, and to enhance self-concept), and safety (e.g., regarding physical violence, drugs, and sexuality).

9. On average, there are 3.0 to 3.3 children in the family; male and female students are equally represented; at least 95% of the families are headed by a married couple.

10. Formal instruction typically begins at 5 to 6 years of age. The individualized nature of home schooling allows parents to begin formal instruction at whatever point their child is ready and to whatever extent they think is most suitable for the child.

11. About 70% of the students are 7 to 13 years old. Research suggests that the age distribution is beginning to approximate that of the general population.

12. The "typical" parent has attended or graduated from college. About half of home educators have earned a bachelor's degree or higher in terms of formal education; there are, however, significant numbers of home-school parents who themselves simply have high school educations.

13. The total annual household income is under \$25,000 for about 18% of the families, \$25,000 to \$49,000 for about 44% of the families, \$50,000 to \$74,000 for about 25% of the families, and \$75,000 and above for about 13% of the families.

14. Over 75% regularly attend religious services; the large majority are of the Christian faith and place a strong emphasis

on orthodox and conservative biblical doctrine. Significant and increasing numbers of agnostics, atheists, Buddhists, Jews, Mormons, Muslims, and New Agers also home school their children.

15. It appears that currently over 90% are White/not-Hispanic in terms of racial/ethnic background. A rapidly increasing number of minorities are engaging in home-based education.³⁶

How do some of the preceding "average" characteristics compare to the nation's population at large? The average number of children in married-couple families in the United States was 1.8 in 1990. Home-school families, therefore, have significantly more (about 70%) children than the average. In 1990, only 73% of children under the age of 18 in the United States lived with a married couple while it appears at least 95% of home-school children do so.³⁷

About half of home-school parents have completed a 4-year college degree or higher. In contrast, only about 24% of the general public does so.³⁸ The population of home educators has a somewhat higher level of educational attainment than that of the general public.

The median annual family income of home-school families appeared to be between \$38,000 and \$43,000 in 1996. The median income for all married-couple families in the United States in 1995 was \$47,062.³⁹ Home-education families apparently have median incomes that are lower than those of all married-couple families across America, but are higher than those of married-couple families with the wife not in the paid labor force.⁴⁰

While home-school parents spend, out of pocket, a median of about \$450 (mean of about \$575) per child per year on education, state schools (i.e., public schools) spent an average of \$5,325 per student (pre-kindergarten through the 12th grade) during school year 1993-94.⁴¹ This cost in state schools did not include construction, equipment, and debt financing. The highest per-pupil expenditure was \$9,075 in New Jersey; the lowest was \$3,206 in Utah. It is clear that the direct, out-of-pocket costs of public (government-run) schooling in the United States are about 10 times as much as what the home-education families spend on educational materials and services.

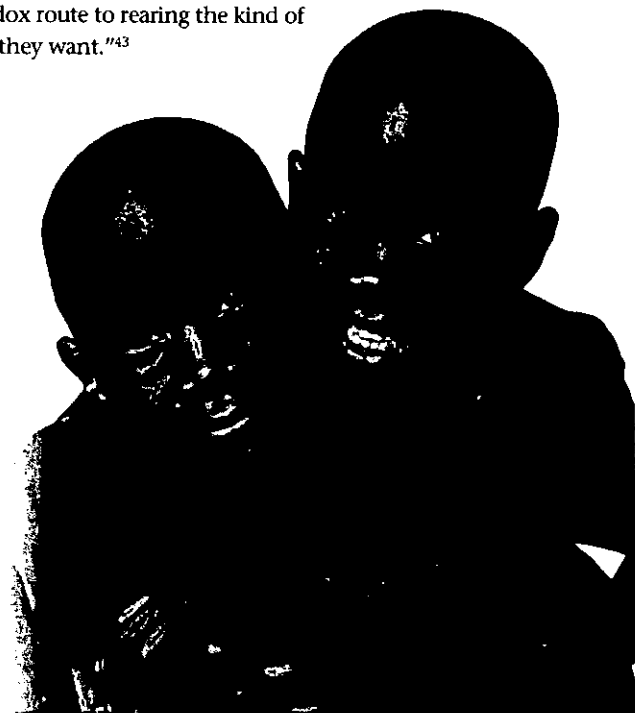
In summary, a wide variety of individuals are involved

in home schooling, just as the United States is comprised of a pluralistic population. Home-based education includes (but is not limited to) atheists, Christians, and Mormons; conservatives, libertarians, and liberals; families with 5-, 10-, and 17-year-old children; low-, middle-, and high-income families; Black, Hispanic, White, and Asian people; parents with Ph.D.s, parents with bachelor's degrees, and parents with no degrees; and families containing 1, 5, and 10 children. Furthermore, there is nothing in the research literature to suggest that home-school families are, as a group, outlandish with respect to the characteristics previously summarized. That is to say, they are part of mainstream America in many ways.

It has already been explained that the literature suggests home-school parents and families are not drastically different from most Americans. They must be different in some ways, however, since they are home schooling. Despite the apparently

increasing pluralism of the home-schooling movement with respect to many variables, the vast majority seem to share at least one common belief—the education of children is primarily the responsibility and the right of parents. In addition, there is one trait that is usually implied and occasionally explicit in the literature: parents who home school their children are extremely interested in and concerned about the total education of their children.⁴² "And they are willing to be different, to take a socially unorthodox route to rearing the kind of children they want."⁴³

The median amount that families spend per child per year for home education is about \$450.



A Day in the Life of a Home-School Family

Although stereotypes and touted formulas abound, there is no one best system for home schooling. Advocates and practitioners alike maintain that this is one of the most important aspects of home-based education. The approach that is chosen by parents and students may be based upon a unique blend of their worldview, philosophy of education, the child's particular academic interests, strengths, and weaknesses, the nature of the local community, the laws of the family's state, the parents' traits and interests, and the family's special character. The claim that all children in America (or in any nation) need a common educational and social experience is not central to the thinking of home educators.

The variety of day-to-day pedagogy and activity within home-schooling homes is remarkable, researchers have found.⁴⁴ Some children may start the day with breakfast then are off to their desks in a "schoolroom" where they recite the Pledge of Allegiance and then promptly dig into a series of sequential workbooks. Children in other families begin the day by feeding the chickens and livestock, then prolonged conversation around the breakfast table, then a gradual shift into a minimally-planned mixture of reading novels, practicing phonics, and writing letters to grandparents.

There was a time when Van Galen's ideologues were associated more with structured and institutional-school practices while the pedagogues were associated more with unstructured and "unschooling" approaches.⁴⁵ The use of such stereotypes,



In general, children who are taught by their parents score above national averages on standardized achievement tests.

however, is now essentially fruitless. Many families have the "flavor of institutional school"⁴⁶ while many avoid almost all appearance of what goes on in public and private schools. For example, while "religious" parents were at one time associated more with school-like practices, an increasing

number of Christian speakers and writers are advocating "relaxed home schooling,"⁴⁷ a "lifestyle of learning,"⁴⁸ and a focus on "eternal and practical time"⁴⁹ rather than schooling *à la* conventional practice. As Dr. Lesley Taylor noted, some families are practicing home schooling in a way that keeps biblical truths firmly in place while giving less attention to "...all the criteria by which institutional schools and thus the wider culture measure what is truly of value in education."⁵⁰

The variety in the thinking and practice of home educators is no different, in some ways, than the variety found among theorists and teachers who are associated with institutional public and private schools. Many believe that the vast potential of home-based education is yet to be rediscovered.

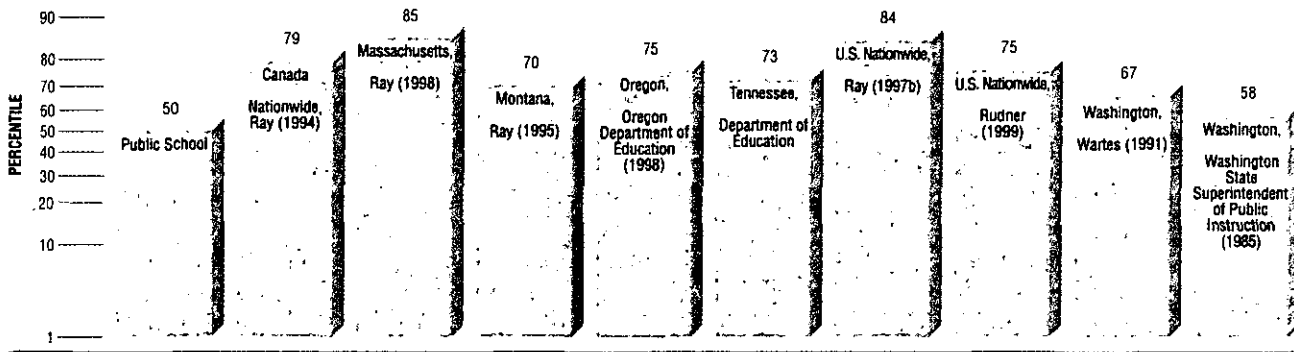
Does It Work?

ACADEMICS

The public and researchers began asking 20 years ago: Does it work? Is it possible for parents, who are not professionally trained teachers, to successfully teach and guide their children's education? Dozens of studies have now been completed. Often such studies involve an analysis of standardized achievement test scores of home-educated students. It should be pointed out, therefore, that the national average on such tests is the 50th percentile for students in institutional schools. For example, if Johnny scores at the 50th percentile in mathematics, that means he did better than 50 percent of the general population of students taking that mathematics test. For another example, if Lucinda scores at the 82nd percentile in science, she performed better than 82 percent of the other students.

In general, children who are taught by their parents score above national averages on standardized achievement tests (Figure 3). Following are descriptions of several representative studies.

**FIGURE 3
HOME SCHOOL AND PUBLIC SCHOOL ACADEMIC ACHIEVEMENT (GRADES K-12, AVERAGE SCORES)**



Jon Wartes, a public high school counselor, has studied the *Stanford Achievement Test* scores of hundreds of home-educated students, grades K-12, in Washington State for several years. He has found that these students consistently score above the national average in various academic areas (e.g., reading, language, math, science), with the median score at about the 67th percentile on national norms.⁵¹

A study in California by Dr. Mona Delahooke compared the intelligence and achievement of home-school and private-school nine-year-olds. She found no significant differences between the two groups in terms of intelligence and achievement test scores.⁵²

Students in Alaska's Centralized Correspondence Study (CCS), a state-managed form of home education, have consistently scored significantly higher than conventional-school students nationwide on the *California Achievement Test* in math, reading, language, and science.⁵³ These students also score higher on achievement tests than do conventional-school Alaskans.⁵⁴

State departments of education, such as those in Oregon and Tennessee, often report that the home-educated students (for whom they have scores) in their states are scoring well above average on standardized achievement tests.⁵⁵

The most in-depth nationwide study to date examined, among other things, the achievement of home-educated students.⁵⁶ Dr. Brian Ray's 1997 study included a variety of families from all over the United States. Data were collected on 1,657 families and their 5,402 children. These students scored, on the average, at high percentiles on standardized academic achievement tests: (a) total reading, 87th, (b) total language, 80th, (c) total math, 82nd, (d) total listening,

85th, (e) science, 84th, (f) social studies, 85th, (g) study skills, 81st, (h) basic battery (i.e., reading, language, and mathematics combined), 85th, and (i) complete battery (all subject areas in which student was tested), 87th. Notably, the home educated did quite well in areas that skeptics often consider to be too difficult for the untrained to teach (e.g., math and science) and areas in which skeptics think home educators would not be interested (e.g., other cultures, social studies).

Dr. Ray's 1990 nationwide study, the largest of its kind at that time, involved a more limited population of home schoolers. The findings on the approximately 1,500 families and 4,600 children were, however, similar to those of his 1997 nationwide study. The home-educated students averaged at or above the 80th percentile on standardized achievement tests in all subject areas.⁵⁷

Ray's nationwide 1990 and 1997 findings may be compared to the achievement test data reported by the Home School Legal Defense Association (HSLDA) in 1994.⁵⁸ *The Iowa Test of Basic Skills (ITBS)* scores, for several subjects, of 16,311 home-educated students in grades K through 12 were obtained from a national testing service. The basic battery scores, by grade level, ranged from a low of the 62nd percentile to a high of the 87th percentile, with a majority of the percentile scores in the 70s. Perhaps the volunteer nature of participation in Ray's nationwide studies tended to include students whose achievement scores were slightly higher than those in the general home-education population which this HSLDA report might have represented.

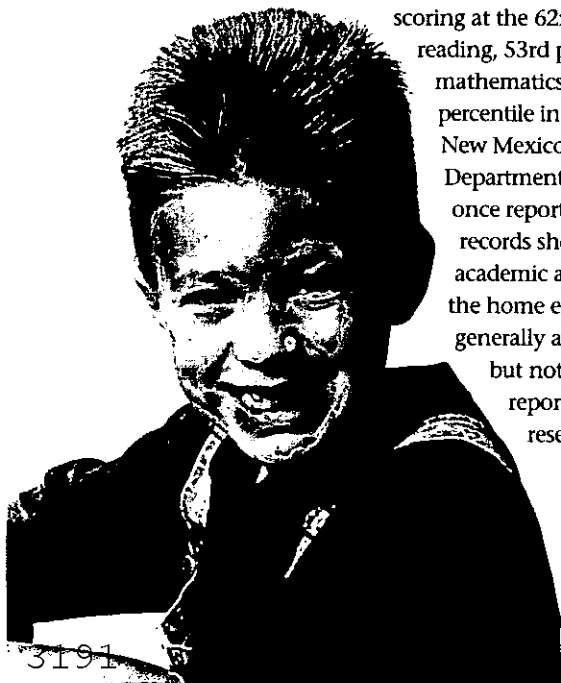


More recently, Dr. Larry Rudner examined the *ITBS* scores of about 21,000 home-educated students, nationwide. He found that the students' average percentiles were in the mid-60s to mid-70s percentiles. At each grade level, the percentile corresponding to the median scaled score was typically in the 70th to 80th percentile range.⁵⁹

A number of other studies have resulted in findings similar to those just mentioned: home-educated students in Indiana averaged at the 86th percentile on the basic battery;⁶⁰ Massachusetts students were at the 85th percentile on basic battery;⁶¹ Montana students were at the 72nd and 70th percentile on basic battery;⁶² North Dakota students taught at home had averages at about the 85th percentile;⁶³ those taught by their parents in Oklahoma scored, on average, at the 88th percentile in the combination of their reading, language, and mathematics performance;⁶⁴ the home educated in Pennsylvania scored from the 60th to 74th percentiles.⁶⁵

Not all studies, however, show home-educated students scoring above average. Dr. Jennie Rakestraw found 1st and 4th grade home-education students to be scoring below the national average in mathematics, while the home educated in grades 2, 3, 5, & 6 were above average, and average reading scores for the 1st through 6th grade students were at the 54th through 97th percentile.⁶⁶ The Washington State Superintendent of Public Instruction also found scores that were not particularly high, with the home educated

scoring at the 62nd percentile in reading, 53rd percentile in mathematics, and the 56th percentile in language.⁶⁷ The New Mexico State Department of Education once reported that their records showed that the academic achievement of the home educated was generally above average, but not as high as reported in most research studies.⁶⁸



Overall, the research clearly indicates that home-school students perform at least as well as their conventional-school counterparts in the subject areas considered to be the "basics" of American education and the essential tools for success in college and in American society.

*Home-school
Parents
"...armed to the teeth
with educational
materials and
technology."*

ARE THE COLLEGE-BOUND PREPARED?

ACT and *SAT* tests are the best-known test predictors of success in college. The *ACT* publisher reported the scores of 1,926 home-school students from the high school graduating class of 1997. The home schooled scored, on average, in English at 23.0 compared to 20.3 for the national average; in math, 20.2 versus 20.6; in reading, 24.4 compared to 21.3; in science reasoning, 22.0 versus 21.1; and the home-schooled composite average was 22.5 compared to the national average of 21.0. According to statistical rules of thumb, these home-school youth who were interested in college outperformed the national average in English, reading, and on the overall composite of the *ACT*, but there was little to no difference in terms of reasoning skills.⁶⁹ The *SAT* scores of 75 home-school students in Pennsylvania were reported for the 1995-1996 school year. "The middle PA Homeschooler scored 600 (80th percentile) in verbal and 550 (65th percentile) in math."⁷⁰ Increased research will soon reveal more on this subject.



ARE THEY BECOMING TECHNOLOGICALLY LITERATE?

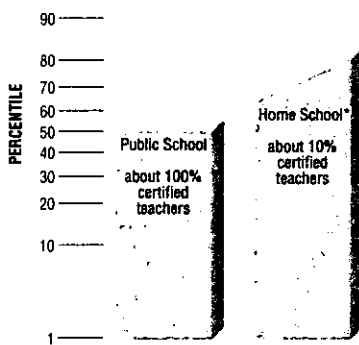
Some research has implicitly addressed the computer literacy of the home educated. Dr. Gregory Marchant explored home-education families' usage of on-line computer services. He concluded that these parents were "...armed to the teeth with educational materials and technology. They all have computers and use them."⁷¹ Eighty-six percent of the families in a recent nationwide study had a computer in their home and computers were used for the education of children in 84% of these families.⁷² By comparison, only about 34% of all United States families owned computers at the time.⁷³ Limited research and news reports suggest that technology, including computers, the Internet, and distance-education courses, are commonly used by home schoolers and available technology will significantly increase the numbers of families home schooling in America.⁷⁴

CORRELATIONS BETWEEN ACADEMIC ACHIEVEMENT AND OTHER VARIABLES

A number of researchers have explored whether the academic achievement of the home educated is related to selected variables that might be of particular interest to policy makers and others. One of these factors of interest is whether the parents are government-certified teachers (see Figure 4). Studies in Alabama, Oklahoma, Pennsylvania, Texas, nationwide twice, and nationwide in Canada all revealed that there was no significant relationship between student achievement and the teacher certification status of their parents.⁷⁵ Dr. Steven Duvall and his colleagues, on two occasions, have found that even special needs children were successfully home educated by parents who were not certified teachers.⁷⁶ One study in Montana found that whether the father was a certified teacher was not significant while the mother's certification status was significant.⁷⁷ Dr. Richard Medlin, on the other hand, found a weak relationship between achievement and whether the mother was a certified teacher.⁷⁸

FIGURE 4 IS TEACHER CERTIFICATION NECESSARY FOR HIGHER ACHIEVEMENT?

Average scores on standardized achievement tests



*Home-school students of both non-certified and certified parents score in the 65th to 80th percentile range.

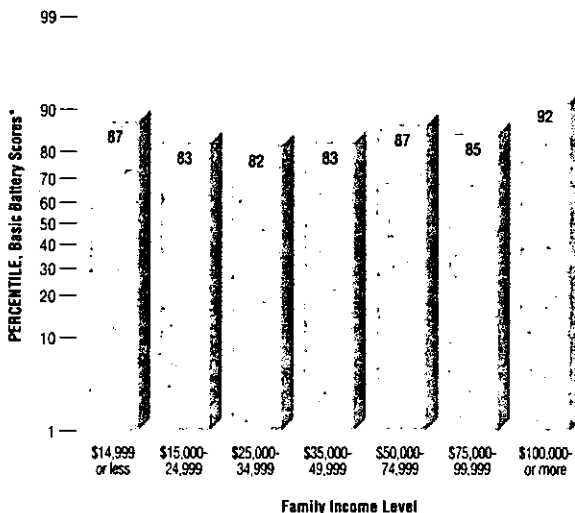
The educational attainment of parents is another factor that is of interest to policy makers and some researchers. In four separate studies, Dr. Havens, Dr. Rakestraw, and Dr. Ray found no relationship between parents' educational attainment and the academic achievement scores of their home-educated children in Texas, Alabama, Oklahoma, and nationwide.⁷⁹ On the other hand, Dr. Ray found weak to moderate relationships between parents' educational attainment and their

children's achievement scores in his North Dakota and earlier nationwide studies.⁸⁰ Likewise, Jon Wartes found weak to moderate relationships in his Washington research.⁸¹ Even with these correlations, which do not necessarily indicate a causal relationship, the home educated still tended to score above average on achievement tests.

The relationship between family income and student achievement has been of interest to policy makers and researchers. "Within the general school population,...The children of parents who earn more money tend to do better than those where the parents earn less."⁸² There was no significant relationship between family income and student achievement in home-school studies done in North Dakota, in most comparisons in an Oklahoma study, in Washington, and in one nationwide study (see Figure 5).⁸³ On the other hand, Jon Wartes and Dr. Brian Ray found weak relationships between income and test scores in Washington and in a nationwide study.⁸⁴ Even with these weak correlations, which do not necessarily indicate a causal relationship, the home educated tended to score above average.



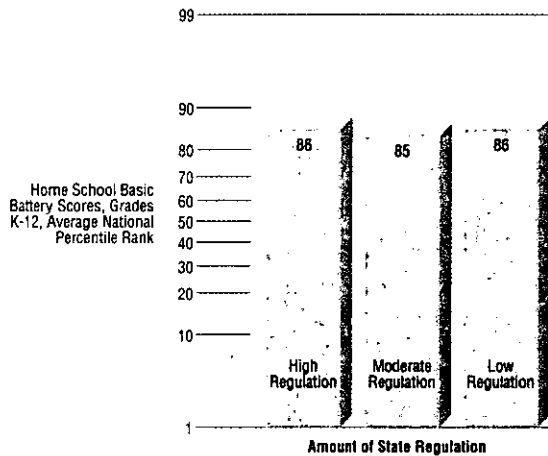
FIGURE 5 IS FAMILY INCOME A PREDICTOR OF ACADEMIC ACHIEVEMENT FOR HOME SCHOOLERS?



*Based on data from Ray, 1997b.

**FIGURE 6
IS GOVERNMENT REGULATION NECESSARY FOR
HIGH ACHIEVEMENT?**

STATE REGULATION: No impact on home-school achievement*



BREAKDOWN OF STATES BY REGULATORY POLICY

LOW REGULATION

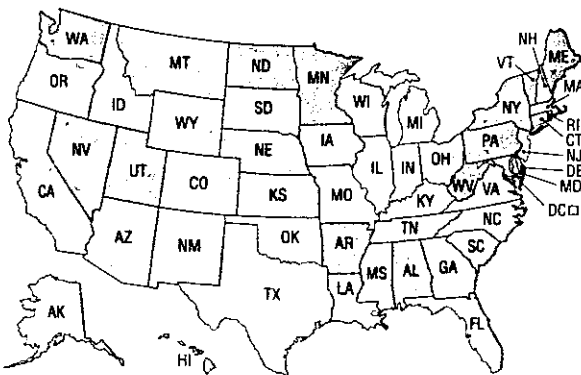
No state requirement for parents to initiate any contact with the state.

MODERATE REGULATION

State requires parents to send notification, test scores, and/or professional evaluation of student progress.

HIGH REGULATION

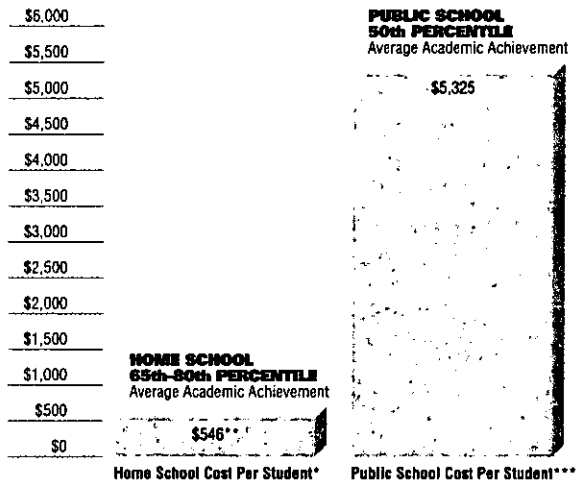
State requires parents to send notification or achievement test scores and/or professional evaluation, plus other requirements (e.g. curriculum approval by the state, teacher qualifications of parents, or home visits by state officials).



*Based on data from Ray, 1997b.

**FIGURE 7
DOES SPENDING CORRELATE WITH ACHIEVEMENT?**

Average Annual Cost per Student*



* All cost-per-student amounts in this figure exclude capital costs.

** Based on data from Ray, 1997b.

*** United States Department of Education, National Center for Education Statistics (1996). Statistics in brief, June 1996. Revenues and expenditures for public elementary and secondary education: School year 1993-1994. (From: Common Core of data: National public education financial survey.) Washington DC: U.S. Department of Education.

**FIGURE 8
RELATIONSHIP BETWEEN VARIOUS INDEPENDENT
VARIABLES AND ACADEMIC ACHIEVEMENT TEST
SCORES OF HOME SCHOOL STUDENTS.**

This is a summary of many studies.

Variable of Interest	Related to Academic Achievement in Home Schooling?
Money Spent on Education	No Relationship
Family Income	No Relationship Most Studies; a few studies found weak positive
Degree of State Regulation	No Relationship
Legal Status of Family	Typically No; one study found underground performed better
Father's Formal Education Level	Mixed Results
Mother's Formal Education Level	Mixed Results
Father Been Certified Teacher	Typically No Relationship; few studies found weak positive
Mother Been Certified Teacher	Typically No Relationship; few studies found weak positive
Gender of Student	No Relationship
Years Student Home Educated	Typically No Relationship; few studies slight positive
Time Spent in Formal Instruction	No Relationship
Age Began Formal Instruction	No Relationship
Use of Libraries	Typically No Relationship; occasional slight positive
Use of Computer	Typically No Relationship; occasional slight positive
Who Administered Test to Student	Typically No Relationship; occasional slight

Many policy makers are interested in whether home schoolers should be regulated more heavily by the state. Research to date has shown little to no relationship between degree of regulation by the state and students' academic achievement (see Figure 6).⁸⁵

Sociologists and policy makers also wonder whether the money spent on home education is related to student achievement. Research findings suggest there is no relationship (see Figure 7).⁸⁶

Various researchers have studied many factors and their relationships to the academic achievement of the home educated. Figure 8 provides a summary of these relationships. While examining Figure 8, it should be kept in mind that a statistical relationship does not necessarily establish cause and effect.

The hidden curriculum affects the psychological and spiritual development of a child.

Of course, the questioner presupposes a number of unspoken assumptions. For example, she assumes that a conventional-school classroom is the best setting for learning how to get along with others, that a child in such a classroom will learn best how to stand on his own, that an age-segregated situation with a government-certified teacher is best for learning how to function and think in society, and that the conventional classroom setting is the healthiest setting for the psychological development of a child who is trying to become a mature adult in a democratic republic.

"What about socialization?" is a perennial question asked of home educators and their children. Several researchers have explored the self-perceptions, which are related to socialization, of the home schooled. Dr. John Wesley Taylor focused on self-concept as one significant aspect

of the psychological development of children. His nationwide study revealed that the self-concept of home-school students was significantly higher than that of public-school students for the global scale and all six subscales of the *Piers-Harris Children's Self-Concept Scale (PHSCS)*.⁸⁹

Dr. Norma Hedin also examined the self-concept of home-educated children using the *PHSCS*. She only studied children from Baptist churches in Texas. She compared those who were educated in public, Christian, and home schools and found no difference in self-concept between these three groups. The self-concept of all of them as a group, however, was higher than that of the public-school population.⁹⁰

But What About Socialization?

It is well known among educators, and many others, that there is a "hidden curriculum" in the schools.⁸⁷ It has more to do with values and acculturation than with the three R's. It has to do with how people behave and what understanding of reality and society guides their thinking. The hidden curriculum affects the psychological and spiritual development of a child. While some have tried to argue that the public-school environment and curriculum are

value- and religion-neutral, most scholars and educators have come to recognize this is not true. Dr. Warren Nord of the department of philosophy of the University of North Carolina concluded, "Indeed, I will argue that

at least in its textbooks and formal curriculum students are *indoctrinated* into the modern (secular) worldview and against religion."⁸⁸ All of this is part and parcel of socialization.

When someone asks of home education, "What about socialization?," he or she usually means, "How will these children learn to get along with others when they are not in large, age-segregated groups of their peers the majority of the day?" He might mean, "How will this home-educated child learn to accept the American way of thinking and living?"



Dr. Steven Kelley also used the PHSCS and concluded: "The self-concept of home schooling children in suburban Los Angeles was significantly higher...than the norms of conventionally schooled children. ...A low anxiety level could be a contributing factor,... More contact with significant others, parental love, support, and involvement, peer independence, and a sense of responsibility and self-worth may be other contributing factors."⁹¹

Self-perceptions also relate to academic achievement. Dr. Richard Medlin examined the predictors of home schoolers' achievement and concluded that their academic self-concept, at the 72nd percentile, was above the national average and was positively related to achievement.⁹²

Findings of Vicki Tillman "...show that these home schoolers are not isolated but active, contributing members of society, even in childhood. Ninety-eight percent are involved in weekly church meetings and other activities which require interfacing with various ages and settings. ...As rated by the SEI [Self-Esteem Index], these home schoolers have above-average self-esteem."⁹³

Dr. Mona Delahooke studied the social and emotional development of nine-year-olds from private schools compared to those who were home schooled. The only significant difference was that "...private school subjects appeared to be more influenced by or concerned with peers than the home-educated group."⁹⁴ It appeared that home-educated children perceived their parents as primary authority figures more often than did the private-school children.

Thomas Smedley used the *Vineland Adaptive Behavior Scales* to evaluate the communication skills, socialization, and daily living skills of demographically matched public-schooled and home-educated students. The data revealed that "...the home-educated children in this sample were significantly better socialized and more mature than those in public school.

The immediate implication is that home school families are providing adequately for socialization needs."⁹⁵

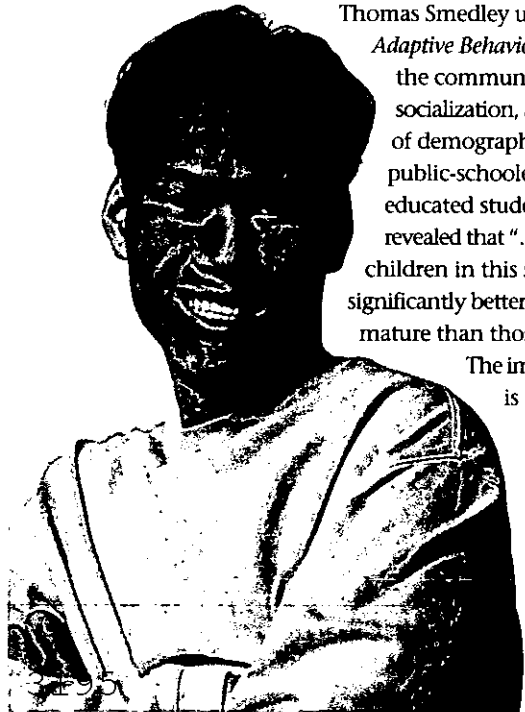
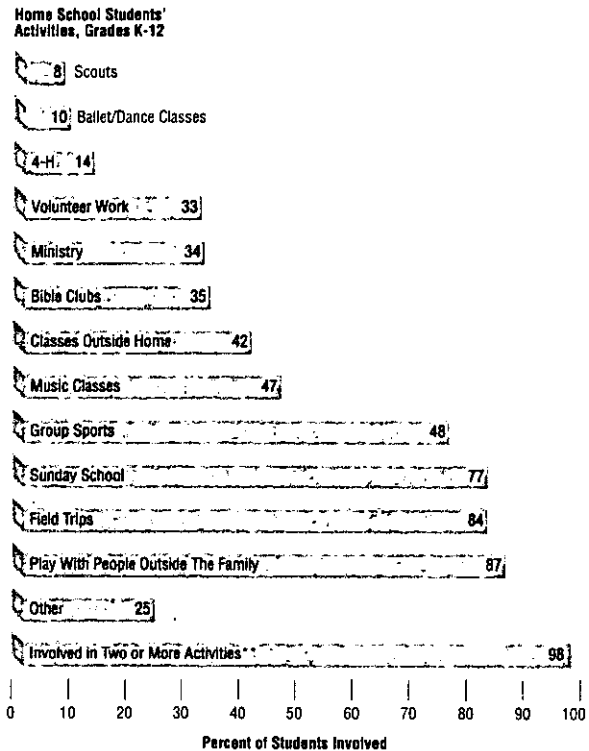


FIGURE 9
WHAT ABOUT SOCIALIZATION?
Home Schoolers' Activities and Community Involvement*



* Based on data from Ray, 1997b.
* Participation in two or more of the 12 activities does not include "other activities." See Table 8 of Ray 1997b.

The research of Dr. Larry Shyers has received the most media attention regarding the socialization of the home educated. He compared those who were solely home educated to the solely public-schooled students in terms of their social adjustment. Both groups of children received positive self-concept scores. The only significant differences were in their actual observed behaviors—institutionally schooled students received significantly higher problem behavior scores than did their home-educated agemates. The conventionally schooled tended to be considerably more aggressive, loud, and competitive than were the home educated. Dr. Shyers noted that his findings draw into question the assumption made by many people that traditionally educated children are more socially well-adjusted than those who are home educated.⁹⁶

As far as researchers have found, the home educated are doing well in terms of social, psychological, and emotional development. Perhaps the fact that most of these children have siblings and are engaged in a variety of social activities makes the research findings on socialization not surprising.

Researchers in several other studies have examined various aspects of the social activities and emotional characteristics of home-school children. Their research has established that these children are actively involved in myriad activities outside the home with peers, children of different ages, and adults (see Figure 9). The data from this research suggest that home schoolers are not being socially isolated nor are they emotionally maladjusted.⁹⁷

On the other hand, Dr. Steven Smith and his colleagues discovered some negative findings regarding the home educated. They studied 6- to 10-year-old home-school and conventional-school children in Michigan. The researchers found that both groups were lower in motor performance than children nationwide; the home educated were somewhat lower in motor performance (e.g., galloping, running, and kicking objects) scores than the children in conventional schools. Also, the home educated were significantly lower in some of the self-perception domains tested when compared to the conventional-school group. The authors pointed out, however, the fact that their findings regarding perceived competence seemed to contradict findings by a number of other researchers.⁹⁸

Sonia Gustafson studied families drawn from the directory of one nationally circulated home-school magazine. One fifth of the parents said there was some form of social isolation involved, but many of these parents explained that the problem was not isolation itself—the problem was the challenge of the effort parents needed to expend to provide an acceptable type and degree of social contact. It should be noted, further, that the parents did not say that this isolation resulted in children with poor social skills.⁹⁹

As far as researchers have found, the home educated are doing well in terms of social, psychological, and emotional development.

What About Special-Needs and Talented-and-Gifted Children?

Some people would concede, based on research findings, that home schooling works for “normal” or “near-typical” children but they maintain that it cannot work for those with special needs or those who are talented and gifted. Is there any research on this? So far, very little; but the little there is speaks well of home schooling’s effects.

First, some work has been done on children with special needs, those who have mental or physical delays or disabilities. Dr. Duvall and his colleagues studied elementary and junior high students with learning disabilities in both home schools and public-school special education programs “...to determine whether parents, who were not certified as professional educators, provided students with instructional environments that facilitated the acquisition of basic skills.”¹⁰⁰

Home-school students were involved in academic engaged time (AET) 59% of the time versus 22% of the time for public-school students. The “... home school students made more [academic achievement] gains in comparisons involving reading, the one involving math, and three of four in written language. The remaining written language comparison...involved equivalent home school and public school gains.”¹⁰¹ “Generally, the measures of classroom ecology and achievement showed that home schools, when compared to special education programs, provided equal if not more advantageous instructional environments for children with learning disabilities.”¹⁰²

Another study involved home-school and public-school elementary and junior high students with Attention-Deficit/Hyperactivity Disorder (ADHD).¹⁰³ The general purpose of the study was to determine whether parents provided students with instructional environments that facilitated the acquisition of basic skills. “...Homeschool students were academically engaged about 1-1/2 [1.5] times as often as public school students. Furthermore, homeschool students made more progress in reading and math, and about equal gains in written language. It was concluded that parents could create powerful instructional environments for their children at home.”¹⁰⁴



While researchers use conservative terms to state the success that parents have in home schooling their learning disabled children, a rapidly increasing number of families with special needs children are eagerly choosing home schooling.¹⁰⁵

Another group of students, the talented and gifted (TAG), also appear to be a part of the swelling ranks of the home-education community. In 1984 Kathryn Kearney, now an instructor at Iowa State University, wrote, "No less a gifted inventor than Thomas Edison was taught at home by his mother, after she removed him from school when his teacher said he was 'addled.'"¹⁰⁶ Kearney interviewed two families with gifted children to explore what they did and why, perhaps, they were successful. She found: "Both families designed an extensive, individualized curriculum for their children, taking into account special abilities and interests."¹⁰⁷

Dr. Jacque Ensign studied both special needs and gifted students who were home educated and concluded:

"The hallmarks of the educational philosophies and pedagogies of the homeschoolers in this study are 1) focus on the whole child rather than primarily on the child's disability or extreme ability, 2) individualized attention, and 3) care, patience, and respect for the child to lead the teacher in both the timing and the content of what the child is ready to be taught. ...The educational outcomes for these homeschooled special education students are self-confident students who have developed academic skills at very uneven rates but who have usually achieved academic excellence by the end of high school."¹⁰⁸



In addition to this limited research on TAG students, numerous writers in the field have listed the names of famous gifted people who were home schooled, and have suggested that home schooling is a good option for many gifted children.¹⁰⁹

How Will They Do in the Real World?

Although the research evidence supports the claim that home schooling has positive effects on children and students, serious questions still remain. One question is framed like this: These children may do well in the three R's and in basic social skills while they are young—and maybe into their teen years—but how are they going to do in the "real world" as adults?

Dr. Linda Montgomery was one of the first to look to the future and adulthood of the home educated. She did this by investigating the extent to which home-school students were experiencing conditions which foster leadership in children and adolescents. Her findings on 10- to 21-year-olds suggested that the home educated are certainly not isolated from social and group activities with other youth and adults. They were quite involved in church youth group and other church activities, jobs, sports, summer camps, and music lessons and recitals. She concluded that it appears home schooling "...nurture[s] leadership at least as well as does the conventional system."¹¹⁰

Susannah Sheffer's book on her study of home-schooled adolescent girls is replete with these girls' own words and interpretive comments by the researcher. Sheffer begins her report by citing the work of Dr. Carol Gilligan and her colleagues in the Harvard Project on Women's Psychology and Girls' Development who, lamenting, "...have written about girls' 'loss of voice' and increasing distrust of their own perceptions."¹¹¹ Sheffer suggests that the great difference in structure and function—the way things work, the relationships people have, expected behaviors, and the roles people play—between home schooling and conventional schooling may explain why she found so many of these home-educated adolescents to have not lost their personal voice and personal sense of identity.

Meredith, a 14-year-old, said, "I was worried that I would become a typical teenager if I went to school" and "I think some people would have seen [school] as my opportunity to 'be like everybody else.' But I didn't want to be like everybody else."¹¹² Sheffer concludes, "Throughout this book the homeschooled girls I've interviewed have echoed these statements. They have talked about trusting themselves, pursuing their own goals, maintaining friendships even

"No less a gifted inventor than Thomas Edison was taught at home by his mother, after she removed him from school when his teacher said he was 'addled.'"

when their friends differ from them or disagree with them."¹¹³ Finally, these home-educated girls maintain their self-confidence as they pass into womanhood.

Sheffer's findings regarding adolescent girls might explain some of the successes that other researchers have found regarding young adults who were home schooled. For example, Dr. Rhonda Galloway and Dr. Joe Sutton categorized college students as either home, public, or private schooled and examined their aptitude for and achievement in college English.¹¹⁴ They found, "...the home schooled students in this study demonstrate similar academic preparedness for college and similar academic achievement in college as students who had attended conventional schools."¹¹⁵

Dr. Paulo Oliveira and his colleagues found: "Although the [college] students who were educated in home schools had a slightly higher overall mean critical thinking score... than that of students who were from public schools, Christian schools, and ACE schools, the [statistical] ... test revealed that there were no significant differences among the groups on this critical thinking score..."¹¹⁶

Researchers in another study used academic, cognitive, spiritual, affective-social, and psychomotor criteria for measuring success at a university. Among other things, they found that the home schooled held significantly more positions of appointed and spiritual leadership and had more semesters of leadership service than did the private-school group, although they were not significantly different from the public-school group.¹¹⁷

Although some college and university personnel show animosity or hostility toward the home-schooling process, it appears that most are now interested in welcoming the home educated.¹¹⁸ A fast-growing list of now over 750 colleges and universities admit the home educated.¹¹⁹ Dr. Irene Prue's nationwide survey of college admissions personnel revealed, "Home schoolers are academically, emotionally, and socially prepared to succeed in college..."¹²⁰ In addition, several colleges think so well of the home educated that they have been actively recruiting them for several years. Another survey of college admissions officers found the Dartmouth College admissions officer saying, "The applications [from home schoolers] I've come across are outstanding. Home schoolers have a distinct advantage because of the individualized instruction they have received."¹²¹

Dr. J. Gary Knowles was the first to focus on older adults who were home educated. He collected extensive data from a group who were home educated an average of about 6

years before they were 17 years old. He found that they tended to be involved in occupations that are entrepreneurial and professional, and that they were fiercely independent and strongly emphasized the importance of family. Furthermore, they were glad they had been home educated, would recommend it to others, and had no grossly negative perceptions of living in a pluralistic society.¹²²

Along a different vein, Patricia Lines, of the United States Department of Education, asked whether home-school parents and their children are withdrawing from the larger public debate about education and, more generally, from social discourse that is an integral part of a liberty-loving republic. In a sense, she addressed whether these children and youth are being prepared to be a significant part of society. Lines concluded:

*"Although they [home school parents] have turned their backs on a wide-spread and hallowed practice of sending children to a school located in a particular building, adhering to a particular schedule and program, they have not turned their backs on the broader social contract as understood at the time of the Founding [of the United States]. ... Like the Antifederalists, these homeschoolers are asserting their historic individual rights so that they may form more meaningful bonds with family and community. In doing so, they are not abdicating from the American agreement. To the contrary, they are affirming it."*¹²³

Similarly, Charles Clark's report confirmed the involvement of home educators, who are models for their children, in vigorous legislative lobbying.¹²⁴ Others have also discussed how home educators and their children receive an alternative education and stay involved in the larger political and social processes of America.¹²⁵ Although limited in terms of the number and the scope of studies, research to date suggests that the home educated are doing well in adulthood.



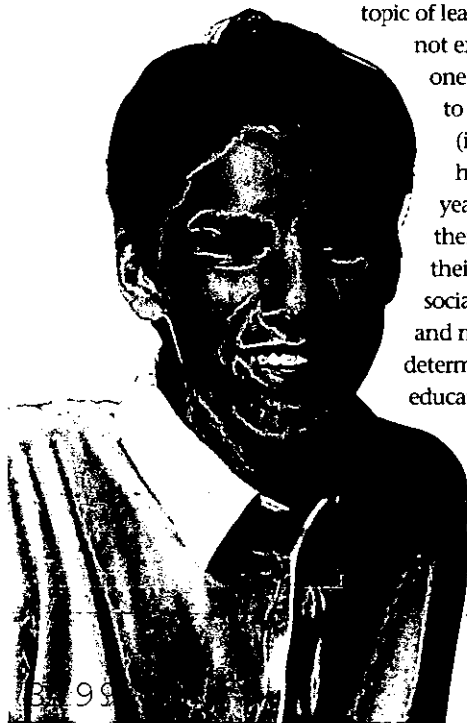
The Generational Effect

Not only does home schooling affect youth who are becoming adults, the practice also significantly affects the older generation, their parents. It is well known that having children forces adults, if they have not already done so, to clarify their beliefs about many things, including education. Considering and practicing home schooling causes parents to think about their own educational experiences, evaluate available alternatives, change their relationships with their children, critically analyze societal norms, and learn anew or improve in academic subjects. Fundamentally, they must become lifelong learners if they are not already.¹²⁶

Limitations of the Research

Does this research present an accurate picture of its subject, home-based education and its results? First, with respect to home schooling, researchers find it challenging to obtain samples that are representative of all home schoolers in the populations of interest. This uncertainty should be kept in mind while evaluating any social science study about human populations.

Second, one of the main problems with drawing firm conclusions from the research described above on the specific topic of learner outcomes is that it is not experimental.¹²⁷ That is, no one randomly assigns children to three types of education (i.e., public, private, and home), lets them live for ten years in those environments, then measures and compares their academic achievement, social and emotional maturity, and motor skills, all in order to determine whether the type of education *caused* differences in the measured factors. The reality is that researchers have to deal with intact groups and research situations that entail



complex and confusing factors. This is a challenge in almost all social science research, not just that on home schooling. More causal-comparative studies are needed that simultaneously and carefully control for various background variables in order to more clearly determine whether home schooling causes positive, or negative, effects.

Another limitation of the research to date is that not much of it has investigated the effect of home education on other aspects that are important to home educators.¹²⁸ Sparse research has been done to address such long-term outcomes as close family relationships and mature, home-educated adults who hold true to certain values and ways of living.¹²⁹ Research along these lines will add greater richness to the current body of research on home education.

In Conclusion

It is clear that home- and family-based education has firmly grabbed hold of Americans' attention during the last two decades of the 20th century. Researchers, trend watchers, and reporters for major news magazines all indicate that the movement will continue to grow in numbers and cultural influence well into the 21st century. Dr. James Carper of the University of South Carolina wrote in 1992, "How it [home education] relates to changing family roles and structures and the way we educate children now and in the future begs the attention of scholars of all stripes."¹³⁰ He was correct, and scholars have descended upon the phenomenon. Their research indicates that the home educated are doing favorably in terms of academic achievement, participation in nonacademic activities, measures of social, emotional, and psychological development, and success in college and adulthood.

There have been times when many, even advocates of home schooling, have cautiously stated, "Home schooling is not for everyone." Only the future will tell, however, to what extent home schooling will appeal to and serve the briskly expanding variety of social, cultural, ethnic, and educational groups who have already gained a hearty interest in it. The evidence suggests that these families and children will experience the same successes had by home schoolers of the 1980s and 1990s. Therefore, the growth in the movement's ranks and its impact on society may be peculiar and remarkable through the threshold of the new millennium.

ENDNOTES

(See the reference list for the complete bibliographic information related to these notes.)

- 1 Caldwell, 1999; Clark, 1994; Hadeed, 1991; Kantrowitz & Wingert, 1998; Lines, 1994; Toch, 1991.
- 2 Multiple references will be provided later to support this statement and other conclusions made in this publication.
- 3 See, e.g.: Clark, 1994 and Kantrowitz & Wingert, 1998.
- 4 Orr, 1929, 1983, p. 901; Martin Luther, in Plass, 1959, p. 449.
- 5 Richman, 1994.
- 6 See, e.g.: Gatto, 1998; Richman, 1994; Smith, 1990; Spring, 1990, p. 31.
- 7 Buehrer, 1995; Clinton, 1996; Duffy, 1995; Martin, 1992; National Education Association, 1990, resolutions promoting tax-funded pre-kindergarten programs, health care services, social and psychological services, food services, and counseling regarding sexual/gender orientation within government-run schools.
- 8 Lines, 1998; Ray, 1998b.
- 9 See, e.g.: Farris, 1998; Klicka, 1997a; Meighan, 1984, 1997; Ray, 1994; Smith, 1993.
- 10 Gordon & Gordon, 1990.
- 11 Carper, 1992, p. 254.
- 12 Tyack, 1974, p. 16.
- 13 Tyack, 1974, p. 14, 15.
- 14 Lines, 1991; Carper, 1992.
- 15 Knowles, Marlow, & Muchmore, 1992.
- 16 Knowles, Marlow, & Muchmore, 1992, p. 204.
- 17 Shepherd, 1986b, p. 39, 40.
- 18 Kirschner, 1991.
- 19 Knowles, Marlow, & Muchmore, 1992, p. 227.
- 20 Kirschner, 1991, p. 156.
- 21 Leo, 1992, p. 24.
- 22 Mayberry, 1988, p. 12, 13; see also, Caldwell, 1999.
- 23 Caldwell, 1999.
- 24 Home School Legal Defense Association, 1996; Romm, 1993.
- 25 United States Department of Education, National Center for Education Statistics, 1998b.
- 26 Lines, 1998; Ray, 1998; see graph.
- 27 United States Department of Education, 1998a.
- 28 United States Department of Education, 1998b.
- 29 Lines, 1998; Ray, 1998b.
- 30 Van Galen, 1986, 1988.
- 31 Breshears, 1996; Mahan & Ware, 1987; Mayberry, Knowles, Ray, & Marlow, 1995, p. 60, 63; Ray, 1997a; Romm, 1993; Sheffer, 1995, p. 137.
- 32 Resetar, 1990; Sheffer, 1995.
- 33 Bolick, 1987, p. 84.
- 34 Home School Legal Defense Association, 1996; Lines, 1987; Mayberry, Knowles, Ray, & Marlow, 1995; Romm, 1993; Shepherd, 1986a, 1986b; Van Galen, 1986.
- 35 This and the other summary statements in this report are based mainly on research. The author has used his understanding of the research findings, research methodology, and the studies' strengths and limitations to arrive at these summaries. Multiple references will be provided at the end of this list of generalizations and summary statements.
- 36 The following studies are among those used for making the preceding several summary statements: Breshears, 1996; Gladin, 1987; Gustafson, 1988; Gustavsen, 1980; Howell, 1989; Kilgore, 1987; Kirk, 1983; Knowles, 1987, 1988, 1991; Knowles, Mayberry, & Ray, 1991 and unpublished data from the same study; Linden, 1983; Mahan & Ware, 1987; Mayberry, 1988, 1991; Mayberry, Knowles, Ray, & Marlow, 1995; McGraw, 1989; Pitman, 1986; Rakestraw, 1988; Ray 1989a, 1989b, 1990a, 1990b, 1991, 1992, 1995, 1997a, 1997b, 1998a, 1998b; Resetar, 1990, 1991; Reynolds, 1985; Rose, 1985; Schemmer, 1985; Van Galen, 1987; Wartes, 1987a, 1990a; White 1987; Williams, 1990.
- 37 United States Bureau of the Census, 1994a, p. 66.
- 38 United States Bureau of the Census, 1996b.
- 39 United States Bureau of the Census, 1996a.
- 40 United States Bureau of the Census, 1996a.
- 41 United States Department of Education, National Center for Education Statistics, 1996.
- 42 Benson, 1981; Gustafson, 1987; Gustavsen, 1980; Knowles, 1988; Schemmer, 1985; Taylor, 1986b.
- 43 Divoky, 1983, p. 397.
- 44 Harris, 1995; Mayberry, Knowles, Ray, & Marlow, 1995; Ray 1997b; Sheffer, 1995; Taylor, 1992; Wartes, 1988a.
- 45 Van Galen, 1987.
- 46 Taylor, 1992.
- 47 Hood, 1998.
- 48 Howshall, 1998.
- 49 Davis, 1998.
- 50 Taylor, 1992, p. 11.
- 51 Wartes, 1987a, 1988b, 1989, 1990b, 1991.
- 52 Delahooke, 1986.
- 53 Alaska Department of Education, 1984, 1985, 1986; Falle, 1986.
- 54 Alaska Department of Education, 1985, 1986; Falle, 1986.
- 55 Oregon Department of Education, 1990, 1998; Tennessee Department of Education, 1988.
- 56 Ray, 1997b.
- 57 Ray, 1990b.
- 58 HSLDA, 1994-1995.
- 59 Rudner, 1999.
- 60 Ray, 1997a.
- 61 Ray 1998a.
- 62 Ray, 1990a, 1995.
- 63 Ray, 1991.
- 64 Ray, 1992.
- 65 Richman, Girten, & Snyder, 1990; See further: Butler, 1994; Frost, 1987; Havens, 1991.
- 66 Rakestraw, 1987, 1988.
- 67 Washington State Superintendent of Public Instruction, 1985.
- 68 New Mexico State Department of Education, 1998.
- 69 ACT, 1997.
- 70 Pennsylvania Homeschoolers, 1996, p. 1.
- 71 Marchant, 1993, p. 8.
- 72 Ray 1997b.
- 73 United States Department of Education, 1996.
- 74 Yamall, 1998.
- 75 Rakestraw, 1988; Havens, 1991; Ray, 1990b, 1992, 1994, 1997b.
- 76 Duvall, Ward, Delquadri, & Greenwood, 1997; Duvall, 1999.
- 77 Ray, 1995.
- 78 Medlin 1994.
- 79 Havens, 1991; Rakestraw, 1988; Ray, 1992, 1997b.
- 80 Ray, 1990b, 1991.
- 81 Wartes, 1990a.
- 82 Wartes, 1990a, p. 50; see also, Coleman, Campbell, Hobson, McPartland, Mood, Weinfeld, & York, 1966; Coleman & Hoffer, 1987, ch. 5; Snow, Barnes, Chandler, Goodman, & Hemphill, 1991; Toch, 1991; Toch, Vladero, Holland, Mezzacappa, McGraw, Koerner, Dickerson, Silver, & Perry, 1999.
- 83 Ray, 1991, 1992, 1997b; Russell, 1994.
- 84 Ray, 1990b; Wartes, 1990a.
- 85 Ray, 1990b, 1997b.
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- 87 Pitman, 1987; Tyack, 1974.
- 88 Nord, 1995, p. 160; see also, Glanzer, 1998, Vitz, 1985.
- 89 Taylor, 1986a, 1986b.
- 90 Hedin, 1991.
- 91 Kelley, 1991, p. 9.
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- 93 Tillman, 1995, p. 5.
- 94 Delahooke, 1986, p. 85.
- 95 Smedley, 1992, abstract.
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- 97 Rakestraw, 1987; Ray, 1990b, 1997b; Reynolds, 1985; Schemmer, 1985; Wartes, 1987b.
- 98 Smith, Bannink-Misiewicz, & Bareman, 1992.
- 99 Gustafson, 1987.
- 100 Duvall, Ward, Delquadri, & Greenwood, 1997, p. 150.
- 101 Duvall, Ward, Delquadri, & Greenwood, 1997, p. 163.
- 102 Duvall, Ward, Delquadri, & Greenwood, 1997, p. 166.
- 103 Duvall, 1999.
- 104 Duvall, 1999, abstract.
- 105 Bushnell, 1998.
- 106 Kearney, 1984, p. 16.
- 107 Kearney, 1984, p. 16; see also, Kearney, 1999.
- 108 Ensign, 1998, p. 6, 7.
- 109 Baum, 1986; Kearney, 1999; Linehan, 1992; McMillan, 1985; Silverman, 1992.
- 110 Montgomery, 1989, p. 8.
- 111 Sheffer, 1995, p. 2.
- 112 Sheffer, 1995, p. 122, 123.
- 113 Sheffer, 1995, p. 176.
- 114 Galloway, 1994, 1995; Galloway & Sutton, 1995.
- 115 Galloway, 1994, abstract.
- 116 Oliveira, Watson, & Sutton, 1994, p. 4.
- 117 Galloway & Sutton, 1997.
- 118 Klicka, 1997b; Prue, 1997; Villanueva, 1999.
- 119 HSLDA, 1999.
- 120 Prue, 1997, p. 62.
- 121 Klicka, 1998, p. 3.
- 122 Knowles, 1991; Knowles & Muchmore, 1995.
- 123 Lines, 1994, p. 21.
- 124 Clark, 1994.
- 125 Farris, 1997, ch. 2; Weyrich, 1999.
- 126 Bishop, 1991; Breshears, 1996; Cappello, 1995; Carlson, 1995, 1996; Ensign, 1998; Harrison, 1996; Knowles, 1991; Lines, 1994; Litcher & Schmidt, 1991; Mayberry, Knowles, Ray, & Marlow, 1995; Romm, 1993; Sheffer, 1995; Taylor, 1993; Van Galen, 1987; Wartes, 1992.
- 127 Cizek & Ray, 1995; Ray, 1986; Wright, 1988.
- 128 Cizek, 1993; Ray, 1988.
- 129 Some of these topics have been approached by: Galloway & Sutton, 1997, on involvement in leadership; Carson, 1990, regarding family structure and interaction; Birch, 1990, using "social skills" mentioned in the Bible; Montgomery, 1989, on leadership.
- 130 Carper, 1992, p. 256.



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* Back issues of the journal *Home School Researcher*, which is often cited in the above reference list, and reports by Brian Ray are available from the National Home Education Research Institute, PO Box 13939, Salem, Oregon 97309 USA. (503) 364-1490. www.nheri.org.

RESOURCES ON HOME SCHOOLING

National Home Education Research Institute (NHERI)

PO Box 13939, 925 Cottage Street NE, Salem OR 97309, phone: (503) 364-1490, fax: (503) 364-2827, www.nheri.org, mail@nheri.org. Research, statistics, expert witness, general information, consultation, marketing data, *Home School Researcher* journal, serves nationwide and internationally.

Home School Legal Defense Association (HSLDA)

PO Box 3000, Purcellville VA 20134, (540) 338-5600, www.hsllda.org, mailroom@hsllda.org.

Legal support, *The Home School Court Report*.

The Teaching Home magazine

PO Box 20219, Portland OR 97294, (503) 253-9633, www.teachinghome.com, tth@teachinghome.com.

Practical Homeschooling magazine

PO Box 1190, Fenton MO 63026, (800) 346-6322, www.home-school.com.

STATE ORGANIZATIONS

Contact NHERI, *The Teaching Home*, or HSLDA to find state organizations.

ABOUT THE AUTHOR



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Dr. Ray earned his Ph.D. in science education from Oregon State University (Corvallis, Oregon, U.S.A.), has served as a professor at the undergraduate and graduate levels at colleges and universities in the areas of research methodology, science, education, and statistics, has taught at the elementary and secondary levels in public and private schools, has published many articles, is author of *Strengths of Their Own—Home Schoolers Across America* and is co-author of *Home Schooling: Parents as Educators*. Dr. Ray is considered a leading expert on home education both in the United States and internationally.