

HB

197

ALASKA STATE LEGISLATURE

Interim:

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Wasilla, Alaska 99654
Phone (907) 373-1842
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Session:

**State Capitol Building
Juneau, Alaska 99801-1182
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REPRESENTATIVE WES KELLER DISTRICT 14 Sponsor Statement

House Bill 197

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

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

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

E-Mail: [Representative Wes Keller@legis.state.ak.us](mailto:Representative_Wes_Keller@legis.state.ak.us)
Call Juneau Toll free: (800) 468-2186
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REPRESENTATIVE WES KELLER DISTRICT 14 Sectional Analysis House Bill 197

Section 1

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

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

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

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

Section 2

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

Section 3

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

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FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

Fiscal Note Number: _____
Bill Version: HB197
() Publish Date: _____

Identifier (file name): HB197-EED-ESS-3-31-09 Dept. Affected: Education & Early Development
Title: "An Act establishing minimum standards for open enrollment virtual charter schools; and relating to student count estimates..." RDU: K-12 Support
Sponsor: Representative Keller Component: Foundation Program
Requester: Education, Finance Component Number: 141

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information						
		FY 2010	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
OPERATING EXPENDITURES								
Personal Services								
Travel								
Contractual								
Supplies								
Equipment								
Land & Structures								
Grants & Claims		2,004.4		2,004.4	2,004.4	2,004.4	2,004.4	2,004.4
Miscellaneous								
TOTAL OPERATING		2,004.4	0.0	2,004.4	2,004.4	2,004.4	2,004.4	2,004.4

CAPITAL EXPENDITURES								
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CHANGE IN REVENUES ()								
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FUND SOURCE (Thousands of Dollars)

	FY 2010	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
1002 Federal Receipts							
1003 GF Match							
1004 GF		2,004.4		2,004.4	2,004.4	2,004.4	2,004.4
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL		2,004.4	0.0	2,004.4	2,004.4	2,004.4	2,004.4

Estimate of any current year (FY2009) cost: _____

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: (Attach a separate page if necessary)

This bill creates open enrollment throughout the year for virtual charter schools that are not correspondence schools by meeting specific requirements as defined in HB197.

In addition it would increase funding to charter and alternative schools with an Average Daily Membership [ADM] of 140 by giving those schools that qualify the ability to go through the school size formula independently.

The GF appropriation capitalizes on the Public Education Fund [PEF].

Prepared by: Eddy Jeans, Director
Division: School Finance
Approved by: Larry LeDoux, Commissioner

Phone 465-8679
Date/Time 3/31/09 12:00 AM
Date 3/31/2009

Department of Education & Early Development

Prepared 3/31/09

Prepared by School Finance

Funding for an Alternative
School btwn 140-200 &
Charter Schools btwn 140-
150 ADM

School District	150 ADM
Alaska Gateway	-
Aleutian Region	-
Aleutians East Borough	-
Anchorage	-
Annette Island	-
Bering Strait	-
Bristol Bay Borough	-
Chatham	-
Chugach	-
Copper River	-
Cordova	-
Craig	-
Delta/Greely	-
Denali Borough	-
Dillingham	-
Fairbanks N. Star Borough	639,679
Galena	-
Haines Borough	-
Hoonah	-
Hydaburg	-
Iditarod Area	-
Juneau Borough	676,053
Kake	-
Kashunamiut	-
Kenai Peninsula Borough	-
Ketchikan Gateway Borough	-
Klawock	-
Kodiak Island Borough	-
Kuspuk	-
Lake & Peninsula Borough	-
Lower Kuskokwim	-
Lower Yukon	-
Mat-Su Borough	688,699
Nenana	-
Nome	-
North Slope Borough	-
Northwest Arctic Borough	-
Pelican	-
Petersburg	-
Pribilof	-
Saint Mary's	-
Sitka Borough	-
Skagway	-
Southeast Island	-
Southwest Region	-
Tanana	-
Unalaska	-
Valdez	-
Wrangell	-
Yakutat	-
Yukon Flats	-
Yukon/Koyukuk	-
Yupit	-
Mt. Edgecumbe High School	-
TOTAL	2,004,431

PROJECTION FY10

ADM Report

District School; Attendance Center:

Average Daily Membership		School Total
C	D	C + D = E
K-6*	7-12	

ANCHORAGE

4	A A.V.A.I.L.	0.00	54.00	54.00
1	A Alaska Native Charter School	180.00		180.00
1	A Aquarian Charter	360.00		360.00
1	A Highland Tech Charter	0.00	260.00	260.00
1	A Polaris K-12	256.00	224.00	480.00
1	A Steller Secondary	0.00	292.00	292.00
1	A Winterberry Charter	173.00	27.00	200.00
4	A Continuation Program	0.00	26.00	26.00
4	A COHO		35.00	35.00
1	A Eagle Academy Charter	165.00		165.00
1	A Rilke Schule Charter	224.00	16.00	240.00
1	O *Whaley Center	151.25	334.00	485.25
1	O Benny Benson Secondary/S.E.A.R.C.H.	0.00	230.00	230.00
4	O Crossroads School	0.00	51.00	51.00
1	O S.A.V.E.	0.00	227.00	227.00
	TOTAL	1509.25	1776.00	3285.25

CRAIG

4	PACE Alternative High School		8.50	8.50
	TOTAL	0.00	8.50	8.50

DELTA/GREELY

4	New Horizons High School		24.00	24.00
	TOTAL	0.00	24.00	24.00

FAIRBANKS

1	Chinook Montessori Charter School	111.00	42.00	153.00
1	Star of the North Secondary School (charter)		201.00	201.00
4	Effie Kokrine Charter School		145.00	145.00
4	Alternative Learning Systems	35.00	72.00	107.00
1	Watershed Charter School	113.00	42.00	155.00
	TOTAL	259.00	502.00	761.00

JUNEAU

4	Juneau Community Charter School	69.00	9.00	78.00
4	Yaakoozge Daahakidi Alt High School		150.00	150.00
	TOTAL	69.00	159.00	228.00

KENAI PENINSULA

4	Homer Flex	0.00	31.00	31.00
4	Kenai Alternative School	0.00	67.00	67.00
4	Peninsula Optional HS	0.00	38.00	38.00
1	Aurora Borealis Charter (soldotna)	155.00	30.00	185.00
1	Kaleidoscope Charter School	248.00	0.00	248.00
4	Fireweed Academy Charter (Homer)	76.00	0.00	76.00
1	Soldotna Montessori Charter	161.00	0.00	161.00
	TOTAL	640.00	166.00	806.00

KETCHIKAN

4	Revilla High School (Alt.)	0.00	86.00	86.00
1	Tongass School of Arts & Sciences Charter	150.00		150.00
1	Ketchikan Charter School	140.00	30.00	170.00
	TOTAL	290.00	116.00	406.00

LOWER KUSKOKWIM

1	Ayaprun Elitnaurvik Yup'ik Immersion (bethel)	172.00	0.00	172.00
4	Bethel Alternative Boarding School	0.00	33.00	33.00
	TOTAL	172.00	33.00	205.00

MAT-SU

1	Academy Charter School	175.00	56.00	231.00
1	Fronteras Charter School	187.00	0.00	187.00
1	Midnight Sun Charter School	141.00	24.00	165.00
4	Mat-Su Day School	2.00	38.00	40.00
1	Valley Pathways Alternative School	0.00	204.00	204.00
1	Burchell Alternative High School	0.00	211.00	211.00
4	Mid-Valley Alternative High School	9.00	165.00	174.00
	TOTAL	514.00	698.00	1212.00

NOME

4	Anvil City Science Academy	23.00	21.00	44.00
	TOTAL	23.00	21.00	44.00

NORTH SLOPE

4	Kiita Learning Community		53.00	53.00
	TOTAL	0.00	53.00	53.00

SITKA

PROJECTION FY10

Prepared by School Finance

ADM Report

District	School; Attendance Center:	Average Daily Membership		School Total
		K-6*	7-12	
4	Pacific Alternative		35.00	35.00
	TOTAL	0.00	35.00	35.00

STATE OF ALASKA
THE LEGISLATURE

2006

Source
HCS CSSCR 28(HES)

Legislative
Resolve No.
43



Relating to the innovative application of education technology tools to provide improved distance education programs in the state.

BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:

WHEREAS education technology is rapidly developing to provide managed student access to unprecedented arrays of information on the Internet, including curricula, resource and reference materials, search engines, world news, communication, calculations, tables, definitions, and all student records; and

WHEREAS education technology is rapidly developing to economically provide powerful teaching tools that are capable of generating individualized student learning plans, supplemental and tutorial services, evaluations, communications, assignments, and learning problem diagnostics that can be available on the Internet at any time, from any place in the world, from any computer; and

WHEREAS education excellence is attainable by using a curriculum that encourages student discovery, innovation, and proficiency as ways to avoid merely teaching to the test and to prevent student boredom and teacher burnout; and

WHEREAS, according to a 2003 United States Bureau of the Census report, the state

leads the nation at 68.5 percent of our households connected to the Internet; and

WHEREAS the federal, state, and local contributions averaged \$10,114 for each student enrolled in the state during the 2003-2004 school year; and

WHEREAS the state has the highest median cost for each student in the nation at \$16,665, reflecting the high cost of education in rural Alaska; and

WHEREAS 37 percent of Alaska schools have less than 100 students, and 24 percent have less than 50 students, with many of the schools located in remote, rural settings; and

WHEREAS the results of the 2003 National Assessment of Education Progress, which is the state's only national and ongoing assessment of student reading and mathematics performance, reveals that performance is only at about 30 percent proficiency, which is at, or below, the national average; and

WHEREAS increasing demands have been placed on rural education programs in the state by the federal No Child Left Behind Act, including employment of highly qualified teachers, provision of supplemental services, and the requirement to restructure districts and to offer parental choice options; and

WHEREAS rural education challenges in the state include

- (1) high teacher turnover rates;
- (2) high costs of teacher housing;
- (3) cultural differences between teachers and rural communities;
- (4) the need to group a small number of students in small schools into 13 grade, ability, and interest levels;
- (5) the difficulty of meeting the needs of isolated students with special needs and gifts; and
- (6) the difficulty of providing special interest curriculum such as Native language education; and

WHEREAS public school facilities, employment needs, and related economic considerations are valued critical components of rural Alaska communities; and

WHEREAS the Alaska Department of Education and Early Development has continued to improve statewide assessment tools in response to legislative intent that provides an increasingly reliable measure of K-12 proficiency;

BE IT RESOLVED that the Alaska State Legislature encourages the innovative and

responsible application of education technology tools to improve distance education programs that will enhance rural education in the state; and be it

FURTHER RESOLVED that the Alaska State Legislature encourages local school boards and administrators to look for ways to regroup rural students, especially those in small schools, into virtual educational program groups selected for efficiency, skill and age level, and student and parent interest, and to use educational technology to provide quality teachers for these groups from a distance; and be it

FURTHER RESOLVED that the Alaska State Legislature encourages local school boards and administrators to provide the restructuring, choice, and supplemental services required for schools failing to achieve Annual Yearly Progress under the federal No Child Left Behind Act and state law, and to improve student proficiency as measured by the National Assessment of Education Progress; and be it

FURTHER RESOLVED that the Alaska State Legislature encourages reallocation of savings available from the efficiencies of scale from regrouping of students across rural boundaries to help pay for the application of educational technology while ensuring that rural remote school facilities and local employees are retained in the process; and be it

FURTHER RESOLVED that the Alaska State Legislature requests local school boards and administrators to apply for the grants available under AS 14.14.115 as a means of installing education technology; and be it

FURTHER RESOLVED that the Alaska State Legislature requests superintendents of public school districts to distribute copies of this resolution to each member of the district's school board.

COPIES of this resolution shall be sent to Al Weinberg, Superintendent, Alaska Gateway School District; Joe Beckford, Chief School Administrator, Aleutian Region School District; Dennis Maasjo, Superintendent, Aleutians East Borough School District; Carol Comeau, Superintendent, Anchorage School District; Brett Agenbroad, Superintendent, Annette Island School District; John Davis, Superintendent, Bering Strait School District; Richard Hebbardt, Superintendent, Bristol Bay Borough School District; Vance Cortez-Rucker, Superintendent, Chatham School District; Bob Crumley, Superintendent, Chugach School District; James Elliot, Superintendent, Copper River School District; Don Clark, Superintendent, Cordova City School District; Ron Erickson, Superintendent, Craig City

School District; Dan Beck, Superintendent, Delta/Greely School District; Dale Olson, Superintendent, Denali Borough School District; Arnold Watland, Superintendent, Dillingham City School District; Ann E. Shortt, Superintendent, Fairbanks School District; Jim Smith, Superintendent, Galena City School District; Woody Wilson, Superintendent, Haines Borough School District; Howard Diamond, Superintendent, Hoonah City School District; Bill Raduenz, Superintendent, Hydaburg City School District; Joe Banghart, Superintendent, Iditarod Area School District; Peggy Cowan, Superintendent, Juneau Borough School District; Eric Gebhart, Superintendent, Kake City School District; Gary Stevens, Superintendent, Kashunamiut School District; Donna Peterson, Superintendent, Kenai Peninsula Borough School District; Harry Martin, Superintendent, Ketchikan Gateway Borough School District; Richard Carlson, Superintendent, Klawock City School District; Betty Walters, Superintendent, Kodiak Island Borough School District; Marty Laster, Superintendent, Kuspuk School District; Steve Atwater, Chief School Administrator, Lake and Peninsula School District; William Ferguson, Superintendent, Lower Kuskokwim School District; John Lamont, Superintendent, Lower Yukon School District; Robert Doyle, Chief School Administrator, Mat-Su Borough Schools; Robert Thomason, Superintendent, Nenana City Schools; Stan Lujan, Superintendent, Nome Public Schools; Trent Blankenship, Superintendent, North Slope Borough Schools; Norman Eck, Superintendent, Northwest Arctic Borough Schools; Connie A. Newman, Superintendent, Pelican City Schools; Gary Jacobsen, Superintendent, Petersburg City Schools; Malcolm Fleming, Superintendent, Pribilof Schools; David Herbert, Superintendent, Saint Mary's Schools; Steve Bradshaw, Superintendent, Sitka Borough Schools; Michael Dickens, Superintendent, Skagway City Schools; Jim Nygaard, Superintendent, Southeast Island Schools; Jack Foster, Superintendent, Southwest Region Schools; Dorothy Jordan, Superintendent, Tanana Schools; Darrell Sanborn, Superintendent, Unalaska City Schools; Lance Bowie, Superintendent, Valdez City Schools; Susan Sciabbarrasi, Superintendent, Wrangell City Schools; Timothy MacDonald, Superintendent, Yakutat City Schools; Linda Evans, Superintendent, Yukon Flats Schools; Christopher Simon, Superintendent, Yukon/Koyukuk Schools; Joe Slats, Chief School Administrator, Yupiit Schools; Bill Denkinger, Director, Mt. Edgecumbe High School; and the Honorable Ted Stevens and the Honorable Lisa Murkowski, U.S. Senators, and the Honorable Don Young, U.S. Representative, members of the Alaska delegation in Congress.

Table 1. Total revenues per pupil at the 5th, median, and 95th percentile cutpoints, federal range ratio, and numbers of districts and students for public elementary and secondary regular school districts, by state and independent charter school districts: Fiscal year 2006

State and independent charter school districts	Total revenues per pupil			Federal range ratio ¹	Number of districts	Number of students
	5 th percentile	Median	95 th percentile			
United States	\$7,349	\$10,173	\$21,048	1.9	13,766	48,097,541
Alabama	7,267	8,190	10,739	0.5	131	743,265
Alaska	9,601	17,602	36,429	2.8	53	132,893
Arizona	6,788	9,358	19,750	1.9	216	947,250
Arkansas	7,473	8,493	10,297	0.4	252	472,609
California	7,471	9,384	18,481	1.5	965	6,221,828
Colorado	7,862	9,864	18,532	1.4	178	778,842
Connecticut	11,712	14,316	21,220	0.8	166	549,744
Delaware	10,425	12,303	15,483	0.5	16	108,535
District of Columbia	†	18,332	†	†	1	59,616
Florida	7,970	9,127	12,007	0.5	67	2,663,973
Georgia	8,279	9,566	12,504	0.5	179	1,597,421
Hawaii	†	14,799	†	†	1	182,818
Idaho	6,188	7,851	15,464	1.5	114	258,314
Illinois	7,133	9,124	15,508	1.2	872	2,097,585
Indiana	8,731	10,399	13,901	0.6	292	1,026,106
Iowa	8,451	9,725	15,492	0.8	365	483,482
Kansas	8,603	10,311	13,678	0.6	293	465,926
Kentucky	7,597	8,511	10,461	0.4	176	679,621
Louisiana	7,861	9,004	24,648	2.1	68	648,313
Maine	9,804	13,174	22,950	1.3	222	195,174
Maryland	10,479	11,504	14,809	0.4	24	860,021
Massachusetts	10,488	13,525	24,981	1.4	302	924,420
Michigan	8,100	9,218	13,338	0.6	551	1,635,076
Minnesota	8,663	10,384	13,978	0.6	345	811,907
Mississippi	6,817	8,248	13,685	1.0	152	493,952
Missouri	7,003	8,785	12,830	0.8	521	913,765
Montana	6,797	10,414	27,381	3.0	430	145,259
Nebraska	6,659	10,916	24,400	2.7	449	285,547
Nevada	8,414	9,939	34,651	3.1	17	412,747
New Hampshire	10,014	14,112	28,351	1.8	162	201,044
New Jersey	12,252	15,647	25,559	1.1	551	1,350,392
New Mexico	8,426	12,546	21,366	1.5	89	326,761
New York	12,704	16,171	33,521	1.6	694	2,789,776
North Carolina	7,282	8,592	12,204	0.7	115	1,378,306
North Dakota	7,716	10,773	26,067	2.4	198	98,172
Ohio	8,066	9,438	15,909	1.0	614	1,769,331
Oklahoma	6,317	7,851	12,173	0.9	540	634,468
Oregon	7,762	9,475	21,758	1.8	195	555,967
Pennsylvania	9,585	11,643	15,753	0.6	500	1,752,402
Rhode Island	10,405	13,459	21,397	1.1	36	150,112
South Carolina	7,714	9,187	12,552	0.6	85	699,027
South Dakota	7,560	9,306	15,855	1.1	165	121,718
Tennessee	6,289	7,123	9,296	0.5	135	953,514
Texas	7,853	9,816	20,871	1.7	1,034	4,451,163
Utah	6,161	7,614	14,169	1.3	40	496,507
Vermont	10,944	19,521	31,500	1.9	238	92,049
Virginia	8,455	9,788	14,414	0.7	132	1,213,616
Washington	7,938	9,491	21,397	1.7	296	1,031,668
West Virginia	8,862	9,922	12,339	0.4	55	279,788
Wisconsin	9,951	11,407	14,689	0.5	426	869,596
Wyoming	10,493	14,557	31,032	2.0	48	86,155
Independent charter school districts²	5,811	8,357	16,976	1.9	1,569	487,783

† Not applicable. The District of Columbia and Hawaii consist of one school district each.

¹The federal range ratio indicates the difference between the amount per pupil of the district at the 95th percentile and the district at the 5th percentile divided by the amount per pupil for the district at the 5th percentile.

²All associated schools are charter schools.

NOTE: How to read this table: Using Alabama as an example, this table shows that 5 percent of school districts have total revenues per pupil of \$7,267 or less. If all school districts were listed by size of total revenues per pupil, the district at the midpoint (median) would have total revenues per pupil of \$8,190. Five percent of school districts have total revenues per pupil of \$10,739 or more. The federal range ratio shows that the total revenues per pupil for district at the 95th percentile are approximately 50 percent higher than the total revenues per pupil for district at the 5th percentile. National figures do not include independent charter school districts. National and state figures include charter schools that are affiliated with regular school districts. Only regular school districts matching the Common Core of Data (CCD) "Local Education Agency Universe Survey" and with student membership greater than zero were used in creating the national and state figures; 92.1 percent of all school districts met these criteria. Independent charter school districts matching the Common Core of Data (CCD) "Local Education Agency Universe Survey" with revenues greater than zero and expenditures greater than zero were included in the charter school analysis; 97.6 percent of charter school districts met these criteria.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "School District Finance Survey (F-33)," fiscal year 2006, Version 1a.

Table 2. Median expenditures per pupil and median payments per pupil to other districts, private schools, and charter schools from elementary and secondary regular school districts, by type of expenditure in states and independent charter school districts: Fiscal year 2006

State and independent charter school districts	Median expenditures per pupil						Median payments per pupil to other districts, private schools, and charter schools
	Total ¹	Current expenditures			Other programs ⁴ and payments to state and local governments	Interest on long-term debt	
		Total current ²	Instruction and instruction-related	Capital outlay ³			
United States	\$9,799	\$8,587	\$5,528	\$396	\$21	\$143	\$95
Alabama	8,353	7,590	4,708	424	132	99	3
Alaska	18,096	15,827	9,857	1,149	7	0	0
Arizona	9,181	7,713	4,307	648	1	35	0
Arkansas	8,311	7,547	4,987	329	1	169	12
California	9,245	7,848	5,141	646	21	86	84
Colorado	9,778	8,321	5,116	603	33	199	126
Connecticut	12,866	11,898	7,822	217	17	218	393
Delaware	11,838	10,754	6,808	640	8	120	349
District of Columbia ⁵	15,798	13,446	6,898	2,127	225	0	2,350
Florida	9,325	7,630	4,924	1,318	110	74	0
Georgia	9,172	8,223	5,533	550	0	57	6
Hawaii ⁵	10,376	9,640	6,018	410	325	0	236
Idaho	7,894	7,313	4,681	367	0	125	0
Illinois	8,704	7,798	4,857	349	1	160	321
Indiana	9,646	7,913	4,893	652	758	87	242
Iowa	8,733	7,788	5,104	587	0	126	440
Kansas	10,042	9,151	5,854	713	0	127	7
Kentucky	8,603	7,484	4,856	540	97	187	0
Louisiana	8,586	7,898	5,093	412	23	128	1
Maine	11,639	10,927	7,285	187	32	72	324
Maryland	11,324	10,138	6,670	1,167	29	108	111
Massachusetts	12,125	11,114	7,478	145	0	272	832
Michigan	9,160	8,218	5,328	261	69	358	1
Minnesota	10,051	8,389	5,666	573	330	314	331
Mississippi	7,862	7,274	4,640	330	13	93	0
Missouri	8,389	7,543	4,878	376	85	87	62
Montana	10,405	9,682	6,178	202	0	0	31
Nebraska	10,012	9,278	6,336	397	0	0	0
Nevada	9,846	8,819	5,877	699	36	265	2
New Hampshire	11,632	10,922	7,045	252	0	145	682
New Jersey	14,563	13,165	8,226	450	55	264	669
New Mexico	11,678	9,991	5,838	1,154	47	124	6
New York	16,035	14,292	9,779	487	51	367	160
North Carolina	8,383	7,790	5,006	312	20	136	0
North Dakota	10,101	9,463	5,554	470	0	0	487
Ohio	8,816	7,960	5,085	303	116	135	102
Oklahoma	7,836	7,359	4,357	266	0	27	0
Oregon	9,130	8,458	5,151	188	3	170	26
Pennsylvania	10,417	9,318	6,029	299	29	389	634
Rhode Island	12,336	11,949	7,642	112	130	162	659
South Carolina	9,098	8,120	5,221	480	97	176	17
South Dakota	8,867	8,000	4,990	426	0	90	22
Tennessee	7,130	6,457	4,584	291	65	151	1
Texas	9,420	8,099	5,183	427	9	203	50
Utah	7,878	6,321	4,230	758	190	173	0
Vermont	12,060	11,413	7,610	169	0	87	7,388
Virginia	9,595	8,692	5,839	501	11	165	80
Washington	9,134	8,074	5,158	295	0	161	8
West Virginia	10,126	9,338	5,933	316	48	0	0
Wisconsin	10,657	9,706	6,312	258	170	286	203
Wyoming	15,064	12,133	7,694	1,388	3	16	0
Independent charter school districts ⁶	7,971	7,499	4,123	52	0	0	0

¹Total expenditures do not include payments to other school districts and payments to private schools and charter schools.

²Total current expenditures include instruction, instruction-related, support services, and other elementary/secondary current expenditures, but exclude expenditures on capital outlay, other programs, and payments to state and local governments, interest on long-term debt, payments to other school districts, and payments to private and charter schools.

³Capital outlay expenditures are those for school construction, property, and equipment.

⁴Other programs include community services, adult education, and community colleges.

⁵The District of Columbia and Hawaii consist of only one school district each.

⁶All associated schools are charter schools.

NOTE: How to read this table: Using Alabama, total expenditures as an example, if all school districts were listed by size of total expenditures per pupil, the district at the midpoint (median) would have total expenditures per pupil of \$8,353. Median expenditures are reported for each data item, so details do not sum to totals. National figures do not include independent charter school districts. National and state figures include charter schools that are affiliated with regular school districts. Only regular school districts matching the Common Core of Data (CCD) "Local Education Agency Universe Survey" and with student membership greater than zero were used in creating the national and state figures; 92.1 percent of all school districts met these criteria. Independent charter school districts matching the Common Core of Data (CCD) "Local Education Agency Universe Survey" with revenues greater than zero and expenditures greater than zero were included in the charter school analysis; 97.6 percent of charter school districts met these criteria.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "School District Finance Survey (F-33)," fiscal year 2006, Version 1a.

CONCEPTIONAL AMENDMENT

HB 197

26-LS0736\R.2

IN THE HOUSE
Education Committee
BY: Representative _____

Page 2, Line 2

Insert

01 * Sec 3. AS 14.17.600(a) is amended to read:

02 **Sec. 14.17.600. Student counting periods.**

03 (a) Within two weeks after the end of the 20-school-day period ending the
04 fourth Friday in October, each district shall transmit a report to the department that,
05 under regulations adopted by the department, reports its ADM for that counting
06 period and other student count information that will aid the department in making a
07 determination of its state aid under the public school funding program. For
08 *[centralized correspondence study]* **public schools that operate an open**
09 **enrollment year around program,** the October report shall be based on the period
10 from July 1 through the fourth Friday in October. The department may make
11 necessary corrections in the report submitted and shall notify the district of changes
12 made. The commissioner shall notify the governor of additional appropriations the
13 commissioner estimates to be necessary to fully finance the public school funding
14 program for the current fiscal year.

15 * Sec. [3] **4.** AS 14.17.905(b) is amended to read:

New Text Underlined [DELETED TEXT BRACKETED]

Virtual Schools and 21st Century Skills

Written by

The North American Council for Online Learning and the
Partnership for 21st Century Skills

November 2006

Introduction:

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

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

The Case for 21st Century Education:

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

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

The implications of such trends are troubling:

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

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

The Case for Virtual Schools

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

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

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

Why do they spend money on distributed learning?

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

21st Century Data through Learning Management Systems

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

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

Increasing Opportunities for All Students

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

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

Do Virtual Schools Produce 21st Century Outcomes?

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

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

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

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

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

Virtual Schools and 21st Century Skills

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

Global Awareness

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

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

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

Self-Directed Learning

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

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

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

Information and communications technology (ICT) Literacy

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

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

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

Problem Solving Skills

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

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

Time Management and Personal Responsibility

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

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

own workload in ways that reflect real world working environments.

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

Principles - 21st Century Virtual Schools

We believe that 21st century learning is critical to virtual schools. We believe:

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

Action Steps – 21st Century Virtual Schools

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

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

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

Conclusion

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

Appendix 1: Example

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

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

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

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

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

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

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

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

¹ "2005 Skills Gap Report - A survey of the American Manufacturing Workforce", Deloitte Development LLC , 2005

² "Rising Above the Gathering Storm", National Academies of Science, 2006