

Montana State Legislature

2013 Session

Additional Documents include:

- * Business Report**
- * Roll Call- attendance**
- * Standing Committee Reports,**
- * Table Bills, Fiscal reports etc.**
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- * Witness Statements**
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- * Visitor Registrations**
- * Any other Documents;**
 - ~ Petitions if any?**
 - ~ Any and all material handed in after the meeting end.**

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BUSINESS REPORT

**MONTANA HOUSE OF REPRESENTATIVES
63rd LEGISLATURE - REGULAR SESSION**

HOUSE EDUCATION COMMITTEE

Date: Wednesday, February 6, 2013
Place: Capitol

Time: 3:00 PM
Room: 137

BILLS and RESOLUTIONS HEARD:

HB 313 - Revise school truancy laws - Rep. Casey Schreiner

EXECUTIVE ACTION TAKEN:

HB 213
HB 315
HB 288

Comments:



REP. Kris Hansen, Chair

HOUSE OF REPRESENTATIVES
Roll Call
EDUCATION COMMITTEE

DATE: 2/6/2013

<u>NAME</u>	<u>PRESENT</u>	<u>ABSENT/EXCUSED</u>
REP. KRISTIN HANSEN, CHAIR	X	
REP. JOANNE BLYTON, VICE CHAIR	X	
REP. EDIE MCCLAFFERTY, VICE CHAIR	X	
REP. BRYCE BENNETT	X	
SPEAKER BLASDEL		X
REP. CLARENA BROCKIE	X	
REP. DOUGLAS COFFIN	X	
REP. EDWARD GREEF	X	
REP. DAVID HALVORSON	X	
REP. GREG HERTZ	X	
REP. SARAH LASZLOFFY	X	
REP. JONATHAN MCNIVEN	X	
REP. JEAN PRICE	X	
REP. DAN SALOMON	X	
REP. CASEY SCHREINER	X	
REP. NICHOLAS SCHWADERER	X	
REP. TED WASHBURN	X	
REP. FRANKE WILMER	X	



HOUSE STANDING COMMITTEE REPORT

February 6, 2013

Page 1 of 3

Mr. Speaker:

We, your committee on **Education** recommend that **House Bill 213** (first reading copy -- white) **do pass as amended.**

Signed: _____

Representative Kris Hansen, Chair

And, that such amendments read:

1. Page 1, line 13.

Strike: "tuition paid"

Insert: "a qualifying tuition payment made"

2. Page 1, line 17.

Following: "student."

Insert: "The dollar amount of the credit allowable under this section is limited to \$550 for each eligible student as provided in subsection (7)."

3. Page 1, line 26.

Strike: "is limited to one-half of the applicable amount"

Insert: "may be split in proportion to each taxpayer's share of the contribution, subject to the maximum credit limitation in subsection (2)"

4. Page 1, line 28.

Following: line 27

Insert: "qualifying"

Strike: "by"

Insert: "between January 1 and"

5. Page 1, line 29.

Following: "department of"

Insert: "an estimate of"

Following: "amount of"

Committee Vote:

Yes 11, No 7

Fiscal Note Required

HB0213001SC.hjk

DC 2-7-13
10:00

Insert: "qualifying"

6. Page 1, line 30.

Following: "provider"

Insert: "during the tax year"

7. Page 2, line 4.

Following: "shall make the"

Insert: "qualifying"

8. Page 2, line 7.

Following: the first "the"

Insert: "qualifying"

Following: "preapproved"

Insert: "qualifying"

9. Page 2, line 8.

Following: "limit"

Insert: "in subsection (2)"

10. Page 2, line 9.

Following: "As used in"

Insert: "[section 2] and"

11. Page 2, line 23.

Following: line 22

Insert: "(c) "Qualifying tuition payment" means a payment of tuition and fees to a qualified education provider for an eligible student."

12. Page 2, line 25.

Strike: ", as defined in [section 1],"

13. Page 2, line 26.

Following: "amount of the"

Insert: "qualifying"

Following: "tuition"

Strike: "paid"

Insert: "payment made"

14. Page 2, line 27.

Strike: ", as defined in [section 1],"

15. Page 2, line 29.

Following: "the"

Insert: "qualifying"

16. Page 3, line 3.

Strike: "(1) [Section 1] is"

Insert: "[Sections 1 and 2] are"

17. Page 3, line 4 through line 5.

Strike: "[section 1]"

Insert: "[sections 1 and 2]"

18. Page 3, line 6 through line 7.

Strike: line 6 through line 7

- END -



HOUSE STANDING COMMITTEE REPORT

February 6, 2013

Page 1 of 2

Mr. Speaker:

We, your committee on **Education** recommend that **House Bill 288** (first reading copy -- white) **do pass as amended.**

Signed: _____

Representative Kris Hansen, Chair

And, that such amendments read:

1. Page 3.

Strike: "enroll" on line 2 through "and" on line 4

Following: "instruction" on line 4

Insert: "and the resident school district of each child participating in the Montana special education savings account program"

2. Page 3, line 10.

Strike: "and"

3. Page 3, line 12.

Following: "account"

Insert: "; and

(e) ensure that the student participates in annual state assessment testing or another nationally recognized assessment and annually report the student's scores to the superintendent of public instruction. The resident school district may not include these scores in its assessment reports"

4. Page 3, line 20.

Following: "cause;"

Insert: "and"

5. Page 3, lines 21 and 22.

Strike: "; and" on line 21 through "(3)]" on line 22

Committee Vote:

Yes 11, No 7

Fiscal Note Required

HB0288001SC.hjk

DC 2-7-13
10:00

6. Page 5, lines 14 through 17.

Strike: subsection (3) in its entirety

Renumber: subsequent subsections

7. Page 6, line 5.

Strike: subsection (d) in its entirety

Renumber: subsequent subsections

8. Page 6, line 8.

Strike: subsection (g) in its entirety

Renumber: subsequent subsections

9. Page 6, line 15.

Strike: subsection (n) in its entirety

Renumber: subsequent subsections

- END -



HOUSE STANDING COMMITTEE REPORT

February 6, 2013

Page 1 of 2

Mr. Speaker:

We, your committee on **Education** recommend that **House Bill 315** (first reading copy -- white) **do pass as amended.**

Signed: _____

Representative Kris Hansen, Chair

And, that such amendments read:

1. Title, page 1, line 15.

Strike: "ALLOWING" on line 14 through "PROGRAMS;"

2. Title, page 1, line 17.

Strike: "19-20-101, 19-20-302,"

3. Page 7, line 29.

Strike: "legislative auditor"

Insert: "the education and local government interim committee"

4. Page 9, line 28.

Strike: "legislative auditor"

Insert: "education and local government interim committee"

5. Page 18, line 6.

Strike: "legislative auditor"

Insert: "education and local government interim committee"

6. Page 23, lines 2 and 3.

Strike: subsection (c) in its entirety

Renumber: subsequent subsections

Committee Vote:

Yes 10, No 8

Fiscal Note Required

HB0315002SC.hjk

2-7 DC
10:10

7. Page 31, line 17, through page 38, line 16.

Strike: section 20 through section 24 in their entirety

Renumber: subsequent sections

8. Page 48, line 4.

Following: "commission"

Insert: "for the biennium beginning July 1, 2013,"

9. Page 48, lines 8 through 10.

Strike: section 32 in its entirety

Insert: "NEW SECTION. **Section 27. Nonseverability.** It is the intent of the legislature that each part of [this act] is essentially dependent upon every other part, and if one part is held unconstitutional or invalid, all other parts are invalid."

10. Page 48, line 18 through line 23.

Strike: subsection (2) through subsection (4) in their entirety

Renumber: subsequent subsections

11. Page 48, line 24.

Strike: "30"

Insert: "25"

- END -

HOUSE OF REPRESENTATIVES
Roll Call Vote
EDUCATION COMMITTEE

DATE: 2/6/2013 BILL NO HB 213 MOTION NO. _____
 MOTION: Do Pass as amended

<u>NAME</u>	AYE	NO	If Proxy Vote, check here & include signed Proxy Form with minutes
REP. JOANNE BLYTON, VICE CHAIR	X		
REP. EDIE MCCLAFFERTY, VICE CHAIR		X	
REP. BRYCE BENNET		X	
SPEAKER BLASDEL	X		X
REP. CLARENA BROCKIE		X	X
REP. DOUGLAS COFFIN		X	
REP. EDWARD GREEF	X		
REP. DAVID HALVORSON	X		
REP. GREG HERTZ	X		
REP. SARAH LASZLOFFY	X		
REP. JONATHAN MCNIVEN	X		
REP. JEAN PRICE		X	
REP. DAN SALOMON	X		
REP. CASEY SCHREINER		X	
REP. NICHOLAS SCHWADERER	X		
REP. TED WASHBURN	X		
REP. FRANKE WILMER		X	
REP. KRISTIN HANSEN, CHAIR	X		

HOUSE OF REPRESENTATIVES
Roll Call Vote
EDUCATION COMMITTEE

DATE: 2/6/2013 BILL NO. HB 288 MOTION NO. _____
 MOTION: Do Pass as amended

<u>NAME</u>	AYE	NO	If Proxy Vote, check here & include signed Proxy Form with minutes
REP. JOANNE BLYTON, VICE CHAIR	X		
REP. EDIE MCCLAFFERTY, VICE CHAIR		X	
REP. BRYCE BENNET		X	
SPEAKER BLASDEL	X		X
REP. CLARENA BROCKIE		X	X
REP. DOUGLAS COFFIN		X	
REP. EDWARD GREEF	X		
REP. DAVID HALVORSON	X		
REP. GREG HERTZ	X		
REP. SARAH LASZLOFFY	X		
REP. JONATHAN MCNIVEN	X		
REP. JEAN PRICE		X	
REP. DAN SALOMON	X		
REP. CASEY SCHREINER		X	
REP. NICHOLAS SCHWADERER	X		
REP. TED WASHBURN	X		
REP. FRANKE WILMER		X	
REP. KRISTIN HANSEN, CHAIR	X		

HOUSE OF REPRESENTATIVES
Roll Call Vote
EDUCATION COMMITTEE

DATE: 2/6/2013 BILL NO HB 315 MOTION NO. _____
 MOTION: Be Amended

NAME	AYE	NO	If Proxy Vote, check here & include signed Proxy Form with minutes
REP. JOANNE BLYTON, VICE CHAIR	X		
REP. EDIE MCCLAFFERTY, VICE CHAIR		X	
REP. BRYCE BENNET		X	
SPEAKER BLASDEL	X		X
REP. CLARENA BROCKIE		X	X
REP. DOUGLAS COFFIN	X		
REP. EDWARD GREEF	X		
REP. DAVID HALVORSON	X		
REP. GREG HERTZ	X		
REP. SARAH LASZLOFFY	X		
REP. JONATHAN MCNIVEN	X		
REP. JEAN PRICE		X	
REP. DAN SALOMON	X		
REP. CASEY SCHREINER		X	
REP. NICHOLAS SCHWADERER	X		
REP. TED WASHBURN	X		
REP. FRANKE WILMER		X	
REP. KRISTIN HANSEN, CHAIR	X		

HOUSE OF REPRESENTATIVES
Roll Call Vote
EDUCATION COMMITTEE

DATE: 2/6/2013 BILL NO. HB 315 MOTION NO. _____
 MOTION: Be Amended

NAME	AYE	NO	If Proxy Vote, check here & include signed Proxy Form with minutes
REP. JOANNE BLYTON, VICE CHAIR	X		
REP. EDIE MCCLAFFERTY, VICE CHAIR		X	
REP. BRYCE BENNET		X	
SPEAKER BLASDEL	X		X
REP. CLARENA BROCKIE		X	X
REP. DOUGLAS COFFIN		X	
REP. EDWARD GREEF	X		
REP. DAVID HALVORSON	X		
REP. GREG HERTZ	X		
REP. SARAH LASZLOFFY	X		
REP. JONATHAN MCNIVEN	X		
REP. JEAN PRICE		X	
REP. DAN SALOMON	X		
REP. CASEY SCHREINER		X	
REP. NICHOLAS SCHWADERER	X		
REP. TED WASHBURN	X		
REP. FRANKE WILMER		X	
REP. KRISTIN HANSEN, CHAIR	X		

HOUSE OF REPRESENTATIVES
Roll Call Vote
EDUCATION COMMITTEE

DATE: 2/6/2013 BILL NO. #B315 MOTION NO. _____
 MOTION: DO PASS AS AMENDED

NAME	AYE	NO	If Proxy Vote, check here & include signed Proxy Form with minutes
REP. JOANNE BLYTON, VICE CHAIR	X		
REP. EDIE MCCLAFFERTY, VICE CHAIR		X	
REP. BRYCE BENNET		X	
SPEAKER BLASDEL	X		X
REP. CLARENA BROCKIE		X	X
REP. DOUGLAS COFFIN		X	
REP. EDWARD GREEF	X		
REP. DAVID HALVORSON	X		
REP. GREG HERTZ	X		
REP. SARAH LASZLOFFY	X		
REP. JONATHAN MCNIVEN	X		
REP. JEAN PRICE		X	
REP. DAN SALOMON	X		
REP. CASEY SCHREINER		X	
REP. NICHOLAS SCHWADERER	X		X
REP. TED WASHBURN		X	X
REP. FRANKE WILMER		X	
REP. KRISTIN HANSEN, CHAIR	X		



AUTHORIZED COMMITTEE PROXY

I request to be excused from the Education

Committee because of other commitments. I desire to leave my proxy vote with:

✓ Cheri J. Blyden

Indicate Bill number and your vote Aye or No. If there are amendments, list them by name and number under the bill and indicate a separate vote for each amendment.

BILL/AMENDMENT	AYE	NO	BILL/AMENDMENT	AYE	NO
AB 213 ^{Amend} HB 21301 aje	✓				
AB 213	✓				
AB 288 ^{amendment} HB 028801	✓				
AB 288	✓				
HB 315 ^{Amendment} HB 031501 apm	✓				
HB 0315 HB 031502 apm	✓				
HB 315 HB 031503 apm					
HB 315 HB 031504 apm	✓				
AB 215	✓				

Rep. [Signature]
(Signature)

Date 2/4/13

**AUTHORIZED
COMMITTEE PROXY**

I request to be excused from the Education Committee

Committee because of other commitments. I desire to leave my proxy vote with:

Edith McClafferty

Indicate Bill number and your vote Aye or No. If there are amendments, list them by name and number under the bill and indicate a separate vote for each amendment.

BILL/AMENDMENT	AYE	NO	BILL/AMENDMENT	AYE	NO
Amendment	X				
HB 021301, aje					
HB 213		X			
Amendment	X				
HB 028801, apm		X			
Amendment					
HB 031501, apm	X	X			
HB 031503, Apm		X			
HB 031504, Apm		X			
HB 315		X			

Rep. Clarena M. Broelsis
(Signature)

Date Feb-6-2013



Frequently Asked Questions on School Choice

Q Can school choice help students with special needs?



Yes Yes. Providing school choice to students with special needs allows families unhappy with their assigned public schools to find a program that meets their children's individual needs.

As of 2010, after 10 years of operation, Florida's McKay Scholarships for Students with Disabilities Program has more than 20,000 participating students, which is the largest program of its kind in the country.

Private schools are not typically highly selective, and offer better educational opportunities for students who can be more difficult to teach, including students with disabilities. They often are better equipped to handle students with disabilities or other challenging students than public schools.

MYTH Private schools turn away and exclude difficult students.

Many people are under the impression that private schools are highly selective in accepting students. Private schools are widely thought to weed out the less desirable students and select only the best. Because of this perception, many are concerned that vouchers will "cream-skim" the best students from public schools, leaving them with the more "difficult" students.

Students with disabilities present a particular area of concern. There is a widespread perception that private schools do not serve disabled students well, whereas public schools do.

FACT Private schools are not typically highly selective.

Private schools exist to serve and help as many students as they can. That's their mission. Moreover, private schools benefit when they maximize their enrollments. The available evidence does not support the perception that private schools are on average highly selective in admissions; it points to the conclusion that private schools seek a broad student base.

In particular, private schools serve disabled students better than public schools. Although private schools do not usually have large and expensive special-education bureaucracies, they do provide special-education services. The empirical evidence indicates that private schools have a better track record of providing necessary special-education services than do public schools.

EVIDENCE Studies refute the notion that private schools are highly selective.

The available evidence indicates that private schools are not highly selective. The best empirical study on this question compared students

participating in voucher programs in New York, Washington, D.C., and Dayton to representative samples of the general population. It found that there were no important differences between voucher applicants and the general population on a variety of demographic and academic factors. Evaluations of private voucher programs in Charlotte and San Antonio showed similar results.¹

Moreover, some school choice programs, like the Milwaukee voucher program for example, require every participating private school to accept all voucher students. If the number of applicants exceeds the number of available slots at a school then students are chosen by random lottery. Notably, these programs with "anti-creaming" provisions have a consistent track record of success.²

Meanwhile, contrary to widespread perception, public schools do not serve all students. Public high schools expel approximately one percent of their students each year. Another 0.6 percent of public high school students are placed in specialized schools, so they are not served by their neighborhood public schools.³ Additionally, the education of 1.5 percent of all disabled students in public schools is contracted out to private schools that can better handle their special needs.⁴

MYTH Private schools cannot serve students with special needs.

Many people are under the impression that private schools are highly selective in accepting students. Private schools are widely thought to weed out the less desirable students and select only the best. Because of this perception, many are concerned that vouchers will "cream-skim" the best students from public schools, leaving them with the more "difficult" students.

FACT Evidence indicates that private schools better serve many students with special needs.

The evidence indicates that private schools do a better job of serving disabled students than do public schools. More than 26,000 students participate in voucher programs exclusively serving disabled students in Florida, Georgia, Ohio, and Utah. And that figure doesn't include disabled students participating in other school choice programs.

The empirical research shows that when parents are empowered with vouchers, they actually are more likely to obtain desired services. In one study, participants in Florida's McKay voucher program were surveyed to see how likely they were to get services in their private school relative to their previous public school. Only 30.2 percent of voucher participants said they received all services required under federal law from their public school, whereas 86 percent reported their choice school provided all the services they

promised to provide. Moreover, 47 percent of participants were bothered often and 25 percent were physically assaulted at their previous public schools because of their disabilities, compared to five percent bothered often and six percent assaulted in their choice schools. Finally, more than 90 percent of former McKay participants who have left the program said the McKay program should continue to be available for those who wish to use it.⁵

In addition, another large survey found that “almost 90 percent of McKay respondents...were satisfied or very satisfied with the school their child attends, whereas only 71.4 percent of public school respondents were satisfied or very satisfied with the school their child attends.”⁶

In short, school choice policies for special education allow parents to find a school that matches their children’s individual needs. The survey evidence shows that disabled students in school choice programs are getting better accommodations and services.

⁵ Jay Greene and Greg Forster, “Vouchers for Special Education Students: An Evaluation of Florida’s McKay Scholarship Program,” Manhattan Institute, June 2003.

⁶ Virginia R. Weidner & Carol D. Herrington, “Are Parents Informed Consumers: Evidence from the Florida McKay Scholarship Program,” Peabody Journal of Education 81 no. 1 (2006): 27-56.

⁷ Jay P. Greene and Marcus A. Winters, “The Effect of Special Education Vouchers on Public School Achievement: Evidence From Florida’s McKay Scholarship Program,” Manhattan Institute Civic Report No. 52 (April 2008), available at http://www.manhattan-institute.org/html/cr_52.htm

MYTH Special-education vouchers will harm public schools.

Some argue that if students with special needs depart from public schools, that will undermine the ability of the remaining students with special needs to get an appropriate education. Vouchers could drain resources and talent from the public schools, making it harder for them to serve their students with special needs.

FACT Special-education vouchers encourage public schools to improve.

Just as is the case with vouchers in general, a special-education voucher that allows disabled students to leave can motivate public schools to serve their remaining students better.

One study examined whether the academic achievement of students with special needs was affected by the number of options they had, should they leave their public school with a voucher. In Florida, as more private schools that accept McKay funding opened near each public school, the standardized test scores of disabled students who remained in public schools significantly increased. The addition of about seven public schools with McKay funding within five miles of a public school improved the academic achievement of students with special needs by about .05 of a standard deviation.

Contrary to common misconceptions, virtually all disabled students in public schools take the state-mandated test in Florida, so improvement in test results suggests that schools were serving those students better when they faced more competition from the McKay program. Vouchers do not drain public schools of their ability to serve disabled students; instead, schools are pushed to serve those students better.⁷

¹ William Howell and Paul Peterson, “The Education Gap: Vouchers and Urban Schools,” second edition, Brookings Institution, 2006, p. 61-65. For further evidence on this issue see Jay Greene, Greg Forster and Marcus Winters, “Education Myths,” Rowman and Littlefield, 2005, p. 162-164.

² See the Friedman Foundation for Educational Choice research review “Vouchers Deliver a Better Education” for more information.

³ Greene, Forster and Winters, “Education Myths,” p. 163-164.

⁴ Jay Greene and Marcus Winters, “Debunking a Special Education Myth,” Education Next, spring 2007.

Fast Facts About Online Learning



Research, Trends and Statistics

K-12 Online Learning and Virtual Schools: Expanding Options

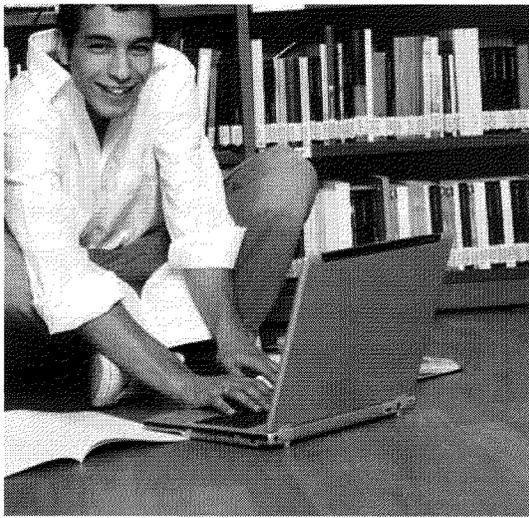
- K-12 online learning is a new field consisting of an estimated \$507 million market, which is growing at an estimated annual pace of 30% annually.
- Supplemental or full-time online learning opportunities are available to at least some students in 48 of the 50 states plus Washington, DC.ⁱ
- 27 states, as well as Washington, DC, have statewide full-time online schools.ⁱ
- 38 states have state virtual schools or state-led online initiatives, and Alaska is planning to open a statewide online learning network in 2011.ⁱ
- Many virtual schools show annual growth rates between 20% and 45%.ⁱⁱ
- 75% of school districts had one or more students enrolled in an online or blended learning course.ⁱⁱⁱ
- 72% of school districts with distance education programs planned to expand online offerings in the coming year.^{iv}
- 14.2 million computers were available for classroom use in the nation's schools as of the 2005-2006 school year. That works out to one computer for every four students.^v
- 82% of high school administrators interviewed in the U.S. had at least one student enrolled in a fully online course and 38% had at least one student enrolled in a blended or hybrid course.^{vi}

The International Association for K-12 Online Learning (iNACOL) is a non-profit 501(c)(3) membership association based in the Washington, DC area with more than 3,200 members. We are unique; our members represent a diverse cross-section of K-12 education from school districts, charter schools, state education agencies, non-profit organizations, research institutions, corporate entities and other content and technology providers.

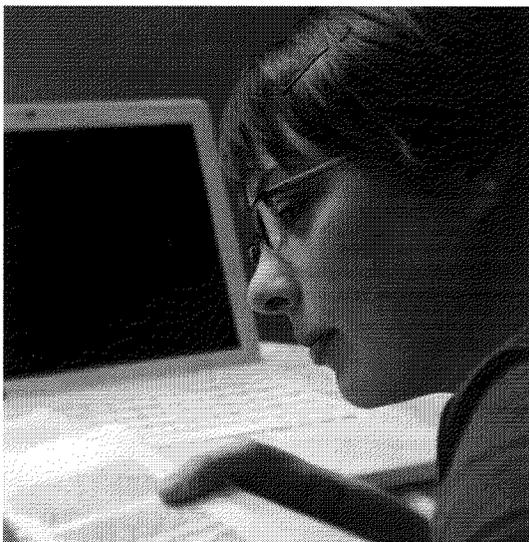
iNACOL's mission is to ensure all students have access to world-class education and quality online learning opportunities that prepare them for a lifetime for success.

iNACOL facilitates advocacy, research, professional development and networking to expand the availability and enhance the quality of K-12 online learning.

iNACOL hosts the annual Virtual School Symposium, the leading K-12 national education conference on virtual schools and online learning in Indianapolis, IN, November 13 – 15, 2011. For more information, www.virtualschoolsymposium.org



According to the 2009 Sloan Consortium report, K-12 school district administrators cited "offering courses not otherwise available at the school" as the top reason they perceive online and blended courses to be important.



Online learning in K-12 schools is growing explosively.

- In April 2006, Michigan became the 1st state to require online learning for high school graduation. In 2008, Alabama added a high school graduation distance/online learning requirement, as well.
- 80% of K-12 school districts cited "the course was otherwise unavailable" as the number one reason for offering courses at a distance.^{vii}
- According to the 2009 Sloan Consortium report, K-12 school district administrators cited "offering courses not otherwise available at the school," "meeting the needs of specific groups of students," and "offering Advanced Placement or college-level courses" as the top three reasons they perceive online and blended courses to be important.ⁱⁱⁱ
- When considering online education for either students in rural communities who have "access to only a limited number of course offerings in their public schools" or advanced students interested in taking courses for college credit, the public expresses considerable support. In these two instances, over 60% of respondents support public funding for online education.^{viii}

The number of K-12 enrollments has been increasing steadily over the past decade.

- In 2000, there were 40,000-50,000 enrollments in K-12 online education.^{ix}
- Eduventures estimated 300,000 students participated in virtual learning in the 2002-2003 school year in the United States.^x Alberta Online Consortium in Canada reported 4,766 enrollments in 2002-2003.
- In 2002-2003, NCES reported 328,000 distance education enrollments in K-12 public school districts.^{xi}
- iNACOL estimates a total of 1,500,000 K-12 students were enrolled in online learning courses in 2009.
- In 2006, the Sloan Consortium reported 700,000 enrollments in K-12 online learning. According to the Sloan Consortium, the overall number of K-12 students engaged in online courses in 2007-2008, is estimated at 1,030,000. This represents a 47% increase since 2005-2006.^{xii}

- In 2006, Sloan Consortium reported there were 3.2 million post secondary students in the United States that took at least one online course; this represents a 25% increase over the previous year. By 2008, the Sloan Consortium indicated this number had grown to 4 million.^{xiii}
- Enrollment province-wide in British Columbia climbed from 17,000 students in 2006 to 33,000 students in 2007, according to Canada's Ministry of Education statistics.
- There are an estimated 3 million enrollments in online and blended courses in K-12 education. Of these, there are 437,000 course enrollments in state virtual schoolsⁱ and 200,000 full-time students in full-time online schools in the U.S.^{xiv} These 200,000 students include 119,920 students in 220 virtual charter schools from 26 states.^{xv}

Research Reports "As Good or Better": Effective

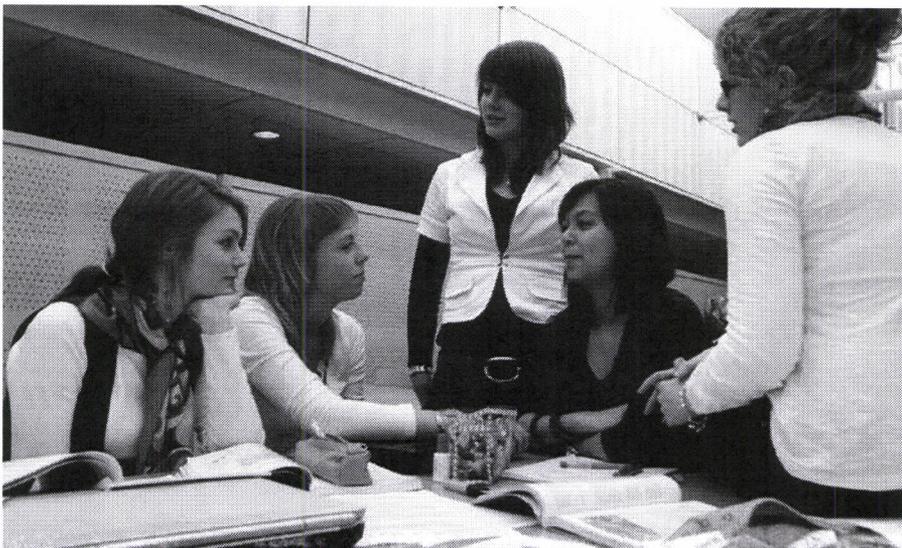
According to NCREL *Synthesis of New Research on K-12 Online Learning*:^{xvi}

- U.S. Department of Education Study of Online Learning, "Evaluation of Evidence-based Practice in Online Learning: A Meta-Analysis and Review of Online Learning Studies" (2009)
- "Overall, the meta-analysis found that students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction."
- "Instruction combining online learning with face-to-face elements had a larger advantage... students the participated in online learning and who spent more time on task benefited the most."

Today's Students

The Pew Internet Project reports "the Internet is an important element in the overall educational experience of many teenagers":^{xvii}

- 87% of all youth between the ages of 12 and 17 use the Internet (21 million people).
- 86% percent of teens, 88% of online teens, and 80% of all parents believe that the Internet helps teenagers to do better in school.
- 85% of 17 year olds have gone online to get information about a college, university, or other school they were thinking about attending.



50% of students are creators of content on the Internet.

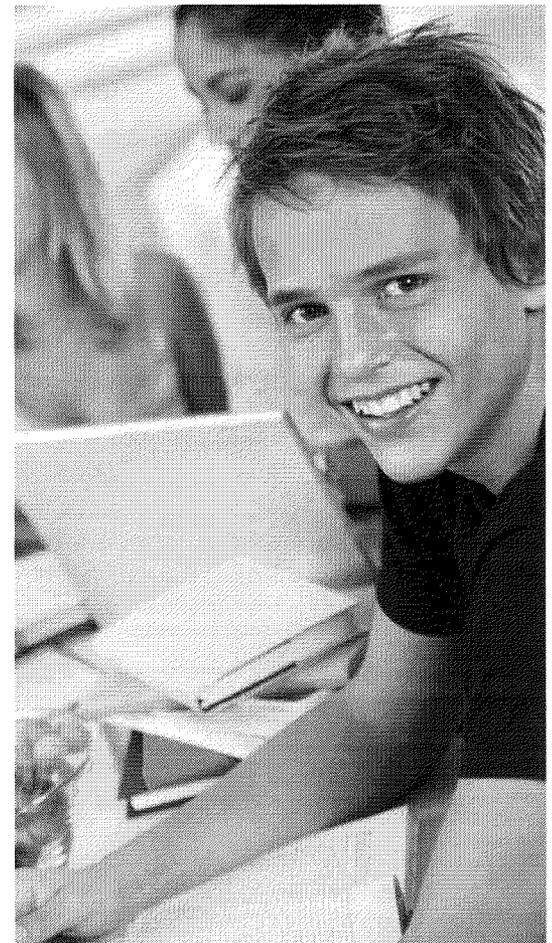
Fast Facts About Online Learning

Highlights from the National Center for Education Statistics at the U.S. Department of Education Issue Brief on Rates of Computer and Internet Use by Children in Nursery School and Students in Kindergarten Through Twelfth Grade:^{xviii}

- The use of computer technology begins at young ages; 67% of children in nursery school were computer users, as were 80 percent of those in kindergarten.
- By high school, nearly all students (97%) used computers, and a majority (80%) used the Internet.
- Computer and Internet use was more widespread among school-age children and adolescents than among adults (DeBell and Chapman 2003).
- 100% of schools are connected to the Internet.^{xix}
- The use of computers and the Internet may improve people's everyday lives and improve their labor market prospects. Because these technologies have the potential to improve access to information, help to get tasks done better or more quickly, and facilitate communication (see National Research Council 1999), computer and internet use rates may be considered indicators of the standard of living.
- Also, the use of computers helps students gain experience with this technology, so use rates may indicate how well prepared the current generation of students is to enter a workforce where the ability to use a computer is expected (U.S. Department of Education 1999).
- 15% of public school instructional rooms have wireless Internet Access (NCES 2007).^{xx}

High School Reform and Redesign

- Data suggest that in about six years 10% of all courses will be computer-based, and by 2019 about 50% of courses will be delivered online.^{xxi}
- 90% of the fastest growing jobs in the economy require a college degree.^{xxii}
- Over 40% of our nation's high schools do not offer any AP courses. Many of these schools serve predominantly low-income and minority students.^{xxiii}
- Virtual schools and online programs provide AP courses.
- While only 44% of U.S. high school students studied a foreign language in 2002, learning a second or third foreign language is compulsory for students in the European Union and elsewhere.^{xxiv}
- Virtual schools offer foreign language courses online that allow interactive communication and collaboration with students and teachers across state and national boundaries for 21st century learning.





Current *i*NACOL Initiatives

**Virtual School Symposium
Annual Conference: November
13-15, 2011 in Indianapolis, IN**

***i*NACOL Monthly Leadership
Webinars the Second
Wednesday of Every Month**

**New *i*NACOL "Teacher Talk"
Webinars for Instructors in
Online Programs**

**K-12 Online Learning
Reports and Resources
on www.inacol.org:**

Virtual Schools and 21st
Century Skills

*i*NACOL Primer on K-12
Online Learning

*i*NACOL National Standards
for Quality Online Teaching

*i*NACOL National Standards
for Quality Online Programs

**How To Start An
Online Program:
www.onlineprogramhowto.org**

***i*NACOL State Needs
Assessments for Online
Courses and Services**

***i*NACOL National Standards
of Quality for Online Courses**

**Online Professional
Development**

***i*NACOL Experts: Advice and
Networking**

More information is available
online at www.inacol.org.

High School Reform and Redesign

- 52% of middle school and 15% of high school mathematics teachers did not have a major or minor in mathematics and 40% of middle school and 11% of high school science teachers did not have a major or minor in science.^{xxiii}
- Virtual schools and online programs provide a range of courses such as science, math, foreign languages, electives and remedial courses with highly qualified teachers.
- According to the Manhattan Institute, 70% of all students in public high schools graduate, and only 32% of all students leave high school qualified to attend four-year colleges.^{xxiv}
- The high school graduation rate in the United States is 70%. High school drop-out rates in urban areas average 50%.^{xxv}
- Only 51% of all black students and 52% of all Hispanic students graduate, and only 20% of all black students and 16% of all Hispanic students leave high school college-ready.
- According to recent research from the Silent Epidemic study, 47% said a major reason for dropping out was that "classes were not interesting" and they were "bored"; 88% of drop outs had passing grades.^{xxvi}
- The National Education Technology Plan recommended that every student have access to e-learning opportunities and every teacher have access to e-learning training.^{xxvii}
- Virtual schools and online learning can help provide equal access to rigorous courses for all students, reducing inequities that exist across the educational system.
- Today 6,000 talented young people will drop out of school.^{xxvii}
- Today only 11 states require credits in a foreign language for students to graduate.^{xxvii}
- Today African American students are 14% of those in school, but only 7% of those taking Advanced Placement exams.^{xxvii}
- Today two-thirds of high school students will be bored in at least one class.^{xxvii}
- Today 15 million students who need mentors do not have them.^{xxviii}
- 69% of the public say that they "would be willing to have a child [of theirs] go through high school taking some academic courses over the Internet."^{xxix}

Fast Facts About Online Learning

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