

MINUTES
TECHNOLOGY TASK FORCE
ONLINE LEARNING IMPLEMENTATION SUBCOMMITTEE

DATE: June 13, 2011
TIME: 2:00 PM
PLACE: EW41
MEMBERS: Chair: Superintendent Andy Grover, Vice-Chair: Aaron McKinnon, Senator John Goedde, Brad Patzer, Alan Dunn, Spencer Barzee, Cliff Green, Mike Caldwell, Patrick Lowenthal, Jason Hancock

Chairman Grover called the meeting to order and had members give introductions as to who they are, why they are part of the subcommittee, and what knowledge they bring.

Jason Hancock (SDE): Introduction to Senate Bill 1184 Jason Hancock gave an overview of the key provisions in the legislation that relates to the subcommittee's task to study and develop plans for implementation of online courses, one-to-one mobile computing devices, and other advanced technology in the classroom. The bill requires the State Board of Education to consider adding online courses as a graduation requirement for the class of 2016, as well as to create digital citizenship standards. Professional development for educators will occur during the 2012-2013 school year. Beginning the 2013-2014 school year, distribution of the mobile computing devices will begin until all students have access by 2015-2016. The state will pay for the repair, maintenance, security, and support of the devices from the overall budget determined by the Legislature.

Beginning in the 2012-2013 school year, parents/guardians can begin enrolling their students in any online course, with or without the permission of the school district or public charter school in which the student is enrolled; the following criteria must be met:

1. The provider of the course must be accredited by the organization that accredits Idaho high schools, or the accreditation must be recognized by the organization that accredits Idaho high schools;
2. The teacher is certified by the state of Idaho and is qualified to teach the course;
3. The course meets state content standards;
4. And the student is registered for the course through the school district's normal registration process.

Mr. Hancock urged the subcommittee members to consider several things when working through the subcommittee's key priorities:

1. Always consider best practices of other states who have already accomplished roll-out of a one-to-one student to computing device ratio successfully.
2. There needs to be a process to make sure online courses meet the requirements set out in the bill. Consider if there should ultimately be a clearinghouse of online courses.
3. The need for a successful registration process for school districts and charter schools.
4. Fractional Average Daily Attendance (ADA): How should these fractions be calculated and the funds allocated? (By number of periods, credits,

minutes, etc.?) Overload online courses are not part of fractional ADA and summer courses are not specifically addressed in this piece of legislation; the subcommittee needs to consider summer courses and credit recovery. Again, keeping in mind the best practices of other states who have already worked through this process.

Questions for Jason Hancock

In response to Committee questions, Mr. Hancock explained that the IDLA is a state funded program. The funding for the program is based on the number of enrollments, including summer courses that are credit recovery. There are three components:

1. Base component
2. Variable component for every 5,000 students enrolled
3. Straight variable component which fluctuates with the number of enrollees. This component will be dropped by the next school year, because of the new legislation, and will then be determined through fractional ADA. Hancock again stressed one of the priorities of this subcommittee— how to handle summer courses in regards to fractional ADA.

The Committee discussed fractional ADA in regards to summer courses. This committee will determine how fractional ADA will be calculated. Fractional ADA only comes into play if a district does not have a contract with an online provider already in place. When a contract ends, the contract may be renewed at the district's discretion, fractional ADA is not enforced after a contract ends if the district wants to continue with a contract.

With the new pay for performance part of the legislation and online schooling, the student scores which will be included in determining pay for performance will be those students who are onsite.

In regards to fractional ADA, Senate Bill 1184 states:

“For online courses subject to fractional counting and division, the average daily attendance shall be counted and funded as part of the student’s home school district or public charter school attendance. However, the state department of education shall identify the fraction attributable to such attendance for each students and furnish the home school district or public charter school with a dollar amount of funding attributable to each such fraction the home school district or public charter school shall then remit two-thirds (2/3) of such amount to each online course content provider.”

The one-third (1/3) the home school retains is for additional non-certification costs.

The Committee discussed the description of a blended course; which includes face-to-face, in person instruction, provided that a majority of the instruction is delivered as an online course. An online course may be a blended course as long as over half of the instruction occurs online. If there is a student in a course that is also being sent to a remote location, the course counts as an online course for the student in the remote area, not the student that is onsite.

The Committee discussed the definition of an online course per Senate Bill 1184 “means a course which delivers a sequential program of synchronous and/or asynchronous instruction primarily through the use of technology, in which the instructor is not physically located at the school or place in which the student is

receiving instruction. Nothing in this definition shall prohibit a blended course that includes face-to-face, in person instruction, provided that a majority of the instruction is delivered as stated herein.”

The State Board of Education does not have the ability to change the definition of the statute; the Board may provide more within that definition, but not change or take away. If the course is truly an online course by the above definition, two-thirds of fractional ADA goes to the online provider and one-third to the home school. ADA funding is determined by seat time. If a student is in attendance for 4 hours, the school receives the full funding. If the student is in attendance for two hours, the school receives half the funding. Fractional ADA is in regards to how the ADA money is split, regardless if the school receives the full funding or half of the funding for the day, 2/3 of that money will go to the online provider while the school retains the remaining 1/3, if there is not a contract with an online provider in place.

The State Board of Education will be determining the graduation requirements in regards to online courses, while giving districts guidelines with some flexibility in regards to online courses.

**Subcommittee
Priorities:**

Subcommittee Priorities:

1. Develop plan for implementation of forthcoming State Board of Education rule related to an online course(s) graduation requirement for the Class of 2016
2. Develop a plan for the implementation of fractional ADA for online courses and dual-enrolled students, beginning with the 2012-2013 school year.
3. Address the issues of how to pay for and who should pay for online summer courses and overload courses.

Alan Dunn provided information on how Sugar Salem incorporated online courses into their schedule. The district did not want to lose ADA money so they developed contracts with other school districts to provide each other with online education. Principals met and determined what each district had to offer and created a consortium.

In response to concerns regarding online learning, Mr. Hancock stressed the current use of online learning through post-secondary education, workplace training, and commerce. He suspects that the State Board of Education will further clarify the definition of what constitutes an online course by adding on to the definition in the statute.

There being no further business before the Committee, the meeting was adjourned at 4:30 pm.