REPORT TO
HAWAII STATE LEGISLATURE

Online Learning Task Force
Act 275 SLH 2007

Participants

<table>
<thead>
<tr>
<th>Steering Committee</th>
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<tr>
<td>Margaret Cox ..................................................</td>
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<tr>
<td>Daniel Hamada ..................................................</td>
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<tr>
<td>Dr. Francisco Hernandez ......................................</td>
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<td>Vicki Kajioka ..................................................</td>
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<tr>
<td>Rodney Moriyama ................................................</td>
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<td>Diana Oshiro ....................................................</td>
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<td>Marlon Wedemeyer ...............................................</td>
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<th>Members</th>
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<tr>
<td>Claudia Atta ..................................................</td>
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<tr>
<td>Catherine Bratt ................................................</td>
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<tr>
<td>Mary Correa ....................................................</td>
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<tr>
<td>Breene Harimoto ................................................</td>
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<td>Geriann Hong ...................................................</td>
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<td>K. Kim ............................................................</td>
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<td>Dr. David Lassner ...............................................</td>
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<td>Arlene Lee ........................................................</td>
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<td>Sharon Mahoe .....................................................</td>
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<td>Dr. Paul McKimmy ................................................</td>
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<td>Scott Murakami ..................................................</td>
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<td>Alvin Nagasako ...................................................</td>
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<td>Dr. Michael Rota ................................................</td>
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<td>Amy Shimamoto ...................................................</td>
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<td>Donna Shiroma ....................................................</td>
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<td>Kate Stanley ......................................................</td>
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<td>Allan Stone ......................................................</td>
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<td>Dan Suthers ......................................................</td>
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<tr>
<td>Rona Suzuki ......................................................</td>
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<td>Ann Yamamoto .....................................................</td>
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SUBJECT: Online Learning Task Force

REFERENCE: Act 275, SLH 2007

ACTION REQUESTED: To create an online learning task force to develop a systematic plan to expand opportunities for online learning and develop a phased plan with desirable outcomes to enhance the learning experiences of students across the State.

DOE REPORT:

The Department of Education (DOE) convened a task force composed of members from the DOE, Board of Education, University of Hawaii System and the business community as requested.

The strategic goals of the DOE are:
1. Improve student achievement through standards-based education;
2. Sustain comprehensive support for all students; and

The following goals and measurements were established to provide focus for the task force. The DOE is responsible for implementation of the plan.

GOALS

- Within 3 years, 10,000 of Hawaii's public secondary school students will take at least one online course during their school experience.

- Within 3 years, all public secondary school students will have access to online remedial/regular/credit recovery learning materials that are designed to help them meet proficiency in Hawaii Content and Performance standards and increase on-time graduation rates.

- Within 5 years, all public secondary school students will have access to online Advance Placement courses in the STEM disciplines.

- Within 3 years, 500 of Hawaii's teachers will have completed training in online teaching.

These goals are aligned with the DOE's Strategic Plan.

<table>
<thead>
<tr>
<th>Phase I – Dec 2007</th>
<th>Complete legislative report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase II – July 2008</td>
<td>Complete studies on:</td>
</tr>
<tr>
<td></td>
<td>- Policies and practices for online learning</td>
</tr>
<tr>
<td></td>
<td>- Governance</td>
</tr>
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<td></td>
<td>- Operational framework</td>
</tr>
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</table>
### Phased Implementation

<table>
<thead>
<tr>
<th>Phase</th>
<th>SY Year</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Phase III</td>
<td>2008-09</td>
<td>2,500 students using online learning</td>
</tr>
<tr>
<td>Phase IV</td>
<td>2009-10</td>
<td>5,000 students using online learning</td>
</tr>
<tr>
<td>Phase V</td>
<td>2010-11</td>
<td>10,000 students using online learning</td>
</tr>
</tbody>
</table>

**FINDINGS:**

- There are two types of online learning programs:
  - Full time online learning provider: enrolling school authorized to deliver comprehensive public education, also known as "Cyber Academy" – Example: Myron B. Thompson Academy
  - Supplemental online training: Online course available to students at a "regular school" – Example: DOE E-School

Although Distance Learning is mentioned in this report, it is not included in the measurements for "online learning."

- North American Council for Online Learning (NACOL) conducted a statistically valid survey of DOE's online status and needs for secondary schools. There were a total of 161 respondents for the high school survey, and 121 respondents for the middle school survey.
  - High School Survey
    - Current Usage of Online Offerings: 75% of respondents say they are using online learning in Hawaii
      - Credit recovery is the primary usage (82%)
      - Commercial providers and E-School are the prime sources of content
      - Schools limit the number of courses taken (42%) – typically from a computer lab
      - Onsite support provided – (72%)
      - There are teachers who currently teach online courses at their school (32%)
    - Top two reasons for current limitation of online learning
      - Lack of funding to cover cost of fees
      - Unaware that online learning opportunities exist
  - Level of Need
    - 55% point to remediation (not credit recovery)
    - 34% say "for students not doing well in traditional classroom"
    - 27% say "to fulfill graduation requirements"
    - High need high school courses same as other states
      - Algebra I
      - English I
      - Biology
      - AP Biology
      - AP US History
      - AP Calculus
    - Need for Foreign languages higher than most states
58% say need for online Professional Development for teachers and others

Middle School Survey high need courses are:
- Grade 8 English Language Arts
- Grade 8 Math
- Grade 8 Social Studies
- Grade 8 Earth/Space Science
- Computer Literacy

A national perspective is provided by a recently published research document entitled: *Keeping Pace with k-12 Online Learning 2007* by John Watson and Jennifer Ryan, Evergreen Consulting Associates.

- Online Learning Market growing at 25% annually . . . still less than 2% of all students are impacted.
- 38 states have established e-learning initiatives.
- Hawaii is among 14 states that have both full time and supplemental online programs.
- 72% of school districts with distance education programs plan to expand offerings.
- Florida virtual school – over 100,000 course enrollments in 2007-08.
- In 2006, Michigan became the first state to require students to take an online course as a graduation requirement.
Online learning is accessible throughout the state; many opportunities are “under the radar” and not widely known.

- The DOE E-School and Myron B. Thompson Academy provide online courses statewide.
- Over 100 schools have contracted with outside providers like NovaNet, All About Kids, Hippocampus, Imagine Learning, to provide online learning for a fee.
- Teleschool provides distance learning and pod casting services to over 5600 students.
- Many schools are utilizing reading, writing, and math tools to enhance student performance like Vantage Learning, River Deep, Plato, Explore Learning, and Atomic Learning.
- There are also online assessment tools like Benchmark Tracker and Edison.
- Institutes of Higher Education (IHE) like the University of Hawaii and Brigham Young University are involved with online learning for many courses. High school students are taking some of them.
There is a definite need for more choices for learners besides regular school. Online learning has the potential to increase:

- On-time or accelerated graduation rates (2010 graduation diploma requires 24 credits; any failure requires make up outside of established school hours.)
- Broader range of alternative education accessible statewide
- Remediation learning

And provide choices for students and educators:
- Attracting drop out students
- Supplementing courses to home schooled students (online access may require enrollment in a DOE school)
- Students requiring alternative, more flexible schedules
- Suspended students (long term)
- Remote areas with no teacher or highly qualified teacher available

There are many Virtual School models from which to copy throughout the country.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Florida</th>
<th>W. Virginia</th>
<th>Texas</th>
<th>Kentucky</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual School</td>
<td>YES - Self-contained and state-funded - 128 full time (FT); 11 part time (PT) staff</td>
<td>Mostly a clearing house; Courses outsourced- 1 FT; 1 PT staff</td>
<td>NO Establishment of standards only</td>
<td>P20 Virtual Learning Initiative 6 FT staff</td>
</tr>
<tr>
<td>Grade Levels</td>
<td>Secondary</td>
<td>Secondary</td>
<td>Secondary</td>
<td>Secondary</td>
</tr>
<tr>
<td>Tuition and funding</td>
<td>Free for in-state - $50M state funds</td>
<td>Local District or Parent pays after state funds are spent ($450K state funds)</td>
<td>Online learning managed at local level - State funding available on a per student basis upon application</td>
<td>YES – local district, parents, scholarships - $692K in state funds</td>
</tr>
<tr>
<td>Teachers</td>
<td>160 PT 318 FT</td>
<td>17 PT 4 FT Outsourced</td>
<td>48 PT 0 FT</td>
<td></td>
</tr>
<tr>
<td>Instructional issues</td>
<td>Individualized instructional support</td>
<td>Local school level support</td>
<td>Aligning curriculum, instruction, assessment - credit recovery</td>
<td></td>
</tr>
</tbody>
</table>
Online learning requires the help of both technical and academic mentors.
Support can be remotely provided.
Onsite, face-to-face mentors are needed.
Timely assistance is critical. Online courses are comprehensive and more challenging than originally anticipated by students.

There is a need for teachers to be skilled in teaching online courses; they need to be “online trained.”
- Online facilitator
- Online instructor – highly qualified teacher trained w/online skills
- Online course designer

Testing for credit will be a key factor for accelerated learning/earlier graduation.

School infrastructure plans are adequate.
- Even though bandwidth requirements are tripling annually, funding for this infrastructure is supported.
- There are over 54,000 networked computers in over 15,000 classrooms.
- From a security, privacy, and access perspective, going beyond the school walls will be a challenge.

There is a need to increase the number of computers available to students.

Online learning is much more comprehensive and more difficult than perceived.
- Courses must be aligned to standards.
- Students get more perceived personalized attention.
- Students progress at their own pace and therefore must have discipline.
- Online learning can leverage available resources and provide better access.

Funding mechanisms are varied and need to be supplemented.
- E-School does not have line item general funding or full time teachers.
- Currently, teachers are contracted to develop, revise and teach the online courses.
- Myron B. Thompson Academy receives funding through the Charter school appropriations.
- High schools offering online courses (other than E-School) are funded through the weighted student formula and grants.
- Summer school fees are charged to students for remedial online courses.

Online learning is deployed in a number of different configurations:

<table>
<thead>
<tr>
<th>Course Delivery</th>
<th>Online or Face to Face (F2F)</th>
<th>Delivery Model</th>
<th>Provider</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Courses</td>
<td>100% online</td>
<td>Online instruction with Virtual Meetings and Collaborative Student Workgroups</td>
<td>E-School - Online Provider - IHE</td>
<td>School/State (per pupil cost) School provides site facilitator</td>
</tr>
<tr>
<td>Anywhere, Anytime</td>
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Hawaii Virtual Learning Network

<table>
<thead>
<tr>
<th>Course Delivery</th>
<th>Online or Face to Face (F2F)</th>
<th>Delivery Model</th>
<th>Provider</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Placement Courses – Online</td>
<td>100% online</td>
<td>Online instruction with Virtual Meetings and Collaborative Student Workgroups</td>
<td>- E-School Online Provider - IHE</td>
<td>School/State (per pupil cost) School provides site facilitator</td>
</tr>
<tr>
<td>Hybrid Courses</td>
<td>Blended/Hybrid 60% online/40% F2F</td>
<td>Blended Learning with Highly Qualified (HQ) online Teacher</td>
<td>- E-School Online Provider - IHE</td>
<td>School/State (prorated per pupil cost) School provides mentor/facilitator</td>
</tr>
<tr>
<td>Advanced Placement Courses – Hybrid</td>
<td>Blended/Hybrid 60% online/40% F2F</td>
<td>Blended Learning with HQ online teacher; Onsite mentor/facilitator</td>
<td>- E-School Online Provider</td>
<td>School/State (prorated per pupil cost) School provides mentor/facilitator</td>
</tr>
<tr>
<td>Credit Recovery</td>
<td>Blended/Hybrid as appropriate</td>
<td>Onsite HQ core subject teacher</td>
<td>- Online Provider</td>
<td>School-based courses</td>
</tr>
</tbody>
</table>

- Beyond academic learning, today’s workforce is required to:
  - Adapt to rapid change;
  - Work effectively in teams;
  - Interpret and communicate information;
  - Use computers to acquire and evaluate data, organize and maintain files, process information;
  - Apply technology to specific tasks.

- DOE online learning system can be made available to adult learners and provide lifelong learning opportunities.

- Online professional development and training for all employees is becoming more available. DOE can increase the number of highly qualified teachers, administrators, and paraprofessionals through online learning.

- Online learning is not a panacea; it is an alternative.

**RECOMMENDATIONS:**

**Delivery Model – Two pronged approach**

1. Myron B. Thompson continues to be the full time cyber academy as a charter school.
2. Establish a Hawaii Virtual Learning Network (HVLN) for supplemental programs.
   a) The DOE should expand and systematize the current online learning efforts to provide online courses to students in Hawaii
   b) This HVLN will:
      i. Provide the opportunity for a student to enroll in any appropriate online course(s), anywhere in the state.
      ii. Establish criteria, evaluate and approve online courses to be offered. This can be outsourced to NACOL.
iii. Provide training to Hawaii teachers to be online instructors.
iv. Augment schools with centralized support services to students.
v. Establish partnerships with institutes of higher education (IHE), private schools, charter schools, state virtual schools, and commercial vendors to provide Hawaii students with as many online courses as possible.
c) Principals will decide on online delivery models appropriate for the student.

Hawaii Virtual Learning Network Operating Model

Adapted from New Mexico Learning Network

1. Online learning a viable option?
2. Local school
3. Contract Teacher/Provider or assist principal
4. Logs on to Learning Management system
5. Sign up
6. Course interactions
7. Ongoing student support
8. Help Desk Support
9. Final Grades
10. Final Grades
11. Accountability

Figure 2.

Administrative Process

3. Establish a task force to review education policies, requirements, and oversight functions of the state to provide congruency and alignment with the needs and potential presented by online learning.
a) Identify the barriers of policies and procedures established for in-classroom teaching that impact online learning benefits.
b) Use online learning to increase on-time (or earlier) graduation rates, increase student achievement, decrease student retention, decrease student misconduct referrals, and better prepare students for the workforce.
c) Alter policies and procedures to maximize the benefits derived from online learning.
4. Parents/students will have access to any academically appropriate online curriculum or course.
   a) Parents and high school students need flexibility to play a significant role in the selection of a course for high school level work.
   b) Online learning has the potential to expand the options available to Hawaii parents for a successful and affordable high school experience for their child.

5. Focus should initially be on DOE and Charter high schools. The infrastructure should be designed for eventual expansion to:
   a) DOE's middle and elementary schools.
   b) DOE Adult Community Schools.
   c) Charter Middle and Elementary schools.
   d) The UH System, particularly UH Community Colleges.
   e) Private secondary and post-secondary institutions for a fee.
   f) Adult populations for remedial education and upgrading of workforce skill.

6. DOE should develop and/or collaborate with the UH-Manoa Department of Educational Technology to establish a mentoring and training program for online teachers.
   a) Create an online teacher endorsement program providing Professional Development (PD) credits as incentive. National certifications for online teaching will also be considered.
   b) Designation of learning management system, content sources (purchased, developed, or leased), computer skill benchmarks, synchronous tools availability, assessment types and systems, and facilitation skills needed should precede establishing curriculum and delivery plans.
   c) Timeline for the training experience and expertise should be developed.

7. DOE should develop and/or collaborate with the UH College of Education to establish a program to increase the number of highly qualified teachers, administrators and paraprofessionals through online teacher training.

8. Credit will be given based on proficiency of "standards based" benchmarks including Hawaii's Content and Performance Standards.
   a) Online courses with the same objectives and proficiency goals will be considered equivalent.
   b) A pre-determined list of courses will be available for credit.
   c) Principals are asked to determine credit where the above is in question.
9. Assist schools with online standards-based College Preparatory Curriculum.
   a) Course content and the inquiry and collaborative learning process incorporated.
   b) HCPS III standards-based, follow the benchmark maps and address the General Learner Outcomes.
   c) The online Advanced Placement (AP) provider must be registered with the College Board.
   d) Approved courses must be entered into an online database as part of the Learning Management System.
   e) The curriculum developed with State funds must be shared within the state. In addition, the courses must be accessible for assessment by interested schools.

10. Credit recovery and remediation courses need expansion.

11. Special emphasis on online STEM courses/curriculum.
   a) Accelerate access to online STEM courses/curriculum.
   b) Leveraging highly qualified STEM teachers who are not bound by place or time.

12. Online learning within the DOE system should be pursued aggressively and immediately, with initial focus on Algebra I, English I, Eighth grade Math and English, and Career Guidance.

13. There should be incentives for teachers that utilize online learning to incorporate work-relevance into course work.

14. The online course and program offerings should be selected with consideration to guide students to skills and occupations needed by businesses and to support economic development.

15. There should be support and incentives for teachers to become qualified to teach online courses and for teachers, who utilize online learning to incorporate work-relevance, project based learning into course work.

16. There should be additional expansion on distance education through interactive digital television.
   a) Move all schools to digital cable as soon as possible, state of the art digital cable boxes should be prevalent in classrooms statewide.
   b) During the next twelve months seek to partner with Time Warner to develop at least two prototype K-12 course offerings for an interactive, video-on-demand, digital channel.
   c) Seek out or develop new models for authentication, monitoring and mentoring for both a one-way and two-way cable TV educational setting.
   d) Prepare for the cable TV franchise renewal process by
identifying future educational uses for cable in the classroom and by expanding the awareness of and demand for on-line learning options.

e) Interactive Digital Television should be a requirement for the cable provider's obligations for renewal of franchise and the possible entry of additional service providers.

17. The Hawaii DOE should establish an online course and resource center.
   a) Training modules, periodic web-training on the DOE supported course management systems, online academic support resources, and online curriculum content resources will be developed. The course and training opportunities should be available to any DOE student.
   b) These resources could be developed by DOE online teachers.
   c) The resources would then be available to all DOE students thus allowing them to benefit from online courses and academic support activities.
   d) Because the training modules would be available as needed, a student could use the materials at their convenience thus minimizing the need for a technical support structure.

18. The DOE should establish partnerships, including the University of Hawaii, to create an online and in-person tutoring and mentoring programs.
   a) Qualified people should be hired to provide online tutoring and academic support to DOE students throughout the state. For example, if UH students could offer minimal technical support for some DOE-supported software programs, it would provide valuable experience to UH students while enhancing academic support to DOE students.
   b) Volunteers from the community-at-large could also participate.
   c) The eventual goal is to provide individuals with access to learning opportunities on a 24/7 basis.

19. The DOE will develop recommendations on appropriate funding mechanisms that will:
   a) Identify initial investment costs estimated at $1.5 million annually for three years will include:
      i. Planning
      ii. Online teacher training program costs
      iii. Equipment and software infrastructure
      iv. Curriculum acquisition and/or development
      v. Leveraging future and current investments made by establishing student support at the state, complex area and school levels.
   b) Identify a phased plan for ongoing operational costs.
      i. Ensure that the spirit of weighted student formula provides for flexibility at the school level for purchases of services, equipment, and personal incentives.
These include independent purchases versus centralized purchasing for economies of scale.

ii. Impact on charter schools.
iii. Computer/Network access.

DRAFT Implementation Vision:

The implementation vision is yet to be reviewed and refined by the task force. It will be addressed during Phase II of the task force work. See the draft attachment.

Conclusions:

Online learning is the strategic vehicle that makes possible the transformation of the Hawaii Department of Education into a 21st Century learning institution becoming more service-oriented to our students by using advanced technology tools. It also is the catalyst for the delivery of education and training throughout the P-20 landscape, as well as workforce development for Hawaii. The thoughtful, systematic implementation of this infrastructure involving many stakeholders will be crucial to the future of Hawaii.
### Phased Implementation Vision for Secondary Students

<table>
<thead>
<tr>
<th>Teacher-Guided Credit Courses</th>
<th>SY 2007-2008</th>
<th>SY 2008-2009</th>
<th>SY 2009-2010</th>
<th>SY 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Distance Learning Supplemental Program (Gr. K-20)</td>
<td>Teleschool Secondary 50*</td>
<td>Elementary &amp; Middle Kid Physics (No Credit – 6000)</td>
<td>Elementary &amp; Middle Kid Physics (No Credit – 7000)</td>
<td>Elementary &amp; Middle Kid Physics (No Credit – 7000)</td>
</tr>
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<tbody>
<tr>
<td>Commercial Provider (Gr. K-20)</td>
<td>Examples of Commerical Providers are Hippo Campus; NovaNet, Connections Academy and etc. Not HCPs III-based. TBD**</td>
<td>State Reviewed Commercial Provider TBD**</td>
<td>State Reviewed Commercial Provider TBD**</td>
<td>State Reviewed Commercial Provider TBD**</td>
</tr>
</tbody>
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**TOTAL Enrollment**: 3,650, 6,250, 8,650, 12,850

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## Online Learning Taskforce

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<tr>
<th>Credit Courses</th>
<th>SY 2007-2008</th>
<th>SY 2008-2009</th>
<th>SY 2009-2010</th>
<th>SY 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Recovery</td>
<td>500</td>
<td>500</td>
<td>600</td>
<td>600</td>
</tr>
<tr>
<td>Acceleration (AP/IB etc.)</td>
<td>250</td>
<td>350</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>Homeless/Dropouts</td>
<td></td>
<td>100</td>
<td>200</td>
<td>400</td>
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<thead>
<tr>
<th>Type of Courses</th>
<th>SY 2007-2008</th>
<th>SY 2008-2009</th>
<th>SY 2009-2010</th>
<th>SY 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Preparation</td>
<td>Create access to online PSAT; SAT; ACT; GED etc.</td>
<td>Prepare and increase student access to rigorous curricula (AP/IB etc.) with a systematic approach for students and teachers i.e. AVID with existing HDOE programs.</td>
<td></td>
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<tr>
<td>Student Preparation</td>
<td>Kid Physics etc.; Notetaking; Research; Study Skills; Personal Plan Transition etc.</td>
<td></td>
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<tr>
<td>Remediation</td>
<td>Review NACOL Survey data for student needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrichment</td>
<td>10 secondary and community schools</td>
<td>20 secondary and community schools</td>
<td>40 secondary and community schools</td>
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</tbody>
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<tr>
<td>Student Support</td>
<td>Teachers led credit courses in Myron B. Thompson Academy, E-School and Teleschool. Each have a highly qualified teacher as their support. In addition, Myron B. Thompson has a Site Coordinator and Center on Oahu/Kauai for their students. E-School has a school designated Site Coordinator at each home school. Mandatory F2F student orientation is given. Commercial vendor student support vary.</td>
<td>Online Support with extended hours.</td>
<td>Centralized Student Support Helpdesk Virtual mentoring Onsite mentoring Peer mentoring</td>
<td></td>
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<tbody>
<tr>
<td></td>
<td>Summer Camp – Joint UH/E- School 50 Teachers</td>
<td>To be developed for differentiated instruction for Accelerated Learner, Remedial, and General Education 100 additional teachers</td>
<td>100 additional teachers</td>
<td>100 additional teachers</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Cost @ Student</th>
<th>SY 2007-2008</th>
<th>SY 2008-2009</th>
<th>SY 2009-2010</th>
<th>SY 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Virtual School (Gr. K-20)</td>
<td>n/a</td>
<td>FTE Student Count Funding</td>
<td>FTE Student Count Funding</td>
<td>FTE Student Count Funding</td>
</tr>
<tr>
<td>State Public Charter Virtual School (Gr. K-12)</td>
<td>FTE Student Count Funding</td>
<td>FTE Student Count Funding</td>
<td>FTE Student Count Funding</td>
<td>FTE Student Count Funding</td>
</tr>
<tr>
<td>State Virtual Supplemental Program (Gr K-20)</td>
<td>No cost to student. Summer school tuition is charged for summer session</td>
<td>$350</td>
<td>$385</td>
<td>$420</td>
</tr>
<tr>
<td>State Distance Learning Supplemental Program (Gr. K-20)</td>
<td>No cost to student</td>
<td>$350</td>
<td>$385</td>
<td>$420</td>
</tr>
<tr>
<td>Commercial Provider (Gr. K-20)</td>
<td>Cost range from $350 upwards.</td>
<td>$350</td>
<td>$385</td>
<td>$420</td>
</tr>
</tbody>
</table>

*Student Enrollment Count is based on students taking .5 credit @ semester. Currently for supplemental programs, students are limited to maximum of 2 courses @ semester.
RELATING TO EDUCATION.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAI'I:

SECTION 1. Today's students are living in an increasingly
technology-driven world. Statistics indicate that ninety per
cent of children and adolescents from ages five to seventeen use
computers. About fifty-nine per cent of them use the Internet.

To continue captivating the minds of our youth, public
education must adapt and function within the context of their
changing world by applying technology.

Access to knowledge and information has expanded
exponentially due to the Internet. Such powerful technology
should be taken advantage of to enhance the learning experiences
of students.

Online learning opens up many opportunities for students,
and more and more educators and policymakers across the nation
are recognizing the benefits of education unconstrained by time
and place. As of September 2006, thirty-eight states either had
policies in place for online education, offered a state-led
online learning program, or both.
The purpose of this Act is to create an online learning
task force to develop a systematic plan to expand opportunities
for online learning and project a phasing-in plan for costs and
desirable outcomes to enhance the learning experiences of
students across the state.

SECTION 2. (a) There is established an online learning
task force to be attached to the department of education for
administrative purposes. The task force shall develop a
systematic plan to expand opportunities for online learning to
enhance the learning experiences of students across the state.

The plan shall:

(1) Address the following objectives:

(A) Providing choices for learners in how they learn
and how they present evidence of what they have
learned;

(B) Providing individuals access to learning
opportunities on a twenty-four-hour-per-day,
seven-days-per-week basis; and

(C) Enriching and enhancing twenty-first century
skills for all learners;

(2) Include methods for achieving the following desired
outcomes:
(A) Increasing on-time or earlier graduation rates;

(B) Increasing student achievement as measured by the Hawaii state assessment;

(C) Decreasing student retention;

(D) Decreasing student misconduct referrals; and

(E) Increasing the number of highly qualified teachers, administrators, and paraprofessionals;

(3) Include cost projections and a plan for phasing-in costs; and

(4) Include proposals for regulatory policies appropriate to online learning programs.

(b) The members of the online learning task force shall include but not be limited to:

(1) The assistant superintendent of the department of education office of curriculum, instruction, and student support or the assistant superintendent's designee;

(2) The assistant superintendent of the department of education office of information and technology services or the assistant superintendent's designee;

(3) The vice chancellor for students of the University of Hawaii at Manoa;
(4) A representative from the Hawaii Educational Networking Consortium; and

(5) A representative from the Myron B. Thompson Academy.

(c) Members of the online learning task force shall serve without compensation but shall be reimbursed for expenses, including travel expenses, necessary for the performance of their duties.

(d) The online learning task force shall be exempt from chapter 92, Hawaii Revised Statutes; provided that the task force shall make a good faith effort to make its proceedings and work products accessible and available to the general public in a manner consistent with the intent of chapter 92, Hawaii Revised Statutes.

(e) The online learning task force shall submit a report of its findings and recommendations, including any proposed legislation, to the legislature no later than twenty days prior to the convening of the regular session of 2008.

(f) The online learning task force shall terminate on June 30, 2008.

SECTION 3. There is appropriated out of the general revenues of the State of Hawaii the sum of $50,000 or so much
thereof as may be necessary for fiscal year 2007-2008 to support
the operations of the online learning task force.

The sum appropriated shall be expended by the department of
education for the purposes of this Act.

SECTION 4. This Act shall take effect on July 1, 2007.
Report Title:
Education; Online Learning; Task Force

Description:
Creates an online learning task force to develop a systematic plan to expand opportunities for online learning, including projected costs and desirable outcomes, to enhance the learning experiences of students across the State. (HB598 CD1)