ARIZONA STATE SENATE
Forty-ninth Legislature, First Regular Session

PROGRAM PRESENTATION
<u>Average Daily Membership – Technology Assisted Project-Based Instruction Programs</u>

<u>Background</u>

The Technology Assisted Project-Based Instruction (TAPBI) program, established in 1998 by the Legislature, provides an alternative method of serving the educational needs of pupils in kindergarten and grades one through twelve. This pilot program allows participating schools to employ technology-assisted learning methodologies, such as computer assisted learning systems, virtual classrooms, virtual tutoring, electronic field trips, on-line help desks, group chat sessions and non-computer based activities. While the TAPBI programs differ at each school site, most pupils either access coursework online "off-site" or physically attend computer equipped classrooms "on-site" at the school. "Off-site" students can take online courses at their home or at community-based sites with access to online instruction. Attendance is recorded through self-reported daily logs or automated databases that track the various computer-based activities of students as well as mailed assignments and personal contact to establish requisite attendance. The courses are generally self-paced but must be completed within a certain period of time to qualify for credit. TAPBI programs utilize the same funding mechanisms as traditional brick and mortar public schools, through the Basic State Aid formula for school districts and charter schools.

Initially, the State Board of Education and the State Board for Charter Schools each selected two schools to participate in the TAPBI program and serve up to 500 students. In FY 2003-2004, the program expanded to include seven traditional public schools and seven charter schools. The expansion removed the 500 student enrollment cap but limited eligibility to those students who attended a public school the previous year or kindergarten students with a currently enrolled sibling. Laws 2005, Chapter 323, allowed sites to double their enrollment each year and permits up to 20 percent of new students enrolled to be pupils who were not enrolled in a public school the prior year. The legislation also required the Auditor General to conduct a performance audit of the TAPBI program. The October 2007 performance report found possible overstatement of TAPBI enrollment and funding due to the Arizona Department of Education's (ADE) application of the funding formula, specifically for students concurrently enrolled in traditional brick and mortar schools and TAPBI schools. Additionally, the Auditor General stated that ADE funded summer courses at TAPBI schools but not at traditional brick and mortar schools. Other findings in the report include higher per-pupil costs for TAPBI charters as compared to school district TAPBI programs; however, as a whole TAPBI schools spent approximately $1,200 per pupil less than Arizona public schools averaged statewide. The FY 2008-2009 budget included language prohibiting ADE from correcting prior years' state aid due the concurrent enrollment issues.

Fiscal Information

Fiscal Year	Charter ADM	District ADM	Total ADM	% Increase
FY 2004	1,335	283	1,618	N/A
FY 2005	3,049	417	3,466	114%
FY 2006	4,533	4,33	4,966	43%
FY 2007	6,856	621	7,477	51%
FY 2008	8,784	793	9,576	28%

FY 2008-2009 Budget Action

School district TAPBI programs will receive a proportionate budget reduction due to the statewide reductions for the base support level ($98,198,000) and the soft capital allocation ($21,000,000) contained in S.B. 1006. Any school district with an ADM of 600 or less is exempt from these reductions.

Charter School TAPBIs will receive a proportionate budget reduction due to the statewide reduction for charter school additional assistance of $4,000,000 contained in S.B. 1006.

Committee Activity

The Committee on Education, Accountability & Reform held a presentation on Wednesday, February 4, 2009, to review TAPBIs and their ADM counts. The topics discussed were:
- What are TAPBIs?
- How TAPBI students can be counted as more than one ADM.

Attachments

Senate Research Staff Power Point presentation and additional attachments requested by the Committee from Wednesday, February 4, 2009.

Prepared by Senate Research
February 9, 2009
SM/jas