

Approved: 1/28
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by Chairperson Barbara Lawrence at 9:00 a.m. on January 21, 1998 in Room 123-S of the Capitol.

All members were present except: Senator Langworthy
Senator Jones
Senator Lee

Committee staff present: Ben Barrett, Legislative Research Department
Carolyn Rampey, Legislative Research Department
Avis Swartzman, Revisor of Statutes
Jackie Breymeyer, Committee Secretary

Conferees appearing before the committee: Kent Vincent, Legislative Liaison,
Christian Home Educators Confederation of Kansas
Jonathan Arridge, Home School Graduate, Shawnee, KS
Corrie Kangas, Home School Senior, Lenexa, KS

Others attending: See attached list

Chairperson Lawrence called the meeting to order and stated that the Committee would be hearing from the educators and the educated. She called on Kent Vincent, Legislative Liaison, Christian Home Educators of Kansas to begin the presentation.

Mr. Vincent stated he greatly appreciated the opportunity to appear before the Committee today. Mr. Vincent practices law in Topeka besides being the Liaison for the Christian Home Educators.

Mr. Vincent stated that home education is a fast growing phenomenon in this country; it is the fastest growing alternative form of education. Between 1990 and the present school year, Catholic school enrollment increased approximately 2.65 million; Christian school enrollment increased from one-half million to 800,000; home schooling students increased from less than a half-million to 1.25 million. A number of reasons contribute to this growth. The home school movement developed primarily out of the cultural atmosphere of the '60s and '70s. The counter culture people are the ones who started the community schools, free schools and home schools. That lead to the establishment of many of the Christian schools.

Mr. Vincent said there are many reasons for the start of these schools, but the number one reason parents will give today is the religious conviction they have that it is their responsibility to educate their children. The child who is struggling or who has a special need that the school district cannot meet and the bored child are some of the reasons that parents feel they might as well educate their children themselves. This is not the fault of the public schools; it is simply a problem of the system. A teacher cannot be asked to meet the needs of every child. There are also negative socialization reasons for home education. Some of these reasons include violence in the schools, promiscuity and drug abuse.

It was stated by Mr. Vincent that the least asked question about home schooling is how do the students perform academically. Studies by the state departments of education and the U.S. department of education, plus several private organizations show that home schoolers average between the 75 and 85 percentile. Nationally, on ACT tests, the average score is 22.8.

Mr. Vincent said that the most asked question about home schooling is socialization and he would let the speakers address that themselves.

Chairperson Lawrence welcomed Jonathan Arridge, a home school student graduate, from Shawnee, Kansas. Mr. Arridge stated that about five weeks ago he graduated from Washburn University. He is now working for KOCH Industries in Wichita, Kansas. He started home schooling when he was in the sixth grade and went all the way through high school. Upon graduation from high school he attended Johnson County Community College for two and one-half years and then, because of his grade point average, attended Washburn University tuition free. He obtained a bachelor's degree in business administration in finance and economics.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION, ROOM 123-S-Statehouse, at 9:00 a.m. on January 21, 1998.

Mr. Arridge worked twenty-five to thirty hours a week while maintaining a full school schedule. His home schooling experience helped him to maintain a level of self discipline that was needed to keep his grades at the level required in order to have his education paid for and at the same time be self sufficient with a balance of academics, socialization and employment.

In touching on one of the questions Mr. Arridge is most frequently asked, socialization, he stated that he had volunteered at a local hospital, worked from his Sophomore year through high school, took part in many church activities and played basketball. He also was able travel to many states that he probably would not have been able to do in public school because of his lack of talent level in the sport.

The second most frequently asked question of Mr. Arridge was, did he ever regret not being able to go to a regular high school. He said it had crossed his mind and he wanted to at times, but this was not to be the case and he finally accepted it. It was only because of his friends that he wanted to attend and the purpose of school is education and not to socialize eight hours a day.

The Chairperson asked Mr. Arridge if he had met other home schoolers in college and he replied that he had not. He also responded that both of his parents had taken part in his home schooling to some degree. He stated that he had access to technology due to the background of his father.

The comment was made to Mr. Arridge that there has to be an economic situation that will allow one or both parents to be involved on a consistent, full-time education basis; the standard of living will have to be lowered or one parent earn enough money so the other parent can stay home.

Mr. Arridge responded that is definitely something that has to be taken into consideration. In his case it had worked out well economically. He was also asked if he had children someday would he homeschool them. His response was that he would like to do so.

The Chairperson thanked Mr. Arridge and wished him the best.

Corrie Kangas, Lenexa, spoke to the Committee and stated that her parents started home educating her in 1985. This is, at present, her thirteenth year. The last time Miss Kangas took the Stanferd achievement test she scored in the ninety percentile overall; her ACT test score was 23. Her parents have made home education a lifetime commitment based on excellent academics and excellent character. In addition to the core subjects of reading, writing and arithmetic, there is also literature, history, science and other courses. A strong family relationship has developed, with brothers and sisters pulling together as a team.

Miss Kangas has done volunteer work in a Lenexa nursing home, participated in several political campaigns, assisted in home school conferences in Johnson County, and has assisted her father in a growing Kansas company. She spoke of the many activities available to home schoolers which included band, basketball, skating, skiing and eight man football. Each year in may, at the culmination of a high school career, there is a formal graduation ceremony.

After several further comments, Miss Kangas ended her testimony by stating that educators around the country are looking for ways to build character in their students. Pilot programs that teach character development are being enthusiastically received. Impressive results have been seen. The goal of her parents has been to prepare her to be a productive, responsible citizen with excellent character. If, someday, she can transfer these goals to her children, then she will be able to say her education was a complete success.

Several committee members commented on some of the things Miss Kangas touched on in her talk. The Chairperson commented that it was rewarding to see that there is a core of young people who understand the value of character. Business is looking for people who are reliable, trustworthy and who can think for themselves.

David Barfield, Chairman, Christian Home Educators of Kansas, distributed information entitled, "Home Education Across the United States" ([Attachment 1](#)) and "Christian Home Educators Confederation of Kansas" ([Attachment 2](#))

The Committee turned its attention to **SB 443**. The Revisor had inadvertently drafted the incorrect bill language into the bill and it needed to be killed. The corrected bill would have another number.

Senator Kerr moved to kill **SB 43**, with a second by Senator Umbarger. The motion carried.

The minutes of January 13, 14, 15 were approved as corrected.

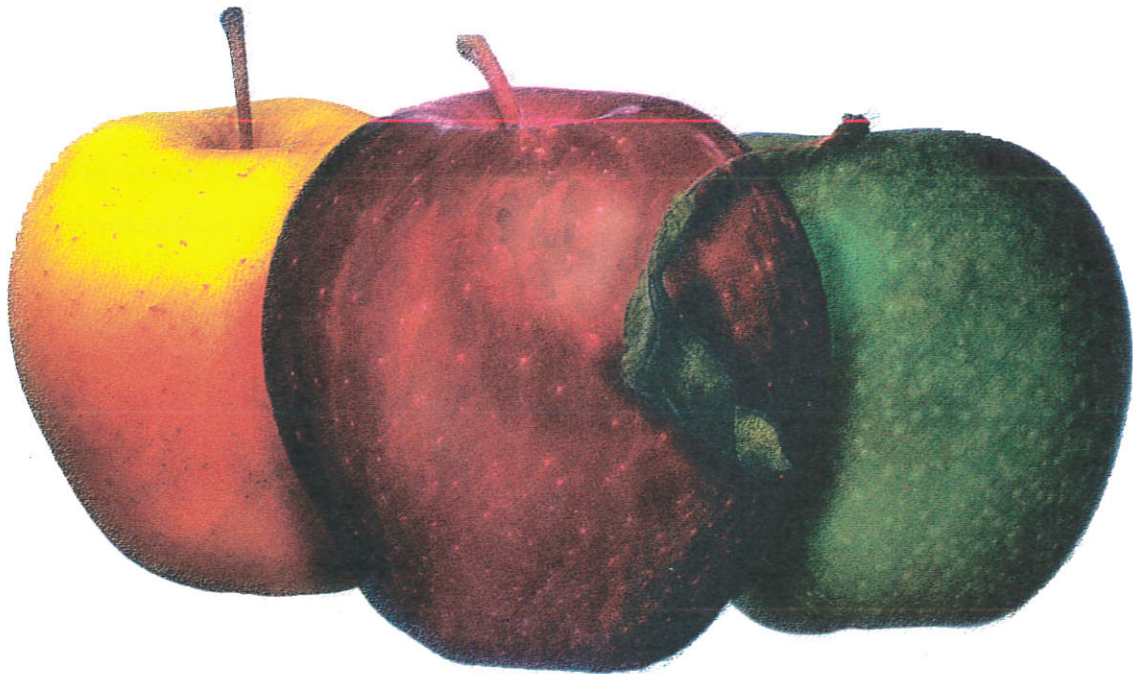
The next meeting is scheduled for January 22, 1998.

HOME EDUCATION

Across the United States



*Family Characteristics, Student Achievement,
& Longitudinal Traits*



provided by

HOME SCHOOL LEGAL DEFENSE ASSOCIATION

*Senate Education
Attachment 1*

1-21-98

HOME SCHOOLING is a flourishing phenomenon within the United States. In the early 1980s, the general public had never heard of home schooling, but today, almost everyone has.

Still, society at large knows little about home schoolers: their backgrounds, their activities, or their achievements. A recent study conducted by Dr. Brian Ray, president of the National Home Education Research Institute (NHERI), provides some answers.

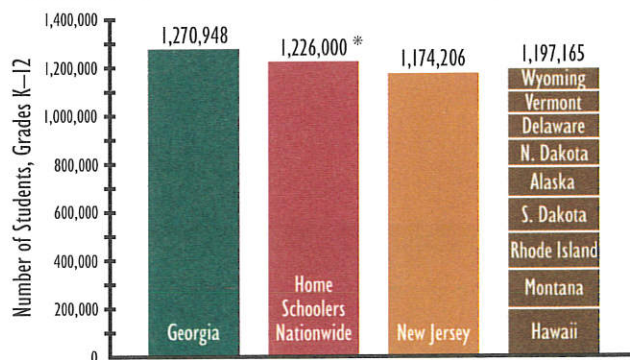
This study, *Strengths of Their Own: Home Schoolers Across America*, collected data on 5,402 home school students from 1,657 families for the 1994–95 and 1995–96 academic years. Nearly 6,000 surveys were sent to home school families using a variety of sources and methods. Some were mailed directly to families (both those randomly selected from numerous mailing lists as well as longitudinal participants from Ray’s similar study in 1990). Others were blindly forwarded to families through the leadership of independent home school support groups and networks operating in every

*There are two
— and only two —
keys to educational
success: hard work &
parental involvement.*

*— Michael Farris, President
Home School Legal Defense Association*

How Many Home Schoolers Are There?

Figure 1.0 – Home School Students Nationwide Compared to Selected State Public School Populations

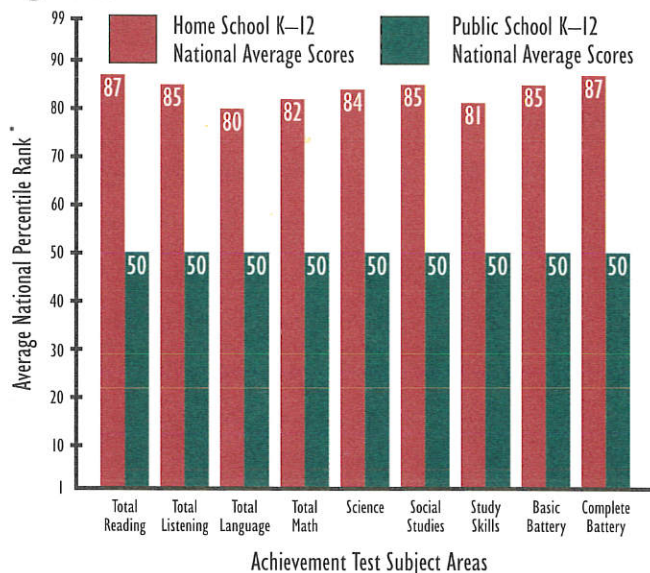


Footnote: *This study calculated that there were 1.23 million home school students in the U.S. during the fall of 1996. The estimated margin of error for this calculation is ± 10%, yielding a range of 1,103,000 to 1,348,000. This is similar to the total public school enrollment of Georgia or New Jersey (ranked 9th and 10th largest respectively among state public school populations nationwide).

Public school state enrollment figures are for 1994 and the most recent available, based on a table from the U.S. Department of Education, Office of Educational Research & Improvement, National Center for Education Statistics (1996, November), *Digest of Education Statistics (1996)*. Washington, DC: U.S. Department of Education.

How Do Home School Students Score?

Figure 2.0



Footnote: Data collected for standardized academic achievement tests for the 1994-95 academic year.

* For more detail about the non-equal-interval nature of a simple percentile scale which has distortion especially near the ends of the scale, see the complete study by Brian D. Ray, *Strengths of Their Own—Home Schoolers Across America: Academic Achievement, Family Characteristics, and Longitudinal Traits*, 1997, Salem, OR: National Home Education Research Institute.

state. Unquestionably, this research represents the largest and most comprehensive study on home schooling ever undertaken (see Ray, 1997).

In a collaborative effort to provide solid answers to common questions about home schooling, HSLDA and Dr. Ray have highlighted some of the key findings of this study. Where available, comparable public school student data were also obtained. This publication, *Home Education Across The United States*, is the result.

Just how prevalent is home education today? The data indicate there are approximately 1.23 million American children being taught at home. This finding (which has an estimated margin of error of $\pm 10\%$) exceeds the total public school enrollment for the state of New Jersey, which has the 10th largest student population in the nation. Put another way, there are more home school students nationwide than

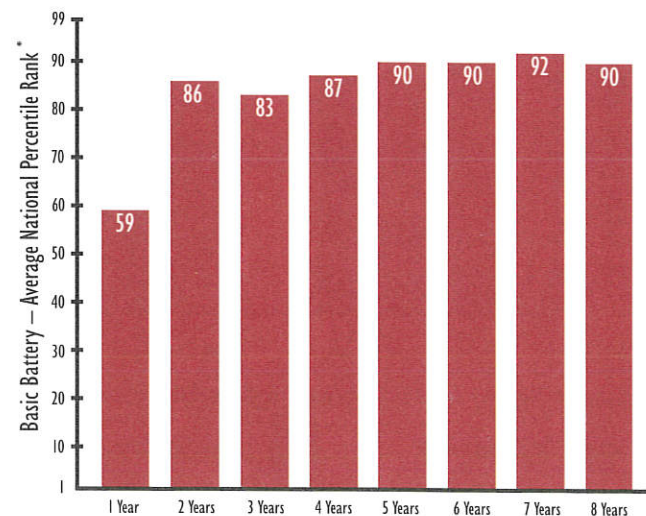
there are public school students in Wyoming, Vermont, Delaware, North Dakota, Alaska, South Dakota, Rhode Island, Montana, and Hawaii—combined. In fact, America’s home schoolers collectively outnumber the individual statewide public school enrollments in each of 41 states (Figure 1.0).

Why are so many parents choosing to home school? Because it works. This study shows that home educated students excel on nationally-normed standardized achievement exams. On average, home schoolers out-perform their public school peers by 30 to 37 percentile points across all subjects (Figure 2.0).

In fact, home schoolers’ test scores sometimes increase in relation to the number of years a student has been taught at home. The data for eighth grade home schoolers suggest that those who have completed two or more years at home score substantially higher than those who just completed one year of instruction (Figure 3.0). This suggests that students

How Do Long-Term Home Schoolers Compare to Those Who Switch to Home Education Midstream?

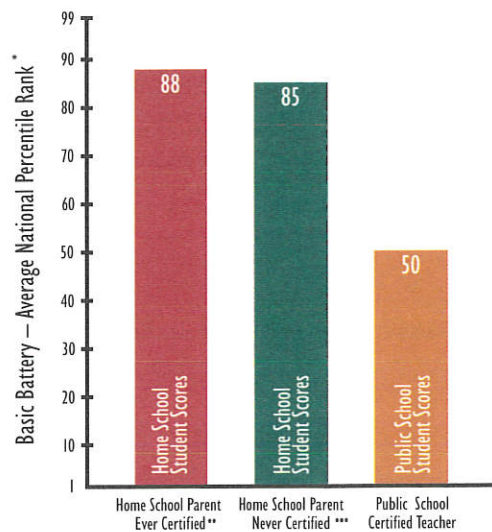
Figure 3.0 – Achievement for Eighth Grade Home Schoolers Segmented by Years Taught at Home



Footnote: * See Ray (1997) for more detail about the non-equal-interval nature of a simple percentile scale which has distortion especially near the ends of the scale.

Is Teacher Certification Necessary for High Achievement?

Figure 4.0



Footnote: * See Ray (1997) for more detail about the non-equal-interval nature of a simple percentile scale which has distortion especially near the ends of the scale.

** Either parent ever certified.

*** Neither parent ever certified.

Home school data are for grades K-12.

who move from an institutional school to home school may experience a brief transition period. Students home schooled from early grades tend to score higher in subsequent years in some subject areas (see Ray, 1997).

Critics often claim that only parents with teaching credentials can effectively home school. The data from this study suggest otherwise. Home school students' test scores segmented by whether their parents have ever held a teaching certificate reveal a differential of only three percentile points—the 88th percentile versus the 85th percentile (Figure 4.0).

Furthermore, a parent's education background has no substantive effect on their children's home school academic performance, according to this study. Home educated students' test scores remain between the 80th and 90th

Does Parent Education Level Predict Student Achievement?

For Home Schoolers: **NO!**

For Public Schoolers: **YES!**

Figure 5.1 – Home School Achievement – Basic Battery Test

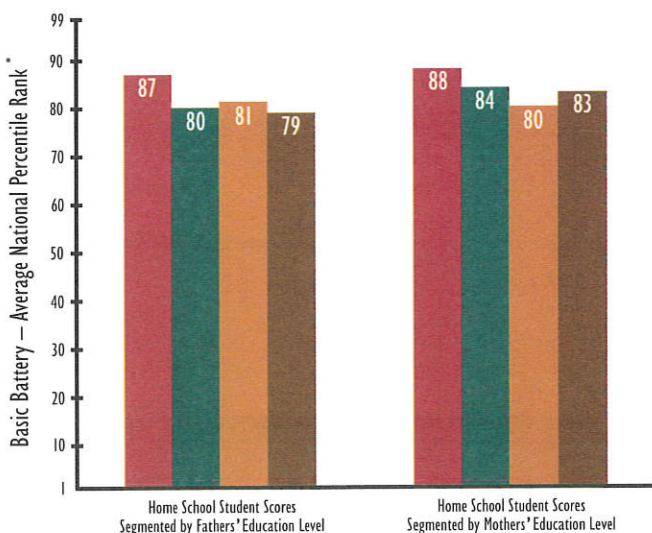


Figure 5.2 – Public School Achievement – Writing Test**

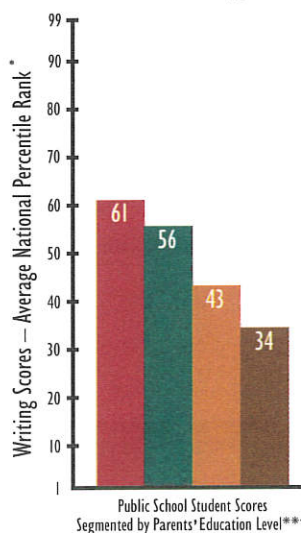
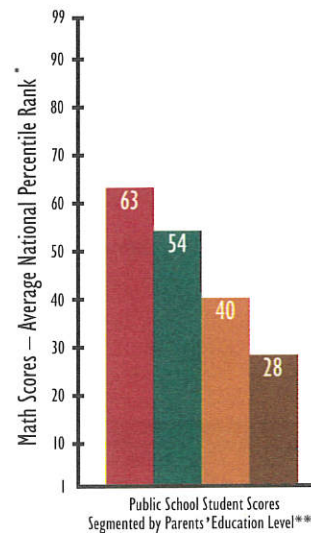


Figure 5.3 – Public School Achievement – Math Test**



Key for Figures 5.1–5.3: Parents' Highest Education Level Attained

- Graduated College
- Some Education after High School
- Graduated High School
- Less than High School Education

Footnote: * See Ray (1997) for more detail about the non-equal-interval nature of a simple percentile scale which has distortion especially near the ends of the scale.

** Basic battery achievement test scores not available for public school students.

*** Public school data are for eighth grade writing scores and 13-year-old's math scores based on tables from the U.S. Department of Education, Office of Educational Research &

Improvement, National Center for Education Statistics (1996, November). *National Assessment of Educational Progress (NAEP) trends in academic progress* [trends report and appendices]. Washington, DC: U.S. Department of Education.

Home school data are for grades K-12.

1-4

percentiles, whether their mothers have a college degree or did not complete high school (Figure 5.1).

For public school students, however, a parent's education level *does* affect their children's performance (Figures 5.2 & 5.3). In eighth grade math, public school students whose parents are college graduates score at the 63rd percentile, whereas students whose parents have less than a high school diploma score at the 28th percentile. Remarkably, students taught at home by mothers who never finished high school score a full 55 percentile points higher than public school students from families of comparable educational backgrounds.

Does race make a difference in academic performance? Math and reading scores for minority home schoolers show no significant difference when compared to whites. In reading, both white and minority home schoolers score at the 87th percentile. Only five points separate them in math—the 82nd percentile versus the 77th percentile (Figures 6.1 & 6.2).

A similar comparison for public school students, however, demonstrates a substantial disparity. White public school eighth grade students score at the 57th percentile in reading and at the 58th percentile in math nationally.¹ Black public school eighth grade students score at the 28th percentile in reading and the 24th percentile in math in the same national sample. Hispanic students score at the 28th percentile in reading and at the 29th percentile in math nationally. However, national figures are not available which allow proportional weighting of various minority groups to match the same proportions as are found among home schooling racial minority groups.

¹ Footnote: Public school achievement data are for eighth grade based on tables from the U.S. Department of Education, Office of Educational Research & Improvement, National Center for Education Statistics (1996, November). *National Assessment of Educational Progress (NAEP) trends in academic progress* [trends report and appendices]. Washington, DC: U.S. Department of Education.

How Do Minorities Fare in Home Education?

Figure 6.1 – Race Relationship to Reading Test Scores

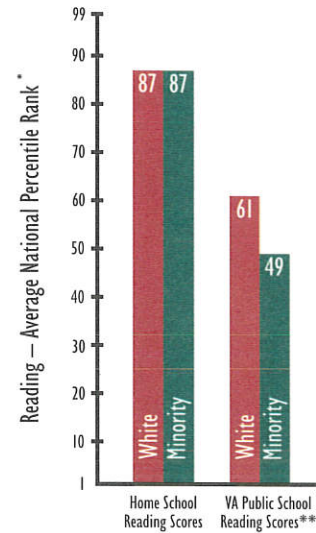
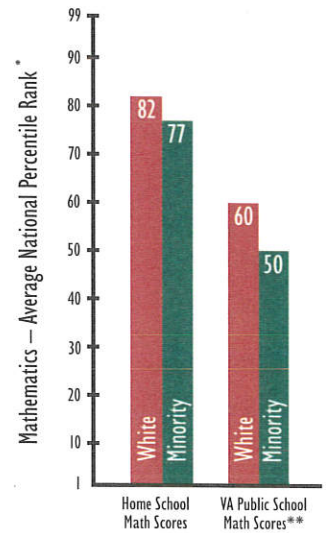


Figure 6.2 – Race Relationship to Mathematics Test Scores



Footnote: * See Ray (1997) for more detail about the non-equal-interval nature of a simple percentile scale which has distortion especially near the ends of the scale.

**Public school achievement data are based on eighth grade scores from Table 4 of *The Virginia Assessment Program: Results for the 1995–1996 School Year* (1996, July). Richmond, VA: Virginia Department of Education.

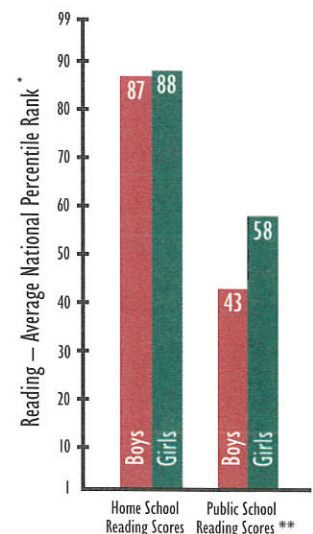
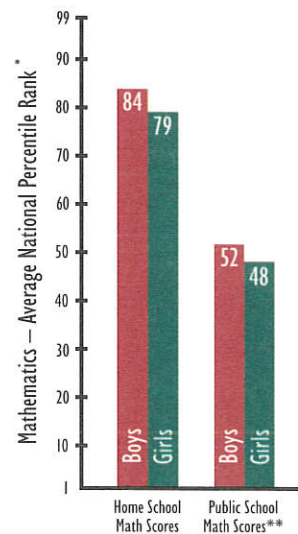
The Virginia minority scores were weighted according to the proportions of minorities in this study of home schoolers to arrive at the numbers in this figure. The minority groups were American Indian/Alaskan Native, Asian/Pacific Islander, black, and Hispanic. Of home school minority students tested in this study, about 63% were black or Hispanic.

Public school achievement data are similar for the U.S. in general but the same detail of data was not available for all public schools. See U.S. Department of Education, Office of Educational Research & Improvement, National Center for Education Statistics (1996, November). *National Assessment of Educational Progress (NAEP) trends in academic progress* [trends report and appendices]. Washington, DC: U.S. Department of Education.

Home school data are for grades K–12.

What About the Gender Gap in Academics?

Figure 7.0



Footnote: * See Ray (1997) for more detail about the non-equal-interval nature of a simple percentile scale which has distortion especially near the ends of the scale.

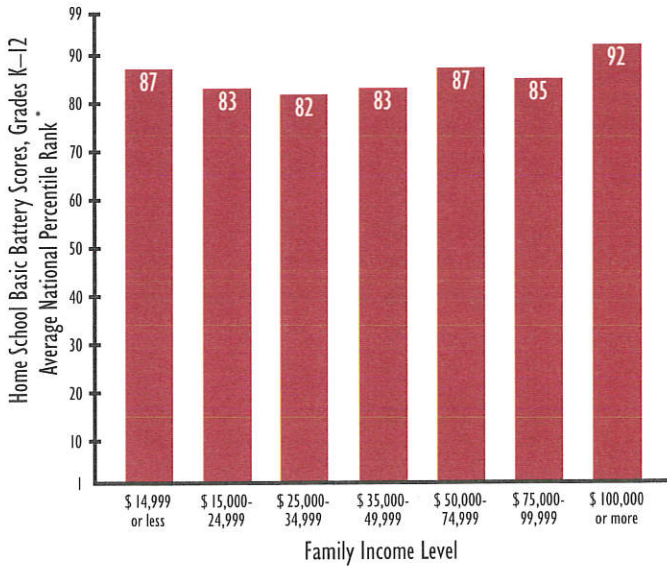
**Public school achievement data are for eighth grade based on tables from the U.S. Department of Education, Office of Educational Research & Improvement, National Center for Education Statistics (1996, November). *National Assessment of Educational Progress (NAEP) trends in academic progress* [trends report and appendices]. Washington, DC: U.S. Department of Education.

Home school data are for grades K–12.

1-5

Is Family Income a Predictor of Academic Achievement for Home Schoolers?

Figure 8.0 – No Impact on Achievement



Footnote: * See Ray (1997) for more detail about the non-equal-interval nature of a simple percentile scale which has distortion especially near the ends of the scale.

Scores are available from the Virginia Department of Public Education which allow the scores to be weighted in a manner which matches the proportions exactly in the same ratio as are found in the home schooling sample. When the scores are weighted in this fashion, Virginia white eighth grade students score at the 61st percentile in reading while the weighted minorities score at the 49th percentile. In math the same scores show whites at the 60th percentile and minorities at the 50th percentile.

Home schoolers have been able to substantially eliminate the disparity between white and minority scores even when the samples are adjusted to reflect the exact same proportion of American Indians, Asians, blacks, and Hispanics.

When segmented by gender, test scores for home schoolers reveal that boys are slightly better in math (the 84th percentile versus the 79th percentile), and

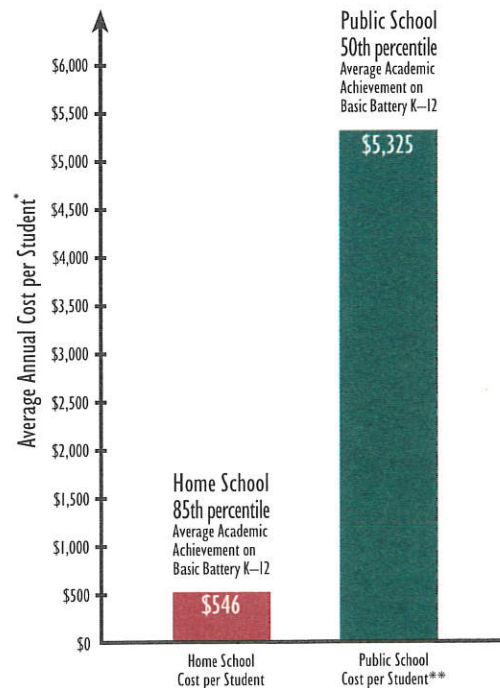
girls are somewhat better in reading (the 88th percentile versus the 87th percentile). Public school student performance in math follows a similar pattern, but public school boys' reading scores are markedly behind girls', the 43rd percentile versus the 58th percentile—a 15 point difference (Figure 7.0).

Segmenting student test scores by family income shows that socioeconomic status is not a determinant of academic performance for home schoolers (Figure 8.0). Regardless of family income bracket, home school students score between the 82nd and 92nd percentiles.

According to some researchers and officials, family income does have a significant impact on public school students' test scores. Concerned about a recent study of student achievement in the Denver public

Does Spending Correlate with Achievement?

Figure 9.0



Footnote: * All cost-per-student amounts in this figure exclude capital costs.

** United States Department of Education, National Center for Education Statistics (1996). *Statistics in brief, June 1996; Revenues and expenditures for public elementary and secondary education: School year 1993-1994.* [From: Common core of data: National public education financial survey.] Washington, DC: U.S. Department of Education.

1-6

Is Government Regulation Necessary for High Achievement?

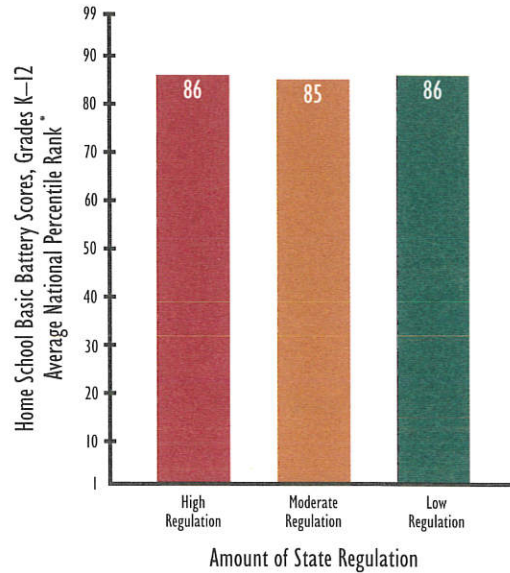
Key for Figures 10.1 & 10.2

- Low Regulation**
 No state requirement for parents to initiate any contact with the state.

- Moderate Regulation**
 State requires parents to send notification, test scores, and/or professional evaluation of student progress.

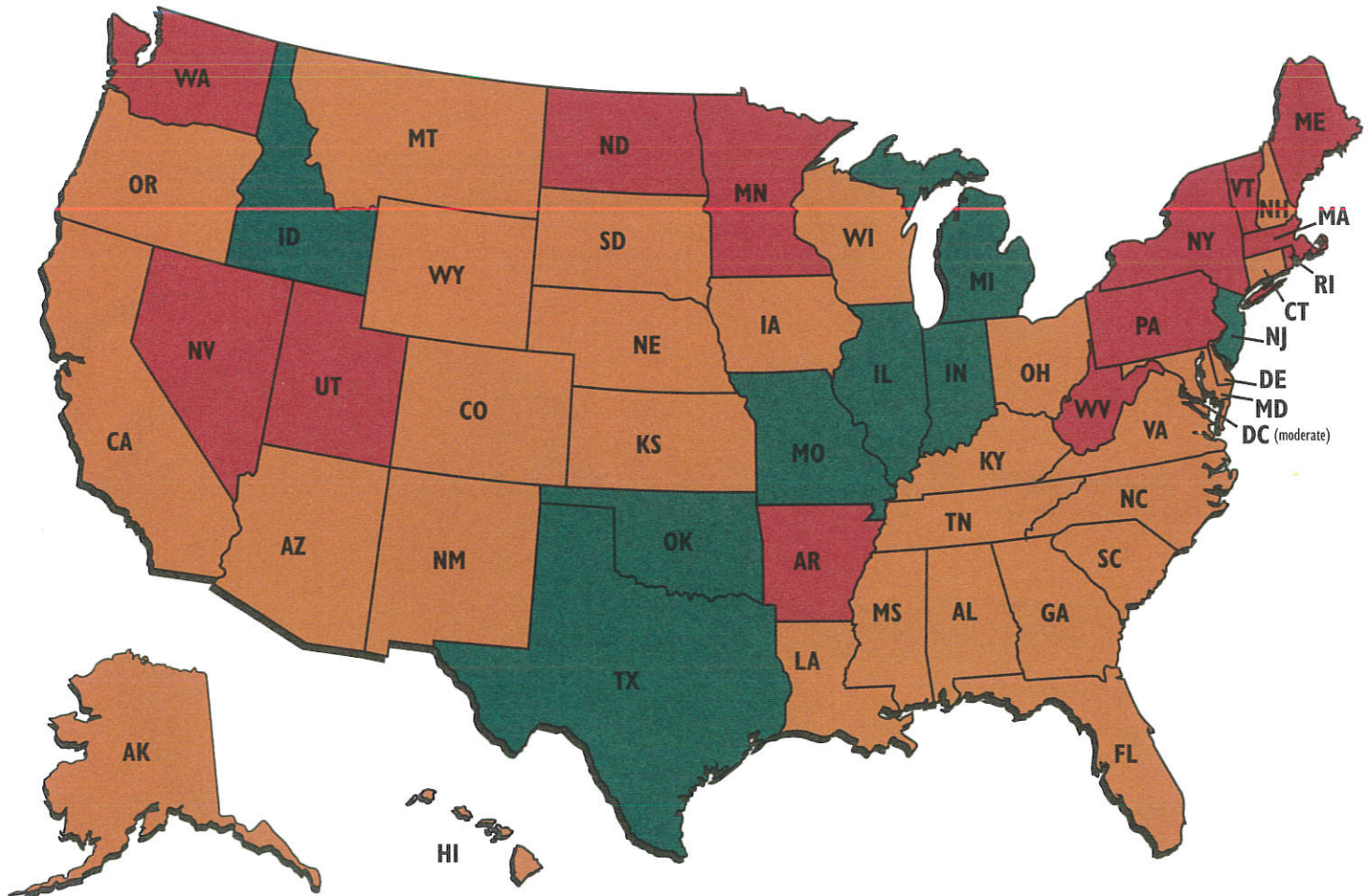
- High Regulation**
 State requires parents to send notification or achievement test scores and/or professional evaluation, plus other requirements (e.g. curriculum approval by the state, teacher qualifications of parents, or home visits by state officials).

Figure 10.1 – State Regulation: No Impact on Home School Achievement



Footnote: * See Ray (1997) for more detail about the non-equal-interval nature of a simple percentile scale which has distortion especially near the ends of the scale.

Figure 10.2 – Breakdown of States by Regulatory Policy



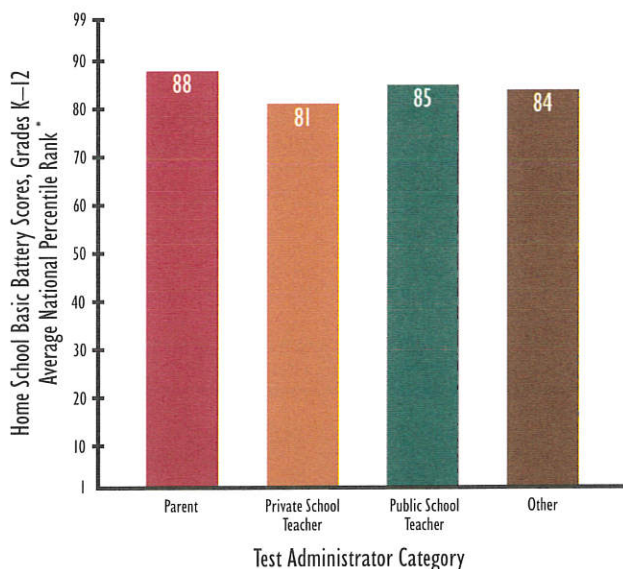
schools, a school board member wrote, "The conclusion is clear. Family income and class are stronger indicators of educational success than race."²

A cost-benefit analysis reveals that an average of \$546 spent per home school student per year yields an average

² Footnote: *Denver Business Journal*, February 21, 1997, p. 40A. See also, Coleman, James S., Thomas Hoffer, & Sally Kilgore, (1982) *High school achievement: Public Catholic, and private schools compared*, New York, NY: Basic Books. and Snow, Catherine E., Wendy S. Barnes, Jean Chandler, Irene F. Goodman, & Lowry Hemphill, (1991) *Unfulfilled expectations: Home and school influences on literacy*, Cambridge, MA: Harvard University Press.

Do Test Scores Vary by Who Administered the Test?

Figure 11.0



Footnote: * See Ray (1997) for more detail about the non-equal-interval nature of a simple percentile scale which has distortion especially near the ends of the scale.

What Kind of Curriculum Do Home Schoolers Use?

Table 1.0

| Type of Curriculum | Usage* |
|--|--------|
| Parent Designed (major components are hand picked) | 71.1% |
| Complete Curriculum Package | 23.8% |
| Satellite School (as source) | 3.0% |
| Home School Program from Local Private School | 0.7% |
| Other | 6.5% |

Footnote: * Some parents marked more than one category, so total exceeds 100%.

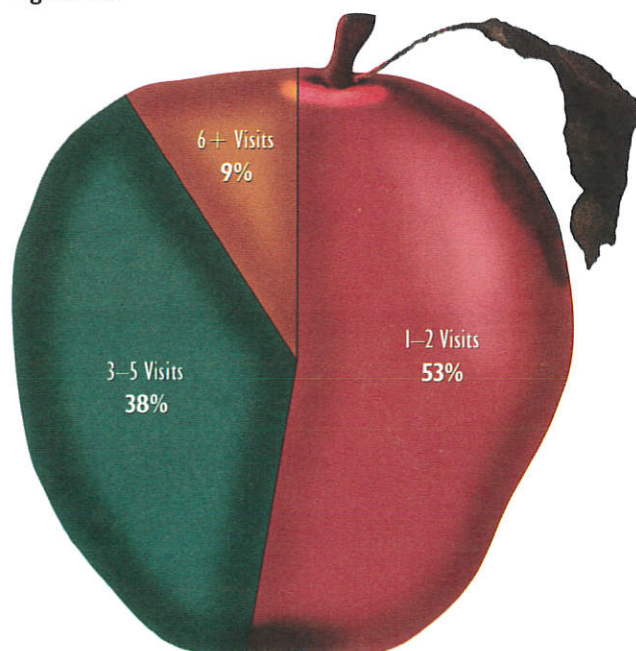
85th percentile ranking on test scores. Compare this to the average annual expenditure of \$5,325 per public school student to achieve only an average 50th percentile ranking. These figures do not include capital expenditures, like buildings and land, etc. (Figure 9.0).

The degree of governmental regulation from state to state has no significant effect on the academic performance of home schoolers. Whether a state imposes a high degree of regulation (i.e., notification, standardized testing, professional evaluations, curriculum approval, teacher qualifications, home visits, etc.) or no regulation, home school student test score averages are identical—the 86th percentile for both segments (Figure 10.1). Legitimate questions may be asked concerning the purpose of such regulations since there is no apparent effect on student learning.

Standardized tests for home schoolers are administered in various ways. Little difference was found in scores among students tested by a parent,

How Many Times Do Home Schoolers Visit the Library Per Month?

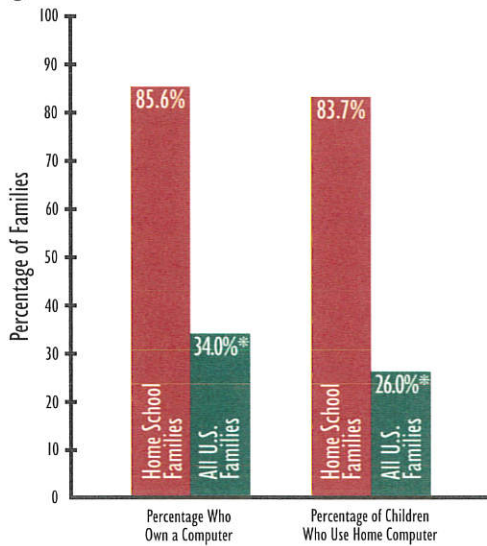
Figure 12.0



Footnote: Data are for K-12 home school students.

Are Computers a Part of Home Schools?

Figure 13.0



Footnote: * Data for all U.S. families based on table from United States Department of Education, National Center for Education Statistics. (1996). *Digest of education statistics 1996, Table 417: Access to and use of home computers, by selected characteristics of students and other users: October 1993*. Washington, DC: U. S. Department of Education.

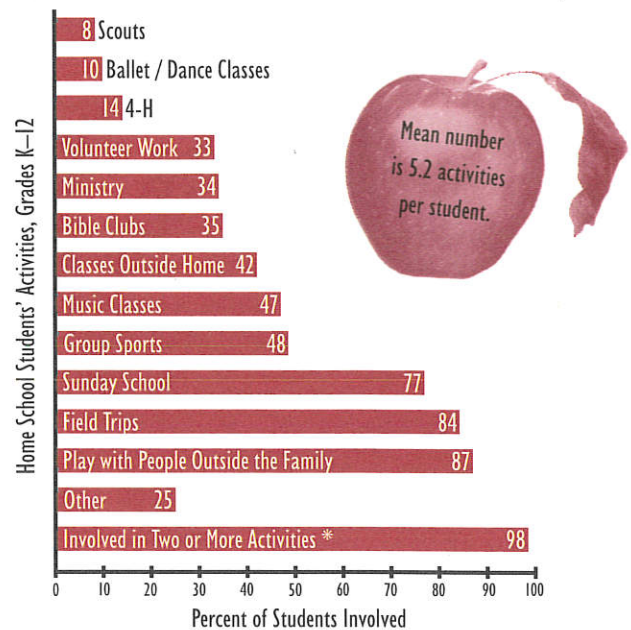
a private school teacher, a public school teacher, or some other test administrator. And again, the average scores range between the 80th and 90th percentiles (Figure 11.0).

What kind of curriculum do home schoolers use? The vast majority of home school parents (71.1%) hand-pick their instructional materials, custom designing the curriculum to presumably suit the needs of their children, their family's lifestyle, and applicable government regulations. Nearly 24% use a complete curriculum package purchased from one of numerous providers. Other options include enrollment in private satellite schools or special programs operated by the local private school. The data also revealed that some parents employ more than one approach to assembling their children's curriculum (Table 1.0).

This study found that home schoolers (53%) visit a library at least once or twice each month (Figure 12.0). Nearly half (47%) reported that they go even more often. As a group, home schooled

What About Socialization?

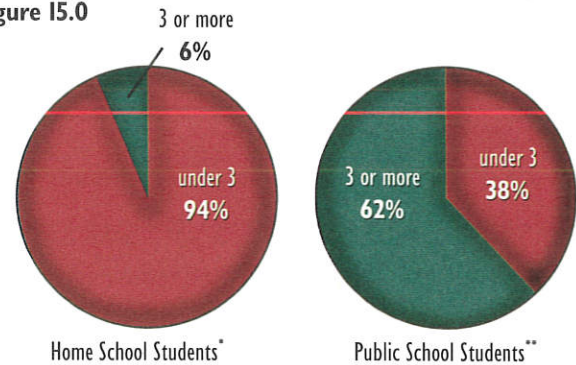
Figure 14.0 – Home Schoolers' Activities & Community Involvement



Footnote: * Participation in two or more of the 12 activities does not include "other activities." See Table 8 of Ray (1997).

How Many Hours Per Day Are Spent Watching Television & Video Tapes?

Figure 15.0



Footnote: *Data reported for K-12 home school students' weekday viewing.

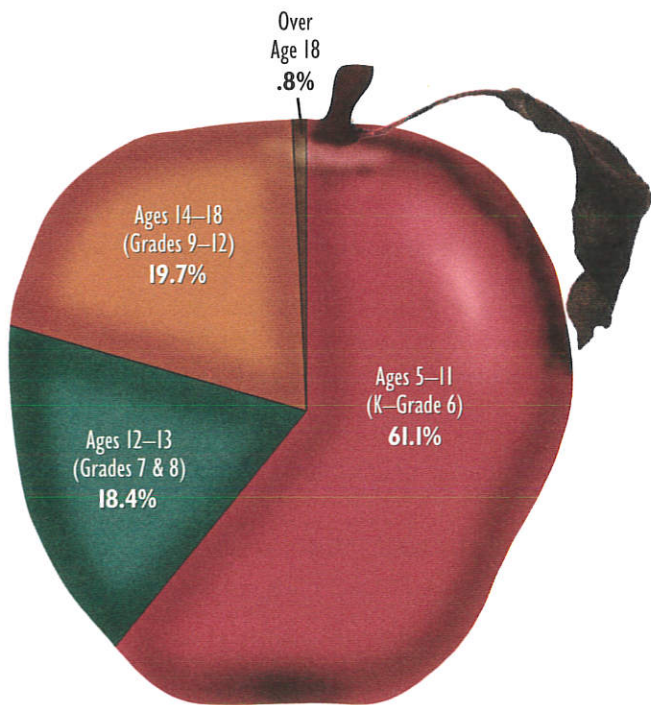
** Data reported for 13-year-olds are fairly representative of 9-, 13-, and 17-year-olds, based on tables from the U.S. Department of Education, Office of Educational Research & Improvement, National Center for Education Statistics (1996, November). *National Assessment of Educational Progress (NAEP) trends in academic progress* [trends report and appendices]. Washington, DC: U.S. Department of Education.

students frequent the library an average of 3.8 times each month (see Ray, 1997).

Apparently quick to employ the cutting-edge technology of personal computers, 85.6% of home school families reported owning a computer and 83.7% say

Ages of Home School Students in Study

Figure 16.0



their children use it in their education. Compared to the national norms for all U.S. families (34% and 26%, respectively), home school families are setting a trend for equipping their children with resources for the 21st century (Figure 13.0).

Home schoolers are often asked, “What about socialization?” The data on home school students’ activities and community involvement reveal that, on average, these children are engaged in 5.2 activities outside the home, with 98% involved in two or more. Activities ranging from scouts, dance class, and 4-H to sports, field trips, and volunteer work demonstrate that home schoolers interact with people of all ages, from all sorts of backgrounds, and in all types of social settings (Figure 14.0).

This study also measured the time home schoolers spent watching television and video tapes each week-day. These data were compared to those for public school students. Simply put, home school children

spend substantially less time watching TV than do public school children (Figure 15.0).

Of the 5,402 children included in this study, all grades (K-12) are substantively represented. The majority of the sample (61.1%) is comprised of grades K-6, probably because the movement is relatively young and has grown so rapidly (Figure 16.0).

According to the data, home school parents are employed in a full range of typical occupations. Most notable, however, is the finding that 87.7% of mothers and 0.5% of fathers have elected to stay home full-time to teach and raise their children (Table 2.0).

How enthusiastic are home school parents about their success? The vast majority (89%) intend to continue teaching their children at home all the way through high school (Figure 17.0).

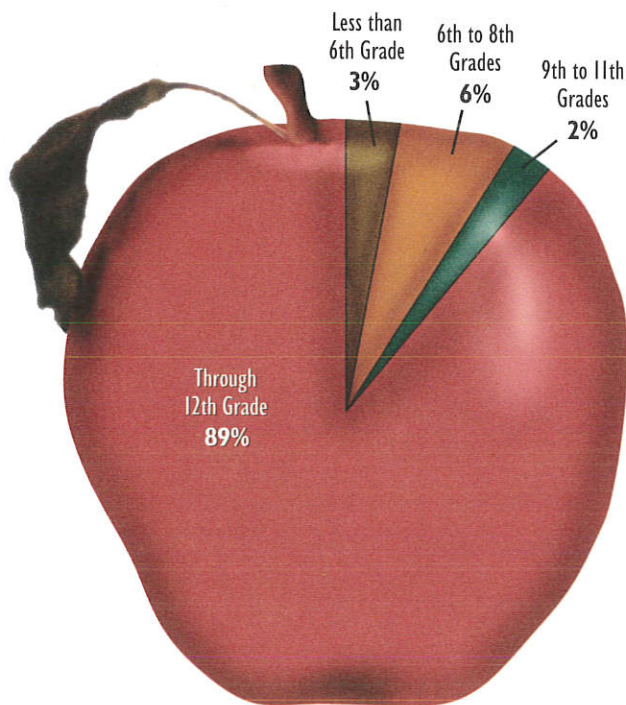
What Are the Occupations of Home School Parents?

Table 2.0

| Occupation | Father | Mother |
|--|--------|--------|
| Farmer, Farm Manager | 3.4 % | 0.2 % |
| Homemaker, Home Education | 0.5 % | 87.7 % |
| Laborer | 2.4 % | 0.1 % |
| Manager | 8.9 % | 0.3 % |
| Military | 4.3 % | 0.1 % |
| Office Worker | 1.1 % | 0.8 % |
| Operator of Machines | 3.7 % | 0.1 % |
| Small Business Owner | 10.7 % | 2.1 % |
| Professional 1 (Accountant, RN, Engineer, etc.) | 17.3 % | 4.8 % |
| Professional 2 (Doctor, Professor, Lawyer, etc.) | 16.9 % | 1.1 % |
| Protective Service | 1.7 % | 0.0 % |
| Sales | 4.3 % | 0.1 % |
| School Teacher | 2.2 % | 0.9 % |
| Service Worker | 1.0 % | 0.4 % |
| Technical | 8.1 % | 0.1 % |
| Tradesperson | 6.9 % | 0.3 % |
| Other | 6.5 % | 0.9 % |

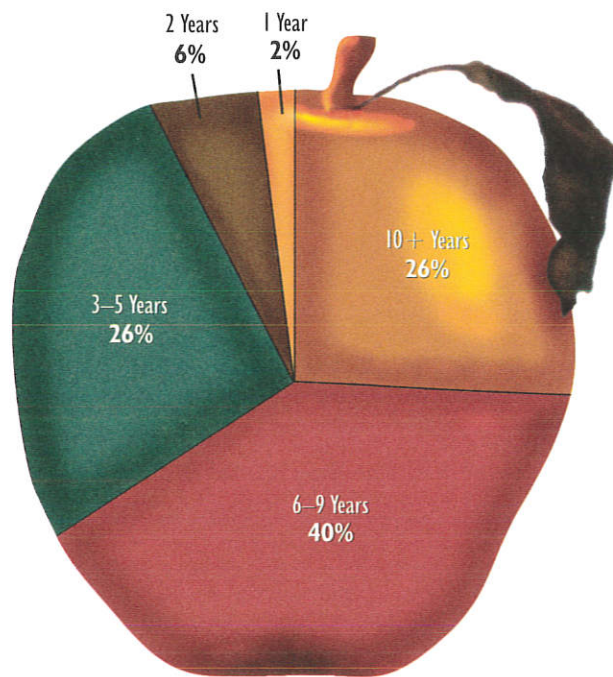
How Long Are They Going to Home School?

Figure 17.0 – Parents’ Intent to Continue Home Education



How Many Years Were Home School Graduates Taught at Home?

Figure 18.0



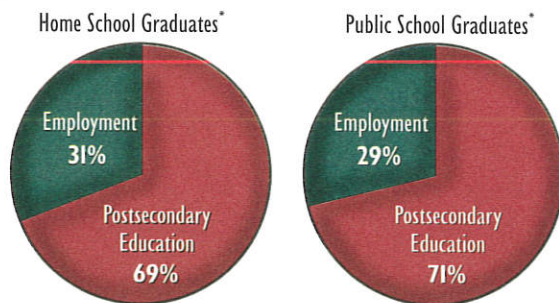
On average, home school graduates had 6.9 years of home education (see Ray, 1997). The data reveal that 92% of graduates were taught at home for three or more years (Figure 18.0).

Once they graduate from high school, home schoolers closely parallel their public school counterparts, whether they pursue more formal education or enter the job market (Figure 19.0).

This study demonstrates that home schooling works. It suggests that direct parental involvement and hard work are the keys to educational success. Regardless of race, gender, socioeconomic status, parent education level, teacher certification, or the degree of government regulation, the academic achievement scores of home educated students significantly exceed those of public school students. Home school students are fully engaged in society and experience a wide range of opportunities outside the home. They are

What Happens After Graduation?

Figure 19.0



Footnote: *Percentages do not include military, unemployed, missions, ministry, volunteer work, etc., since these categories were not available for both groups.

Public school graduate data based on table from National Educational Longitudinal Survey (NELS) 1988-1994 Descriptive Summary Report. Washington, DC: U.S. Department of Education.

smart users of both technology and their time. And graduates are equipped to pursue their aspirations—work or college. Contrary to the often speculative opinions of critics, the facts from this study demonstrate success. 🍏



ABOUT THE RESEARCHER

DR. BRIAN D. RAY is president of the National Home Education Research Institute. He holds a Ph.D. in science education from Oregon State University. NHERI conducts basic, data-



Dr. Brian D. Ray

gathering research; serves as a clearinghouse of information for researchers, home educators, attorneys, legislators, policy makers, and the public at large; and provides speaker services on various topics. NHERI also publishes research reports and the unique, academic, refereed journal *Home School Researcher*.

Strengths of Their Own—Home Schoolers Across America: Academic Achievement, Family Characteristics, and Longitudinal Traits is available from NHERI for \$19.95, plus \$2 shipping.

National Home Education Research Institute

P.O. Box 13939, Salem, Oregon 97309
(503) 364-1490 ∞ <http://www.nheri.org>

Home School Legal Defense Association

17333 Pickwick Drive, Purcellville, Virginia 20132
(540) 338-5600 ∞ <http://www.hsllda.org>



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Christian Home Educators Confederation of Kansas

January 21, 1998

Dear Honorable Senators of the Senate Education Committee,

We appreciate this opportunity to address you on the subject of home education in Kansas.

The Christian Home Educators Confederation of Kansas (CHECK) is an association of 50 local homeschool support groups across the State of Kansas. The main purpose of CHECK and its member support groups is to assist those who have made the decision to educate their children at home. Through CHECK's statewide activities such as our monthly newsletter, CHECK's publications, our annual Day Under the Dome event which will occur tomorrow, regional conferences, etc., CHECK serves as an information clearinghouse and an advocate for home education in Kansas. CHECK's member support groups also serve the home education community in a variety of ways including local activities, field trips, learning groups, support for new homeschoolers, providing standardized testing, and much more.

For your information, we have provided for you the attached report, *Home Education Across the United States*. It is a summary of some of the findings of the most recent nationwide study on home schooling. The research was designed to sample from a wide and representative variety of home school families across the country. Four main findings emerged: First, the home schooled perform well above average in terms of academic achievement as measured by nationally recognized tests. Second, there was very little to no relationship between their achievement and factors such as low parent education level, low family income, and state regulation of home schooling. Third, the children are involved in a wide variety of social activities outside their homes. And fourth, the findings of this study are consistent with the bulk of research on home schooling.¹

In regard to a legislative agenda, our primary interest is to insure that our freedom to educate our children at home continues without infringement. As far as we are aware, there is no specific legislation which directly threatens this freedom and we would urge this committee and legislature to reject any such proposals. As the study noted above demonstrates, home education is a viable and flourishing alternative to public education for many. We also oppose any attempts to lower the compulsory attendance age as many children are not ready for school at this age and it needlessly puts families in conflict with authorities.

¹ Complete details on the study's methodology can be found in the book *Strengths of Their Own Home Schoolers Across America: Academic Achievement, Family Characteristics, and Longitudinal Traits* by Dr. Brian Ray of the National Home Education Research Institute (see last page of the report).

*Senate Education
Attachment 2
1-21-98*

Chairman

David Barfield
3416 W. 9th Court
Lawrence, KS 66049
785-843-9207
barfield@cjnetworks.com

Vice-Chairman

Gary Olds
3308 Frontier Circle,
Manhattan, KS 66503
785-776-5437
goldfamily1@juno.com

Treasurer

Terry Grote
1220 Maple,
Eudore KS 66025
785-542-2810
grote@idir.net

Secretary

Scott Stoskopf
435 Ohio
El Dorado, KS 67042
316-321-6679
stoskopf@southwind.net

Legislative Liaison

Kent Vincent
2222 Pennsylvania Ave.
Topeka, KS 66605
785-234-0022
FAX 913-234-2927
akvlaw@jcjnetworks.com

CHECK Publications

Jim Farthing
P.O. Box 3968
Wichita, KS 67201
316-945-0810
FAX 316-685-1617
HJFarthing@
compuserve.com

Registered Address

Christian Home Educators
Confederation of Kansas
P.O. Box 3564
Shawnee Mission, KS
66203

e-mail:

check@cjnetworks.com
web page:
<http://www.cjnetworks.com/>
~check

We have no specific legislation to advocate at this time. However, we would ask this committee to be conscious of the effect of legislation directed towards public schools can have on private schools, including the roughly 5,000 homeschools in the state. For example, 1) changes to truancy laws, 2) attempts to link drivers license acquisition to school attendance, and 3) day-time curfews, if not worded carefully, can place home educated students, as well as other private schooled students, at risk.

Thanks again for this opportunity to address the committee.

Sincerely,

A handwritten signature in black ink that reads "David Barfield". The signature is written in a cursive style with a large, stylized initial "D".

David Barfield, Chairman
Christian Home Educators Confederation of Kansas