

Approved 2-2-89
Date

MINUTES OF THE SENATE COMMITTEE ON ECONOMIC DEVELOPMENT

The meeting was called to order by Senator Dave Kerr at
Chairperson

8:00 a.m./p.m. on January 31, 1989 in room 123-S of the Capitol.

All members were present except:
Janice Lee McClure

Committee staff present:

Bill Edds, Revisor of Statutes' Office
Lynne Holt, Kans Leg Research Dept
Carol de la Torre, Secretary to the Committee

Conferees appearing before the committee:

Dr. Shirley McCune, Mid-Continent Regional Educational Laboratory

The meeting was called to order at 8:00 a.m. by the Chairman, Senator Dave Kerr.

Minutes of the January 25 and 26, 1989, meetings were reviewed. It was moved by Senator Moran and seconded by Senator Francisco that the minutes be approved. Motion carried, minutes approved.

Dr. Shirley McCune, Mid-Continent Regional Educational Laboratory presented a demographic profile of the types of jobs in the state and the disposition and nature of those jobs, along with the implications of the profile. (Attachment 1). She pointed out the lack of value added jobs, with most employment coming in the service related area. Rural America has to be restructured in very profound ways: 1. Getting economic diversification to rural areas. 2. Totally different educational system; one that prepares people with thinking skills. 3. Understanding the new function for schools; the school becomes the center of a delivery system with health and social service responsibilities. This becomes a shift from schooling to human resource development types of institutions.

Other points Dr. McCune highlighted included taking care of the needs of people. One of the best things that could be done at the state level that would improve educational levels is early childhood education. Another area that needs looking at is the training of teachers, along with the training of administrators in such areas as strategic planning, trends analysis, change and issues management. Also the state needs to find ways for departments to work together. Agencies need to collaborate so they can develop more cost effective service. Dr. McCune felt people have not understood how profound the economic changes have been. It means roles will change in every institution, kinds of organizations will change, along with behaviors and skills.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON ECONOMIC-DEVELOPMENT

room 123-S Statehouse, at 8:00 a.m./p/m. on January 31, 1989.

There is also a time issue. She felt there is a window of opportunity of between five to seven years and that those institutions, states, and agencies who begin to move into the process now are beginning to restructure not only economic development, but education in ways that can better meet the needs of the state - those are the states that will be where they need to be in the future. This is the time to make the decisions and move ahead and begin to invest in the kinds of human infrastructures and economic infrastructures needed.

One of Dr. McCunes recommendations was to provide incentives. Senator Kerr questioned the role of the state legislature to give the dollars to local school districts or to target those monies. Does the legislature have the role of targeting those dollars? Dr. McCune felt it was not a yes or no answer. The state has the constitutional responsibility for the general support of education. She felt it was a leadership function of the legislature, the Governor, and the State Board of Education to set up incentives. She would target those things that were most important to the state and provide incentives for those, and encourage schools to move in that direction.

There being no further business, the meeting was adjourned.

Kansas Environmental Scan

January 1989

by
Shirley D. McCune
Dan Jesse
Kathy McFarland
Jerri Dickinson

Mid-continent Regional Educational Laboratory
12500 E. Iliff, Suite 201
Aurora, CO 80014

*See Eco-News
1-31-89
Attachment 1*

Kansas Environmental Scan

Kansas origins were among some of the most colorful and lively of any state in the union. Kansas is part of the Great Plains, which in the mid-1800s was something to get across. Known as part of the Great American Desert, the lack of trees for building materials and firewood did not attract early settlers to the state.

The speed of its settlement did not detract from its early contributions to many of the issues of our nation. Kansas was the home of the abolitionist crusader John Brown; the birthplace of prohibition; the seedbed of the Populist Party, and the beginnings of Bull Moose Progression.

The famed newspaper editor, William Allen White, declared "Kansas is hardly a state but a kind of prophecy." Perhaps the vision of this statement was most clear during 1854-57 when "Bleeding Kansas" was a dress rehearsal for the Civil War. Kansas was admitted to the Union in 1861 as a free state and some of the early waves of Yankee settlement followed thereafter.

Over the past 100 years the culture and the issues facing Kansas have calmed considerably. Once again, Kansas has the opportunity to be at the forefront of restructuring communities, the economy and education.

How has the state changed and developed since this time? What is the culture and how are people faring? Kansas could now be considered as a major part of the country's Breadbasket. Kansas continues to be the country's foremost wheat state and agriculture has been its dominant economic theme. Its primary cultural theme is that of stability. For many it has been the home of the good life.

During the past ten years, Kansas, like the rest of the Great Plains, has been caught in the midst of a profound economic restructuring. Two of the state's dominant economic resources, agriculture, oil and gas extraction, suffered severe setbacks throughout the state. The state went through a period of recession and difficult times.

The purpose of this environmental scan is to examine the current economic, demographic, social and political conditions and their implications for the state's educational future. The environmental scan is organized into the following sections—Economic, Demographic, Social and Educational. The current status of each of these will now be discussed.

Kansas Economy -- A Slow Comeback

The economic problems which had begun to be apparent in other parts of the nation were not felt in Kansas until 1985. By this time, a slow national economic growth, persistent agricultural problems, lower oil prices and a slowdown in durable goods manufacturing began to impact the Kansas economy. The outlook for 1989 suggests a continued slowed rate of growth, but it does not suggest a recession for the year.

Overall Conditions

The slowdown in the Kansas economy mirrors the national picture when the state is considered as a whole. What is different, however, is that the overall picture does not reflect the unevenness among various sectors of the economy. For example, Kansas wage and salary employment was projected to grow at 1.2 percent in 1988, as compared with 1.6 percent national growth. The gains of this growth, however, will be overshadowed by a 6.8 percent decline in farm employment. Thus, the variability among sectors and portions of the state continues to increase.

The continued dependence of the state economy on agriculture and oil and gas extraction continues to leave the state economy vulnerable. Some 40 of the 105 Kansas counties have high levels of acreage in farming. Only 20 counties have very low levels of acreage in farming. (See Chart A in Appendix). Much of the turn-around in 1987 was the result of higher farm prices.

The farm economy accounts for 6.6 percent of Kansas employment. This compares with 16.9 percent employment in manufacturing and 17.4 percent in services. This economy began to improve in 1987 when farm prices improved. In 1987, there was increased production despite a lower acreage for most crops.

The agricultural economy is likely to continue to provide less employment. The number of Kansas farms has steadily declined from 1900 where some 173,000 of 241 acres were in operation. By 1960, there were 110,000 farms with an average size of 456 acres operating. The 1980 number was 75,000 farms with an average size of 644 acres. In 1987, 70,000 farms with an average size of 684 acres were operating. Some 5,000 farms were lost between 1980 and 1987 and the trend will continue toward fewer, larger farms.

A positive sign of the stabilizing of the farm economy is a turn-around in farm land values. In 1988, the average price of farmland in February was \$368 per acre, an increase of 8 percent above the previous year.

The improvement in farm income began to show up in the position of farmers. In September, 1988 nearly 60 percent of the farms were in a favorable position. This compares to 50 percent one year ago. About 21 percent of the farmers have a negative income and 7 percent are in financial difficulty.

When the other sectors of the economy are considered, the largest areas of employment are services, retail trade, and state and local governments. (See Chart B in the Appendix). Of these, state and local government employment is

growing at the fastest rate with services in second place (See Chart C in the Appendix).

Employment in Kansas continues to grow at modest rates of about 2 percent per year. This rate was maintained at 2.4 percent from August 1987 to August 1988. Unemployment has been low since 1987 continuing at a rate under 5 percent (See Chart D in the Appendix). The total percent of 1987 population in the workforce was 50 percent giving Kansas the 21st ranking among states. Female labor force participation was 60 percent which ranks Kansas as 16th among states. The increases in service jobs and the comparatively high proportion of women in the workforce suggests that many of the new jobs may be service jobs occupied by women that are relatively low paying.

Per capita personal income of Kansans in the third quarter of 1987 was \$15,246 which was 99 percent of the national average. This figure represented a 56 percent increase over the period from 1980-1987. This increase places Kansas at about the mid-point of states. It is important to note that transfer payments from the federal government accounted for 13.5 percent of all personal income.

The 1986 average annual pay for Kansans was \$17,934 or 90 percent of the national average. The percent change in annual pay from 1986-1987 was 2.7 percent as compared to a national increase of 4.5 percent. Kansas annual pay lags behind other states, although it is higher than the neighboring Plains states of Iowa, Nebraska, North Dakota and South Dakota.

In the July 1988 national ranking of 21 low manufacturing state (Grant Thornton), Kansas was ranked 5th in terms of a favorable climate for manufacturers. Positive factors cited included a well-skilled workforce, low unionization, and a strong unemployment insurance trust. The negative factor cited was the tax burden even though Kansas ranks 29th among states in tax effort. The same study ranked Kansas 13th in the availability of a skilled workforce.

Kansas is one of the few Plains states that has developed and implemented economic development programs. One facet of this effort is the encouragement of small businesses. Inc. magazine publishes a state ranking which is a "measure how a state is actually doing in stimulating entrepreneurial activity and economic expansion." These rankings are based on the number of new jobs, new companies, and fast growing companies. Based on a four year period, Kansas was ranked 37th. Kansas ranked higher than other Plains states such as North Dakota, South Dakota, Iowa, Oklahoma and Nebraska but consideration might be given to further efforts to increase small business growth.

County Variability

One of the characteristics of the Kansas economy that must be considered is the variation among counties and the regions of the state. In general, county-by-county analyses suggests the realities of a declining rural economy. Analyses of counties and regions points out some of the differences among areas of the state.

In general, Western Kansas and North Central Kansas have shown the most signs of economic stress. In Western Kansas there has been an overall decline in both employment and the labor force.

The South Central and Northeast regions lead the way. Much of the South central region is the result of the upturn in aviation and other manufacturing. The Northeast counties offer a patchwork of different economies. Each county offers a different mix of economies although the region approximates state trends.

When an analyses of the counties is made two factors seem to be clear. First, the rural counties are doing less well than those that include metropolitan or mid-size cities. A second factor is the nature of transportation systems. The I-70 and I-35 highway corridors reflect patterns of development and areas that tend to grow and prosper. An issue for state policy that must be considered is the tendency for poorer counties to continue to deteriorate and the larger counties to grow and prosper. State policy should examine the possibilities and values for providing baseline services to rural areas and to stimulate rural economic diversity.

Summary

The Kansas economic conditions improved over 1988 showing the signs of a turn-around from depressed conditions of earlier years. Income and employment grew moderately although the growth was limited by continuing problems in agriculture and the gas and oil industries.

Despite the generally positive picture which emerges, there are concerns which must be addressed. The Kansas economy remains vulnerable as a result of its high reliance on agriculture, gas and oil, and light manufacturing. Each of these areas could experience considerable volatility over the next few years and it is essential that efforts are made toward continued economic diversification, especially in rural areas.

Economic development has moved ahead in Kansas and state legislation, state programs, and cooperative efforts among the policy, business and education communities. These programs are yielding results. There is, however, the need for expanded efforts, especially in the following areas:

- o rural economic development needs greater attention: the loss of farms and workers from the rural areas is not only a source of local and human loss, but also a weakening of the total state economy,
- o rural economic development requires access to economic development and educational resources; such services must be available for all areas,
- o greater effort needs to be given to small business development and an increase in managerial and entrepreneurial education,
- o continuing effort must be made to attract new jobs and industries to the state,

- o examination of state policies should be undertaken to find ways of encouraging development and ensuring access for rural areas,
- o involvement of vocational education, training programs and the extension service should be increased in efforts to help marginal farmers through training, consultation and other needed services,
- o continuing efforts to improve the quality of basic K-12 education, should be expanded, especially in rural schools; the use of technology to expand the capability of schools to provide human resource development services for all groups, and
- o the continuing support and encouragement of higher education institutions should be made to pursue research and transfer technologies which can strengthen Kansas business and industry.

Demographic Factors

People are a state's most important resource and they constitute it's destiny. In July, 1987 the Kansas population was 2,476,000 placing it in the 32nd rank among states. This population represented a 4.7 percent increase during the 1980-1987 period but only a .6 percent increase from July 1986 to July 1987. The decline in rate of growth is a reflection of the economic problems experienced since 1985.

The Bureau of the Census projects a population of 2,494,000 in the year 2000 or a 5 percent increase from 1980 to 2000. Population growth is not likely to be experienced in an even state pattern. From the period 1983 to 1987, 78 counties lost population and only 27 stayed the same or gained population. (See Chart E in the Appendix). This unevenness of growth is likely to continue in the future.

The general patterns of unevenness of population growth is provided in a comparison of the growth rates by region.

Kansas Regional Population Growth

Region	1980	1986	Percentage
Western Kansas	319,652	329,000	3.0
Southeast Kansas	221,854	217,900	-1.1
South Central Kansas	603,572	630,500	4.3
North Central Kansas	362,508	359,600	-.8
Northeast Kansas	856,650	893,800	4.2

Positive growth rates were evident in three regions and negative growth in two regions. The size of the Western region and the mid-sized towns in the region do not give the same picture of population loss that county by county analyses provide. The areas surrounding Kansas City and Wichita appear to be those with the most growth.

Thirty-three percent of the Kansas population lives in rural areas and 52 percent live in metropolitan areas. Given the proportion living in rural areas, ensuring access to citizens in rural areas is likely to be a major problem.

This overall level of growth can sustain the state of levels comparable to the past few years. The well-being of the state, however, is more likely to depend on the characteristics of the population. These are discussed next.

Age of the Population

The median age of the Kansas population in 1986 was 31.7 years or the same median as the national average. About 13.4 percent of the population is 65 or older placing Kansas in the 12th rank among states. This is higher than the national average of 12.1 percent.

Again, when we examine the counties we find that a significant number of counties have high percentages of population 65 and over. Some counties have a population of 20 percent or more over 65. An indication of the prevalence of this situation is provided in the number of counties within various regions of the state.

Number of Counties With More Than Thirteen Percent of Population 65 and Over

Region	Number of Counties - 1988
Western Kansas	37
Southeast Kansas	13
South Central Kansas	10
North Central Kansas	19
Northeast Kansas	10
Total	89

Twenty counties are projected to have higher than average populations of 0-19 year olds in the year 2005. They are located around Kansas City and in the Southwestern counties of the state.

By contrast, the statewide percent of population under 5 in 1986 was 7.8, slightly higher than the national average of 7.5. This proportion of both older and very young population is higher than the national averages. This pattern of age groups suggests the following possibilities which should be examined further:

- o The most productive adults, those 25-55, represent a smaller proportion of the population. This may suggest some out-migration and the loss of adults in their most productive years;
- o The continuing increase in the older population (a function of the baby boom) is likely to require increased health and social services for older citizens. Providing support for these services and

maintaining delivery systems for rural areas that are losing population is likely to increase the competition of state funds.

- o The numbers of children under 6 suggest a continued or increased need for schools. The reduced populations in nonmetropolitan counties will require new approaches for meeting the needs of small schools. Schools in metropolitan areas may experience crowding or the need for new facilities.

Racial-Ethnic Characteristics

Kansas was settled primarily by northern European groups and a comparatively high level of homogeneity exists even today. The 1980 census found that more than 92 percent of the population was white. It is estimated that 90 percent of the population will remain Anglo in the year 2000. Although the majority of the population is white, pockets of Black and Hispanic groups are found in various areas of the state.

Ten counties of the state have a minority population of 9 percent or more. Four of the ten counties are in Northeast Kansas, three in Western Kansas, one in South Central Kansas and one in North Central Kansas. Another ten counties have more than 2 percent minority populations.

There is a slightly higher proportion of racial-ethnic minority public school students. Of the total public school population, 86 percent of the students are white and the remainder are racial-ethnic minority groups. Black students are the largest group and they constitute about 8 percent of total public school students. In 1987, there was a total of 53,037 minority students in the state and their numbers are growing. Some 38 school districts have 10 percent or more racial-ethnic minorities among their students. Kansas City and Wichita each have more than 13,000 minority students attending their schools.

Family and Socio-Economic Status

In 1985, nearly 14 percent of the Kansas population lived in poverty. It may be assumed that those in poverty were more likely to be rural, minority or in single parent families.

In 1987, only 3 percent of the population received AFDC welfare funds. This is below the national average of 4.5 percent. During the same period only 4.9 percent of Kansans received food stamps as compared to the national average of 7.9 percent. There is a strong independent tradition in Kansas. It is likely that others who were eligible for food stamps or welfare simply would not apply.

The rate of marriages performed in Kansas in 1986 represented a 2.6 percent decrease from 1985. The marriage rate of 9.2 per 1,000 was .8 percent lower than the estimated national rate of 10.0 per 1,000.

Divorces and annulments granted in Kansas decreased 3.4 percent from 1985 to 1986. The divorce and annulment rate was 5.0 per 1,000 which was .2 percent higher than the estimated national rate of 4.8 percent.

The Kansas live birth rate in 1986 was 15.9 per 1,000 population which was 2.6 percent higher than the national rate of 15.5 percent. A total of 4,490 children were born to teen parents and over half (53.7 percent) of these were out-of-wedlock. There has been a numerical decrease in births due to the decreased numbers of women of child-bearing ages. The rate of births, however, has remained relatively constant.

The problems of teenage pregnancy continue to be documented. Nearly 50 percent of teen mothers do not finish high school and gain skills needed to support themselves and their families. Teenage mothers are more likely to have low birth weight babies, especially those who did not have prenatal care. There is a considerable need for ensuring that teen parents receive the necessary pre- and after birth services that will lead to children's opportunities to grow in positive ways.

One of the most alarming social indicators in Kansas is that of child abuse and neglect. In 1987, more than 27,814 reports of child abuse and neglect were received in Kansas. Reports of child abuse jumped 30 percent between 1983 and 1987.

The reported cases of child abuse jumped during 1986-1987. They rose 20 percent in Kansas as compared to a national increase of 2 percent.

With respect to sexual and physical abuse of children, Kansas reports surpass the rest of the nation. The rate of sexual abuse in Kansas is more than double the national average—27 percent in Kansas as compared to 11 percent nationally. Kansas also reports a higher-than-average incidence of physical abuse requiring medical attention. Forty-one percent of Kansas child abuse victims need medical aid or are hospitalized, compared with 30 percent nationwide.

Summary

A general overview of Kansas demographic factors suggests the following:

- o The rate of population growth will be small and uneven throughout the state. This would suggest disparities and readjustments over the state, primarily in the area of meeting new service delivery requirements.
- o The higher than average proportion of the older population and very young children, suggests a strong need for services to these dependent populations.
- o Greater attention needs to be given to retaining young adults who may be leaving the state for better job opportunities. This loss of a critical state resource further weakens state resources.
- o There is need for increased attention to the delivery of programs in rural areas and the need for greater cooperation among health, education and social services.

- o Comparatively little attention is given to the problems of racial-ethnic minority groups, especially within educational areas. There is a critical need for ensuring that schools provide the basic skills necessary for their full participation in society.
- o The needs of children appeared to have experienced some level of beginning neglect. Increasing levels of poverty and child abuse are indicators of potential problems and there is need for protecting children and providing support services.
- o There is need for programs which can strengthen families and help parents manage stress.

Although we have typically considered the Plains states as being insulated from many of the social problems, the Kansas data suggests increasing problems. The fragmentation of community and family is felt in all areas. The levels of problems suggest the need for more effective and expanded policies and programs which can deal with the problems.

Educational Factors

Kansas public schools have traditionally been considered to be some of the best in the nation. State systems include 304 operating school districts, 19 area vocational schools, 19 community colleges and the state higher educational system. The K-12 system includes 1,464 school buildings; 350 are senior high schools, 69 are junior high schools and 1,045 are elementary schools.

The following section focuses on the characteristics of the K-12 public schools.

School Enrollment

Kansas public school enrollments have gone up steadily since the low of 405,222 reached in 1983-84. In 1988-89, enrollment is estimated to be 422,030 less than the 423,490 that was projected by the Kansas State Department of Education. The gains in enrollment are primarily in elementary secondary and they reflect the "echo baby boom" experienced nation wide.

Area Vocational Technical Schools had an enrollment of 26,041 in 1985-86. This was projected to maintain itself at this level with small gains and losses through 1990-1991. Community college enrollment was 41,917 in 1985-86. It was projected to increase to 53,114 by 1990-91.

Preliminary reports of FY 1988 Vocational Educational enrollment in all institutions provides a broader view of vocational programs.

**Kansas Vocational Education Enrollment
FY 88**

Service Area	Total Enrollment	Percent Female	Percent Male
Agriculture Education (no enrollment for USD-1988)	1,825	27	73
Marketing and Distribution Education (no enrollments for USD-1988)	3,493	76	24
Office Education	1,428	16	84
Industrial Education (no enrollments for USD-1988)	21,474	24	76
Health Occupation Education	12,448	79	21
Consumer and Homemaking (no enrollments for USD-1988)	3,278	64	36
Occupational Home Economics	4,517	68	32
Total	62,912		

The sex stereotyping in vocational education classes has been reduced over the years but the patterns remain. Females tend to be enrolled in office occupations and home economics and males are enrolled in areas to be trained for higher paying jobs.

Characteristics of Students

In 1987-88, slightly more than 86 percent of Kansas students were white. The proportions of racial-ethnic groups is provided on the following page. These students represent a total of 53,037 minority students.

**Percent Minority Students in
Kansas Public Schools - 1987-88**

Groups	Percent
White	86.3
Black	7.8
Hispanic	3.6
Asian	1.6
American Indian	.7

The numbers of racial-ethnic minority children is increasing although at a relatively slow rate. Some 38 districts have more than 10 percent minority populations and twelve of those school districts have more than 20 percent minority students.

Some of the increase in minority children are limited English proficiency students (LEP). In the fall of 1987, a survey identified some 4,789 LEP children receiving services who were enrolled in 42 districts. It is estimated that there were some 4,000 additional LEP students not receiving services. These children represented 47 different cultural backgrounds and languages. The largest single group was the 2,559 Spanish-speaking students. Vietnamese and Laotian students also were represented in significant numbers.

Some districts are conscientious about providing for the needs of LEP children and others do not meet the requirements of their legal rights to education or provide the levels of quality that they will need to function well in the American mainstream. There is need for more training of educators and technical assistance with programs for LEP children.

A particularly bothersome problem is the disproportion of minority students in special education programs. The proportion of minority students exceeds their representation in the population in 4 out of 5 of the Special Education categories. Males are similarly over-identified and over-represented in Special Education programs.

Student Outcomes

What are the achievement levels of Kansas students and how do they compare with the rest of the country?

The Kansas minimum Competency Test provides a measure of achievement by students. The scores of all groups have generally increased from 1986 through 1988. The scores of minority children lag in nearly every area and at the five grade levels which are tested every year. Black and Hispanic students lag by as much as 20 points in each area.

This finding is reinforced by the scores on the ACT and SAT, tests generally used for college admission. On the ACT performance data, minority students scored well below white on each of the four categories—English, Mathematics, Social Studies and Natural Sciences. The composite scores by racial-ethnic group are provided below.

Kansas 1986 ACT Scores Composite

White	19.6
American Indian	16.1
Asian American	17.7
Black	14.3
Hispanic	17.1
Mexican American	16.0

There is some indication of improved scores since 1985 for both minority and majority students. It should also be noted that females scored below males in every category except English.

The importance of these findings is not that they are significantly different from those in other states. Rather, they are general indicators of the efforts being made to teach all groups of students and the quality of curriculum and instruction. Given the homogeneity of most of Kansas schools, it would appear that much of the high levels of basic skills are the results of home effects rather than school effects. When the school is providing high levels of instruction and curriculum, the gap between minority and majority students is reduced.

Sex stereotyping is evident in a number of Kansas school activities. In addition to the sex stereotyping also discussed in vocational education, we find girls disproportionality represented in sports and athletics. In Kansas, 64 percent of the students participating in sports are male and 36 percent are female. These approximate national percentages.

Another interesting difference is found in the National Merit Scholarships. Although girls usually have as high if not higher grades than males, only 38 percent of the Kansas National Merit Semi-Finalists for 1987-88 were female and 58 percent were male. (The gender of the remainder could not be determined.) It appears that the patterns of sex stereotyping are pervasive.

The Kansas dropout rate is quite low as is the case in most rural states. In 1986-87, the dropout rate was 3.85 percent. the dropout rate is determined by dividing the number of dropouts by the number of students enrolled in grades 9-12 for that year.

The Kansas high school graduation rate is 81.5 and in 1986-87, Kansas ranked 8th among states. This means that Kansas has an 18.5 percent dropout rate of ninth grade students who did not graduate four years later.

Of the high school graduates in 1987, the racial-ethnic proportions indicate percentages slightly different than the total student population. The differences are explained by a variety of factors. There may be lower

proportions of minorities at the secondary level; minority students tend to be less affluent and dropout to support themselves or others, and minority females are less likely to return to school after giving birth to a child.

Kansas High School Graduates - 1987

Racial-Ethnic Group	Male	Female	Total	Percent
White	12,064	11,890	23,954	88.94
Black	821	867	1,688	6.27
Hispanic	418	354	772	2.87
American Indian or Alaska Native	62	49	111	.41
Asian/Pacific Islander	204	204	408	1.51
Totals	13,569	13,364	26,933	100

Nearly 70 percent of the 1987 graduates went on to a postsecondary institution. Forty-one percent attended a four year college, 20 percent went to a two-year college and the remainder went to other postsecondary institutions.

The strong tradition of postsecondary education is supported by the fact that some 34.2 percent of Kansans report 1-3 years of college and 17 percent have completed college.

Vocational Education

Vocational education programs have always been important and well supported in Kansas. The vocational education system has recently been used as a means of delivering training for economic development. Examples of some of their activities include the following:

- o The Kansas Industrial Training Program which is a cooperative effort between KSDE and the Kansas Department of Commerce is designed to provide training to Kansas industries. In 1987-88, some 1,161 businesses/industries and 44,491 employees were served with credit and non-credit programs.
- o In a related customized training program, area vocational schools and 6 community colleges provided 5,663 hours of customized instruction to 25 businesses and 1,489 employees through the Kansas Industrial program.
- o The average community or area vocational schools provided training to 1,344 employees of 36 businesses and offered 118 courses in 8 different program areas.

Vocational education programs are increasingly being used as a key resource for economic development.

Educational Staffing

In 1987-88, there were 32,082 certificated staff serving Kansas students. Of the public school teachers, 31 percent are male and 69 percent are female. Nearly 96 percent are white, 3 percent are black, nearly 1 percent is Hispanic and the remainder are American Indian and Pacific Islanders.

The 1986-87 pupil teacher ratio in Kansas was 15.46 to 1 placing Kansas in the 12th rank among states. This would also result in an average of 280.3 students per school. This relatively low pupil-teacher ratio is undoubtedly a part of the reason for comparatively high levels of basic skills development.

Teacher salaries in Kansas have risen over the past three years. The increases for the past three years are provided below.

Kansas Teacher Salary Increases

Year	Percent Increase	Average Salary (with Benefits)
1985-86	7.35	\$25,646
1986-87	4.05	26,685
1987-88	4.77	27,958

In 1986-87, the average Kansas teacher salary was 88 percent of the national average.

In 1986-87, there were 1,161 principals. Nearly 89 percent of the principals were male and slightly more than 4 percent were minority.

Principal salaries have also increased over the past three years. The percentage of raises is provided below.

Kansas Principal Salary Increases

Year	Percent Increase	Average Salary (with Benefits)
1985-86	7.05	\$40,764
1986-87	3.16	42,051
1987-88	4.60	43,984

In 1986-87, there were 278 superintendents in the state. Nearly 99 percent were male and nearly 99 percent were white. The age range of superintendents and principals suggests a regular but manageable shift as a result of retirements.

There are a total of 193 counselors in Kansas K-12 schools; only 23 work in elementary schools, 59 in secondary schools with the remainder having general counseling responsibilities.

Finances

Kansas has traditionally made the effort to support public schools. In 1986-87, the average expenditure per pupil was \$4,150 which was 104 percent of the national average. This expenditure was 28.5 percent of the per capita income placing Kansas in the 20th rank among states.

Summary

The data provided support quality schools and a good general school system. Kansas compares favorably among states and the basic skills needs of about 50 percent of the students are being addressed. In general, Kansas provides educational programs that characterized the needs of an industrial and to some extent, an agricultural age. Even within the strengths of the system, there are signs of the need for improvement. The larger issue, however, is not simply to improve on the schools of the past but to restructure schools in ways that can meet the changed and changing conditions in Kansas.

Some of the critical issues which must be addressed are the following.

- o There is need for a restructuring and redesign of educational programs.

The knowledge and skills which students will need to participate in our future economy include numeracy, literacy, science, technology, international relations, collaboration skills, thinking skills and learning to learn skills.

The programs, curriculum and instruction needed to develop these skills requires a different approach than the current factory-oriented production system of structured instruction, the learning of isolated facts, and the lack of knowledge application. If the needs of schools are to be met, some of the following steps must be taken:

- establish summer institutes for educators which can provide them with retraining and skills for restructured programs;
- establish two-week state summer schools on college campuses for students and teachers which provide intensive instruction in areas such as science, mathematics, international studies, technology or other relevant areas;
- provide funding for a two-week summer planning, curriculum development, and training period for local educational staff; and
- encourage innovation by providing incentives for the development of schools of the future.

A continuing problem in our schools is the "sorting" of children, largely on the basis of social class, race, ethnic group or sex. This sorting limits the achievement and lives of significant numbers of students. Many educators still believe that this sorting is simply a function of individual ability and motivation. Recent research and demonstration suggests this is not the case. The expectations of teachers, the lack of understanding of learning styles and their relationship to racial-ethnic cultures, the lack of attention to self-concept development—all of these perpetuate the differential achievement of students on the basis of social class, race, ethnic group and sex.

Overcoming this differential is a complex task, but it can be achieved. Some of the most important steps toward making this happen would include:

- the provision of early childhood education for all 3-5 year olds which would focus on language, social and physical development;
- the retraining of teachers to give them an understanding of the impact of learning styles, teacher expectations and unconscious behaviors on children;
- the involvement of teacher educators in the redesign of teacher preparation programs which can prepare teachers for the needs and realities of an information society; and
- the retraining of administrators and board members in understanding new areas of educational thought and its implications for their roles and responsibilities.

- o There is a need for recognizing and encouraging progress and achievement.

Much of the state reform movement has focused on the need to mandate changes in education. State mandates may be useful but they may also create unforeseen problems. Research suggests that the classroom and the building is where change efforts must begin. This does not mean that there is not a role of the district or the state, but rather that the persons implementing changes must be involved in planning the necessary changes.

Many local educators have little experience in the change process and there is need for "front-end" capacity-building activities. Examples of some of these activities might include:

- The development and implementaiton of a training and consultation package which could be used to prepare district staff for change efforts;
- the development of audio and video tapes and materials which can assist educators in designing and implementing change;
- the provision of recognition events such as a state summer school for science, math or international affairs; and
- the expanded use of technology to increase the quality of education, especially for rural areas.

- o There is need for greater communication and collaboration between KSDE and social welfare organizations.

It would be difficult to walk into any school and not be aware of the increasing numbers of social problems which children must face today.

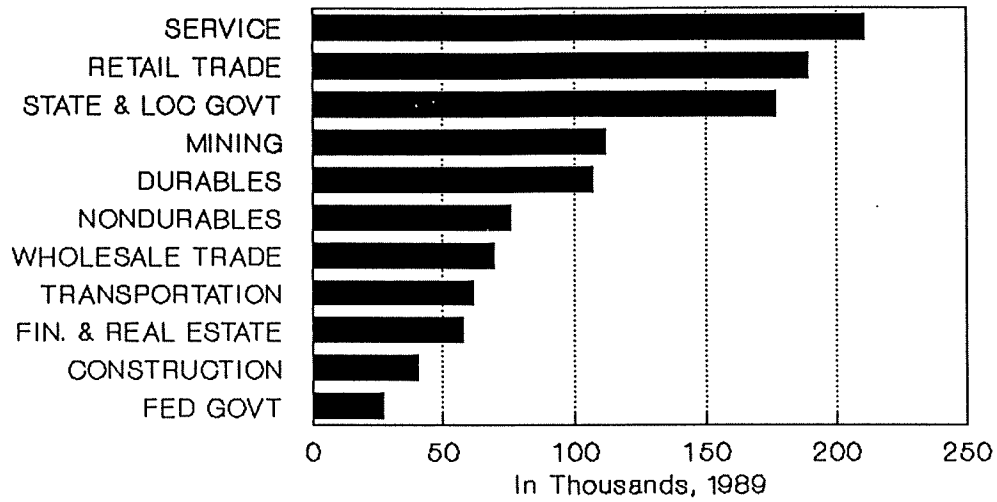
Children do not learn when they are emotionally disturbed, hungry, or without the common human needs. Increasingly, schools are having to work with parents, social agencies, police, businesses and other groups to meet the needs of children. In a few instances, the school is actually becoming a site where needed social or medical services are being provided. Examples of steps that could be undertaken to coordinate and strengthen services for children include:

- Establish ongoing contacts between KSDE and state social agencies or groups who could explore better delivery systems to meet the needs of children;
- Find ways of joint collaboration and funding of local learning community programs; and
- Encourage local district demonstration of the development of learning communities where persons of all ages receive educational, health, recreational and psychological services.

Providing new services and developing new ways of meeting educational needs will not be easy nor will it be done without commitment and an investment in people. In the long run we can continue to live beyond our means and destroy our future; or we can make the necessary short term sacrifices needed to develop the human capital that is essential for the future. Whether we will make this sacrifice is likely to depend on the degree to which we believe we have a responsibility for children, family and community. If we understand the long range outcomes, we really have no choice except to invest in our children, ourselves and our future society.

Appendices

KANSAS FORECASTS EMPLOYMENT BY SECTOR (PREDICTED)



SOURCE: Kansas Business Review, 1988

**Kansas Employment by Sector
(in thousands)**

	1986	1987	1988	1989 1st Half*
Mining	112.2	111.5	112.1	112.2
Growth Rate		-5.7	5.2	0.8
Construction	43.9	44.5	42.2	40.6
Growth Rate		1.3	-5.1	-3.8
Nondurables	73.1	73.5	74.9	75.9
Growth Rate		0.5	1.9	1.3
Durables	102.6	102.4	105.9	106.7
Growth Rate		-0.2	3.4	0.8
Transportation	62.7	61.4	61.5	61.5
Growth Rate		-2.1	0.2	0.0
Wholesale Trade	67.1	68.0	69.3	69.4
Growth Rate		1.3	1.9	0.1
Retail Trade	180.7	183.4	189.4	189.3
Growth Rate		1.5	3.3	-0.1
FIRE	54.7	56.4	57.5	57.8
Growth Rate		3.1	2.0	0.5
Services	193.7	200.8	207.6	210.8
Growth Rate		3.7	3.4	1.5
Federal Government	27.7	27.3	27.1	27.0
Growth Rate		-1.4	-0.7	-0.4
State & Local Government	166.4	170.5	171.6	177.4
Growth Rate		2.5	0.6	3.4

*Annual rates.

Source: Kansas Business Review, Vol. 11, No. 4, Summer 1988, Page 31.

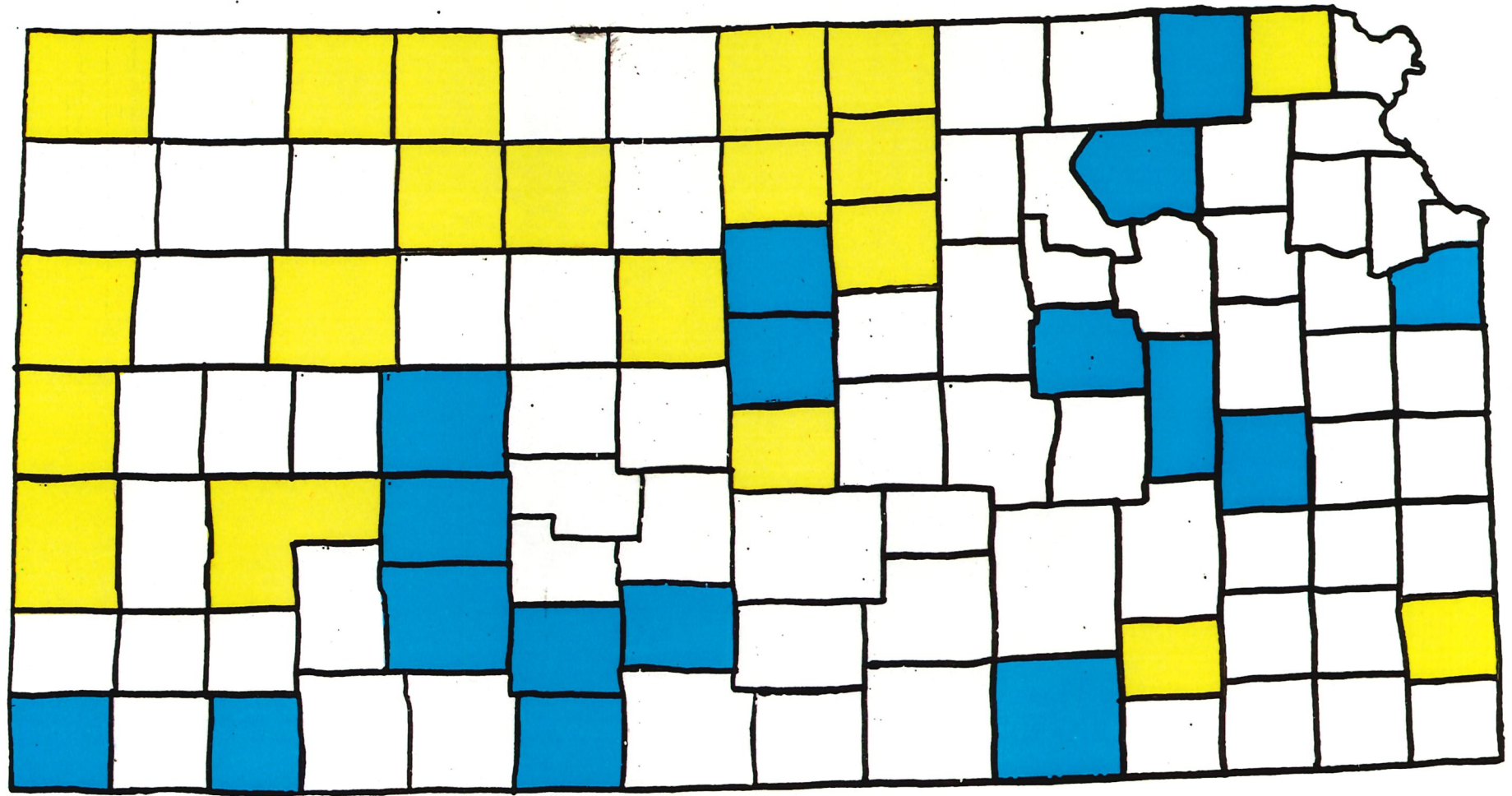
The Kansas Forecast - Summary

	1986	1987	1988	1989 1st Half*
Total Employment (in thousands)	1,169.0	1,205.0	1,232.6	1,251.1
Growth Rate	-0.8	3.1	2.3	1.5
Wage & Salary Employment (in thousands)	984.8	999.6	1,019.4	1,034.0
Growth Rate	1.8	1.5	2.0	1.5
Unemployment Rate	5.4	4.9	4.7	4.7
Nominal Personal Income (in millions)	35,631.0	37,021.0	39,117.0	40,750.0
Growth Rate	5.2	3.9	5.7	5.8
Real Personal Income (in millions of 82\$)	31,213.0	31,151.0	31,767.0	32,162.0
Growth Rate	3.0	-0.2	2.0	1.9

*Annual rates.

Source: Kansas Business Review, Vol. 11, No. 4, Summer 1988, Page 31.

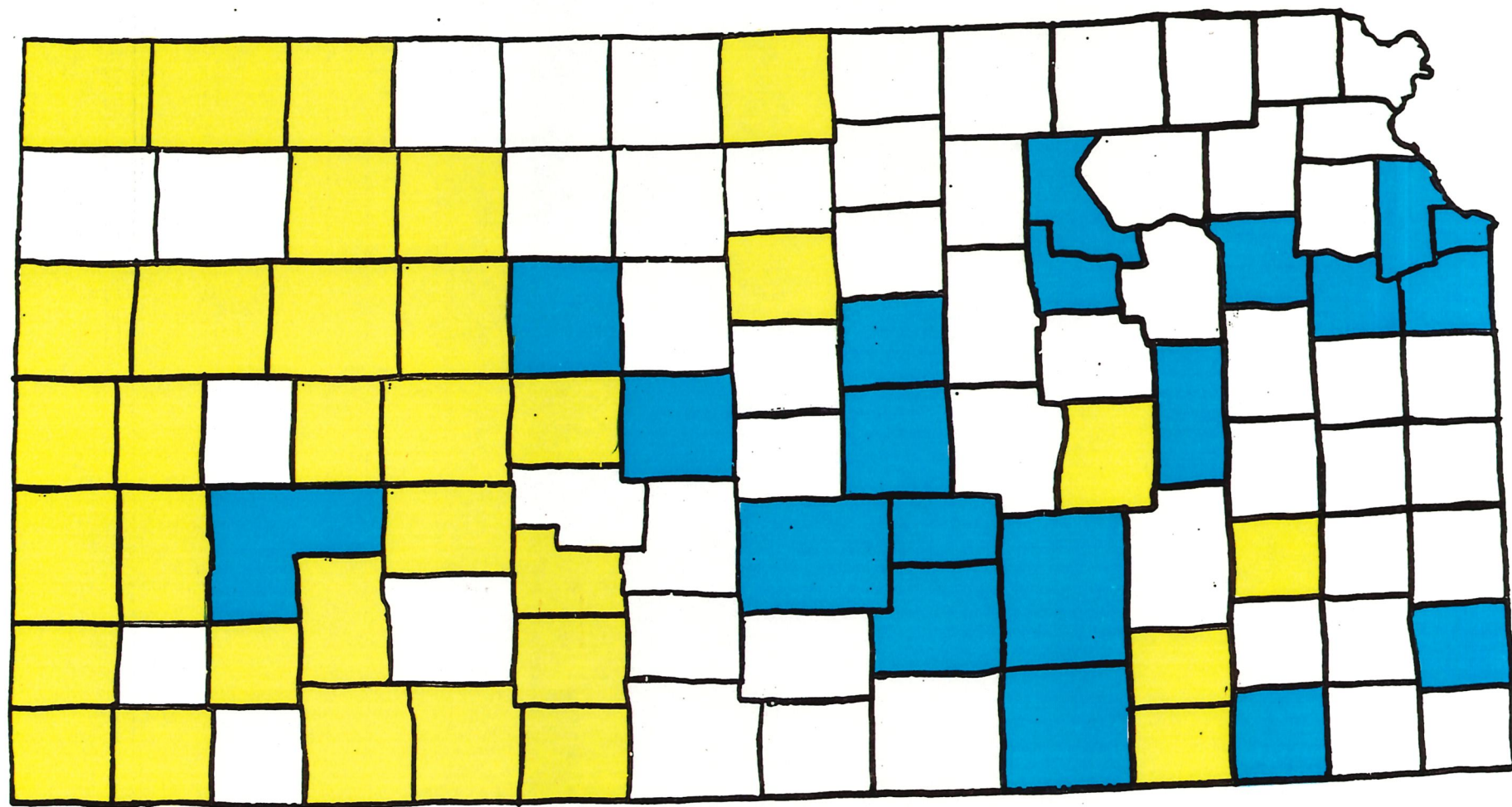
EMPLOYMENT RATES OF GROWTH: 1983-2005



 High Growth  Low Growth

SOURCE: Woods and Poole Economics, 1986

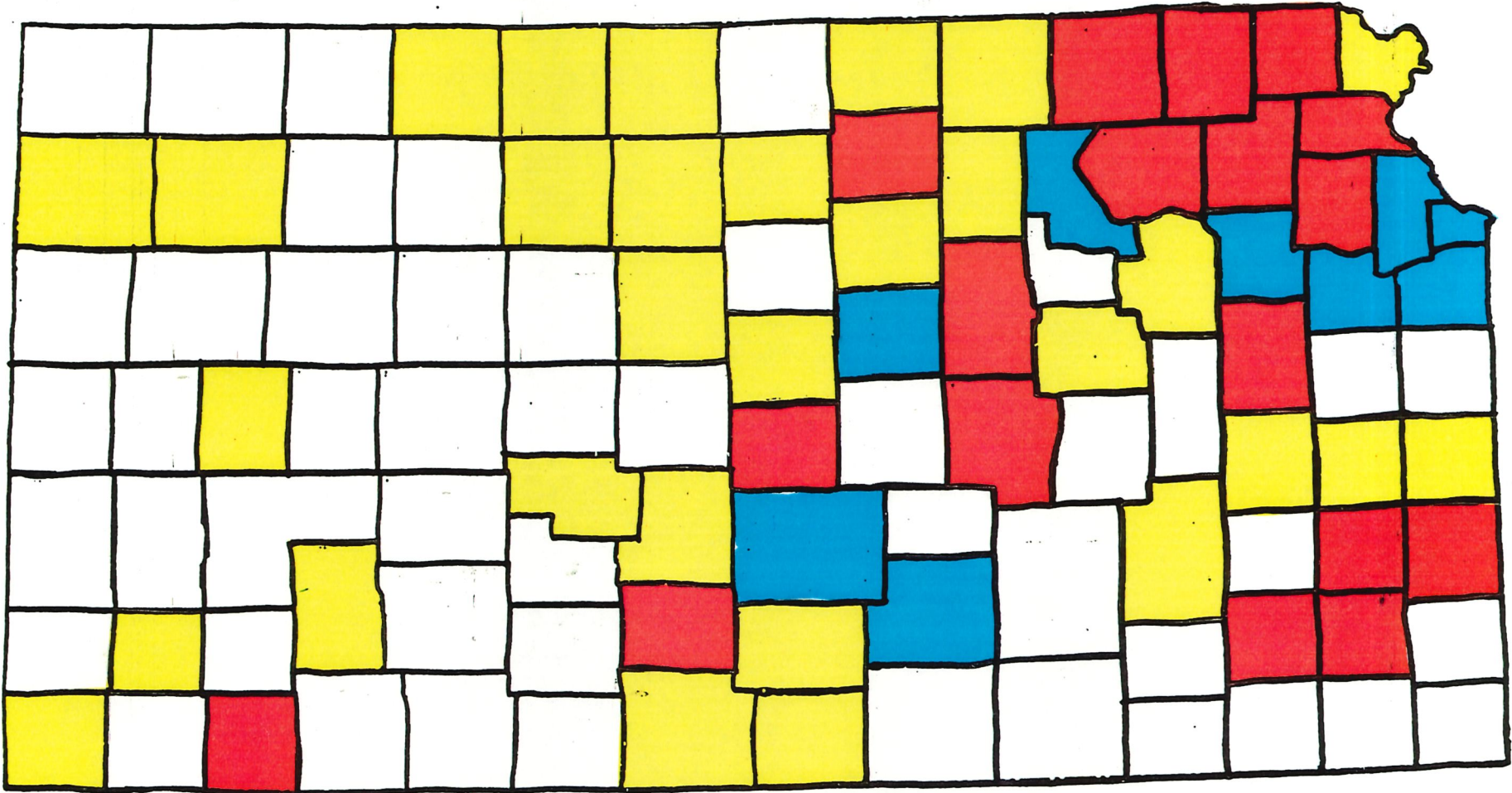
ESTIMATES OF THE NUMBER OF HOUSEHOLDS: 1985



 High Number  Low Number

SOURCE: U. S. Bureau of the Census, 1986

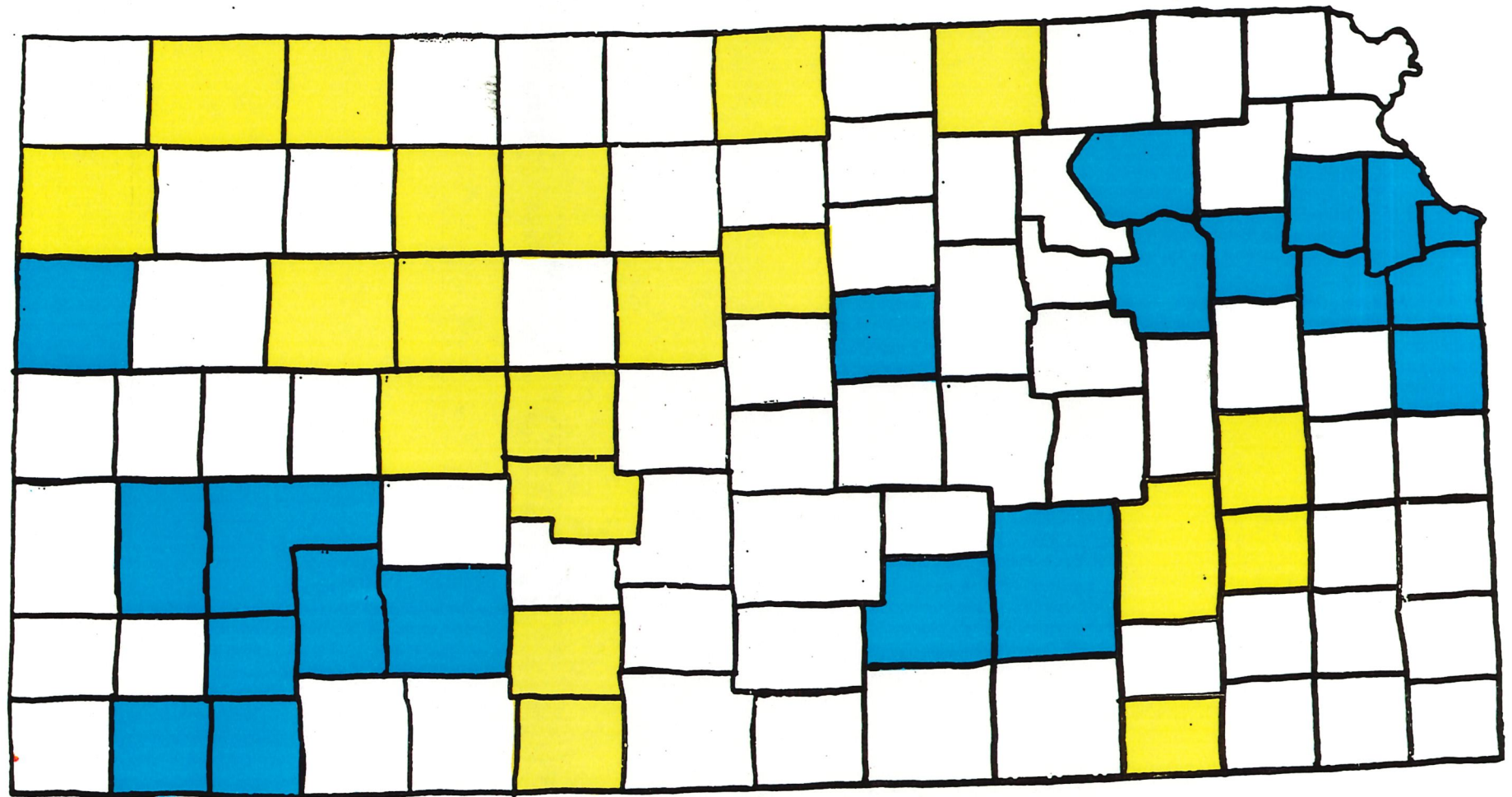
COUNTY POPULATION ESTIMATES: 1986



Greater Than 50,000 10,000-50,000
5,000-10,000 Less Than 5,000

SOURCE: U. S. Bureau of the Census, 1986

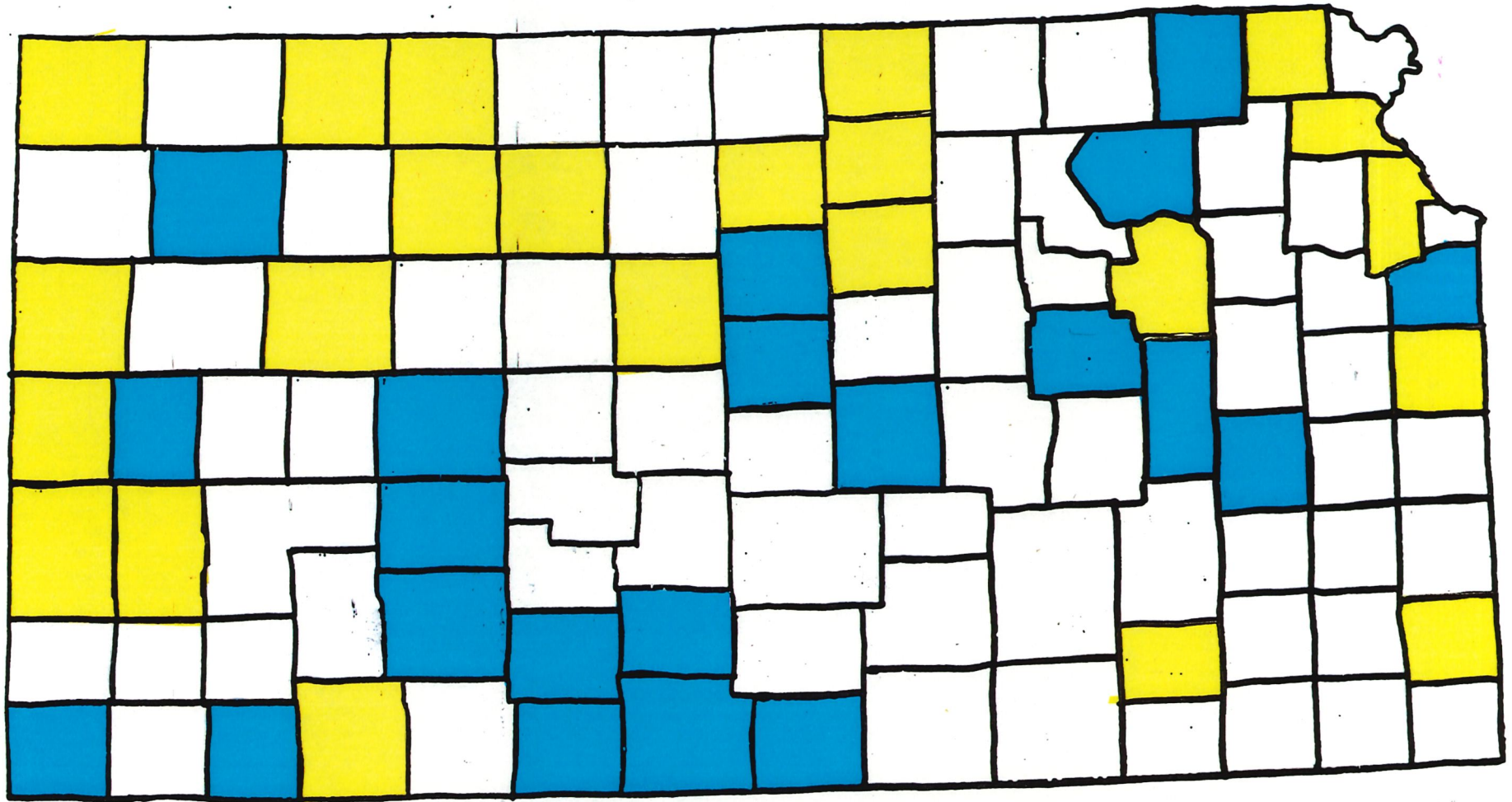
PERCENT CHANGE IN POPULATION: 1983-1987



Top Losses in Population Top Gains in Population

SOURCE: Kansas Department of Health and Environment, 1988

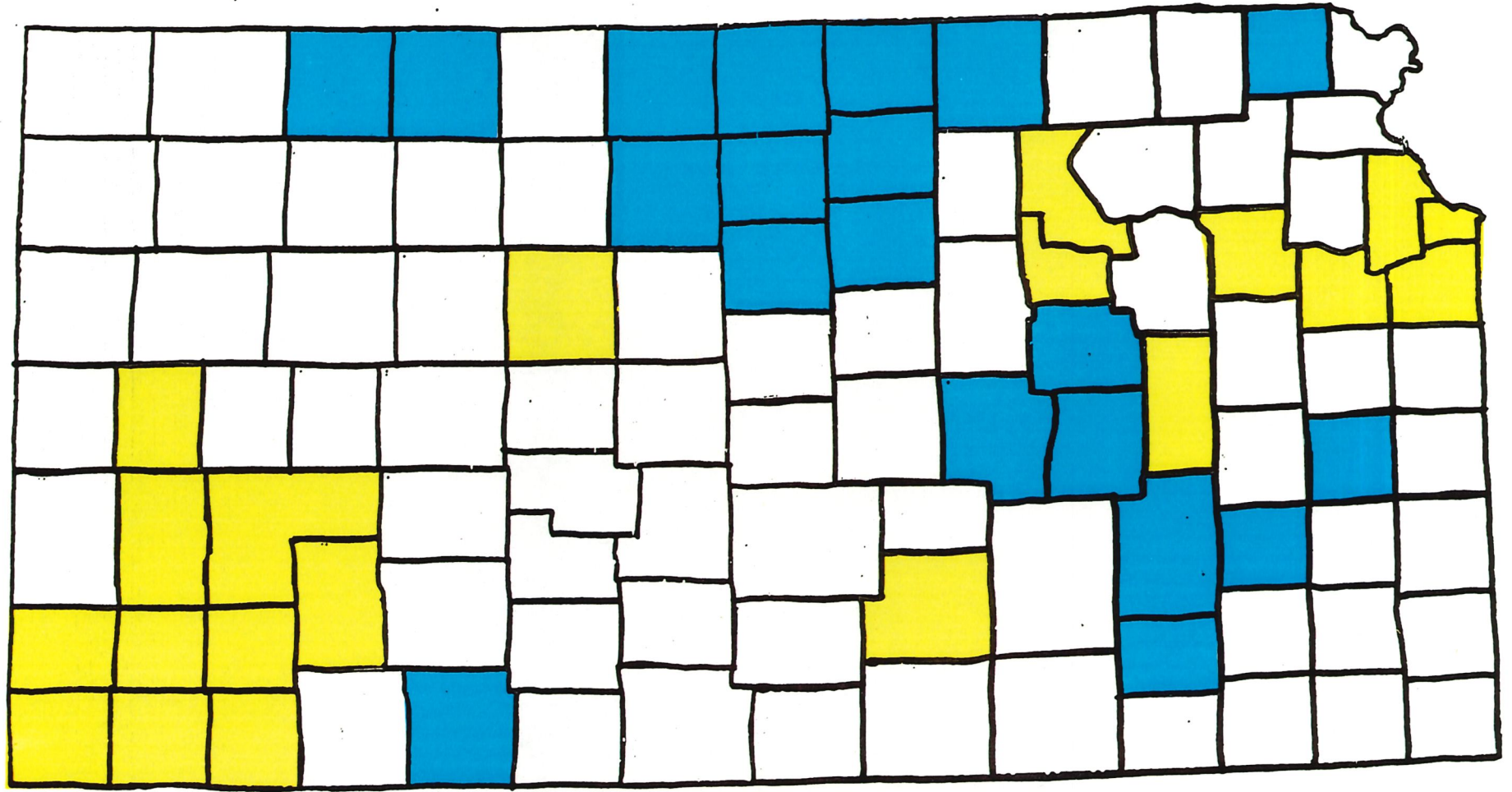
POPULATION RATES OF GROWTH: 1983-2005



High Growth Low Growth

SOURCE: Woods and Poole Economics, 1986

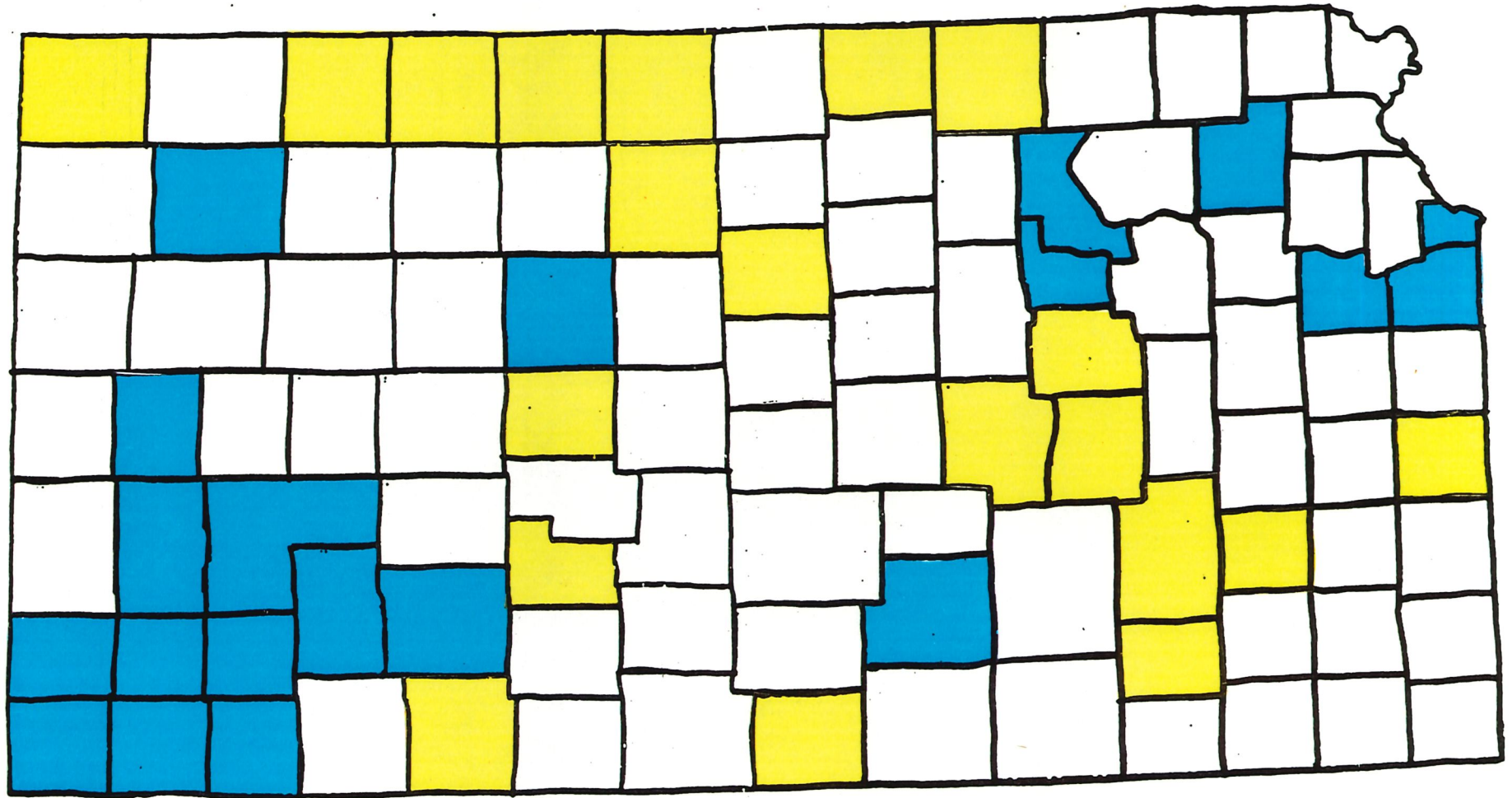
POPULATION: AGES 65 AND OVER in 2005



 High Percentage  Low Percentage

SOURCE: Woods and Poole Economics, 1986

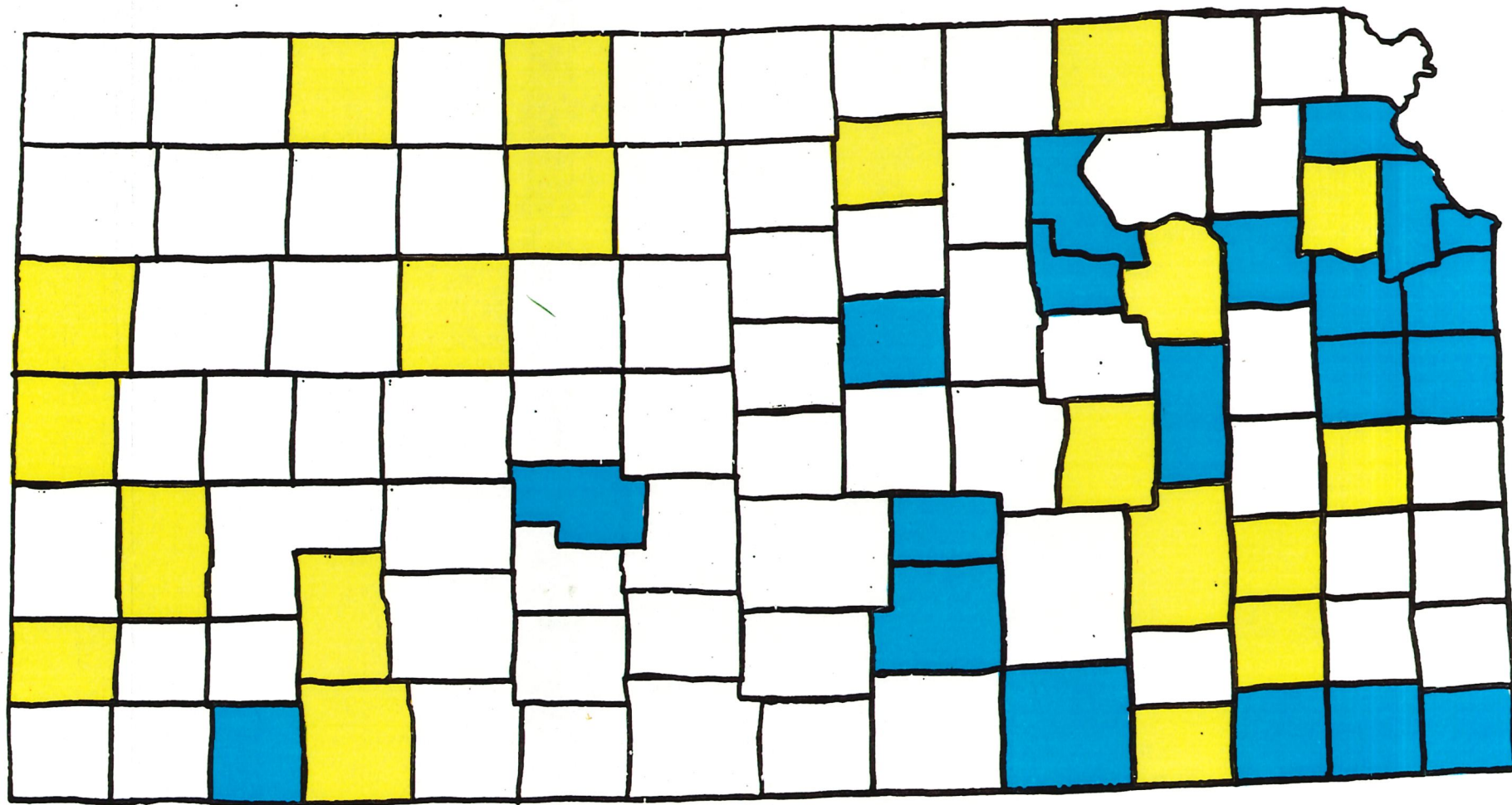
POPULATION: AGES 0 TO 19 in 2005



High Percentage Low Percentage

SOURCE: Woods and Poole Economics, 1986

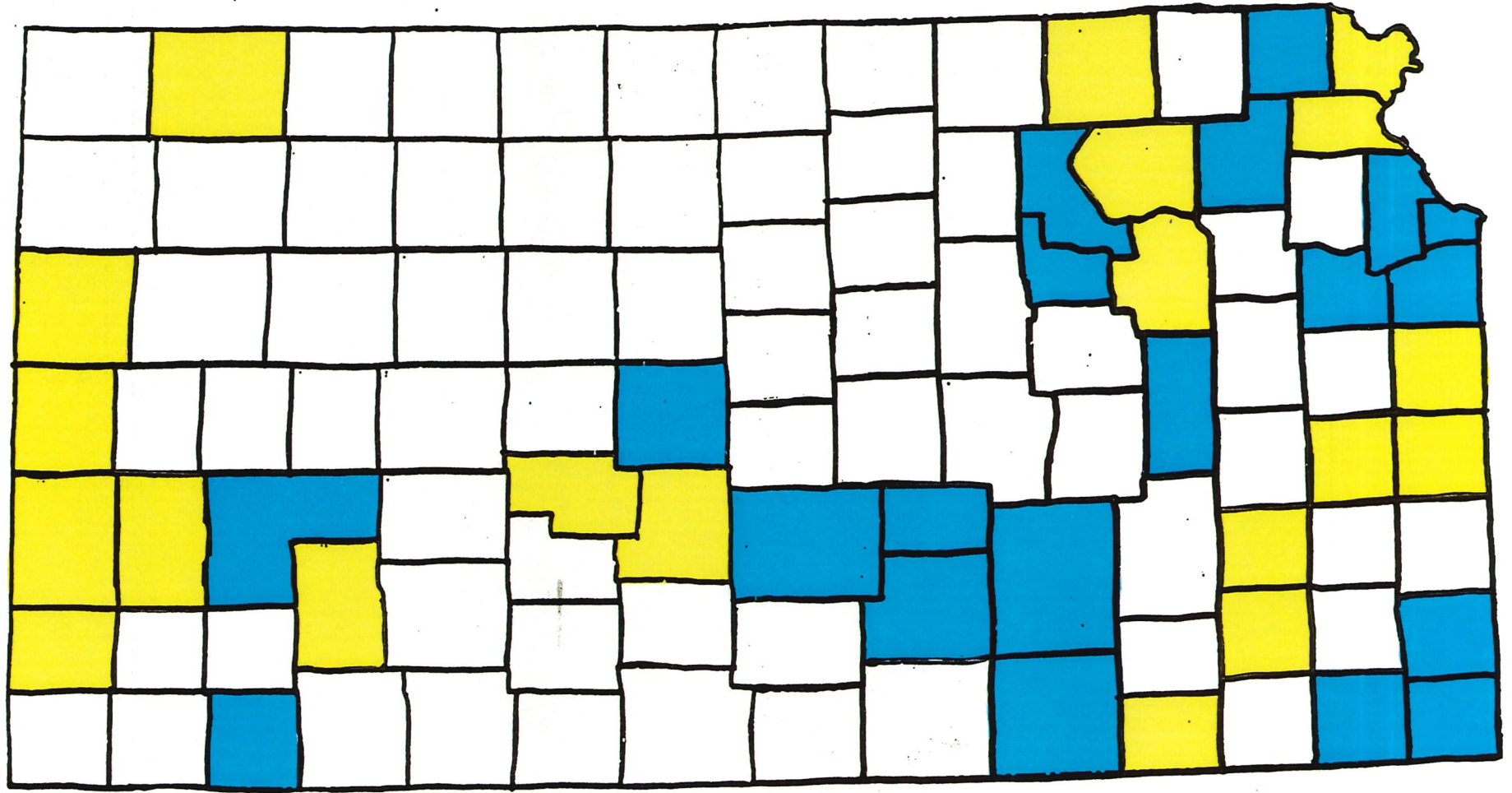
**BLACK POPULATION AS A PERCENTAGE OF
TOTAL POPULATION: 2005**



High Percentage Low Percentage

SOURCE: Woods and Poole Economics, 1986

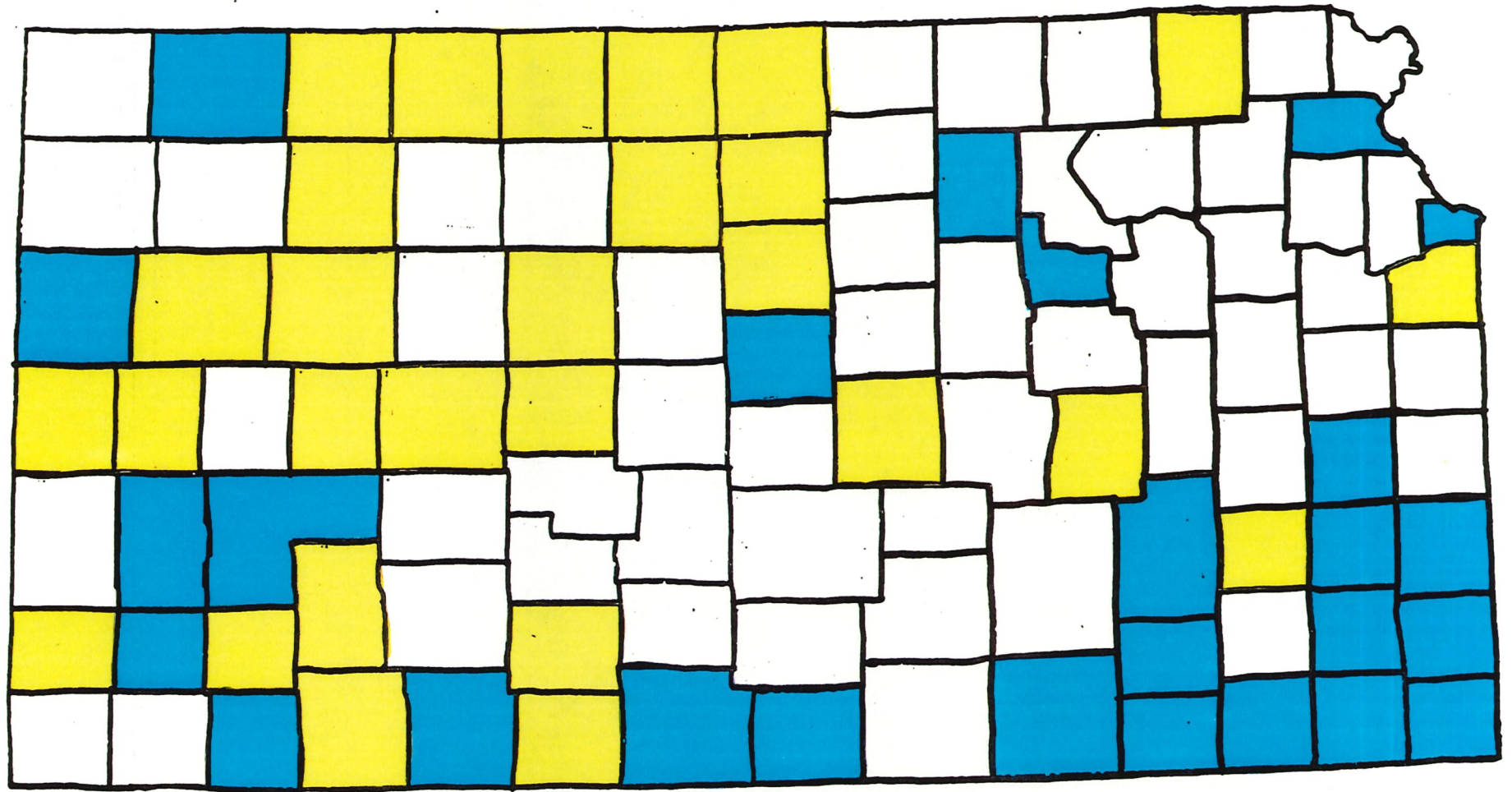
OTHER POPULATION AS A PERCENTAGE OF
TOTAL POPULATION: 2005



High Per Capita Low Per Capita

SOURCE: Woods and Poole Economics, 1986

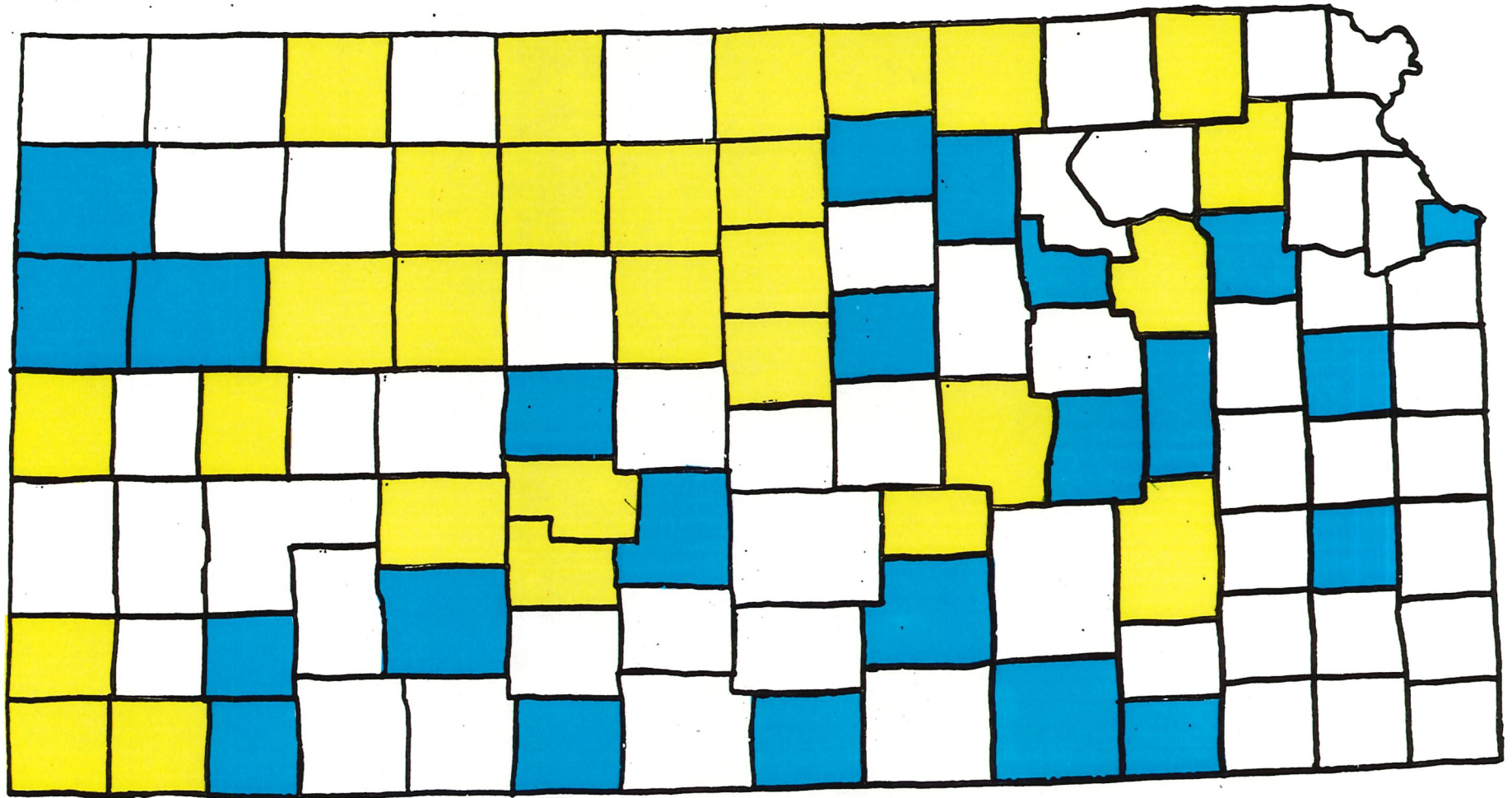
1986 TEEN BIRTHS: AGES 19 AND UNDER



High Percentage Low Percentage

SOURCE: Kansas Summary of Vital Statistics

DROPOUT RATES: 1986-1987



 High Percentage  Low Percentage

SOURCE: Kansas State Department of Education, 1988

**State and Local Spending for Education
as Percent of Personal Income**

State	Year				
	'81-'82	'82-'83	'83-'84	'84-'85	'85-'86
Colorado	7.10	6.90	6.67	6.51	6.48
Kansas	6.50	6.40	6.69	6.64	6.82
Missouri	5.50	5.40	5.53	5.37	5.36
Nebraska	7.00	7.10	7.30	7.14	6.92
North Dakota	8.20	8.00	8.03	8.05	8.56
South Dakota	7.10	6.70	7.21	6.71	7.09
Wyoming	10.60	11.20	12.73	12.81	12.55
National average	6.38	6.36	6.44	6.38	6.37

- o Kansas exceeds the national average of percent of personal income spent for education.
- o Kansas exceeds Colorado and Missouri in the average of personal income spending.

Per Capita State and Local Taxes

State	Year				
	81-'82	'82-'83	'83-'84	'84-'85	'85-'86
Colorado	1188.00	1166.00	1339.00	1448.41	1485.27
Kansas	1070.00	1129.00	1260.00	1356.68	1393.88
Missouri	843.00	931.00	1012.00	1090.59	1151.86
Nebraska	1048.00	1146.00	1232.00	1251.29	1338.16
North Dakota	1130.00	1100.00	1334.00	1357.08	1284.45
South Dakota	916.00	914.00	978.00	1042.74	1141.51
Wyoming	2547.00	2443.00	2504.00	2579.68	2627.99
National Average	1175.47	1216.27	1355.85	1465.17	1547.44

o Kansas per capita state and local taxes are slightly lower than the national average but they exceed that of several other states.

ACT College Entrance Examination Averages

State	Year					
	'80	'82	'84	'85	'86	'87
Colorado	19.6	19.6	19.7	19.7	19.9	19.9
Kansas	18.7	18.9	19.2	19.1	19.2	19.3
Missouri	18.9	18.7	18.8	18.8	19.2	19.2
Nebraska	20.0	19.9	20.1	19.7	20.0	19.8
North Dakota	18.0	17.8	17.9	18.1	18.5	18.8
South Dakota	19.3	19.1	19.2	19.3	19.9	19.6
Wyoming	19.3	19.2	19.3	19.4	19.7	19.9
National Average	18.5	18.4	18.5	18.6	18.8	18.7

o Kansas Composite ACT College Examination Scores have shown a slight but steady increase and continue to surpass the national averages.

o The state scores of Colorado, Nebraska, South Dakota and Wyoming were slightly higher than the Kansas scores in 1987.

Educational Pupil/Teacher Ratio

State	Year						
	'80	'82	'83	'84	'85	'86	'87
Colorado	18.6	18.7	18.6	19.1	18.9	18.4	18.2
Kansas	16.2	15.7	15.6	15.5	15.4	15.4	15.4
Missouri	17.9	17.0	17.4	17.0	16.8	16.5	16.4
Nebraska	15.7	15.7	15.5	15.2	15.0	15.0	15.1
North Dakota	15.6	16.8	16.6	16.6	16.3	16.2	15.3
South Dakota	16.5	15.8	15.5	14.7	14.4	14.9	15.6
Wyoming	18.3	15.0	15.2	14.2	12.6	14.4	14.0
National Average	19.1	18.9	18.7	18.5	17.8	17.9	17.8

- o The Kansas pupil-teacher ratio of 15.4 in 1987 is considerably lower than the national average of 17.8.
- o The Kansas pupil-teacher ratio is lower than three of the plains states.

Per Pupil Expenditures for Public Schools

State	Year			
	'83-'84	'84-'85	'85-'86	'86-'87
Colorado	3261	3694	4042	4107
Kansas	3361	3685	3914	4150
Missouri	2714	2872	3155	3345
Nebraska	2927	3065	3285	3437
North Dakota	3307	3020	3059	3174
South Dakota	2657	2816	2967	3190
Wyoming	4488	5333	5440	6253
National Average	3185	3457	3723	3983

o Kansas exceeds the national average of per pupil expenditures for public schools. It also exceeds many of the plains states.

**Per Capita State and Local Total Revenues,
1981-1982 to 1985-1986**

State	Year				
	'81-'82	'82-'83	'83-'84	'84-'85	'85-'86
Colorado	2120.0	2600.0	2900.0	3154.0	3395.1
Kansas	1926.0	2354.0	2573.0	2828.6	2959.9
Missouri	1471.0	1878.0	2046.0	2232.3	2413.6
Nebraska	1894.0	2915.0	3118.0	3307.3	3527.0
North Dakota	2366.0	2627.0	2986.0	3168.1	3099.7
South Dakota	1835.0	2235.0	2502.0	2508.8	2755.3
Wyoming	4617.0	5097.0	5491.0	5845.2	6035.6
National Average	2409.6	2532.7	2756.9	3016.1	3248.7

- o Kansas per capita state and local travel revenue is lower than the national average and is in the lowest half of the seven plains states.

High School Graduation Rate, 1982-1987

State	Year				
	'82	'83	'84	'85	'86
Colorado	76.3	79.2	75.4	74.0	73.1
Kansas	80.9	82.5	81.7	80.8	81.5
Missouri	75.4	76.2	76.2	76.8	75.6
Nebraska	83.6	84.1	86.3	87.4	88.1
North Dakota	87.3	94.8	86.3	90.6	89.7
South Dakota	83.9	85.0	85.5	83.6	81.5
Wyoming	78.3	81.7	76.0	82.3	81.2
National Average	69.7	73.9	71.7	71.5	

- o The Kansas 1986 high school graduation rate was 81.5 percent, a rate that has been relatively consistent over time.

**Estimated Average Salaries of
Public School Teachers: 1983-1984 to 1986-1987**

State	Year			
	'83-'84	'84-'85	'85-'86	'86-'87
Colorado	23,276	24,454	25,892	27,387
Kansas	18,313	21,121	22,644	23,427
Missouri	17,521	20,452	21,974	23,468
Nebraska	17,399	19,848	20,939	22,063
North Dakota	18,774	20,090	20,816	21,284
South Dakota	15,592	17,356	18,095	18,781
Wyoming	23,822	26,398	27,224	28,103
National Average	20,603	23,595	25,313	26,551

- o The average salary in 1986-1987 for Kansas teachers was \$23,427 which was about \$3000 lower than the national average.
- o The Kansas average teacher salary was higher than that of Nebraska, North Dakota and South Dakota.

**Higher Education State Enrollemts by Race/Ethnicity
1986**

State	Total	A.I.	Asian	Black	Hisp	White	Foreign
CO	181866	1536	4234	4568	16848	149780	4900
KS	143306	1679	1811	6477	2428	126611	4300
MO	246185	669	3447	18499	2361	216229	4980
NE	100401	680	833	2744	1098	93090	1956
ND	37311	1468	171	241	125	34356	950
SD	30935	1574	92	190	96	28322	661
WY	24357	277	123	243	545	22717	452
National Total	12500798	90133	448222	1080899	623591	9914183	343770

Source: Chronicle of Higher Education, March 9, 1988, p. A35.

Population Estimates: 1986

State	Population	<u>Age Group</u>			
		5 and Under	5-17	18-64	Over 65
Colorado	3,296,000	8.2	18.3	64.5	9.0
Kansas	2,476,000	7.8	18.4	60.4	13.4
Missouri	5,103,000	7.3	18.5	60.5	13.7
Nebraska	1,594,000	7.8	18.9	59.7	13.6
North Dakota	672,000	8.5	19.4	59.1	13.0
South Dakota	709,000	8.5	19.5	58.0	14.0
Wyoming	490,000	9.3	21.1	61.1	8.5
Region Total	14,340,000				
Region Average	3,261,506	7.8	18.7	61.1	12.4
National Total	243,400,000				
National Average		7.5	18.7	61.7	12.1

Source: Brizius & Foster, 1988

Population Changes: 1980-1986

State	Population	Ages 0-4	65 and Older
Colorado	3,296,000	23.200	18.900
Kansas	2,476,000	6.800	7.700
Missouri	5,103,000	4.500	7.000
Nebraska	1,594,000	1.700	5.700
North Dakota	672,000	5.100	9.600
South Dakota	709,000	1.900	8.400
Wyoming	490,000	5.200	14.500
Region Total	14,340,000		
Region Average		8.8	10.2
National Total	243,400,000		
National Average		10.9	14.2

Source: Brizius & Foster, 1988

Median Population Age: 1986

State	Median Age
Colorado	30.8
Kansas	31.7
Missouri	32.4
Nebraska	31.6
North Dakota	30.3
South Dakota	31.0
Wyoming	29.1
Unweighted Region Average	31.0
National Average	31.7

Source: Brizius & Foster, 1988