

Approved January 24, 1989  
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by SENATOR JOSEPH C. HARDER at  
Chairperson

1:30 ~~am~~/p.m. on Tuesday, January 17, 1989 in room 123-S of the Capitol.

All members were present except:

Committee staff present:

Mr. Ben Barrett, Legislative Research  
Ms. Carolyn Rampey, Legislative Research  
Ms. Avis Swartzman, Revisor's Office  
Mrs. Millie Randell, Secretary

Conferees appearing before the committee:

Mr. Craig Grant, Director of Political Action, Kansas-National Education Association  
Ms. Connie Hubbell, Chairman, Kansas Board of Education  
Ms. Pat Baker, Associate Director/Legal Counsel, Kansas Association of School Boards  
Dr. W. Merle Hill, Executive Director, Kansas Association of Community Colleges

After calling the meeting to order, the Chairman welcomed new and former members of the Education Committee and introduced members of the staff.

The Chairman called upon Mr. Craig Grant, K-NEA, who stated that although his organization did not have any requests for Committee bills at this time, it would be studying and following the school finance issue and its impact on Kansas education. Mr. Grant had the following booklet available for distribution to the Committee: "Education at a crossroads: Creating opportunities for Kansas' future leaders" (Attachment 1), which had been prepared by the Kansas-NEA and which, he said, should be useful information to the Committee members.

The Chairman informed the Committee of two booklets that had been distributed to members at the request of Dr. Jack Skillett, Dean of The Teachers College at Emporia State University. The booklets are titled: "Number of Teachers Prepared in Kansas Higher Education Institutions - A Special Report" (Attachment 2), and "Tenth Annual Survey, Teacher Supply and Demand in Kansas Public Schools" (Attachment 3).

The Chairman called upon Ms. Connie Hubbell, Chairman, State Board of Education, who explained the State Board's request for three bills (Attachment 4) for introduction by the Committee. Actions taken on these bill requests are as follows:

Senator Karr moved, and Senator Frahm seconded the motion that the Committee introduce a bill relating to the Coordinating Council on Early Childhood Development Services, as explained by Ms. Hubbell. The Chairman announced that the motion had carried and that the bill would be introduced with the request that it be referred back to the Committee.

Senator Allen moved, and Senator Frahm seconded a motion that the Committee introduce a bill relating to the Kansas Commission for the Deaf and Hearing Impaired, as requested by the State Board of Education. The Chairman announced that the motion had carried, and he would request that the bill be referred back to the Committee.

Senator Parrish moved, and Senator Frahm seconded the motion that the Committee introduce a bill relating to Homeless Youth, as requested by

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

room 123-S, Statehouse, at 1:30 ~~am~~/p.m. on Tuesday, January 17, 1989

the State Board of Education. The Chairman announced that the motion had carried and that the Committee would introduce the bill with the request that it be referred back to the Committee.

Ms. Pat Baker, KASB, related that her association is requesting that the Committee introduce and consider legislation which would, if needed, delay the date of automatic impasse in 1989. (Attachment 5) Senator Montgomery moved, and Senator Kerr seconded the motion that a bill as described by Ms. Baker be introduced by the Committee. The Chairman announced that the motion to introduce the bill had carried, and he would request that the bill be referred back to the Committee.

Dr. W. Merle Hill, KACC, explained his organization's request for two Committee bills as found in Attachment 6.

Senator Allen moved, and Senator Karr seconded the motion to introduce a Committee bill relating to Increased Funding for Remedial/Developmental Education, as described by Dr. Hill. The Chairman announced that the motion had carried, and he would request that it be referred back to the Committee.

Senator Anderson moved, and Senator Karr seconded the motion that the Committee introduce a bill relating to a Customized Training Fund to Assist Economic Development Efforts, as described by Dr. Hill. The Chairman announced that the motion had carried, and he would request that the bill be referred back to the Committee.

Ms. Denise Apt, Education Advisor to the Governor, responded to the Chairman that the Governor had no bill requests at this time.

In response to a Committee request, the Chairman asked members of the Research and Financial Staffs to prepare for the Committee certain statistical data to be used by the Committee for comparison purposes. Committee suggested that this data include information relating to: state dollars spent through the school finance formula, student population, special education, vocational education, and transportation. Mr. Dale Dennis, State Department of Education, replied that staff would be able to prepare the information requested on USD's in Kansas and that it would be forthcoming soon.

The Chairman adjourned the meeting.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 123-S DATE: Tuesday, Jan. 17, 1989

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Jim Caterer	11902 W. 143rd Terr.	K. M. E. A.
Merle Hill	Topeka	KACC
Mary Ellen Simon	Topeka	26. of Women Voters
Kathryn Dysart	Wichita	USD 259
Prof. A. Miller	Wichita	NEA - Wichita
Gerald Anderson	Topeka	USA
Chris Graves	Topeka	ASK
Dave Eye	Topeka	A.S.K.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 123-S DATE: Tuesday, Jan. 17, 1989

GUEST LIST

NAME

ADDRESS

ORGANIZATION

Craig Grant

Topetra

K-NEA

Pat Baker

Topoka

KASB

Denise Apt

"

Gov. office

Jim Yanally

Overland Park

USD #512

Connie Huesel

Topoka

St. Bd. of Ed.

Bill Curtis

Topoka

KASB

Pat Mel

" "

D.B.

# Education at a crossroads: Creating opportunities for Kansas' future leaders

Prepared by the Kansas-National Education Association



Kansas-NEA, 715 W. 10th, Topeka, Ks. 66612 (913) 232-8271

Education

1/17/89

Attachment 1

# Table of contents

<b>Introduction</b>	<b>3</b>
<b>Chapter 1: Opportunities for school finance</b>	<b>4</b>
<b>Chapter 2: Creating opportunities for all children</b>	<b>12</b>
<b>Chapter 3: Opportunities for higher education</b>	<b>17</b>
<b>Appendix A: Past and present education reform</b>	<b>19</b>
<b>Appendix B: Kansas-NEA's 1989 Legislative Program</b>	<b>21</b>

# Introduction

“Education Reaches a Crossroads in Kansas.” This statement could be an accurate description of the state of education in Kansas. Recent legislative and constitutional changes which require reappraisal and classification of all real property will have the greatest impact on Kansas education since the enactment of the School District Equalization Act in 1973. The changes anticipated in the value of real property will greatly affect the distribution of state aid to local school districts. These massive shifts in state aid will present both a real and a political challenge to state and local government entities when the system is implemented in 1989.

Many legislators and educators have expressed concerns about the enormous problems reappraisal and classification will bring to the state. Kansas-NEA prefers to take a different approach — an approach which looks at the situation as an opportunity. As the education leader in Kansas, K-NEA believes that we now have an opportunity to structure a finance act, to restructure our schools to meet the challenges of the 21st century, and to provide programs which meet the needs of our at-risk children. As professionals who touch the lives of children each day, we hope this "opportunity" to build on our good education system will not be missed.

This report attempts to review school finance and Kansas educational reform issues over the past several years and to suggest improvements in our funding systems and in our learning environment for Kansas students. We hope it provides information that is useful and enlightening.

# Chapter 1: Opportunities for school finance

When the current School District Equalization Act (SDEA) in Kansas was passed in 1972, the Act was heralded as an excellent attempt to “equalize” the ability of local schools to finance educational programs. No matter what its wealth, a school district could provide educational opportunities to its students equal to those of other districts in the state if it chose to make the same taxing effort (local effort) as other districts spending at the same level. Kansas realized at this time that expenditures per pupil were not the same and that equal spending was not necessary for “equality of opportunity.”

The equality which the Legislature chose to establish was equality within schools of similar size. Enrollment categories were established and schools were then compared to schools of similar size. Budget limitations were established which allowed districts spending below the median in budget per pupil to increase expenditures at a faster rate per pupil than those spending above the median. A range of 5% to 15% increases in budget per pupil was established by law, subject to yearly amendment by the Legislature. The goal was to equalize expenditures per pupil within budget categories as much as possible.

Additionally, a formula for distribution of state aid to education was established and based on the property values and individual income levels of the individual school district. Determination of state aid was predicated on this formula.

Kansas-NEA commissioned a study in 1988 by MPR Associates of Berkeley, California to analyze school finance equity in Kansas from the beginning of the law to the present. MPR chose four points in time — 1972-73, 1977-78, 1982-83 and 1985-86

— to examine the effects of the SDEA. The findings were that in each enrollment category wealth per pupil became more unequal between 1972-73 and 1985-86 (see figure 1). Conversely, spending per pupil differences narrowed between 1972-73 and 1985-86 (see figure 2).

Throughout the existence of the SDEA, in spite of the fact that there have been increasing disparities in wealth per pupil, there have generally been high levels of equity in spending per pupil. This fact would suggest that the basic expenditure equalizing method included in the SDEA has worked reasonably well.

One problem noted is that there appears to have been a reversal in the trend in medium and large districts in the state since 1982-83. An explanation of this reversal could very well be the reduction in range of budget per pupil increases (budget limitations) which have been passed since 1983. Low spending districts have not been allowed to increase spending much more per pupil than high spending districts. This low range, if continued, will continue to reverse whatever equity was gained in the early years of the SDEA. (Adjustments from the original three enrollment categories to five may have had a minor effect on these numbers.)

Underfunding the SDEA formula has also had a dampening effect on equalization. With state aid and local property taxes being the major sources of funding for elementary and secondary schools, any lowering of the state’s share of expenditures increases the property taxes within a district. When faced with increasing taxes at the local level, local boards of education are not as likely to budget their maximum authority. Unused budget authority is at an all time high in the state, mostly because boards have not wanted to increase taxes. This is especially the case in districts having little wealth per pupil—thus a greater disequalization in spending is realized.

This malady and its basic causes will not be diminished by the recent changes to the state property tax system in Kansas. As explained in the subsequent sections, dramatic changes appear to be imminent.



Figure 1.

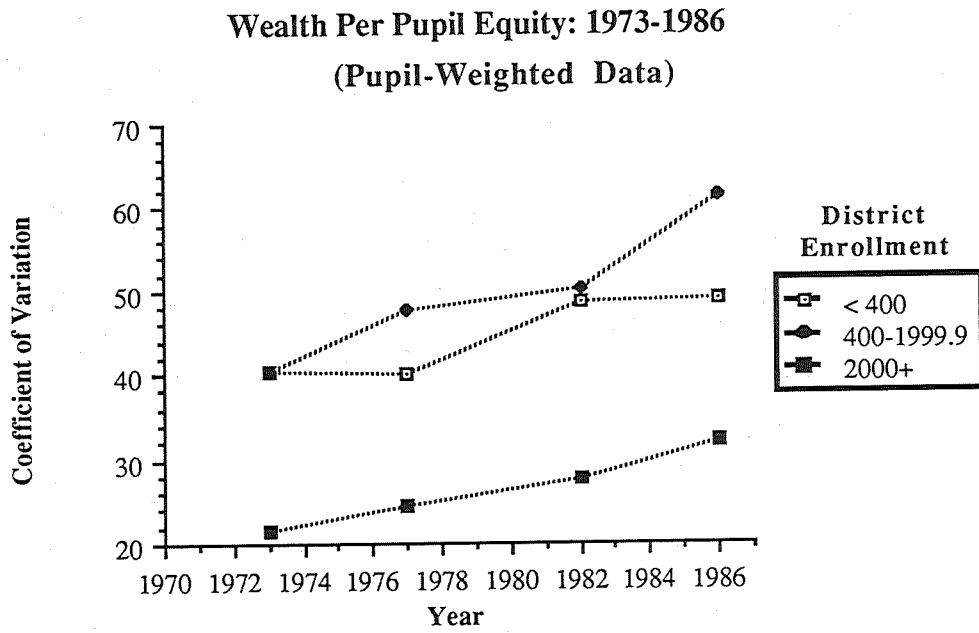
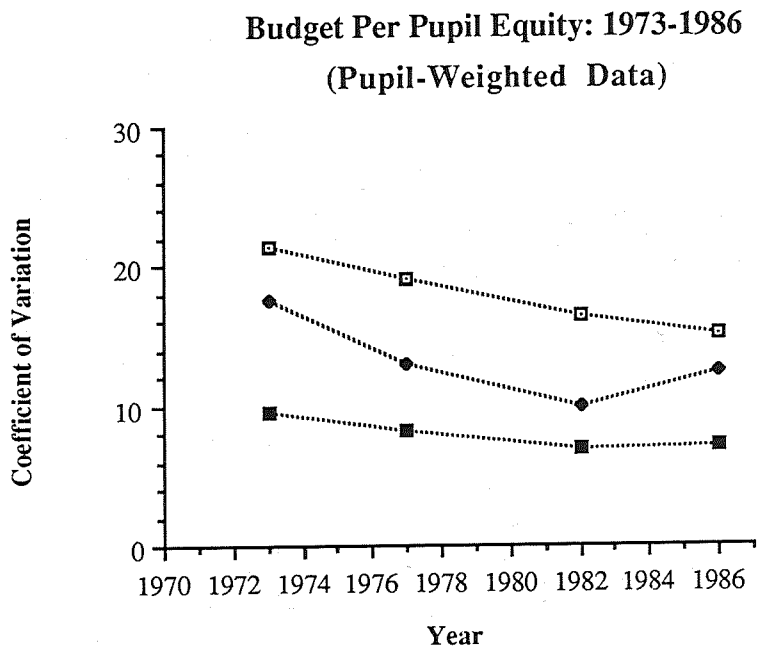


Figure 2.



## Reappraisal and classification: Ramifications for school finance

Statewide reappraisal and the classification and differential assessment of property will become a reality in 1989. The preliminary numbers and calculations will not be available until March of 1989. Lawmakers will then have a short time to study the changes and formulate policy decisions to deal with the consequences.

The major question which will be answered in March is which districts increase their property wealth and which decrease in wealth. Since wealth is inversely related to state aid under the SDEA, wealth gains and losses translate into differences in state aid for education. Reappraisal and classification, separately and together, will cause dramatic changes in the distribution of state aid.

In order to estimate the size of the changes, MPR Associates generated a computer simulation (using 1986 property data) to predict changes in district wealth under reappraisal and classification. The results of the study show that generally small rural school districts will become relatively poorer and, therefore, receive greater state aid; large urban districts will become relatively more wealthy and, therefore, receive less state aid. Although individual district results would not be reliable, broad trends of certain size districts do describe the likely consequences for schools in Kansas.

The data indicate that the 32 smallest districts will experience a decline in property wealth of more than \$4 million which would result in an increase of approximately \$900 per pupil in state aid (see figure 3). Conversely, the largest 12 school districts, with enrollments of 5,000 or more, would experience a \$20 million increase in property wealth (excluding Shawnee Mission which receives no general state aid) and could lose an average of \$150 per pupil in state aid (see figure 4).

These largest 12 school districts have approximately 41% of the statewide enrollment. Since losses in state aid are not uniform, some districts could lose more than \$9 million (Wichita) while others would lose less than \$250,000 (Hutchinson). If these districts are to maintain current levels of

expenditures, they will need to increase local property taxes significantly.

The precise magnitude of the changes described above will be different when the final numbers are calculated; however, it is evident that rural districts will gain state aid while large urban districts will lose state aid. Other studies have confirmed these findings.

**Figure 3.**

### Net Change in Pupil-Weighted Computational Property Tax for the 32 Smallest Enrollment Districts

(Enrollment Under 200).

Total 1986 Enrollment	Sum of Tax Changes	Change Per Pupil
4780.8	(\$4,478,533)	(\$937)

(Indicates this amount more in state aid)

**Figure 4.**

### Net Change in State Aid for Large Districts

(Enrollment 5000 or more)

District	Change per pupil
Hutchinson	-46.11
Southeast Johnson Co.	-500.50
Garden City	-99.38
Manhattan	20.08
Junction City	-41.95
Salina	-115.81
Lawrence	-272.87
Olathe	-292.41
Topeka	-39.63
Kansas City	-30.37
Wichita	-226.17

## Summer and Fall activities - SDEA

This summer and fall many educational associations and governmental groups studied the ramifications of reappraisal and classification on school finance. Kansas-NEA, the United School Administrators, and the Kansas Association of School Boards all had task forces to search for changes which would be acceptable to those organizations. Representatives of these groups were invited to serve on a finance subcommittee of the Governor's Public School Advisory Council. A legislative interim study committee met and recommended amendments to the SDEA for consideration by the 1989 Legislature.

The Governor's finance subcommittee, with representatives from the major education organizations, reported consensus on the following in its report to the Governor:

1. Timing. The council recommended that the 1989 session address all issues and not delay changes in SDEA to some future year;

2. District wealth. The council recommended that appropriate district wealth should be measured by adding the assessed valuation of a unified school districts to the individual taxable income of resident taxpayers;

3. Income tax rebate and deduction. The council recommended the continuation of the income tax rebate at 20% while discontinuing any deduction of the income tax rebate in any new formula;

4. Enrollment categories. The council recommended continuing the present enrollment category system with adjustments in the median budget per pupil in the fourth enrollment category;

5. Budget limits. The council recommended the continuation of the concept of variable budget limits and retaining a 3 to 1 ratio between upper and lower budget limits. For 1989-90 it recommended at least an 8% increase in school district budgets;

6. Unused budget authority. The council recommended greater access by school districts to

present unused budget authority;

7. Funding. The council recommended moving toward the goal of at least 50% state funding for local school district general fund operation. For 1989-90 it recommended an infusion of at least \$100 million in SDEA assistance;

8. Categorical aids. The council recommended continuing the present system of categorical aid to districts for targeted state purposes and the funding of 100% by the state for these programs;

9. Incentive grant programs. The council recommended an incentive grant program which would encourage local schools to adopt innovative educational practices on a pilot basis;

10. State general fund transfers. The council recommends that the state not use state general fund dollars for special fund purposes which have been traditionally funded by user fees.

These recommendations were presented to the Governor for his consideration in formulating the new state budget.

The interim legislative panel spent several months studying school finance. Only some issues were addressed in its final report. Significant recommendations were:

1. District wealth should be averaged over a two-year period;

2. The income tax rebate should not be deducted from state aid;

3. Districts spending below the median in budget per pupil should have greater access to unused budget authority;

4. The fourth enrollment category should have its median budget artificially increased for two years;

5. Districts receiving less state aid in 1989-90 than in 1988-89 should have the state make up 50% of the difference;

6. An incentive grant program should be established with a \$5 million pool of money;

7. Early deadlines for resolution of school finance should be eliminated;

8. The goal of 50% state funding was adopted as a stated goal of the committee.

Since budget limits and funding limitations

were not dealt with during the interim, several key questions have yet to be decided in addition to the controversy which undoubtedly will arise on the issues already recommended by the interim committee.

## Kansas-NEA's recommendations for school finance

Kansas-NEA believes that the 1989 legislative session provides state government with an opportunity to provide for the needs of our schools in Kansas. Schools must be able to be flexible to provide different school experiences for students with varying needs. It is easy to become provincial and only be interested in "my" school; however, Kansas-NEA believes that the state Legislature and governor have a constitutional responsibility to provide a sound education for all school children in the state—regardless of whether they live in a "rich" or "poor" district.

With this philosophy in mind, Kansas-NEA proposes that all schools be able to increase their budgets to keep pace with inflation, while districts below the median expenditure within their enrollment category be able to increase their budgets at a significantly higher level. If we are to keep property taxes at a low level and compensate for the dramatic shifts in property valuation, **the state should put a minimum of \$125 million into the SDEA formula.** This would move the state's share of general fund expenditures much closer to 50% - which is the appropriate level.

Kansas-NEA has also made recommendations on the following:

1. K-NEA supports the 100% funding of the excess costs of special education and 100% funding of transportation;
2. K-NEA supports school districts having greater access to unused budget authority;
3. K-NEA supports the continuation of en-

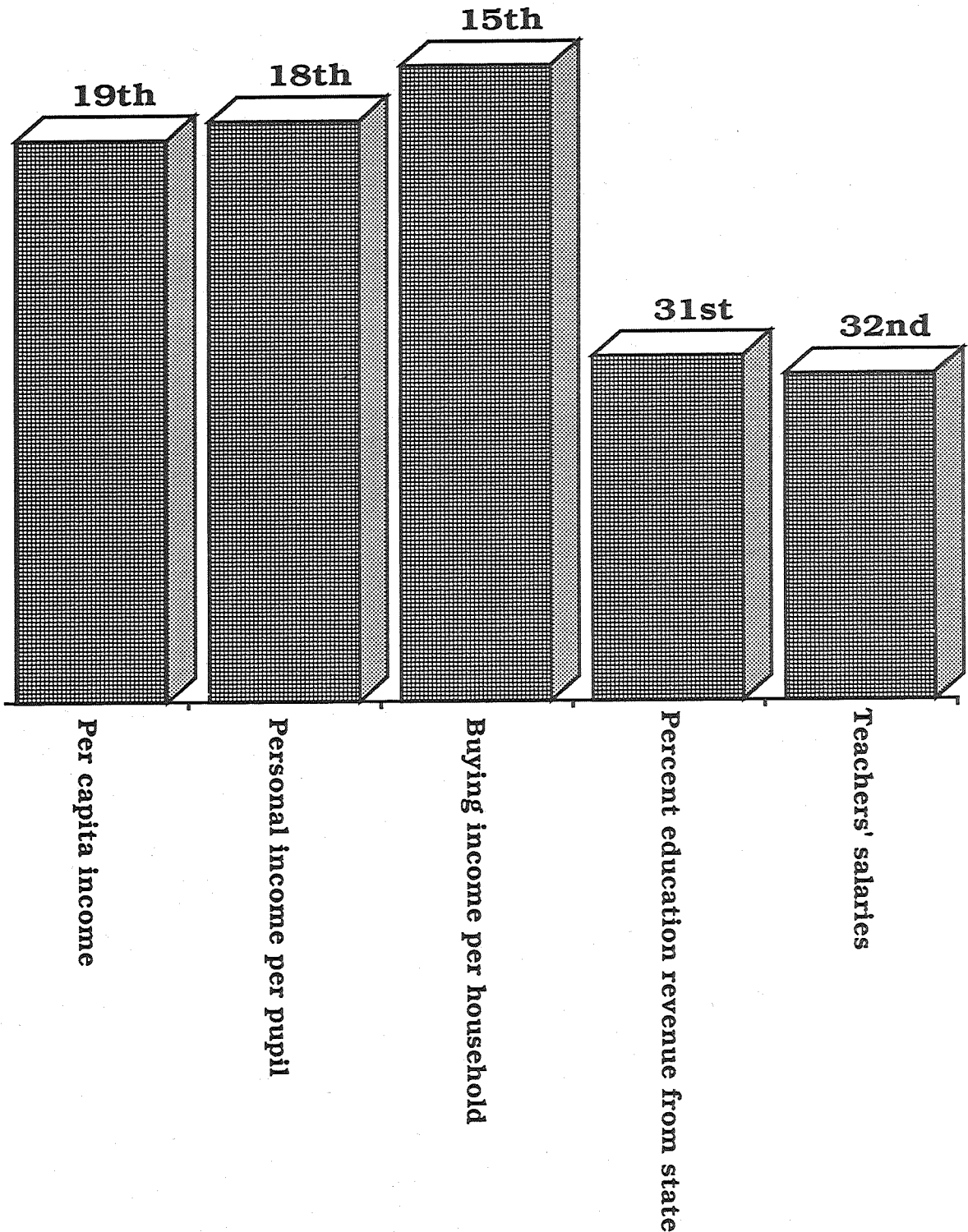
rollment categories and can support the artificial increase of the median budget per pupil of the 4th enrollment category;

4. K-NEA supports the establishment of incentive grant programs to encourage schools to adopt innovative programs, especially programs for at-risk youth, and building-based education;

5. K-NEA supports the continuation of the 20% income tax rebate and the elimination of the deduction of the income tax rebate in any new formula.

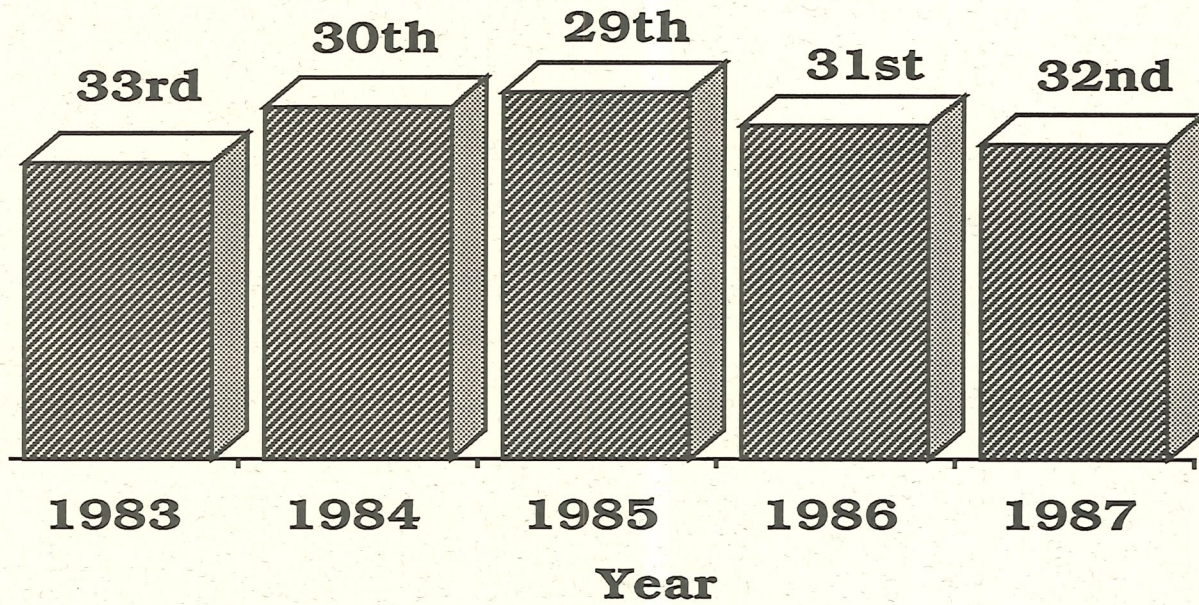
These recommendations, and others of a more procedural nature, have been and will again be presented to the Governor and the Legislature for their consideration. Kansas-NEA will work diligently in the 1989 session — working with the other educational groups — to develop a School District Equalization Act which will offer the best education possible for the Kansas citizens of the 21st century.

# Kansas' national rankings: Economic indicators and education

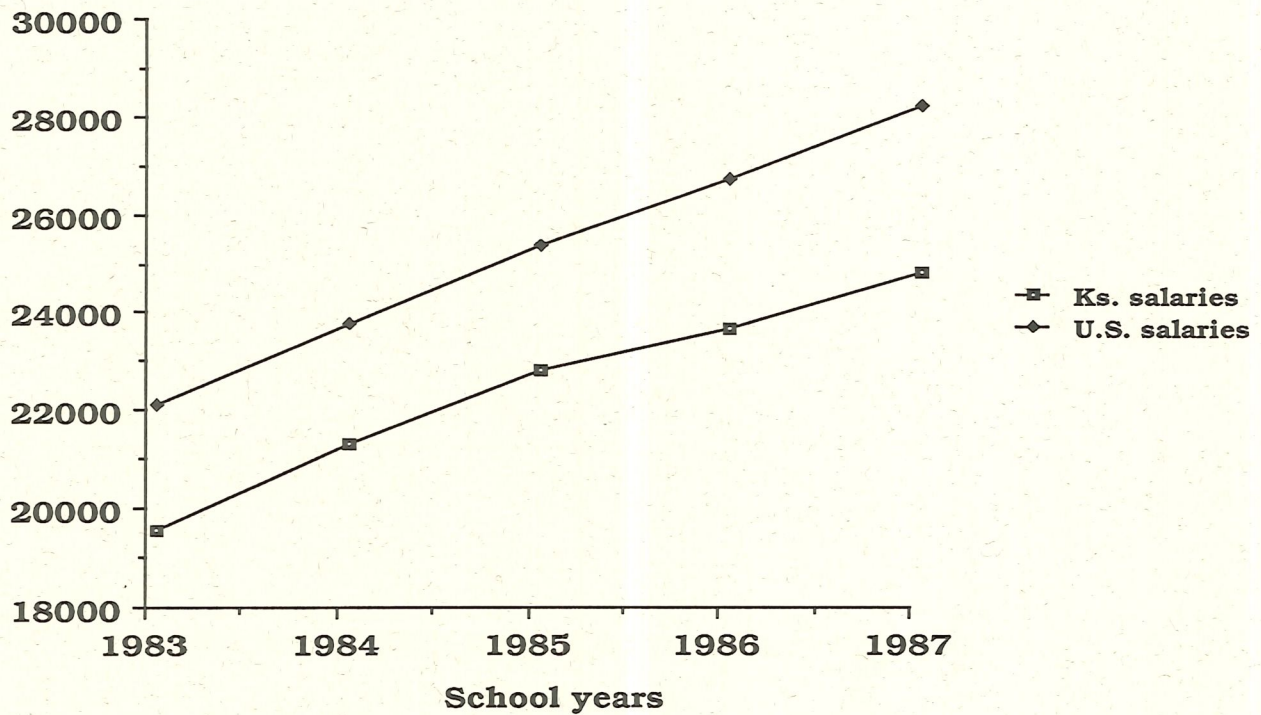


Source: NEA, 1987 figures

# Teacher salary rankings: Kansas

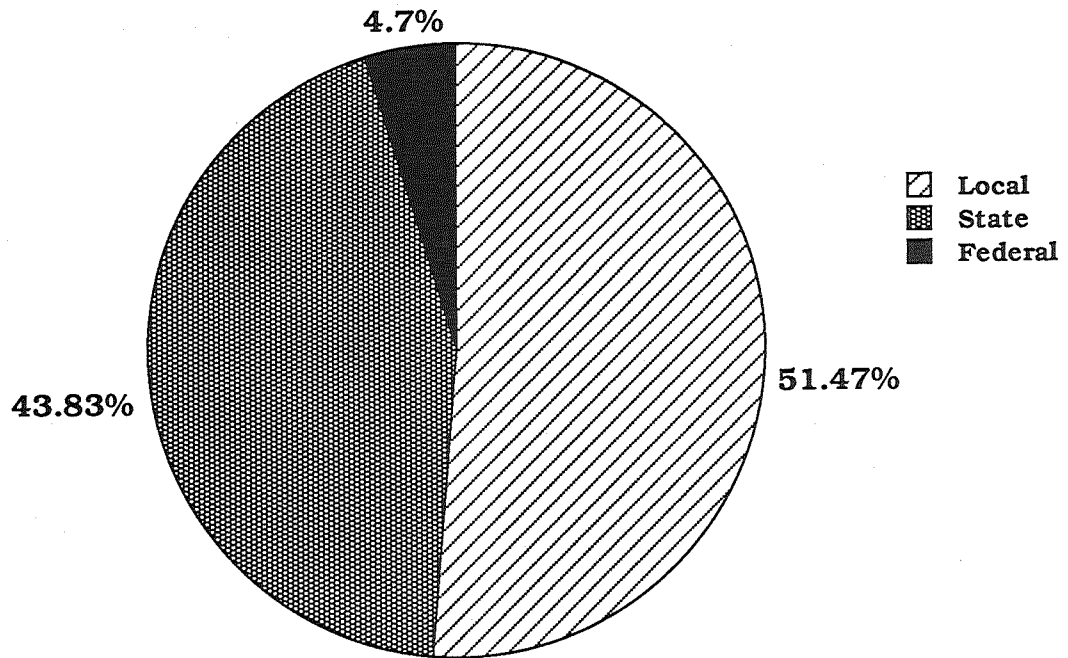


# Average salaries: U.S. and Kansas

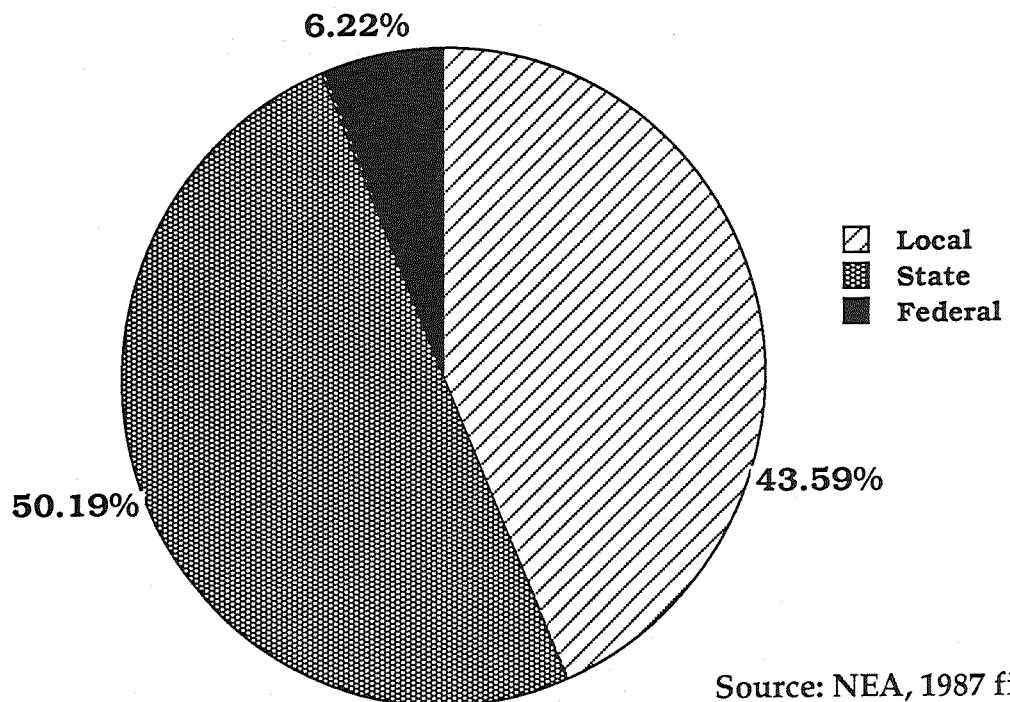


# Sources of revenue for education

## Kansas



## U.S. Average



Source: NEA, 1987 figures

# Chapter 2: Creating opportunities for all children

As we begin the discussion of education reform, including ways to reach our at-risk youth, we must examine the parameters which will help shape such reform. Several critical factors will come into play during the next few years in Kansas that will significantly affect the Legislature's and the public's attitude about public education.

First, Kansas is experiencing, and will continue to experience, an increase in student population. Between the 1986-87 school year and the 1990-91 school year, 20,000 new students will enter our schools. The significance of this enrollment mini-boom will be reflected not only in the cost of accommodating these new students, but also in the demands this will place on the supply of teachers. Much of the enrollment increase will occur in urban and suburban areas of the state where class size already is a problem and where diversification of education presents challenges to educators.

Some of the districts reporting significant enrollment increases include Olathe, Topeka, Derby, Salina, Oskaloosa, Leavenworth, and Buhler. Enrollment increases are creating demand for larger school buildings, as well as for more teaching faculty and paraprofessionals.

Second, the impact of reappraisal and classification of property on school district finances, and the School District Equalization Act, is just beginning to be understood. This impact will be substantial and will precipitate the re-writing of the SDEA, no small feat for 165 Kansas legislators. A report on SDEA, commissioned by Kansas-NEA and the NEA, by MPR Associates of Berkeley, California, draws this conclusion about reappraisal, classification and the SDEA:

*"Without doubt, in a large number of school*

*districts, classification and reappraisal will produce substantial changes that may greatly affect spending for education in Kansas. Districts experiencing substantial decreases in state aid — mainly the larger urban districts in the state — will be forced to increase property taxes if the present level of spending is to be maintained."*

In Chapter 1, you will find a more detailed description of the School District Equalization Act, the philosophy behind its development, a short statement on the impact of reappraisal and classification, and Kansas-NEA's position on this vital issue.

Third, there is a growing need for Kansas to address the problems of our at-risk youth — those who are at-risk of becoming social statistics: drop-outs, teenage mothers, etc. The needs of these children are clear, yet Kansas lags far behind other states in addressing this educational concern

Clearly, these are but a few of the challenges which face all of us as we stand at a crossroads. Kansas-NEA is on the leading edge of education reform. What we offer in this chapter are recent views on how schools can be changed for the better and how K-NEA members believe those views can be reflected in our public education system so that each student's opportunity for learning is enlarged.

In *A Nation Prepared: Teachers for the 21st century*, The Carnegie Forum on Education and the Economy defined some of the problems in education today. The following excerpt from the Carnegie Report outlines just one of those difficulties:

**"...professionals are typically supported by many other people who do the work they would otherwise have to do. The services of these other people come at a lower cost, so it is more efficient to use them to perform such tasks than to have them performed by professionals. For the same reason, professionals also have available to them a host of machines and services that improve their efficiency in countless ways from computers and copying machines to telephones and adequate work space...**

**"This is not the world of schools, not the world teachers live in. Teachers spend between 10 and 50 percent of their time on non-instructional duties — everything from recording test scores to**



monitoring the halls, from doing lunchroom and playground duty to running the ditto machine. They are constantly running out of supplies, forced to use outdated texts and make do with inadequate materials. Skilled support help is rarely available, nor the time to do the job right."

To improve the efficiency of schools, the management of schools and the preparation of teachers, the Carnegie report calls for major restructuring efforts. One—a National Standards Board for teachers—is in place and beginning to function. This Board will set guidelines for voluntary national certification of teachers, a first step toward "professionalizing" teaching.

Some of the other recommendations of the Carnegie Task Force are worth noting, for they have direct application to Kansas' outlook for education reform:

*\* "Restructure schools to provide a professional environment for teachers, freeing them to decide how best to meet state and local goals for children while holding them accountable for student progress..."*

*\* "Make teachers' salaries and career opportunities competitive with those in other professions..."*

With such revisions in our schools, the Task Force envisioned a world where teachers would be autonomous, exercising professional judgment in making decisions about education that are in keeping with goals set at the state and local levels. Too, teachers would have more control over their profession, serving as watchdogs to ensure high standards.

Kansas-NEA's proposals for education reform incorporate these suggestions of the Carnegie Task Force and go beyond that report, setting the stage for a comprehensive reform effort that, in a supplement to the Kansas Plan, goes beyond the teaching profession and touches other members of the education community, including superintendents, school administrators and school board members.

The foundation concept for K-NEA's suggested reform is "shared decision-making". A shared decision-making education model touches all members of the education community and creates a high

standard of learning that has the potential to improve each student's achievements.

Shared decision-making is not unknown in Kansas, but it is not practiced in many districts. One shining example is Junction City where an atmosphere of trust and empowerment has enlivened the teachers and has produced a learning environment second to none. Dr. Max Heim, superintendent of USD 475, has led the reform movement in this community and is recognized nationwide as a strong advocate of the shared decision-making model.

The process of shared decision-making is one that involves several principles and is based on research not only within the education community, but also within the business community. Many concepts of shared decision-making are touted in books such as In Search of Excellence, and The Corporate Culture.

Dr. Max Heim stated, "The shared decision making process is organized on the premise that the multiple responsibilities of the superintendent can be better served by establishing a means which will permit the best thinking of staff members to be brought to bear on school problems. Although the Board and the superintendent cannot absolve themselves of legally constituted responsibilities, the shared or process team provides for a two-way flow of information and the effective action resulting from group thinking."

And, in the words of John Goodlad, in A Place Called School, 1984: "What I am proposing is genuine decentralization of authority and responsibility to the local school within a framework designed to assure school-to-school equity and a measure of accountability. Each school is to be held responsible for providing a balanced program of studies. Each school is to develop and present its program and accompanying planning document and budget to the superintendent through the principal."

The 1988 Kansas Legislature passed authorizing legislation for four buildings in Kansas to become pilot sites for shared decision-making. Additionally, the Legislature authorized the expenditure of \$20,000 from the state general fund for these pilots. Kansas-NEA is matching that with \$10,000 of its own money.

Four schools have been awarded grants to implement their building-based education plans, authorized by House Bill 3100. The schools are **Franklin Elementary**, USD 475, **Junction City**; **Towanda Grade School**, USD 375, **Towanda**; **Quail Run Elementary**, USD 497, **Lawrence**; and **Wiley Elementary**, USD 308, **Hutchinson**. In addition, a fifth school, **Amanda Arnold Elementary**, USD 383, **Manhattan**, has been selected to receive a grant co-sponsored by Kansas-NEA Instructional Advocacy and NEA-Instruction and Professional Development.

At **Franklin**, the grant will be used to extend work already underway which involves the faculty in decisions that they are responsible for implementing. A district emphasis on effective schools led to the establishment several years ago of an effective schools panel, which facilitated the identification by the entire staff of the educational goals and needs of **Franklin's** student population. One of those goals is language arts.

A faculty committee investigated options for addressing that goal, and the faculty determined that the Whole Language approach would provide the most effective means of achieving long-term goals for student success.

The building-based education grant will be used to provide staff development activities and further support the implementation of the Whole Language approach at **Franklin**.

**Towanda** is just beginning the process of building-based education and will use the grant, in part, to assist in the establishment of an effective schools team, consisting of the principal, teachers, and other adults who work at the school.

The faculty at **Towanda** will work through a process which includes gathering data about the school, setting goals, developing a plan to address those goals, and evaluating the effectiveness of the plan. A preliminary survey, conducted in the spring of 1988, indicated that one area of concern was developing a more positive educational climate for students.

**Quail Run** is a brand new school, first opened in the fall of 1988. In this unique situation, learning about building-based education and voting to apply for a grant was one of the first decisions of the new faculty.

Because of the district's commitment to school improvement, a school improvement plan was developed during the summer of 1988. Faculty members of **Quail Run**, in conjunction with parents and the PTO, anticipate that additional areas will need attention, however. They expect to use the same process as **Towanda** to identify and address those areas.

An additional feature of the **Quail Run** plan is the involvement of staff from the University of Kansas to assist with the research and evaluation component.

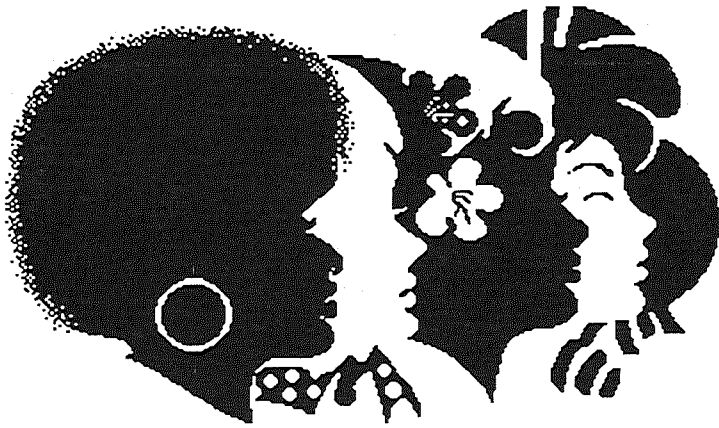
**Wiley** has also begun the process of building-based education through involvement in a district-sponsored school improvement plan. One of the plan's goals involves integrating thinking skills into the curriculum. This building-based education grant will enable the faculty at **Wiley** to participate in activities designed to increase their personal expertise in teaching thinking through problem solving.

Intensive staff development, including coaching, is the focus of the first year of the **Wiley** grant, with curricular implementation scheduled for the second year.

The faculty at **Amanda Arnold** became involved in school improvement activities three years ago, but a change in building administration created a need to review existing goals and objectives. Two goals that passed review were emphasis on instructional strategies and improvement of professional and team-building skills.

The nature of those goals requires the building-based education grant to focus heavily on staff development. **Amanda Arnold** faculty, through participation in design teams, as well as **K-State** faculty, will be involved in delivering staff development activities. Each design team will examine promising practices in a given area, evaluate practices based on their alignment with school goals, and determine strategies for delivering staff development.

The five schools were selected from a field of 25 applications for building-based education grants by an eight-person advisory committee appointed by the State Board of Education. Members of the advisory committee were teachers **Pat Herrmann**, **Herington**; **Janice Kohley**, **Pittsburg**; and **Charlotte Schartz**, **Kingman**; administrators **Rod Allen**, **Ha-**



ysville; Leon Brewer, Olathe; and Dan Neuenswader, Lawrence; local school board member, Brad Angell, Junction City; and legislator, Rep. Denise Apt, Iola. (Committee members did not participate in decisions involving their own districts.)

In addition to the four building-based education project schools and the K-NEA/NEA project school, additional restructuring activities are underway at three **Shawnee Mission** schools which are participating in another K-NEA/NEA project, TABS (Team Approach to Better Schools). They include Mill Creek Elementary, Prairie Elementary, and Hocker Grove Middle School.

*It is through restructuring efforts that education reform will finally reach those it was intended to reach — the students. By developing programs that meet students' needs, teachers and administrators, working together, can help ensure that every child receives the best possible education.*

And that is the key — the best possible education. Too many of our young people today will not receive the benefits of our fine educational system. These children can be identified as “at-risk” youth. According to the Children’s Defense Fund, the class entering school this year faces the following challenges:

**\* 25% are from homes with income below the poverty level.**

**\* 20% are at risk of becoming a teen parent.**

**\* One in six has no access to health insurance.**

**\* One in seven is at-risk of dropping out of school.**

**\* One in two has a mother in the work force, but only a few have safe, affordable, quality child care.**

Our discussions about at-risk youth must focus on programs that will help them stay in school, help them learn, and help them set goals for their own futures.

It is a topic of national defense. This nation, or any nation, cannot compete and prosper when 25% of our children live in poverty. We can’t grow and prosper when so many fail to graduate from high school. We are risking the creation of a permanent underclass of young adults — adults who feel alienated from our society. We are spinning a spider’s web of dependency and failure. If our nation can’t compete because of this situation, we can’t continue to lead.

If left alone this situation starts the demise of society from within. It certainly affects the economic strength of our nation. We are wasting the talents of our children while squandering human potential.

When we look at these young people in our attempts to find solutions, we find out they are not easy to categorize. Jean McDonald, in a paper entitled “Readiness for the new Educational Standards,” presented to the National Governors’ Association Center for Policy Research and Analysis in 1986, provided the following profile for some of these students. She stated:

“1. They may come to school poorly prepared for classroom learning.

2. Some are not ready developmentally for formal education.

3. Some of their parents may be indifferent to their education needs.

4. They may be children of children who are ill-equipped.

5. They may have undiagnosed disabilities.

6. They may have language problems.

7. They may experience racial or ethnic prejudice.”

Dr. McDonald indicated that between 40% and 50% of these children in need are concentrated in urban inner cities, while the remaining 50% to 60%

are dispersed throughout the rest of the educational system.

Yes, these children are in Kansas, too. National statistics do not bypass our state. These Kansas children need our attention, our help and a commitment to develop and implement at-risk programs that will provide them the kind of educational support they need to break the cycle of poverty and the web of illiteracy.

It's an investment. An investment of money, time, and people. Such investments should be focused in three primary areas:

1. First is early intervention. When we intervene at early stages we receive the best return on our investment. These efforts need to include prenatal and postnatal care for high-risk mothers, follow-up health care and developmental screening for their youngsters, parenting education including nutritional guidance, and quality child care and pre-school programs which stress social development and school readiness.

2. The second area of investment is to utilize resources in school buildings to restructure programs for the children in that building. As you have read previously in this chapter, Kansas-NEA is taking the lead in restructuring schools for the 21st century — schools that will be ready to meet the needs of all students — including at-risk youth.

3. The third area of investment is to target those students close to dropping out or those who have dropped out in an attempt to develop programs designed to meet their particular needs. These programs should link work experience with basic skills education and may need to be conducted in a setting outside the conventional classroom. Career counseling, job skill training, and adult relationships are all part of successful programs.

In monetary terms, these kinds of investments yield tremendous results — some which cannot be measured, such as the growth of human potential. Other investments can be measured, for:

**\* \$1 invested in prenatal care saves \$3.38 in cost of care for low birthweight infants.**

**\* \$1 invested in childhood immunization saves \$10 in later medical costs.**

**\* \$1 invested in quality preschool educa-**

**tion returns \$4.75 because of lower costs of special education and public assistance.**

**\* Chapter 1 services which cost \$500 a year can save \$3,000 in the cost of repeating a grade.**

Education reform must not lose its focus. Our children must come first. The needs of at-risk youth must be addressed and Kansas-NEA supports the request of the State Board of Education for \$5 million in FY 1990 to create a grant system to provide resources for these youth.

And restructuring must continue to be high on the list of education's priorities. Kansas-NEA will again commit \$10,000 to the building-based education pilot programs and will seek another \$20,000 from the state for FY 1990.

These efforts will make a difference — to all of us, and to our children and grandchildren. Kansas' public education system is one of the best in the nation, but we must make progress now if we are to take the path toward a sound 21st century. Standing at a crossroads, that decision will be one which every legislator faces.

We urge lawmakers to chose the path leading forward, and we at Kansas-NEA stand ready to help achieve the goals that will make Kansas' schools even stronger.

# Chapter 3: Opportunities for higher education

As in the case of K-12 education, the Kansas Regents Institutions have experienced several difficult years. Lower than needed budget and salary increases have allowed Kansas universities to slip in relationship to their peer institutions.

While most states have increased support for state universities at a much higher rate than Kansas, Kansas has had to rely on increased tuition more and more to attempt to keep pace with other states. That attempt has failed.

These general budget trends also apply to faculty salaries. Kansas' 1986 average faculty salaries (\$33,770) are below both the national average for doctoral universities (\$38,670) and non-doctoral universities (\$34,050). Salaries are not catching up with peer institutions, either, which on the average increased faculty salaries by more than Kansas did last year.

The result of this trend is that Kansas is being placed at a competitive disadvantage in recruitment and retention of the best faculty and, consequently, the best students. The Board of Regents is to be commended for the development of a plan to address these needs and reverse these trends.

This plan, called the Margin of Excellence, calls for increases in funding to bring faculty salaries to 100% parity with peer institutions. The overall funding goal would be to achieve 95% parity with the

peers.

However, the Legislature in 1988 chose to fund the Margin of Excellence proposal at only an 87% level. While much of the money did go to improve faculty salaries, Kansas still lags behind in peer institution salaries.

Too, the lack of commitment to increase specific operating budget needs places constraints on each institution's ability to provide modern teaching and research equipment, and supplemental needs such as library improvement.

Kansas-NEA believes that the Margin of Excellence goal, although commendable, falls somewhat short of the mark and comes after years of neglect which forces the system into a catch-up position. Kansas-NEA believes that **FULL**, not partial, parity should be the goal and that further steps must be taken to achieve and maintain a status of excellence rather than just a marginal parity.

In order to accomplish this goal, Kansas-NEA would recommend the following improvements in the funding system of the Regents:

1. Adoption of the Regents' Margin of Excellence plan for operating budget with the necessary additional funding to provide for no less than 100% parity with peer institutions.

2. Special recognition for equipment and library funding beyond parity levels.

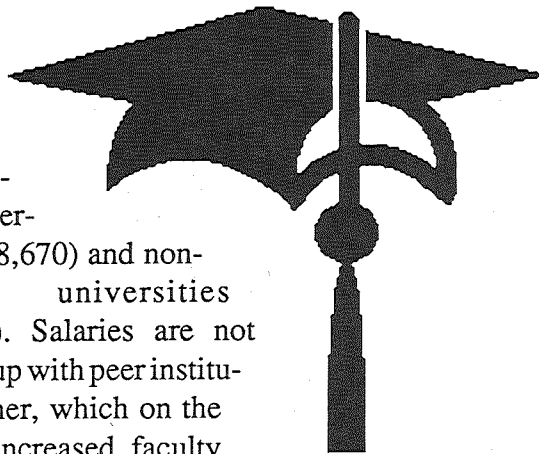
3. Funds for salaries and benefits should be increased by no less than 8 % per year for the two year period to recoup those losses to inflation and to peer institutions.

4. Fund as a separate item the cost of hiring additional faculty to meet the needs caused by enrollment and program changes.

5. Establish an annual review process to study the impact of enrollment, inflation, peer institution funding increases and other influences which might call for adjustments in the two year funding plan in order to meet our goal.

6. Establish a long term funding task force to develop a plan which will carry the system beyond the Margin of Excellence. Provide for increased faculty input into the development of this plan.

This plan, if completed, will stop the erosion of our long-standing tradition of quality and high reputation of our Regents' system. Competition for



talented men and women to become the faculty and students in our universities will become greater and greater as we head into the 21st century. Our eventual success in strengthening the state's economy is dependent on the strength of our universities. Kansas must commit itself to retaining our position as the center of quality education in the center of the United States.

## Kansas community colleges; governance and funding

Community colleges have undergone a series of changes which have changed the mission and scope of community college education over the last twenty years. Today community colleges have three and four different educational roles; vocational training, adult education, retraining of workers and university preparatory education. These multiple roles have made our quality community colleges major economic development assets for Kansas.

The proper place for community colleges in the educational governance system also has been a topic of discussion over the last few years. Some legislators believe that the community colleges should come under the general supervision of the Board of Regents. Others feel that the State Board of Education is the best body to oversee the operations. A few legislators have introduced and supported the creation of a third governing board for community colleges. Kansas-NEA supports efforts to create an independent governing board for the state's community colleges.

Presently, the state funds about 25% of the cost of community colleges. Out-district tuition from

counties outside of the county where the college is located pays for another small portion of the cost. The majority of the cost (students, of course, do pay a small tuition fee) is borne by the property taxpayer in the home county.

The State Board of Education has developed a finance plan to help alleviate the funding problem in our community college system. The FY 1990 portion of that plan would allow budgets to increase with a special provision for declining enrollment. The increase in state aid for 1989-90 would be approximately \$6.5 million. The overall goal would be to bring the state funding level up to 40% in five years, eliminate the out-district tuition paid by counties and decrease the excessive burden on the property taxpayer.

Kansas-NEA's position follows closely the State Board's plan but does not call for the total elimination of out-district tuition. It is believed that all counties should share in part of the cost of our community colleges either through out-district tuition or another direct way as these colleges enhance the educational possibilities for all counties. The K-NEA proposal requests:

1. An increase in community college credit hour aid by at least 10%;
2. An increase in out-district aid by at least 20%; and
3. An increase in general aid to community colleges to \$1 million.

Kansas-NEA believes that if the community colleges are to continue to serve as one of the important economic development tools of the state, the community college system should not be allowed to deteriorate nor should the property tax burden for community colleges be allowed to become too exorbitant. The return of our investment (estimated by the Kansas Council of Community College Presidents at \$13.60 for each dollar spent) will have a positive economic benefit for Kansas. Further long range planning will be essential to coordinate all aspects of our postsecondary education system. Kansas-NEA stands ready to work with other interested parties to assist in that coordination.

# Appendix A: Past and present education reforms

**“Our nation is at risk. Our once unchallenged preeminence in commerce, industry, science and technological innovation is being overtaken by competitors throughout the world. This report is concerned with only one of the many causes and dimensions of the problem, but it is the one that undergirds American prosperity, security and civility. We report to the American people that while we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. What was unimaginable a generation ago has begun to occur — others are matching and surpassing our educational attainments.”** (emphasis added)

Source: "A Nation at Risk"

It was with those words, in 1983, that the first wave of the 1980s educational reform flood began. From this — "The Nation at Risk" report — came renewed attention to public education and came a renewed commitment to make improvements in our schools. Throughout the nation, state legislatures developed, debated and implemented education policies that were to shake the austere foundations of the education community.

Not all the "reform" efforts were well-received and not all were well-thought-out. Some focused on the whole of education while others — more the rule than the exception — focused only narrowly on perceived deficiencies in the education system.

Many efforts garnered national attention, if only for the controversy they fueled. Ultimately, many of these efforts — enacted in haste and with little attention to substance — failed. They were revoked, or simply could not meet the goals for which they were developed.

1983 — the year of the education report — spawned other notable publications besides the Nation at Risk report. Ernest Boyer's High School; Mortimer Adler's Paideia Proposal; the Business-Higher Education Forum's *America's Competitive Challenge*, and the Education Commission of the State's "Action for Excellence" and many others were issued that same year. The reports had similar underpinnings; they called for immediate and intense action to improve the quality of education for America's youth.

The reports had some other common links as well, outlining specific areas where improvements needed to be made. Such areas included the teaching profession, administration of the schools, school leadership, curriculum and the roles of groups outside the schools, including the federal and state

governments. Discussions were of substantive and lasting changes that would alter the future course of each and every school district and each and every student.

In an Education Commission of the States summary of a few reports, the common links were:

*“All agree that the quality of our education system must be improved and must be improved now.*

*“All agree that quality and equity are inseparable issues...*

*“All agree that education is inextricably tied to larger social, political and economic issues and that education renewal is key to American renewal.*

*“All agree that local government, state government and the federal government have important roles to play in renewal...*

*“Most believe that schools and the larger community must work together; the challenge of renewal is a broad-scale social challenge not limited to the schools alone...”*

Specific recommendations dealt with teacher pay, status of the teaching profession, the need for administrator training, the renewal of curriculum, the development of learning environments suited to students' learning abilities, the responsibility of groups linked to the schools, such as school boards and legislatures.

In almost every case the recommendations cost money, plenty of it. But the authors and groups issuing the reports believed that while the expense would be high, the return on the investment would refresh the nation with knowledge and the ability to compete.

Kansas was not slow in responding to these reports. In fact, by May, 1983 when the Nation at Risk report was issued, Kansas was already looking at meaningful reform. That reform became known as the "Kansas Plan." Although the Kansas Plan received little attention, and even less action, during the 1983 legislative session, 1984 was a different story. Riding on the crest of the wave started by "A Nation at Risk," legislators seriously re-examined the elements of the Kansas Plan and liked what they saw. Subsequently, pieces of legislation dealing with major components of the plan were adopted.

The Kansas Plan called for:

1. Raising the average salary for teachers to the national average by the 1987-88 school year.
2. Improving teacher preparation programs through:
  - a. rigorous standards for admission to teacher education programs.
  - b. early field experiences for teacher candidates.
  - c. professional growth plans for teacher education faculty to provide opportunities for teacher educators to

- d. requirements for teacher educators to work in the public schools.
- e. an entry-year assistance program to provide beginning teachers with the support they need to become effective teachers.
- f. Professional Educator Board Examinations similar to the Bar Exams.

3. Inservice (continuing) education for professionals in the classroom to enhance their skills.

During the 1984 legislative session, three pieces of legislation, addressing the inservice opportunities, the precertification test for teachers and the internship program for beginning teachers were adopted and sent on to Governor John Carlin. Too, legislators approved an increase in state aid to education in the hope that the funds would be used to increase teachers' salaries.

Five years after the legislative action on key elements of the Kansas Plan, where do we stand?

\* The Inservice Plan: When the Legislature created the Inservice Education Opportunities Act in 1984, it was hoped that this spark would lead to the creation of meaningful continuing education programs for education professionals. This result has occurred, to the delight of Kansas educators from Garden City to Hiawatha and from Colby to Shawnee Mission.

Direct participation by teachers in the development of these plans has contributed greatly to its success. In fact, the inservice program is pointed to as the most sparkling and revitalizing piece of education reform to have been enacted in Kansas.

The remaining factor is one of funding. Although no funds were appropriated during the 1984 legislative session for the Act, it was promised that funds would begin flowing in 1985. In 1985, 1986 and 1987, the Legislature has allocated funds for this program (the funds are matching funds for the schools districts), but never as much as has been requested by the Department of Education and never enough to adequately provide for full utilization of the inservice program.

Thus, while the inservice program is a success, it must be funded at a level that is meaningful to school districts and which can provide the programs that educators continue to want and need.

\*Precertification testing for new teachers; Following validation of the test to be used in Kansas and a pilot of the test, the certification requirement of successful completion of the test was implemented in May, 1986. The test results have been more than satisfactory.

In the State Department of Education's report on the precertification test it states, "Of the 1,126 individuals who reported all four test scores to KSDE, ninety-four percent (94%) passed the test." This ranks Kansas teacher candidates first in the nation in precertification test scores.

Clearly, the success rate on this test, coupled with the renewed confidence in Kansas teachers as a result of the test,

have provided benefits to the education environment in our state.

\*Internship program for first-year teachers: Although the legislature, by resolution, urged the development of this program in 1984, the timeline of the program states that full implementation will not occur until the 1989-90 school year.

The program currently is being piloted and the State Board of Education should have an update on the status of the program for the 1989 Legislature.

\* Salaries: It was the Kansas Plan goal to bring Kansas salaries up to the national average salary for teachers by the 1987-88 school year. That has not occurred and, in fact, Kansas' ranking has dropped back to 32nd after peaking at a ranking of 29th in the nation.

When the Kansas Plan was proposed in 1983, it was believed that the achievement of the salary goal would be a long-term effort, requiring continued dedication on the part of the Legislature and school boards to ensure that salaries were addressed.

At the same time, the amount of the state's share of funding education has see-sawed as well. While nationally, states contribute slightly more than 50% of the funding for K-12 education, Kansas provides little more than 43%.

Similarly, the federal government's share of funding for education has slipped as well.

The October, 1987 edition of the *Phi Delta Kappan* reported that, "Between 1980 and 1986 an additional \$4.2 billion in constant dollars was made available by states and local school districts for elementary and secondary education." However, these increases merely offset cuts in federal spending which, during the same time period, "decreased by \$4.2 billion in constant dollars." So, while the states and local entities have been putting more money into education, they have merely been trading water, attempting to keep up with the revenue losses from the federal government.

The trend of reductions in federal spending for education is not likely to change in the near future, thus creating the necessity for more state and local spending.

And, to maintain the excellence in Kansas' public schools, the Kansas Legislature must renew its commitment to funding education adequately and to meeting the needs of Kansas' children.



# Appendix B: Kansas-NEA's 1989 Legislative Program

Kansas-NEA's state legislative program is designed to specify the objectives which K-NEA will pursue during the current session of the Kansas Legislature. The objectives are based on policies established through resolutions adopted by the Representative Assembly and through other governance bodies.

The Political Action Commission is charged by the K-NEA Board of Directors with recommending the legislative issues that should become part of the legislative program for the Association. The Board of Directors is responsible for the final determination as to the content of the legislative proposals.

Unlike other years, the Board of Directors and the Political Action Commission passed language to deal with other issues included in the legislative program. The language adopted was:

**Education issues not specifically addressed in the legislative program will be lobbied as they arise in the Legislature.**

Quality education for every Kansas student is of utmost concern to Kansas teachers and K-NEA members. The Association is committed to improving the quality of classroom instruction, securing professional autonomy, improving human relations in the school environment, and seeking continued improvement in members' income and job security.

Major areas of legislative concern are delineated more fully in the 1989 K-NEA Legislative Agenda.

## SCHOOL DISTRICT EQUALIZATION ACT

Discussion of Issue: Kansas-NEA believes that there will be a great changes in the school district equalization act because of the changes brought about by reappraisal and classification of property. Such changes will undoubtedly cause a great shift in school district wealth which will mean a great shift in state aid to our schools. It appears that it will take a minimum of \$70 million to alleviate some of the massive shifts of state aid. Kansas-NEA cautions that legislators should not lose sight of the basic equality which the "old" formula had as one of its strengths. Additionally, the needs of the districts should not be ignored to solve the dilemma cause by the massive shifts. Districts have been asked to do more and more with less and less of the cost paid by the state. The state treasury seems to have surplus moneys — more than \$300 million — which can go to meet the needs of public education in this state. With so many demands placed on our schools today, the state must increase its share of the cost to at least 50% in order to keep property taxes as low as possible. There has never been a better time to help meet the needs of the schools which are educating the leaders for the next century.

Recommendations for Change: Kansas-NEA recommends the following changes to the School District Equalization Act:

1. The Legislature should recombine discussions of the distribution formula and the dollar appropriations into one bill rather than separating the issues into two pieces of legislation.
2. The Legislature should eliminate the separate deadline for finishing school finance legislation within its own rules and regulations.
3. Transfers from the general fund to any of the special funds, especially the capital outlay fund, should be limited.
4. Unused budget authority should be made available for districts to utilize.
5. The Legislature should develop a measure for determining equal opportunity in our school formula and that measure should be made part of the printout given to legislators.
6. The Legislature should appropriate at least \$125 million new dollars to allow for growth as well as the great shifts in property valuation caused by reappraisal.
7. The Legislature should allow budgets of school districts to grow by at least 7%.

## KANSAS REGENTS INSTITUTION FUNDING

Discussion of Issue: The higher education system in Kansas is the cornerstone to further economic development in the state. Funding for higher education in Kansas has not kept pace with the economy, nor has it allowed institutions of higher education to remain competitive with nationwide trends. Faculty salaries have likewise not kept pace with inflation in recent years with the result being the loss of professors to other institutions. Both the operating and salary budgets for universities under the Board of Regents must be brought back in line with peer institutions in order to maintain our excellent higher education system. The Regents' "Margin of Excellence" program, which was only funded at an 83% level, at least ended the backslide which has taken place over the past decade. In order to make real progress, Kansas must invest a large number of dollars — more than the Regents' plan — into our higher education institutions to keep them competitive.

Recommendations for change: Kansas-NEA recommends the following improvements in higher education funding:

1. Operating budgets for universities under the Board of Regents should be increased by 8%.

2. Funds for faculty salaries should be increased by at least 5% above the rate of inflation each year for the next three years.

#### KANSAS COMMUNITY COLLEGE FUNDING

Discussion of Issue: Community colleges are important components of the education system in Kansas. They have been asked to provide vocational training and retraining, adult education, and university preparatory curriculum all at the same time. The state's share of funding for community colleges has been reduced over the last few years which puts more pressure on the property tax. State aid needs to be increased to assist our community colleges in their multiple roles.

Recommendations for Change: Kansas-NEA recommends the following improvements in community college funding:

1. Increase community college credit hour aid by at least 10%.
2. Increase the community college out-district aid by at least 20%.
3. Increase the community college general state aid to at least \$1 million.

#### SPECIAL FUNDS

(Categorical Funding)

Discussion of Issue: Many special funds in the unified school district budget provide important services for the students. It is important that the state renew its commitment to these special services by adequately funding these programs. Transferring from the general fund negatively impacts the district's ability to finance other vital programs.

Recommendations for Change: Kansas-NEA recommends that the Legislature provide the following:

1. Fund special education at 100% of the excess cost.
2. Fully fund transportation.
3. Increase funding for bilingual education programs.
4. Appropriate \$1.5 million for human sexuality education.

#### KANSAS PUBLIC EMPLOYEE RETIREMENT SYSTEM

Discussion of Issue: Kansas-NEA believes that a good retirement system should provide benefits which maintain in retirement the net purchasing power enjoyed at the end of a working career. It also should deal with cost of living increases after retirement commences. In addition, the disability provision of KPERS should not penalize an employee if that employee becomes disabled before retirement.

Recommendations for Change: Kansas-NEA recommends the following changes in the Kansas Public Employees Retirement System:

1. Adjust retirement benefits to cope with inflation and reflect the net purchasing power enjoyed at the end of the working career.
2. Adjust the disability section so that a person who

becomes disabled will receive through Social Security and KPERS 66 2/3 % of the gross salary of the disabled person.

3. Allow full retirement benefits to begin after 25 years of school service once an employee has reached 60 years of age or 30 years of service at 55 years of age.

4. Provide a medicare supplement plan for retirees under KPERS.

5. Compute the final average salary on the highest three, rather than four, years of service.

6. Increase the multiplier factor to 2% for all retirees.

#### SHARED DECISION-MAKING

Discussion of Issue: If all students came to school with the same background, skills, and abilities, then uniform goals and programs for all schools would be adequate. However, not only do students vary from district to district, they also vary from school to school within a district and from year to year within a given school. These variations demand student-centered programs designed at the building level. These are best created at the building level, with all education professionals involved in the decision-making process.

During the 1988 legislative session, the Legislature saw fit to fund four pilot programs in shared decision-making and funded these pilots with \$20,000. Kansas-NEA has contributed \$10,000 to the pilot studies. These pilots will be not actually be fully implemented until January, 1989. Additional years are necessary to study whether this method has value for Kansas schools.

Recommendation for Change: Kansas-NEA recommends that the Legislature appropriate another \$20,000 for the pilot programs in unified school districts which utilize shared decision-making principles. Additionally, any unused portion of the original grant for FY 89 should be allowed to carry over until FY 90 because of the late start of the pilots.

#### INSERVICE EDUCATION PROGRAM

Discussion of Issue: The inservice education program also is a key part of the Kansas Plan. It was funded during the 1988 legislative session at the \$875,000 level.

Recommendation for Change: Kansas-NEA recommends the following change in the Inservice Education Act:

1. The Legislature should fund \$1,500,000 for the inservice program during FY 1990. More school districts, including several urban districts with a large number of teachers, are participating or planning to participate in this program. The funding should be available to meet the needs of the districts that wish to participate.

2. The State Board of Education should report to a joint meeting of the House and Senate Education Committees on the progress of the inservice program, the number of school districts participating, the number of teachers affected, the composition of Professional

Development Councils in each district, and the potential use of state matching funds for the statewide inservice program.

#### INTERN YEAR PROGRAM

Discussion of Issue: The internship program, an essential part of the Kansas Plan, provides first-year assistance for beginning teachers. This assistance provides a vehicle for a positive initial teaching experience and orientation for the profession. Kansas-NEA believes it is vital that funding for this program be continued and that full implementation be realized.

Recommendations for Change: Kansas-NEA recommends the following positions regarding the intern year program:

1. The Legislature should fully fund the FY 1990 request by the State Board of Education and believes such funding should not detract from other programs.
2. The State Board of Education should report to a joint committee of the House and Senate Education Committees on the progress of the Kansas Internship Program during the 1989 legislative session.

#### INSTRUCTIONAL TELEVISION

Discussion of Issue: Public television can offer great assistance to the learning activities which occur in our schools. These instructional services can supplement the other activities to maximize learning for the student. Public TV stations are anxious to work with educators to develop and produce programs which enhance the present school curriculum. Since these public TV stations must meet their expenses, there must be a charge for these services. Districts need assistance to move into this area in at least a pilot basis.

Recommendation: Kansas-NEA asks the Legislature to appropriate \$200,000, administered through the State Department of Education, for Instructional Television services. Local school districts would apply for funding on a matching basis to purchase instructional services from public TV stations.

#### KANSAS PROFESSIONAL NEGOTIATIONS ACT

Discussion of Issue: Teachers in Kansas have worked under the negotiations statute, KSA 72-5413 et seq. since 1980. Changes made in 1977 added mediation and fact-finding to the process. Even with the changes, teachers find that the present law allows boards to circumvent the intent of the Legislature—that boards and teachers genuinely attempt to reach agreement. Unilateral action by boards, with its attendant destruction of staff morale and good relations, is not only a possibility but also a reality. Teachers often settle for agreements less than satisfactory because of the futility of the impasse procedure. Changes in mandatorily negotiable items are necessary to allow teachers input into their terms and conditions of employment.

Recommendations for Change: Kansas-NEA recommends the

following changes in KSA 72-5413 *et seq.*

1. Provide for a closure mechanism for the impasse procedure which would be binding on both parties,
2. Include "assignment, transfer, and class size" under the list of mandatorily negotiable items.

#### KANSAS DUE PROCESS LAW

Discussion of Issue: Kansas-NEA believes that teachers in Kansas are entitled to certain rights as a public employee if their contracts are terminated or nonrenewed. Our state must be free of arbitrary or capricious action which could ruin the career of a competent teacher. The present law allows a process whereby a teacher who is nonrenewed or terminated will have the case heard by a three person hearing panel. The problem with the present situation is that the panel's decision is only advisory, unless the decision is unanimous. Arbitrary actions still are likely as a board of education, the group who made the original decision, would have a tendency not to change a previous decision.

Recommendation for Change: Kansas-NEA recommends the following change in KSA 72-5443:

1. The decision of the hearing panel shall be binding.

#### NEGOTIATIONS FOR EDUCATIONAL SUPPORT PERSONNEL

Discussion of Issue: Educational support personnel (secretaries, aides, etc.) now fall under a different negotiations statute than the teachers professional negotiations law. The difficulty with the Public Employer-Employee Relations Act is that school districts can choose whether or not to come under the law. A few districts have done so; however, most boards have chosen not to come under the law. Support personnel have attempted to gain recognition under the PEER act, but boards can hide from the process by just saying no. Kansas-NEA believes that if groups of employees wish to collectively negotiate, they should have the right to do so.

Recommendation: Kansas-NEA recommends a change in the statutes to allow educational support personnel to negotiate under a law similar to the teachers' negotiations law. Such a law should have at least the following components:

1. Mandatory recognition if the majority of employees wish to negotiate;
2. A list of negotiable items; and
3. A procedure to deal with impasse situations.

#### COMMUNITY COLLEGE GOVERNANCE

Discussion of Issue: The community college system in Kansas has grown to become one of the most important aspects of the education system in Kansas. Community colleges provide university, vocational, and adult education curriculum all at the same time while being a valuable tool for communities to attract industry and

retain workers to meet the ever changing demands on business and industry. Kansas-NEA believes that the item has come to establish an independent governance board to deal with the complex issues of community colleges. Local Boards of Trustees should maintain the autonomy which they have presently. Current statutory rights of community college faculty must be preserved during and after the transition towards this new independent board.

Recommendations for Change: Kansas-NEA recommends the following changes:

1. The Legislature should establish an independent appointed community college governance board consisting of members who have experience relating to community colleges.
2. Local boards of trustees and faculties should maintain their rights as currently outlined by state law.

#### AUTONOMOUS STANDARDS BOARD

Discussion of Issue: Kansas-NEA has long advocated for the ability of educators to control their own profession. An autonomous standards board would set standards for certifications and recertification of educational personnel. A welcome change two years ago guaranteed a majority of teachers as members of the board. Making the board autonomous was a feature of the Kansas Plan.

Recommendation for Change: Kansas-NEA recommends that the Legislature change the appropriate statute(s) to allow the standards board to be autonomous.

#### PRESCHOOL AND DAY-CARE CENTERS

Discussion of Issue: Much discussion has recently centered around preschool and early childhood education programs around the country. Kansas has had good licensing and monitoring procedures by the Department of Health and Environment. Kansas-NEA would go one step further and have the State Department of Education accredit the educational programs of these facilities. This will allow parents to know exactly what type of educational environment is offered by such a center. Much flexibility should be given as there are many approaches to early childhood education. But parents might know that the education of their children was overseen by an educational agency. Much money is invested in early childhood education programs in the state universities. It is time to utilize that expertise by requiring degreed teachers to be part of each preschool program.

Recommendation: Kansas-NEA asks the Legislature to allow accreditation by the State Department of Education of the educational programs offered in preschools.

CATEGORY I - Items which have no fiscal impact on the state.

KANSAS PROFESSIONAL NEGOTIATIONS ACT  
KANSAS DUE PROCESS LAW  
NEGOTIATIONS FOR EDUCATIONAL SUPPORT  
PERSONNEL  
COMMUNITY COLLEGE GOVERNANCE  
AUTONOMOUS STANDARDS BOARD  
PRESCHOOL AND DAY-CARE CENTERS

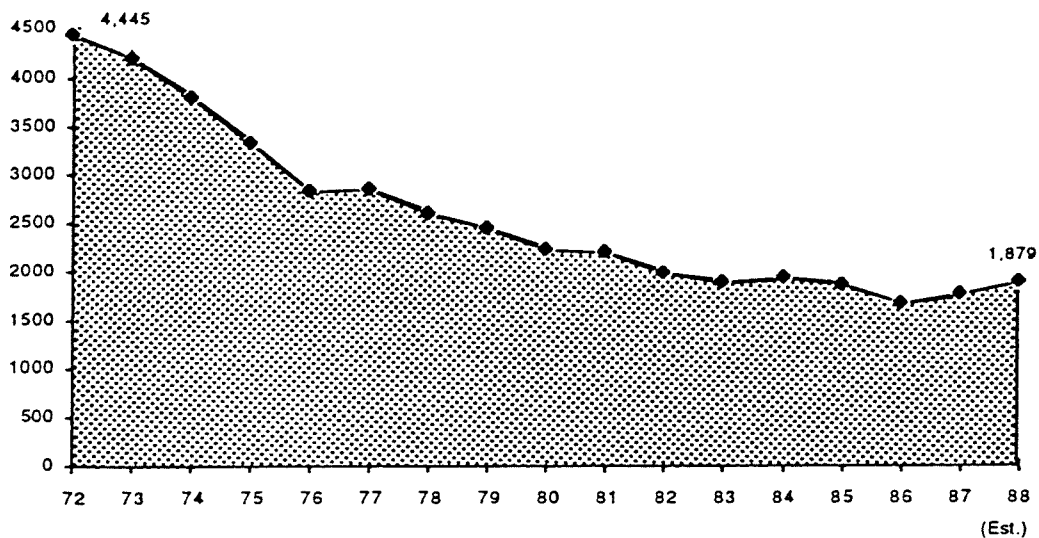
CATEGORY II - Items with a fiscal impact on the state.

SHARED DECISION-MAKING  
KANSAS COMMUNITY COLLEGE FUNDING  
KANSAS REGENTS INSTITUTION FUNDING  
INSERVICE EDUCATION PROGRAM  
SPECIAL FUNDS (Categorical Funding)  
SCHOOL DISTRICT EQUALIZATION ACT  
INTERN YEAR PROGRAM  
KANSAS PUBLIC EMPLOYEE RETIREMENT  
SYSTEM  
INSTRUCTIONAL TELEVISION

# NUMBER OF TEACHERS PREPARED IN KANSAS HIGHER EDUCATION INSTITUTIONS

## A SPECIAL REPORT

Composite of the Number of Students Completing Preparation for  
Teaching Certificates for the First Time at All Kansas  
Four-Year Institutions



**Jones Institute for Educational Excellence**

The Teachers College  
Emporia State University  
January, 1989

Education  
1/17/89  
Attachment 2

**Number of Teachers Prepared in  
Kansas Higher Education Institutions  
1972-1988**

**A Special Report**

**Jones Institute for Educational Excellence  
The Teachers College  
Emporia State University**

**Jack D. Skillett, Dean  
The Teachers College**

**Bill H. Scofield, Professor  
The Teachers College**

**January, 1989**

## **Number of Teachers Prepared in Kansas Higher Education Institutions**

For the second consecutive year, the number of students training to be teachers has increased according to information gathered by a recent study of the Jones Institute for Educational Excellence at Emporia State University. The 7.2 percent increase reported in 1988 follows an increase of 4.9 percent in 1987. This two-year increase of 12.1 percent is the largest increase recorded since 1972 which was the beginning of a rather dramatic decline in the number of teachers prepared in Kansas. Nevertheless, the total number of teachers prepared by higher education institutions in 1988 is 65 less than prepared in 1984, a 3.34 percent difference.

Between 1972 and 1979 the number of teachers prepared by higher education institutions in Kansas, both public and private, declined 44.9 percent. Between 1980 and 1988, the decline was 16.1 percent. Overall the number of teachers being prepared has dropped from 4,455 in 1972 to 1,879 in 1988, a 57.8 percent decrease.

Debate lingers as to whether a teacher shortage looms in the foreseeable future for the mid-western states. While the two-year increase in the number of teachers being prepared does not necessarily assure a long-term upward trend, it seems reasonable to conclude that educators should be encouraged by the strong reversal of the downward trend. The National Center of Education Statistics predicts that an additional 1,118,000 elementary and over 500,000 secondary teachers will be needed in 1993. In Kansas, the teacher shortage seems to be limited to selected subject matter areas to include special education, foreign languages, library science and to a limited extent the areas of math, science and language arts.

Of course, many factors enter into supply and demand statistics, such as geographical location, size of community, and as already noted, subject matter fields. However, the two-year upward trend reported in 1987 and 1988 is encouraging. This seems especially significant when one considers the substantial increase in admission and exit standards established by institutions training teachers throughout the state.

What follows is a report on findings of the 1988 study by the Jones Institute for Educational Excellence.

#### Methodology

The Jones Institute for Educational Excellence requested from all teacher training institutions in the state of Kansas an update of their 1987 estimates of students who completed requirements for initial certification in 1987. These institutions were also asked to provide estimates of the numbers who would complete preparation programs for teacher certification in 1988. Finally, respondents were asked to provide data on a calendar year basis (January 1 - December 31) to assure a common data base for 1987 and 1988.

#### Analysis of the Data - Regents Institutions

As reflected in Table 1, the number of students who completed teacher certification programs at Regents Institutions declined from 3,501 in 1972 to an estimated 1,274 in 1988. The decrease of 2,227 students represents a 63.6 percent decline from the number of teachers who were prepared for teaching in 1972.

As illustrated in Chart 1, data reveal that the largest decline in the number of teachers prepared occurred between 1972 and 1979. During this eight-year period, a decline of 48.6 percent was reported. A more gradual decline of 21.5 percent was reported for the period between 1980 and the estimate for 1988.



Although the decline was less than that experienced between 1972 and 1979, it is, nonetheless, a significant decline.

#### Analysis of the Data - Private Four-Year Institutions

As shown by Table 2, the private four-year Kansas institutions with accredited teacher preparation programs prepared 944 students in 1972. By 1988 this number had decreased to 605 students, which represented a 35.9 percent decline in the number being prepared to teach.

As was the case with the Regents Institutions, private four-year institutions with approved teacher preparation programs also prepared fewer students for teaching during the period from 1972 to 1979. During this eight-year period, a decline of 31.5 percent was noted. The decline for the period from 1980 to 1988 was significantly different as only 10 fewer students were prepared to teach -- a decline of only 1.6 percent. A graphic depiction of those data may be found in Chart 2.

#### Analysis of the Data - All Kansas Four-Year Institutions

Data in Table 3 indicate that 4,445 students completed teacher certification programs at all of the Kansas four-year institutions in 1972. By 1988 this number had declined to an estimated 1,879 students, a 57.7 percent decline.

As illustrated in Chart 3, the most dramatic decline of students being prepared to teach occurred in the year 1972 and 1979. During this eight-year period, 2,000 fewer students were prepared by Kansas four-year public and private institutions a decline of 45 percent. As previously noted, a more gradual decline occurred in the years between 1980 and 1988. During this period, 360 fewer students were trained to teach at all Kansas four-year institutions. This amounted to a decline of 16.1 percent.

## Reflections

In 1985 the researchers in a similar report stated "it is quite apparent that until entry and career level salaries are more competitive with similar positions in the private sector; until the career teacher can achieve through assignment differential pay and responsibilities; until the profession can attract and retain a higher percentage of the academically talented; and until the profession is received in more positive terms by the general public, the shortage of qualified teachers will continue. Kansas, in particular, may be faced with a major teacher shortage by 1990".

Will we have a teacher shortage in 1990 as noted in 1985? We believe not, and, if so, the shortage will be confined to a limited number of subject areas - perhaps special education, foreign languages, and library science. Of course, shortages in a number of areas may also be found in selected geographical areas in Kansas. What has emerged in four years to change this rather profound prediction in 1985? Simply stated, teachers salaries in Kansas, especially in predominantly rural areas, appear strong when compared to salary conditions reported on the farm and by businessmen in small communities. Too, one cannot ignore several societal trends to include but not be limited to the number of females entering the workforce, and, subsequently, the return of previously certified personnel to the available pool of candidates for teaching positions. Also, the increase in the number of teachers being prepared may well alleviate any serious shortage that may have been created through increased demand.

Are we saying that we should not be concerned or that additional incentives should not be provided so academically talented students will enter and stay in the profession? Of course not! A large number of teachers trained in the 70's are re-entering the profession and continued improvement in salaries for teachers at the entry level and especially for talented experienced teachers is a must.

The restructuring of our public school systems to allow teachers to assumedifferent roles and remain as teachers is essential if we are to retain our best teachers and improve the profession. Also, it goes almost without saying that patrons in communities must continue to support professional staff members in their schools if they want to maintain an outstanding corp of teachers.

Lastly, we should not be complacent. Storm clouds do exist and include the significant number of teachers that will retire in the 1990's due to the number of new teachers hired in the 1960's, the potential for heavy recruitment of new teachers prepared in Kansas by school systems in other states such as Florida, Arizona, Texas, and California and, of course, our economy. An improved economy in the state of Kansas could dramatically impact the available supply of teachers as experienced teachers will exit the profession especially in areas of math and science. Further, recently prepared teachers will not enter the profession as job opportunities will exist in the private sector that seem more attractive, and individuals with teaching credentials earned in the 1970's and 1980's may consider other career paths.

**Table 1**

**Number of Students Completing Preparation for Teaching Certificates  
for the First Time at Kansas Four-Year Regents' Institutions**

---

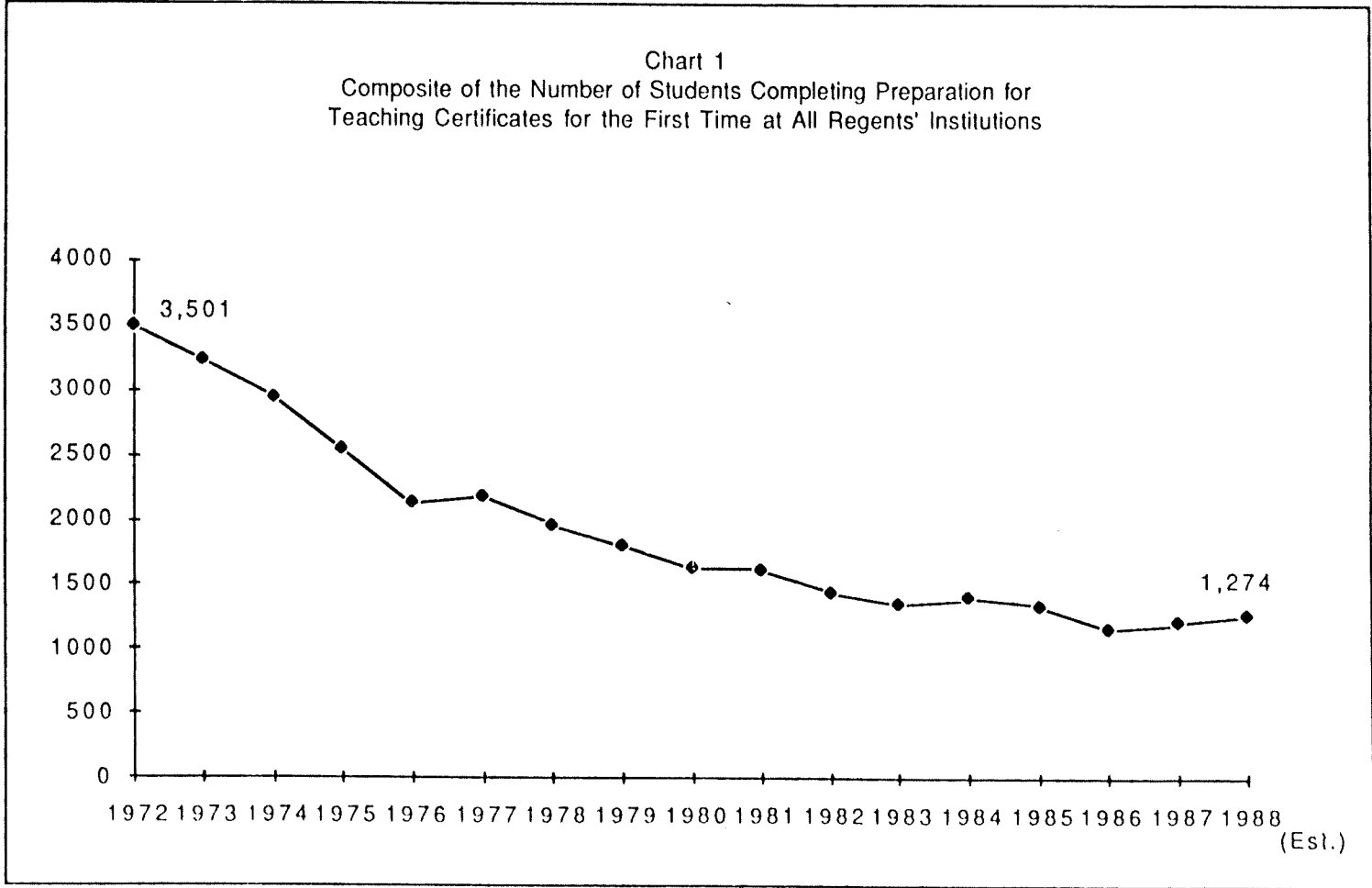
---

1972	3,501	1981	1,618
1973	3,233	1982	1,448
1974	2,949	1983	1,361
1975	2,548	1984	1,410
1976	2,128	1985	1,342
1977	2,180	1986	1,162
1978	1,959	1987	1,212
1979	1,798	1988 (Est.)	1,274
1980	1,624		

---

---

Chart 1  
Composite of the Number of Students Completing Preparation for  
Teaching Certificates for the First Time at All Regents' Institutions



**Table 2**

**Number of Students Completing Preparation for Teaching Certificates  
for the First Time at Kansas Four-Year Private Institutions**

---

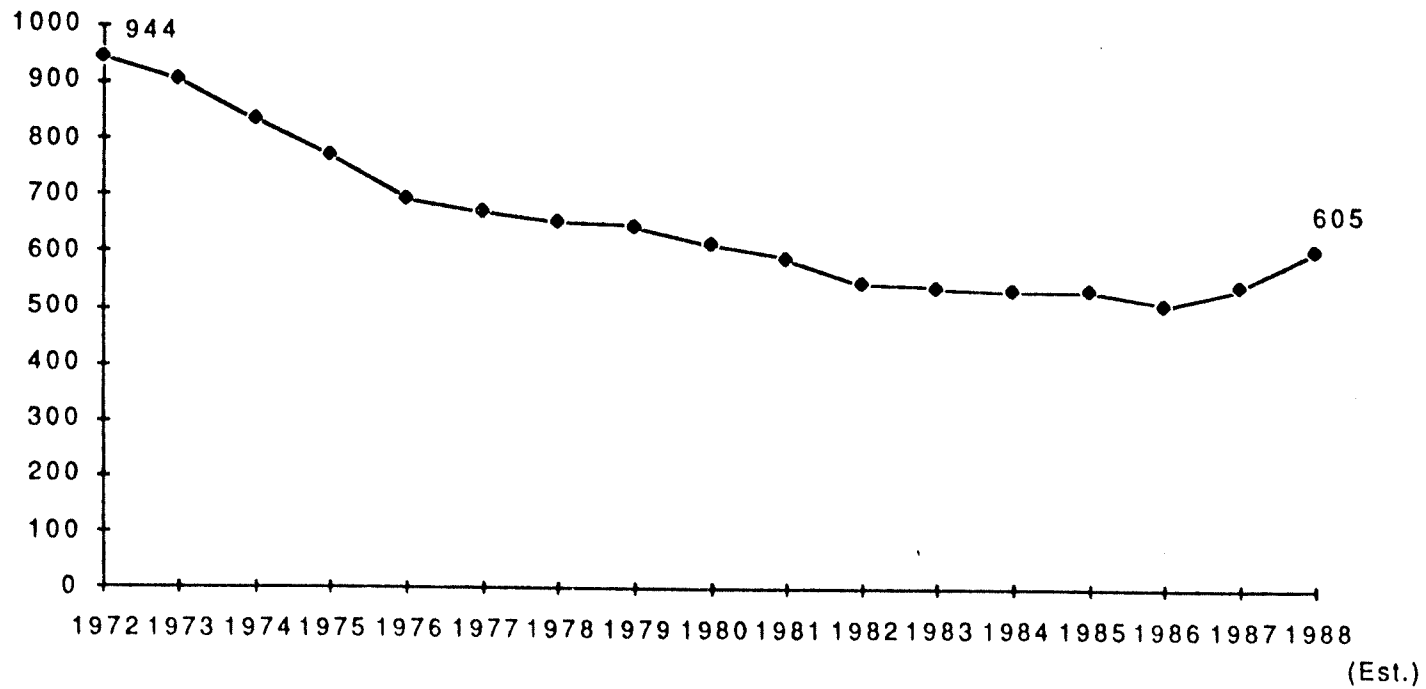
---

<b>1972</b>	<b>944</b>	<b>1981</b>	<b>590</b>
<b>1973</b>	<b>944</b>	<b>1982</b>	<b>546</b>
<b>1974</b>	<b>834</b>	<b>1983</b>	<b>539</b>
<b>1975</b>	<b>769</b>	<b>1984</b>	<b>534</b>
<b>1976</b>	<b>693</b>	<b>1985</b>	<b>531</b>
<b>1977</b>	<b>671</b>	<b>1986</b>	<b>507</b>
<b>1978</b>	<b>654</b>	<b>1987</b>	<b>540</b>
<b>1979</b>	<b>647</b>	<b>1988 (Est.)</b>	<b>605</b>
<b>1980</b>	<b>615</b>		

---

---

Chart 2  
Composite of the Number of Students Completing Preparation for  
Teaching Certificates for the First Time at Kansas Four-Year Private Institutions

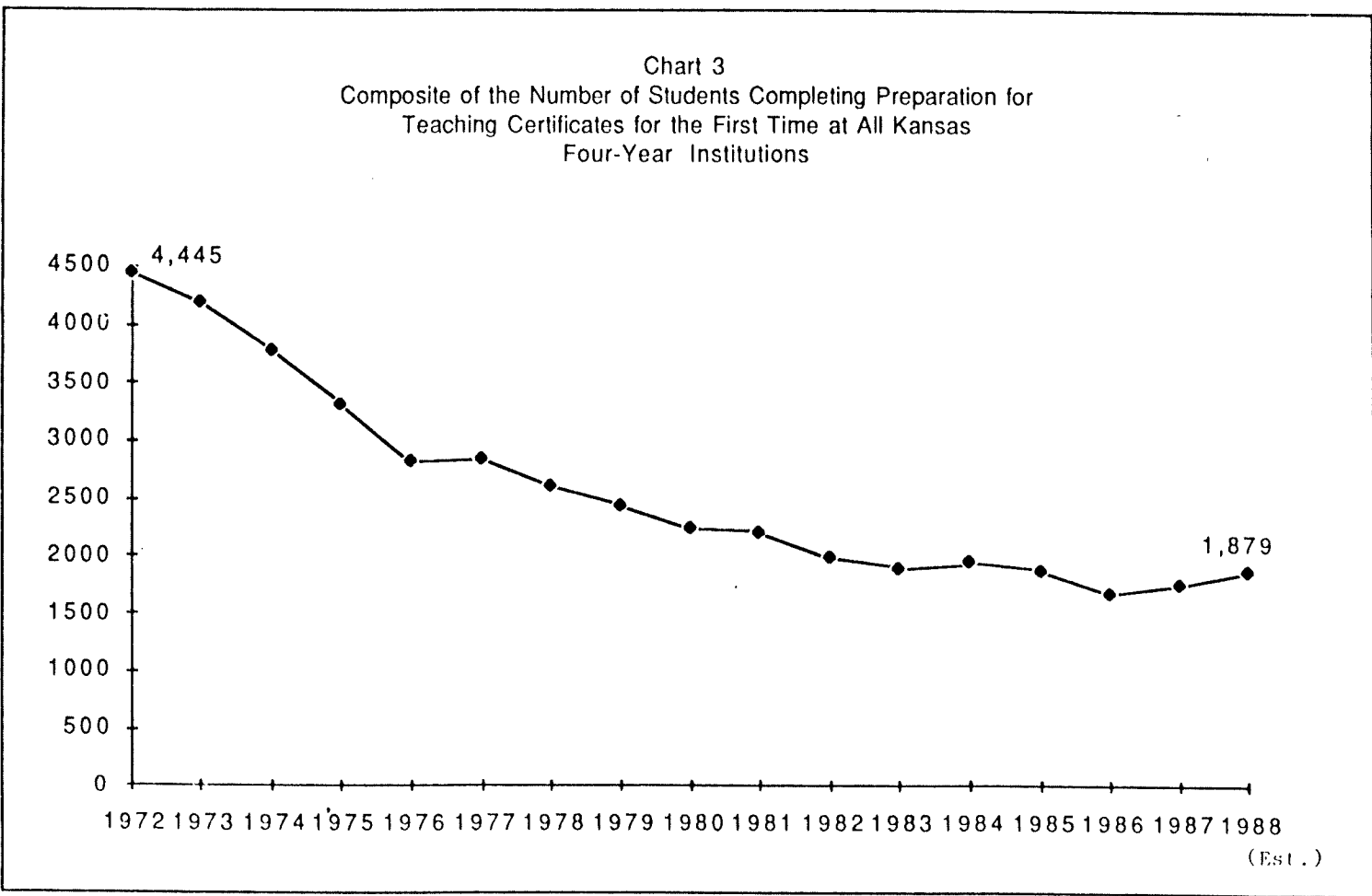


**Table 3**  
**Number of Students Completing Preparation for**  
**Teaching Certificates for the First Time at All Kansas**  
**Four-Year Institutions**

1972	4,445	1981	2,208
1973	4,177	1982	1,994
1974	3,783	1983	1,900
1975	3,317	1984	1,944
1976	2,821	1985	1,873
1977	2,851	1986	1,669
1978	2,613	1987	1,752
1979	2,445	1988 (Est.)	1,879
1980	2,239		

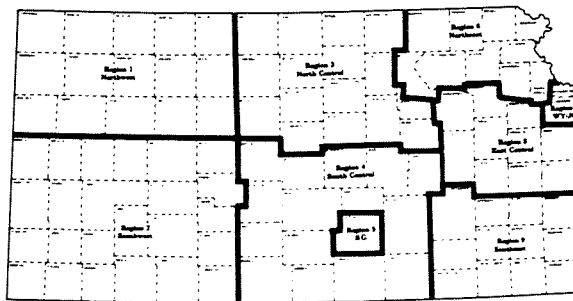


Chart 3  
Composite of the Number of Students Completing Preparation for  
Teaching Certificates for the First Time at All Kansas  
Four-Year Institutions



# Tenth Annual Survey

## Teacher Supply And Demand In Kansas Public Schools



**Jones Institute For Educational Excellence  
The Teachers College  
Emporia State University**

**January, 1989**

Education  
1/17/89  
Attachment 3

**TEACHER SUPPLY AND DEMAND  
IN KANSAS PUBLIC SCHOOLS**

**Tenth Annual Survey**

**Jones Institute for Educational Excellence  
The Teachers College  
Emporia State University**

**Jack D. Skillett, Dean  
The Teachers College**

**Bruce A. Milford, Research Associate**

**January, 1989**

**All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means without the author's written permission.**

**Emporia State University Press  
Emporia, Kansas  
January, 1989**

## Table of Contents

<b>List of Tables</b> .....	<b>ii</b>
<b>List of Charts</b> .....	<b>iii</b>
<b>Section</b>	
<b>1. Introduction</b> .....	<b>1</b>
<b>2. Research Procedures Employed</b> .....	<b>3</b>
<b>3. Analysis of Data</b> .....	<b>7</b>
<b>Data and Related Interpretations - Elementary</b> .....	<b>7</b>
<b>Data and Related Interpretations - Secondary</b> .....	<b>10</b>
<b>Data and Related Interpretations - Administration</b> .....	<b>18</b>
<b>Data and Related Interpretations - Special Education</b> .....	<b>19</b>
<b>Longitudinal Data - All Areas</b> .....	<b>23</b>
<b>4. Principal Findings and Conclusions</b> .....	<b>28</b>
<b>Appendices</b> .....	<b>32</b>
<b>A. Composite of the Number of Students Completing Preparation for Teaching Certificates for the First Time at all Regents Institutions</b> .....	<b>33</b>
<b>B. Composite of the Number of Students Completing Preparation for Teaching Certificates for the First Time at Kansas Four-Year Private Institutions</b> .....	<b>34</b>
<b>C. Number of Students Completing Preparation for Teaching Certificates for the First Time at the Regents Institutions</b> .....	<b>35</b>
<b>D. Number of Students Completing Preparation for Teaching Certificates for the First Time at Kansas Four-Year Private Institutions</b> .....	<b>36</b>
<b>E. State of Kansas Map - Geographic Regions</b> .....	<b>37</b>
<b>F. Sample Letter</b> .....	<b>38</b>
<b>G. Sample Questionnaire</b> .....	<b>39</b>

## Tables

Table	Page
1. Teacher Supply at the Elementary Level as Perceived by Kansas Superintendents in 1988 .....	8
2. Teacher Vacancies at the Elementary Level as Reported by Kansas Superintendents in 1988 .....	11
3. Teacher Supply at the Secondary Level as Perceived by Kansas Superintendents in 1988 .....	12
4. Teacher Vacancies at the Secondary Level as Reported by Kansas Superintendents in 1988 .....	16
5. Administrator Supply at all Levels as Perceived by Kansas Superintendents in 1988 .....	20
6. Administrator Vacancies at all Levels as Reported by Kansas Superintendents in 1988 .....	22
7. Teacher Vacancies in Special Education as Reported by Kansas Superintendents and Special Education Cooperative Directors in 1988 .....	24

## Charts

Chart	Page
1. Teacher Supply at the Elementary Level as Perceived by Kansas Superintendents in 1988 .....	9
2. Teacher Supply at the Secondary Level as Perceived by Kansas Superintendents in 1988 .....	14
3. Administrator Supply at all Levels as Perceived by Kansas Superintendents in 1988 .....	21

## **Section 1**

### **Introduction**

**In the fall of 1979, the College of Education of Emporia State University conducted the first of what has become an annual study of teacher supply and demand in Kansas. The original study was made due to (1) an indication in literature that an apparent teacher shortage existed, (2) repeated inquiries from practicing administrators in the state of Kansas concerning the non-availability of candidates for teaching positions, and (3) the lack of a data base in the state of Kansas to establish a foundation for longitudinal research purposes.**

**This study, which is the tenth annual teacher supply study conducted by The Teachers College, is patterned after the original study of 1979. Moreover, the research format outlined on the ensuing pages focuses on questions similar to the questions addressed in the study. Specifically, these questions were:**

- 1) Do we have an adequate supply of teachers in Kansas?**
- 2) What teaching areas will provide graduates the greatest employment opportunities?**
- 3) What teaching areas will provide the least employment opportunities?**
- 4) To what extent do we have a surplus and/or shortage of teachers in the various geographical regions of Kansas?**
- 5) Do employment opportunities vary due to the size of school districts in Kansas?**

**All of these questions and others were addressed in this study.**



**Initial funding for this project was provided by a grant awarded to the author/researcher by the Research and Creativity Committee at Emporia State University. Moreover, the Kansas State Department of Education provided data in the area of special education which greatly enhanced the data base for this study. Also, Commissioner Droegemueller deserves special recognition for his willingness to provide supplemental funding.**

## **Section 2**

### **Research Procedures Employed**

**The procedures employed to collect data and establish discernible trends in teacher supply and demand in the state of Kansas were as follows:**

#### **Collection of Data - Non-Special Education**

- 1) A multi-faceted questionnaire was designed to elicit information pertaining to (a) the actual number of vacancies in Kansas as of September 6, 1988, and (b) the perceived teacher supply. (See Appendix for a copy of the questionnaire.)**
- 2) The questionnaire was prepared, reviewed, and modified by four members of the faculty at Emporia State University and sent to Kansas unified school district superintendents.**
- 3) A letter explaining the purpose of the study and a self-addressed return envelope were included to encourage a high percentage of responses. (See Appendix for letter.)**
- 4) Upon receipt of approximately 77 percent of the returns, non-respondents were surveyed via a personal telephone interview.**
- 5) Usable returns were received from all 304 Unified School Districts. The author attributes this perfect return to high levels of interest among the superintendents of schools in the state of Kansas and to the credibility the study has acquired during its first nine years.**

### **Collection of Data - Special Education**

- 1) A multi-faceted questionnaire was designed to solicit information pertaining to the actual number of vacancies as of September 6, 1988. Respondents were also asked to report only vacant positions not included in any special education cooperative.**
- 2) Data pertaining to special education cooperative vacancies were compiled from the Kansas Department of Education special education vacancy report completed by all special education cooperatives in the state of Kansas.**

### **Analysis of Data**

- 1) Data were organized for processing to elicit (a) the number of vacancies and perceived supply of teachers by geographic region and (b) the number of vacancies and perceived teacher supply by size of school district.**
- 2) Nine geographic regions in the state of Kansas were determined after consultation with colleagues on the Emporia State University campus. The nine geographic areas identified were: (See Appendix for specific boundaries for each regional area.)**
  - (1) Northwest**
  - (2) Southwest**
  - (3) North Central**
  - (4) South Central**
  - (5) Sedgwick County (SEDG)**
  - (6) Northeast**
  - (7) Wyandotte/Johnson Counties (WY/JO)**
  - (8) East Central**
  - (9) Southeast**

Home county designation as determined by the State Department of Education was utilized for assignment to the appropriate region.

- 3) All respondents were divided into three pre-designated school district enrollment groups. The enrollment groups were:

<u>Enrollment</u>	<u>Size of School Designation</u>
0-399	(1)
400-1,499	(2)
1,500-over	(3)

- 4) Data were processed by the Emporia State University data processing center.
- 5) Data runs were made to determine (a) the number of reported vacancies by teaching areas, size of school districts, and region, and (b) perceived supply of candidates by teaching areas, size of school district, and region.
- 6) Numerical values and their associated definitions were:
- (1) serious shortage
  - (2) slight shortage
  - (3) adequate supply
  - (4) slight surplus
  - (5) considerable surplus
- 7) Data were tabled and mean averages determined in the following categories:
- (a) Elementary
  - (b) Secondary
  - (c) Administration

**Number of vacancies was reported in the following categories:**

- (a) Elementary**
- (b) Secondary**
- (c) Administration**
- (d) Special Education**

**It should be noted that data analyzed in this report represent 100 percent of the unified school districts in the state of Kansas.**

### **Section 3**

#### **Analysis of Data**

**This section is focused on the perceived supply of teaching candidates in each of the designated teaching areas and the number of reported vacancies. Major areas reviewed were: (1) Elementary, (2) Secondary, (3) Special Education, and (4) Administration.**

**As stated in the questionnaire, respondents were asked to indicate their personal perception of the supply of candidates and the number of vacancies in their district as of September 6, 1988. Respondents were requested not to indicate their opinions on availability of candidates in teaching areas that were not open in their districts for the 1988-89 school year. They were also asked not to report special education vacancies which fall within the budgetary domain of their special education cooperatives.**

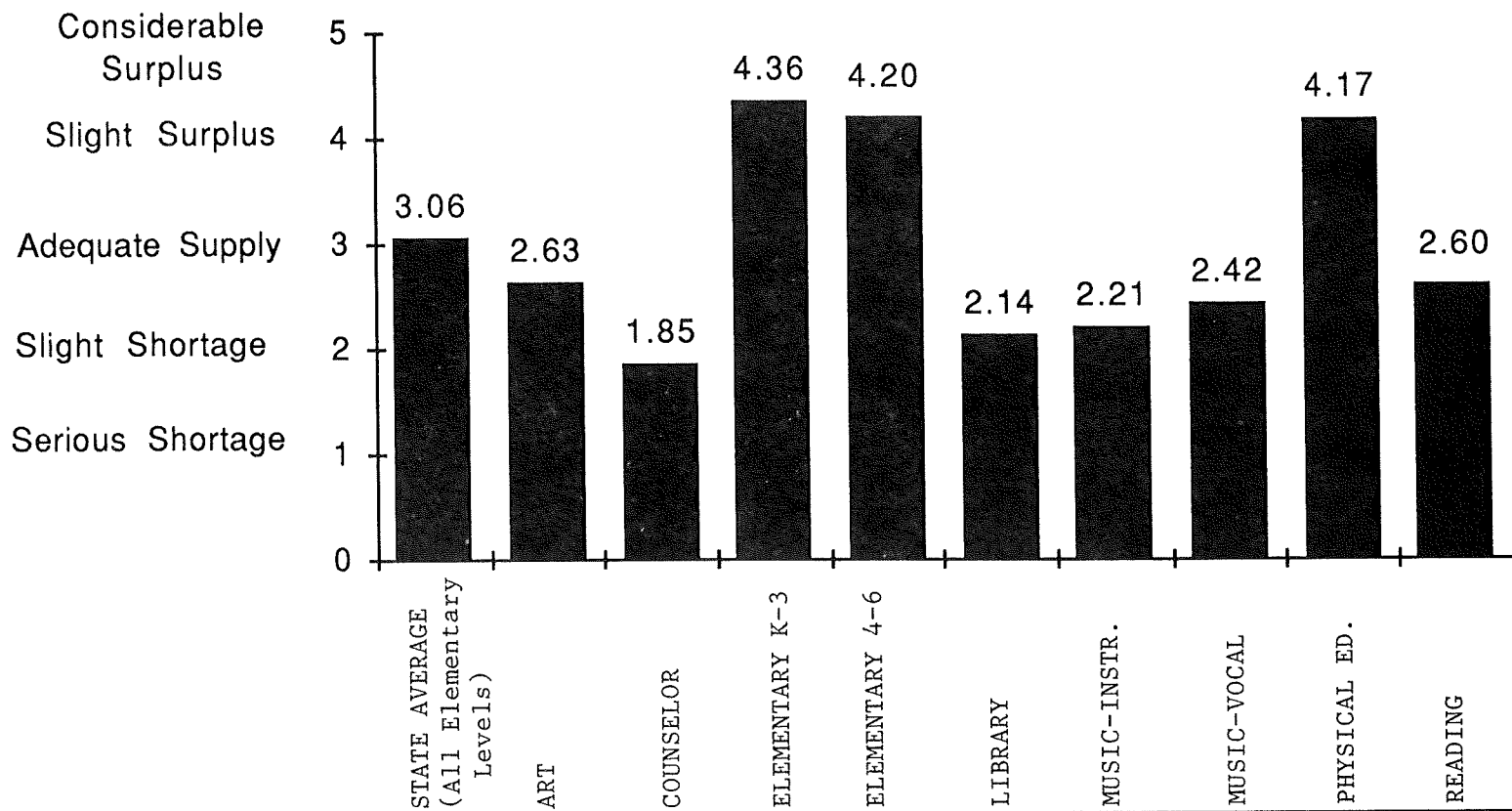
#### **Data and Related Interpretations - Elementary**

**As reflected in Table 1, the mean average pertaining to the perceived teacher supply for all elementary levels in Kansas, excluding special education, was 3.06. This represents an adequate supply for all areas of elementary education. However, the data upon careful perusal indicated that a slight shortage continued to exist in the availability of candidates for (1) counseling, (2) library services, (3) music, and (4) reading. As has been**

Table 1  
**TEACHER SUPPLY AT THE ELEMENTARY LEVEL AS  
 PERCEIVED BY KANSAS SUPERINTENDENTS IN 1988**

AREA	STATE OF KANSAS AVERAGE	REGION									SIZE OF DISTRICT		
		1 NW	2 SW	3 NC	4 SC	5 SEDG	6 NE	7 WY/JO	8 EC	9 SE	0-399	400-1499	1500-Over
Art	2.63	2.75	4.00	3.00	2.29	3.50	2.00	2.67	3.25	2.33	2.60	2.66	2.63
Counselor	1.85	1.00	2.00	1.25	1.70	2.33	1.50	2.00	2.20	2.50	1.38	2.08	1.90
Elementary K-3	4.36	3.81	4.14	4.50	4.51	4.44	4.60	4.75	4.16	4.29	4.03	4.50	4.40
Elementary 4-6	4.20	3.63	3.61	4.00	4.46	4.25	4.36	4.56	4.15	4.27	4.00	4.29	4.22
Library	2.14	1.50	1.80	2.00	2.00	2.00	2.80	1.80	2.50	2.43	1.75	2.00	2.36
Music - Instr.	2.21	1.50	1.90	2.25	2.10	3.00	1.33	3.33	2.22	2.75	2.00	2.13	2.53
Music - Vocal	2.42	1.33	1.92	3.00	2.33	2.67	2.60	3.40	2.14	3.17	2.00	2.37	2.81
Physical Ed.	4.17	4.33	3.69	5.00	3.91	4.67	4.57	4.67	3.88	4.43	4.00	4.11	4.39
Reading	2.60	3.00	2.50	2.00	2.29	3.00	2.80	2.33	2.78	2.40	3.00	2.79	2.43
Mean Average	3.06	3.00	3.03	3.22	3.58	3.61	3.67	3.57	3.36	3.61	3.20	3.70	3.39

Chart 1  
Teacher Supply at the Elementary Level as Perceived by  
Kansas Superintendents in 1988





the case since 1979 when the first data were collected, a slight surplus to considerable surplus of candidates was reported to exist in the areas of physical education and elementary education (K-6). A graphic illustration of the data may be found in Chart 1.

Regional data revealed that the most plentiful supply of candidates was reported in the Northeast region of Kansas. Furthermore, respondents in the 400-1,499 enrollment group indicated a slightly greater supply of candidates than did those in the other two enrollment groups.

With regard to the number of elementary vacancies in the state of Kansas, Table 2 shows that a total of 58.77 vacancies existed on September 6, 1988. The greatest number of vacancies was reported in the East Central and Northeast regions of the state. Further investigation of the September 6 regular classroom teacher vacancies in elementary education revealed that those positions were filled during the first three weeks of September. Also, the superintendents reported that a large pool of candidates existed for the positions announced.

#### Data and Related Interpretations - Secondary

With regard to teacher supply at the secondary level (7-12), data may be found in Table 3. As may be gleaned from the data, the overall mean average is reported at 2.48, indicating a slight shortage to adequate supply of candidates in the state of Kansas. The teaching areas reported to have the greatest shortage of candidates were (1) foreign languages, (2) computer science, (3) counseling, (4) library science, (5) journalism, (6)

Table 2

TEACHER VACANCIES AT THE ELEMENTARY LEVEL AS  
REPORTED BY KANSAS SUPERINTENDENTS IN 1988

AREA	STATE OF KANSAS VACANCIES	REGION									SIZE OF DISTRICT		
		1 NW	2 SW	3 NC	4 SC	5 SEDG	6 NE	7 WY/JO	8 EC	9 SE	0-399	400-1499	1500-Over
Art	1.00	1.00	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	1.00	-0-
Counselor	7.00	-0-	.50	-0-	1.50	1.00	2.50	-0-	1.50	-0-	1.00	3.00	3.00
Elementary K-3	17.50	6.50	-0-	1.00	1.00	-0-	1.00	-0-	8.00	-0-	-0-	9.50	8.00
Elementary 4-6	15.00	1.00	-0-	-0-	1.00	-0-	5.00	1.00	6.00	1.00	-0-	8.00	7.00
Library	6.17	1.00	-0-	1.00	1.00	.67	-0-	-0-	2.00	.50	1.00	3.17	2.00
Music - Instr.	2.00	1.50	-0-	.50	-0-	-0-	-0-	-0-	-0-	-0-	1.00	1.00	-0-
Music - Vocal	3.00	-0-	2.00	-0-	-0-	-0-	1.00	-0-	-0-	-0-	-0-	1.00	2.00
Physical Ed.	3.60	1.10	-0-	-0-	-0-	-0-	.50	-0-	2.00	-0-	-0-	1.60	2.00
Reading	3.50	-0-	1.00	-0-	-0-	.50	-0-	-0-	1.00	1.00	-0-	-0-	3.50
Totals	58.77	12.10	3.50	2.50	4.50	2.17	10.00	1.00	20.50	2.50	3.00	28.27	27.50

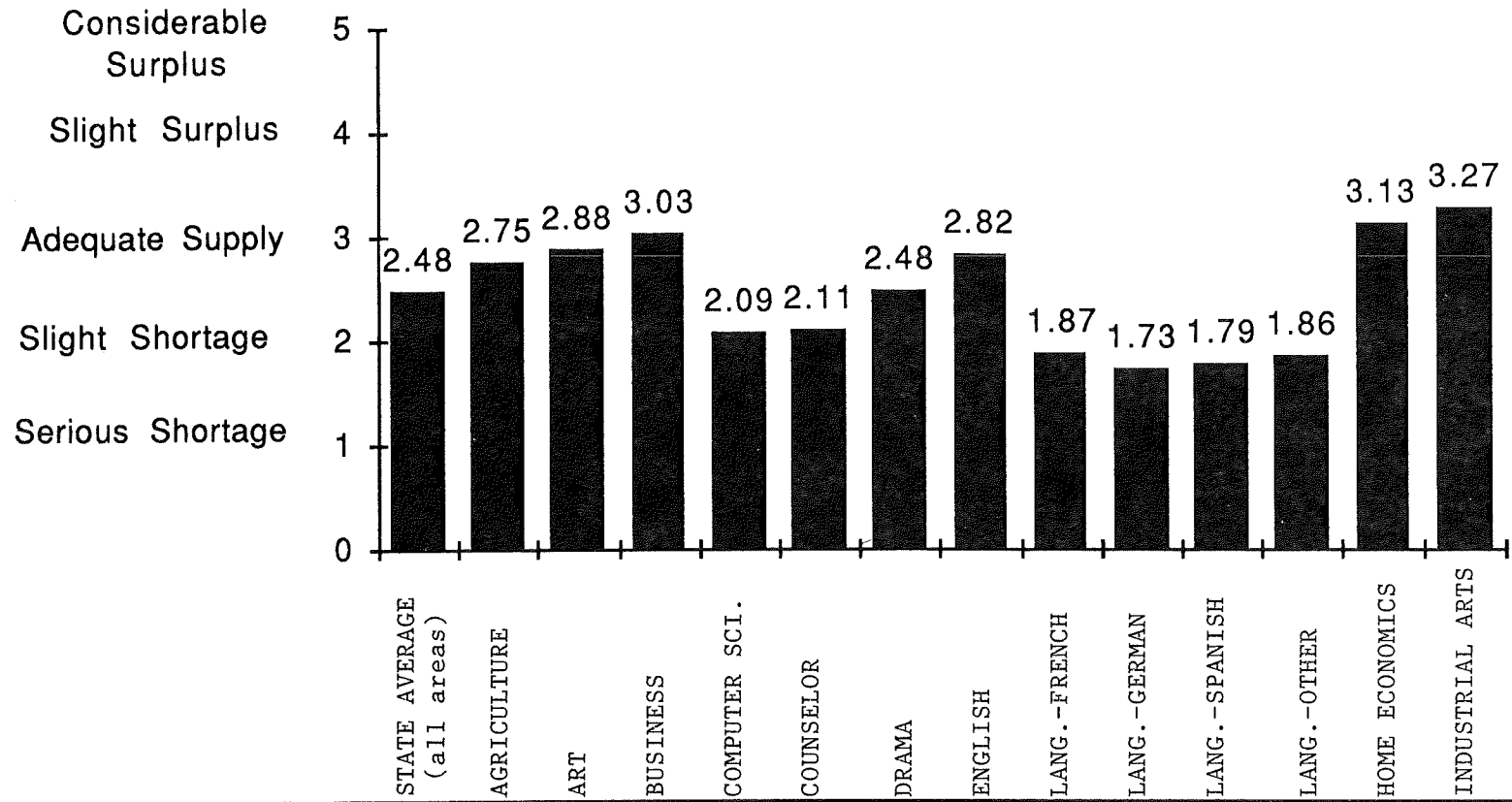
Table 3  
TEACHER SUPPLY AT THE SECONDARY LEVEL AS  
PERCEIVED BY KANSAS SUPERINTENDENTS IN 1988

AREA	STATE OF KANSAS AVERAGE	REGION									SIZE OF DISTRICT		
		1 NW	2 SW	3 NC	4 SC	5 SEDG	6 NE	7 WY/JO	8 EC	9 SE	0-399	400-1499	1500-Over
Agriculture	2.75	2.50	2.75	2.33	2.33	2.00	2.50	-0-	3.67	3.50	3.25	2.63	2.63
Art	2.88	3.00	3.25	3.00	2.50	2.80	2.33	3.00	3.33	3.00	2.86	2.67	3.07
Business	3.03	2.75	-0-	2.75	2.60	3.00	3.00	2.80	3.50	3.50	2.84	3.21	2.94
Computer Science	2.09	1.67	2.00	2.25	1.86	2.33	2.00	2.67	2.00	2.50	1.86	2.06	2.27
Counselor	2.11	1.17	2.50	2.50	1.91	2.60	1.80	2.00	2.20	2.75	1.75	2.00	2.45
Drama	2.48	2.00	2.00	2.33	2.67	2.40	2.50	2.00	2.60	3.25	2.80	2.43	2.43
English	2.82	2.00	2.61	2.86	3.00	2.55	2.93	3.88	2.70	2.67	2.83	2.74	2.94
Language-French	1.87	1.00	1.00	2.00	1.80	2.00	1.67	2.75	2.40	1.00	1.00	1.70	2.00
Language-German	1.73	1.00	1.00	-0-	1.33	2.33	-0-	2.00	2.67	1.00	1.00	1.40	2.00
Language-Spanish	1.79	1.67	1.14	1.83	1.55	1.80	1.83	2.75	2.00	2.00	1.54	1.74	2.06
Language-Other	1.86	1.00	-0-	-0-	1.00	2.00	-0-	-0-	3.00	1.00	1.00	2.00	2.00
Home Economics	3.13	2.50	2.00	3.67	2.90	3.00	3.33	3.00	3.67	3.33	3.00	3.22	3.07
Industrial Arts	3.27	3.25	3.40	4.25	2.75	2.67	5.00	2.00	3.50	3.83	3.36	3.23	3.24
Journalism	2.14	2.00	2.00	3.00	1.80	2.50	-0-	2.00	1.67	2.60	1.86	3.33	2.00

Table 3 (continued)

AREA	STATE OF KANSAS AVERAGE	REGION									SIZE OF DISTRICT		
		1 NW	2 SW	3 NC	4 SC	5 SEDG	6 NE	7 WY/JO	8 EC	9 SE	0-399	400-1499	1500-Over
Library	2.12	1.33	2.00	1.75	2.00	3.00	2.25	2.0	2.71	2.10	1.73	2.35	2.15
Mathematics	2.37	1.93	2.27	2.27	2.32	2.25	2.86	2.67	2.35	2.57	2.32	2.36	2.42
Music-Instr.	2.11	1.77	1.92	2.22	2.00	3.50	2.00	3.00	2.00	2.11	1.74	2.15	2.58
Music-Vocal	2.25	1.57	1.93	2.42	2.20	3.25	2.00	2.67	2.20	3.00	1.70	2.36	2.68
Physical Educ.	3.98	4.13	3.50	5.00	3.25	4.00	4.57	4.60	3.50	4.20	3.80	3.91	4.27
Reading	2.27	3.50	2.00	1.00	1.75	2.50	-0-	2.50	2.00	2.75	3.33	2.13	2.09
Science-Biology	2.58	2.00	2.00	2.25	2.33	2.50	3.13	3.00	2.80	2.71	1.92	2.78	2.87
Science-Chemistry	2.02	1.33	1.25	1.67	2.25	2.33	2.29	2.00	1.80	2.38	1.67	2.29	2.00
Science-Earth	2.28	2.00	1.00	1.50	2.50	2.67	3.00	2.00	2.50	3.33	1.71	2.63	2.40
Science-Physics	2.13	1.67	1.33	1.00	2.00	2.50	2.25	2.50	2.25	3.00	1.70	2.57	2.20
Science-Other	2.41	2.00	1.50	2.00	2.67	2.25	2.75	2.50	2.25	2.75	2.00	2.61	2.40
Social Science	3.73	3.67	3.08	3.63	3.53	4.29	3.20	4.40	3.88	4.50	3.38	3.71	4.04
Speech	2.52	2.00	2.25	3.00	1.67	3.00	2.40	2.00	2.75	3.67	2.60	2.60	2.38
Mean Average	2.48	2.17	2.13	2.61	2.39	2.66	2.69	2.88	2.67	2.66	2.33	2.61	2.66

Chart 2  
Teacher Supply at the Secondary Level as Perceived by  
Kansas Superintendents in 1988



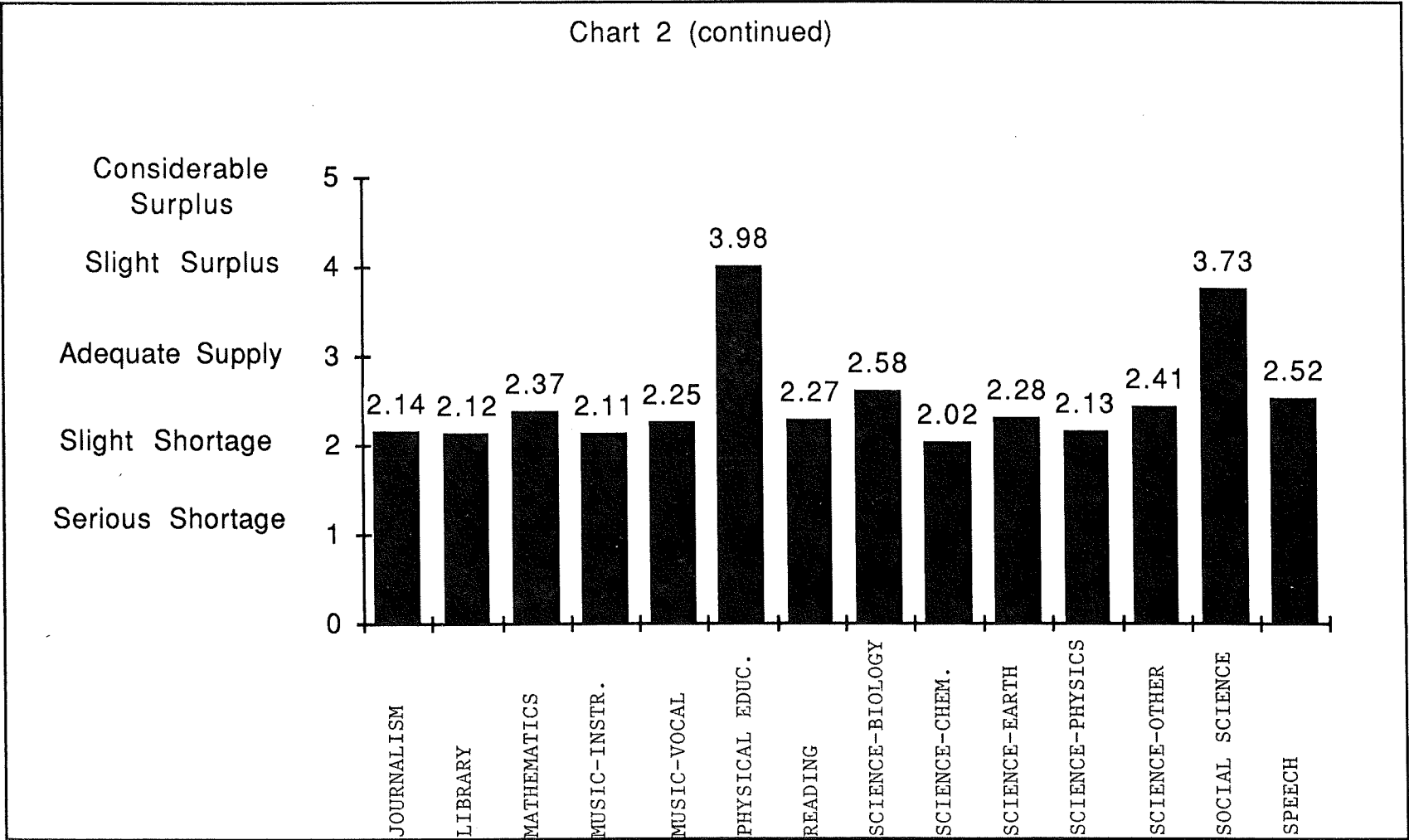


Table 4

**TEACHER VACANCIES AT THE SECONDARY LEVEL AS  
AS REPORTED BY KANSAS SUPERINTENDENTS IN 1988**

AREA	STATE OF KANSAS VACANCIES	REGION									SIZE OF DISTRICT			
		1 NW	2 SW	3 NC	4 SC	5 SEDG	6 NE	7 WY/JO	8 EC	9 SE	0-399	400-1499	1500-Over	
Agriculture	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Art	1.50	1.00	-0-	-0-	-0-	-0-	.50	-0-	-0-	-0-	-0-	-0-	1.50	-0-
Business	5.00	3.00	-0-	-0-	1.00	-0-	-0-	-0-	1.00	-0-	1.00	4.00	-0-	
Computer Science	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Counselor	3.50	.50	-0-	-0-	1.00	-0-	1.00	-0-	1.00	-0-	1.00	1.50	1.00	
Drama	1.50	-0-	-0-	-0-	-0-	-0-	.50	-0-	1.00	-0-	-0-	.50	1.00	
English	8.50	1.00	1.00	-0-	-0-	-0-	.50	1.00	5.00	-0-	-0-	1.50	7.00	
Language-French	1.25	1.00	-0-	-0-	-0-	-0-	-0-	-0-	-0-	.25	-0-	1.25	-0-	
Language-German	.50	-0-	.50	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	.50	
Language-Spanish	3.55	-0-	1.00	.30	-0-	-0-	1.00	-0-	1.00	.25	.30	2.25	1.00	
Language-Other	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	
Home Economics	3.50	3.00	-0-	.50	-0-	-0-	-0-	-0-	-0-	-0-	-0-	3.50	-0-	
Industrial Arts	2.50	.50	1.00	-0-	-0-	-0-	-0-	1.00	-0-	-0-	-0-	.50	2.00	
Journalism	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	

Table 4 (continued)

AREA	STATE OF KANSAS VACANCIES	REGION									SIZE OF DISTRICT		
		1 NW	2 SW	3 NC	4 SC	5 SEDG	6 NE	7 WY/JO	8 EC	9 SE	0-399	400-1499	1500-Over
Library	5.00	-0-	-0-	1.00	1.00	-0-	1.00	-0-	1.00	1.00	2.00	2.00	1.00
Mathematics	7.70	3.70	-0-	1.00	-0-	-0-	1.00	1.00	1.00	-0-	.50	5.20	2.00
Music-Instr.	3.00	2.50	-0-	.50	-0-	-0-	-0-	-0-	-0-	-0-	1.00	2.00	-0-
Music-Vocal	3.30	1.30	-0-	-0-	-0-	-0-	-0-	1.00	1.00	-0-	-0-	1.30	2.00
Physical Educ.	2.00	.50	-0-	-0-	-0-	-0-	1.50	-0-	-0-	-0-	-0-	2.00	-0-
Reading	1.00	-0-	-0-	-0-	-0-	-0-	-0-	1.00	-0-	-0-	-0-	-0-	1.00
Science-Biology	3.20	-0-	-0-	-0-	-0-	-0-	1.20	-0-	2.00	-0-	1.00	2.20	-0-
Science-Chem.	2.30	.50	-0-	-0-	-0-	-0-	.80	-0-	1.00	-0-	.50	.80	1.00
Science-Earth	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Science-Physics	1.20	.20	-0-	-0-	1.00	-0-	-0-	-0-	-0-	-0-	-0-	1.20	-0-
Science-Other	1.00	1.00	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	1.00	-0-
Social Science	5.00	-0-	-0-	-0-	-0-	-0-	-0-	2.00	3.00	-0-	1.00	-0-	4.00
Speech	1.50	-0-	-0-	-0-	-0-	-0-	.50	-0-	1.00	-0-	-0-	.50	1.00
Totals	67.50	19.70	3.50	3.30	4.00	-0-	9.50	7.00	19.00	1.50	8.30	34.70	24.50



music, and (7) sciences. In the category of "other science", several districts noted a shortage of candidates qualified to teach junior high/middle school general science. A slight surplus was reported in physical education, social science and industrial arts. A graphic illustration of candidate supply in each secondary teaching area may be found in Chart 2.

Regional data depicted in Table 3 reveal that the greatest shortage of candidates existed in the Southwest and Northwest regions. Further, general analysis of the data showed a more plentiful supply of candidates in the 1500-over enrollment group. As indicated in Table 4, a total of 67.50 vacancies was reported by Kansas superintendents on September 6.

With regard to the regional data, Table 4 shows that the highest number of vacancies occurred in the Northwest and East Central regions with a total of 19.7 and 19.0 vacancies respectfully. The remaining vacancies were scattered throughout the other regions. Concerning the number of vacancies by size of the school districts, the enrollment category of 400-1499 reported the highest number with 34.7; the smallest number of vacancies was reported by school districts in 0-399 enrollment category with 8.30 vacancies.

#### Data and Related Interpretations - Administration

Concerning the availability of administrative personnel, Table 5 indicates a mean average of 3.01. This represents an adequate supply in

all the administration areas. The supply of candidates was almost the same in each of the three size categories. An illustration of the data may be found in Chart 3. Furthermore, as noted in Table 6, 8.00 positions remained unfilled on September 6, 1988.

#### Data and Related Interpretations - Special Education

As noted in Section 2 on research procedures employed, data were collected from the Kansas State Department of Education vacancy reports submitted by the special education cooperatives. With regard to the number of vacancies, Table 7 reveals that 137.3 vacancies existed on November, 1988, slightly less than the 148.0 reported in 1987. The largest number of vacancies was reported in the areas of (1) behavior disorders, (2) speech, and (3) school psychology, with 18.60, 15.46, and 14.70 vacancies, respectively. Also, it should be noted that the need for school social workers increased dramatically in 1988. Six positions in 1988 remain unfilled. Too, it appears that the crunch for teachers of the gifted may have lessened as only 6.50 unfilled vacancies were reported in 1988 as compared to 16.0 in 1987.

Table 5

**ADMINISTRATOR SUPPLY AT ALL LEVELS AS  
PERCEIVED BY KANSAS SUPERINTENDENTS IN 1988**

AREA	STATE OF KS TOTAL AVERAGE	REGION									SIZE OF DISTRICT		
		1 NW	2 SW	3 NC	4 SC	5 SEDG	6 NE	7 WY/JO	8 EC	9 SE	0-399	400-1499	1500-Over
Assistant Superintendent	3.11	-0-	2.00	3.00	3.25	3.00	3.00	5.00	3.00	3.00	2.00	3.67	3.14
Elementary Principal	3.09	3.00	2.50	3.00	3.20	3.00	3.00	3.40	3.18	3.00	3.17	3.32	2.76
Jr. High Principal	3.10	4.00	2.50	2.00	2.83	3.25	3.00	4.00	3.33	3.50	-0-	3.33	2.92
Sr. High Principal	3.01	3.00	2.80	3.60	2.90	3.00	2.75	-0-	3.17	3.00	3.08	3.00	3.00
Elementary Assistant	2.70	2.00	-0-	-0-	2.67	3.00	3.00	-0-	2.50	3.00	2.00	2.75	2.80
Principal (K-12)	2.92	3.00	3.00	4.00	3.00	2.50	1.00	-0-	3.33	3.00	3.00	2.60	3.16
Jr. High Asst. Principal	3.21	-0-	-0-	4.00	3.17	3.00	3.00	3.50	3.33	3.00	-0-	3.00	3.25
Sr. High Asst. Principal	3.08	-0-	2.00	4.00	3.00	3.00	3.00	2.75	3.25	3.00	3.00	3.13	3.06
Director of Special Educ.	2.43	2.00	-0-	2.00	1.00	2.00	-0-	2.00	2.50	2.50	-0-	2.67	2.36
Mean Average	3.01	2.86	2.57	3.30	3.04	2.92	2.84	3.28	3.10	3.00	2.96	3.14	2.93

Chart 3  
 Administrator Supply at All Levels  
 As Perceived by Kansas Superintendents in 1988

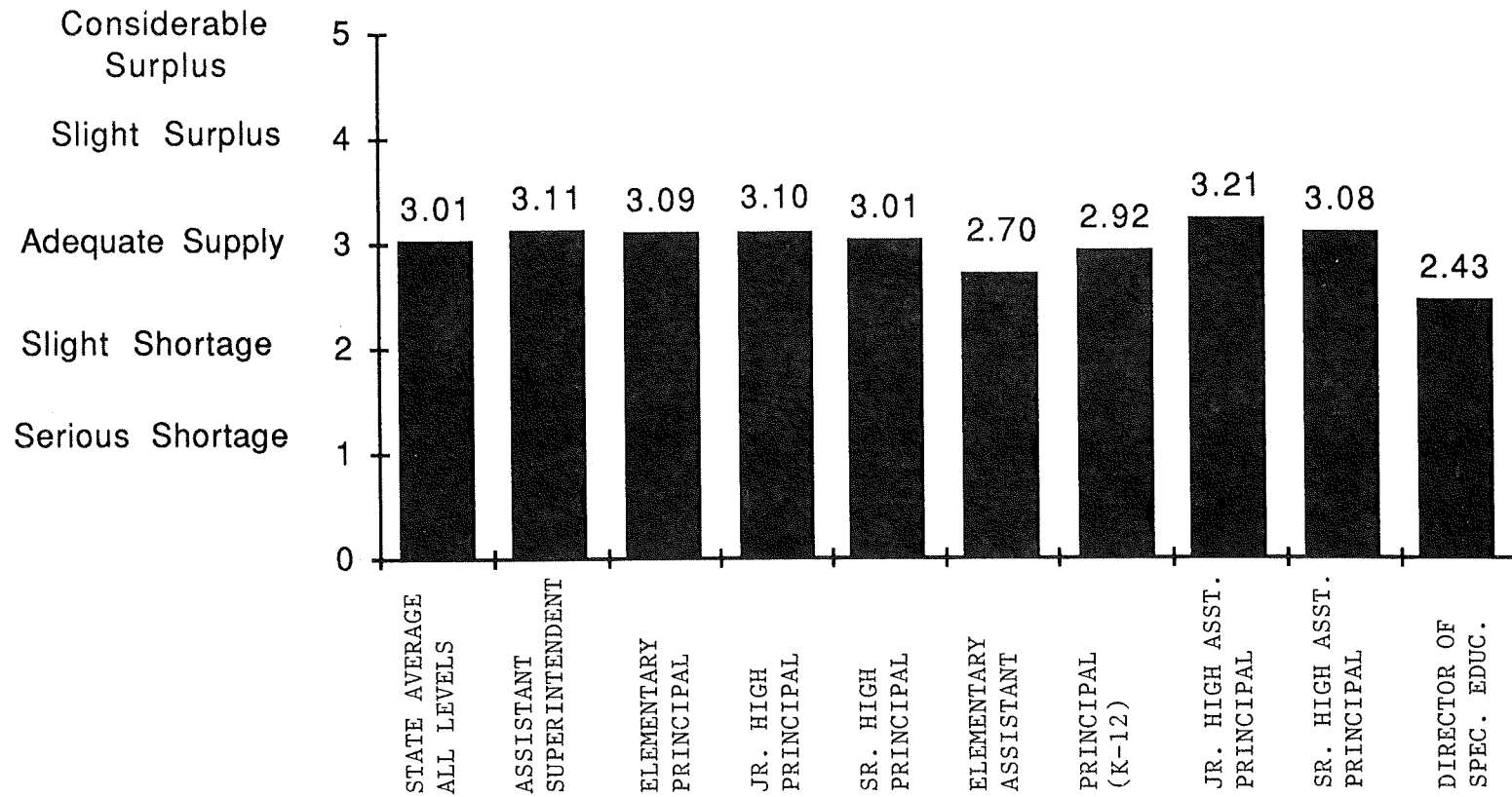


Table 6

**ADMINISTRATOR VACANCIES AS REPORTED  
BY KANSAS SUPERINTENDENTS IN 1988**

AREA	STATE OF KS TOTAL VACANCIES	REGION									SIZE OF DISTRICT		
		1 NW	2 SW	3 NC	4 SC	5 SEDG	6 NE	7 WY/JO	8 EC	9 SE	0-399	400-1499	1500-Over
Assistant Superintendent	2.00	1.00	-0-	-0-	-0-	-0-	-0-	-0-	1.00	-0-	-0-	1.00	1.00
Elementary Principal	1.00	-0-	-0-	-0-	-0-	-0-	1.00	-0-	-0-	-0-	-0-	1.00	-0-
Jr. High Principal	1.00	-0-	-0-	-0-	1.00	-0-	-0-	-0-	-0-	-0-	-0-	1.00	-0-
Sr. High Principal	1.00	-0-	-0-	-0-	1.00	-0-	-0-	-0-	-0-	-0-	-0-	1.00	-0-
Elementary Assistant	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Principal (K-12)	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Jr. High Asst. Principal	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Sr. High Asst. Principal	2.00	-0-	-0-	-0-	1.00	-0-	-0-	-0-	1.00	-0-	-0-	-0-	2.00
Director of Special Educ.	1.00	-0-	-0-	-0-	1.00	-0-	-0-	-0-	-0-	-0-	-0-	1.00	-0-
<b>Totals</b>	<b>8.00</b>	<b>1.00</b>	<b>-0-</b>	<b>-0-</b>	<b>4.00</b>	<b>-0-</b>	<b>1.00</b>	<b>-0-</b>	<b>2.00</b>	<b>-0-</b>	<b>-0-</b>	<b>5.00</b>	<b>3.00</b>

## Longitudinal Data - All Areas

As noted in the introduction, this survey is the tenth annual survey on teacher supply and demand in Kansas. As such, due to the longitudinal nature of the data which now exists, limited conclusions can be noted. Though limitations exist due to slight modifications in the research procedures employed, the following observations are presented for review and consideration:

### 1. Special Education

(a) The 137.3 vacancies reported in 1988 represent a slight decrease in the number of vacancies reported in 1987 (148.0). Nevertheless, the total number of vacancies in 1988 and 1987 represents the highest number of vacancies since 1981 (212.4).

(b) Data for the ten-year period were as follows:

<u>Area</u>	<u>Number of Vacancies</u>									
	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988
Behavior Disorders	51.3	72.7	41.2	23.0	19.3	29.5	27.0	22.00	19.0	18.6
Learning Disabilities	78.5	69.5	47.5	16.5	7.0	18.5	17.0	25.00	22.0	10.0
Speech	49.6	37.5	19.5	11.0	4.6	4.0	10.30	6.00	8.0	15.4
Gifted	61.5	37.2	28.0	30.0	27.3	28.5	23.30	18.00	16.0	6.5
Semi-Independent EMR	15.5	14.0	11.0	3.0	2.0	0.0	6.00	6.00	3.0	7.0
School Psychologist	13.6	13.0	12.5	6.0	1.5	2.0	10.80	11.00	11.0	14.7
Total (areas listed)	270.0	243.9	159.7	89.5	61.7	82.5	94.4	88.0	79.0	72.2
Total (all Special Education Areas)	292.17	314.3	212.4	117.85	85.3	113.3	147.0	146.0	148.0	137.3

**Table 7**  
**Teacher Vacancies in Special Education as**  
**Reported by the Kansas State Department of Education in 1988**

<b>Subject Area</b>	<b>State of Kansas Total Vacancies</b>
Semi-Independent (EMR)	7.00
Semi-Dependent (TMR)	2.00
Early Childhood	6.30
Learning Disabilities	10.00
Hearing Impaired	10.00
Physically Impaired	0.00
Gifted	6.50
Behavior Disorders	18.60
Visually Impaired	1.10
Severely Multiply Handicapped	12.00
School Psychologist	14.70
Interrelated	6.20
School Social Work	6.00
Speech	15.40
Spec. Ed. Instruct. Mat.	2.50
Homebound	.60
Other (Not Categorized)	1.00
Counselors (Special Educ.)	1.00
Occupational Therapy	8.00
Physical Therapy	5.10
Adaptive Phy. Ed.	2.00
Audiology	<u>1.30</u>
<b>Total</b>	<b>137.30</b>

**2. Elementary Education (K-6)**

- (a) The perceived supply of candidates in elementary teaching areas decreased slightly. The mean average for 1988 is 3.06 as compared to 3.50 in 1987.
- (b) In 1979, 1980, and 1981, regional differences remained similar with the greatest supply of candidates in Region 6, East Central, Kansas. In 1982, 1983, and 1984, Wyandotte/Johnson region has had the greatest supply of candidates. In 1985 and 1986, the North Central region had the greatest supply of candidates. In 1987 Wyandotte/Johnson administrators reported the greatest supply of candidates. (Note: Wyandotte/Johnson region was part of Region 6 in 1979, 1980, and 1981). And, in 1988 the Northeast region had the largest supply of candidates.
- (c) A comparison of the specific teaching areas between 1979 and 1988 reveals:

Teaching Area	Mean Average (State-wide)									
	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988
Counseling	1.88	1.81	2.14	2.22	2.33	2.09	2.22	2.24	2.08	1.85
Library	1.69	1.82	1.94	2.10	2.06	1.89	1.69	1.91	1.83	2.14
Reading	2.03	1.95	2.25	2.44	2.63	2.49	2.36	2.53	2.59	2.60
Music	1.85	2.12	2.18	2.14	2.62	2.53	2.53	2.71	2.54	2.32
Art	2.65	2.72	2.97	2.95	3.26	3.16	2.91	2.47	3.10	2.63
Elementary (Reg. Classroom)	3.62	3.67	3.94	3.99	4.33	4.39	4.34	4.48	4.38	4.28
Physical Educ.	3.65	3.91	4.10	4.20	4.48	4.53	4.44	4.17	4.36	4.17



### 3. Secondary Education (7-12)

(a) The perceived supply of candidates in secondary teaching areas remains similar to 1987. A slight shortage continues to exist in the science, mathematics, journalism, and foreign language areas and the short supply of library candidates has continued. Industrial arts, which once experienced a serious shortage of candidates, now has an adequate supply. Specifically, the data in selected areas show:

Teaching Area	Mean Average (State-wide)									
	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988
Science-Physics	1.20	1.30	1.31	1.48	1.57	1.62	1.79	1.77	2.26	2.13
Industrial Arts	1.19	1.39	1.58	2.18	3.25	3.00	3.19	3.44	3.00	3.27
Mathematics	1.36	1.41	1.44	1.65	1.77	1.73	1.90	2.34	2.36	2.37
Science-Chemistry	1.25	1.45	1.30	1.70	1.74	1.72	1.92	2.00	2.00	2.02
Agriculture	1.35	1.51	1.72	1.96	2.43	3.22	3.42	3.07	3.07	2.75
Library Science	1.58	1.66	1.85	2.17	1.90	1.84	1.76	1.88	1.83	2.12
Language-Spanish	1.83	1.80	2.24	1.91	1.93	1.81	1.92	2.10	2.12	1.79
Social Studies	3.00	3.25	3.31	3.44	3.79	4.07	3.65	3.83	3.96	3.73
Physical Education	3.68	3.91	4.14	4.07	4.43	4.58	4.48	4.13	4.40	3.98

(b) Regionally, the supply of candidates appears to be evenly distributed. A slightly greater supply of candidates was reported in Region 7, The Wyandotte/Johnson region of Kansas.

(c) The number of secondary vacancies increased with 67.50 reported in 1988, as opposed to 38.60 in 1987.

(d) School districts with smaller enrollments continue to provide the greatest opportunities for employment. The overall mean average data, by size of school district, between 1979 and 1988, reveal:

<u>District Enrollment</u>	<u>Mean Average (All Teaching Areas)</u>									
	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>
0-399	1.76	1.83	1.76	1.87	2.12	2.42	2.49	2.55	2.65	2.33
400-1,499	1.84	2.00	1.92	2.23	2.22	2.45	2.58	2.73	3.47	2.61
1,500 and above	2.18	2.36	2.44	2.45	2.43	2.66	2.64	2.71	2.73	2.66

## **Section 4**

### **Principal Findings and Conclusions**

**Prior to summarizing the results of this study, certain limitations should be noted. First, the actual number of vacancies as of September 6, 1988, should be somewhat higher than reported. In a few instances, respondents did not report vacancies if the positions were filled during the last two weeks of September. In most of those cases, decisions had been made in regard to who would be hired prior to September 6, but the teacher did not begin working until after September 6.**

**Secondly, the availability of candidates, as perceived by the respondents, could vary from respondent to respondent based on their perception of what constitutes an adequate supply, shortage, etc. Specifically, through contact with a large percentage of respondents, the authors have noticed a tendency for respondents to underestimate the supply of candidates in all teaching areas. Thus, the reader should be aware of this aspect while interpreting the data presented.**

**Finally, employing officials often view the supply of candidates in a two-dimensional framework which includes: (1) the actual quantity of candidates, and (2) the quality of candidates. Therefore, a respondent may perceive a slight shortage in the supply of candidates in a specific teaching area when in fact the number of candidates was adequate. This tends to**

occur when the quality of candidates would not reach the level of expectation desired by a superintendent.

Within the above limitations, then, the following findings are presented for review and consideration:

1. Elementary (K-6)

- (a) A surplus of classroom and physical education candidates exists in elementary education. The state average was 4.28 for elementary teachers K-6 and 4.17 for physical education teachers. The supply of other elementary teaching areas was perceived to range from a slight shortage to an adequate supply.
- (b) The areas of library science, counseling, art, reading, music, and special education continued to provide the greatest employment opportunities in elementary education. Although a slight shortage in supply of reading teachers continues to exist, the number of candidates for these positions is steadily increasing.
- (c) The areas of physical education and regular classroom positions, especially for grades K-3, provide the least employment opportunities for elementary teaching.
- (d) Opportunities for employment are similar through all nine regions in Kansas. The average supply of candidates ranged from 3.00 as the low in the Northwest region to a high of 3.67 in the Northeast region.

- (e) **Employment opportunities in all district-size categories appear to be similar.**

**2. Secondary (7-12)**

- (a) **A slight shortage to adequate supply of candidates exists in the majority of secondary teaching areas in Kansas.**
- (b) **The areas of library sciences, foreign language, journalism, music, science, and counseling continue to provide the best employment opportunities. The relatively new area of computer science as well as the language-related disciplines, particularly any combination of English, journalism, and foreign languages, appear to offer excellent employment opportunities. Excellent opportunities also exist for candidates qualified to teach music at both the elementary and secondary levels.**
- (c) **Opportunities for candidates certified to teach in any two or more areas appear to be great, particularly in the small districts.**
- (d) **The areas of physical education, social science, industrial arts, business, and home economics provide the least employment opportunities.**
- (e) **All regions appear to have a slight shortage to adequate supply of candidates for the majority of the secondary teaching areas. The greatest supply of candidates was reported to be available in the Wyandotte/Johnson region (Region 7).**

(f) The supply of candidates appears to be greatest in districts in the 1500-over enrollment category. School districts with smaller enrollments provide slightly greater opportunities for employment.

3. Administration

(a) Adequate supply to a slight surplus of candidates exists in the majority of the administrative areas. The greatest supply of candidates was reported in the North Central region of Kansas.

(b) Employment opportunities in administration would be greater in the districts with enrollments of more than 1500 students.

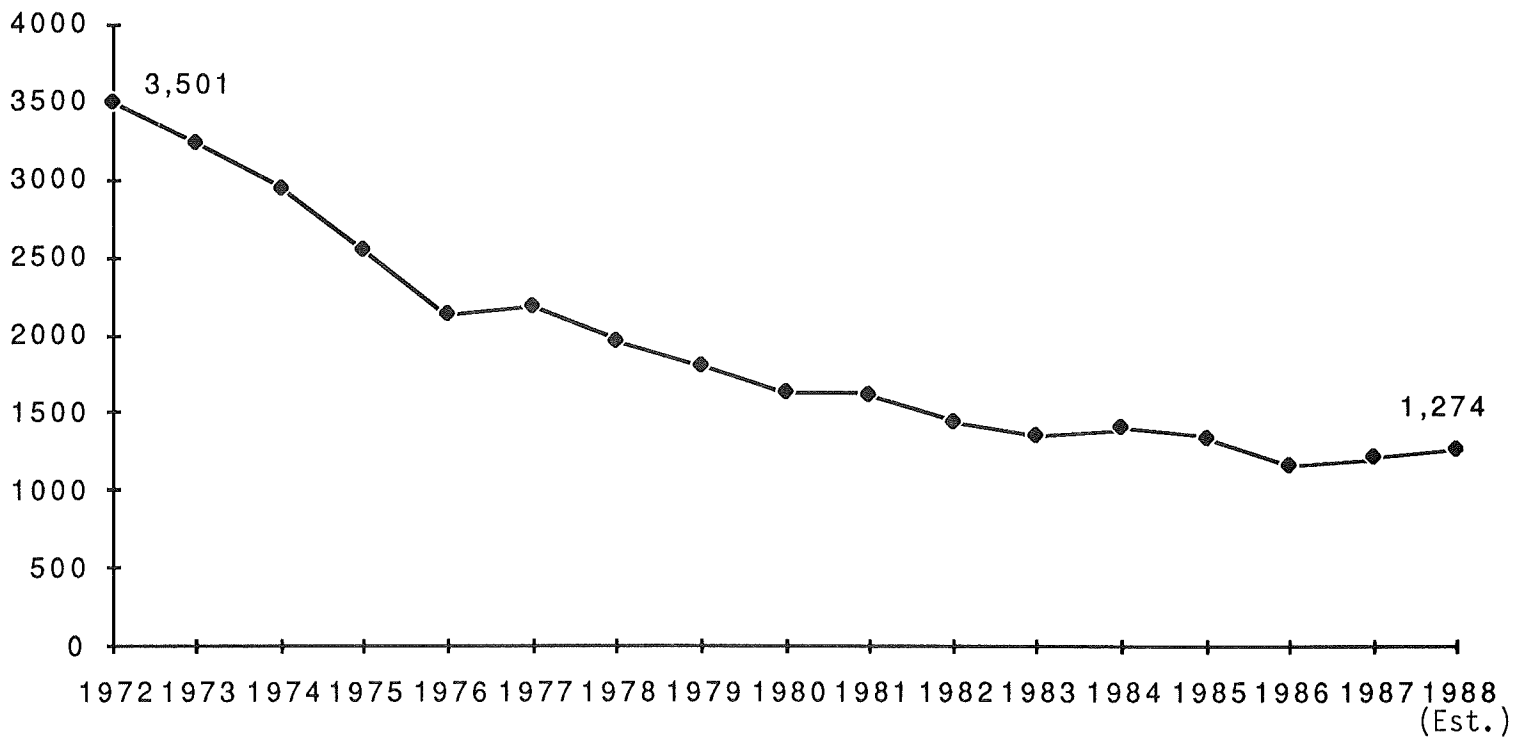
4. Special Education

(a) A shortage of special education teachers was reported in all teaching areas in the state of Kansas.

(b) The areas of (1) behavior disorders, (2) speech, (3) severely multiply handicapped, and (4) school psychology provide the best employment opportunities. Excellent employment opportunities also exist in areas of (1) learning disabilities, (2) gifted, and (3) occupational therapy.

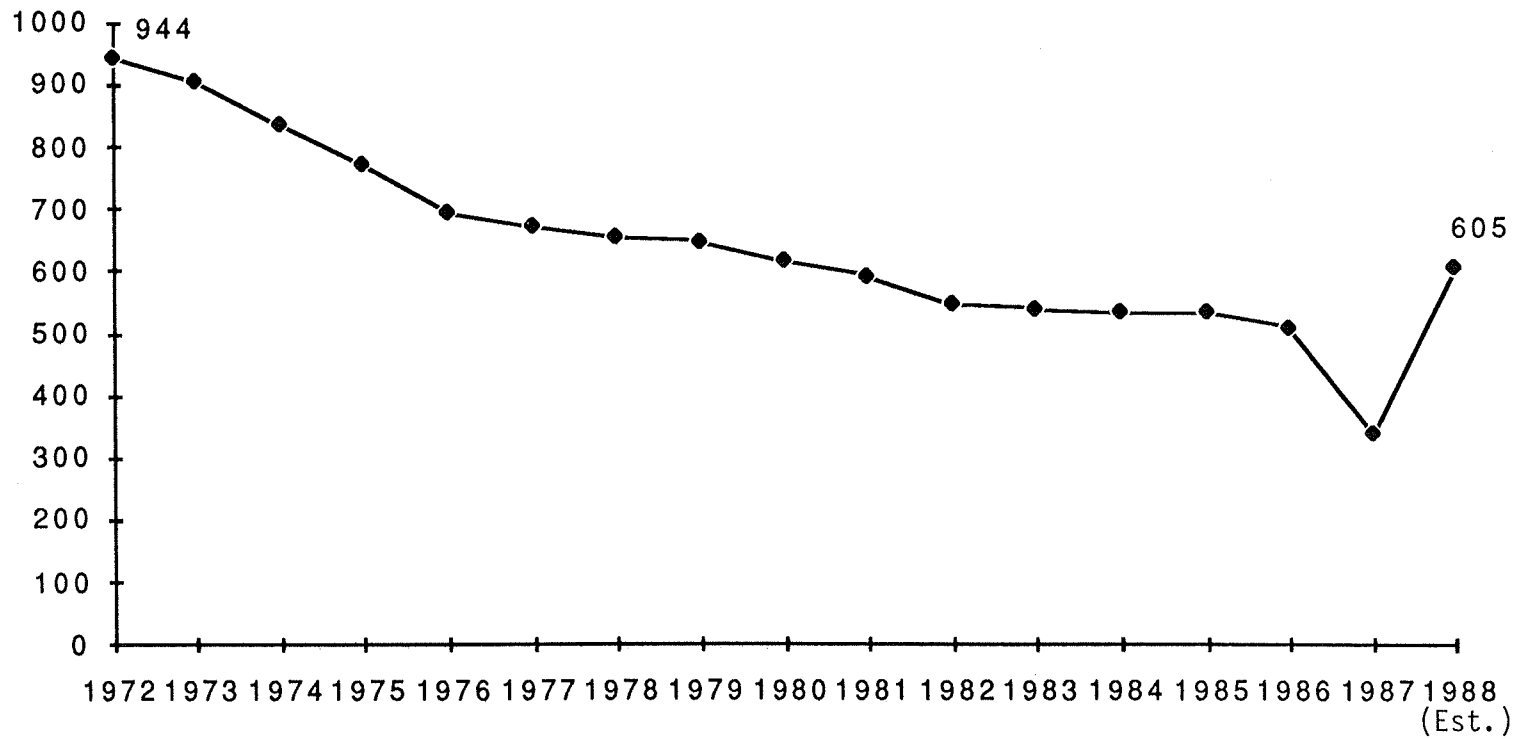
## **APPENDICES**

Appendix A  
Composite of the Number of Students Completing Preparation for  
Teaching Certificates for the First Time at All Regents' Institutions





Appendix B  
Composite of the Number of Students Completing Preparation for  
Teaching Certificates for the First Time at Kansas Four-Year Private Institutions



## Appendix C

### Number of Students Completing Preparation for Teaching Certificates for the First Time at Kansas Four-Year Regents' Institutions

---

---

1972	3,501	1981	1,618
1973	3,233	1982	1,448
1974	2,949	1983	1,361
1975	2,548	1984	1,410
1976	2,128	1985	1,342
1977	2,180	1986	1,162
1978	1,959	1987	1,212
1979	1,798	1988 (Est.)	1,274
1980	1,624		

---

---

## Appendix D

### Number of Students Completing Preparation for Teaching Certificates for the First Time at Kansas Four-Year Private Institutions

---

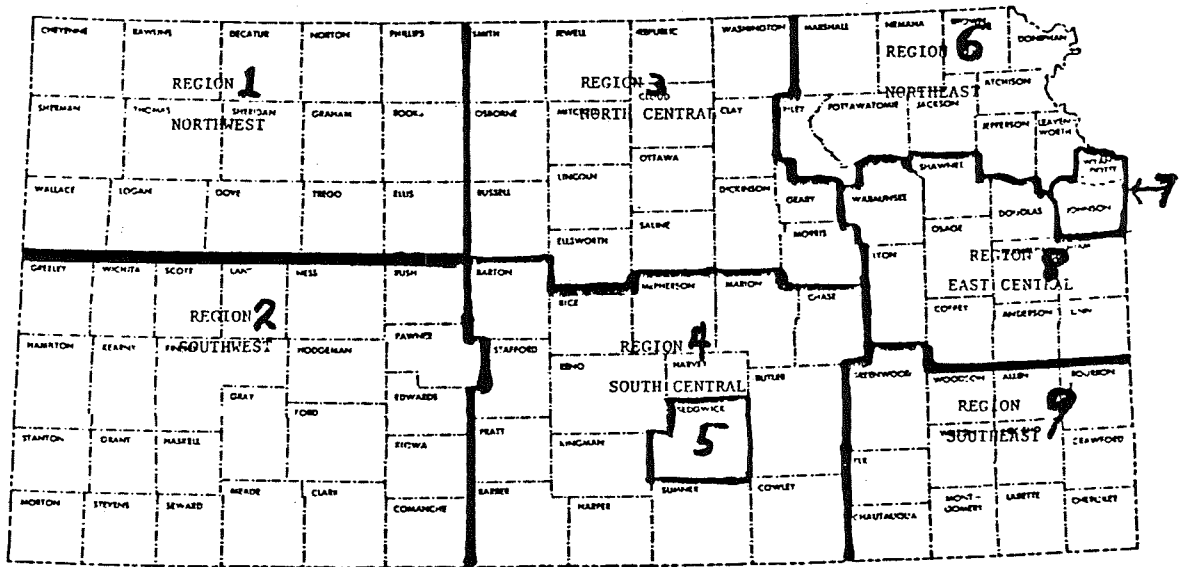
---

1972	944	1981	590
1973	944	1982	546
1974	834	1983	539
1975	769	1984	534
1976	693	1985	531
1977	671	1986	507
1978	654	1987	540
1979	647	1988 (Est.)	605
1980	615		

---

---

**Appendix E**  
**State of Kansas**  
**Geographic Regions**



## Appendix F

September 6, 1988

Dear Superintendent:

School administrators and university personnel continue to express concern with the supply and demand of teachers in the state of Kansas. Therefore, in order to keep practitioners in the educational community informed of current trends, we are gathering information to update Emporia State University's annual survey, Teacher Supply and Demand in Kansas Public Schools. We feel the study has provided significant results and that its update is important as well.

Specifically, we are requesting information concerning (1) teacher vacancies as of September 6, 1988, and (2) your opinion on the availability of candidates for each teaching area which you filled for 1988-89. We are hopeful that all chief administrators will complete the enclosed questionnaire, allowing us to reach our 100% return of last year.

For your convenience, enclosed please find a self-addressed envelope. Your assistance is appreciated and a reply on or before Friday, September 30 is needed. Should you have questions and/or suggestions, please call Dr. Jack Skillett at (316) 343-1200, extension 5780. Thank you.

Sincerely,

Jack D. Skillett, Dean  
The Teachers College

JDS:cls

Enclosures

# Appendix G

Region _____
Size of District _____

University  
Use Only

SCHOOL PERSONNEL SUPPLY AND DEMAND QUESTIONNAIRE
-----------------------------------------------------

## EMPORIA STATE UNIVERSITY The Teachers College

USD # \_\_\_\_\_ County \_\_\_\_\_ City \_\_\_\_\_ FTE Enrollment of USD Sept. 20, 1988 \_\_\_\_\_

Telephone \_\_\_\_\_ Individual Responding \_\_\_\_\_ Position \_\_\_\_\_

### Section A

**DIRECTIONS:** Please list the number of vacancies (full-time equivalency) that existed in your school district on September 6, 1988.

**EXAMPLE:** Physical Ed.....  $\frac{0}{1.00}$  Social Studies.....  $\frac{0}{1.50}$  PSA.....  $\frac{.25}{1.50}$   
Counselor.....

#### ELEMENTARY (K-6)

- Art..... \_\_\_\_\_
- Counselor..... \_\_\_\_\_
- Elementary (K-3)..... \_\_\_\_\_
- Elementary (4-6)..... \_\_\_\_\_
- Library..... \_\_\_\_\_
- Music-Instrumental..... \_\_\_\_\_
- Music-Vocal..... \_\_\_\_\_
- Physical Education..... \_\_\_\_\_
- Reading..... \_\_\_\_\_
- ..... \_\_\_\_\_

#### SECONDARY (7-12)

- |                             |                               |
|-----------------------------|-------------------------------|
| Agriculture..... _____      | Library..... _____            |
| Art..... _____              | Mathematics..... _____        |
| Business..... _____         | Music-Instrumental..... _____ |
| Computer Science..... _____ | Music-Vocal..... _____        |
| Counselor..... _____        | Physical Education..... _____ |
| Drama..... _____            | Reading..... _____            |
| English..... _____          | Science-Biology..... _____    |
| Language-French..... _____  | Science-Chemistry..... _____  |
| Language-Spanish..... _____ | Science-Earth..... _____      |
| Language-German..... _____  | Science-Physical..... _____   |
| Language-Other..... _____   | Science-Other..... _____      |
| Home Economics..... _____   | Social Science..... _____     |
| Industrial Arts..... _____  | Speech..... _____             |
| Journalism..... _____       | ..... _____                   |

#### ADMINISTRATION

- Assistant Superintendent.. \_\_\_\_\_
- Elementary Principal..... \_\_\_\_\_
- Junior High Principal..... \_\_\_\_\_
- Senior High Principal..... \_\_\_\_\_
- Elementary Asst..... \_\_\_\_\_
- Principal..... \_\_\_\_\_
- Jr. High Asst. Principal..... \_\_\_\_\_
- Sr. High Asst. Principal..... \_\_\_\_\_
- Director of Special Ed..... \_\_\_\_\_
- ..... \_\_\_\_\_

**SPECIAL EDUCATION DIRECTIONS: DO NOT COMPLETE** for special education positions that are budgeted and reported by your special education cooperative. Report only the position(s) not included in your special education cooperative.

#### SPECIAL EDUCATION

- |                                        |                                       |
|----------------------------------------|---------------------------------------|
| Adaptive Physical Education..... _____ | Occupational Therapy..... _____       |
| Bilingual..... _____                   | Physical Therapy..... _____           |
| Blind..... _____                       | BD..... _____                         |
| Deaf..... _____                        | SMH..... _____                        |
| EMR (Semi-Independent)..... _____      | TMR (Semi-Dependent)..... _____       |
| Gifted - Elementary..... _____         | School Psychology..... _____          |
| Gifted - Secondary..... _____          | Speech Correction..... _____          |
| LD - Elementary..... _____             | Orthopedically Handicapped..... _____ |
| LD - Secondary..... _____              | Nurse..... _____                      |
|                                        | Social Worker..... _____              |

n _____
Size of District _____

University  
Use Only

City _____
County _____

**SECTION B**

**DIRECTIONS:** Please rate numerically the supply of candidates for each of the teaching areas listed below only if (A) a vacancy continues to exist, or (B) a vacancy existed for 1988-89 but has been filled.  
**DO NOT RATE THE SUPPLY OF CANDIDATES FOR ANY TEACHING AREA IN WHICH YOU DID NOT CONSIDER CANDIDATES FOR 1988-89.**

**EXAMPLE:**

RATING SCALE	SERIOUS SHORTAGE	SLIGHT SHORTAGE	ADEQUATE SUPPLY	SLIGHT SURPLUS	CONSIDERABLE SURPLUS	
	1	2	3	4	5	
Physical Education.....	--					Did not consider candidates in this area for 1988-89.
Counselor.....	1					Vacancy continues to exist for 1988-89. <u>Serious shortage</u> of candidates exists.
Social Studies.....		4				Considered candidates for this teaching area for 1988-89 and filled the position(s). <u>Slight surplus</u> of candidates existed.
English.....		2				Considered candidates for this teaching area for 1988-89 and filled the position(s). <u>Slight shortage</u> of candidates existed.

ELEMENTARY (K-6)

- Art..... \_\_\_\_\_
- Counselor..... \_\_\_\_\_
- Elementary (K-3)..... \_\_\_\_\_
- Elementary (4-6)..... \_\_\_\_\_
- Library..... \_\_\_\_\_
- Music-Instrumental..... \_\_\_\_\_
- Music-Vocal..... \_\_\_\_\_
- Physical Education..... \_\_\_\_\_
- Reading..... \_\_\_\_\_
- ..... \_\_\_\_\_

SECONDARY (7-12)

- |                             |                               |
|-----------------------------|-------------------------------|
| Agriculture..... _____      | Library..... _____            |
| Art..... _____              | Mathematics..... _____        |
| Business..... _____         | Music-Instrumental..... _____ |
| Computer Science..... _____ | Music-Vocal..... _____        |
| Counselor..... _____        | Physical Education..... _____ |
| Drama..... _____            | Reading..... _____            |
| English..... _____          | Science-Biology..... _____    |
| Language-French..... _____  | Science-Chemistry..... _____  |
| Language-Spanish..... _____ | Science-Earth..... _____      |
| Language-German..... _____  | Science-Physical..... _____   |
| Language-Other..... _____   | Science-Other..... _____      |
| Home Economics..... _____   | Social Science..... _____     |
| Industrial Arts..... _____  | Speech..... _____             |
| Journalism..... _____       | ..... _____                   |

ADMINISTRATION

- Assistant Superintendent.. \_\_\_\_\_
- Elementary Principal..... \_\_\_\_\_
- Junior High Principal..... \_\_\_\_\_
- Senior High Principal..... \_\_\_\_\_
- Elementary Asst..... \_\_\_\_\_
- Principal..... \_\_\_\_\_
- Jr. High Asst. Principal..... \_\_\_\_\_
- Sr. High Asst. Principal..... \_\_\_\_\_
- Director of Special Ed..... \_\_\_\_\_
- ..... \_\_\_\_\_

**SPECIAL EDUCATION DIRECTIONS: DO NOT COMPLETE** for special education positions that are budgeted and reported by your special education cooperative. Report only the position(s) not included in your special education cooperative.

SPECIAL EDUCATION

- Adaptive Physical Education..... \_\_\_\_\_
- Bilingual..... \_\_\_\_\_
- Blind..... \_\_\_\_\_
- Deaf..... \_\_\_\_\_
- EMR (Semi-Independent)..... \_\_\_\_\_
- Gifted - Elementary..... \_\_\_\_\_
- Gifted - Secondary..... \_\_\_\_\_
- LD - Elementary..... \_\_\_\_\_
- LD - Secondary..... \_\_\_\_\_

- Occupational Therapy..... \_\_\_\_\_
- Physical Therapy..... \_\_\_\_\_
- BD..... \_\_\_\_\_
- SMH..... \_\_\_\_\_
- TMR (Semi-Dependent)..... \_\_\_\_\_
- School Psychology..... \_\_\_\_\_
- Speech Correction..... \_\_\_\_\_
- Orthopedically Handicapped..... \_\_\_\_\_
- Nurse..... \_\_\_\_\_
- Social Worker..... \_\_\_\_\_

LEGISLATION SUPPORTED BY THE  
STATE BOARD OF EDUCATION  
BUT NOT INCLUDED IN LEGISLATIVE BROCHURE

COORDINATING COUNCIL  
ON EARLY CHILDHOOD  
DEVELOPMENTAL SERVICES

The State Board of Education supports the amendment of K.S.A. 74-7801 to comply with P.L. 99-457. This new federal law requires an increase in the Council membership from 7 to 15. With the addition of 8 members, there will be a modest increase in expenditures to be paid with these federal funds.

The State Board also supports amendment of K.S.A. 74-7803 which provides that the State Board shall pay all the expenses related to the Council. At the time the state statute was enacted, the State Board was the only agency which received federal money for early childhood education. Now, however, the Department of Health and Environment also receives federal money for such education.

KANSAS COMMISSION FOR  
THE DEAF AND HEARING  
IMPAIRED

The State Board of Education supports the amendment of K.S.A. 75-5392 to include a representative of the State Board of Education on the Kansas Commission for the Deaf and Hearing Impaired. When the 1988 Legislature removed the State Board from membership on the Commission, it left over 500 students in public school programs for the hearing impaired/deaf with no representation. On August 5, 1988, the Commission adopted a motion to have the statute amended to reinstate the State Board to membership on the Commission. This would raise the ex officio members to 5. The cost would be minimal.

HOMELESS YOUTH

The State Board of Education supports the amendment of K.S.A. 72-1046a to clarify that students who are living in the district, including homeless youth, have access to a free, appropriate public education. The new Stewart B. McKinney Homeless Assistance Act (P.L. 100-77) requires that (1) each state educational agency shall assure that each child of a homeless individual and each homeless youth have access to a free, appropriate public education which would be provided to the children of a resident of a state and is consistent with the state school attendance laws; and (2) in any state that has a residency requirement as a component of its compulsory school attendance laws, the state will review and undertake steps to revise such laws to assure that children of homeless individuals and homeless youth are afforded a free, appropriate public education. The cost would be minimal.



NOTE: The above telephone numbers are legislative offices in the State Capitol.

**KANSAS STATE BOARD MEMBERS**

Mildred G. McMillon  
District 1  
R. R. 3, Box 32  
Tonganoxie 66086  
(913) 845-3039

Bill Musick, Chairman  
District 6  
508 East Second  
Minneapolis 67467  
(913) 392-3059

Kathleen White  
District 2  
7137 Booth  
Shawnee Mission 66208  
(913) 362-9674

Richard M. Robl  
District 7  
5003 N. Hendricks  
Hutchinson 67502  
(316) 663-7597

Paul D. Adams  
District 3  
420 South Sixth  
Osage City 66523  
(913) 528-4326

Evelyn Whitcomb  
District 8  
2717 South Hydraulic  
Wichita 67216  
(316) 267-8127

Connie Hubbell  
District 4  
2028 Wildwood Lane  
Topeka 66611  
(913) 233-7345

Timothy R. Emert  
District 9  
Box 747  
Independence 67301  
(316) 331-1800

Sheila Frahm, Vice Chairman  
District 5  
18 Cottonwood  
Rt. 3  
Colby 67701  
(913) 462-6948

Nona I. Stevens  
District 10  
145 North 127th Street East  
Wichita 67206  
(316) 686-8227

**STATE BOARD  
OF EDUCATION  
LEGISLATIVE  
RECOMMENDATIONS**

**1989**



*Kansas State Department of Education*  
*Kansas State Education Building*  
120 East 10th Street Topeka, Kansas 66612

**An Equal Employment/Educational Opportunity Agency**

The Kansas State Department of Education does not discriminate on the basis of sex, race, color, national origin, handicap, or age in admission or access to, or treatment or employment in, its programs or activities. Any questions regarding the Department's compliance with Title VI, Title IX, or Section 504 may be directed to the Title IX Coordinator, who can be reached at (913) 296-2424, 120 East 10th Street, Topeka, Kansas 66612, or to the Assistant Secretary for Civil Rights, U.S. Department of Education.

RECOMMENDATIONS	THE STATE BOARD OF EDUCATION RECOMMENDS THAT	OUTCOMES	FY 1990 EST. INC. COST
<b>UNIFIED SCHOOL DISTRICTS</b> State School Equalization Aid	The state authorize an average general fund increase of 6.5 percent. It is desirable to raise teacher salaries in order to be competitive and improve the quality of Kansas teachers. Additional funds are needed to implement classification/reappraisal and to have an overall reduction in the state's property tax for the general operation of schools. This proposal reduces the property tax by approximately \$20 million.	Reduction in property tax and an increase in teacher salaries.	General State Aid \$100,000,000 Income Tax Rebate \$ 7,000,000
State Special Education Aid	The excess cost above educating a nonhandicapped child be funded at 95 percent. If this mandated program is not funded at a higher level, it will have the effect of reducing funds available for the general operation of schools.	Equitable funding for handicapped children.	\$ 9,920,872
State School Transportation Aid	The state transportation aid program be funded at 100 percent of the formula under Kansas law. This will fund approximately 80 percent of the cost of transporting students to and from school.	Adequate funding for a mandated program providing access for students living over 2.5 miles from home to school.	\$ 4,522,245
Early Childhood Education for Handicapped	Kansas follow federal requirements for early childhood education for handicapped. All handicapped students three years of age or older must have access to special education services by July 1, 1990, or the state will forfeit all federal funds (\$5,000,000) for students three to five years of age.	Increased student achievement and reduction in long-term cost.	FY 1990 \$ 2,882,530 FY 1991 \$ 3,170,822 FY 1992 \$ 3,480,630
At Risk Youth/Remedial Programs to Reduce Illiteracy and Dropouts	A special incentive funding program designed to reduce illiteracy and dropouts be authorized. The program stresses early intervention to identify and help children at the first signs of difficulty and remediation in basic skills for older students. This program requires a 50 percent funding match by school districts.	Reduction of illiteracy and dropouts which has the effect of reducing social program costs.	\$ 5,000,000
Structuring Schools for the Future	State funds be made available to improve the quality of education and to provide state incentive funds to assist schools in restructuring educational programs to meet the needs of students of the 21st century. Part of this money would be used in sparsely populated areas for instruction using two-way interactive video.	Financial incentives to encourage school districts to develop programs to meet educational needs of students in 21st century.	\$ 5,000,000
Inservice Education Aid	The state fund the inservice education plan in accordance with Kansas statutes. This program updates teachers with the latest methods and techniques for improving instruction.	Incentive for school districts to improve teaching skills.	\$ 375,000
Internship Program	The state provide funding to implement the Kansas internship program. This program is designed to assist teachers during their first year of teaching through assessment and assistance.	Improved quality of beginning teachers, increased student learning, and reduced teacher attrition rate.	\$ 172,388
Kansas Test of Essential Skills (KMCT)	Kansas participate in the Kansas Test of Essential Skills and review the needs for remediation. This program has been utilized by school districts for five years to assess students' achievement in the areas of mathematics and reading.	Assessment tool for identifying student achievement and need for remediation.	FY 1990 \$ 210,725 FY 1991 \$ 486,458
<b>AREA VOCATIONAL-TECHNICAL SCHOOLS</b> Aid to AVTS for Capital Outlay	State funds be provided for purchase of AVTS capital outlay. Area schools have received funding under this program one year out of the last three. There is a major need in the area schools for instructional equipment and maintenance/repair of facilities.	Maintenance of facilities and to up-date equipment for training students.	\$ 500,000
AVTS Categorical Aid	Area vocational-technical schools receive an increase of 5 percent in state categorical aid. This increase will permit the area schools to maintain their current level of programs and to keep pace with inflation.	Maintenance of quality vocational programs.	\$ 369,449
Postsecondary Aid for Vocational Education	State funds be provided to meet the needs of postsecondary students. Currently, 50 percent of the area schools are subsidizing postsecondary students/programs due to the limited resources available for postsecondary aid for vocational education. The State Board has a two-year program permitting area school budgets to increase the necessary amount to fund their actual expenditures under the law.	Training for business/industry and improved economic development.	\$ 1,570,781
<b>COMMUNITY COLLEGES</b> Community College Funding	State aid for community colleges be increased to 40 percent of their operating expenditures phased in over the next five years. The State Board strongly supports repeal of out-district tuition to alleviate the tax burden on out-district counties. The five-year financing plan permits community colleges to better utilize resources in providing educational programs for the students and business community.	Financial stability of the state community college system, relief of the property tax, and elimination of out-district tuition over a five-year period.	Credit Hour State Aid \$ 2,206,660 Out-District State Aid \$ 2,079,168 General State Aid \$ 1,103,330
<b>WASHBURN UNIVERSITY</b> Washburn University Funding	State aid for Washburn University be increased over the next five years. The State Board adopted a five-year plan which repeals out-district tuition and increases revenue 7 percent per year. Under the five-year plan, credit hour state aid is eliminated, out-district state aid is reduced and general state aid is increased.	A plan to utilize its resources in a more effective manner.	\$ 528,493



Testimony before the Senate Education Committee

by

Patricia E. Baker  
Associate Executive Director/General Counsel  
Kansas Association of School Boards

January 17, 1989

Mr. Chairman, members of the committee, I appreciate the opportunity to appear before you and request the introduction of legislation.

The Kansas Professional Negotiations Act provides that if the parties to collective bargaining in the public schools do not reach agreement on terms and conditions of employment by June 1, impasse exists as a matter of law and impasse procedures are to be implemented.

There appears to be a strong likelihood that legislative issues involving school finance will not be resolved in the early stages of this session. Classification and reappraisal will have a serious effect on local school finance issues. The specific dates on which this information will be available and the time for determining school finance issues are unknown.

We request that this committee introduce and consider legislation which would delay the automatic impasse date from June 1, 1989, to a date certain which would be tied to the date on which school finance issues are finally resolved.

We are not requesting a permanent change in the statutory deadline, but only a reprieve for one year, to insure that boards of education and teacher organizations have sufficient information available to make the negotiations process meaningful. Should school finance be decided by the legislature at an early date, the June 1 deadline could still apply.

It is hoped that school boards and teachers associations will still be able to resolve negotiations at an early date. However, we believe that the circumstances this year are unique and that the parties should have ample opportunity to study and review relevant financial information.

Thank you for your consideration of our request.



# KANSAS ASSOCIATION OF COMMUNITY COLLEGES

Columbian Title Bldg., 820 Quincy • Topeka 66612 • Phone 913-357-5156

W. Merle Hill  
Executive Director

To: Senator Joseph Harder, Chairman  
Senate Committee on Education

From: Merle Hill

Date: January 12, 1989

Subj: Bill Requests from the Kansas Association of Community Colleges

The Kansas Association of Community College would like to have the Senate Committee on Education introduce two bills in its behalf. They are the following:

1. Increased Funding for Remedial/Developmental Education: In 1988, the Senate Committee introduced (by request) Senate Bill No. 267, a copy of which is attached. SB 267 would have increased state credit hour aid for remedial courses taught by community colleges to 1.5 times the base. For 1988-89, for example, with the base being \$28 per credit hour, remedial courses would have been funded at \$42 per credit hour. SB 267, of course, did not get out of committee.

The KACC is recommending this year that remedial courses be funded at 2.0 times the base, just as vocational courses are now funded at two times the base at Cowley County Community College and Pratt Community College.

2. Customized Training Fund to Assist Economic Development Efforts: In 1986, the KACC requested that a bill be introduced to provide funding dedicated to the economic development efforts of community colleges with business and industry. The idea was to provide the colleges with an avenue to secure through the competitive process start-up funds to assist them in providing customized training for business and industry, specifically with those smaller firms and businesses which have no funds to provide training for their workers to have skills upgraded or to retrain for new positions. The bill died in committee.

In the fall of 1986, Charles Krider, Institute for Public Policy and Business Research at The University of Kansas and, also, a consultant to the Legislative Economic Development Commission's Task Force on Business/Industry Training, recommended that the state make customized business training a priority for community colleges and technical institutes. The Task Force made this same recommendation to the Commission.

Expecting that the Commission might introduce legislation to follow the recommendation of the Task Force, Senator Salisbury suggested that the KACC might better wait until the Commission's bill came out rather than introducing one of its own. Unfortunately, nothing ever came of the customized-training priority recommended by Krider and the Task Force.

Education  
1/17/89  
Attachment 6

The Kansas community colleges recommend that Kansas follow the model which has proved to be so successful in North Carolina, where the community and technical colleges have been designated as the prime vehicle for delivery of economic development training. To this end, we are requesting that the state set up a Customized Business Training Fund and allocate up to \$2 million to be distributed on a competitive basis to community colleges and vocational schools by the Department of Commerce to enable them:

- o To strengthen current industry programs through the establishment of industrial specialist offices on community college and vocational school campuses.
- o To integrate the colleges and vocational schools fully into the local economic development effort and increase public awareness of their roles.
- o To expand retraining opportunities for displaced workers or workers whose skills are becoming obsolete.
- o To establish small business centers at every campus.
- o To improve the effectiveness of local program advisory committees and solicit business input systematically at the state and local levels every two years.

## SENATE BILL No. 267

By Committee on Education

2-17

---

0017 AN ACT concerning community colleges; affecting the determi-  
0018 nation of credit hour state aid; amending K.S.A. 71-602 and  
0019 K.S.A. 1986 Supp. 71-601, and repealing the existing sections.

0020 *Be it enacted by the Legislature of the State of Kansas:*

0021 Section 1. K.S.A. 1986 Supp. 71-601 is hereby amended to  
0022 read as follows: 71-601. (a) "Credit hour" means one hour of  
0023 instruction per week for 18 weeks or the equivalent thereof in a  
0024 subject or course at a level not higher than those subjects or  
0025 courses normally offered to freshmen and sophomores ~~in~~ at  
0026 four-year institutions of postsecondary education ~~which subject~~  
0027 ~~or course is approved by the state board~~. Credit hour does not  
0028 include within its meaning any hour of instruction in ~~a~~ any  
0029 subject or course taken by a student enrolled for audit or in any  
0030 subject or course not approved by the state board. The state  
0031 board, in consultation with the state board of regents, shall  
0032 determine whether the subjects and courses offered ~~in~~ at the  
0033 community colleges are at the level of freshmen and sophomore  
0034 subjects and courses offered ~~in~~ at the state *educational* institu-  
0035 tions ~~of postsecondary education~~ and shall not approve any  
0036 subject or course offered at a higher level.

0037 (b) "College credit" means the type of credit assigned to  
0038 subjects or courses that are part of an organized and specified  
0039 program leading to a postsecondary certificate or degree.

0040 (c) "Developmental credit" means the type of credit as-  
0041 signed to subjects or courses that are preparatory for an orga-  
0042 nized and specified program leading to a postsecondary certifi-  
0043 cate or degree.

0044 Sec. 2. K.S.A. 71-602 is hereby amended to read as follows:  
0045 71-602. (a) The basis for distribution of credit hour state aid for

0046 community colleges for each credit hour of each duly enrolled  
0047 student who was a bona fide resident of the state of Kansas  
0048 during the current school session shall be *the amounts specified*  
0049 *in this subsection: (1) ~~Twenty-six dollars and twenty-five cents~~*  
0050 *For each credit hour in any subject or course to which college*  
0051 *credit is assigned and which is not part of a vocational education*  
0052 *program approved by the state board under the provisions of*  
0053 *article 44 of chapter 72 of Kansas Statutes Annotated, the amount*  
0054 *of \$26.25; and (2) an amount which shall be determined by the*  
0055 *state board by multiplying by 1½ the amount specified in provi-*  
0056 *sion (1) for each credit hour in any subject or course which is part*  
0057 *of a vocational education program approved by the state board*  
0058 *under article 44, except that the amount specified in provision (1)*  
0059 *for each credit hour of each student shall be multiplied by two if*  
0060 *the credit hour is in any subject or course which is part of an*  
0061 *approved vocational education program which is offered in a*  
0062 *community college which is also officially designated as an area*  
0063 *vocational school by the state board (2) for each credit hour in*  
0064 *any subject or course to which college credit is assigned and*  
0065 *which is part of an approved vocational education program*  
0066 *offered at any community college which is also an officially*  
0067 *designated area vocational school, an amount which shall be*  
0068 *determined by the state board by multiplying the amount spec-*  
0069 *ified in provision (1) by 2.0; (3) for each credit hour in any*  
0070 *subject or course to which college credit is assigned and which*  
0071 *is part of an approved vocational education program offered at*  
0072 *any community college which is not an officially designated*  
0073 *area vocational school, an amount which shall be determined by*  
0074 *the state board by multiplying the amount specified in provision*  
0075 *(1) by 1.50; and (4) for each credit hour in any subject or course*  
0076 *to which developmental credit is assigned, an amount which*  
0077 *shall be determined by the state board by multiplying the*  
0078 *amount specified in provision (1) by 1.50.*

0079 (b) The determination of credit hours of duly enrolled stu-  
0080 dents shall be made at times prescribed by the state board of  
0081 education.

0082 Sec. 3. K.S.A. 71-602 and K.S.A. 1986 Supp. 71-601 are



SB 267

3

0083 hereby repealed.

0084 Sec. 4. This act shall take effect and be in force from and  
0085 after its publication in the statute book.