

Approved April 1, 1991
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 Monday, March 25, 1991 in room 123-S of the Capitol.

All members were present except:

Senator Parrish, excused

Committee staff present:

Mr. Ben Barrett, Legislative Research Department
Ms. Avis Swartzman, Revisor of Statutes
Mr. Dale Dennis, Assistant Commissioner of Education
Mrs. Millie Randell, Committee Secretary

Conferees appearing before the committee:

SCR 1601 - Urging articulation agreements among community colleges and state educational institutions covering technical programs

Proponents:

Ms. Connie Hubbell, Legislative Chairman, State Board of Education
Mr. Ferman Marsh, Assistant Commissioner, Division of Community Colleges and Vocational Education, State Board of Education
Mr. Kevin Robertson, Director of Governmental Affairs, Kansas Association of Area Vocational-Technical Schools
Dr. Merle Hill, Executive Director, Kansas Association of Community Colleges

HB 2107 - School districts, building-based education plans

Proponents:

Ms. Peg Dunlap, Director of Instructional Advocacy, Kansas-National Education Association
Mr. Mark Tallman, Coordinator of Governmental Relations, Kansas Association of School Boards
Ms. Brilla Highfill Scott, Associate Executive Director, United School Administrators of Kansas

After Chairman Joseph C. Harder called the meeting to order, he called upon Ms. Connie Hubbell who testified in support of SCR 1601 on behalf of the State Board of Education. (Attachment 1)

Mr. Ferman Marsh, Assistant Commissioner, State Board of Education, explained that the State Board currently is working with Pittsburg and Wichita State Universities on a program-by-program basis to get technical education courses approved so they may be transferable credits to those two Regents institutions. He said present effort is directed towards Pittsburg and Wichita State Universities, because they offer the most technical degree programs on a baccalaureate level at any Regents institution. He said that negotiations are in the discussion stage. When Mr. Marsh was asked if he thought there would be any problem concerning articulation agreements between the Kansas College of Technology and Kansas State University should those two schools merge, Mr. Marsh said he foresaw no problems and that a merger might, in fact, encourage articulation agreements.

A representative of the Kansas Association of Area Vocational-Technical Schools, Mr. Kevin Robertson, testifying in support of SCR 1601, requested the Committee to amend SCR 1601 in line 26 so as to include Area Vocational-Technical Schools. (Attachment 2)

Dr. Merle Hill, Executive Director of the Kansas Association of Community Colleges, explained that a new articulation agreement was signed by nineteen community college presidents and the chief executive officers of the state universities two years ago, and it stipulated that any student who has completed two years of academic work at a community college will be accepted at a university with junior status. He pointed out, however, that such

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,

room 123-S, Statehouse, at 1:30 ~~xx~~ a.m./p.m. on Monday, March 25, 1991.

students are not exempt from departmental and school requirements. Dr. Hill commented that the articulation agreement between community colleges and state universities does not specifically address "training in technical programs" and said it is quite possible that some "vocational" courses will not transfer. (Attachment 3)

HB 2107 - School districts, building-based education plans

When the Chair called upon Ms. Peg Dunlap, Director of Instructional Advocacy, Kansas-National Education Association, Ms. Dunlap explained that HB 2107 reauthorizes building-based education plans that were first authorized by the Kansas legislature in 1988. Ms. Dunlap summarized some of the initiatives that had taken place in the five schools which have participated in the pilot program following the 1988 legislative authorization. (Attachment 4)

Mr. Mark Tallman, Kansas Association of School Boards, also testified in support of HB 2107. (Attachment 5)

Ms. Brilla Highfill Scott, Associate Executive Director, United School Administrators of Kansas, affirmed that the demonstrated success of the pilot program authorized in 1988 suggests the program needs to be expanded as well as extended. (Attachment 6)

Replying to Committee questions, Ms. Dunlap stated that although the buildingbased education program is not part of the K-NEA budget for the 1991-92 school year, K-NEA plans to support it through some other avenues such as technical assistance in the assessment areas. Ms. Dunlap explained that HB 3100 (1988 session) required applicants to identify what they would be using as measures of success. Ms. Dunlap also replied that the Delegate Assembly of K-NEA had voted to approve their previous allocation of \$20,000 from Kansas dues to support the original pilot program and said this was an unusual undertaking by K-NEA.

Ms. Avis Swartzman, revisor of statutes, advised the committee that present statute does not designate any specific amount of money that should be funded for this program.

Following further Committee discussion regarding funding, the Chair concluded that no money is available in the current budget for this program. However, Committee consensus was that the program should be reauthorized in hopes that funds might become available.

Senator Walker moved to recommend HB 2107 favorably for passage. Senator Karr seconded the motion, and the motion carried.

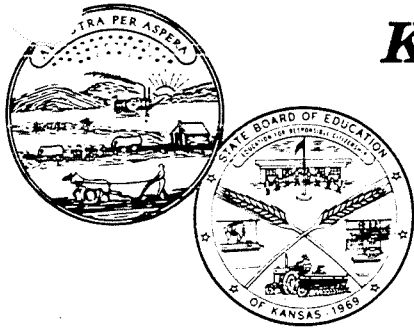
Senator Anderson moved, and Senator Frahm seconded the motion to approve minutes of the meeting on March 21. The minutes were approved, and the Chair adjourned the meeting.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 123-S DATE: Monday, March 25, 1991

GUEST LIST

NAME	ADDRESS	ORGANIZATION
Melissa Malyan	P.O. Box 407 Lindsborg	Page
Richard Kent	Route 3 Box 74 Sabetha	Page
Naomi Kent	R 3 Box 74 Sabetha	Page
Rebecca Norlin	Smoky Valley H.S. Lindsborg	Page
Merle Hill	Topeka	KACC
Irman Marsh	Topeka	Ed Dept
Peg Dunlap	Topeka	KNEA
Ann C. Burnett	Topeka	USD 501#
Bella Highfill Scott	Topeka	USA
Kriste Wardell	Topeka	AS/c
Mark Tallman	Topeka	KASB
Robert Nichols	Wichita	USD 259
Jim Yonally	Overland Park	USD #512
Jacque Oates	Topeka	SOE
Kevin Christson	Topeka	to AVTS
Jeff DeGraffenreid	"	B Valley
Ninive Apt	Topeka	U.S.D. #500
Paul E. Fleener	Manhattan	Kansas Farm Bureau



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District 3

Gwen Nelson
District 10

March 25, 1991

TO: Senate Education Committee
FROM: State Board of Education
SUBJECT: Senate Concurrent Resolution 1601

My name is Connie Hubbell, Chairman of the State Board of Education. I appreciate the opportunity to appear before this Committee on behalf of the State Board.

The State Board of Education supports the joint policy regarding articulation agreements between community colleges and state educational institutions for students in technical training.

The State Board of Education staff is currently working with Pittsburg State University and Wichita State University on a policy governing transferability of technical training.

We would be pleased to cooperate in this endeavor with the State Board of Regents. The two Boards meet on a regular basis and this item could be placed on the agenda for review and discussion.

Currently, we have an articulation agreement on general education between the State Board of Regents' institutions and Kansas community colleges.

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KANSAS ASSOCIATION OF AREA VOCATIONAL—TECHNICAL SCHOOLS

Richard Kingston
President

Keith Stover
President Elect

Robert Stinson
Secretary

Richard McWhorter
Treasurer

Date: March 25, 1991
To: Senate Committee on Education
From: Kevin Robertson
Director of Governmental Affairs
Re: SCR 1601

Mr. Chairman and members of the Committee my name is Kevin Robertson. I am Director of Governmental Affairs for the Kansas Association of Area Vocational-Technical Schools, consisting of all 16 public AVTSS in the state of Kansas. **KA AVTS supports SCR 1601.**

SCR 1601 is the a recommendation made by the Joint Committee on Economic Development following a six-month study of work force training in Kansas. The rationale for this recommendation is to give students seeking higher education in Kansas the opportunity to move up the educational ladder from institution to institution. A bill which would require AVTSS and community colleges' to enter into articulation agreements for technical programs has already been passed by the Senate, and a hearing in the House is scheduled for this week.

I would ask the committee to amend area vocational-technical schools into SCR 1601. Currently, two AVTSS are working with regent universities to allow for the direct transfer of technical credit from the AVTS to the university. These AVTS, as you might guess, are located in Emporia and Wichita.

By adding AVTSS to SCR 1601, you will be giving Kansas students the availability to continue with their educational opportunities regardless of what level of post-secondary education they enter.

I will be happy to attempt to answer any question you might have.

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KANSAS ASSOCIATION OF COMMUNITY COLLEGES

Jayhawk Tower, Suite 901 • 700 S.W. Jackson • Topeka, KS 66603

W. Merle Hill
Executive Director

Phone 913/357-5156
Fax 913/357-5157

To: Senate Committee on Education
From: Merle Hill
Date: March 25, 1991
Subj: Senate Concurrent Resolution No. 1601

Mr. Chairman, members of the Committee. Thank you very much for giving the Kansas Association of Community Colleges an opportunity to discuss SCR 1601 with you.

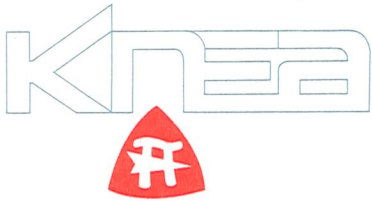
For some twenty years, the community colleges and the state universities had in operation a comprehensive articulation plan which worked quite well. Problems of transfer did occur, of course, but for the most part the deans of the respective institutions got things worked out to the benefit of students.

Two years ago, a new articulation agreement was signed by the 19 community college presidents and the chief executive officers of the state universities. In brief, the agreement stipulates that any student who has completed two years of academic work at a community college will be accepted at a university with junior status. Being accepted with junior status, however, does not mean a transfer student will be exempt from both department and school requirements.

When you hear the lament that a community college student has "lost 6 or 8 or 10 credit hours in transfer," what you should be hearing is that 6 or 8 or 10 credits earned in one program at a community college do not fit into a degree program chosen at a university. As reported to the Legislative Educational Planning Committee several years ago by Dr. Martine Hammond-Paludan, the typical community college transfer student has 3.2 semester hours which fit in this category. When I transferred from the Conservatory of Music at Oberlin College to the College of Arts and Sciences, only two semester credit hours were accepted for three semesters of work.

The articulation agreement between the community colleges and the state universities does not specifically address "training in technical programs," and it is quite possible that some "vocational" courses at community colleges will not be deemed appropriate for a university transfer. The Kansas Association of Community Colleges supports the concept of having the State Board of Education and the State Board of Regents adopt articulation agreements covering technical training.

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Peg Dunlap Testimony before the
Senate Education Committee
Monday, March 25, 1991

Mr. Chairman and members of the Committee, I am Peg Dunlap, Director of Instructional Advocacy for Kansas-NEA. Thank you for the opportunity to address the Committee in support of HB 2107 which reauthorizes Building-based Education Plans.

This session, as in the last several that preceded it, you have discussed many bills that address issues commonly categorized under the title "education reform". In a recent presentation before the House Education Committee, John Meyers, from NCSL, identified key elements of reform and used a video to provide specific examples of programs across the country that are attempting to put those ideas about reform into practice.

I contend that in 1988 the Kansas Legislature scooped the nation in the category of education reform. I contend that the program authorized by HB 3100 during the 1988 Legislative session, and reauthorized in 1991 if HB 2107 becomes law, building-based education plans, should have been featured on that video.

Building-based education plans include all the elements of reform mentioned in the NCSL tape: restructuring, accountability, assessment, and parental involvement. The building-based education plans authorized in 1988 have allowed at least 5 Kansas schools to participate in significant, lasting efforts to reform education in those buildings.

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Representatives of those schools could have been here this afternoon to give testimony from personal experience. They, however, are busy teaching school! In their absence, I'd like to take a few minutes to summarize some of the things that happened in those schools because of building-based education.

Franklin Elementary, USD 475, Junction City expanded work begun through the district's Effective Schools Program. A building-level panel, representative of the adults who work at Franklin, led the entire staff through a goals and needs identification process. Language arts was one of those goals. A faculty committee selected the Whole Language approach as the best method of meeting the needs of their students. The building-based education grant was used to fund staff development activities, supplemental teaching materials, and activities involving parents.

Towanda Elementary, USD 375, Towanda began the process of building-based education by establishing an effective schools team, consisting of the principal, teachers, and other adults who work at the school. The team directed a process through which data about the school was collected, goals set, and a plan developed to address those goals. The primary focus turned out to be developing a more positive educational climate for students. In designing staff development activities to help teachers do that better, the staff learned something else: they had to address a positive climate for the adults in the building before they could change the climate for students.

Quail Run Elementary, USD 497, Lawrence wasn't open when they applied for a building-based education grant. During their first

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years of existence, the faculty, parents, and PTO developed and implemented a school improvement plan that addressed issues such as integrating special education students into the regular education program, designing a consistent building-wide discipline plan, coordinating the science and social studies curriculum areas across grade levels, and developing a parent resources section in the media center. Accountability and assessment of students and the school were an additional component of the plan. This work was done with assistance from faculty at KU.

Wiley Elementary, USD 308, Hutchinson was also already involved in school improvement because of previous district-initiated activities. Building-established goals were expanded to include emphasis on integration of higher order thinking skills across grades and across the curriculum. The building-based education grant funded intensive staff development activities, including teachers coaching teachers, as well as supplementary instructional materials.

In this quick overview, I can't tell you everything that happened in these schools because of building-based education. I encourage you to visit them yourselves, talk to the teachers, the administrators, the parents, the students. Find out how school is different now in those places than it was before.

I predict that the answers you'll hear can be categorized into the elements of reform John Meyers mentioned in his presentation to the House Education Committee : restructuring, to actively involve those most closely involved in implementing decisions in the making of those decisions; accountability, of staff and students for what

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they do and how they do it; assessment, of student progress by more than paper and pencil tests; and, parental involvement, so that home and school collaborate to meet student needs and encourage their progress.

House Bill 2107 is deceptive: it looks so simple. What it does, though, is complex. It places the Legislature's stamp of approval on a process that can make a tremendous difference for Kansas schools and Kansas education, a process that encourages and indeed requires, close examination of what school is about and how we go about getting there. Meyers and K-NEA and many others call it "restructuring". HB 2107 calls it "building-based education". Whatever you call it, it holds the highest promise I'm aware of for better educating Kansas students. I urge you to support this bill.

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Testimony on H.B. 2107
before the
Senate Committee on Education

by

Mark Tallman,
Coordinator of Governmental Relations
Kansas Association of School Boards

March 25, 1991

Mr. Chairman and members of the Committee, we appreciate the opportunity to appear before you on behalf of the member boards of education of the Kansas Association of School Boards in support of House Bill 2107.

We testified in support of the original legislation which created this pilot study of building based education. Due to the late start which the program faced at its inception, we would support passage of this legislation in order to give the program a fair opportunity to succeed and to insure that the report the legislature receives on the program is based on a substantive trial period.

We thank you again for the opportunity to express these views on behalf of our members and I would be happy to attempt to answer any questions.

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HB 2107

BUILDING-BASED EDUCATION PLANS

Testimony presented before the Senate Education Committee

by

Brilla Highfill Scott, Associate Executive Director
United School Administrators of Kansas

March 25, 1991

Mister Chairman and Members of the Senate Education Committee:

United School Administrators of Kansas is pleased to support the extension of the program which pilots building-based education plans in Kansas.

In order for lasting reform to occur in Kansas, it is extremely important that educators collaborate on solving the issues facing our schools. The demonstrated success of the four pilot schools in this project suggest we need not only to extend this program but to expand it.

We urge the committee to report HB 2107 favorably.

(rbb2107)

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