

Approved: March 19, 1992
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Rick Bowden at 3:30 p.m. on March 17 '92 in Room 519-S of the Capitol.

All members were present except:

Committee staff present: Dale Dennis, Board of Education
Ben Barrett, Legislative Research
Avis Swartzman, Revisor of Statutes Office
Shirley Wilds, Secretary to the Committee

Conferees appearing before the committee:

Robert Kelly, KS Independent College Ass'n
Christine Crenshaw - Board of Regents
Mark Tallman - KASB
Gerald Henderson - USA
Peg Dunlap - KNEA

The meeting was called to order by Chairperson Rick Bowden.

Chairman Bowden provided committee members with an article published by the *State Education Leader* regarding concepts of restructuring. (See Attachment #1.)

Chairman Bowden shared a copy of a letter he received from John Augenblick, Augenblick, Van De Water and Associates giving information on how Kansas's pattern compares with the Midwest and the nation, with an accompanying graph indicating how education in Kansas changed relative to total expenditures and other major state functions. Chairman Bowden suggested this may be of some aid when members are discussing these issues with their constituents. (See Attachment #2.)

Hearing on SB 545:

Robert N. Kelly. Mr. Kelly said SB 545 merely continues the tuition grant program in statute as has been a longtime state policy, providing a copy of the statute with his testimony. (See Attachment #3.)

Christine Crenshaw. Expressing support of SB 545, Ms. Crenshaw said she would also request consideration for extending the same residency standards proposed for the Kansas Tuition Grant to all state funded financial aid programs. She listed the programs to be considered in her testimony. (See Attachment #4.)

Hearing on SB 468:

Mark Tallman. Mr. Tallman said to help districts develop successful school improvement programs, KASB supports state educational grant programs, as proposed in SB 468, and would allow districts to apply for grant support in developing and implementing building-based education programs. (See Attachment #5.)

Gerald Henderson. Mr. Henderson said that USA support concepts of SB 468 and will continue to reserve their concerns about the funding mechanism as discussions on school finance work their way through the 1992 legislative session. (See Attachment #6.)

Peg Dunlap. Ms. Dunlap reported that KNEA urges favorable passage for SB 468. She specifically mentioned they support the Senate Education Committee's amendment on Page 1, lines 32 and 33. (See Attachment #7.)

Committee minutes were approved for March 2, 3, 4, and 5.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, Room 519-S Statehouse, at 3:30 p.m. on March 17, 1992.

The next meeting is scheduled for March 18, 1992 at 3:30 p.m., Room 519-S, Statehouse.

Upon completion of its business, the meeting adjourned at 4:10 p.m.

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Restructuring target of organized opposition

by Sherry Freeland Walker

Editor's note: ECS leaders recently met in Washington with ECS advisory commissioners, heads of the country's major education organizations, to discuss organized opposition to school restructuring and how to deal with it.

People working at all levels to make fundamental changes in the education system are running into organized opposition from groups that describe themselves as evangelical Christian organizations, advisory commissioners reported. ECS shared experiences with opposition to its Re:Learning effort and found that education leaders across the country are experiencing the same type of opposition to and accusations about their reform efforts.

"There are about 50 of these organizations behind the attacks on reform efforts," said Frank Newman, ECS president. "They try to portray themselves as individuals — 'just a concerned parent' — but in reality, they form an organized effort that is a continuation of a long battle by the

same people who want creationism and prayer in the schools."

Newman and other education leaders pointed out that people working to restructure schools at all levels should be aware of this type of opposition to proposed change. "This is different from individual parents expressing concerns and asking questions," Newman said. "This is an organized network of groups whose members are working across the country to get a particular philosophical and religious agenda into the schools. Educators need to understand this and be prepared to make their case for why changes are necessary before criticism arises."

The *Public School Awareness* workbook, published by Citizens for Excellence in Education (CEE), a division of the National Association of Christian Educators, says 90% of "church children" attend public schools. "Pastors, parents, grandparents and others are alarmed at the devastating influence of up to 30 hours each week children receive from an atheist-oriented public school system," it says. The formation of public school awareness (PSA) committees

IN THIS ISSUE:

What is the role of higher education assessment? — pages 6-8

Why isn't higher education on the reform bandwagon? — page 10

How can children's services be improved? — page 12

and materials such as the workbook are an effort to counteract what the workbook calls "moral relativism and a collapsing academic system."

Opposition to restructuring from CEE and similar groups has centered on four areas, Newman said: *school-based management* — the groups prefer school board management and provide training on how to elect Christians to the board, saying, "Only Godly Christians can truly qualify for this critically important position"; *parent involvement* — these groups say restructuring undercuts parent involvement, although restructured schools actually show higher rates of parent involvement than traditional ones; *critical thinking* — interpreted as teaching children to "criticize," not obey (see box on terminology on page 2); and *providing extra help for "at-risk" children* — the groups believe resources are being diverted from children whose families have prepared them to learn to children whose families have failed to perform this duty.

The PSA workbook manual lists the following concerns: *sex education* (teaches "safe sex instead of abstinence until marriage"), *decision making* (being taught there is no right and wrong), *evolution, humanism* ("the basis of all atheistic evolution in science classes") and "New Age"/*global education* ("calling for a world government and a world religion"). The workbook also argues that "academic classroom time is being robbed for non-essential courses in 'affective

education' — dealing with emotions, not facts or truth."

CEE lists as contacts and resources about 50 organizations. Those groups are described as abortion-related ministries; alternative education organizations; creation science organizations; legal ministries groups with information on teachers unions, curriculum, programs and textbooks; political organizations; youth ministries; and other family and educational organizations. Among them are the Eagle Forum, Focus on the Family, National Right to Life Institute, American Institute for Character Education, Christian Voters League, Liberty Federation and the Heritage Foundation.

CEE also has a national directory for PSAs of "hundreds of other parents'/citizens' groups around the country" and a hotline service to reach those people.

Dealing with opposition

The ECS advisory commissioners said much of the opposition to restructuring efforts could be avoided if educators and political leaders communicate about what's going on before a problem arises. Historically, however, boards, schools and states have not had the capacity or tradition of doing so.

"It is important to have informational materials available, to go out

Continued on page 3



Educators working to restructure should be prepared for criticism about changes in how and what students are taught. (Photo courtesy of ECS Commissioner Michael B. Enzi of Wyoming)

Education

Attachment #1
3/17/92

School leaders face "New Age" charges

by Erica Sorohan

New Age? Isn't that just a bin in the record store? So one education consultant thought until he found himself accused of promoting "New Age religion" while working with two Michigan school systems on a staff development project.

The controversy flared after the Ohio-based Institute for Development of Education Activities (IDEA) agreed to work with the Adrian and Blissfield, Michigan, school districts on Community for Developing Minds (CDM), a long-term school-improvement project. IDEA tapped the two districts after a rigorous 18-month selection process.

Jon Paden, executive vice president of IDEA, calls "bizarre" charges that CDM is "demonic," and as for the term New Age, "I'd only seen it at the record store . . . I haven't the foggiest notion what it is."

Despite the charges lodged, CDM "had nothing to do with hypnotism, Buddhism, visualization or anything else," says Larry Wilson, superintendent of the Blissfield school system, which left the project in the wake of the protests.

Instead, he says, the project would have involved the entire community in helping students develop communication, thinking and col-

laborative skills — the skills that businesses are calling for.

Those who track the activities of the religious Right warn that these conflicts are only among the latest skirmishes in what several prominent right-wing Christian leaders portray as a spiritual battle for control of the public schools.

Increasingly, school boards that commit to innovation and restructuring face charges that they are embracing programs rooted in "New Age religion" and satanism and which teach children to defy their parents.

These complaints have been lodged against a wide range of programs and approaches, including whole language, global education, self-esteem, values education, critical thinking, holistic education, multicultural education, site-based management, mentoring, non-graded classes and cooperative learning.

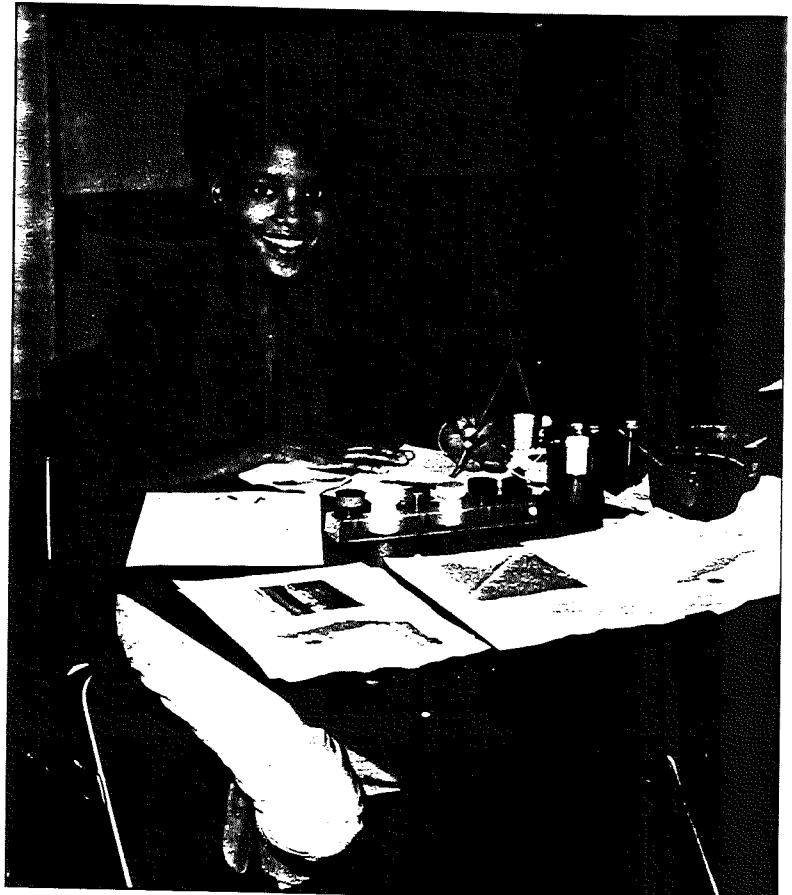
Christian Right leaders contend "New Age" religion draws on Eastern philosophies and the occult and promotes such views as one-world government.

Their opponents say "New Age" is just the Right's latest take on "secular humanism." They accuse fundamentalists of trying to portray education practices as religion to bolster their arguments for bringing Christian doctrine — such as creationism — into the public schools.

Moreover, attacking a program, curriculum or textbook as "New Age" is just the opening volley, say experts. The real targets are boards of education.

Experts who study the Far Right say the movement turned to grassroots organizing and set its sights on school boards and other local offices after failing to gain control of public policy on the national level during the Reagan era.

The Christian Right has "astutely analyzed what's going on in the United States and recognized that very few people vote," explains Fred Clarkson, a freelance writer who tracks



"Christian Right" leaders are concerned about the 90% of "church children" who attend public schools.

the movement. "So these groups run their own candidates, turn out the churches and win."

Observers explain that with 90% of fundamentalist children enrolled in public schools, the religious Right is strongly motivated to make the schools conform to its philosophies.

Also, observes Fritz Detwiler, a professor of religion at Adrian College, evangelical Christianity has been increasingly influenced by the tenets of Christian Reconstructionism, which links Christian control of public institutions to Christ's return.

In the booklet *How to Elect Christians to Public Office*, Robert Simonds, president of Citizens for Excellence in Education (CEE), puts it

this way: "The battleground for testing is in the public schools. . . . We need strong school board members who know right from wrong. The Bible, being the only true source on right and wrong, should be the guide of board members. Only Godly Christians can truly qualify for this critically important position."

Once conservative fundamentalists gain a majority on boards, Detwiler and others say, they can begin to remake the schools to reflect their strict interpretation of Christian doctrine through their power over policy, personnel and curriculum.

CEE claimed in early 1991 that its efforts led to the election of more

Continued on page 3

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ECS is a nonprofit, nationwide interstate compact formed in 1965 to help governors, state legislators, state education officials and others develop policies to improve the quality of education at all levels. Forty-nine states, the District of Columbia, American Samoa, Puerto Rico and the Virgin Islands are members. The ECS office is located at 707 17th Street, Suite 2700, Denver, Colorado 80202-3427, 303-299-3600.

It is the policy of ECS to take affirmative action to prevent discrimination in its policies, programs and employment practices.

"Red-flag" restructuring terms

The following terms are used frequently by persons working to restructure their schools. The definitions were given to ECS by individuals opposed to restructuring.

Critical thinking — Learning to criticize one's parents and to question values.

Experimental — Anything that doesn't have hard data supporting its merit.

Outcomes-based education — Teaching to the test.

Self-esteem — Teachers practicing therapy on students without a psychiatric license.

Cooperative learning — One dumb kid learning from another dumb kid.

Working in groups — Students don't have to pay attention to the teacher.

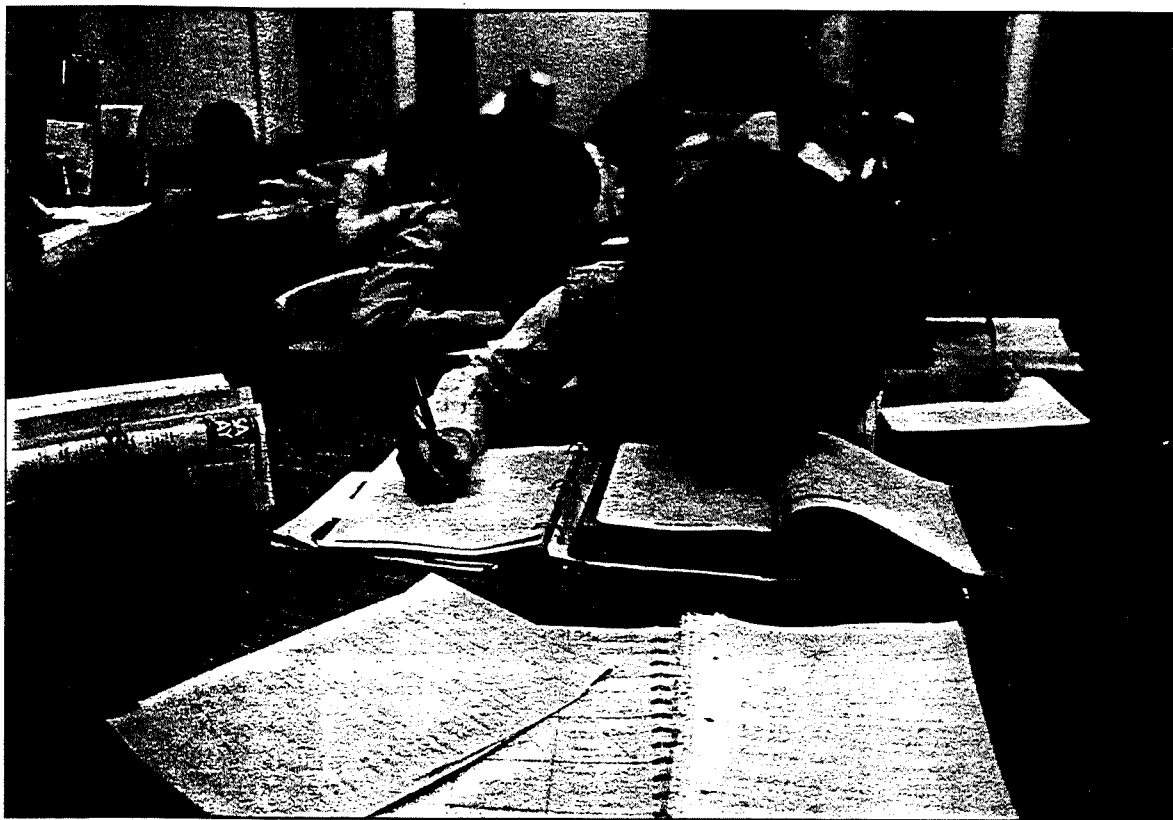
Whole language — Attempting to learn reading without "the proven phonics method" and traditional grammatical usage and form.

Teacher-as-coach — Teacher should be authority figure, not discussion group leader.

Decision making — Learning it's okay to take drugs instead of being taught it's wrong and illegal.

School-based decision making — Teachers with too much control; "no one's accountable"; makes the school board irrelevant.

(Taken from *Communicating About Restructuring*, published by ECS.)



Efforts to reform schools are coming under attack from the religious Far Right which may lack understanding of what is taking place.

School leaders face "New Age" charges

Continued from page 1

than 450 of its followers to school boards across the country.

Christian leaders say their movement does not intend to transform public schools into Christian schools.

"I don't understand that paranoia — that Christians on schools boards will turn all public schools into Christian schools," says Eric Buehrer,

executive vice president of CEE. The perception is that Christians "are dumb jerks who can't separate their personal faith from their public responsibilities."

Those who oppose the religious Right stress they don't want to stop anyone from seeking public office. "These people have an absolute right to be involved in the political process," says Clarkson, but "people need to be aware of what they'll do" once elected.

To turn back these challenges, experts urge school boards to rely on

community support, clear policies and plain talk.

"It's fundamentally a campaign of distortion and misrepresentation backed by pseudo-research," says Detwiler. "School people have to understand how certain words translate into the Christian Right world view."

He calls it "Humpty-speak," after the line in Lewis Carroll's *Through the Looking Glass* where Humpty-Dumpty tells Alice, "When I use a word it means just what I choose it to mean — neither more nor less" (see box of terms on page 2).

"School boards and educators need to become aware of the translation process, so they can directly speak to the issues" and make their own meaning clear, Detwiler says.

School officials also need to pay attention to their own tendency to lapse into jargon. Local school boards need clear policies for handling complaints, school leaders said.

"Conservative, religious fundamentalists raise some really good issues, and make those [involved with] restructuring think about what they want to accomplish," says Marjorie Ledell, former ECS policy adviser.

"Sometimes we're pretty damn arrogant," she adds. "We work hard, we care about kids, so we get annoyed with those who lack facts, [and we] think they're being antagonistic. Mostly, they want to know if their children will learn better."

More communication

"Times have changed . . . and some parents are having real difficulties with that," says Michael Couchman, associate superintendent of the Adrian, Michigan, school district. "It's far beyond the knowledge of parents today, because they remember school as places where desks stood in rows and children learned phonics and listened to lectures."

Now, Couchman reports, the Adrian schools hold seminars for parents on such topics as whole language, learning styles and right-brain/left-brain research.

"Have people drawn lines in the sand? Yes," he says. "But I believe these can be erased by the winds of change."

Excerpted and reprinted with permission from School Board News, October 1, 1991, published by the National School Boards Association. ★

Restructuring target of organized opposition

Continued from page 1

into the community to talk about what is being done and why, and to use clear language, such as explaining what we mean when we say 'critical thinking,'" Newman said. "Anticipation of criticism and advance preparation have carried the day where opposition has been overcome."

Advisory commissioners agreed that they and others working to make fundamental changes in education need a common plan for action and communication about what they are trying to accomplish and why. Many of their recommendations are useful to people working to restructure schools at all levels. They include:

- Be well informed about reforms being proposed. Make sure educators and key opinion makers

have a clear understanding of what restructuring is, why it is important, how parents will be involved and how it will improve learning.

- Create forums to debate, discuss and build consensus around the changes needed to improve learning.
- Communicate regularly with the public. Address the whys, hows and expected results of reform and restructuring. Use clear language, not jargon.
- Realize choice is a useful option to allow children of parents who oppose reform to select a different school.
- Make sure the agenda and strategies of the groups described above are in the open (i.e., controlling public schools through electing members of these groups to school boards and hiring teachers and superintendents who advocate

teaching creationism as scientific fact, teaching history in a way that spotlights only one concept of "true American heroes" and abandoning subjects such as sex education and AIDS education).

- Prepare written rebuttals to common attacks. Encourage op-eds, letters to the editor, reports to the community and newsletter articles.
- Listen to all viewpoints and perspectives but don't provide for unlimited arguments that tie up school and district resources with extensive responses to questions intended to persuade advocates of restructuring to give up.

For more information about anticipating and responding to criticism about restructuring, contact Arleen Arnsparger at ECS (303-299-3653) or see the ECS kit, *Communicating About Restructuring*, available for \$20 from the ECS Distribution Center, 707 17th Street, Suite 2700, Denver, CO 80202-3427.

Walker is editor of the State Education Leader. ★

Migrant council moves

The Interstate Migrant Education Council (IMEC) moved its administrative offices to the Council of Chief State School Officers, effective January 1.

The change was made because IMEC's primary work is in state departments of education and funded through state school chiefs' budgets.

IMEC staff member Jim Gonzales will continue his work through the Washington, D.C., office. Denver staff member Dean Speaks is retiring. ★

Attack #1-3



#2

AVA CONSULTANTS TO POLICY AND MANAGEMENT LEADERS IN EDUCATION

March 13, 1992

Honorable Rick Bowden
Chair, House Education Cmte.
State House, Room 281-W
Topeka, KS 66612

Read

Dear Representative Bowden:

The popular attention given to improving educational outcomes over the last decade has created an impression that state spending for education has grown faster than other segments of state budgets. We wondered if that impression was borne out by the data. So we checked. What we found, not surprisingly, was a mixed picture. While nationally total state expenditures per capita increased 200%, regional and state patterns vary widely and patterns among major functions vary even more significantly.

We thought you might be interested in seeing how Kansas's pattern compares with the Midwest and the nation. The enclosed graph tells the story in 1980-1990 percentage change terms for total expenditures per capita and expenditures per capita for selected functions. A quick glance at the black bars shows you how education (both K-12 and higher education) in Kansas changed relative to total expenditures and other major state functions. A closer examination reveals how Kansas compares within its region and with national averages. As you examine the graph please keep two cautions in mind: (1) a rapid rise from a low base can produce large percentage changes over time; and (2) the graph does not indicate the share of the state budget that a particular function is consuming.

As demographic and political factors force changes in public policy agendas, we believe it is increasingly important to understand education's place in state expenditure patterns. The enclosed graph provides one view of these patterns.

Augenblick, Van de Water & Associates (AVA) has a long track record of examining fiscal and policy issues in education. If you need an unbiased examination of state level education issues by experienced outsiders, please give us a call. The enclosed telephone cards make it easy to contact us.

Sincerely,

John Augenblick
John Augenblick

Gordon Van de Water
Gordon Van de Water

AUGENBLICK, VAN DE WATER & ASSOCIATES

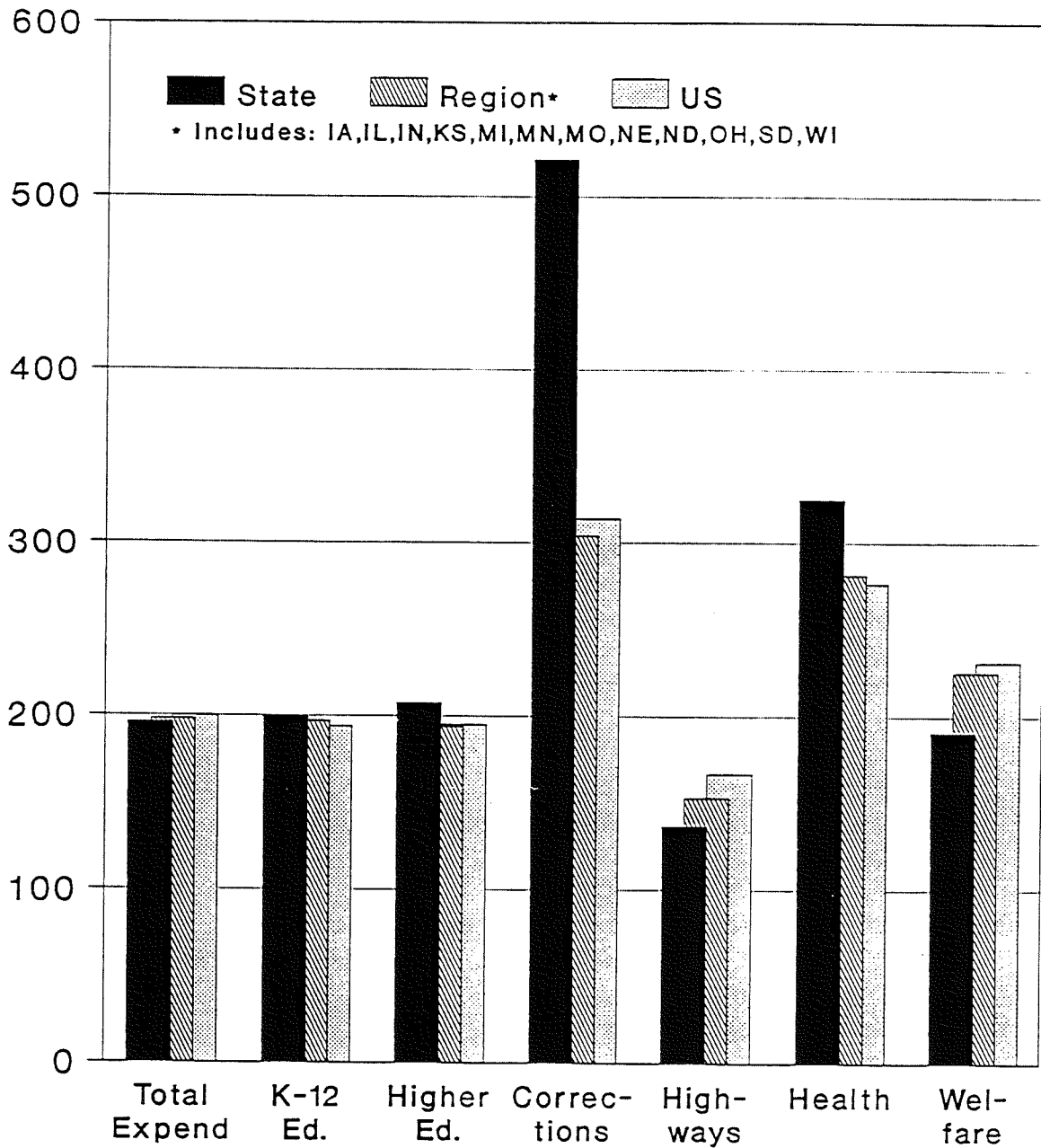
1370 PENNSYLVANIA STREET, SUITE 220 • DENVER, CO 80203 • (303) 832-3444 • FAX: (303) 832-3445

*Education
Attachment #2*

3/17/92

STATE EXPENDITURES PER CAPITA KANSAS

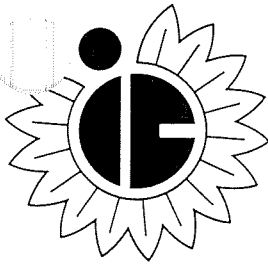
PERCENT CHANGE 1980-1990



Source: Census Bureau, Gov't Fin Series

Prepared by: Augenblick, Van de Water & Assoc., Denver, CO

Attach #2-2



#3

KANSAS INDEPENDENT COLLEGE ASSOCIATION

515 Capitol Federal Building, 700 Kansas Avenue, Topeka, Kansas 66603
Telephone (913) 235-9877 • FAX (913) 235-1437

ROBERT N. KELLY, *Executive Director*

March 19, 1992

Testimony before House Education Committee

Senate Bill 545 is designed to make residency for the Tuition Grant program identical to residency for in-state fee purposes at the Regent universities. This has been the policy for the Tuition Grant program for 19 years. Therefore, in simplicity, SB 545 merely continues in statute what has been a longtime state policy.

This bill became necessary when Mr. Ayres, the General Counsel for the Board of Regents, was requested to make a ruling on residency for student aid and determined that K.S.A.76-729(a) and not K.S.A.76-729(b) applied. (The bill is attached.) In the past, all of K.S.A.76-729 was deemed to apply, as is the case in SB 545. Because we believe that Mr. Ayres' opinion is correct, SB 545 is needed in order to have the exemptions listed in K.S.A.76-729(b) apply to the Tuition Grant program.

It is reasonable to enact SB 545 and continue present policy because the Board of Regents estimates that there are at least 100 students (an exact amount cannot be determined) who are now receiving tuition grants who would lose them through no fault of their own.

We urge your support of SB 545.

*Education
Attachment #3
3/17/92*

76-729. Residence of students for fee purposes; basic rule, certain exceptions authorized; definitions. (a) Persons enrolling at the state educational institutions under the control and supervision of the state board of regents who, if such persons are adults, have not been or, if such persons are minors, whose parents have not been residents of the state of Kansas for at least 12 months prior to enrollment for any term or session at a state educational institution are nonresidents for fee purposes.

(b) The state board of regents may authorize the following persons, or any class or classes thereof, and their spouses and dependents to pay an amount equal to resident fees:

(1) Persons who are employees of a state educational institution;

(2) persons who are in military service;

(3) persons who are domiciliary residents of the state, who were in active military service prior to becoming domiciliary residents of the state, who were present in the state for a period of not less than two years during their tenure in active military service, whose domiciliary residence was established in the state within 30 days of discharge or retirement from active military service under honorable conditions, but whose domiciliary residence was not timely enough established to meet the residence duration requirement of subsection (a);

(4) persons having special domestic relations circumstances;

(5) persons who have lost their resident status within six months of enrollment;

(6) persons who are not domiciliary residents of the state, who have graduated from a high school accredited by the state board of education within six months of enrollment, who were domiciliary residents of the state at the time of graduation from high school or within 12 months prior to graduation from high school, and who are entitled to admission at a state educational institution pursuant to K.S.A. 72-116, and amendments thereto; and

(7) persons who are domiciliary residents of the state, whose domiciliary residence was established in the state for the purpose of accepting, upon recruitment by an employer, or retaining, upon transfer required by an employer, a position of full-time employment at a place of employment in Kansas, but the domiciliary residence of whom was not timely enough established to meet the residence duration requirement of subsection (a), and who are not otherwise eligible for authorization to pay an amount equal to resident fees under this subsection.

(c) As used in this section:

(1) "Parents" means and includes natural parents, adoptive parents, stepparents, guardians and custodians.

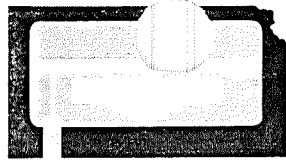
(2) "Guardian" has the meaning ascribed thereto by K.S.A. 59-3002, and amendments thereto.

(3) "Custodian" means a person, agency or association granted legal custody of a minor under the Kansas code for care of children.

(4) "Domiciliary resident" means a person who has present and fixed residence in Kansas where the person intends to remain for an indefinite period and to which the person intends to return following absence.

(5) "Full-time employment" means employment requiring at least 1,500 hours of work per year.

History: L. 1971, ch. 290, § 1; L. 1975, ch. 469, § 1; L. 1977, ch. 237, § 44; L. 1977, ch. 264, § 1; L. 1988, ch. 363, § 2; L. 1981, ch. 214, § 2; July 1.



#4

SENATE BILL 545 Residency Requirements for Student Financial Aid Recipients

Statement by N. Christine Crenshaw
Kansas Board of Regents
March 17, 1992

Chairman Bowden and Members of the Committee:

I appear before you as Director of Student Financial Aid for The Kansas Board of Regents to express support for Senate Bill 545. In my view, Senate Bill 545 clarifies that otherwise eligible Tuition Grant applicants will qualify if they meet any of the 76-729(b) criteria allowing tuition payments equal to resident tuition at public funded institutions.

I am also here to request your consideration for extending the same residency standards proposed for the Kansas Tuition Grant to all state funded financial aid programs.

The reasoning on which this recommendation is based differs from the reasoning used to make Tuition Grant residency eligibility the same as resident fee eligibility at public institutions.

It is our experience that students (or parents) neither understand or accept the explanation that eligibility to pay resident fees does not necessarily result in eligibility for Kansas student financial aid programs. Their frustration is often expressed through angry letters and phone calls to their legislators and their governor. Incorporating all student aid programs into this bill will reduce consumer confusion and will probably enhance the positive perception of these important programs.

The programs to be considered are:

1. Kansas Career Work Study Program, K.S.A. 1991 Supp. 74-3274 et seq.
2. State Scholars Program, K.S.A. 1991 Supp. 72-6810 et seq.
3. Kansas Honors Scholarship Program, K.S.A. 1991 Supp. 72-9701 et seq.
4. Kansas-Rhodes Scholarship Program, K.S.A. 1991 Supp. 74-3278 et seq.
5. Kansas Nursing Student Scholarship Program, K.S.A. 1991 Supp. 74-3291 et seq.
6. Kansas Ethnic Minority Scholarship Program, K.S.A. 1991 Supp. 74-3284 et seq.
7. Teacher Scholarship Program, K.S.A. 1991 Supp. 74-32,100 et seq.
8. Osteopathic Student Scholarship Program, K.S.A. 1991 Supp. 74-3266 et. seq.

Thank you for your consideration.

 KANSAS
ASSOCIATION



 OF
SCHOOL
BOARDS

#5
5401 S. W. 7th Avenue Topeka, Kansas 66606
913-273-3600

Testimony on S.B. 468
before the
House Committee on Education

by

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

March 17, 1992

Mr. Chairman, Members of the Committee:

We appreciate the opportunity to address you on S.B. 468. KASB has supported the building-based education grant program that this bill amends. As amended by the Senate, we support the enactment of the bill.

Senate amendments clarify the meaning of section 1 (a). It requires that boards of education authorize the development of building-based education plans if a building employees unit so requests. However, a board must approve the plan before it is implemented, retaining the authority of the officials elected by, and accountable to, the people of each district.

KASB believes the state should determine clear educational goals or outcomes for education reform. We believe that local school districts should determine the means to achieve those goals.

If districts are held accountable for meeting state goals, they will have to determine strategies that are appropriate for their unique circumstances. Building-based education is one promising strategy.

Education
Attachment #5
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To help districts develop successful school improvement programs, KASB supports state educational grant programs that assist in the development of these strategies. Such a program, as proposed in S.B. 468, would allow districts to apply for grant support in developing and implementing building-based education programs.

Thank you for your consideration.

Attach # 5-2

#6



SB 468

March 17, 1992

Testimony presented before the House Committee on Education
by Gerald W. Henderson, Executive Director
United School Administrators of Kansas

Mister Chairman and Members of the Committee:

United School Administrators of Kansas continues to support efforts to establish building based education plans in Kansas schools. Essentially all research in the effective schools movement calls for decision making closest to the point of delivery. Kansas schools which have established site based management will over time demonstrate a significant difference in student learning, if these research conclusions continue to hold true.

We support the concepts of **SB 468** and will continue to reserve our concerns about the funding mechanism as the complicated discussions on school finance work their way through the 1992 Session.

Thank you for this opportunity to be heard.

GWHLEG/SB468

*Education
Attachment #6*



#7



KANSAS NATIONAL EDUCATION ASSOCIATION / 715 W. 10TH STREET / TOPEKA, KANSAS 66612-1686

Testimony before the House Education Committee
Peg Dunlap, Kansas NEA
SB 468
Tuesday, March 17, 1992

Thank you Mr. Chairman and members of the Committee. My name is Peg Dunlap and I am here today representing the 24,000 members of KNEA to speak in support of SB 468, Building based education.

During the 1988 Legislative session, when KSA 72-9801 through 9805, Building-based Education, became law, I spoke as one of its few, if not only, proponents. KNEA believed then that one of the most effective ways to improve the education system in Kansas was to support building-level planning and decisionmaking by the adults who work in each school building.

Our position has not changed. And since those hearings, others, inside and outside the education establishment, have come to support the concepts of building-based education embodied in KSA 72-9801 et. seq.

We support the amendments outlined in SB 468 and agree that employee involvement in planning and implementing decisions is critical for school improvement and for enhanced educational quality. We believe that a building-by-building focus on the processes of teaching and learning will achieve just those results: improved schools and higher quality education for all Kansas students.

We can also support the Senate Education Committee's amendment on page 1, lines 32 and 33. We have advocated from the beginning

*Education
Attachment #7
3/17/92*

that building-level plans must be consistent with district-level goals and objectives, and it seems obvious that when such consistency is present, board-level approval should be forthcoming.

Kansas NEA urges you to recommend SB 468 favorably for passage.

Attch[#] 1-2