

Approved June 26, 1992
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

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

12:15 ~~am~~/p.m. on Friday, March 6, 1992 in room 254-E of the Capitol.

All members were present except:

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:

SB 633 - Schools, G.I. bill for kids act.

Proponents:

Dr. Gary Condra, Lawrence, administrator of educational and rehabilitation programs for developmentally disabled adults.

Opponents:

Mr. Mark Tallman, Kansas Association of School Boards, Schools for Quality
Ms. Kay Coles, Kansas-National Education Association Education
Mr. Gerry Henderson, United School Administrators of Kansas

Written testimony only:

Ms. Carla Dugger, American Civil Liberties Union
Shukura Jamila, National People's Democratic Uhuru Movement

SB 747 - Teachers, nonrenewal or termination of contracts, professional improvement policies.

Chairman Joseph C. Harder called the meeting to order and reminded the Committee that two motions were on the table from the previous meeting: a primary motion made by Senator Kerr and seconded by Senator Frahm to refer SB 747 to the Ways and Means Committee for rereferral to the Education Committee and a substitute motion made by Senator Karr and seconded by Senator Walker to recommend SB 747 for interim study.

Following a call for the substitute motion made by Senator Karr and seconded by Senator Walker to recommend SB 747 for interim study, the Chair ruled, following a call for a division, that the substitute motion had failed.

When the Chair called for the question on the primary motion made by Senator Kerr and seconded by Senator Frahm to refer SB 747 to the Ways and Means Committee for rereferral to the Education Committee, he announced that the primary motion had carried.

By consensus of the Committee, the Chair announced that SB 696, relating to community college financing, and SB 463, relating to school district finance, will be referred to the Ways and Means Committee in order to extend their deadlines for Committee consideration.

During discussion of SB 730, relating to establishment of a professional teaching board, the Chair ruled that a motion would be in order to refer SB 730 to the Ways and Means Committee, since a previous Committee motion to pass SB 730 had failed.

Senator Ward moved that SB 730 be referred to the Ways and Means Committee for rereferral to the Education Committee. Senator Parrish seconded the motion, and the Chair ruled that the motion had carried.

SB 633 - Schools, G.I. bill for kids act.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,
room 254-E, Statehouse, at 12:15 ~~xxx~~ p.m. on Friday, March 6, 1992

The Chair yielded chairmanship to Vice-Chairman Frahm who announced that the Committee would continue its hearing on SB 633, which would enact the Kansas G.I. bill for kids act, and thanked the conferees for returning today to present their testimony. She then recognized Dr. Gary Condra.

Dr. Gary Condra, Lawrence, a former teacher, administrator and school board member in Kansas, explained that he is in favor of SB 633 because of his professional experience over the past 20 years as an administrator in the field of mental retardation rehabilitation. He said that SB 633 introduces a proven rehabilitation concept to the public school field. (Attachment 1)

Mr. Mark Tallman, Coordinator of Governmental Relations, Kansas Association of School Boards, informed members that he is speaking in opposition to SB 633 on behalf of Schools for Quality Education, also. Mr. Tallman pointed out that one of the reasons his organization opposes SB 633 is that state funds would be diverted from public to private schools at a time when many school districts have been forced to reduce services because of reductions in state aid. (Attachment 2)

Spokesperson for Kansas-National Education Association Ms. Kay Coles also opposed SB 633, because, she said, diverting public funds to private schools will undermine financial support for public schools. (Attachment 3)

Mr. Gerry Henderson, Executive Director, United School Administrators of Kansas, stated that he is not aware of any program in which choice alone makes any difference in student performance. (Attachment 4)

Written testimony only in opposition to SB 633 was submitted by Ms. Carla Dugger, Assistant Director, American Civil Liberties Union (Attachment 5), and Shukura Jamila, President, National People's Democratic Uhuru Movement (Attachment 6).

Vice-Chairman Frahm announced that the hearing on SB 633 is concluded, and she adjourned the meeting.

SENATE EDUCATION COMMITTEE

TIME: 12:15 p.m. PLACE: 254-E DATE: Friday, March 6, 1992

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Mary Mulryan	2122 S.E. 36th Topeka	Catholic School parent
Dennis Mulman	2122 S.E. 36th Topeka	Catholic School
Kasey Lemos	2116 S.E. Market street	Catholic student
Patrick La Fontaine	1201 S.W. Cornwall	Catholic student
Matt Flax	1817 S.E. 36th street Topeka	Catholic student ^{4th grade}
Gary Condon	2204 Crossgate Dr. Lawrence, KS-66047	self
Craig Trout	Topeka	KNEA
Gerald Henderson	Topeka	USA of KS
Cindy Kelly	Topeka	KASB
MARK TALLMAN	Topeka	KASB
Jacque Dakes	Topeka	SOF
Merle Hill	"	KACC
Barbara Cole	Topeka	KNEA
Ken Cole	McPherson	Guest
Torey Hartwich	Lawrence	Sen. Walker

RESIDENTIAL ALTERNATIVES, INC.

Dr. Gary Condra
President

**2204 CROSSGATE DRIVE
LAWRENCE, KS 66047
(913)843-3643**

Phillip Rutledge
Administrative
Assistant

SUPPORT FOR SB 633 - A Summary

My name is Gary Condra and I live in Lawrence, Kansas. I have been a teacher, administrator and school board member in Kansas. The past twenty years, I have administered educational and rehabilitation programs for developmentally disabled adults. I know you are familiar with KARF (Kansas Association of Rehabilitation Facilities), of which I am a member.

It impresses me that SB 633 and its use of vouchers to receive educational services is exactly what you, the Kansas Legislature, have authorized in the field of mental retardation rehabilitation for many years. The Home and Community Based Services program (HCBS) and the Special Purpose Grant program are both voucher programs, pure and simple. These voucher programs have worked well both for service provider agencies like mine and for clients/students. In my opinion, the original voucher was SSI (Supplemental Security Income) which has been around for twenty years.

SRS has found the voucher program to be a very effective way to provide quality choices of services at lower cost. It is a "breath of fresh air" to see this proven voucher approach being recommended for K-12 education. My professional educational background leads me to believe that vouchers in K-12 education will work well and are long overdue.

Below is a comparison of the two voucher models - SRS on the left and SB 633 on the right. The middle column gives the commonality between the two models.

Mental Retardation/ Rehabilitation Model (SRS) (a proven model)		Public School (SB 633) Model (a proposed model)	
Level			
I.	State Legislature	(state mandate - law)	State Legislature
II.	State Dept. of SRS	(state policy level)	State Dept. of Education
III.	State Institutions	(state funded/state administered)	Unified Schools Districts
IV.	Private Community M.R. Centers	(state funded/privately administered)	Private Non-Public Schools
V.	Clients having Non- Tuition Choices	(consumer choices)	Parents/Students having Non-Tuition Choices

Members of the Kansas Legislature, the "ball is in your court." You brought about true choice for the developmentally disabled in the past, now you must bring about true and meaningful educational choice in the realm of K-12 schooling. Kansas taxpayers, parents, children and many interested educators are pulling for you!

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SUPPORT FOR SB 633

My name is Gary Condra and I live in Lawrence, Kansas. At the outset, let me say that even though SB 633 calls for public schools as well as non-public schools to receive voucher students, my remarks will deal only with the non-public schools receiving voucher students.

I have been a teacher, administrator and a school board member in various schools in Kansas. With that background, you might ask why I am here today to speak in FAVOR of SB 633, particularly as it relates to non-public schools.

I am in favor of SB 633 because of my professional experience over the past 20 years since I left public education. Since 1971, I have been an administrator in the field of mental retardation rehabilitation. In other words, educating mentally retarded adults to work and live as independently as possible.

A lot has happened in Kansas in the last twenty years in the delivery system as it relates to the developmentally disabled adult. Much of the reason for these many positive changes is due to the progressive thinking and actions taken by you, the Kansas Legislature.

One of the important changes the Kansas Legislature made was to redirect case service dollars away from state institutions and toward local private community mental retardation centers (CMRC). The basic concept has been for the service dollars to follow the client from a state administered program to a local private corporation, ala, a voucher concept. In fact, the Home and Community Based Services program (HCBS) and the Special Purpose Grant program are actually voucher programs, pure and simple. The client has a choice of independent service vendors and the dollars follow the client.

Now, with SB 633, you are introducing this proven rehabilitation concept to the public school field. Congratulations for providing this "breath of fresh air." Below, I have shown a comparison of the rehabilitation model and the public school (SB 633) model for your study.

	M.R. Rehabilitation Model (proven model)		Public School (SB 633) Model (proposed model)
Level			
I.	State Legislature	(state mandate - law)	State Legislature
II.	State Dept. of SRS	(state policy level)	State Dept. of Education
III.	State Institutions	(state funded/state administered)	Unified School Districts
IV.	Private Community M.R. Centers	(state funded/privately administered)	Private Non-Public Schools
V.	Clients having Non- Tuition Choices	(consumer choices)	Student/Parents having Non- Tuition Choices

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There will always be a need for state institutions, community M.R. centers will not replace them. Likewise, there will always be a need for public schools, private community non-public schools will not replace them. There are enough students to go around.

Just as community M.R. centers allow clients to have choices in services, private non-public schools allow students to have choices in services.

Just as community M.R. centers provide quality services at a lower cost than state institutions, private non-public schools can provide quality services at a lower cost than similar services in public schools.

Why pass SB 633?

1. SR 633 provides true choice to parents/students. Unless a parent pays extra money (tuition) there is no real choice of schools today. To change from one elementary school to another elementary school within the same USD is like buying a Dodge Caravan or a Plymouth Voyager from a Chrysler dealer. Same vehicle, different name, is that really a choice?
2. True school choice results in "market place" accountability. It is a simple fact of business that good service providers are rewarded with ample customers. This concept applies to M.R. centers, schools, doctors, attorneys, grocery stores, or any other good or service.

Currently, many kindergarten students attend various private community non-public schools. Currently, many developmentally disabled children, both pre-school and school age, attend various private community non-public schools. SB 633 simply takes us to the next step; to have non-tuition educational choices available for non-disabled students, too.

Twenty years ago, state institutions did not favor sharing the role of educating mentally retarded adults with community M.R. centers. However, you, the Kansas Legislature wisely saw the need for change and the rest is history.

Today, state institutions and community centers are "friends," working together for the mutual benefit of their clients.

Public schools do not appear thrilled at the prospect of sharing additional responsibility of K-12 education with local private non-public schools. Therefore, you, the Kansas Legislature must again mediate the situation if meaningful and true educational choice is to be realized.

I understand that in California, voters are trying to have School Choice placed on the November ballot (articles attached).

Members of the Kansas Legislature, the "ball is in your court." You brought about choice for the developmentally disabled in the past, now you must bring about true educational choice in the area of K-12 schooling. Kansas taxpayers, parents and children are pulling for you!

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Topeka / KANSAS D

The Topeka Capital-Journal

Tuesday, March 3, 1992



BRIEFLY IN KANSAS

■ **Poll: Elementary, secondary schools suspect** — Colleges and universities in Kansas are doing a good job of educating students, but elementary and secondary schools aren't doing so well, Kansans believe.

A survey of residents conducted by Kansas State University found 60 percent of respondents believe the state's college's are doing well or very well at educating students. **But just 32 percent think elementary and second schools are doing as well.**

A KSU survey shows that only 32% of Kansans believe that elementary and secondary schools are doing a good job of educating students.

The Topeka Capital-Journal,

Saturday, February 22, 1992 5-C

School program can work

Are the politicians of your state and community talking about raising taxes? Here's an answer from California that will surprise them, maybe avoid a tax hike and guarantee better education to the kids of your state.



Michael J. McManus

Ethics & Religion

Undoubtedly, you have heard the reports over the past year about how much better parochial schools are than the public schools, and how much cheaper they are in doing the job. If not, here is some evidence:

■ The National Assessment of Educational Progress reported last year that students in Catholic schools beat public school students on standardized tests by an average of 4.5 percent in math, 4.8 percent in science and 12.5 percent in reading.

■ Black or Hispanic students are three times as likely to graduate in four years as minority public school kids, says Dr. James Coleman, a non-Catholic sociologist from the University of Chicago. And 83 percent of graduates go on to college vs. 52 percent of public school kids.

■ New York parochial schools spent \$1,735 per student on average, compared with \$7,107 in public schools. An eye-popping 99 percent graduated on time vs. only 38 percent of New York Public School students.

How are such results possible? Not better salaries. Catholic teachers got only \$22,550 and had only 18 kids in a high school class while public teachers earned \$39,136 with 30 to a class. The fat in public schools is in administration, which employs 3,930 people in New York for 956,000 students vs. 33 administrators in the parochial schools for its 110,000 kids.

So, what has this got to do with taxes?

California, which often leads the nation in social pioneering, is gathering signatures for a parental choice/scholarships initiative on the fall ballot that would give every student a scholarship of \$2,600 — half of the total public average cost of \$5,200 — to attend the school of the parents' choice. It could be a new independent public school, a private school or a parochial one. Or a student could attend any public school, in or out of his neighborhood, and get the full \$5,200.

So, for every child that leaves the public system with a \$2,600 scholarship, \$2,600 remains in the public schools — without a student to educate. So there are more resources per student for those who remain.

And will the students who leave get a better public education for the public dollar spent? You'd better believe it.

To learn more, write EXCEL, 10880 Wilshire Blvd., Suite 1800, Los Angeles CA 90024.

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Innovative school funds misdirected

WASHINGTON — On the campaign trail, every candidate in the Republican and Democratic primaries pledges his efforts on behalf of the children. Education is the totem to which they all bow. It is no different on Capitol Hill. But there, choices are made that affect the opportunities those children will have — and too often, the choices are tragically wrong.

Last month, the U.S. Senate faced a choice of how to spend a bit more than half a billion dollars to improve the quality of the nation's schools. It is a small sum, given the \$250 billion size of the annual school bill, but it is all that can be afforded in a time of runaway deficits. The debate was not about dollars but about principles: how to leverage change, how to induce innovation in one of the largest and most hidebound organizations in the country, the public school system.

The Bush administration proposal was simple and striking: Finance a nationwide network of "break-the-mold" schools, one in each congressional district. Invite today's educators as well as talented people outside the professional education bureaucracy to submit proposals for radical redesign of the school building, curriculum, calendar and teaching methods. And let the winners of that competition test their approaches where parents and students could easily judge the results.

THAT IDEA was too much for

David Broder



the Senate to cope with. Sen. Edward M. Kennedy, D-Mass., the Democrats' floor leader on the measure, worried that there would be press releases from the Bush administration about the winning communities and projects, that Republican governors might steer the grants to communities where they have "a hot race" against a Democratic congressman. "It lends itself to that," he said ominously, as if no senator had ever earmarked funds for projects in politically important areas.

Sen. Ernest F. Hollings, D-S.C., filled pages of the Congressional Record with nearly identical letters from county school superintendents, remonstrating against the threat newly chartered schools would pose to the old order.

The Democrats have the votes, of course, so rather than push the administration plan to inevitable defeat, Secretary of Education Lamar Alexander negotiated with Kennedy's staff for the best deal he could get.

It was an agreement that one-quarter of the money could be used by states to finance innovative schools. But the catch was that instead of the ideas being put forward by fresh minds,

the request would have to come from the state's chief school officer, and the project, if approved, would have to operate under his direction.

TO UNDERSTAND the implications of that decision — which was lauded by the education lobby — you need look no further than the city in which the Senate sits, Washington, D.C.

As Kennedy's chief staff assistant told me in an interview, "Under Alexander's plan, the District of Columbia would have gotten \$1 million for one 'break-the-mold' school, run by whomever Alexander decided. Under our plan, the District superintendent and school board will receive their share of funds and they will decide how they are to be used."

And there's the rub. The District school bureaucracy is an administrative horror-show, which, as my Washington Post colleague Sari Horwitz reported last week, chronically turns in dismal pupil achievement scores and seems incapable of reporting with any certainty how much it is spending, how many employees it has or how many students it is ostensibly educating.

The District's school budget is \$519 million. It is seeking a \$40 million increase. But Mayor Sharon Pratt Kelly is balking, because, she says, she does not want to throw "good money after bad."

HER DISTRUST is well-

founded. The American Association of School Administrators last October called the District school bureaucracy "unstable and mismanaged." District schools, the report said, are "well-funded" but are lagging because of an "inefficient use of dollars." The Senate decision to give "innovation money" to the same people who have been running the District's schools is a futile gesture.

Offering that money to innovators inside the system — or to outsiders ready to challenge the status quo — might have worked no better; there are no guarantees for such experiments. But there's at least a chance that the \$1 million might have created a model that excited and motivated and educated a few hundred District youngsters. And that, in turn, might — as Alexander believes — have unleashed a demand among District residents for similar changes in the other schools, and even for the overhaul or scrapping of the bureaucracy that cannot manage itself or perform its vital task.

Kennedy and the Senate Democrats, heeding the education bureaucrats like Hollings' letter-writers, have decreed that only the most timid experiments, those the bureaucracy finds least threatening, will be attempted.

The children of the District — and the nation — need more than that.

Businesses Pushing School Voucher Plan

California businesses have been trying to improve education for years. They've adopted schools, donated equipment and used *mentor* as a verb. Nothing seemed to help.

Now a group of California executives is proposing more fundamental reform. Led by Joseph F. Alibrandi, chief executive of Whittaker Corp., they're backing a program of parental choice to bring the discipline of the marketplace to schools.

Appropriately enough, they plan to put their case to voters. A committee is raising money for a statewide ballot initiative next November, when the presidential election will ensure a big turnout—and might even make the initiative a campaign issue.

Huckaby Rodriguez Inc., a well-known Sacramento political consultant, is already running the initiative campaign. The text has been filed with state officials, and a signature-gathering firm will hit the streets in January in search of 720,000 names.

What Alibrandi and company want is a voucher system. Every student in the state would get a credit worth 50% of what we spend per public-school pupil in California—about \$5,200, organizers say. The \$2,600 voucher would be good at any school, public or private, that meets basic standards. Current public school spending would more than cover the cost.

The idea is for the marketplace to take it from there. Bad schools, like bad restaurants, may fail for want of business. Good ones should thrive. And, moved by the chance to teach unfettered by bureaucracy and disorder, teachers will start new schools.

The Excellence Through Choice in Education League, which is behind the initiative, looks at first like just the usual conservatives. Its advisory board includes economist Milton Friedman and former U.S. Education Secretary William J. Bennett. Dan Quayle appeared at a fund-raiser.

But the league's plan isn't born of ideology, and not all supporters of choice are doctrinaire. The league's advisory board includes former U.S. Sen. John Tunney, a Democrat; Wisconsin Assemblywoman Annette Williams, a black former welfare recipient who says vouchers can help minorities and the poor; Guilbert C. Hentschke, dean of the USC School of Education, and J. Clayburn La Force, dean of UCLA's graduate school of management.

Most of all, though, the plan is being pushed by California business people who recognize that the state's future depends on its intellectual capital.

"Our guys aren't coming from conservative Reaganite ideology," says Andrew D. Paterson, a director of the Technology Leadership Council, an industry group. "Our guys are coming from high-tech companies, and they're worried about a

Please see VOUCHER, D7

VOUCHER: Firms Want Better-Educated Workers

Continued from D1
shortage of engineers and other technically trained people."

Alibrandi, whose Los Angeles-based firm makes aerospace equipment, may be typical of the executives involved. They tend to be self-made men, close to the immigrant experience, who attended public schools and run knowledge-intensive businesses.

Alibrandi grew up poor in Boston's South End and is a former part-time teacher. He's now paying private school tuition for a poor black child in Oakland. Once a problem student, the boy is on the honor roll.

"I tried to do all the things businesses are asked to do," Alibrandi says of the public schools. "Then it suddenly dawned on me. We weren't getting anywhere."

Business disaffection with California's schools runs deep. Joseph Jacobs, chairman of Pasadena-based Jacobs Engineering, says the quality of students from public schools who go on to study engineering in college is "miserably poor."

The son of Syrian immigrants, Jacobs got a doctorate in chemical engineering and built a one-man consultancy into one of America's 10 biggest engineering firms. He backs the initiative.

So does Mike Gibson, president of Kavlico, a Moorpark maker of high-tech sensors for jet aircraft, cars and industry. Gibson complains of a severe educational deficit in entry-level workers and

worries about a shortage of Ph.D. scientists as well.

Also backing the initiative is Safi Qureshey. The Pakistani immigrant is co-founder and chief executive of AST Research Inc., the fast-growing Irvine-based personal computer maker.

A California school-choice initiative is hardly a shoo-in. Teachers' unions will fight it, and success at the polls would probably bring challenges in court.

But choice experiments have shown promise in New York City, Wisconsin and elsewhere. And choice would open up the private schools, which generally outperform public ones.

Choice can help revitalize cities, since middle-class parents might not feel so compelled to flee, and choice might also save money, since good schools typically lack costly bureaucracies. Vouchers are egalitarian too.

The future of California doesn't depend on aerospace or Hollywood or tourism or sunshine. Nor does it hinge on self-esteem. In the future, education alone will make or break us.

Business people like Joe Alibrandi know that, and their proposal, for all its sweep, is really quite modest. They simply suggest that parents will tend to choose good schools for their kids, forcing bad schools to change or die.

It's not just a matter of assuring a prosperous future for California. More than ever, in the years ahead, what we know will determine the kind of society we'll have as well.

LOS ANGELES TIMES

SECTION

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TUESDAY

DECEMBER 10, 1991

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Testimony on S.B. 633
before the
Senate Committee on Education

by

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

March 5, 1992

Mr. Chairman, members of the Committee:

KASB appreciates the opportunity to express our opinion about S.B. 633, which would establish the Kansas G.I. Bill for Kids act. Our delegate assembly has adopted the following position: "KASB opposes legislation that would use tuition tax credits, voucher systems or choice plans to aid private elementary or secondary schools. However, KASB supports efforts to experiment with intra-district choice plans." We therefore oppose this bill.

Our opposition is based on constitutional, philosophical and practical grounds. We believe public funding that assists sectarian schools breeches the First Amendment prohibition against the establishment of a religion by the state. We oppose the diversion of state funds from public to private schools at a time when many school districts have been forced to reduce services because of reductions in state aid. We oppose state support of schools which are exempted from many state statutes and regulations.

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As far as imposing a greater degree of choice among public schools, we believe that these decisions should be made by locally elected school boards, who already have the ability to allow inter- and intra-district choice, rather than by the state legislature. Given the democratic process, we are confident that if the public wants expanded choice, school boards will respond. We have seen no evidence from school board elections that this is currently an issue.

In a larger sense, proponents of school choice often suggest that these systems are needed to change or improve the educational system. We believe those decisions are properly made through the electoral process; that schools should be accountable to the people, not the market.

We have seen no evidence to support the claim that school choice concepts will improve the quality of education in a community, or in the state as a whole. In fact, the number of private schools in communities across Kansas testifies to the fact that choice already exists. Efforts to expand the number of children who can make that choice should rest with those institutions that operate those programs, rather than the public at large.

Thank you for your consideration.

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

Testimony before the Senate Education Committee
Kay Coles, Kansas NEA
SB 633
March 5, 1992

Thank you, Mr. Chairman. Members of the Committee, I am Kay Coles here today representing the 24,000 members of Kansas NEA. I appreciate the opportunity to speak to you in opposition to SB 633.

Kansas NEA opposes SB 633 as it does any proposal which would divert public funds to private schools. Our resolutions, as adopted by the delegates to our Representative Assembly, say in part that KNEA "believes it is not the responsibility of government at any level to subsidize such programs (vouchers or tuition tax credits)...which will undermine financial support for public schools even though it is acknowledged that it is the right of parents to choose to send their children to private schools."

Further, our resolutions include that... "choice/voucher plans or funding formulas that have the same effect as vouchers, which finance education through state or local grants to parents could lead to racial, economic, and social isolation of children and weaken or destroy the public school system."

Though "choice" sounds like a simple idea, and one which may be politically popular, it is not a solution to school improvement. Nor is it parental "empowerment" except for the educated few.

Because of our strongly worded resolutions, KNEA opposes SB 633. Our state cannot afford to divert funds away from public school finance. Thank you and I would be glad to answer any questions.

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SB 633

March 5, 1992

Testimony presented before the Senate 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 rises in opposition to the provisions of **SB 633**. Our administrator members have a long standing position against the use of public money for the support of private schools.

This position notwithstanding, USA continues to question proposals which taut parental choice as a panacea for school ills. We are not aware of any such program which demonstrates that choice alone causes any improved student performance. Preliminary reports from the experiment in Wisconsin seem to indicate considerable difficulty with the voucher system in the city of Milwaukee.

We would continue to encourage the committee to focus support and energy on the reform and restructuring vehicle now being addressed by Kansas schools under the leadership of the State Board of Education. The Quality Performance Accreditation system has an excellent opportunity to make a difference for Kansas kids. USA is actively engaged in ensuring the success of the QPA project, and is strongly opposed to this attempt at a voucher system.

We urge the committee to report **SB 633** unfavorably.

GWHLEG/SB633

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TESTIMONY: SENATE BILL 633

Senate Bill 633 violates constitutionally required separation of church and state. The statewide tuition voucher program created by this bill would make public funds available to parochial schools. Even though vouchers would not be used to secure a solely religious education, ultimately, the entire institution affiliated with the school would be benefited by the expenditure of these public funds.

Implementation of this tuition voucher program would also undermine school desegregation. Vouchers could be used to bypass compulsory school busing guidelines. Furthermore, under the tuition voucher program, as created in Senate Bill 633, private schools would be allowed to utilize public education funds without being required to provide an integrated education.

For these reasons the ACLU opposes passage of Senate Bill 633.

Please refer any questions to:

Carla Dugger, Assistant Director
American Civil Liberties Union
201 Wyandotte, Suite 201
Kansas City, MO 64105
(816)421-4449

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National People's Democratic Uhuru Movement

Wichita Branch

2418 E. 13th Street, Wichita, KS 67214

(316) 681-2720

AKUA NJERI
National President,
Chicago.
Former member of the
Black Panther Party,
Widow of Fred Hampton

SHUKURA JAMILA
President

ASSATA SOBUKWE
Secretary

AMADI ASHA
Treasurer

FRED CHILES
Membership

ATTN: SENATOR JIM WARD
29th DISTRICT - WICHITA

March 6, 1992

Kansas Senate
State Capitol
Topeka, KS. 66612

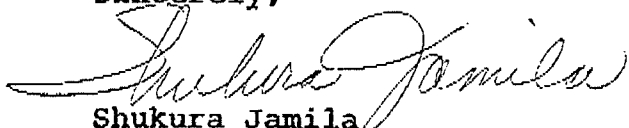
re: Senate Bill #633
Voucher - Yost

Legislators:

My name is Shukura Jamila formerly Minnie Mitchell Frost. I reside at 2111 N. Piatt in Wichita, Kansas.

I'm sending this testimony as a parent with school aged children and as the President of the National People's Democratic Uhuru (Freedom) Movement, Wichita Branch. We strongly oppose Senate Bill 633. We do not believe that this act would solve any of the problems but actually will result in more problems and more inequity in the school district.

Sincerely,



Shukura Jamila
President, NPDM

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