

MINUTES OF THE HOUSE COMMITTEE ON HIGHER EDUCATION.

The meeting was called to order by Chairperson Lisa Benlon at 3:35 p.m. on February 12, 2001 in Room 231-N of the Capitol.

All members were present except: Tom Sloan (E)  
Jonathan Wells (E)  
Valdenia Winn (E)

Committee staff present: Carol Rampey, Kansas Legislative Research Department  
Avis Swartzman, Office of the Revisor of Statutes  
Dee Woodson, Committee Secretary

Conferees appearing before the committee: Jason White, Kansas Emergency Medical Service Assn.  
Dick Carter, Director of External Relations, Kansas Board of Regents  
Gale Haag, Kansas State Fire Marshall  
Eric King, Director of Facilities, Kansas Board of Regents

Others attending: See attached sheet.

**HB 2189 - Public safety officers, educational benefits for dependents**

Chairperson Benlon opened hearings on **HB 2189**. Dick Carter, Director for External Relation for the Kansas Board of Regents, was the first conferee speaking in support of the bill. He explained that the bills the Committee were hearing that day were both clean-up bills and had been approved by the Board of Regents. He testified that this bill was requested by KBOR staff and was the one of the clean-up measures needed as a result of the Kansas Higher Education Act (SB 345). (Attachment 1)

The second conferee on this bill was Jason White, representing the Kansas Emergency Medical Services Association (KEMSA), testified in support of **HB 2189**. He stated that KEMSA supports the basic issue of the bill to provide a death benefit for the children of public safety personnel through the provision of higher education opportunities at Kansas schools. Mr. White said that this bill did not cover EMS personnel, and they would like to request that **HB 2189** be amended to cover EMS personnel who die in the line of duty. He explained that EMS personnel was a mix of government employees and those working for entities that are not government agencies such as hospitals, helicopters, not-for-profit firms and even private companies. Mr. White said that KEMSA was requesting **HB 2189** be amended to provide this death benefit for personnel who are providing emergency medical services whether they are providing that as part of an actual government agency or based on an agreement/contract with a local government. He also stated that after some research they estimate that there are 1 to 2 EMS related line of duty deaths every 10 years in Kansas. He concluded that with the passage of the proposed bill with the requested amendment, it would greatly help with recruitment for full-time and volunteer personnel. (Attachment 2)

General questions and discussion followed regarding insurance coverage for non-governmental employees, whether an amendment should be made to the proposed bill for coverage of an employee who sustains a life threatening injury, such as a heart attack, while serving in the line of duty, or whether it should be expanded to include total disability as a result of such an event, and if there is a line of duty investigation or data collection process on death related issues in the line of duty.

Representative Lane asked if there was a fiscal affect of this bill, and the Chair responded that there was no Fiscal Note effecting this legislation as presently written without amendment.

CONTINUATION SHEET

MINUTES OF THE HOUSE HIGHER EDUCATION COMMITTEE, Room 231-N of the Capitol at 3:30 p.m. on February 12, 2001.

The Chair asked if anyone else present wished to speak as a proponent or opponent on **HB 2189**. There being none, the Chair closed the hearing on **HB 2189**.

**HB 2190 - Postsecondary education institutions, buildings, structures**

Chairperson Benlon opened the hearings on **HB 2190**. Eric King, Director of Facilities for the Kansas Board of Regents, was the first conferee who spoke in favor of this clean-up item to SB 345 (1999) which does away with the approval process for construction plans through the State Board of Education for Community Colleges, Area Vocational Schools, Area Vocational-Technical Schools and Technical Colleges. Mr. King said the Board of Regents recommended the removal of language requiring the above entities to submit plans to the State Board of Education. He said there were adequate safeguards in place if: (1) projects are designed by licensed professional architects and engineers where required by Kansas Statutes; (2) plans are reviewed by local building officials prior to issuing building permits; and (3) reviews and inspections continue to be administered by the Kansas Fire Marshal's Office. (Attachment 3)

Chairperson Benlon asked Mr. King if the dates shouldn't be taken out of the statute in Section 1 in regard to the codes. Mr. King responded that the codes are updated every three years, and Legislative Research might want to take a look at it. He also thought the way the Statute read on page 2, Section 2, that the local building officials would be responsible for insuring compliance and by hiring licenced professionals who would use the proper codes that have been adopted and in force at that time, this would not be a problem.

The second conferee was Mr. Gale Haag, Kansas State Fire Marshal, who testified as a proponent for **HB 2190**, which he said was an enabling piece of legislation for the State Fire Marshal to do his job. Mr. Haag said this bill proposed clarifying language contained in K.S.A. 31-150 and K.S.A. 58-1304. He suggested the following line be inserted on page 2, line 13 just before the language referencing the State Fire Marshal's authority to adopt rules and regulations: "All community colleges, area vocational schools, area vocational-technical schools, technical colleges or institutions under the governance of the State Board of Regents shall submit to the State Fire Marshal a code footprint for evaluation and approval of the fire/life safety features, prior to new building construction or the remodeling of existing buildings." (Attachment 4)

Representative Storm stated that the Committee would like to have consistency throughout proposed bills, and suggested not using specific dates, but the wording, "current standard adopted". Mr. Haag responded that he would have no trouble with that wording, but he thought that it was workable the way it was written with the added line he had requested. Representative Krehbiel asked for clarification regarding Mr. Haag's amendment as it related to the other Regents universities.

The Chair closed the hearings on **HB 2190**.

**HB 2018 - Qualification of students for admission to state educational institutions**

Chairperson Benlon opened the floor for discussion and possible final action on **HB 2018**. The Chair handed out some additional information that Representative Wells acquired from Wichita Area Technical College. Representative Wells had previously made a substitute motion for amendment to add a total score of 55 for the GED test. (Attachment 5) He went on to explain this handout and referred to Table 3.4. He said in summary that a GED score of 270 was equivalent to the upper one third of a high school class, but are tested to see what classes they are put in. The Chair clarified that he was looking at the top 33% to stay in line with (c) in Section 1 starting on line 30 for the top third of the student's class. She asked if he wanted to change his motion to a score of 270 or an average standard score of 54.

Committee discussion continued, and Representative Wells made a motion that the GED score be 270 with the average standard score of 54. Representative Storm seconded the motion.

Deliberation continued by the Committee members over the proposed wording for consistency throughout the bill, and have it fair in relationship to the requirements of high school graduates. After much



CONTINUATION SHEET

MINUTES OF THE HOUSE HIGHER EDUCATION COMMITTEE, Room 231-N of the Capitol at 3:30 p.m. on February 12, 2001.

discussion, Representative Storm called the question and said she would propose an amendment if Representative Wells' substitute motion did not pass, to have on line 34 and anywhere else it appears within this bill that a GED certificate with an average standard score of not less than 50 points.

The Chair called for a vote on Representative Wells substitute motion, and motion failed

Representative Storm made the motion that on lines 34 and 40 after the word "certificate", it should say, "with an average standard score of not less than 50 points". Representative Lane seconded the motion.

Discussion on the motion involved concern expressed that the Committee was setting the requirements lower for GED students than what high school students are required to attain. Representative Sloan made a substitute motion that on lines 27 through 29, page 1, to make 2(a) read a score of 270 or be in the upper one third of the graduating class. Representative McLeland seconded the motion.

Representative Gordon asked for a clarification from the Revisor what the intent of the original bill was. The Revisor explained what the original intent of what the Regents requested was on page 1, line 19, to add "or will graduate from an accredited Kansas high school", because they said that some of the applicants for admission had not yet graduated and they wanted to clarify that item. She also said on page 1, line 28, and also lines 29 and 30 on page 2, the Regents wanted to add the SAT score because many of the Kansas students were taking a SAT test rather than an ACT test, and a lot of non-residents take a SAT rather than an ACT. She stated that at that time they also requested, which the LEPC did not adopt, was where the stricken language was on lines 34, 35, and 40; the Regents wanted to say "with a total standard score of not less than 250 and an average standard score of 50", but the LEPC rejected that part of the Regents' request. The Revisor added that the reasoning was that a person who had earned the GED was entitled to admission, and information was provided that to earn the GED requires a score of not less than 225 which is less than the 250 that the Regents requested, and so the LEPC rejected that part of the Regents' request and accepted the remainder.

The Chair reviewed for the Committee Representative Sloan's substitute motion that was on the floor. The vote was taken and it failed. Division was called, and it was 5 for the motion and 7 against. The motion failed.

Representative Tanner made a motion that on line 16 of the bill, strike the "Effective for" and all the remaining words till the end of the bill. Representative Sloan seconded the motion.

Representative Tanner commented that he felt that this issue could be dealt with by the Regents with a great deal more aplomb than what the Committee would be able to do. He said he felt that the Regents should decide on admission requirements as the Regents have done for many many years in the State of New York.

Chairperson Benlon asked if the Regents wanted this responsibility, and if it was turned over to the Regents to decide, would they make it more stringent or less stringent. Dick Carter said he did not feel comfortable making a response for this question without discussing it with the Executive Director. The Chair asked if the Executive Director would be present at the next Committee's meeting, Wednesday, February 14, and Mr. Carter responded that he knew he was involved in budget hearings, but that he would bring a written response to the inquiry.

Due to the lateness of the hour, the Chair postponed the discussion on this bill till a later date. The meeting was adjourned at 5:10 p.m. The next meeting of the House Higher Education Committee will be Wednesday, February 14, Room 231-N at the Capitol.



Statement to the House Committee on Higher Education

HB 2189

Dick Carter, Jr.  
Director for External Relations  
Kansas Board of Regents

February 12, 2001

Madam Chairman and members of the Committee, my name is Dick Carter and I am the Director for External Relation for the Kansas Board of Regents. You are hearing two bills today, HB 2189 and HB 2190. The Board of Regents approved both of these proposals earlier this fall. Eric King from our office will speak to HB 2190 following the hearing on HB 2189.

HB 2189 is a change that has been requested by KBOR staff. As a result of the Kansas Higher Education Act (SB 345), there were a number of statutory clean-up measures necessary to maintain compliance with the law – this is one of those changes.

In 1996, the Legislature passed a law that provides that Kansas public postsecondary institutions shall waive tuition and fees for the dependents of Kansas public safety officers who died as a result of injury sustained in the line of duty. The institution may file a claim with the applicable state board for reimbursement of the tuition and fees waived. The current statute divides responsibility for administration of this statute between the Board of Regents and the State Board of Education, depending on the type of institution. Since all of higher education now comes under the Board of Regents, all responsibility should be shifted to the Board of Regents. HB 2189 does just that.

House Higher Education  
2-12-01  
Attachment 1



*METROPOLITAN AMBULANCE SERVICES TRUST*  
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Kansas Emergency Medical Services Association, Testimony in support of HB 2189

February 12, 2001

The Kansas Emergency Medical Services Association (KEMSA) is the professional association representing the EMT's and paramedics that serve the citizens and visitors of Kansas.

KEMSA supports the basic issue of HB 2189 providing a death benefit for the children of public safety personnel through the provision of higher education opportunities at Kansas schools.

The Kansas law that is being discussed through HB 2189 does not cover EMS personnel.

KEMSA would like to request that HB 2189 be amended to cover EMS personnel who die in the line of duty.

Presently EMS is provided by a mix of government employees and those working for entities that are not government agencies such as hospitals, helicopters, not-for-profit firms and even private companies.

KEMSA would like to request that HB 2189 be amended to provide this death benefit for personnel who are providing emergency medical services whether they are providing that as part of an actual government agency or based on an agreement/contract with a local government.

KEMSA estimates that there are 1-2 EMS related line of duty deaths every 10 years in Kansas.

We appreciate your consideration of this request for an amendment to HB 2189.

Presented by Jason White, KEMSA

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Attachment 2

## **House Bill 2190 Testimony**

Committee of Higher Education

Monday, February 12, 2001

During and subsequent to passage of the Kansas Higher Education Coordination Act of 1999 (S.B. 345) a number of "clean-up" items were found to require statutory change. KSA 31-150 and KSA 58-1304 require plans to be submitted by Community Colleges, Area Vocational Schools, Area Vocational-Technical Schools and Technical Colleges; to the State Board of Education for approval before construction contracts can be let. To date, that statute is still being complied with.

With the reorganization act now in place, it no longer makes sense to continue to have the State Board of Education perform this function, as there is no longer an organizational relationship between the State Board of Education and the Community Colleges, Area Vocational Schools, Area Vocational-Technical Schools and Technical Colleges.

Upon examining where that responsibility should now lie, it should be noted that the above entities are locally governed, and are not state agencies. Local boards are responsible for constructing and maintaining facilities and infrastructure, and are fully authorized to enter into construction contracts.

It is our recommendation to remove language requiring the above entities to submit plans to the State Board of Education. Adequate safeguards should exist if 1) projects are designed by licensed professional architects and engineers where required by Kansas Statutes; 2) plans are reviewed by local building officials prior to issuing building permits; and 3) reviews and inspections continue to be administered by the Kansas Fire Marshal's office.

G:\FACILIT\Miscellaneous\House Bill 2190 Testimony.doc

House Higher Education  
2-12-01  
Attachment 3





OFFICE OF THE  
**KANSAS STATE FIRE MARSHAL**

Gale Haag  
Fire Marshal

700 SW JACKSON ST, SUITE 600, TOPEKA, KS 66603-3714  
PHONE (785) 296-3401 / FAX (785) 296-0151

Bill Graves  
Governor

**Testimony of State Fire Marshal Gale Haag  
For the House Committee on Higher Education  
House Bill 2190  
Monday, February 12, 2001**

I would like to thank the House Committee on Higher Education for allowing me to offer testimony in support of House Bill 2190. I understand that this bill is being proposed to clarify language contained in K.S.A. 31-150 and K.S.A. 58-1304.

As State Fire Marshal (SFM), I believe that our most precious resources are our children no matter how old they are or what educational institution they attend. I want to insure that all children are appropriately notified and can easily escape any school building in the event of an emergency. Therefore, I would like to suggest that in the interest of clarifying the statutory language of K.S.A. 31-150, a sentence be added that reinforces the State Fire Marshal's authority over the fire/life safety features of all school buildings regardless of the governing body.

I would suggest the following line be inserted on page 2, line 13 just before the language referencing the SFM's authority to adopt rules and regulations. "All community colleges, area vocational schools, area vocational-technical schools, technical colleges or institutions under the governance of the state board of regents shall submit to the state fire marshal a code footprint for evaluation and approval of the fire/life safety features, prior to new building construction or remodel of existing buildings." Although the SFM already has that authority this would help to further clarify that authority as it applies to those occupancies under the Board of Regents.

I will stand for questions.

House Higher Education  
2-12-01  
Attachment 4

*"Where fire safety is a way of life."*



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**FIRE FACT NO. 061 CHECKLIST(s) :**  
**TITLE : CODE FOOTPRINT**  
**CHECKLIST ITEM(s) :**  
**REFERENCE(s) : K.A.R. 22-1-3 (f) Section 106.0**  
**PAGE 1 of 5**

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Kansas Statutes assign the Kansas State Fire Marshal Office the responsibility of establishing reasonable and uniform regulations to ensure a minimum level of life safety by providing exiting, occupant notification, fire detection, and suppression in buildings. Refer to the matrix on the back page of this guide for the occupancies the KSFM reviews and inspects. These regulations form the Kansas Fire Prevention Code. In order to meet the intent of the Kansas Fire Prevention Code and other Kansas Statutory requirements, **new construction and changes in building use** (see matrix on back page) **is required to:**

- a) be under the direct supervision of a licensed design professional (architect or engineer).
- b) be designed and constructed to the criteria established by one of the three model building codes adopted by Kansas regulations.
- c) Either have plans reviewed for compliance to code intent and/or receive a building permit from a local building official and/or fire authority (where available) with building inspections during construction and receive a certificate of occupancy prior to formal use.

Kansas architects, engineers, building code officials, and fire officials shoulder the responsibility for providing third party objective evaluation of the fire safety features of newly constructed buildings. Resources may not be readily available to verify new construction is designed and built to meet the intent of the Kansas Fire Prevention Code. The major participants of the fire protection team are the building owners & operators, the local inspection authorities, the Kansas State Fire Marshal's Office, and the licensed design professionals. These major participants must work together to facilitate the efficient use of resources. Fire protection and life safety features must be included in the original design concept and not "retrofitted at a later stage.

The Kansas State Fire Marshal's Office is leading the effort to capitalize on the effectiveness of plan review to ensure a higher degree of quality in new construction. Architects generate building designs to protect occupant safety and well being, but much of the code criteria used to design and construct the building is not formally recorded. Coherent code inspections of plan submittals are therefore nearly impossible.

**KANSAS LICENSED ARCHITECTS AND ENGINEERS: PLEASE DO NOT SUBMIT COMPLETE CONSTRUCTION DOCUMENTS TO THE KANSAS STATE FIRE MARSHAL FOR REVIEW.**



# Kansas State Fire Marshal Prevention Division

**FIRE FACT NO. 061 CHECKLIST(s) :**

**TITLE : CODE FOOTPRINT**

**CHECKLIST ITEM(s) :**

**REFERENCE(s) : K.A.R. 22-1-3 (f) Section 106.0**

**PAGE 2 of 5**

The "code footprint" provides formalized criteria into a unique format providing a "snapshot" small scale building plan with key code information shown in a contextual form. The "code footprint" reduces redundancy and increases the coordination of effort among all participants involved with new construction. A sample code footprint is included in this guide.

## KANSAS STATE FIRE MARSHAL CODE FOOTPRINT REQUIREMENTS

All submittals of new buildings and additions to be reviewed and approved by the Kansas State Fire Marshal's Office are required to provide the following information.

### CODE FOOTPRINT FORMAT :

- Provide a full size drawing.
- Complete floor plan (including existing and new) of each floor of the facility.
- An 11" x 17" sealed reduction of the full sized drawing.

### INFORMATION REQUIRED ON DIAGRAMS :

- A graphic bar scale.
- North arrow.
- All permanent partitions 5'-9" or taller.
- Each room labeled (Keynoting or legends are acceptable).
- Each assembly room shall list its occupant load under the room name.
- Identify new construction, existing to remain, remodeled areas, areas relocated.
- Stair & shaft enclosures with minimum fire resistive openings allowed.
- The perimeter of all rated corridors with minimum fire resistive openings allowed.
- Occupancy separations or protection from hazards.
- Fire rated area separation walls
  - dividing diverse construction types or
  - for consideration of portions of a facility as a separate building and
  - all required opening ratings.
- All horizontal exits or smoke partitions with opening ratings.
- Location of central fire alarm control panel and any remote annunciator panels
- Fire department supply connections and fire department access roads.
- Distances to property line.
- Distances to adjoining buildings when within 60 feet.
- Location of any anticipated future additions (dotted lines).

# Kansas State Fire Marshal Prevention Division

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**FIRE FACT NO. 061 CHECKLIST(s) :**  
**TITLE : CODE FOOTPRINT**  
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**REFERENCE(s) : K.A.R. 22-1-3 (f) Section 106.0**  
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## NARRATIVE REQUIRED

Indication of which codes the new construction work designed to ( UBC and family of codes, BOCA and family of codes, SBC and family of codes and any additional state regulations specifically applicable to the building use).

Type of construction: New, addition, or renovation, changes in use.

Reason for Submittal: New construction, New licensure, or Plan of Corrections.

Location: Street address, City, State, Zip, County

Owner Information: Name, Address, City, State, Zip, Phone, FAX.

Date of Plan Edition (or revision):

Name of Local Fire Department (providing service):

Name of Local Building Inspection Department (when available):

Each portion of a building on each side on a compliant fire resistive area separation wall shall provide narrative information on the submitted sheet related to the following:

New or Existing

Each occupancy group and type

Type of construction

Total allowed area per floor

Actual floor area

Approximate grade elevation at each corner of the building and finish floor

Allowed stories and height limitations

Actual height

Mixed ratio calculations as required

### Structural Fire Protection Ratings

Interior bearing walls

Exterior bearing walls

Exterior nonbearing walls

Structural frame

Permanent partitions

Shaft enclosures

Floors

Roofs

Exterior openings

Proposed UL, FM, or other fire assembly numbers (if available)

Fire Safety Features: including sprinklers, standpipes, fire alarms, fire extinguishers, smoke detectors, battery emergency lighting, exit lights, emergency power generators, hood suppression systems, any other special systems, fire lanes, disconnect switch locations, and fire department connections.

FIRE FACT NO. 061 CHECKLIST(s) :

TITLE : CODE FOOTPRINT

CHECKLIST ITEM(s) :

REFERENCE(s) : K.A.R. 22-1-3 (f) Section 106.0

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| KANSAS STATE FIRE MARSHAL'S OFFICE PLAN REVIEW OCCUPANCIES   |   |   |   |                                 |  |                           |  |                                    |
|--|---|---|---|---------------------------------|--|---------------------------|--|------------------------------------|
| Verifies new building construction in Kansas meets intent of the Kansas Fire Prevention Code by:                 |   |   |   |                                 |  |                           |  |                                    |
| Building Occupancies   | KANSAS STATE FIRE MARSHAL PREVENTION DIVISION             |   |   |                                 |  | DEPT. OF EDUCATION        | (STATE) DIVISION OF ARCHITECTURAL SERVICES | LOCAL FIRE OR BUILDING AUTHORITIES |
|  | FINAL CODE FOOTPRINT                                      |   | CONSTRUCTION DOCUMENTS/INSPECTIONS              |                                 |  |                           |  |                                    |
|  | Receives  | Reviews   | Receives and/ or reviews construction documents | Inspects completed construction | Accepts plan review of other authorized agencies | Construction plan reviews | Plan reviews and inspections               | Plan reviews and inspections       |
| New health care, detention, and residential board and care buildings or additions                                | REQUIRED  | YES   | NO  | YES                             | YES  | N/A                       | N/A  | YES                                |
| New school buildings   | REQUIRED  | YES   | NO  | YES                             | Dept. or Education Findings                      | YES                       | N/A  | YES                                |
| School additions to existing buildings   | REQUIRED  | YES   | NO  | YES                             | Dept. of Education Findings                      | YES                       | N/A  | YES                                |
| Modifications of schools exiting, fire resistance, or handicapped access-egress                                  | YES   | YES   | NO  | YES                             | Dept. of Education Findings                      | YES                       | N/A  | YES                                |
| New state buildings  | Per agreement with the Division of Architectural Services | Per agreement with the Division of Architectural Services | NO  | YES                             | Division of architectural Services findings      | N/A                       | YES  | NO                                 |
| Sprinkler/fire alarm plans for health care, detention, schools, state buildings, and residential care facilities | YES (plans submitted per applicable code)                 | NO  | YES   | YES                             | YES  | NO                        | YES STATE BUILDINGS                        | YES EXCEPT STATE BUILDINGS         |
| All others   | NO  | NO  | LIMITED   | LIMITED                         | YES  | N/A                       | N/A  | YES                                |



**FIRE FACT NO. 061** CHECKLIST(S) :  
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**PAGE 5 of 5**

TYPE OF CONSTRUCTION - New  
 FACILITY NAME: Hungry Haven

FACILITY ADDRESS  
 One Doughboy

COUNTY  
 Poppin

CITY  
 Pillsbury

LOCAL FIRE DEPARTMENT  
 Poppin County Rural 2

WATER SUPPLY  
 Rural Water District #5

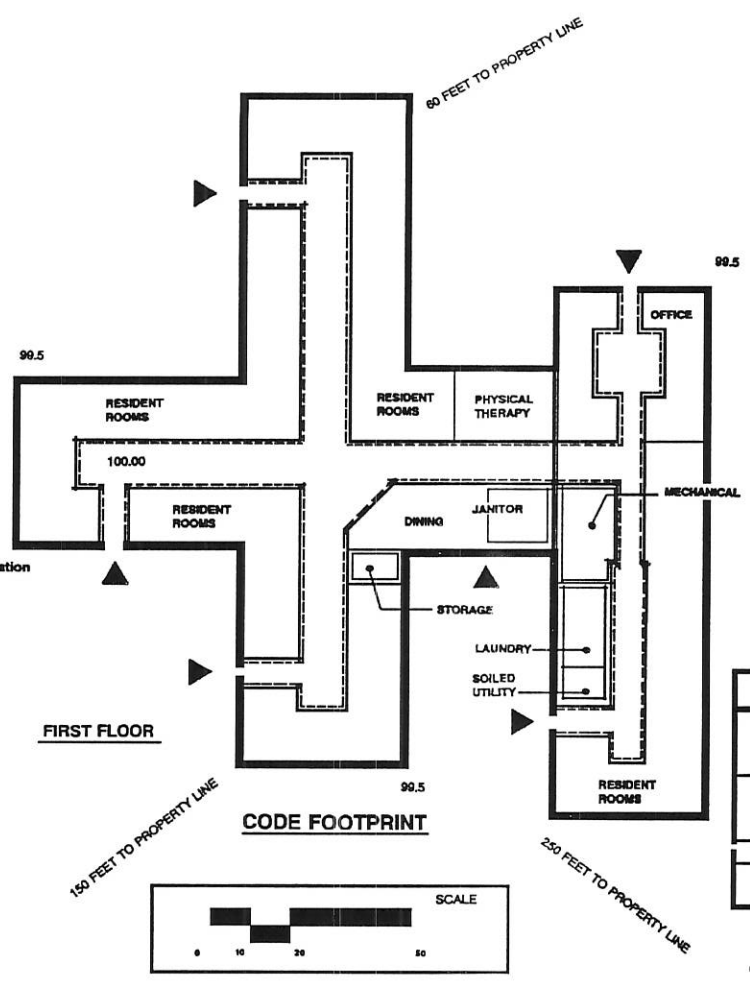
LOCAL BUILDING INSPECTION DEPARTMENT  
 None

ARCHITECT R F Services  
 ADDRESS 1810 Croissant Lane  
 Meritt, Kansas 66077

CODES/REGULATIONS UTILIZED TO DESIGN BUILDING  
 1991 Uniform Building Code  
 1991 Uniform Mechanical Code  
 1991 Uniform Plumbing Code  
 1990 National Electrical Code  
 American Disabilities Act

KDHE Regulations for Nursing Home

| CODE FOOTPRINT LEGEND   |   |
|---|---|
| 1 hour fire rated corridor w/ 20 minute rated doors w/ positive latching hardware and smoke dampers at duct penetrations      | — |
| 1 hour fire rated smoke partition with automatic or self closing 20 minute rated doors and smoke dampers at duct penetrations | ▬ |
| Designated exit   | ▶ |
| 1 hour rated occupancy separation with 1 hour fire rated door assemblies  | ◻ |



**BUILDING 1**  
**NEW CONSTRUCTION**  
 I.1 Occupancy  
 Type V-1 hr. construction

|                                   |           |
|-----------------------------------|-----------|
| Basic allowable area              | 5,300 SF  |
| 3 sides open yard (100% increase) | 10,400 SF |
| Fully sprinklered (300% increase) | 31,200 SF |
| Total allowable area              | 31,200 SF |
| Actual square footage             | 30,100 SF |

|                   |         |
|-------------------|---------|
| Allowable stories | 1       |
| Allowable height  | 50 feet |
| Actual stories    | 1       |
| Actual height     | 18 feet |

**Structural Fire Protection**

|                             |                     |
|-----------------------------|---------------------|
| Exterior bearing walls      | 1 hour              |
| Interior load bearing walls | 1 hour              |
| Exterior non-bearing walls  | 1 hour              |
| Structural frame            | 1 hour              |
| Permanent partitions        | 1 hour              |
| Shaft enclosure             | 1 hour              |
| Floors                      | 1 hour              |
| Roofs                       | 1 hour              |
| Exterior openings           | N/A due to location |
| Stairway construction       | 1 hour              |

**Passive fire safety system**

Two smoke compartments separating the 60 occupants  
 Escape windows from each sleeping room  
 Rated corridor construction  
 Rated building construction

**Active fire safety feature**

Fire sprinkler system throughout  
 Fire alarm system-battery backed up  
 Smoke detection throughout-battery backed up  
 Automatic air handling equipment shutdown  
 Kitchen hood suppression system  
 Exit lights-battery backed up  
 Emergency lighting-battery operated

Results for individuals who completed one or more parts of the GED test battery are expressed as standard scores. The standard scores used to report results for each of the five GED Tests have the following properties:

- GED standard scores range from a minimum of 20 to a maximum of 80.
- The current GED standard score scale was established in 1987 to have a mean of 50 and a standard deviation of 10 for a national sample of graduating high school seniors for each of the five tests.
- About two-thirds of all U.S. high school seniors earn standard scores between 40 and 60. Standard scores lower than 30 or higher than 70 are achieved by only about 2% of graduating high school seniors.

The current GED standard score scale was derived directly from the performance of graduating high school seniors in a 1987 standardization and norming study; the first GED norming study was based on U.S. high school seniors tested in 1943. To ensure that the standard score scale reflects the performance of *contemporary* high school seniors, the tests are re-normed periodically. Separate norming studies for the GED Tests were previously conducted in 1943, 1955, 1967, 1977, 1980, and 1987. The 1996 Norming Study is described below. Standard scores on all current GED test forms are equated to a standard score scale established by the 1987 standardization and norming study. Thus, the standard scores reported for all English-language test batteries in use since 1988 can be compared and interpreted longitudinally.

### 3.8-1 The 1996 Norming Study

Each GED candidate must demonstrate a level of the skills tested that is equal to or higher than that obtained by a certain percentage of recent high school graduates. A national GED norming study was conducted in 1996 to determine the current performance levels of graduating seniors on the GED Tests. A representative sample of high schools throughout the U.S. was obtained using a stratified random sampling procedure. More than 15,000 seniors in over 500 high schools took one of the five GED Tests. Similar studies were conducted in Canada and Puerto Rico for the Canadian and Spanish-language editions, respectively.<sup>3</sup> As part of the standardization process, GEDTS monitors the performance of high school seniors on the GED Tests to determine if their achievement has changed, or if a re-norming is required.

### 3.8-2 Interpretation of the Average or Total GED Standard Scores for the Five Tests

Most participating states, provinces, and territories set minimum levels for the total or average GED standard score when defining GED passing score requirements (see Section 3.8-3). The *total* standard score is the *sum* of the scores achieved by an examinee on each of the five tests in the battery. The *average* standard score is the *arithmetic mean* of the five test scores, and is computed by dividing the total standard score by five (the number of tests in the battery). For example, a total score of 225 is equivalent to an average standard score of 45.

Standard scores based on sampling of 22,000 high school seniors

Scores for high school seniors follow a normal curve on all test forms

House Higher Education  
2-12-01  
Attachment 5

<sup>3</sup> Standard scores and percentile ranks for the Spanish-language edition are based on a standardization and norming study using high schools in Puerto Rico in 1987. The standard scores and percentile ranks for the French-language edition are based on a standardization and norming study conducted in New Brunswick and Quebec in 1991.

### 3.8-3 GED Passing Score Requirements

Each state, province, or territory that contracts to use the GED Tests establishes its own minimum score requirements for issuance of the GED credential. However, the Commission on Educational Credit and Credentials requires that such score requirements be set at a standard *no lower* than that which would result from requiring:

- A minimum standard score of 40 on each test in the battery *and*
- An average standard score of at least 45 on the tests in the battery

This requirement, effective January 1, 1997, represents the reasoned judgment by the Commission that such requirements should be "neither so high as to represent levels of achievement far above that demonstrated by recent high school graduates (and, as such, arbitrarily unfair to adult candidates) nor so low as to threaten the credibility of the high school equivalency credential." It is estimated that the new standard will be met by approximately 67% of graduating high school seniors (see Table 3.1).

GED Testing Service staff recommended the change after analyzing information from the National Adult Literacy Survey (NALS) and a GED-NALS Comparison Study, conducted in cooperation with the Educational Testing Service, as well as research on the course-taking patterns and grades of high school seniors who earned different GED scores. Analysts also took into account the recent achievement of high school students since the 1983 publication of the landmark report, *A Nation at Risk*. Additionally, analyses show that the Writing Skills and Mathematics Tests are the content areas in which candidates most frequently score below 40. Because such skills are becoming increasingly important in both the workplace and higher education, it is believed that performance in these areas should meet a more rigorous standard.

**Table 3.1**  
**U.S. GED Passing Score Requirements and Estimated Percentage**  
**of U.S. High School Seniors Meeting Standard**

| Minimum GED Score Standard               | Percentage of U.S. H.S. Graduates Meeting Standard 1996 Norms <sup>1</sup> | Percentage of U.S. H.S. Graduates Meeting Standard 1987 Norms <sup>2</sup> |
|--|--|--|
| Minimum 40 or Mean 45 (old requirement)  | 73%  | 75%  |
| Minimum 40 and Mean 45 (new requirement) | 67%  | 66%  |
| Minimum 40 and Mean 50                   | 47%  | 50%  |

**Notes:**

<sup>1</sup> These percentages are estimates based on conditional probabilities. The exact percentages of U.S. high school seniors meeting these score requirements could not be calculated directly because although all five tests in the GED battery were administered in the 1996 norming study, there was not a sample of students who took all five tests.

<sup>2</sup> U.S. percentages are based on data from a national sample of graduating high school seniors who took all five GED Tests in the spring of 1987.

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### 3.8-6 Estimating Rank-in-Class from GED Scores

GED standard scores are standardized scores based on representative samples of U.S. graduating high school seniors tested in the spring of their senior year. (See Section 3.8-1 for more information on GED norming studies.) These samples approximate the population of all U.S. graduating high school seniors with respect to cultural, socioeconomic, geographic region, and other factors. Because the standard scores and percentile ranks relate the GED candidate's skills to the population of U.S. graduating high school seniors, the percentile rank associated with a GED candidate's average score can loosely be interpreted as her or his rank in the "national" graduating class of high school seniors. U.S. high school senior class percentile rank estimates for selected average and total GED standard scores are presented in Table 3.4.

In reporting standard scores to examinees, the score is always rounded *down* to the nearest whole number (see Section 6.7).

**Table 3.4**  
Selected GED Total and Average Standard Scores and  
Estimated U.S. High School Senior "Class Rank"

| National Class Rank <sup>1</sup> | Total Score of Five GED Tests <sup>2</sup> | GED Average Standard Score <sup>3</sup> |
|----------------------------------|--|---|
| Top 1% .....                     | 344 .....                                  | 68                                      |
| Top 2% .....                     | 334 .....                                  | 66                                      |
| Top 3% .....                     | 329 .....                                  | 65                                      |
| Top 5% .....                     | 323 .....                                  | 64                                      |
| Top 10% .....                    | 310 .....                                  | 62                                      |
| Top 15% .....                    | 301 .....                                  | 60                                      |
| Top 20% .....                    | 291 .....                                  | 58                                      |
| Top 25% .....                    | 285 .....                                  | 57                                      |
| Top 33% .....                    | 270 .....                                  | 54                                      |
| Top 40% .....                    | 264 .....                                  | 52                                      |
| Top 50% .....                    | 251 .....                                  | 50                                      |
| Top 67% .....                    | 231 .....                                  | 46                                      |
| Top 70% .....                    | 226 .....                                  | 45                                      |

**Notes:**

- <sup>1</sup> Indicates the percentile rank score associated with the nationally representative sample of U.S. graduating high school seniors who took all five GED Tests during the 1996 norming study.
- <sup>2</sup> Indicates the sum of the standard scores across all five GED subject area tests.
- <sup>3</sup> Indicates the average GED standard score across the five subject area tests.

### 3.8-7 Evaluation of a GED Graduate's College Application

The American Council on Education makes the following recommendations to colleges and universities for evaluating applications from GED graduates:

- Because the GED Tests reflect general educational skills and not mastery in traditional classroom subjects, counseling and testing may be needed to place a GED graduate in the appropriate course level.

**GED graduates' estimated rank in class**

**Most colleges and universities accept GED diploma in lieu of conventional diploma**

**GED Tests not a substitute for placement or admissions tests**



- Institutions should *not* substitute GED scores for scores on admissions tests (e.g., ACT, SAT).
- Scores from the GED Tests should *not* constitute the sole basis for admission to the institution.

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