Approved: March 16, 2006
Date

MINUTES OF THE SELECT COMMITTEE ON SCHOOL FINANCE

The meeting was called to order by Chairman Kathe Decker at 9:00 A.M. on March 2, 2006 in Room 313-S of the Capitol.

All members were present.

Committee staff present:
Alan Conroy, Kansas Legislative Research
Carolyn Rampey, Kansas Legislative Research
Art Griggs, Revisor of Statutes Office
Ann Deitcher, Committee Secretary

Conferees appearing before the committee:
Rick Doll, Pres., Louisburg School Board
Bill Reardon, KCK Public Schools, USD 500
Jerry Cullen, Supt. Ashland, USD 220
Mark Desetti, KNEA
Ken Daniel, Advocate for KS Sm. Business
Robert Vancrum, Blue Valley USD 229
Stuart Little, Shawnee Mission USD 512
Kathy Cook, KS Fam. United for Public
Sharon Frankenbery, Fam. & Consumer Sci.
Deb Mock, KS Assoc. For Career & Tech Ed.
Meta West, Former Teacher

HB 2986 - concerning school districts; relating to school finance.

The Chair introduced Rick Doll and John Cleek who appeared together in opposition of **HB 2986**. (Attachment 1).

Bill Reardon spoke to the Committee of his organization's concerns regarding some provisions contained in **HB 2986**. (Attachment 2).

Jerry Cullen offered testimony in support of measures already taken by the Select Committee in their work on **HB 2986**. (Attachment 3).

Mark Desetti offered comments regarding **HB 2986** as well as facts about teacher compensation. (Attachments 4 and 5).

Kenneth Daniel spoke in opposition of **HB 2986**. (Attachment 6). He also offered a full analysis of the new Kansas school cost study. (Attachment 7.).

Speaking in opposition to the bill as it stands, Bob Vancrum said that his organization's problem with the bill was their failure to understand how, if the Committee believed that the plan in **HB 2986** will meet the constitutional requirements, why would they not permit unlimited extras if people are willing to fund them. (Attachment 8).

Stuart Little offered the Committee a list of amendments to **HB 2986,** for their consideration. (Attachment 9).

Kathy Cook spoke in opposition to **HB 2986** in it's present form. (Attachment 10).

Sharon Frankenbery spoke to the Committee of the concerns of her organization to **HB 2986**. (Attachment 11).

MINUTES OF THE SELECT COMMITTEE ON SCHOOL FINANCE at 9:00 A.M. on March 2, 2006 in Room 313-S of the Capitol.

Deborah Mock appeared as an opponent of **HB 2986.** (Attachment 12).

Testifying in support of **HB 2986** was Meta West. (Attachment 13).

Copies of an LPA memorandum regarding vocational education program costs were distributed. (Attachment 14).

Written only testimony were handed out from: Michelle McDaniel, (Attachment 15); Nancy McRoberts, (Attachment 16) and Lynette Yevak, (Attachment 17).

A motion was made by Representative De Castro and seconded by Representative Crow to approve the minutes of the meetings of February 14, 15, 22 and 23. The motion passed on a voice vote.

The meeting was adjourned at 10:55. The next meeting is scheduled for Friday, March 3, 2006.

Statement of Dr. John Cleek, president of the Board, and Dr. Rick Doll, Superintendent of USD 416, Louisburg, Kansas to the Select Committee on School Finance regarding House Bill No. 2986.

Madam Chairperson, and members of the Select Committee on School Finance, we are pleased to have this opportunity to appear before you today on a matter of urgent importance to the half million children enrolled in the public schools of Kansas. We applaud your commitment to the achievement of both adequacy and equity in the provision of a suitable education for all Kansas children. What motivates us to appear today is that after careful study of HB 2986 it seems clear to us that this bill falls short of the lofty goals of adequacy and equity.

The test of equity requires that such funds as are made available be allocated in a manner that assures every child in Kansas will receive their constitutional right to a suitable education. Equity is not a political equation; it is a simple issue of fairness. It does not require that every child receive the same number of dollars since some children have greater needs than other children and the costs incurred are greater in some parts of the state than others. But it does require that disparities in funding be clearly justified on the basis of verifiable differences in needs and/or costs.

In other words, the test of equity is a practical test: does the plan treat all children in all school districts in a fair and equitable manner? We submit to you that HB 2986 in its present form does not achieve that outcome.

Over 10 years ago, the National Commission on Teaching and America's Future stated it clearly, **there is no way to create good schools without**

good teachers! They set forth a bold and audacious goal: that by 2006 every student in America should have access to competent, qualified teaching in schools organized for success.

The problems we face in the schools of Kansas today can be summed up in a simple and clear way. We have many outstanding teachers in our schools who are doing an incredible job of educating the children in their classes. We simply don't have enough of these highly qualified teachers to go around. The only way we will close the achievement gap while raising the bar for all children will be to increase the pool of highly qualified and caring teachers so that every child in every classroom in Kansas can look forward to being taught and nurtured by a teacher who believes that every child can learn if they are provided the individual attention they need. The simplest way to respond to at-risk children is to reduce class sizes and staff every classroom with a highly qualified and caring teacher.

Concerns about 'at-risk" children— those who drop out, tune out, and fall behind— cannot be addressed without teachers who know how to teach students who come to school with different learning needs, home situations, and beliefs about what education can mean for them. There is no silver bullet in education.

Some of the problems we face are more concentrated in our **rural** schools while others are more evident in our **urban** schools. This has at times made it difficult for us to agree on the solutions to our problems, yet we all know that unless the solutions we develop benefit all children in our state, they are not worthy of any of our support.

HB 2986 may be a good start in the right direction, but it fails the test of equity in terms of the way the funds provided are allocated among the school districts in the state in several respects. (We will leave it to others to discuss whether the plan meets the adequacy test or not. We would point out however that any failure to achieve equity resulting from a concern that the cost of achieving equity would be too great is strong evidence that the funding level may not be adequate.)

First, when the school finance formula was enacted 14 years ago, it included a 5% weighting factor for "at-risk" children. Lacking a more appropriate way to identify the children who were truly at-risk, i.e. falling behind, tuning out, or likely to drop out entirely, a crude but inadequate metaphor was selected for purposes of identifying the number of children to be classified as "at-risk", namely the number of children whose families qualified for the federal free lunch program.

It is commonly accepted that children from low-income families are statistically more likely to fall into the at-risk category than are children from more affluent families. But it is also commonly recognized that many at-risk children come from families above the threshold for the free lunch program and that many children who qualify for the free lunch program perform at an academically proficient or above level. We can only surmise that students whose families qualify for reduced lunch were not included as a means of keeping the costs of the program down. Whatever the reason for focusing only on those who qualify for free lunch, we would suggest to you that if you are relying on economic disadvantage as the measure of whether a child is at risk or not, the correlation will go up if you include reduced lunch children as well.

Using the free lunch metaphor to identify at-risk children may not have caused serious distortions when the weighting factor was only 5% and the major funding emphasis was on the base state aid per pupil. But in an era when the base state aid is not even keeping pace with the rate of inflation and the at risk weighting factor is scheduled to increase to 72.6% by 2008-09 when the high density factor is included and to 48.4% without the high density factor, it is absolutely critical that a better method of identifying the at-risk children be adopted. Otherwise, school districts such as ours will suffer irreparable harm because the majority of the children in our school who are academically at risk don't come from families that qualify for the federal free lunch program. We are therefore left to respond to their needs as best we can with grossly inadequate funds.

Our proposed solution would be to add a second metaphor, i.e., the number of children who score lower than proficient on the standardized tests, for one or two years, and permit districts to use whichever metaphor fits them during this period of time. However we consider this an imperfect solution and one that should only be adopted on a short-term basis. You already have an At Risk Council that is working on strategies for improving the performance of at-risk children. We recommend that you either specifically charge that Council to provide a more accurate method of identifying at-risk children or you appoint a separate Task Force for this purpose. In either case, we think you should plan to adopt a new way to identify at-risk children no later than the 2008-09 budget year.

Lest you conclude that we are seeking a windfall from this proposed change, let me give you the numbers. According to the KSDE School District Report, our district had an average of 26.6% of our children who scored below the proficient level in the areas of Reading, Math, and Science in 2004. I am pleased to note that the average for 2005 dropped to 19.13. Based on our 2005 FTE of 1472.8, using the 2005 average for Reading, Math, and Science would have produced a weighting of 284 at-risk students. Using the Free Lunch measure only, produces a weight of 97 students. If we include the Reduced Lunch children, the number increases to 194.

Second, we recognize that it is both politically and practically impossible and ill advised to adopt a funding bill that results in some school districts receiving less money than they received in the previous year. Thus we understand the need to provide some means for holding all districts harmless. But when the decision to retain the low enrollment weighting becomes the political justification for retaining a high enrollment-weighting factor (now referred to as high enrollment equalization), schools in the middle range are caught in a double bind. We are too large to benefit much from low enrollment weighting and/or we are too small to benefit much from the high enrollment equalization.

Our request is that you resist the temptation to make educational decisions based on politics alone. You can do this by agreeing to hold all schools harmless while combining the low enrollment weighting and the high enrollment equalization into a single pool and using these dollars to raise the base state aid for all schools. What it comes down to is this: the more you try to tailor the funding to fit the individual circumstances of small schools and large schools you end up with a situation that is biased against a large number of schools in the middle. Another way to say this is that it would be better to be approximately right than precisely wrong in the way you allocate funds. We note that the Legislative Post Audit report recommended a $400 increase in the base state aid rather than the $50 included in the present bill.

Finally, there is another factor that has a strong impact on the cost of educating our children that is not included in the present legislation, commonly referred to as the cost-of-living adjustment factor. We strongly urge that you adopt a sliding scale approach to equalizing the allocations based on variations in either the PPI or CPI index for each county. The approach proposed by Legislative Post Audit would cost $41 million.

We realize that some parts of our proposed changes will add to the total cost of the school finance plan for the year ahead while other changes we propose are to simply allocate the funds in a different manner. Please understand that the purpose of our appearing before you is neither to benefit at the expense of any other district in the state nor to simply increase the size of the pool of funds available. Our purpose is to make you aware of the fact that our district along with many other districts discovered when the final school finance bill was adopted last July that the increases we urgently needed to meet our increased cost of operating our schools and to improve our ability to attract and retain highly qualified teachers were not going to be available.

Only three schools in the state received a smaller increase per pupil in 2005-06 than Louisburg (Piper, Tonganoxie, and Spring Hill). In spite of this, we encouraged our representative and senator to support the legislation because we felt it was the best that could be achieved under the conditions that prevailed during the special session. But when we discovered that the bill you have before you today would once again puts us fourth from the bottom in terms of the increased funding per pupil we could not sit quietly and fail to point out the inequities that we see in HB 2986. The average increase for 2006-07 resulting from the adoption of HB 2986 in its present form would be \$313. Our projected increase amounts to approximately half of the average amount, \$161.

The contrast is even more disturbing when you compare the bottom 30 districts in per pupil increase with the top 30. Whereas the average increase per student for the top 30 districts amounts to \$541.75 per student, the bottom 30 districts would receive less that 1/3 of that amount, \$170.52. If we compare the top 6 with the bottom 6, the difference is 4:1, \$614.76 for the top 6 and \$154.06 for the bottom 6.

When we look at the list of districts that fall into the lowest decile on funding increases per pupil, we find they are from all parts of the state and include the 4th largest district, USD 229, Blue Valley, the 12th largest district, USD 266, Maize, the 20th largest district, USD 265, Goddard and the 23rd largest district, USD 385, Andover. However half of the 30 districts falling into the lowest decile have enrollment between 750 and 2,000 students and include most of the same districts that were at the bottom in the current year.

We know it is only in Lake Wobegon that every child is above average and are not expecting that our district be funded at a higher level than the needs of our children warrant. We have no way of predicting where we would rank should you adopt the changes we propose. What we do know however is that the changes we propose would provide a more equitable way of establishing need and thus we would live with the outcome.

We thank you for the opportunity to appear today and welcome your questions or comments. We would also be happy to provide additional information in response to any follow-up questions you may want to submit to us.

Respectfully submitted,

Dr. John Cleek, president of the board, USD 416

Dr. Rick Doll, superintendent, USD 416

KANSAS CITY
KANSAS
PUBLIC SCHOOLS

Kansas City, Kansas
Public Schools

Unified School District No. 500

Testimony by USD 500
Before the House Select Committee on
School Finance on HB 2986
March 2, 2006

The Kansas City Public School District is pleased with the emphasis on At-Risk students that is contained in HB 2986. We are particularly encouraged by the bill's recognition of the unique challenges faced in educating the urban child who lives in poverty. These two components in HB 2986 will help ensure that our district can continue to make educational progress with our At-Risk children. No other urban district has an At-Risk (free lunch) population as high as USD 500 (63%).

We are not opposed to the three-year phase-in. We are gratified that the bill calls for reaching the full percentages for At-Risk and urban poverty recommended in the Post Audit Report by the completion of the phase-in.

We do have concerns, however, regarding some provisions contained in HB 2986. The total dollars contained in the 3-year plan ($500 million) is dramatically lower than either the Augenblick & Myers study, the Supreme Court ruling of June 3, 2005, or the Post Audit study, if you factor in inflation over the three years. We are not confident that the Court will alter

625 Minnesota Avenue
913•551•3200

its findings because of the inclusion in the bill a list of additional State expenditures that are outside the formula. These funds were available to districts last year when the Supreme Court made its ruling regarding the insufficiency of State funding to insure every Kansas child a suitable education. Providing a list in HB 2986 will not, in our opinion, alter the Court's opinion on the 'adequacy of State' funding.

USD 500 also has concerns with provisions addressing accountability of At-Risk and urban poverty funding. We are supportive of increased accountability. We want to be successful in the use of these new dollars to improve the scores of our At-Risk children. We also understand the Legislature's increased interest in accountability if it is to make a major commitment in State resources to raise the scores of this target population. We are not sure, however, if the accountability requirements as currently written will accomplish that goal.

The Kansas City, Kansas Public School District views accountability as a very important component of every improvement process. From the very beginning of our work with First Things First we identified not only resources necessary, methods of measuring progress, but also accountability expectations and procedures.

As a method to measure accountability is developed we would request that the methods currently in place as part of the Kansas Local Consolidated Plan and No Child Left Behind be considered. These processes provide for many if not all of the accountability factors that are identified as part of HB 2986 and will not require the establishment of additional levels of reporting or oversight.

Finally, I would like to make a personal observation regarding House Bill 2986. In my 30 years in the Legislature, I cannot recall a single time that the House leaders, Democrat and Republican, developed a bi-partisan school finance bill. This work product is a compliment to the leaders of both parties. Setting aside partisan differences in order to meet the educational needs of children is an example of Kansas state government at its best.

School Finance – Jerry Cullen, Ashland USD 2204

I thank you for the opportunity to be here today. I know that you have done a great deal of work and spent a great deal of time on school finance.

I do feel that a three year plan will be beneficial to all. I hope that you would continue to plan on a three year basis so we would have two years of information to help us in planning for the future.

I appreciate your not cutting LEW, since we lost about $542 per student in our smallest districts in the 2005-06 school year, while correlation-weighted schools lost about $179 per student. Although LEW and correlation dollars were rolled over into the base budget, few small schools realized an increase in general fund because of the deep cuts in LEW. Even though you held LEW at its current level, schools over 1631 will realize a $137 increase per student over the next three years because of the increase in correlation weighting. I'm concerned that when we have an $800 million increase in school funding, when we include HB 2986 and last year's increase, yet USD 220 will receive only $392 per student while the state-wide average is $1,890 per student. With HB 2986 USD 220 will have $17,707 dollars for increase in salaries, utilities, supplies and insurance.

HB 2986 has addressed the need for additional funding for at-risk and special education students. I would encourage you to continue to raise the special education to 100% of cost over time. I would further encourage you to fund additional schools with High Density At-Risk funds. Some districts qualify for additional at-risk funds when they are at 34% and 37% free lunches; however, schools like Liberal at 54%, Dodge City at 56%, Garden City at 45% and Elk Valley at 50% free lunches don't qualify. Again I would encourage you to expand that definition.

I do believe equalizing LOB and Capitol Outlay state aid is justified but using assessed valuation per student is one more way to fund large districts at a higher rate while small district receive little. I would encourage you to look at median income per student, which many recommend as a tool for determining wealth. Most of the 67 million dollars in additional LOB state aid will go to the larger districts unless you look at a different tool to determine wealth.

Most small rural districts are producing great results with high graduation rates and good test scores. We are operating on an extremely tight budget and our average salaries are well below that of the large districts. IDL classes are offered on a limited basis, and we have had success with a small portion of our student population by using this technology. We have cut operating expenses in every facet of our organization; the curriculum is basic but meets the Regents Recommended Curriculum. Our students have the necessary tools for success when they graduate. The opportunity gap that exists between the large and small districts is a problem that should be evaluated for a possible solution—an opportunity gap of offering 12 science classes compared to four, the opportunity to have a teacher that has only two to three preparations per day rather than four to six preparations per day, and the opportunity to have a teacher in your classroom making critical connections with their students rather than an IDL class or internet class.

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Attachment # 3-1

I would strongly suggest that you take the $43 million of correlation funding and role it into the base budget, which would increase the base by about $75. Change the formula of the High Density At-Risk so schools with high At-Risk population can qualify. Use median income per student to determine wealth for LOB and Capital Outlay state aid. Fund Special Education excess cost at 100% over time.

Again, I thank you for your hard work and time, and I hope you will consider some of the ideas I have presented.

KANSAS NATIONAL EDUCATION ASSOCIATION / 715 SW 10TH AVENUE / TOPEKA, KANSAS 66612-1686

Mark Desetti, Testimony
Select Committee on School Finance
House Bill 2986
March 2, 2006

Madame Chair, members of the committee, thank you for the opportunity to come before you today to comment on **HB 2986**, the school finance plan under consideration this week.

Let me say first that we appreciate this first effort. We believe it is an attempt to take the findings of the Legislative Post Audit Division seriously.

In particular we believe that you responded well to the identified issues on at-risk funding including your expansion of the urban poverty index into the density at-risk weighting. We also note that you kept small school districts whole by not altering low enrollment weighting. This is a better option since a so-called "hold harmless" provision in light of rising costs, does not hold a district harmless.

You have focused your efforts primarily in two areas – at-risk funding and the preservation of small schools. To these efforts you add small increases in base state aid per pupil and changes in correlation weighting, now called high enrollment equalization factor. These are the efforts that, in the current bill, cause us the most concern.

For a number of school districts the bulk of their funding increase comes in the form of these two adjustments. Those school districts see relatively low increases in overall funding and therefore must turn to additional local effort to meet increased challenges and costs. In 2005, you gave schools the opportunity for increased LOB authority but we remain concerned about the tendency to send some local voters continually back to the polls to approve what we continue to believe is de facto base state aid.

And since base state aid per pupil is where districts most often go to find resources to provide and improve teacher salaries, benefits, and support, these small increases will do little to address the issue of salaries and benefits for teachers and administrators.

This issue remains a significant concern for the teaching force. I bring to you again this year information about teacher compensation in Kansas.

I have attached to this testimony a set of four maps, a salary chart, and some comments. I'd like to review those with you now.

The issue of "flexibility" came up in testimony yesterday. We applaud the way the bill allows for more flexibility with the funds received. We do believe that local people ought to decide how best to utilize funds received to meet the needs of their students and community. How this bill would be *interpreted* on the local level might mean a lot. How it is described by the State Department of Education, the Kansas Association of School Boards and even KNEA will all feed local interpretations.

The district that decides, under the flexibility described yesterday, to emphasize salaries and benefits for teachers may put a significant percentage of the new funds into teacher compensation, mentoring support for new teachers, and quality professional development for all teachers. If it brings results, why not?

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Attachment # 4-1

Telephone: (785) 232-8271 FAX: (785) 232-6012

With that in mind, I would raise a concern about the language in New Section 3. On page two, line 2, the language allows the mandatory reallocation of funds if the state board finds that the school has failed to "meet standards adopted by the state board." Without some modification in No Child Left Behind and a corresponding modification to the state's accreditation standards, at some point most, if not all, schools would be subject to this mandatory reallocation. As was pointed out by the Post Audit, increased performance against state standards is more easily achieved when moving from 55 to 60% proficiency than when moving from 90 to 95%. As has been acknowledged by this legislature, at some point all schools will not be meeting standards under No Child Left Behind and the accreditation standards that are aligned with the federal Act.

Kansas schools are doing a great job. But we continue to be concerned about the large percentage of teachers within a few years of retirement, the decline in enrollment in teacher preparation programs, and the significant attrition rate among new teachers. If we intend to maintain and improve in our academic standings, we must address the issue of salaries and benefits for excellent career teachers and school leaders.

We urge this committee to find ways to both address the needs of our most vulnerable students and the needs of the teaching force. The slow phase in of funds called for in **HB 2986** does not get us to where we need to be.

Consider if you will the first grader in 1999 when the finance lawsuit was filed. That child will be a sophomore in high school before this bill is fully implemented. And by that time, the funding will still be below the overall levels suggested by the LPA study when adjusted just for the consumer price index. Today's first grader gets one shot at first grade. We hope this committee will make sure that the first grade experience – and every grade beyond – is the best it can be.

KANSAS NATIONAL EDUCATION ASSOCIATION / 715 SW 10TH AVENUE / TOPEKA, KANSAS 66612-1686

Facts about teacher compensation

In 5% of Kansas school districts teachers receive no health benefits. Ten school districts don't even offer benefits; another six pay nothing. A teacher has to pay as much as $455 per month out of pocket for a single premium and up to $1077 per month for family coverage. This is an appalling situation.

For 2004-05, Kansas teacher salaries ranked 42nd in the nation. In a state where the academic performance of students is in the top 10 on every indicator, the teachers are paid in the bottom ten. Our teachers have shown their merit, but they are not being paid for it. We do believe that we may get a small bump out of the action of the special legislative session and perhaps might go back to our 2003-04 ranking of 39th.

Much has been said about our ranking but I'd like to share the trends in our rank. Attached to this testimony you will find four U.S. maps.

The first of these maps shows 2002-03 average teacher salaries. You can see that we are below Colorado, Iowa, and Texas; about even with Nebraska, Missouri and Arkansas, and above Oklahoma.

Look at the second map. This shows how much salary has increased when adjusted for inflation. From 1995 to 2003, Kansas teacher salaries decreased by 10%. All of the States mentioned before increased with the exception of Missouri which stayed even.

Go to the third map. This map makes the same calculation but extends it to 1990. We still see our neighbors going up with the exception of Colorado. Colorado's decline, however, is far less than ours. Missouri again stays even.

The extraordinary thing is that Arkansas has seen their salaries increase by 21% over the same time period bringing them to within $42 of Kansas. By 2003-04 Arkansas teacher salaries had passed Kansas by $691. The latest data shows that Arkansas moved even further ahead of Kansas. The average teacher salary in Arkansas for 2004-05 was $1,320 *above* Kansas.

On the last map you can see that our ranking among the states dropped 14 places from 1990 to 2003. You can add an additional drop of three rankings for 2005 (from 39th to 42nd) for Kansas In 2005 Colorado also dropped three more rankings but Nebraska climbed by three, Missouri by one, and Arkansas and Oklahoma by two. Yet student achievement in Kansas has seen no similar decline. In fact, in that time period our students have moved to ever higher levels of achievement and our achievement gaps have narrowed significantly.

I have also attached for you the Fall 2005 update on the rankings and estimates of teacher salary.

Select Committee on School Finance
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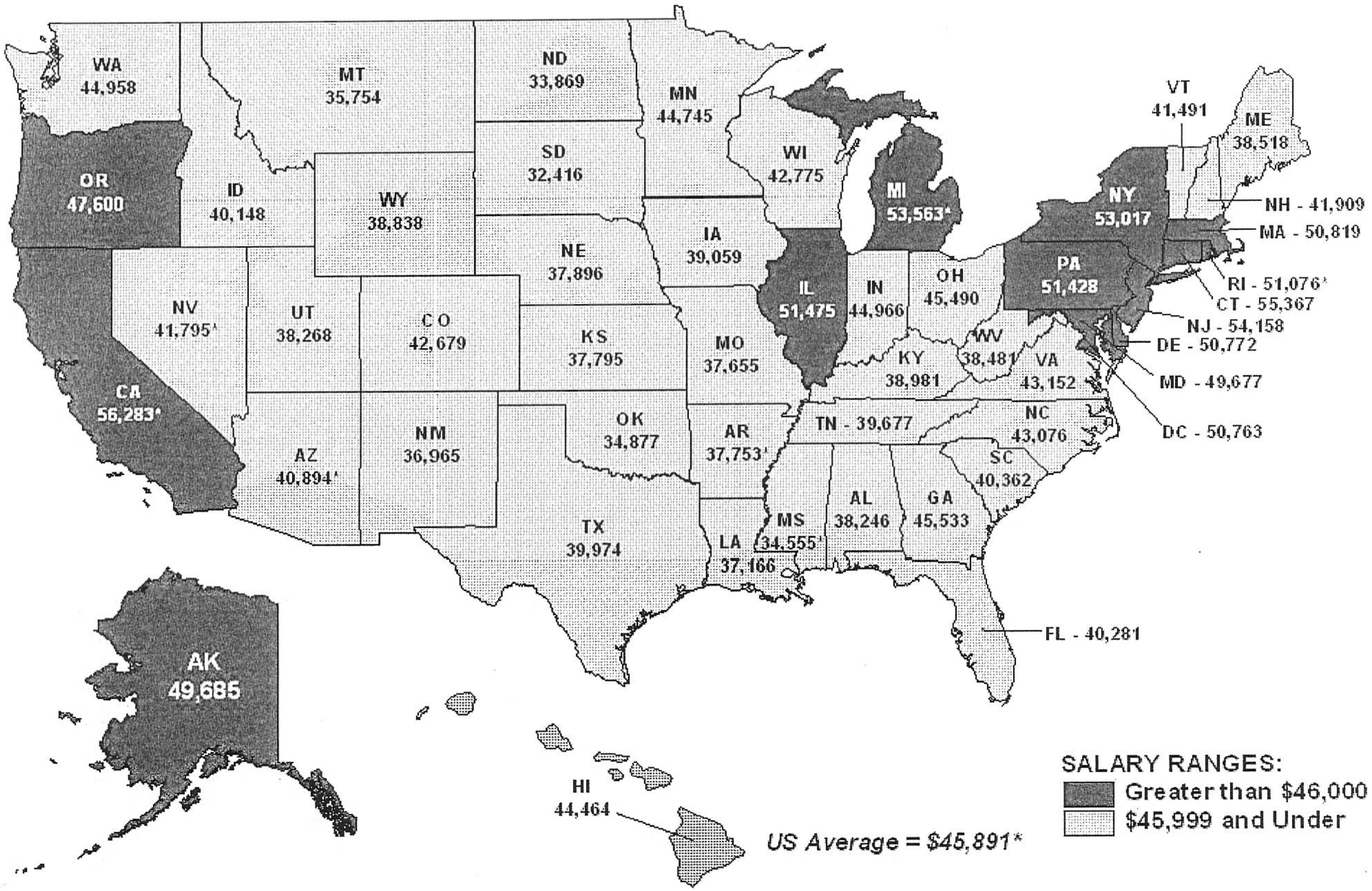
Attachment # 5-1

Telephone: (785) 232-8271 FAX: (785) 232-6012

2002-2003 Average Salaries of Public School Teachers

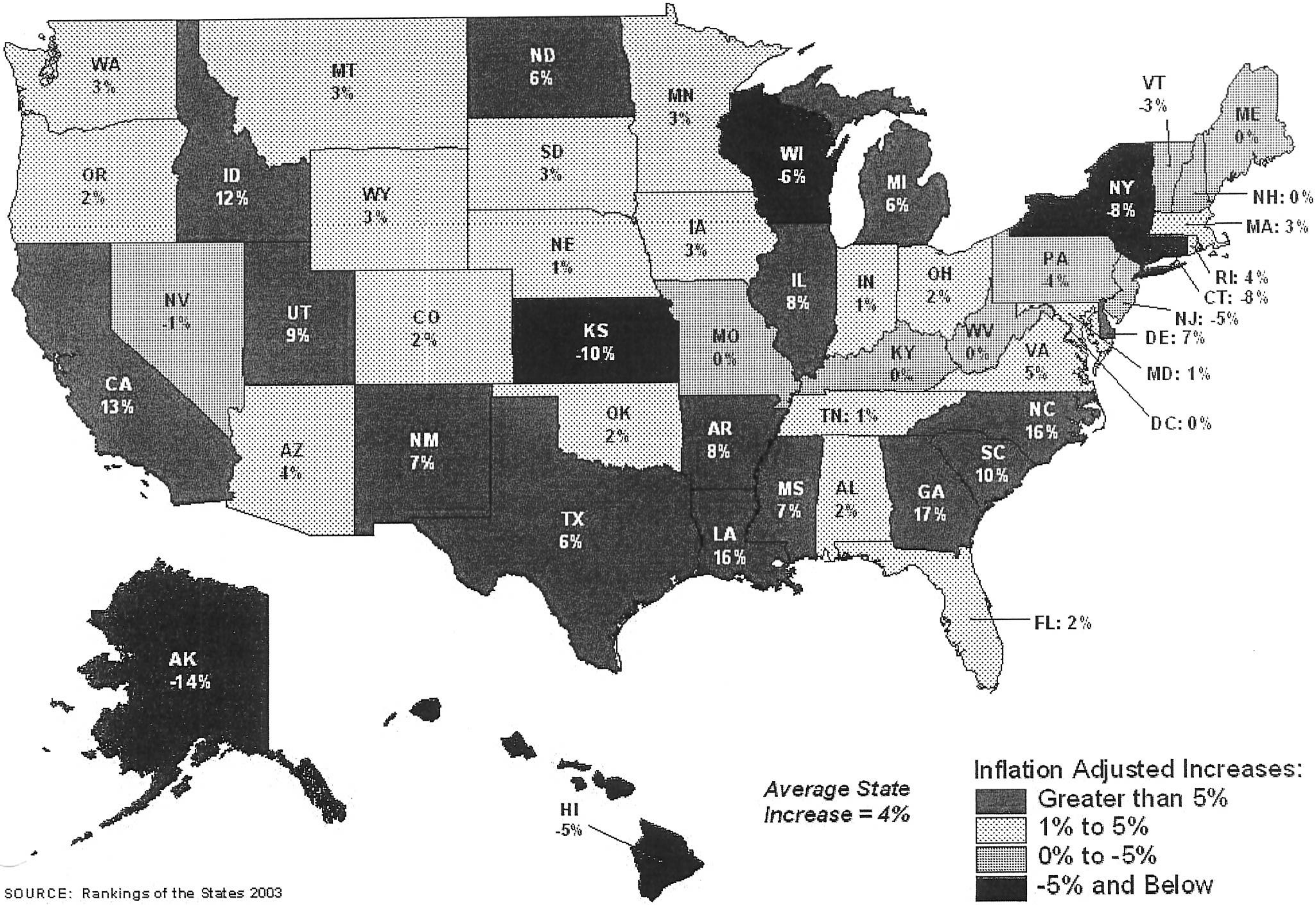


* NEA Estimate

SOURCE: Rankings of the States 2003
AUGUST 2004

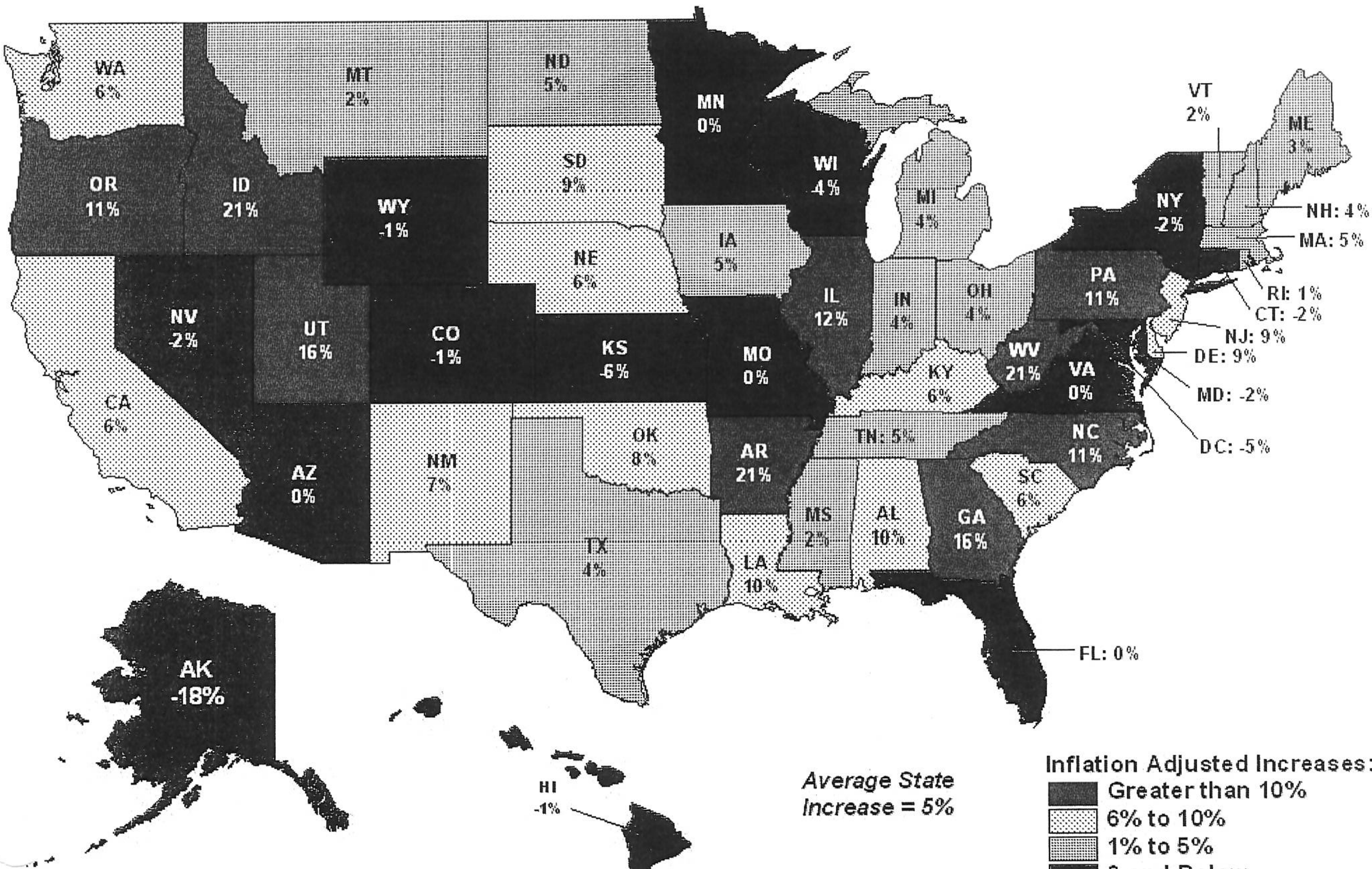
1995-2003 Inflation Adjusted Increases in Average Salary

5-3



SOURCE: Rankings of the States 2003
AUGUST 2004

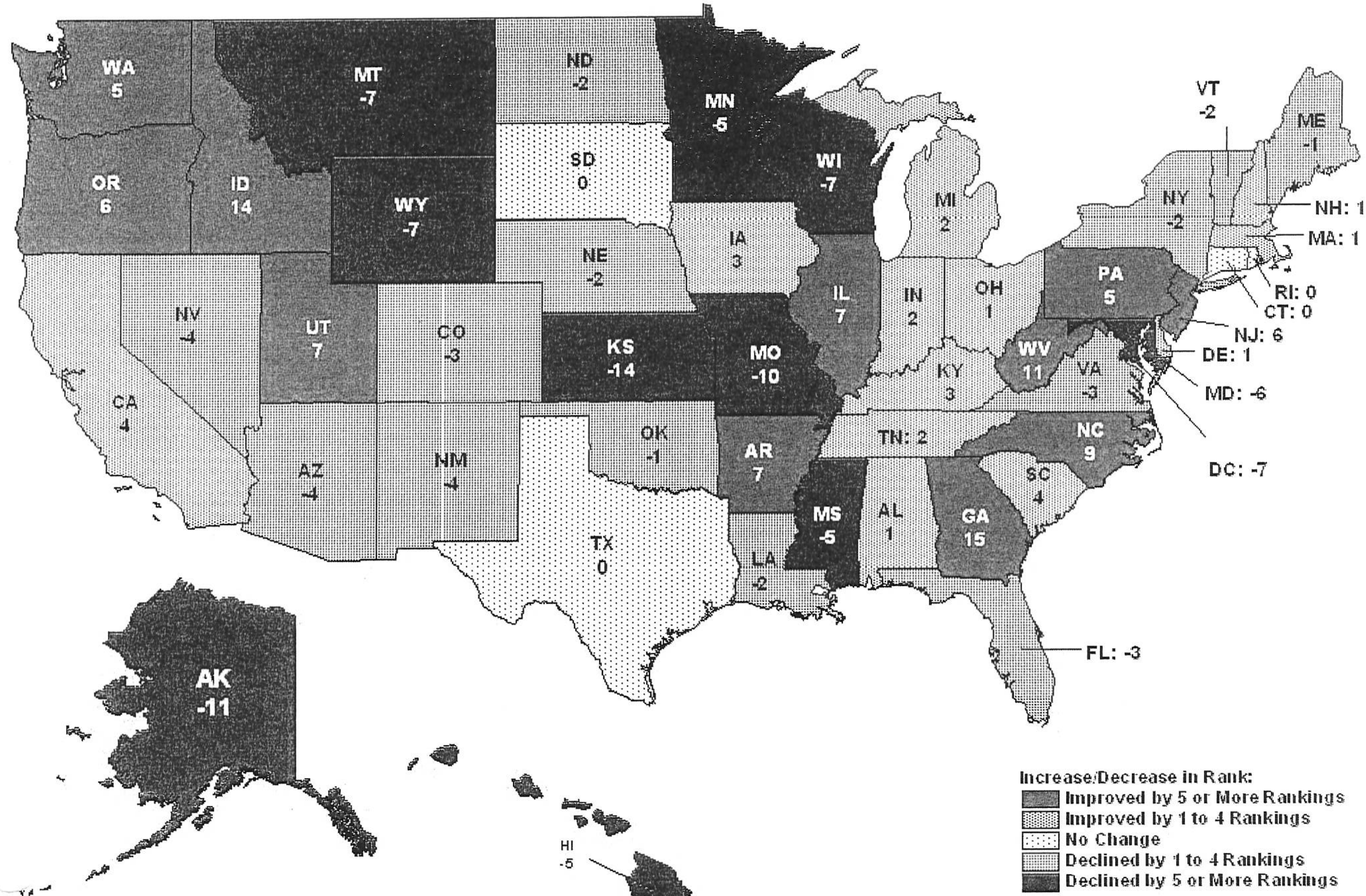
1990-2003 Inflation Adjusted Increases in Average Salary



SOURCE: Rankings of the States 2003
AUGUST 2004

5-4

1990-2003 Increase/Decrease in Average Salary Rank



SOURCE: Rankings of the States 2003
AUGUST 2004

5-5

5-6

Table 1. Average Salaries ($) of Public School Teachers, 2004–05 and 2003–04 (Revised)

Rank 2003–04	Rank 2004–05	State	2004–05	% change from 2004	2003–04
1.	1.	CONNECTICUT	58,688	2.4	57,337
2.	2.	DISTRICT OF COLUMBIA	58,456 *	2.5	57,009
3.	3.	CALIFORNIA	57,876 *	2.5	56,444
4.	4.	MICHIGAN	56,973 *	2.6	55,503 *
5.	5.	NEW JERSEY	56,682 *	2.4	55,344 *
6.	6.	NEW YORK	56,200	1.8	55,181
7.	7.	ILLINOIS	55,629	2.6	54,230
8.	8.	MASSACHUSETTS	54,325	1.1	53,733
9.	10.	PENNSYLVANIA	53,258 *	1.3	52,590 *
10.	9.	RHODE ISLAND	53,473 *	2.3	52,261 *
11.	11.	ALASKA	52,424	1.3	51,736
12.	12.	MARYLAND	52,331	4.1	50,261
13.	13.	DELAWARE	50,869	3.0	49,366
14.	15.	OREGON	48,330	1.0	47,829
15.	14.	OHIO	48,692 *	2.5	47,482
16.	18.	GEORGIA	46,526	1.2	45,988
17.	17.	INDIANA	46,591	1.7	45,791
18.	19.	HAWAII	46,149	1.5	45,479
19.	20.	WASHINGTON	45,724	0.6	45,434
20.	16.	MINNESOTA	46,906	3.4	45,375
21.	24.	COLORADO	43,949	1.5	43,319
22.	27.	NORTH CAROLINA	43,348	0.3	43,211
23.	23.	WISCONSIN	44,299	3.3	42,882
24.	25.	NEW HAMPSHIRE	43,941	2.9	42,689
25.	26.	NEVADA	43,394	2.7	42,254
26.	22.	VERMONT	44,535	6.0	42,007
27.	28.	ARIZONA	42,905 *	2.5	41,843 *
28.	21.	VIRGINIA	44,763	7.1	41,791
29.	29.	SOUTH CAROLINA	42,207 *	2.5	41,162
30.	30.	IDAHO	42,122 *	2.5	41,080 *
31.	32.	FLORIDA	41,587	2.4	40,604
32.	33.	TEXAS	41,009	1.3	40,476
33.	31.	TENNESSEE	42,072	4.4	40,318
34.	34.	KENTUCKY	40,522	0.7	40,240
35.	38.	MAINE	39,610	-0.6	39,864
36.	36.	WYOMING	40,392	2.2	39,532
37.	35.	ARKANSAS	40,495 *	3.0	39,314 *
38.	37.	UTAH	39,965 *	2.5	38,976
39.	42.	KANSAS	39,175	1.4	38,623
40.	46.	WEST VIRGINIA	38,360	-0.3	38,461
41.	41.	IOWA	39,284	2.4	38,381
42.	39.	NEBRASKA	39,456	2.9	38,352
43.	47.	ALABAMA	38,186	-0.3	38,285
44.	43.	MISSOURI	38,971 *	2.5	38,006
45.	44.	LOUISIANA	38,880 *	2.5	37,918
46.	40.	NEW MEXICO	39,391	4.0	37,877
47.	45.	MONTANA	38,485	3.5	37,184
48.	49.	MISSISSIPPI	36,590 *	2.5	35,684 *
49.	50.	NORTH DAKOTA	36,449	2.8	35,441
50.	48.	OKLAHOMA	37,879	8.0	35,061
51.	51.	SOUTH DAKOTA	34,040	2.4	33,236
		U.S. AND D.C.	**47,808 ***	**2.3**	**46,735 ***

* Computed from NEA Research, Estimates databank. The figures are based on reports through August 2005.

Table 2. Enrollment, Fall 2004–05 and 2003–04 (Revised)

Rank 2003–04	Rank 2004–05	State	2004–05	% change from 2004	2003–04
1.	1.	CALIFORNIA	6,322,142	0.4	6,298,769
2.	2.	TEXAS	4,383,871	1.7	4,311,502
3.	3.	NEW YORK	2,822,000	-0.1	2,826,116
4.	4.	FLORIDA	2,630,229	1.5	2,591,033
5.	5.	ILLINOIS	2,097,518	1.8	2,060,048
6.	6.	OHIO	1,846,763 *	0.1	1,845,428
7.	7.	PENNSYLVANIA	1,815,170	-0.3	1,821,146
8.	8.	MICHIGAN	1,726,204 *	0.7	1,715,048
9.	9.	GEORGIA	1,553,437	2.0	1,522,611
10.	10.	NEW JERSEY	1,392,204	0.8	1,380,882
11.	11.	NORTH CAROLINA	1,345,101	1.6	1,323,541
12.	12.	VIRGINIA	1,204,808	1.0	1,192,539
13.	13.	WASHINGTON	1,024,495	0.3	1,021,497
14.	14.	INDIANA	1,020,753	1.0	1,010,463
15.	16.	MASSACHUSETTS	975,574	-0.5	980,459
16.	15.	ARIZONA	986,221 *	2.3	964,003 *
17.	17.	TENNESSEE	928,572	0.9	919,896
18.	18.	MISSOURI	892,194 *	-0.1	892,872
19.	19.	WISCONSIN	881,480 *	0.2	880,031
20.	20.	MARYLAND	865,836	-0.4	869,113
21.	21.	MINNESOTA	837,760	-0.6	842,428
22.	22.	COLORADO	766,707	1.2	757,668
23.	23.	ALABAMA	731,085	0.2	729,339
24.	24.	LOUISIANA	724,002	-0.5	727,316
25.	25.	SOUTH CAROLINA	670,080 *	-1.0	676,817
26.	26.	KENTUCKY	636,880	0.8	631,852
27.	27.	OKLAHOMA	629,134	0.5	625,826
28.	28.	CONNECTICUT	576,474	0.0	576,205
29.	29.	OREGON	552,320	0.2	551,407
30.	31.	MISSISSIPPI	485,094 *	-0.6	487,812 *
31.	30.	UTAH	494,100	1.5	486,938
32.	32.	IOWA	478,319	-0.6	481,226
33.	33.	KANSAS	468,512	-0.3	469,825
34.	34.	ARKANSAS	452,057 *	0.0	452,036
35.	35.	NEVADA	400,671	4.0	385,414
36.	36.	NEW MEXICO	324,924	0.7	322,657
37.	37.	NEBRASKA	284,559	0.1	284,169
38.	38.	WEST VIRGINIA	279,457	-0.4	280,561
39.	39.	IDAHO	249,984 *	0.5	248,743 *
40.	40.	NEW HAMPSHIRE	206,852	-0.3	207,417
41.	41.	MAINE	199,253	-1.5	202,210
42.	42.	HAWAII	183,185	-0.2	183,609
43.	43.	RHODE ISLAND	160,574 *	0.5	159,825 *
44.	44.	MONTANA	146,705	-1.1	148,356
45.	45.	ALASKA	132,970	-0.7	133,933
46.	46.	SOUTH DAKOTA	121,622	-2.3	124,469
47.	47.	DELAWARE	119,109	1.1	117,777
48.	48.	NORTH DAKOTA	99,324	-1.8	101,137
49.	49.	VERMONT	95,187	-2.9	98,051
50.	50.	WYOMING	83,633	-1.3	84,741
51.	51.	DISTRICT OF COLUMBIA	62,306	-4.3	65,099
		U.S. AND D.C.	**48,367,410 ***	**0.6**	**48,070,309 ***

* Computed from NEA Research, Estimates databank. The figures are based on reports through August 2005.

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(IN-DEPTH ARTICLES ON THE FOLLOWING, ALONG WITH WITH REFERENCES, ARE AVAILABLE ON WWW.KSSMALLBIZ.COM. MUCH MORE RESEARCH WILL BE POSTED IN THE COMING WEEK.)

TESTIMONY TO THE HOUSE SELECT COMMITTEE ON SCHOOL FINANCE
By Kenneth Daniel
March 2, 2006

Madame Chairwoman and Members of the Committee:

My name is Kenneth Daniel. I am a small business owner and volunteer advocate for Kansas small business. Small businesses and K-12 education are deeply entwined and dependent upon each other for survival.

Today I will not comment about the proposed $500 million in new funding other than to say that we need to use any new money to fix a badly broken, unfair, and dishonest school funding formula.

I implore you to discount and ignore virtually all of the "conclusions" and recommendations of the new LPA Cost Study. I had high hopes for this study, but it is deeply flawed in its data, methods and science. Other than providing some well-written history and a few new facts, it is pretty much worthless.

If you have not read the LPA report, I would hope you would read it with your "skeptic" glasses on. I recommend you ignore the "executive summary" and read the report itself.

Because of my limited time today, I am only going to introduce a few items that pertain to this subject.

Garbage In, Garbage Out:

Falsification of free lunch applications has been well known in the education community for more than ten years. Since this falsified data was used as the very foundation of most of the LPA and D&Y analyses, the conclusions drawn are utterly worthless.

(See "Full Analysis: New Kansas School Cost Study, attached, for a full explanation.)

Duncomb and Yinger

Of all the consultants in the "school study" business, D&y finds that twice as much money "needed" than the others. (See the attached "Exhibit 1", which was furnished to me by Professor Baker, who testified yesterday.)

The "Cost Function Method" used by D&Y is pure alchemy. "Alchemy" is where you turn lead into gold. In this case, D&Y turned bull poop into gold.

This method is little used, produces the highest "costs" of all methods, and is nothing more than pretentious junk.

(See "Full Analysis: New Kansas School Cost Study, attached, for a full explanation.)

Poverty and Outcomes: No Significant Statistical Relationship

I know you have seen the chart handed out by Dale Dennis showing that free lunch kids have worse outcomes than reduced-price lunch kids, and reduced-price lunch kids have worse outcomes than those not qualified for subsidized lunches.

This means absolutely nothing if subjected to standard statistical methods or scientific analysis.

- An apparent correlation does not prove a correlation, not even if the two factors occur together 100% of the time.
- The range for a "low correlation" is .40 to .90 (40% to 90%). Below that, we have "no statistical significance". The correlation between poverty and outcomes is far less than .40.
- Even a high correlation does not prove a cause-and-effect relationship. What we are seeing with the LPA, D&Y, and Dale Dennis "correlations" are most likely items caused by a common cause or causes. I'm sorry to have to be the one to say this, but one of these is almost certainly intelligence. A key reason that some people don't make as much money because they are not as smart. That same reason is why they don't do as well in school.
- A high correlation can be eliminated as a cause through regression analysis. It cannot be proven as a cause that way.
- If one cannot eliminate a cause by regression analysis, the next step is to postulate a theory and then perform scientific testing to prove or disprove it. This has virtually never been done by any of these learned "education consultants".

(See "Full Analysis: New Kansas School Cost Study, attached, for a much more complete explanation.)

Funding and Services Not Related:

This is a well-known fact, but I challenge you to start listening to how often "free lunches" or and outcomes are connected, both in the LPA report and in the arguments of school officials and school advocates.

Page 89, attached: *"The State's basis for funding at-risk services has little relationship to the number of students who receive at-risk services. Poverty serves as the basis for funding the at-risk program, but lack of academic progress is the basis for receiving services under the program."*

At-Risk Money Not Used for At-Risk Services:

Yesterday we heard testimony asking you to allow "flexibility" with the at-risk funds. *Let me translate for you: "Let us spend this any way we want."*

We also heard a plea to "look closely at the paperwork requirements". *Translation: "We say we are concerned about the paperwork, but what we really fear is having to account for the use of this money."*

Pages 89, attached: *"Several of the larger districts identified all students who qualify for free lunches as being eligible for and receiving at-risk services. This resulted in a large number of students being reported as receiving at-risk services. The larger districts had a more difficult time providing us with lists of specific at-risk students who had received services, generally because they provide school-wide services—such as reducing class size—in their high-poverty schools."*

Translation: They are spending the money like general fund money.

All of the section that pertains to the relationship between funding and services are attached (pages 89-94). This shows clearly that much at-risk money is used for items that are at best only peripherally related to at-risk, and much is spent for items that are not at-risk items at all. Look closely at page 90, which shows an incredible variation in district reporting and use of at-risk funds.

Page 93: *"**Most** of our sample districts said they would spend the additional at-risk funding they received in 2005-06 to initiate or expand at-risk services."*

Additional Spending Not Related to Improved Outcomes

Page 107: *"Educational research offers mixed opinions about whether increased spending for educational inputs is related to improved student performance."*

Pages 107-113 proceeds to demonstrate very clearly that previous studies overwhelmingly find there is ***no relationship***, with a few showing there is a relationship. *In other words, the "mixed opinions" are heavily weighted to **no relationship.***

Why did LPA publish a 400-page report base on the conclusion that there not only IS a relationship, but that we can predict outcomes with precision? "Precision" is a laughable word to use in the context of this report, but that word was used yesterday by Professor Baker, and by Duncomb in his report.

Spending Not Keeping Up With Inflation

Yesterday, we heard testimony that the "Base State Aid Per Pupil" funding in this bill doesn't keep up with inflation. Don't you see where this is going? We are going to continue to hear the lie that school funding isn't keeping up with inflation.

CONCLUSIONS

Table 1
Summary of Base Costs across Studies[18]

State	Author	Method	Estimate Type[(a)]	Incl. SpEd.	Year	Cost	Regionally & Inflation Adjusted[(b)]
New York (160)	Duncombe and Yinger	CF	Mean		2000	$15,139	$15,655
New York (150)	Duncombe and Yinger	CF	Mean		2000	$14,716	$15,218
New York (140)	Duncombe and Yinger	CF	Mean		2000	$14,083	$14,563
New York	Duncombe and Yinger	CF	Mean		2004	$14,107	$12,622
New York	Amer. Inst. For Research & MAP	PJ	Mean	YES	2002	$12,975	$12,303
New York (High)	Standard and Poor's	SS	Mean	YES	2004	$13,420	$12,007
New York (Low)	Standard and Poor's	SS	Mean	YES	2004	$12,679	$11,344
Maryland (High)	Management, Analysis & Planning	PJ	Mean	YES	1999	$9,313	$10,945
Texas (70%)	Imazeki & Reschovsky	CF	Mean	YES	2002	$9,787	$10,355
Kentucky	Deborah A. Verstegen	PJ	Mean	YES	2003	$8,438	$9,791
Wisconsin	Inst. for Wisconsin's Future	PJ	Base		2002	$8,730	$9,757
Missouri	Augenblick & Colleagues	PJ	Base		2002	$7,832	$9,259
Maryland (Low)	Management, Analysis & Planning	PJ	Mean	YES	1999	$7,461	$8,769
Arkansas	Picus & Assoc.	EB	Mean	YES	2002	$6,741	$8,630
Montana	Augenblick & Colleagues	PJ	Base		2002	$6,004	$8,592
Indiana	Augenblick & Colleagues	PJ	Base		2002	$7,094	$8,447
Washington	Ranier Institute	PJ	Mean	YES	2001	$7,753	$8,398
North Dakota	Augenblick & Colleagues	PJ	Base		2002	$6,005	$8,065
Kentucky	Picus & Assoc.	EB	Mean		2003	$6,893	$7,998
Nebraska	Augenblick & Colleagues	PJ	Base		2001	$5,845	$7,827
Kansas	Augenblick & Colleagues	PJ	Base		2001	$5,811	$7,577
Colorado	Augenblick & Colleagues	PJ	Base		2002	$6,815	$7,504
Texas (55%)	Imazeki & Reschovsky	CF	Mean	YES	2002	$6.95	$7,352
Maryland	Augenblick & Colleagues	PJ	Base		2000	$6,612	$7,325
Ohio	Legislature	SS	Low		1999	$5,560	$7,093
Oregon	Oregon Qual. Educ. Comm.	PJ	Base		1999	$5,448	$7,086
Tennessee	Augenblick & Colleagues	PJ	Base		2003	$6,200	$6,921
Minnesota	Ruggiero (Taxpayers Association)	CF-DEA	Mean		2002	$6,236	$6,834

[18] From Taylor, Baker & Vedlitz (2005) Measuring Educational Adequacy in Public Schools. Working Paper. G.W. Busch School of Government. Texas A&M. http://bush.tamu.edu/research/working%5Fpapers/ltaylor/measuring_edu_adequacy_in_public_schools.pdf

EXHIBIT D

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State	Author	Method	Estimate Type[a]	Incl. SpEd.	Year	Cost	Regionally & Inflation Adjusted[b]
Illinois	Augenblick & Colleagues	SS	Low		2000	$5,965	$6,782
Missouri	Augenblick & Colleagues	SS	Low		2002	$5,664	$6,696
Maryland	Augenblick & Colleagues	SS	Low		2000	$5,969	$6,612
Texas (70%)	Gronberg, Jansen, Taylor & Booker	CF	Mean	YES	2004	$6,523	$6,534
Texas (55%)	Gronberg, Jansen, Taylor & Booker	CF	Mean	YES	2004	$6,483	$6,495
Illinois	Augenblick & Colleagues	SS	Low		2000	$5,594	$6,360
Texas (55%)	Gronberg, Jansen, Taylor & Booker	CF	Mean	YES	2002	$5,950	$6,295
Kansas	Augenblick & Colleagues	SS	Low		2001	$4,547	$5,929
Ohio	Legislature	SS	Low		1999	$4,446	$5,672
Ohio	Augenblick & Colleagues	SS	Low		1996	$3,930	$5,624
Colorado	Augenblick & Colleagues	SS	Low		2002	$4,654	$5,124

(a) Base = cost of basic programs, assuming 0% additional student needs; Low = average spending for target outcomes, in generally "low" student need districts; Mean = cost of target outcomes in district of state average student and district needs/costs.

(b) We use a Comparable Wage Index to adjust for both inflation and regional variations in labor costs. The estimates are in $2004. See Taylor and Fowler (2005).

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Wednesday, March 1, 2006

FULL ANALYSIS: NEW KANSAS SCHOOL COST STUDY
By Kenneth Daniel

February 22, 2006

My high hopes for the new K-12 "Cost Study Analysis" released on January 9 were dashed on the third page. The Kansas Division of Legislative Post Audit (LPA) wrote the report. In my opinion, much of LPA's work over the years has been excellent, and I hoped we were finally going to see an accurate, unbiased, and logical report based on scientific methods.

Instead, the report is built on tainted data, false assumptions, breathtakingly improper methods, and absolutely no science.

Nonetheless, legislative leaders are saying "it is our document, and we're going to have to live with it." "Live with it" means putting hundreds of millions of dollars into K-12 education based on the bogus study.

The Kansas Supreme Court based most of its earlier K-12 opinion on another heavily-biased and even amateurish report, the 2002 Augenblick and Myers study. Officials of the Kansas State Department of Education testified that the A&M study was pretty much all the information they had about costs. The court blocked virtually all opposing testimony, and would not allow the legislature to present any information, even though the legislature was a party to the lawsuit.

The Kansas Legislature, the Governor, and the Kansas Supreme Court will embrace this new LPA "study" to saddle Kansas taxpayers with hundreds of millions of new taxes each year within two or three years.

GARBAGE IN, GARBAGE OUT

Much of the data the report is based upon is highly unreliable. Some of it was falsified outright by school districts. The cardinal rule in statistics is "garbage in, garbage out." Without good data, there can be no reliable report. Worse, both LPA and Duncomb and Yinger, the consultants hired by LPA, knew the data was tainted, but used it anyway.

"Students in Poverty"

The LPA report says[1]:"Since 1999-00...the number of students from low-income families has increased by 26%."

Select Committee on School Finance
Date: 3-2-06
Attachment # 7-1

This statement is completely false. The U.S. Census Bureau reports fewer, not more, Kansas students from low-income families. Again, districts are paid bounties for poor kids, and they keep "finding" more and more of them.

Instead of using Census data, the most reliable data available on how many "children in poverty" each district has, LPA furnished D&Y with heavily-falsified "free lunch" figures provided by school districts.

Only kids below 130% of the poverty level are supposed to receive free lunches. The following chart shows the total number of children in poverty in Kansas according to the Census Bureau[2], the estimated number below 130% of poverty[3], and the number of children actually receiving free lunches in Kansas[4].

	Census	Census	Reported
Year	Below 100%	Below 130%	Free Lunch
1999	69,380	93,663	107,267
2000	55,168	74,477	109,672
2001	59,088	79,769	113,881
2002	55,414	74,809	121,928
2003	59,930	80,906	129,885
2004			134,811
2005			135,403

This dishonesty is even worse than the above figures indicate. All children do not go to government schools in Kansas. Many go to private schools, some are home-schooled, some are in special, non-school facilities, and some don't go to school at all. And, many eligible students do not apply for free lunches.

Special Education

The LPA report says[5]:"Since 1999-00, the number of students enrolled in Special Education has increased by 16%...

While the statement is true, it is extremely misleading. It is true that "the number of students enrolled in Special Education" has increased, but it is not true that there has been any significant change in the kids. Because districts are paid huge bounties for Special Education, districts keep hiring more and more special ed staff and "finding" more and more special ed kids.

Federal law specifies certain disabilities that are covered by its Special Education programs. Only one of the types, "specific learning disability", is loosely defined. It is very difficult to test kids for this category. States like Kansas that pay a bounty for Special Ed have had huge growth in this category, while other states have

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not. Nearly 40% of all Special Ed kids in Kansas are in this category now, while most of the other 12 categories have stayed fairly stable or even shrunk.

And, in Kansas, we define kids in gifted programs as "special education". They don't count for federal funding purposes, but they count for state funding.

English Language Learners (ELL)

D&Y did not like the data that LPA furnished them in this category. So they threw that data out and substituted Census statistics. This greatly increased D&Y's "found" costs for ELL kids.

To say it another way, D&Y ignored Census data when it would have resulted in lower costs (number of kids in poverty), and substituted it when it resulted in higher costs (ELL).

Under the present school finance formula, districts that have falsified the numbers the most have been rewarded the most. If LPA's recommendations are followed, those districts will reap an unbelievable windfall for their blatant dishonesty.

The larger districts that will be hurt the most are the Johnson County districts and suburban districts around Topeka and Wichita. Low-enrollment districts statewide will be devastated.

According to the report, <u>at least</u> an additional $238 million is needed for "students in poverty"[6]. <u>About</u> an additional $75 million[7] is needed for special education. The report does not estimate the additional money needed for bilingual education, but says the number of students is presently being grossly underreported.

DUNCOMB AND YINGER: THE COST-FINDING CHAMPIONS

LPA hired the consultants William Duncombe and John Yinger of Syracuse University (D&Y) to "estimate the costs of meeting student performance outcomes adopted by the Kansas State Board of Education". That was a fatal mistake.

Nationwide, various educators have set themselves up as "consultants" in the school cost analysis field. These consultants charge six-figure fees for producing reports that invariably show that public schools need a lot more money than they are currently getting.

D&Y is the "spending needs" champion of all of them. A 2005 paper[8] by Texas A&M University evaluates thirty-nine different studies by fourteen different consultants. The results of the studies, which occurred over five years, were adjusted for inflation[9] and for regional costs[10].

Thirteen of the studies included Special Education as well as "base

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costs", and are not very comparable to the rest. Those averaged $9,179 per year for base costs plus special education costs combined.

The other twenty-six studies, of which D&Y did four, were for "base costs" only, highly similar to the Kansas "Base State Aid Per Pupil", which is currently $4,257 per year.

The four by D&Y were the most expensive by far, finding base costs averaging $14,515 per year per pupil. The remaining twenty-two studies without special ed costs averaged $7,232, less than half the average of the D&Y studies. (D&Y's base costs were an average $5,336 higher even than the thirteen that combined base costs and special ed.)

The following table shows the statistics for the consultants who did the twenty-six studies that did not contain special education costs.

Consultant	# Studies	Avg Base Cost /Pupil
Duncombe and Yinger	4	$14,515
Institute for Wisconsin's Future	1	$9,757
Augenblick & Colleagues	16	$7,167
Picus & Associates	1	$7,998
Ohio Legislature	2	$6,383
Oregon Quality Education Comm.	1	$7,086
Ruggiero	1	$6,834

Whatever one might think of Newt Gingrich, he is an educator and a very smart fellow. He recommends "Five Key Principles for Thinking About America in the 21st Century." The fifth principle is "look for and adopt what is already working." He says "in most areas where we want to create solutions, there are existing fact-based models of success which can be learned from and built upon."

In the non-government world, cost studies are based on long-proven techniques using actual, historical costs. Education cost study consultants avoid these because they usually don't "prove" huge additional funding is needed.

Here is how a real world cost study is done:

1. Decide what you want to study.
2. Find a bunch of people who have been doing it.
3. Figure out how much each spent to do it.
4. Rank them according to how much it cost them to do it.
5. If the cost seems worth it, imitate the most efficient ones after studying them.

With education consultants, only the "Successful School Method"

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follows this formula. In the 2002 Kansas Augenblick and Myers Study, that method produced the need for $56 million in additional funding.

However, Augenblick and Myers ignored that part of their study and concentrated on their "Professional Judgment Method", which eventually produced the $853 million figure the Kansas Supreme Court likes.

The "Professional Judgment Method" is nothing but bloated wish lists. The "Resource Cost Model Method" uses the consultant's imaginary resources, imaginary costs for those resources, and imaginary relationships between costs and results. The "Evidence-Based Method" sounds real, but is actually just a short cut for the "Professional Judgment" method.

D&Y uses a method called the "Cost Function Method". It is the most obscure, mysterious, esoteric and little-used method of all. LPA calls this "sophisticated statistical techniques[11]." They took tainted data and "facts", did a bunch of hocus-pocus, and declared the process "sophisticated".

Daniel's comment: I call it "alchemy". Alchemy is where you turn lead into gold. In this case, D&Y turned bull excrement into gold.

FALSE ASSUMPTIONS, BAD LOGIC, LACK OF SCIENCE

The "logic" used by LPA and D&Y is deeply flawed. The report is rife with false assumptions, unwarranted conclusions, and leaps of faith.

Standard statistical methods and the basic rules of science and logic were ignored. Correlations were treated as facts. Non-existent correlations were treated as correlations. Extremely low correlations were treated as "robust" or meaningful.

Scientific methods were not used. Virtually no work of others who used the scientific method was cited.

Even if accurate data had been used, this report relies heavily on the assumption that there is a cause-and-effect relationship between student poverty and school performance. Not only is there no proof for that assumption, there is overwhelming evidence that the opposite is true. To assert that one can calculate "costs" of outcomes from this assumption is breathtakingly ridiculous.

"Correlation implies causation" is a logical fallacy by which two events that occur together are claimed to be cause and effect. For example:

- Ice cream consumption increases during the summer months.
- Murder rates also increase during the summer months.

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- Therefore, ice cream consumption causes murder, or committing murder causes (leads to) ice cream consumption.

It is true that ice cream consumption and murder rates are higher in the summer. Question for D&Y: Does ice cream incite murder or does murder increase the demand for ice cream?

Obviously, there are other possibilities. It is possible that the correlation is a complete coincidence. This happens all the time, even when the correlation is a perfect one.

Or, the correlation may be the joint effects of a common cause, namely, hot weather during the summer season. This would seem to be likely in this particular example.

Even if hot weather doesn't prove to be the common cause, the absence of a known mechanism doesn't preclude the possibility of an unknown mechanism, or of multiple intertwined mechanisms too obscure to figure out.

In the case of poverty and scholastic performance, D&Y and LPA both ignored the fact that the correlation is non-existent or extremely low. They also ignored hundreds of possible explanations, including many that are much more highly correlated, such as inherited low intelligence, uneducated parents, single-parent households, parents who are substance abusers, parents who are in jail, and hundreds of other possible causes.

It is amazing that LPA and D&Y would propose hundreds of millions of dollars to fix a problem when they haven't any proof that money will fix it. In fact, hundreds of studies have shown <u>there is no relationship</u> between money and scholastic outcomes.

The classic example in this area is the Kansas City, Missouri public schools. About $1.2 billion of extra state money was poured into those schools at the order of a court, but outcomes did not improve. In fact, they declined.

Let's look at the "correlations" that D&Y and LPA used in the LPA report.

In statistics, positive correlations are expressed as decimals from zero to one. Negative correlations are from zero to negative one:

0 to .4 No correlation
.4 to .9 Low correlation
.9 to 1 High correlation

Most of the "correlations" used by D&Y were .4 or below. In other words, <u>there was no statistically significant correlation</u>. None were .9 or above. In other words, D&Y did not have meaningful correlations, much less cause-and-effect relationships.

When an in-depth analysis of a correlation of .4 or more continues

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to suggest a relationship, the next step should then be to propose a cause-and-effect mechanism, then use the scientific method and measurements to root out false causes and prove the hypothesis.

If one uses regression analysis to assess a correlation, and it shows no relationship, the theory is proven wrong. If regression shows a relationship, even a highly correlated one, one has not yet proven anything.

D&Y and LPA both cited correlations as proof and proceed to make projections from them. D&Y used obscure regression analysis, then cited the results as proof. Sorry, but D&Y and LPA both flunk Statistics 101 and Logic 101.

Scientists use observations, hypotheses, and logic to propose explanations in the form of theories. Predictions from these theories that can be reproducibly tested by experiment are the basis of true science.

Even the procedure of using correlations and regression analysis to get to a scientific theory is looked upon as suspect by true scientists. Consider the following:

- "It is quite wrong to try founding a theory on observable magnitudes alone. In reality the very opposite happens. It is the theory which decides what we can observe." -- Albert Einstein

- "The route from theory to measurement can almost never be traveled backward." -- Thomas Kuhn (1961)

- The systematic, careful collection of measurements or counts of relevant quantities is often the critical difference between pseudo-sciences, such as alchemy, and a science, such as chemistry.

The following example of specious logic is from an episode of "The Simpsons":

(The city had just spent millions of dollars creating a highly sophisticated "Bear Patrol" in response to the sighting of a single bear the week before.)

Homer: Not a bear in sight. The "Bear Patrol" is working like a charm!
Lisa: That's specious reasoning, Dad.
Homer: [uncomprehendingly] Thanks, honey.
Lisa: By your logic, I could claim that this rock keeps tigers away.
Homer: Hmm. How does it work?
Lisa: It doesn't work; it's just a stupid rock!
Homer: Uh-huh.
Lisa: But I don't see any tigers around, do you?
Homer: (pause) Lisa, I want to buy your rock.

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POST AUDIT IGNORED ITS OWN FINDINGS

The reader is invited to review pages 107-113 of the LPA report, which is available on the web site of the Kansas Legislature, www.kslegislature.org. Below I'm going to reorder and restate some the information offered there. The comments in italics are mine.

Direct quotes from page 107 of LPA's "Cost Study Analysis":

"QUESTION 3: What does the educational research show about the correlation between the amount of money spent on K-12 education and educational outcomes?

"ANSWER IN BRIEF: Educational research offers mixed opinions about whether increased spending for educational inputs is related to improved student performance. Well-known researchers who have reviewed that body of research have come to opposite conclusions. Likewise, individual studies of specific educational inputs we reviewed sometimes concluded additional resources were associated with improved outcomes, and sometimes concluded they weren't. Because of perceived shortcomings in many of the studies that have been conducted in these areas, many researchers think more and better studies are needed to help determine under which circumstances additional resources actually lead to better outcomes."

Daniel translation of the "answer in brief": Hundreds of studies have been done. No correlation, much less a cause-and-effect relationship, has been established. Virtually no scientific research as been done.

At least 100 studies have been conducted over the years looking at the link between increased spending on education and student outcomes. LPA decided not to do a comprehensive review. They did find two reports, each of which analyzed numerous previous cost studies.

Eric Hanushek, Ph.D., an education researcher at Stanford University, published work that compared and analyzed numerous studies in 1981, 1986, 1991, 1997, and 2003. He concluded that, overall, the results of these studies showed there was no clear relationship between increased educational inputs and improved outcomes.

In 1994, another group, Greenwald, Hedges, and Laine, looked at the same studies that Hanusheck had analyzed, and came up with conclusions that were almost the complete opposite of Hanushek. Greenwald et al. concluded there generally was a relationship between increased inputs and improved outcomes.

Daniel Comment: The work of the Greenwald group is highly suspicious. It appears to have been done for no other reason than to counteract Hanushek's work. Maybe it was hard for the

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Greenwald group and others to sell their cost increase reports when a much more experienced researcher is out there undermining the conclusions.

Hanushek based his overall conclusion on his finding that most studies don't show statistically significant correlations between amounts of inputs and student achievement. Overwhelmingly, the original researchers found no statistically significant link between the amounts of certain resources and changes in student outcomes.

Greenwald, on the other hand, based their final conclusions only on those few studies that did show statistically significant links between inputs and achievement, ignoring the overwhelming majority that did not.

Here are summaries of the two analyses and findings. Note that a negative relationship means that more inputs produce negative (worse) results.

Increasing Basic Expenditure Per Pupil

Hanushek: No relationship. 66% of the studies showed no statistically significant relationship, 27% showed a positive relationship, and 7% showed a negative relationship.

Greenwald: Relationship. 60% showed none, 24% positive, 5% negative.

Smaller Classes:

Hanushek: No relationship. 72% of the studies showed no statistically significant relationship, 14% showed a positive relationship, and 14% showed a negative relationship.

Greenwald: Relationship. 76% showed none, 10% positive, 13% negative.

Increased Teacher Education:

Hanushek: No relationship. 86% of the studies showed no statistically significant relationship, 9% showed a positive relationship, and 5% showed a negative relationship.

Greenwald: Relationship. 76% showed none, 10% positive, 13% negative.

Increased Teacher Experience:

Hanushek: No relationship. 66% of the studies showed no statistically significant relationship, 29% showed a positive relationship, and 5% showed a negative relationship.

Greenwald: Relationship. 65% showed none, 30% positive, 5% negative.

7.9

Increased Teacher Salaries:

Hanushek: No relationship. 73% of the studies showed no statistically significant relationship, 20% showed a positive relationship, and 7% showed a negative relationship.

Greenwald: Relationship. 70% showed none, 21% positive, 9% negative.

Improved Facilities: Both found no relationship.

Increased Administration:

Hanushek: No relationship. 83% of the studies showed no statistically significant relationship, 12% showed a positive relationship, and 5% showed a negative relationship.

Greenwald: Relationship. 80% showed none, 14% positive, 6% negative.

In spite of the fact that Greenwald's own analyses showed that 60% to 80% of the researchers found no relationship between spending and outcomes, Greenwald ignored that and concentrated only on the rest. In two cases, 89% were either no relation or negative, yet Greenwald declared a positive relationship when Greenwald's own analysis found only 10% of the researchers agreeing.

There is great irony here. Greenwald puts high value on a few studies that show relationships (correlations), but utterly dismisses the high correlations of study results, even when it is Greenwald's own analysis of the study results that correlates.

OTHER STUDIES REVIEWED BY LPA

The following were taken from pages 107-113 of the report, pretty much exactly the way LPA wrote them:

"In addition to reviewing the studies conducted by Hanushek and Greenwald et al., we reviewed the results of five other studies conducted by various researchers trying to determine whether there was a relationship between spending for one or more types of educational inputs and student performance."

Daniel comment: Why these five studies out of hundreds available? LPA gives no explanation or justification for picking these five.

"...the results for these individual studies often were conflicting as well. The most consistent pattern appeared to be a finding that smaller class sizes can improve student performance. In four of the five studies we reviewed, researchers found a link between student performance and spending to reduce class sizes."

Ken Daniel comment: There simply is not any evidence that smaller

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class sizes help. In fact, numerous studies have shown the opposite. LPA picked out five studies out of hundreds and decided to cite them. Even in those five, the language is filled with weasel words.

"Improved teacher quality. Some researchers argue that teacher quality is the most important factor in improving student achievement. Unfortunately, "teacher quality" is difficult to measure. Researchers say that none of the readily available data, such as teacher education, teacher experience, and test scores for teachers on their own college entrance exams, truly measure teacher quality."

"Teacher education...a 2000 study by Grissmer et al. found that students in states with higher proportions of teachers with advanced degrees don't have significantly higher scores than do students in other states."

"Teacher experience. The Grissmer et al. study of statewide results found more consistent results between average teacher experience and average student scores, but other studies (including the Ferguson and Ladd review of Alabama schools) didn't find consistently positive results."

"Higher scores for teachers on their own college entrance exams. The Ferguson and Ladd study of Alabama schools found a relationship between teachers scoring higher on entrance exams and the test scores of students taught by those teachers, especially reading scores.

"Administration. The study by Pan et al. of differences in spending and staffing allocations in Arkansas, Louisiana, New Mexico, and Texas found that 9 of 12 districts that had improved student outcomes consistently over several years had lower increases in administrative spending than comparison districts did.....a study of nine states released in November 2005 by Standard & Poor's found no significant positive correlation between the percentage of funds districts spend on instruction and the percentage of students who score proficient or higher on state reading and math tests."

Daniel comment: In other words, nine of the twelve got better results while lowering administrative spending. Standard and Poor's found no correlation one way or the other. Why then wouldn't decreased administrative spending be a key goal, since it either increases outcomes or has nothing to do with outcomes?

"Limitations of inputs and outcomes. Many studies look at changes in only one
or very few variables. They also usually measure outcomes in a single way, such as performance by students in grade 4 on math tests."

"Variables tested. Baker et al., Cohen et al. and Grissmer et al. are among those who say the research needs to look at broader

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systems, including individual attributes of students, systemic structural reforms (such as changes in educational standards and curricula), and the wider environment for education, including attributes of parents and of state agencies.

Daniel comment: In other words, we need to look much further than poverty to find causes and common causes for bad outcomes.

"Data available. Grissmer et al. and Hanushek point out that the data used are the data available, not necessarily the data most relevant to the inputs being studied..."

Daniel comment: This statement should go further. Census data was available for poverty, and it was easily available and done by a third party without a vested interest. Yet LPA and D&Y used the falsified free lunch data instead. And, available or not, the poverty data isn't relevant.

"Effects of earlier education. Grissmer et al., Hanushek, and Ladd and Hansen also point out that education is a cumulative process, making it difficult to determine the effects of changes over a short period of time. Determining true outcomes is even more difficult because of student mobility among schools and districts."

Daniel comment: In other words, garbage data and bad logic is not going to ever allow us to figure out how much it costs to educate kids.

"Calls for changes in studies. Researchers say different types of studies could lead to more useful results in determining when and what types of additional resources are associated with better outcomes."

Daniel comment: In other words, "we aren't getting defensible conclusions, and the studies aren't showing how much money we "need", so let's keep doing studies until we get some that seem real and justify our pre-conclusions."

"Efficiency studies. According to Baker et al., researchers currently know 'very little about the relationship between the organization of resources and productivity and efficiency.' Rice King calls for studies to be designed specifically on cost-efficiency to assist policy makers, although Baker et al. caution that the findings and methods for such studies are "still at very early stages of development."

Ken Daniel comment: LPA has documented huge deficiencies in education cost studies, and huge amounts of information that directly contradict the findings of D&Y and LPA. Yet this sorry mess will very likely be used to give huge amounts of money to districts that are the worse falsifiers of data, and it will be used to the extreme detriment of the small districts that are doing the best job and being the most honest.

7-12

-- END --

Kenneth Daniel (kdaniel@kssmallbiz.com) is a Topeka small business owner and free-lance writer. He is publisher of www.kssmallbiz.com, a website dedicated to Kansas small business.

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Media Representatives: Please feel free to republish this article with proper credit. For information, contact Kenneth Daniel, publisher, kdaniel@kssmallbiz.com, or Sharon Dubois, editor, editor@kssmallbiz.com.

Website: Past articles and much more are available at the website, www.KSSmallBiz.com.

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[1] "Elementary and Secondary Education in Kansas: Estimating the Costs of K-12 Education Using Two Approaches", Legislative Division of Post Audit, January 2006, page 3.
[2] "Small Area Income & Poverty Estimates", U.S. Census Bureau. To get the total number of children in poverty instead of only the ones in families, subtract the "under age 5 in poverty" from the "Age 0-17 in poverty".
[3] Nationally, in 2004, there were 1.3452 children at the 130% level for each one at the 100% poverty level. In Kansas, the number was 1.3493. This estimate uses 1.35.
[4] Totals compiled by the Kansas State Department of Education.
[5] "Elementary and Secondary Education in Kansas: Estimating the Costs of K-12 Education Using Two Approaches", Legislative Division of Post Audit, January 2006, page 3.
[6] Op. Cit, page 7, item "c". Also, page 11.
[7] Op. Cit, page 7, item "d". Page 12 shows $102.9 million and does not mention the $75 million figure.
[8] "Measuring Educational Adequacy in Public Schools", September 2005, Taylor, Baker, and Vedlitz, Bush School of Government and Public Service, Texas A&M University. This paper updates a report commissioned by Texas' Joint Select Committee for Public School Finance.
[9] All were adjusted to 2004 dollars. The studies were done from 2000 to 2004.
[10] For the most part, "regional costs" are cost-of-living adjustments.
[11] Study, page 17.

7-13

ferred by SRS, having certain medical conditions, and being a bilingual or migrant student. And as noted earlier, districts decide which activities they count as at-risk services.

2. RELATIONSHIP BETWEEN FUNDING AND SERVICES

The State's basis for funding at-risk services has little relationship to the number of students who receive at-risk services. Poverty serves as the basis for funding the at-risk program, but lack of academic progress is the basis for receiving services under the program. During 2003-04, 129,885 students were eligible for free lunches, compared with the nearly 143,000 at-risk students districts reported they served. On their face, these numbers seem fairly similar.

To determine whether there is a significant relationship between the students counted for funding purposes and the students who receive at-risk services, we asked our sample districts for lists of students who qualified for free lunches, and of students who had received at-risk services during the 2004-05 school year. We asked them to report students who participated in any at-risk program offered by the districts, not just the State-funded programs, because we found that a district's decision about which programs to fund with different funding sources is largely just an accounting issue.

NOT POVERTY MEASURE (FALSIFIED)

We compared these lists of students in two ways:

- total headcount of free-lunch students to total headcount of students receiving at-risk services
- names of free-lunch students to names of students receiving at-risk services

Figure 2.1-2 shows the results of our comparisons. The fact that districts define who is eligible for services, as well as which activities they count as at-risk services, makes it difficult to make meaningful comparisons among districts. Nonetheless, two points stood out clearly:

- **The small districts in our sample provided at-risk services to far fewer students than the number of students counted for funding purposes, and they tended not to be the same students.** Under "Comparison 1: Headcounts" on the figure, for example, Stafford provided at-risk services to 73 students, but the district had 147 free-lunch students who served as the basis for funding purposes. Under "Comparison 2: Names," we found that only 57 of these 147 students (39%) both qualified for free lunches AND received at-risk services.

- **Several of the larger districts identified all students who qualify for free lunches as being eligible for and receiving at-risk services.** This resulted in a large number of students being reported as receiving at-risk services. The larger districts had a more difficult time providing us with lists of specific at-risk students who had received services, generally because they provide school-wide services—such as reducing class size—in their high-poverty schools.

IN OTHER WORDS, AT RISK FUND ARE JUST MORE BASE STATE AID PER PUPIL!

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Figure 2.1-2
Comparing Students Receiving At Risk Services To Students Counted for At-Risk Funding
2004-05

District #, Name	# Students eligible for Free Lunches 9/20/2004	Comparison 1: Headcounts of Students Receiving At-Risk Services with Free-Lunch Students		Comparison 2: Names of Students Receiving At-Risk Services with Free-Lunch Students		
		# Students receiving At-Risk Services	Difference (# served minus # free lunches)	Students who got At-Risk services AND free lunches	% match	(a)
326 Logan	63	47	16 fewer	13	21%	
217 Rolla	94	59	35 fewer	28	30%	
349 Stafford	147	73	74 fewer	57	39%	
404 Riverton	255	39	216 fewer	13	5%	
253 Emporia	2,279	1,876	403 fewer	1,134	50%	
480 Liberal	2,593	2,949	356 more	2,593	100%	(b)
457 Garden City	3,511	4,770	1,259 more	1,756	50%	
512 Sh. Mission	3,654	6,609	2,955 more	2,205	60%	
443 Dodge City (c)	4,004	4,976	972 more	4,004	100%	(b)
500 Kansas City	12,593	17,708	5,115 more	12,593	100%	(b)
259 Wichita	25,389	39,290	13,901 more	25,389	100%	(b)

Source: LPA analysis of data reported by sample districts.
(a) Percent of students eligible for free lunches who also received at-risk services.
(b) These districts say that all free-lunch students are at risk, and all of them receive at-risk services.(c)
(c) Excludes 4-year-old At-Risk program (124 students)

AMAZING

SIMILAR CHARACTERISTICS

OTHER RESULTS: SERVICES AND EXPENDITURES

3. VARIATIONS IN AT-RISK SERVICES PROVIDED

The most common types of at-risk services for specific students included after-school activities, special reading and math programs, alternative school settings, and counseling services. These are described below:

AT-RISK PROGRAM?

- **After school activities, such as tutoring in reading or math** - Nine of 11 districts in our sample reported they provided this type of service, which typically involves regular education teachers as an extra duty. For example, Emporia provides an "Extended Learning" program focused on math and reading, and students referred to the program are required to attend. YES

- **Special reading and math programs offered during regular school hours** - Nine of our 11 sample districts reported offering these services, which generally made use of specialized teachers or paraprofessionals. For example, officials at the elementary school level in Kansas City offer a program called "Reading Is Fundamental." YES

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- **Alternative school settings (mainly high schools)** - Eight of our sample districts reported operating or sharing in the cost of an alternative school. Enrollment levels for the districts we visited ranged from about 40 students to about 200 students. These schools generally made extensive use of computers, had small class sizes, and were largely self-paced for the students. For example, in cooperation with three neighboring school districts, Riverton shares costs for an alternative high school called Cornerstone. If needed, Riverton can refer up to 12 students to this alternative school. YES (EFFECTIVE?)

- **Counseling services** - Eight sample districts offered these services, which address a variety of needs, including academic, social, nutritional, and family issues. Often these services were offered in a group setting, and weren't limited to students identified as at-risk. PARTIAL OR NO

We also saw at-risk services that were unique among our sample districts. Examples of some of those services include:

- **Therapeutic education center** – Dodge City is one of 14 districts belonging to a cooperative that provides a mental health day school to serve at-risk students before and after a stay at Larned State Hospital. MAYBE

- **Kid Zone** – Kansas City offers this program before and after school for kids who have no safe place to go. The program provides academic supplies and recreation. NO (POVERTY SERVICE)

- **Transportation** – Kansas City provides transportation for migrant students to and from after-school programs held at El Centro, a community organization providing services to migrant families. MAYBE

- **Free lunch during summer**– Stafford provides lunch for children (ages one to 18) in the summer, whether or not they are enrolled in school. NO

- **Junior ROTC** – Officials in Wichita describe this program as a character-building and leadership program that's intended to help students connect with their school, and that involves community service activities. NO

Some districts also used at-risk moneys for global programs intended to serve <u>all</u> students in school buildings with a significant number of students considered to be at-risk. Examples of such programs include:

- **Class-size reduction** - Generally, additional teachers are hired to reduce the number of students in each class. Of the districts included in our sample, Emporia, Kansas City, Liberal, Riverton, and Wichita each reported using class-size reduction as a method to provide services to at-risk students. NO

- **Full-day kindergarten** - State law requires half-day kindergarten, but some districts have chosen to provide full-day kindergarten for all kindergarten-aged students. Districts in our sample providing all-day kindergarten included Dodge City, Emporia, Riverton, Shawnee Mission, Stafford, and Wichita. NO

7-14

4. EXPENDITURES FOR AT-RISK PROGRAMS

In providing at-risk services, our sample districts spent much more than they received in State at-risk funding. Before the current school year, all at-risk moneys districts received from the State were deposited into each district's General Fund, which made accounting for at-risk expenditures difficult. Beginning with the 2005-06 school year, districts are required to place all moneys they receive for at-risk plans or programs, regardless of source, into a newly created At-Risk Education Fund. In addition, all expenses for providing at-risk programs and services are required to be paid from this Fund.

We asked our sample districts to report all expenditures they made to provide at-risk services, regardless of funding source. We reviewed those expenditures to ensure they were reasonably related to the at-risk program, and represented direct costs of the programs. We removed indirect costs (such as allocations of administrative salaries or utilities) when we were able to identify them, but we did not review detailed expenditure documentation.

As shown in ***Figure 2.1-3,*** districts reported spending far more on at-risk services than they received in State at-risk funding. Our expenditure reviews showed that, in addition to

Figure 2.1-3
State At-Risk Funding and Total Spending Reported
2004-05

		Expenditures districts reported to us....			
District #, Name	State At-Risk Funding	Total Expenditures for at-risk services	At-Risk State Funding as a % of Total Expenditures	expenditures made from...	
				General Fund	All Other Funds
326 Logan	$ 25,496	$ 68,361	37%	$ 51,462	$ 16,899
217 Rolla	$ 36,699	$ 79,956	46%	$ 36,699	$ 43,257
349 Stafford	$ 56,786	$ 172,980	33%	$ 100,019	$ 72,961
404 Riverton	$ 110,096	$ 192,935	57%	$ 106,751	$ 86,184
253 Emporia	$ 888,876	$ 3,438,096	26%	$ 1,292,232	$ 2,145,864
480 Liberal	$ 973,090	$ 3,336,437	29%	$ 991,079	$ 2,345,358
512 Sh. Mission	$ 1,292,560	$ 10,697,741	12%	$ 7,939,608	$ 2,758,133
443 Dodge City	$ 1,316,510	$ 6,760,166	19%	$ 2,051,031	$ 4,709,135
457 Garden City (a)	$ 1,346,642	$ 1,376,963	98%	$ 1,376,963	n/a
500 Kansas City (a)	$ 4,894,807	$ 5,544,000	88%	$ 5,544,000	n/a
259 Wichita	$ 10,139,216	$35,091,000	29%	$ 12,644,863	$ 22,446,137
TOTALS	$ 21,080,778	$ 66,758,635	32%	$ 32,134,707	$ 34,623,928

Source: LPA analysis of data reported by sample districts.
(a) These districts reported it would be difficult to determine exactly how much they spent from other funds to provide at-risk services.

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the types of programs described on the previous page, some districts included programmatic activities that weren't educational in nature or didn't involve one-on-one services to students. For example:

- Wichita reported nearly $600,000 in security officer salaries as an at-risk expense
- Shawnee Mission reported salary costs of about $830,000 for staff who meet weekly to discuss and make plans for at-risk students and programs

Sources for the additional spending districts reported included federal grant moneys (most commonly from Title I), other gifts and grants (for example, a grant to one district from the Kansas Alliance of Black School Educators), and the districts' General Funds. For the districts that reported expenditures from other funds, State at-risk aid accounted for only about 30% of their total at-risk expenditures.

About 93% of at-risk expenditures our sample districts reported to the Department were for salaries and benefits. This reflects only a portion of their total expenditures, because most of these districts only reported how they spent their State at-risk moneys. During our visits to districts, officials told us they use at-risk moneys (from all sources) for salaries and benefits for full-time teachers and paraprofessionals dedicated to at-risk services (such as for special reading programs), as well as for the following:

- salaries for regular teachers providing at-risk services after hours (such as for tutoring)
- summer school teachers
- teachers and staff for alternative high schools
- materials and supplies (often for specialized reading programs like Fast ForWord)
- training staff in specialized programs

WHY NOT ALL?

Most of our sample districts said they would spend the additional at-risk funding they received in 2005-06 to initiate or expand at-risk services. State at-risk funding will more than double for the 2005-06 school year as a result of actions by the Legislature during the 2005 special legislative session. As noted earlier, districts are projected to receive $111.2 million total in State at-risk funding, compared to the $52 million they received for 2004-05. ***Figure 2.1-4*** shows the ways in which districts told us they plan to spend the increased funding.

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Figure 2.1-4
How Districts Intend to Spend the Additional At-Risk Funding They Received for 2005-06

USD #, District	Hire Staff	Increase Salaries	Purchase Supplies	Replace Funding (a)	Begin or expand programs...			
					After School Programs	All-Day Kindergarten	Summer School	Counseling Services
326 Logan			x	x	Expand			
217 Rolla		x	x					
349 Stafford			x		Expand			Expand
404 Riverton					Expand			
253 Emporia						Expand	Expand	Expand
480 Liberal	x							Expand
443 Dodge City			x	x		Expand	Expand	
512 Sh. Mission	x							
457 Garden City					Begin	Begin	Expand	
500 Kansas City		x						
259 Wichita	x	x	x			Expand		
Total reporting this choice:	3	3	5	2	4	4	3	3

(a) "Replace funding" means reducing reliance on funding from other sources.

Source: District responses to LPA survey

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QUESTION 3: What Does the Educational Research Show About the Correlation Between the Amount of Money Spent on K-12 Education and Educational Outcomes?

ANSWER IN BRIEF: Educational research offers mixed opinions about whether increased spending for educational inputs is related to improved student performance. Well-known researchers who have reviewed that body of research have come to opposite conclusions. Likewise, individual studies of specific educational inputs we reviewed sometimes concluded additional resources were associated with improved outcomes, and sometimes concluded they weren't. Because of perceived shortcomings in many of the studies that have been conducted in these areas, many researchers think more and better studies are needed to help determine under which circumstances additional resources actually lead to better outcomes.

Scholars Who Have Reviewed the Work of Other Researchers Offer Differing Opinions About Whether More Resources Improve Educational Outcomes

Because at least 100 studies have been conducted over the years looking at the link between increased spending on education and student outcomes, it wasn't possible for us to do a comprehensive review. As an alternative, we reviewed some of the existing literature, contacted faculty from schools of education at Kansas universities, contacted other school evaluation agencies, and reviewed bibliographies to identify which studies might be most relevant and useful in answering the question.

Through our work, we became aware of two well-known reviews by academic researchers that pull together the results from numerous studies, and offer opinions about what those studies seem to show. A 2003 study was done by Eric Hanushek, Ph.D., an education researcher at Stanford University, who had published similar work in 1981, 1986, 1991, and 1997.

A 1994 study by Greenwald, Hedges, and Laine used a different methodology to look at studies Hanushek reviewed. Larry Hedges, Ph.D., is a researcher at the University of Chicago; Greenwald was a Searle Fellow, and Laine was a graduate student there.

The results of these reviews are summarized in ***Figure 3-1***. Full bibliography information about each source referenced in this question is provided in **Appendix 15**.

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Figure 3-1
Summaries of Multiple Studies, By Topic

Study basics	**Hanushek, 2003**	This was an update of work Hanushek had published in 1981, 1986, 1991, and 1997. This article analyzes 376 results from 89 studies published prior to 1995 and counts the results presented in those studies. In general, if the majority of results showed no statistically significant relationship, Hanushek concluded there was no clear relationship.
	Greenwald, Hedges, and Laine, 1994	This study presented a re-analysis, using a different methodology, of overall conclusions from studies Hanushek had reviewed for his articles that were originally published in 1981 to1991. These authors base their overall conclusions on statistical tests of hypotheses of relationships between inputs and outcomes. In general, if more statistically significant results were positive than negative, they concluded there was a relationship.

Input analyzed in original published studies		**Researchers' overall conclusions regarding relationships found in those published studies**	**Summary of results for the studies they reviewed** — **Of the statistically significant results,** An increase in the resource was associated with an INCREASE in achievement	An increase in the resource was associated with a DECREASE in achievement	**% of results that were statistically insignificant**
Increasing Basic Expenditure per Pupil	Hanushek	no relationship	27% .27	7%	66%
	Greenwald, et al.	relationship	24% .24	5%	60%
Smaller Classes	Hanushek	no relationship	14% .14	14%	72%
	Greenwald, et al.	relationship (b)	10% .10	13%	76%
Increased Teacher Education	Hanushek	no relationship	9% .9	5%	86%
	Greenwald, et al.	relationship (b)	10% .10	13%	76%
Increased Teacher Experience	Hanushek	no relationship	29% .29	5%	66%
	Greenwald, et al.	relationship	30% .30	5%	65%
Higher Scores for Teachers on Their Own College Entrance Exams	Hanushek	no relationship	37% .37	10%	53%
	Greenwald, et al.	(didn't test this)			
Increased Teacher Salaries	Hanushek	no relationship	20% .20	7%	73%
	Greenwald, et al.	relationship	21% .21	9%	70%
Improved Facilities (a)	Hanushek	no relationship	9% .09	5%	86%
	Greenwald, et al.	no relationship	9% .09	10%	81%
Increased Administration	Hanushek	no relationship	12% .12	5%	83%
	Greenwald, et al.	relationship	14% .12	6%	80%

(a) Includes a variety of factors, e.g., number of library books, presence of laboratories, age of buildings.

(b) The authors based their overall conclusion on the results of tests of the statistical significance of the studies' findings. Those tests looked at whether one or more of the studies being reviewed in this meta-analysis found a positive relationship between a specific educational input and student outcomes.

Source: LPA review of these studies.

NONE EVEN REACH THE MINIMUM STANDARD OF .4 TO BE A LOW CORRELATION! (LOW = .4 TO .9)

7-21

The left-hand side of the figure shows the inputs analyzed from the individual studies these researchers reviewed. The next columns show the conclusions Hanushek and Greenwald et al. reached based on their reviews of the study results.

As the figure shows, the two sets of reviewers reached very different conclusions about whether increased funding for various educational inputs translated into improved student performance:

Hanushek concluded that, overall, the results of these studies showed there was no clear relationship between increased educational inputs and improved outcomes.

Greenwald et al. concluded there generally was a relationship between increased inputs and improved outcomes.

These two sets of reviewers reached such different conclusions because they took different approaches in reviewing and interpreting the data from these research studies:

Hanushek based his overall conclusion on his finding that most studies don't show statistically significant correlations between amounts of inputs and student achievement. As Figure 3-1 shows, for 53% to 86% of the study results Hanushek reviewed, the original researchers found no statistically significant link between the amounts of certain resources and changes in student outcomes. When he reviewed these studies, Hanushek tallied findings contained within them and reported those tallies, a procedure other researchers call "vote counting."

Greenwald et al., on the other hand, based their final conclusions on those studies that did show statistically significant links between inputs and achievement. They performed additional statistical tests on those studies. For all types of inputs, they found that at least some studies showed that increasing inputs led to improved achievement. The Greenwald group looked at overall study results. That group criticized the "vote counting" methodology, saying it's unable to include an indication of the magnitude of a relationship (e.g., whether an increase in the number of teachers led to a large or small increase in student performance) and that it is prone to statistical errors.

Other Input-Specific Studies We Reviewed Found That Reduced Class-Sizes Were Most Statistically Linked To Improved Performance

In addition to reviewing the studies conducted by Hanushek and Greenwald et al., we reviewed the results of five other studies conducted by various researchers trying to determine whether there was a relationship between spending for one or more types of educational inputs and student performance. ***Figure 3-2*** summarizes these other studies and their findings.

NO STATISTICALLY SIGNIFICANT LINK = NO CORRELATION (BELOW .4)

n.22

Figure 3-2
Summaries of Individual Studies, By Topic

Author(s) Study basics	Smaller Classes	Basic Expenditure per Pupil	Improved Teacher Quality (a)	Increased Administration
Grissmer, Flanagan, Kawata, and Williamson, 2000 statistical study of relationships between state-level achievement scores and certain inputs	**Yes**		**No**, for states with higher percentages of master's degrees	
Pan, Rudo, Schneider, and Smith-Hansen, 2003 statistical study of links between student achievement and differences in fiscal spending and staffing allocations in Arkansas, Louisiana, New Mexico, and Texas, plus additional examination of selected districts that had consistently improved student performance	**Yes**, for Louisiana and Texas (no significant differences for Arkansas or New Mexico)	**Yes**, for Louisiana **No**, for Arkansas (no significant differences for New Mexico or Texas)		**No**, based on proportion of money spent on instruction v. administration
Nye, Hedges, and Konstantopoulos, 1999 review of achievement over 5 years of students involved in a randomized experiment in Tennessee (the STAR Project)	**Yes**			
Ferguson and Ladd, 1996 study of relationships between district-level achievement scores in Alabama and class size, teacher education, teacher experience, teacher test scores, and education and income of families in the schools' zip codes	**Yes**		**Yes**, for quality measured as increased teacher education and higher scores for teachers on their own college entrance exams **No**, for teacher experience	
Murname and Levy, 1996 review of results of 15 low-achieving schools in poor areas of Austin, Texas, given grants in addition to regular funding	**No**, unless smaller classes were combined with additional improvements			

(a) Teacher quality was measured by increased education (e.g., whether the teacher had a master's degree), increased experience, and/or higher scores on teachers' own college entrance exams.

Source: LPA review of these studies.

As the figure shows, the results for these individual studies often were conflicting as well. The most consistent pattern appeared to be a finding that smaller class sizes can improve student performance. Each of the educational inputs reviewed in these studies is discussed below.

Smaller classes. In four of the five studies we reviewed, researchers found a link between student performance and spending to reduce class sizes. One of those studies (Nye, Hedges, and Konstantopoulos) looked at outcomes for students who were part of a class-size reduction experiment in Tennessee in the 1980s known as the STAR (Student/Teacher Achievement Ratio) Project. In that experiment, students in kindergarten through third grade in 79 schools from 42 districts were randomly assigned to classrooms with 13-17 students or to "regular" larger classes. The students then stayed in smaller or regular classes through third grade.

TENNESSEE PROJECT = QUASI-SCIENTIFIC

7-23

The study looked at the achievement of the Tennessee students five years after the experiment ended to determine whether small classes in primary grades had lasting effects. It found that the initial positive effects of small classes on achievement in math, reading, and science persisted at least through eighth grade. It also found that the longer the child was in the small classes (1-4 years), the better the result.

Some researchers, including Greenwald, Hedges, and Laine, say results from studies of experiments with random assignment to either smaller or regular classes—such as the Tennessee project—provide better evidence than do non-experimental studies. Still others say smaller classes result in larger achievement gains for poor, minority, and urban children than for other children. Another study we reviewed (Murname and Levy) found smaller classes are most effective when combined with additional changes, such as changes in curricula.

Other articles we read and websites we found indicated at least 18 and perhaps as many as 33 states have implemented class-size reduction initiatives since 1977, with most targeting class sizes in kindergarten through third grade at 15-20 students.

Expenditures per student. A 2003 study by Pan et al. of links between student achievement and differences in fiscal spending and staffing allocations in Arkansas, Louisiana, New Mexico, and Texas found that, in Louisiana, better-performing districts spent more per student on instruction, instructional support, and student support than did matched districts in that state that didn't perform as well. In Arkansas, the results were just the opposite. In Texas and New Mexico, any differences in performance that were identified were not considered to be statistically significant.

Improved teacher quality. Some researchers argue that teacher quality is the most important factor in improving student achievement. Unfortunately, "teacher quality" is difficult to measure. Researchers say that none of the readily available data, such as teacher education, teacher experience, and test scores for teachers on their own college entrance exams, truly measure teacher quality. Nonetheless, those have been the measures most commonly studied to try to find links between teacher quality and student performance. Each is discussed separately below.

Teacher education. Teacher education is often measured by the portion of teachers having master's degrees. A 1996 study of schools in Alabama by Ferguson and Ladd found a significant positive effect on math performance if the teacher had an advanced degree. However, a 2000 study by Grissmer et al. found that students in states with higher proportions of teachers with advanced degrees don't have significantly higher scores than do students in other states.

Teacher experience. The same studies mentioned above looked at whether teachers had been in the classroom for a minimum number of years—3.5 in one study. The Grissmer et al. study of statewide results found more consistent results between average teacher

7-24

Effects of earlier education. Grissmer et al., Hanushek, and Ladd and Hansen also point out that education is a cumulative process, making it difficult to determine the effects of changes over a short period of time. Determining true outcomes is even more difficult because of student mobility among schools and districts.

Calls for changes in studies. Researchers say different types of studies could lead to more useful results in determining when and what types of additional resources are associated with better outcomes:

Efficiency studies. According to Baker et al., researchers currently know "very little about the relationship between the organization of resources and productivity and efficiency." Rice King calls for studies to be designed specifically on cost-efficiency to assist policy makers, although Baker et al. caution that the findings and methods for such studies are "still at very early stages of development."

K.U. Guy

Experimental studies. Rice King also calls for more studies that randomly assign students to different groups, as Tennessee's STAR Project did.

In September 2005, a panel providing advice to the U.S. Department of Education's Institute of Education Sciences announced that its broad goals for agency research included funding studies to determine under which circumstances various strategies to improve student performance are most likely to succeed. The Institute oversees an estimated $575 million in research projects.

THIS IS ABOUT THE ONLY SCIENTIFIC STUDY OUT OF THE HUNDREDS THAT HAVE BEEN DONE,

7.25

Testimony to House Select Committee on School Finance
March 2,2006
Robert Vancrum, Blue Valley Government Affairs Specialist

Chairman Decker and Honorable Members of the Committee:

I am here representing Blue Valley Unified School District No. 229, a district of approximately 20,000 students. I am listed as a proponent in part and opponent in part.

I have previously testified to this Committee about the deficiencies in the definition used for at risk students, and do not intend to cover that ground again. I will point out that using only poverty as the basis of who gets what will soon become a very substantial portion of the new funding under this plan is directly contrary to the findings of LPA Cost Study, which showed that in sample districts the match up between the number of students receiving at risk services and the number that were funded by the current formula ranged from a 5% correlation all the way to 100%. The definition of at risk students should clearly be those students that are performing below grade level or below proficient on state assessments especially as we move towards a no child left behind definition of accreditation.

We also fail to understand why the Committee completely ignored the LPA Cost Study recommendation that a regional cost adjustment be implemented, and I would remind the Committee that I have previously testified that a fairly exact, scientifically based and indisputable study of comparable wage costs will be available to the Committee on March 23. This study was not available at the time LPA did their study and their own testimony indicates they believe it should be given serious consideration for this purpose.

Before progressing with my final point, I would like to point out there appears to be a significant disconnect between the Duncombe-Yinger report estimating the cost of meeting performance outcomes which is contained at the Appendix 17 of the LPA Cost Study booklet and the actual LPA recommendations that were the final conclusions of LPA. I would note that the consultants retained by LPA to estimate costs on the outcomes basis very clearly state that Blue Valley needs $748 more dollars per pupil from the state to meet performance outcomes in 2007 and yet this bill only provides for about $160 more per pupil. This bill would not provide what the LPA's own study said was needed. Shawnee Mission is even a more dramatic case.

Our biggest problem with HB 2986 is its failure to permit school districts that want to go above and beyond what the LPA study has deemed as suitable to meet the performance outcomes standards set by the Board of Education and allow districts whose patrons choose to provide funding that exceed those amounts to do so. I have observed this legislature grapple with the 1992 school finance funding formula and its predecessor. I have also reviewed supreme court opinions concerning school finance since 1992. If this Committee believes that the plan before you in HB 2986 will meet the constitutional requirements, there is no reason not to permit unlimited extras if people are willing to fund them.

Although I would make a few changes described above, our principle request is that the legislature give local school districts the ability to access locally raised school property taxes or

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sales taxes that exceed the 2% increase permitted by law for school year 2007 and the 1% permitted in 2008 (we would suggest 5% both years). Most importantly, this plan should clearly state that the ability to allow school districts, upon approval of its voters, to provide more than a suitable or adequate education for its students with either property tax or sales tax should be unlimited as of the 2008-2009 school year and for any year thereafter. Since the Committee has devised a plan that will, in its opinion, reach suitable funding at the end of the third year, there is no more reason to cap what school districts upon the vote of their citizens can do in excess of suitable education.

Please note we are not saying we want more state funding, but we certainly believe we should be entitled to an opportunity to provide substantially more local funding.

We think there is a lot of merit to parts of this plan – the special education price, the focus on at risk and bilingual, the promise of known increases over three years, and the continuation of correlation weighting all make sense. We would support this plan despite the fact we get little state funding from it if it also gave our school board and patrons local control over adding to its budget.

We thought it was important to inform this Committee how strongly we feel about this issue as soon as we had the opportunity to do so. We have also taken steps to notify leaders in the House Senate as well as the Governor of our feelings in this matter.

I would be happy to stand for questions now or at an appropriate time.

STUART J. LITTLE, Ph.D.
Little Government Relations

March 2, 2006

House Select Committee on School Finance

Testimony on House Bill 2986

Dear Madame Chair and Members of the Select Committee,

Thank you for the chance to appear today and testify on House Bill 2986. I appear today on behalf of Shawnee Mission School District 512. The Shawnee Mission School District is the second largest district in Kansas, with 27,495 students, 2,066 teachers, in 55 schools. We are also a declining enrollment district, losing on average over 400 students each year, with 3,345 pupils meeting the free lunch criteria for "at risk," but over 10,000 students identified as at risk according to KSDE definitions and 1,548 bilingual students.

HB 2986 will benefit children in Kansas and Shawnee Mission School District in particular, and we can support the bill with some adjustments. Additional funding for at-risk and poor students is exactly where funding should be targeted according the Supreme Court and the studies you commissioned. The work of the Select Committee, with the guidance and participation of House leadership, House Democrats, and the Governor, are setting the parameters for school finance in Kansas for the next ten years. The impact of your actions are the same as the legislators in 1992 who crafted the school finance formula that educated Kansas children for the following thirteen years. The Supreme Court is watching your actions and with some modifications, the Shawnee Mission School District can add its support to House Bill 2986. Moreover, by addressing our concerns, the Supreme Court will receive an even more unified statement of Legislative support for this product.

Some of the amendments to the bill we would like the Select Committee to consider are:

1. Eliminate limitations on local funding options, with the approval of local citizens
2. Increase correlation weighting funding
3. New definition of at-risk. Using Senate Bill 509 as an example, uses proficiency in math and reading as the criteria for at risk or calculate at-risk funding distribution based on kids actually receiving at-risk services
4. Consider some version of the regional cost weighting recommended by Post Audit and the consultants
5. State funded all day kindergarten for all children
6. State per pupil funding should be made on an FTE basis to eliminate double funding of services for these areas already targeted for additional funding

800 SW JACKSON, SUITE 914 • TOPEKA, KANSAS 66(
OFFICE 785.235.8187 • MOBILE 785.845.7265 • FAX 785.4

Your consideration and action of these issues is critical for Shawnee Mission School District to obtain our support for this bill so it can truly give every district the tools they need to satisfy their needs for years to come.

Johnson County schools, chambers of commerce, and community leaders are beginning to work together in support of school finance components that give us the tools we need to resolve our educational needs. We agree that more money must be added for at-risk students and students from dense poverty areas. We could support this bill because we believe legislators from those school districts need these school finance tools to make their schools work. We seek in return removal of the limitation on the use of local funding options; that is the tool we need. If you really believe House Bill 2986 is solving the school finance problem for the next ten years and is making suitable provisions for the funding of education, show your commitment to the Supreme Court by removing the limitation on local funding contributions to schools.

HB 2986 is attempting to solve most of the problems school districts have in a reasonable manner, and with the additions, it can solve our problems as well. Thank you for your time and I would stand for questions.

KANSAS FAMILIES UNITED FOR PUBLIC EDUCATION

15941 W. 65th St., #104
Shawnee, Kansas 66217
(913) 825-0099

Testimony to Select Committee on School Finance
RE: HB 2986

March 2, 2006
Kathy Cook, Executive Director (913) 825-0099
Kansas Families United for Public Education

I would like to thank the committee for the opportunity to address you this morning.

Our organization does not represent teachers, administrators, or school boards although we value their contribution to our students. Neither do we represent any one particular school district or region of the state. Our organization which represents parents, families and taxpayers takes a global view and is concerned about the needs of ALL of our students. We do not want for our own children, what we would not want for every child.

Any school finance plan implemented has to be a plan that meets the needs of EVERY student. Unfortunately, we don't believe that HB2986, as introduced, meets that goal.

The Supreme Court said that a cost analysis was essential in establishing the actual cost in providing an education that gives every child an opportunity to succeed and meet the expectations set by our state. We applaud this committee for ordering such a study and thank the Legislative Post Audit staff for their good work.

This is now the 3rd cost study that has been done, all with similar results. Everyone in the Legislature was waiting, with great anticipation, for the results of the Legislative Post Audit study. The Legislative Post Audit study showed that our public schools need between approximately $400 and $500 million extra funding THIS YEAR, not over a 3 year period.

By phasing-in the cost study you are denying our students their constitutional right and their opportunity for success during this next school year. With HB2986, if, and when we finally reach year three of the phase-in we are already that much further behind due to inflation. We can not continue down a path that is starving our schools of needed funding, and does not keep pace with inflation. We oppose the phase-in of any school finance plan that does not provide the needed dollars to meet the needs of students in the upcoming 2006/2007 school year.

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Our organization is also opposed to the "foundational" funding provision in sections 2 and section 13 of the bill. Foundational as defined by the Webster's dictionary is an "underlying base or support." There is some funding from the state that is certainly not "foundational," such as the local option budget aid. We question the need for this provision.

We certainly support accountability measures that ensure our schools are meeting the needs of our students. While we are not experts in this field, we do question whether some of the measures in this bill will not simply increase administrative costs, thereby taking money from the classrooms where it is so desperately needed.

Our organization has, since our inception, had a position advocating for state funded all-day Kindergarten. It has now been proposed by the State Board of Education, and has advocates for its inclusion in a school finance bill by both the teacher and school board associations. We would hope that the legislature would consider this valuable program in any school finance plan.

A number of organizations have testified on the expansion of the definition of "at-risk students". We know that poverty-level is one of the best measures in determining at-risk students. However, without a doubt, there are other students living above the poverty level that are also "at-risk" for many other reasons. We would support expanding the definition of at-risk by expanding the pie, not slicing it differently. This can only be done after the legislature has cured the constitutional deficiencies of the current school finance system. We believe that the at-risk council appointed last year is the best body to make recommendations in this regard.

In conclusion; our students have been denied the adequate and equitable resources to provide them with the opportunity to meet the outcomes required by the state and the challenges that will yet face them in the future. They can not wait any longer.

The plain fact of the matter is that our children have waited long enough. The lawsuit that led the Supreme Court to force this issue, by finding unconstitutional the funding system that existed at that time, was originally filed in 1999. The children who were in kindergarten when the suit was filed are now in sixth grade. Our children are only young once, and they can only be in kindergarten once. Let's not wait yet again for the new generation of kindergartners to reach 3rd grade before we give them every possible resource to succeed.

We ask that you put politics, political party, and the upcoming elections aside, and do what we know should be done NOW. Adequacy and equity will align themselves once we fund school finance based on need.

To quote the father of education, Horace Mann, "Let us not be content to wait and see what will happen, but give us the determination to make the right things happen."

Testimony on HB 2986
Sharon Frankenbery
Family and Consumer Sciences Instructor
Fredonia High School
sfrankenbery@fredoniaks.com
March 2, 2006

Chair and honorable representatives, on behalf of the Kansas Association of Teachers of Family and Consumer Sciences I would like to thank you for the opportunity to speak in opposition to parts of HB2986. Our concern is with the narrowing of the definition of vocational education to the extent that family and consumer sciences education programs will not be included.

My purpose today is to explain why family and consumer sciences education programs should continue to be part of your definition of vocational education (career and technical education).

Family and consumer sciences has its roots in vocational education (career and technical education). Since 1868, with the passage of the Morrill Act that established land grant universities, family and consumer sciences have been included in federal funding. Federal support of family and consumer sciences continued with the authorization of the Carl Perkins Vocational and Technical Act. The Perkins Act defines vocational-technical education as organized educational programs offering sequences of courses directly related to preparing individual for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced. Section 124. C(8) explains how Perkins funds can be used and family and consumer sciences is the only vocational-technical program specifically mentioned in the Act. The Perkins legislation recognizes and recommends 10 career and technical student organizations as co-curricular for their respective vocational program. Students have numerous opportunities to develop their leadership skills in Family, Career, and Community Leaders of America, our career and technical student organization. Even though we have been around for nearly 140 years in the educational institutions, we have not remained the same; we have changed to meet the needs of the students and society. Family and consumer sciences education is usually at the forefront in revising its curriculum. In fact, several years ago when our school district began work on our school improvement plan, each curricular area was challenged to do their part to help our students improve their reading and math scores, I showed my principal a monograph on Reading Strategies in Family and Consumer Sciences, and another one on Meeting Mathematics Standards with Contextual Learning in Family and Consumer Sciences. He said to me, "Oh you FACS people are always ahead of the game!" I truly believe we are, we are never satisfied with status quo but it takes extra funding for us remain at the forefront.

The family is at the core of all our content and we recognize this institution as the context in which family members learn about relating to and caring for others. In families, individuals acquire attitudes about learning and work, building communication and reasoning skills, and forming patterns about responsible citizenship. Noted anthropologist, Margaret Mead, stated, "The integrity of a society rests with the integrity of family life." A national study was conducted to find out how well the nation's children are prepared for school. The study revealed society must take a comprehensive approach that goes beyond academics and delves into the family aspect of a child's readiness to learn in order to reduce deficits among the children. Our parenting curriculum prepares future parents with the skills to nurture children so they will have the ability to reach their full potential. The vision of family and consumer sciences education empowers individuals and families across the life span to manage the challenges of living and working in a diverse global society. Our unique focus is on families, work, and their interrelationships.

The family and consumer sciences curriculum focuses on the skills needed to balance work and family. We help students develop skills they will need to integrate multiple life roles and responsibilities. Work does not exist in a vacuum. Family life affects the workplace and the workplace affects the family. A Boston University study found that nearly one-half of the employees interviewed associated depression at work with the strain of holding a job and raising a family at the same time. Workers who experience stable home environments with minimum frustrations are generally more dependable, productive workers.

The family and consumer sciences curriculum is based on contextual learning, which makes our courses relevant to students. This is especially important to those students who have difficulty understanding when they will ever use what they are learning in school. When students do not see the relevance of their learning, they are potential dropouts. Each year's class of dropouts costs the nation during their lifetime in terms of lost earnings and unrealized tax revenues. The personal cost for the dropout includes one-half the annual income as a high school graduate by the time prime working age is reached.

Today's competitive job market means that employees need more than technical skills to be successful on the job. According to the Center for Career Opportunities of Purdue University, those additional skills needed are referred to as "soft skills." In our family and consumer sciences curriculum, we refer to them as career development skills. Career development skills or soft skills comprise a variety of basic traits and skills: knowledge, character traits, interpersonal abilities, work ethic, and attitudes. Combined they are key to an individual's ability to get a job, to keep it and to move up in the organization. Persons who rank high with soft skills are generally the people that most employers want to hire. As one employer put in a recent report, *Hard Work, Soft Skills,* "Don't worry so much about the technical skills. We need you to teach them how to show up on time, how to work in teams, and how to take supervision." **Family and consumer sciences curriculum includes these important career development skills.**

Our recently approved standards by the Kansas Board of Education deal with job seeking and keeping skills, teamwork, work ethics, conflict prevention and management, communication skills, as well as helping students to develop the skills to integrate multiple life roles and responsibilities. Our standards, which have the core academic areas integrated into them, provide a uniform vision of foundational concepts for all students whether they are work force, vocational or college bound. All approved courses include core process skills, which are managing work and family responsibilities, problem solving, relating to others, and assuming citizenship and leadership roles.

The family and consumer sciences program plays an important role in the development of successful, contributing family members, community members and employees. Strong families produce dependable, productive employees. It is for these reasons and for the most compelling reason of all, our students; we are asking that family and consumer sciences not be excluded from the definition of vocational education (career and technical education).

Respectfully submitted,

Sharon Frankenbery
Kansas Association of Teachers of Family and Consumer Sciences

Testimony before the House Select Committee on School Finance
March 2, 2006
Regarding House Bill 2986

Madam Chair and members of the Committee thank you for the opportunity to appear today regarding the provisions of House Bill 2986. I am Deb Mock and am here in my capacity as the President of the Kansas Association for Career and Technical Education.

The Committees discussion regarding Vocational and Technical Education has been of great interest and concern to us. My understanding of the Committees intention in this measure is:

1. Create a method for the legislature to be as certain as possible that the .5 weighting for Vocational and Technical courses at the secondary level is actually reaching those courses and the funds used for that purpose.

2. Align the secondary courses with post secondary offerings in the same or similar fields; and

3. Use this alignment to help insure that secondary courses are indeed Vocational or Technical in nature and not just general education courses.

Based on this understanding of your undertaking as it relates to Vocational and Technical Education there are several practical considerations that I hope you consider in amending this measure.

1. In some cases the secondary program may have standards and outcomes superior to a post secondary course of the "same" title. Alignment in this instance would have the unintended consequence of inverted excellence by causing the secondary program to mirror an inferior post secondary program.
2. While the seamless integration of Vocational and Technical education is a laudable goal, the current availability of any more than a list of course titles from the Kansas Board of Regents, creates a scenario of title matching versus real program alignment, preparatory or otherwise.
3. The Post Secondary programs vary even for programs titled the same at that level. Program content, length etc vary greatly making it virtually impossible for secondary programs to be the "same."
4. If secondary courses must match postsecondary courses, then many of the advanced secondary courses could not be matched to the postsecondary curriculum.
5. Since postsecondary programs do not have state program standards, there is no consistency between postsecondary programs and courses in Kansas. In other words, since there are no state <u>criteria</u> for postsecondary programs for postsecondary schools to follow, then each postsecondary program is teaching what it wants to. No two

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postsecondary programs or courses are necessarily alike, thus making it virtually impossible to select a postsecondary program with which to appropriately align.

6. Secondary programs have state program standards which affect quality.
7. Secondary programs evaluate students based upon competency profiles for each course.
8. At the Secondary level the State Department has qualified staff with the knowledge, experience and background in each program area which affects quality.
9. Secondary courses require career development skills, integration of math, science and language arts, and leadership skills in every vocational course.
10. All programs are required to have Advisory Committees and FACS is the only one that does not require out-of-state, just recommended.
11. Secondary students can graduate and be immediately employable in the chosen field of study without attending postsecondary institutions or they can use their skills to pay for higher education.
12. All programs are monitored for compliance.

As you can see, it is not as simple to vertically align programs with Post Secondary as the pre-requisite to receiving the weighted formula. I would encourage you to broaden the language in the bill from the "same." Allow Vocational and Technical education and educators the opportunity to undertake the task of vertical integration where it makes sense with Post secondary programs and to validate the instances to you where it does not. A broader definition with 12 – 24 months of latitude to continue this dialog and refine this thought process would be appropriate.

Your concern regarding Vocational and Technical programs receiving the weighed part of the formula for the actual program is well founded in another, perhaps more significant way. Typically, the weighting along with the per pupil state aid, goes into the school districts general fund. The weighting we believe is not ear marked in most instances for Vocational and Technical programs and the funds are commingled. By requiring the earmarking of these funds, it will be much easier for you and the Court to know that dollars are being spent both as represented and intended.

Lastly, if you are undertaking defining Vocational and Technical education you might consider adopting language from the national Carl Perkins Act that sets that standard as follows:

> The Perkins Act defines vocational-technical education as organized educational programs offering sequences of courses directly related to preparing individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Programs include competency-based applied learning which contributes to an individual's academic knowledge, higher-order reasoning, problem solving skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society.

Thank you for considering these concerns and suggestions. I would be happy to answer any questions.

House Bill 2986

Thank you for the opportunity to addresses this group on House Bill 2986. Going from a 33 year career teaching Family & Consumer Science to the business world has just heightened my belief about the role that Vocational / Career & Technical Education (CTE) plays in the business world. Students need the practical skills and knowledge that they are exposed to in career and technical education.

- Communication Skills. Exposure to business etiquette and knowledge of good manners is vital to most business operations and amazingly lacking in many employees! Simple things, like answering the phone properly, go a long way in projecting a positive business image and is not something employers want to spend time on in employee training.
- Time Management. Students in CTE classes learn how to effectively and efficiently complete a task from start to finish. "Hands-on" classroom activities give them guided experiences that use time and labor saving methods to achieve a given assignment. These activities cost than textbooks and paper for testing.
- Task analysis. "Hands-on" learning also provides experience in the process of breaking a large job into a series of manageable steps that can be completed within a set time frame.
- Decision-making / Problem Solving. CTE instructors create realistic situations where students are challenged to solve a problem and create a plan of action. Practicing these skills in the classroom helps prepare students to utilize those same processes on-the-job and in the real world.
- An Opportunity to Incorporate Math, Science (including safety & sanitation) & English to Technical Education. Instructors generate events and activities that focus on ways to apply textbook knowledge and assist students in becoming more adept at utilizing this knowledge in the workplace.
- Teambuilding Skills. Though team projects, students . . .
  - ❖ learn more about their working style and how they can achieve optimum results in the classroom and in the workplace.
  - ❖ learn how to expand interpersonal skills.
  - ❖ have an opportunity to better understand those they work with and how to get along with others.
  - ❖ are involved in group interaction, trust- building and sharing of job responsibilities and resources
  - ❖ have an opportunity to work with others as they set goals and learn how to come to a common consensus.
  - ❖ are provided an opportunity to discover the right balance between sticking to recipes, formulas and rules (using proven structure and methodology) and creative experimenting (relying on intuition and instinct).

  Cost of training a new employee that does not work well with others, so they leave within a few weeks, is both costly and frustrating.
- Participation in class-related organization (FCCLA / FFA / FBLA, etc.). Students have the opportunity to learn networking skills, provide community service, and learn how to take leadership roles. In addition these organizations provide skill

training related to job applications and interviews – emphasizing the importance of that first impression.

These practical skills and knowledge are appreciated and valued in the work place and make the difference between a mediocre employee and a good one. They help business run efficiently and profitably.

As they say, “Practice makes perfect!” and the more chance students have to practice behaviors and skills, the better chance that those behaviors are learned and incorporated in their lives. But, in order to best equip students with practical skills and knowledge, “hands-on” activity and learning is essential. That **requires extra funding** for . . .

- smaller class size so that teachers can monitor and assist group activity and also provide opportunities to involve high-risk students and encourage a productive work ethic
- simulation-type classes that allow students “hands-on” experiences cost money. Consumable supplies, expensive equipment that must be maintained and updated on a regular basis so students have realistic experiences are examples of why extra funding is required.
- adequate room and storage space for students to work and for teachers to supervise is essential to create a workable environment.
- opportunities for teachers to participate in work-related activities, in-service training, and conferences so they can provide students with up-to-date and relevant information and activities.
- extra hours for time spent on CTE-related clubs that allow students to apply classroom learning to project and community activities.

CTE programs are essential. Instead of debating whether extra funding will be available for this type of education, it would be my hope that, in the near future, we could be looking at ways to add additional funds for much needed programs in our secondary schools.

Meta Newell West
Former FACS Teacher 1968-2001@ Abilene High School
Presently: Kirby House Restaurant catering manager / author of *The Kirby House Cookbook* / independent food consultant & food writer / cooking class instructor and teambuiling facilitator

MEMORANDUM
Legislative Division of Post Audit

US Bank Building, 800 SW Jackson, Suite 1200
Topeka, KS 66612-2212
voice: 785.296.3792
fax: 785.296.4482
email:LPA@lpa.state.ks.us
web:www.kslegislature.org/postaudit

TO: Members, House Select Committee on School Finance
FROM: Barbara J. Hinton, Legislative Post Auditor
DATE: February 23, 2006
SUBJECT: Vocational Education Program Costs

At the February 14 meeting of the House Select Committee on School Finance, Representative Crow requested information on which Vocational Education programs are more expensive for school districts to provide.

Using accounting information we gathered during the cost study, we were able to break down the 2004-05 Vocational Education spending for five school districts by Vocational Education program. We used this more detailed accounting information, as well as the number of FTE students in each program, to calculate the direct cost per FTE for each program in each of the five districts. The results of our analysis are summarized in the following table (more detailed information about each district is included in the attached pages):

Program	Direct Cost per FTE
Trade & Industry	$5,397
Agricultural Education	$5,026
Business & Computer Technology	$4,739
Technology Education	$4,401
Health Occupations	$3,513
Family & Consumer Sciences	$3,391
Marketing Education	$2,273

In looking at this information, there are some important things to keep in mind:

- **We had to allocate some amounts based on our judgment.** Most, but not all, expenditures could clearly be associated with a specific Vocational Education program. In cases where the spending couldn't be clearly linked with a program, we had to allocate the costs (usually this was done based on the number of students in each program). In addition, Salina had 6.9 FTE students (out of 182.2 FTE) that we couldn't identify with a specific program, so we had to allocate these FTE across all programs.

- **The sample isn't large enough to truly represent the Vocational Education program costs in all districts.** While the information may help identify which programs are most expensive, we would recommend that the Committee be cautious about using the information as the basis for determining the overall level of Vocational Education funding.

Enclosure
cc: Kathie Sparks, Legislative Research Department
Carolyn Rampey, Legislative Research Department
Theresa Kiernan, Revisor of Statutes Office
Art Griggs, Revisor of Statutes Office

Select Committee on School Finance
Date: 3-2-06
Attachment # 14-1

Direct Cost Per Student for Vocational Education Programs
In Five Sample Districts
2004-05 School Year

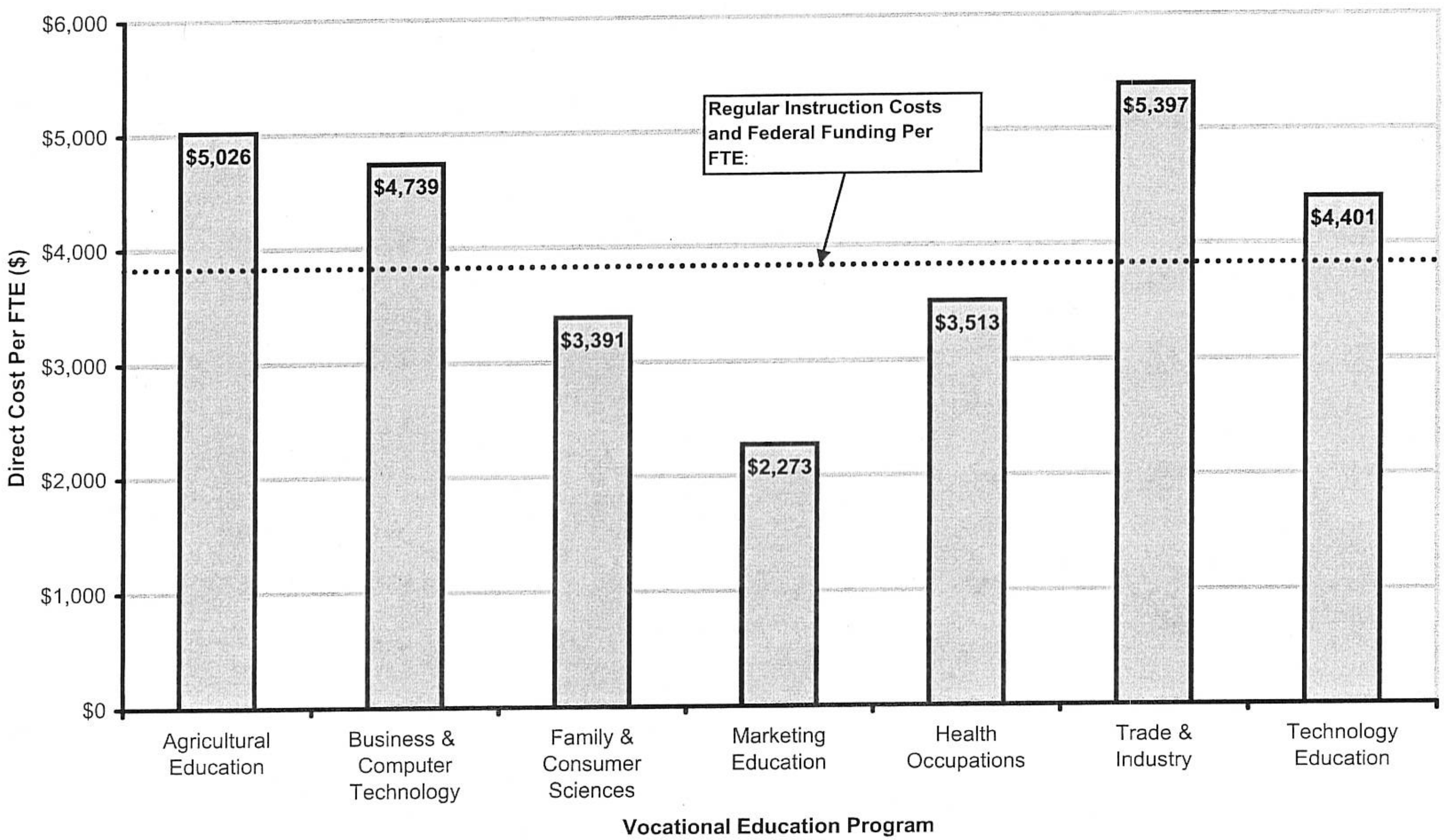
District	Vocational Education Program													
	Agricultural Education		Business & Computer Technology		Family & Consumer Sciences		Marketing Education		Health Occupations		Trade & Industry		Technology Education	
	FTE	$/FTE	FTE	$/FTE	FTE	$/FTE	FTE	$/FTE	FTE	$/FTE	FTE	$/FTE	FTE	$/FTE
259 - Wichita	---	---	523.1	$4,560	390.1	$3,161	204.5	$2,198	26.6	$3,203	60.2	$4,447	139.2	$3,797
305 - Salina	3.0	$3,712	76.2	$4,894	30.8	$3,788	2.6	$19	22.6	$2,242	23.8	$1,248	23.5	$4,509
437 - Auburn-Washburn	0.7	$5,775	40.2	$8,747	28.8	$6,269	---	---	---	---	28.5	$6,650	16.4	$8,704
443 - Dodge City	27.7	$5,618	60.0	$3,824	46.2	$3,211	---	---	17.0	$3,342	7.0	$26,737	45.7	$4,554
465 - Winfield	20.4	$4,388	25.8	$3,801	14.8	$3,612	6.5	$5,546	7.1	$9,125	14.0	$3,308	19.9	$4,600
TOTAL/WEIGHTED AVG	**51.8**	**$5,026**	**725.2**	**$4,739**	**510.6**	**$3,391**	**213.6**	**$2,273**	**73.3**	**$3,513**	**133.5**	**$5,397**	**244.7**	**$4,401**

Source: LPA analysis of Vocational Education data from sample districts.

14-2

14-3

Direct Cost Per Student for Vocational Education Programs
Weighted Average of Five Sample Districts(a)
2004-05 School Year



(a) Salina (305), Wichita (259), Dodge City (443), Winfield (465), Auburn-Washburn (437)
Source: LPA analysis of Vocational Education data received from five sample school districts.

Dear Chairman Decker and members of the House Select Committee on School Finance:

In reference to **House Bill 2986**

As a middle school FACS teacher I am not directly impacted by the 0.5 funding from the state. Although, I do have an impact on the enrollment of our high school Family and Consumer Science program and the lives of many students. I will focus on why FACS is important for my middle school students.

Throughout these children's lives we (Kansas schools) are trying to prepare them to be successful members of society. We believe that they need a well rounded education where they are exposed to a variety of topics. They are expected to be proficient in subjects such as math and reading according to state standards and they must prove this through testing. The one topic that we don't seem to care if they are proficient in is their own lives, even though later we care as a taxpayer and employer when the burden to care for them lies on our shoulders. I am in the business of helping middle school student's work toward becoming proficient in their own lives. I believe that the topics I teach in Family and Consumer Sciences are vital in helping them become a productive member of our society and workforce. These are soft skills that are not easily measured by any test but the students are expected to have these skills which many students are not receiving from home.

Students must have the skills to be able to work cooperatively with others even if it is someone that they do not care for. We expect this in the workforce. They receive those experiences in my class through classroom activities and lab work. In addition, they must also have the ability to communicate with others successfully, to be team players, and to solve problems. Both cooperation and communication skills are addressed in a wide variety of topics that I teach.

Student's (society members) need to have an understanding of relationships in order to function both at home with family and at their job. They must be able to balance these two in their life or they will ultimately have problems both at home and on the job. They need to understand family dynamics and how to deal with those issues successfully. When they have children of their own we hope that it is at a time when they are mature enough to handle all of the responsibilities and adequately care for the new life they are responsible for. I use "Baby Think It Over", a computerized infant simulator, to help students understand the magnitude of how much time and effort a child (newborn) can take. Through this project, I have had many, many students come to the realization that they are not ready at this young age and they state on their own "I wouldn't be able to take care of a child and go to school and or do my job because I am not ready." To follow this up they learn about child development and babysitting. In child development they learn about the different areas of development a child goes through and how as adults and family members we must nurture those developmental areas to help the child be successful. Many of my students realize at that point why they are who they are and why they do some of the things they do, because it is developmental. They also learn the importance of how to treat others through how to treat children. They have an opportunity to learn about babysitting and the job responsibilities that come with it. Students learn how to be a successful entrepreneur, by earning their own money. For some students this leads them into the child care or education field for their later career because of their love for children.

Money management is another area that I focus on with students. Students learn about goal setting, budgeting, banking, credit, checking, and savings. Here they begin to look at the values that their families have concerning money and how to best deal with the money that they will one day manage. It is a fact that money is one of the largest issues that causes family stress. The ability to also deal with money and the record keeping of it in the workplace is key to success within many careers and jobs.

I teach students the basics of nutrition. We are rapidly becoming a nation of overweight and unhealthy children, which in turn the workforce and employers will have to pay for through lost time on the job, inability to do the job, and rising health care costs. Students analyze their own eating habits and compare it to the recommendations of what is healthy for them at their age. They evaluate the nutritional breakdown so that they have a better understanding of how different nutrients have an impact on their health. Activity is also an important component to balance their nutritional intake but also as a healthy release for their mind. Large corporations understand the value of this since they have fitness areas for their workers onsite or offer paid memberships offsite to a workout facility. Most recently the nutrition and activity component has become a focus of school districts time and energy based on the Wellness Policy that was developed by the state of Kansas. Within that policy, teaching nutrition education is a key component which also includes food preparation time. This counts toward the number of hours a student needs per year in nutrition education. The application of what my students learn through nutrition is food preparation. We know that an increasing number of dollars are being spent in the food industry by people going out to eat more often, which is creating a demand for more food service workers. Students in my classroom learn the basics of food preparation to encourage them to prepare their foods at home. This also gives them the foundation of knowledge and interest to pursue more education to gain a job in this area. In the area of foods and nutrition my students are learning about food science, a career area involving how new foods are created and marketed based on the scientific properties that make up that food, and the effects on the food using different preparation techniques. Students also learn about food safety and for many their interest is piqued about jobs in this area.

Other skills that are integrated throughout my curriculum are time management and problem solving skills. A person's success on the job directly relates to both of these skills. Many students at the middle school level do not yet have a grasp on how to use both of these skills together in a situation, and especially if they have to cooperate and communicate with others in the process. They have many opportunities in my classroom to practice these real life job related skills.

I also want to mention that math, reading, writing, and science are naturally integrated into my classes. They learn how these topics have real life application through the content that they learn. I am also able to teach and reach some students that regular content teachers do not because of the real life hands on learning applications and connections that are made to prior learning/knowledge. My content also reinforces and enriches what the content teachers are doing in their classes.

I have been teaching for fifteen years, I am a National Board Certified Teacher, have been a Teacher of the Year candidate, and was directly involved in the writing of two standards areas for FACS that were recently approved by the State Board of Education. Through my personal reflection, learning, involvement, and training, I strongly believe in what I do for students and what I teach. I believe that the content in my classes lay the foundation for success in their personal lives, interest and success in career areas, and gives relevancy to many of their core subjects.

Sincerely,
Michelle McDaniel

Michelle McDaniel
Family and Consumer Science Educator
Junction City Middle School
300 W. 9th
Junction City, Kansas 66441

785-717-4400
michellemcdaniel@usd475.org

March 2, 2006

Respectfully submitted by:
Nancy McRoberts
Olathe Northwest HS FACS Dept. Chair
1997 Kansas Teacher of the Year

House Select Committee on School Finance
House Bill 2986

Chairman Decker and Members of the House Select Committee on School Finance:

Thank you for providing the opportunity for me to address proposed House Bill 2986, and to request that you reconsider the provision that **"Only those expenses of a district directly attributable to vocational education courses offered at grade-levels 10,11,or 12 for which the course-content is the same as the course-content of vocational educational courses offered at an area vocation-technical school, technical college or other postsecondary education institution as defined by K.S.A. 74-3201b, and amendments thereto, shall be paid from the vocational education fund."**

I recognize the difficult task before you to increase the funding needed to provide a quality education for Kansas youth, while being sensitive to the ability of our taxpayers to provide the tax dollars needed. I do not come before you as an expert on school finance formulas. That is your responsibility, and I respect that. I commend you for efforts to increase funding for at-risk students and students in high-poverty environments. For the past 13 years, I have run a program to keep at-risk teen parents in school, and I've seen first-hand what a tremendous positive impact the school community can have in preventing these young parents from dropping out of school. I could talk at great length about that!

But I do come before you as an educator who has committed 28 years to serving students in our Family & Consumer Sciences program, students who dream of the successful future in the workplace and within their homes and families. My quest today is to showcase the essential need for supplemental, weighted funding for family and consumer sciences programs, and what that investment does for Kansas students.

For those of you who haven't been a high school classroom for more than 10 years, you may discount me as a "home ec. teacher". Indeed, I am a graduate of Clay Center Community HS, Chairman Decker's home town. My mother taught me how to cook for a table full of harvest hands, and I went off to college with a closet full of home-made clothes. But that world no more resembles my FACS classroom today, than the manual type-writer I used to hammer out my master's thesis … resembles the Tablet PC laptop I use now to grade student assignments in my paperless classroom. My lesson plans this week: 1) Parenting Skills students are using an online Webquest to research substance abuse during pregnancy; & 2) Contemporary Living students are researching Kansas Family Laws regarding legal rights and responsibilities of unwed fathers.

Visit a family and consumer sciences classroom today, and you will readily see what a great influence we have in providing career and technical skills for a wide variety of students, young adults who are preparing to enter the workforce in the near future.

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As a department chair and district curriculum facilitator, I know how important and necessary the additional funding is in order to meet those career training needs. Please allow me to share a few snapshots from my classroom, so you may better understand why we ask that FACS not be removed from the weighted funding formula.

How Weighted Funding is Used to Support Family and Consumer Sciences Education

1) Support ongoing professional training for FACS staff
    - Culinary workshops at Johnson & Wales University in Denver,Colorado
    - ProStart and ServStart food service training in Chicago and OK
    - NOAPPP Conference – Adolescent Parent Programs
    - Fashion Merchandising - fashion markets in New York and Dallas

2) Provide equipment, technology, and consumable resources to support academic integration and career & technology training, with focus on family well-being

    - Parenting Skills: medical resources for teaching prenatal care
        - Academic integration: science / biology
        - Career training: medical field and human services
        - Family focus: child health and wellness

    - On Your Own (consumer education) site licenses for personal finance software; i.e. Quicken & TurboTax; which needs to be updated annually
        - Academic integration: math & problem-solving
        - Career training: business and financial industry
        - Family focus: management of personal finances

    - Nutrition and Fitness: food safety thermometers, body fat analyzers
        - Academic integration: science
        - Career training: food scientists, dietetics, health and medicine
        - Family focus: personal wellness

    - Gourmet & International Foods / Baking & Food Science: catering equipment, food science laboratory equipment, food weight scales, and consumable goods
        - Academic integration: mathematics, chemistry
        - Career training: catering business, hospitality services, travel industry

    - Fashion Merchandising: window display equipment & fashion show expenses
        - Academic integration: visual arts
        - Career training: retail industry, marketing

    - Technology integration in our FACS classrooms (provided by local bond money)
        - Palm hand-held computer for paperless environment
        - Tablet PC to grade assignments and wirelessly transmit to e-mail accounts
        - Classroom Wizard for assessment & testing
        - Digital camera to document class activities for digital media use
        - Dream-Weaver software for web-site design
        - Blackboard online community for virtual learners
        - Document camera & digital projector & Mimeoboard

16-2

3) Cultivate a strong interest in careers related to family and consumer sciences
    - 60% increase in FACS enrollment in just one year at Olathe Northwest HS
    - All classes are booked full; fulfills practical arts requirement for graduation
    - KSU reports 49% increase in students seeking degrees in College of Human Ecology in past five years; strong interest in B.S. in FACS Education
    - Student teacher, my 5th one, arrives next week
    - Student responses from end-of semester online survey (anonymous):

"This class was a good opportunity to have a 'test run' of practical skills before leaving home for college. The mock interviews we completed were especially helpful to me in preparation for my future career."

"I gained very helpful knowledge from this course on things such as credit, banking services, and preparing meals on a budget."

"This class was a cheat sheet for our future."

"...she taught me things I would never have learned anywhere else."

"The class will help me out with my progress in the future with college and jobs."

"Even though I never pay attention to any classes, I actually learned a lot in this class. I especially like the fact that I now know how to act in a business environment."

"....this class changed my life....."

I asked for the opportunity to speak to you today because doing what is best for my students *drives every decision I make as an educator*. I strongly recommend that Family and Consumer Sciences programs continue to receive weighted funding in order to remain relevant, credible, and visionary.

Thank you.

Nancy McRoberts
Olathe Northwest HS, FACS Dept. Chair
1997 Kansas Teacher of the Year
21300 College Blvd.
Olathe, KS 66061

e-mail: nmcrobertsonw@olatheschools.com
website: http://teachers.olathe.k12.ks.us/~nmcrobertsonw/index.htm

Testimony by Lynette Yevak
House Select Committee on School Finance

Chairman Decker and Members of the House Select Committee on School Finance:

It is indeed a pleasure to be able to share some of my thoughts as well as concerns regarding issues which are raised in the current House Bill 2986.

- **Recently approved Kansas State Standards for FACS**

For successful careers, stable families, meaningful relationship, and strong communities, individuals need to manage responsibilities, solve problems, make informed decisions, relate to others and assume leadership roles. This is the underlying philosophy upon which Family and Consumer Sciences programs which meet the standards for state approval by the Kansas State Department of Education must be based. In December 2005, the State Board of Education approved FACS program standards which had recently been revised and validated by educators and business and industry. Part of the revision process included strengthening the connection to what is now referred to as 21st Century Skills. While communication, problem solving, critical thinking, leadership, teamwork and career development skills have always been part of the FACS curriculum, the current design of the state standards places an increased focus on these skills along with ethics, legal responsibilities, use of technology, and applied academics.

- **Skills for the 21st Century**

Whether the terms used are employability skills, transferable skills, soft skills, life skills or career development skills, we know that students must learn, practice and apply such skills in order to be successful now and in the future. The FACS curriculum provides many unique opportunities for students to refine these skills. Within the FACS classroom, a wide variety of strategies are used so that students get the chance to practice crisis management, develop respect for diversity, apply negotiation and problem solving techniques, all in an attempt to prepare them for their future roles as family leader, responsible citizen and productive worker.

- **Current and updated proactive programs**

The continual updating and revision of the FACS standards is evidence of our commitment to meeting the ever-changing needs of families, the workplace and society as a whole. We are proud to be able to say that Kansas is among the states who take a proactive role is addressing current issues within the FACS curriculum. While some career areas focus on dealing with the consequences of life choices, FACS addresses the factors that impact life choices. One such example is the issue of nutrition, wellness and obesity. While it is only recently that this issue has received great national attention, such issues have always been part the FACS curriculum with an increased emphasis over the passed 10 years on these and related issues. FCCLA, the student leadership component of the FACS curriculum, implemented a national program in the 1980's which has been updated and is still utilized today entitled Student Body which focuses on fitness, nutrition and self-esteem. Nutrition information included in the FACS programs provides a solid foundation for entry into various culinary arts and health related careers.

Such information is also critical in maintaining a healthy and productive workforce. Other current issues addressed in the FACS curriculum and through FCCLA curriculum based programs include financial literacy and violence prevention, just to name a few.

➢ **High cost programs and funding**

Funding for education involves difficult decisions at all levels. Because of the higher costs of vocation education programs, the Kansas legislature has recognized for many years that additional funding is necessary to keep programs current with demands of business and industry. It is because of this weighted funding that programs across the state have been able to update equipment, integrate current technology, and provide professional development for educators. For FACS programs, this funding continues to allow students the opportunity to work with current equipment, utilize technology in the management of resources, and apply learning in realistic settings. At Emporia High School, the additional funding has allowed our department to purchase equipment so that students as well as teachers do have access to current information on the wide variety of issues address in our curriculum. If it were not for the vocational funding received in recent years, our teachers would not have the opportunity to be involved in professional development activities that directly impact the content of our program. For these learning opportunities which directly impact students, I wish to express my appreciation and recognize that you will thoughtfully consider the continuation of this funding.

At the federal level, the reauthorization of Perkins funding was passed by the House and Senate in 2005. One aspect in that legislation that is not questioned is the value or role of FACS in the total vocational education program. In the current Perkins Legislation, FACS is recognized for the contributions it provides in the productivity of all employees. While the work of the family is generally considered unpaid employment, Perkins does not differentiate between the value of paid and unpaid employment. I believe that the people of Kansas recognize the value of all forms of employment.

The mission of FACS Education is to prepare students for family, work and community by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed to balance personal, work, home and family lives. What better way to prepare students for entering the workforce, continuing training at a post secondary institution, and strengthening families.

Thank you for your consideration of this testimony. I would be happy to provide additional information if that could be of assistance as you address these critical issues.

Lynette Yevak
1220 Santa Fe Trail
Emporia, KS 66801
620 343-3087
yevak@cableone.net