

MINUTES OF THE HOUSE EDUCATION COMMITTEE

The meeting was called to order by Chairman Clay Aurand at 9:00 A.M. on February 7, 2007 in Room 313-S of the Capitol.

All members were present except:

Representative Benjamin Hodge- absent
Representative Ted Powers- excused

Committee staff present:

Sharon Wenger, Kansas Legislative Research Department
Michele Alishahi, Kansas Legislative Research Department
Ashley Holm, Kansas Legislative Research Department
Theresa Kiernan, Revisor of Statutes
Janet Henning, Committee Assistant

Conferees appearing before the committee:

Representative Pat Colloton
Diane Lindeman, Director of Student Financial Assistance, KS Board of Regents
Terry Forsyth, Director, Political Action, KNEA
Don Adkisson Budget Director, USD #260
Bob Shannon, Superintendent, USD #383 (written testimony)
Lamont Godsey, USD #475
Major Colleen Wright, Garrison Operations Officer, Fort Riley
Colonel (ret) Stephan J. Kempf, President, Board of Education, USD 207

HB 2159 - School finance; enrollment; date of determination

The following addressed the Committee as a proponents of **HB 2159**: Don Adkisson, (Attachment #1); Bob Shannon, (Attachment #2); Lamont Godsey, (Attachment #3); Major Colleen Wright, (Attachment #4); and Colonel (Ret) Stephen J. Kempf, (Attachment #5).

There were no opponents to **HB 2159**.

After a question and answer discussion, the Chairman closed the hearing on **HB 2159**.

HB 2093 - Special education service scholarship program; limit of number of scholarships awarded, deleted.

Representative Colloton addressed the Committee as a proponent of **HB 2093** and supported an amendment to the provisions of the special education teacher scholarship. She advised the bill is an amendment which removed the limitation that the scholarship is awarded to only 50 students per year. (Attachments #6 and #7)

There were no opponents to **HB 2093**.

After a brief question and answer discussion, the Chairman closed the hearing on **HB 2093**.

HB 2223 - School districts; ESOL grants.

Sharon Wenger gave a staff briefing on **HB 2223**.

Terry Forsyth spoke as a proponent to **HB 2223**. (Attachment # 8)

There were no opponents to **HB 2223**.

A question and answer discussion followed the presentation.

The Chairman closed the hearing on **HB 2223**.

Diane Lindeman spoke to Committee members and gave an overview of the state-funded student financial assistance programs that are administered by the Kansas Board of Regents. (Attachment #9)

The meeting was adjourned at 10:35 AM. The next meeting is scheduled for Thursday, February 8, 2007.



Derby
Unified School District 260

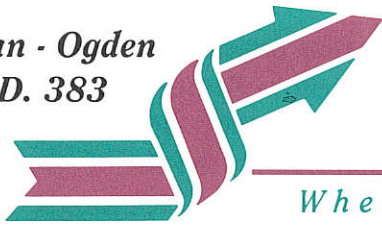
Don Adkisson
Finance Director

February 7 Testimony on HB 2159 in House Education

Don Adkisson
Director of Finance
USD 260 Derby

I am speaking to you in support of passage of HB 2159. USD 260 Derby is fortunate to have McConnell Air Force Base within the district's boundaries. One of the district's elementary schools is located next to the base housing units. However, the base population is subject to fluctuation due to staff transfers, both in and out, and activations. McConnell personnel are expected to increase over the next few years. Many of these changes will occur after the September 20 count date. The legislature had the foresight to add a second count date on February 20 for the 2005-06 and 2006-07 school years. USD 260 benefited last year with an additional Full Time Equivalency (FTE) of 53.5 students or \$227,749. The audited FTE for 2006-07 has not been determined, but the military student head count has increased by 44 students since September 20. This would increase the state funding by around \$190,000. HB 2159 extends the second count provision for two additional years and we ask for your vote in favor of passage. A positive vote for this bill sends a strong message to our friends in the military that we value them as a part of our community. Thank you.

House Education Committee
Date: 2-7-07
Attachment # 1



February 7, 2007

Testimony on House Bill 2159

Chairman Aurand
Members of the House Education Committee

My name is Bob Shannon. I am Superintendent of Manhattan-Ogden USD 383 in Manhattan. Our school district is located along the eastern boundary of Fort Riley. The community of Ogden, the location of one of our elementary schools, is immediately outside the garrison's east gate.

I am here this morning to request that you approve an extension of a provision in the school finance act that allows for a February 20 count of children of active duty military personnel. This extension would be for an additional two years, a timeframe that we understand will continue to see BRAC-affected changes in our school district as well as other school districts in the region.

This past September, we experienced a year-to-year increase of 300 students in Manhattan-Ogden USD 383. This increased number, while very welcome, was tempered in budget authority by the averaging that was done to offset prior years of enrollment decline. The February 20 provision provided our district the confidence to make the best possible plans for our students, both military and non-military, before the school year opening.

The number of military students enrolled between September and February last year was 140. As of yesterday, we have received 129 new students whose parents are active duty military since September 20. We currently educate 700 military students in our district. Projections from military personnel indicate that this number will continue to increase for at least another two years, perhaps through 2011. The garrison office works closely with area schools to provide good information about when troops will arrive and depart, but the nature of world affairs presently can change their needs and plans with relatively short notice.

Our school district has responded with actions to accommodate the new children and welcomed growth. In the fall of 2005, we reversed the decision to close an elementary school building that was to have been taken out of service in May of

2006. Furthermore, we have taken steps to re-open another elementary school building that closed five years ago. This building will re-open in August of 2007. As a community, we are excited about these changes in enrollment, but also know that we have an uncertainty of timing with BRAC changes as well as decisions about troop deployments with the conflicts in Iraq and Afghanistan. Although many military family relocations occur during the summer months, there is also a significant number who must relocate when the orders come to serve the country.

The school districts in our region have been working as a team for over two years to prepare to support the children of the U.S. Army as they come to us from all over the country and world. They enrich our classrooms and schools, but also require resources for us to serve them well beginning the first day they walk through the school doors. This past fall we increased our teaching force by 21. A recent announcement about another brigade buildup occurring this spring and summer suggests that additional school staff should be employed. Also, the anticipated return of deployed troops in the winter and spring of 2008 further emphasizes the need to plan with confidence.

Because the growth of families stationed at Ft. Riley requires our area schools to hire teaching staff, provide resources, transportation, and supplies; our board of education believes it is important that HB 2159 be extended through the school year 2008-09 to meet the educational needs of new military students who come to our region. Thank you for your support for all school children in Kansas as well as consideration of the proposed extension of this provision in the school finance act.

Robert Shannon, Superintendent
Manhattan-Ogden USD 383

To: The Honorable Clay Aurand, Chairman
House Education Committee

From: Lamont Godsey, USD 475
School Board Member

Date: February 7, 2007

SUBJECT: EXTENSION OF THE FEBRUARY 20TH COUNT DATE
STUDENTS OF ACTIVE DUTY MILITARY FAMILIES
(HB2159)

To the Honorable Clay Aurand, Chairman and members of the House Education Committee, allow me to thank you for this opportunity to address this body. I come today to speak in favor of HB 2159, which extends the second count date for students of active duty military families. As you are aware Fort Riley has changed it's mission and is now part of the Big Red One. What makes this so unique for schools is we expect additional students between now and 2011. As our student population grows, so must our schools. USD 475 has already passed a \$33 million dollar bond issue to increase classroom space. We have upgraded our technology in efforts to facilitate learning to much higher levels. Our entire community is working to improve the quality of life for all citizens. The second count date provides us with operational funds to adequately provide educational services for active military students who arrive after September 20th. These services include after school programs, advance courses, extra-curricular activities, use of technology and a host of other programs.

We have always appreciated the support from the Kansas Legislature and the collaboration we enjoy with Fort Riley. The extension of HB2159 is a strong indicator to the Military that Kansas is a state that is friendly to the military. It demonstrates the

exceptional cooperation between local communities and our congress. As the Mission of Fort Riley changes, our schools must change to adapt to the new demographics of student population. We look to proven, researched based programs and best practices to provide the best possible education for all students. As families arrive from all over the world, we want them to know that Kansas will welcome them with open arms. We consider it a privilege to serve the students of our brave men and women who place their lives on the line each and every day so we might enjoy our freedom.

Extending HB 2159 will send a strong message to our military friends that there is at least one state in this great union of ours that support our troops and military. It is our opinion that if the Army is to remain strong, then Kansas must be just as strong. I urge you to support our military dependents by extending HB 2159.

Again, thank you for the opportunity to address this committee. I will entertain any questions at this time.

Attachment 3

House Education Committee
Date: 2-7-07
Attachment # 3

Testimony on HB 2159, Major Colleen Wright, Garrison Operations Officer, Fort Riley, Kansas. (785) 239-2481, deborah.wright@riley.army.mil

Thank you for allowing me to testify today on behalf those servicemembers who are lucky enough to call Kansas home.

Two years ago, I spoke to you on the subject of the population growth of Fort Riley. At that time, we knew that the decisions of the BRAC Commission would cause our student, K-12, population to grow throughout subsequent school years.

Our Soldier population at Ft. Riley in July 2005 was 9933, with an associated student, K-12 population of 4805. Today it is 13584 (K-12, 6572). By our endstate, which is projected to be FY 11, our total will be 18437 (K-12, 8821). [K-12 figures are factored with the planning factor that 48% of Soldiers have dependant child, with 1.6 children per, and of those, 63% are K-12.]

I can not tell you precisely how or when we will grow to that figure. Times in the military today are too uncertain. We have experienced many significant changes at Fort Riley. We are now, as you know, the proud home of the 1st Infantry Division. In addition to our original two Brigades, we have the 4th IBCT, which is currently deploying to Iraq. We also have a Sustainment Brigade and a Combat Aviation Brigade. In the last year, Fort Riley became the Training Center for the Army, Navy and Air Force to train Transition teams that are imbedded with the Iraqi and Afghanistan Militaries. These changes continue to occur while we simultaneously train, deploy, and redeploy Soldiers to Iraq and Afghanistan.

But all of that means nothing to our children. Each day, they go to school with an expectation that remains steady: to be educated in adequately sized and funded schools by adequately staffed and trained teachers and para professionals. Today we are fortunate that are children are educated by excellent Kansas School Districts, 16 of which are signatories to the Depart of Defense SETS MOU. We enjoy an especially close working relationship with the two districts that serve the majority of our K-12 population, USD 475 and USD 383.

When significant numbers of students arrive after the official count date, our schools experience enormous financial strain. We know that the second count date gives affected schools significant relief from that strain. We saw tangible results from the 2nd count date for the past two years, but the conditions that necessitated the law have not passed.

We all know that right now is an especially difficult time to be serving our nation in the Armed Forces. Our military and their family members confront some tremendous challenges. Although we in the military accept that our chosen profession comes with its own set of difficulties and frustrations, we rely on our government representatives to recognize that and act to provide us some measure of protection from conditions outside of our control. We strongly support any actions that take care of our soldiers and families. You rightly passed this legislation into law once before, and I strongly encourage you to do so again.

Thank you.

House Education Committee
Date: 2-7-07
Attachment # 4



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Testimony of Colonel (Ret) Stephen J. Kempf
President, Board of Education
Fort Leavenworth Unified School District 207

- Good morning Mr. Chairman, Members of the Education Committee – On behalf of the Fort Leavenworth Community and Board of Education, I would like to thank you for your kind attention to our request.
- The Fort Leavenworth School District, USD 207, is responsible for the education of approximately 1,800 military dependent children each year.
- 65% of those children are family members of military officers attending the Army's Command and General Staff College, a class of 1,000 majors from all military branches, and some 100 international officers from around the world.
- This college course normally convenes each year in August and terminates in June. It is a 10-month course focused on leadership, doctrine and tactics.
- Because of the nature and length of the class, a majority of the officers bring their families and secure housing either on Fort Leavenworth or in the surrounding communities.

- Current world events have had a direct impact on the number of military officers attending the Command and General Staff College. The goal continues to be to have every major attend the school. A second course was added in 2006, which begins in February and graduates in December. It is anticipated this course will continue indefinitely. In future years, the college could have more than 1,800 officers in attendance.
- Unknown to us today is the long term impact on our school district, but with the projected increase in the officer student population and the corresponding increase in support personnel, we expect an increase in the number of school aged students. This increase will occur predominately in August and January each year.
- Last year, the district added 113 students through the second count. We are projecting the addition of 141 students this year.
- Planning for those students must take place far in advance of their arrival. Prior to August and the new school year, teachers need to be in place and supplies ordered.
- Continuation of the second count date will allow us to accommodate the expected growth and the expenditures generated in anticipation of that growth.
- It is our desire and intent to provide a quality education for our military children while they are in Kansas.
- Thank you for your continued support.

STATE OF KANSAS
HOUSE OF REPRESENTATIVES

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PAT COLLOTON
28TH DISTRICT

February 6, 2007

Re: HB 2093

Dear Chairman Aurand and Committee Members:

I am here to support an amendment to the provisions of the special education teacher scholarship. The amendment removes the limitation that the scholarship is awarded to only 50 students each year.

Last year the legislature established a special education scholarship especially for those who become special education teachers by getting their Masters in coursework taken at night and summer school over a period of up to five years. Almost 80% of new special education teachers are coming into the schools from these programs and there is almost no financial aid available to them through traditional scholarship programs. Special education is the area with the most teacher vacancies and has the highest turnover rates.

The scholarship is administered by the Board of Regents and provides for up to \$6,000 per student. During the course of administering this scholarship, the Board of Regents found that they can support more than 50 students with the \$300,000 annual fund. Therefore, this amendment will allow the full use of the \$300,000.

Additionally, I would like to propose that the scholarship be made available to all exceptional children. There was some confusion last summer over whether teachers for the gifted students were included. I believe we should cover all exceptionalities and therefore would request a friendly amendment to HB 2093 to accomplish this clarification. A study conducted by Emporia State University last year establishes that the vacancy rate for gifted teachers is actually slightly higher than for the other areas of special education.

I urge you to adopt these changes to the special education teacher scholarship.

Respectfully submitted,

Pat Colloton

Pat Colloton

House Education Committee
Date: 2-7-07
Attachment # 6

Attrition of Special Education Personnel
in Kansas for the School Years
of 2004-05 to 2005-06

Paul McKnab, Ed.D.
Department of Psychology and Special Education
Emporia State University
February 19, 2006

House Education Committee
Date: 2-7-07
Attachment # 7

Attrition of Special Education Personnel
in Kansas for the
School Years of 2004-05 to 2005-06

Paul McKnab, Ed.D.
Department of Psychology and Special Education
Emporia State University
February 18, 2006

Acknowledgements

My report would not have been possible without the support and help of many individuals. Again, I recognize the continuing assistance of Mary Stattelman, data control technician with the Student Support Services area of the Kansas State Department of Education. Mary provided all of the data in a format I could process and analyze. This year, Brian Devlin, from KSDE, also assisted in making data available. Deborah Mulsow, supervisor of the Word Processing Center for the Teachers College at Emporia State University, completed the final formatting of the tables.

Ted Gray, Outreach Coordinator, with the Kansas Recruitment and Retention Program, served as a technical consultant to the research.

The report was supported through a contract with the Southeast Kansas Education Service Center, Girard, Kansas.

The report was submitted to the Student Support Services section of the Kansas State Department of Education to support the personnel qualification activities of IDEA P.L. 108-446. The report was prepared under the coordination of the Southeast Kansas Education Service Center. All opinions are those of the author.

Attrition of Special Education Personnel in Kansas for the
School Years of 2004-05 to 2005-06

Introduction

The report summarizes attrition data in Kansas for special education personnel employed during the 2004-05 school year, but who did not return for the 2005-06 school year. Seventeen tables provide historical and current perspectives on the employment and attrition of special education personnel in Kansas. The tables contain information from the 1976-77 school year, the first school year after the passage of PL 94-142, to the present.

Source of the Data and Definitions

The local education agencies (LEA) in Kansas that employ special education personnel provided the basic data to the Kansas State Department of Education (KSDE). KSDE data technicians combined the data from all the LEAs and emailed an Excel file to the author. KSDE uses the basic data to determine financial reimbursements for certified personnel. The data are presumed to have a high degree of accuracy. Once the author received the data, routines matched identifying numbers of personnel for the two comparison years (2004-05 with 2005-06). Then queries isolated personnel employed during the 2004-05 school year who did not return to a Kansas special education position for the current school year (2005-06). Finally, several routines sorted and counted the data. The data reported are headcount statistics not full-time equivalent (FTE) counts. For example, if two half-time speech therapists did not return, they counted as two leavers for this report.

The report used the terms leavers and stayers to categorize personnel. A leaver was an individual employed in special education in 2004-05 who did not return to special education in Kansas for the 2005-06 school year. A stayer was an individual who taught in special education in 2004-05 and returned to special education for the 2005-06 school year. Personnel employed in special education by one district in 2004-05 but with a different

district in 2005-06 were not classified as leavers because they maintained employment in the field of special education in Kansas.

Attrition Rates for Personnel

Table 1

Table 1 summarizes the attrition rates for all certified special education personnel for the school years of 1976-77 through 2004-05. At the beginning of the 2005-06 school year, 844 of the 8,053 personnel (11.0%) employed during 2004-05 did not returned to special education employment in Kansas. The attrition rate of 11.0% was an increase from the 9.8% rate for the previous year. The number of leavers in 2004-05 (884) was an increase from the 780 leavers last year. The number of leavers this year was the largest in any year of the 29 years of the database. The attrition rate of 11.0% for 2004-05 was less than the rates in the 1970s and early 1980s when the attrition rates were usually above 12%, and reached a high of 17.5% in 1978-79. Table 1 also documents the increase in overall employment of special education personnel from 1976-77 to the present. The number of personnel increased from 2,460 personnel in 1976-77 to 8,053 personnel employed for the 2004-05 school year. The average annual attrition rate was 10.8% for the 29 years of available data.

Table 2

Table 2 displays the attrition data for the 2004-05 school year for 38 separate special education personnel categories reported by districts. The categories with the highest and lowest rates were those with small numbers of personnel employed. Interpret those data cautiously because of their small sizes. For the largest teaching categories, the attrition rates were Interrelated 11.3%, Learning Disability 11.2%, Mental Retardation, 10.3%, Behavior Disorders 9.4% and Gifted 12.2%. For the largest support services categories, the attrition rates were Nurses 18.5%, Social Work 10.2%, Speech Language 9.0%, and School

Psychology 6.7%.

Tables 3 and 4

To build Tables 3 and 4, the data in Table 2 were separated into teaching personnel and related service personnel. Other national attrition studies do not include related services personnel. Separating out the attrition rate for teaching personnel enables a direct comparison with other studies. Table 3 reports the attrition data for personnel who were teaching personnel and Table 4 reports the data for related services personnel. The total attrition for teaching personnel (10.9%) was slightly smaller than the rate for related services personnel (11.1%).

Table 5

Table 5 provides an historical summary of the total employment and attrition data for all categories for the years of 1976-77 through 2004-05. To interpret the table, for example, examine the entry for the category of Speech/Language, the first line at the top of the second page of Table 5. The Speech/Language category had 16,213 personnel employed from 1976 to 2004-05. A total of 1,599 personnel in the Speech/Language category have left, for an attrition rate of 9.9% for all years. The total attrition rate for all of the categories from 1976-77 through 2004-05 was 10.8%. In understanding Table 5, the reader needs to know that over the years the Kansas State Department of Education has combined categories and changed the names of some categories. Therefore, some categories that appear in Table 5, a summary table for all years, are not found in the specific tables for this year's data in Tables 1 through 4. For example, in 1976-77, the category of Interrelated was included with the 18 original categories used to classify students with disabilities. Beginning in 1986, the Interrelated category was replaced by KSDE with five subcategories of Interrelated that specifically described the categories of children included such as Interrelated LD/EMR and

Interrelated LD/BD. A sixth category of Interrelated Other was used when a teacher's specific assignment was not one of the five choices. For example, a teacher assigned to an LD setting in the morning and gifted students in the afternoon (LD/Gifted) would have been tabulated in the Interrelated Other category. In 1995, five subcategories were discontinued and all teachers reclassified into the Interrelated Other category.

Another example further illustrates the changes of categorical labels over the years. In 1976, the Semi-independent category included students typically considered as educable mentally retarded. About 1993, the Semi-independent category was replaced with Educable Mentally Retarded. About 1997, the Educable Mentally Retarded category was combined with the Trainable Mentally Retarded category, and renamed Mental Retardation.

Tables 6, 7, 8, and 9: Attrition by district size, type, and location

Table 6 addresses the extent larger districts have greater or lesser attrition than smaller districts. The attrition data were organized by the number of special education personnel employed by the district. The three sizes used to categorize districts were 100 personnel and above for large districts, 11 to 99 personnel for medium districts, and 10 personnel and below for small districts. The term "District" was used generically and included single districts providing all their own services, cooperatives, interlocals, and other administrative arrangements. The highest rate (14.2%) was with the 45 smallest districts. The smallest districts had only 18 leavers out of the 844 total leavers. The small school districts usually are members of an interlocal or cooperative district but hire additional personnel above their allotment from the cooperative to meet specific local needs. The 27 largest districts, which employed 5,826 of the 8,053 personnel, or 72% of the total, had the second highest attrition rate of 11.2%. The medium-sized districts had the lowest attrition rate. The data in Table 6 vary from year to year. Last year (2003-04), the small districts had

the lowest attrition rate and the large districts had the highest attrition rate.

Table 7 shows the attrition rates for urban districts and rural districts. An urban district was defined as any district found primarily in one of the four largest counties: Sedgwick, Shawnee, Johnson, and Wyandotte. This included 24 school districts. The remaining 93 school districts were defined as rural districts. With membership in cooperatives and interlocals, not all of the school districts employ special education personnel. The urban districts had an attrition rate of 11.8% versus the rural districts' attrition rate of 10.3%.

Table 8 displays the data arranged by the type of administrative organizational plan of the district. The attrition rates ranged from 9.9% for interlocals, 10.2% for cooperatives, 12.3% for single districts, and 11.3% for the Other category. Cooperatives and interlocals are terms used to describe groups of school districts that have legally joined to provide services. An essential difference between the two is how they are governed. An interlocal establishes its own governing board and functions independently, but it cannot levy direct property taxes. A cooperative is governed by one sponsoring district, selected from all of the districts that participate in the cooperative. A single district refers to those school districts that provide for essentially all of their special education needs with their own personnel. Single districts would include those such as Wichita, Shawnee Mission, Eureka, and Fort Scott. The Other category accounts for the few personnel who do not fit conveniently in one of the other categories. They are typically districts that not only belong to a cooperative or Interlocal but also they wanted to employ additional personnel above an allotted share to provide for a specific local need.

Table 9 reports attrition by geographic regions of the state. A map of the state is provided in the Appendix to locate the regions. The attrition rates ranged from a high of 13.1% in the Southwest region of the state to a low of 6.8% in the Northwest region. As in

previous years, it was difficult to detect any patterns in analyzing the nine attrition rates for the geographic areas.

Tables 10, 11, 12, and 13: Summaries of annual attrition rates by category

Tables 10, 11, 12, and 13 summarize annual employment data for the seventeen special education categories that employ the most personnel. The number employed, the number of leavers, and the attrition rates for each of the 29 years are included. The tables can be examined to verify changes in philosophy and practices over the years. For example, initially the interrelated category (Table 10) had only 132 personnel out of the 2,460 personnel employed in 1977 (5.4%). However, to meet personnel needs and as a result of the belief that the traditional categories were not needed to provide services to some students, the interrelated category has grown to 2,659 personnel out of 8,053 personnel employed in 2005-06, or 33% of all personnel employed, and 52% of the 5,082 teaching personal employed. At the same time, the number of teachers in the category of mental retardation has fallen from a high of 714 teachers in 1979 to 323 teachers in 2003, but increased back up to 341 personnel in 2004-05. The Behavioral Disability and Learning Disability categories both increased during the early years and then declined over recent years as more teachers were assigned to the interrelated category. The Gifted category had a steady increase of teachers employed for many years with a slight decline the past two years.

In Table 11, the number of teachers in the Early Childhood category increased from 19 in 1980 to 500 in 2005. The increase probably reflects the realization that early programs provided to young children with disabilities are very beneficial in reducing both future remedial services and the accompanying costs.

Table 12 documents the increased need for psychologists, social workers, and

special education counselors as the number of programs and identified students increased.

Table 13 shows the increased use of special support personnel (speech and language teachers, nurses, occupational therapists, and physical therapists) as the schools began to meet the total needs of students placed in special programs. One can also conjecture the increase in these support personnel relates to the movement to keep more students with severe needs in local schools and not institutionalize them.

Tables 14, 15, 16, and 17: Attrition rates of the individual school districts

The first thirteen tables calculated attrition rates for personnel. Attrition rates have also been calculated for the individual school districts in Kansas. Only the large districts (special education personnel greater than 99) and the medium-sized districts (special education personnel less than 100 and greater than 10) were included in the analysis reported in Tables 14 through 17. Table 14 presents the attrition rates for districts for the personnel employed in the 2004-05 school year in order of the school district USD number. Table 15 contains the same data for the school districts, with districts ordered from highest to lowest attrition rates. The attrition rates for districts ranged from 25.6% to 0% for the 2004-05 academic year, similar to the range for the 2003-04 school year range of 28.6% to 0%. The district number and name of each district are listed in the Appendix.

While Tables 14 and 15 show attrition 2004-05, Tables 16 and 17 show the total attrition for districts from 1986-87 to 2004-05. The database begins in 1986, not 1976-77 like the first thirteen tables, because the researcher did not maintain the data for school districts for three years from 1983 through 1985. Table 16 shows the total attrition for districts, with the districts in order by district number. Table 17 shows the same data as in Table 16 except the districts are displayed in high to low order of attrition.

Implications

Typical reasons for attrition have been identified in the literature. They include a lack of administrative support, limited support personnel, paper work, not enough time in a day to get the work done, and burnout. The reasons for higher than average attrition need to be identified in specific districts. Studies could then determine if the causes of attrition can be lessened so that districts could continue to employ more of their experienced personnel. The reauthorization of IDEA in 2004 included some provisions to study ways to decrease paper work, which should help to decrease attrition. At the same time, other movements requiring secondary teachers to meet high, uniform standards may increase attrition. It is improbable the teacher preparation institutions can prepare 884 individuals to replace the personnel who left. Therefore, the districts depend on individuals hired on waivers to fill vacancies.

Summary

From the 8,053 personnel employed during 2004-05 school year, 844 personnel did not return to special education for the 2005-06 school year, for an attrition rate of 11.0%. The attrition rate of 11.0% was only slightly higher than the 29-year average of 10.8%. However, the 884 personnel who left is the largest number in the years of the data.

Table 1
 Special Education Annual Attrition Rates for 1976-77
 Through 2004-05

Year	Employed	Leavers the Next Year	Percent Leavers
1976-77	2,460	373	15.2
1977-78	2,894	479	16.6
1978-79	3,272	573	17.5
1979-80	3,551	573	16.1
1980-81	3,955	601	15.2
1981-82	4,110	458	11.1
1982-83	4,329	545	12.6
1983-84	4,400	649	14.7
1984-85	4,533	681	15.0
1985-86	4,660	495	10.6
1986-87	4,798	561	11.7
1987-88	4,774	468	9.8
1988-89	4,977	485	9.7
1989-90	5,223	402	7.7
1990-91	5,469	504	9.2
1991-92	5,507	495	9.0
1992-93	5,919	531	9.0
1993-94	6,058	537	8.9
1994-95	6,085	563	9.3
1995-96	6,607	572	8.7
1996-97	6,667	510	7.6
1997-98	6,740	631	9.4
1998-99	7,138	706	9.9
1999-00	7,427	754	10.1
2000-01	7,618	844	11.1
2001-02	7,886	866	11.0
2002-03	7,995	848	10.6
2003-04	7,922	780	9.8
2004-05	8,053	884	11.0
All Years	161,027	17,368	10.8

Interpretation: During the 2004-05 school year, 8,053 personnel were employed in special education in Kansas; 884 personnel did not return in special education for the 2005-06 school year, for an attrition rate of 11.0%.

Table 2
Attrition for All Special Education Personnel by Category

Category	Employed 2004-05	Leavers 2005-06	Percent Leavers
Educational Interpreter	70	21	30.0
Nurse	405	75	18.5
SEIMC (Material Centers)	11	2	18.2
Homebound	11	2	18.2
Vocational Special Needs	72	13	18.1
Counselors	166	28	16.9
Music Therapy	13	2	15.4
Hearing Impaired	64	9	14.1
Occupational Therapy	240	31	12.9
Gifted	466	57	12.2
Physical Therapy	132	16	12.1
Interrelated	2,659	300	11.3
Learning Disability	430	48	11.2
Mental Retardation	341	35	10.3
Social Work	304	31	10.2
Early Childhood	500	50	10.0
Behavior Disorders	309	29	9.4
Speech/Language	837	75	9.0
Transition Services	24	2	8.3
Work Study	13	1	7.7
Audiology	29	2	6.9
School Psychology	510	34	6.7
Integration Specialist	32	2	6.3
Adapted PE	57	3	5.3
Special Ed. Administration	97	5	5.2
Supervisor	78	4	5.1
Visually Impaired	41	2	4.9
Severe/Multiple Disabilities	65	3	4.6
Infant/Toddler	46	1	2.2
Assistive Technology	10	0	0.0
Personnel Development	7	0	0.0
Physically Impaired	4	0	0.0
Diagnostic Teacher	3	0	0.0
Art Therapy	2	0	0.0
Registered Dietician	2	0	0.0
Recreation Therapy	1	0	0.0
Orientation/Mobility Specialist	1	0	0.0
Total for the Year	8,053	884	11.0

Table 3
Attrition for Teaching Personnel

Category	Teaching Personnel 2004-05	Leavers 2005-06	Percent Leavers
Homebound	11	2	18.2
Vocational Special Needs	72	13	18.1
Hearing Impaired	64	9	14.1
Gifted	466	57	12.2
Interrelated Other	2,659	300	11.3
Learning Disability	430	48	11.2
Mental Retardation	341	35	10.3
Early Childhood	500	50	10.0
Behavior Disordered	309	29	9.4
Work Study	13	1	7.7
Adapted PE	57	3	5.3
Visually Impaired	41	2	4.9
Severe/Multiple Disabilities	65	3	4.6
Infant/Toddler	46	1	2.2
Physically Impaired	4	0	0.0
Diagnostic Teacher	3	0	0.0
Orientation/Mobility Specialist	1	0	0.0
Total	5,082	553	10.9

Table 4
Attrition for Special Education Related Services Personnel

Category	Related Services Personnel 2004-05	Leavers 2005-06	Percent Leavers
Program Evaluation	1	1	100.0
Nurse	405	75	18.5
SEIMC (Material Centers)	11	2	18.2
Counselors	166	28	16.9
Music Therapy	13	2	15.4
Occupational Therapy	240	31	12.9
Physical Therapy	132	16	12.1
Social Work	304	31	10.2
Speech/Language	837	75	9.0
Transition Services	24	2	8.3
Audiology	29	2	6.9
School Psychology	510	34	6.7
Integration Specialist	32	2	6.3
Special Ed. Administration	97	5	5.2
Supervisor	78	4	5.1
Assistive Technology	10	0	0.0
Personnel Development	7	0	0.0
Art Therapy	2	0	0.0
Registered Dietician	2	0	0.0
Recreation Therapy	1	0	0.0
	2,971	331	11.1

Table 5

Summary of Personnel Attrition by Category from 1976-77 to 2004-05

Category	Employed from 1976-77 to 2004-05	Leavers from 1976-77 to 2005-06	Percent Leavers
Dance/Movement Therapy	3	1	33.3
Recreation Therapy	21	6	28.6
Other	698	173	24.8
Homebound	898	209	23.3
Interrelated BD/EMR	18	4	22.2
Orientation/Mobility Specialist	18	4	22.2
Program Evaluation	32	6	18.8
Educational Interpreter	632	112	17.7
Art Therapy	51	9	17.6
Interrelated	3,338	528	15.8
Counselors	1,935	294	15.2
Physical Therapy	2,173	317	14.6
Nurse	4,860	676	13.9
Vocational Special Needs	632	83	13.1
Educable MR	7,318	959	13.1
Behavior Disordered	11,215	1,448	12.9
Hearing Impaired	2,041	259	12.7
Occupational Therapy	3,303	418	12.7
Trainable MR	2,672	333	12.5
Severe/Multiple Disabilities	2,347	289	12.3
Special Needs	653	74	11.3
Learning Disability	18,685	2,081	11.1
Music Therapy	303	33	10.9
Adapted PE	1,170	125	10.7
Gifted	11,286	1,204	10.7
Personnel Development	100	10	10.0
Infant/Toddler	403	40	9.9
Interrelated	26,221	2,592	9.9

(Table 5 is continued on the next page)

Category	Employed from 1976-77 to 2004-05	Leavers from 1976-77 to 2005-06	Percent Leavers
Speech/Language	16,213	1,599	9.9
Mental Retardation	2,729	269	9.9
Audiology	582	57	9.8
SEIMC (Material Centers)	680	66	9.7
Interrelated TMR/SMH	281	27	9.6
Interrelated LD/EMR/BD	3,427	320	9.3
Interrelated EMR/TMR	482	45	9.3
Integration Specialist	530	49	9.2
Early Childhood	6,812	608	8.9
Social Work	5,261	468	8.9
School Psychology	11,472	896	7.8
Interrelated LD/EMR	2,106	164	7.8
Special Ed. Administration	2,797	212	7.6
Visually Impaired	954	71	7.4
Interrelated LD/BD	1,156	86	7.4
Work Study	484	34	7.0
Registered Dietician	15	1	6.7
Physically Impaired	337	22	6.5
Assistive Technology	98	6	6.1
Supervisor	1,156	61	5.3
Transition Services	270	14	5.2
Diagnostic Teacher	204	6	2.9
Totals	161,072	17,368	10.8

(Table 5 is continued from the previous page.)

Table 6
 Attrition for Large, Medium, and Small Districts for 2004-05
 to 2005-06

District Size	Number of Districts	Employed 2004-05	Leavers 2005-06	Percent Leavers
Large Districts	27	5,826	650	11.2
Medium Districts	45	2,100	216	10.3
Small Districts	45	127	18	14.2
Total	117	8,053	884	11.0

Definitions:

A large district employed 100 or more special education personnel.
 A medium district employed 11 to 99 special education personnel.
 A small district employed 10 or less special education personnel.

Table 7
Attrition for Urban and Rural Districts

District Location	Number of Districts	Employed 2004-05	Leavers 2005-06	Percent Leavers
Rural	93	4,293	442	10.3
Urban	24	3,760	442	11.8
Total	117	8,053	884	11.0

Definition:

An urban district is defined as any district primarily located in one of four counties: Sedgwick, Shawnee, Johnson, or Wyandotte. Districts in the other 101 counties were defined as rural districts. Because of special education cooperatives and other administrative arrangements, not all districts in the State offer special education services.

Table 8

Special Education Attrition by Type of Administrative Plan

Administrative Plan	Number of Districts	Employed 2004-05	Leavers 2005-06	Percent Leavers
Cooperative	24	2,764	281	10.2
Interlocal	19	1,855	183	9.9
Other	40	142	16	11.3
Single District	34	3,292	404	12.3
Total	117	8,053	884	11.0

See the report for a description of the administrative plans.

Table 9
 Special Education Attrition by Geographic Region

Geographic Region	Number of Districts	Employed 2004-05	Leavers 2005-06	Percent Leavers
1. Northwest	17	293	20	6.8
2. Southwest	12	497	64	12.9
3. North Central	10	513	62	12.1
4. South Central	20	884	71	8.0
5. Sedgwick County	8	1,384	169	12.2
6. Northeast	13	677	65	9.6
7. Wyandotte and Johnson Counties	9	1,907	231	12.1
8. East Central	14	1,219	125	10.3
9. Southeast	14	679	77	11.3
Total	117	8,053	884	11.0

See the Appendix for a map of geographic regions.

Table 10

Annual Attrition Rates for Personnel in Behavior Disability, Mental Retardation, Learning Disability, Interrelated, and Gifted for 1976-77
Through 2005

Year	Behavior Disability			Mental Retardation			Learning Disability			Interrelated			Gifted		
	Employed	Leavers	%	Employed	Leavers	%	Employed	Leavers	%	Employed	Leavers	%	Employed	Leavers	%
1977	195	32	16.4	710	112	15.8	513	84	16.4	132	22	16.7	66	15	22.7
1978	260	52	20.0	707	118	16.7	594	94	15.8	192	35	18.2	94	14	14.9
1979	295	73	24.7	714	109	15.3	684	105	15.4	245	56	22.9	159	24	15.1
1980	336	53	15.8	675	118	17.5	768	116	15.1	317	52	16.4	209	33	15.8
1981	386	68	17.6	641	96	15.0	826	108	13.1	389	59	15.2	312	53	17.0
1982	399	52	13.0	600	71	11.8	824	80	9.7	461	59	12.8	346	39	11.3
1983	429	73	17.0	583	65	11.1	872	118	13.5	497	72	14.5	354	44	12.4
1984	445	65	14.6	572	87	15.2	867	110	12.7	513	95	18.5	382	48	12.6
1985	453	71	15.7	533	85	15.9	887	121	13.6	592	78	13.2	406	74	18.2
1986	466	68	14.6	524	59	11.3	910	84	9.2	606	73	12.0	407	35	8.6
1987	466	72	15.5	492	62	12.6	916	113	12.3	622	64	10.3	430	46	10.7
1988	451	63	14.0	460	47	10.2	875	82	9.4	654	51	7.8	423	40	9.5
1989	460	50	10.9	456	57	12.5	844	78	9.2	746	72	9.7	426	40	9.4
1990	492	58	11.8	439	31	7.1	845	61	7.2	799	55	6.9	439	35	8.0
1991	515	52	10.1	426	40	9.4	824	61	7.4	901	76	8.4	460	50	10.9
1992	481	53	11.0	375	32	8.5	762	67	8.8	1,066	76	7.1	436	42	9.6
1993	471	47	10.0	351	36	10.3	679	66	9.7	1,298	100	7.7	446	32	7.2
1994	370	37	10.0	255	18	7.1	498	44	8.8	1,759	152	8.6	452	46	10.2
1995	346	34	9.8	239	22	9.2	464	37	8.0	1,839	152	8.3	439	41	9.3
1996	382	34	8.9	238	27	11.3	455	38	8.4	2,002	164	8.2	452	37	8.2
1997	374	37	9.9	245	20	8.2	428	27	6.3	2,039	167	8.2	452	38	8.4
1998	380	49	12.9	291	27	9.3	399	37	9.3	2,077	189	9.1	426	35	8.2
1999	377	47	12.5	299	36	12.0	408	46	11.3	2,215	219	9.9	440	37	8.4
2000	365	42	11.5	291	33	11.3	398	45	11.3	2,303	224	9.7	465	55	11.8
2001	334	35	10.5	283	28	9.9	402	58	14.4	2,445	265	10.8	472	51	10.8
2002	330	40	12.1	316	20	6.3	423	46	10.9	2,528	301	11.9	477	44	9.2
2003	327	34	10.4	323	38	11.8	430	49	11.4	2,577	270	10.5	482	61	12.7
2004	321	28	8.7	340	32	9.4	460	58	12.6	2,556	268	10.5	468	38	8.1
2005	309	29	9.4	341	35	10.3	430	48	11.2	2,659	300	11.3	466	57	12.2
Total	11,215	1,448	12.9	12,719	1,561	12.3	18,685	2,081	11.1	37,029	3,766	10.2	11,286	1,204	10.7

Table 11

Annual Attrition Rates for Personnel in Early Childhood, Hearing Impaired, Vision Impaired, and Severe/Multiple Disabilities for 1976-77 Through 2005.

Year	Early Childhood			Hearing Impaired			Vision Impaired			Severe/Multiple Disabilities		
	Employed	Leavers	%	Employed	Leavers	%	Employed	Leavers	%	Employed	Leavers	%
1977	0	0	0	49	7	14.3	17	1	5.9	31	7	22.6
1978	0	0	0	53	8	15.1	21	2	9.5	64	13	20.3
1979	0	0	0	58	13	22.4	26	5	19.2	80	26	32.5
1980	19	6	31.6	57	9	15.8	28	4	14.3	90	23	25.6
1981	45	15	33.3	67	7	10.4	27	5	18.5	86	17	19.8
1982	54	7	13.0	69	7	10.1	28	1	3.6	104	10	9.6
1983	66	13	19.7	67	11	16.4	29	3	10.3	105	11	10.5
1984	66	4	6.1	67	14	20.9	27	4	14.8	100	18	18.0
1985	80	21	26.3	65	7	10.8	28	6	21.4	104	21	20.2
1986	80	6	7.5	67	10	14.9	28	2	7.1	101	14	13.9
1987	106	12	11.3	69	13	18.8	27	1	3.7	98	13	13.3
1988	113	10	8.8	68	7	10.3	31	0	0.0	91	9	9.9
1989	152	16	10.5	81	13	16.0	32	3	9.4	99	9	9.1
1990	185	15	8.1	76	5	6.6	32	0	0.0	96	4	4.2
1991	223	17	7.6	79	10	12.7	35	3	8.6	91	10	11.0
1992	259	18	6.9	77	8	10.4	34	1	2.9	82	6	7.3
1993	298	17	5.7	83	11	13.3	33	2	6.1	83	8	9.6
1994	297	23	7.7	80	10	12.5	31	2	6.5	82	7	8.5
1995	315	32	10.2	77	11	14.3	36	1	5.6	75	8	10.7
1996	352	20	5.7	81	12	14.8	39	2	5.1	69	7	10.1
1997	379	18	4.7	82	8	9.8	39	1	2.6	71	2	2.8
1998	410	40	9.8	80	13	16.3	38	2	5.3	75	4	5.3
1999	438	34	7.8	71	3	4.2	40	2	5.0	75	7	9.3
2000	460	42	9.1	76	4	5.3	42	5	11.9	74	8	10.8
2001	470	45	9.6	74	11	14.9	41	2	4.9	66	7	10.6
2002	495	45	9.1	68	4	5.9	41	4	9.8	61	7	11.5
2003	471	41	8.7	70	8	11.4	41	2	4.9	63	7	11.1
2004	479	41	8.6	66	6	9.1	42	2	4.8	66	3	4.5
2005	500	50	10.0	64	9	14.1	41	2	4.9	65	3	4.6
Total	6,812	608	8.9	2,041	259	12.7	954	70	7.3	2,347	289	12.3

Table 12

Annual Attrition Rates for Personnel in School Psychology, Social Work, Counselors, and Administrators for 1976-77 Through 2005.

Year	School Psychology			Social Work			Special Education Counselor			Special Education Administration		
	Employed	Leavers	%	Employed	Leavers	%	Employed	Leavers	%	Employed	Leavers	%
1977	217	22	10.1	41	6	14.6	0	0	0.0	64	4	6.3
1978	250	36	14.4	60	12	20.0	0	0	0.0	76	5	6.6
1979	262	27	10.3	71	12	16.9	0	0	0.0	77	5	6.5
1980	275	30	10.9	88	20	22.7	6	2	33.3	81	7	8.6
1981	307	38	12.4	92	14	15.2	8	0	0.0	81	9	11.1
1982	322	20	6.2	99	12	12.1	17	1	5.9	83	5	6.0
1983	345	30	8.7	97	6	6.2	19	5	26.3	89	6	6.7
1984	347	53	15.3	102	8	7.8	21	0	0.0	91	7	7.7
1985	347	48	13.8	111	10	9.0	28	4	14.3	97	4	4.1
1986	348	21	6.0	122	10	8.2	35	6	17.1	112	16	14.3
1987	354	23	6.5	118	11	9.3	34	12	35.3	107	10	9.3
1988	357	23	6.4	122	8	6.6	29	9	31.0	100	14	14.0
1989	358	20	5.6	141	8	5.7	33	8	24.2	104	11	10.6
1990	371	22	5.9	179	20	11.2	35	5	14.3	104	4	3.8
1991	393	32	8.1	197	13	6.6	40	5	12.5	111	7	6.3
1992	393	22	5.6	200	21	10.5	43	4	9.3	110	10	9.1
1993	416	26	6.3	211	18	8.5	87	23	26.4	108	8	7.4
1994	428	26	6.1	214	16	7.5	94	19	20.2	106	8	7.5
1995	432	23	5.3	210	17	8.1	102	16	15.7	104	4	3.8
1996	460	26	5.7	237	20	8.4	105	14	13.3	100	4	4.0
1997	471	24	5.1	222	13	5.9	101	17	16.8	97	6	6.2
1998	470	26	5.5	240	9	3.8	108	10	9.3	97	9	9.3
1999	495	44	8.9	272	22	8.1	118	15	12.7	95	4	4.2
2000	505	47	9.3	301	22	7.3	125	15	12.0	102	3	2.9
2001	513	43	8.4	309	37	12.0	134	22	16.4	103	13	12.6
2002	511	39	7.6	307	31	10.1	136	25	18.4	100	11	11.0
2003	505	30	5.9	296	17	5.7	158	17	10.8	105	11	10.5
2004	510	41	8.0	298	24	8.1	153	12	7.8	96	2	2.1
2005	510	34	6.7	304	31	10.2	166	28	16.9	97	5	5.2
Total	11,472	896	7.8	5,261	468	8.9	1,935	294	15.2	2,797	212	7.6

7-25

Table 13

Annual Attrition Rates for Personnel in Speech/Language, Occupational Therapy, Physical Therapy, and Special Education Nurse for 1976-77 Through 2005.

Year	Speech/Language			Occupational Therapy			Physical Therapy			Special Education Nurse		
	Employed	Leavers	%	Employed	Leavers	%	Employed	Leavers	%	Employed	Leavers	%
1977	308	43	14.0	0	0	0	0	0	0	0	0	0
1978	339	50	14.7	0	0	0	0	0	0	0	0	0
1979	364	60	16.5	0	0	0	0	0	0	0	0	0
1980	367	59	16.1	17	3	17.6	9	2	22.2	36	3	8.3
1981	401	56	14.0	33	8	24.2	29	6	20.7	58	10	17.2
1982	407	42	10.3	46	8	17.4	36	10	27.8	62	7	11.3
1983	432	41	9.5	53	10	18.9	46	7	15.2	71	9	12.7
1984	451	70	15.5	59	12	20.3	45	13	28.9	72	10	13.9
1985	464	81	17.5	61	11	18.0	43	6	14.0	79	9	11.4
1986	462	30	6.5	70	9	12.9	47	5	10.6	81	8	9.9
1987	477	55	11.5	81	9	11.1	59	8	13.6	86	11	12.8
1988	478	40	8.4	85	11	12.9	77	10	13.0	93	12	12.9
1989	505	46	9.1	98	11	11.2	79	12	15.2	85	8	9.4
1990	522	40	7.7	102	11	10.8	81	13	16.0	116	6	5.2
1991	542	57	10.5	108	18	16.7	81	8	9.9	124	16	12.9
1992	551	47	8.5	109	13	11.9	84	19	22.6	139	24	17.3
1993	570	42	7.4	120	17	14.2	81	12	14.8	162	20	12.3
1994	591	51	8.6	123	16	13.0	90	13	14.4	167	18	10.8
1995	585	51	8.7	125	25	20.0	89	16	18.0	174	34	19.5
1996	622	43	6.9	148	21	14.2	103	20	19.4	203	24	11.8
1997	631	39	6.2	161	12	7.5	117	11	9.4	226	20	8.8
1998	652	62	9.5	150	13	8.7	97	9	9.3	255	38	14.9
1999	700	59	8.4	178	20	11.2	114	17	14.9	299	40	13.4
2000	744	80	10.8	202	20	9.9	118	14	11.9	323	31	9.6
2001	768	67	8.7	220	29	13.2	126	20	15.9	343	44	12.8
2002	804	63	7.8	239	34	14.2	129	16	12.4	396	66	16.7
2003	829	85	10.3	236	21	8.9	133	21	15.8	404	71	17.6
2004	810	65	8.0	239	25	10.5	128	13	10.2	401	62	15.5
2005	837	75	9.0	240	31	12.9	132	16	12.1	405	75	18.5
Total	16,213	1,599	9.9	3,303	418	12.7	2,173	317	14.6	4,860	676	13.9

22

Table 14

Attrition in Order of the School District Number for Districts
Employing 10 or More Personnel

District Number	Employed in 2004-05	Leavers in 2005-06	Percent Leavers
229	320	42	13.1
230	26	2	7.7
231	57	13	22.8
232	81	8	9.9
233	385	59	15.3
234	22	2	9.1
244	22	2	9.1
253	125	10	8.0
259	922	104	11.3
260	105	15	14.3
261	86	22	25.6
263	31	1	3.2
273	37	2	5.4
282	24	3	12.5
290	35	6	17.1
305	208	20	9.6
308	64	4	6.3
315	14	0	0.0
320	50	6	12.0
321	30	3	10.0
330	13	0	0.0
333	51	3	5.9
336	57	2	3.5
345	67	5	7.5
353	28	1	3.6
364	21	2	9.5
368	130	17	13.1
372	13	0	0.0
373	85	9	10.6
379	60	3	5.0
383	104	8	7.7
385	11	1	9.1
389	16	3	18.8
405	33	2	6.1

(Table 14 is continued on the next page)

District Number	Employed in 2004-05	Leavers in 2005-06	Percent Leavers
407	21	4	19.0
409	36	3	8.3
418	84	11	13.1
428	62	5	8.1
437	95	11	11.6
442	23	2	8.7
450	50	6	12.0
453	187	21	11.2
457	119	20	16.8
465	106	9	8.5
475	130	27	20.8
480	46	11	23.9
489	84	6	7.1
490	181	14	7.7
495	42	4	9.5
497	240	29	12.1
500	403	46	11.4
501	304	23	7.6
512	458	39	8.5
602	74	4	5.4
603	125	17	13.6
605	117	9	7.7
607	125	7	5.6
608	102	12	11.8
609	163	18	11.0
610	101	9	8.9
611	120	12	10.0
613	149	13	8.7
614	62	7	11.3
615	33	3	9.1
616	29	3	10.3
617	51	2	3.9
618	232	26	11.2
619	38	2	5.3
620	78	10	12.8
636	82	4	4.9
637	165	24	14.5

(Table 14 was continued from the previous page.)

Table 15

Special Education Attrition by Order of Rate for
Districts Employing 10 or More Personnel

District Number	Employed in 2004-05	Leavers in 2005-06	Percent Leavers
261	86	22	25.6
480	46	11	23.9
231	57	13	22.8
475	130	27	20.8
407	21	4	19.0
389	16	3	18.8
290	35	6	17.1
457	119	20	16.8
233	385	59	15.3
637	165	24	14.5
260	105	15	14.3
603	125	17	13.6
229	320	42	13.1
418	84	11	13.1
368	130	17	13.1
620	78	10	12.8
282	24	3	12.5
497	240	29	12.1
320	50	6	12.0
450	50	6	12.0
608	102	12	11.8
437	95	11	11.6
500	403	46	11.4
614	62	7	11.3
259	922	104	11.3
453	187	21	11.2
618	232	26	11.2
609	163	18	11.0
373	85	9	10.6
616	29	3	10.3
611	120	12	10.0
321	30	3	10.0
232	81	8	9.9
305	208	20	9.6

(Table 15 is continued on the next page.)

District Number	Employed in 2004-05	Leavers in 2005-06	Percent Leavers
495	42	4	9.5
364	21	2	9.5
615	33	3	9.1
234	22	2	9.1
244	22	2	9.1
385	11	1	9.1
610	101	9	8.9
613	149	13	8.7
442	23	2	8.7
512	458	39	8.5
465	106	9	8.5
409	36	3	8.3
428	62	5	8.1
253	125	10	8.0
490	181	14	7.7
605	117	9	7.7
383	104	8	7.7
230	26	2	7.7
501	304	23	7.6
345	67	5	7.5
489	84	6	7.1
308	64	4	6.3
405	33	2	6.1
333	51	3	5.9
607	125	7	5.6
602	74	4	5.4
273	37	2	5.4
619	38	2	5.3
379	60	3	5.0
636	82	4	4.9
617	51	2	3.9
353	28	1	3.6
336	57	2	3.5
263	31	1	3.2
315	14	0	0.0
330	13	0	0.0
372	13	0	0.0

(Table 15 was continued from the previous page.)

Table 16

Total Attrition from 1986-87 to 2005-06 in Order by District Number

District	Employed 1986-87 to 2004-05	Leavers 1986-87 to 2005-06	Percent Leavers
202	1,095	124	11
229	2,721	237	9
230	272	43	16
231	484	71	15
232	734	111	15
233	5,203	463	9
234	383	32	8
244	357	36	10
250	1,889	117	6
253	1,866	180	10
259	13,323	1,375	10
260	1,496	148	10
261	967	107	11
263	346	29	8
273	660	59	9
282	427	32	7
290	534	51	10
300	169	22	13
305	3,138	231	7
308	1,157	103	9
315	231	21	9
318	155	20	13
320	725	100	14
321	498	49	10
325	1,039	78	8
330	221	30	14
333	938	83	9
336	834	54	6
345	904	119	13
352	208	16	8
353	457	46	10
364	325	32	10
367	154	11	7
368	1,677	141	8
372	184	10	5
373	1,241	115	9
379	912	72	8
383	1,559	152	10
389	321	25	8
405	581	51	9
407	430	42	10

(Table 16 is continued on the next page.)

District	Employed 1986-87 to 2004-05	Leavers 1986-87 to 2005-06	Percent Leavers
409	597	82	14
418	1,313	100	8
428	1,040	79	8
437	1,268	130	10
442	390	32	8
443	181	35	19
450	720	72	10
453	2,734	376	14
457	1,693	233	14
465	1,488	150	10
475	1,914	307	16
480	735	106	14
489	1,509	108	7
490	2,311	193	8
495	827	71	9
497	3,032	324	11
500	7,397	825	11
501	6,136	495	8
512	8,242	717	9
602	1,221	146	12
603	1,886	155	8
605	1,675	108	6
607	1,982	177	9
608	1,571	177	11
609	2,266	233	10
610	1,758	141	8
611	1,971	199	10
613	2,143	192	9
614	943	105	11
615	580	58	10
616	443	63	14
617	796	64	8
618	2,746	299	11
619	704	61	9
620	982	77	8
628	305	59	19
636	323	23	7
637	472	48	10

Table 16 is continued from the previous page.)

Interpretation: District 637 (immediately above in the Table) employed a total of 472 special education personnel during the years of 1986-87 through 2005. A total of 48 personnel were leavers for a total attrition rate of 10%. The table contains only districts that employed 150 or more total personnel for the 20 years for which these data are available.

Table 17

Total Attrition for Districts from 1986-87 to 2005-06 in Order
of Attrition Rate.

District	Employed 1986-87 to 2004-05	Leavers 1986-87 Percent Leavers to 2005-06	
628	305	59	19
443	181	35	19
475	1,914	307	16
230	272	43	16
232	734	111	15
231	484	71	15
480	735	106	14
616	443	63	14
320	725	100	14
457	1,693	233	14
453	2,734	376	14
409	597	82	14
330	221	30	14
345	904	119	13
300	169	22	13
318	155	20	13
602	1,221	146	12
202	1,095	124	11
608	1,571	177	11
500	7,397	825	11
614	943	105	11
261	967	107	11
618	2,746	299	11
497	3,032	324	11
259	13,323	1,375	10
609	2,266	233	10
437	1,268	130	10
637	472	48	10
611	1,971	199	10
244	357	36	10
465	1,488	150	10
353	457	46	10
450	720	72	10
615	580	58	10
260	1,496	148	10
364	325	32	10
321	498	49	10
407	430	42	10
383	1,559	152	10
253	1,866	180	10

(Table 17 is continued on the next page.)

District	Employed 1986-87 to 2004-05	Leavers 1986-87 to 2005-06	Percent Leavers
290	534	51	10
373	1,241	115	9
315	231	21	9
613	2,143	192	9
273	660	59	9
607	1,982	177	9
308	1,157	103	9
233	5,203	463	9
333	938	83	9
405	581	51	9
229	2,721	237	9
512	8,242	717	9
619	704	61	9
495	827	71	9
368	1,677	141	8
263	346	29	8
234	383	32	8
490	2,311	193	8
603	1,886	155	8
442	390	32	8
501	6,136	495	8
617	796	64	8
610	1,758	141	8
379	912	72	8
620	982	77	8
389	321	25	8
352	208	16	8
418	1,313	100	8
428	1,040	79	8
325	1,039	78	8
282	427	32	7
305	3,138	231	7
489	1,509	108	7
367	154	11	7
636	323	23	7
336	834	54	6
605	1,675	108	6
250	1,889	117	6
372	184	10	5

(Table 17 is continued from the previous page.)

Interpretation: District 372 (immediately above in the Table) employed a total of 184 special education personnel during the years of 1986-87 through 2005. A total of 10 personnel were leavers for a total attrition rate of 5%. The table contains only districts that employed 150 or more total personnel for the 20 years for which these data are available.

Appendix 1
School District Numbers

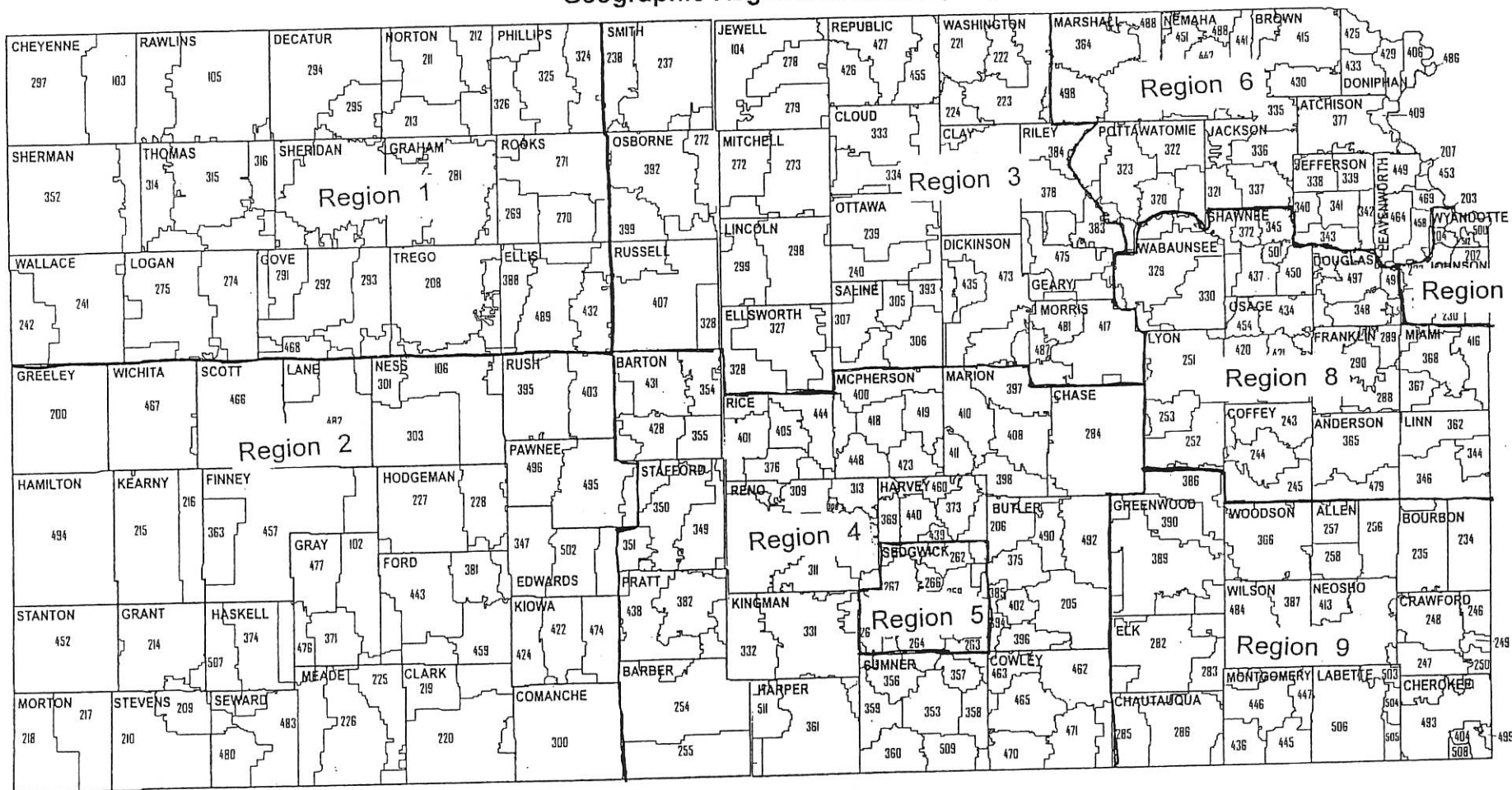
This appendix lists the number and name of the school districts included in this report, including interlocals and cooperatives. Only districts employing 11 or more special education personnel a year are included.

- 202 Turner
- 229 Blue Valley
- 230 Spring Hill
- 231 Gardner-Edgerton-Antioch
- 232 De Soto
- 233 Olathe
- 234 Fort Scott
- 244 Burlington, Coffey County Cooperative Program for Special Services
- 250 Pittsburg, now part of 637, Southeast Kansas Interlocal
- 253 Emporia, Flint Hills Special Education Cooperative
- 259 Wichita
- 260 Derby
- 261 Haysville
- 263 Mulvane
- 273 Beloit, Special Education Cooperative
- 282 Howard, Chautauqua and Elk County Special Education Services
- 290 Ottawa
- 305 Salina, Central Kansas Cooperative in Education
- 308 Hutchison
- 315 Colby Public Schools
- 320 Wamego, Special Services Cooperative of Wamego
- 321 Kaw Valley
- 330 Wabaunsee East
- 333 Concordia, USD, Learning Cooperative of North Central Kansas
- 336 Holton, Holton Special Education Cooperative
- 345 Seaman
- 353 Wellington
- 364 Marysville, Marshall County Special Education Cooperative
- 368 Paola, East Central Kansas Special Education Cooperative
- 372 Silver Lake
- 373 Newton, Harvey County Special Education Cooperative
- 379 Clay Center, Twin Lakes Educational Cooperative
- 382 Pratt
- 383 Manhattan
- 385 Andover
- 389 Eureka
- 405 Lyons, Rice County Special Services Cooperative
- 407 Russell County
- 409 Atchison County

- 418 McPherson, McPherson County Special Education Cooperative
- 428 Great Bend, Barton County Cooperative Program of Special Services
- 437 Auburn Washburn
- 442 Nemaha Valley, Marshall-Nemaha County Educational Services
- 450 Shawnee Heights
- 453 Leavenworth, Leavenworth County Special Education Cooperative
- 457 Garden City
- 465 Winfield, Cowley County Special Services Cooperative
- 475 Geary County
- 480 Liberal
- 489 Hays, Hays West Central Kansas Special Education Cooperative
- 490 El Dorado, Butler County School Board Council Special Education Cooperative
- 495 Larned, Tri-County Special Services Cooperative
- 497 Lawrence
- 500 Kansas City, Wyandotte Comprehensive Special Education Cooperative
- 501 Topeka, Shawnee County Special Education Cooperative
- 512 Shawnee Mission
- 602 Northwest Kansas Educational Service Center
- 603 ANW Special Education Cooperative
- 605 South Central Kansas Special Education Cooperative
- 607 Tri-County Special Education Cooperative
- 608 Northeast Kansas Education Service Center
- 609 Southeast Kansas Education Service Center
- 610 Reno County Education Cooperative
- 611 High Plains Educational Cooperative District
- 613 Southwest Kansas Area Cooperative District
- 614 East Central Kansas Cooperative in Education
- 615 Brown County Kansas Special Education Cooperative
- 616 Doniphan County Education Cooperative
- 617 Marion County Special Education Cooperative
- 618 Sedgwick County Area Educational Services Interlocal Cooperative
- 619 Sumner County Educational Services Interlocal
- 620 Three Lakes Educational Cooperative
- 636 North Central Kansas Special Education Cooperative
- 637 Southeast Kansas Interlocal

Kansas Unified School Districts Effective July 1, 2004

Geographic Regions to Accompany Table 9



7-36



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

**Terry Forsyth, Testimony
House Education Committee
February 8, 2007**

Senate Bill 69

Mister Chair, members of the Committee, thank you for the opportunity to appear before you today to share our thoughts on Senate Bill 69.

The meat of this bill is simply to change the required LOB effort from the "state prescribed percentage" to "at least 25%."

As you are all aware, KNEA opposed the implementation of the COLA weighting. But I am not here today to ask you to repeal it. You passed it and three school districts are using it.

We do remain, however, very concerned about the impact of this weighting – particularly in the form it takes now.

We continue to believe that, if you continue to provide the COLA weighting, it be done on a regional basis rather than by simply the cost of housing.

Under the current system, it is conceivable that high housing cost districts with the COLA providing a boost in teacher salaries will draw quality teachers away from neighboring low housing districts.

While we continue to believe that such cost of living adjustments should not be made while **all** Kansas teacher salaries remain significantly below the national average, a regional cost of living adjustment is a much more logical and rational system under which to determine where weightings might be appropriate.

Of course, every decision you make about local property tax levies should be tempered by consideration of the ability of people in that local area to absorb another property tax levy. Low property tax valuation results in a very high – often unaffordable – mill levy to reach the same dollars that might be raised with one or two mills in a high valuation community.

Please consider carefully all the ramifications of changes in this weighting.

House Education Committee
Date: 2-7-07
Attachment # 8



KANSAS BOARD OF REGENTS

1000 SW JACKSON • SUITE 520 • TOPEKA, KS 66612-1368

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House Education Committee February 7, 2007

Overview of State-Funded Student Financial Assistance Program

Diane Lindeman Director of Student Financial Assistance

Good morning Chairman Aurand, and Members of the Committee. My name is Diane Lindeman and I am the Director of Student Financial Assistance for the Kansas Board of Regents. I am here today to provide you with an overview of the state-funded student financial assistance programs that are administered by the Kansas Board of Regents.

You will find attached an overview of the current 21 student assistance programs. I will mainly focus my comments this morning on those programs which have been implemented within the last few years, as many of you on this Committee have been instrumental in the implementation of these assistance programs.

Following my overview, I will also provide comments regarding legislation that has been introduced this session that would take the four existing teacher service scholarship program and streamline them into one comprehensive teacher service scholarship.

I would be happy to address any questions that Committee Members may have at any point during my presentation.

House Education Committee
Date: 2-7-07
Attachment # 9

UNDERGRADUATE PROGRAMS

Kansas Comprehensive Grant (FY 99)

- Available to public & private 4-year schools
- Need-based
- \$13.2 million spent serving 9,581 students in FY 06
- \$3,000 max./\$200 min. – Private Institutions
- \$1,100 max./\$100 min. – Public Institutions

Kansas State Scholarship (FY 64)

- Available to public, private 4-yr institutions & community colleges
- Need & Merit-based
- Kansas Scholars Curriculum Completion required
- \$991,515 spent serving 1,048 students in FY 06
- \$1,000 maximum award

Kansas Ethnic Minority Scholarship (FY 90)

- Available to public, private 4-yr institutions & community colleges
- Need & Merit-based
- \$270,488 spent serving 165 students in FY 06
- \$1,850 maximum award

Vocational-Technical Scholarship (FY 88)

- Available to vocational-technical schools, community colleges and state universities w/vocational-technical programs
- Merit-based – DAT required
- \$121,000 spent serving 242 students in FY 06
- \$500 maximum award

Kansas Career Work Study Program (FY 89)

- Available to public 4-yr institutions
- Need-based
- \$1.1 million spent serving 518 students in FY 06 – award amounts vary

Foster Care Tuition Waiver (FY 03)

- Available to state regent 4 year institutions, community colleges, vocational/technical schools & colleges & Washburn University
- Students must be full-time and in good academic standing
- No state appropriations for this program
- As of July 1, 2006 schools are required to waive tuition/fees of students who meet the guidelines of the foster care program and program will be administered by SRS
- Prior to July 1, 2006, 80% of the funding of student's tuition/fees was paid through SRS federal Chafee funding and 20% through unspent Kansas Board of Regents scholarship funds. Recipients of the waiver prior to 7/1/06 still fall under the old guidelines and KBOR will continue to oversee
- Total of \$112,316 spent for 80 students during FY 06

UNDERGRADUATE PROGRAMS/SERVICE OBLIGATION REQUIRED

ROTC Tuition Waiver (FY 81)

- Available to public 4-yr institutions
- Recipients selected at the institution
- \$120,801 spent serving 22 students in FY 06
- Maximum award up to 70% cost of attendance
- Service obligation – after completion of degree student must become commissioned as a Second Lieutenant and serve for not less than 4 years as a commissioned officer with the Kansas Army National Guard

Kansas Teacher Service Scholarship (FY 91)

- Available to public, private 4-yr institutions & community colleges
- Merit-based/competitive
- Upper class students given priority
- Must plan to work in hard-to-fill discipline or underserved geographic areas
- Service obligation – 1 year of service for 1 year of scholarship

- \$418,815 spent serving 92 students in FY 06
- \$5,000 maximum award

Kansas Math & Science Teacher Service Scholarship Program (FY 06)

- Available to 4-yr public and private educational institutions
- Merit based
- Preference given to students with at least 60 hours of coursework already completed
- Service obligation – 2 years of service for each 1 year of scholarship
- \$125,000 spent serving 26 students in FY 06

Kansas Nursing Service Scholarship (FY 90)

- Available to public, private 4-yr institutions, community colleges & technical schools/colleges
- Need-based
- Students must acquire a sponsor
- Service obligation – 1 year of service for 1 year of scholarship
- \$488,375 spent serving 168 students in FY 06
- \$3,500 for RN/\$2,500 for LPN maximum awards

National Guard Tuition Assistance (FY03)

- Prior to FY03, program administered by the Adjutant General's Office
- Available to public and private 4-yr. institutions, community colleges, Vocational/technical schools & colleges & accredited independent institutions
- \$919,398 available funding to assist approx. 279 students
- Service obligation – Student agrees to complete their current service obligation, plus three months service for each semester of assistance received

Workforce Development Loan Program (FY 03)

- Implemented in FY 06
- Available to vocational/technical schools & colleges, community colleges and vocational schools, or associate degree programs at public postsecondary educational institutions
- A loan forgiveness program – recipient agrees to live & work in Kansas in a field of work in which they were trained until the loan is forgiven. Timeframe is $\frac{1}{4}$ of the loan amount's principal will be forgiven for each year of living & working in Kansas

- The maximum loan amount each year is \$2,000. Students may obtain a maximum of 2 loans
- Funding source from KS Department of Labor (WIA) & KS Department of SRS (TAF)
- \$53,740 spent for 27 students in FY 06

GRADUATE/PROFESSIONAL PROGRAMS

Kansas Osteopathic Service Program (FY 77)

- Need-based
- Must agree to practice in specified fields of medicine and underserved areas of Kansas
- Service obligation – 1 year of service for 1 year of scholarship
- \$270,000 spent serving 18 students in FY 06
- \$15,000 maximum award

Kansas Optometry Service Program (FY 87)

- 3 options available:
 1. Reciprocal agreement w/University of Missouri-State Louis; pay resident fees/20 available seats (no service obligation)
 2. Contractual agreement w/Southern College of Optometry in Memphis, TN; 10 available seats (service obligation required)
 3. Contractual agreement w/Northeastern State University in Tahlequah, OK; 6 available seats (service obligation required)

- Recipients selected at institution level
- \$149,660 spent serving 36 students in FY 06

Kansas Ethnic Minority Graduate Fellowship (FY 94)

- Available to state regent universities
- Recipients selected at institution level
- Service obligation – 1 year of service for 1 year of fellowship assistance
- \$24,000 spent serving 3 students in FY 07 – renewal awards
- Program currently only awarding renewal awards pending OCR inquiry

James Pearson Fellowship (FY 81)

- Privately endowed student aid program
- Pearson Committee (Governor appoints) interviews and selects recipients
- Student must plan to use the fellowship award to participate in a study abroad program that is linked to foreign affairs/foreign policy research
- \$9,850 spent serving 3 students in FY 07
- Award amounts vary

Distinguished Scholar Program (FY 89)

- Originally est. as Kansas Rhodes Scholarship Program
- Merit-based
- 1996 legislation updated to include other designations (i.e. Truman, Marshall, Mellon, etc.)
- Scholarship may be awarded to any qualified student enrolled full-time in a program of study at any state institution.
- Covers costs of tuition/fees during student's tenure in program
- No awards in FY 06

Kansas Dental Program (FY 87)

- Reciprocal agreement with Missouri for Kansas students to attend the University of Missouri-Kansas City dental program
- Student pays resident tuition
- Recipients selected by institution
- Up to 80 Kansas students may be enrolled

NEW FINANCIAL AID PROGRAMS FOR 2006-07

Kansas Special Education Teacher Scholarship (FY 07)

- Recipients must be currently licensed as a teacher & accepted or enrolled in an approved course of instruction leading to licensure and full endorsement as a special education teacher
- Merit based
- Service obligation – must teach in Kansas on a full-time basis in an accredited private or public elementary or secondary school for no less than 3 years, or on a part-time basis for no less than 6 years
- \$300,000 appropriated for FY 07
- Limit of 50 new scholarships awarded each year

Kansas Teacher Education Scholarship (FY 07)

- Recipients must be currently licensed as a teacher, hold a bachelor's degree and been employed as a teacher in an accredited private or public elementary or secondary school in Kansas for at least four years **OR** they must hold an associate's

degree and been employed at an accredited private or public elementary or secondary school in Kansas for at least four years

- Merit based.
- Service obligation – must teach in Kansas in an accredited public or private elementary or secondary school for a period of not less than one year for each 15 credit hours of assistance received, or on a part-time basis for a period of time equivalent to full-time
- \$86,116 appropriated for FY 07

Nurse Educator Scholarship Program (FY 07)

- Purpose of program is to increase the availability of nursing program faculty in Kansas postsecondary nursing education programs
- Applicants must be a registered nurse who holds a bachelor's degree in nursing and has been accepted for admission or enrolled in a course of instruction leading to either a master's or doctorate in nursing degree
- Not need-based
- Scholarship amounts shall not exceed 70% of the cost of attendance
- Service obligation – 1 year of service for 1 year of scholarship

- Program requires a \$1 cash match from the educational institution for each \$2 of state funding received
- \$200,000 appropriated for FY 07

9-14

9-15

**Comparison of Current Teacher Scholarship Programs
with Proposed 2007 New Program Legislation (SB 23)**

Program	Eligibility Requirements	Service Obligation	Amount of Award
Kansas Teacher Service Scholarship	<ol style="list-style-type: none"> 1. Must be a Kansas resident 2. Awarded to undergraduate students 3. Award based on academic merit 4. Licensed teacher not eligible 5. Must be enrolled full-time (min. 12 hrs each semester) 6. Must plan to teach in either a hard-to-fill discipline or underserved geographic area 	1 year for each year of scholarship	\$5,000; may be renewed
Math & Science Teacher Scholarship	<ol style="list-style-type: none"> 1. Must be a Kansas resident 2. Awarded to undergraduate students 3. Award based on academic merit 4. Licensed teachers not eligible 5. Preference given to students with at least 60 hrs. of coursework completed 6. Must be enrolled full-time (min. 12 hrs. each semester) 7. Must plan to teach math or science in KS 	2 years for each year of scholarship	\$5,000; may be renewed
Special Education Teacher Scholarship	<ol style="list-style-type: none"> 1. Must be a Kansas resident 2. Must be currently licensed as a teacher 3. Award based on academic merit 4. Must be enrolled in course of instruction leading to licensure & full endorsement as a special education teacher 5. May be enrolled part-time or full-time 	Must teach for no less than 3 years if employed full-time; 6 years if employed part-time	Dependent upon number of hours enrolled-up to \$3,000 per semester; May be renewed
Teacher Education Scholarship	<ol style="list-style-type: none"> 1. Must be a Kansas resident 2. Must be currently licensed as a teacher, hold a bachelor's degree & been employed in a school district for at least 4 yrs. OR hold an associate's degree & been employed in a school district for at least 4 yrs. 3. Award based on academic merit 4. May be enrolled part-time or full-time 	Must teach 1 year for every 15 credit hours of assistance received.	Dependent upon number of hours enrolled up to \$3,000 per semester; May be renewed
NEW TEACHER SERVICE SCHOLARSHIP PROGRAM	<ol style="list-style-type: none"> 1. Must be a Kansas resident 2. Depending upon area of teaching (i.e. discipline, geographic area, degree program, etc.) - can be awarded both to undergraduate students & currently licensed teachers seeking licensure & full endorsement in a field such as special education. 3. Award based on academic merit 4. May be enrolled part-time or full-time 	Must teach one year for each year of scholarship; prorated if recipient has been enrolled or employed on a part-time basis.	Dependent upon number of hours enrolled up to \$6,000 annually; May be renewed

The proposed Comprehensive Teacher Service Scholarship Program would keep existing programs intact, but would allow more flexibility in expending the funding to areas of the most need (i.e. shortages in specific fields; shortages in specific geographic areas/rural/urban; or areas in which teachers are outside their area of expertise teaching out-of-field.) The service obligation would be streamlined so that all of the programs would have the same service requirement allowing easier administrative management of the program.