

MINUTES OF THE SENATE EDUCATION COMMITTEE

The meeting was called to order by Chairman Jean Schodorf at 1:35 p.m. on February 13, 2008, in Room 123-S of the Capitol.

Committee members absent: Anthony Hensley- excused

Committee staff present: Sharon Wenger, Kansas Legislative Research Department
 Carol Toland, Kansas Legislative Research Department
 Theresa Kiernan, Revisor of Statutes Office
 Matt Todd, Revisor of Statutes Office
 Shirley Higgins, Committee Secretary

Conferees appearing before the committee: Tom Laing, InterHab
 Senator John Vratil
 Senator Nick Jordan
 Eric Staffor, Associated General Contractors
 Jackie Koehler, Kansas, Inc.
 Mark Tallman, Kansas Association of School Boards

Continued hearing on:

SB 408 – Early childhood education programs; transfer of the administration of tiny-k, early head start and the pre-k pilot to State Board of Education

Tom Laing, Executive Director, InterHab, testified in opposition to **SB 408**. He explained that InterHab members are a large part of the state service network for persons with developmental disabilities, and they are deeply involved with the tiny-k program. In his opinion, the bill ignores the differences between the roles of education and the tiny-k program, and it does nothing to address the financial challenges facing the program. He pointed out that the four key components which make the tiny-k network a success are not among the core emphasis of the education system. He noted that the tiny-k program works well despite historic under-funding because of community collaboration. He emphasized that the most prominent unspoken policy question in the bill was: Should public schools become one-stop shops for all children and all families for education and non-education services from birth to high school graduation? He urged the Committee not to assign duties to the public school system for which they are not suited or qualified. (Attachment 1)

Senator Schodorf commented that **SB 407** and **SB 408** address two issues – **B 407** transfers the authority for the pre-k pilot and the four-year-old at-risk while **SB 408** involves federal dollars and requires a Governor's directive to transfer the administration of tiny-k and the pre-k pilot. She noted that, should the Committee decide not to work **SB 408**, **SCR 1614** addresses the same issue and could be considered instead. With this, she closed the hearings on **SB 407** and **SB 408**.

SB 492 – Teachers; licensure; disqualification for issuance or non-renewal, DUI offenses; conspiracy; out-of-state and federal offenses

Senator John Vratil testified in support **SB 492**. He explained that the bill related to **SB 35** which was passed in the 2007 legislative session to "add teeth" to penalties for persons convicted of "driving under the influence." This legislation added DUI to the list of crimes that cannot be expunged, which inadvertently linked a first-time DUI to the teacher licensing statutes which prohibits the State Board of Education from issuing a license to any person who has a DUI conviction. In his opinion, one mistake made by students early in their life should not prevent them from ever being able to obtain a teaching license. He explained that **SB 492** would change the law so that first and second-time non-felony DUI offenders would still be able to get a teaching license. In conclusion, he called attention to an attachment to his written testimony which listed the crimes for which persons have been refused a teaching license or a renewal of their teaching license for the last ten years. (Attachment 2)

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Senator Vratil went on to explain that sexual battery was inadvertently included in **SB 492** when it was drafted. Therefore, Revisor of Statutes staff was preparing a clarifying balloon amendment which will list the criminal offenses for which one cannot receive a teaching license.

There being no others wishing to testify, the hearing on **SB 492** was closed.

SB 507 – Creating the mathematics, engineering, technology, and science (METS) education innovation council; members; duties

Matt Todd, Revisor of Statutes Office, explained that **SB 507** was recommended by the Math and Science Education Advisory Committee, which met during the interim. He noted that Section 1 of the bill lists the members of the METS Council, and provides that the METS Council will be part of the Department of Commerce, and the Council would expire on December 31, 2012. He then reviewed Section 2, which sets out the powers and duties of the METS Council. He noted that the Council would be required to make an annual report, including its recommendations, to the Legislature on or before December 31 of each year, but it would have no authority to introduce legislation.

For the Committee's information, Mr. Todd explained that Section 2 of Article 6 of the Kansas Constitution sets out that the Legislature shall provide for a State Board of Education, which will have general supervision of public schools, educational institutions, and all the educational interests of the state except functions delegated by law to the State Board of Regents. He noted that an informal Attorney General's opinion issued last year stated that the Constitution does allow the Legislature to shift some or all of the authority of the general supervision to the Board of Regents. Additionally, the Legislature may also place functions that do not rise to the level of general supervision of educational institutions and interests with other entities. He commented, according to this informal opinion, it does not appear that putting the METS Council within the Department of Commerce would raise any constitutional issues.

Senator Nick Jordan, the Chairperson of the Advisory Committee on Math and Science Education, testified in support of **SB 507**. He noted that, in addition to legislators, the Advisory Committee included business leaders and leaders in the education community. He explained that the results of the Committee's meetings are included in a data book entitled, "The Talent Imperative: Building Kansas' Capacity in Mathematics, Engineering, Technology, and Science." He distributed copies of the book, noting that the development of the data was made possible by a grant from the Ewing Marion Kauffman Foundation. The book includes sections titled: (1) Why METS and Innovation Matter for the U.S., (2) Why METS and Innovation Matter for Kansas, (3) K-12 Indicators, (4) K-12 Math-Science Teacher Corps, and (5) Post-Secondary Indicators. Senator Jordan went on to say that high growth industries in the state are going to demand science and math skills, but there are not enough students with those skills graduating from Kansas universities to meet the demand. He then called attention to copies of the Advisory Committee's report to the 2008 Legislature and gave a brief overview of the Advisory Committee's recommendations, which related to the following topics: public awareness strategies, teacher preparation strategies, teacher recruitment and retention strategies, alignment strategies, and coordination activities. (Attachment 3) In conclusion, he commented, if Kansas does not address the issue of science and math education, the state's workforce will be very weak in the future. He also explained that the Advisory Committee felt that the METS Council should be placed within the Department of Commerce because it related to a workforce development issue.

Eric Stafford, Associated General Contractors (AGC) of Kansas, Inc., testified in support of **SB 507**. Noting that AGC's number one issue is workforce development, he explained that AGC has been developing a statewide, seamless construction program that would feature Kansas high schools, technical schools, colleges and community colleges. The METS Council is one step closer to accomplishing AGC's goal to create an opportunity for Kansas' young people to prepare for a rewarding career in the construction industry. (Attachment 4)

Jackie Koehler, Kansas, Inc., presented testimony in support of **SB 507** on behalf of Stan Ahlerich, President of Kansas, Inc. She called attention to Mr. Ahlerich's written testimony which explained that Kansas, Inc., participated in a statewide strategic planning process in 2007 wherein participants stressed the importance of the workforce and retaining youth in their communities. The importance of mathematics, engineering,

CONTINUATION SHEET

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technology, and science were also addressed. Many of the responsibilities outlined for the METS Council align with concepts recommended in the 2007 strategic plan. Ms. Koehler noted that Strategy 10 relates to educating Kansas students appropriately in areas of mathematics, engineer, technology, and science and informing them of both educational and career options in Kansas, and Strategy 31 stresses the importance of retaining students at all levels by offering programs to engage students in the relevancy of their education to the business world. (Attachment 5)

Mark Tallman, Kansas Association of School Boards (KASB), testified in opposition to **SB 507**. KASB does not oppose the basic concept of the bill but objects to two provisions. He urged the Committee to include a representative of school boards on the proposed council and to remove section 2 (h) which directs the council to examine a plan requiring eighth graders in every public school to develop a “flexible career plan” with career goals for high schools. (Attachment 6)

There being no others wishing to testify, the hearing on **SB 507** was closed.

The meeting was adjourned at 2:30 p.m.

The next meeting is scheduled for February 14, 2008.

**SENATE EDUCATION COMMITTEE
GUEST LIST**

DATE: February 13, 2008

NAME	REPRESENTING
Nick Jordan	KS. Senate
Val DeFerra	SQE
Mark Tallman	KASB
Mike Reecht	KIZ INC.
Ruth Cook	Smoky Hill ESC
KORI GREGG	Butler Comm. College
Sheela Kishor	KACCT
Jayle Shan	KACCT
Cathy Bennett	GKC Chamber
DAN JACOBSEN	AT&T
Doug Mays	Tropic Public Schools
Leshi Merard	Families Together, Inc.
Katie Grubaux	Wearney and Associates
Doug Bowman	CCFCDS
Diane Gjerstad	Wichita USD 259



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February 13, 2008

TO: Senator Jean Schodorf, Chair and Members
Senate Education Committee

FR: Tom Laing, Executive Director
InterHab: The Resource Network for Kansans with Disabilities

RE: Senate Bill 408, an act concerning early childhood education, relating to the transfer of the authority of the infants and toddlers with disabilities services program to the Department of Education.

I represent InterHab. Our members are a large part of the state service network for persons with developmental disabilities. They are deeply involved with **tiny-k**. Many infants and toddlers served by **tiny-k** are also served, throughout their lives, by our members. Our members have supported the **tiny-k** program since its birth. Based on progress we have witnessed for infants and toddlers with disabilities in the current **tiny-k** program, the members of InterHab oppose SB 408. The bill ignores the differences between the important but different roles of Education and **tiny-k**, and does nothing to address the financial challenges facing this important program.

Programmatic emphasis:

The four key components which, in concert, make the **tiny-k** network a success are infant and toddler services, family-training services, home-based services, and disability-related services. None of these are among the historic core emphases of the Education system. That is not a criticism. That is a fact.

The individualized and collaborative model of these four components in the community creates an experience for the family which has never been available in the school-based model of our State's education system.

The committee should consider this first before entertaining any more discussions on moving the only service network for infants and toddlers with developmental delays under the umbrella of the Kansas State Department of Education.

Costs and Financing:

Even a cursory examination of **tiny-k** shows a likelihood that KSDE-led programs will increase administrative costs and decrease voluntary financial support from

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Attachment 1

community partners. This combination of negative financial trends would be damaging to the interests of infants and toddlers with disabilities and their families.

On the cost side, there is a long running practice of requiring excessive fees and unnecessary hoops for **tiny-k** networks to jump through for funding they receive. On the income side, as was noted yesterday, millions of dollars in available resources are routinely not captured by school-led tiny-k networks.

Collaboration:

The **tiny-k** program works well despite historic under-funding because of community collaboration. Local networks respond to local needs, one child and one family at a time. Their wrap-around approach recognizes that family interests and child interests are integrated. They know that success is only assured when it involves the whole family, and the whole community.

That approach has never been the mission of the Education community. The state's education department and its hundreds of independent school districts have not yet learned to transform from the self-contained philosophy of K-12 models, into community-wide collaborative models.

An important contributing factor is this: The Education system has not overcome the residual effects of discrimination against children with disabilities that existed into past 1970s and necessitated the passage of the IDEA. The resistance to these programs lingers in the language of those in the education community who continue to call this one group of children "an unfunded mandate".

We will only know we have made progress when the "unfunded mandates" among the children of Kansas (so called because they have a disability) are referred to simply as "children".

Policy:

Perhaps the most prominent unspoken policy question in the bill is this:

Should public schools ultimately become one-stop shops for all children and all families, for both their education and non-education services (such as **tiny-k**), from the time of a child's birth to his or her high school graduation ceremony?

That policy question is at the heart SB 408. We believe it is a radical burden to place on the shoulders of public schools, one to which they are not equipped to respond.

Proponents of SB 408 may protest that they would never presume for all families to be a part of such an overarching bureaucracy. They may point out that SB 408 only talks about infants and toddlers and families covered by **tiny-k**. However, if that is their response, we must ask: "Why then should these families, who are already challenged by the uniqueness of their circumstances, become suddenly more challenged by this experiment of government?"

Summary:

As advocates for persons served by this program, we urge you not to reassign the most important program in state government for infants and toddlers with developmental delays and their families into a department without the collaborative community expertise needed to assume the role.

As advocates for public education, we urge you to not assign duties to our public school system for which they are not suited nor qualified.

We respectfully urge the Committee to vote no on SB 408.

Actual Revenue Reported by Part-C Networks for Fiscal Year 2007 (July 2006-June 2007)

Analysis of Revenue Information Provided by Agencies to KDHE as part of Annual Reporting Process

Lead Agency Network	Total	Total	Total	Jan-Jun07	Largest 12	Per Child
	Fed/State	Local/Priv		Counts	Networks	Revenue
Education Lead						
Cloud/Rep	\$73,431	\$0	\$73,431	29		\$2,532
Douglas	\$551,198	\$135,250	\$686,448	165	7	\$4,160
Flint Hills Emporia	\$184,951	\$0	\$184,951	66		\$2,802
Geary Co	\$346,925	\$0	\$346,925	120	12	\$2,891
Harvey Co	\$293,479	\$3,000	\$296,479	65		\$4,561
Jewell/Lin/Mitc *	\$35,288	\$0	\$35,288	9		\$3,921
Marion	\$42,586	\$8,688	\$51,274	10		\$5,127
NEKSESC Lecompton	\$395,739	\$6,250	\$401,989	116		\$3,465
NWKSESC Oakley	\$192,189	\$20,000	\$212,189	55		\$3,858
Osage Co	\$158,657	\$0	\$158,657	51		\$3,111
Ottawa-Wellsville	\$174,731	\$9,667	\$184,398	49		\$3,763
Pott-Wab	\$155,702	\$25	\$155,727	33		\$4,719
REACH	\$285,155	\$70,130	\$355,285	73		\$4,867
Riley Co	\$191,297	\$0	\$191,297	67		\$2,855
SEKS 0-3	\$775,774	\$2,250	\$778,024	218	5	\$3,569
	\$3,857,102	\$255,260	\$4,112,362	1,126		\$3,652
DUAL Fiscal/Lead Agencies						
Marshall Co	\$131,263	\$0	\$131,263	33		\$3,978
FY07 Total Education/Dual	\$3,988,365	\$255,260	\$4,243,625	1,159		\$3,661

NON-EDUCATION LEAD, COMMUNITY BASED (Not-for-Profit, Hospital or Tribal Unit)						
Arrowhead	\$611,759	\$305,699	\$917,458	120	11	\$7,645
Butler Co	\$371,453	\$31,359	\$402,812	114		\$3,533
City Atchison	\$127,775	\$1,000	\$128,775	32		\$4,024
Clay/Washington	\$148,950	\$2,983	\$151,933	32		\$4,748
Hays	\$310,453	\$208,475	\$518,928	84		\$6,178
Johnson Co	\$3,791,301	\$49,379	\$3,840,680	969	1	\$3,964
Kid-Link	\$296,706	\$20,262	\$316,968	35		\$9,056
Lakemary	\$254,011	\$0	\$254,011	74		\$3,433
Leavenworth	\$497,337	\$42,988	\$540,325	141	10	\$3,832
McPherson	\$226,900	\$26,081	\$252,981	59		\$4,288
PACT	\$160,270	\$44,358	\$204,628	33		\$6,201
Prairie Band*	\$11,000	\$0	\$11,000	6		\$1,833
Reno Co	\$419,469	\$122,189	\$541,658	144	9	\$3,762
Russell CDC	\$812,231	\$403,608	\$1,215,839	244	4	\$4,983
Salina	\$924,801	\$167,895	\$1,092,696	216	6	\$5,059
Sedgwick Co	\$2,515,753	\$754,728	\$3,270,481	754	2	\$4,338
Shawnee Co	\$1,288,330	\$403,518	\$1,691,848	341	3	\$4,961
Sumner Co	\$123,181	\$27,276	\$150,457	47		\$3,201
Sunflower	\$360,119	\$141,701	\$501,820	86		\$5,835
Wyandotte Co (est)	\$858,678	\$41	\$858,719	149	8	\$5,763
FY07 Total Community Based	\$14,110,477	\$2,753,540	\$16,864,017	3,680		\$4,583

FY07 TOTAL **\$18,098,842** **\$3,008,800** **\$21,107,642** **4,839** **\$4,362**

FY07 Education/Dual % of Total Revenue/Children Served **22.0%** **8.5%** **20.1%** **24.0%**

FY07 NON-EDUCATION LEAD, COMMUNITY BASED **78.0%** **91.5%** **79.9%** **76.0%** **Avg. \$924 more/child**

Notes:
Revenue Information Provided by Agencies to KDHE as part of Annual Reporting Process

* Jewell/Lin/Mitc are FY2006 Revenue and Counts. FY2007 numbers have not been submitted as of 02/04/08.

Federal/State Revenue - includes Part-C Grant, KSDE Funds, Medicaid and SRS

Local Private Revenue - includes County Mill funds, CDDO, United Way, Donations and Endowment funds and Fund Raising.

During FY2006, fee's paid to access categorical aid funding through Education by tiny-k networks averaged 6.2%. Applying this average to FY2007 reported categorical aid funds, fees paid are estimated at \$496,000. In FY2006 fee's paid were reported to be \$405,000. Fees are in the range of 6 - 8% with one large network reporting a fee of \$180,000 or 6.5% in FY2007.

Local/Private Revenues - 91.5% of this revenue stream is generated by non-education community based lead agencies.

Average Revenue per Child - \$4,583 for non-education lead agencies versus \$3,659 for education lead agencies.

Of the \$1,830,925 accessed in SRS/Medicaid funds, 10.8% (\$196,967) was accessed by education-led networks as compared to an overwhelming 89.2% (\$1,633,958) accessed by community-led networks.

Of the \$277,904 accessed in private insurance, only community-led networks utilized this funding source.

Nine (9) of the twelve (12) largest networks are community-led and serve 84.8% of the children state wide.

State of Kansas

JOHN VRATIL
SENATOR, ELEVENTH DISTRICT
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COMMITTEE ASSIGNMENTS
CHAIR: JUDICIARY
VICE CHAIR: EDUCATION
MEMBER: FEDERAL AND STATE AFFAIRS
ORGANIZATION, CALENDAR
AND RULES
SENTENCING COMMISSION
INTERSTATE COOPERATION

Vice President Kansas Senate

Testimony Presented to
The Senate Education Committee
By Senator John Vratil
February 6, 2008
Concerning Senate Bill 492

Good Afternoon. Thank you for the opportunity to appear before the Senate Education Committee in support of Senate Bill (SB) 492.

During the 2007 legislative session, we passed legislation (SB 35) which was intended to “add teeth” to penalties for persons convicted of “driving under the influence.” As occurs from time-to-time, the legislation had an unintended consequence. Senate Bill 35 added driving under the influence (DUI) to the list of crimes that cannot be expunged and inadvertently linked a first-time DUI to the teacher licensing statute (K.S.A. 72-1397) which prohibits the State Board of Education from “knowingly [issuing] a license to or [renewing] a license of any person who has been convicted of any offense or attempt to commit any offense specified in subsection (c) of K.S.A. 21-4619.”

As a result of SB 35, an individual who receives one DUI at some point in their life cannot obtain a license to teach. Senate Bill 492 would remove this restriction. I support this legislation, not because I do not consider “driving under the influence” to be a serious act, but because I recognize that one mistake should not, in every situation, define a person for the balance of their life. I have heard from at least one concerned parent that their daughter is pursuing a teaching degree and because of the unintended consequence created through SB 35, the young woman will not be able to obtain a license to teach. We have a teacher shortage in our state. We should consider the circumstance surrounding the mistake and how the individual responds to that mistake rather than dwell on the mistake itself.

I ask that you support SB 492.

A handwritten signature in blue ink that reads "John Vratil". The signature is fluid and cursive.

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Senate Education Committee
2-13-08 Attachment 2

Applications for Teaching Certificates Denied

Number of Applications for Teaching Certificates Denied 1998-2007

ALL CRIMES	DUIs *	SEXUAL BATTERY
52	9	1

*DUI numbers do not include 7 applications on hold, per Kevin Ireland KS Dept. of Education

<u>Year</u>	<u>All Crimes</u>	<u>Driving Under Influence</u>	<u>Sexual Battery</u>
1998	Embezzlement		
1998	Felony Poss. Of Cocaine		
1998	Felony Bank Fraud		
1999	Felony Interference w/ Parental Custody		
1999	Felony Theft & Forgery		
1999	Falsified Transcript		
2000	Felony 2nd degree forgery, perjury		
2000	Felony Theft		
2000	Felony Child Pornography Offense		
2000	Burglary/Attempted Theft/Diversion		
2000	Felony- Making a false writing		
2001		Felony, DUI 3rd	
2001		Felony, DUI 3rd, not discl.	
2001	Misd. Theft convict; failure to disclose		
2001	Felony, Giving Worthless Checks (8)		
2002	Felony Aggrav. Failure to Appear, Fail to disclose		
2002	5 counts Misd. Theft		
2002	Felony Solicitation to Commit 1st degree Murder		
2002	Misd. Possess. Marijuana, Failure to Disclose		
2002	Felony Aggr. Motor Vehicle Theft		
2002	Diversion-Felony theft		
2003	Diversion- Misd. Possess. Marijuana & Drug Para		
2003	Diversion- drug related conduct		
2003	Felony Manufacturing, Controlled Substance		
2003		Felony DUI 3rd, not disclos	
2003	Falsified PLT test score		
2003	Felony- Forgery		
2003	Misd.- drug-related conduct, Failure to disclose		
2003	Felony Murder-2nd degree failure to disclose		
2003	Felony Arson, failure to disclose		
2003	Misd. Poss.. Controlled Substance, Failure disclose		
2004	Div., Felony Theft & Forgery Convict. 2 counts		
2004	Misd. Poss. Marijuana, worthless check, disclose		
2004	Div.- Drug related conduct, prior applic. Denied		
2004	Felony, aiding a felon, did not disclose		
2004	Felony, Burglary, Failure to disclose		
2004		Felony DUI 3rd	

Applications for Teaching Certificates Denied

<u>Year</u>	<u>All Crimes</u>	<u>Driving Under Influence</u>	<u>Sexual Battery</u>
2004	Submitted falsified docs in support applic.		
2004	Felony theft & felony forgery, failure to disclose		
2005		Felony DUI, not disclosed	
2005		Felony DUI, not disclosed	
2005	Lic. Revoked 2000 felony drug		
2005	Lic. Revoked 1998 felony drug		
2005	Misd. Drug convictions, failure to disclose		
2005	Lic. Revoked Mo., failure to disclose		
2005		Felony DUI	
2005		Felony DUI	
2005	Felony Theft		
2005	Felony 2nd degree murder, failure to disclose		
2006	Lic. Revoked 1998 felony drug		
2006	Diversion, felony, giving worthless check		
2006	Charg 5 counts sexual relations w/ stud., disclose		
2006			Felony Sexual Assault
2006	Fed. Felony bank fraud		
2006	Pled & adjudged guilty felony theft		
2006	Diversion, felony criminal threat		
2006	Felony/Misd. Drug, failure to disclose		
2006	Felony 1st degree forgery, failure to disclose		
2007	License revoked 1998, felony drug		
2007	Lic. Revoked 2007, felony theft diversion		
2007	Failure to disclose discip. a/ in Co. criminal charg.		
2007		Felony DUI	

**Report of the
Advisory Committee on Math and
Science Education
to the
2008 Kansas Legislature**

CHAIRPERSON: Senator Nick Jordan

VICE-CHAIRPERSON: Representative Kenny Wilk

RANKING MINORITY MEMBER: Senator Laura Kelly

OTHER MEMBERS: Senator Ruth Teichman; and Representatives Shirley Palmer, Sheryl Spalding, and Kenny Wilk

STUDY TOPICS

- Math and Science Education

January 2008

Senate Education Committee
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Attachment 3

Math and Science Education Advisory Committee

REPORT TO THE 2008 LEGISLATURE ROAD MAP TO SUCCESS

CONCLUSIONS AND RECOMMENDATIONS

Although Kansas leads the world in production agriculture and airplane design and manufacturing, the economy of the state is more diverse and more service-oriented than many may realize. The sectors that are most likely to generate significant numbers of high-wage jobs are knowledge based. Most of these high-growth sectors also are intensely competitive. In order to create and maintain competitive advantage, Kansas must produce a deeper pool of technically skilled workers, while at the same time building capacity in frontier research and product development in selected fields.

Improving Kansas' capacity in mathematics, engineering, technology, and science (METS) is vital if Kansas is to remain nationally as well as internationally competitive. Improving this capacity will require increasing awareness of the issue among students and parents, improving the salary and benefits of the state's teachers, aligning classroom learning with the requirements of the marketplace, and keeping the state at the cutting edge of innovation in math and science teacher preparation and education.

In acknowledgment of this, the Math and Science Education Advisory Committee, composed of legislative, education, and business leaders from across the state developed the recommendations described below.

Public Awareness Strategies

- Encourage the Governor and legislators to speak publicly and frequently about the critical shortage of math and science majors and the impact on Kansas.
- Develop public awareness initiatives that consider students of all ages beginning with elementary school, including the following:
 - Produce marketing initiatives that highlight the benefits of science and math careers for students, partnering with METS industries whenever possible to increase the awareness of the need for math and science in all levels of students' career goals.
 - Develop a public campaign that stresses the importance of math and science to the general public.
 - Coordinate and develop the Kansas Math and Science Awards Program to celebrate and reward outstanding students for METS achievements.
- Expand after school and summer program opportunities for elementary through high school students to nurture skills, interests and appreciation for science and mathematics.

- Support the development of the Kansas Academy for Math and Sciences at Fort Hays State University.

Teacher Preparation Strategies

- Support new innovative pathways to math and science teacher licensure, such as the UKanTeach Program, at the University of Kansas.
- Encourage better partnerships between higher education METS departments and the schools of education in the preparation of teachers.
- Establish a joint masters program for teachers offered collaboratively by Regents' universities through on-line delivery methods for preparation and professional development.
- Support new, innovative and cooperative programs to produce METS teachers between universities and community colleges, such as the "2 + 2 program" which Emporia State University cooperatively operates with Butler and Kansas City, Kansas, Community Colleges.

Teacher Recruitment and Retention Strategies

- Provide METS teachers special incentives, partnerships, and competitive compensation, using vehicles such as the UpLink program which connects educators with businesses; teacher housing as provided in some rural western Kansas school districts; and the tax credit program which provides tax credits to businesses hiring teachers during the summer.
- Support a set of coordinated regional centers for METS at institutions of higher education that would provide on-going professional development.
- Support the development of a master teacher program to provide mentoring support and professional development opportunities for METS teachers. Create efficient pathways for second career teacher candidates.
- Develop strategies that allow "retired teachers" in METS disciplines to return to the classroom with no reduction of retirement payments.
- Support summer institutes that provide opportunities to update the skills of mathematics and science teachers, examples of such institutes include the Emporia State University Bioscience Institute for Kansas high school teachers.

Alignment Strategies

- Strengthen and align preschool through career recommended curricula in METS areas, including career emphasis activities.
- Expand the academic competition and award opportunities that promote research in the classroom at the secondary level. Advance the METS learning timeline while exposing students to real world METS applications. Encourage algebra in the 8th grade and calculus

in 12th grade. Begin to move toward a 4 X 4 required secondary curriculum – four years of science and four years of mathematics required for every student.

Coordination Activities

- Create a statewide METS Education Innovation Council made up of appointments from the Kansas Board of Regents, State Board of Education, and the business community. The Secretary of the Kansas Department of Commerce would be the Council's convener.

Proposed Legislation: This Committee is not authorized to introduce legislation.

BACKGROUND

Upon the request of Senator Nick Jordan and Representative Kenny Wilk, the Legislative Coordinating Council (LCC) created the Math and Science Education Advisory Committee as a 2007 Interim Committee. Membership of the Committee included six legislators, four business leaders, and four education community leaders with all appointments made by legislative leadership. The Committee held its first meeting on September 26, 2007. The Committee met monthly through early January 2008. Results of the Committee's meetings included two products: a data book entitled: *The Talent Imperative: Building Kansas' Capacity in Mathematics, Engineering, Technology, and Science* and recommendations designed to improve the mathematics, engineering, technology, and science efforts of the State.

COMMITTEE ACTIVITIES

Testimony

Over the course of five months, the Committee heard testimony from a variety of educators and program directors involved in providing innovative METS programming across the State. Foundational information on current METS programming in the State was presented at the Committee's first meeting by Dr. Alexa Posny, Commissioner, Kansas Department of

Education, and Reginald L. Robinson, President and CEO of the Kansas Board of Regents. Other presenters discussed METS programs:

- Jewell Scott, Executive Director, The Civic Council of Greater Kansas City;
- Dr. Patricia All, Superintendent, Olathe School District;
- Verneda Edwards, Executive Director of Curriculum and Instruction, Blue Valley School District;
- Denise Wren, Assistant Superintendent for High Schools, Wichita School District;
- Lori Doyle, Principal, Wichita West High School, Wichita School District;
- Dr. Janis Lariviere, Director, UKan Teach Math and Science Teacher Preparation Program;
- Brigadier General Deborah Rose, STARBASE Program;
- Nicole Riegel and Dr. Keith Gary, Kansas Area Life Sciences Institute, Inc.;
- Laura Norris, Executive Vice President, Youth Friends in Greater Kansas City;
- Joan Friend, Superintendent, Unified School District 494, Syracuse;
- Joe T. Davis and Laura Loyacono, Project Lead the Way, Kansas City; and
- Dr. Zulma Toro-Ramos and Lary Whitman, College of Engineering, Wichita State University.

Committee meeting minutes will provide greater detail regarding each presenter's

testimony. Meeting minutes can be reviewed in the Office of Legislative Administrative Services.

Development of a Data Book

The data presented in this book are designed to illuminate two basic questions: First, why does building capacity in mathematics, engineering, technology, and science (METS) matter to the nation as a whole and especially to the State of Kansas? Second, where does Kansas stand in regard to METS? The development of the

data book was made possible by a grant from the Ewing Marion Kauffman Foundation to the Building Engineering and Science Talent (BEST), an independent, San Diego-based non-profit organization that specializes in education and workforce development in technical fields. BEST assembled a data book for the State of Missouri in 2006. Mr. John Yochelson of BEST worked closely with the Committee and others, including the Kansas Board of Regents, Kansas Department of Education, Kansas Department of Commerce, and Kansas, Inc. in compiling the data book.



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**TESTIMONY OF
ASSOCIATED GENERAL CONTRACTORS OF KANSAS
BEFORE SENATE COMMITTEE ON EDUCATION
SB 507**

February 13, 2008

By Eric Stafford, Associated General Contractors of Kansas, Inc.

Madam Chairman and members of the committee, my name is Eric Stafford. I am the Associate Director of Government Affairs for the Associated General Contractors of Kansas, Inc. The AGC of Kansas is a trade association representing the commercial building construction industry, including general contractors, subcontractors and suppliers throughout Kansas (with the exception of Johnson and Wyandotte counties).

The AGC of Kansas supports Senate Bill 507 and requests that you report it favorably for passage.

In 2007, AGC testified in front of this committee in support of HB 2556 which established the Postsecondary Technical Education Authority to review and recommend any changes to the governance, programs, funding and other services of postsecondary technical education programs.

As stated last year, AGC has been working on developing a statewide, seamless construction program that would feature Kansas high schools, technical schools, colleges and community colleges. It has been AGC's vision to create an opportunity for Kansas' young people to advance through a system that will best prepare them for a rewarding career in the construction industry. In conjunction with the Technical Education Authority, the METS Innovation Council is one step closer in accomplishing that goal.

In 2000, AGC created a construction program at Wichita East High School that has become the model for four additional programs across the state. This program is unique as it brings industry representatives into the classroom to teach students not only about specific construction trades, but about the career opportunities available in the construction industry, much like what is proposed in SB 507. Students who perform well in each class are also given the opportunity to gain experience in the field with a contractor or subcontractor in the summer months. Several students from these classes have joined the workforce immediately following high school, or have enrolled in the construction science and management programs at Kansas State and Pittsburg State Universities.

The Kansas Legislature has made great strides in the past few years, realizing that education and workforce development are critical to economic development in the state of Kansas. AGC commends the work of the legislature, but a major investment is needed in technical education for an effective technical education and training system. Without adequate funding, efforts by this council, will fall far short of what is needed to keep Kansas competitive with other states when competing for well-trained employees.

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enefits of technical education should not be ignored, both for the opportunities it creates for the citizens o. Kansas and for our state's ability to grow economically. Again, for Kansas to be successful, it must have a trained workforce, including technical professions, starting as early as the middle school level.

In closing, the state of Kansas desperately needs a coordinated, well funded, technical education system that is responsive to the industries that will eventually be providing jobs to the students graduating from these programs.

The AGC of Kansas respectfully requests that you recommend SB 507 for passage. Thank you for your consideration.

Kansas, Inc. Written Testimony on Senate Bill 507
Senate Education Committee
February 13, 2008
Stan R. Ahlerich, President

Chairperson Schodorf, members of the Senate Education Committee, Kansas, Inc. appreciates the opportunity to provide written testimony on Senate Bill 507 creating the mathematics, engineering, technology and science (METS) education innovation council.

Kansas, Inc. is an independent, objective, and non-partisan organization designed to conduct economic development research and analysis with the goal of crafting policies and recommendations to ensure the state's ongoing competitiveness for economic growth. Through analysis and open dialogue, Kansas, Inc. identifies policy options and builds consensus essential for concerted action on vital economic issues.

Kansas, Inc. stands as a proponent to the concepts addressed in Senate Bill 507. Through our written testimony, we hope to provide some insight in regards to the importance of preparing Kansas' youth in the areas of mathematics, engineering, technology and science. The concepts were brought forth during the 2007 statewide economic development strategic planning process. Entitled *Leveraging our Foundations and Designing the Future: A Kansas Economic Renaissance*, the 2007 strategic plan was the result of a yearlong process, driven by sound, fundamental research and tested with business input throughout the state.

During the strategic planning process, participants throughout the state stressed the importance of the workforce and retaining youth in their communities. Specifically addressed in the plan are strategies and recommendations that focus on training, attraction and retention, and portability and lifelong learning. The importance of mathematics, engineering, technology and science were also addressed. Many of the responsibilities outlined for the METS council align with concepts recommended in the 2007 strategic plan. The METS council can be an innovative and effective conduit in which innovation and change can occur for Kansas' educational system.

Strategy 10 (attached to testimony) from the perspective of the professional, scientific and technical services sector, relates to educating Kansas students appropriately in the areas of mathematics, engineering, technology and science and informing them of both educational and career options in Kansas. Business and education partnerships are stressed as ways to encourage student involvement, such as the Olathe 21st Century High Schools program which provides relevant education in a hands on environment. The Kansas Career Pipeline is an online tool that can be used to encourage student exploration into careers and educational paths in Kansas.

Strategy 31 (attached to testimony) is from the perspective of workforce development in Kansas. It stresses the importance of retaining students at all levels by offering programs to engage students in the relevancy of their education to the business world, again highlighting programs such as the Olathe 21st Century High Schools Program and the Kansas Career Pipeline. It also highlights the Kansas Academy of Mathematics and Science as a new way to educate those truly gifted in the mathematics and science fields. Other recommendations for Strategy 31 include providing incentives to take advantage of the opportunities in Kansas and marketing these options and opportunities to students, parents, and educators.

In conclusion, the education of Kansas' youth, particularly in the fields of mathematics, engineering, technology and science will be critical for the economic growth of Kansas. Any efforts the state makes in ensuring the success of our students in these areas will help Kansas to strategically position itself for success. Again thank you for the opportunity and we applaud the common sense approach of your Committee to build prudent policies for our future.

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Strategy 10 – Ensure all graduates are informed and prepared for professional, scientific, and technical service jobs in Kansas, particularly in STEM (Science, Technology, Engineering, and Math) fields.

10-1 Develop partnerships between businesses and secondary educational institutions to design curriculum that prepares students for jobs in Kansas. Utilize successful career curriculum alignment programs, such as the Olathe 21st Century High Schools program and design a template for statewide application.

Partnerships between businesses and secondary educational institutions can ensure students are prepared and informed regarding educational and career opportunities in Kansas. Programs that engrain businesses within the educational process ensure students are better prepared for the workforce. This also provides a connection between students and businesses, creating a relevancy between their educational curriculum and their real-world opportunities.

The Olathe 21st Century High Schools Program¹ was designed to provide educational programs with business involvement and partnerships. Programs are centered around the following criteria: making classroom learning relevant to the outside world, focusing on the global workplace, recognizing the broad-based role of technology, promoting the importance of citizenship and character, and providing flexibility of schedule and interactive instructional methodology. Program examples include: aerospace and engineering, biotechnology/life sciences, computer systems networking, health career sciences, culinary arts, e-communication and many others.

With this program students have opportunities to complete internships with businesses and work with college professors on various projects. These types of programs should be further developed as a template for statewide application.

10-2 Promote the statewide use and business involvement with the Kansas Career Pipeline to encourage student exploration into careers and educational paths in Kansas. Encourage contact with Kansas businesses through internships and job shadowing.

The Kansas Career Pipeline (KCP)² is an online assessment tool intended to match aptitudes and interests with in-demand careers and postsecondary institutions providing the relevant curriculum. Students can also be matched with businesses through e-mentors, summer jobs, apprenticeships, job training, scholarships and eventual employment. During the 2007 Legislative Session, \$420,120 was appropriated for funding the KCP, contingent on a dollar-for-dollar match from business and industry partners. The sustainability of this program will depend on the long-term commitment of private industry and the state. Businesses must be encouraged to meet the match requirements. There must be widespread involvement from the private sector to highlight career opportunities throughout Kansas and match students with the needs of businesses.

STEM fields are visible in the KCP, as it focuses on careers in healthcare, biotechnology, technology, energy and manufacturing.

Beyond the KCP, businesses should be encouraged to interact with students in Kansas through various other internship and job shadowing programs, orchestrated through educational institutions or other programs. Business interaction with students is critical to building our future workforce.

10-3 Incorporate entrepreneurship, leadership, innovation and customer service training into our education system.

¹ Olathe 21st Century High Schools Program was developed out of necessity to attract and provide incentives for students to attend the new Olathe High School in early 2000. The program was designed based on community input, national research and student interest. Students began enrolling in the spring of 2003.

² Accessed at: <http://www.careerpipeline.org>

The service sector is a vital part of the Kansas economy. To be successful in this sector, the workforce must possess specific skills and competencies that are non-disciplinary and important to business opportunities. Entrepreneurship, leadership, innovation and customer service are skills that should be emphasized in our education system. Students must be exposed to their use and relevance in the workplace.

Strategy 31 – Build capacity by retaining and attracting a skilled and educated workforce.

31-1 Ensure the state equips primary and secondary students with the skills necessary to pursue education and employment opportunities, with the focus being on STEM (Science, Technology, Engineering, and Math) fields.

To ensure a supply of educated workers in Kansas, our primary and secondary educational institutions must sufficiently prepare students for postsecondary education and career opportunities in Kansas. Educators must begin this process at a younger age. The focus of this process should be on future career opportunities and the best path to attain that goal. Student aptitudes and interests should be matched with business demands to ensure student success.

Potential tools to assist this process include the Kansas Career Pipeline (KCP) and the Olathe 21st Century High Schools Program. STEM (Science, Technology, Engineering and Math) fields are visible in the KCP and Olathe 21st High Schools Century Programs, and are major drivers for the Kansas economy. Another example program is the Kansas Academy of Mathematics and Science (KAMS)³, a new way of preparing students in STEM fields, designed for high school juniors and seniors talented in science and math to enroll in a two-year program of study culminating in both a high school diploma and college credits equivalent to an associate's degree.

31-2 Support and facilitate business interaction with postsecondary students through scholarships, internships, and job shadowing. Businesses should be an active partner with educational institutions in regards to career curriculum, guidance, and opportunities and could be awarded with potential tax incentives or credits.

Interaction between students and businesses must occur at the postsecondary level. To retain Kansas graduates they must have interaction with businesses to inform them of career opportunities. Businesses should partner with postsecondary educational institutions to ensure career curriculum alignment, guidance and opportunities are made available to students. Scholarships, internships and job shadowing are ways for businesses to interact with students. Programs such as the Kansas Career Pipeline can be used to connect postsecondary students with businesses using tools such as e-mentors, summer jobs, apprenticeships, job training, scholarship, and eventual employment.

31-3 Provide incentives that encourage students to remain in Kansas for postsecondary education and careers.

Being an importer of postsecondary students, Kansas has the opportunity to build incentives into its education structure to retain a larger percentage of graduates in the state if we can match them up with the desirable career opportunities.

To build a qualified workforce, Kansas must continue to attract and retain postsecondary graduates. Offering scholarships, loan repayment, in-state tuition, etc. may help retain more graduates. Offering in-state tuition to students from surrounding states or former residents could provide some incentive to come

³ An RFP was issued to Kansas public postsecondary educational institutions during 2007 and a final decision will be made during 2008. Responding institutions will describe the specifics of the operation of KAMS and provide a detailed budget. The recipient of the award will receive \$100,000 to finalize plans for the Academy. The Board of Regents 2007 legislative agenda includes implementation of the Kansas Academy of Mathematics and Science.

to and potentially stay in Kansas. Research could provide further insight into incentives and other methods of attracting and retaining a larger percentage of Kansas graduates.

31-4 Design a Leadership Kansas-type program that incorporates entrepreneurial and leadership experience into our educational system.

Entrepreneurship and leadership are a few of the characteristics our youth should be exposed to at a younger age, and these types of opportunities should be built into our educational system. Programs that serve as catalysts for the continued development of entrepreneurship and leadership should be created to target Kansas youth. Existing program models, such as the Leadership Kansas⁴ Program could be utilized to target students.

31-5 Market business and career opportunities in Kansas to all prospective individuals.

Many opportunities exist to market business and career opportunities in Kansas to specific groups including: graduates, older citizens, military, immigrants, and disabled citizens. Targeted marketing campaigns and programs, such as the Helmets to Hardhats⁵ program may make these populations aware of the opportunities. Kansas should actively encourage participation in these types of programs.

Innovative concepts will help equip our students with the skills they need to succeed during their careers. Kansas exports workers; we need to be more creative and have the tools necessary to keep individuals here.

31-6 Market postsecondary technical education opportunities and careers by targeting students, parents, educators and counselors.

In March of 2007, the Kansas Technical College and Vocational School Commission submitted a report to the state legislature, stating that only 20 percent of current jobs require a four-year degree and there is an increased demand for skilled workers.⁶ There is a shortage of workers for jobs requiring only a technical degree.

The focus of high-school counselors seems to be on enrollment into four-year institutions. Students, parents, educators and counselors must be aware of the potential opportunities that exist with careers requiring technical degrees. We must market and educate these opportunities to help address our workforce shortages by developing a message campaign that highlights the importance of postsecondary technical education and specific skill sets.

31-7 Study and develop workforce solutions for the aging population and immigrants.

Workforce shortages are becoming an issue not only in Kansas, but throughout the U.S. Opportunities for recruiting alternative or non-traditional workers, such as the older population and immigrants may provide a solution to this issue. Workforce solutions must remain flexible enough to accommodate these workers. Further study of these issues may produce innovative ways to recruit and accommodate a non-traditional workforce in Kansas.

⁴ Leadership Kansas is a statewide program designed to enhance and motivate current and future leaders from various communities. Participants engage in educational and informational training sessions in six Kansas communities over the course of a year, with discussion surrounding various topics including business, education, agriculture, public policy, societal health and development, economics, and government.

⁵ Helmets to Hardhats is a national program that connects National Guard, Reserve and transitioning active-duty military members with quality career training and employment opportunities within the construction industry. The program is administered by the Center for Military Recruitment, Assessment, and Veterans Employment and headquartered in Washington, D.C. Direction for management of the center comes from a board of trustees comprised of equal numbers of employer and labor trustees.

⁶ See *Positioning Kansas*, p. 59.

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Testimony before the
Senate Committee on Education

on

SB 507 – Creation of the Mathematics, Engineering, Technology and Science Innovation Council

by

Mark Tallman, Assistant Executive Director/Advocacy
Kansas Association of School Boards

February 13, 2008

Madam Chairman and Members of the Committee:

Thank you for the opportunity to offer comments today on **SB 507**, creating the Mathematics, Engineering, Technology and Science Education Innovation Council.

KASB is certainly aware of the economic challenges that indicate a need to strengthen math and science education, and does not oppose the basic concept of this bill. However, we do object to two provisions in **SB 507**, as drafted.

First, KASB believes that any statewide educational advisory group should include representatives of those who are constitutionally responsible for the maintenance, development and operation of public schools: locally elected school boards. **SB 507** requires representation by teachers, business representatives, and appointments by the Governor, the Legislature, the Kansas State Board of Education and Kansas Board of Regents – every constitutional entity responsible for education except local school boards. That means a critical voice will be missing from the deliberations of the council.

Second, section 2 (h) of the bill (page 3, lines 20-23) directs the council to examine a plan requiring eighth graders in every public school develop a “flexible career plan” with career goals for high schools. We think such a plan has implications that go far beyond the scope of a METS council. Should the Legislature wish to investigate a proposal that would dramatically change the nature of secondary education in Kansas, it should be done through a far more inclusive process that what is outlined in **SB 507**.

In conclusion, we urge the committee to include a representative of school boards on the proposed council and remove section 2 (h). Thank you for your consideration.

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Attachment 6*