

MINUTES OF THE SENATE EDUCATION COMMITTEE

The meeting was called to order by Chairman Jean Schodorf at 1:30 p.m. on February 25, 2009, in Room 446-N of the Capitol.

All members were present.

Committee staff present:

Kristen Kellems, Office of the Revisor of Statutes
Theresa Kiernan, Office of the Revisor of Statutes
Matt Sterling, Office of the Revisor of Statutes
Martha Dorsey, Kansas Legislative Research Department
Sharon Wenger, Kansas Legislative Research Department
Dorothy Gerhardt, Committee Assistant

Conferees appearing before the committee:

Dr. Edward H. Hammond, President, Fort Hays State University
Ron Keller, Director, Kansas Academy of Mathematics and Science, FHSU
Tyler Clark, St. John High School
Rabbi Michael and Kay Davis (written only)
Dale Dennis, Deputy Commissioner, Kansas Department of Education
Mark Tallman, Kansas Association of School Boards

Others attending:

See attached list.

Approval of Minutes

Senator Teichman moved to approve the minutes of February 16, 2009; February 17, 2009; and February 18, 2009 as written. The motion was seconded by Senator Owens. Motion carried on a voice vote.

Kansas Academy of Mathematics and Science

Dr. Edward H. Hammond, President, Fort Hays State University, (Attachment 1) provided a short overview of the Kansas Academy of Mathematics and Science (KAMS), a project created by the legislature, including progress-to-date on implementation of the concept. He also introduced information on "KAMS Lite", an alternate funding proposal they have developed for KAMS; funding at less than the \$713,000 which was pre-approved in this fiscal year. Their proposal includes a reduction of \$216,000 by not hiring two faculty positions, academic counselor, and psychologist; a reduction of \$55,000 through reduction of general equipment purchases associated with the staffing needs; and a reduction of \$29,000 in the activities fund; for a total reduction of \$300,000. With these reductions, plus private support in the amount of \$63,000, they have reduced requested appropriations to \$350,000.

Ron Keller, Director, Kansas Academy of Mathematics and Science, FHSU, (Attachment 2) gave a short presentation which included a brief history of the program, curriculum overview, living arrangements for the students, admission and selection process, number of students to be admitted and costs involved in attending the Academy. Tyler Clark, St. John High School (Attachment 3), a KAMS applicant, presented testimony in support of the program from a student's perspective. Rabbi Michael and Kay Davis, (Attachment 4) (written only), presented testimony in support of the program from a parent's perspective.

Stimulus Package for Education

Dale Dennis, Deputy Commissioner, Kansas Department of Education, (Attachment 5) provided brief testimony regarding preliminary amounts of funding that may be available through the American Recovery and Reinvestment Act (ARRA) of 2009 for K-12 education. He emphasized he felt the amounts were reasonably accurate but that they had not received any guidelines that accompany the funding; until the U.S. Department of Education provides guidelines for implementation of the program, they will not know the specific requirements. He anticipates a considerable amount of paperwork and accountability with many of the programs requiring an application.

CONTINUATION SHEET

Minutes of the Senate Education Committee at 1:30 p.m. on February 25, 2009, in Room 446-N of the Capitol.

Mark Tallman, Kansas Association of School Boards, (Attachment 6) also presented testimony regarding the economic stimulus funding. He also stressed the fact that any information was preliminary but did note that the ARRA directs states/school districts obligate funding for specific purposes by September 30, 2010.


The next meeting is scheduled for February 26, 2009.

The meeting was adjourned at 2:25 p.m.


EDUCATION COMMITTEE GUEST LIST


DATE: February 25, 2009

NAME	REPRESENTING
Stuart Little	Shawnee Mission 512
John Ann	Budget -
Bon Keller	KAMS - FHSU
John	KAMS - FHSU
Debra Frideaux	FHSU
Dana Keller	KAMS - FHSU
Elhamon	FHSU
Mark	KASB
Peter Brodie	Emporia State University
Gary Alexander	KBOR
Amy Dudley	KAMS - FHSU
Beth Reast	USD 270 Plainville
Sandra Braden	Yaches, Braden & Assoc.
Byron DeWann	intern - Anthony Ainsley
Jessica Bumer	intern - Ostmeyer
Katherine Kersenbrock-Ostmeyer	Northwest KS Educ. Service Center Olathe
Roddie Wellshar	USA / Kansas
BILL REARDON	ICKS. PUBLIC SCHOOLS
Bill Brady	SFFF
KOB MEALY	KEANEY & Assoc.
Val DeFera	SPE

 **FORT HAYS STATE UNIVERSITY**


KAMS Lite
 Kansas Academy of Mathematics and Science



 **FORT HAYS STATE UNIVERSITY**

“This is a once in a lifetime opportunity to be part of a “pioneer” class, and I am hopeful that my daughter (Bailey) will qualify and be accepted as part of this phenomenal educational experience.”

-Peggy Reed (Paola)

 **FORT HAYS STATE UNIVERSITY**

“Upon learning of your program, Jaeton became very excited. I haven’t seen him that excited about school in a long time.”

-Gary and June Martin (Silver Lake)

Senate Education
 2-25-09
 Attachment 1



FORT HAYS STATE UNIVERSITY

"Whitney wants to make a difference in the future and make the world a better place. She will be a future leader for the state of Kansas and the country, and KAMS can help her on that journey."

- Lonna Hersh (Topeka)



FORT HAYS STATE UNIVERSITY

"KAMS will help me reach my long-term goals by allowing me to reach my full potential with no obstacles slowing me down. I think I will benefit from KAMS by being in a supportive environment full of likeminded peers to help me further my education with no boundaries."

-Seth Gooding (Mt. Hope)



FORT HAYS STATE UNIVERSITY

"Being accepted to KAMS is all that I want right now. This would help me out more than anyone could imagine possible. KAMS is my life saver."

-Amanda Herman (Wichita)



FORT HAYS STATE UNIVERSITY

"KAMS will give me the opportunity to go above and beyond my own expectations."

-Bailey Spickler (Overland Park)



FORT HAYS STATE UNIVERSITY

KAMS Lite Budget Cutting

Staffing: Total Reduction of \$216,000

Savings realized through not hiring two faculty positions, academic counselor, and psychologist.

Services are being provided through reassignment of duties of core KAMS staff and increased use of university resources and personnel.



FORT HAYS STATE UNIVERSITY

KAMS Lite Budget Cutting

OOE: Total Reduction of \$55,000

Savings realized through reduction of general equipment purchases that were associated with the staffing needs that have been cut, no purchasing of materials to support expanded course offerings, and deferring of hardware and software upgrades. There was also a reduction in staff travel and training.



FORT HAYS STATE UNIVERSITY

KAMS Lite Budget Cutting

Activities Fund: Total Reduction of \$29,000

Savings realized by development of alternative program options through the FHSU Science and Mathematics Institute; e.g. Science Cafe speaker series.

There is an overall reduction in travel by students for field trips, university visits, and conference travel.



FORT HAYS STATE UNIVERSITY

KAMS Lite Budget Cutting

Staffing: Total Reduction of \$216,000

Activities Fund: Total Reduction of \$29,000

OOE: Total Reduction of \$55,000

TOTAL Reductions = \$300,000



FORT HAYS STATE UNIVERSITY

KAMS Lite Budget Cutting

Pre-Approved KAMS Appropriations– \$713,000

– Budget Reductions– \$300,000

TOTAL KAMS BUDGET= \$413,000

Requesting KAMS Appropriations \$350,000

Private Support \$63,000

SENATE EDUCATION COMMITTEE

KANSAS ACADEMY OF MATHEMATICS AND SCIENCE

Presented by Ron Keller, Director

February 25, 2009

Thank you for allowing me to speak in support of the Kansas Academy of Mathematics and Science. My name is Ron Keller and I am the director of the Academy.

The Academy staff, applicants, parents and KAMS supporters want to thank you for the funding provided for the Academy for the 2009 fiscal year. I would ask for your support of the funding for the 2010 fiscal year and continued funding for future years of this program.

As I have stated before, our applicants come from a wide spectrum of schools and backgrounds. These students are thrilled about the Academy and what it has to offer them educationally. Many have or will have, as sophomores, completed all that their respective schools have to offer in course work in the areas of mathematics and science. They have a burning desire to complete the suggested curriculum and are very excited about the potential for research. It is easy to see that these students have the potential to become some of our state's leaders in the bio-sciences, in biology, in chemistry, in physics, as science and mathematics instructors, in medicine, etc. These best and brightest of our state's students have been searching and waiting for something like the Academy to happen so that they can more readily reach their full potential.

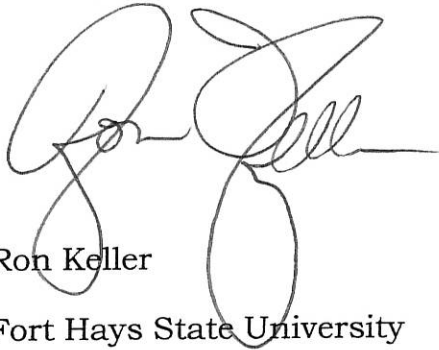
Senate Education
2-25-09
Attachment 2

I truly believe that the Kansas Academy of Mathematics and Science is the premier academic opportunity for our state's best and brightest and that given the opportunity these students who attend the Academy and participate in key research endeavors are the answer to what we need as a state to ensure that Kansas can keep its new leaders in their important fields within the state and they will have a positive impact on the state's future economy.

In my PowerPoint and information distributed, I would like to give you a brief history and outline of the Kansas Academy of Mathematics and Science.

I would be pleased to answer any questions you may have now or in the future.

Thank you,

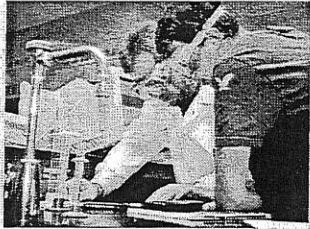
A handwritten signature in black ink, appearing to read "Ron Keller". The signature is fluid and cursive, with a large loop at the end.

Ron Keller

Fort Hays State University
600 Park Street
Hays, KS 67601
Office (785) 258-4690
Direct (785) 628-5973
Email: rgkeller@fhsu.edu

KANSAS ACADEMY OF MATHEMATICS AND SCIENCE

Kansas Academy of Mathematics & Science




www.fhsu.edu/kams (785) 628-4699

FORT HAYS STATE UNIVERSITY

KANSAS ACADEMY OF MATHEMATICS AND SCIENCE

Overview: What is KAMS?

- Kansas' premier academic early-entry-to-college program for academically talented & motivated high school students
- An excellent educational opportunity for students who will go on to become professionals in science, technology, engineering and mathematics.
- Focused on academics, research, leadership development and civic engagement
- Students spend their 11th & 12th grade years in a residential academy on the Fort Hays State University college campus, taking an advanced curriculum in which they will also earn 68 hours of college credit
- Coursework is heavy in mathematics and science—biology, chemistry, physics, mathematics, and computer science




www.fhsu.edu/kams (785) 628-4699

FORT HAYS STATE UNIVERSITY

KANSAS ACADEMY OF MATHEMATICS AND SCIENCE

- **Established by Kansas State Legislature to:**
 - Promote mathematics and science education
 - Increase retention of intellectual capital
 - Promote economic development
- **KAMS Recruiting...**
 - Fall 2009: 30 juniors from Kansas public schools
 - Fall 2010: Second year class, plus returning seniors



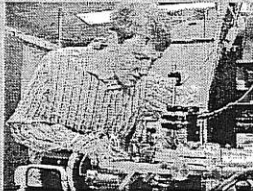
www.fhsu.edu/kams (785) 628-4699

FORT HAYS STATE UNIVERSITY

KANSAS ACADEMY OF MATHEMATICS AND SCIENCE

KAMS is not...

- A high school
- A day school
- A college prep school
- A "direct ticket" to the Ivy Leagues



www.fhsu.edu/kams (785) 628-4699

FORT HAYS STATE UNIVERSITY

KANSAS ACADEMY OF MATHEMATICS AND SCIENCE

Brief history...

- **2000**
 - Drs. Don Norwood and Jerry Magliano (Lenexa) began laying the foundation for legislative support of KAMS
- **2006**
 - Kansas Legislature established KAMS (SB 139)
- **2007**
 - Kansas Board of Regents charged with selecting host site
 - FHSU selected
- **2008**
 - Kansas Legislature approves 5-year funding
 - FHSU KAMS Core Team develops initial plans and detailed plans for August 2009 start-up

www.fhsu.edu/kams (785) 628-4699



FORT HAYS STATE UNIVERSITY

KANSAS ACADEMY OF MATHEMATICS AND SCIENCE

Core Values

- **Excellence**
 - Live and work to the best of your ability
- **Engagement**
 - Participate fully in your scholarship and community
- **Ethics**
 - Build a life of integrity

A KAMS student is excellent, engaged and ethical...

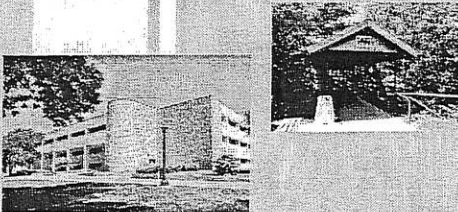



www.fhsu.edu/kams (785) 628-4699

FORT HAYS STATE UNIVERSITY

Curriculum Overview

- Core curriculum established by Kansas Legislature
- KAMS students take regular college courses, integrated with FHSU students



www.fhsu.edu/kams (785) 628-4699

KANSAS ACADEMY OF MATHEMATICS AND SCIENCE

FORT HAYS STATE UNIVERSITY

Junior Year Courses

Fall Semester:

- Pre-Calculus
- University Chemistry I & Lab
- Global Climate Change: Science and Impacts
- English Composition I
- US History before 1877
- Colloquia

17 Credit Hours

Spring Semester:

- Calculus I
- University Chemistry II & lab
- English Composition II
- US History after 1877
- Colloquia

16 Credit Hours

www.fhsu.edu/kams (785) 628-4699

KANSAS ACADEMY OF MATHEMATICS AND SCIENCE

FORT HAYS STATE UNIVERSITY

Senior Year Courses

Fall Semester:

- Calculus II
- Principles of Biology
- Physics for Scientists & Engineers I
- Fundamentals of Oral Communication
- Departmental Research & Writing
- Colloquia

18 Credit Hours

Spring Semester:

- American Government
- Computer Science Choice
- Physics for Scientists & Engineers II
- Issues in Leadership: Seven Revolutions
- Departmental Research & Writing
- Colloquia

17 Credit Hours

www.fhsu.edu/kams (785) 628-4699

KANSAS ACADEMY OF MATHEMATICS AND SCIENCE

FORT HAYS STATE UNIVERSITY

KANSAS ACADEMY OF MATHEMATICS AND SCIENCE

Research Opportunities

- Hands-on research with PhD-level faculty
- Junior year:
 - Develop research skills
 - Choose research topic
- Senior year:
 - Conduct research
 - Make professional presentation of research before graduation




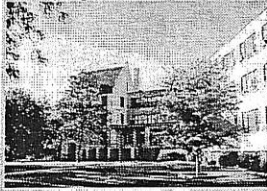
www.fhsu.edu/kams (785) 628-4699

FORT HAYS STATE UNIVERSITY

KANSAS ACADEMY OF MATHEMATICS AND SCIENCE

Living Community

- All students live together on campus
 - Custer Hall being renovated for KAMS program
- Supervision
 - Live-in staff, curfews and check-in/check-out procedures
 - KAMS offices all located in Custer Hall


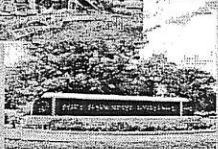
www.fhsu.edu/kams (785) 628-4699

FORT HAYS STATE UNIVERSITY

KANSAS ACADEMY OF MATHEMATICS AND SCIENCE

Living Community

- Safety
 - Student safety is first and foremost
- Conduct Code
 - Attendance is a privilege, not a right. Negative behaviors will result in negative consequences.

www.fhsu.edu/kams (785) 628-4699

FORT HAYS STATE UNIVERSITY

KANSAS ACADEMY OF MATHEMATICS AND SCIENCE

Student Life...

- Currently available:
 - KAMS-specific clubs and activities such as: student government and prom
 - Membership in FHSU clubs and organizations
 - Recreational and cultural events on campus such as: intramurals and fine arts series
 - Specialized programming by KAMS staff
 - Business and industry presentations on campus
 - Business and industry field trips

www.fhsu.edu/kams (785) 628-4690

FORT HAYS STATE UNIVERSITY

KANSAS ACADEMY OF MATHEMATICS AND SCIENCE

Student Engagement

- Service-learning components in selected classes
- Opportunities/Expectation to volunteer (KAMS and community wide)
- Leadership development



www.fhsu.edu/kams (785) 628-4690

FORT HAYS STATE UNIVERSITY

KANSAS ACADEMY OF MATHEMATICS AND SCIENCE

Advising

- The KAMS staff will:
 - Coordinate transfer of records with each sending school
 - Establish academic agreements with each sending school
 - Ensure that state assessments are conducted and scores submitted to each sending school
 - Register students for classes
 - Actively monitor student progress/performance
 - Assist students with college application process
 - Assist students with test registration such as PSAT, ACT, etc.

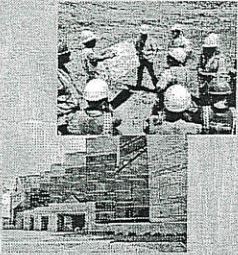
www.fhsu.edu/kams (785) 628-4690

FORT HAYS STATE UNIVERSITY

KANSAS ACADEMY OF MATHEMATICS AND SCIENCE

Admission & Selection

- “Big picture” evaluation
 - GPA, grades, class rank
 - Application (essays, teacher evaluations)
 - Personal and/or phone interview
 - Leadership qualities
 - Maturity and motivation




www.fhsu.edu/kams (785) 628-4690

FORT HAYS STATE UNIVERSITY

KANSAS ACADEMY OF MATHEMATICS AND SCIENCE

Characteristics of a Successful KAMS Student:

- Enjoys mathematics and science
- Bored or un(der)challenged in school
- Demonstrates maturity and dedication
- Willing to take risks
- Willing to work hard




www.fhsu.edu/kams (785) 628-4690

FORT HAYS STATE UNIVERSITY

KANSAS ACADEMY OF MATHEMATICS AND SCIENCE

Academic Preparedness

- Compare school's graduation requirements to KAMS curriculum to ensure student can graduate from home school at the end of KAMS
 - May need to seek opportunities (online, correspondence, community college) to complete any missing coursework
 - Depending on a student's ability and previous courses taken, they may have some curriculum flexibility



www.fhsu.edu/kams (785) 628-4690

FORT HAYS STATE UNIVERSITY

KANSAS ACADEMY OF MATHEMATICS AND SCIENCE

Costs:

- **Tuition and fees**
 - Transfer of base state aid from sending school to KAMS
- **Tablet Computer**
 - Provided by private funding
- **Textbooks**
 - Provided by state appropriation

Responsibility of students/families:

- Housing (includes the meal plan)
- Transportation to/from campus
- Incidentals


www.fhsu.edu/kams (785) 628-4600

FORT HAYS STATE UNIVERSITY

KANSAS ACADEMY OF MATHEMATICS AND SCIENCE

Timeline... Spring 2009

- January 20th deadline for Kansas students
- February/March
 - Kansas Applications reviewed
 - Phone interviews
- Late March
 - Kansas Students notified

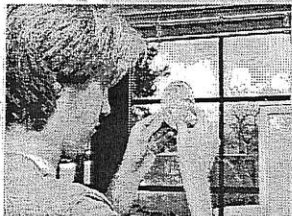


www.fhsu.edu/kams (785) 628-4600

FORT HAYS STATE UNIVERSITY

KANSAS ACADEMY OF MATHEMATICS AND SCIENCE

Q & A



www.fhsu.edu/kams (785) 628-4600

FORT HAYS STATE UNIVERSITY

For additional information:

Website:
– www.fhsu.edu/kams

Email:
– kams@fhsu.edu

Blog:
– fhsukams.wordpress.com

Phone:
– General Office:
– (785) 628-4690
– Ron Keller:
– (785) 628-5973

Address:
– 600 Park Street
Hays, KS 67601

www.fhsu.edu/kams (785) 628-4690

KANSAS ACADEMY OF MATHEMATICS AND SCIENCE

PORT HAYS STATE UNIVERSITY

2009 KAMS APPLICANTS

Breakdown by City

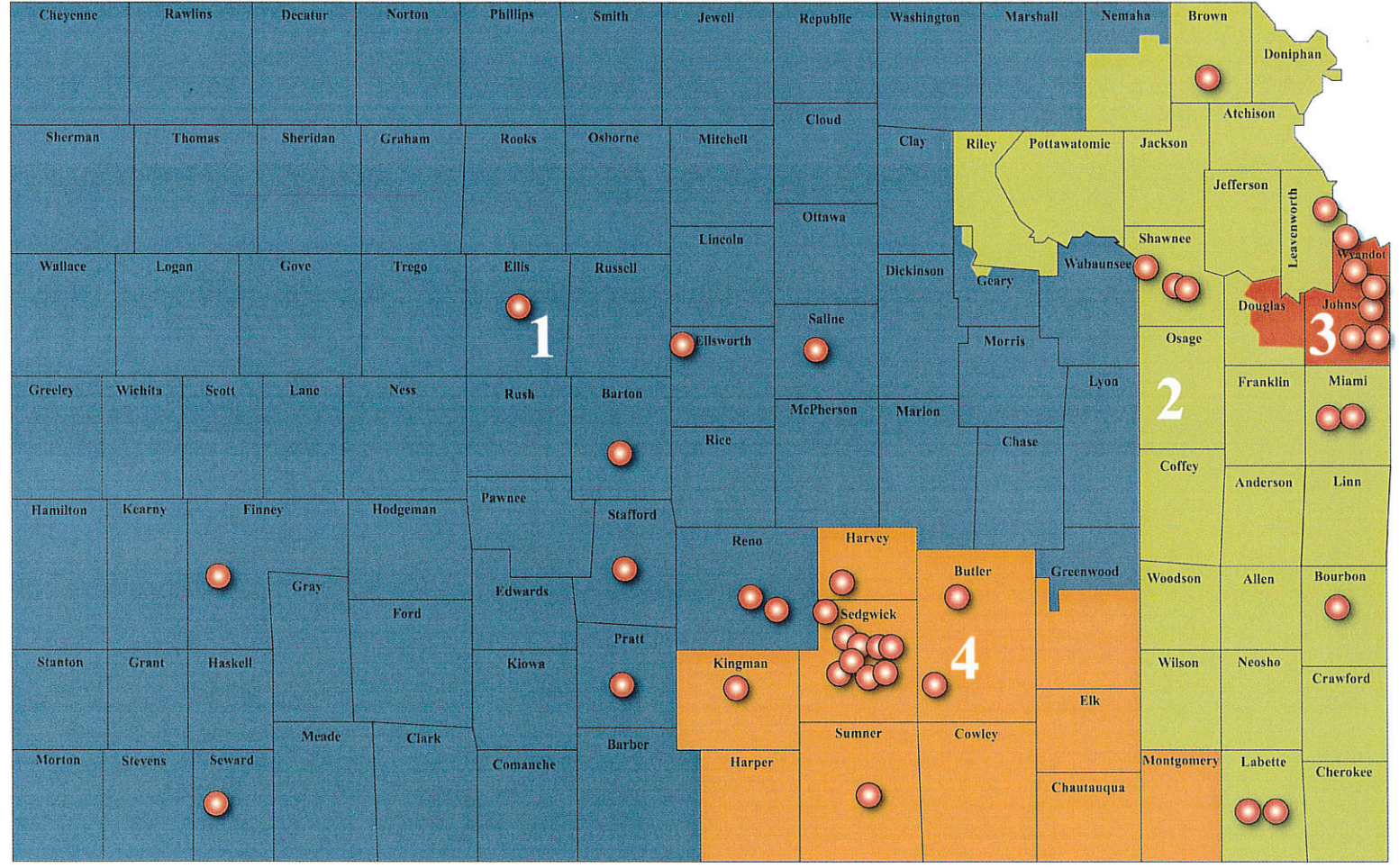
City	#
Augusta	1
Basehor	1
Bel Aire	1
Everest	1
Fort Scott	1
Great Bend	1
Hays	1
Holcomb	1
Hutchinson	2
Kansas City	1
Kingman	1
Lansing	1
Liberal	1
Meriden	1
Mt. Hope	1
Olathe	2
Overland Park	2
Paola	2
Parsons	2
Pratt	1
Salina	1
Silver Lake	1
St. John	1
Topeka	1
Towanda	1
Wellington	1
Wichita	8
Wilson	1

Breakdown by legislative district

District	Count	Percentage
District 1	11	27.5%
District 2	11	27.5%
District 3	5	12.5%
District 4	13	32.5%

Breakdown by gender

21 female
19 male



SENATE EDUCATION COMMITTEE

TESTIMONY IN SUPPORT OF THE KANSAS ACADEMY OF MATHEMATICS AND SCIENCE AT FHSU

Presented by Tyler Clark, KAMS Applicant

Wednesday, February 25th, 2009

Thank you, Madam Chairman and committee members, for allowing me to speak in support of the Kansas Academy of Mathematics and Science. My name is Tyler Clark. Raised in a small town in Kansas I feel an indescribable pride in our state. I personally want to thank all of you for agreeing to fund the Kansas Academy of Mathematics and Science in 2009. This opportunity I believe will allow Kansans to venture into the forefront of academic accomplishment and achievement.

I am a sophomore and attend St. John High School. Due to scheduling issues our 1A school does not offer advanced placement and only one dual credit course. I have applied to attend the KAMS Academy. In our current economic recession I feel a mandate is necessary for an investment into education in Kansas. I truly believe that the KAMS Academy will bring together a group of individuals with similar interests and place them in an environment in which they can work together towards common goals using the principles of 21st century learning. These goals would not only benefit Kansas but our country and world.

I feel as though the KAMS Program would help me achieve my long term goals through a variety of hands on learning experiences and peer interaction. I have high aspirations of one day going into the field of political science. The current energy crisis is one of the major problems our nation faces. I feel that the KAMS program will teach me the valuable knowledge needed to combat this issue. I know that the rigorous coursework in each of the science branches along with the concepts that mathematics has to offer that I could come to better understand the world and find a way to help our nation.

The KAMS Academy will give students the opportunity to interact with other students in an effort to compose solutions to problems that affect not only our state, but our nation and world. Through these experiences we would be able to mobilize a group of individuals in an effort to achieve the common good. The struggles that we face cannot be solved by just one person but will require the efforts of groups of individuals.

Students at the KAMS Academy will use principles of civil and ethical integrity to solve problems and interact with other citizens. It is our responsibility to preserve life, so that future generations can live at peace with one another in a world that accepts and embraces cultural differences.

I believe wholeheartedly that the KAMS Academy will be a monumental success for our state. I take pride in the knowledge that our state has established such a program for the benefit of youth. The individuals who partake in this program will be very fortunate. This program will help keep Kansas growing. I know that individuals will be inclined to remain in the state where such great opportunities exist.

Senate Education
2.25-09
Attachment 3

I believe that the KAMS academy would not only help students in the fields of science and mathematics crucial to understanding the natural dilemma, but also give them experiences with a group of individuals with whom they could work along side in an effort to achieve common goals. I believe that it is time for Kansas to entrust its citizens with the knowledge to better our world. As a student having come to realize the struggles in our economy I feel as though it is important for all of us to reaffirm our trust in our nation. I believe that the KAMS Academy is a program that we should entrust our full confidence. Science, mathematics, and technology will in my opinion, provide the next monumental discoveries in history. These studies will be essential to solving our various environmental and even social problems. Studies in these fields must be stressed through to the next generation so that we may preserve the Earth for future generations. I ask you to please give support to this wonderful program for funding for the 2009-2010 year and continue funding this program so that others can experience this wonderful opportunity. This program is truly the opportunity of a lifetime. Let's take advantage of what Kansas has to offer.

I would be pleased to answer any questions you may have now or in the future. Thank you.

Tyler Clark
112 N. Broadway
St. John, Kansas 67576
(620) 549-6358
clarks112@embarqmail.com

**SENATE EDUCATION COMMITTEE
TESTIMONY IN SUPPORT OF THE KANSAS ACADEMY OF
MATHEMATICS AND SCIENCE AT FHSU
Presented by Rabbi Michael and Kay Davis,
Parents of Ben Davis, a KAMS Applicant
Wednesday, February 25th, 2009**

Thank you, Madame Chair and committee members, for allowing us to express our support of the Kansas Academy of Mathematics and Science. We are Rabbi Michael and Kay Davis, parents of Ben Davis, an applicant to the Academy. Ever since first hearing about the possibility of KAMS, we have been excited not only for our own son, but also for the opportunity it offers to other Kansas students as well as the standing it would give our State in national academia. We are so grateful to you for agreeing to fund the Kansas Academy of Mathematics and Science in 2009.

Our son, Ben, is a sophomore attending North East Magnet High School in Wichita. Having almost reached the limit of our school system's math and science curriculum, without KAMS our son will need to try to enroll in Wichita State University for some of his classes. This would mean that, if accepted at WSU, part of the day he would be with contemporaries in his high school and part of the day he would be thrown into a college setting at age 16.

If, however, he has KAMS in which he can participate, Ben will have the opportunity to receive an excellent appropriate-level education while being with peers not only in age, but also in interest.

Our son is a very capable young man. To be able to work with the science faculty at FHSU is a tremendous opportunity. From the research we have done into KAMS as well as discussing the KAMS model with representatives of some of the best in-state and out-of-state universities, it is our conclusion that the KAMS experience would be welcomed by whatever university he might attend and would give our son a marvelous boost to pursue his goal of a career in engineering.

For our son, for the other students and for the state of Kansas, KAMS is a win-win-win proposal. Please invest in Kansas' future and the future of our nation. Please make KAMS part of our long-range plans for Kansas.

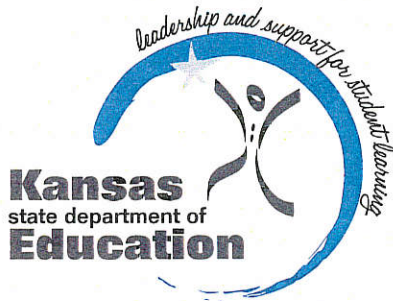
Thank you.

*Senate Education
2-25-09
Attachment 4*

If we can be of further assistance in your consideration, please don't
hesitate to call upon us.



Rabbi Michael A. & Kay Davis
7430 Plaza Ln
Wichita KS 67206
316.683.5956
r-mad@cox.net



Division of Fiscal & Administrative Services

785-296-3872
785-296-0459 (fax)

120 SE 10th Avenue • Topeka, KS 66612-1182 • (785) 296-6338 (TTY) • www.ksde.org

February 25, 2009

TO: Senate Education Committee

FROM: Dale M. Dennis, Deputy
Commissioner of Education

SUBJECT: Stimulus Plan

Attached is a table that provides the preliminary amounts of funding that may be available through the American Recovery and Reinvestment Act (ARRA) of 2009 for K-12 education.

We believe that these amounts are reasonably accurate; however, we have not received any guidelines that accompany the funding. There are numerous organizations that have attempted to interpret the ARRA but until the U.S. Department of Education provides their guidelines for implementation of the program, we will not know the specific requirements. For example, under the current law for special education, state and local funds must equal the prior year amount in order to meet the "maintenance of effort" requirements. Another issue is supplanting of funds which is currently prohibited by many federal programs. It is likely that the "maintenance of effort" requirements will vary by program. Currently, the "maintenance of effort" requirements for Title I and special education are different. We anticipate this will continue under the American Recovery and Reinvestment Act of 2009.

We also anticipate there will be a considerable amount of paperwork and accountability. Many of the programs require an application.

KANSAS – K-12 EDUCATION

Fiscal Years 2010 and 2011

Title I Grants to LEA's	\$	70,544,000
Title I School Improvement		22,488,000
Special Education Part B		106,872,000
Special Education Preschool		4,497,000
Education Technology—Title II Part D		4,532,000
Education for Homeless		364,000
School Lunch Equipment for Low Income Schools		972,000
Stabilization Fund (K-12 and Higher Education)		367,423,000

Preliminary Conference Agreement Stimulus Allocations

(\$ in thousands)

2/18/09

State	Fiscal Stabilization			Medicaid FMAP		Medicaid DSH	Highways & Bridges	Transit Capital G	
	Education	General Purpose	Total	2009	2010/11			Urban	Rural
Alabama	\$596,356	\$132,686	\$729,041	\$321,829	\$519,492	\$15,250	\$513,692	\$26,609	\$19,850
Alaska	93,043	20,702	113,745	93,672	133,823	499	175,461	32,549	9,084
Arizona	831,869	185,086	1,016,955	752,364	1,092,722	5,021	521,958	85,739	14,183
Arkansas	363,053	80,777	443,830	250,553	415,746	1,056	351,544	13,270	15,139
California	4,875,499	1,084,769	5,960,267	4,686,625	6,382,531	54,365	2,569,568	968,314	33,963
Colorado	621,878	138,364	760,243	337,115	535,562	4,587	403,924	90,223	12,492
Connecticut	443,252	98,621	541,873	478,597	685,272	9,918	302,054	101,456	4,040
Delaware	110,320	24,546	134,866	112,665	181,123	222	121,829	15,757	1,887
DC	73,110	16,267	89,377	121,976	178,562	3,038	123,508	111,027	0
Florida	2,208,839	491,453	2,700,292	1,858,837	2,531,678	9,918	1,346,735	290,453	20,333
Georgia	1,260,799	280,520	1,541,319	667,637	985,833	13,328	931,586	110,531	25,650
Hawaii	157,202	34,976	192,178	134,575	202,723	506	125,746	40,649	2,933
Idaho	201,700	44,877	246,577	112,813	185,685	403	181,935	9,656	8,743
Illinois	1,681,131	374,041	2,055,172	1,146,211	1,725,236	10,662	935,593	350,265	21,184
Indiana	823,661	183,260	1,006,921	561,833	742,374	10,600	657,968	58,111	20,316
Iowa	386,374	85,966	472,340	200,415	316,455	964	358,162	21,327	15,156
Kansas	367,423	81,749	449,172	154,382	247,802	2,046	347,817	16,671	14,057
Kentucky	532,798	118,544	651,342	395,530	535,450	7,191	421,095	31,094	19,201
Louisiana	579,592	128,956	708,548	512,733	1,162,738	37,055	429,859	48,035	15,274
Maine	158,250	35,210	193,460	180,521	249,805	5,207	130,752	5,157	8,109
Maryland	719,677	160,124	879,801	564,722	795,440	3,781	431,035	156,571	7,425
Massachusetts	813,303	180,955	994,258	988,820	1,700,868	15,126	437,865	262,136	5,219
Michigan	1,302,369	289,769	1,592,138	941,925	1,009,902	13,142	847,205	109,036	25,787
Minnesota	667,888	148,601	816,489	781,379	1,208,406	1,829	502,284	73,212	19,030
Mississippi	392,068	87,233	479,301	272,526	469,828	7,563	354,564	8,214	17,253
Missouri	753,172	167,576	920,749	583,628	795,155	23,494	637,122	63,146	20,698
Montana	121,628	27,062	148,690	69,458	110,677	278	211,793	4,332	11,279
Nebraska	233,956	52,054	286,010	107,646	166,155	693	235,589	13,499	9,811
Nevada	324,405	72,178	396,583	183,865	258,130	2,294	201,352	42,114	7,350
New Hampshire	164,244	36,543	200,787	77,714	145,309	7,940	129,441	7,947	5,217

<i>Immunization</i>	<i>Foster Care/ Adoption</i>	<i>Elderly Nutrition</i>	<i>Child Care</i>	<i>Head Start</i>	<i>Community Services BG</i>	<i>Title I</i>		<i>S Part B</i>
						<i>Grants to LEAs</i>	<i>School Improvement</i>	
\$7,246	\$2,674	\$1,865	\$38,471	\$12,394	\$18,337	\$163,217	\$45,744	\$181,865
3,021	3,114	500	4,036	1,210	3,683	29,481	9,616	32,956
5,013	20,284	2,640	50,877	12,109	8,267	194,876	59,304	178,476
3,102	4,261	857	25,134	7,911	13,597	111,143	31,445	112,178
34,153	158,517	13,024	220,274	82,495	89,157	1,128,226	383,259	1,226,944
5,909	10,092	1,677	24,312	8,147	8,685	110,906	30,002	148,731
4,172	14,808	767	13,686	4,650	12,062	70,769	24,713	132,971
941	805	500	4,546	1,553	5,000	32,436	8,225	32,701
1,729	5,629	500	2,686	2,176	16,429	37,602	9,976	16,442
13,287	12,480	9,578	105,331	29,809	29,063	492,535	142,760	627,263
6,775	10,139	3,215	82,847	19,767	26,898	351,367	95,567	313,758
3,123	5,368	500	6,449	1,984	5,000	33,174	9,511	39,925
2,943	1,460	500	11,946	2,628	4,946	34,907	10,603	53,247
9,193	37,179	2,280	73,773	29,219	47,237	420,149	125,263	506,480
7,728	19,082	1,994	42,764	11,537	14,560	168,527	53,133	253,535
3,720	8,955	441	18,120	5,588	10,822	51,639	15,688	122,095
4,020	5,186	399	18,415	5,995	8,162	70,544	22,488	106,872
2,036	11,916	1,470	34,899	11,924	16,858	155,518	45,446	157,570
4,410	10,231	1,003	40,014	16,293	23,475	177,272	62,665	188,750
3,703	3,539	500	6,758	2,813	5,169	37,206	11,076	53,164
4,024	22,981	2,196	24,040	7,897	13,721	136,436	40,652	200,242
8,892	14,855	1,088	23,967	10,131	24,925	163,391	49,715	280,552
9,298	33,280	3,448	58,681	21,992	36,843	390,034	112,650	400,608
5,140	9,901	1,675	26,097	7,844	12,033	94,909	27,031	189,839
3,014	1,899	732	30,983	15,663	15,904	132,993	39,589	117,836
5,678	9,676	1,484	38,682	13,197	27,671	147,620	47,866	227,175
903	2,391	500	5,747	2,008	4,512	34,650	9,363	36,708
1,508	3,444	239	11,799	3,741	6,970	47,294	13,766	74,677
3,875	5,580	976	14,315	2,818	5,000	70,605	17,064	67,119
1,917	2,353	500	4,736	1,360	5,000	30,959	8,136	47,461

<i>Special Education</i>		<i>Voc. Rehab.</i>	<i>Independent Living</i>	<i>Ed. Tech.</i>	<i>McKinney-Vento (Ed for Homeless)</i>	<i>School Lunch Equipment</i>	<i>Work Study</i>	<i>Public Housing Capital Fund</i>
<i>Part B-Preschool</i>	<i>Part C</i>							
\$5,970	\$6,091	\$9,791	\$243	\$10,490	\$1,111	\$1,727	\$3,269	\$92,296
1,333	2,140	1,800	243	3,209	328	153	170	3,324
5,703	9,988	13,086	281	12,436	2,000	1,881	2,189	12,129
5,566	3,966	6,590	243	7,164	721	1,024	1,559	29,163
41,028	53,233	56,470	1,623	70,806	18,138	9,740	20,657	118,570
5,281	6,950	7,307	243	7,030	1,220	1,075	2,733	17,692
5,089	4,090	3,335	243	4,652	202	922	2,257	35,924
1,333	2,140	1,800	243	3,209	188	247	306	7,104
260	2,140	1,879	243	3,209	84	122	2,684	27,156
19,701	23,077	32,159	810	30,319	3,113	4,445	8,229	85,938
10,449	14,646	18,686	424	22,104	1,428	3,791	4,593	113,245
1,061	2,140	2,249	243	3,209	115	337	450	16,327
2,269	2,360	3,300	243	3,209	191	469	543	1,497
18,311	17,544	20,079	571	26,516	2,020	3,294	10,114	222,617
9,233	8,568	12,335	282	10,919	841	2,225	4,040	37,063
4,141	3,871	5,716	243	3,376	294	1,169	2,788	7,654
4,497	3,872	5,109	243	4,532	364	972	1,669	16,612
10,597	5,456	9,318	243	9,914	1,868	1,573	2,597	52,306
6,910	5,802	9,895	243	12,162	3,475	1,679	3,131	73,504
2,608	2,140	2,588	243	3,209	107	330	1,630	8,374
6,922	7,506	6,879	249	8,528	862	1,299	3,090	48,445
10,263	7,362	7,069	286	10,560	1,209	1,650	9,257	82,301
13,396	12,346	18,126	447	24,533	2,452	2,490	5,917	53,737
7,707	7,013	7,738	243	6,166	612	1,747	3,892	47,484
4,511	4,381	7,215	243	8,525	1,310	1,206	2,388	32,559
6,397	7,791	11,375	261	9,758	1,388	1,846	3,849	47,925
1,261	2,140	2,059	243	3,209	224	247	654	4,452
2,341	2,564	3,189	243	3,209	166	679	1,279	13,132
2,391	3,901	4,218	243	4,279	548	608	450	10,187
1,616	2,140	1,924	243	3,209	202	336	1,331	7,765

State and District Allocations

The attached Congressional Research Service (CRS) report outlines the estimates of state-by-state and district-by-district allocations for Title I grants, School Improvement Grants, Education Technology grants, McKinney-Vento Homeless Assistance to students, special education grants under the *Individuals With Disabilities Education Act* (IDEA), and State Fiscal Stabilization Funding. The ARRA directs that states/school districts obligate funding for specific purposes by September 30, 2010.

Note: The allocations in the CRS report are estimated grants only based, in part, on FY2008 allocations, and are not intended to predict specific amounts states and districts will receive.

Title I Grants for Disadvantaged Students

The law provides an increase of \$13 billion for Title I grants, which is the largest source of federal funding to help school districts fulfill requirements under the *No Child Left Behind Act* (NCLB). The increased funding will be an addition to Fiscal Year 2009 appropriations, which Congress is expected to finalize in the coming weeks. Of the \$13 billion, \$5 billion will be allocated through the Title I Targeted Grant formula; and, another \$5 billion will be allocated through the Title I Education Finance Incentive Grant formula. Both formulas provide higher allocations to districts based on increasing numbers and percentages of low-income children. The remaining \$3 billion under Title I will be provided to states for School Improvement Grants to help fund state and local district efforts targeted towards schools identified as "in need of improvement" under NCLB. Districts receiving these funds must report to its state education agency (SEA) a school-by-school listing of per-pupil expenditures, during the 2008-09 school year no later than Dec 1, 2009.

Special Education (IDEA)

The ARRA provides an increase of \$12.2 billion for special education programs to be spent over two years (for the 2009-2010 and 2010-2011 school years). Of that amount, \$11.3 billion will be made available for Part B (Section 611) grants to states and school districts for students ages 6-21; \$400 million for Part B (Section 619) grants for pre-school students, ages 3-5; and \$500 million for Part C grants to families with infants and toddlers, ages 0-3.

State Fiscal Stabilization Fund

How much will be available for education?

The law provides \$53.6 billion to states to help avoid budget cuts to education. The Fund will be administered by the U.S. Department of Education and will be appropriated for FY 2009. Of the \$53.6 billion, about \$39.6 billion is dedicated for elementary, secondary, higher education and early education through formula funding to governors.

Another \$5 billion is reserved for State Incentive Grants, which will be awarded by the Secretary of Education to states through competitive grants based on states' performance measures in three areas described below. The remaining \$8.7 billion will be provided to governors for "other government services" including education. Other services include transportation, public safety, and social services.

Distribution of funds to states

Approximately \$48 billion of the Fund (i.e. \$39.6 billion for education and \$8.7 billion other government services, including education) will be distributed to governors through the following

Senate Education
1-25-09
Attachment 6

formulas: 61% on the basis of their relative population of individuals ages 5 through 24; and 39% on the basis of their relative total population.

Once a state receives its allocations, the governor must divide the funds according to the following method:

- 81.8% (approximately \$39.6 billion) to support of elementary, secondary, postsecondary and early childhood education programs and services;
- 18.2% (about \$8.7 billion) for public safety and other government services, including education, and for modernization and repair of public school and higher education facilities at the state's discretion.

In order to receive the stabilization funds, the governor must submit an application to the U.S. Department of Education. The application must describe how the state intends to use the funds and include certain assurances and baseline data on each of these areas: maintaining state support for elementary, secondary and postsecondary education at least at the levels in FY 2006 (see wavier language under "Maintenance of Effort"); achieving equity in teacher distribution; establishing longitudinal data systems; enhancing the quality of academic standards and assessments for students with disabilities and with limited English proficiency; and, ensuring compliance with corrective action and restructuring requirements for school improvement under ESEA.

Distribution of funds to school districts

Your state must use the \$39.6 billion to restore, in each of Fiscal Years 2009, 2010 and 2011, the level of state support in education to the FY2008 or FY2009 level- whichever is greater. These funds will be distributed to school districts based on the state education funding formula. After meeting this requirement, the state must use any funds remaining to provide subgrants to school districts based on the funding formula of Part A Title I of the Elementary and Secondary Education Act (ESEA – also known as NCLB).

School districts receiving stabilization funds may use the funds for general support, as well as for any activities authorized under ESEA, IDEA, the Carl D. Perkins Career and Technical Education Act of 2006, and for school modernization, renovation, and repair of public school facilities (including charter schools), which may include modernization, renovation, and repairs consistent with a recognized green building rating system.

State Incentive Grants

At the Secretary's discretion, \$650 million of the \$5 billion allocated for State Incentive Grants can be reserved for an **Innovation Fund** to recognize eligible entities that have made significant gains in closing achievement gaps. Eligible entities include partnerships among one or more school districts, and nonprofit organizations.

Your state can apply for the remainder of the \$5 billion in State Incentive Grants by meeting one or more of four performance measures. The Secretary will determine which states receive grants and the amounts of those grants based on information provided by the states. Specifically, to receive the state incentive grants your state must show that progress has been made in the following areas: 1) improving teacher effectiveness and distributing highly-qualified teachers equitably among low- and high-poverty schools; 2) improving data collection through longitudinal data systems; 3) enhancing the quality of academic standards and assessments, including assessments for students with disabilities and limited English proficiency; 4) ensuring compliance with corrective action and restructuring sanctions for identified schools under ESEA.

Each state receiving a grant under the State Incentive Grant program must use at least 50 percent of the grant to provide school districts with subgrants based on their relative shares of funding under Part A, Title I of the ESEA for the most recent years.

The State Incentive Grants will be awarded on a competitive basis.

State Reports

States receiving stabilization funds must submit a report to the Secretary each year. Some of the information required for reports includes:

- The use and distribution of funds;
- Estimates for the number of jobs that were saved or created;
- Estimates of tax increases that were averted;
- State progress in reducing inequities in the distribution of highly-qualified teachers, implementing longitudinal data systems, and developing and implementing valid and reliable assessments for English language learners and students with disabilities; and,
- A description of each school modernization, renovation and repair project funded.

School Infrastructure

The ARRA does not include a specific program allocation for school infrastructure repairs and modernization. However, funding is available under the State Stabilization Fund for school modernization, renovation and repair. School systems have discretion to a portion of this money for school modernization, as noted above.

If school districts decide to use a portion of subgrants received through the State Stabilization Fund for the modernization, renovation and repair of school facilities, they may not use these funds for:

- Payment of maintenance costs;
- Stadiums or other facilities primarily used for athletic events or other events which charge for admission;
- Purchase or upgrade of vehicles; or
- Improvement of stand-alone facilities whose purpose is not to educate students such as central office administration or operations or logistical support facilities.

Qualified School Construction Bonds

The ARRA creates a new category of tax credit bonds for the construction, rehabilitation, or repair of public school facilities, or for the acquisition of land on which a public school facility will be constructed. There is a national limitation on the amount of qualified school construction bonds that may be issued by state and local governments of \$22 billion (\$11 billion allocated initially in 2009 and the remainder allocated in 2010). There is also a national limitation on the amount of qualified school construction bonds that may be issued by Indian tribal governments of \$400 million (\$200 million allocated initially in 2009 and the remainder allocated in 2010). Under this program, bond holders would receive a federal tax credit on their bonds in lieu of interest payments from the school system.

Qualified Zone Academy Bonds (QZABs)

The ARRA would increase bond allocations for the existing QZAB program, from \$400 million annually to \$1.4 billion for FY 2009 and \$1.4 billion for FY2010. QZABs can be used to finance school renovations, equipment purchases, developing course material, and training teachers and personnel at a qualified zone academy. In general, a qualified zone academy is any public school (or

Individuals with Disabilities Education Act--PART B FUNDING--KANSAS

			STIMULUS PACKAGE ADDITIONAL FUNDING		
Estimated FY 2009 Special Education Excess Costs	\$ 607,416,049			\$ 607,416,049	
Federal Aid	\$ 101,200,000	17%	\$ 106,872,000	\$ 208,072,000	34%
State & Local Share	\$ 506,216,049	83%		\$ 399,344,049	66%
State Share at 92%	\$ 465,718,765	77%		\$ 367,396,525	60%
Local Share at 8%	\$ 40,497,284	7%		\$ 31,947,524	5%

OTHER FUNDING IN STIMULUS PACKAGE for KANSAS

Elementary & Secondary Education Act

Title I-A Grants to Schools	\$ 67,041,000
Title I-A School Improvement	\$ 22,488,000
Title II-D Education Technology	\$ 4,323,000

McKinney-Vento Homeless Assistance

Homeless Assistance	\$ 364,000
---------------------	------------

Individual with Disabilities Education Act

Part C Additional Funding	\$ 3,192,000
Part B Funding (see above)	\$ 106,872,000

State Fiscal Stabilization Fund

Funding	\$449,323,000 of which 80% must be used for education	\$ 359,458,400
---------	---	----------------

Total Kansas Stimulus Package Aid Available for K-12 Education	\$ 563,738,400
---	-----------------------