

MINUTES

2010 COMMISSION

January 30, 2009
Room 136-N—Statehouse

Members Present

Dr. Ray Daniels, Vice-Chairperson
Representative Marti Crow
Carolyn Campbell
Dennis Jones
Emile McGill
Barbara Hinton
Lee Urban

Members Absent

Rochelle Chronister, Chairperson
Senator Jean Kurtis Schodorf
Representative Clay Aurand
Stephen Iliff

Staff Present

Martha Dorsey, Legislative Research Department
Sharon Wenger, Legislative Research Department

Chairperson Chronister had planned to attend the meeting via teleconference, but technological problems prevented it.

Vice-Chairperson Daniels opened the meeting.

At the request of Chairperson Chronister, Dr. Alexa Posny, Commissioner of Education, made a presentation on a variety of topics described briefly below and in more detail on the attachment (Attachment 1).

Computing Graduation Rates

In 2008, Kansas had a 74.3 percent graduation rate. Over five years, there has been no change in the Kansas graduation rate. There are several methods used to calculate graduation

rates. Kansas currently uses the "leaver rate." This graduation rate calculation measures the percentage of students leaving high school with a standard diploma, expressed as a proportion of all those documented leaving with a diploma or other completion credential. The leaver rate is the most commonly used by states. However, every state has supported the National Governor's Association rate calculation which measures the number of on-time graduates in a given year divided by the number of first-time entering 9th graders four years earlier, adjusted for transfers.

Dr. Posny told Commission members for the first time the federal government has issued a regulation regarding calculating graduation rates. This final regulation defines the "four year adjusted cohort graduation rate" as the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school four years earlier (adjusting for transfers in and out, emigres and deceased students.) Dr. Posny said the problem with this approach is the assumption that only four years is needed to complete high school. She said that education commissioners across the United States were requesting the U.S. Department of Education "put this approach on hiatus." It is unclear what the future holds in this regard at this time.

No Child Left Behind (NCLB) Assessments

Dr. Posny discussed Achieve, which was created in 1996 by the nation's governors and corporate leaders. Achieve is an independent, bipartisan, non-profit education reform organization based in Washington, D.C. that helps states raise academic standards and graduation requirements, improve assessments, and strengthen accountability. Dr. Posny described the work of Achieve as developing national curriculum standards.

When asked her opinion regarding the standards imposed by NCLB, Dr. Posny said that it was unclear the direction the new national administration would take. She also indicated uncertainty regarding meeting the goals of NCLB, especially considering that the current economic crisis likely would see funding cuts in the areas of education that made the most progress toward proficiency goals. (Attachment 1 describes this topic in greater detail.)

Federal Stimulus Package Funding

Mark Desetti of Kansas National Education Association provided information regarding proposed federal stimulus package funding ([Attachment 2](#)). Dr. Posny briefly discussed information she had obtained via a conference call with U.S. Department of Education officials and other states' education commissioners. Issues to be considered regarding any stimulus funding for education include:

- Requirements regarding maintenance of effort by states (state must maintain same state funding commitment as in the previous year);
- Requirements that federal funding not supplant state funding for education; and
- Federal stimulus funding is for only two years.

Update on Early Childhood Programs

Jim Redmon, Executive Director of the Kansas Children's' Cabinet, provided updated profiles on the Early Childhood Block Grant Program (the Program) grantees ([Attachment 3](#)).

Mr. Redmon told Commission members that the grants given to the Program grantees were for three years; however, grantees understand that funding could be discontinued at any time. Grantees will be starting activities within the next two months.

Mr. Redmon indicated that currently the federal stimulus package contains an unfunded mandate requiring the creation of early childhood advisory councils. Mr. Redmon thinks the current Kansas Early Learning Coordinating Council most likely would meet this requirement.

Mr. Redmon reported on the Strengthening Families Plan which is a program provided via the Kansas Children's Trust Fund. Its main purpose is to bring parents into pre-kindergarten efforts and programs. To encourage this, staff have held focus groups with parents throughout the state. A consistent set of questions were used with parents to determine areas of importance which will be used to determine future programming.

A brief discussion followed regarding programming for at-risk students and the need for a constant assessment of students' needs with the ability to rapidly respond when a need is determined.

The quality of professional development was discussed, and the importance of exceptional quality professional development emphasized.

The meeting was adjourned.

Prepared by Sharon Wenger

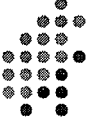
Approved by Commission on:

May 15, 2009

(Date)


2010 Commission
January 2009

Dr. Alexa Posny




“School matters, but only insofar as it yields something that can be used once students leave school.”



Howard Gardner, 1997



Career Preparation	# of Responses	% of Total
Career Clusters (a classification system for careers)	189	55.8%
Career Academies (small learning communities based on common career interests)	28	8.3%
Career Pathways (a specific sequence of courses that leads to something beyond school)	169	49.9%
Other	64	18.9%



Personal Career Plans	# of Responses	% of Total
Not implementing	178	52.5%
Am implementing	143	42.2%
Grade Levels		
5 th	10	2.9%
6 th	3	0.9%
7 th	3	0.9%
8 th	57	16.8%





Dropout Rate

2009 graduates

2009 graduates + 2009 grade 12 dropouts + 2008 grade 11 dropouts + 2007 grade 10 dropouts + 2006 grade 9 dropouts

- *The dropout rates reported each year, are for that year only.*



Course Completion Opportunities	# of Responses (342)	% of Total
No course completion opportunities	32	9.4%
Advanced Placement (AP)	128	37.8%
International Baccalaureate (IB)	6	1.8%
Credit Recovery	263	77.6%
Other (dual/concurrent enrollment; virtual or online; summer programs)	85	25.1%

Understanding Graduation Rates

- Graduation rates are used as an indicator of whether or not the public schools are doing what is intended:
 - Enroll
 - Engage
 - Educate

Diplomas Count: 2008

- 30% of the class of 2008 will not graduate with their peers across the US
 - This is an estimated 1.23 million students
- 71% of 9th graders earn a diploma four years later
- 5 states have rates higher than 80%
- 5 states have rates lower than 60%
- Kansas rate is 74.3% (according to Diplomas Count formula)

How States Stack Up

- The 70.6% graduation rate for 2008 is a half percentage point higher than 2007
- The typical student needs 20.6 credits to graduate
 - 3 states require just 13 credits for a diploma
- 23 states require high school exit exams; 3 more plan to
- 15 states define college readiness; 26 define what it means to be work ready

Kansas	74.3%

Kansas: 2008

- 74.3% graduation rate
- 70.8% male; 75.8% female
- 46.2% Hispanic
- 54.7% Black
- 79% White
- Over 5 years, there has been no change in the graduation rate in KS
 - 74.3% graduated in 2001

Graduation Rate Calculations



- **Cohort Rate:** % of students from an entering 9th grade cohort who graduate with a standard diploma in 4 years
- **Leaver Rate:** % of students leaving high school with a standard diploma, expressed as a proportion of all those documented leaving with a diploma or other completion credential

Graduation Rate Calculations



- **Persistence Rate:** % of students who remain in school from grade 9 through grade 12 calculated using the % of students not dropping out or the % of students estimated to be promoted from grade to grade
- **Composite Rate:** Proportion of students estimated to remain in high school until grade 12 and receive a diploma; calculated by multiplying the rate of persistence between grades 9 and 12 and the % of completers who receive a diploma

Graduation Rate Calculations



- **Diploma Counts** uses the Cumulative Promotion Index (CPI) calculation (similar to cohort)
- It computes the % of public high school students who graduate on time with a diploma
- 4 steps are used:
 - 3 grade-to-grade promotions (9 to 10, 10 to 11, and 11 to 12)
 - Earn a diploma (grade 12 graduation)
- Multiplies grade specific promotion ratios together

Graduation Rate Calculations



- NCLB's rate is the % of students, measured from the beginning of high school, who graduate from high school with a regular diploma (not a GED or other alternative) in the standard number of years
- The *National Governor's Association* rate measures the number of on-time graduates in a given year divided by the number of first-time entering 9th graders 4 years earlier adjusted for transfers
- It requires a longitudinal data system that tracks individual student data from the time a student enters the system until s/he leaves it

Rates



- The leaver rate is the most common; 32 states use it, including KS
- Not only do states use a variety of methods, differences exist in the ways in which states may implement the same method
- It is difficult if not impossible to compare graduation rates

New Graduation Rate Calculation



- The final regulation defines the "four-year adjusted cohort graduation rate" as the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school four years earlier (adjusting for transfers in and out, emigrates and deceased students).
 - Students who graduate in four years includes students who earn a regular diploma at the end of their 4th year; and during a summer session immediately following their 4th year.
 - To remove a student from a cohort, a school or district must confirm in writing that a student has transferred out—must be official and document that the student has enrolled in another school—or emigrated to another country, or is deceased.

Misleading Graduation Rates

According to the Alliance for Excellent Education:

“Unacceptably low graduation rates, particularly among poor and minority students, have been obscured for far too long by inaccurate data, misleading calculations and reporting, and flawed accountability systems at the state and federal levels.”

Kansas Rate vs. Diplomas Count

- Kansas rate, using the leaver rate
 - 90.2%
- Diploma Counts using the CPI
 - 74.3%
- The difference is 15.9
- KS will be able to use the NGA rate in two years

Graduation Rates (CPI) by Congressional District

- 1st District, Jerry Moran:
 - 69.2%
- 2nd District, Nancy Boyda:
 - 81.5%
- 3rd District, Dennis Moore:
 - 79.3%
- 4th District, Todd Tiahrt:
 - 69.0%

Graduates

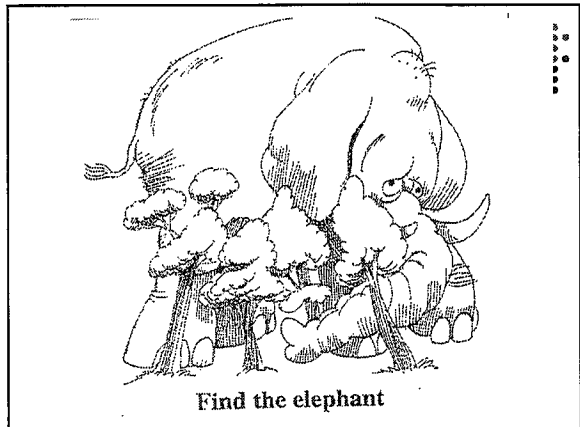
- Kansas produced over 4,800 more graduates in 2004-05 than it did a decade earlier, an increase of 17.6 percent
- By 2004-05, public schools in Kansas graduated 30,355 students, which was 6,226 more than they produced in 1991-92, an increase of 25.8 percent.

WICHE

Western Interstate Commission for Higher Education

NCLB Assessments

**Relax,
it's
only
a
test.**



Definition of Terms

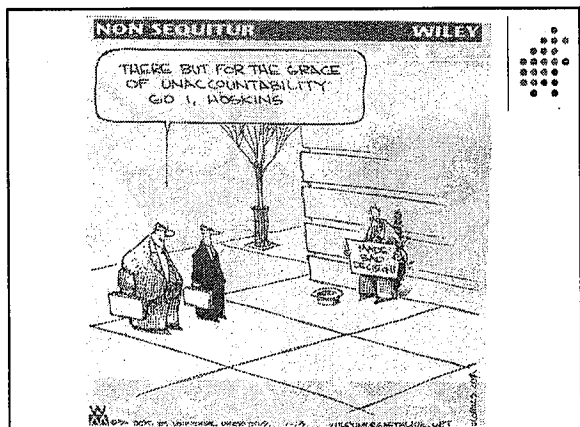
- Standards
 - ◆ Achievement
 - ◆ Performance
 - ◆ Content
- Goals
 - ◆ Achievement
 - ◆ Performance
- Performance
 - ◆ Levels
 - ◆ Goals
- Achievement
 - ◆ Rate of growth
 - ◆ Scores
 - ◆ Progress

Synonyms

- Achievement standards
 - Achievement goals
 - Performance standards
 - Performance levels
 - Performance goals
 - Adequate yearly progress goals
 - Targets
- Content standards

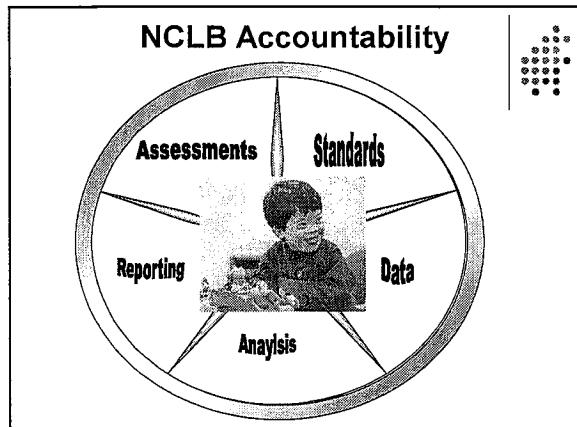
Standards

- Content
 - ◆ **Content Standards:**
what is learned
- Achievement
 - ◆ **Achievement Standards:**
how well it is learned



Accountability System

- It's like an annual check-up
 - Blood pressure
 - Cholesterol
 - LDL
 - HDL
 - Temperature
 - Pulse
- It's like ranking all football teams



NCLB Accountability

- Technical: standard operating procedures
- Adaptive: adjustments in learning new ways

NCLB Assessments

- Alternate grade tests
- Consecutive grade tests
 - Grades 3-8, one in high school
- Off-level tests
- Modified tests
- Alternate tests
- High school end-of-course tests

NCLB Assessments

- Norm referenced
- Criterion referenced
- Formative
- Benchmarks
- Interim
- Diagnostic

NCLB Assessments: Data System

- Year-to-year
- Longitudinal
- Group
 - District
 - School
 - Classroom
- Subgroup
 - Ethnicity
 - Disability
 - Disadvantage
 - Language
- Individual
- By prior achievement

NCLB Assessments: Standards

- Content
 - Grade-by grade
 - Grade span
 - Vertical scaling
 - Vertical alignment
- Achievement
 - Absolute value
 - Percent increase
 - Year's growth

NCLB Assessments: Statistical/Analytical Models

- Three types:
 - Status: Fixed measure for all; the measure currently used
 - Improvement: Rate of change among groups; not the same students but same grade level; safe harbor model
 - Growth: Rate of change among cohorts of same students or individual students; track the same students
 - Projective (regression)
 - Predictive
 - Value-added

NCLB Assessments: Statistical/Analytical Models

- Status: "On average, how are students performing this year?"
- Improvement: "On average, are students doing better this year as compared to students in the same grade last year?"
- Growth (fixed): "How much, on average, did students' performance change?"
 - Value-added (random): "On average, did the students' change in performance meet the growth expectation?" or "By how much did the average change in student performance miss or exceed the growth expectation?"
- Predictive: "How well will this student do on future tests based upon current performance?"
- Projective:

Status Models

- | | |
|---|--|
| <ul style="list-style-type: none"> • Advantages <ul style="list-style-type: none"> • Reflect change in system • Reflect student progress • Has a starting point • Targets are the same for every subgroup • Bar is raised every year | <ul style="list-style-type: none"> • Disadvantages <ul style="list-style-type: none"> • May make schools and districts accountable for factors outside their control • May focus on students who are only marginally below • Fails to credit achievement increases above the proficient level |
|---|--|

Growth Models

- | | |
|---|--|
| <ul style="list-style-type: none"> • Advantages <ul style="list-style-type: none"> • Is fairer • Takes into account widely varying achievement levels • Can attribute to current instruction • Track students • Diagnose • Conduct research | <ul style="list-style-type: none"> • Disadvantages <ul style="list-style-type: none"> • May set lower expectations • Difficult to incorporate an absolute goal which tends to allow disadvantaged students to remain at lower levels • More complicated • Require tremendous resources |
|---|--|

USDE Growth Model

- Requires that all students—in the aggregate as well as by disaggregated group—must be 100% proficient by 2013-2014
- Must include math and reading and must ensure 95% participation
- Must be able to track individual student progress as part of the student data system
- Must have achievement data representing two data points using assessments in grades 3-8 and one grade in high school
- Must compare the growth model data to the current AYP model data thus maintaining both systems

NCLB Assessments: Reporting

- Technical
 - KIDS collection of data
 - Longitudinal data system
 - Data warehouse
 - Highly qualified teachers
 - Finance
- Adaptive
 - KIDS data informed decisions
 - Data mart
 - Status model
 - Improvement model
 - Growth model
 - Teacher effect on achievement

NCLB Assessments

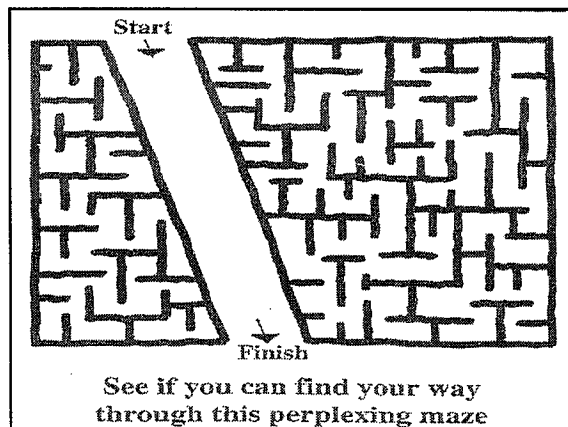
- NCLB does not allow off-grade level assessments; it must cover the content covered for that grade level
- NCLB requires assessments to be given in both reading and mathematics in each of grades 3-8 and once in high school; if the current model was used (one grade in elementary, middle and high school) then growth of students could not be determined
- NCLB assessments are based on a "point-in-time" model; statistically sound assessments (e.g., to meet technical standards) that measure whether a student knows the content standards requires a measure at one point-in-time

NCLB Assessments: Kansas

- Each grade level assessment covers the domain of the grade, from the beginning of the grade to the end of the grade, thus it includes easy to difficult items
- The 3% now allowed to take an alternate assessment includes almost 30% of students with disabilities; this approved model by the US Department of Education is based completely on KS model in use since 2000
- The formative assessments (covered later) are the perfect teaching tool that can be adapted for each and every student
- KSDE contracts WestEd to develop and write the 18,000 items; teachers do not
- As a quality and reality check, teachers from across the state review test questions

NCLB Assessments: Kansas

- Each grade level assessment covers the domain of the grade, from the beginning of the grade to the end of the grade, thus it includes easy to difficult items
- KS is one of the few states that has a criterion referenced assessment, which assists in determining the level of mastery of the content assessed
- The 3% now allowed to take an alternate assessment includes almost 30% of students with disabilities; this approved model by the US Department of Education is based completely on KS model in use since 2000
- The formative assessments (covered later) are the perfect teaching tool that can be adapted for each and every student
- KSDE contracts WestEd to develop and write the 18,000 items; teachers do not
- As a quality and reality check, teachers from across the state review test questions



What We Need

- A coherent and balanced assessment system that addresses classroom evaluative strategies and interim benchmark assessments so educators and parents can intervene early to improve student learning.

Key Considerations

- A system that includes different measures with varying ways of using the results
 - Summative, Interim, Formative
- Coherence that aligns standards, instruction and assessment
 - Integrated, transparent
- Balance among assessments that are used for instructional purposes and/or accountability purposes
 - Student -centered

Advantages of a Balanced and Coherent System

- Assesses the need for instructional assistance in a timely fashion (e.g., NOT a wait-to-fail model)
- Informs teachers and improves instruction because assessment data are collected and closely linked to instructional interventions
- All educators assume an active role in student assessment in the general curriculum

Summative, Interim, Formative

- **Summative:** Student indicator reports, program level accountability, AYP decisions, compliant, peer reviewed, online
- **Interim:** Multiple forms, benchmark performance levels, early warning reports, look and feel of summative, online
- **Formative:** Fully customizable for student or indicator, 20 items per indicator, online (1.3 million parts last year)

"The seamless coherence among assessments, analysis, and action creates the ideal classroom environment for significant gains in student learning."

Paul Bambrick-Santoyo, 2008

Shift in Thinking: System Responds

From....	To....
Which students need help?	What help does each student need?
Categorical programs and people available	Intentional design based on a system of assessment and services needed

(rev. Dan Reschly, 2004)

Kansas: Blending Assessment with Instruction Program

BAIP is based on:

- Students learning best when assessment and instruction are blended to support teachers and engage students.
- Providing teachers with high-quality instructional resources and timely access to students' performance data.
- Self contained lessons that are aligned to the Kansas Curricular Standards.
- Three sets of Web-based resources for grades 3 through 8 and high school:
 - 1) Lessons for use by teachers
 - 2) Independent online study tutorials for students
 - 3) A data reporting system

Benefits for Students...

- achieving curriculum standards
- reaching their academic potential
- demonstrating what they have learned
- meeting instructional expectations
- knowing their strengths and weaknesses

Benefits for Teachers...

- using assessment results in meeting student needs
- making data based instructional decisions
- refining standards based instruction
- translating standards into instruction
- assessing class and student strengths and weaknesses

Benefits for Principals...

- providing instructional leadership
- meeting public expectations
- monitoring and evaluating student progress
- communicating with parents

Benefits for Districts...

- enhancing the academic performance of students
- aligning curriculum with assessments
- supporting teachers in teaching curriculum standards
- meeting AYP
- having an early warning system in place

Indicator 3.2.K2

Standard 3: Geometry
The student uses geometric concepts and procedures in a variety of situations.

Benchmark 2: Measurement and Estimation
The student estimates and measures using standard and nonstandard units of measure with concrete objects in a variety of situations.

Indicator 2:
▲ The student reads and tells time to the minute using analog and digital clocks.

Instructional Translation

Teaching Concept:
Students will read and tell time to the minute using analog and digital clocks.

Skills:
Students will apply their knowledge of (1) time, (2) counting by 5's, and (3) A.M. vs. P.M. to read analog and digital clocks to the minute.

Essential Vocabulary:
hour: An hour is a period of time that is equal to 60 minutes. It is identified on an analog clock with the short hand. It is identified on a digital clock as the number to the left of the colon.
Minute: A minute is a period of time. There are 60 minutes in an hour. It is identified on an analog clock with the long hand. It is identified on a digital clock as the number to the right of the colon.

Application:
Students will identify time to the minute from both digital and analog clocks.


Teaching Concept 1: Reviewing Clocks

Teacher prompt: Explain to students that they are going to review the clock face. Ask students how many hands are on the clock.
Student response: Two

Teacher prompt: Ask students which hand identifies minutes and which identifies hours
Student response: Long hand identifies minutes and short hand identifies hours.

Teacher prompt: Ask students how many numbers are on the clock.
Student response: 12

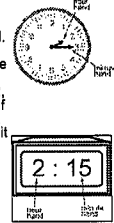
Teacher prompt: Ask students if these numbers represent hours or minutes.
Student response: Minutes



Student Tutorial: Kinds of Clocks

There are two kinds of clocks. A clock with hands is called an analog clock. A clock that displays numbers only is called a digital clock.


On an analog clock the position of the hands tell you the time. The big hand tells you the minutes and the little hand tells you the hour. Look at the hour hand first and then the minute hand. This tells you the time. There are 60 minutes in one hour. You can divide an analog clock into 4 equal sections. Each of these sections represents one quarter of 60 minutes. If the minute hand is pointing to the 3 and the hour hand is pointing to the 2, then it would be 2:15. You can also say it is a quarter after 2. If the minute hand is pointing to the 6, you can say it is half past 2, or 2:30. If the minute hand is pointing to the 9, you can say it is a quarter to 3, or 2:45.



On a digital clock the numbers are separated by a colon. The numbers to the left of the colon tell you the hour and the numbers to the right of the colon tell you the minutes.

Assessment Question

A picture of a clock is shown below.



What time is shown on the clock?

- A. 7:53 am
- B. 8:10 am
- C. 8:53 am
- D. 10:40 am

Kansas BAIP

My Classes | My Classes | My Classes | My Classes | My Classes | My Classes

Mr. Greer - Tutorial Scores

Student Name	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00
Student A	100	100	100	100	100	100	100
Student B	100	100	100	100	100	100	100
Student C	100	100	100	100	100	100	100
Student D	100	100	100	100	100	100	100
Student E	100	100	100	100	100	100	100
Student F	100	100	100	100	100	100	100
Student G	100	100	100	100	100	100	100
Student H	100	100	100	100	100	100	100
Student I	100	100	100	100	100	100	100
Student J	100	100	100	100	100	100	100

Physical...or...Autopsy



The difference between a formative and summative assessment has also been described as the difference between a physical and an autopsy.

(We) prefer
physicals to autopsies.

DuFour, et al., 2004

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May 15, 2009



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An open letter to Kansas Legislators. *Kansas NEA and the budget crisis*

Kansas NEA applauds the actions of the House Education Budget Committee and the Senate Ways and Means Subcommittee on Education in adopting the Governor's budget amendment as it pertains to K-12 education.

Kansas NEA urges the Kansas Legislature to adopt the Governor's budget amendment and use the money available in the American Recovery and Reinvestment Act to preserve jobs in education, to maintain the quality of educational services for children, and to build a bridge to a better tomorrow.

Kansas, like most other states, is in the midst of an unprecedented budget crisis. Kansas NEA recognizes the difficulties faced by the legislature in dealing with this problem. It is for this reason that we have never tried to demand that the legislature honor the school finance commitments made during the 2008 legislative session to fund an additional \$59 per pupil in 2010 and meet the consumer price index (CPI-U) for school finance. We understood that this would simply not be possible.

At the same time, we vowed to protect to the greatest extent possible the current level of school funding for 2009 and beyond. We supported the Governor's budget with an \$11 per pupil cut. With new information, we supported the plan passed by the full Senate – the so-called "Kelly plan" – with a cut of \$33 per pupil. Ultimately, we supported the Governor's veto and allotment for K-12 education when she came to sign Substitute for SB 23 including the \$33 per pupil cut.

**The American Recovery and Reinvestment Act: New hope for our schools and economy*

**The ARRA helps the state; it does not save the state*

**The ARRA keeps Kansas school employees working and spending in the Kansas economy*

**Using ARRA, the GBA freezes K-12 funding and provides fiscal relief for other important state services.*

**The ARRA is a bridge to a better tomorrow*

2010 Commission
1/30/09
Attachment 2



There are a number of reasons why we felt throughout this process that schools should be spared from budget cuts to the greatest extent possible.

First, schools, unlike businesses, do not have the option of closing a plant or stopping a production line. Our "production line" must always run at full capacity and we are never permitted to take measures that would result in stagnant or reduced quality.

2-2

Schools are held accountable under both the federal No Child Left Behind Act and the state's accreditation system for continuous improvement. Under federal law, schools are punished if their quality results are flat or diminished from year to year.

Secondly, our children should not pay for economic hardships with their opportunities. We do not – and we should not – accept that a generation of children will have fewer opportunities for growth and achievement because our economy is experiencing a downturn. Should we reduce those opportunities, whether by cutting course offerings, increasing class size, slashing support services, or any combination of these, we will create a generation less educated than their parents. We cannot let a child's opportunity to learn and grow be subject to economic winds.

Finally, when the economic recovery comes, Kansas must be prepared to meet that recovery with an educated workforce ready to meet the challenges of moving forward. Large reductions to school funding would put Kansas at an economic disadvantage when the recovery comes.

The American Recovery and Reinvestment Act: New hope for our schools and economy

The passage of the American Recovery and Reinvestment Act (ARRA) has made it possible for Kansas to continue to fund a quality education for every child.

Congress and the President realize that to keep America competitive we cannot disadvantage our children educationally. That is why the ARRA provides significant funding directed toward education.

Some of the funding comes in expanded support for existing programs such as Title 1 (poverty) and IDEA (special education), but much of the funding comes as "fiscal stabilization" money.

The ARRA directs that 81.8% of the fiscal stabilization funds coming to the states be spent on education. To access that money, the state must ensure that funding for K-12 education does not drop below the 2008 or 2009 level, whichever is higher.

The Governor, in her budget amendment, reduced K-12 funding and then filled the "hole" back up with fiscal stabilization funds until she met the 2009 funding level including her allotment of \$33 per pupil (\$4400 base state aid per pupil). Kansas



NEA supports this budget amendment which was subsequently adopted by the House Education Budget Committee and the Ways and Means Education Subcommittee.

It needs to be noted that KNEA has not asked – and will not ask – that the state fund schools at \$4400 per pupil and then put the fiscal stabilization money on top of that to increase funding. We accept the Governor's budget amendment (GBA) for a number of reasons.

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The ARRA helps the state; it does not save the state

We are not so naïve as to believe that the stimulus money is our savior and mitigates all our problems. It does not. In recognizing this, KNEA believes that education – even though it is a primary beneficiary of the act – is not the only obligation of the state. We want to get through this fiscal crisis, but not at the expense of public safety or services for the disabled. We know that we should not and cannot demand more.

The ARRA keeps Kansas school employees working and spending in the Kansas economy

President Obama and congressional leaders have repeatedly insisted that the ARRA funds be used to preserve and/or create jobs. Using this money to offset further reductions to schools keeps Kansas educators working. Any cuts needed in school budgets in 2010 would be to offset inflationary costs, not to absorb further funding reductions. Inflationary costs will be much easier to absorb and job reductions will be minimized.

Kansas school districts spend the bulk of their funding on personnel. None of those personnel needs can be outsourced – they are people who live, work and spend their incomes in Kansas communities. In some Kansas counties, the K-12 payroll is as much as 25% of the total payroll in the county. This represents a significant part of the local economy.

The last thing the state needs to do at a time of relatively high unemployment is to enact policies that result in even greater unemployment. The ARRA helps ensure that Kansas school employees keep working and spending in the Kansas economy.

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Using ARRA, the GBA freezes K-12 funding and provides fiscal relief for other important state services.

The Governor's budget amendment allows the state access to the ARRA fiscal

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stabilization funds. The way in which the Governor uses those funds permits the state to freeze K-12 funding for 2010 thereby avoiding painful cuts to educational programs and damage to student learning gains.

Beyond that, it frees an additional \$157 million in the state general fund that can then be used to mitigate cuts to other important state services. This money could be used, for example, to offset cuts to services for the physically and developmentally disabled.

The ARRA is a bridge to a better tomorrow

There has been much talk about the fact that the ARRA provides "one time" money and that all of this federal help will eventually go away. We understand that, but we fundamentally disagree with the premise that the state will be worse off in 2012 by using the stimulus money.

In the best case scenario, our economy is in full recovery in 2012 and the state will be able to pick up the programs covered by the stimulus money at that time. In the worst case scenario, we are at exactly the same point and will have to make the same kinds of tough decisions then. It is also possible that we will be somewhere in between. The economy will be in recovery and the cuts needed in 2012 will be significantly smaller than those needed today without the stimulus money.

The ARRA is not the foundation of our future; it is a bridge to a better future. It sustains us until we reach that better future.

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Kansas Early Childhood Block Grant

2010 Commission
1/30/09
Attachment 3

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Kansas Early Childhood Block Grant

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New money earmarked for early childhood programs will be directed toward an Early Childhood Block Grant (ECBG), administered by the Children's Cabinet. Block grant funds can be grants to school districts, child care centers and homes, Early Head Start sites, Head Start sites, and community-based programs that provide research-based child development services for at-risk infants, toddlers and their families, and preschool for three- and four-year-olds. The grant process will be driven by accountability measures and research-based programming, as well as a focus on at-risk children and under-served areas. At least thirty (30) percent of all block grant funds will be set aside for infant and toddler programs. The Children's Cabinet will work to leverage block grant funds to draw down private donations and foundation grants. The Children's Cabinet was chosen to administer the block grant program due to their recent efforts and achievements in emphasizing accountability and outcomes in all programs funded with CIF dollars.

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**Early Childhood Block Grant Recommendations
As approved by Kansas Children's Cabinet 11/18/2008
FY 2009**

[Smart Start](#)

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Communities in Schools Rice County	\$165,602
Four County Mental Health/ Montgomery, Wilson, Elk, Chautauqua	\$244,345
Greater Manhattan Community Foundation Riley County	\$400,000
Hutchinson Community Foundation Reno County	\$157,447
Kansas Early Learning Collaborative Cherokee, Crawford, Ellis, Finney, Ford, Harvey, Johnson, Leavenworth, Montgomery, Saline, Shawnee, Wyandotte Counties for all services	\$6,015,040
Kansas Head Start Association Montgomery, Seward and Shawnee Counties	\$876,493

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Marion County Early Childhood Task Force Marion County	\$159,708
Mitchell County Communities That Care Resource Council Mitchell and Jewell Counties	\$139,234
Rainbows United, Inc. Butler, Harvey, Sedgwick and Sumner Counties	\$1,100,000
Russell Child Development Center Clark, Gray, Hodgeman, and Meade	\$200,000
Success by Six Douglas County	\$725,515
The Opportunity Project Sedgwick County	\$630,888
USD #380/Vermillion Marshall and Nemaha Counties	\$100,728
USD # 498/Valley Heights Marshall County	\$85,000
# of Grantees Total 14	\$11,000,000

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