

## MINUTES

### LEGISLATIVE EDUCATIONAL PLANNING COMMITTEE

July 28-29, 2009  
Room 545-N—Statehouse

#### Members Present

Senator Jean Kurtis Schodorf, Chairperson  
Representative Deena Horst, Vice-Chairperson  
Senator Marci Francisco  
Senator Bob Marshall  
Senator Mark Taddiken (Tuesday only)  
Senator Ruth Teichman  
Senator John Vratil  
Representative Barbara Ballard  
Representative Owen Donohoe  
Representative Steve Huebert  
Representative Eber Phelps  
Representative JoAnn Pottorff (Tuesday only)  
Representative Valdenia Winn

#### Staff Present

Sharon Wenger, Kansas Legislative Research Department  
Martha Dorsey, Kansas Legislative Research Department  
Reagan Cussimano, Kansas Legislative Research Department  
Theresa Kiernan, Office of the Revisor of Statutes  
Kristen Kellems, Office of the Revisor of Statutes  
Renaë Jefferies, Office of the Revisor of Statutes  
Janet Henning, Committee Assistant

#### Others Present

Dale Dennis, Kansas State Department of Education  
Scott Frank, Kansas Legislative Post Audit  
Ron Seeber, Kansas Agribusiness Retailers Association  
Stuart Little, Shawnee Mission USD 512  
Missy Taylor, Kansas Families for Education  
Berend Koops, Hein Law Firm  
Mark Boranyk, Capitol Strategies

Kent Cornish, Kansas Association of Broadcasters  
Ken Daniel, Topeka Independent Business Association  
Mike Reece, K12, Inc.  
Doug Bowman, Coordinating Council on Early Childhood  
Diane Gjerstad, Wichita Public Schools  
Claudette Johns, Kansas National Education Association  
Sue Peterson, Kansas State University  
David Rowe, KU Medical Center  
Bert Moore, Chautauqua & Elk County Special Services Cooperative  
Gail Gillespie, High Plains Educational Cooperative  
Mike Lewis, High Plains Educational Cooperative  
Dr. Gary George, Olathe School District  
Dodie Wellshear, United School Administrators/Kansas  
Mark Hauptman, USD 489, Hays Cooperative  
Mike Bilderback, USD 320, Wamego  
Bruce Givens, USD 260, Derby  
Larry Clark, Interlocal #618, Goddard  
Ann Elliott, Auburn Washburn, USD 437  
Vicki Vossler, USD 501, Topeka Public Schools  
Vicki Smith, USD 336, HSEC  
Judy Denton, USD 453, Leavenworth County Special Education Cooperative  
Alex Gard, Legislative Post Audit  
Laurel Murdie, Legislative Post Audit  
Dr. Tom Trigg, USD 229  
Tim Rooney, USD 512  
Cheryl Semmel, United School Administrators/Kansas  
Bill Brady, Schools for Fair Funding

**Tuesday, July 28  
Morning Session**

The meeting of the Legislative Educational Planning Committee (LEPC) was called to order at 10:00 a.m. by Chairperson Schodorf. Senator Bob Marshall was introduced and welcomed to the Committee as the newest member of the committee.

**Update on K-12 Education Budget and USD Reduction Survey**

Dale Dennis, Deputy Commissioner, Kansas Department of Education, spoke to Committee members of a survey on the reductions that came about in the school districts. Three questions were asked:

- How many licensed positions were eliminated for the 2009-2010 school year?

	<u>Number</u>	<u>Est. Dollars Reduced</u>
Administrators	133	\$ 9,707,109
Teachers	1,160	53,823,567
Coaches	583	23,567
Other	225	5,672,252
Totals	<u>2,101</u>	<u>\$ 73,172,714</u>

- How many non-licensed positions were eliminated for the 2009-2010 school year?

	<u>Number</u>	<u>Est. Dollars Reduced</u>
Food Service	111	\$ 1,534,779
Bus Drivers	70	882,820
Custodians/Maintenance	278	6,647,964
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Coaches	234	616,865
Other	344	7,650,066
Totals	<u>1,603</u>	<u>\$ 26,348,456</u>

- How many other cost-saving measures were reduced/eliminated for the 2009-2010 school year (excluding salaries)?

<u>Programs</u>	<u>Est. Reduction (excluding staff)</u>
Before School	\$ 47,500
After School	1,005,671
Summer School	2,213,672
Parents as Teachers	259,416
Fine Arts	328,623
Language Arts	78,500
Career & Technical Education	654,091

Programs	Est. Reduction (excluding staff)
All-Day Kindergarten	25,500
In-District Professional Development	3,657,528
Out-of-District Conferences	3,015,233
Extracurricular Activities	1,054,256
Shortened School Year	4,491,382
Transportation	3,344,869
Closing of Attendance Center(s)	2,454,557
Delay Purchase of Textbooks	6,606,054
Delay Purchase of School Buses	7,243,132
Other	31,212,762
<b>Totals</b>	<b>\$ 67,692,746</b>

Mr. Dennis told Committee members the survey also stated the total reductions of positions for the 2009-2010 school year are **3,704** with a total estimated reduction cost of **\$167,213,916**. Mr. Dennis told Committee members that schools started various reductions as far back as last January in anticipation of budget reductions.

The survey also stated the state aid reductions for the 2009-2010 school year were as follows:

State Aid	Reduction
General State Aid	\$ 1,160
BSAPP	4,433-4,218
Capital Outlay	25,600,000
Professional Development	1,750,000
Teacher Mentoring	200,000
Discretionary Grants	85,000
National Board Certification	240,000
Special Education	4,000,000
<b>Total</b>	<b>\$ 1,684,000,000</b>

Mr. Dennis told Committee members the State Board of Education has made the following budget recommendations for FY 2011 which follow the current law.

<u>Programs-Funds Current Law</u>	<u>Cost</u>
General State Aid-BSAPP-\$4,492	\$ 173,990,000
Supplemental General Fund State Aid (LOB)	33,900,000
Special Education-92% of Excess Cost	34,931,223
Capital Outlay State Aid	27,000,000
Parents as Teachers	460,000
Mentor Teacher	1,800,000
Professional Development	8,500,000
School Lunch	904,000
National Board Certification	295,000

<u>Programs -Not Current Law</u>	<u>Cost</u>
Agriculture in the Classroom	\$ 35,000
Communities in Schools	35,000
Kansas Assoc. of Conservation and Environmental Education (KACEE)	35,000
Kansas Historical Society	35,000
Kansas Career Pipeline	91,965
Total	<u>\$ 282,012,188</u>

Mr. Dennis also discussed the American Recovery and Reinvestment Act (ARRA) which provides tax credits, in lieu of interest, to lenders who issue bonds to eligible school districts (Attachment 1).

A question and answer session occurred during and after the presentation.

### **Youth Residential Centers: Are They Treated Consistently in Kansas Statutes?**

Theresa Kiernan, Office of the Revisor of Statutes, spoke to Committee members and gave the statutory history of funding for educational services provided to pupils residing at certain facilities (Attachments 2 and 3).

J. Russell Jennings, Commissioner, Juvenile Justice Authority, spoke to Committee members about education funding in juvenile detection centers. Commissioner Jennings told Committee

members that constitutionally, appropriate educational services for this population simply costs more. He also advised these populations, not only in Juvenile Detention Centers (JDC) and Psychiatric Residential Treatment Facilities (PRTF) but in Youth Residential Centers (YRC), tend to be some of the most academically challenged young people in the State of Kansas.

Commissioner Jennings told Committee members that in terms of their likelihood of high school graduation compared to the population at large, these individuals would be highly unlikely to complete the high school graduation at a much higher rate than what we would find in the population of the state at large of students.

Commissioner Jennings told Committee members that in their reading and math assessments, they have found that those being admitted to the correctional facilities are 4.2 years behind in reading and 4.8 years behind in math. He further advised these are populations that are primarily 16 and 17 year olds. Therefore, the facilities are dealing with 16 and 17 year olds who are educationally functioning as 10-12 year olds.

Commissioner Jennings further discussed possible issues and changes for these facilities:

- Because of rapid turnover of students, September 20 count date becomes irrelevant in determining funding level;
- Multiple student count dates (as is done currently), contributes to duplicate student counts;
- KSDE enrollment reconciliation could be done to assure no duplicate count on September 20;
- Expanding the school year could benefit youth who are often significantly behind educationally;
- Treat all like-situated facilities and districts equally; and
- Increase quality and intensity of education for youth residents (Attachments 4 and 5).

A question and answer session followed the presentation.

### **Afternoon Session**

The afternoon session was called to order by Chairperson Schodorf, who introduced Jill Docking as the new Chairperson of the Kansas Board of Regents.

### **Update on Higher Education Budget**

Reginald Robinson, President, Kansas Board of Regents, spoke to Committee members of budget reductions which have occurred with the Regents' institutions. President Robinson told Committee members the original appropriation for FY 2009 was \$853 million. However, because

of the economic downturn, the current FY 2010 allotment is now 12 percent less or a \$100 million reduction from the FY 2009 amount.

President Robinson told Committee members the impact of the budget cuts at the state universities have included:

- Employee layoffs, positions held vacant, and positions eliminated: approximately 655;
- Programs and classes eliminated: approximately 448;
- Increased class sizes and reduced course offerings;
- Reduced library resources (books, databases, and publications) and hours of operation;
- Students less likely to graduate in four years;
- Reduced operating support for equipment and technology upgrades;
- Student counseling services reduced;
- Eliminated purchases of research and educational equipment;
- Reduced or eliminated overtime and student labor budgets;
- Increased faculty teaching loads; and
- Increased tuition costs.

President Robinson also told Committee members the Board of Regents has directed that independent management audits and reviews be conducted at all six state universities. He stated that exit analyses at Kansas State University (KSU), Pittsburg State University (PSU), and University of Kansas (KU) were initiated last year due to leadership changes. The KSU review is complete, and the PSU and KU reviews will conclude in the coming months. He further stated the Board subsequently directed that independent management audits be conducted at Emporia State University (ESU), Fort Hays State University (FHSU), and Wichita State University (WSU).

President Robinson told Committee members that Kansas law requires entities that are controlled by the state universities to annually submit an independent financial audit to Legislative Post Audit. However, these financial audits do not provide the same level of either transactional analysis or review of the interplay between affiliated campus entities as the Board's recent exit analysis at KSU. The Board has taken an important additional step and asked its Fiscal Affairs and Audit Committee to develop policy regarding a regular and ongoing process for these management audits (Attachments 6 and 7).

A question and answer session followed the presentation.

### **Budget Impacts on Critical Training and Education at Kansas University Medical Center**

Dr. Barbara Atkinson, Interim Chancellor, University of Kansas, told Committee members that, overall, the University of Kansas saw its funding reduced from an original level of \$275.5 million in FY 2009 to \$243.2 million for FY 2010 after the two percent cut was made earlier this month. When unfunded mandates are added in, the total gap grows to \$36.6 million in FY 2010.

Dr. Atkinson told Committee members that even though the Lawrence campus is not as dependent on State General Fund (SGF) funding as the Medical Center, cuts of 12 percent (121 positions) have resulted in layoffs and reductions in the courses and services offered to the students.

Of the 121 positions, there will be 55 fewer faculty members and a reduction in the number of graduate teaching assistants.

Dr. Atkinson stated class sizes will be increased, which has negative effects on student learning, and the cuts also will reduce the number of lab sections offered. Additionally, some students may have difficulty enrolling in specific classes needed to meet degree requirements, increasing time to graduate.

The University of Kansas created the UKanTeach program to increase the number of math and science teachers in Kansas. Unfortunately, UKanTeach will confront particular challenges staffing its core pedagogy classes. Extra sections usually are opened to accommodate additional students and ensure timely progress toward degree completion, but such flexibility has been removed with the current budget cuts.

Engineering is another field that is seeing its capacity constrained by budget cuts. Kansas legislative and business leaders have asked the Regents' institutions to increase the number of engineering graduates; however, budget cuts will result in an expected 10-15 percent decline in the size of the freshmen engineering class, which will have a large impact on the workforce four years from now.

Dr. Atkinson told Committee members that the University of Kansas Medical Center (UMKC) relies on the State General Fund for a much greater percentage of its budget than does Lawrence. She told Committee members that UMKC has eliminated 79 faculty and staff positions as a result of the cuts, 46 of which were filled. The FY 2010 allotment gap is being treated as permanent and essentially covered by one-time Recovery Act funding. Therefore, permanent reductions and necessary actions are being taken to be put in place by the end of the fiscal year, but this will almost certainly result in the elimination of 40 - 50 additional positions and will have programmatic impacts on the academic, research, and service programs (Attachment 8).

A question and answer session followed the presentation.

Chairperson Schodorf told Committee members the next meeting was scheduled for 9:00 a.m. on Wednesday, July 29, 2009. The meeting was adjourned at 3:30 p.m.

### **Wednesday, July 29 Morning Session**

The meeting was called to order at 9:00 a.m. by Chairperson Schodorf who also advised the Legislative Educational Planning Committee has been authorized to have a total of four meetings during the interim. (The two days of the current meeting are counted as two of the four approved days.) She advised there will be two additional meetings and the dates will be announced at a later time.

### **Catastrophic Special Education Aid**

Dale Dennis, Deputy Commissioner, Kansas Department of Education, gave an overview of Catastrophic Special Education Aid to Committee members. Mr. Dennis told Committee members that concerns are being expressed about the catastrophic special education law and the major issue



centers on what is "catastrophic." The law, passed in 1994 and still current, states that a student eligible for catastrophic state aid "is any student whose special education services cost \$25,000 or more including transportation" (Attachment 9).

## **2010 Commission Recommendation Regarding Catastrophic Aid**

Sharon Wenger, Kansas Legislative Research Department, told Committee members the 2010 Commission had recommended the catastrophic state aid amount be based upon twice the previous years' categorical state aid per teacher less special education state aid (Attachment 9-2).

Mrs. Wenger also gave an overview of the scope statement entitled *K-12 Education: Reviewing Issues Related to Catastrophic Funding for Special Education* and stated the audit should be completed in October, 2009 (Attachment 10).

## **Presentations Regarding Catastrophic Aid**

Mark Hauptman, USD 489 Assistant Superintendent of Special Services, Hays West Central Special Education Cooperative, spoke to Committee members and stated he agrees with the 2010 Commission recommendation for changing the catastrophic aid formula; however, he would recommend the Commission consider setting a specific cap, such as \$66,750, that can be renewed annually based upon increases in the consumer price index. He also stated that establishing the cap based upon the previous year's categorical aid per teacher could result in a cap that is lower than it needs to be. In addition, an overall cap of \$2.0 million on the catastrophic aid fund should be established, increasing annually based upon the consumer price index changes. If annual requests exceed the cap, then requests would be filled via pro-rated amounts (Attachment 11).

A question and answer session followed the presentation.

Mike Bilderback, Director, Special Services Cooperative of Wamego, USD 323, spoke to Committee members and outlined four themes to the problem solving dilemma of how to fund catastrophic aid to Special Education organizations across the state.

- In the current year, the districts "seeking the highest reimbursement ... should remit a substantial amount of funds back to KSDE" so they can be redistributed to the other school districts, following a KSDE audit of every funded catastrophic aid application in the highest reimbursement districts.
- Adopt a census-based approach to catastrophic aid, that is, based upon numbers or percentages of special education students for each district.
- The KSDE should edit its "Special Education Reimbursement Guide" making it more specific.
- Create a separate pool of funds for catastrophic aid with a capped amount that would not be exceeded.

Mr. Bilderback also recommended establishment of a safety-valve fund for appealed cases (Attachment 12).

A question and answer session followed the presentation.

Larry N. Clark, Director of Special Education, Sedgwick County Area Educational Service Interlocal Cooperative #618, described to Committee members how the increase in catastrophic aid applicants decreased his Cooperative's categorical aid by \$475 per student or a total reduction of \$230,000 in categorical aid. His recommendations included:

- Refine the criteria used to define a student eligible for catastrophic aid;
- Develop a threshold per student (rather than the \$25,000 threshold) based upon the average excess cost per FTE special education student and double that amount for the final threshold amount;
- Deduct state aid received for a student from the gross cost of educating a special education student who is eligible for catastrophic aid; and
- When developing a new catastrophic aid formula, consider the implications for various size special education budgets (Attachment 13).

Judy Denton, Director, Leavenworth County Special Education Cooperative, spoke to Committee members and stated the cut in categorical special education aid, as a result of the increase in catastrophic aid, caused the Cooperative to increase the Cooperative's assessment to its six school districts from three percent to four percent.

Ms. Denton recommended a different catastrophic aid cost cap be developed (Attachment 14).

Dr. Ron Sarnacki, Director of Special Education, Cowley County Special Services Cooperative, spoke to Committee members and recommended that the 2010 Commission recommendation regarding a change in the catastrophic aid formula be adopted (Attachment 15).

A question and answer session followed the presentation.

Bruce Givens, Special Services Director, Derby Public Schools, told Committee members that the 2010 Commission recommendation was a "good start." Although he also indicated other options Mr. Dennis had presented to the 2010 Commission would be acceptable. Mr. Givens offered to help convene a group of special education directors to reach consensus on an acceptable resolution (Attachment 16).

A question and answer session followed the presentation.

Mike Lewis, Director, High Plains Educational Cooperative #611, spoke to Committee members in support of the 2010 Commission recommendation. Mr. Lewis indicated that average teacher salary and benefits are now \$52,869, much above the average of \$33,913 from 1994 when catastrophic aid was created. Mr. Lewis told Committee members that if the catastrophic aid formula is not changed, then districts will "need to apply for catastrophic aid on every student" (Attachment 17).

A question and answer session followed the presentation.

Bert Moore, Director of Chautauqua and Elk County Special Services Cooperative (former Superintendent of West Elk School District and currently Vice-Chairperson of the Special Education Funding Task Force), spoke to Committee members and said that state aid and federal aid for special education should be deducted from an individual student's gross costs, first, when applying for catastrophic aid. In addition, Mr. Moore indicated that the formula needed to be reviewed based on changes "that have occurred in teacher salary schedules." Leaving catastrophic aid unchanged will allow districts with higher teacher salaries more chance to access catastrophic aid than districts with lower salaries, lowering the amount of categorical aid the lower-salaried districts can access (Attachment 18).

A question and answer session followed the presentation.

Dr. Tom Trigg, Superintendent, Blue Valley School District USD 229, spoke to Committee members and described reasons for increases in special education expenditures since 1994.

- Medical advances allowing babies who at one time would not have survived to thrive and enter school, needing significant learning supports, therapies, and specialized transportation.
- Research has informed and improved practices so that one-to-one interactions with students are more widely used, as well as early and intense intervention.

Dr. Trigg indicated that the 2010 Commission recommendation is a fiscal disincentive to serve students in their home districts, rather encouraging out-of-district placements. (Teacher FTE and transportation reimbursement would not be included in out-of-district placements.)

Dr. Trigg advocated the catastrophic aid recommendations not be singled out but be included in a package of recommendations for the whole special education funding mechanism. "The consideration of any singular part of the formula without consideration of the whole has the potential to contribute further to inequities ..."

Dr. Trigg pointed to disparities across districts regarding the funding of excess special education costs, reminding the Committee that Blue Valley only received 65.6 percent of excess special education costs, while other districts received 150 or 200 percent (Attachment 19).

A question and answer session followed the presentation.

Dr. Gary George, Assistant Superintendent, Olathe School District USD 233, advocated that the whole special education formula be reviewed and recommendations for changes involve all aspects of the formula, not just catastrophic aid. Dr. George discussed the variations in funding of special education excess costs. He described reasons more high cost students are in the Olathe School District, including the location of major medical centers in the district (Attachment 20).

Tim Rooney, Manager of Budget and Finance, Shawnee Mission School District USD 512, told Committee members that the district had submitted a large number of catastrophic aid claims for the 2008-09 school year because this was the first year district officials understood that claim submissions on a gross cost basis were allowed. In addition, the district recently completed computer software program modifications allowing the district to more accurately track costs data per special education student.

Mr. Rooney advocated the whole special education formula be reviewed and recommendations for changes be made to the whole formula, rather than singling out the catastrophic aid formula for change.

Mr. Rooney also discussed disparities in funding of excess special education costs across districts in the state.

Finally, Mr. Rooney recommended that a "hold harmless for catastrophic aid" provision should be made for the 2008-09 school year for any district that was funded under the statutory threshold (Attachment 21).

A question and answer session followed the presentation.

Written testimony was received from Deborah Haltom, Director of Special Education Services, Shawnee Mission School District, which stated she recommended the Special Education Funding Task Force continue to study the special education funding formula in its entirety before any recommendations for change are made (Attachment 22).

Committee members made various requests of meeting presenters. Those requests and their responses are included on Attachment 23.

Chairperson Schodorf told Committee members there was a possibility of a meeting in September, and they would be advised of the date in the near future.

The meeting was adjourned at 11:45 am. The next meeting is scheduled for possibly September, 2009.

Prepared by Janet Henning  
Edited by Sharon Wenger

Approved by Committee on:

October 12, 2009  
(Date)

# ATTENDEES

Committee LEPC

Date 7-28-09

Please print your name and organization/department you are representing.

Tom Sachs  
Stuart Little

Missy Taylor

Berend Koops

Mark Boranysk

Kent Cornish

KEW DANIEL

Nulu Reecht

Doug Bowman

Linda Furd

SCOTT FRANK

Diane Gjerstad

Claudette Johns

Jue Petersen

David Rowe

WAF  
Shawnee Mission 512

Kansas Families for Education

Hein La Firm

CAPITOR STRATEGIES

KAB

TIBA

K12 Inc

Coordinating Council on Early Childhood

Ks Assoc of Coll. College Trustees

Leg Post Audit

Wichita Public Schools

Kansas NEA

K-STAT

KU Medical Center

# ATTENDANCE LIST

COMMITTEE: LEPC

DATE: 7-29-09

**(Please print your name and the organization you are representing)**

Name	Organization
Bert Moore	Chautauque & Elk County Special Services Coop.
✓ Berend Koops	Hein Law Firm
Gail Gillespie	High Plains Educational Cooperative
Mike Lewis	High Plains Educational Cooperative
Gary George	Olathe School District
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Alex Gaud	LPA
Laurel Murdie	Legislative Post Audit
Tom Trice	USD 229
Tim Rooney	USD 512
Cheryl Semmel	USA/KANSAS



# LEGISLATIVE EDUCATIONAL PLANNING COMMITTEE

July 28-29, 2009

## SURVEY—USD REDUCTIONS

How many licensed positions were eliminated for the 2009-10 school year?

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<b>TOTALS</b>	<b>2,101</b>	<b>\$ 73,172,714</b>

LEPC  
7-28-09 1.  
Attachment 1



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How many other cost-saving measures were reduced/eliminated for the 2009-10 school year (excluding salaries)?

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Shortened School Year	4,491,382

## SURVEY—USD REDUCTIONS

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Other	31,212,762
<b>TOTALS</b>	<b>\$ 67,692,746</b>

## SURVEY—USD REDUCTIONS

2009–10 School Year

TOTAL POSITIONS	TOTAL ESTIMATED REDUCTIONS
3,701	\$ 167,213,916

## STATE AID REDUCTIONS

2009–10 School Year

State Aid	Reduction
General State Aid BSAPP \$4,433 to \$4,218	\$ 136,525,000
Capital Outlay	25,600,000
Professional Development	1,750,000
Teacher Mentoring	200,000
Discretionary Grants	85,000
National Board Certification	240,000
Special Education	4,000,000
<b>TOTAL</b>	<b>\$ 168,400,000</b>

## State Board of Education FY 2011 Budget Recommendations Funds Current Law

Program	Cost of Recommendation
General State Aid -- BSAPP -- \$4,492 (\$4,433 plus \$59) (Currently \$4,218)	\$ 173,990,000
Supplemental General Fund State Aid (LOB)	33,900,000
Special Education - 92% of Excess Cost	34,931,223
Capital Outlay State Aid	27,000,000
Parents as Teachers	460,000
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School Lunch	904,000
National Board Certification	295,000

## State Board of Education FY 2011 Budget Recommendations Funds Current law

Program	Cost of Recommendation
<b>ADDITIONAL PROJECTS TO BE FUNDED</b>	
Agriculture in the Classroom	\$ 35,000
Communities in Schools	35,000
Kansas Association of Conservation and Environmental Education (KACEE)	35,000
Kansas Historical Society	35,000
Kansas Career Pipeline	91,965
<b>TOTAL</b>	<b>\$ 282,012,188</b>

## ARRA Money for Kansas

Program	Estimated 2009-2010	Estimated 2010-2011
State Fiscal Stabilization Fund	\$138,700,000	\$138,700,000
Title I Grants to LEAs	\$70,868,000*	*
Title I School Improvement Grants	\$11,377,000	\$11,377,000
Special Education – Part B Grants	\$53,436,000	\$53,436,000
Special Education – Early Childhood	\$2,248,000	\$2,248,000
Title II, Part D – Enhancing Technology	\$4,552,000	
Education for Homeless	\$460,000	
School Lunch Equipment	\$850,000	
AmeriCorps	\$631,000	
Title I Part D Subpart 2 Delinquent	\$816,000	\$816,000

\*Total allocation is provided to USD's as one amount. It is recommended that the dollars be spent equally over the 27 months; it is a district determination. (Title I, Part D, Subpart 2 funds included in \$70,868,000) 70

7/23/2009

## ARRA Money for Kansas

Program	Estimated 2009-2010	Estimated 2010-2011
Qualified School Construction Bonds*	\$79,589,000	\$79,589,000
Qualified Zone Academy Bonds*	\$10,508,000	\$10,508,000

The Qualified School Construction Bond Program is a new tax credit program created by the American Recovery and Reinvestment Act (ARRA) and provides tax credits, in lieu of interest, to lenders who issue bonds to eligible school districts.

The Qualified Zone Academy Bond (QZAB) program allows school districts with low-income populations to save on interest costs associated with financing school renovations. The federal government covers all of the interest in the form of tax credits on these bonds.

\*These are total amounts statewide which schools could issue in lease/purchase and on new construction projects. The savings to the school would be the interest they would not have to pay for these projects.

7/23/2009

12

**GENERAL/SPECIAL EDUCATION FUNDS  
2009-2010 SCHOOL YEAR**

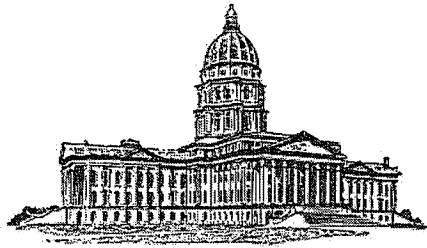
	GENERAL FUND	
General State Aid:		
State General Fund	\$	1,911,944,475
ARRA – State Fiscal Stabilization Funds		138,700,000
TOTAL	\$	2,050,644,475
BSAPP Amount	\$	4,218
		<b>SPECIAL EDUCATION</b>
Special Education Services Aid:		
State General Fund	\$	367,540,630
ARRA – Federal VIB		55,748,000
TOTAL	\$	423,288,630

ARRA expires September 30, 2011

MARY ANN TORRENCE, ATTORNEY  
REVISOR OF STATUTES

JAMES A. WILSON III, ATTORNEY  
FIRST ASSISTANT REVISOR

GORDON L. SELF, ATTORNEY  
FIRST ASSISTANT REVISOR



OFFICE OF REVISOR OF STATUTES  
KANSAS LEGISLATURE

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Interstate Cooperation  
Kansas Statutes Annotated  
Editing and Publication  
Legislative Information System

TO: Legislative Educational Planning Committee

FROM: Theresa Kiernan, Senior Assistant Revisor of Statutes

RE: Funding for Educational Services Provided Pupils Residing at Certain Facilities

DATE: July 28, 2009

MEMORANDUM

**Compulsory Attendance Law**

Kansas law generally requires any child between the ages of seven years and 18 years who has not attained a high school diploma or a general educational development (GED) credential to be regularly enrolled in and attend continuously school. A child is entitled to attend school in the district in which the child lives if the child lives with a parent, if the child lives in a district as a result of placement by a district court or by the Secretary of SRS or if the child is homeless.

State funding for the provision of educational services is obtained either under the school district finance and quality performance act (K.S.A. 72-6405 et seq.), through a grant of state moneys under K.S.A. 72-8187 or with moneys from the appropriation to the state institution where the child resides.<sup>1</sup>

**State Aid for School Districts Providing Services to Pupils Residing at Certain Facilities**

The 1992 school finance act provided that a pupil enrolled in USD No. 259, Sedgwick county who was housed, maintained and receiving educational services at the Judge James V. Riddel Boys Ranch was counted as two pupils. All applicable pupil weightings under the school finance act would be assigned to these pupils. The 1992 act also provided that a pupil enrolled in a school district, but who was housed, maintained and receiving educational services at a state institution would not be counted in the enrollment of the district. Funding for the education of any such pupil would be paid from the appropriation to the state institution. These provisions are still contained in K.S.A. 72-6407.

<sup>1</sup> K.S.A. 72-8223 requires the Secretary of SRS to pay tuition to the school district for children in an institution under the secretary's jurisdiction who attend school in the district. The amount of tuition is determined on the basis of the average operating cost per pupil of the school district, less the proportionate amount of state aid received by such school district as determined by the state board of education.

In 1994, K.S.A. 72-8187 was enacted in response to the increase in the number of community-based facilities to house accused or adjudicated juvenile offenders. Under this section, a school district providing educational services to pupils confined in a juvenile detention facility (JDF) or to pupils residing at the Flint Hills job corp center would be eligible to receive a grant of state moneys in an amount determined by the state board of education. In the application for the grant, a district must certify the amount expended, and not reimbursed or otherwise financed, in the school year for the services provided by the school district. The maximum amount of the grant is the lesser of the actual cost of the services or two times the amount of the BSAPP for each pupil. Pupil weightings are not assigned to these pupils and the pupils are not counted in the enrollment of the school district under the school finance act. If the district receives a grant under K.S.A. 72-8187, the district is not eligible for any other state aid under the school finance act for that pupil. Special education funding is not paid as part of the grant. Another limitation is the licensed capacity of the facility which is determined at the beginning of the year. A facility could not receive funding for the number of pupils which exceed the licensed capacity of the facility.

Nearly every legislative session, the Legislature added to the list of named facilities that qualified for reimbursement under K.S.A. 72-8187. In an effort to avoid the need to amend the law each year, the 2002 Legislature amended the definition of juvenile detention facility in K.S.A. 72-6407 and 72-8187. The new definition created two general categories of eligible facilities and a list of specifically-named facilities<sup>2</sup>.

During the 2007 legislative session, SB 95 was enacted to correct and update state law regarding treatment facilities focused on helping mentally ill youth and psychiatric residential treatment facilities (PRTFs). The changes were necessary to conform to the regulations of the Centers for Medicare and Medicaid Services (CMS) and would allow the state to continue accessing CMS funding for residents of these facilities. The bill deleted the references to individually-named treatment facilities eligible for reimbursement under K.S.A. 72-8187.

A juvenile detention facility is defined to mean any public or private facility which is used for the lawful custody of accused or adjudicated juvenile offenders and which shall not be a jail.

A psychiatric residential treatment facility is defined to mean a facility which provides psychiatric services to individuals under the age of 21 and which conforms with the regulations of the centers for medicare/medicaid services, is licensed by the Kansas department of health and environment and is certified by the Kansas department of social and rehabilitation services as required by subsection (f) of K.S.A. 72-8187.

As a result of the 2007 amendment, school districts are no longer eligible for the reimbursement of costs under K.S.A. 72-8187 for providing services to pupils at those facilities which had been specifically named in the definition but which were not a JDF or a PRTF.

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(1) Any secure public or private facility which is used for the lawful custody of accused or adjudicated juvenile offenders and which shall not be a jail;

(2) any level VI treatment facility licensed by Kansas department of health and environment which is a psychiatric residential treatment facility for individuals under the age of 21 which conforms with the regulations of the centers for medicare/medicaid services and the joint commission on accreditation of health care organizations governing such facilities; and

(3) the Forbes Juvenile Attention Facility, the Sappa Valley Youth Ranch of Oberlin, Salvation Army/Koch Center Youth Services, the Clarence M. Kelley Youth Center, the Clarence M. Kelley Transitional Living Center, Trego County Secure Care Center, St. Francis Academy at Atchison, St. Francis Academy at Ellsworth, St. Francis Academy at Salina, St. Francis Center at Salina, King's Achievement Center, and Liberty Juvenile Services and Treatment.



## **Youth Residential Centers**

A youth residential center (YRC) is a non-secure (not locked) facility which provides juvenile residents access to the surrounding community with minimal supervision. A YRC is licensed by the Kansas Department of Health and Environment and is not a juvenile detention facility or a psychiatric residential treatment facility. Pupils in a YRC may leave the center to go to school and are counted as part of the enrollment of the district under the school finance act. A district and a YRC may enter into an agreement under which classes are conducted on the campus of the YRC rather than having the pupils attend the public school. Currently, there are 14 YRCs where classes are conducted on the campus of the YRC (including the Judge Riddel Ranch and the Atchison YRC). School districts are not eligible for reimbursement of costs for providing services to a pupil residing at a YRC under the provisions of K.S.A. 72-8187. Funding is provided under the school finance act for such pupil. Except for pupils residing at the Judge Riddel Ranch and the Atchison YRC, each pupil is counted in the same manner as other pupils residing in the district. Pupil weightings are assigned to each pupil, if applicable. The district would be eligible for special education state aid for any of pupil provided services if the pupil is an exceptional child under K.S.A. 72-961 et seq.

During the 2009 legislative session, HB 2001 was enacted. The bill provides that for school year 2009-2010, the number of pupils enrolled in U.S.D. No. 409 but housed and receiving educational services at the YRC located on the grounds of the former Atchison juvenile correctional facility would be deemed equal to two times the licensed capacity of the former correctional facility. In all school years after 2009-2010, a pupil housed and receiving educational services at the YRC would be counted as two pupils. All applicable pupil weightings under the school finance act would be assigned to these students. The district also would qualify for special education funding for any exceptional child provided services by the district. Pupils at this YRC would be funded in the same manner as pupils at the Judge Riddell Ranch are funded.

## **Chart**

Attached to this memo is a chart showing the funding schemes for educational services provided to pupils residing at juvenile detentions facilities, psychiatric residential treatment facilities, youth residential centers and the Flint Hills job corp center.

Facility Where Pupil Resides	Is Pupil Counted Under School Finance Act?*	Is USD Eligible for Grant Under K.S.A. 72-8187?*	When Is Enrollment Determined?
Juvenile Detention Facility	No	Yes. Pupil weightings are not assigned to a pupil.	September 20, November 20 or April 20, whichever date has highest pupil-count
State Institution	No	No. Funding for the education of any such pupil would be paid from the appropriation to the state institution. Tuition is paid to USD for children in an institution under the secretary's jurisdiction who attend school in the district (K.S.A. 72-8337).	N/A
Psychiatric Residential Treatment Facility	No	Yes. Pupil weightings are not assigned to a pupil.	September 20, November 20 or April 20, whichever date has highest pupil-count
Youth Residential Center	Yes. Each pupil is counted in the same manner as other pupils residing in the district.	No	September 20
Youth Residential Center located on the grounds of the former Atchison Juvenile Correctional Facility, for school year 2009-2010	Yes. The pupil count shall be deemed to be equal to two times the licensed capacity of the former Atchison Juvenile Correctional Facility as certified by the Secretary of SRS.	No	September 20
Youth Residential Center located on the grounds of the former Atchison Juvenile Correctional Facility, for school year 2010-2011 and thereafter	Yes. Each pupil is counted as two pupils.	No	September 20
Judge James V. Riddel Boys Ranch, USD No. 259, Wichita	Yes. Each pupil is counted as two pupils.	No	September 20
Flint Hills Job Corps Center, USD No. 383, Manhattan	No	Yes. Pupil weightings are not assigned to a pupil.	September 20, November 20 or April 20, whichever date has highest pupil-count

\*If a pupil is counted in the enrollment of a district under the school finance act, applicable pupil weightings are assigned to the pupil. In addition, if the pupil is an exceptional child under 72-961 et seq., the district would be eligible for special education state aid for any of pupil provided services.

\*\*Under K.S.A. 72-8187, a school district is eligible for reimbursement for the lesser of: An amount equal to two times the amount of BSAPP for each pupil to which the district provides services; or the actual amount expended, and not reimbursed or otherwise financed, for the services provided by the district to a pupil. If the district receives a grant under K.S.A. 72-8187 for reimbursement of services provided to a pupil, the district is not eligible for any other state aid under the school finance act for that pupil, nor is the district eligible for special education state aid for that pupil.

**Drop in Programs** (K.A.R. 28-4-700 et seq.) "Drop in program" means a child care facility that is not located in an individual's residence, that serves exclusively school-age children and youth, and in which the operator permits children and youth to arrive and depart from the program at their own volition and at unscheduled times. This term shall not include a program, instructional class, or activity as specified in K.A.R. 28-4-578(b).

### RESIDENTIAL CARE (24 hour care)

**Family Foster Homes** (K.A.R. 28-4-311 et seq.) "Family foster home" means a private home in which care is given for 24 hours a day for a small number of children away from their parent or guardian.

**Attendant Care Facilities** (K.A.R. 28-4-285 et seq.) "Attendant care facility" means a boarding home for children at which attendant care is provided. Attendant care provides one on one direct supervision of a juvenile, 10 years of age and older, who has been taken into custody in a non-secure setting. Care is limited to less than 24 hours a day excluding weekends and court holidays.

**Group Boarding Homes** (K.A.R. 28-4-268 et seq.) "Group boarding home" means a non-secure facility providing residential care for not less than five nor more than ten persons unrelated to the caregivers, and includes emergency shelters and maternity homes.

**Residential Centers** (K.A.R. 28-4-268 et seq.) "Residential center" means a non-secure facility which provides residential care for more than 10 residents unrelated to the caregivers, and includes emergency shelters and maternity homes.

**Detention Centers** (K.A.R. 28-4-350 et seq.) "Detention center" is a secure public or private facility which is used for the lawful custody of accused or adjudicated juvenile offenders under 16 years of age pending court disposition.

**Secure Care Centers** (K.A.R. 28-4-350 et seq.) "Secure care center" is a secure youth residential facility, other than a juvenile detention facility, used to provide care and treatment for alleged or adjudicated children in need of care pursuant to the Kansas code for the care of children.

**Secure Residential Treatment Facilities** (K.A.R. 28-4-330 et seq.) "Secure residential treatment facility" is a secure facility operated or structured to provide a therapeutic residential care alternative to psychiatric hospitalization for five or more youth with a diagnosis of a severe emotional, behavioral, or psychiatric condition. "Treatment" means comprehensive, individualized, goal-directed, therapeutic services provided to youth.

The State Department of Health and Environment does not place children in residential care. Children are placed by their parents or guardian, by a public agency such as Social and Rehabilitation Services, or by a private child placing agency licensed to conduct placement services.

### SPECIAL CATEGORIES OF SERVICE REQUIRING A LICENSE

**Child Placing Agencies** (K.A.R. 28-4-170 et seq.) "Child placing agency" is a social service agency which receives children for services including placement in residential programs or in foster family homes, or for adoption.

**Maternity Care** (K.A.R. 28-4-268 et seq.) "Maternity care" is residential care which includes services to females during pregnancy.

**Maternity Centers or Hospitals** (K.A.R. 28-4-370 et seq.) "Maternity center" is a facility not licensed as a medical hospital, which provides delivery services for normal, uncomplicated pregnancies.

**Day Care Referral Agencies** (K.A.R. 28-4-185 et seq.) "Day care referral agency" is an agency that assists parents in finding child day care by providing referral services.

### FURTHER INFORMATION:

Criminal history and child abuse registry background checks are required for persons 10 years of age and older living, working and volunteering in a child care facility or family day care home.

\*\*The Secretary of the Kansas Department of Health and Environment (KDHE) may levy a fine, suspend, deny or revoke a license or a certificate of registration for violation of regulations or child care licensing statutes.

Information about licensing procedures and copies of regulations may be obtained by accessing our website at [www.kdheks.gov/kidsnet](http://www.kdheks.gov/kidsnet), by contacting your local health department (address under county government) or by writing the Child Care Licensing and Registration Program.

LEPC  
7-28-09  
Attachment 3

**Residential/Community Based Institutional Education Services**  
**Funding Alternative**

- I. **Applicability**
  - a. Juvenile Detention Centers
  - b. Psychiatric Residential Treatment Facilities
  - c. Youth Residential Center II with education service being provided on the campus of the facility exclusively.
- II. **Standards for Education Services**
  - a. Meet KSDE accreditation.
  - b. Provide for 210 days of instruction (6 contact hours a day minimum).
  - c. Expenditure of funds limited to instructional services, materials and equipment for the provision of education services at the specific institutional or residential placement.
  - d. Unexpended funds are carried forward to following year and following year funding is reduced by the unexpended amount.
  - e. Education services are provided by the school district in which the facility is located by the district or a contractor of the district.
- III. **Funding provisions**
  - a. State base aid per student is the value (V)
  - b. Student count is imputed in an amount equal to 90% of licensed capacity as certified by Secretary of Health and Environment on July 1<sup>st</sup> each year (C)
  - c. Weighted funding is provided by doubling the count (C) times the value (V)

**Funding Formula:  $V * C * 2$**

**Example:** Licensed capacity 70 \* .90 = 63 students

Base state aid	\$ 4,218
	\$265,734
	x2
Total funding	\$532,468

- IV. **Process changes/advantages**
  - a. September 20<sup>th</sup> count date becomes irrelevant in determining funding level.
  - b. Districts and state have budget certainty when providing education services on facility campus.
  - c. Avoid potential for duplicate student count at PRTF and JDC's as a result of multiple count dates.
  - d. KSDE enrollment reconciliation to assure no duplicate count on September 20<sup>th</sup>.
  - e. Expenditure of funds limited to benefit the students intended to benefit from funding.
  - f. Expanded school year for benefit of youth who are often significantly behind educationally.
  - g. All like situated facilities and districts are treated equally.
  - h. Increased quality and intensity of education for youth residents.

*LEPC*  
*7-28-09*  
*Attachment 4*

## Kansas YRC II Education and ADP Data for FY09

YRC II Provider Name	License Capacity	City	County	School District	School on grounds	Avg Daily Pop. FY 2009	Highest Daily Population FY 2009
1 Alpha and Omega	14	Topeka	Shawnee	USD 501	No	10	13
2 AYS Home Ties	10	Kansas City	Wyandotte	USD 500	No	7	10
3 Bob Johnson Youth Shelter	16	Hutchinson	Reno	USD 308	Yes	15	16
4 Camelot Lakeside Academy	45	Goddard	Sedgwick	USD 265	Yes	44.25	45
5 Carla's YRC II	10	Wichita	Sedgwick	USD 259	No	7	10
6 Clarence M Kelley Youth Center-KYC	53	Topeka	Shawnee	USD 501	Yes	49	53
7 DCCCA, Inc. (Elm Acres) Columbus	28	Columbus	Cherokee	USD 493	No	22	25
8 DCCCA, Inc. (Elm Acres) Pittsburg	28	Pittsburg	Crawford	USD 250	Yes	22	25
9 Forbes Juvenile Attention Center	56	Topeka	Shawnee	Greenbush 609	Yes	54	56
10 G4S	56	Atchison	Atchison	USD 409	Yes	NA	NA
11 Judge James V. Riddell Boys Ranch	49	Goddard	Sedgwick	USD 259	Yes	48	49
12 King's Treatment Center - ILP	7	Goddard	Sedgwick	USD 265	Yes	6	7
13 King's Treatment Center - Sadie's Haven	7	Goddard	Sedgwick	USD 265	Yes	6	7
14 New Directions	37	Junction City	Geary	USD 475	Yes	28	33
15 Morton House owned by BCYMO	7	Great Bend	Barton	USD 428	No	6	6
16 O'Connell Youth Ranch, Inc.	24	Lawrence	Douglas	USD 497	No	21	22
17 Pratt County Achievement Place	11	Pratt	Pratt	USD 382	No	11	11
18 Salina Youth Care Home Foundation	10	Salina	Saline	USD 305	No	7	9
19 Salvation Army Koch Family Services	32	Wichita	Sedgwick	USD 259	No	20	20
20 Sedgwick County Youth Program (SCYP)	20	Wichita	Sedgwick	USD 259	No	15	19
21 St Francis Comm. & Resid. Services, Ellsworth	12	Ellsworth	Ellsworth	USD 327	Yes	11.9	12
22 The Villages, Inc.	50	Topeka	Shawnee	USD 437	No	40	49
23 The Villages, Inc.	20	Lawrence	Douglas	USD 497	No	15	19
24 TLC for Children and Families, Inc.	25	Olathe	Johnson	USD 233	Yes	16.5	25
25 Trueway Network Group Home	5	Salina	Saline	USD 305	No	3	4
26 Wichita Children's Home	20	Wichita	Sedgwick	USD 259	Yes	14.6	17
27 Youth Crisis Shelter, Inc.	16	Parsons	Labette	USD 503	No	13.5	16
28 Hoisington Youth Home (SRS Only)	10	Hoisington	Barton	USD 431	No	7	10
29 Hope House (SRS Only)	7	Quinter	Gove	USD 293	No	8.1	7
30 New Beginnings for youth found (SRS Only)	14	Topeka	Shawnee	USD 437	No	10	14
31 Youthville - Newton (SRS Only)	10	Newton	Harvey	USD 373	Yes	9	10

Total 709

31 Providers

86% occupancy rate

School on site standard funding - 14

School on site double funding - 1

School on site double funding - 1st year student count based on licensed capacity - 1

LEPC  
7-28-09  
Attachment 5

LEPC  
7-28-2009  
Attachment 6

# HIGHER EDUCATION UPDATE

*Legislative Educational Planning Committee  
July 28, 2009*

*Reginald L. Robinson*

*President & CEO*

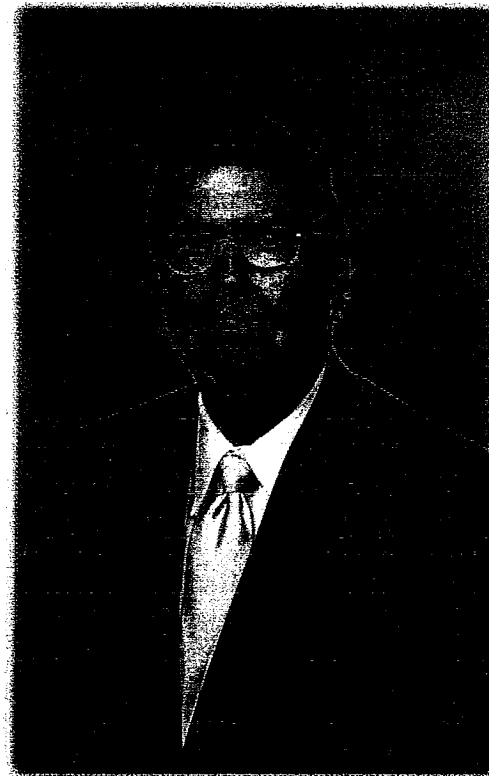


**BOARD LEADERSHIP (2009-2010):**

7-2



**CHAIR:**  
Regent Jill Docking, Wichita



**VICE CHAIR:**  
Regent Gary Sherrer, Overland Park



6-3

**NEW STATE UNIVERSITY CEOs:**



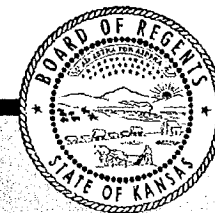
KU Chancellor  
Bernadette Gray-Little



KSU President  
Kirk Schulz



PSU President  
Steve Scott





# **BUDGET RECAP**

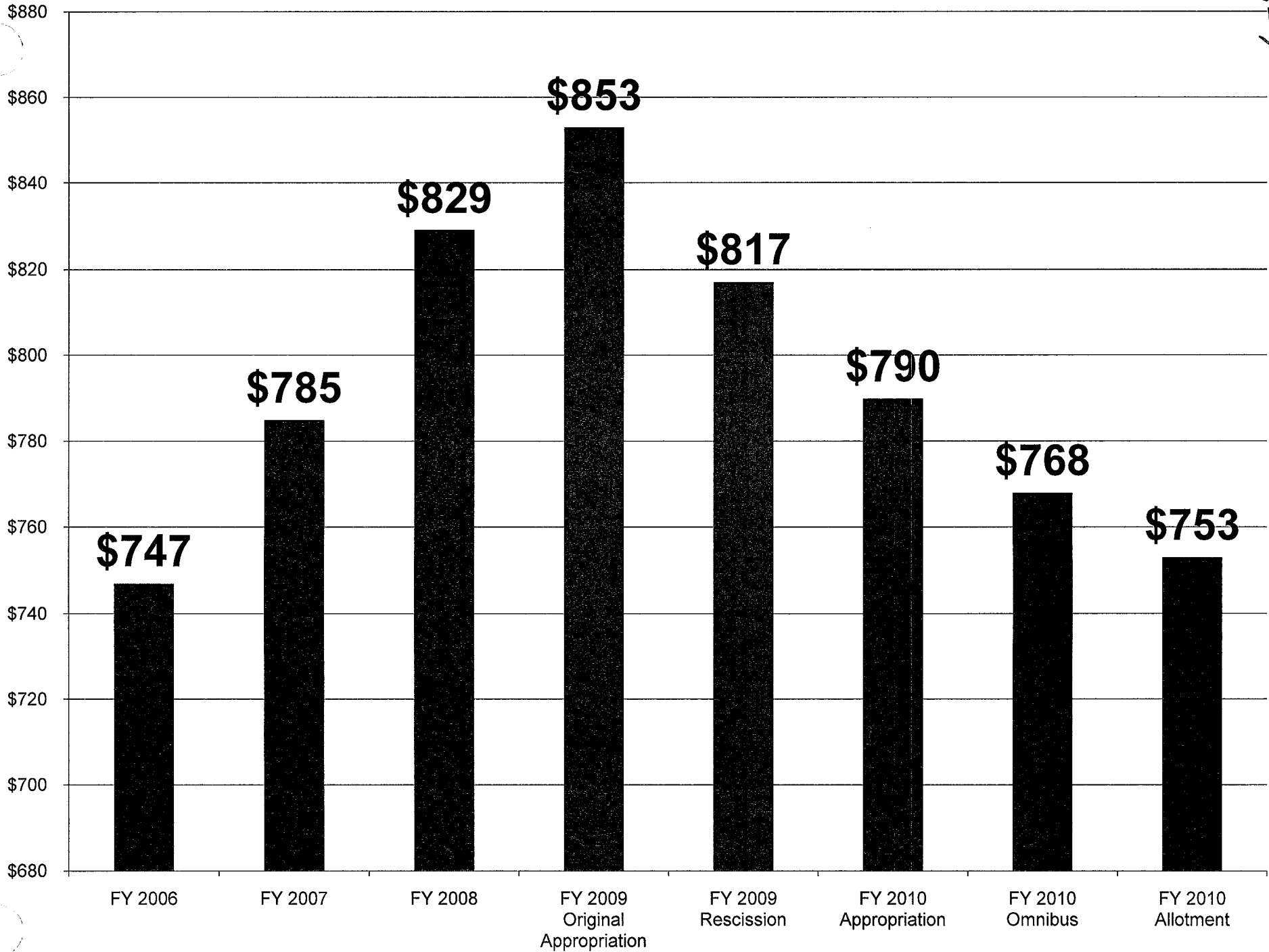
6-4

## **Higher Education System Support (SGF):**

- **FY 2009 Original Appropriation: \$853 million**
- **FY 2009 Rescission: \$817 million**  
(4.25% or \$36 million reduction from FY 2009 original)
- **FY 2010 Appropriation: \$790 million**  
(7% or \$63 million reduction from FY 2009 original)
- **FY 2010 Omnibus: \$768 million**  
(10% or \$85 million reduction from FY 2009 original)
- **FY 2010 Allotment: \$753 million**  
(12% or \$100 million reduction from FY 2009 original)



6-5



6-6

## **Impact of Budget Cuts (State Universities):**

- Employee Layoffs, Positions Held Vacant, & Positions Eliminated: Approx. 655.
- Programs/Classes Eliminated: Approx. 448.
- Increased class sizes & reduced course offerings.
- Reduced library resources (books, databases, & publications) & hours of operation.
- Students less likely to graduate in 4 years.
- Reduced operating support for equipment & technology upgrades.
- Student counseling services reduced.
- Eliminated purchases of research & educational equipment.
- Reduced or eliminated overtime and student labor budgets.
- Increased faculty teaching loads.
- Increased tuition costs.

*\*Please see Attachment A for additional details.*



**Federal Stimulus Funding:**

6-7

	<b><u>FY 2009</u></b>	<b><u>FY 2010</u></b>	<b><u>2-Year Total</u></b>
<b>State Universities (6):</b>	\$7,715,773	\$32,151,982	\$39,867,755
<b>Washburn University (1):</b>	\$181,507	\$756,280	\$937,787
<b>Community Colleges (19):</b>	\$1,447,198	\$6,029,986	\$7,477,184
<b>Technical Colleges (6):</b>	\$254,821	\$1,061,752	\$1,316,573
<b>Total (32 institutions):</b>	\$9,599,299	\$40,000,000	\$49,599,299

*\*Please see Attachment B for additional details.*



8-9  
6-8

**State University Federal Stimulus Allocation:**

**FY 2009 & FY 2010**

<b>Deferred Maintenance (2/3):</b>	<b>\$26,578,503</b>
<b>Tuition Mitigation (1/3):</b>	<b>\$13,289,252</b>
<b>Total:</b>	<b>\$39,867,755</b>

*Note: Most states have used the vast majority of their stimulus funding to back-fill operating budgets.*

*\*Please see Attachment B for additional details.*



**State University Tuition Mitigation Details:**

6-9

- FHSU: \$536,000 for student scholarships
- PSU: \$375,000 for tuition relief
- WSU: \$1.5 million for student scholarships



6-10

## State University Tuition Rates (Fall '09/Spring '10)

On June 25, the Board approved the following increases for resident undergraduate students:

- ESU 4%
- FHSU 7.5%
- KSU 3.9%
- KU 7%
- PSU 6.8%
- WSU 8.5%

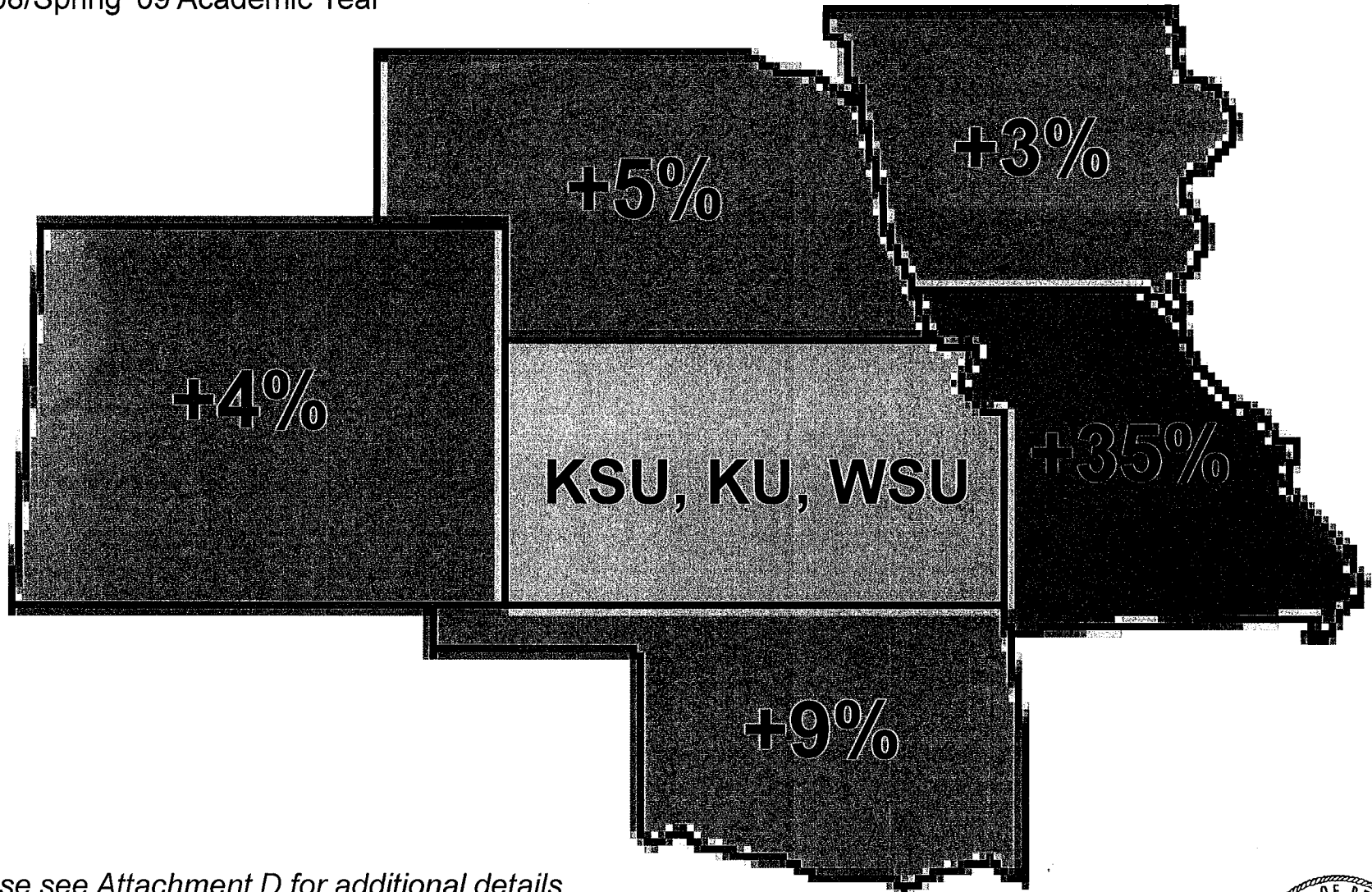
*\*Please see Attachment C for additional details.*



# Average Tuition & Fee Comparison (Research Universities):

Fall '08/Spring '09 Academic Year

6-11



*\*Please see Attachment D for additional details.*

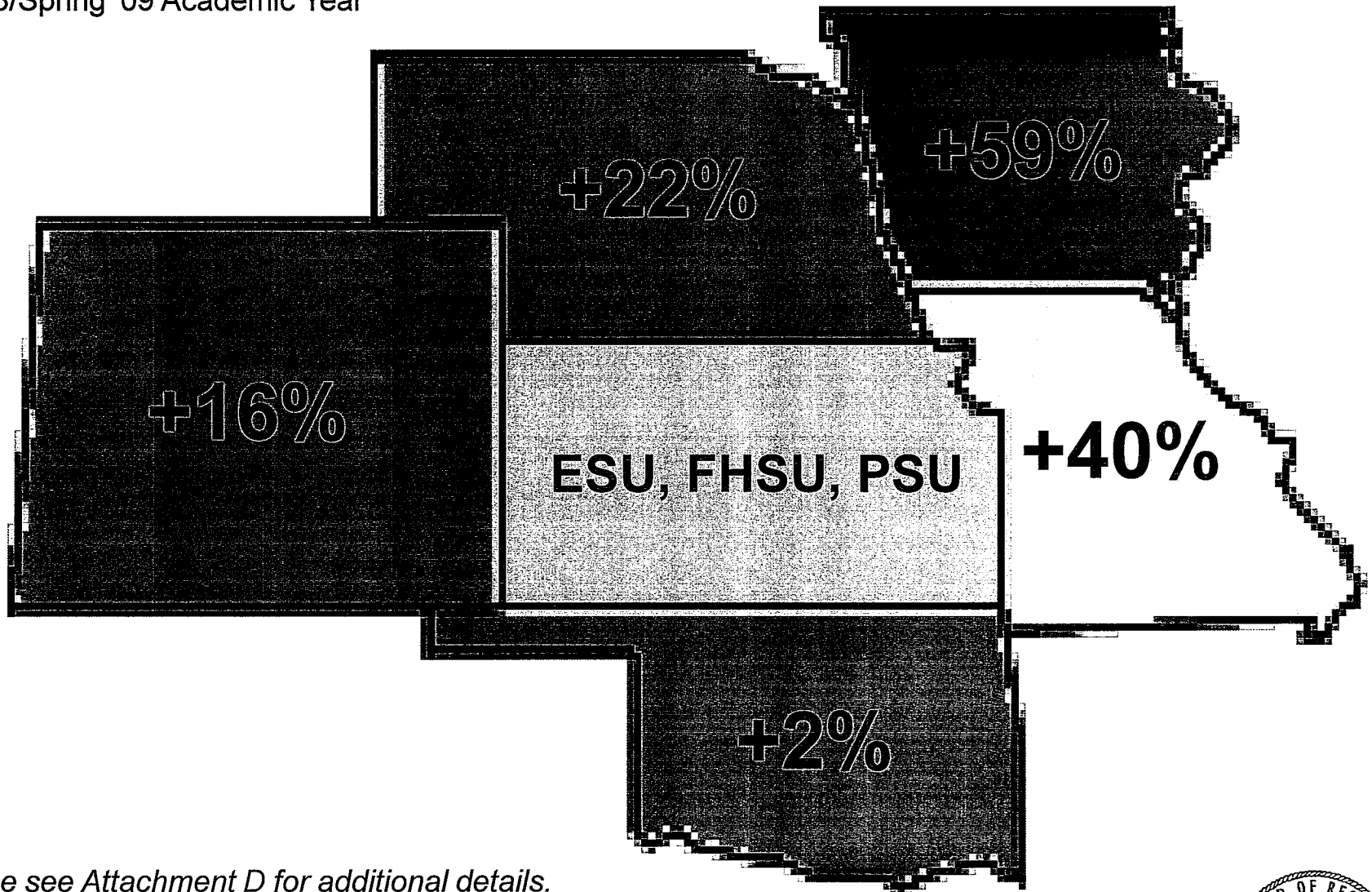




6-12

# Average Tuition & Fee Comparison (Regional Universities):

Fall '08/Spring '09 Academic Year

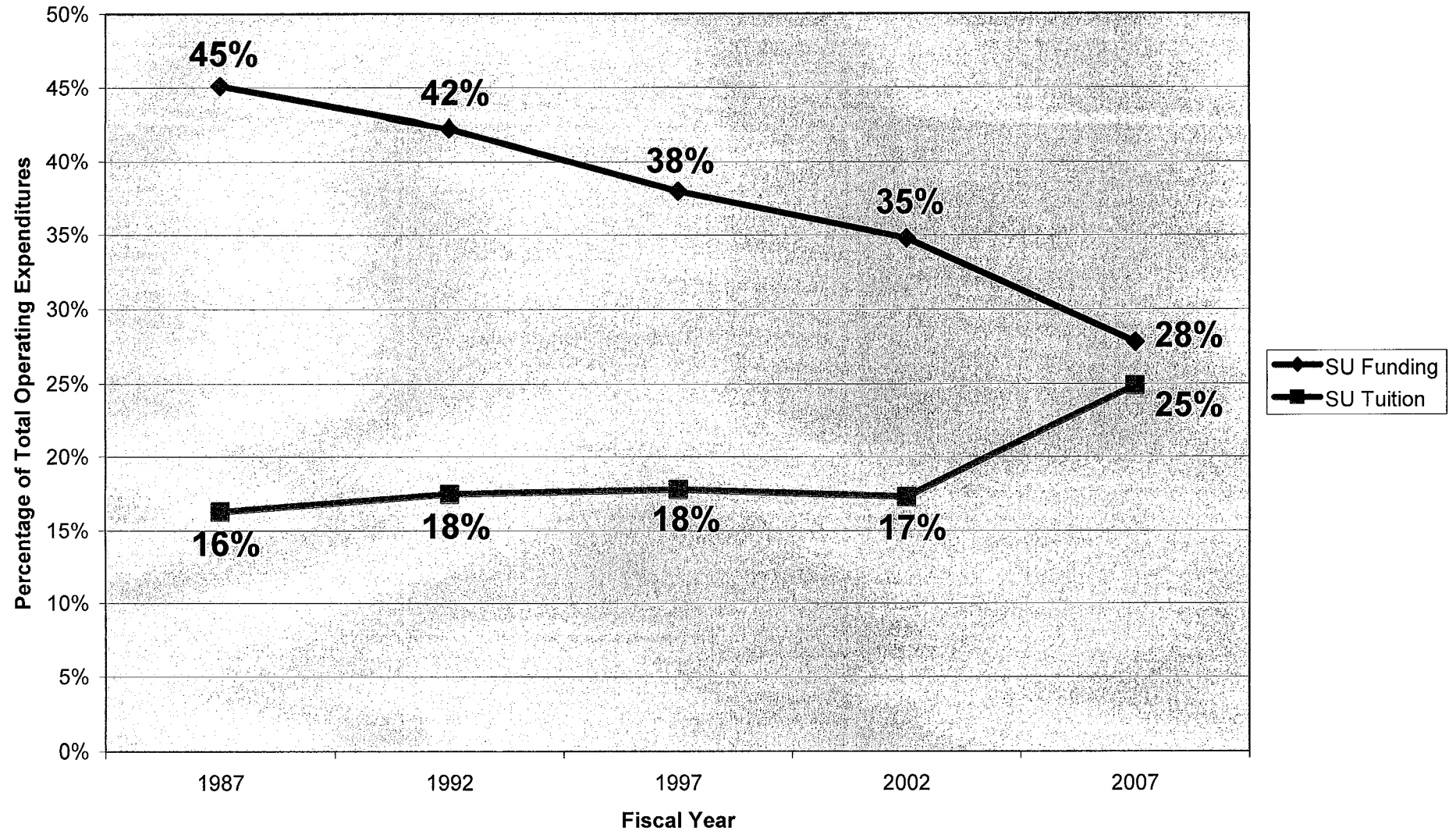


*\*Please see Attachment D for additional details.*



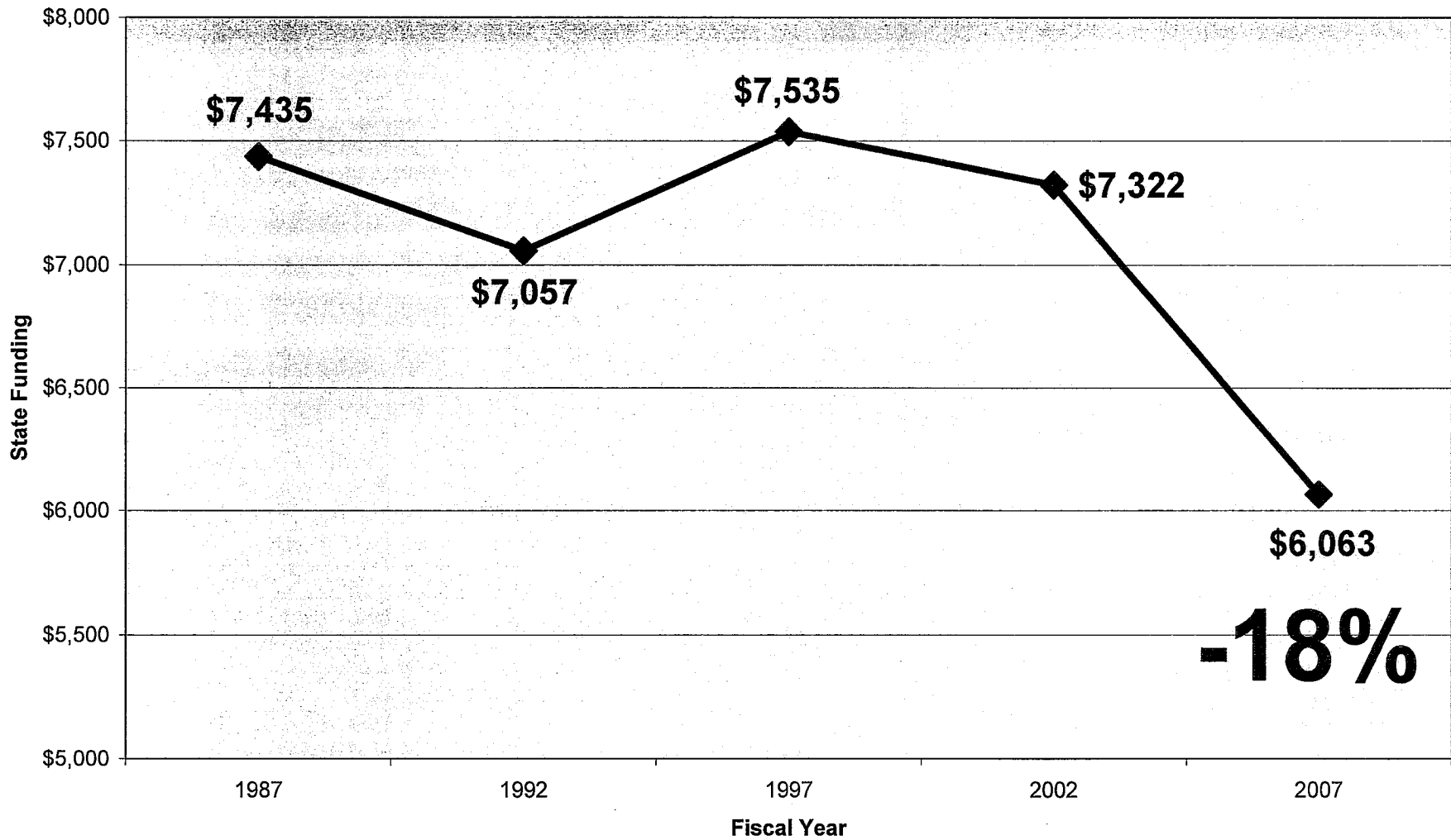
6-13

### State Funding vs. Tuition (State Universities)



6-14

### State Support Per FTE State University Student (FY 1987 - FY 2007)\*



\*Calculated For Inflation (HEPI)

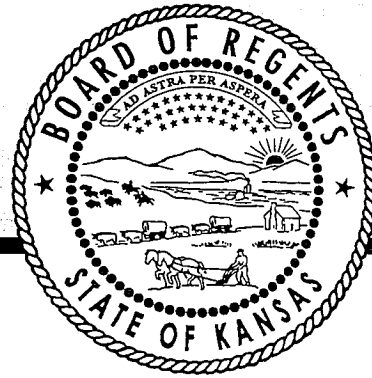
6-15

## **State University Audits/Reviews:**

- The Board directed that independent management audits/reviews be conducted at all six state universities.
- Exit analyses at KSU, PSU, and KU were initiated last year due to leadership changes. The KSU review is complete, and the PSU and KU reviews will conclude in the coming months.
- In June the Board subsequently directed that independent management audits be conducted at ESU, FHSU, and WSU.
- Currently, Kansas law requires entities that are controlled by the state universities (alumni associations, athletics departments, endowments/foundations, etc.) to annually submit an independent financial audit to Legislative Post Audit.
- However, these annual financial audits do not provide the same level of either transactional analysis or review of the interplay between affiliated campus entities as the Board's recent exit analysis at KSU.
- The Board has taken an important additional step and asked its Fiscal Affairs & Audit Committee to develop policy regarding a regular and ongoing process for these management audits.



6-110



*“The Kansas Board of Regents shall pursue measurable continuous improvement in the quality and effectiveness of the public postsecondary educational system in Kansas, while expanding participation for all qualified Kansans. To achieve that mission, the Board will demand accountability, focus resources, and advocate powerfully.”*

**[www.kansasregents.org](http://www.kansasregents.org)**

## State University Actions to Reduce Expenditures (FY 2010)

### **Emporia State University:**

1. Positions held vacant indefinitely (approx 32)
2. Positions covered with temporary instructors
3. Reduced budgets for temporary instructors
4. Increased class size due to fewer sections offered (i.e. 25% increase in class size of Freshmen Composition, Physical Sciences, Biological Sciences, Mathematics, and Social Sciences)
5. Many general education sections above capacity. Many unable to get their classes or must enroll in required classes in a later semester
6. Elimination of major administrative position through reorganization
7. 12-14 GTA/GRA Positions Eliminated
8. Certain courses offered less frequently
9. 25 courses canceled
10. Increased reliance on part time faculty and faculty overloads
11. Reduced library resources such as databases, publications and operating hours
12. Reduced departmental operating support for technology, equipment, supplies and travel
13. Reduction in student jobs on campus
14. Restriction on ability to increase number of access support programs (per Performance Agreement)
15. Potential reduction of 1st to 2nd year retention, due to increased class size and reduced course offerings
16. (Performance Agreement issue)
17. Selected transfer of state funded expenditures to restricted funds
18. Reduction of campus-wide equipment allocation

### **Fort Hays State University:**

1. Position eliminations and hiring freeze affecting 30 positions negatively affecting class size and availability.
2. Delay or eliminate upgrades to technology used by faculty and staff
3. Eliminate purchases of educational and research equipment
4. Reduce or eliminate overtime budgets
5. Reduce student labor budgets
6. Summer work week reduced to 4 10 hour days to create savings in utility costs
7. Substantially reduce the number of on campus classes offered during the summer to create utility savings. Classes offered virtually.
8. Increased thermostat settings during office hours to increase utility savings
9. Reduced other operating expense budgets
10. Use reserve balances to allow time for planning additional ongoing reductions in positions and other operating expenses.

### **Kansas State University:**

1. \$13.5 million was cut by reducing the SGF budgets of most non-academic units by 10% (SGF) and academic units by 7% (SGF)
2. 80 positions from non-academic units are being held vacant
3. 120 positions from academic and research units are being held vacant
4. Approximately 75 sections have been delayed, combined or cancelled
5. Increased teaching loads are reducing research and service contributions from faculty
6. Student services, such as advising, are impacted
7. Reduced purchases of library materials

LEPC  
7-28-09<sup>1</sup>  
Attachment 7

8. Reduced support for inter-disciplinary, targeted research - ultimately a reduction in externally funded research will occur
9. Reduced custodial and building maintenance services
10. Reduced agricultural extension services
11. Reduced technology infrastructure investment
12. Reduced student employment opportunities
13. In addition to the stimulus funds, \$3.4 million in one-time bridge funding (fund balances) is being used to fund the FY 2010 operational budget.
14. K-State's adaption to this reduced resource level is not complete. We still need to identify \$15 million in further savings. First, our current year budget is partially funded with non-recurring resources (fund balances and federal stimulus funding). Second, we need funds to strategically replace resources that have been cut from campus units that are operating in a non-sustainable fashion, for example, some of the approximately 200 vacant positions must be filled. Additionally, we need funds for contingent needs. The campus community will be engaged in this discussion this fall.

**Pittsburg State University:**

1. Eliminated or Reduced Salaries Budgeted for 28 Positions - \$1.2M
2. Scheduled 131 Fewer Classes this Fall
3. Delayed Major Software Acquisition
4. Reduced Operating Budgets by \$500,000
5. Reduced Major Equipment Budgets by \$400,000
6. Utilized Carryforward Balances to Spread the Cut Over Two Years
7. Authorized Fewer Library Acquisitions
8. Reduced Expenditures for Campus Safety, Building Maintenance and Landscaping
9. Increased Reliance on Part-Time Faculty
10. Reduced Hours of Operation in the Library, Computer Labs and Student Rec Center

**University of Kansas:**

1. Eliminated 121 positions (20 filled resulting in 11 notices of nonreappointment aka layoffs). 55 of these positions were teaching positions which translates into larger class sizes and few class sections.
2. Eliminated Learning Communities Office which helped improve retention rates.
3. Elimination of approximately 75 class sections in the College of Liberal Arts and Sciences due to reduction in GTA positions
4. Increased class sizes due to reduction in GTA and faculty positions.
5. Cut back student recruitment in key fields such as Engineering in order to maintain the quality of the educational experience for all Engineering students.
6. Decrease access to timely academic advising
7. Reduced technology funds at a time when mediated classes, online courses, electronic textbooks and digitally accessed library material are becoming the norm. We are at risk of falling further behind.
8. Decreased employment opportunities for students.
9. Decreased ability to meet training needs of university employees
10. Reduced hours of operation for various university museums.
11. Reduced building maintenance which will increase deferred maintenance.
12. Reduced selected community outreach and service programs.
13. Shifted an entire unit, KU Continuing Education off state funding altogether. The unit will now be entirely self supporting.
14. KU is using the flexibility provided by the Purchasing Pilot Project to reduce the cost of computers, software and other goods and services. This law should be made permanent in the 2010 Legislative Session.

### **University of Kansas Medical Center:**

1. Eliminated 79 positions (46 occupied - 41 unclassified staff received notices of non reappointments. aka layoffs and 5 classified staff were laid off). These reductions will have a material impact on KUMC's ability to execute its mission and the quality of its support for its academic, research, and clinical
2. Shifted portions of 363 positions to other funding sources, primarily clinical income. This transfer is not sustainable over time due to economic pressures and expected changes in reimbursement as part of National Health Care Reform.
3. Reduced GTA/GRA opportunities. The number of Graduate Teaching Assistant and Graduate Research Assistant positions available to support Ph.D. students in the sciences and bioengineering was reduced by four. This will make it more difficult to support the new information and biomedical economy the state is attempting to nurture through investments by entities like the Kansas Bioscience Authority.
4. Library operations will be impacted by reduced hours, elimination of new book purchases, and a reduction in periodicals. These actions degrade the quality of the educational experience available to students and impact research progress.
5. Investments in information and instructional technology were reduced. While the impact of these reductions may not be immediately felt, over time this critical infrastructure will deteriorate to the same dreadful condition as our physical facilities.
6. Reduction in tuition grant funding for needy students.
7. Reduction in professional training for faculty and staff.
8. Reduction in facility maintenance increasing deferred maintenance.
9. Identify an additional 50 positions for elimination during the fiscal year.
10. Reduction in outreach services for clinical care and continuing ed.
11. Reductions in Nursing & Allied Health enrollment in Fall 2010.
12. One-time ARRA funds will be used as bridging funds until a permanent reduction can be implemented.
13. Further allotment reductions would require furloughs or a general salary reduction.

### **Wichita State University:**

1. Four employees (3.5 FTE positions) were laid off.
2. 81 positions were eliminated. Positions were vacant due to resignations or retirements and would have been filled during FY 2010.
3. An additional 30 seasonal and temporary positions hired each year to assist with enrollment and grounds maintenance were eliminated.
4. Eliminated over 20% of the budget for student salaries--a major source of financial aid for students.
5. 142 fewer class sections have been scheduled for fall semester unless enrollment increases provide additional tuition revenues to hire new lecturers.
6. Substantially reduced funding for university libraries resulting in a probable reduction to library hours.
7. Substantial reduction to budgets for capital equipment replacement, library acquisitions, and technology upgrades.
8. Due to staffing reductions, many services provided to the University community and outside customers will be eliminated, reduced or delayed.



**Kansas Board of Regents  
ARRA Federal Stimulus Funding Distribution  
Board Approved June 25, 2009**

Attachment B

Institution	FY 2009 ARRA Funding Distribution	FY 2010 ARRA Funding Distribution	Total Two-Year ARRA Funding Distribution
University of Kansas (including Medical Center)	\$2,941,252	\$12,853,921	\$15,795,173
Kansas State University	\$2,307,016	\$9,441,070	\$11,748,086
Wichita State University	\$847,192	\$3,598,974	\$4,446,166
Emporia State University	\$466,033	\$1,870,960	\$2,336,993
Pittsburg State University	\$569,424	\$2,185,266	\$2,754,690
Fort Hays State University	\$584,856	\$2,201,791	\$2,786,647
<b>Subtotal State Universities</b>	<b>\$7,715,773</b>	<b>\$32,151,982</b>	<b>\$39,867,755</b>
Washburn University	\$181,507	\$756,280	\$937,787
<b>Subtotal Washburn University</b>	<b>\$181,507</b>	<b>\$756,280</b>	<b>\$937,787</b>
Allen County Community College	\$60,401	\$251,672	\$312,073
Barton County Community College	\$98,490	\$410,376	\$508,866
Butler County Community College	\$170,720	\$711,332	\$882,052
Cloud County Community College	\$56,120	\$233,835	\$289,955
Coffeyville Community College	\$34,053	\$141,888	\$175,941
Colby Community College	\$36,431	\$151,794	\$188,225
Cowley County Community College	\$101,856	\$424,400	\$526,256
Dodge City Community College	\$32,556	\$135,650	\$168,206
Fort Scott Community College	\$40,890	\$170,377	\$211,267
Garden City Community College	\$34,027	\$141,780	\$175,807
Highland Community College	\$78,622	\$327,590	\$406,212
Hutchinson Community College	\$111,006	\$462,524	\$573,530
Independence Community College	\$26,346	\$109,776	\$136,122
Johnson County Community College	\$284,975	\$1,187,394	\$1,472,369
Kansas City Kansas Community College	\$128,574	\$535,724	\$664,298
Labette Community College	\$37,796	\$157,482	\$195,278
Neosho Community College	\$33,587	\$139,944	\$173,531
Pratt Community College	\$34,546	\$143,940	\$178,486
Seward County Community College	\$46,202	\$192,508	\$238,710
<b>Subtotal Community Colleges</b>	<b>\$1,447,198</b>	<b>\$6,029,986</b>	<b>\$7,477,184</b>
Flint Hills Technical College	\$30,891	\$128,711	\$159,602
Manhattan Technical College	\$31,904	\$132,935	\$164,839
North Central KS Technical College	\$48,131	\$200,546	\$248,677
Northwest KS Technical College	\$37,209	\$155,035	\$192,244
Salina Area Technical College	\$27,443	\$114,344	\$141,787
Wichita Area Technical College	\$79,243	\$330,181	\$409,424
<b>Subtotal Technical Colleges</b>	<b>\$254,821</b>	<b>\$1,061,752</b>	<b>\$1,316,573</b>
<b>TOTAL</b>	<b>\$9,599,299</b>	<b>\$40,000,000</b>	<b>\$49,599,299</b>

**Kansas Board of Regents  
State Universities  
FY 2009 and 2010 ARRA Federal Stimulus Funding Distribution**

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*June 25, 2009 Board Approved: 2/3 Deferred Maintenance, 1/3 Tuition Mitigation over both FY 2009 and FY 2010.*

<b>University</b>	<b>Total FY 2009 &amp; 2010 ARRA Funding Distribution</b>	<b>Deferred Maintenance</b>	<b>Tuition Mitigation</b>
University of Kansas (including Medical Center)	\$15,795,173	\$10,131,724	\$5,663,449
Kansas State University	\$11,748,086	\$7,946,972	\$3,801,114
Wichita State University	\$4,446,166	\$2,918,320	\$1,527,846
Emporia State University	\$2,336,993	\$1,605,342	\$731,651
Pittsburg State University	\$2,754,690	\$1,961,494	\$793,196
Fort Hays State University	\$2,786,647	\$2,014,651	\$771,996
<b>Total State Universities</b>	<b>\$39,867,755</b>	<b>\$26,578,503</b>	<b>\$13,289,252</b>

**TABLE I**  
**STATE UNIVERSITIES' TUITION RATES, BOARD APPROVED, JUNE 25, 2009**  
**(TUITION ONLY, EXCLUDES REQUIRED STUDENT FEES)**

FY 2010 TUITION FOR FULLTIME UNDERGRADUATE STUDENTS, PER SEMESTER <sup>1</sup>								
	KU (Standard)	KU (Compact) <sup>2</sup>	KSU	KSU-Salina	WSU	ESU	PSU	FHSU
<b>Resident Undergraduate</b>								
FY 2009 Approved Tuition	\$3,097.50	\$3,438.75	\$2,977.05	\$2,812.50	\$2,072.25	\$1,647.00	\$1,710.00	\$1,370.25
FY 2010 Proposed Tuition	3,283.50	3,679.50	\$3,093.00	\$2,922.00	\$2,248.50	\$1,713.00	\$1,826.00	\$1,473.00
Proposed \$ Increase	\$186.00	\$240.75	\$115.95	\$109.50	\$176.25	\$66.00	\$116.00	\$102.75
Proposed % Increase	6.0%	7.0%	3.9%	3.9%	8.5%	4.0%	6.8%	7.5%
<b>Non-resident Undergraduate</b>								
FY 2009 Approved Tuition	\$8,136.00	\$9,030.75	\$8,129.25	\$7,680.00	\$5,910.75	\$5,903.00	\$5,837.00	\$5,162.25
FY 2010 Proposed Tuition	\$8,625.00	\$9,663.75	\$8,446.50	\$7,980.00	\$6,265.50	\$6,315.00	\$6,088.00	\$5,549.25
Proposed \$ Increase	\$489.00	\$633.00	\$317.25	\$300.00	\$354.75	\$412.00	\$251.00	\$387.00
Proposed % Increase	6.0%	7.0%	3.9%	3.9%	6.0%	7.0%	4.3%	7.5%

FY 2010 TUITION FOR FULLTIME GRADUATE STUDENTS, PER SEMESTER <sup>3</sup>								
	KU	KU-Med. School	KSU	KSU-Vet. School	WSU	ESU	PSU	FHSU
<b>Resident Graduate</b>								
FY 2009 Approved Tuition	\$3,061.20	\$11,861.40	\$3,232.80	\$8,200.00	\$2,304.60	\$1,988.00	\$1,990.00	\$1,638.00
FY 2010 Proposed Tuition	\$3246.00	\$12,573.10	\$3,358.80	\$8,520.00	\$2,500.20	\$2,077.00	\$2,106.00	\$1,761.00
Proposed \$ Increase	\$184.80	\$711.70	\$126.00	\$320.00	\$195.60	\$89.00	\$116.00	\$123.00
Proposed % Increase	6.0%	6.0%	3.9%	3.9%	8.5%	4.5%	5.8%	7.5%
<b>Non-resident Graduate</b>								
FY 2009 Approved Tuition	\$7,314.60	\$21,035.10	\$7,437.00	\$19,300.00	\$6,713.40	\$6,014.00	\$5,514.00	\$4,854.00
FY 2010 Proposed Tuition	\$7,755.00	\$22,297.20	\$7,726.80	\$20,052.00	\$7,116.00	\$6,432.00	\$5,765.00	\$5,218.20
Proposed \$ Increase	\$440.40	\$1,262.10	\$289.80	\$752.00	\$402.60	\$418.00	\$251.00	\$364.20
Proposed % Increase	6.0%	6.0%	3.9%	3.9%	6.0%	7.0%	4.6%	7.5%

## NOTES:

<sup>1</sup> Tuition rates for full-time undergraduate students are based upon 15 credit hours.

<sup>2</sup> Compact tuition rates are for first-time, degree-seeking KU freshmen only. The proposed FY 2010 Compact Tuition Rates are for KU freshmen entering KU in Fall 2009, and would be fixed for FY 2010 through FY 2013. Approved FY 2009 rates are from FY 2009-FY 2012 Compact.

<sup>3</sup> Tuition rates for fulltime graduate students are based upon 12 credit hours, except medical students (semester rate) and veterinary medical students (20 credit hours).

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**TABLE II**  
**STATE UNIVERSITIES' TUITION RATES, BOARD APPROVED, JUNE 25, 2009**  
**(INCLUDES REQUIRED STUDENT FEES)**

FY 2010 TUITION AND REQUIRED FEES FOR FULLTIME UNDERGRADUATE STUDENTS, PER SEMESTER <sup>1</sup>								
	KU Lawrence (Standard)	KU Lawrence (Compact) <sup>2</sup>	KSU	KSU-Salina	WSU	ESU	PSU	FHSU
<b>Resident Undergraduate</b>								
FY 2009 Approved Tuition and Fees	\$3,520.85	\$3,862.10	\$3,313.65	\$3,111.66	\$2,542.25	\$2,068.00	\$2,161.00	\$1,770.00
FY 2010 Proposed Tuition and Fees	\$3,706.85	4,102.85	\$3,434.75	\$3,221.16	\$2,733.50	\$2,187.00	\$2,296.00	\$1,881.00
Proposed \$ Increase	\$186.00	\$240.75	\$121.10	\$109.50	\$191.25	\$119.00	\$135.00	\$111.00
Proposed % Increase	5.3%	6.2%	3.7%	3.5%	7.5%	5.8%	6.2%	6.3%
<b>Non-resident Undergraduate</b>								
FY 2009 Approved Tuition and Fees	\$8,559.35	\$9,454.10	\$8,465.85	\$7,979.16	\$6,380.75	\$6,324.00	\$6,288.00	\$5,562.00
FY 2010 Proposed Tuition and Fees	\$9,048.35	\$10,087.10	\$8,788.25	\$8,279.16	\$6,750.50	\$6,789.00	\$6,558.00	\$5,957.25
Proposed \$ Increase	\$489.00	\$633.00	\$322.40	\$300.00	\$369.75	\$465.00	\$270.00	\$395.25
Proposed % Increase	5.7%	6.7%	3.8%	3.8%	5.8%	7.4%	4.3%	7.1%

FY 2010 TUITION AND REQUIRED FEES FOR FULLTIME GRADUATE STUDENTS, PER SEMESTER <sup>3</sup>								
	KU Lawrence	KU-Med. School	KSU	KSU-Vet. School	WSU	ESU	PSU	FHSU
<b>Resident Graduate</b>								
FY 2009 Approved Tuition and Fees	\$3,484.55	\$12,099.76	\$3,569.40	\$8,536.60	\$2,684.00	\$2,409.00	\$2,441.00	\$1,957.80
FY 2010 Proposed Tuition and Fees	\$3,669.35	\$12,817.96	\$3,700.55	\$8,861.75	\$2,891.60	\$2,551.00	\$2,576.00	\$2,087.40
Proposed \$ Increase	\$184.80	\$718.20	\$131.15	\$325.15	\$207.60	\$142.00	\$135.00	\$129.60
Proposed % Increase	5.3%	5.9%	3.7%	3.8%	7.7%	5.9%	5.4%	6.6%
<b>Non-resident Graduate</b>								
FY 2009 Approved Tuition and Fees	\$7,737.95	\$21,273.46	\$7,773.60	\$19,636.60	\$7,092.80	\$6,435.00	\$5,965.00	\$5,173.80
FY 2010 Proposed Tuition and Fees	\$8,178.35	\$22,542.06	\$8,068.55	\$20,393.75	\$7,507.40	\$6,906.00	\$6,235.00	\$5,544.60
Proposed \$ Increase	\$440.40	\$1,268.60	\$294.95	\$757.15	\$414.60	\$471.00	\$270.00	\$370.80
Proposed % Increase	5.7%	6.0%	3.8%	3.9%	5.8%	7.3%	4.5%	7.2%

NOTES:

<sup>1</sup> Tuition rates for full-time, undergraduate students are based upon 15 credit hours.

<sup>2</sup> Compact tuition rates are for first-time, degree-seeking KU freshmen only. The proposed FY 2010 Compact Tuition Rates are for KU freshmen entering KU in Fall 2009, and would be fixed for FY 2010 through FY 2013. Approved FY 2009 rates are from FY 2009-FY 2012 Compact.

<sup>3</sup> Tuition rates for full-time graduate students are based upon 12 credit hours, except medical students (semester rate) and veterinary medical students (20 credit hours)

**Public University Tuition & Fee Comparison**  
**2008-2009 Academic Year (Fall '08 & Spring '09 Semesters)**

	<u>In-State Tuition &amp; Fees</u>	<u>\$ Comparison to Kansas</u>	<u>% Comparison to Kansas</u>
<b>RESEARCH INSTITUTIONS:</b>			
Missouri	\$8,456	+ \$2,205	+ 35%
Oklahoma	\$6,812	+ \$561	+ 9%
Nebraska	\$6,584	+ \$333	+ 5%
Colorado	\$6,515	+ \$264	+ 4%
Iowa	\$6,452	+ \$201	+ 3%
<b>Kansas (KSU, KU, WSU)</b>	<b>\$6,251</b>	---	---
<b>Research Institution Average:</b>	<b>\$7,016</b>	<b>+ \$765</b>	<b>+ 12%</b>
<b>KSU, KU, WSU Average:</b>	<b>\$6,251</b>	---	---
<b>REGIONAL INSTITUTIONS:</b>			
Iowa	\$6,376	+ \$2,377	+ 59%
Missouri	\$5,581	+ \$1,582	+ 40%
Nebraska	\$4,891	+ \$892	+ 22%
Colorado	\$4,658	+ \$659	+ 16%
Oklahoma	\$4,084	+ \$85	+ 2%
<b>Kansas (ESU, FHSU, PSU)</b>	<b>\$3,999</b>	---	---
<b>Research Institution Average:</b>	<b>\$4,755</b>	<b>+ \$756</b>	<b>+ 19%</b>
<b>ESU, FHSU, PSU Average:</b>	<b>\$3,999</b>	---	---



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Tuesday, Jul 28, 2009

Posted on Sun, Jul. 26, 2009

## Regents system proves right for running Kansas higher education

By JILL DOCKING  
Kansas Board of Regents chairwoman

A recent article in The Kansas City Star posed questions on the efficacy of the Kansas public higher education structure (6/28, "K-State woes stir calls for reform; critics say Kansas' Board of Regents provides inadequate oversight of higher education in state").

Given its commitment to continuous improvement, the Kansas Board of Regents welcomes those questions. Structure matters.

The continuing and essential question is whether Kansas' structure enables the board to effectively and efficiently lead the higher education system to benefit Kansans. I believe the answer is "yes." When it comes to building higher education governance structure, one size does not fit all.

From Kansas' founding in 1861, independent boards governed each state university. That structure produced an environment in which universities competed aggressively for state funding and pursued agendas in a vacuum, with no entity to resolve interinstitutional conflicts or set statewide priorities.

In 1925, Kansans, seeking a better way, placed governance of all state universities under a single body, the Kansas Board of Regents. That structure worked so well that in 1999 the board was made responsible for coordinating the state's entire public higher education system — seven public universities, 19 community colleges and six technical colleges.

In its 10-year lifespan, this structure has proven efficient and effective. The board, together with institutional leaders, the Legislature and the governor, has achieved much. It has created a more seamless system enabling smooth student movement from two-year institutions to state universities with retained academic credit.

The board now annually submits to the governor and Legislature a unified budget request for public higher education, a remarkable improvement over the uncoordinated submissions of the past. The structure has fostered a level of coordination among 32 varied institutions.

The responsibility to continuously improve requires persistent commitment. In recent years, the board has, among other things, coordinated efforts to tackle the nursing shortage; won state universities access to interest earned on tuition; strengthened policies ensuring university instructors are proficient in English; improved campus safety through employee background checks and enhanced weapons policies; efficiently allocated state and federal funds to address deferred maintenance; gained workforce and purchasing flexibility; aided mergers of two-year institutions to enhance the quality and efficiency of technical education delivery; and held, through performance contracts, all 32 institutions accountable for state funding received.

Even with declining state funding, the board has kept tuition low — on average, the lowest in the five-state region — and kept enrollments strong. Continuous improvement is the challenge the board embraces. We think the current higher education structure best enables us to play that critical role for Kansans.

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*Jill Docking lives in Wichita and is chairwoman of the Kansas Board of Regents.*

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**Testimony from  
Barbara F. Atkinson, MD  
Interim Chancellor, University of Kansas  
Executive Vice Chancellor, KU Medical Center  
Executive Dean, KU School of Medicine  
before the  
Legislative Educational Planning Committee  
July 28, 2009**

Like all state agencies, the University of Kansas has been called upon to cut its budget in response to the sharp decline in state revenues. And, like all state agencies, these cuts will be felt by the people we serve, namely our students and the people of Kansas.

Overall, the University of Kansas saw its funding reduced from an original level of \$275.5 million in FY 2009 to \$243.2 million for FY 2010 after the 2 percent cut was made earlier this month. When unfunded mandates are added in, the total gap grows to \$36.6 million in FY 2010.

New revenue from the recently approved 2009-10 tuition rates is estimated to total \$9.8 million, equaling less than a third of the budget reduction. And of the \$15.8 million in federal stimulus funds, two-thirds have been dedicated to deferred maintenance by the Board of Regents.

Because the cuts to the State General Fund have had different impacts on KU and the KU Medical Center, I'd like to discuss the budget situation on the two campuses separately.

**University of Kansas Lawrence and Edwards Campuses**

**Budget Background**

For the Lawrence campus, the most recent cut of 2 percent equaled roughly \$2.8 million, meaning the total reduction from our original FY 2009 budget to our current FY 2010 budget now equals \$17.9 million.

Even though the Lawrence campus is not as dependent on SGF funding as the Medical Center, cuts of 12 percent, when added to increased costs from health insurance, utilities and other unfunded mandates, have resulted in layoffs and reductions in the courses and services we offer to our students.

**Steps Taken to Meet Budget Targets**

KU's leadership has sought to protect the academic and research missions of the university – for example, by having administrative units take larger percentage cuts than academic units. KU also

*LEPC  
7-28-09  
Attachment 8*

has implemented efficiencies that will save an estimated \$9 million and shifted an entire unit, KU Continuing Education, off of state funding altogether.

Even with these moves, budget cuts of the magnitude imposed this year will affect students, faculty and staff.

One entire program that has been eliminated is the Learning Communities Office, which helped improve retention rates. Such programs usually have a dramatic impact on the experience of first-generation college students and students from underserved minorities. In Fall 2008, a total of 435 students were served by this program, and it was proven to help more students stay in school and on track to earn their degrees.

Most of our cuts are not as high-profile as elimination of an entire program, but they will still have negative effects on the university and its ability to fulfill its teaching and research missions.

For example, this academic year there will be at least one hundred and twenty-one fewer positions on the Lawrence campus, including 55 fewer faculty members and a reduction in the number of graduate teaching assistants. The College of Liberal Arts and Sciences alone will have 25 fewer GTAs and will offer roughly 75 fewer class sections in courses ranging from chemistry to psychology.

In addition to increasing class sizes, which has negative effects on student learning, these cuts will also reduce the number of lab sections we can offer. That will constrict access to required or prerequisite credits needed in high-demand majors such as engineering, pre-pharmacy, pre-med, nursing, and education. Additionally, some students may have difficulty enrolling in specific classes needed to meet degree requirements, increasing time to graduation and reducing retention.

Having more students in a class or not being able to enroll in a needed course may seem like small sacrifices for students to make in order to close the state budget gap, but these effects add up and threaten our state's promise of a high-quality education for Kansas students.

### **Impact of Budget Cuts**

The University of Kansas is an engine for the Kansas economy, educating the workers that our business community relies upon to grow and prosper. More than 147,000 KU alumni live in Kansas alone and we send another 6,000 graduates out into the world every year.

When the capacity of the university to educate students is reduced, the pipeline of graduates we send out into Kansas is similarly constricted. I want to highlight the effects the budget crisis is having on two fields of great importance to the state: education and engineering.

We created the UKanTeach program to increase the number of math and science teachers in Kansas, two fields with a desperate shortage of teachers that only grows as more teachers retire



with each passing year. Unfortunately, UKanTeach will confront particular challenges staffing its core pedagogy classes. Because of the success of this program enrollment has been strong. Extra sections are usually opened to accommodate additional students and ensure timely progress toward degree completion, but such flexibility has been removed with the current budget cuts.

Engineering is another field that is seeing its capacity constrained by budget cuts, to the detriment of the economy. Kansas legislative and business leaders have asked the Regents institutions to increase the number of engineering graduates we educate, however budget cuts mean we are unable to sustain growth in our School of Engineering. We expect a 10 to 15 percent decline in the size of our freshman engineering class, which will have a large impact on the workforce four years from now.

These are just two examples of how the cuts needed to close the short-term budget gap will lead to long-term problems for our state economy.

### **University of Kansas Medical Center (KUMC)**

I'd like to now discuss the budget situation at the University of Kansas Medical Center, which relies on the State General Fund for a much greater percentage of its budget than does Lawrence.

#### **Budget Background**

As you know, the University of Kansas Medical Center encompasses several programs, including the Schools of Medicine, Nursing, and Allied Health. As the KU Medical Center budget is distinct from that of the Lawrence campus, we sustained cuts of approximately \$5.2 million with the FY 2009 rescission bill and a total of approximately \$12.1 million through omnibus reductions for FY 2010. The July 2, 2009 two percent allotment announced by Governor Parkinson, which we are assuming will be a permanent reduction to our base budget, brings the total reduction going forward for KU Medical Center to approximately \$14.2 million.

To put the magnitude of these cuts in perspective, the entire budget for the School of Nursing is \$8.4 million, the School of Allied Health is \$8.4 million, and the School of Medicine in Wichita is \$15.2 million. Obviously we are not eliminating these critical programs, but the numbers show the extent to which the reductions will impact KU Medical Center as a whole.

In addition, the State General Funding coming to KU Medical Center is highly leveraged externally. Prior to the current cuts, the budget was \$121.6 million. This funding has helped to generate approximately \$100 million in external research funding and approximately \$140 million in physician revenue, and has, by providing the vast majority of the physician staff, helped The University of Kansas Hospital generate roughly \$650 million. All told, this is approximately a 7 to 1 leveraging of state dollars.

#### **Steps Taken to Meet Budget Targets**

At the Medical Center, we have taken several steps to manage budget reductions. Our goal throughout has been to minimize the impact on the education of our students and residents, as well as minimize the impact on our cancer program, on investments that yield external funds, and on campus safety. We have attempted to achieve this goal through a series of cuts and other administrative changes, as well as through minimal or one-time additional funding.

On the administrative side, KU Medical Center has thus far eliminated 79 faculty and staff positions as a result of the cuts, 46 of which were filled. We have also shifted salary portions of 363 positions to other sources of funding, like clinical revenue for medical faculty in Kansas City and Wichita. This particular strategy is not sustainable over time, especially in light of current economic pressures and health care reform efforts, and more time spent by faculty seeing patients could mean less time teaching our medical students. Additional measures include reducing investments in information and instructional technology, which will be detrimental to our infrastructure in the long term, and reducing library operations, which ultimately degrades the educational experience of our students.

In addition to administrative measures, KU Medical Center has been able to manage the cuts with additional tuition dollars and Recovery Act funding. However, as the committee members are likely aware, KU Medical Center's budget is not supported by tuition dollars to the same extent as the Lawrence campus, and tuition increases do not completely fill the gaps created in FY 2010. This year's 6% tuition increase for our approximately 3,000 students – of which 2,324 pay tuition because the remainder is made up of residents – only generated \$1.56 million. In addition, while KU Medical Center does have the ability to use Recovery Act funds as a bridge during FY 2010, the funding essentially only covers the FY 2010 allotment gap of \$2.2 million.

### **Impact of Budget Cuts**

Ultimately, one-time funding and administrative management of these cuts can only take us so far. The patchwork outlined above of internal cuts, tuition increases, and Recovery Act dollars has allowed us to keep our fall 2009 enrollment unaffected. However, management of any budget reductions going forward will likely impact our educational programs.

As mentioned, we are treating the FY 2010 allotment gap as permanent and essentially covered by one-time Recovery Act funding. We are therefore identifying permanent reductions and taking the necessary actions to put them in place by the end of the fiscal year; this will almost certainly result in the elimination of 40 to 50 additional positions and will have programmatic impacts on our academic, research, and service programs.

Examples of two programs that will already almost certainly be impacted with the current cuts moving above 7% are the Schools of Nursing and Allied Health. While specific actions have not yet been identified, each additional faculty position lost in the School of Nursing will result in approximately 25 fewer students and, for each additional faculty position in the School of Allied Health, 15 fewer students.

In addition, the Kansas Medical Student Loan Program has now been reduced \$133,864. This is roughly the cost of 3 of the 120 loans available each year. While we will be able to cover this reduction in FY 2010 from the Loan Repayment Fund, we will not be able to sustain the program at 120 in the future. This is the most reliable program we have for putting primary care providers into rural Kansas.

Fewer students will ultimately mean fewer graduates and, as you know, we are faced with shortages of nursing and allied health professionals across the state. According to the Kansas Department of Labor, in 2008 registered nurses in Kansas had the fourth highest number of vacant positions of any profession with 2,102. In addition, the Kansas Department of Labor's 2004-2014 report predicts that, over the ten year period, Kansas will need projected employment of an additional 6,328 registered nurses, or an increase of 24.1%. The Department of Labor has predicted similar numbers for allied health professions as well, with some examples being increases of 24.1% for occupational therapists and 23.5% for physical therapists. Physician shortages across the state have been also been well-documented, with a recent study coordinated by KU Medical Center showing that in Kansas overall we are currently below the national average for physicians per 100,000 population. Kansas also has a mal-distribution of physicians, with physician/population ratios below the national average in five of our six major geographic regions.

### **Looking to the Future**

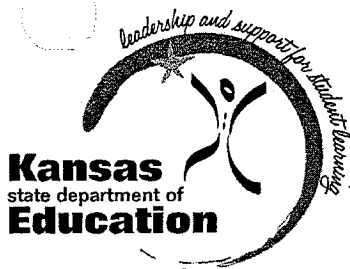
As I said earlier, the University of Kansas is called upon by our state to provide the educated workers who create prosperity in our state by doing everything from building aircraft to teaching children to caring for us when we're ill.

We have done everything in our power to protect our core teaching, research, and clinical missions and have worked with the Legislature and Regents to manage budget cuts to the best of our ability.

We have also worked to ensure that a college education remains affordable to the students of Kansas. With the Four-year Tuition Compact, 40 percent of KU undergraduates will see no tuition increase this year and we just added a third class of students who will have their tuition rates locked in through the 2012-13 academic year.

We recognize the difficult budgetary position the state is in and that tough choices must be made. However, the cuts we have been forced to make will have consequences and it is important for the committee and other members of the Legislature to hear the extent to which these cuts to our university will ultimately impact our state's economy and prosperity.

Thank you for the opportunity to speak with you today. I'd be happy to try and answer any questions you might have.



# Division of Fiscal & Administrative Services

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July 29, 2009

TO: Legislative Educational Planning Committee

FROM: Dale M. Dennis, Deputy  
Commissioner of Education

SUBJECT: Catastrophic Aid

Concerns are being expressed about the catastrophic special education law. The major issue centers on what is catastrophic. We have provided background information and options for your consideration when discussing this issue.

Currently, students eligible for catastrophic state aid is any student whose special education services cost \$25,000 or more including transportation. This law was passed in 1994.

## BACKGROUND INFORMATION

### Average Teacher Salaries including Fringe Benefits

<u>1993-94</u>	<u>Est. 2008-09</u>	<u>Percent Increase</u>
\$ 33,913	\$ 52,869	55.9%

### Total Special Education Expenditures

<u>1993-94</u>	<u>Est. 2009-10</u>	<u>Percent Increase</u>
\$ 305,736,000	\$ 816,700,000	167%

If you increase the catastrophic amount provided in KSA 72-983 adopted in 1994 and apply the increase in the cost of special education, catastrophic state aid per student would be approximately \$66,750

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Listed below is a table which provides a history of the number of students qualifying for catastrophic state aid and the amount of state aid.

Fiscal Year	No. of Students Qualifying for Catastrophic Aid	Catastrophic Aid
2001	60	\$ 1,473,441
2002	62	1,513,457
2003	84	1,665,069
2004	85	1,242,160
2005	87	1,100,192
2006	131	2,168,805
2007	185	3,330,818
2008	276	6,005,454
2009	758	12,023,698

We have also provided the attached history of the number of students that have applied for catastrophic aid for the last four years by local special education units.

### **2010 COMMISSION RECOMMENDATION**

Set the catastrophic state aid amount based upon twice the previous years' categorical state aid per teacher less special education state aid.

EXAMPLE -- The estimated amount for the 2009-10 school year would be twice the categorical state aid per teacher (\$28,760) for 2008-09 which results in \$57,520 per teacher less state special education categorical aid and state transportation aid.

Cost of Special Education Student Services	\$ 75,000
Less Special Education State Aid (teachers, paras, transportation)	\$(15,000)
Net Cost to School District	\$ 60,000
Two times categorical aid per teacher of preceding year (2 X \$28,760 – 2008-09)	\$ 57,520
Difference	\$ 2,480
Percentage Determined by State Law	.75
Additional State Aid	\$ 1,860

## Catastrophic Aid Applications

Agency	FY 2006	FY 2007	FY 2008	FY 2009
202 Turner - Kansas City	0	0	0	1
229 Blue Valley	38	69	87	129
230 Spring Hill	0	0	0	1
231 Gardner Edgerton	1	1	1	3
232 De Soto	1	3	2	1
233 Olathe	9	23	85	122
259 Wichita	25	19	19	61
260 Derby	3	1	2	0
261 Hayesville	3	5	7	16
263 Mulvane	1	1	1	0
272 Waconda	0	0	1	0
273 Beloit SPED COOP	0	3	6	5
282 Chautauqua & Elk Co SPED COOP	0	0	0	1
290 Ottawa	0	0	2	1
298 Lincoln	0	0	1	0
305 Central KS COOP Salina	0	0	0	6
320 Special Services COOP of Wamego	0	3	2	0
330 Mission Valley	1	1	0	0
333 Learning COOP of N.C. Ks, Concordia	4	5	4	8
345 Seaman	2	2	2	2
346 Jayhawk	0	1	0	0
364 Marshall Co. SPED COOP	0	1	2	2
368 E.C. KS SPED COOP, Paola	1	0	1	1
373 Harvey Co. SPED COOP	0	4	5	2
379 Twin Lakes SPED COOP, Clay Center	1	1	1	1
383 Manhattan-Ogden	1	1	0	0
409 Atchison	0	0	1	1
418 Mc Pherson Co. SPED COOP	6	2	0	1
437 Auburn-Washburn	1	1	3	3
441 Sabetha	1	1	1	1
450 Shawnee Heights	0	1	1	0
453 Leavenworth Co. SPED COOP	1	0	0	1
480 Liberal	0	0	1	1
489 Hays W. C. Ks Educational Coop	0	0	0	1
490 Butler Co. SPED COOP	2	1	1	3
491 Eudora	0	0	0	1
497 Lawrence	0	5	2	0
500 Wyandotte Co. SPED COOP	2	1	0	4
501 Topeka	3	7	9	11
512 Shawnee Mission	0	0	0	333
602 N.W.KS Ed Serv. Ctr	6	5	4	2
603 ANW SPED COOP	5	6	5	11
607 Tri-County SPED COOP, Independence	4	2	1	2
610 Reno Co. SPED COOP	0	0	0	1
611 High Plains SPED COOP	0	2	1	0

## Catastrophic Aid Applications

Agency		FY 2006	FY 2007	FY 2008	FY 2009
613	S.W. KS. SPED COOP	3	1	1	1
618	Sedgwick Co. SPED COOP	1	1	2	1
637	S.E. KS. Interlocal	5	5	12	18
	Total Catastrophic Aid applications	131	185	276	760

## SCOPE STATEMENT

### **K-12 Education: Reviewing Issues Related to Catastrophic Funding for Special Education**

The federal Individuals with Disabilities Education Act (IDEA) requires states to provide special education services to all children between the ages of 3 and 21 who need special services because of conditions such as mental retardation, hearing or visual impairment, emotional disturbance, or autism. In Kansas, school districts and special education cooperatives also are required to provide special services to gifted children as well. The State provides categorical aid to districts and cooperatives to help cover the costs of these special education services. Most of the State's categorical aid is distributed to districts based on the number of special education teachers and paraprofessionals they employ.

Under a 1994 provision added to the special education funding statutes, districts and cooperatives can receive an extra reimbursement for "catastrophic" special education cases—those that cost at least \$25,000 per year. According to the Department of Education, the number of catastrophic cases (and the accompanying reimbursements) has increased dramatically in recent years, from 87 cases (\$1.1 million) in 2005 to 758 cases (\$12.0 million) in 2009. The Shawnee Mission school district accounts for the largest share of this increase—it hadn't identified any catastrophic cases until 2009, when it identified 333 cases. According to district officials, the district hadn't calculated the costs properly in previous years, and therefore didn't know it had students who were eligible for catastrophic funding.

Recently, members of the 2010 Commission have become concerned about the dramatic increase in catastrophic cases. Specifically, they are concerned that districts may not be applying the same types of costs toward meeting the \$25,000 threshold for catastrophic aid. This school district performance audit would answer the following question:

- 1. Do school districts include the same types of expenditures when calculating the costs for "catastrophic" special education cases?** To answer this question, we would interview officials from the Department of Education, and review documents as necessary to understand the requirements for catastrophic funding. For a sample of school districts, we would interview district officials, look at a sample of cases, to identify the types of expenditures those districts include when calculating the cost of their catastrophic cases, and determine if those expenditures are allowable. We would also compare the districts to see if they are consistent in types of expenditures they include. We would conduct additional testwork as needed.
- 2. How many "catastrophic" special education cases is the State likely to have over the next few years?** To answer this question, we would use special education student and expenditure data from the Department of Education to estimate the number of students and cost of serving those students for the next several years. Using those projections, we would estimate the number of students who will cost more than the \$25,000 catastrophic threshold, and effect that might have on the amount of special education funding available to other school districts. We would conduct additional testwork as needed.

**Estimated Resources: 1 staff (6-8 weeks)**

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2010 Commission on Education  
July 29, 2009 Room 545-N Statehouse

Testimony on Special Education Catastrophic Aid  
Mark Hauptman, USD 489 Assistant Superintendent of Special Services

Catastrophic Aid was enacted in 1994 to assist school districts with the extraordinary cost of students requiring intensive special education services – generally students with very severe special education needs. In summary, to help with the cost of a very few students in the state that had these level of needs so no single district was adversely affected with this financial burden.

Unfortunately this catastrophic aid system has not been adjusted over the years and what had been a system respected by administrators has become a system taken advantage of by some administrators. From 1994 through FY 2005 there were slight variances in the number of students requiring this aid and the total financial costs varied slightly but largely remained under \$1.7 million. FY 2005 realized 87 students qualifying with a total payout of \$1.1 million.

From FY 2005 to FY 2009 those numbers dramatically increased to 758 students totaling \$12 million. In fact, 4 districts now account for 85% of these students. It is my belief the current system is broken and needs to be updated in order to get back to the original mission stated above. We cannot allow a system that can be manipulated to such a degree by a few districts. Every other district in the state can manipulate their figures in similar ways and the numbers will continue to rocket higher. **The end result is that every dollar taken from the Special Education Categorical Aid pot of funds, lessens the dollars available for every special education entity in the state to hire staff and provide programs for all special education students**

I applaud the 2010 commission for their recognition of this problem and for their proposed revision to the law. While I support your overall position, I would recommend the following considerations to your current proposal:

- A. ***It is critical that you retain your provision to subtract special education state aid from the cost of special education student services in the new formula.*** In essence, to not allow districts to double dip for transportation and categorical aid that they are already receiving.
- B. ***I would recommend that you set a specific catastrophic aid cost cap with an annual increase based on the prior year's consumer price index.*** Mr. Dennis earlier provided you with the figure of \$66,750 which reflects what the original catastrophic aid limit of \$25,000 would have increased to given the

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increase in the cost of special education since 1994. You need only look at the effects of FY 2011 to see the next problem we face. Your plan suggests basing catastrophic aid "upon twice the previous year's categorical aid per teacher less any special education state aid". In FY 2010 categorical aid is projected to be \$23,000, down from \$28,760 in FY 2009. Doubling that difference results in an additional \$11,520 to be allowed in your catastrophic formula in FY 2011. This does not fairly account for the increase in federal aid to offset part of the decline in state categorical aid. This would allow for an immediate large increase in the amount paid out in catastrophic aid in FY 2011. We can't guess other funding changes that might influence this in the future.

- C. ***I would recommend an overall cap of \$2 million to be allowed annually in Catastrophic Aid.*** This cap would also increase annually based on the prior year's consumer price index. If annual receipts total more than this cap, the state board shall prorate the amount appropriated among all school districts which are eligible to receive catastrophic funding. Again, the original concept was to help districts with extraordinary costs of severely disabled students, not to fully fund these costs.

I would like to thank the 2010 Commission for your ongoing support of education and for your consideration of these proposals.

## Special Services Cooperative of Wamego

USD # 323 Rock Creek

USD #320 Wamego

USD #329 Mill Creek Valley

510 Highway 24 East Wamego, Kansas  
Phone 785-456-9195 Fax 785-456-1591  
e-mail: bilderbam@usd320.k12.ks.us

**Mike Bilderback, Director**

**Diana Phillips, Office Manager**

July 29, 2009

Re: Legislative Testimony Regarding Catastrophic Aid

Ladies and Gentlemen,

In my written remarks for today I outline four themes to the problem solving dilemma we face over the topic of how to fund catastrophic aid to Special Education organizations across our State. I briefly want to mention all four now for the sake of time already spent by others who have spoken earlier today. **First**, I feel that there is still room for a short-term solution to where we are now. I suggest that the districts seeking the highest reimbursements simply realize the impact that this has on all of the rest of the districts and in doing so remit a substantial amount of funds back to KSDE so these funds can be re-distributed equally across all other districts. If one will review closely the data provided within the body of my written remarks, (data originally provided by Dale Dennis earlier) when actual application rates from the past few years are compared to corresponding school district MIS records this creates a **census-based analysis** that can be used fairly to return funds to KSDE. Also, take note of the fact that 11 SPED organizations did not make application. Having visited with one of those, I learned an interesting fact. This Director stated that she'd rather not apply because the more applications made the less money she would get in return. She indicated that although she could apply from one year to the next that she actually makes more money in cat aid than if she applied. I thought that this was important to note, because the more typical thought pattern here would be that if you didn't make application this year it was because you didn't have a child that hit the \$25,000 lib, but this is not always the case. **Second**, nearly everything else we do in SPED is census-based, except for how catastrophic funding is handled (i.e.: cat aid, Dec 1 count, and Sept. 20<sup>th</sup> counts, to name a few). Currently the dissemination of such funds is based on financial need or resource limitations of individual districts. I believe there is a way to adopt a census-based approach that does not have to be driven by financial need or resource limitations. Simply put, raising salary and fringe benefit packages in some districts, but not doing so in all districts simultaneously, disables districts not able to keep up and reduces their opportunity for reimbursement. Therefore, I'm not convinced that a "one-size fits all" formula is truly equal to all. And, a census-based model would also take into account rapidly growing districts as well as those with declining enrollments (you'll better understand what I mean by this once you read forward). **Third**, the definition referred to in the *Special Education Reimbursement Guide*, needs to be much more specific so there is more clarity to what is genuinely within the framework of being classified as "catastrophic need." For example, contracted services, residential placements, and unforeseen expenditures of students that move into districts after the budget has been set and school has begun, should be considered. **Fourth**, what if, catastrophic aid becomes its own separate pool of money (aside from categorical aid). Yes, the money would originally come off of the top of cat aid, as it does currently, but capped so it would not "bleed" into cat aid set aside for reimbursements back to districts during the year nor at the end of the year. If a census-based model were used, such an amount could be estimated I believe. This would also create a cap for funding State-wide. An appeal process would probably need to be considered especially in those instances when a district was not expecting a new student and had little time or no time to adjust their staffing pattern or budget commitments already made for the year. No matter what the economic climate may be from one year to the next, I believe that Directors simply want to be able to depend on their revenue streams so that what is told to them at the beginning of the year can be maintained until the final payment is made. During good times the stability of our revenue sources will be appreciated. During bad times the stability of our revenue sources will be even more appreciated. I believe that the four-steps outlined herein would provide more stability to not only SPED budgets but also to general education budgets as well.

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The Special Education Reimbursement Guide, State Categorical and Transportation (Manual) begins the discussion regarding the topic of Catastrophic Aid Requirements by stating,

*"Because some students have unique or severe physical, mental, social/emotional, or educational characteristics that require expensive interventions, the 1994 Legislature authorized reimbursement to school districts for excessive expenditures incurred in providing special education services. Reimbursement is granted at 75% of costs that exceed \$25,000 for the school year. The intent of KSA 2000 Supp. 72-983 is to provide relief for costly services that cannot be delivered through the district's normal special education program (e.g., additional and intensive related services or private school placements in- or out-of-state). If the appropriation for the payment of grants under this act is insufficient to pay the full amount, payments will be prorated by KSDE.*

*Amounts requested under this act can be used only to reimburse school districts for excessive expenditures in providing special education services for students who have unique or severe needs. All money requested by the school district must be deposited in its special education fund. Districts also are required to provide financial information to KSDE upon request."*

A clearer definition would hopefully lead to less misunderstanding of the letter and intent of KSA 2000 Supp. 72-983.

- Less than a handful of districts (4 to be specific) having filed 645 of the 760 applications (85%) this year. When one reviews the data provided by Dale Dennis further one realizes that the year before (2008) these same districts made 69.2% of the total applications, the year before that (2007) 60.0%, and the year before that (2006) only 54.96%. Therefore, the escalating number of total applications has risen 30% in just 4-years from these 4 districts alone.
- Interestingly enough, in the face of escalating numbers of applications from these 4 districts, their MIS data base information reveals an overall declining population of total students (-585 students from 2005 to 2008). For example, when one combines the Part-B student counts for 3 to 5 year olds with that of the Part-B count for 5 to 21 year olds the data reveals the following information: 2008 count of 14,642, 2007 count of 14,796, 2006 count of 15,090, and the 2005 count of 15,227.
- When the above child count population data is compared to the number of applications made during the period between 2005 and 2007 it reveals the following data:

Year	Child Count	Applications Made	% of Application to Child Count
2007	14,796	191	1.291%
2006	15,090	111	.736%
2005	15,227	72	.473%
3-year average of.....			8333%

- Yet in one single year, 2009, with a child count at its lowest level in the past 4-years, the number of applications rose to 645 representing 5.624% of their total child count, an increase of more than 450%! This "historical" information is important in my professional opinion.
- Another interesting piece of data taken from this information reveals 4 districts with the next highest number of applications made for 2009 includes the Districts of: Haysville, Topeka, ANW SPED Coop, and the S.E.Ks. Interlocal. Interestingly, when you combine the SPED population of these 4 districts you have a total of 5,701 students. These districts submitted 56 applications which represented an average of 1.233% of the total number of students reported in their 2008 MIS data base. This average percent was based on the following actual percentages of: Haysville at 2.24%, Topeka at .466%, ANW SPED Coop at 1.141%, and S.E.KS.Interlocal at 1.085%.

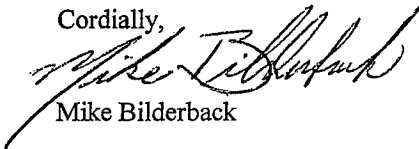
- When one combines the historical data for the 4 districts with the most applications for 2009, and the data from the other 4 districts just mentioned above it does establish some fair and reasonable parameters. For example, the average number of applications per population prior to 2009 for those districts making the most applications was .8333. When compared to the average for the next 4 highest districts making application at 1.233% there is only a **difference of .40%**. This establishes, in my mind, tolerable ranges to work from, and suggests that the letter and intent of the law can be balanced if a **census-based model** is used.
- The answer to this dilemma may lie in the Legislatures' intent in KSA 2000 Supp. 72-983. When looked at from a **financial point of view**: It, "*authorizes reimbursement to school districts for excessive expenditures incurred in providing special education services*" and goes on to say, "*...to provide relief for costly services that cannot be delivered through the district's normal special education program.*" The question auditors need to determine is whether or not such was the case.

Solutions to this dilemma:

1. Auditors need to review all of the 645 applications made to determine if they meet the \$25,000 lid criteria.
2. KSDE should consider sitting down and mediating a satisfactory resolution with the districts with the highest number of application.
3. The simplest **short-term financial resolution** to the current crisis is for the 3 districts to refund the money proportionately back to KSDE (based on the historical data reviewed herein) so that it can be redistributed back to the original districts that should have received it in the first place. We've all had our fill of corporate greed lately and we do not need an example of such within our own ranks.
4. Yes, the current regulation needs to be changed to become more current to financial averages KSDE has at their disposal, however, balance this with a) a determination of whether or not a census-based approach can be used practically or not b) better define the intent of the regulation making it abundantly clear to ALL what the standards and criteria should be and c.) creating a hold harmless clause on cat aid by 1) placing a cap on catastrophic funds available annually, and 2) establishing a safety-value fund for appealed cases, to ensure a more stable and secure reimbursement revenue stream to ALL districts.
5. Region 2 feels that the **best financial resolution long-term** is Option # 4.

Thank you for the opportunity to speak today. I hope I have represented Region 2 to the best of my ability.

Cordially,



Mike Bilderback

Testimony before the  
**Legislative Educational Planning Committee**  
on  
**Catastrophic Special Education Aid**

by

**Larry N. Clark, Director of Special Education**  
Sedgwick County Area Educational Services Interlocal Cooperative #618  
Goddard, Kansas

**July 29, 2009**

Madam Chairman, Members of the Committee:

Thank you for the opportunity to present my concerns and suggestions regarding Catastrophic Special Education Aid.

The Kansas State Department of Education Special Education Reimbursement Guide for School Year 2008-2009 states: "Because some students have unique or severe physical, mental, social/emotional, or educational characteristics that require expensive interventions, the 1994 Legislature authorized reimbursement to school districts for excessive expenditures incurred in providing special education services. Reimbursement is granted at 75% of costs exceeding \$25,000 for the school year. The intent of KSA 2000 Supp. 72-983 is to provide relief for costly services that cannot be delivered through the district's normal special education program (e.g., additional and intensive related services or private school placements in- or out-of-state)."

As you are aware, the number of special education students qualifying for catastrophic aid has increased dramatically, especially from the 2007-2008 school year to the 2008-2009 school year. As the number of students increased, so has the amount of money required to fund the Catastrophic Aid provision.

I was in my current position as Director of Special Education when the statute authorizing Catastrophic Aid was passed in 1994. I was a huge supporter of the bill that was passed for the reasons that it was passed. As I recall, one school district in our state was having to send one of their severely emotionally disturbed students to a school in the State of Texas for services to meet that student's unique needs which cost that district around \$400,000.00 per year, the total cost being borne by that school district. What would happen if that student moved into one of our schools and our Cooperative would have to come up with the \$400,000.00 tuition costs for that student?

During the 2008-2009 school year, our Cooperative claimed one student of the 2,960 special education student we serve for Catastrophic Aid. We have had to contract for services for this one student since the 2000-2001 school year due to the severe nature of the this student's

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Attachment 13

autism, at a cost of about \$240,000.00 per year. During the 2007-2008 school year, our Cooperative had two students claimed under Catastrophic Aid, the aforementioned student plus one other severely emotionally disturbed student who required contracted services from a day program at a mental health hospital, from which at semester, the Cooperative was asked to remove the student by the mental health hospital because he was too severe for their program. Our Cooperative was unable to find another program to serve the student's needs, so we had to develop our own program with four staff to try to meet this student's unique needs. These costs were in addition to the cost of the hospital program for half a year, in my opinion qualifying the student for the Catastrophic Aid program. That program of four staff to the one student previously served at the mental health hospital was still in effect for the 2008-2009 school year, but I did not feel that the costs should qualify for Catastrophic Aid due to the Cooperative assuming responsibility for the program as part of our "normal special education program" as it was already in existence from the previous year, and the student's services did not involve any contracted services. Based on the Catastrophic Aid claims made by other school districts for the 2008-2009 school year, perhaps I should have applied for additional Catastrophic Aid for more students in our Cooperative but I did not feel that any of our other students were the type for which Catastrophic Aid was intended.

What does the catastrophic in Catastrophic Aid mean? As an adjective, catastrophic has one meaning: extremely harmful; bringing physical or financial ruin. In the original case above in 1994, the \$400,000.00 for one student from one district may not have brought financial ruin to that school district, but it did point out the need for assistance from the State to help finance the high cost of educating some special education students. The costs associated with this original student were for services that could not be delivered through that district's normal special education program. Defining what student qualifies for "catastrophic" aid reimbursement is necessary, but may vary from school district to school district.

I will use Wichita USD #259 and our Cooperative for the 2008-2009 school year as an example. Wichita USD #259 had 49,146 students enrolled of which 7,681 were identified as requiring special education services. Our Cooperative's nine districts had an enrollment of 18,952 students, of which 2,960 were identified as requiring special education services. Wichita USD #259 had more of every type of identified special education student attending the Wichita Public Schools than in our Cooperative. For every severe student that our Cooperative serves, Wichita would have two to three. Even if our Cooperative student and Wichita's three students were similar in severity, needs and identification, the Cooperative may have had to contract for services for an extremely severe student because we could not develop a cost effective program for just one student. Wichita, however, may have found that they could develop and staff a program in a more cost efficient manner than contracting for those services from a private agency because they could spread the cost of the program and staff across more students. Should our Cooperative be able to acquire Catastrophic Aid for our one student while Wichita can not because they were able to develop their own program to save in costs, which could be interpreted in the Reimbursement Guide definition of a district's "normal special education program"?

Due to the number of additional students qualifying for Catastrophic Aid during the 2008-2009 school year, the dollar amount for each categorical aid unit decreased by \$475.00. This reduction resulted in a reduction of about \$230,000.00 in State categorical aid for our

Cooperative. Not only did this reduction affect the Cooperative's budgets for the 2008-2009 and 2009-2010 school years, it will also affect each of the Cooperative's nine districts local option budget (LOB) authority for the 2009-2010 school year due to Senate Bill 84, which was passed during the last legislative session. The basis for the 2009-2010 LOB includes the amount of categorical aid monies that passed through each of the districts of the State of Kansas during the 2008-2009 school year. Our nine districts combined lost around \$230,000.00 of the budget authority.

When looking at what to do with Catastrophic Aid, several issues need to be refined. One area is that districts need to use similar criteria to identify a student as one who would qualify for Catastrophic Aid; the definition of catastrophic needs to be refined.

The second issue involves the amount of costs to be reimbursed needing to be changed. This would easily be accomplished by setting a different amount for the Catastrophic Aid cap. The second issue of adjusting the cap for figuring the amount of costs to be reimbursed also has problems. I do not believe that we can just recommend that the cost threshold of \$25,000.00 in the current law be raised due to inflation, the average teacher salary, etc. and have this solve the problems.

Some are suggesting using an amount for the cost cap based upon the amount in the law in 1994 adjusted for inflation, using the consumer price index or the amount of categorical aid from the previous year. The amount of categorical aid per unit can change up or down based on the amount of money authorized by the legislature. For the 2008-2009 school year, the amount ended up being \$28,760.00 per unit. It is projected to be \$23,000.00 per unit for the 2009-2010 school year. This type of a decrease would increase the costs of the program over the previous school year as the cap number would drop.

My suggestion is to use the average excess cost amount per FTE special education student as the basis for the cost cap. The State provides the Legislature figures each year on what is called actual excess cost from the previous school year. Excess cost is that amount of money required to educate an identified special education student above the cost of educating a general education student. We can figure the average excess cost of educating one FTE identified special educating student. If the costs for salaries, materials, equipment, etc., across the State continue to rise, so does the average excess cost of educating an identified special education student. If the excess costs go down, so does the average.

My understanding is that the average excess cost per student from the 2007-2008 school year was around \$25,000.00 per FTE special education student. I would suggest that the State use two times the excess cost as the cap because the excess cost per student adjusts itself as the costs of educating special education students increases or decreases.

Since the State already reimburses districts for 80% of the transportation costs for transporting special education students, I would suggest that the costs for transportation should not be used when determining the total cost of special education services for Catastrophic Aid eligibility. I also feel that the Base State Aid Per Pupil (BSAPP), which is generated by each



FTE student and the Special Education State Categorical Aid, be removed from figuring the cost of educating a student when figuring the threshold for Catastrophic Aid. As an example:

Cost of Special Education Student Services (excluding Transportation Costs)	\$ 75,000.00
Less Special Education State Aid (Teacher, Para, Non-Public Equivalency)	<u>\$(15,000.00)</u>
Net Cost to School District	\$ 60,000.00
Less Two Times Excess Cost per Student from Previous Year	<u>\$(50,000.00)</u>
Difference	\$ 10,000.00
Less BSAPP (\$4,280 for 2009-2010 school year)	<u>\$ (4,280.00)</u>
Difference	\$ 5,720.00
Times Percentage Determined by State Law	<u>.75</u>
Catastrophic State Aid	\$ 4,290.00

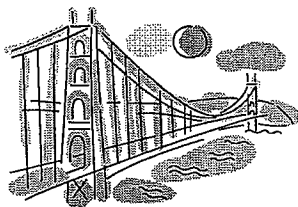
I also have a concern of solving the Catastrophic Aid funding issue by only adjusting the cap. Similar to the problems associated with what is the definition of catastrophic, another issue is what amount is catastrophic to one district may not be catastrophic to another district.

The contracted services cost during the 2008-2009 school year for our Cooperative's one student that we turned in for Catastrophic Aid assistance was \$241,568.00. When subtracting the \$25,000.00 cap and multiplying by the State Law 75%, we received \$162,426.00 in Catastrophic Aid for this one student. That meant that providing appropriate services for this student would still cost the Cooperative \$79,142.00 of local monies. Our Cooperative of nine districts and a special education budget of over \$28,000,000.00 was able to handle that cost.

What if that same student moved to a district such as Mulvane, Kansas. Would Mulvane's school district special education budget of \$1,673,026.00 be able to easily handle an additional \$79,142.00 cost for educating a severe student, or would that be a financial catastrophe for that district?

Just adjusting the cap upward to solve the funding issue will not always be what may be required.

Thank you for your consideration. I would be happy to answer any questions.



Building Bridges to Brighter Futures

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**Catastrophic Aid Testimony**  
**Legislative Educational Planning Committee**  
**July 29, 2009**

When the current legislation was passed in 1994, the amount of state aid and categorical aid per teacher was less than current amounts. The amount of "in excess of \$25,000" was established with those figures in mind. It only stands to reason, that as state aid and categorical aid increased, the amount used to determine the catastrophic aid cap should rise also. The original intent for catastrophic aid was to assist districts spending extraordinary amounts of money per student, and this should remain the intent of this aid.

My concern is that by leaving the catastrophic aid calculation the way it is now, we are taking more and more money out of the special education monies for this, leaving less money for categorical aid based on FTE of teachers to be distributed across the state. It is my belief that the majority of districts will benefit by having more money to be used in the distribution for categorical aid. It is my understanding that districts could have had approximately \$475/teacher FTE more in categorical aid for 2008-2009 **IF** the claims for catastrophic aid had not increased by 484 students statewide.

\*In Leavenworth County, with approximately 192 teacher FTE, that is a difference of \$91,200.

\*In Leavenworth County, with approximately 300 paraeducator FTE, that is a difference of \$57,000.

**IF** we had received that additional money in categorical aid, we would have only had to ask the six districts in the cooperative for a 3% increase in assessments, rather than the 4% we now need. This is critical, as the six districts have already suffered tremendous budget cuts.

I believe it is imperative to have a system to assist districts in meeting the expenses associated with educating students whose costs are significantly more than the average special education student. I also believe it is imperative to maintain a system that is equitable to all districts across the State of Kansas.

Please consider a different "catastrophic aid costs cap" that will be fair for all of the districts in Kansas.

Respectfully submitted,

Judy Denton, Director

LEPC  
7-29-09

Attachment 14

Presentation to the Legislative Educational Planning Committee 7.29.09

Order of Presentation

1. Executive Summary
2. Introduction
3. Impact of Additional State Catastrophic Aid Claims
4. Conclusion
5. Recommendation

Ronald L. Sarnacki, Ph.D.  
Director of Special Education  
Cowley County Special Services Cooperative

Topeka, Kansas  
July 29, 2009

LEPC  
7-29-09  
Attachment 15

## Executive Summary

- No “silver bullet” has been found by states for determining the best method for funding a state’s special education program. Each approach to funding has its own advantages and disadvantages depending on the perspective of the viewer.
- State catastrophic aid has been used in Kansas since 1994. It has not become an issue until recently due to the exponential increase in number of cases submitted primarily by three school districts in Kansas: USD 229 Blue Valley, USD 233 Olathe, and USD 512 Shawnee Mission. These three school districts
  - Have added 85% of students newly eligible for catastrophic aid in 08/09
  - Have 77% of students in the state who are eligible for catastrophic aid
- Three years ago USDs 229, 233, and 512 had 36% of students in the state who were eligible for catastrophic aid.
- When comparing the number of students in a district eligible for catastrophic aid with the total number of students with disabilities in that district, USDs 229, 233, and 512 have a prevalence ranging from 3.87% to 10.87%. The average for the state is 1.16%. Wichita USD 259, which is larger than any of these three USDs, has a prevalence of 0.93%. It is ludicrous to think that any district of size has over 10% of its students with disabilities classified as catastrophic.
- Due to the over identification of students with catastrophic disabilities by USDs 229, 233, and 512, other school districts have lost \$1,100 per teaching unit for the 2008/2009 school year. Most of this money will go directly to these three USDs.
- The money lost to these three USDs will directly impact the amount and quality of services available to other students with disabilities throughout the state of Kansas. These three USDs have found a loophole and not only exploited the system, but have exploited students with disabilities from other school districts in Kansas.
- The 2010 Commission recommended a formula for catastrophic state aid in which the school district, cooperative, or interlocal would have to spend twice the amount of categorical aid per teacher in the preceding year and then subtract any special education state aid for teachers, paras, and/or transportation. This formula should take the place of the one presently in place. The system presently in place also allows double dipping for state aid and is based on wage information that is fifteen years old.

## Introduction

Since the birth of special education in 1975 at the federal level, there have always been concerns regarding its funding. At the national level, it has never been fully funded (40% federal funding was originally promised, but in reality the level of federal funding has never come close to that figure). At the state level, states have tried a variety of approaches to funding special education but have yet to find the silver bullet so that all factions are equally satisfied. Since 1998 the Kansas legislature, KSDE, directors of special education, and the Special Education Funding Task Force (appointed in 2008) have been studying and debating this issue as well. The final session of the 2008 Special Education Funding Task Force resulted in the tabling of any action to modify the way special education is/has been financed in Kansas. One document that came out of the final meeting of the 2008 Special Education Funding Task Force is attached as the final two pages of this report and clearly shows all Kansas school districts, cooperatives, and interlocals in rank order from least amount of money spent to most amount of money spent per special education student FTE. This document is entitled: Sped Expenditures/ Sped FTE. Some view data in this table as a scale of efficiency ... entities that spend less per special education student are more efficient in their use of resources.

Catastrophic state aid, as defined in Kansas State Statute 72-983, is a part of the Kansas formula for funding special education as well and has been since 1994. As its name implies, catastrophic state aid is designed to keep a school district from undergoing financial ruin when it has a student or students with extreme disabilities whose educational costs may be devastating to the school district. Catastrophic state aid has only recently become an issue in the Kansas system for funding special education and is the major subject of this paper.

### State Catastrophic Aid

Due to the substantial increase in state catastrophic aid claims made by three school districts at the end of the 2008/2009 school year, every school district in Kansas is receiving \$1,100 less per teaching unit than had been originally slated for the 2009/2010 school year. The present system of determining the amount that qualifies a student as eligible for catastrophic state aid is certainly flawed when three school districts figure out a method to claim 85% of students newly identified as eligible for state catastrophic aid (please see Table entitled Catastrophic Aid 2006-09). Just three years ago these three districts accounted for 36% of students eligible for catastrophic state aid. Today these three districts have 77% of students for whom catastrophic aid is disbursed. A noteworthy fact is that the monies gained by these three districts were gained at the expense of (1) other Kansas school districts and (2) the students with disabilities who attended school in those other districts.

In my opinion, the intent of the law governing state catastrophic aid was to protect students with catastrophic disabilities and the districts that served them. Setting this money aside would guarantee that any student, no matter how severe his/her disability, would be guaranteed the right to receive an appropriate education in Kansas and that devastating expenses not covered by state aid for personnel and transportation would be covered by this state catastrophic aid. The intent was not to establish a loophole that several districts could exploit to reroute special education funding from other districts

across the state. Actions taken by these three districts have resulted in an uneven distribution of special education funding for school districts and for special education students across the state. When one compares the prevalence of students with catastrophic disabilities from these three school districts with other selected districts from around the state and with the state average, it is obvious that these districts are out of line in their identification of students with catastrophic disabilities (please refer to the Table entitled Students with Disabilities in Kansas: A Comparison of Prevalence).

The present system of determining state catastrophic aid is based on figures from the 1993/1994 school year. Because these are antiquated figures (e.g., the average teacher's salary in 2008/2009 in Kansas is 56% higher than it was in 1993/1994) and because the present system ignores the fact that districts already receive state aid for personnel and transportation, a change certainly needs to be made in determining the level at which a student becomes eligible for catastrophic state aid. The 2010 Commission has recommended a formula in which the school district, cooperative, or interlocal would have to spend twice the amount of categorical aid per teacher in the preceding year and subtract any special education state aid for teachers, paras, and/or transportation. I am supportive of that recommendation.

I would also like to share the following information with the committee. When I was hired as Director of Special Education in Cowley County toward the end of the 1994/1995 school year, the cooperative was sending two students with severe autism to Heart Spring in Wichita and spending \$160,000 per school year to do so. My first task was to meet with the family of the students and with Heart Spring officials to devise a plan to get the students back to their home school district. Our cooperative was able to replicate the Heart Spring program and bring the students back to their home school district. Total costs to do so amounted to \$52,000, resulting in a huge savings for the cooperative and for the state. My point is this: There are certainly times when a school district will opt to contract out services for severely disabled students and claim catastrophic state aid, but there are also times when a school district can attempt to educate a severely disabled student for less by providing the services itself and possibly avoid catastrophic claims altogether.

### **The Impact of Additional Catastrophic State Aid Claims**

Losing the \$1,100 per teaching unit is costing Cowley County Special Services Cooperative \$184,800 in state funding for the 2009/2010 school year. Much of this money will flow directly to three school districts. Other districts, cooperatives, and interlocals throughout the state are being affected in a similar manner. Six teaching positions and six para educator positions were cut from Cowley County's 2009/2010 budget. Associated with this was a 78% increase in assessments to local school districts that are part of the cooperative. This summer, in an effort to be even more frugal, our cooperative has moved into the USD 465 administrative building that was donated to the school district, thus saving money on rent and utilities. Our cooperative is doing its part to help the state reduce expenditures associated with educating students with disabilities. Reducing local expenditures, however, should not be associated with funneling exorbitant amounts of state aid to districts that have found a loophole and grossly over identified the number of students qualifying for catastrophic state aid.

### **Conclusion**

The present state of the economy at the national, state, and local levels calls for all school districts to tighten their belts. All school districts, cooperatives, and interlocals must participate in reducing expenditures and doing their fair share to help the state and nation get through the economic crisis that presently exists. Educational entities must find ways to do more with less. Finding loopholes in the system (i.e., exploiting others by over identifying the number of students with catastrophic disabilities) is not the way to solve issues in school finance. The intent of the law governing state catastrophic aid as originally passed in 1994, in my opinion, was to protect students with catastrophic disabilities and the districts that served them, guaranteeing that those students would receive an appropriate education, and ensuring that school entities would have the financial capability to provide those services. There are really a very small percentage of students whose disability should be considered as catastrophic. It is absurd to think that a district of size would have four, seven, or in excess of ten percent of its students with disabilities classified as catastrophic. Because this situation does presently exist, the situation must be changed so that appropriate amounts of money follow the students who are appropriately identified as having catastrophic disabilities. This then will allow the rest of students with disabilities throughout the state to continue to receive their appropriate share of special education funding so that they, too, are able to receive an appropriate education.

### **Recommendation**

The 2010 Commission has recommended a formula in which the school district, cooperative, or interlocal would have to spend twice the amount of categorical aid per teacher in the preceding year and subtract any special education state aid for teachers, paras, and/or transportation. This formula should take the place of the one presently in place that allows double dipping for state aid and is based on wage information that is fifteen years old.

Catastrophic Aid 2006-09

9-5-6

Agency

	FY 2006	FY 2007	<i><b>Increase</b></i>	FY 2008	<i><b>Increase</b></i>	FY 2009	<i><b>Increase</b></i>
229 Blue Valley	38	69	<b>31</b>	87	<b>18</b>	129	<b>42</b>
233 Olathe	9	23	<b>14</b>	85	<b>62</b>	122	<b>37</b>
512 Shawnee Mission	0	0	<b>0</b>	0	<b>0</b>	333	<b>333</b>
Subtotal of 3 USDs	47	92	<b>45</b>	172	<b>80</b>	584	<b>412</b>
Total Catastrophic Aid applications	131	185	<b>54</b>	276	<b>91</b>	760	<b>484</b>
Percent by total of 3 USDs	36%	50%	<b>83%</b>	62%	<b>88%</b>	77%	<b>85%</b>



15-7

**Students with Disabilities in Kansas: A Comparison of Prevalence 7.22.09**  
 A Look at Selected School Districts/Cooperatives/Interlocals

USD/Coop/Interlocal	# SWDs	Prevalence of SWDs	# Catastrophic SWDs	Prevalence Cat/SWDs
229 Blue Valley	1877	9.03%	129	6.87%
233 Olathe	3149	11.92%	122	3.87%
512 Shawnee Mission	3086	11.11%	333	10.79%
259 Wichita	6530	13.33%	61	0.93%
618 Sedgwick County	2467	12.40%	1	0.04%
465 Cowley County	1146	17.48%	0	0.00%
State of Kansas	65730	13.83%	760	1.16%

- SWDs is an abbreviation for students with disabilities.
- Cat/SWDs is an abbreviation for the percentage of students with disabilities in a school district who are eligible for catastrophic state aid. It was determined by dividing column 4 by column 2. This number tells the reader what percentage of students with disabilities are considered eligible for catastrophic state aid in a particular school district.
- All figures are taken from the KSDE website or from documents provided by the KSDE office.

Sped Expenditures/Sped FTE  
Reverse Robin Hood Effect

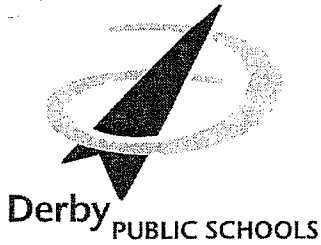
8-51

Coop/Int Number	Coop/Int Name	Sped FTE	Sped Expenditures	Sped Expenditures/Sped FTE
407	Russell	75.03	1,199,867	15,991.83
353	Wellington	178.63	2,864,510	16,036.00
615	Brown County Special Education Coop *	174.65	3,026,503	17,328.96
308	Hutchinson	330.55	5,980,523	18,092.64
389	Eureka	41.41	767,139	18,525.45
605	South Central Kansas Special Education*	528.92	9,839,341	18,602.70
475	Junction City	490.09	9,378,442	19,136.16
616	Doniphan County Education Coop *	113.71	2,264,887	19,918.10
465	Cowley County Special Services Coop *	423.29	8,494,431	20,067.64
490	Butler County Special Education Coop *	758.44	15,682,199	20,676.91
409	Atchison	132.65	2,773,610	20,909.23
620	Three Lakes Educational Coop *	311.54	6,540,737	20,994.85
320	Special Services Coop of Wamego *	186.29	3,957,295	21,242.66
261	Haysville	333.00	7,090,467	21,292.69
282	Chautauqua/Elk County Special Education Services *	89.29	1,907,806	21,366.40
244	Coffey County Special Education Coop *	137.59	3,007,585	21,859.04
290	Ottawa	158.20	3,470,163	21,935.29
379	Twin Lakes Education Coop *	181.78	4,048,722	22,272.65
614	East Central Kansas Coop *	221.65	4,957,146	22,364.75
637	SE Kansas Special Education Coop *	720.46	16,152,406	22,419.57
418	McPherson County Special Education Coop *	299.23	6,765,318	22,609.09
330	Wabaunsee East	47.26	1,071,482	22,672.07
383	Manhattan	371.89	8,492,062	22,834.88
405	Lyons County Special Services Coop *	129.40	2,980,993	23,037.04
636	North Central Kansas Special Education Coop *	314.09	7,239,260	23,048.36
489	Hay West Central Kansas Coop *	305.09	7,090,113	23,239.41
619	Sumner County Special Education Coop *	140.79	3,285,777	23,338.14
260	Derby	363.98	8,494,702	23,338.38
333	Learning Coop of NC Kansas *	211.01	4,928,760	23,357.95
613	SW Kansas area Coop *	582.60	13,786,978	23,664.57
618	Sedgwick County Area Education Services Coop *	1,029.10	24,585,494	23,890.29
442	Marshall Nemeha County Educational Services Coop *	67.57	1,614,292	23,890.66
372	Silver Lake	40.51	977,734	24,135.62
450	Shawnee Heights	189.85	4,696,244	24,736.60
437	Auburn Washburn	325.55	8,178,129	25,120.96

Sped Expenditures/Sped FTE  
Reverse Robin Hood Effect

15-9

373	Harvey County Special Education Coop *	298.14	7,537,966	25,283.31
345	Seaman	200.14	5,125,000	25,607.08
336	Holton Special Education Coop *	211.36	5,424,272	25,663.66
617	Marion County Special Education Coop *	162.85	4,200,398	25,793.05
428	Barton County Coop *	223.48	5,769,105	25,814.86
305	Central Kansas Coop in Education *	831.48	21,489,912	25,845.37
453	Leavenworth County Special Education Coop *	669.01	17,320,519	25,889.78
480	Liberal	128.80	3,390,707	26,325.36
457	Garden City	405.05	10,766,081	26,579.63
202	Turner	213.50	5,687,208	26,637.98
602	NW Kansas Education Services *	388.98	10,428,888	26,810.86
611	High Plains Education Coop *	351.33	9,524,845	27,110.82
603	ANW Special Education Coop *	389.35	10,564,201	27,132.92
495	Tri County Special Services Coop *	124.80	3,421,451	27,415.47
234	Ft. Scott	76.17	2,096,107	27,518.80
321	Kaw Valley	92.31	2,542,847	27,546.82
253	Flint Hills Special Education Coop *	347.31	9,632,648	27,735.01
259	Wichita	3,171.28	89,841,973	28,329.88
607	Tri County Special Education Coop *	401.70	11,629,764	28,951.37
364	Marshall County Special Education Coop *	82.68	2,400,888	29,038.32
501	Topeka	940.75	27,381,390	29,105.92
231	Gardner-Edgerton	203.61	6,087,413	29,897.42
500	Wyandotte Special Education Coop *	1,113.76	36,511,620	32,782.30
368	EC Kansas Special Education Coop *	405.39	13,383,004	33,012.66
263	Mulvane	73.26	2,489,900	33,987.17
608	NE Kansas Education Services *	255.42	8,704,485	34,079.11
230	Spring Hill	70.07	2,404,388	34,314.09
610	Reno County Education Coop *	258.58	9,028,344	34,915.09
273	Beloit Special Education Coop *	100.31	3,514,341	35,034.80
497	Lawrence	472.38	16,801,004	35,566.71
233	Olathe	1,122.52	42,054,122	37,464.03
229	Blue Valley	835.71	31,846,815	38,107.50
512	Shawnee Mission	1,135.39	45,278,698	39,879.42
232	DeSoto	189.86	7,981,748	42,040.18



Bruce Givens  
Special Services Director  
222 E. Madison  
Derby, KS 67037

July 29, 2009

TO: Legislative Education Planning Committee

Thank you for the opportunity to discuss this important issue. I am sure that Mr. Dennis has given you a good historical perspective of "catastrophic aid."

I believe it was during the 1993-94 school year, when a special education funding task force was created. There have been such committees before and several after that school year. This committee recommended several changes to the distribution formula of special education. There were three special education administrators on this task force. I was one, the other two have since retired. I recall some teachers and school board representation as well as legislators. The current catastrophic aid formula was one of the recommendations and the only recommendation that became law.

The group that looked at this issue intended the use of this formula to be used rarely. In fact, shortly after the statute was in place, many directors (including myself) were surprised to learn that the aid was based on gross expenses. Most directors thought catastrophic meant expenses after categorical aid. In 1993, we never envisioned a district "prorating" the expenses of a teacher and/or paraeducators for particular students. As a group, the discussion centered on the few students USDs and cooperatives had to contract for. Some of these contracts with private and public institutions are averaging \$100,000 per year. These were the cases that were discussed in the creation of this formula.

I am in favor of a reformed catastrophic aid formula. The 2010 Commission suggestion is a good start. Options #2, #3 and #4 presented by Mr. Dennis are acceptable starts as well. Anything that prevents what I term the misuse of a well-intended concept should be discussed.

As the legislative committee chairperson for the Kansas Association of Special Education Administrators (KASEA), I am ready to assist in anyway possible. If an endorsement of any one particular plan or proposal is needed, I believe I can help bring a recommendation from KASEA to you or a designated committee.

Thank you,

Bruce Givens, Director

Legislative Educational Planning Commission

Testimony July 29, 2009 State House Room 545 on Catastrophic Aid.

I am here to support the recommendation of the 2010 commission concerning necessary changes to the language regarding catastrophic aid reimbursement.

The current language hasn't kept up with the increase of teacher/para salaries. The Reimbursement of 75% costs that exceed \$25,000 in 1994 was appropriate when average salary and benefits were \$33,913; however, with the average salary now around \$52,869, the language is out-dated. Growth in the number of catastrophic aid applications is an indicator of this out-dated language.

The IEP'd student numbers have not varied that much in the last 4 years; however, catastrophic aid requests have increased each year and took a huge jump this past year. The old language has allowed this to happen and needs to be changed.

Year	# Students with IEP's	# Catastrophic Aid Applications
2006	79,937	131
2007	79,733	185
2008	79,538	275
2009	79,572	760

The recommendation from the 2010 Commission contains the language changes to develop a more effective process in determining the need for a catastrophic aid reimbursement.

2010 recommendation example:

Cost of Special Education Student Services	\$ 75,000
Less Special Education State Aid (teachers, paras, transportation)	\$(15,000)
Net Cost to School District	\$ 60,000
Two times categorical aid per teacher of preceding year (2 X \$28,760 – 2008-09)	\$ 57,520
Difference	\$ 2,480
Percentage Determined by State Law	.75
Additional State Aid	\$ 1,860

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Attachment 17

The dramatic increase in the catastrophic aid requests this past school year has had a negative effect on both the current and future Categorical Aid reimbursement. The 2010 commission recommendation will support practices, which would not let such a drastic increase in the number of catastrophic aid applications happen so easily. If the language is not updated, then each special education service provider will need to apply for catastrophic aid on every student, hoping to gain additional funds. This will defeat the original purpose of catastrophic aid and increase administrative costs. An increase to administrative cost is not a positive or effective use of these funds.

I hope the Legislative Educational Planning commission will support the immediate implementation of the 2010 recommendation on necessary changes to catastrophic aid reimbursement language. The implementation of the 2010 recommendation would have a very positive effect on categorical aid. By increasing the reimbursement as much as \$1100 per teaching unit, the amount for Categorical aid per teaching unit could be as high as \$24,100. If not implemented, categorical aid could possibly be reduced to below \$23,000 per teaching unit?

Thank you

*cm De Sours*



*Chautauqua & Elk County Special Services Cooperative*

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Testimony on

**Catastrophic Special Education Aid**

**Legislative Education Planning Committee**

Provided by

Bert Moore, USA|Kansas Appointee to the  
Special Education Funding Task Force and Vice-Chairperson of the Task Force

July 29, 2009

Education administrators remain committed to ensuring that each and every child in Kansas receives a quality education that will help them reach their potential and become successful, productive adults. There are 465,000 students in our public schools that we strive to impact positively every single day.

My name is Bert Moore and I currently serve as the Director of the Chautauqua County Special Education Cooperative. Prior to this year, I also served as superintendent of the West Elk USD. Last year, I was appointed by USA|Kansas to serve on the Special Education Funding Task Force established by the Legislature and was subsequently named vice-chair.

I have served as a Director of Special Education for the past 18 years in Kansas. It is my personal opinion that the state needs to consider amending the formula so that any state aid and federal aid received by the district to support a student's special education services is deducted in the formula. Currently this aid is not deducted when figuring the \$25,000 excess cost. I also think that the formula needs to be reviewed based on changes that have occurred in teacher salary schedules.

We are facing a difficult road ahead as our nation and state recover from the economic downturn that has reduced our revenues substantially. Students with disabilities are guaranteed a "free appropriate public education" in the "least restrictive environment". Special education agencies and local education agencies do not have the ability to deny a student's special education services or reduce the individual education program services agreed upon by the IEP team. The economic downturn has now placed more of the financial responsibility of ensuring that students with disabilities receive appropriate special education services on the Local Education Agency.

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Attachment 18

I can share with you that as a former superintendent, any reduction in state aid has a major impact on the ability of a school district to maintain its programs and services. Two thirds of the districts in the state have seen a decline in enrollment over the past 5 years. This has already impacted their programs and services even when the state was providing more state aid. The sponsoring district for my Cooperative has declined from 440 students to 352 students over the past 5 years. They will have a local option budget of 30% for the 2009-10 school year. The sponsoring school district is facing a 6% reduction in its budget for the 2009-10 school year; however the contribution required by the district to the Cooperative will increase.

As long as the catastrophic aid formula is left unchanged, each special education agency will be forced to seek catastrophic aid for as many students as it can. Our state will move toward a "student funded" formula for more and more students that qualify for catastrophic aid, leaving less state categorical aid for special education personnel. It is also important to realize that the teacher salary schedule will allow some districts with higher teacher salaries to access catastrophic aid, and this will impact the state aid available to those districts with lower teacher salaries.

On behalf of administrators statewide, I can assure you that we are all here because of a shared commitment to providing a quality educational experience for each child – this includes access to qualified professionals, instructional supports and appropriate interventions.

Administrators appreciate the Legislative Education Planning Committee's decision to hold hearings and listen to feedback from those professionals who strive to improve services to children with special needs. **Again, I would like to stress that we truly believe that investing in quality programs and services for our special needs students is absolutely critical.**

In closing, I would like to thank you for your continued support of education and for realizing the importance of investing in education. Preparing our children requires a shared commitment, collaboration, and open dialogue among all stakeholders.



TESTIMONY TO LEGISLATIVE EDUCATIONAL PLANNING COMMITTEE

Dr. Tom Trigg  
Superintendent, Blue Valley Unified School District No. 229  
July 29, 2009

Chairperson Schodorf and Committee Members,

I appreciate this opportunity to provide testimony to the committee regarding Special Education funding and specifically the high cost funding portion of the formula.

Fifteen years ago when the legislature created a plan to address the costs associated with students who have highly specialized needs it was a forward looking step and served as a safety net for a small number of students in a small number of districts. However, since 1994 there have been significant changes in the students who access special education services.

Medical advances have allowed babies who would not have otherwise survived to thrive and to enter school. While we celebrate these advances, we often see young students arrive with the need for significant learning supports, therapies, specialized transportation and in some cases even the support of a full time nurse.

Research has informed and improved our practices. We understand that investment in early and intense interventions will reduce the need for long-term costly services. We have learned that the use of discrete trial approaches requiring one-to-one adult interactions for a portion of the day are effective and are supported as expected best-practice.

There has been a shift from students with mild learning disabilities or with speech and language needs alone to students with severe and multiple disabilities. Blue Valley's identification rate for students with disabilities is just over 9%, far below the state average of nearly 14%. However, while we have seen declines in the identification of students with mild disabilities we are seeing significance increases in the area of autism. The migration of families to urban areas where medical services and private therapies are more available for children on the autism spectrum is widely reported by health professionals and parents. That migration has had an impact on our special education growth patterns.

Table A illustrates a sample of the growth in the incidence of Autism in Blue Valley.

Table A

Blue Valley December Head Count	Students w Autism as Primary Exceptionality	Autism as percentage of all students w disabilities
2002	61	3.9%
2006	132	6.9%
2008	171	9.2%

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Attachment 19

The case loads of special educators are changing from students with mild disabilities who now can be served in the general education setting through early interventions to students who require intense case management for behavior, communication, physical and learning needs. Our families expect, and we concur, that whenever possible, our students should be educated in the same schools as their neighbors and friends. Unfortunately the funding mechanism proposed by the 2010 Commission is a fiscal disincentive for serving students in their home districts. That language moves the funding from a gross to net cost formula allowing greater reimbursement for out-of-district placements than for services in a district setting. The elimination of transportation and teacher FTE reimbursement (neither of which would be in the out-of district placement costs) would effectively reduce funding eligibility to only students placed outside the district. While perhaps being fiscally advantageous to the state, it flies in the face of inclusion for children in their home communities.

As an attachment I have provided examples of the description of the disabling conditions of just five of the 129 students currently eligible for catastrophic funding in Blue Valley. These descriptions, submitted as part of our catastrophic aid claim include not only the impact of the disability but detail services, and equipment required to meet the needs of those five students. The disabilities of students whose needs meet the catastrophic threshold are varying and intense including students who are medically fragile and students who due to their disabilities require one-to-one adult supervision in order to keep them and their peers safe at school. As the descriptions illustrate, the services are not "Cadillac", rather, they are the services required in order to maintain the student in the placement that allows for a free and appropriate public education in the least restrictive setting. If the 2010 language is adopted these five students would not qualify for catastrophic aid. As a matter-of-fact, based on the proposed 2010 formula, catastrophic funding for 127 of the 129 Blue Valley students who currently meet the criteria would be eliminated.

It appears that the revised funding mechanism proposed by the 2010 Commission does not take into account many of the factors mentioned above and relies only on cost of living data.

Catastrophic aid is just one part of a complex special education funding process. While it is currently under the microscope, it is important that legislators look at catastrophic aid in the context of the entire formula, just as the Special Education Task Force members did last year when they began their work. That task force is authorized to continue working through the coming school year, and according to the annual report submitted to the Legislature by Dr. Posny, was to have resumed meetings this summer. The task force delayed making a recommendation for change to the current funding formula in order to evaluate the equitability of the formula. In recent testimony to the 2010 Commission I indicated my disappointment and concern that the Commission would recommend changing one aspect of the Special Education Distribution Formula without taking into consideration the unfair and disparate impact of the entire formula. Those who understand systems realize that tinkering with one small part of a larger system without considering the impact on the total system often

creates imbalance in the system and unintended consequences. The consideration of any singular part of the formula without consideration of the whole has the potential to contribute further to inequities that were identified during the committee's study last year. Modification to the special education funding model should be considered only in the context of how those modifications will impact funding streams in other ways and across a multitude of districts with varying demographics.

In 2008 testimony to the Special Education Funding Task Force Blue Valley addressed concerns with the excess cost funding distribution. While some districts receive 150% to over 200% of their excess costs, the 2007 Legislative Post Audit reported that Blue Valley received only 65.6% of excess special education costs. That disparity, added to the potential loss of catastrophic aid, effectively penalizes the district twice. All districts must be assured of funds to support the needs of students with exceptionalities. The 92% excess cost formula provides that safety net, and if that is not available then catastrophic aid for eligible students becomes even more critical.

KASB Governmental Relations Specialist Tom Krebs' testimony to the Special Education Task Force reiterated that KASB's continued "basic position on special education funding has been that the federal and state governments should fully fund the "excess cost" of special education. If not, either special education students will not receive the services they need, or funding must be shifted from regular education to special education, and regular students will not receive the educational services *they* need." The impact of underfunding excess year after year is not only an inequity, but is causing increasing budget challenges, to add the double blow of virtually eliminating catastrophic funding would be unfair and intolerable.

To once again reference KASB, Tom Krebs closed his testimony with this statement. "KASB would also strongly suggest that some type of special catastrophic/high cost program will need to be continued, and that change should be phased-in to avoid sudden funding reductions by any district." This statement should be given strong consideration as any formula changes are considered. The potential to create funding losers and winners is increased when decisions about any part of the formula are made in isolation from the entire funding system. Should changes be made a phased plan may mitigate some harm.

The breadth of Kansas may cause widely varied challenges and concerns, but every district in our state is working hard to meet the needs of all students. Should the legislature take up the issue of special education funding I am hopeful that there will be recognition of and validation for those differing challenges. The outcome of any such deliberation should be a systematic approach for the equitable disbursement of state and federal special education funds that will allow local communities to effectively serve the students who need us the most.



**Olathe School District 233**  
**Testimony Provided by Dr. Gary George**  
**Catastrophic Aid**  
**July 29, 2009**

My name is Gary George and I am an assistant superintendent in the Olathe School District. It is a pleasure to be here to visit with you about catastrophic aid for high cost special education students.

As you are aware, in 1994, the Kansas Legislature adopted a catastrophic aid provision for special education. This provision requires that the district pay the first \$25T in expenses and the state reimburses districts for 75 percent of the expenses beyond \$25T. We have used this procedure for several years. However, even with regular special education aid and catastrophic aid, we still have to make significant transfers, in the range of \$7M to almost \$9M, to the special education fund each year.

Our overall special education percentages are in line with what you would expect of a larger district. As of December 1, 2008, we had 3,131 disabled students and 832 gifted students; total 3,963 special education students. Our disabled percentage is approximately 11.6 percent of our total enrollment (27,000). Our gifted enrollment pushes our IEP population to 14.6 percent of our student enrollment. We are a growing district and our special education student population has grown proportionally. We have included data for our 2008-09 students for which we have sought catastrophic aid. In 2008-09, the average (mean) cost of the students for which we applied for assistance was \$55,544.

Why does our community have these high numbers of students requiring these costly services? The answer lies in following:

- With an enrollment of over 27,000 students, a large number of special education students would be expected.
- Our community and the surrounding metropolitan area provide an excellent job market.
- Parents with special education students have access to major medical centers including KU Medical Center and Children's Mercy Hospital.
- The Olathe School District has an excellent reputation of providing quality programs for special education students and some parents have sought our district and others because of the services we offer. A letter from one of our parents is included for your reference on this point.

It is our understanding that the 2010 Commission has proposed a change in catastrophic aid. We believe that before changes are made, it would be appropriate to look at all aspects of the special education formula. I remind the Committee that there is a Legislative Post Audit Report (December 2007) that indicates a wide range in categorical aid for special education. The audit found that aid varied from between 45 percent and 207 percent of excess costs for special education for the 69 districts and cooperatives studied. That discrepancy has not been corrected.

*LEPC*  
*7-29-09*  
*Attachment 20*

In closing, let me say that we believe that catastrophic aid for high cost special education students is appropriate. If the threshold for catastrophic aid is raised, as was considered by the 2010 Commission, it will effectively eliminate much of this financial assistance for local school districts. The special education formula has several aspects and is complicated. It would be best to look carefully at the entire formula and consider input from all stakeholders before any changes are made.

**Catastrophic Aid Information**

\*This "payment" information for item #1 obtained from annual State "Special Education Aid" Reports

E-02

- 1 Total CA amount/number of students applied for in 08-09 (May 09)
- Total CA amount/number of students applied for in 07-08 (May 08)
- Total CA amount/number of students applied for in 06-07 (May 07)

June Payment*	Adjustment*	Net Amount*	# of Students*	
2,989,972	TBD	TBD	122	May, 2009
2,508,186	-962,588	1,545,598	85	May, 2008
571,997	-69,810	502,187	23	May, 2007

- 2 For 08-09 CA amounts:
- Mean, median, and mode of per student \$ expenditure amounts  
(after \$25,000 and 25% reductions)

Lowest \$	Mean / Average \$**	Median \$	Mode \$**	Highest \$
360	22,908	19,263	20,032	79,060

\*\* 2,794,810 / 122

\*\*This is the only #  
that repeated twice

- Mean, median, and mode of per student \$ expenditure amounts  
(prior to \$25,000 and 25% reductions)

25,480	55,544	50,685	51,710	130,413
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\*\* 6,776,413 / 122

- 3 For 08-09 CA:
- Re: Application ~ Top areas of disability and # of students in each category
- Total number of students as of Dec. 1, 2008 in those same categories
- = Percentage

	Autism	Mental Ret	Mult Dis	Develop Disab	Hearing Imp	Other health
# of students on application	44	24	13	12	10	7
# of students in district	118	125	19	660	35	280
Percentage	37.288%	19.200%	68.421%	1.818%	28.571%	2.500%

Students 3-5 yrs with autism listed as Develop Disabled

\*\*\*FYI ~ 2 DB students were included, which = 100% of 2 DB OSD students as of 12/01/08

\*\*\*FYI ~ 2 TB students were included, which = 25% of 8 TB OSD students as of 12/01/08

\*\*\*FYI ~ 2 VI students were included, which = 14% of 14 VI OSD students as of 12/01/08

- 4 December 1, 2008 total unduplicated count:

Total Special Education Students =	3963
Total Disability =	3131
Gifted =	832

Catastrophic Aid Info - 7/22/09

20-14

Year	# Students	Amount Applied For	Adjusted	Net Amount		
FY05	10	176,960	-	176,960		
FY06	9	287,993	33,639	254,354		
FY07	23	571,997	69,810	502,187		
FY08	85	2,508,186	962,588	1,545,598		
FY09	122	2,989,972	TBD	TBD		



To Whom It May Concern:

My son has a traumatic brain injury as a result of a car accident. Prior to moving to Olathe, we lived in Colby, Kansas, a small town of about 5,000 people in Northwest Kansas. While we enjoyed the closeness of a small community, we knew things were lacking in his educational program and medical care.

We had just completed almost a year of driving 750 miles every month just for medical appointments, which was wearing on my family. My son had attended Colby schools for 7 years and everyone in the community knew him. The decision to move was not an easy one. He was educated in a private room within a resource room, with the same para all day long. While they educated in complete isolation, they also fostered "learned dependency". After countless interviews with school personnel asking questions about the kinds of educational programs offer for my son, we knew we wanted to find a district that knew the difference between community based instruction and work study programs, the difference between a lifeskills program and a resource room, that offered 18-21 year old programming choices other than another classroom. Olathe school district knows these differences! My son needed these differences. We also needed the staff that was knowledgeable of how to work with a traumatic brain injury child and could provide the necessary skills to afford him independence in his future. We found all of this and more here in Olathe. With this knowledge, we decided to move to Olathe.

Also, being in Olathe, so close to top-notch medical facilities, has allowed us to finally get my son's medical conditions controlled. Taking multiple days off of work and out of school is not an issue for us anymore. We are able to see doctors on a more regular basis and the continuum of care has been a huge benefit for his medical conditions.

Another benefit to being here in Olathe is we have been able to tap into the community resources such as day services, group homes and supported home care have never before been available to us within the community that we lived in. My son has recently graduated from Olathe Schools and he will be continuing his life in a day service program right here in Olathe! It is managed by the community developmental organization here in Johnson County. Prior to our move, we would have never been able to dream of this possibility. These resources were just not available to us.

We are happy to say that educationally, medically and community-based- we are in a much better place!

Respectfully submitted,

Machele Fisher-Haskin



July 29, 2009

**Legislative Educational Planning Committee  
Testimony Regarding Special Education Catastrophic Aid**

Chairperson Schodorf and Members of the Committee,

My name is Tim Rooney and I am the Manager of Budget and Finance for the Shawnee Mission School District 512.

During the 2008-09 school year, the Shawnee Mission School District submitted a catastrophic aid claim that covered 334 students for a total reimbursable cost of \$3.8 million. The district did not submit a claim for the previous year and the district's budget for 2008-09 did not include a line for catastrophic aid. My testimony will address these issues. Additionally, I will briefly discuss how Shawnee Mission is affected by current special education funding laws.

Toward the beginning of the 2008-09 school year, I became aware that other districts had reported significant claims in 2007-08. When I asked district officials about these claims, I was told that KSDE will allow claims on a gross cost basis. Districts receive categorical aid on special education teachers and paras and 80% of the transportation costs are also reimbursed. A gross cost basis allows districts to submit claims without regard to the reimbursements the district receives. In July 2008, I called Dale Dennis to confirm the gross cost rule. He confirmed KSDE's position and I told him that Shawnee Mission would be submitting a claim.

During that time, district officials were finalizing the 2008-09 budget. In accordance with state law, the board had to authorize a notice of hearing in July for the August meeting. Additionally, systems were not in place to estimate a catastrophic aid amount. Consequently, the budget for 2008-09 did not include a line for the funding.

For the next few months, district officials developed plans to capture costs by student to support catastrophic aid claims. The district decided to leverage existing special education information stored on the computer. With some significant program modifications, the district thought it could use this data to allocate costs to all special education students. Once the design was developed, I called the KSDE auditors to discuss the approach the district planned to use. No issues were raised at that time. The modifications took several months to develop and test. The system was completed in late April and was submitted on May 1. Due to the size of the claim, our special education director and I met with KSDE officials on May 14 to review our claim. The district has provided follow-up information to KSDE as requested and the auditors are on-site doing field work at this time.

LEPC  
7-29-09  
Attachment 21

Shawnee Mission believes that changes to catastrophic aid funding should not be made without reviewing the equity of the entire special education funding formula. The independent Legislative Post Audit report published in December 2007 showed that Shawnee Mission received the second lowest reimbursement for special education costs. The report used data from the 2005-06 school year when the legislature funded special education at 89.3%. Shawnee Mission was funded at 65%. The range of funding statewide was between 45% and 207% which was consistent with the 1996-97 study according to the LPA report. This means that one district only received 45% of their excess costs while another received a reimbursement for more than twice the amount the district paid. The report identified the major reasons why districts and cooperatives had a lower reimbursement for excess costs:

1. large districts, or cooperatives made of larger districts.
2. spent more on direct costs, such as instruction, student support and transportation costs.
3. had more certified teachers per 10 students and paid higher average salaries.

Some have argued that discrepancy is due to higher salaries and districts have the discretion to pay whatever level of salaries they want. It is interesting that LPA found a correlation between underfunding and larger districts. That seems to imply that such school districts as a group have higher costs. The higher costs could be due to higher average salaries or additional services provided to the students. In either case, districts must pay those costs. Additionally, the amount of the special education appropriation is based on the aggregate cost of special education services times the state reimbursement rate, currently intended to be 92%. Therefore districts with higher costs including large districts cause the amount of the appropriation to be higher, but the formula disproportionately distributes funding to the districts with lower costs. Using 2007-08 figures provided to the Special Education Task Force by KSDE, Shawnee Mission had excess costs of \$30.7 million. If the districts would've been funded at 92%, the reimbursement would've been \$28.2 million, yet the district only received \$22.1. This was prior to the budget reductions implemented in 2008-09. That leaves Shawnee Mission short by \$6.1 million. Other large districts are similarly affected. Since statewide funding was based on 92%, the shortfall experienced by Shawnee Mission and other districts resulted in a corresponding windfall to districts above 92%. Shawnee Mission believes a new formula should narrow this gap, especially when a correlation exists between the shortfall and the size of district.

In conclusion, Shawnee Mission believes changes should not be made to the catastrophic aid portion of special education funding without addressing the equity issues on the categorical aid portion of the formula. At a minimum, the recommendation should allow a hold harmless for catastrophic amounts received in school year 2008-09 for any district that was funded under the statutory threshold.

I will stand for questions from the committee.



*Written Testimony Only*

**SHAWNEE MISSION SCHOOL DISTRICT**

Director of Special Education  
Arrowhead Administrative Center

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Department of Special Education

**Legislative Educational Planning Committee**

**July 29, 2009**

**Topic: Special Education Catastrophic Aid**

**Written Testimony from Deborah Haltom**

**Director of Special Education Services, Shawnee Mission School district**

Chairperson, Senator Jean Kurtis Schodorf and members of the LEPC, thank you for the opportunity to provide written testimony on the topic of special education, catastrophic aid funding.

Kansas currently funds special education using a resource model. There are significant concerns about this approach, in terms of it not being equitable, predictable, or manageable. Legislators recognized hugely discrepant excess cost reimbursement patterns as they reviewed multiple post audit reports and established a Special Education Funding Task Force, which is not set to expire until June 30, 2011.

The Special Education Funding Task Force is charged with reviewing the current special education funding formula and making recommendations. Catastrophic aid is one provision in that formula and the model as a whole must be reviewed and revised to determine how any changes to any portion impacts the formula itself and the funding of all districts across the state.

When the Task Force meets there needs to be continued study of the formula, in its entirety, and recommendations made by that body. We ask that only after thorough study by the Task Force, are any changes recommended to the legislature on the current Catastrophic Aid portion of the formula.

Thank You, Deborah Haltom

*LEPC  
7-29-09  
Attachment 22*

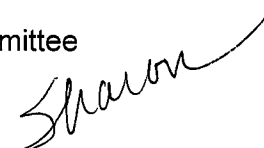
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August 6, 2009

**To:** Legislative Education Planning Committee  
**From:** Sharon Wenger, Principal Analyst   
**Re:** Follow Up on Inquiries from Last Meeting

This memo serves to follow up on several inquiries made by several Committee members at the August Committee meeting.

As requested, I have enclosed a copy of the *Report of the Special Education Funding Task Force to the 2009 Legislature* (Senator Teichman's request).

Kansas Board of Regent's staff provided the 12-page enclosure which answers the following inquiries made by various Committee members:

- The number of resident and non-resident students for each state university (pages 1-9) (Senator Marshall's request);
- Enrollment information for the 26 coordinated institutions (19 community colleges, 6 technical colleges, and Washburn University) (page 10) (Senator Teichman's request).

Enrollment data for these 26 individual institutions can be found at: <http://www.kspsd.org/IR/KHEER/report2008fa.shtml>. If anyone wants information on an individual institution, please let me know;

- Regarding the request for detailed budget reduction information for the 26 coordinated institutions, the Board's finance staff is currently collecting this information with anticipation of having it collected by late August or early September. It will be forwarded to you when it is available (Senator Teichman's request);
- An all-source breakdown of state university funding (page 11) (Representative Huebert's request);
- A brief update on the status of the technical education funding lawsuit is below (Senator Vratil's request):

*Plaintiffs filed a Petition in Shawnee County District Court on June 30. The Board responded by filing a motion to dismiss. The Board's main substantive arguments for dismissal are that these community colleges, according to their own admissions in the Petition, do not meet the statutory qualifications for Postsecondary Aid (PSA) funding, and that there is nothing in the Kansas Constitution or the statutes that requires the*

*Board to fund all institutions providing technical education alike. (In fact, the statutes require us to fund them differently, depending on how the tech courses/programs were acquired and when.) The Board has also made several procedural arguments for dismissal, one of which is that not all proper parties have been included in the suit: If these three community colleges are successful in getting the relief they seek, all other community colleges, technical colleges, Washburn, K-State Salina, and Pittsburg State may be impacted (because they all provide technical education to postsecondary students).*

- The reason the cost of resident graduate tuition is lower than the cost of resident undergraduate tuition at the University of Kansas is (Senator Vratil's request):

*The tuition table uses 15 credit hours for undergraduates and 12 credit hour for graduate students to illustrate typical tuition rates per semester. For FY 2010, KU tuition rates for full-time resident undergraduate students, based upon 15 credit hours, totals \$3,283.50 (\$218.90/credit hour), and the tuition rates for full-time resident graduate students, based upon 12 credit hours, totals \$3,246 (\$270.50/credit hour).*

- Regarding the inquiry about Fort Hays State University and whether it will be able to keep its four-year graduation promise in light of recent budget cuts, staff from the University responded with the following (Senator Taddiken's request):

*Our 4-year graduation guarantee is still available. An impact of budget cuts may be that students will need to take a virtual course in some situations, as not every course will be offered on campus, but the 4-year degree guarantee is still in place.*

The Special Education directors are meeting on August 13 to begin development of a proposal to change the catastrophic special education aid formula. I will ensure you all are updated regarding this effort.

Please let me know if you have additional questions.

SLW/kal

Enclosures

**Report of the  
Special Education Funding Task Force  
to the  
2009 Kansas Legislature**

**CHAIRPERSON:** Dr. Alexa Posny

**VICE-CHAIRPERSON:** Bert Moore

**OTHER MEMBERS:** Representatives Clay Aurand and Gene Rardin; Mike Lewis, Dr. Tim Wurtz, Lori Hisle, Mary Anne Trickle, Glennys Doane, Dr. Rob Balsters, Dr. Neil Guthrie, and Dr. Wade Anderson

**STUDY TOPICS**

The Task Force has authority to:

- Study and make recommendations for changes in the existing formula for funding of special education and related services, including, but not limited to, medicaid replacement state aid;
- Conduct hearings and receive and consider suggestions from teachers, parents, the Department of Education, the State Board of Education, other governmental officers and agencies, and the general public concerning, funding for special education and related services; and
- Make and submit reports to the Legislature on the work of the Task Force including recommendations for legislative changes.

# Special Education Funding Task Force

## REPORT

### CONCLUSIONS AND RECOMMENDATIONS

The Task Force recommends state law concerning special education and related services be amended so that special education personnel may, on a limited basis, provide academic or behavioral services to students who are in need of intervention, as a means to prevent the need for special education services at a later date.

The Task Force delayed making a recommendation changing the current special education funding formula in order to evaluate equitability of the formula and the Multi-Tier System of Support (MTSS) expenses and results in preparation for resumed meetings of the Task Force in the summer of 2009.

**Proposed Legislation:** The Task Force does not have authority to introduce legislation itself; however, it recommends that legislation be introduced amending state law as described above.

### BACKGROUND

The 2008 Legislature created the Special Education Funding Task Force, which is composed of eleven voting members, and the Commissioner of Education who serves as an *ex officio*, nonvoting member. The statutory duties of the Commission include:

- Study and make recommendations for changes in the existing formula for funding of special education and related services, including, but not limited to, Medicaid Replacement State Aid; and
- Conduct hearings and receive and consider suggestions from teachers, parents, the Department of Education, the State Board of Education, other governmental officers and agencies, and the general public concerning funding for special education and related services.

The Task Force will sunset on June 30, 2011.

The Task Force is to submit an annual report to the Legislature on the work of the Task Force including recommendations for legislative changes.

### COMMITTEE ACTIVITIES

The first meeting of the Special Education Funding Task Force was held on August 8, 2008. Task Force members unanimously supported Dr. Posny for Chairperson of the group, with Bert Moore as the Vice-Chairperson.

Dr. Jay G. Chambers, Senior Research Fellow and Managing Director of the Education and Public Sector Finance Group and former Director of the Special Education Expenditure Project and the American Institutes for Research,

provided a foundation for the Task Force's work by discussing the following:

- Major policy issues facing special education;
- State financing systems for special education;
- Patterns of special education spending; and
- Adequacy and special education funding.

Dr. Chambers outlined the national issues facing special education administrators. Some of those issues are:

- Rising special education enrollments;
- Increasing costs of special education;
- Emphasis on students' placement in the least restrictive environment; and
- Lack of federal funding for special education.

Dr. Chambers described how federal law (the Individuals with Disabilities Education Act or IDEA) outlines special education requirements but states and localities must implement the law and provide most of the funding.

On average, the federal government supplies only 13 percent of special education funding across the states, while states provide 55 percent and localities supply 32 percent.

Dr. Chambers told members there are five basic types of funding formulas. Those formulas are described in the sections that follow.

#### **Pupil Weights**

- Aid is allocated on a per student basis.
- More funding is available for high-cost

students.

- Funding weights are differentiated on student placement, disability category, or some combination of the two.
- Nineteen states use this approach.

#### **Census-Based**

- Fixed amount applied to all students, *e.g.* total school-age population which implies fixed identification rates across all school districts.
- Not tied to special education count, disability type, category of service, or other student characteristics.
- Ten states use this approach.

#### **Resource-Based**

- Based upon teacher units, classroom units, or staffing ratios.
- Funds based on implied resource costs.
- Seven states use this approach, including Kansas.

#### **Percent Reimbursement**

- Based on actual expenditure.
- Rules are established for allowable costs and overall caps on identification rates.
- Seven states use this approach.

#### **Variable Block Grant**

- Per pupil block grant or total amount distributed by enrollment shares, adjusted for growth in enrollment, state revenues, or inflation.



- Four states use this approach.

### Other Funding Types

- Three states use a full-cost reimbursement approach.

In discussing costs for special education across the U.S., Dr. Chambers discussed a national sample of costs taken during the 1999 - 2000 school year which included 41 states, 330 school districts, and 10,000 children. (Kansas participated in the sampling.)

This study found that \$12,474 was spent to educate the average student with disabilities. This amount included \$4,394 (35 percent) of general education funding and \$8,080 (65 percent) in special education funding. In Kansas, \$11,213 was spent to educate the average student with disabilities, with \$4,120 (37 percent) of general education expenditure and \$7,093 (63 percent) of special education expenditure.

Dr. Chamber's recommendations for the Task Force included:

- Develop a clear definition of "adequate funding" developed within the definition of general school finance adequacy;
- Determine the goals to achieve; and
- Provide for a more integrated approach to special education and general education programs.

Dr. Posny provided additional foundational information for Task Force members' consideration.

Nationwide, over 83 percent of special education expenditures are allocated to direct instruction and related services. Transportation costs account for 7 percent of total expenditures. Administration and support account for about 10 percent.

The highest costs for a special needs student are for a school-aged student serviced in programs outside the public schools at an average amount of \$26,440. In contrast, special education spending on direct instruction and related services for school-aged students served in public schools amounts to \$5,709 per pupil. Central office administration amounts to \$662 per pupil.

Dr. Posny proposed the following questions to be used as a guide in determining the adequacy of any special education funding system:

- Do all districts receive comparable resources for comparable students?
- Are allocations provided in time to plan for services?
- Are local districts able to deal with unique local conditions in a cost-effective manner?
- Are local districts responsible for outcome accountability?
- Are data requirements, record keeping, and reporting reasonable?
- Does the special education funding system have a clear link to the general funding system?

### Special Education Funding Task Force Public Hearing

At its September meeting, the Task Force invited public comment, and many testified before the Task Force. Those presenting testimony included:

- Deborah Haltom, Director of Special Education, Shawnee Mission School District
- Mark Hauptman, Associate Superintendent of Special Education, West Central Kansas

### Special Education Cooperative

- Dr. Ron Sarnacki, Special Education Director, Cowley County Special Services Cooperative
- Dr. Lynn Ahrens, Director of Special Education, South Central Kansas Special Education Cooperative
- Kim Stephens, Superintendent, USD 463 Udall
- Tom Krebs, Kansas Association of School Boards
- Mary Kelly, USD 259 Wichita
- Doug Bowman, Coordinator, Kansas Coordinating Council on Early Childhood Developmental Services
- Sue Denny, Executive Director of Student Services, USD 229 Blue Valley
- Terry Collins, Director of Doniphan County Education Cooperative
- Rodger Horton, Special Education Teacher, USD 259 Wichita

### Evaluating Various Special Education Funding Proposals

At its November 3 meeting, Chairperson Posny shared excerpts of a report entitled *Study of the Incidence Adjustment in the Special Education Funding Model*, which was prepared by Drs. Tom Parrish and Jay Chambers for the California Department of Education. The report describes the two most popular special education funding formulas across the United States: resource-based and census-based.

The report listed numerous criteria for evaluating special education funding formulas. Task Force members discussed, then selected the

criteria they thought should be used to evaluate proposal for Kansas. A proposal should:

- Cause no harm;
- Be politically acceptable;
- Be equitable;
- Have a reasonable reporting burden;
- Be understandable;
- Must have outcome accountability;
- Be fiscally accountable (adequate, cost-based, predictable, and cost-controlled); and
- Be flexible.

The Task Force agreed that two formulas met these criteria: a census-based formula and a resource-based formula similar to the current formula but with some modifications.

These two funding proposals were discussed at length at the December 15 meeting. The Task Force agreed that more information was needed to make a funding recommendation to the Legislature. The Task Force agreed that more flexibility is needed regarding the work of special education personnel in local school districts. Specifically, if special education personnel could work with students not yet identified as needing special education services, the number of students eventually identified as special education students would be reduced. This could involve special education personnel working with the Multi-Tier System of Support (MTSS) providing interventions for students who have not been identified as needing special education or related services but who appear to need additional academic and behavioral support to succeed in a general education environment. For the past three years, nine Kansas school districts have implemented the MTSS. Task Force members agreed that a review of the

outcomes of the use of the MTSS should be done before a recommendation could be made.

In addition, the Task Force agreed that a more thorough discussion and review of parameters to be used in defining equitability across school districts regarding special education funding should be done before a recommendation for a funding formula change could be made.

Because of this, the Task Force decided that more thorough evaluations would be conducted, at the direction of the Commission of Education, and presented to the Task Force at a meeting to take place in the summer of 2009.

## CONCLUSIONS AND RECOMMENDATIONS

The Task Force recommends state law concerning special education and related services be amended so that special education personnel may, on a limited basis, provide academic or behavioral services to students who are in need of intervention, as a means to prevent the need for special education services at a later date.

The Task Force delayed making a recommendation changing the current special education funding formula in order to evaluate suitable parameters to be used in defining the equitability of the formula and the Multi-Tier System of Support (MTSS) expenses and results in preparation for resumed meetings of the Task Force in the summer of 2009.

**Demographic Profiles of Students at State Universities  
Fall 2003 - Fall 2008**

**Table 3.3**

Enrollment: Headcount	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	% Change 03 - 08
Undergrad	67,783	68,676	68,932	69,385	69,002	70,224	3.6%
Grad 1	18,213 *	13,734	13,853	14,069	14,877	15,213	-16.5%
Grad 2	1,604 *	5,859	6,032	6,052	6,184	6,435	301.2%
<b>Total</b>	<b>87,600</b>	<b>88,269</b>	<b>88,817</b>	<b>89,506</b>	<b>90,063</b>	<b>91,872</b>	<b>4.9%</b>
<b>Enrollment: FTE</b>							
Undergrad	58,245	58,028	58,327	58,543	58,362	59,312	1.8%
Grad 1	11,138 *	9,411	9,279	9,456	10,213	10,578	-5.0%
Grad 2	1,562 *	3,866	3,996	4,026	4,109	4,219	170.2%
<b>Total</b>	<b>70,945</b>	<b>71,305</b>	<b>71,602</b>	<b>72,025</b>	<b>72,684</b>	<b>74,109</b>	<b>4.5%</b>
<b>Student Status</b>							
Full-time	64,062	63,996	63,637	64,102	65,413	67,040	4.6%
Part-time	23,538	24,273	25,180	25,404	24,650	24,832	5.5%
<b>Total</b>	<b>87,600</b>	<b>88,269</b>	<b>88,817</b>	<b>89,506</b>	<b>90,063</b>	<b>91,872</b>	<b>4.9%</b>
<b>Student Residency</b>							
Resident	68,264	67,518	67,417	67,288	67,046	67,642	-0.9%
Non-resident	19,336	20,751	21,400	22,218	23,017	24,230	25.3%
<b>Total</b>	<b>87,600</b>	<b>88,269</b>	<b>88,817</b>	<b>89,506</b>	<b>90,063</b>	<b>91,872</b>	<b>4.9%</b>
<b>Student Status</b>							
On-Campus	79,132	78,850	77,869	78,082	77,891	78,658	-0.6%
Off-Campus	8,468	9,419	10,948	11,424	12,172	13,214	56.0%
<b>Total</b>	<b>87,600</b>	<b>88,269</b>	<b>88,817</b>	<b>89,506</b>	<b>90,063</b>	<b>91,872</b>	<b>4.9%</b>
<b>Student Age: Undergrads</b>							
19 and under	21,601	23,129	23,561	21,091	21,109	20,808	-3.7%
20 - 24	36,067	35,663	35,536	37,870	37,371	38,539	6.9%
25 and Over	10,105	9,876	9,834	10,393	10,507	10,875	7.6%
Unknown	9	8	1	31	15	2	-77.8%
<b>Total</b>	<b>67,782</b>	<b>68,676</b>	<b>68,932</b>	<b>69,385</b>	<b>69,002</b>	<b>70,224</b>	<b>3.6%</b>
<b>Student Age: Graduates</b>							
24 and Under	4,481	4,661	4,741	4,786	5,059	5,203	16.1%
25 and Over	15,308	14,897	15,111	15,320	15,977	16,417	7.2%
Unknown	29	35	33	15	25	28	-3.4%
<b>Total</b>	<b>19,818</b>	<b>19,593</b>	<b>19,885</b>	<b>20,121</b>	<b>21,061</b>	<b>21,648</b>	<b>9.2%</b>
<b>Student Race/Ethnicity</b>							
White	70,028	69,104	68,922	68,490	68,576	68,663	-1.9%
NR Alien	4,649	4,562	4,280	7,152	7,654	8,748	88.2%
Black	2,811	2,909	3,099	3,095	3,188	3,346	19.0%
Amer. Indian	796	852	847	859	872	913	14.7%
Asian	3,165	4,322	4,808	2,527	2,610	2,668	-15.7%
Hispanic	2,463	2,572	2,481	2,520	2,975	3,192	29.6%
Unknown	3,688	3,948	4,380	4,863	4,188	4,342	17.7%
<b>Total</b>	<b>87,600</b>	<b>88,269</b>	<b>88,817</b>	<b>89,506</b>	<b>90,063</b>	<b>91,872</b>	<b>4.9%</b>

\* For Fall 2003 only, University of Kansas combined masters, first professional, and doctoral categories.

Grad 1 category includes masters students and other graduate students not included in Grad 2; Grad 2 category includes first professional and doctoral students.

Source: KBOR Student Demographics Report, Kansas Higher Education Enrollment Report (KHEER)

**Enrollment by Student Characteristics  
Fall 2003 - Fall 2008**

**Emporia State University  
Table A**

Enrollment: Headcount	2003	2004	2005	2006	2007	2008	% Change 03 - 08
Undergrad	4,434	4,370	4,351	4,458	4,320	4,288	-3.3%
Grad 1	1,824	1,802	1,917	1,995	2,010	2,099	15.1%
Grad 2	20	22	20	20	24	17	-15.0%
<b>Total</b>	<b>6,278</b>	<b>6,194</b>	<b>6,288</b>	<b>6,473</b>	<b>6,354</b>	<b>6,404</b>	<b>2.0%</b>
<b>Enrollment: FTE</b>							
Undergrad	4,041	3,971	4,005	4,066	4,015	3,995	-1.1%
Grad 1	988	1,038	1,078	1,149	1,204	1,282	29.7%
Grad 2	8	10	9	9	11	8	-2.7%
<b>Total</b>	<b>5,038</b>	<b>5,019</b>	<b>5,092</b>	<b>5,224</b>	<b>5,230</b>	<b>5,285</b>	<b>4.9%</b>
<b>Student Status</b>							
Full-time	4,118	4,041	4,037	4,139	4,140	4,118	0.0%
Part-time	2,160	2,153	2,251	2,334	2,214	2,286	5.8%
<b>Total</b>	<b>6,278</b>	<b>6,194</b>	<b>6,288</b>	<b>6,473</b>	<b>6,354</b>	<b>6,404</b>	<b>2.0%</b>
<b>Student Residency</b>							
Resident	5,591	5,365	5,393	5,413	5,285	5,145	-8.0%
Non-resident	687	829	895	1,060	1,069	1,259	83.3%
<b>Total</b>	<b>6,278</b>	<b>6,194</b>	<b>6,288</b>	<b>6,473</b>	<b>6,354</b>	<b>6,404</b>	<b>2.0%</b>
<b>Student Status</b>							
On-Campus	5,002	4,875	4,814	4,973	4,861	4,765	-4.7%
Off-Campus	1,276	1,319	1,474	1,500	1,493	1,639	28.4%
<b>Total</b>	<b>6,278</b>	<b>6,194</b>	<b>6,288</b>	<b>6,473</b>	<b>6,354</b>	<b>6,404</b>	<b>2.0%</b>
<b>Student Age: Undergraduates</b>							
19 and under	1,166	1,267	1,246	1,296	1,289	1,177	0.9%
20 - 24	2,483	2,339	2,356	2,417	2,324	2,371	-4.5%
25 and Over	783	764	749	744	705	740	-5.5%
Unknown	2	0	0	1	2	0	-100.0%
<b>Total</b>	<b>4,434</b>	<b>4,370</b>	<b>4,351</b>	<b>4,458</b>	<b>4,320</b>	<b>4,288</b>	<b>-3.3%</b>
<b>Student Age: Graduates</b>							
24 and Under	225	268	284	312	293	344	52.9%
25 and Over	1,610	1,545	1,643	1,693	1,719	1,744	8.3%
Unknown	9	11	10	10	22	28	211.1%
<b>Total</b>	<b>1,844</b>	<b>1,824</b>	<b>1,937</b>	<b>2,015</b>	<b>2,034</b>	<b>2,116</b>	<b>14.8%</b>
<b>Student Race/Ethnicity</b>							
White	5,145	5,118	5,127	5,144	5,050	4,953	-3.7%
NR Alien	161	166	176	339	376	485	201.2%
Black	196	193	210	201	212	236	20.4%
Amer. Indian	34	35	35	28	40	30	-11.8%
Asian	52	49	54	56	55	50	-3.8%
Hispanic	187	218	225	259	234	270	44.4%
Unknown	503	415	461	446	387	380	-24.5%
<b>Total</b>	<b>6,278</b>	<b>6,194</b>	<b>6,288</b>	<b>6,473</b>	<b>6,354</b>	<b>6,404</b>	<b>2.0%</b>

Grad 1 category includes masters students and other graduate students not included in Grad 2; Grad 2 category includes first professional and doctoral students.

Source: KBOR Student Demographics Report, Kansas Higher Education Enrollment Report (KHEER)

23-10

**Enrollment by Student Characteristics  
Fall 2003 - Fall 2008**

**Fort Hays State University  
Table A**

Enrollment: Headcount	2003	2004	2005	2006	2007	2008	% Change 03 - 08
Undergrad	5,920	7,173	7,834	7,864	8,114	8,650	46.1%
Grad 1	1,453	1,327	1,185	1,258	1,474	1,457	0.3%
Grad 2	0	0	0	0	0	0	0.0%
<b>Total</b>	<b>7,373</b>	<b>8,500</b>	<b>9,019</b>	<b>9,122</b>	<b>9,588</b>	<b>10,107</b>	<b>37.1%</b>
<b>Enrollment: FTE</b>							
Undergrad	4,560	5,141	5,367	5,397	5,403	5,629	23.5%
Grad 1	969	807	705	759	843	914	-5.6%
Grad 2	0	0	0	0	0	0	0.0%
<b>Total</b>	<b>5,528</b>	<b>5,948</b>	<b>6,072</b>	<b>6,156</b>	<b>6,246</b>	<b>6,543</b>	<b>18.4%</b>
<b>Student Status</b>							
Full-time	4,494	4,600	4,537	4,586	4,486	4,582	2.0%
Part-time	2,879	3,900	4,482	4,536	5,102	5,525	91.9%
<b>Total</b>	<b>7,373</b>	<b>8,500</b>	<b>9,019</b>	<b>9,122</b>	<b>9,588</b>	<b>10,107</b>	<b>37.1%</b>
<b>Student Residency</b>							
Resident	5,486	5,516	5,429	5,372	5,550	5,504	0.3%
Non-resident	1,887	2,984	3,590	3,750	4,038	4,603	143.9%
<b>Total</b>	<b>7,373</b>	<b>8,500</b>	<b>9,019</b>	<b>9,122</b>	<b>9,588</b>	<b>10,107</b>	<b>37.1%</b>
<b>Student Status</b>							
On-Campus	4,718	4,723	4,534	4,502	4,433	4,303	-8.8%
Off-Campus	2,655	3,777	4,485	4,620	5,155	5,804	118.6%
<b>Total</b>	<b>7,373</b>	<b>8,500</b>	<b>9,019</b>	<b>9,122</b>	<b>9,588</b>	<b>10,107</b>	<b>37.1%</b>
<b>Student Age: Undergraduates</b>							
19 and under	1,818	1,818	1,702	1,861	1,803	1,869	2.8%
20 - 24	3,030	3,979	4,565	4,307	4,356	4,711	55.5%
25 and Over	1,072	1,376	1,567	1,666	1,943	2,069	93.0%
Unknown	0	0	0	30	12	1	100.0%
<b>Total</b>	<b>5,920</b>	<b>7,173</b>	<b>7,834</b>	<b>7,864</b>	<b>8,114</b>	<b>8,650</b>	<b>46.1%</b>
<b>Student Age: Graduates</b>							
24 and Under	242	188	194	237	266	279	15.3%
25 and Over	1,211	1,139	991	1,021	1,207	1,178	-2.7%
Unknown	0	0	0	0	1	0	0.0%
<b>Total</b>	<b>1,453</b>	<b>1,327</b>	<b>1,185</b>	<b>1,258</b>	<b>1,474</b>	<b>1,457</b>	<b>0.3%</b>
<b>Student Race/Ethnicity</b>							
White	5,616	5,872	5,842	5,893	6,154	6,231	11.0%
NR Alien	6	3	11	2,411	2,506	2,965	49316.7%
Black	113	129	158	165	200	236	108.8%
Amer. Indian	37	46	36	45	49	51	37.8%
Asian	977	1,871	2,407	47	54	51	-94.8%
Hispanic	194	184	209	216	260	260	34.0%
Unknown	430	395	356	345	365	313	-27.2%
<b>Total</b>	<b>7,373</b>	<b>8,500</b>	<b>9,019</b>	<b>9,122</b>	<b>9,588</b>	<b>10,107</b>	<b>37.1%</b>

Grad 1 category includes masters students and other graduate students not included in Grad 2; Grad 2 category includes first professional and doctoral students.

Source: KBOR Student Demographics Report, Kansas Higher Education Enrollment Report (KHEER)

**Enrollment by Student Characteristics  
Fall 2003 - Fall 2008**

**Kansas State University\*  
Table A**

<b>Enrollment: Headcount</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>% Change 03 - 08</b>
Undergrad	19,083	19,098	18,838	18,761	18,545	18,491	-3.1%
Grad 1	2,575	2,643	2,916	2,969	3,338	3,566	38.5%
Grad 2	959	976	1,000	978	1,021	1,024	6.8%
<b>Total</b>	<b>22,617</b>	<b>22,717</b>	<b>22,754</b>	<b>22,708</b>	<b>22,904</b>	<b>23,081</b>	<b>2.1%</b>
<b>Enrollment: FTE</b>							
Undergrad	16,753	16,790	16,719	16,572	16,375	16,254	-3.0%
Grad 1	1,682	1,707	1,744	1,846	2,176	2,255	34.1%
Grad 2	712	719	726	715	760	749	5.2%
<b>Total</b>	<b>19,147</b>	<b>19,216</b>	<b>19,189</b>	<b>19,133</b>	<b>19,311</b>	<b>19,258</b>	<b>0.6%</b>
<b>Student Status</b>							
Full-time	17,621	17,304	16,764	16,801	18,222	18,108	2.8%
Part-time	4,996	5,413	5,990	5,907	5,110	4,973	-0.5%
<b>Total</b>	<b>22,617</b>	<b>22,717</b>	<b>22,754</b>	<b>22,708</b>	<b>23,332</b>	<b>23,081</b>	<b>2.1%</b>
<b>Student Residency</b>							
Resident	18,761	18,587	18,536	18,230	18,065	18,108	-3.5%
Non-resident	3,856	4,130	4,218	4,478	4,839	4,973	29.0%
<b>Total</b>	<b>22,617</b>	<b>22,717</b>	<b>22,754</b>	<b>22,708</b>	<b>22,904</b>	<b>23,081</b>	<b>2.1%</b>
<b>Student Status</b>							
On-Campus	21,060	20,868	20,437	20,232	20,151	20,213	-4.0%
Off-Campus	1,557	1,849	2,317	2,476	2,753	2,868	84.2%
<b>Total</b>	<b>22,617</b>	<b>22,717</b>	<b>22,754</b>	<b>22,708</b>	<b>22,904</b>	<b>23,081</b>	<b>2.1%</b>
<b>Student Age: Undergraduates</b>							
19 and under	6,369	6,485	6,282	6,121	6,346	5,642	-11.4%
20 - 24	11,043	10,929	10,841	10,888	10,485	11,003	-0.4%
25 and Over	1,671	1,684	1,715	1,752	1,714	1,846	10.5%
Unknown	0	0	0	0	0	0	0.0%
<b>Total</b>	<b>19,083</b>	<b>19,098</b>	<b>18,838</b>	<b>18,761</b>	<b>18,545</b>	<b>18,491</b>	<b>-3.1%</b>
<b>Student Age: Graduates</b>							
24 and Under	808	793	793	813	1,024	1,022	26.5%
25 and Over	2,725	2,826	3,123	3,134	3,335	3,568	30.9%
Unknown	1	0	0	0	0	0	-100.0%
<b>Total</b>	<b>3,534</b>	<b>3,619</b>	<b>3,916</b>	<b>3,947</b>	<b>4,359</b>	<b>4,590</b>	<b>29.9%</b>
<b>Student Race/Ethnicity</b>							
White	19,278	19,350	19,278	18,988	18,895	18,728	-2.9%
NR Alien	1,061	1,023	952	1,046	1,217	1,427	34.5%
Black	652	644	725	759	816	836	28.2%
Amer. Indian	111	115	125	136	140	163	46.8%
Asian	314	304	307	324	333	345	9.9%
Hispanic	496	526	311	324	670	746	50.4%
Unknown	705	755	1,056	1,131	833	836	18.6%
<b>Total</b>	<b>22,617</b>	<b>22,717</b>	<b>22,754</b>	<b>22,708</b>	<b>22,904</b>	<b>23,081</b>	<b>2.1%</b>

\* Includes Headcount for Kansas State University-Salina Campus

Grad 1 category includes masters students and other graduate students not included in Grad 2; Grad 2 category includes first professional and doctoral students.

Source: KBOR Student Demographics Report, Kansas Higher Education Enrollment Report (KHEER)

23-12

**Enrollment by Student Characteristics  
Fall 2003 - Fall 2008**

**KSU-Vet Med Center  
Table A**

Enrollment: Headcount	2003	2004	2005	2006	2007	2008	% Change 03 - 08
Undergrad	0	0	0	0	0	0	0.0%
Grad 1	0	0	0	0	0	0	0.0%
Grad 2	433	434	428	433	428	439	1.4%
<b>Total</b>	<b>433</b>	<b>434</b>	<b>428</b>	<b>433</b>	<b>428</b>	<b>439</b>	<b>1.4%</b>
<b>Enrollment: FTE</b>							
Undergrad	0	0	0	0	0	0	0.0%
Grad 1	0	0	0	0	0	0	0.0%
Grad 2	674	658	646	651	645	674	0.0%
<b>Total</b>	<b>674</b>	<b>658</b>	<b>646</b>	<b>651</b>	<b>645</b>	<b>674</b>	<b>0.0%</b>
<b>Student Status</b>							
Full-time	429	428	420	425	422	429	0.0%
Part-time	4	6	8	8	6	10	150.0%
<b>Total</b>	<b>433</b>	<b>434</b>	<b>428</b>	<b>433</b>	<b>428</b>	<b>439</b>	<b>1.4%</b>
<b>Student Residency</b>							
Resident	190	200	201	198	188	191	0.0%
Non-resident	243	234	227	235	240	248	2.1%
<b>Total</b>	<b>433</b>	<b>434</b>	<b>428</b>	<b>433</b>	<b>428</b>	<b>439</b>	<b>1.4%</b>
<b>Student Status</b>							
On-Campus	432	434	428	433	428	439	0.0%
Off-Campus	1	0	0	0	0	0	-100.0%
<b>Total</b>	<b>433</b>	<b>434</b>	<b>428</b>	<b>433</b>	<b>428</b>	<b>439</b>	<b>1.4%</b>
<b>Student Age: Undergraduates</b>							
19 and under	Not reported						
20 - 24							
25 and Over							
Unknown							
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.0%</b>
<b>Student Age: Graduates</b>							
24 and Under	225	219	220	221	196	196	-12.9%
25 and Over	208	215	208	212	232	243	16.8%
Unknown	0	0	0	0	0	0	0.0%
<b>Total</b>	<b>433</b>	<b>434</b>	<b>428</b>	<b>433</b>	<b>428</b>	<b>439</b>	<b>1.4%</b>
<b>Student Race/Ethnicity</b>							
White	416	417	405	412	402	392	-5.8%
NR Alien	1	1	2	1	3	4	300.0%
Black	1	1	1	1	2	2	100.0%
Amer. Indian	0	0	1	2	2	4	100.0%
Asian	4	4	5	7	5	8	100.0%
Hispanic	9	6	6	5	5	10	11.1%
Unknown	2	5	8	5	9	19	850.0%
<b>Total</b>	<b>433</b>	<b>434</b>	<b>428</b>	<b>433</b>	<b>428</b>	<b>439</b>	<b>1.4%</b>

Grad 1 category includes masters students and other graduate students not included in Grad 2; Grad 2 category includes first professional and doctoral students.

Source: KBOR Student Demographics Report, Kansas Higher Education Enrollment Report (KHEER)

23-13



**Enrollment by Student Characteristics  
Fall 2003 - Fall 2008**

**University of Kansas  
Table A**

<b>Enrollment: Headcount</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>% Change 03 - 08</b>
Undergrad	20,692	20,887	20,908	20,822	20,298	20,811	0.6%
Grad 1	6,122	3,484	3,354	3,343	3,464	3,512	-42.6% *
Grad 2*	0	2,609	2,672	2,608	2,580	2,676	100.0% *
<b>Total</b>	<b>26,814</b>	<b>26,980</b>	<b>26,934</b>	<b>26,773</b>	<b>26,342</b>	<b>26,999</b>	<b>0.7%</b>
<b>Enrollment: FTE</b>							
Undergrad	19,027	18,564	18,737	18,722	18,471	18,990	-0.2%
Grad 1	4,588	3,070	2,951	2,883	3,051	3,124	-31.9%
Grad 2*	0	2,305	2,359	2,337	2,309	2,390	100.0% *
<b>Total</b>	<b>23,615</b>	<b>23,939</b>	<b>24,047</b>	<b>23,942</b>	<b>23,831</b>	<b>24,504</b>	<b>3.8%</b>
<b>Student Status</b>							
Full-time	21,537	21,822	21,956	21,844	21,722	22,348	3.8%
Part-time	5,277	5,158	4,978	4,929	4,620	4,651	-11.9%
<b>Total</b>	<b>26,814</b>	<b>26,980</b>	<b>26,934</b>	<b>26,773</b>	<b>26,342</b>	<b>26,999</b>	<b>0.7%</b>
<b>Student Residency</b>							
Resident	18,298	18,622	18,791	18,628	18,291	18,890	3.2%
Non-resident	8,516	8,358	8,143	8,145	8,051	8,109	-4.8%
<b>Total</b>	<b>26,814</b>	<b>26,980</b>	<b>26,934</b>	<b>26,773</b>	<b>26,342</b>	<b>26,999</b>	<b>0.7%</b>
<b>Student Status</b>							
On-Campus	25,009	25,437	25,420	25,270	24,819	25,490	1.9%
Off-Campus	1,805	1,543	1,514	1,503	1,523	1,509	-16.4%
<b>Total</b>	<b>26,814</b>	<b>26,980</b>	<b>26,934</b>	<b>26,773</b>	<b>26,342</b>	<b>26,999</b>	<b>0.7%</b>
<b>Student Age: Undergraduates</b>							
19 and under	7,196	7,517	7,574	7,405	7,293	7,676	6.7%
20 - 24	11,861	11,807	11,756	11,756	11,356	11,448	-3.5%
25 and Over	1,633	1,560	1,578	1,661	1,649	1,687	3.3%
Unknown	2	3	0	0	0	0	-100.0%
<b>Total</b>	<b>20,692</b>	<b>20,887</b>	<b>20,908</b>	<b>20,822</b>	<b>20,298</b>	<b>20,811</b>	<b>0.6%</b>
<b>Student Age: Graduates</b>							
24 and Under	1,609	1,667	1,619	1,649	1,647	1,700	5.7%
25 and Over	4,494	4,414	4,396	4,300	4,397	4,488	-0.1%
Unknown	19	12	11	2	0	0	-100.0%
<b>Total</b>	<b>6,122</b>	<b>6,093</b>	<b>6,026</b>	<b>5,951</b>	<b>6,044</b>	<b>6,188</b>	<b>1.1%</b>
<b>Student Race/Ethnicity</b>							
White	21,714	21,445	21,355	20,977	20,470	20,741	-4.5%
NR Alien	1,585	1,615	1,500	1,579	1,624	1,740	9.8%
Black	809	881	912	902	886	936	15.7%
Amer. Indian	325	347	352	354	333	329	1.2%
Asian	947	997	970	1,036	1,070	1,104	16.6%
Hispanic	834	844	931	906	904	951	14.0%
Unknown	600	851	914	1,019	1,055	1,198	99.7%
<b>Total</b>	<b>26,814</b>	<b>26,980</b>	<b>26,934</b>	<b>26,773</b>	<b>26,342</b>	<b>26,999</b>	<b>0.7%</b>

\* Combined Headcount for Grad 1 and Grad 2 (masters and doctoral students) for Fall 2003

Grad 1 category includes masters students and other graduate students not included in Grad 2; Grad 2 category includes first professional and doctoral students.

Source: KBOR Student Demographics Report, Kansas Higher Education Enrollment Report (KHEER)

**Enrollment by Student Characteristics  
Fall 2003 - Fall 2008**

**KU-Medical Center  
Table A**

<b>Enrollment: Headcount</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>% Change 03 - 08</b>
Undergrad	426	456	483	531	530	521	22.3%
Grad 1	2,032	542	543	578	588	656	-67.7%
Grad 2	0*	1,612	1,664	1,731	1,800	1,926	100.0%
<b>Total</b>	<b>2,458</b>	<b>2,610</b>	<b>2,690</b>	<b>2,840</b>	<b>2,918</b>	<b>3,103</b>	<b>26.2%</b>
<b>Enrollment: FTE</b>							
Undergrad	Not Reported						
Grad 1	Not Reported						
Grad 2	Not Reported						
<b>Total</b>	Not Reported						
<b>Student Status</b>							
Full-time	2,080	2,221	2,214	2,301	2,360	2,442	17.4%
Part-time	378	389	476	539	558	661	74.9%
<b>Total</b>	<b>2,458</b>	<b>2,610</b>	<b>2,690</b>	<b>2,840</b>	<b>2,918</b>	<b>3,103</b>	<b>26.2%</b>
<b>Student Residency</b>							
Resident	1,695	1,757	1,796	1,880	2,005	2,109	24.4%
Non-resident	763	853	894	960	913	994	30.3%
<b>Total</b>	<b>2,458</b>	<b>2,610</b>	<b>2,690</b>	<b>2,840</b>	<b>2,918</b>	<b>3,103</b>	<b>26.2%</b>
<b>Student Status</b>							
On-Campus	2,161	2,302	2,325	2,398	2,520	2,616	21.1%
Off-Campus	297	308	365	442	398	487	64.0%
<b>Total</b>	<b>2,458</b>	<b>2,610</b>	<b>2,690</b>	<b>2,840</b>	<b>2,918</b>	<b>3,103</b>	<b>26.2%</b>
<b>Student Age: Undergraduates</b>							
19 and under	3	3	3	4	2	3	0.0%
20 - 24	275	295	297	346	344	328	19.3%
25 and Over	148	155	182	181	184	190	28.4%
Unknown	0	3	1	0	0	0	0.0%
<b>Total</b>	<b>426</b>	<b>456</b>	<b>483</b>	<b>531</b>	<b>530</b>	<b>521</b>	<b>22.3%</b>
<b>Student Age: Graduates</b>							
24 and Under	484	488	500	524	583	607	25.4%
25 and Over	1,548	1,658	1,697	1,782	1,805	1,975	27.6%
Unknown	0	8	10	3	0	0	0.0%
<b>Total</b>	<b>2,032</b>	<b>2,154</b>	<b>2,207</b>	<b>2,309</b>	<b>2,388</b>	<b>2,582</b>	<b>27.1%</b>
<b>Student Race/Ethnicity</b>							
White	1,674	1,608	1,722	1,896	2,002	2,171	29.7%
NR Alien	112	138	115	127	130	180	60.7%
Black	95	86	91	114	118	122	28.4%
Amer. Indian	19	19	27	26	31	30	57.9%
Asian	184	168	186	210	230	239	29.9%
Hispanic	68	78	68	70	82	98	44.1%
Unknown	306	513	481	397	325	263	-14.1%
<b>Total</b>	<b>2,458</b>	<b>2,610</b>	<b>2,690</b>	<b>2,840</b>	<b>2,918</b>	<b>3,103</b>	<b>26.2%</b>

\* Combined Headcount for Grad 1 and Grad 2 (masters and doctoral students) for Fall 2003

Grad 1 category includes masters students and other graduate students not included in Grad 2; Grad 2 category includes first professional and doctoral students.

Source: KBOR Student Demographics Report, Kansas Higher Education Enrollment Report (KHEER)

23-15

**Enrollment by Student Characteristics  
Fall 2003 - Fall 2008**

**Pittsburg State University  
Table A**

<b>Enrollment: Headcount</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>% Change 03 - 08</b>
Undergrad	5,531	5,493	5,543	5,746	5,872	5,863	6.0%
Grad 1	1,200	1,044	1,085	1,113	1,215	1,264	5.3%
Grad 2	0	0	0	0	0	0	0.0%
<b>Total</b>	<b>6,731</b>	<b>6,537</b>	<b>6,628</b>	<b>6,859</b>	<b>7,087</b>	<b>7,127</b>	<b>5.9%</b>
<b>Enrollment: FTE</b>							
Undergrad	5,359	5,347	5,397	5,547	5,694	5,691	6.2%
Grad 1	856	802	789	824	932	982	14.7%
Grad 2	0	0	0	0	0	0	0.0%
<b>Total</b>	<b>6,215</b>	<b>6,149</b>	<b>6,186</b>	<b>6,371</b>	<b>6,626</b>	<b>6,673</b>	<b>7.4%</b>
<b>Student Status</b>							
Full-time	5,360	5,320	5,397	5,523	5,792	5,873	9.6%
Part-time	1,371	1,217	1,231	1,336	1,295	1,254	-8.5%
<b>Total</b>	<b>6,731</b>	<b>6,537</b>	<b>6,628</b>	<b>6,859</b>	<b>7,087</b>	<b>7,127</b>	<b>5.9%</b>
<b>Student Residency</b>							
Resident	5,178	4,915	4,869	4,990	5,116	5,126	-1.0%
Non-resident	1,553	1,622	1,759	1,869	1,971	2,001	28.8%
<b>Total</b>	<b>6,731</b>	<b>6,537</b>	<b>6,628</b>	<b>6,859</b>	<b>7,087</b>	<b>7,127</b>	<b>5.9%</b>
<b>Student Status</b>							
On-Campus	6,181	6,106	6,165	6,399	6,512	6,535	5.7%
Off-Campus	550	431	463	460	575	592	7.6%
<b>Total</b>	<b>6,731</b>	<b>6,537</b>	<b>6,628</b>	<b>6,859</b>	<b>7,087</b>	<b>7,127</b>	<b>5.9%</b>
<b>Student Age: Undergraduates</b>							
19 and under	2,995	3,755	4,341	1,652	1,658	1,708	-43.0%
20 - 24	1,903	1,176	729	3,187	3,269	3,273	72.0%
25 and Over	628	560	473	907	944	881	40.3%
Unknown	5	2	0	0	1	1	-80.0%
<b>Total</b>	<b>5,531</b>	<b>5,493</b>	<b>5,543</b>	<b>5,746</b>	<b>5,872</b>	<b>5,863</b>	<b>6.0%</b>
<b>Student Age: Graduates</b>							
24 and Under	329	383	430	238	239	263	-20.1%
25 and Over	871	657	653	875	974	1,001	14.9%
Unknown	0	4	2	0	2	0	0.0%
<b>Total</b>	<b>1,200</b>	<b>1,044</b>	<b>1,085</b>	<b>1,113</b>	<b>1,215</b>	<b>1,264</b>	<b>5.3%</b>
<b>Student Race/Ethnicity</b>							
White	5,312	5,442	5,658	5,808	5,973	5,878	10.7%
NR Alien	390	395	386	452	466	534	36.9%
Black	133	156	154	159	171	174	30.8%
Amer. Indian	120	127	115	132	137	151	25.8%
Asian	32	30	35	51	54	62	93.8%
Hispanic	95	104	119	120	161	169	77.9%
Unknown	649	283	161	137	125	159	-75.5%
<b>Total</b>	<b>6,731</b>	<b>6,537</b>	<b>6,628</b>	<b>6,859</b>	<b>7,087</b>	<b>7,127</b>	<b>5.9%</b>

Grad 1 category includes masters students and other graduate students not included in Grad 2; Grad 2 category includes first professional and doctoral students.

Source: KBOR Student Demographics Report, Kansas Higher Education Enrollment Report (KHEER)

23-16

**Enrollment by Student Characteristics  
Fall 2003 - Fall 2008**

**Wichita State University  
Table A**

<b>Enrollment: Headcount</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>% Change 03 - 08</b>
Undergrad	11,696	11,199	10,975	11,203	11,323	11,600	-0.8%
Grad 1	3,008	2,892	2,853	2,813	2,788	2,659	-11.6%
Grad 2	192	206	248	282	331	353	83.9%
<b>Total</b>	<b>14,896</b>	<b>14,297</b>	<b>14,076</b>	<b>14,298</b>	<b>14,442</b>	<b>14,612</b>	<b>-1.9%</b>
<b>Enrollment: FTE</b>							
Undergrad	8,504	8,218	8,102	8,239	8,404	8,753	2.9%
Grad 1	2,056	1,987	2,012	1,995	2,008	2,021	-1.7%
Grad 2	168	174	256	314	383	398	137.5%
<b>Total</b>	<b>10,727</b>	<b>10,379</b>	<b>10,370</b>	<b>10,548</b>	<b>10,795</b>	<b>11,172</b>	<b>4.2%</b>
<b>Student Status</b>							
Full-time	8,423	8,260	8,312	8,483	8,691	9,140	8.5%
Part-time	6,473	6,037	5,764	5,815	5,751	5,472	-15.5%
<b>Total</b>	<b>14,896</b>	<b>14,297</b>	<b>14,076</b>	<b>14,298</b>	<b>14,442</b>	<b>14,612</b>	<b>-1.9%</b>
<b>Student Residency</b>							
Resident	13,065	12,556	12,402	12,577	12,546	12,569	-3.8%
Non-resident	1,831	1,741	1,674	1,721	1,896	2,043	11.6%
<b>Total</b>	<b>14,896</b>	<b>14,297</b>	<b>14,076</b>	<b>14,298</b>	<b>14,442</b>	<b>14,612</b>	<b>-1.9%</b>
<b>Student Status</b>							
On-Campus	14,569	14,105	13,746	13,875	14,167	14,297	-1.9%
Off-Campus	327	192	330	423	275	315	-3.7%
<b>Total</b>	<b>14,896</b>	<b>14,297</b>	<b>14,076</b>	<b>14,298</b>	<b>14,442</b>	<b>14,612</b>	<b>-1.9%</b>
<b>Student Age: Undergraduates</b>							
19 and under	2,054	2,284	2,413	2,752	2,718	2,733	33.1%
20 - 24	5,472	5,138	4,992	4,969	5,237	5,405	-1.2%
25 and Over	4,170	3,777	3,570	3,482	3,368	3,462	-17.0%
Unknown	0	0	0	0	0	0	0.0%
<b>Total</b>	<b>11,696</b>	<b>11,199</b>	<b>10,975</b>	<b>11,203</b>	<b>11,323</b>	<b>11,600</b>	<b>-0.8%</b>
<b>Student Age: Graduates</b>							
24 and Under	559	655	701	792	811	792	41.7%
25 and Over	2,641	2,443	2,400	2,303	2,308	2,220	-15.9%
Unknown	0	0	0	0	0	0	0.0%
<b>Total</b>	<b>3,200</b>	<b>3,098</b>	<b>3,101</b>	<b>3,095</b>	<b>3,119</b>	<b>3,012</b>	<b>-5.9%</b>
<b>Student Race/Ethnicity</b>							
White	10,873	9,852	9,535	9,372	9,630	9,569	-12.0%
NR Alien	1,333	1,221	1,138	1,197	1,332	1,413	6.0%
Black	812	819	848	794	783	804	-1.0%
Amer. Indian	150	163	156	136	140	155	3.3%
Asian	655	899	844	796	809	809	23.5%
Hispanic	580	612	612	620	659	688	18.6%
Unknown	493	731	943	1,383	1,089	1,174	138.1%
<b>Total</b>	<b>14,896</b>	<b>14,297</b>	<b>14,076</b>	<b>14,298</b>	<b>14,442</b>	<b>14,612</b>	<b>-1.9%</b>

Grad 1 category includes masters students and other graduate students not included in Grad 2; Grad 2 category includes first professional and doctoral students.

Source: KBOR Student Demographics Report, Kansas Higher Education Enrollment Report (KHEER)

TABLE I  
Full/Part-time and Resident/Nonresident Headcount Enrollment  
by State Sector  
Fall 2008

Institution		Resident	Non Resident	H.C. Total	FTE Total
State Universities	Full-time	50,499	16,528	67,027	
	Part-time	16,801	8,044	24,845	
	Total	67,300	24,572	91,872	74,106
State Universities and Washburn	Full-time	54,482	16,926	71,408	
	Part-time	18,867	8,142	27,009	
	Total	73,349	25,068	98,417	79,209
Community Colleges	Full-time	23,951	3,713	27,664	
	Part-time	40,676	2,483	43,159	
	Total	64,627	6,196	70,823	41,909
Technical Colleges	Full-time	2,276	11	2,287	
	Part-time	1,676	10	1,686	
	Total	3,952	21	3,973	2,821*
Independent Colleges and Universities	Full-time	9,146	5,717	14,863	
	Part-time	7,560	4,124	11,684	
	Total	16,706	9,841	26,547	19,620
State Total	Full-time	89,855	26,367	116,222	
	Part-time	68,779	14,759	83,538	
	Total	158,634	41,126	199,760	143,558

\*Data for North Central KS Technical College was not included; data was not available at time of report.

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**Total Operating Expenditures at State Universities by Fund  
Fiscal Year 2003 - Fiscal Year 2008**

**Table 1.10**

**State University System Totals**

Category	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	Percent of Total FY 2008
State General Fund Exp.	\$539,984,428	\$543,141,382	\$564,091,618	\$596,222,657	\$611,790,658	\$638,518,662	31.5%
Percent Increase Exp.	-5.0%	0.6%	3.9%	5.7%	2.6%	4.4%	
General Fees Funds (Tuition)	\$249,864,793	\$287,593,721	\$347,679,611	\$390,210,653	\$420,393,079	\$465,598,612	23.0%
Percent Increase Tuition	14.6%	15.1%	20.9%	12.2%	7.7%	10.8%	
Hospital Revenue Funds	\$6,203,577	\$5,217,342	\$8,133,771	\$8,793,904	\$8,026,601	\$7,412,872	0.4%
Percent Increase Funds	26.4%	-15.9%	55.9%	8.1%	-8.7%	-7.6%	
Other General Use	\$19,424,876	\$15,844,247	\$20,394,287	\$16,937,901	\$9,988,363	\$25,454,850	1.3%
<b>General Use Expenditures</b>	<b>\$815,477,674</b>	<b>\$851,796,692</b>	<b>\$940,299,287</b>	<b>\$1,012,165,115</b>	<b>\$1,050,198,701</b>	<b>\$1,136,984,996</b>	<b>56.2%</b>
Percent Increase GU	0.3%	4.5%	10.4%	7.6%	3.8%	8.3%	
Restricted Use Expenditures	\$688,928,373	\$731,169,534	\$788,361,387	\$833,910,342	\$826,794,811	\$887,425,709	43.8%
Percent Increase RU	9.2%	6.1%	7.8%	5.8%	-0.9%	7.3%	
<b>Total Operating Exp.</b>	<b>\$1,504,406,047</b>	<b>\$1,582,966,226</b>	<b>\$1,728,660,674</b>	<b>\$1,846,075,457</b>	<b>\$1,876,993,512</b>	<b>\$2,024,410,705</b>	<b>100.0%</b>
Pct. Increase Total Operating	4.2%	5.2%	9.2%	6.8%	1.7%	7.9%	

**Note:**

Totals are actual expenditures during FY 2003 to FY 2008. Totals include six state universities and special purpose campuses. Data in this format for individual institutions is appended as Table B in Institutional Profiles section as follows: KU- pg. 49; KUMC-pg. 55; KSU- pg. 61; KSUVM- pg. 67; WSU- pg. 73; ESU- pg. 79; PSU- pg. 85; FHSU- pg. 91.

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