

MINUTES OF THE SENATE EDUCATION COMMITTEE

The meeting was called to order by Chairman Jean Schodorf at 1:30 p.m. on January 27, 2010, in Room 152-S of the Capitol.

All members were present except:

Senator Anthony Hensley- excused

Committee staff present:

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

Conferees appearing before the Committee:

Terry Leatherman, External Affairs Consultant, Communities In Schools of Kansas
Malissa Martin-Wilke, President, Communities In Schools of Kansas
Joe Glassman, Chairperson, Kansas Postsecondary Technical Education Authority
Bill Quattlebaum, Vice Chairperson, Kansas Postsecondary Technical Education Authority
Dale Dennis, Deputy Commissioner, Kansas Department of Education

Others attending:

See attached list.

Approval of Minutes

Senator Owens moved to approve the minutes of January 20, January 21, and January 25, 2010 as written. The motion was seconded by Senator Abrams. Motion carried on a voice vote.

Presentation: Communities In Schools of Kansas

Terry Leatherman, External Affairs Consultant; and Malissa Martin-Wilke, President, of Communities In Schools of Kansas, ([Attachment 1](#)), presented reports on the issues and successes of the Communities In Schools of Kansas program whose mission is “to champion the connection of needed community resources with schools to help young people successfully learn, stay in school, and prepare for life.” Each volunteered to serve as a resource for information for the Committee.

A short question and answer session followed.

Presentation: Kansas Postsecondary Technical Education Authority

Joe Glassman, Chairperson, Kansas Postsecondary Technical Education Authority, ([Attachment 2](#)), and Bill Quattlebaum, Vice Chairperson, presented a report on the mission established by the 2007 Kansas Legislature. At that time they were charged with improving the postsecondary technical education system. Within the Board of Regents organization the legislation calls for the Technical Education Authority to coordinate state-wide planning for postsecondary technical education, approve and review new and existing technical programs, recommend a new approach to funding technical education, develop accountability indicators, and coordinate the development of a seamless system between secondary and postsecondary education levels.

Priorities in its third year include aligning education with the needs of business and industry, enhancing system participation, and funding technical education strategically.

A short question and answer session followed.

The next meeting is scheduled for January 28, 2010.

The meeting was adjourned at 02:25 p.m.

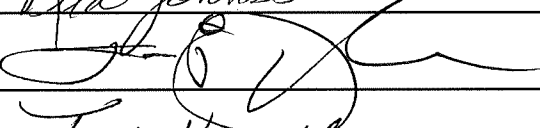
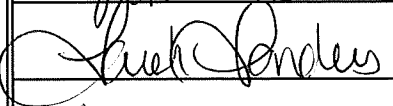
SENATE EDUCATION COMMITTEE GUEST LIST

DATE: January 27, 2010

NAME	REPRESENTING
Puzanne Graham	Communities In Schools - Wichita
Judy Frick	Communities In Schools of KS
Rebecca Nevegold	Community In Schools of KS (Ottawa)
Chris Bean	Communities in Schools of Ottawa
Malina Martin-Wicks	Communities In Schools of Kansas
TERRY LEATHERMAN	Communities In Schools of KS
LARRY BERG	KACCT
Linda Fund	KACCT
DON TURNBAUGH	COMMUNITIES IN SCHOOLS of KANSAS
Karen Blucher	Communities In School of Wichita, KS
Jessica Houston	Communities In Schools - Wichita
Terry Calloway	Communities In Schools of Wichita, KS
Tonia T. Walker	KGTC Shadow Day
Ashley Bullweg	Pinegar, Smith & Associates
Emily Thompson	KGTC Shadow Day
Tom Burke	KCKCC
Daniel Bain	ICC
Peggy Forsberg	ICC
John Brown	Tech Ed Auth.

SENATE EDUCATION COMMITTEE GUEST LIST

DATE: 1/27/2010

NAME	REPRESENTING
Tom Quattlebaum	TEA
Ray Frederick	WATC
Clark Coco	North Central Kansas Technical College + TEA
Blake Flanders	Ks Board of Regents
Kyle Russell	KS Board of Regents
Beta Johnson	KS Board of Regents
	Sen. Terrie Huntington
Traci Howell	Communities In Schools of KS
Polly Kern	Communities In Schools of KS
Herchel Pocz	Citizen
De Deanna Toenjes	Kaw Valley
Hayley Young	Kaw Valley
Jordan Biester	Kaw Valley
	Kaw Valley School District
Ken Henry	
LOB MEALY	KEARNEY & ASSOC.



Communities In Schools

HELPING KIDS STAY IN SCHOOL
AND PREPARE FOR LIFE

KANSAS

January 27, 2010

Communities In Schools of Kansas

Testimony Before the:

Senate Committee on Education

By

Malissa Martin-Wilke

President

Communities In Schools of Kansas

And

Terry Leatherman

External Affairs Consultant

Communities In Schools of Kansas

The mission of Communities In Schools of Kansas is to champion the connection of needed community resources with schools to help young people successfully learn, stay in school, and prepare for life.

Madam Chairperson and members of the Committee:

My name is Terry Leatherman. I am an External Affairs Consultant for Communities In Schools of Kansas. Thank you for this opportunity to discuss an issue critical to the future of our state: how well students are performing academically in our public school system, and how our organization might be uniquely equipped to help children who are struggling perform better.

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Attachment 1

The average college graduate earns around \$54,000 a year. The average high school dropout's annual income is slightly more than \$17,000 (U.S. Census). Consider for a moment the critical impact that statistic illustrates. For Kansas lawmakers, who are struggling mightily to find the tax dollars needed to fund vital state programs, you can see **the high school dropout will contribute no tax dollars to the state's coffers. Instead, they are the social service recipients of programs you are challenged to fund.**

The high school dropout can make only a limited contribution to the Kansas workforce. Fading fast from the state's employment landscape are the labor-intensive jobs that sustained prior generations. Quite simply, the dropout lacks the workplace skills needed to land jobs at Cessna in Wichita or at GARMIN in Olathe. The career outlook for the high school dropout is bleak at best.

However, the most tragic consequence of dropping out of public school is on the individual. Do a thesaurus check of the word "dropout" and you find the words "failure," "loafer," "quit," "give up," and "abandon." **The decision to drop out of school is the latest tragic failure in a young person's life.** Their confidence and self-esteem would be as low as their economic outlook. It helps you understand why **a large percentage of the Kansas prison population did not graduate from school.**

Please also consider one more observation. The same public school district where a student drops out of the system will see another student excel academically. The observation points to the conclusion that I suspect no one will dispute. There are factors outside of the classroom that contribute to student success, as well as to kids who struggle in schools. As a result, **turning around the lives of children in danger of failing in the**

public school system requires community organizations that partner with our public schools.

Communities In Schools of Kansas is unique in its ability to identify students in danger of falling through the cracks. Madam Chairperson, please permit me to introduce to the Committee the President of Communities In Schools of Kansas, Malissa Martin-Wilke, who will spend a few minutes to explain how our organization helps kids stay in school and to prepare for life.

Madam Chairperson and members of the Committee:

My name is Malissa Martin-Wilke and it is my pleasure to be the President of Communities In Schools of Kansas. Founded nationally in 1977, Communities In Schools has almost 200 local affiliates operating in 26 states and the District of Columbia. Those affiliates have enrolled an army of more than 65,000 volunteers and are working in 3,200 schools, helping around 1.4 million students and their families connect to needed resources.

Communities In Schools has a proud history in Kansas. Our first affiliate was founded in Wichita nearly 20 years ago. Our state operation is celebrating its 15th anniversary in 2010. Today's Communities In Schools of Kansas has seven affiliates. They are in the greater Wichita/Sedgwick County area, Kansas City/Wyandotte County, Ottawa, Grant County, Marion County, Harvey County and in Rice County. **Last year alone, we served more than 20,000 Kansas kids.**

As Terry mentioned, we have so much to gain by making every effort to come beside children who are struggling in public schools and help them turn their lives around

and graduate on time. Communities In Schools attacks this challenge by employing the highly effective CIS Model. When implemented with high fidelity, the CIS Model has demonstrated it can improve student achievement. The model also gives you a closer look at how Communities In Schools operates. Key elements to the CIS Model are:

- **The presence of a CIS school-based, on-site coordinator.**
- **A comprehensive school and student needs assessment** which identifies students in danger of dropping out of school.
- **A community asset assessment** and identification of potential partners.
- The delivery of an appropriate combination of **prevention services** and resources which will **impact the entire population of a school**, coupled with **coordinated, targeted and sustained intervention services** and resources for **individual students** with risk factors pointing to them as potential school dropouts.
- **A combination of services that provide academic and non-academic interventions**, such as tutoring, mentoring, family engagement, health care, community service and life skills development.
- **Data gathering, monitoring and adjusting services** in order to maximize success.

Independent reviews of the CIS Model validate it as a formula that can and does make a difference. The Department of Education's What Works Clearinghouse has identified Communities In Schools as **one of the very few programs that has shown it keeps students in school** and is the **only program to prove it increases graduation rates**. A CIS National study shows the CIS Model results in a **higher percentage of**

students reaching proficiency in elementary and middle school reading and math. It showed that students in high-implementing CIS schools consistently outperform students in the comparison non-CIS schools:

- For every 1,000 elementary school students, **53 more achieve proficiency in math and 20 more achieve proficiency in reading.**
- For every 1,000 middle school students, **60 more achieve proficiency in math and 49 more achieve proficiency in reading.**

Among the latest outcomes for tracked students in Kansas programs are a **93% stay-in-school rate** for students identified as at risk of dropping out of school and a **98% promotion rate** for students who had been identified as at risk to not be promoted due to academics. And Communities In Schools accomplishes this at about **\$194 per student per year.**

These are very exciting times for Communities In Schools of Kansas. Our purpose is critically important. We have a significant number of young people, especially minority students, in our state who are not graduating with their peers. The impact we could make on our state's economy, on the Kansas workforce, and on the lives of these young people is enormous. Finally, we have a solution to apply to this problem that we know will produce positive results.

Our state operation is dedicated to helping our seven affiliates implement the CIS model and make a difference in the lives of children in their communities. We are also dedicated to implementing the CIS Model in new communities, because there are so many other places in Kansas that could benefit from a Communities In Schools program. Because our program will positively impact the state's economy and workforce, our

office has been reaching out to the Kansas business community in particular during the past year to financially support our operation and mission.

I have included with my testimony additional information about the serious problem our state and country faces in regard to improving public school student performance and about how Communities In Schools of Kansas works. Please permit me to conclude with these final points:

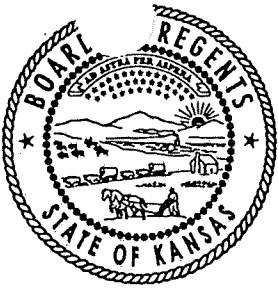
First, thank you for this opportunity to address this Committee. We would welcome serving as a resource for the important work of this Committee when you face issues of how social and economic conditions impede student learning and how we can help them.

Second, we at Communities In Schools of Kansas realize this is not the year to seek new state financial support for our mission. However, in every state where Communities In Schools has been heavily implemented – and thus had a far-reaching positive impact in that state’s schools – it has been because state government recognized how its financial support would enable student success. We welcome exploring with the Kansas Legislature how a state financial investment in Communities In Schools of Kansas, coupled with private sector financial contributions to our organization, could produce a powerful partnership that turns around children’s lives in communities across our state.

Finally, I want to leave you with the words of Lorenzo Robles, a Wichita middle-school student who has been in the Communities In Schools program since he was in the first grade:

“There are a lot of gangs and drugs where I come from and I do not have to do those things because Communities In Schools gives me other options. Communities In Schools has taught me that it’s okay to be different. I don’t have to have the negative attitude that many of my classmates have. Communities In Schools has taught me that it’s okay to care about my school, my community and my world. By helping me to stay out of trouble and learning to help the community, I have learned that it is more important to be a small part of something good than a large part of something that takes me nowhere in life.”

Madam Chairperson, thank you for this opportunity to introduce your Committee to Communities In Schools of Kansas. Terry and I would be happy to answer any questions.



KANSAS BOARD OF REGENTS

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Senate Education
January 27, 2010

Technical Education Authority Update

Joseph Glassman
Chairman, Technical Education Authority

Good afternoon Madam Chair and members of the Committee. My name is Joe Glassman and I serve as the Chairman of the Kansas Postsecondary Technical Education Authority. I am here with Vice Chairman, Bill Quattlebaum, at your request to report our progress toward the improvement of the postsecondary technical education system.

The 2007 Kansas Legislature created the Kansas Postsecondary Technical Education Authority (TEA) with the charge of improving the postsecondary technical education system. Under the auspices of the Board of Regents, the legislation calls for the TEA to coordinate state-wide planning for postsecondary technical education, approve and review new and existing technical programs, recommend a new approach to funding technical education, develop accountability indicators, and coordinate the development of a seamless system between secondary and postsecondary education levels.

The TEA priorities respond to the legislative direction and support our vision of “*educating a quality, skilled workforce for the advancing Kansas economy*” and our mission to:

“Drive the advancement of a robust technical education system in Kansas through immediate and long-term technical training recommendations based on data-driven factors that ensure the delivery model matches a skilled workforce with business demands.”

Now in its third year of existence, the TEA continues to refine and implement an aggressive variety of on-going, strategic priorities for career technical education. Generally, these priorities include:

- **Aligning Education with the Needs of Business and Industry**
- **Enhancing System Participation**
- **Funding Technical Education Strategically**

Aligning Education with the Needs of Business and Industry

Working closely with the Department of Commerce and in response to the legislative charge, the TEA has focused effort on industry clusters critical to the Kansas economy. This strategic change allows federal and state grant funding to be targeted toward

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Attachment 2

programs supporting occupations within these areas. All grant proposals are reviewed jointly by both Commerce and Regents staff.

New programs presented for approval must align with business and industry needs for current and emerging occupations. Institutions are required to demonstrate local, regional and/or statewide need for the proposed program by identifying occupational shortages, potential wages, student interest, and local industry support for the occupational area for which the proposed program will be preparing graduates.

The current technical education system consists of technical programs which vary significantly in length and content, despite supporting similar occupations. The TEA has implemented a business-driven process to ensure all programs offered in the state have adopted appropriate industry standards and that program graduates earn industry-recognized credentials, based on a third party assessment.

This process also provides a consistent connecting point for technical education programs offered at the high school level. Technical assistance and guidance is provided to assist colleges with the development of programs of study which begin at the high school level and continue into the postsecondary level. Again, in an effort to strategically utilize limited funding, existing federal funds have been targeted to increase the delivery of college credit-bearing technical courses to high school students, providing these students advanced standing in postsecondary technical programs after completing high school.

Enhancing System Participation

The Kansas career technical education spectrum is vast with options, offerings, programs and career paths. Raising awareness and the image of technical education continues to be a major area of focus among the TEA's priorities. The TEA began implementation of a comprehensive marketing plan for technical education. A first step was the development and the launching of www.CareerZoomKansas.com. Focusing on the tagline "Put Your Passion to Work," this website allows an individual to search for and locate information regarding career technical education training opportunities related to his/her interests or passions that are offered by the 26 community and technical colleges within the state. Although continued funding is limited, we are working with the Department of Commerce to combine existing resources to incorporate this website with **KANSASWORKS** and the Kansas Career Pipeline. When completed, Kansans will then enter one virtual "front door" for career guidance, postsecondary technical education opportunities and job opportunities.

Funding Technical Education Strategically

The TEA has the legislative charge to develop a credit-hour based, tiered cost model for state funds directed to technical education. Early on, the TEA discovered the existing technical education system consisted of a patchwork of funding structures. Targeting funding specifically to technical education was impossible, because a designated line item for workforce development did not exist. Also, the necessary data to inform a funding approach was not in place. We now have a robust database with the required student and course level data necessary to support a funding approach. The concept of a

tiered cost model specifically targets technical courses and establishes a tiered "state rate" for reimbursement for technical courses based on national benchmarks. Technical courses in high-cost technical programs such as dental hygiene earn state funding at a higher rate than technical courses in a lower cost program such as office technology. Funding for academic courses regardless of whether or not they are a part of a technical or transfer program would not be included in this model.

Work during the second phase of development will be focused on considering potential options for financing the implementation of new tiered cost approach, identifying funding sources, supporting consideration of target industries critical to the Kansas economy, while maintaining the necessary support for the academic course work and infrastructure required to deliver technical as well as transfer programs in the future.

As a businessman, I feel the pressures and constraints imposed by the current economic situation and understand the budget realities. The current budget situation has had a devastating impact on individuals, our colleges, local communities and the state as a whole. However, I believe that if we strategically focus our scarce resources on strengthening and expanding our state's technical education system, together we can jumpstart the Kansas economy by attracting new businesses to our state, keeping our current employers competitive and putting people back to work in critical, high paying technical occupations.

Thank you for the opportunity to comment. I will be happy to answer any questions.