

MINUTES OF THE SENATE EDUCATION COMMITTEE

The meeting was called to order by Chairman Jean Schodorf at 1:30 p.m. on March 11, 2010, in Room 152-S of the Capitol.

All members were present except:

Senator Tim Owens- excused
Senator Dwayne Umbarger- 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:

Dan McLaughlin, State Fire Marshall
Trudy Aron, Executive Director, AIA Kansas
Dale Dennis, Deputy Commissioner, Kansas State Department of Education

Others attending:

See attached list.

Approval of Minutes

Senator Ruth Teichman moved to approve the minutes of March 4, March 8, March 9, and March 10, 2010 as written. The motion was seconded by Senator Vratil. Motion carried on a voice vote.

SB 383 - Schools, buildings; construction plans, approval by state board of education

Theresa Kiernan, Office of the Revisor of Statutes, appeared before the committee and provided a brief explanation of **SB 383**. She stated the intent of the bill is to transfer the responsibilities for reviewing school construction plans from the State Board of Education to the State Fire Marshall.

Senator Vratil moved the committee amend **SB 383** page 1, line 32, changing "bears" to "bear". The motion was seconded by Senator Abrams. The motion carried on a voice vote.

A second amendment was offered which would allow the State Fire Marshall to request cities of the first and second class to have their code enforcement officers or departments review plans for school buildings. Committee discussion followed with comments presented by Dan McLaughlin, State Fire Marshall and Trudy Aron, Executive Director, American Institute of Architects Kansas.

Senator Vratil moved the committee recommend **SB 383**, as amended, favorable for passage. The motion was seconded by Senator Teichman. The motion carried on a voice vote.

It was noted that **SB 383** was a 'dead' bill in that it had not passed out of the committee nor been 'blessed' before turnaround.

Senator Vratil moved **SB 385** be 'guttled' and the contents of **SB 383**, as amended, be placed in it. The motion was seconded by Senator Abrams. The motion carried on a voice vote.

Presentation: SB 539 - School districts; school finance law, revision

Senator Abrams presented an outline (Attachment 1) of the proposed legislation revising existing school finance law.

The next meeting is scheduled for March 16, 2010.

The meeting was adjourned at 02:30 p.m.

SENATE EDUCATION COMMITTEE GUEST LIST

DATE: March 11, 2010

NAME	REPRESENTING
Judy Aron	Amer Inst of Architects
Brenda McQ	Ks Fire Marshal
Dan McLaughlin	KS Fire Marshal
TERRY FORSYTH	KNEA
Debbie Wellshear	USA / Kansas
Dennis Phillips	KSCFF
Ed Redmon	"
Kristen Gammes	Sen. Derek Schmidt
Mike Reed At	KIZ Inc.
KATTA CROK	RFE
Missy Taylor	KFE
GLWB MEYER	KANSAS REPORTER
Bob Vancrum	Blue Valley USD 229
Jennifer Crow	USD 501 Topeka
ERIK SARTORIUS	City of Overland Park
ROB MEHL	KEARNEY & ASSOC.
Berend Hoops	Hein Law Firm
Tom Krebs	KASB
Bill Brady	SFFF

Relevant Efficient Academic Learning Education Act

⇒ Some Background Facts:

- ⇒ Of all the High School graduates in Kansas, only 20-22% need a Bachelors or higher degree to be successful in their chosen profession or trade.
- ⇒ All students need some form of training to be successful in their chosen profession or trade.
- ⇒ The Reading level required for college is the same as the reading level required for CTE classes. Different reading skills, but the same level.

- Not every student obtains a suitable education, as evidenced by the fact that up to 30% of entering freshman at Regents schools need to take remedial Math &/or English.
- Many students either drop out physically or drop out mentally if they believe that the classes they are attending are not relevant to what they want to do.
- All students learn in different ways... notably, many students learn better in an environment that is "hands on."

Does This Look Familiar?

9th Grade

English
(Literature &
Composition)
Algebra
History
Foreign
Language

10th Grade

English (Literature &
Composition)
Algebra*
Geometry
Astronomy
Botany or Zoology
(Biology)
History
Foreign Language

11th Grade

English (Literature &
Composition)
Rhetoric (Speech)
Algebra*
Geometry
Chemistry
History
Foreign Language

12th Grade

English (Literature,
Composition &
Grammar)
Trigonometry, 1/2 yr.
Higher Algebra, 1/2 yr.
Physics
Anatomy, Physiology,
and Hygiene
History
Geol. or Physiography
Meteorology,
Foreign Language

* Option of book-
keeping or commercial
arithmetic.



Charles W. Eliot

The President of Harvard University in 1892 had a problem

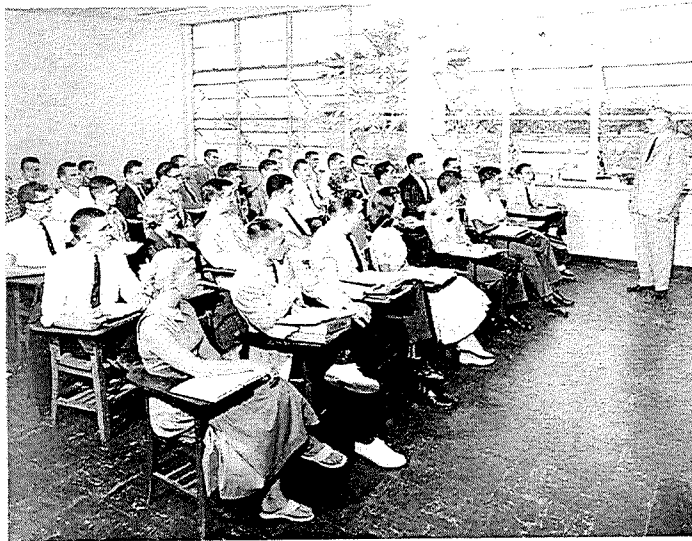
So he formed the "Committee of 10"

And... they defined the "College Bound" Curriculum ...

It was a curriculum that every student took, until they graduated or dropped out.

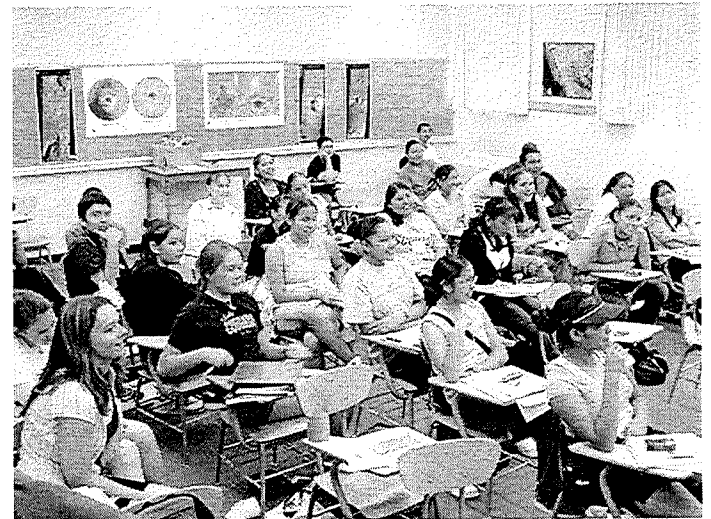
Thus, the "look and feel" of the modern classroom came into being.

1900 Classroom



1950 Classroom

Classroom in the 2000's



Compared to society in 1892, is our society different?

9th Grade

English
(Literature &
Composition)
Algebra
History
Foreign
Language

10th Grade

English (Literature &
Composition)
Algebra*
Geometry
Astronomy
Botany or Zoology
(Biology)
History
Foreign Language

11th Grade

English (Literature &
Composition)
Rhetoric (Speech)
Algebra*
Geometry
Chemistry
History
Foreign Language

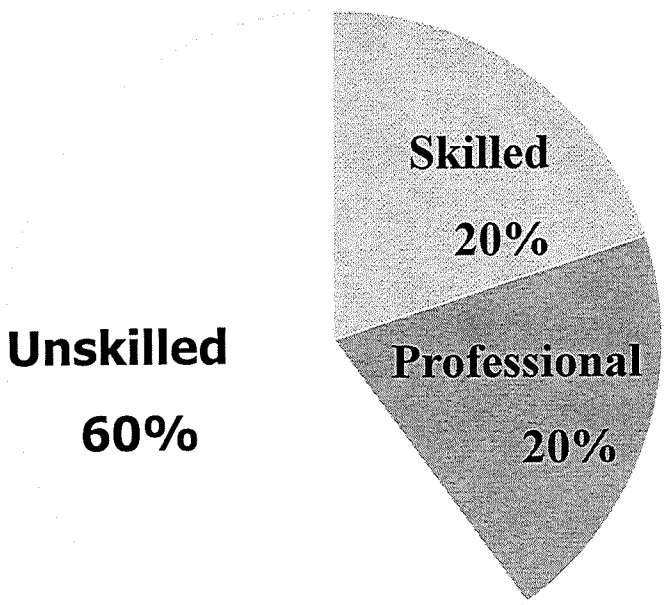
12th Grade

English (Literature,
Composition &
Grammar)
Trigonometry, 1/2 yr.
Higher Algebra, 1/2 yr.
Physics
Anatomy, Physiology,
and Hygiene
History
Geol. or Physiography
Meteorology,
Foreign Language

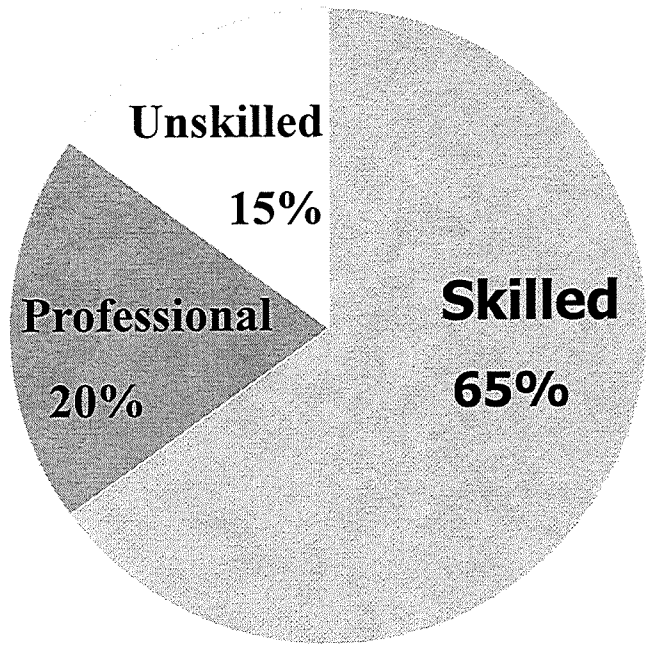
* Option of book-
keeping or commercial
arithmetic.

- ➔ Virtually every mission statement in Kansas details the idea that “we should prepare kids to be productive members of society.”
- ➔ But society has changed since 1892 and thus, so should our graduation curriculum requirements.

Changes in the American Workforce



1950

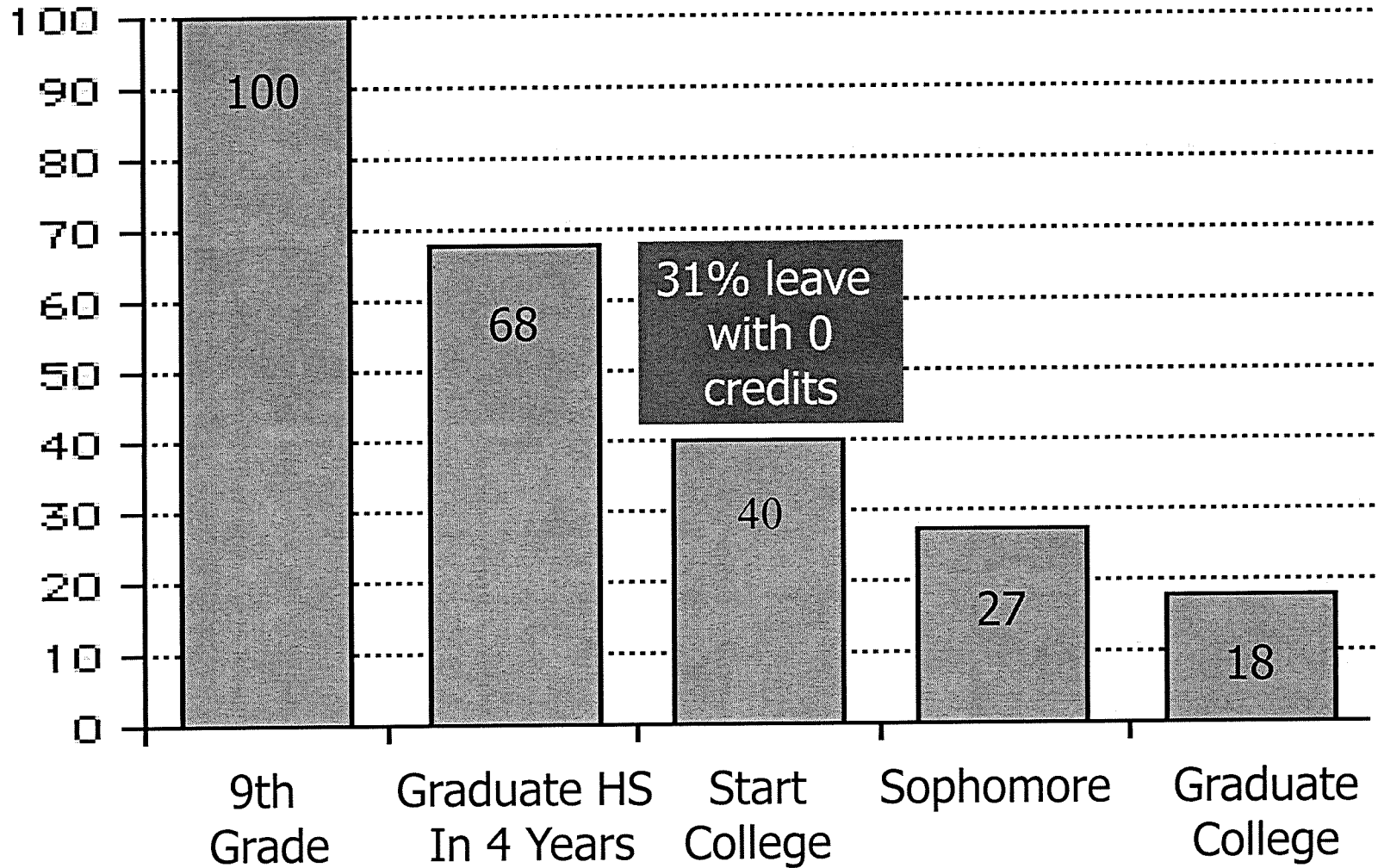


Today

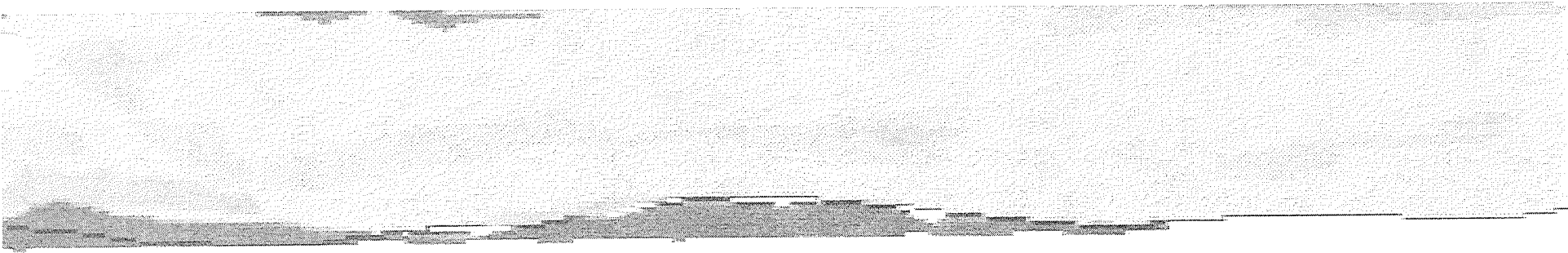
National Summit on 21st Century Skills for 21st Century Jobs

Dramatically changed skill expectations

2005 National Data



Source: Education Weekly March 2005



71% of students surveyed said they do the bare minimum to get by in schools.

Center for Education Reform. "The American Education Diet: Can U.S. Students Survey on Junk Food."

What are the objectives?

1. Create greater opportunities for success for students in graduation and career.
2. Encourage Career and Tech Ed (CTE) for all students that are so interested, no matter whether as a brain surgeon, welder or teacher, since the current funding formula does not do so.
3. Create opportunities for the student to maximize his/her potential.

4. Create opportunities for economic development.
5. Create a funding formula that is easy (or at least "easier") to understand.
6. Develop a system that will assist students, parents and educators, as they move forward in making the best decisions for the student.
7. Place greater emphasis on aligning those who are responsible for educational attainment and those who are responsible for raising taxes.

Essential Elements of the New Education Finance Formula

- ⇒ 1) Every USD uses a common chart of accounts, this would make it easier to identify those costs associated with Instructional Costs. The basic premise is that Instructional Costs would be funded from the State General Fund (SGF) and the current 20 mill property tax.

- ⇒ 2) For districts that have less than 300 FTE; if they voluntarily consolidate , the resultant district gets a 5% bonus in the state portion of non-instructional funds for 3 years.

Kansas K-12 Actual Expenditures 2007-08 School Year

➤ Description	Number	Expenditure
➤ Less than 100 FTE	7	\$18,171
➤ 100 – 499 FTE	128	\$13,667
➤ 500 – 999 FTE	79	\$12,173
➤ 1,000 – 1,999 FTE	37	\$11,269
➤ 2,000 – 2,999 FTE	15	\$12,041
➤ 3,000 – 9,999 FTE	21	\$11,485
➤ Over 10,000	7	\$12,367

- ⇒ 3) Students would be able to acquire part or all of the necessary graduation credits for math, science and language arts from within CTE classes.

- ⇒ 4) The KSBE will develop rules and regs. The KSBE would also be responsible for determining performance standards that are compatible with the National Certification Process of the various Technical Certification programs.

- ⇒ 5) Every student develops an "Individual Career Plan".
- ⇒ This plan is **started** to be developed in 6th grade after taking the Kuder Career Assessment test on Ks Career Pipeline / Dept of Commerce website. The student would then take some survey classes of possible careers. This plan is developed by the student and their parents with a Career Development Facilitator (CDF) acting as a facilitator.
- ⇒ Every year during MS & HS, the plan is reviewed to see what adjustments may need to be made.

- 6) Every student is assigned an Personal Student Scholarship (PSS). Instructional Cost Monies from the SGF would go into the PSS for each student. The monies deposited in this account would be used by the local USD only for Instructional costs.

- The PSS follows the student, thus, if the student moves to another USD, then the PSS follows.

- 72-64c01 (current law) describes Instructional costs. Basically it is the activities dealing directly with the interaction between teachers and students ... they may or may not be provided in a school classroom, or in another location such as a home or hospital.
- Instruction also may be provided through the internet, television or computer. Instruction also includes the activities of aides or classroom assistants of any type which assist in the instructional process.
- Text books, copy paper used by teachers, syllabus, pencils, chalk, equipment routinely used by students in the course of their education and such are included in instructional costs.
- All of this is current law.

- ⇒ Special Ed costs are specifically excluded in this new formula. It currently has its own formula and this formula does not affect it.
- ⇒ All costs other than Instructional Costs, (all Non-instructional costs) would be funded by the local board via a local mill levy on property tax, and then equalized with SGF monies.

- 7) All USD's would be required to offer several, but not necessarily all of the curriculum strands from within the KSBE 16 career clusters.

- The CTE strands offered would all culminate with a trade or industry certification that is recognized across the nation or within the state.

- The end goal being that the student would be fully prepared for the world of work, and/or post secondary education.

- ⇒ 8) Interactive Project Learning by Doing for CTE is approved and encouraged. ESSDACK is currently putting together a web site of all CURRENTLY available online CTE classes.
- ⇒ This allows those small districts that may not have sufficient student population to fully develop their own internal CTE strand, to be able to offer some of those strands that are desired by the students.

⇒ Conclusions

- A) this plan encourages and helps each student to maximize their potential whether in CTE setting or a more traditional setting,
- B) the number of Behavioral Disorder (BD) students would likely go down because they would have something they want to study... something that is relevant to their desires. It is also "hands on" learning and they would not have to sit at a desk all the time,
- C) the graduation rate would go up, and

- ⇒ D) the rate of those who graduate and actually have achieved something with which they can be successful will go up.

- ⇒ E) it would be a huge Economic Development driver for not only metro Wichita and metro KC, but also for the vast majority of our more rural areas.... Because of the entrepreneurial nature of the CTE classes.

- ⇒ F) most important, it would be good for a large number of students that don't find the current education system "relevant."

- ⇒ G) This would satisfy the big findings of Montoy:
 - 1) State General Fund funding would be based on determining the instructional costs of education,
 - 2) all students (in high wealth and low wealth districts) would have an equal opportunity to be educated. The determinate factor would not be the wealth of the district.