

MINUTES

2010 COMMISSION

September 24, 2010
Room 152-S—Statehouse

Members Present

Rochelle Chronister, Chairperson
Dr. Ray Daniels, Vice-chairperson
Representative Marti Crow
Carolyn L. Campbell
Dennis Jones
Emile McGill
Scott Frank
Dan Gibb

Members Absent

Senator Jean Kurtis Schodorf
Representative Clay Aurand
Steve Hliff

Staff Present

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

Others Present

Senator Steve E. Abrams
Robin Harris, Kansas State Board of Education
Berend Koops, Hein Law Firm
Doug Bowman, CCELDS
Terry Forsyth, Kansas National Educators Association
Rachel Whitten, Kansas Reporter
Patrick Vogelsberg, Kearney and Associates, Inc.

Sean Miller, Capitol Strategies
Mark Tallman, Kansas Association of School Boards
Michelle Butler, Capitol Strategies
Michelle Blasdel, Advocate
Diane Gjerstad, Wichita Public Schools
Dodie Wellshear, United School Administrators/Kansas
Martin Hawver, Hawver Publications

The meeting was called to order by Chairperson Rochelle Chronister at 10:00 a.m.

Proposed School Finance Plan

Senator Steve Abrams appeared before the Committee in support of the Relevant Efficient Academic Learning Education Act (Attachment 1). The objectives of the proposal include:

- Create greater opportunities for success for students in graduation and careers with relevance;
- Encourage the concept of Career and Technical Education (CTE) for all students, no matter whether as a brain surgeon, welder, or teacher;
- Create opportunities for the student to maximize the individual's potential;
- Develop a system that will assist students, parents, and educators as they move forward in making the best decisions for the student; and
- Create opportunities for economic development.

A question and answer session regarding implementation and financing followed the presentation.

Career and Technical Education Policy Initiatives

Robin Harris, Assistant Director, Kansas Department of Education Career and Technical Education Program, presented a report on national and state initiatives regarding career and technical education (CTE), stressing that making learning relevant is essential. A review of the five inter-connected principles of career and technical education as developed by the National Association of State Directors of Career Technical Education Consortium followed (Attachment 2). These included:

- CTE is critical to ensuring that the United States leads in global competitiveness;
- CTE actively partners with employers to design and provide high-quality, dynamic programs;
- CTE prepares students to succeed in furthering education and careers;

- CTE is delivered through comprehensive programs of study aligned to The National Career Clusters framework; and
- CTE is a results-driven system that demonstrates a positive return on investment.

Ms. Harris presented the outline of the eleven points of the Career and Technical Education Policy Initiatives as developed by the Kansas State Board of Education ([Attachment 3](#)), along with a brief comparison to Senator Abrams' proposal.

Presentations of the Kansas Career Fields and Clusters Model and the Kansas Secondary-Level Career Clusters and Pathways ([Attachment 4](#)) also were given.

Discussion of financing and implementation of the sixteen clusters in schools followed.

Review of the School Finance Formula

Dale Dennis, Deputy Commissioner, Kansas Department of Education, presented a brief review of the education funding formula for the state. The presentation began with a demonstration of the school finance formula ([Attachment 5](#)). Items addressed included the weighting for various factors such as bilingual education enrollment, low enrollment and high enrollment, vocational education enrollment, at-risk student enrollment, virtual enrollment, new facilities, transportation, ancillary facilities weighting, special education, declining enrollment, and cost of living weighting, among others.

Kansas Revenue Estimate Update

Alan Conroy, Director, Kansas Legislative Research Department (KLRD), presented a brief update of the State General Fund (SGF) Revenue Estimate ([Attachment 6](#)). Statistics reviewed included FY 2010 SGF revenues at \$98.6 million below the estimate, with the majority of this amount, \$91.8 million, being a result of a reduction in individual income tax revenues. A major source of revenue above estimates was retail sales at \$12 million.

FY 2011 total receipts of July and August are \$10 million above the estimate with a majority of this being from retail sales. Mr. Conroy indicated that there were no tax sources below the estimates by more than \$1.0 million. It also was pointed out that property values across the state generally are lower. Another factor was the unemployment rate in the state which is now at 6.7 percent; and until this improves tax revenues will struggle.

School District Efficiency Audits

A summary of seven school district efficiency audits was presented by Laurel Murdie, Principal Auditor, Legislative Division of Post Audit. ([On file - Kansas Legislative Division of Post Audit, August, 2010](#)) The seven districts reviewed included Derby, Ellinwood, Renwick, Winfield, Concordia, Riley County, and Clifton-Clyde.

These efficiency audits were conducted at the direction of the 2010 Commission to be voluntary at the school district level. It was noted that none of the districts had a systematic process for managing efficiency. A number of opportunities for districts to operate more efficiently were

found, the largest of these savings coming from reducing the number of teachers. All seven districts potentially could save money by changing their high school class schedules or course offerings and by using their buildings more efficiently. In addition, several districts could save money by making their food service programs more self-sufficient.

Suggested changes included changing from a block schedule to traditional scheduling, increasing class sizes, more efficient use of buildings, and recommending food service programs be self-supporting. Other areas where savings potentially could be realized included:

- Automating paper-driven business processes;
- Competitively purchasing transportation-related services;
- Better use of information technology;
- Sharing resources with other entities;
- Reducing cell phone costs by reducing the number of phones or using stipends;
- Maximizing the use of business procurement cards; and
- Reducing overtime costs by hiring full-time staff.

A summary of recommendations was included (Attachment 7).

A question and answer session followed the presentation.

National Test Data and Improvement in Kansas Schools

Mark Tallman, Assistant Executive Director/Advocacy, Kansas Association of School Boards, presented a summary of state and national testing and Kansas achievement results. The summary of results of testing on both state and national levels (Attachment 8) indicated student achievements in Kansas are rising. He pointed out that the percentage of low income students tested has risen substantially as compared to national figures, which means Kansas schools must improve achievement for a more challenging student population.

Mr. Tallman noted actual American College Testing (ACT) results also demonstrate student achievement has increased in Kansas. In fact, Kansas posted the highest average composite score among the 13 states where at least 75 percent of graduates participated in the exam.

Mr. Tallman presented a summary of graduation and college readiness among Kansas students. He pointed out that high school completion is at an all-time high with over three-fourths of students graduating in four years, with most of the remaining students finishing by age 24. Studies indicate that more education increases individual earnings. As a result, states with higher levels of educational attainment tend to rank higher in per capita income. Mr. Tallman stated the single most important thing to do to improve educational outcomes is to improve professional development.

A review of the Kansas tax structure as it relates to educational funding was provided. The results of his research indicate that, despite the changes in education and all the additional funding they require, school district expenditures have not changed significantly as a percentage of Kansas personal income in 50 years (Attachment 10).

He presented the following concerns regarding tax policy and education funding in the State of Kansas:

- The rise in income has not been shared equally;
- Tax policy has shifted the tax burden and led to higher rates;
- Efforts to reduce property tax reliance have been undercut.

Mr. Tallman stated that the more the Legislature allows school finance to shift to local revenue sources to meet state educational requirements, the harder it will be to provide constitutionally suitable funding to meet the state's education outcomes for all students, regardless of where they live. More unequal local funding will lead to more school finance litigation.

Approval of Minutes

Dr. Ray Daniels moved to approve the minutes of August 16, 2010 as written. The motion was seconded by Representative Marti Crow. Motion carried.

Discussion of Final Report

Chairperson Chronister initiated discussion regarding the contents and format of the final 2010 Commission Report for 2010. The Chairperson suggested the following be included in the report:

- The statute establishing the Commission;
- A list of what one mill tax levy will produce for the five lowest and five highest school districts in the state;
- The same information for the five lowest and five highest in income levels;
- The same information for the five lowest and five highest in poverty level;
- A list of all commissioners, separated by voting and non-voting, to include those who started but are no longer on the Commission, to include: who appointed them, their educational background, and who they represent to show the diversity of the membership;
- A list of school districts and educational organizations visited when the Commission was established, with a synopsis of what was seen and learned in the tours (such as the change in diversity as far as languages, property values compared to condition, populations, consolidations going on, and amount of ESL at the time);
- A list of audits; and
- A list comparing spending now to that set by the Supreme Court.

Chairperson Chronister stressed this type of information should be included in the report in order for people to understand the diversity of the state itself and the diversity of the educational

system within the state. Each Committee member was asked to select one to three recommendations along with supporting backup from the list provided (Attachment 11), as being the most important and submit them to the Legislative Research Department for summary.

The meeting was adjourned at 3:45 p.m.

Prepared by Dorothy Gerhardt
Edited by Martha Dorsey

Approved by the Commission on:

December 3, 2010

(Date)

2010 Commission

9-24-10

Name

Agency

✓ Diane Gjerstad

Wichita Public Schools

✓ Dodie Wellstear

USA / Kansas

Relevant Efficient Academic Learning Education Act

Is every student in Kansas schools being
educated to their best potential?

Do you know someone who, although
graduated from HS, just muddled through
for several years.

If you asked high school kids to describe school in one word, what word would they choose?

Boring

Is boredom a desirable condition for learning to occur?

3

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. In other words, they are bored.

All students learn in different ways... notably, many students learn better in an environment that is "hands on."

Does This Look Familiar?

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
English (Literature & Composition)	English (Literature & Composition)	English (Literature & Composition)	English (Literature, Composition & Grammar)
Algebra	Algebra*	Rhetoric (Speech)	Trigonometry, 1/2 yr.
History	Geometry	Algebra*	Higher Algebra, 1/2 yr.
Foreign Language	Astronomy	Geometry	Physics
	Botany or Zoology (Biology)	Chemistry	Anatomy, Physiology, and Hygiene
	History	History	History
	Foreign Language	Foreign Language	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 agreed to chair 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?

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
English (Literature & Composition)	English (Literature & Composition)	English (Literature & Composition)	English (Literature, Composition & Grammar)
Algebra	Algebra*	Rhetoric (Speech)	Trigonometry, 1/2 yr.
History	Geometry	Algebra*	Higher Algebra, 1/2 yr.
Foreign Language	Astronomy	Chemistry	Physics
	Botany or Zoology (Biology)	History	Anatomy, Physiology, and Hygiene
	History	Foreign Language	History
	Foreign Language		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.

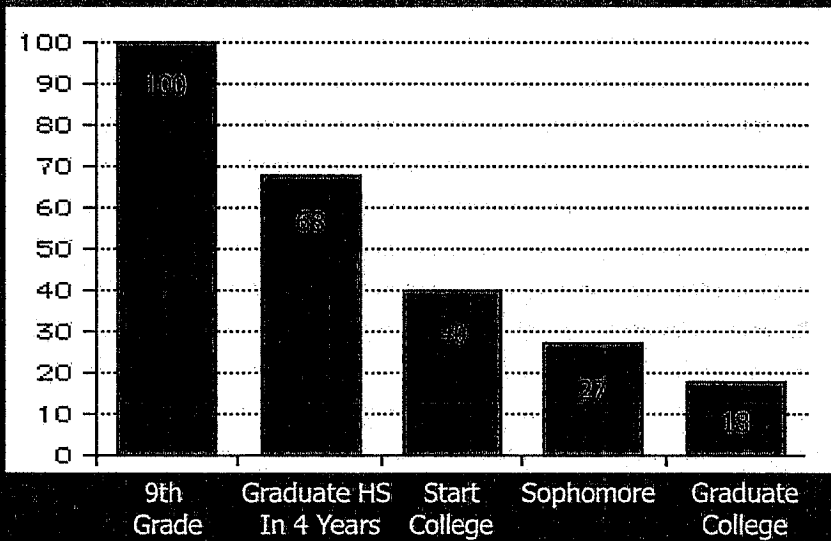
Changes in the American Workforce



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 Survive on Junk Food."

What are the objectives?

Create greater opportunities for success for students in graduation and career with relevance.

Encourage the concept of Career and Tech Ed (CTE) for all students, no matter whether as a brain surgeon, welder or teacher. Current law does not do so.

Create opportunities for the student to maximize his/her potential

Develop a system that will assist students, parents and educators, as they move forward in making the best decisions for the student.

Create opportunities for economic development.

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 Paradigm

1) 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.

2) All USD's would be required to offer several, but not necessarily all of the curriculum strands from within the KSBE 16 career clusters, in addition to traditional classes for those students that prefer that type of classroom.

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.

3) Interactive Project Learning by Doing for CTE is approved and encouraged. ESSDACK has completed a web site where they have compiled 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.

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

5) The KSBE will develop rules and regs. In doing so, the KSBE would also be responsible for determining performance standards and graduation standards that are compatible with the National Certification Process of the various Technical Certification programs.

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 fully funded from the State General Fund (SGF) and the current 20 mill property tax.

2) All costs other than Instructional Costs, (all Non-instructional costs) would be funded by the local board thru state equalized property tax (or perhaps some other tax).

3) 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.

4) 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 only for Instructional costs.

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

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) It will help relieve pressure on our judicial system and social welfare system.

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

If we do this, we can ...

inspire every student to identify what it is that they are so *passionate* about that they begin the journey to becoming *remarkable* at it.

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inspire every student to identify what it is that they are so *passionate* about that they begin the journey to becoming *remarkable* at it.

A big component of this is that the curriculum must be relevant to what the student wants to study.

27

Questions

**Reflect,
Transform,
Lead:**

A New Vision for Career Technical Education

2010 Commission
September 24, 2010
Attachment 2

A New Vision

The United States has long held its leading economic status in the world.

Propelled by innovation, the competitive character of capitalism, and the spirit of entrepreneurship, our nation thrived as a power house setting both the standards and pace for the world economy. On the heels of national fiscal crises, a flattening globe, and the challenges and opportunities brought on by technology, we must now take a hard look at how our workforce is prepared if the United States is to retain its leadership position in the dynamic global economy.



Photo courtesy of Missouri Dept. of Elementary & Secondary Education

Reflect: An Evolution

In the early 1900s, vocational education emerged in response to the burgeoning industrial era. Designed to train individuals with job-specific skills, vocational education helped drive our nation's economic engine throughout the 20th century. Today, vocational education is called career technical education (CTE). To be clear - CTE is not a new label for the same system. While CTE is built upon the rich history and tradition of vocational education, it has adapted to meet the dynamic demands of the global economy. CTE programs at the secondary, postsecondary and adult levels prepare individuals for a wide range of careers such as health care/bio-medical, renewable energy, hospitality, nanotechnology, engineering, logistics, law enforcement, and information technology. As such, CTE reflects the modern workplace. And since the majority of careers require a postsecondary credential, high-quality CTE programs incorporate rigorous academic and technical standards, as well as critical workplace skills such as problem solving, communication and teamwork, to ensure career and college success for its students.

2-2

*** CTE is critical to ensuring that the United States leads in global competitiveness.**

By meeting the current needs and anticipating the future demands of the economy, CTE is critical to our nation's economic success. CTE is a leader in building collaborative connections among education, economic development, and workforce development to ensure alignment of policies and program delivery. The programs are flexible in how and when they are delivered, and are innovative and quick to respond to employer needs. Standards incorporated in the programs are rigorous, blended academic and technical content, and internationally benchmarked. And students of all ages – youth to adult – who enroll in these programs are prepared as global citizens with an innovative and entrepreneurial spirit and who are boundless in their ideas and endeavors to stimulate positive economic change.

To accomplish this, we will:

- Develop a national common core of technical standards, built upon The National Career Clusters Knowledge and Skills Statements that are benchmarked internationally and supported by leaders from business, labor, education and government.
- Initiate federal policy that secures CTE's leadership role in leading alignment among education, economic development and workforce development, and increases U.S. investment in CTE.
- Launch a marketing and communications campaign to showcase CTE's critical role in transforming the way education is delivered to all students, and to underscore the positive economic impact it provides for individuals and our nation.

2-3

CTE prepares students to succeed in further education and careers.

The false dichotomy of preparation for work or college is no longer relevant. The global economy places a premium on skills acquisition and innovation. Therefore, all workers must be lifelong learners who continue to cultivate and grow their knowledge and skills through further education^b. CTE programs prepare students to be successful by providing adaptable skills and knowledge, thereby ensuring flexibility to transition careers as interests change, opportunities emerge and the economy transforms. To document competency of these knowledge and skills, valid and reliable assessments that result in nationally recognized and portable credentials are necessary.



Photo courtesy of Missouri Dept. of Elementary & Secondary Education

To accomplish this, we will:

- Support policies that require all students to have a personalized learning plan that clearly maps out a comprehensive strategy to achieve their education and career goals.
- Promote the acquisition of college and career ready standards, aligned to The National Career Clusters Essential Knowledge and Skills Statements^c, for all students.
- Aspire to have CTE be performance-based, student-centered programs that are delivered without regard to time or place, to the extent feasible without diminishing the quality of the programs.
- Support the development of valid, reliable and rigorous national technical assessments, aligned to a national common core of technical standards, resulting in recognized and portable credentials.

2-4

CTE is a results-driven system that demonstrates a positive return on investment.

CTE embraces the critical importance of accountability and data-driven decisions. CTE's performance must be measured by appropriate indicators that accurately reflect programmatic outcomes. Data is used to drive decisions on resources and programs, thus ensuring programs are aligned to the economy's needs and resources are directed toward areas of highest need. Further, data demonstrates CTE's positive impact through return on investment measured by fiscal returns or savings for government and employers, favorable societal impact, career benefits for individuals and a positive impact on regional, state or national economies.

To accomplish this, we will:

- Use data to identify high quality, successful, scalable CTE practices and programs, target efforts and funds to those found effective, and eliminate those that are ineffective.
- Support federal policies that make the collection of nationally comparable, valid and reliable data possible and efficient.
- Encourage longitudinal data systems to incorporate the data components necessary to support CTE accountability measures.
- Promote alignment of data requirements and accountability measures among federal education and workforce preparation programs.
- Develop a national return on investment model to demonstrate CTE's positive fiscal, societal, and economic impact.

2-5

Lead: A Call to Action

Our nation is at a critical juncture as competition in the global economy intensifies. We believe our nation's economic vitality hinges on our commitment to invest in and ensure the preparedness, efficiency, innovation, creativity and productivity of the U.S. workforce.

CTE also has reached a critical juncture. Success in this global economic environment demands a different type of workforce. If CTE is to have a role in successfully preparing this workforce, we must look at program content, how we deliver our programs, and let go of what no longer works. We will strive to create only programs of excellence. We must be willing to take the bold steps necessary to jumpstart dramatic change in our nation's education and workforce preparation systems. The dichotomous silos of academics versus CTE must be eliminated and their supporting infrastructures must be re-imagined to meet the needs of the economy. As the lines of economies blur, so too must the lines that currently separate CTE and academic education.

As we look to the future, imagine an education and workforce system that rewards innovation, synergistically and cohesively supports different learning styles, equally values different interests and talents, nimbly adapts and responds to technology and workplace needs, and prepares all students for career success through multiple pathways. This is our vision for the future of CTE. Bold leadership and actions will be necessary to realize this vision. We will provide the leadership to ensure our vision is achieved.

References

For more information on the references below, visit www.careertech.org.

^a A program of study is a comprehensive, structured approach for delivering academic and career technical education to prepare students for postsecondary education and career success. A framework has been developed in partnership with the U.S. Department of Education's Office of Vocational and Adult Education. This framework provides the expanded definition of a comprehensive program of study.

^b The term "further education" encompasses all forms of postsecondary education including community and technical colleges, universities, military service, apprenticeship, licensure, and industry credentials/certification.

^c Career Clusters Essential Knowledge and Skills Statements, which have been nationally validated, represent a comprehensive definition of what constitutes the core of initial college and career readiness across all 16 Career Clusters. The essential knowledge and skills are organized in the following categories: technical skills; academic foundations (minimally defined as a state's graduation requirements); communications; problem solving and critical thinking; information technology applications; systems; safety, health and environmental; leadership and teamwork; ethics and legal responsibilities; employability and career development.

^d The National Career Clusters framework organizes CTE instruction and learning experiences in 16 career themes and facilitates a seamless transition for students from secondary to postsecondary.

2-6

To achieve our vision, ongoing transformation in the content and delivery of CTE programs is necessary. Programs of study aligned to The National Career Clusters framework^d are the means to accomplish this goal and should be the method of delivery of all of CTE. A rigorous and comprehensive program of study, delivered by qualified instructors, is a structured sequence of academic and CTE courses that leads to a postsecondary-level credential. In a program of study, the standards, curriculum, and assessments are aligned, thereby ensuring coordination and seamless delivery of instruction and transitions for students. Students are given opportunities to explore myriad career possibilities and have access to comprehensive career planning that empowers them to plan and prepare for a lifetime of career and educational choices. Relevant work-based learning opportunities, and leadership development offered through career technical student organizations (CTSOs), are incorporated into the program of study.

To accomplish this, we will:

- Convene and lead education, employers, labor and government to develop policy, resources and technical assistance to help states with the design and implementation of programs of study as a standard approach to delivering high-quality CTE.
- Support incentives for employers to provide work-based experiences and professional development opportunities for teachers and faculty, so they are aware of and can incorporate the latest industry standards and technologies into their programs.
- Encourage dual academic and technical certification of all teachers and faculty to support seamless and blended instruction.
- Support federal legislation that encourages rigorous, comprehensive programs of study as the delivery model for education.

2-7

CTE aligns its programmatic offerings to current, emerging and projected labor market needs. Therefore, partnership with business and industry is absolutely essential to our success. Drawing our curricula, standards and organizing principles from the workplace, employers are critical partners in the design and delivery of CTE programs.

To accomplish this, we will:

- Partner with business and industry organizations to develop and implement rigorous, internationally benchmarked CTE programs of study^a that are aligned to state, national and international economic demands and industry standards.
- Partner with business and industry organizations to ensure that the credentials earned by students enrolled in CTE programs are valued by the labor market and are, at a minimum, nationally portable.
- Close skills gaps by providing learners of all ages with access to the education and training necessary to be highly competitive in the labor market, including ongoing skill development of the existing workforce.

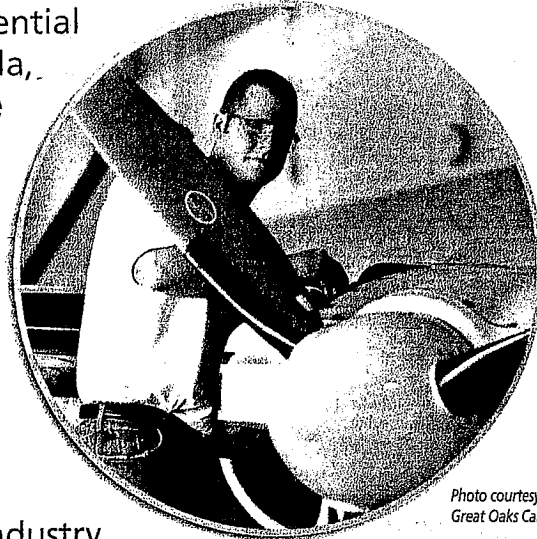


Photo courtesy of
Great Oaks Career Campuses

2-8

Hence, CTE has a positive impact on student achievement and transitions. The programs help students find their passion, bolster their confidence and empower them to succeed. Because CTE demonstrates a positive return on investment, CTE is a trusted, long-standing partner with the employer community. And since CTE programs can be found in rural, suburban and urban communities in every state in our nation, CTE has the capacity and infrastructure to be the vehicle to prepare students of all ages to be successful in this ever-changing, world marketplace. While many CTE programs have evolved in the ways noted above, not all have. We have made much progress but we can and must go further. Excellence in all of our programs is essential.

Transform: A Reinvention

The forecasted needs of the 21st century, the pace of technological change, demographics, the challenges of student engagement and achievement, and growing global competition have created an urgency to evaluate the trajectory and role of CTE in the United States. In keeping with our leadership role and responsibility, the National Association of State Directors of Career Technical Education Consortium puts forth this bold vision intended to guide CTE's role in our nation's educational, workforce and economic advancement and success.



The five principles below collectively form our vision for CTE. The principles are interdependent and should not be considered in isolation. This vision charts a progressive, challenging agenda that seeks to ensure that CTE's contributions and potential are fully realized.

Photo courtesy of
Oklahoma Department of Career
and Technology Education

2-9

The National Association of State Directors of Career Technical Education Consortium (NASDCTEc) was established in 1920 to represent the state and territory heads of secondary, postsecondary and adult career technical education (CTE) across the nation. NASDCTEc, through leadership, advocacy and partnerships, aims to support an innovative CTE system that prepares individuals to succeed in education and their careers, and poises the United States to flourish in a global, dynamic economy.

*National Association of State Directors of Career Technical Education Consortium (NASDCTEc) | 8484 Georgia Avenue Suite 320
| Silver Spring, MD 20910 | 301-588-9630 | www.careertech.org*

Kansas State Board of Education: Career and Technical Education Policy Initiatives

On May 11, 2010, the Kansas State Board of Education approved policy motions that reflect a progressive, challenging agenda that seek to ensure Career and Technical Education's contributions and potential are realized. These policy motions not only embrace the priorities of the *Reflect, Transform, Lead: New Vision for Career and Technical Education*, but also strategically ensure that all students will achieve challenging academic and technical standards and be prepared for high-skill, high-wage, or high-demand occupations in current or emerging professions by improving high school completion and the transitions to and success in postsecondary degree or credentialing programs.

- 1) Create an integrated system of assessments for each of the career clusters, the tested academic content areas and the 21st Century Profiles that provide both state/federal accountability and career-readiness certification.
- 2) Adopt integrated core content standards with CTE Career Cluster Pathways utilizing the 21st Century skills as the organizing principle.
- 3) Support the creation of performance-based Qualified Admissions Standards by KBOR.
- 4) Revise Teacher Preparation Program Standards to reflect the integration of content standards.
- 5) Require schools to create integrated courses that allow students to gain at least three additional credits in career clusters during his/her K-12 experience.
- 6) Expect that all students enter secondary-level studies prepared to succeed in project-based, contextual learning activities that prepare them for further education and training that meet rigorous academic and technical standards.
- 7) Offer a school accreditation option for all Kansas schools based on the 21st Century Learning Environments that will help guide reform and/or redesign of public schools.
- 8) Offer a graduation option for all Kansas students designed around the 21st Century Learner Profiles.
- 9) Require all Kansas local education agencies to ensure every student has access to services that help guide them in career planning.
- 10) Require every Kansas student, beginning in middle-level or junior high school, to utilize a personalized college career plan of study throughout his/her school experience.
- 11) Create opportunities for Kansas schools utilizing KSDE resources to develop funding mechanisms based on verified, performance-based student achievement that respond to the changing workforce and economic development needs.

Kansas Career Fields and Clusters Model

3-2

Agriculture, Food, and Natural Resources

- Animal Systems
- Agribusiness Systems
- Biotechnology in Agriculture
- Environmental Service Systems
- Food Products and Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural, and Technical Systems

Arts, Media, and Communications

- Audio/Video Techniques
- Journalism and Broadcasting
- Performing Arts
- Printing Techniques
- Telecommunications Techniques
- Visual Arts
- Information Support and Services
- Web and Digital Communications
- Network Systems
- Programming and Software Development

Environmental and Agricultural Systems

- ### Business Management and Administration
- Administrative Services
 - Business Information Management
 - Human Resources Management
 - General Management
 - Operations Management
- ### Finance
- Banking Services
 - Business Finance
 - Securities and Investments
 - Insurance
 - Accounting
- ### Hospitality and Tourism
- Lodging
 - Recreation, Amusements, and Attractions
 - Restaurants and Food and Beverage Services
 - Travel and Tourism
- ### Marketing
- Merchandising
 - Marketing Management
 - Marketing Communications
 - Marketing Research
 - Professional Selling

Foundation Knowledge and Skills

Academic and Technical Skills

- Employability
- Ethics
- Systems
- Teamwork
- Career Development
- Problem Solving
- Critical Thinking
- Information Technology Application
- Legal Responsibilities
- Communication
- Safety, Health, and Environment

Industrial, Manufacturing, and Engineering Systems

- ### Architecture and Construction
- Construction
 - Design and Pre-construction
 - Maintenance and Operations

- ### Manufacturing
- Production
 - Manufacturing Production Process Development
 - Maintenance, Installation, and Repair
 - Quality Assurance
 - Logistics and Inventory Control
 - Health, Safety, and Environmental Assurance

Transportation, Distribution, and Logistics

- Facility and Mobile Equipment Maintenance
- Health, Safety, and Environmental Management
- Logistics Planning and Management Services
- Sales and Services
- Transportation Operations
- Transportation/Systems Infrastructure Planning, Management, and Regulation
- Warehousing and Distribution Center Operations

Science, Technology, Engineering, and Mathematics

- Engineering and Technology
- Science and Math (Investigative, Informational, and Educational)

Business Management and Administration

Human Resources and Services

- ### Government and Public Administration
- Revenue and Taxation
 - Foreign Service
 - Governance
 - National Security
 - Planning
 - Public Management and Administration
 - Regulation

- ### Education and Training
- Administration and Administrative Support
 - Professional Support Services
 - Teaching/Training
- ### Human Services
- Consumer Services
 - Counseling and Mental Health Services
 - Early Childhood Development and Services
 - Family and Community Services
 - Personal Care Services

- ### Law, Public Safety, and Security
- Correction Services
 - Emergency and Fire Management Services
 - Law Enforcement Services
 - Legal Services
 - Security and Protective Services

- ### Health Science
- Biotechnology Research and Development
 - Diagnostic Services
 - Supportive Services
 - Health Informatics
 - Therapeutic Services

Kansas Secondary-Level Career Clusters and Pathways

Note: State-developed secondary-level pathways lead to: High-demand & high-skill careers with postsecondary connections and/or industry credentials/certifications or High-demand & high-wage careers with postsecondary connections and/or industry credentials/certifications.

- Agriculture, Food, and Natural Resources**
- Agriculture Science
 - Plant Systems
 - Power, Structural and Technical Systems

- Arts, AV Technology, and Communications**
- 11/15/10* 3/15/12**
- Audio/Video Techniques
 - Visual Arts

- Information Technology**
- 11/15/08* 3/15/12**
- Information Support and Services
 - Network Systems
 - Programming and Software Development
 - Web and Digital Communications

- Marketing**
- 11/15/09* 3/15/11**
- Marketing

- Business Management and Administration**
- 11/15/10* 3/15/12**
- Business Entrepreneurship and Management
- Hospitality and Tourism**
- 11/15/10* 3/15/12**
- Restaurant and Hospitality Services
 - Travel and Tourism

- Finance**
- 11/15/09* 3/15/11**
- Business Finance/Accounting

- Education and Training**
- Teaching/Training

- Government and Public Administration**
- 11/15/10* 3/15/12**
- Government and Public Administration

- Human Services**
- 11/15/09* 3/15/11**
- Consumer Services
 - Early Childhood Development and Services
 - Family and Community Services

- Law, Public Safety, and Security**
- 11/15/10* 3/15/12**
- Correction, Security and Law Enforcement Services
 - Emergency and Fire Management Services

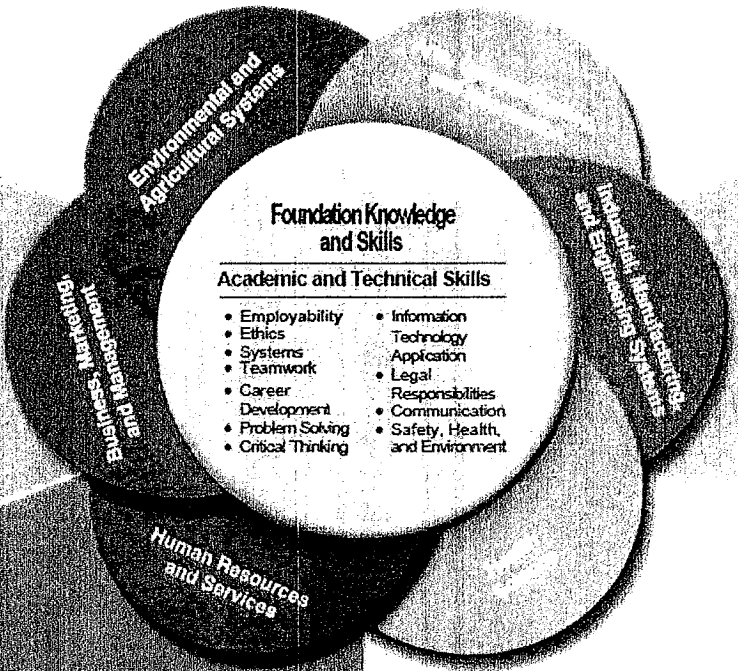
- Health Science**
- Health Science

- Science, Technology, Engineering, and Mathematics**
- 11/15/09* 3/15/12**
- BioChemistry/Green/Hazmat
 - BioMedical
 - Cartography/Geospatial/Spatial Mathematics
 - Engineering & Applied Mathematics

- Manufacturing**
- 11/15/09* 3/15/11**
- Maintenance, Installation, and Repair
 - Production

- Architecture and Construction**
- Construction
 - Design and Pre-construction

- Transportation, Distribution, and Logistics**
- 11/15/10* 3/15/12**
- Mobile Equipment Maintenance



* Career Pathway Program of Study Application Available for submission

** Existing VE-2 programs must submit a Career Pathway Program of Study Application by this date to continue receiving additional .5 state-weighted funding.

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2010 COMMISSION SEPTEMBER 24, 2010

Dale M. Dennis, Deputy
Commissioner of Education

Form 150

2010-11 Est. Legal Max General Fund Budget

5.2

1. Est. 9-20-2010 FTE Enrollment (Exclude 4-year-old at-risk FTE)	1,308.1
2. Est. 9-20-2010 4-year-old At-Risk FTE Enrollment (counted as .5 FTE)	14.0
3. Total Est. 9-20-2010 FTE Enrollment (Line 1 + Line 2)	1,322.1
4. Est. Low Enrollment and High Enrollment for Districts. 9-20-10 FTE Enrollment (Line 3) $1,322.1 \times 0.136929$ factor	181.0
5. Est. Weighted Bilingual Education Enrollment 9-20-10 Bilingual FTE Enrollment $0 + 0.0000 \times 0.395$	0.0
6. Est. Weighted Vocational Education Enrollment 9-20-10 VE FTE Enrollment $70.0 + 0.0000 \times 0.5$	35.0
7. Est. Weighted At-Risk Student Enrollment 9-20-10 Eligible Students That Qualify for Free Lunches $630.0 + 0 \times 0.456$	287.3
8. Est. High At-Risk Weighting (Can only qualify for one of the following) District's Calculated Free Lunch Percentage – 47.65% District's Calculated Students Per Square Mile Line 3 ÷ square miles in district $1,322.5 \div 140.5 = 9.4$	
a. No. of Students Eligible for Free Lunches (at least 50%)	0.0
b. No. of Students Eligible for Free Lunches at 35.1% & 212.5 Students Per Sq. Mile	0.0
c. No. of Students Eligible for Free Lunches (40-50%)	37.8

Form 150

2010-11 Est. Legal Max General Fund Budget

5-3

9. Est. Non-Proficient Student Weighting No. of Non-Proficient Students 83×0.0465	3.9
10. Est. Weighted FTE for New Facilities 9-20-10 Enrollment Attending New Facility $0.0 + 0.0 \times .25$	0.0
11. Est. Weighted FTE for Transportation	71.9
12. Est. Weighted FTE Virtual Enrollment	15.8
13. Est. Ancillary Facilities Weighting Amount Approved by State Board of Tax Appeals $0 \div \$4,012$	0.0
14. Est. Special Education Weighting Amount of Special Education Funding $\$1,550,000 \div \$4,012$	386.3
15. Est. Declining Enrollment Weighting Amount Approved by State Board of Tax Appeals $0 \div \$4,012$	0.0
16. Est. FHSU Math & Science Academy FTE Enrollment	0.0
17. Est. 2010-11 Operating Budget $2,341.1 \times \$4,012$ (Lines 3 through 16)	\$ 9,392,493
18. Est. Cost of Living Weighting \$0 (max. allowed for this district) 0 (amount district will use up to max.) $\div \$4,012$	0.0
19. Est. 2010-11 Operating Budget (Include Cost of Living and FHSU) $2,341.1 \times \$4,012$	\$ 9,392,493

Form 148

2010-11 Est. General Fund State Aid

4-5

1. 2010-11 General Fund Budget (Form 150, Line 19)	\$ 9,392,493
2. Estimated Local Effort	
a. 2010-11 Tax Levy 1-1-2011 to 6-30-2011 (Form 110, Table 1, Line 5)	\$ 790,091
b. 2010-11 Tax in Process (Form 110, Line 11) (General Fund only)	25,428
c. 2010-11 Delinquent Tax (Form 110, Line 12, General Fund) x .667	8,492
d. 2010-11 Mineral Production Tax (General Fund)	0
e. 2010-11 In Lieu of Tax Payments on IRB's (General Fund)	0
f. 2010-11 Federal Impact Aid PL 382 (formerly PL 874)*	0
g. 2010-11 Pupil Tuition (General Fund only)	0
h. 6-30-2010 Unencumbered Cash Balance (General Fund)	5,049
i. 2010-11 Special Education State Aid	1,550,000
j. 2010-11 ARRA Stabilization Funds	160,953
k. 2010-11 State Aid for Machinery & Equipment Valuation Loss (General Fund)	0
3. TOTAL	\$ 2,540,013
4. 2010-11 Est. General State Aid (Line 1 – Line 3; if negative, insert 0)	\$ 6,852,480

FY 2011 House Sub. for SB 572 - As Approved by the Legislature, INCLUDING Tax Increases

Adjusted for April State General Fund Consensus Revenue Estimate and April Actual Tax Collections

5
-
5

STATUS OF THE STATE GENERAL FUND FY 2010-FY 2012 (In Millions)

	Approved FY 2010	Approved FY 2011	Estimated FY 2012
Beginning Balance	\$ 49.7	\$ (140.1)	\$ 1.4
Receipts (April, 2010 Consensus Revenue Estimate)	5,254.3	5,094.7	5,640.0
Adjustment for April Actual Tax Only Receipts	(65.3)	-	
Governor's Other Revenue Adjustments (adjust transfers; continue KDOT transfer, etc.)	-	274.6	-
Additional Revenue from Senate Substitute for House Bill No. 2360	-	303.6	352.1
Revenue Adjustments in Appropriations Bill (House Substitute for Senate Bill No. 572)	38.1	89.9	-
Total Available Revenue	\$ 5,276.8	\$ 5,622.7	\$ 5,993.5
Expenditures **	6,144.3	6,088.9	6,210.3
Federal Economic Stimulus Legislation	(530.7)	(257.9)	-
Subtotal - Expenditures	5,613.6	5,831.0	6,210.3
Less Governor's Allotments and Net Other Adjustments	(196.7)	1.3	-
Expenditure Adjustments (House Substitute for Senate Bill No. 572)	-	(211.0)	-
Total Adjusted Expenditures	5,416.9	5,621.3	6,210.3
Ending Balance	\$ (140.1)	\$ 1.4	\$ (216.8)
Ending Balance as a Percentage of Expenditures	-2.6%	0.0%	-3.5%
Adjusted Receipts in Excess of Unadjusted Expenditures	\$ (140.1)	\$ 1.4	\$ (216.8)

*) Assumes 4.0 percent growth in tax receipts.

***) FY 2012 expenditures include replacing federal economic stimulus funds; KPERS employer contribution increase; human services caseloads; special education increase and state employee undermarket salary adjustment.

FY 2010 Expenditures moved to
FY 2011 (2010-11 School Year)
USD will count payments in FY 2010

General State Aid	\$ 225,249,985
Supplemental General State Aid	66,773,733
KPERS	53,047,760
SUBTOTAL	\$ 345,071,478
KPERS	
Paid July 7 and State	\$ 55,101,438
Charged to FY 2010	
TOTAL	\$ 400,172,916

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September 24, 2010

To: 2010 Commission

From: Alan D. Conroy, Director

Re: Update on State General Fund Revenue Estimate

- Actual FY 2010 State General Fund revenues:
 - \$98.6 million or 1.9 percent below the estimate
 - Major sources **below** the estimate were:
 - Individual income - \$91.8 million or 3.7 percent; and
 - Corporation income - \$25.1 million or 10.0 percent.
 - Major source **above** the estimate:
 - Retail sales - \$12.0 million or 0.7 percent.
- FY 2011 State General Fund revenues through August:
 - \$10.0 million or 1.3 percent **above** the estimate for total receipts.
 - \$36.0 million or 4.8 percent **above** the estimate for tax receipts only.
 - A School District Capital Improvement Fund transfer out of \$19.2 million was made in August that had been anticipated to be made later in the fiscal year.
 - Retail sales were \$23.4 million or 8.1 percent above the estimate; first full month of the higher sales tax rate.
 - Individual income taxes were \$5.8 million or 1.6 percent above the estimate.
 - No tax source was below the estimate by more than \$1.0 million.

- Latest SGF Profile:

- Technically, a negative ending balance of \$24.4 million;
- \$131.8 million of Department of Education funding that should of been paid in FY 2010 was delayed and paid in FY 2011.
- FY 2011 projected ending balance is \$65.3 million, but that would not include any supplementals (*i.e.*, human services caseloads, school finance adjustments).
- FY 2012 shortfall of \$288.6 or 4.6 percent.

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July 19, 2010

To: Legislative Budget Committee

STATE GENERAL FUND RECEIPTS

FY 2010

The Legislative Research Department recently received from the Division of Accounts and Reports information on the total State General Fund (SGF) receipts from FY 2010.

Total receipts to the SGF were \$98.6 million, or 1.9 percent, below the final adjusted estimate (which includes any legislation enacted after the Consensus Revenue estimate). Taxes only in FY 2010 were \$101.9 million, or 2.0 percent, below the adjusted estimate – most notably, in lower-than-estimated individual income taxes.

Tax sources that exceeded the estimate by more than \$1.0 million were retail sales (\$12.0 million, or 0.7 percent); corporate franchise (\$7.5 million, or 21.9 percent); and insurance premiums (\$1.6 million, or 1.3 percent).

Tax sources falling below the adjusted estimate by more than \$1.0 million were individual income (\$91.8 million, or 3.7 percent); corporation income (\$25.1 million, or 10.0 percent); financial institutions income (\$3.5 million, or 17.4 percent); severance (\$2.1 million, or 2.5 percent); and liquor enforcement (\$1.7 million or 3.0 percent).

Of particular note is the shortfall in individual income taxes. Withholding receipts for salaried individuals declined 1.3 percent in FY 2010, compared to a positive growth rate of 1.6 percent in FY 2009 and 6.2 percent in FY 2008. Estimated income tax payments, largely from self-employed individuals, in FY 2010 fell 19.5 percent, compared to a decline of 14.2 percent in FY 2009 and positive growth of 12.1 percent in FY 2008.

Interest receipts exceeded the estimate by \$1.6 million, or 7.1 percent. Net transfers and agency earnings both exceeded the estimate by \$0.9 million.

Total SGF receipts in FY 2010 were below total SGF receipts in FY 2009 by \$396.5 million, or 7.1 percent. Tax receipts only for FY 2010 were below FY 2009 tax receipts only by \$422.4 million, or 7.8 percent.

A Certificate of Indebtedness of \$700 million was discharged or redeemed by the State General Fund prior to the end of the fiscal year, as required by law. The redemption took place on June 24, 2010.

STATE GENERAL FUND RECEIPTS
FY 2010
 (dollar amounts in thousands)

	Actual		FY 2010		Percent increase relative to:	
	FY 2009	Estimate*	Actual	Difference	FY 2009	Estimate
Property Tax:						
Motor Carriers	\$ 29,257	\$ 24,000	\$ 24,993	\$ 993	(14.6)%	4.1%
Income Taxes:						
Individual	\$ 2,682,000	\$ 2,510,000	\$ 2,418,208	\$ (91,792)	(9.8)%	(3.7)%
Corporation	240,258	250,000	224,940	(25,060)	(6.4)	(10.0)
Financial Inst.	26,192	20,000	16,515	(3,485)	(36.9)	(17.4)
Total	\$ 2,948,450	\$ 2,780,000	\$ 2,659,663	\$ (120,337)	(9.8)%	(4.3)%
Estate Tax	\$ 22,530	\$ 9,000	\$ 8,396	\$ (604)	(62.7)%	(6.7)%
Excise Taxes:						
Retail Sales	\$ 1,689,516	\$ 1,640,000	\$ 1,652,037	\$ 12,037	(2.2)%	0.7%
Comp. Use	235,026	205,000	205,540	540	(12.5)	0.3
Cigarette	107,216	99,000	99,829	829	(6.9)	0.8
Tobacco Prod.	5,728	6,300	6,352	52	10.9	0.8
Cereal Malt Bev.	2,089	2,100	1,989	(111)	(4.8)	(5.3)
Liquor Gallonage	18,215	18,200	17,953	(247)	(1.4)	(1.4)
Liquor Enforce.	53,794	56,500	54,827	(1,673)	1.9	(3.0)
Liquor Drink	9,141	9,100	8,930	(170)	(2.3)	(1.9)
Corp. Franchise	41,720	34,000	41,462	7,462	(0.6)	21.9
Severance	124,249	84,000	81,870	(2,130)	(34.1)	(2.5)
Gas	73,814	41,400	39,988	(1,412)	(45.8)	(3.4)
Oil	50,436	42,600	41,882	(718)	(17.0)	(1.7)
Total	\$ 2,286,693	\$ 2,154,200	\$ 2,170,788	\$ 16,588	(5.1)%	0.8%
Other Taxes:						
Insurance Prem.	\$ 119,590	\$ 118,800	\$ 120,375	\$ 1,575	(0.7)%	1.3%
Miscellaneous	1,794	1,800	1,655	(145)	(7.7)	(8.1)
Total	\$ 121,384	\$ 120,600	\$ 122,030	\$ 1,430	(0.5)%	1.2%
Total Taxes	\$ 5,408,314	\$ 5,087,800	\$ 4,985,870	\$ (101,930)	(7.8)%	(2.0)%
Other Revenue:						
Interest	\$ 64,199	\$ 23,000	\$ 24,629	\$ 1,629	(61.6)%	7.1%
Transfers (net)	35,582	127,731	128,586	855	-	0.7
Agency Earnings and Misc.	80,879	52,500	53,365	865	(34.0)	1.6
Total	\$ 180,660	\$ 203,231	\$ 206,579	\$ 3,348	14.3%	1.6%
TOTAL RECEIPTS	\$ 5,588,974	\$ 5,291,031	\$ 5,192,449	\$ (98,582)	(7.1)%	(1.9)%

* Consensus estimate as of April 16, 2010 as subsequently adjusted for legislation enacted after that date.
 A Certificate of Indebtedness of \$700 million was redeemed or repaid, as required by law, before the end of the fiscal year. The redemption was made on June 24, 2010.

NOTES: Details may not add to totals due to rounding.

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KANSAS LEGISLATIVE RESEARCH DEPARTMENT

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September 21, 2010

To: Legislative Budget Committee

STATE GENERAL FUND RECEIPTS July through August, FY 2011

For the first four months of FY 2011, estimates of State General Fund (SGF) receipts are based upon the consensus revenue estimates of April 16, 2010, as adjusted for legislation enacted after that date by the 2010 Legislature.

Total receipts for July and August, the first two months of FY 2011, were \$10.0 million, or 1.3 percent, above the estimate. The component of total SGF receipts from taxes only was \$36.0 million, or 4.8 percent, above the estimate.

Tax sources that exceeded the fiscal year estimate by more than \$1.0 million through August were: retail sales (\$23.4 million, or 8.1 percent); individual income (\$5.8 million, or 1.6 percent); compensating use (\$2.5 million, or 6.1 percent); cigarette (\$1.6 million, or 10.2 percent); motor carriers property (\$1.5 million); corporate franchise (\$1.1 million, or 93.6 percent); and insurance premiums (\$1.1 million). It should be noted that retail sales tax receipts for this August reflect the full impact of the sales tax rate increase (5.3 percent to 6.3 percent) that was effective on July 1, 2010. There is generally a 30-day time lag in receipts from the beginning of a tax increase to those receipts being deposited in the SGF.

No tax sources were below the estimates by more than \$1.0 million.

Interest and agency earnings fell below the estimate by \$2.4 million and \$2.6 million, respectively. Net transfers were \$21.0 million less than anticipated. Of particular note is a transfer out of the SGF for the School District Capital Improvement Fund (local school district bond and interest payments were \$19.2 million more than estimated). It was anticipated that these payments would be made later in the fiscal year.

Total SGF receipts through August of FY 2011 are \$86.8 million, or 12.3 percent, above FY 2010 for the same period. Tax receipts only for the same period were above FY 2010 by \$73.4 million, or 10.2 percent.

This report excludes the July 1 deposit to the SGF of \$700 million pursuant to issuance of a Certificate of Indebtedness. The certificate will be discharged prior to the end of the fiscal year.

6-5

STATE GENERAL FUND RECEIPTS
July - August, FY 2011
 (dollar amounts in thousands)

	Actual	FY 2011			Percent increase relative to:	
	FY 2010	Estimate*	Actual	Difference	FY 2010	Estimate
Motor Carriers	\$ 738	\$ 150	\$ 1,655	\$ 1,505	124.2%	-- %
Income Taxes:						
Individual	\$ 339,090	\$ 365,000	\$ 370,757	\$ 5,757	9.3%	1.6%
Corporation	14,196	10,000	9,342	(658)	(34.2)	(6.6)
Financial Inst.	(1,437)	(600)	(630)	(30)	(56.2)	5.0
Total	\$ 351,848	\$ 374,400	\$ 379,469	\$ 5,069	7.9%	1.4%
Estate Tax	\$ 1,198	\$ 800	\$ 330	\$ (470)	(72.5)%	(58.8)%
Excise Taxes:						
Retail Sales	\$ 286,664	\$ 291,000	\$ 314,448	\$ 23,448	9.7%	8.1%
Comp. Use	36,366	41,000	43,494	2,494	19.6	6.1
Cigarette	17,319	16,000	17,638	1,638	1.8	10.2
Tobacco Prod.	1,112	1,125	1,140	15	2.5	1.3
Cereal Malt Bev.	397	400	367	(33)	(7.5)	(8.2)
Liquor Gallonage	3,184	3,300	3,258	(42)	2.3	(1.3)
Liquor Enforce.	9,573	10,000	9,597	(403)	0.2	(4.0)
Liquor Drink	1,481	1,500	1,515	15	2.3	1.0
Corp. Franchise	2,609	1,200	2,323	1,123	(11.0)	93.6
Severance	9,298	15,250	15,771	521	69.6	3.4
Gas	4,978	7,000	6,861	(139)	37.8	(2.0)
Oil	4,320	8,250	8,910	660	106.3	8.0
Total	\$ 368,003	\$ 380,775	\$ 409,550	\$ 28,775	11.3%	7.6%
Other Taxes:						
Insurance Prem.	\$ (4,145)	\$ (1,200)	\$ (111)	\$ 1,089	(97.3)%	-- %
Miscellaneous	196	250	299	49	52.5	19.6
Total	\$ (3,949)	\$ (950)	\$ 188	\$ 1,138	(104.8)%	-- %
Total Taxes	\$ 717,839	\$ 755,175	\$ 791,192	\$ 36,017	10.2%	4.8%
Other Revenue:						
Interest	\$ 3,792	\$ 4,700	\$ 2,256	\$ (2,444)	(40.5)%	(52.0)%
Transfers (net)	(24,162)	12,870	(8,089)	(20,959)	(66.5)	--
Agency Earnings and Misc.	7,013	8,500	5,903	(2,597)	(15.8)	(30.6)
Total	\$ (13,358)	\$ 26,070	\$ 71	\$ (25,999)	(100.5)%	(99.7)%
TOTAL RECEIPTS	\$ 704,481	\$ 781,245	\$ 791,263	\$ 10,018	12.3%	1.3%

* Consensus estimate as of April 16, 2010, as subsequently adjusted for legislation enacted after that date. Excludes \$700 million to the State General Fund due to an issuance of a Certificate of Indebtedness.

NOTES: Details may not add to totals due to rounding.

6-6

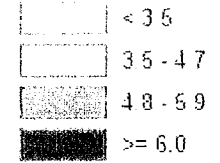
6-7

Kansas Department of Labor

UNEMPLOYMENT RATES FOR AUGUST 2010

State Rate = 6.7%

Rate



Cheyenne 3.7	Rawlins 4.2	Decatur 3.9	Norton 4.1	Phillips 4.3	Smith 4.3	Jewell 4.2	Republic 3.9	Washington 4.1	Marshall 4.5	Nemaha 3.9	Brown 5.5	Doniphan 8.8		
Sherman 3.9	Thomas 4.0	Sheridan 3.1	Graham 4.4	Rooks 5.5	Osborne 4.2	Mitchell 4.8	Cloud 4.4	Clay 4.6	Riley 4.6	Pottawatomie 5.1	Jackson 6.0	Alfalfa 7.9		
Wallace 3.4	Logan 3.2	Gove 3.1	Trego 3.6	Ellis 3.7	Russell 5.1	Lincoln 5.4	Ottawa 5.7	Dickinson 5.6	Geary 7.4	Wabaunsee 6.3	Shawnee 6.7	Jefferson 7.2	Leavenworth 7.5	Wyanette 10.4
Greeley 3.8	Wichita 3.4	Scott 3.4	Lane 3.5	Ness 3.5	Rush 5.4	Barton 5.1	Ellsworth 4.1	Saline 5.7	McPherson 4.9	Marion 5.8	Chase 5.6	Lyon 6.4	Douglas 6.2	Johnson 6.2
Hamilton 4.0	Kearny 4.5	Finney 4.9	Hodgeman 4.3	Pawnee 4.1	Edwards 5.0	Stafford 5.0	Rice 4.8	Harvey 6.9	Butler 7.7	Greenwood 7.4	Osage 7.7	Franklin 6.2	Miami 7.0	Linn 6.6
Stanton 3.9	Grant 4.0	Haskell 3.6	Gray 3.3	Ford 3.7	Kiowa 4.5	Pratt 4.5	Kingman 5.5	Reno 5.7	Sedgewick 6.3	Woodson 7.1	Goffey 6.3	Anderson 7.2	Linn 6.6	Bourbon 7.0
Morton 4.2	Stevens 4.7	Seward 4.6	Meade 4.1	Clark 4.0	Comanche 4.4	Barber 3.8	Harper 5.2	Sumner 9.0	Goway 7.4	Ellis 6.0	Wilson 10.0	Neosho 8.3	Crawford 8.2	Cherokee 8.3

8-9

STATUS OF THE STATE GENERAL FUND
Actual FY 2010 and FY 2011 as Approved by the Legislature
and as Adjusted for Actual Receipts through August and New Federal Stimulus Funds

FY 2010-FY 2012
(In Millions)

	Actual FY 2010	Adjusted FY 2011	Estimated FY 2012
Beginning Balance	\$ 51.2	\$ (24.4)	\$ 65.3
Base Tax Receipts (April, 2010 Consensus Estimate for FY 2010 and FY 2011; 4.0% growth in FY 2012)	5,087.8	5,250.6	5,460.6 *
Additional Revenue from Senate Substitute for House Bill No. 2360	-	303.6	352.1
Subtotal - Base Tax Receipts Adjusted for Legislation	5,087.8	5,554.2	5,812.7
Other Revenue (transfers, agency earnings, interest)**	203.2	213.1	43.7
Less Actual Receipts Collections Through August, 2010 (Tax receipts only)	(98.6)	36.0	-
Total Available Revenue	\$ 5,243.6	\$ 5,778.9	\$ 5,921.7
Expenditures ***	5,798.7	6,196.0	6,210.3
Federal Economic Stimulus Legislation ****	(530.7)	(482.4)	-
Subtotal - Expenditures	5,268.0	5,713.6	6,210.3
Ending Balance	\$ (24.4)	\$ 65.3	\$ (288.6)
Ending Balance as a Percentage of Expenditures	-0.5%	1.1%	-4.6%
Adjusted Receipts in Excess of Unadjusted Expenditures	\$ (24.4)	\$ 65.3	\$ (288.6)

*) Assumes 4.0 percent growth in tax receipts in FY 2012, other than those related to the tax legislation as passed by the 2010 Session of the Legislature.

***) FY 2012 does not include a transfer of \$149.3 million from the State Highway Fund to the State General Fund.

****) FY 2012 expenditures include replacing federal economic stimulus funds; KPERs employer contribution increase; human services caseloads; special education increase and state employee undermarket salary adjustment.

*****) Federal economic stimulus funds include the August federal action regarding the extension of the Medicaid match rate and the Education Jobs Fund (\$87.2 million). The approved budget assumed \$131 million for the extension of the Medicaid match rate, while the federal legislation ultimately provided only \$85 million.

**Appendix B
Best Practices for School District Efficiency**

Administration

<p>The district should manage efficiency at the district level.</p>	<p>The district should:</p> <ul style="list-style-type: none"> • Compile data and calculate efficiency measures, like expenditures per student or staff per 500 students • Compare the measures against peers, standard benchmarks, or the same measures for the district over time • Routinely revise staff needs, policies, and workloads based on the comparison
<p>The district should maintain reasonable administrative staffing levels.</p>	<p>The district should:</p> <ul style="list-style-type: none"> • Routinely compare staffing levels on a per-student basis over time and make changes as needed • Routinely compare staffing levels to peer districts and available benchmarks and make changes as needed <p>The district could consider:</p> <ul style="list-style-type: none"> • Developing a staffing formula for administrative positions
<p>The district should pay reasonable salaries.</p>	<p>The district should:</p> <ul style="list-style-type: none"> • Compare salary levels for all levels of staff to peer districts and available benchmarks and realign salaries to stay in line • Share staff across buildings when possible <p>The district could consider:</p> <ul style="list-style-type: none"> • Contracting out for some work, if it would be less expensive than having in-house staff do the tasks
<p>The district should keep the cost of benefits at a reasonable level.</p>	<p>The district should:</p> <ul style="list-style-type: none"> • Routinely collect bids for health insurance • Routinely compare health plans and premiums to peer districts and available benchmarks • Take steps to make the employee pool is healthy to improve the risk pool to keep insurance premiums down <p>The district could consider:</p> <ul style="list-style-type: none"> • Limiting the number of part-time staff who are eligible for benefits • Limiting the amount of sick and vacation leave staff can accrue
<p>The district should avoid excessive overtime costs.</p>	<p>The district should:</p> <ul style="list-style-type: none"> • Develop and enforce district-level overtime pay controls, like placing limits on the overtime pay each department can have and requiring supervisor approval before paying the overtime <p>The district could consider:</p> <ul style="list-style-type: none"> • Using temporary, substitute, or contracted staff for busy times of year • Changing hourly staff who have a lot of overtime to a set salary, if possible according to the district's human resources department • Developing expected workloads for each staff person and implementing controls to be sure those targets are generally being met • Contracting with outside vendors to provide labor for some work that would otherwise cause overtime in the district • Adjusting work schedules around the workloads
<p>The district should minimize supply costs.</p>	<p>The district should:</p> <ul style="list-style-type: none"> • Take bids on items the district buys in bulk • Use the State purchasing contract when possible • Buy items in bulk if a discounted rate is offered • Print items like business cards, letterhead, and stationary in house • Maintain and continually update a district-wide inventory of supplies that is accessible to all staff

2010 Commission
September 24, 2010
Attachment 7

Administration (Continued)

<p>The district should establish and maintain efficient processes for administrative tasks.</p>	<p>The district should:</p> <ul style="list-style-type: none"> • Use a business procurement card with a cash-back rate to make purchases • Maximize the cash-back rate it can get from its procurement card issuer • Maximize use of business procurement card to maximize the cash back • Reduce processing and record storage costs by automating administrative tasks, like using financial management and student data software • Go "paperless" by using electronic ways of communication with staff, parents, and local board of education members when possible • Use a centralized system to collect school building data to collect it more quickly, improve accuracy, and save time on entering it • Develop policies and guidelines for processes within the district and consistently enforce them • Encourage payroll through electronic depositing. For those employees who don't want their pay deposited electronically, issue a payroll debit card. <p>The district could consider:</p> <ul style="list-style-type: none"> • Outsourcing administrative tasks like payroll or purchasing to a local government office <ul style="list-style-type: none"> ◦ <i>For example, Clarke County in Virginia partnered with its local school division to combine some central office functions, like finance, purchasing, and budget development, to increase efficiency.</i> • Partnering with other school districts for administrative tasks, like payroll or purchasing • Entering joint-purchasing agreements with other organizations for bulk items, like fuel, or more expensive items, like computers or audio-visual equipment
<p>The district should establish and maintain efficient technology practices.</p>	<p>The district should:</p> <ul style="list-style-type: none"> • Only assign multiple computers to staff for whom there is a demonstrated need. • Have most staff use shared network printers. For staff who need their own printer, the district should provide a high-quality, ink-efficient printer if they will print large volumes, and a less expensive printer if they don't print very much. • Use refillable ink cartridges for printers whenever possible. <p>The district could consider:</p> <ul style="list-style-type: none"> • Using Voice-Over-Internet Protocol (VOIP) for phone service, where a district can use its Internet connection to place phone calls. • Purchasing ink cartridges from third party vendors, if the products are less expensive

Support Services

<p>The district should provide instruction support services efficiently.</p>	<p>The district should:</p> <ul style="list-style-type: none"> • Share instructional support staff, like librarians, curriculum specialists, and instructional coaches, across buildings when possible • Keep staffing levels in line with district peers and available benchmarks. • <i>See best practices for staffing levels, salaries, benefits, and supplies in the "Administration" section.</i> <p>The district could consider:</p> <ul style="list-style-type: none"> • Sharing staff between districts when possible, like staff whose responsibilities include developing curriculum • Contracting with a local education service center for some support services
<p>The district should provide student support services efficiently.</p>	<p>The district should:</p> <ul style="list-style-type: none"> • Share student support staff, like social workers, nurses, and counselors, across buildings when possible • Keep staffing levels in line with district peers and available benchmarks <ul style="list-style-type: none"> ◦ <i>For example, the Center for Disease Control recommends one school nurse per 750 students.</i> • <i>See best practices for staffing levels, salaries, benefits, and supplies in the "Administration" section.</i> <p>The district could consider:</p> <ul style="list-style-type: none"> • Using licensed practical nurses (LPN's) or health aides under the supervision of a registered nurse instead of staffing full-time registered nurses at each school building

Operations and Maintenance

<p>The district should provide custodial services for district facilities and grounds efficiently.</p>	<p>The district should:</p> <ul style="list-style-type: none"> • Close off any building space it doesn't use and limit custodial services for that space • Identify ways to reduce supplies costs <ul style="list-style-type: none"> ◦ For example, the district could set up mixing stations for cleaning supplies to control the amounts being use, or buy custodial supplies in bulk • Keep staffing levels in line with standard benchmarks <ul style="list-style-type: none"> ◦ For example, the Association of School Business Officials (ASBO) recommends basing staffing about one full-time custodian per 20,000 square feet, though the type of flooring, size of storage areas, age of buildings, and other variables could change the standard. The ASBO also sets out work time standards for offices, floors, bathrooms, stairs, walls, blinds, windows, and light fixtures in its Custodial Methods and Procedure Manual. • See best practices for salaries, benefits, overtime, and supplies in the "Administration" section. <p>The district could consider:</p> <ul style="list-style-type: none"> • Contracting out for some deeper cleaning projects, if it would be less expensive than having in-house staff do them • Outsourcing custodial work, if it would be less expensive than having in-house staff do the work
<p>The district should maintain facilities and grounds efficiently.</p>	<p>The district should:</p> <ul style="list-style-type: none"> • Develop and maintain a long-term preventive maintenance plan and follow it • Develop an automated system for receiving and responding to maintenance requests • See best practices for salaries, overtime, benefits, and supplies in the "Administration" section. <p>The district could consider:</p> <ul style="list-style-type: none"> • Contracting out for some work, like mowing or plumbing work, if it would be less expensive than having in-house staff do the tasks • Outsourcing maintenance work, if it would be less expensive than having in-house staff do the work
<p>The district should provide specialized maintenance services efficiently.</p>	<p>The district could consider:</p> <ul style="list-style-type: none"> • Contracting out for some specialized projects, if it would be less expensive than having in-house staff do them
<p>The district should minimize energy costs.</p>	<p>The district should:</p> <ul style="list-style-type: none"> • Do an energy audit of the district facilities, or contract out for one • Regularly monitor facility energy usage and act quickly to reduce consumption when energy use is excessive • Develop a long-term energy plan to address facilities that aren't energy efficient • Develop and maintain a long-term energy conservation plan to address energy inefficiencies • Work with its energy providers to identify energy efficient benchmarks, and implement actions to reach those benchmarks • Develop energy conservation policies for staff in the district and enforce them <ul style="list-style-type: none"> ◦ For example, restrict what personal appliances staff can have in their classrooms or offices, use centrally located thermostats to control temperatures across a building, and initiate a campaign to turn off lights and computers when rooms in district facilities are not in use. • Routinely check, clean, and repair heating and cooling systems, and update when necessary • Close off areas of buildings that aren't used so the district doesn't pay to heat and cool those spaces
<p>The district should ensure that it is receiving the best energy rates possible.</p>	<p>The district should:</p> <ul style="list-style-type: none"> • Ask its energy providers about discounts or rebates, and take advantage of any that are offered • Get an education rate from its electricity provider for each of its buildings, when available <p>The district could consider:</p> <ul style="list-style-type: none"> • Joining a natural gas purchasing consortium, like the Kansas Association of School Board's Kansas Joint Utility Management Program (KJUMP), if using the consortium would be less costly

7-3
21

Operations and Maintenance (Continued)

<p>The district should avoid using excessive administrative space.</p>	<p>The district should:</p> <ul style="list-style-type: none"> • Routinely evaluate workspace per staff person and provide adequate space, and close off or sell unneeded space <ul style="list-style-type: none"> ◦ For example, the Kansas Department of Administration provides both high-level and detailed workspace standards based on functions performed by staff. The Department's high-level office space standard is an average of 210-250 square feet of useable space per person. That standard includes not only actual office space, but also hallways, break rooms, conference rooms, and the like. Detailed workspace standards by positions are available on the Departments website, at http://www.da.ks.gov/fm/dfm/forms/OfficeSpaceStandards.htm. • Store records electronically whenever possible, or store them as cheaply as is reasonable, depending on the type of records being stored
<p>The district should avoid using excessive school building space.</p>	<p>The district should:</p> <ul style="list-style-type: none"> • Routinely evaluate student occupancies at school buildings against maximum capacities, and consolidate buildings where practical <p>The district could consider:</p> <ul style="list-style-type: none"> • Limiting the number of class sections offered or consolidating those sections when only a few students enroll • Entering into an inter-district contract with another district to establish shared schools to save on transportation, insurance, staff costs, and purchased services

Food Services

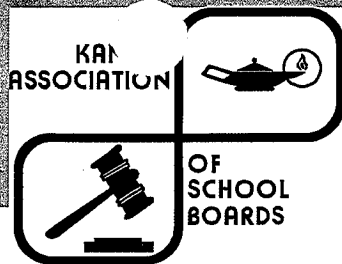
<p>The district should have a self-sustaining food program.</p>	<p>The district should:</p> <ul style="list-style-type: none"> • Charge enough to cover the costs of the food program • Take advantage of federal commodities when possible • Reduce food costs (<i>see next section</i>) • Limit its meal allowances for staff <p>The district could consider:</p> <ul style="list-style-type: none"> • Offering <u>nutritious</u> a la carte options to increase sales • Improving marketing of food to increase sales • Operating its own vending machines rather than contracting with an outside vendor
<p>The district should minimize its food costs.</p>	<p>The district should:</p> <ul style="list-style-type: none"> • Develop and maintain a running inventory of all food products • Use a first-in, first-out system for stocking inventory • Use portion control to reduce waste
<p>The district should take steps to manage its program efficiently.</p>	<p>The district should:</p> <ul style="list-style-type: none"> • Ensure that food program management staff receive appropriate training in areas like food safety, production control, inventory, meal count procedures, receiving and storing food and supplies, and customer service • Ensure that all food program staff receive proper food service training • See <i>best practices for salaries, overtime, benefits, and supplies in the "Administration" section.</i> <p>The district could consider:</p> <ul style="list-style-type: none"> • Establishing a central kitchen to store goods and make meals • Sharing a food services director with another district, if feasible • Sharing a cafeteria manager between schools

7-4

Student Transportation

<p>The district should take steps to manage its program efficiently.</p>	<p>The district should:</p> <ul style="list-style-type: none"> • Use an appropriately-sized vehicle to transport students, like using a van instead of a bus to transport smaller groups • Arrange school start and end times to minimize the number of buses needed to transport students • Do a cost-benefit analysis to find out if would be more efficient over time for the district to contract out its program or operate its own busing program • See <i>best practices for staffing levels, salaries, benefits, overtime, and supplies in the "Administration" section.</i> <p>The district could consider:</p> <ul style="list-style-type: none"> • Transporting only those students who live more than 2.5 miles from their schools, unless safety is an issue • Increasing vehicle insurance deductibles, if premiums costs decrease
<p>The district should run the most efficient bus routes possible.</p>	<p>The district should:</p> <ul style="list-style-type: none"> • Plan the most direct routes to transport students to and from school • Use computerized software to plan routes, if time it takes for staff to plan the route by hand would cost more than the software • Pick up students from central locations, instead of going from door to door, unless safety is an issue • Fill buses as much as possible to reduce the number of buses running at any one time, including activity trips <p>The district could consider:</p> <ul style="list-style-type: none"> • Reimbursing parents for driving students more than two and a half miles to or from school rather than providing a transportation program
<p>The district should minimize its fuel costs.</p>	<p>The district should:</p> <ul style="list-style-type: none"> • Buy fuel in bulk • Partner with local government entities to jointly purchase fuel • Have a no-idling policy for its buses
<p>The districts should take actions to prolong district vehicles' "lives."</p>	<p>The district should:</p> <ul style="list-style-type: none"> • Require staff to log miles traveled per trip for <u>all</u> district vehicles, and have supervisors monitor the mileage to be sure the trips are reasonable • Do routine maintenance on district vehicles as often as called for by the manufacturer, and not more often • Do a cost analysis on parking district vehicles in a secure compound overnight or on weekends <p>The district could consider:</p> <ul style="list-style-type: none"> • Purchasing quality used vehicles to replace older vehicles, weighing the short-term convenience versus the reduced life span of used buses
<p>The district should minimize its maintenance costs.</p>	<p>The district should:</p> <ul style="list-style-type: none"> • Collect and monitor data on oil changes, routine servicing and all repairs and warranty work to help it make informed decisions on whether it is cost-effective to make expensive repairs on older vehicles <p>The district could consider:</p> <ul style="list-style-type: none"> • Contracting out for specialized maintenance costs, like glass repair, rebuilding transmissions or engines, radiator work, among others.

7-5



STATE AND NATIONAL TESTS SHOW KANSAS ACHIEVEMENT RISING

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In the past decade, Kansas adopted unprecedented standards for student achievement in public schools, both to comply with the federal No Child Left Behind Act and address broader social and economic concerns. To help school districts meet those standards, the state significantly increased funding, especially after the Supreme Court ruled in the 2005 *Montoy* decision the Legislature was not providing constitutionally suitable financing based on state standards and cost studies. Much of the increase was targeted at student groups that have lagged behind academically, particularly low-income, disabled and English language learners. What has been the impact on student achievement?

NCLB requires each state to test students annually in reading and math, using assessments based on state curriculum standards, and to determine a proficiency level on those tests. Each school is expected to meet rising annual targets based on the percentage of students scoring at or above the proficient level, called Adequate Yearly Progress.

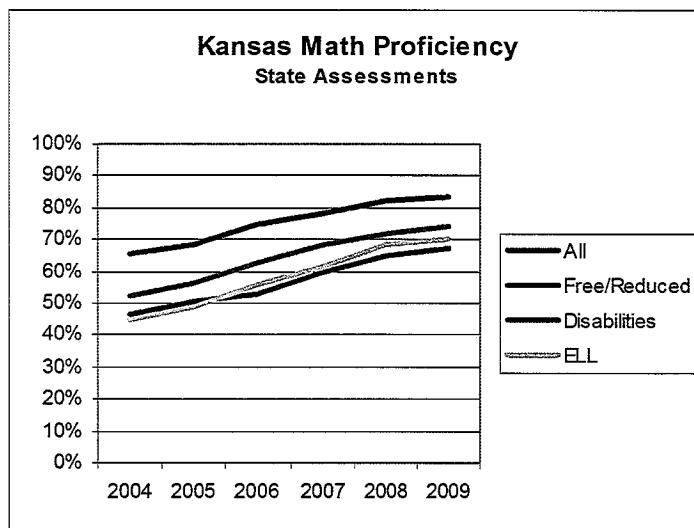
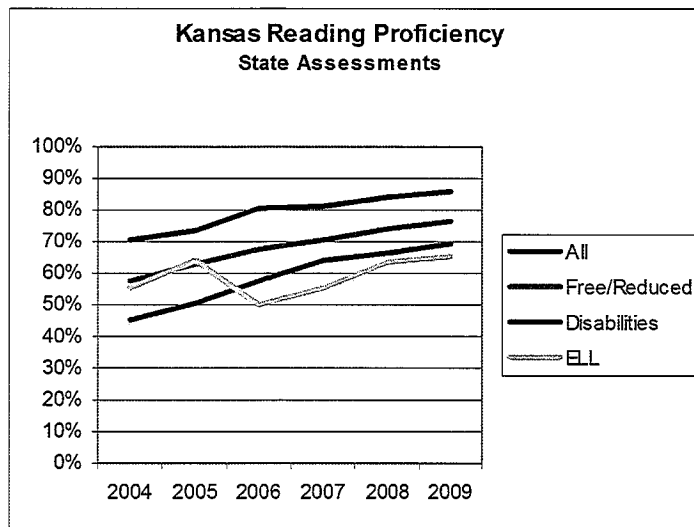
State tests show steady improvement

As the charts in the right column show, students made significant progress on state assessments between 2004 and 2009, with reading proficiency rising from 70 percent to 86 percent for all students, and math proficiency rising from 65 percent to 84 percent. Groups targeted for more assistance – students qualifying for free or reduced price lunch, students with disabilities and English language learners – have also made significant progress, helping to narrow the “achievement gap” for these groups.

State assessments are validated by outside experts, federal review

While state assessments are developed at the state level and by the Kansas State Board of Education, the U.S. Department of Education requires a peer review process for the Kansas testing program. In addition, Kansas uses an independent technical advisory committee to ensure the validity of its tests. The proficiency levels are determined through a formula established in the federal NCLB law.

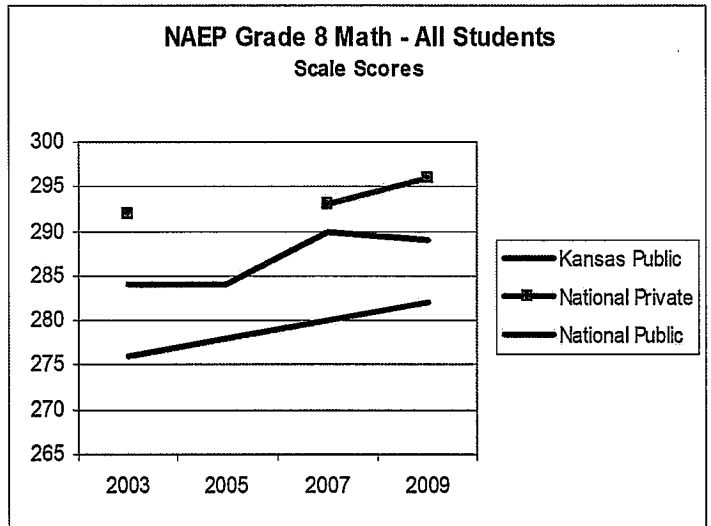
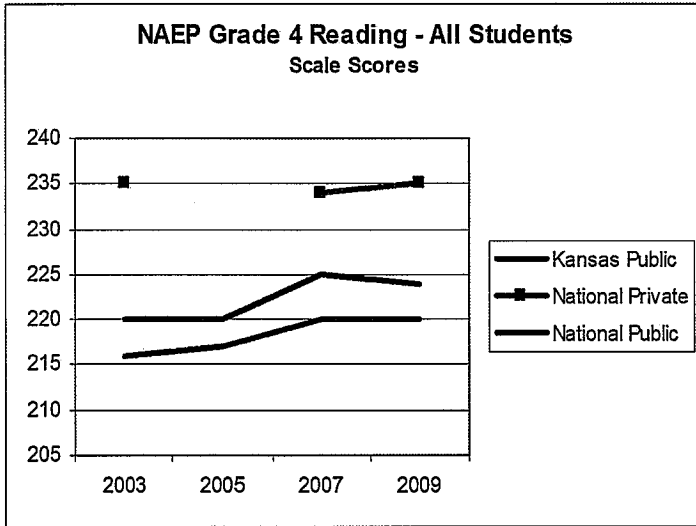
Some critics charge that improvement on state assessments is contradicted by the National Assessment of Educational Progress (NAEP). In fact, the two assessments are separate and independent measures of student progress – each developed by different groups according to different standards. While NAEP is administered by the U.S. Department of Education, the assessment itself is developed by the National Assessment Governing Board.



Kansas and the National Assessment of Educational Progress

Since 2003, NCLB has required all states to participate in NAEP reading and mathematics assessments, which are given every two years at fourth and eighth grade. However, unlike state assessments, the law does not require that students reach proficiency on the NAEP. Also unlike the state assessments, NAEP tests are given only to a small sample of students. NAEP tests are not aligned with Kansas curriculum standards – which means these tests may not closely reflect what Kansas schools have been directed to teach. However, the NAEP does provide a benchmark to measure academic progress over time and in comparison to other states and school systems. Some critics say Kansas NAEP scores have not shown improvement and much higher percentages of students are scoring below proficient.

NAEP tests show Kansas improvement, especially by lower performing groups



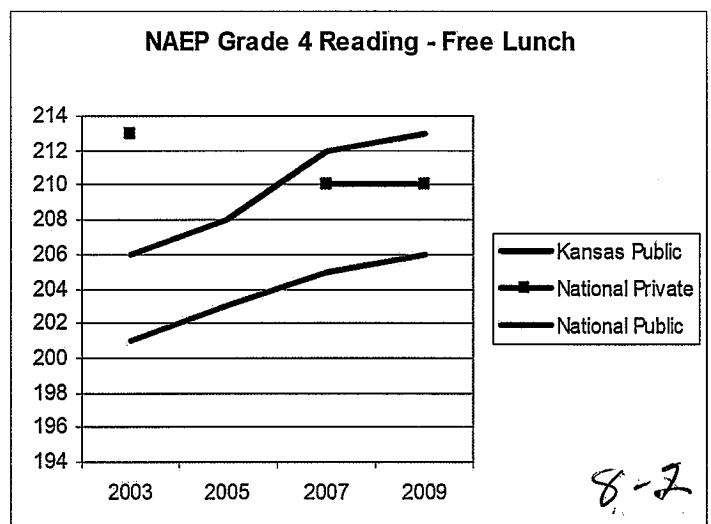
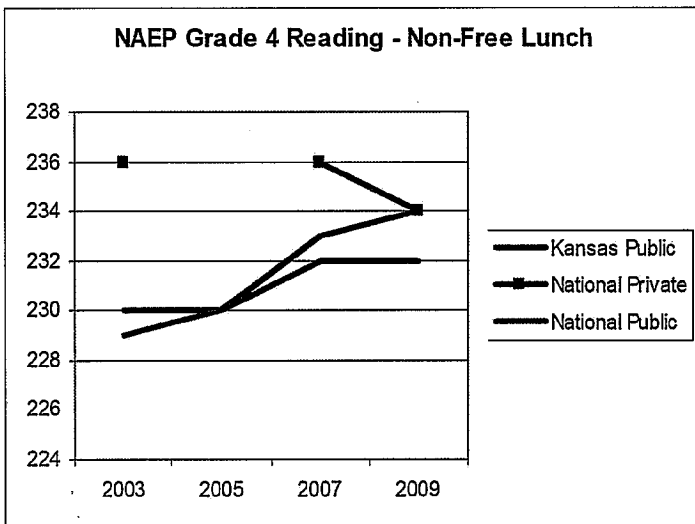
Average NAEP scores for Kansas public school students have increased since 2003. For example, the following charts show fourth grade reading and eighth grade math. Even after a small decline in 2009, scores remain above the baseline year of 2003 and Kansas continues to exceed the national average for public school students. Kansas scores overall are below the average for private schools nationally. (There were not enough private school students tested by NAEP for a valid result in 2005.)

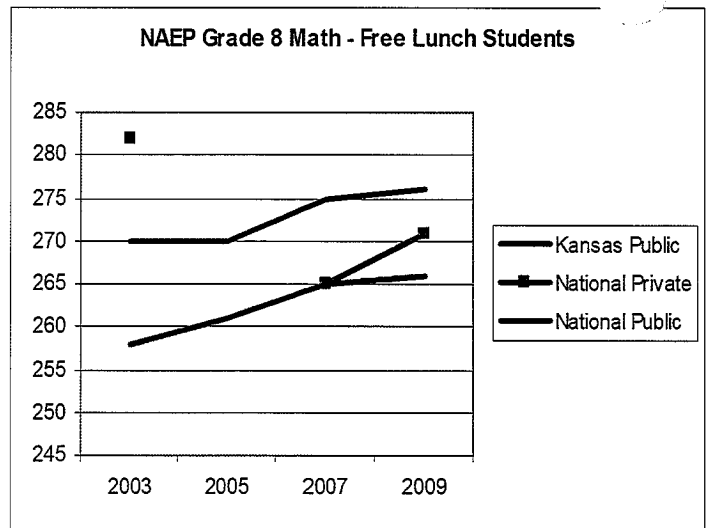
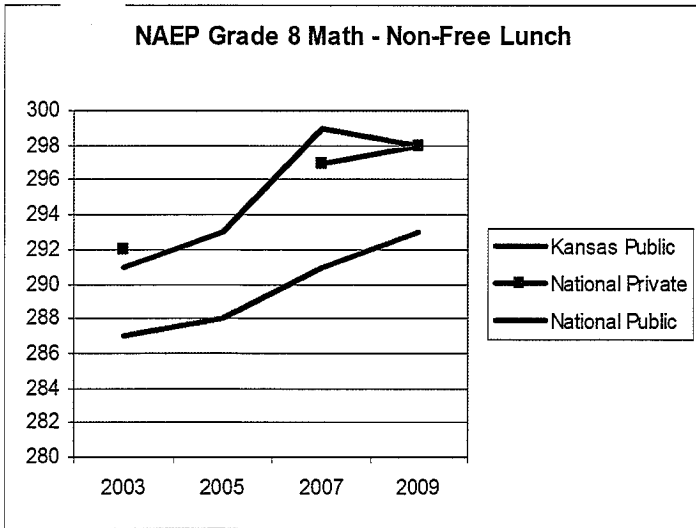
The same is true for eighth grade math. Kansas public school scores for both mid- and upper-income students and low income students rose more than their combined total. Both exceeded the national public school average. Kansas non-free-lunch students were slightly below the national private school average in 2003, did better than private school students in 2007 and were tied in 2009. Kansas low-income students performed better than private school students nationally in both 2007 and 2009.

However, the picture changes when looking at NAEP results for different groups of students. It is important to stress that test results for schools, districts and states are heavily affected by student characteristics – more “at-risk” students usually results in lower overall scores. As the first chart in the next column shows, reading scores for Kansas fourth-graders who do not qualify for free/reduced price lunches not only increased since 2003 and widened the lead over non-free-lunch students in other states; they actually tied the scores of non-free-lunch students in private schools. For Kansas free/reduced students, the increase was even greater – in fact, Kansas low income public school students scored higher than private school low-income students in both 2007 and 2009.

Kansas testing far more low income students

How can Kansas scores for both low-income and non-low-income students increase more than the average for both? Because the percentage of low income students tested in Kansas has risen substantially. Students eligible for free or reduced price lunch rose from 41 percent in 2003 to 48 percent in 2009 for fourth grade reading, and from 33 percent in 2003 to 42 percent in 2009 for eighth grade math. The percentages of other “at-risk” groups have also increased, which means Kansas schools must improve achievement for a more challenging student population.





Proficiency Rates: NAEP versus Kansas

Another concern is the different percentages of students scoring proficient on Kansas assessments compared to NAEP. For example, 87.2 percent of fourth graders met or exceeded the standard on the Kansas reading test, but only 35 percent scored proficient or higher on the NAEP test. Does that mean that Kansas tests are flawed? No.

First, NAEP doesn't test the same things as the state assessment. Second, "proficiency" is a subjective judgment. Suppose a student scored 80 percent on a test. If 75 percent (a "C" in most schools) is considered passing, the student might be considered proficient. If the standard

is 85 percent (often considered a "B"), the student would be below proficient. A better question might be: are Kansas tests simply "too easy" or are NAEP standards extremely high or ambitious?

It should be noted that only a handful of states approach 50 percent of students at proficient on the NAEP. Kansas consistently ranks among the higher performing states, especially on math, and exceeds four neighboring states on almost every measure. Kansas scores equal or exceed private schools for comparable students. If NAEP results show Kansas public schools are failing, then virtually every school system, public or private, must be considered failing as well.

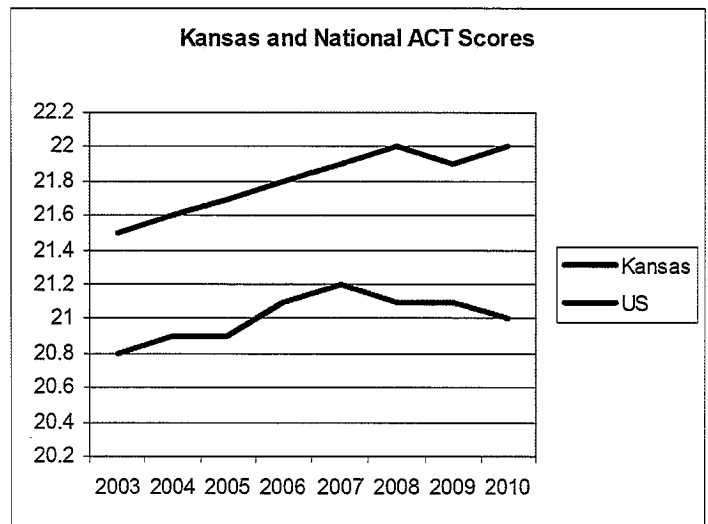
Kansas college readiness measures improving, exceed national scores, participation

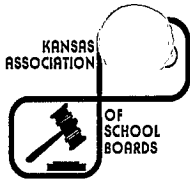
Critics have also charged that Kansas college readiness tests have not shown improvement. In Kansas, as in about half of the states in the nation, most graduating high school seniors take the ACT. (In the other states, the SAT is predominant.) Generally, the more students that take the test in a state, the lower its average score tends to be, because more students who rank in the bottom half of the class are assessed. Kansas ranks among the highest states nationally in students testing for college and completing college degrees.

As with NAEP scores, the actual ACT results demonstrate student achievement has increased in Kansas. The chart below indicates that Kansas scores rose steadily from 2003 through 2008, and after a one-year drop, rose again in 2010. Kansas leads the national average, which peaked in 2007 and has been declining. In fact, Kansas posted the highest average composite score among the 13 states where at least 75 percent of graduates participated in the exam.

The ACT also measures "college readiness" of students taking the test in four areas (English, math,

reading and science) and a composite of all four. The percentage of students meeting those benchmarks has increased since 2003, and as the chart above demonstrates, Kansas exceeds the national average in each area.





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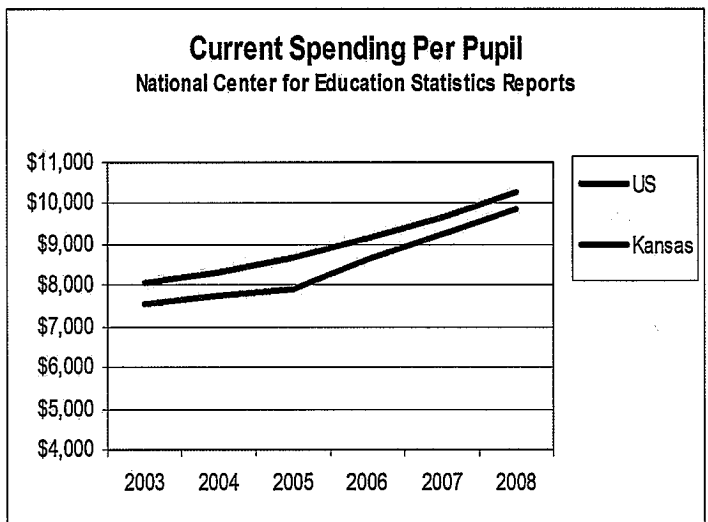
Kansas achieves high results with lower spending

Although Kansas achieves well above the national average and has been showing more improvement on many measures, Kansas spending per pupil has remained below the national average over this same period of time, despite the increased funding provided after the *Montoy* lawsuit. (However, spending per pupil is expected to show declines in 2010 following state funding reductions.)

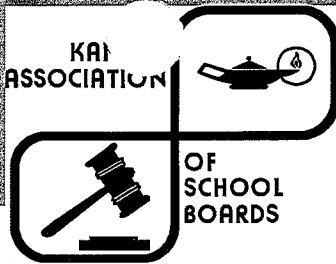
Conclusion

The results of the past seven years have demonstrated that school districts used additional funding to deliver improved educational results; that Kansas achievement compares favorably not only to other states but to private schools; and that Kansas schools and students outperform the nation at a lower cost per pupil.

The work of school improvement is far from finished. More needs to be done to bring all students to proficiency and college or career readiness. This will take additional resources, especially for at-risk students. As educational demands increase, Kansas school districts have demonstrated they are effective stewards of public funds.



For more information, contact KASB Assistant Executive Director/Advocacy Mark Tallman at mtallman@kasb.org or 785.273.3600



GRADUATION AND COLLEGE READINESS IMPROVE, BUT GAPS REMAIN

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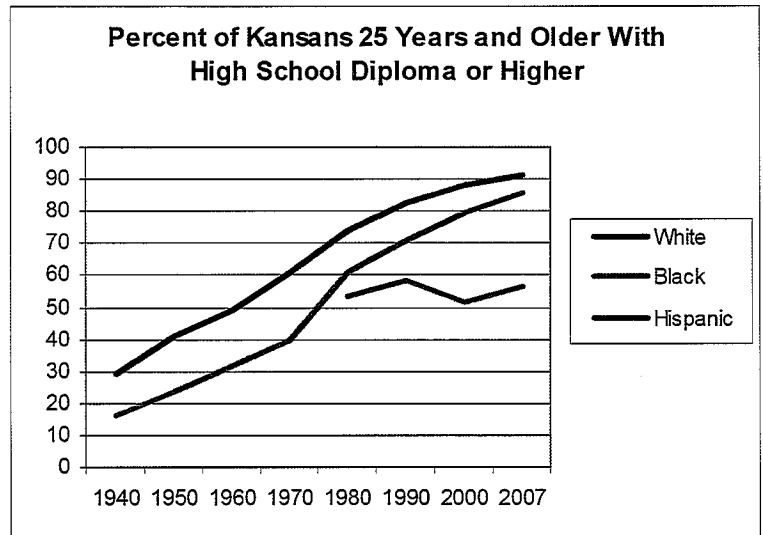
SEPTEMBER 2010

The educational attainment and preparation of Kansas students as they leave the secondary school system is receiving increased attention. A number of groups are studying graduation and drop-out rates and college and career readiness issues. This report provides history, context and challenges facing schools.

High school completion is at an all-time high, but differences among groups remain

According to the U.S. Census, only 28.5 percent of Kansans 25 years old or older had a high school diploma in 1940. By 2000, it had risen to 86.0 percent and was estimated at 88.6 percent in 2005-07 (three-year average). Kansas has consistently exceeded the national average and most neighboring states.

However, as the chart at right shows, high school completion differs among ethnic groups. Graduation rates for white Kansans now top 90 percent, while blacks have narrowed the gap but still trail. The fastest growing population group in Kansas, Hispanics, accounted for over half of the state's population growth since 2000 and made no progress since reporting began in 1980. This is almost certainly due to the influx of immigrants, primarily from Mexico, who are less likely to have a high school diploma.

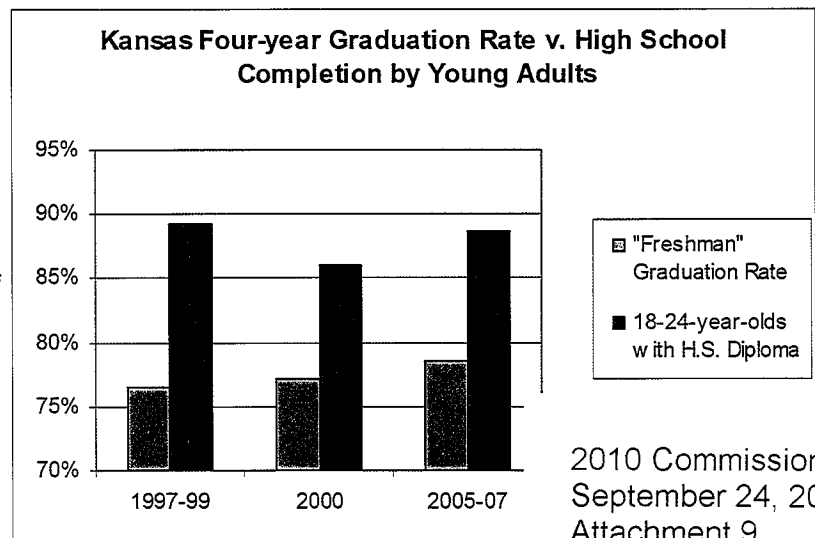


Over three-fourths of students graduate in four years and most finish by age 24

Although statistics on adults completing high school are very clear, there are a number of ways to measure the "graduation rate." The U.S. Digest of Education Statistics uses a "freshman graduation rate," which estimates how many high school freshmen graduate in four years. The Kansas freshman graduation rate improved from 75.5 percent in 1997-99 to 78.5 percent in 2005-07, and has been consistently about five points higher than the national average.

However, this statistic does not count students who graduate in more than four years (for example, passing a course or two during the summer), or who complete drop-out recovery programs or receive a GED. A more comprehensive measure of recent high school graduates is the percent of population age 18-24 with a high school diploma or equivalent. In 1997-99, nearly 90 percent of these young Kansans had a high school credential, dropping to 86 percent in 2000, and rebounding to 88.6 percent in 2005-2007. Here, too, Kansas consistently exceeded the U.S. average.

In other words, the true "graduation rate" – young adults who have completed high school or the equivalent – is between 85 and 90 percent. That is far higher than past generations.

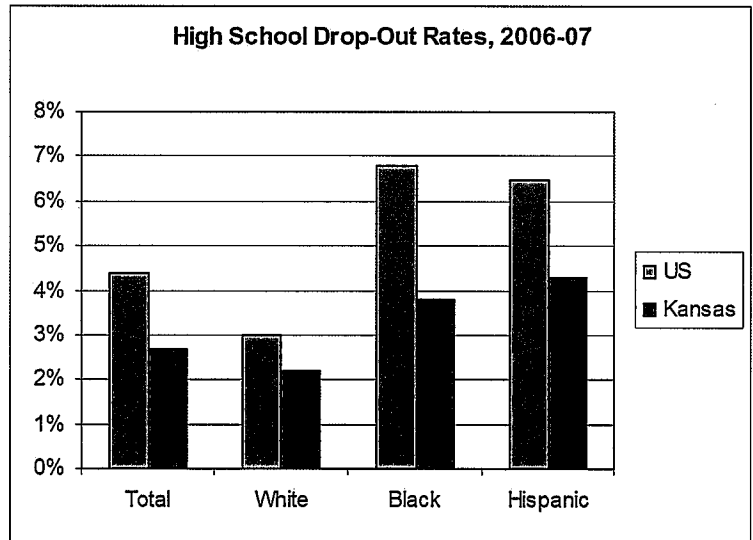


2010 Commission
September 24, 2010
Attachment 9

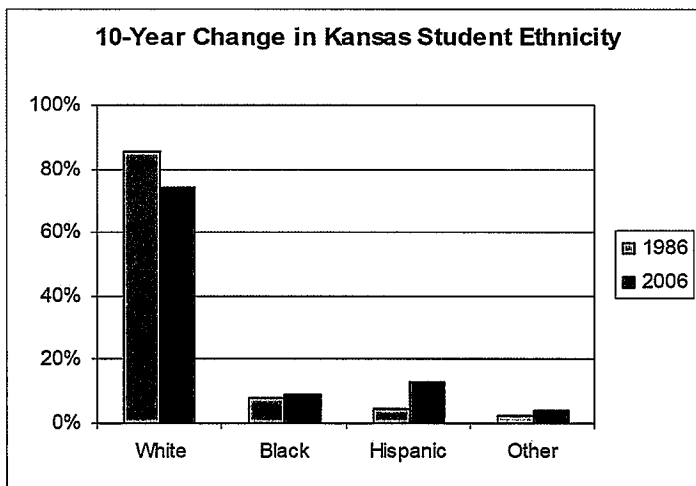
Kansas has fewer drop-outs than most states, but major ethnic differences

Another statistic sometimes used is the "Drop-out Rate." This is NOT simply the reverse of the "graduation rate." Most reports use "event drop-outs," which means the percentage of students in high school who drop out of school each year – not the percentage who drop out of a single class. According to federal reports, Kansas had a drop-out rate of 2.7 percent for grades 9 through 12 in 2006-07. As the chart indicates, white students in Kansas had a drop-out rate of 2.2 percent, while blacks and Hispanics had drop-out rates of 3.8 and 4.3 percent, respectively.

Multiplied by four grades, that number is close to the percent of "non-graduates" in the Kansas adult population. However, the Kansas drop-out rates were below the national average overall and for each major ethnic group. Among neighboring states, Kansas had a lower rate than Colorado, Missouri, Nebraska and Oklahoma, and had lower drop-out rates for minority students than any of our neighbors.



Demographic differences and trends will impact efforts to increase graduation rates



Kansas will find it more difficult to sustain or increase high graduation rates because more students are from groups traditionally less likely to complete school. Although total student enrollment has been stable for the past decade, the ethnic make-up has shifted.

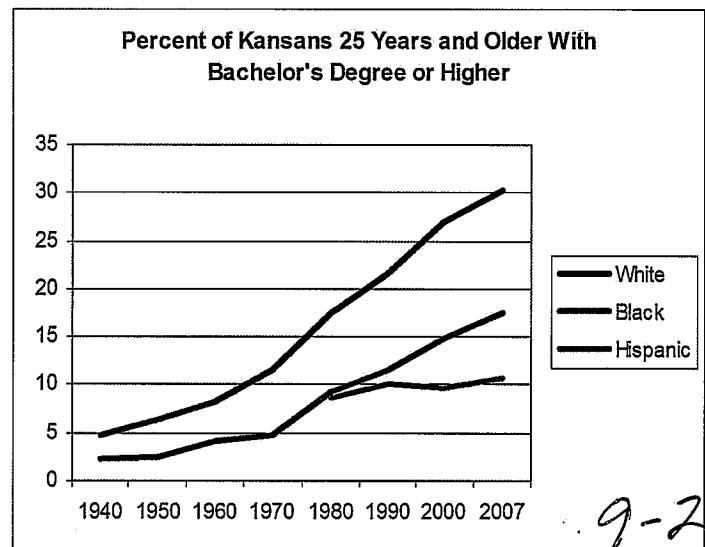
Between 1986 and 2006, whites dropped from 85.6 percent to 73.9 percent, while blacks increased from 7.6 percent to 8.9 percent, and Hispanics tripled from 4.4 percent to 13.0 percent. Projections indicate the Hispanic population will continue to grow. Another group traditionally less successful in school, students on free or reduced price meals, has also increased. Drop-out rates are highest in areas with larger number of "at-risk" students.

College attainment rates have risen dramatically as more students attend college

Kansans with a bachelor's degree rose from less than 5 percent in 1940 to 21.1 percent in 1990 and an average of 28.5 percent in 2005-07. The percentage with a graduate or professional degree rose from 7.0 percent to 9.7 percent – nearly 40 percent total. Kansas college attainment rates are higher than all surrounding states except Colorado.

As with high school graduation, there are significant differences among ethnic groups, with blacks completing a bachelor's degree at less than two-thirds the rate of whites, and Hispanics barely one-third. However, information is not available on how many Hispanics are native-born, or graduates of Kansas high schools.

About two-thirds of Kansas high school graduates attend college, divided almost evenly between four-year universities and two-year colleges.



Preparation for college has improved, even with more challenging students

The predominate measure of college preparation in Kansas is the ACT test. The percentage of Kansas high school graduates taking the ACT increased from 70 percent in 1992 to 75 percent in 2010. Over the same period, the Kansas composite score increased from 21.1 to 22.0, more than double the national increase (from 20.6 to 21.0). These improvements were made with more challenging students. Since 1990, whites dropped from 86 percent of Kansans taking the ACT to 78 percent, while Hispanics increased from 2 percent to 7 percent. The number of students considered "at risk" for other factors has also increased significantly.

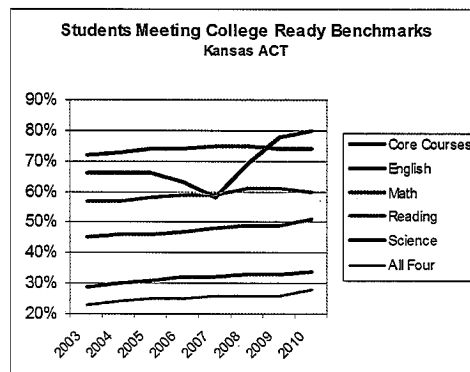
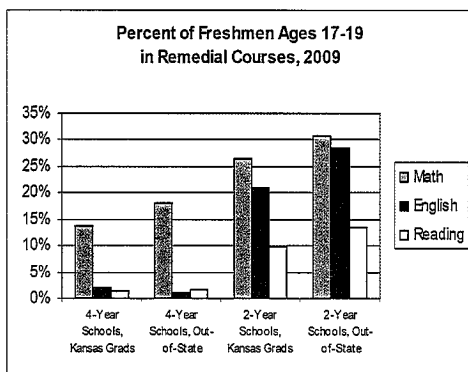
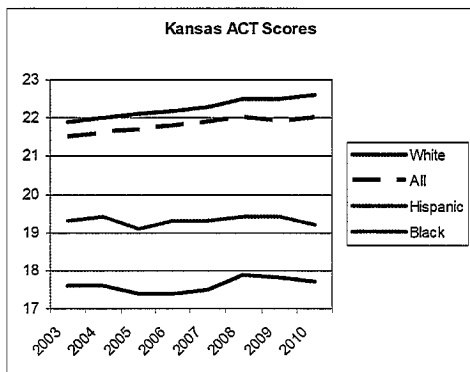
White student scores have improved steadily since 2003. Black and Hispanic scores began increasing after 2005 as funding for at-risk students increased, but retreated during the past two years as state aid was reduced or frozen.

One of the proven ways to increase ACT scores and preparation for college is taking the right courses in high school. The percentage of Kansas ACT-takers completing a "core" college prep curriculum increased from 66 percent in 2003 to 80 percent in 2010.

In addition to composite scores, ACT reports how many test-takers meet college-ready "benchmarks." Over 70 percent of students met ACT's "benchmark" scores in English, 60 percent in reading and 50 percent in math, but only one-third met the science standard and only 28 percent of students in 2010 met all four "benchmarks."

Kansas also exceeds the national average on each benchmark. How do these "benchmarks" compare to students taking remedial courses in college? There is a significant difference between four-year institutions with admissions standards and two-year colleges.

Among 17-19-year-old freshman Kansas high school graduates at four-year universities, 13.8 percent took a remedial math course, but less than 2 percent required remedial courses in English and reading. At two-year colleges where students are not required to complete a core curriculum or have minimum test scores, 26.3 percent of freshman Kansas high school graduates required remedial math, compared to 21 percent in English and 9.8 percent in reading. At both two- and four-year colleges, out-of-state freshman usually have a higher remedial course rate than in-state freshman.



Increasing educational attainment is crucial to income and economic success

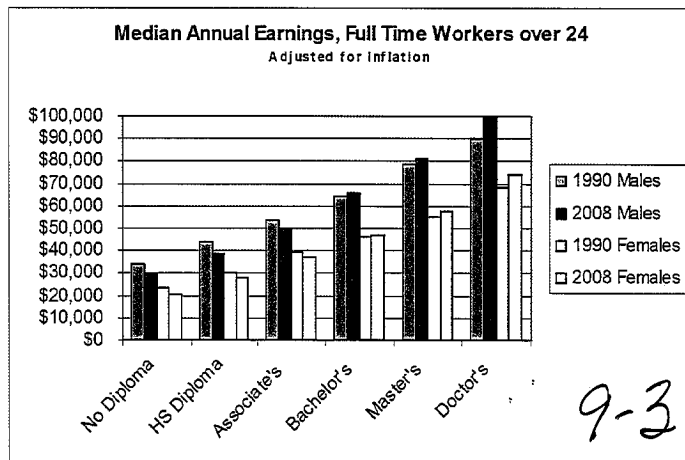
As educational attainment has increased, so has its economic importance. More education increases individual earnings. However, the economic advance of education is growing wider as the economy shifts from a manufacturing base to a knowledge base that rewards high skills and cuts or moves low-skill jobs out of the country.

As the chart shows, every step of educational attainment significantly increases average earnings for both men and women. However, when adjusted for information, workers with less than a bachelor's degree actually had a reduction in earnings between 1990 and 2008. Only jobs expecting college degrees have experienced a real increase in wages over the past two decades.

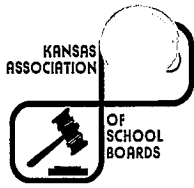
Individuals with higher levels of education are also more likely to be employed than those with less education.

As a result, states with higher levels of educational attainment tend to rank higher in per capita income. That is true both nationally and regionally. States with higher

educational levels like Colorado, Kansas and Nebraska have higher per capita income than Iowa, Missouri and Oklahoma. In addition, the United States faces growing economic competition from other countries that have raised their own educational levels.



9-3



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What must be done to improve educational outcomes at all levels?

Educational attainment in Kansas has never been higher – yet because of changes in the economy, the state must continue to do better.

Most of the students who fail to graduate from high school or acquire the skills for postsecondary success require more intense educational intervention because of socio-economic circumstances. Schools aren't suddenly "failing" these students – historically those groups have always lagged behind.

Kansas schools have made significant gains in recent years, even with the increasing percentage of "at-risk" students, through both increased accountability for all students and increased funding for proven methods: early childhood programs, additional learning time, smaller class sizes, and improved technology and teaching methods. However, these gains are threatened by state and local budget cuts.

Further improvements in graduation rates and school readiness will require a variety of strategies, including:

- Preparing students for success in high school by maintaining successful programs in lower grades.
- Helping students and families make good school, college and career choices through counseling and outreach activities.
- Restructuring middle and high school programs and improving teaching methods to engage students.

- Providing more support for students dealing with personal, family or economic issues.
- Recognizing the unique challenges of keeping Hispanic students in school and engaged.
- Offering a wider range of career and technical education courses.
- Broadening the focus of school accountability measures beyond "college prep" reading and math.

School districts face two major obstacles in implementing these strategies. First, most require additional resources at a time when state funding is being reduced and long-term prospects are extremely limited. Second, most of these efforts aren't considered "in the classroom" under the misguided state policy goal, which results in criticism of district budget choices by legislators and others. The so-called "65 percent" standard should be replaced with goals focusing on student outcomes rather than arbitrary spending guidelines.

Finally, the state must set realistic definitions and goals for drop-outs, graduation rates and college preparation. At the same time some argue too many students choose college over other training programs, districts are under fire for not preparing more students for college. Parents can allow students to drop out of school before age 18 or attend home school options, but schools are penalized for those choices. Policy-makers must agree on what they really want schools to produce.

9-4

**For more information, contact KASB Assistant Executive Director/Advocacy
Mark Tallman at mtallman@kasb.org or 785.273.3600**

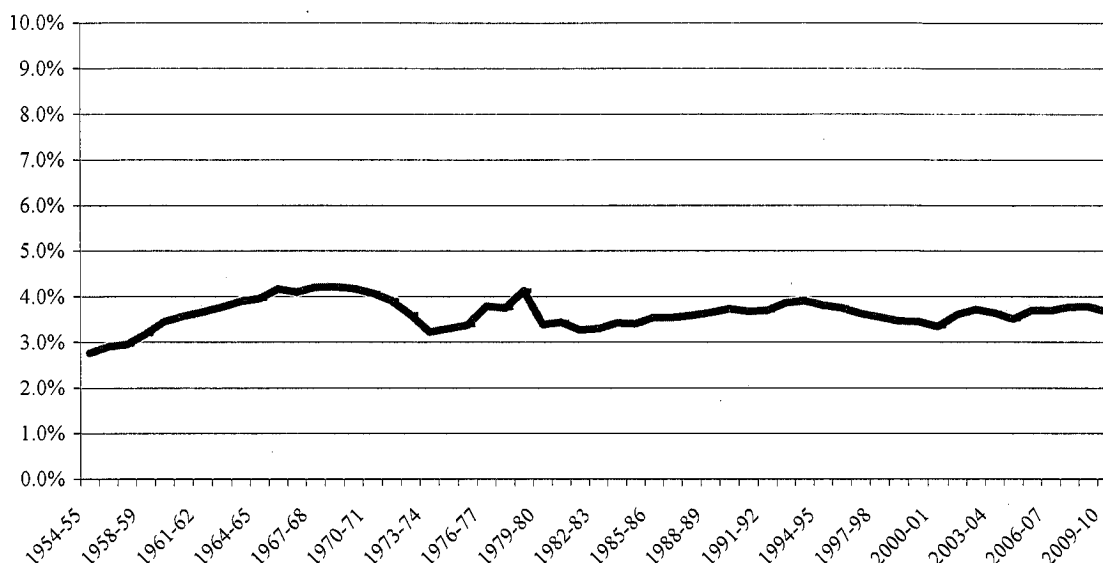
Kansas Tax Structure

Comments by Mark Tallman, KASB Assistant Executive Director/Advocacy
September 22, 2010

Increasing educational funding has not increased the overall tax burden

Despite the changes in education and all the additional funding they require, school district expenditures have not significantly changed *as a percentage of Kansas personal income* in 50 years.

District General Fund Expenditures as Percent of Kansas Personal Income



As educational expectations rose in the 1960s, Kansas revised the educational article of its constitution, enacted school unification and passed a sales tax increase to fund a new school finance system. Spending compared to income then dropped in the mid-70s, but rose following the passage of the School District Equalization Act, special education laws and mandatory teacher bargaining – only to fall again in the early 1980s. When the 1983 *Nation At Risk Report* warned of declining education performance, Kansas responded by gradually increasing school funding compared to Kansas incomes until it peaked in 1993-94 with another new school finance act. Yet even after the Legislature's response to the *Montoy* lawsuit, school district general funds are less than 4.0 percent of personal income, about at the historical average of the past half-century.

This does not include school district expenditures outside of the general fund and local option budgets: primarily capital outlay and debt service on school construction bonds. These costs aren't included for several reasons. First, we don't have the information going back that far. Second, these expenditures are primarily funded by local revenues, and are either subject to direct voter approval or protest petition. Third, there is nothing to suggest they have made a significant difference in the total Kansas tax burden, which has also changed very little over past decades.

Just as school spending as a percentage of Kansas personal income has changed very little over the past 50 years, total state and local taxes as a percentage of KPI has changed very little over the past *80 years*. Spending on K-12 education – a combination of state and local revenue – has increased at just about the same rate as overall state and local tax revenue, which has risen at just about the same rate as Kansas income.

Reasons for concerns about tax policy and education funding

- A. The rise in income has not been shared equally**
- B. Tax policy has shifted the tax burden and led to higher rates**
- C. Efforts to reduce property tax reliance have been undercut**

The more the Legislature allows school finance to shift back to local revenue sources to meet state educational requirements, which are vastly unequal across Kansas communities, the harder it will be to provide constitutionally suitable funding to meet the state's education outcomes for all students, regardless of where they live. More unequal local funding will lead to more school finance litigation.

Simplify the tax system by improving the school finance system

When basic state support for school districts doesn't keep up with education costs and state requirements, school districts must seek local revenues, special weightings or other aid programs from the state, or both. That is why local option budgets have increased, new weightings have been added, and some districts push for additional local taxing authority, which adds to the complexity of the tax system, as well.

There are two steps to simplify the school finance system. First, provide a mechanism for adequate base funding for a "suitable" education. This could decrease reliance on the property tax, which most Kansans probably favor – but only if legislators are willing to increase offsetting state taxes. Essentially, this means funding more of school district budgets through a higher state base, rather than local option budgets and weightings.

Second, maintain an improved local option budget system to allow school districts that wish to spend more to enhance their budgets with local revenues to do so, with a mechanism to assist lower wealth districts in raising comparable revenues with a comparable tax effort. Providing more local funding authority, which some of our members strongly favor, requires a system to equalize revenues raised at the local level. If not, there will be significant disparity in educational opportunity and constitutional challenges based on equity will rise.

Consider broadening the tax base and lowering rates

We agree there is a legitimate reason for every exemption the Legislature has passed. But taxpayers need to consider not the increase in taxes they face for losing their particular favorite exemption, but also the *savings* they will realize from lower rates on everything else.

Economic development policies must balance tax rates with services

Our members understand the importance of economic development. They know Kansas is in competition with other locations that may offer tax advantages. But they also know tax policies are only one of many factors used in making business decisions. Kansas is usually in the middle of the states in terms of tax burden, but frequently rates in the top 10 or 15 for business development. Many of the other factors involved require public expenditures that rely on taxes. KASB appreciates those business organizations that supported a tax increase last session in order to protect important public investments in education and infrastructure. Isn't it possible that a system of broad-based taxes, lower, predictable and consistent rates and stable funding for education and government services could be as attractive to business as targeted tax breaks?

10-2

2010 COMMISSION RECOMMENDATIONS AND SUPPORTING RESEARCH – Working Draft, Page 1

RECOMMENDATION	YEAR(S) MADE	DISPOSITION	RESEARCH/DOCUMENTATION FROM PAST 2010 COMMISSION REPORTS
<u>Early Childhood; Early At-Risk</u>			<u>Early Childhood; Early At-Risk</u>
Retain current Department of Education (KSDE) early childhood programs in Department.	2007	No change (programs retained)	<p><u>Information on all-day kindergarten from Report to the 2007 Legislature, Page 15-7:</u> (1) Apx. 64% of KS kindergartners were enrolled in all-day K in 2005-06 (UPDATE?); KSDE indicates more school districts likely would offer if classroom facilities were available. (2) Research has shown scheduling- and curriculum-appropriate all-day K can boost academic performance and bring social benefits, especially when considering educationally disadvantaged children. (3) All-day K children score higher on standardized tests, have fewer grade retentions and higher attendance rates; significant impact on classroom behavior. (4) District officials recognize importance of all-day K because it has been funded even without state funding (prior to the current year ability to use state at-risk funds to pay for it). <u>Information on at-risk four-year-olds from Report to the 2007 Legislature, Pages 15-7 and 15-8:</u> In Spring 2006, KSDE evaluated the state's program at Legislature's request. In the study sample of over 400 students - children served by numerous at-risk programs showed skills growth across the school year, and those children who came into programs with lower level skills overall had larger changes in scores. <u>General Early Childhood Information from Report to the 2008 Legislature, Pages 15-4 and 15-5:</u> Performance audit entitled <i>Children's Programs: Reviewing Whether They Are Coordinated to Avoid Duplication and Maximize the Use of Resources</i> provided foundation for Commission's review. Special meeting with Harvard professor Dr. Jack Shonkoff on early brain development (sensitive periods when learning is optimal - around age 4); testimony received from more than 30 individuals from across KS who were representatives of various programs; KS Health Institute's Dr. Lisa Klein provided information on other states' programs. <u>Children's Cabinet:</u> Grant information from Jim Redmon, Report to the 2009 Legislature, Pages 10-7 and 10-8.</p>
Shift the Infant-Toddler special education program (tiny-k) from the Department of Health and Environment (KDHE) to KSDE.	2007	Remained in KDHE; 2008 omnibus bill added \$1.0 million to the KDHE <i>tiny-k</i> program.	
Shift Early Head Start Program from the Department of Social and Rehabilitation Services (SRS) to KSDE.	2007	2008 SB 407. Also Conference Comm. - Sen. Sub. for HB 2946. Governor recommended move in the budget, which was adopted.	
Expand all-day kindergarten to include all children eligible to attend. Provide \$15.0 million (in SFY 2009) to fund all-day kindergarten; would need \$15.0 million every year for five years in order to fully fund all-day kindergarten.	2006 2007	No change -- 2008 SB 405 died in Senate Committee.	
Children's Cabinet continue leading the Early Learning Coordinating Council (ELCC) in improving coordination and expanding services in early childhood programs not included in the KSDE.	2007	National Governors' Assn. grant for coordination assistance received, according to Jim Redmon of the Children's Cabinet.	

2010 COMMISSION RECOMMENDATIONS AND SUPPORTING RESEARCH – *Working Draft*, Page 2

RECOMMENDATION	YEAR(S) MADE	DISPOSITION	RESEARCH/DOCUMENTATION FROM PAST 2010 COMMISSION REPORTS
<i>General At-Risk Recommendations</i>			<i>General At-Risk Recommendations</i>
English Language Learners (ELL) - Teacher education be reviewed and consideration be made to require all teachers receive an ELL endorsement. (See also Best Practices)	2006	Legislative Post Audit, April 2008; many teachers did not feel adequately prepared to address ELL needs; KSDE response: weigh additional requirement against teacher shortage problem.	<u>English Language Learners (Report to the 2007 Legislature, Pages 15-9 and 15-10)</u> ; Statewide travels and discussions with school officials – ELL students becoming a growing concern; issues included ELL students' proficiency on state assessments, lack of teachers with ELL endorsements, and potential lack of adequate funding for ELL programs because of problems with the bilingual weighting in the school finance formula.
Change the bilingual weighting in the school finance formula from a FTE weighting with contact hours to headcount, and adjust it to 0.2 from the present 0.395. (See also School Finance, below.)	2006 2007	2008 SB 400 – Died in Senate Committee.	
Second level of funding for at-risk students, the high-density formula, be based on the prior year's data and implemented using a linear transition calculation. (See also School Finance, below.)	2006 2007	2008 SB 531 - creates new "medium density at-risk pupil weighting" to be applied to districts with an enrollment of at least 40.0% but less than 50.0% at-risk pupils.	
The Legislature should review the issue of distributing at-risk program funding to ensure that the funding is provided to those students for whom it was intended. (See also School Finance, below.)	2006	Senate K-12 Task force: Free lunch is best indicator for identifying at-risk students; 2008 SB 669 - virtual schools receive a non-proficient weighting of 25% multiplied by FTE enrollment of such pupils in approved program.	

11-3

2010 COMMISSION RECOMMENDATIONS AND SUPPORTING RESEARCH – *Working Draft*, Page 3

RECOMMENDATION	YEAR(S) MADE	DISPOSITION	RESEARCH/DOCUMENTATION FROM PAST 2010 COMMISSION REPORTS
<u><i>General At-Risk Recommendations</i></u> (cont.)			<u><i>General At-Risk Recommendations</i></u> (cont.)
No cuts in funding at-risk programming. (See also School Finance, below.)	2006	No funding cuts in 2007 or 2008.	
Commission requests the legislature send a letter to the U.S. Department of Education requesting that more than one year be allowed between the time an ELL student enters a bilingual program and the time the student must take an assessment test.	2006	(Unknown)	

4-11

2010 COMMISSION RECOMMENDATIONS AND SUPPORTING RESEARCH – Working Draft, Page 4

RECOMMENDATION	YEAR(S) MADE	DISPOSITION	RESEARCH/DOCUMENTATION FROM PAST 2010 COMMISSION REPORTS
<u>Best Practices (Professional Development, Leadership, After School/Summer, Teacher Recruitment and Retention)</u>			<u>Best Practices (Professional Development, Leadership, After School/Summer, Teacher Recruitment and Retention)</u>
<p>The Legislature continue to review best practices in training English Language Learners (ELL students).</p> <p>ELL - Teacher education be reviewed and consideration be made to require all teachers receive an ELL endorsement. (See also Best Practices)</p>	<p>2006</p> <p>2006</p>	<p>Unknown.</p> <p>Legislative Post Audit completed in April 2008; many teachers did not feel adequately prepared to address ELL needs; KSDE response: weigh additional requirement against teacher shortage problem.</p>	<p><u>Professional Learning Communities (Information obtained while touring districts, Report to the 2007 Legislature, Pages 15-8 and 15-9)</u> – Based on business sector premise re; the capacity of organizations to learn. Characteristics include (a) shared values and norms are developed re; views on children’s ability to learn, school priorities, and roles of teachers, parents and administrators; (b) focus is on learning instead of teaching; (c) teachers have continuing and extensive conversations about curriculum, instruction and student development; and (d) teaching becomes public and collaborative rather than “private”. Review of studies done on the impact of professional learning communities – student learning improved; in some studies, achievement scores for low and underachieving students rose dramatically over a three-year period. Also prompts continuous teacher learning. <u>School within a School (same source, above)</u> – A model used in some districts to make classroom instruction more personal, motivate students to excel, and develop relationships between staff, students, and parents. Several studies show low student-teacher ratios prove very successful in providing individual attention to each child whether in professional learning community setting or in small class sizes. U.S. Dept. of Education: four-year longitudinal study of smaller class sizes in Tennessee concluded smaller classes yield educationally and statistically significant gains in student achievement. (Continued next page)</p>

2010 COMMISSION RECOMMENDATIONS AND SUPPORTING RESEARCH – Working Draft, Page 5

RECOMMENDATION	YEAR(S) MADE	DISPOSITION	RESEARCH/DOCUMENTATION FROM PAST 2010 COMMISSION REPORTS
<i>Best Practices (Professional Development, Leadership, After School/Summer, Teacher Recruitment and Retention)</i> (cont.)			<i>Best Practices (Professional Development, Leadership, After School/Summer, Teacher Recruitment and Retention)</i> (cont.)
<p>Expand programs shown successful in attracting, retaining, and developing staff, including enhancement of leadership academies, especially for school principals; mentoring new teachers; and providing improved and increased professional development opportunities for teachers (specifics below).</p> <p>Add \$1.0 million to the Mentor Teacher Program.</p> <p>Add \$500K to the Mentor Teacher Program bringing the total funding to \$2.0 million in SFY 2009, to fund the second year of mentoring for 500 new teachers. (See also immediately preceding recommendation)</p> <p>\$500,000 in annual and ongoing funding for leadership academies.</p>	<p>2006</p> <p>2006</p> <p>2007</p> <p>2006 2007</p>	<p>See next 3 recommendations/dispositions.</p> <p>\$500K in 2007-08 for Mentor Teacher Program.</p> <p>Governor recommended adding \$1.5 million - not adopted.</p> <p>No change.</p>	<p>Teacher Shortage, Retention: <u>Statistics presented by Dr. Alexa Posny (Report to the 2008 Legislature, Pages 15-7, 15-8 and 15-9)</u> – (a) 42% of KS teachers leaving the profession leave after only seven years of teaching; (b) 51% of licensed personnel are over age 45, and 36% are over age 50; (c) as of 6/07, there were 1,144 teacher vacancies in KS. <u>According to other school officials</u> – factors contributing to shortages included: (a) KPERs law that makes it difficult to rehire retired teachers; (b) KS is 37th in nation in teacher salaries (not adjusted for regional cost differences) or 31st (adjusted); (c) lack of students choosing teaching as a career; and (d) inadequate professional development and mentoring programs. <u>More information from Dr. Posny (Report to the 2009 Legislature, Pages 10-4 and 10-5)</u> – (a) 40% of KS teachers leave the field after seven years; (b) 36% of KS teachers can retire within five years; (c) 12% fewer students have gone into teaching over the past six years; (d) in 6/08, there were 846 teacher vacancies in KS; and (e) in 8/08, an estimated 375 teacher vacancies remained. <u>Reasons teachers leave teaching according to Dr. Posny</u> – Many including isolation from colleagues, assignments outside of training area, lack of appreciation or respect, feeling discouraged and frustrated, feeling left out of the decision making, poor school management and not enough support, many others. <u>Suggestions from Dr. Blake West, KNEA</u> – (a) attract candidates <i>via</i> future teacher programs beginning in middle school and continuing through a dual credit “intro to teaching” high school course, (b) encourage alternate route to teaching programs, (c) encourage tuition forgiveness programs, (d) increase salaries to make KS competitive with other states and other career options; several others.</p>

2010 COMMISSION RECOMMENDATIONS AND SUPPORTING RESEARCH – *Working Draft*, Page 6

RECOMMENDATION	YEAR(S) MADE	DISPOSITION	RESEARCH/DOCUMENTATION FROM PAST 2010 COMMISSION REPORTS
<u>Best Practices (Professional Development, Leadership, After School/Summer, Teacher Recruitment and Retention)</u> (cont.)			<u>Best Practices (Professional Development, Leadership, After School/Summer, Teacher Recruitment and Retention)</u> (cont.)
Add \$1.0 million to the Mentor Teacher Program.	2006	\$500K in 2007-08 for Mentor Teacher Program.	<u>Mentoring New Teachers:</u> <i>Report to the 2007 Legislature, Pages 15-11 and 15-12</i> – Input received from teachers in the field who stressed importance of mentoring; KSDE information – Teacher Mentor Program resulted in attrition rates for new teachers of apx. 10% in the years it was funded. July 2006 performance audit report, <i>K-12 Education: Reviewing Issues Related to Developing and Retaining Teachers and School Principals</i> cited mentoring programs as one of the best strategies described in educational literature to retain new teachers. 2010 Commission <i>Report to the 2007 Legislature</i> also includes history and description of KS Teacher Mentor Program.
Add \$500K to the Mentor Teacher Program bringing the total funding to \$2.0 million in SFY 2009, to fund the second year of mentoring for 500 new teachers. (See also immediately preceding recommendation)	2007	Governor recommended adding \$1.5 million - not adopted.	<u>Leadership Academies:</u> <i>Report to the 2007 Legislature, Page 15-11</i> – July 2006 performance audit report, <i>K-12 Education: Reviewing Issues Related to Developing and Retaining Teachers and School Principals</i> – literature review indicates three “best practices” – (a) provide practical training, such as training on budgets, case studies, and problem solving; (b) include opportunities for peer support and leadership coaching, such as support groups and training with peer principals; and (c) offer development through a variety of providers, such as outside agencies, university personnel, or national conferences.
Increase the Professional Development (In-service Education) Aid Fund to \$4.0 million.	2006	No change.	
	2007	No change.	(Continued next page)

2010 COMMISSION RECOMMENDATIONS AND SUPPORTING RESEARCH – *Working Draft, Page 7*

11-7

RECOMMENDATION	YEAR(S) MADE	DISPOSITION	RESEARCH/DOCUMENTATION FROM PAST 2010 COMMISSION REPORTS
<i>Best Practices (Professional Development, Leadership, After School/Summer, Teacher Recruitment and Retention)</i> (cont.)			<i>Best Practices (Professional Development, Leadership, After School/Summer, Teacher Recruitment and Retention)</i> (cont.)
Increase Base State Aid Per Pupils (BSAPP) by \$100 in SFY 2009 to \$4,474 (would add nearly \$26.0 million in additional funding to the 2008-09 budgets of school districts, in addition to the \$34 million increase already appropriated for SFY 2009). Focus the funding on increasing teacher salaries so that Kansas can become more competitive with surrounding states and states currently employing Kansas teachers.	2007	No change.	<i>Professional Development of Current Teachers: Report to the 2007 Legislature, Page 15-12</i> – Performance audit report, <i>K-12 Education: Reviewing Issues Related to Developing and Retaining Teachers and School Principals</i> – one of the overarching best practices for teacher professional development is the commitment of adequate resources to professional development by earmarking funds for training, paying advanced education training costs, and offering more time for job-imbedded professional development. <i>Report to the 2008 Legislature, Page 15-10</i> – Same performance audit cited, same best practice.
Add \$2.25 million to the Professional Development Program, bringing the total funding to \$4.0 million in SFY 2009.	2007	No change.	
Provide \$2.5 M to create a Teacher Retention Incentive Program to encourage math, science, and special ed. teachers who are eligible to retire to remain in teaching by matching local funds up to \$2,500 per teacher placed into a savings plan for the teacher, outside of the current KPERS plan.	2007	2008 HB 2604 - no hearing/action.	

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RECOMMENDATION	YEAR(S) MADE	DISPOSITION	RESEARCH/DOCUMENTATION FROM PAST 2010 COMMISSION REPORTS
<u>School Finance</u>			<u>School Finance</u>
Change the bilingual weighting in the school finance formula from a FTE weighting with contact hours to headcount, and adjust it to 0.2 from the present 0.395. (See also At-Risk, above.)	2006 2007	2008 SB 400 – Died in Senate Committee.	<p><u>Monitoring the School District Finance and Quality Performance Act (SDFQPA): Report to the 2008 Legislature, Pages 15-5 and 15-6</u> – Summary of numerous methods used, including continued school district visits, <u>review of several performance audits</u> (<i>The Cost of vocational Education Programs; Alternative Models for Organizing Middle School and High Schools; The Research on Charter School Performance; Staff Recruitment and Retention Strategies used by Kansas School Districts; and Issues Related to Virtual Schools.</i> <u>Presentation on the Kansas School District Efficiency Study</u> by Michael Stewart, Director of School Evaluation Services at Standard & Poor's – Twenty-one KS school districts were identified as "efficiency frontier" districts (received efficiency scores of 100%) which could be viewed as benchmark districts. <u>Information on the academic progress of KS students</u> from KSDE – KS students averaged a composite score of 21.9 compared to 21.2 nationally on the ACT; 77% of KS graduating seniors went on to post-secondary education; and on the KS Nat'l. Assessment of Education Progress (NAEP) (a) 4th graders ranked 2nd in the nation on math; (b) 8th graders ranked 2nd on math; (c) 4th graders ranked 6th on reading, and (d) 8th graders ranked 6th on reading. Graphs are presented to show progress in math and reading for free-lunch students, students with disabilities, and ELL students.</p> <p><u>At-Risk Student Count Information from Report to the 2007 Legislature, Pages 15-9 and 15-10:</u> Performance audit, <i>K-12 Education: Reviewing Free-Lunch Student Counts Used as the Basis for At-Risk Funding, Part I</i> found that apx. 17% of free-lunch students in its statewide, random sample were ineligible for free lunches.</p>
Second level of funding for at-risk students, the high-density formula, be based on the prior year's data and implemented using a linear transition calculation. (See also At-Risk, above.)	2006 2007	2008 SB 531 - creates new "medium density at-risk pupil weighting" to be applied to districts with an enrollment of at least 40.0% but less than 50.0% at-risk pupils.	
The Legislature should review the issue of distributing at-risk program funding to ensure that the funding is provided to those students for whom it was intended. (See also At-Risk, above.)	2006	Senate K-12 Task force determined free lunch is best indicator for identifying at-risk students; 2008 SB 669 - virtual schools will receive a non-proficient weighting of 25% multiplied by FTE enrollment of such pupils in an approved at-risk program.	
No cuts in funding at-risk programming. (See also At-Risk, above.)	2006	No funding cuts in 2007 or 2008.	

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RECOMMENDATION	YEAR(S) MADE	DISPOSITION	RESEARCH/DOCUMENTATION FROM PAST 2010 COMMISSION REPORTS
<i>School Finance</i>			<i>School Finance</i>
<p>Special Education: (1) The threshold amount per student of the Special Education Catastrophic State Aid Program for SFY 2008-08 be increased from \$25,000 per student to \$36,000 and, in years thereafter, by an amount equal to the percentage increase of the CPI (urban). For students meeting qualifications of an exceptional child and for whom the district provided special education services, the state would reimburse the district 75% of the cost above \$36,000 per student. (2) The Legislature should change the formula for determining special education catastrophic aid. Specifically, the threshold for qualifying for catastrophic aid should be based upon twice the previous year's categorical aid per teacher less any special education state aid.</p>	<p>(1) 2007</p> <p>(2) 2009</p>	<p>(1) 2008 HB 2606 -- Died in House committee.</p> <p>(2) 2010 SB 359 enacted - increases threshold for eligibility to \$36,000 (from \$25,000); requires that both state special ed. and federal special ed. state aid, including Medicaid Replacement State Aid, be deducted in determining the amount of reimbursement per special education student. SFY 2010-11 and thereafter -- catastrophic state aid reimbursement threshold increases to twice the state aid per special education teacher from the previous year. Same state and federal aid deductions will apply.</p>	<p>Special Education: <i>Report to the 2007 Legislature, Page 15-5 and 15-6</i> – Information provided by Northeast KS Education Service Center – (a) Fewer individuals are being licensed in special education, while at the same time the number of special education students is increasing; (b) More special education services are being provided in regular classrooms, which can be more expensive than “pull-out” services; (c) the cost of special education materials has increased because of the need to provide “specially-designed instruction”; (d) in some cases, special education students are transported to special classrooms in other districts, incurring additional cost; and (e) the use of paraprofessionals has increased. Also - 2006 Legislative Educational Planning Committee (LEPC) report held hearings regarding the strong possibility that federal Medicaid funds paid to school districts for services to special education students will be reduced dramatically in future years - could be as much as \$25 M in FY 2008.</p>

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RECOMMENDATION	YEAR(S) MADE	DISPOSITION	RESEARCH/DOCUMENTATION FROM PAST 2010 COMMISSION REPORTS
<i>School Finance</i>			<i>School Finance</i>
The Legislature should refocus its revenue and funding priorities to make education Priority Number One.	2009	For discussion.	<p><u>Report to the 2010 Legislature, Pages 12-4, 12-5, and 12-6 – (1) Performance audit, Elementary and Secondary Education in Kansas: Estimating the Costs of K-12 Education Using Two Approaches</u>, states, in part, that Legislative Post Audit "... found a strong association between the amounts districts spend and the outcomes they achieve a 1.0% increase in district performance outcomes was associated with a 0.83% increase in spending – almost a one-to-one relationship...." (2) <u>Legislature has made tax policy decisions that have contributed to dire revenue circumstances</u>. Tax cuts made from FY 2005 through FY 2010 have totaled \$180 million. By FY 2011, that total will rise to nearly \$209 million. Report states tax and economic theory in support of conclusion. It also summarizes KASB information, including: (a) summary of a comparison with other states – of the five regional states with a lower tax burden than KS, only Colorado has a higher per capita income and median household income and only Iowa had a (slightly) lower poverty rate. Lower taxes on low income is not a benefit; e.g., Kansans paid about 1% more of their personal income in state and local taxes than Oklahoma, but had a 7.7% higher per capita income, 8.5% higher household income, and 4.7% fewer people living in poverty. KS also had better wealth measures than two states with higher tax burdens: Nebraska and North Dakota. More information is provided in the report.</p>
The Legislature should consider generating revenue from at least three specific revenue sources: (1) reversing previous tax cuts; (3) increasing the state school mill levy back to its former level; and (3) increasing the state sales tax.	2009	Of the three sources, the 2010 Legislature acted on one by increasing the state sales tax (HB 2360). The 1% rate increase (from 5.3 to 6.3%, effective 7/1/10) subsequently is reduced to 5/7% on 7/1/13.	
The Commission recommends the following items remain, or become, funding priorities: early childhood education; before- and after-school tutoring and support programs; at-risk funding and programs; staff development; leadership academies; and highly qualified teachers.	2009	For discussion.	
The Legislature should continue the three-year funding cycle.	2009	No action.	

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RECOMMENDATION	YEAR(S) MADE	DISPOSITION	RESEARCH/DOCUMENTATION FROM PAST 2010 COMMISSION REPORTS
<u>Miscellaneous Recommendations</u>		<u>Miscellaneous Recommendations</u>	
Innovative programs (e.g., learning communities and school within schools) continue to be researched and used in Kansas schools.	2006	No additional information.	<p><u>School District Centralized Accounting and Reporting System:</u> Performance audit and other information, <i>Report to the 2008 Legislature</i>, Pages 15-7 and 15-8 – Concern expressed regarding complicated nature of system; a number of conferees were heard on the subject including legislators, accounting professionals and school officials.</p> <p><u>Vocational or Career and Technical Education:</u> <i>Report to the 2007 Legislature</i>, Pages 15-6 and 15-7 – Visits to and data from school districts; general information from KSDE, Greenbush, several school districts. <i>Report to the 2008 Legislature</i>, Page 15-13; <i>Report to the 2009 Legislature</i>, Page 10-7 - KSDE is working with business, industry and educators to implement a system of career clusters and career plans of study that greatly expands career and technical education programs. Additional presenters presented examples of successful pilots of this redesigned career and technical education.</p>
Recommendations regarding school district accounting and financial reporting.	2007	(KSDE responsibility for these.)	
The Legislature should request an update of KSDE vocational education transition plan which will implement the changes taking place at the national level in this program.	2007	KSDE in the process of implementing changes - now referred to as Career and Technical Education.	
2010 Commission will continue to monitor the progress of the Early Learning Coordinating Council (ELCC) and will request a report.	2008	Jim Redmon (Children's Council) plans to present at final 2010 Commission meeting (anticipated for Nov. 2010).	