

MINUTES

LEGISLATIVE EDUCATIONAL PLANNING COMMITTEE

September 2, 2010
Room 152-S—Statehouse

Members Present

Representative Deena Horst, Chairperson
Senator Jean Kurtis Schodorf, Vice-chairperson
Senator Marci Francisco
Senator Bob Marshall
Senator Ruth Teichman
Senator John Vratil
Representative Barbara Ballard
Representative Owen Donohoe
Representative Eber Phelps
Representative JoAnn Pottorff
Representative Valdenia Winn

Member Excused

Senator Mark Taddiken

Staff Present

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

Introduction of Committee Members and Staff

The meeting of the Legislative Educational Planning (LEPC) was called to order at 9:00 a.m. by Chairperson Deena Horst. Introductions of Committee members and staff followed.

K-12 Education Issues Presentation

Dr. Diane DeBacker, Interim Commissioner of Education, and Tom Foster, Director of Career Standards and Assessments with the Kansas Department of Education, presented information on the Kansas Common Core Standards, Kansas Education Commission, Governor's Commission on Graduation and Dropout Prevention and Recovery, and the P-20 Council.

Common Core Standards

Through multiple rounds of feedback from states, feedback groups, and validation committees, as well as national organizations representing educators, College and Career Readiness Standards were developed in the summer of 2009. Groups representing English language learners (ELL) and students with disabilities were instrumental in developing the ELL and students with disabilities statements in the introduction to the standards.

This initiative for developing the Common Core Standards for K-12 levels in English language arts and mathematics was state-led, with the final draft released June 2, 2010. To date, 35 states have adopted them. They will be presented, for discussion and approval, to the Kansas State Board of Education later this year, at which point Kansas will begin writing curriculum standards.

Following the presentation, a question-and-answer session followed. Items discussed included the issue of local control over curriculum addressed in the adoption of the Common Core Standards ([Attachment 1](#)); transfer of student records; costs versus benefits of adopting the Standards; reaching goals with ever changing standards; and whether there is a schedule of revisions defined.

Kansas Education Commission

In May of 2010, the Kansas State Board of Education authorized the formation of the Kansas Education Commission ([Attachment 2](#)) to examine the framework for reauthorization of the Elementary and Secondary Education Act (ESEA). Reauthorization of ESEA, as outlined in the *Blueprint for Reform* report released in March 2010, will set the direction for education in the United States for years to come. The Kansas Education Commission is the state's strategic approach to reauthorization and educational change. Objectives include:

- Recommend revisions to state statutes, regulations, and policies to ensure that Kansas students are prepared for their next steps (e.g., the world of work or post-secondary education);
- Provide coherence to the discussions and work currently underway in various segments of Kansas education regarding the reauthorization of ESEA and the future of education in our state; and
- Allow for a smooth transition from the accountability system of No Child Left Behind to the new system as outlined in the Blueprint for Reform report.

Subcommittees have been organized to address the scope of work as outlined for the Commission. These include the following:

- College- and career-ready students;
- Great teachers and leaders in every school;
- Equity and opportunity for all students;
- Raising the bar and reward excellence; and
- Promoting innovation and continuous improvement.

Dr. DeBacker stated that this is the first time in many years that a review of the entire system of Kansas education has been attempted. It is an ambitious undertaking, but one that is deserving of attention and dedication. The recommendations emerging from the Commission will give clear and consistent guidance to the State Board of Education as the members set the direction for education in Kansas for years to come.

Kansas Commission on Graduation and Dropout Prevention

This Commission was established in June 2010, by Executive Order of Governor Parkinson. The mission of the Commission is to examine and make recommendations on issues related to graduation and dropping out. The Kansas Commission aims to bring a comprehensive solution to the issues through a collaboration of businesses, schools, community organizations, parents, state agencies, and youth. A final report is to be presented to the Governor by January 2011.

P-20 Council (Preschool through Postsecondary School)

The P-20 Council was established in 2008 by Executive Order of Governor Sebelius directing the Council to establish a vision statement, mission statement, and guiding principles that reflect the needs of the education system; create a shared plan for reaching the vision and establish benchmarks to promote the Council's commitment to success; and focus on standards-based improvement in P-20 policy and program coherence and coordination among the State Department of Education, school districts, postsecondary institutions, State Department of Commerce, businesses, communities, and foundations.

The goal of the P-20 Council will expire at the end of Governor Parkinson's term.

A short discussion followed these presentations.

K-12 School Finance Update

Dale Dennis, Deputy Commissioner of Education, presented a short review of FY2010 and FY2011 school district revenues and expenditures ([Attachment 3](#)). Items highlighted in his presentation included the change in status of the State General Fund from the approved FY 2010 budget to the estimated FY 2012 budget. He noted a total of \$400,172,916 in FY2010 expenditures were delayed to FY 2011.

The following summary regarding reductions or under funding in state aid was also reviewed by Mr. Dennis.

<u>State Aid</u>	<u>Reduction</u>
Base State Aid Per Pupil reduced from \$4,400 to \$4,012	\$ 241,288,471
Supplemental General State Aid	37,816,280
Capital Outlay	25,600,000
Professional Development	1,750,000
Teacher Mentoring	200,000
Discretionary Grants	85,000
National Board Certification	240,000
Special Education	4,000,000
TOTAL	<u>\$ 310,979,751</u>

Mr. Dennis also stated U.S. Department of Education auditors would be visiting the Kansas Department of Education in November regarding special education funding. They will visit approximately three or four school districts and review programs being delivered to students in an effort to determine whether students are receiving adequate educational services. The following regarding special education excess costs was presented to the Committee:

FY 2011 - 92% of Excess Cost	\$ 448,225,000
FY 2011 - Appropriation	367,540,630
Plus Federal ARRA Funds	<u>55,684,000</u>
Total FY 2011	<u>\$ 423,224,630</u>
Increase Required to Fund 92% of Excess Cost	\$25,000,370

A review of assessed valuations for the state was also presented. In November of 2009 the Consensus Revenue Estimating Group projected the total assessed valuation for 2010-11 would result in an increase of 2.38 percent, or approximately \$670 million increase for the general fund assessed valuation. Current estimates indicate assessed valuations will decline by at least the same percentage. If this estimate is correct, the \$670 million estimated increase, combined with a \$750 million estimated actual decrease, results in a difference of at least \$1.420 billion. This results in an additional funding requirement of at least \$28.4 million.

Other areas of concern affecting schools and financing include the increase in free and reduced-price lunch applications. The potential percentage increase to the state is \$9,389,363 for the upcoming fiscal year, with estimates of up to eight out of every ten students being eligible for free or reduced-price lunches.

Changes in Early Childhood Education: Updates

on Head Start Program Changes in the State

Janet Schalansky, President and CEO, Kansas Children's Service League ([Attachment 4](#)); Dona Booe, Vice-president of Program Services for the Kansas Children's Service League, ([Attachment 5](#)); and Mary Baskett, Executive Director, Kansas Head Start Association ([Attachment 6](#)) appeared before the Committee to present a report regarding the recent authorization asking Head Start agencies to develop Memorandums of Agreement with school districts to ensure that cooperation and collaboration were occurring at the local level.

This is an attempt to avoid duplication of services in order to maximize the services that are available in the community for children and make the most efficient and effective use of resources. A number of pilot programs are currently underway in cooperation with local school districts.

Proposed School Finance Plan

Senator Steve Abrams appeared before the Committee in support of his Relevant Efficient Academic Learning Education Act ([Attachment 7](#)). Objectives of the proposal include:

- Creating greater opportunities for success for students in finding relevant careers;
- Encouraging the concept of Career and Tech Ed (CTE) for all students, no matter whether as a brain surgeon, welder, or teacher;
- Creating opportunities for students to maximize their potential;
- Developing a system that will assist students, parents, and educators, as they move forward in making the best decisions for students; and
- Creating opportunities for economic development.

A question-and-answer session followed the presentation. Senator Abrams pointed out school financing was not addressed in the proposal. It was also noted by Senator Vratil that adoption of Common Core Standards on a national level could adversely affect this proposal.

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. 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 was found, the largest of these savings coming from cutting 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, using buildings more efficiently, and recommending food service programs be self supporting. Other areas where savings could potentially be realized included:

- Automating paper-driven business processes;
- Competitively purchasing transportation-related services;
- Using information technology more effectively;
- 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 is included ([Attachment 8](#)).

Update on Issues Related to Dyslexia

Dr. Terry Sader, Chair of the Kansas Coalition for Dyslexia Legislation, appeared before the Committee regarding activities concerning HCR 5015 ([Attachment 9](#)). He stated that, based on parent reports and observations, a majority of the resolutions in HCR 5015 were not responded to by the Kansas State Department of Education or the Kansas State Board of Education.

The Coalition is asking that the Committee recommend to the House and Senate Education Committees in 2011, passage of a bill patterned after HCR 5015. Coalition members think this is the only way to ensure adequate educational opportunities for children with dyslexia and similar learning disabilities.

Colleen Riley, Director, Special Education Services, Kansas State Department of Education, also appeared to answer questions regarding HCR 5015 ([Attachment 10](#)).

Committee discussion followed.

Discussion of Other Issues

A short discussion followed regarding suggestions for the next meeting of the Committee.

Among those mentioned were:

- A presentation from the Board of Regents;
- Statistics regarding free and reduced-price meals, including reviewing the Kansas population at or below the poverty level, correlated with the number of students receiving free or reduced-price lunches;

- Special education funding;
- Bills not acted on during the last legislative session; and
- Reasons for and the impact on the increase in school populations.

The meeting was adjourned at 4:10 p.m. The date for the next meeting was set for November 4, 2010.

Prepared by Dorothy Gerhardt
Edited by Sharon Wenger

Approved by Committee on:

November 4, 2010
(Date)

Kansas Common Core Standards



LEGISLATIVE EDUCATIONAL PLANNING
COMMITTEE

SEPTEMBER 2, 2010
TOM FOSTER

Overview of the Initiative



- Founded in 1908, the National Governors Association (NGA) is the collective voice of the nation's governors and one of Washington, D.C.'s most respected public policy organizations. Its members are the governors of the 50 states, three territories and two commonwealths. NGA provides governors and their senior staff members with services that range from representing states on Capitol Hill and before the Administration on key federal issues to developing and implementing innovative solutions to public policy challenges through the NGA Center for Best Practices. For more information, visit www.nga.org.
- The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public www.ccsso.org.
- www.corestandards.org.

LEPC
9/2/2010
Attachment 1

Overview of the Initiative

- **Andres Alonso**, CEO of Baltimore City Public Schools, and
- **Craig Barrett**, Former CEO and Chairman of the Board, Intel Corporation
- **Janet B. Bray, CAE**, Executive Director, Association for Career and Technical Education
- **William Bradley Bryant**, Georgia State Board of Education
- **Michael Casserly**, Executive Director, Council of the Great City Schools
- **Michael Cohen**, President, Achieve
- **Dan Domenech**, Executive Director, AASA
- **Lily Eskelsen**, Vice-President, National Education Association
- **Byron V. Garrett**, CEO, National Parent Teacher Association (PTA)
- **Bill Gates**, Co-Chair, The Bill & Melinda Gates Foundation
- **Kimberly Green**, Executive Director, National Association of State Directors of Career Technical Education Consortium
- **Vartan Gregorian**, President, Carnegie Corporation of New York
- **E.D. Hirsch**
- **Paul E. Lingenfelter**, President, State Higher Education Executive Officers
- **Gov. Jack Markell**, Delaware
- **Steve Paine**, West Virginia State Superintendent of Schools
- **Gov. Sonny Perdue**, Georgia
- **Gov. Roy Romer**, Senior Advisor, The College Board
- **Edward B. Rust Jr.**, Chairman and CEO, State Farm Insurance Companies
- **Cynthia B. Schmeiser**, Education Division President and Chief Operating Officer, ACT
- **Dr. Eric J. Smith**, Florida Commissioner of Education
- **Randi Weingarten**, President, American Federation of Teachers
- **Brenda L. Welburn**, Executive Director, National Association of State Boards of Education
- **James H. Wendorf**, Executive Director, National Center for Learning Disabilities
- **William S. White**, CEO and President, C.S. Mott Foundation
- **Gov. Bob Wise**, President, Alliance for Excellent Education
- **Dr. Hung-Hsi Wu**, Professor of Mathematics, University of California at Berkeley

Standards Development Process

- College and Career Readiness standards developed in summer 2009.
- Based on the College and Career Readiness standards, K-12 learning progressions developed.
- Multiple rounds of feedback from states, feedback group and validation committee, and national organizations representing educators.
- Groups representing English language learners and students with disabilities were instrumental in developing the ELL and students with disabilities statements in the introduction to the standards.

Overview of the Initiative

- State-led and developed common core standards for K-12 in English Language Arts and Mathematics.
 - Final Draft released June 2
- Thirty-five states have adopted.
 - Georgia; Hawaii; Illinois; Kentucky; Maryland; Michigan; Missouri; New Jersey; North Carolina; Ohio; Oklahoma; West Virginia; Wisconsin; Wyoming; Nevada; Utah; Arizona; Louisiana; Mississippi; Pennsylvania; Connecticut; Rhode Island; Vermont; District of Columbia; New Hampshire; New York; Florida; Colorado; South Carolina; California; Iowa; Arkansas; Tennessee; Indiana; Massachusetts

Why Now?

- Disparate standards across states
- Student mobility
- Global competition
- Today's jobs require different skills

What Momentum is There for the Initiative?



- Natural progression of focus on all students
- Research and comparative studies
- Efficiencies and coordination
- Comparability
- Benchmarking – international, national, regional

Criteria for the Standards



- Fewer, clearer, and higher
- Aligned with college and work expectations
- Include rigorous content and application of knowledge through high-order skills
- Build upon strengths and lessons of current state standards
- Internationally benchmarked, so that all students are prepared to succeed in our global economy and society
- Based on evidence and research

ELA Standards Advances

- Text complexity
- Balance of literature and informational texts
- Direct link to college and work readiness
- Literacy standards for science and social studies
- Clear vertical progressions across grades
- Integration of Language Arts – reading, writing, literature, speaking, media

Math Standards Advances

- Focus in early grades on number (arithmetic and operations) to build a solid foundation in math
- Evened out pace across the grades
- High school math focus on *using math and solving messy problems, similar to what would see in the real world*
- Problem-solving and communication emphasized

How to Read the Standards



- **Standards** - define what students should understand and be able to do.
- **Clusters** - are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.
- **Domains** - are larger groups of related standards. For each grade level in Grades K–8, the standards are organized into four or five domains. Standards from different domains may sometimes be closely related.

How to Read the Standards



Domain **Grade**

Ratios and Proportional Relationships 6-RP

Standard

Ratios

1. Understand the concept of a ratio: Two quantities are said to be in a ratio of a to b when for every a units of the first quantity there are b units of the second. For example, in a flock of birds, the ratio of wings to beaks might be 2 to 1; this ratio is also written 2:1. In grade 6, limit to ratios of whole numbers.
2. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane.
3. Solve for an unknown quantity in a problem involving two equal ratios.
4. Describe categorical data sets using ratios (e.g., for every vote candidate A received, candidate C received nearly three votes; the ratio of type O blood donors to type B blood donors was 9:2).

Unit rates **Cluster**

5. Understand that for a ratio $a:b$, the corresponding unit rate is a/b . If there are a units of the first quantity for every b units of the second, where $b \neq 0$, then there are a/b units of the first quantity for 1 unit of the second. For example, if a recipe has a ratio of 3 cups of flour to 4 cups of sugar, then there is $3/4$ cup of flour for each cup of sugar.
6. \diamond Solve unit rate problems including unit pricing and constant speed, including reasoning with equations such as $d = r \times t$, $r = d/t$, $t = d \div r$.

Math



The Number System

6-NS

Operations

1. Understand that the properties of operations apply to, and can be used with, addition and multiplication of fractions.
2. Understand that division of fractions is defined by viewing a quotient as the solution for an unknown-factor multiplication problem. *For example, $(2/3) \div (5/7) = 14/15$ because $(5/7) \times (14/15) = (2/3)$.*
3. Solve word problems requiring arithmetic with fractions, using the properties of operations and converting between forms as appropriate; estimate to check reasonableness of answers.
4. Fluently divide whole numbers using the standard algorithm.

English Language Arts



Language Standards

Grade 3 students

Vocabulary Acquisition and Use

4. Determine word meanings (based on grade 3 reading).

- a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital.
- b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
- c. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
- d. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

Kansas Additions to the Common Core Standards

IDENTIFYING AREAS OF EMPHASIS AND
SUPPORT FOR TEACHERS IN THE
IMPLEMENTATION OF STANDARDS IS MORE
IMPORTANT THAN PIECEMEAL ADDITIONS

Kansas Additions to the Common Core Standards

- **Math**
 - Algebraic Patterning
 - Probability and Statistics
- **English Language Arts (9 total)**
 - Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension), not only at the elementary level but all grade levels.
 - Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.
 - Read—both independently and collaboratively—print, non-print, and multi-modal works proficiently and critically to be media literate.
 - Strengthen writing craft—both independently and collaboratively—through a recursive writing and revision process and the use of the common vocabulary of the 6-Trait model.

Algebraic Patterning

- Working with patterns is mentioned in the Common Core document as a Practice Standard (Standards for Mathematical Practice #7) and briefly as a part of some of the elementary standards, starting in grade 3. Because pattern recognition is key to preparation for algebraic reasoning, this recognition of patterns needs to be emphasized in all elementary mathematics, beyond specific references to it in the document which are primarily limited to numeric patterns.

Curricular Considerations (Questions for Teachers)

- Recognition of the difference between repeating and growing patterns? – Primary Grades
- Can students explain patterns or state the rules of a pattern? – Primary Grades
- What focus is there on the relationships between operations (addition/subtraction, multiplication/division, etc.) and the patterns that are related to these?
- Is there an emphasis on modeling patterns with equations? – Upper Elementary and/or Middle School
- Is there an emphasis on both numeric and other patterns at all grade levels?
- What topics in my curriculum already include patterns (though not explicitly stated) or could easily incorporate them?
- What can we learn/gain from the references below that we could use to improve the teaching of patterning in our classrooms?

Reviewing the Standards

- Curriculum Review Committees for Math and ELA
 - November 2009
 - Math
 - ELA
- Alignment with College and Career Expectations
 - Gap Analysis Committee
 - SMARTER Balanced Assessment Consortium
 - KBOR Letter of Intent
 - Public Meetings
 - P-20
 - Multiple Grant Applications
 - Kansas Education Commission
- Standards Comparability
 - Committee work
 - Survey of Enacted Curriculum
 - The Achieve Common Core Comparison Tool

Adoption Process

- State Board reviews proposed standards.
- Kansas option adds up to an additional 15% of standards on top of the core.
- Board considers adopting 100% of the common core K-12 standards in ELA and mathematics and the additional standards as recommended by the agency.
- Final draft published.
- Instructional materials and other classroom documents developed and aligned to the standards.
- Assessments developed to measure student progress.

Questions



Reference Information



- NCTM's Focal Points
- Marilyn Burns, *About Teaching Mathematics*
- John Van de Walle, *Teaching Student Centered Mathematics (Grade Banded)*
- John Van de Walle, *Elementary and Middle School Mathematics, Teaching Developmentally*
- Navigation Series from NCTM
- Principles and Standards from NCTM
- Driscoll, *Fostering Algebraic Thinking*
- Kathy Richardson, *Developing Number Concepts, Book 1*
- Kim Sutton, *All Aboard the Algebra Express*
- Randall J. Souviney, *Learning to Teach Mathematics*
- Tom Bergeson, *Teaching and Learning Mathematics*

Credits



- Gene Wilhoit and Linn Dane, PowerPoint presentation, March 2010.
- Common Core Standard documents.
www.corestandards.org
- www.ccsso.org/whats_new/newsletters/commoncoreupdates.html

LEPC

*Common Core Standards
Kansas Education Commission
Governor's Commission on Graduation & Dropout Prevention & Recovery
P20 Council*

September 2, 2010

Kansas Education Commission

Purpose

- To thoroughly examine the key priorities found in the *Blueprint for Reform*, including:
 - College-and career-ready students;
 - Great teachers & leaders in every school;
 - Equity & opportunity for all students;
 - Raise the bar and reward excellence; and
 - Promote innovation & continuous improvement



Objectives

1. Recommend revisions to state statutes, regulations and/or policies to ensure that Kansas students are prepared for their next steps (e.g., the world of work and/or post-secondary education).
2. Provide coherence to the discussions and work currently underway in various segments of Kansas education regarding the reauthorization of ESEA and the future of education in our state.



Objectives – cont'd

3. Allow for a smooth transition from the accountability system of No Child Left Behind to the new system as outlined in the *Blueprint for Reform*.

Membership

Commissioner of Education	State Board of Education (2 members each)	United School Administrators
Kansas Association of School Boards	Kansas National Education Association	Postsecondary Technical Education Authority
Kansas Board of Regents	P2o Council	Kansas Advisory Council for CTE
Kansas Parent Teacher Association	AdvancEd (North Central Association)	Independent Schools Association
Private Institutes of Higher Education	Professional Standards Board	QPA Advisory Council
Governor's Office	House Education Committee	Senate Education Committee
Kansas Association of American Educators	Midwest Equity Resource Center	Special Education Advisory Council

Membership – cont'd

Diane DeBacker, Interim Commissioner of Education	Marvin Estes, Superintendent, Winfield	Sue Givens, Superintendent, El Dorado
Steve Wyckoff, Chief Innovation Officer, ESSDACK	Bill Hagerman, Superintendent, Nickerson	Kelly Gillespie, Executive Director, SWPRSC
Cheryl Sheperd-Adams, Science Teacher, Hays	David Howard, Superintendent, Basehor	Cindy Lane, Superintendent, KC
Steve Parsons, Superintendent, Chanute	George Abel, Asst Superintendent, Emporia	Kristen Archer, Special Ed Teacher, Shawnee Mission
Sheryl Spalding, KS House of Representatives	Brian Pekarek, Superintendent, Clifton-Clyde	Sharon Berner, Director of LEAD, Manhattan Christian College

Membership – cont'd

Tim Witsman, President, Wichita Independent Business Association	Alfred James, Treasurer, KS Geological Foundation Board	Sam Rabiola, Teacher, Free State High School
Robert McFraizer, Retired Superintendent, Topeka	Richard Spindle, President Emeritus, Mid-America Nazarene University	John Tompkins, Engineer, Teacher, St. Thomas Aquanis
Nancy Bolz, Executive Director, AdvancEd/NCA	Blake West, President, KNEA	Karen Godfrey, Vice President, KNEA
Rick Henry, Chair, Professional Standards Board	Linda Alexander, Interim Dean, School of Education & Counseling, Mid-America Nazarene	David Hofmeister, Director, Teacher Education, Southwestern College
Jennifer Knorr, Legislative Liasion/Energy Coordinator	Mary Ellen Wellshhon, Superintendent/K12 Principal, Golden Plains	Steve Spilichal, Asst Superintendent, Hiawatha

Membership – cont'd

Jean Redeker, Director of Academic Affairs, KBOR	Debbie Mercer, Asso. Dean, KSU College of Education	Julie Doyen, Co-chair, QPA Advisory Council
Valdenia Winn, Ranking Democrat, KS House of Representatives	Jean Schodorf, Chair, KS Senate Education Committee	Dan Yunk, Kansas Farm Bureau
Neeley Carlson, Kansas Restaurant & Hospitality Assoc.	Debbie Lawson, President, Kansas Parent Teacher Asso.	Bob Vorobil, Wichita Catholic Diocese
Gail Kuehl, Owner, McDonalds, Hays, Russell, Wakeeny & Colby	Doug Penner, KS Independent College Assoc.	Eddie Estes, Western KS Manufacturing Assoc.
Kathy Hund, Director of Workforce Training & Education, KBOR	Fred Patton, President, Seaman USD 345 Board of Education	John Heim, Executive Director, KASB

Membership – cont'd

Aletha Rogers, Area
Representative, KS Assoc of
American Educators

Katherine Sprott,
Coordinator of Professional
Development, KS Equity
Resource Ctr

Kathy Kersenbrock-
Ostmeyer, Incoming Chair,
Special Education Advisory
Council

Advisors to the Commission (upon request)

Tom Foster, Director, Career,
Standards & Assessments,
KSDE

Pam Coleman, Director,
Teacher Education &
Licensure, KSDE

Colleen Riley, Director,
Special Education Services,
KSDE

Julie Ford, Director, Title
Programs & Services, KSDE

Brad Neuenswander,
Director, Fiscal Services,
KSDE

Timeline

- May 2010 – Creation of Commission
- June 2010 – Invitation to members
- July 2010 – First meeting of Commission
- August 2010 – Second meeting of Commission
- October 2010 – Third meeting of Commission
- December 2010 – Preliminary report to the State Board of Education

- *Subcommittee meetings to be determined by the subcommittee members*



Scope of Work

- College-and career-ready students;
- Great teachers & leaders in every school;
- Equity & opportunity for all students;
- Raise the bar and reward excellence; and
- Promote innovation & continuous improvement



Scope of Work

- **College-and Career-Ready Standards**
 - Common core standards in (CCS) English language arts and mathematics
 - New generation assessments aligned with the CCS, better capture higher-order skills & provide more accurate measures of student growth.
 - K-12 standards
 - State assessments in reading, math, science, history/government and writing
 - Accreditation of schools – Quality Performance Accreditation (QPA)
 - Data systems

Scope of Work

• **Great Teachers & Leaders**

- Highly effective vs. highly qualified
- Student growth a factor in determining highly effective
- Teacher & principal evaluation systems
- Informing the work:
 - Kansas Educational Leadership Commission
 - Teaching in Kansas Commission
 - National Governor's Association Policy Academy
 - Multi-State Consortium
- Recruitment of teacher & leaders

Scope of Work

• **Great teachers & leaders – cont'd**

- Preparation of teachers & leaders
- Licensing of teachers & leaders
- Evaluation of teachers & leaders
- Equitable access to effective teachers & leaders in high-poverty, high-minority schools
- Compensation of teachers including value-added component



Scope of Work

- **Equity & Opportunity for all Students**
 - Special Education
 - English language learners
 - Native American students
 - Homeless students
 - Students of migrant workers
 - Neglected or delinquent students
 - Rural education
 - Universal design, including Multi-Tier System of Support (MTSS)
 - Technical assistance provided to schools & districts; i.e. Kansas Learning Network (KLN)



Scope of Work

- **Raise the Bar and Reward Excellence**
 - Effective public school choice including high-performing charter schools, magnet schools, etc.
 - Access to college-level, dual credit, advanced placement, International Baccalaureate & other accelerated courses
 - Science, Technology, Engineering & Math (STEM)
 - Qualified Admissions & how these align with high school curriculum
 - Graduation requirements
 - 21st Century skills

2-8

Scope of Work

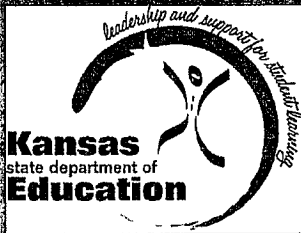
- **Promote Innovation & Continuous Improvement**
 - Fewer, larger, more flexible funding streams
 - Less restrictions on blending of funds
 - Redesign of the school day, week or year
 - Models to keep students safe and healthy
 - Recognizing & scaling up successful programs
 - Engaging communities
 - Student engagement
 - Virtual schools

Summary

This is the first time in many years (if not THE first time) that a review of the entire system of Kansas Education has been attempted. It is an ambitious undertaking, but one that is deserving of our attention and dedication. The recommendations emerging from the Commission will give clear and consistent guidance to the State Board of Education as the members set the direction for education in Kansas for years to come.

Kansas Commission on Graduation and Dropout Prevention

July 2010 – January 2011



Background Information

- Established on June 15, 2010 by Executive Order of Governor Parkinson
- Co-chaired by Rod Bremby, Secretary of the Department of Health and Environment and Diane DeBacker, Interim Commissioner of Education

Mission

- Examine and make recommendations on issues related to graduation and dropping out. The Kansas Commission aims to bring a comprehensive solution to the issues through a collaboration of businesses, schools, community organizations, parents, state agencies and youth.

Membership

- Kansas Children's Cabinet and Trust Fund
- Kansas Association of School Boards
- Kansas National Education Association
- Business or industry
- Faith community
- Armed forces
- Non-profit agency
- Community representative



Membership – cont'd

- High school principal
- Youth representative
- Parent organization
- Superintendent
- Foundation representative
- A district judge recommended by the Chief Justice of the Supreme Court of the State of Kansas
- Members of the Kansas legislature



Membership – cont'd

- Kansas Department of Commerce
- Kansas Department of Corrections
- Kansas Department of Health & Enviro.
- Kansas Department of Labor
- Kansas Department of Social & Rehabilitative Services
- Kansas Juvenile Justice Authority
- Kansas State Department of Education

Membership – cont'd

- Kansas Board of Regents
- Kansas State Board of Education
- Kansas African American Affairs Commission
- Kansas Hispanic and Latino American Affairs Commission
- Office of the Governor

Purpose 1

- Setting a goal and timeline for reducing the statewide annual dropout rate



Purpose 2

- Further developing early indicator systems to identify students who are at risk of dropping out, or who are not likely to graduate on time from high school without receiving additional support, and school policies that exacerbate dropping out



Purpose 3

- Expanding the definition of “structured learning time” to include internships and work-study programs and exploring ways to encourage school districts to incorporate quality internships, work and learning programs into structured learning time to engage all students in relevant and rigorous curriculum

Purpose 4

- Exploring state policies and practices relating to attendance, discipline, grading, retention, promotion, credit recovery, compulsory attendance age, the awarding of the General Equivalency Diploma (“GED”) and the use of alternative schools

Purpose 5

- Providing financial incentives for districts that are effective in graduating at-risk students and recovering high school dropouts



Purpose 6

- Establishing a threshold annual dropout rate for each school district such that rates in excess of threshold levels would establish a mandatory requirement on districts to adopt and implement a district-wide action plan to reduce dropout rates and effectively track students



Purpose 7

- Identifying additional areas for improvement and multi-sector collaboration

Purpose 8

- Exploring funding sources (public, private and non-profit) and identify resources that may be available to sustain the work and recommendation of the Commission

Meeting Dates

- August 12, 2010
- September 23, 2010
- October 22, 2010
- November 15, 2010
- December 10, 2010
- January 4, 2010



P20 Council



Background Information

- Established in April 2008 by Executive Order of Governor Sebelius directing that the Council:
 - Establish a vision statement, mission statement & guiding principles that reflect the needs of the education system;
 - Create a shared plan for reaching the vision and establish benchmarks to promote the Council's commitment to success;
 - Focus on standards-based improvement in P20 policy and program coherence and coordination among the state department of education, school districts, postsecondary institutions, state department of commerce, businesses, communities and foundations.

2-18

Membership

- Co-chairs – Christine Downey-Schmidt and Bill Wagnon
- Diane DeBacker – Kansas State Dept. of Education
- Andy Tompkins – Kansas Board of Regents
- Brenda Dietrich, representing the United School Administrators of Kansas
- Barry Downing, CEO of Northrock, Inc., Wichita, member at large
- Terry Dunn, CEO of JE Dunn Construction, Kansas City, member at large
- Dick Hedges, Kansas Board of Regents

Membership – cont'd

- Deena Horst, representing the House Education Committee
- Jennifer Knorr, representing the Governor's office
- Gail Kuehl, Owner/Operator of Kuehl Operations, Hays, member at large
- Janis Lee, representing the Senate Education Committee
- Jan Long, representing the Kansas Parent Teacher Association
- Melissa Ness, representing the Kansas Children's Cabinet
- Doug Penner, representing the Kansas Association of Independent Colleges
- Linda Robinson, President of USD 497 School Board, Lawrence, as a member at-large



Membership – cont'd

- ◉ Pam Robinson, representing the Kansas Association of School Boards
- ◉ Jean Schodorf, representing the Senate Education Committee
- ◉ Sue Storm, representing the House Education Committee
- ◉ Bill Thorton, Secretary of the Kansas Department of Commerce
- ◉ Janet Waugh, representing the Kansas State Board of Education
- ◉ Blake West, representing the Kansas Teachers' Association



Vision & Mission

- Vision - Develop an integrated high quality educational system that prepares Kansas for life and work.
- Mission – Prepare students for success in life from preschool to graduate school and/or work in the 21st century by identifying, in partnership with all stakeholders, system approaches that support, cultivate and/or sustain a collaborative, seamless system of education.

Goal

- Develop a shared plan that builds a statewide network for increased collaboration, information sharing and cooperation across all levels of education and business and industry.

Objectives

- Identify the current capacity within the system;
- Identify the knowledge, skills and dispositions needed for the 21st century and the learning activities that support the needs of the workforce and industry;
- Align high academic standards and teaching and learning practices for Pre-K-12 students with postsecondary education and with business and industry standards; and
- Assess the skills, knowledge and dispositions needed for success within the next level of education/work.



Accomplishments

- Governor's Executive Order allowing KSDE and KBOR to share data in developing a longitudinal data base;
- Formed an alignment team to study the gap between high school and postsecondary education in the areas of math and English language arts



Accomplishments – cont'd

- Proposed three recommendations to strengthen early childhood education in Kansas
 - Improve teacher and provider quality through coordination & collaboration at the state and local levels;
 - Promote coordination at the state and local levels to build a continuum of services and education from birth to grade three;
 - Coordinate data collection and analysis and use results to promote evidence-based practices

Next Steps

- Identify current capacity
 - Emphasizing both access and success in postsecondary education;
 - Focus on broad definition of success; e.g. meaningful credentials, associate, bachelor, post-baccalaureate degrees;
 - Encourage legislators to provide financial support for part-time students; meet needs of adult learners

Next Steps – Cont'd

- 21st century skills for workforce and industry
 - Provide incentives to promote STEM majors; e.g., scholarships, loan forgiveness, tuition reimbursement
- Alignment
 - Integrate/link data systems from KSDE, KBOR, Labor, Commerce, Adult Education, public workforce
 - Promote system-level confidence of a credit transfer system
- Collaborative network
 - Promote collaboration between Commerce and Adult Basic Education to both postsecondary educational opportunities and workforce needs



Future?

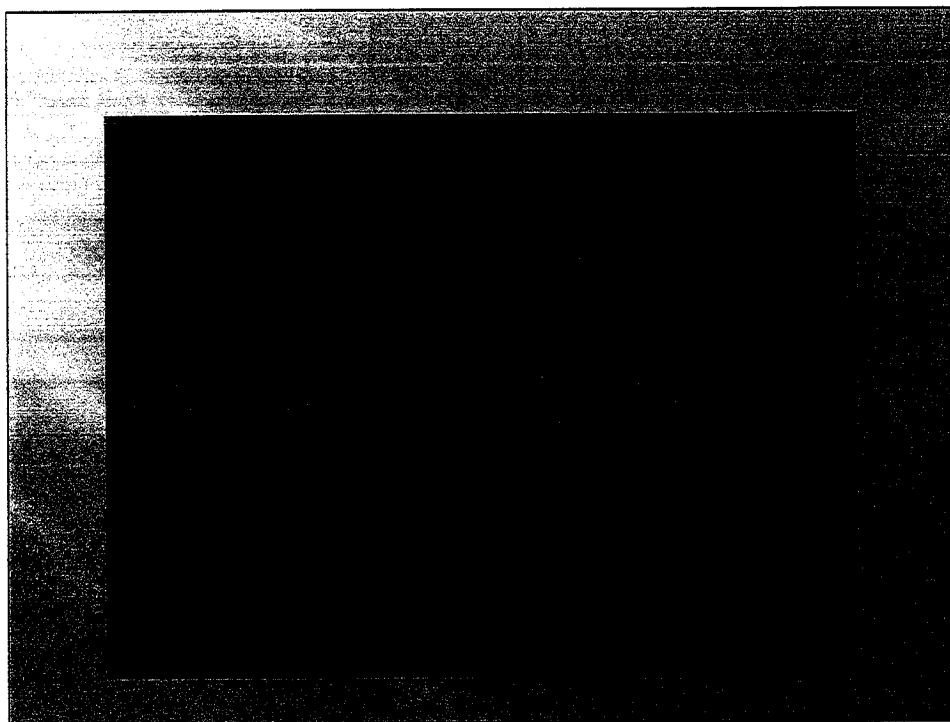
- ⊕ P20 Council will expire at the end of Governor Parkinson's term
- ⊕ Will a new Governor establish another P20 Council or continue with the current one?

2-24

**LEGISLATIVE
EDUCATIONAL
PLANNING
COMMITTEE**

SEPTEMBER 2, 2010

Dale M. Dennis, Deputy
Commissioner of Education



Kansas Legislative Research Department 5/11/2010

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

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. 2380	-	303.8	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
Loss 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 Charged to FY 2010	\$ 55,101,438
TOTAL	\$ 400,172,916

Base State Aid Per Pupil

Statutory BSAPP	\$ 4,492
BSAPP for 2009-10 & 2010-11	\$4,012

**STATE AID
REDUCTIONS/UNDERFUNDING
2009-10 School Year**

State Aid	Receptor
General State Aid BSAPP \$4,400 to \$4,012	\$ 241,288,471
Supplemental General State Aid	37,816,280
Capital Outlay	25,600,000
Professional Development	1,750,000
Teacher Mentoring	200,000
Discretionary Grants	85,000
National Board Certification	240,000
Special Education	4,000,000
TOTAL	\$ 310,979,751

Legislative Division of Post Audit

Elementary and Secondary Education in Kansas: Estimating the Costs of K-12 Education Using Two Approaches – January 2006

"We found a strong association between the amounts districts spend and the outcomes they achieve. In the cost function results, a 1.0% increase in district performance outcomes was associated with a 0.83% increase in spending—almost a one-to-one relationship. This means that, all other things being equal, districts that spent more had better student performance. The results were statistically significant beyond the 0.01 level, which means we can be more than 99% confident there is a relationship between spending and outcomes."

GENERAL/SPECIAL EDUCATION FUNDS 2010-2011 SCHOOL YEAR

	<u>GENERAL FUND</u>
General State Aid:	
State General Fund	\$ 1,961,339,680
ARRA – State Fiscal Stabilization Funds (= \$80.52 on the BSAPP)	52,751,000
TOTAL	\$ 2,014,090,680
BSAPP Amount	\$ 4,012
	<u>SPECIAL EDUCATION</u>
Special Education Services Aid:	
State General Fund	\$ 367,540,630
ARRA – Federal VIB	55,748,000
TOTAL	\$ 423,288,630

Special Education Excess Cost

FY 2011 – 92% of Excess Cost	\$ 448,225,000
FY 2011 – Appropriation	\$ 367,540,630
Plus ARRA Funds*	<u>55,684,000</u>
Total FY 2011	\$ 423,224,630
Increase Required	\$ 25,000,370

*Loss of ARRA Funding in FY 2012 would require an increased appropriation of \$ 80,684,370

Special Education Maintenance of Effort

FY 2009 State Special Education State Aid	\$ 427,718,409
FY 2011 Appropriation	\$ 367,540,630
State Aid Reduction	\$ 60,177,779
ARRA Revenue	\$ 55,684,000

2010-11 Additional Revenue to Fund Current Law

Program	Estimated 2010-11	Current Law Requirement	Cost to Fund Current Law
Base State Aid Per Pupil	\$ 4,012	\$ 4,492	\$ 314,400,000
Supplemental General State Aid	Prorated at 92%	100%	37,787,001
	86.2% of	92% of	
Special Education	Excess Cost	Excess Cost	25,000,000
Mentor Teacher	\$ 1,450,000	100%	2,050,000
Professional Development	0	100%	8,500,000
School Lunch	4¢ per meal	6¢ per meal	1,043,647
Capital Outlay State Aid	0	Fund Law	26,000,000
National Board Certification	\$ 55,000	Fund Law	350,000
	<i>(Scholarships Only)</i>		
TOTAL			\$ 415,130,648

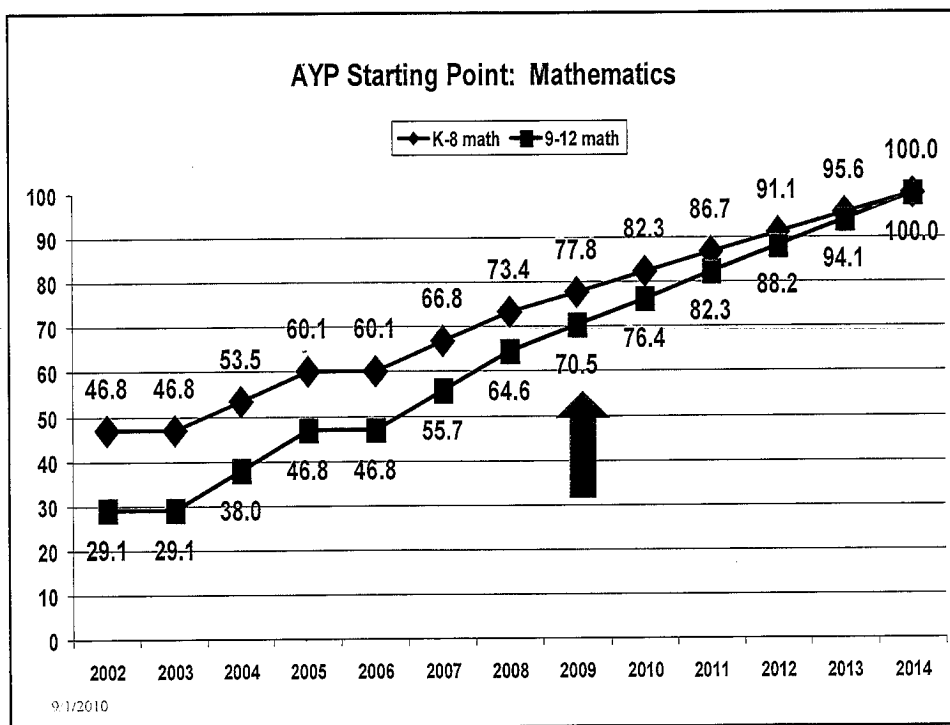
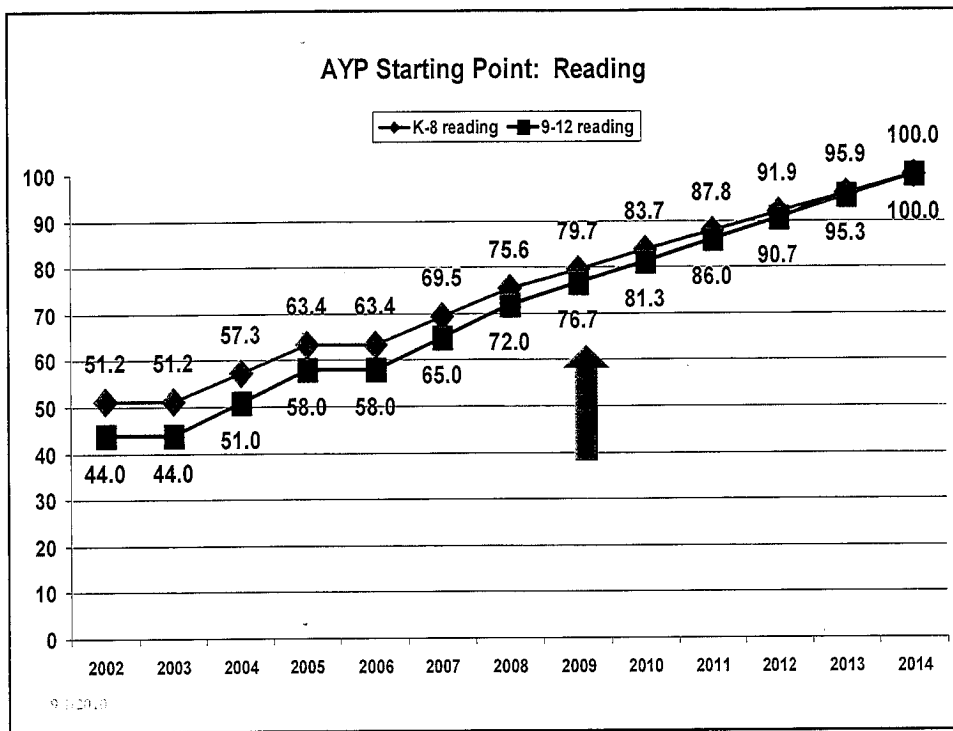
Rankings and Estimates 2008

Table 1. Average Salaries (\$) of Public School Teachers, 2007-08

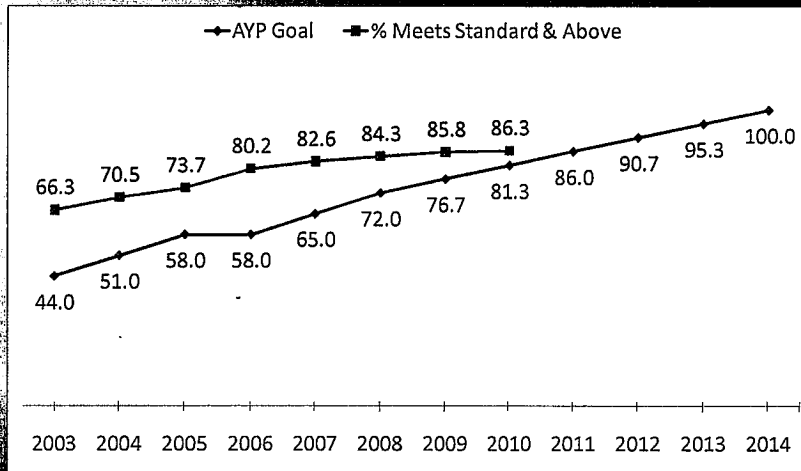
Rank	State	2007-08
1	CALIFORNIA	64,424
2	NEW YORK	63,332
3	CONNECTICUT	61,976
4	NEW JERSEY	61,277
5	DISTRICT OF COLUMBIA	60,628
6	ILLINOIS	60,474
7	MASSACHUSETTS	60,471
8	MARYLAND	60,069
9	RAZOR ISLAND	57,186
10	ALASKA	56,758
11	MONTGOMERY	56,696
12	DELAWARE	55,954
13	PENNSYLVANIA	55,833
14	OHIO	53,410
15	HAWAII	52,402
16	WYOMING	51,811
17	UNITED STATES	52,308
18	OREGON	51,811
19	GEORGIA	51,580
20	MINNESOTA	50,542
21	MARYLAND	49,844
22	WISCONSIN	49,051
23	NEVADA	48,508
24	NEW HAMPSHIRE	47,600
25	NORTH CAROLINA	47,354
26	CALIFORNIA	47,348
27	KENTUCKY	47,207
28	INDIANA	46,884
29	FLORIDA	46,500
30	VIRGINIA	46,296
31	IOWA	46,264
32	ALABAMA	46,254
33	VERMONT	46,203
34	TEXAS	46,172
35	ARKANSAS	45,772
36	ARIZONA	45,772
37	SOUTH CAROLINA	45,758
38	KANSAS	45,136
39	NEW MEXICO	45,112
40	TENNESSEE	45,030
41	IDAHO	44,099
42	OKLAHOMA	43,851
43	MAINE	43,297
44	MISSOURI	43,206
45	NEBRASKA	42,885
46	MONTANA	42,874
47	WEST VIRGINIA	42,555
48	MISSISSIPPI	42,400
49	UTAH	41,815
50	NORTH DAKOTA	40,782
51	SOUTH DAKOTA	39,874

NIA Research, Estimates Database (2008).
From Rankings & Estimates 2008-2009, Rankings, Table C.11

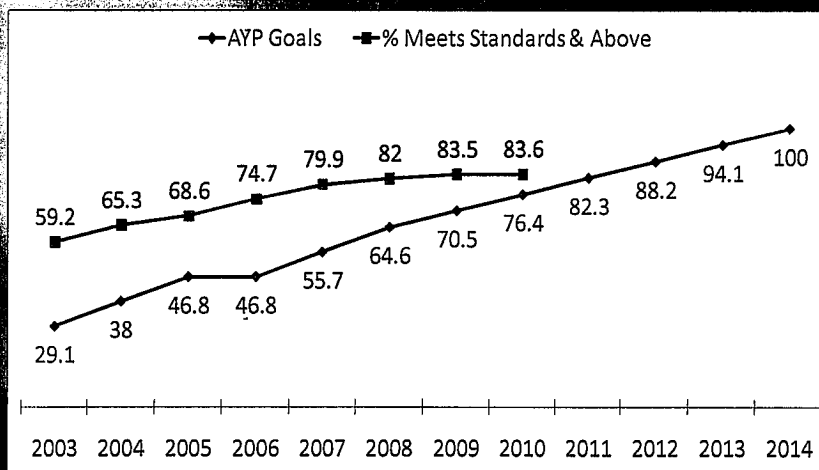
15	HAWAII	53,400
16	WYOMING	53,074
	UNITED STATES	52,308 *
17	OREGON	51,811
36	ARIZONA	45,772
37	SOUTH CAROLINA	45,758
38	KANSAS	45,136
39	NEW MEXICO	45,112
40	TENNESSEE	45,030 *
41	IDAHO	44,099



Kansas AYP Reading Trends All Students - 2003-2010



Kansas AYP Math Trends All Students 2003-2010



Other Areas of Concern Affecting Schools

ASSESSED VALUATIONS

The Consensus Estimating Group met in November of 2009 and projected the total assessed valuation for the 2010-11 school year. The estimate for the general fund assessed valuation was increased 2.33 percent or approximately \$670 million. Current estimates indicate that the assessed valuations will decline by at least the same percentage. If this estimate is correct, the \$670 million estimated increase combined with a \$750 million decrease results in a difference of at least \$1,420 million. This results in a funding requirement of at least \$28.4 million.

ASSESSED VALUATIONS FALL 2010

Consensus Estimate Increase	\$ 670,000,000
Estimated Actual Decrease	\$ (750,000,000)
Difference	\$ 1,420,000,000
Mill Rate Requirements	20 Mills
Loss of General Fund Revenue	\$ 28,400,000

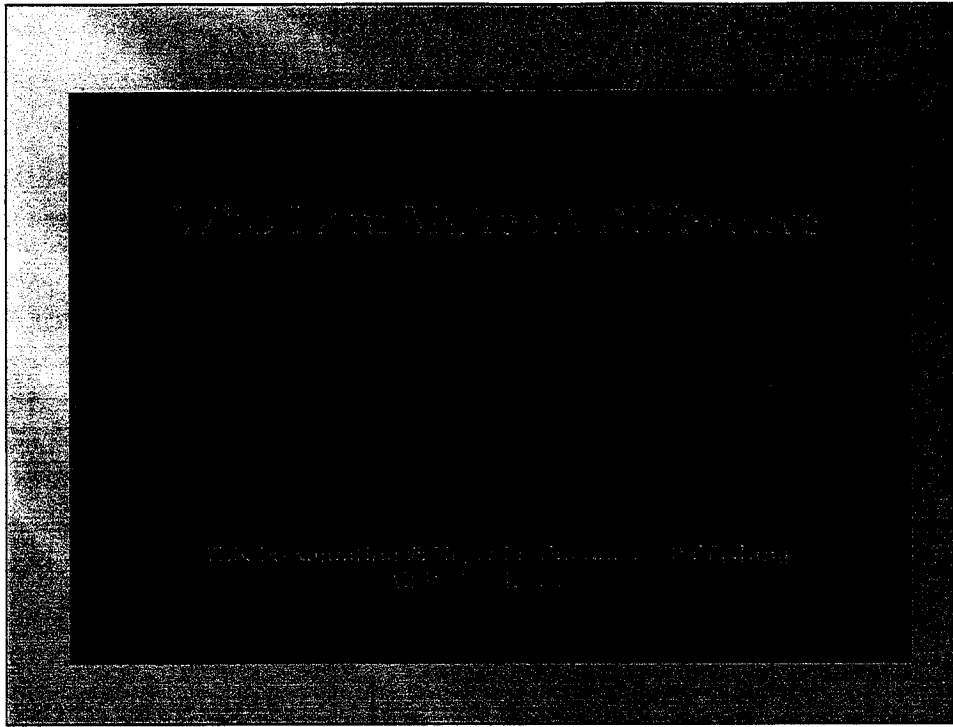
Other Areas of Concern Affecting Schools

FREE LUNCH APPLICATIONS

Based upon our review of numerous 2010-11 school district budgets, we also believe there will be a slight increase in the number of free lunch applications. The job market has not rebounded as much as originally estimated. It is too early in the fiscal year to determine the percentage increase but we are fairly certain that the increased applications will affect state aid to schools. For example, a three percent increase in free lunch applications would result in additional state aid of approximately \$9.4 million

FREE LUNCH APPLICATIONS

2009-10 Free Lunch Applications	171,076
Potential Percentage Increase	3%
	5,132.28
Weighting Ratio	.456
Weighted Enrollment	2,340.32
Base State Aid Per Pupil	\$ 4,012
 Estimated State Cost	 \$ 9,389,363





Kansas Children's Service League

Giving Kids Our Best. For Over 100 Years.

Toll-free
877-530-5275
www.kcsl.org

3545 SW 5th
P.O. Box 5268
Topeka, KS 66605
Tel 785-274-3100
Fax 785-274-3822

Locations

- Cimarron
- Deerfield
- Emporia
- Garden City
- Hays
- Hugoton
- Hutchinson
- Kansas City, KS
- Kingman
- Lenexa
- Leoti
- Liberal
- Manhattan
- Pittsburg
- Pratt
- Salina
- Satanta
- St. John
- Stafford
- Topeka
- Ulysses
- Wichita

Kansas Children's Service League is the Kansas Chapter of Prevent Child Abuse America, a member of the Child Welfare League of America and the United Way. Accredited by the Council on Accreditation.

Testimony before the Legislative Educational Planning Committee September 2, 2010

Chairperson Horst and Members of the Committee:

I am Janet Schalansky, President and CEO of the Kansas Children's Service League. I thank you for the opportunity to share with you information related to the changes in Head Start and Early Head Start and some of the recent changes that have occurred. I have with me today, Dona Booe, Vice President of Program Services for KCSL.

KCSL is a statewide organization that began in Topeka in 1893 and merged with an organization from Wichita in 1926. The programs provided by KCSL have changed significantly over the years but traditionally we are best known for our role in adoption. This is where we began; we case managed the children who came to Kansas on the orphan trains and provided services for private individuals wanting to adopt children until the mid 70's. Although KCSL may be best known for its role in adoption of children, the KCSL Board of Directors has been very astute over the years in identifying the needs of children and families in the various communities across the state. The agency has provided a variety of services, knowing when a service was needed in a specific community and when the service was no longer needed.

Germane to our discussion today is how it came to be that KCSL is the provider of Head Start and Early Head Start in 16 counties in South Central and Southwestern Kansas. Head Start became law and funding was provided in 1965. It wasn't until the mid- to late 70's that Head Start became available in South Central and Southwestern Kansas. As you all know, Head Start is typically provided by the local school district or community agency. As I understand the history, Head Start was not started immediately in these areas of the state because the requirements of the program were hard to implement in small school districts and there were no community agencies large enough to implement the program. KCSL began to administer the program in 1977 and has gone through many reauthorizations, rule and regulation changes, some of which have required significant changes in the way the programs are operated.

LEPC
9/2/2010
Attachment 4



KCSL Testimony before the
Legislative Educational Planning Committee
September 2, 2010
Page Two

I recall issues in the past about whether Head Start was a full day or half day. If the parents are working, what happens to the child the other part of the day? It seemed inconceivable that an Early Childhood learning center could have Head Start funding and other funding. Could a center be Head Start in the morning and a more typical preschool in the afternoon? The answer to these questions was no.

In the late 90's Kansas was a recipient of some federal funding to build collaborations and integrate Head Start programs better into the community. In what seemed somewhat like a parallel track, Kansas was encouraging schools to implement at-risk preschool, all day kindergarten, 4-year-old programs, etc. Everyone understood how important it was to get children the tools they needed to be successful in school and life.

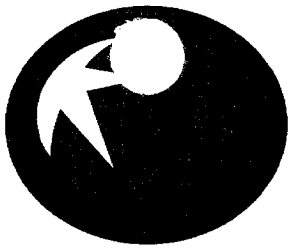
Fast forward till today: Head Start's most recent authorization asked that Head Start agencies develop Memorandums of Agreement with school districts to ensure that cooperation and collaboration were occurring at the local level. This is an attempt to avoid duplication of services in order to maximize the services that are available in the community for children and make the most efficient and effective use of resources.

There has been a pilot program in five Kansas school districts that have been very successful. KCSL's Head Start Director Julie Wright has been meeting with school districts, analyzing the services in each community and attempting to meet the needs of as many children as possible in the most effective way. The nature of our rural counties has made it difficult to have a classroom for 3- to 5-year-old children, so in some instances we have provided home-based services.

Beginning with the 2010/2011 school year, through the cooperation of a number of players, KCSL in cooperation with the local school district in Stafford and the Special Education Cooperative are providing services in a combined classroom. This enables us to meet the high standards of the school district and Head Start while also providing services to private paying children in the community.

Dona Booe will discuss more of the details about these new collaborations, and after her presentation we will be happy to stand for questions.

4-2



Kansas Children's Service League

SAFE
and **Strong**



KCSL CORE Project Fast Facts



KCSL offers Head Start and Early Head Start Services to 612 children, ages 0-5, and their families who reside in Finney, Grant, Gray,

Haskell, Kearny, Kingman, Pratt, Scott, Seward, Stafford, Stevens and Wichita counties.

Collaboration, Opportunity, Resources, Enhancement (CORE)

KCSL and Unified School Districts have begun implementing the CORE Project throughout our service area. The CORE project seeks opportunities for KCSL to work with local school districts to share resources and build on the strengths of both the USD's and KCSL to enhance preschool services to children.

Each collaboration is locally developed and based upon the unique needs of each community and preschool service system. The following illustrates the uniqueness of the CORE project implementation strategies:

- In Hugoton, KCSL and USD 210 are working together to create an integrated 3-year-old preschool classroom
- In Stafford, KCSL and USD 349 have developed a child care component that incorporates community slots into the Head Start program funded by private pay reimbursements
- In Garden City, KCSL and USD 457 are completing negotiations that will result in USD 457 completing the educational portion of the Head Start program

- In Liberal, KCSL and USD 480 have implemented an integrated classroom providing inclusion services to Head Start children and Special Education students.
- In Pratt, KCSL and USD 382 have had preliminary talks regarding working together to implement the Pratt Early Learning Center that will combine resources, such as food service, playground equipment, before school activities, and building-wide activities.
- In Scott City, KCSL is working with the Scott City Program for Youth (SCPY) to develop collaborative efforts to recruit children and offer needed services.

The ultimate goal of the CORE project is to utilize state and federal resources most effectively by combining the educational expertise and infrastructure of the school systems and the social and family service expertise of KCSL to provide a high quality, comprehensive preschool system for low-income and at-risk families in the communities we serve. The CORE project is in its first stage of implementation. However, the benefits experienced so far in the implementation process include:

- Continued center-based preschool services in Stafford County
- Expanded placements for center-based services in Seward County
- Increased communication between USD's and Head Start
- Cooperative recruitment and transition services between Head Start and USD's

4-3



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3545 SW 5th
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Locations

Cimarron
Deerfield
Emporia
Garden City
Hays
Hugoton
Hutchinson
Kansas City, KS
Kingman
Lenexa
Leoti
Liberal
Manhattan
Pittsburg
Pratt
Salina
Satanta
St. John
Stafford
Topeka
Ulysses
Wichita

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and the United Way. Accredited by
the Council on Accreditation.

Testimony before the Legislative Educational Planning Committee September 2, 2010

Chairperson Horst and members of the Committee:

Thank you Chairperson Horst and Committee members for this opportunity to share the great work being accomplished by my staff in our KCSL West Region and the many partners who are making sure all Kansas children are safe, healthy, and ready to learn. My name is Dona Booe and I am Vice President of Program Services for KCSL.

Janet referenced the most recent Head Start reauthorization in her testimony and its national impact on Head Start and Early Start programs. I brought with me today the Head Start Road map to Excellence which defines, quite clearly, the expectations for every program. We have used this document as our guide to program improvement and realignment.

Within KCSL, the federal funding for Head Start and Early Head Start reflects about 30% of all agency funding. Section C of the Roadmap to Excellence was a wake up call for us. A quote from the guide:

"Head Start Programs, even those with strongest standards and appropriate support, who are not providing highest quality services, will require [Health and Human Services] to look for providers who can."

Gone is the historical process of continued grant funding and renewals without competition. Every grantee must now look at doing more than just meeting the 1,400 federal operating standards. Instead these standards are now the floor upon which we stand to achieve the desired level of quality in services for children and families.

Thus with our Director Julie Wright's leadership, the C.O.R.E. project was launched. C.O.R.E. is our acronym for collaboration, opportunity, resources, and enhancements. Over the past thirty-three years KCSL has brought our western Kansas communities important support in the areas of

- A proven mission through 117 years of history in quality children's services;
- Expertise in fund raising as demonstrated by our signature Red Stocking Breakfasts in Liberal and Garden City and our ability to raise more than \$1 million dollars annually in cash and in-kind to support the federal Head Start and Early Head Start grants; and
- Sound financial management flexible enough to meet unique needs of communities and multiple programs.

LEPC
9/2/2010
Attachment 5



KCSL Testimony before the
Legislative Educational Planning Committee
September 2, 2010
Page Two

Through C.O.R.E, staff are determined to meet and exceed the guidelines of the Roadmap to Excellence by:

- Serving the whole family not just the child
- Offering content area experts within education, nutrition, disabilities, health, mental health, and family partnerships
- Utilize only evidence based practices to bring education experiences to children, families and each community
- Hire and support only the best trained, dedicated staff to care for children and engage parents in developing skills to help meet the educational, social and emotional needs of their children.

The overall goal of C.O.R.E. is for KCSL to be a recognized leader in the enhancement of early learning opportunities for all children by **closing the gaps** and **increasing access** to early learning services through **partnerships with Unified School Districts**.

This goal had not been a part of the history of our program. To approach USD's that historically we had not engaged we knew first that we had to become good collaborators ourselves. We are teaching this skill to our entire staff and encouraging these values as key to success:

- Listen, learn and accept that partnerships are rarely 50/50
- Remember that all of us have a "heart for children"
- Acknowledge parents as partners and the primary teachers of our children
- Be responsive to on-going changes in needs of families, schools and communities

Building relationships with twenty-two USD's is the key task of C.O.R.E. Creating memorandums of agreement can include any or all of these ten priority areas of collaboration:

1. Educational activities, curricular objectives, and instruction;
2. Public information dissemination and access to programs for families contacting the Head Start program or any of the preschool programs;
3. Enrollment selection priorities for eligible children to be served by an array of programs;
4. Service area to be covered;
5. Staff training;
6. Program technical assistance;
7. Additional supports for working parents;
8. Communication and outreach to parents for improved transitions to kindergarten;
9. Sharing facilities, playgrounds, and transportation; and
10. Other mutually agreed to operations.

[Review the C.O.R.E. Project Fast Facts Attachments for progress report]

Ultimately C.O.R.E. will ensure the most effective utilization of federal and state resources by combining educational expertise and infrastructure of school systems and the social and family service expertise of KCSL to provide the highest quality, comprehensive preschool system for low-income and at-risk families in the communities we serve.

Thank you and I will stand for questions.

5-2



Testimony before the
Legislative Educational Planning Committee
September 2, 2010

Chairperson Horst and Members of the Committee:

My name is Mary Baskett, and I am the Executive Director of the Kansas Head Start Association. Thank you for the opportunity to talk today about a project called "Demonstration Learning Communities for the Kansas Preschool Program," which is an Early Childhood Block Grant funded by the Children's Initiative Fund and led by our Association and the Kansas State Department of Education. The project is making significant strides in developing and supporting integrated preschool programming, where Head Start, school districts and child care are blending resources to serve preschoolers.

First, a brief overview of our Association: We are a statewide not-for-profit organization representing all 28 Head Start and Early Head Start programs in Kansas. Together, our programs serve over 9,000 young children and their families each year, with Head Start services for 3- to 5-year-olds offered in 88 of our 105 counties, and Early Head Start for pregnant women and children birth through three in 55 counties. Head Start offers comprehensive services, including academic, health and social services, parent education and family supports, with the dual goals of school-ready children and self-reliant families. Eligibility for Head Start is based on income. Generally, 90 percent of enrolled families are at or below the federal poverty guidelines, currently \$22,000 for a family of four. At least 10 percent of enrolled children have special needs or disabilities.

Head Start programs work cooperatively with school districts, health providers, child care and a variety of community partners. Community partnerships are critical to the services we provide and are, in fact, a requirement of our federal performance standards.

In a few communities over the past decade, this cooperation has developed into full-scale collaboration, where partners share resources and blend funding from different sources to provide more integrated services to families. Our programs in Salina, Hays, Wellington and Southeast Kansas have had at least one integrated preschool classroom. However, this approach has been much more the exception than the norm.

What is the value of a collaborative approach to preschool services? First of all, it brings children together in a natural peer environment, just like they'll be in kindergarten. Children enrolled in Head Start, the school district's Four-Year-Old program, or special needs are in the same classroom and not "labeled" as being low-income, or at-risk, or delayed. Second, it brings together the strengths of each partner, so that the whole is better than the separate parts. The school district's teachers are all degreed, while Head Start contributes more comprehensive services and parent engagement, and child care serves the needs of working families.

What are the challenges of this approach? Although there has been growing interest over the past few years across the country, many communities perceive barriers to integrating services. Most of these focus on the different funding sources of the partners, which have different quality standards, reporting requirements and regulations. Because of the interest in Kansas, our Association and the State Department of Education, designed our Demonstration Learning Communities project to develop three local models and use what we learned to help other communities.

What has the project accomplished? Our project started in January 2009 in three very different communities—Coffeyville in SE Kansas, Liberal in the SW and Rossville in the NE. By August 2009, the three communities opened their first integrated classrooms, and they just started their second year of operation. Together, they are serving over 400 children in classrooms which blend children from Head Start, school district programs and the community. We are just completing evaluations of Year 1 data, but we already have very positive indications of the success of the program. Parent satisfaction is very high; teachers from each of the programs have received joint training; child care providers have the opportunity to be part of the growing preschool trend, rather than seeing it as a threat to their livelihood. We have created a website (www.kspreschoolpartners.org) which contains tools and guidance for other communities. In Year 2 of our grant, 10 new Kansas communities have requested technical assistance to help them develop similar models. Our project team has been invited to present at three national and several regional conferences,

and one of our sites has been recognized by the federal Department of Education as an exemplary model.

Where do we go from here? We believe this approach has promise across our state as a way to share resources in a challenging economic climate; to create better transitions between preschool and grade school; and most importantly, to provider higher-quality services for children and families. In small communities like Stafford, it also can bring together enough children to create viable and sustainable services.

I would be happy to answer any questions you may have. Thank you.

Mary Baskett, Executive Director
Kansas Head Start Association
932 Massachusetts, Suite 301
Lawrence, KS 66044
785-856-3132
E-mail: mbaskett@ksheadstart.org
Web site: www.ksheadstart.org

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?

9th Grade	10th Grade	11th Grade	12th Grade
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

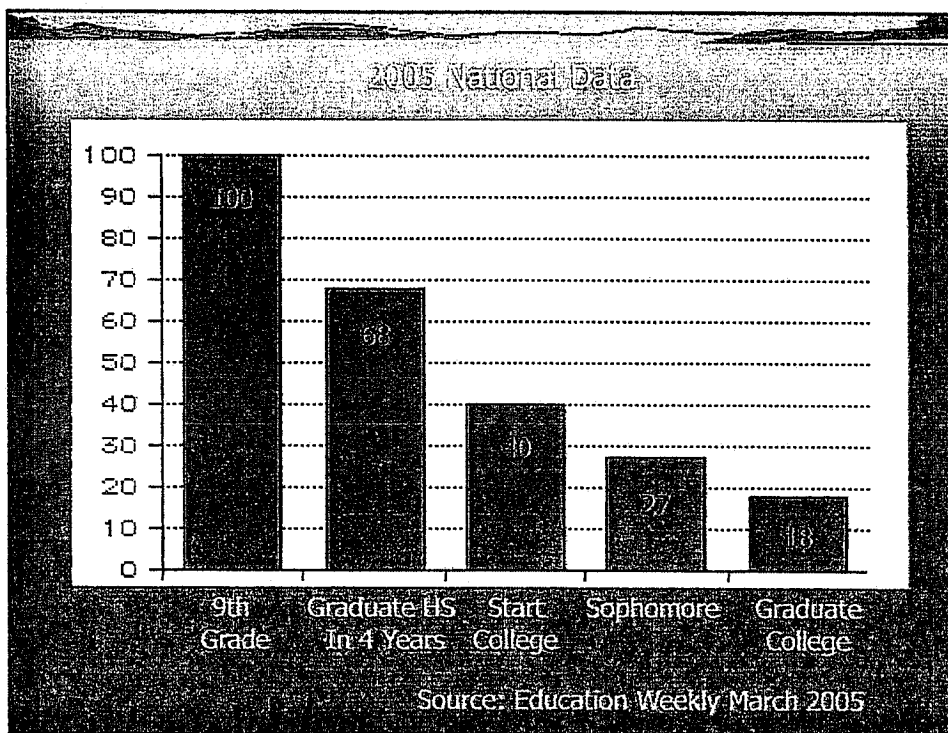


Compared to society in 1892, is our society different?

<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	Geometry	Physics
	Botany or Zoology (Biology)	Chemistry	Anatomy, Physiology, and Hygiene
	History	History	History
	Foreign Language	Foreign Language	Geol. or Physiography
			Metecrology,
			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.



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.

Essential Elements of the New Education Paradigm

- o 1) Every student develops an "Individual Career Plan".
- o 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.
- o Every year during MS & HS, the plan is reviewed to see what adjustments may need to be made.

- o 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.
- o The CTE strands offered would all culminate with a trade or industry certification that is recognized across the nation or within the state.
- o The end goal being that the student would be fully prepared for the world of work, and/or post secondary education.

- o 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.
- o 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.

- o 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.
- o 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.

o 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.

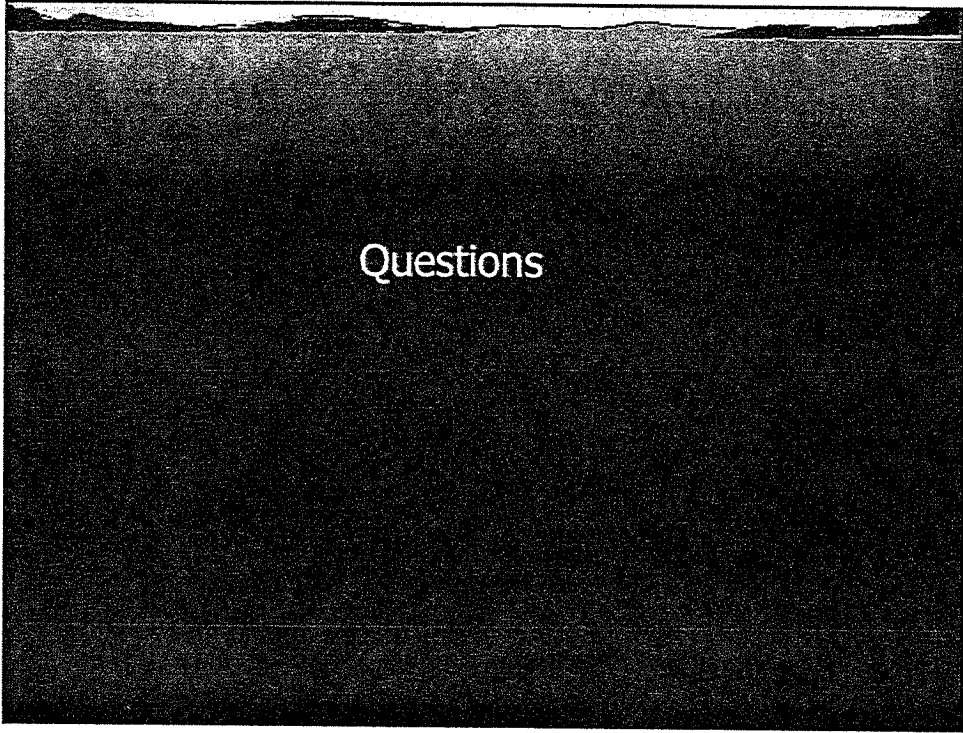
23

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.

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

24



**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

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"> ◦ 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. • 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. • See best practices for staffing levels, salaries, benefits, and supplies in the "Administration" section. <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"> ◦ For example, the Center for Disease Control recommends one school nurse per 750 students. • See best practices for staffing levels, salaries, benefits, and supplies in the "Administration" section. <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

8-2

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"> ◦ <i>For example, the district could set up mixing stations for cleaning supplies to control the amounts being use, or buy custodial supplies in bulk</i> • Keep staffing levels in line with standard benchmarks <ul style="list-style-type: none"> ◦ <i>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.</i> • 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"> ◦ <i>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.</i> • 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

8-3

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/dm/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 nutritious 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

8-4

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 best practices for staffing levels, salaries, benefits, overtime, and supplies in the "Administration" section. <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.

8-5

LEPC Presentation
9/02/10

- I. Educational services for children with dyslexia and HCR 5015
- a. Based on parent reports and observations
 - i. Dyslexia is still not screened for
 - ii. Dyslexia is still not diagnosed or analyzed for
 - iii. With the exception of the Downing project in Wichita, there is still not effort to identify and promote best instructional practices for dyslexia
 - iv. Dyslexia is still virtually ignored by our teacher prep colleges
 - v. There remain few resources provided to parents about dyslexia
 - b. Hence, it appears that only 2 of the seven resolutions from HCR 5015 were responded to by KSDE or KBOE.
 - c. Re: KSDE Report of Activities concerning HCR 5015
 - i. how many children have been identified with dyslexia by the KSDE since passage of HCR 5015?
 - ii. KSDE only appeals to MTSS to account for best practices.
 - iii. No evidence for the *effectiveness* of teacher preparation courses.
 - iv. no direct access to current information or help to parents with questions about dyslexia, e.g., still not list as a topic on the home page drop down box.
 - d. The Coalition continues to collect complaints from parents, grand-parents and educators whose dyslexic children are not given adequate explanations, resources and interventions by the public school districts. These come from, not only the South Central region of the state, but as far west as Dodge Cite, north to Manhattan, and east to Kansas City. We continue to hear stories of ignorance about dyslexia and outright antagonism against the diagnosis and the desire for appropriate interventions. In some cases, things appear worse than ever, considering the sometimes aggressive dismissal of parent concerns regarding their child's resistance to traditional reading instruction.
- II. On Dyslexia and MTSS
- a. KSDE is to be commended for pursuing MTSS
 - i. gets us away from the outdated "Discrepancy Model and toward a "Response to Intervention Model" is progress.
 - ii. The MTSS emphasis on early detection and intervention is a great achievement, in itself.

- b. However, MTSS fails to respond adequately to dyslexia and similar learning differences.
 - i. merely creates finer categories for intervention and data collection.
 - ii. categories are still entirely based on student behavior not causes.
 - iii. Hence dyslexia continues to go undetected.
 - iv. Thus no 'best practices' for intervention.
 - v. Relies on the outdated and unsuccessful notion that learning success is just a matter of finding the right 'curriculum,' i.e., "teacher in a box."
 - vi. MTSS documentation supports its application for ALL students, Special Education Services is responsible for its development.
- c. In order for MTSS to be an effective improvement in Kansas education, it must:
 - i. identify the real causes for learning difference demonstrated through screening;
 - ii. intervene with data-proven methodologies specific for that learning difference, not mere curriculum changes.

III. In Conclusion. . . .

- a. **The Kansas Coalition for Dyslexia Legislation believes that the KBOE and KSDE have not responded adequately to your wishes as expressed in HCR 5015.**
- b. **The Coalition asks that you recommend to the House and Senate Education Committees in 2011 passage of a bill patterned after HCR 5015 as this seems the only way to ensure adequate educational opportunities for our children with dyslexia and similar learning differences.**

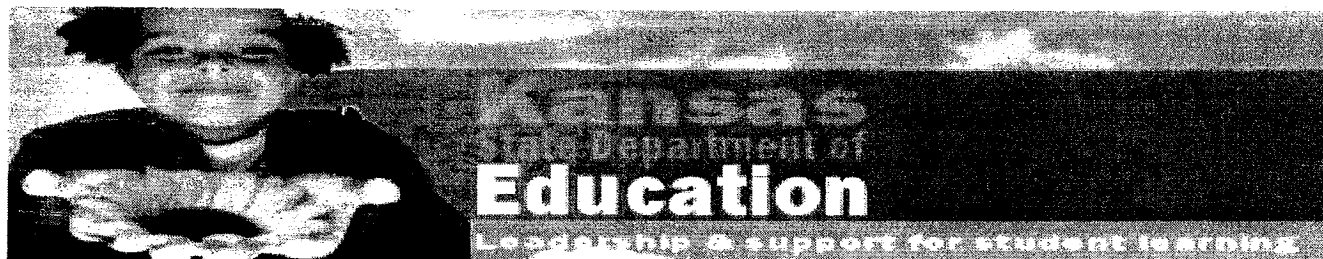
For more information:

Terry Sader, Ph.D., Chair
Kansas Coalition for Dyslexia Legislation
325 S. Grand Mere Ct.
Wichita, KS 67230
ksdyslexia@cox.net
h. 316-733-2649
c. 316-250-3920

9-2

House Concurrent Resolution No. 5015: A Report of Activities

Presented by
Colleen Riley, Director
Special Education Services



The Endeavors of HCR 5015

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A CONCURRENT RESOLUTION directing the State Board of Education to take certain actions in relation to children with reading problems, including dyslexia.

- I. endeavor to ensure that **early screening** or testing will identify children with a reading disability, including dyslexia
- II. endeavor to review the partnerships with early childhood education providers to see that reading **diagnostic assessments** used in pre-Kindergarten and Kindergarten levels and grades 1 and 2 will ensure that reading problems, including dyslexia, are identified and analyzed
- III. endeavor to review the level and pace of implementation of the **best practices of instruction** including, but not limited to, the multi tier system of support in school districts to ensure that reading problems, including dyslexia, are identified and analyzed
- IV. endeavor to review **teacher preparation courses** to ensure that knowledge of the best practices of instruction including, but not limited to, the multi-tier system of support and scientifically-based reading instructional components used to instruct children with disabilities, including dyslexia, is addressed;
- V. endeavor to ensure that **parents have easy access to all information**, including appropriate interventions and the appropriate pace of interventions that are recommended by the multi-tier system of support and contact information of school building administrators, school district administrators and the State Department of Education

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KSBE Mission, Goals, and Objectives

“Ensure that all students meet or exceed high academic standards and are prepared for their next steps (e.g., the world of work and/or postsecondary education).”

**Designing/Redesigning the educational system to meet our students’
changing needs**

Providing an effective teacher in every classroom

Providing visionary leaders

Improving communication with all groups

10-14

KSBE Mission, Goals, and Objectives

In adopting these guiding principles, the Board:

- “stressed the importance of early intervention when a child is struggling or becoming disengaged”
- established specific objectives for accomplishing these goals, including to “identify, replicate, and promote best practices that can be targeted to specific populations”

10-5

HCR 5015 Endeavor V: Parent Access to Information

ensure that parents have easy access to all information, including appropriate interventions and the appropriate pace of interventions that are recommended by the multi-tier system of support and contact information of school building administrators, school district administrators and the State Department of Education

- redesigned KSDE website live in June 2009
- simplified design including a **parent portal** tab
- contact information including the Kansas Educational Directory, KSDE Staff Directory, and a Superintendent Directory
- one click access from the main page to the KSDE Multi-Tier Systems of Support (MTSS) website, www.kansasmtss.org

HCR 5015 Endeavor III: Best Practices in Instruction

10-6

endeavor to review the level and pace of implementation of the best practices of instruction including, but not limited to, the multi tier system of support in school districts to ensure that reading problems, including dyslexia, are identified and analyzed

➤ Emphasized the level and pace of implementation of MTSS across the state:

- 360 buildings received KSDE support since 2005, a 110 building increase since March 2009
- an independent evaluation of the implementation of MTSS at the state and local levels will be conducted _____

➤ Established the 2010 annual special topic workshop--Access to Literacy:

- nationally-recognized experts will provide relevant, research-based training on literacy assessment, instruction, and interventions to hundreds of Kansas educators

➤ Furthered the work of the Kansas Learning Network:

- contract extended for two years and implementation expanded to include all districts on improvement

➤ Provided ongoing opportunities for instructional support through Kansas Reading First:

- five day summer professional development opportunity provided to 176 participants representing 48 school districts, 81 schools, and 32 counties

HCR 5015 Endeavors I & II: Early Screening and Diagnostics

10-7

endeavor to ensure that early screening or testing will identify children with a reading disability, including dyslexia

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endeavor to review the partnerships with early childhood education providers to see that reading diagnostic assessments used in pre-Kindergarten and Kindergarten levels and grades 1 and 2 will ensure that reading problems, including dyslexia, are identified and analyzed

- Continued commitment to early screening and assessment through the Kansas Early Reading Assessment, with updated assessment lists, current data reports, and the Kansas Guide to Early Reading Assessments
- Assessed a total of 5,073 children during a three-year School Readiness project study of the skills and assets children bring with them into kindergarten
- Parents as Teachers 2008-09 program outcomes show the # of children receiving developmental screening, being identified for possible delays, and being referred for further evaluation has gained steadily since 2004, increase of approx. 8,000 children from the 2004-05 to 2008-09
- Republished KSDE Q&A document about learning to read, learning disabilities, and dyslexia that includes information about predicting and instructing reading difficulties in children

8-01

HCR 5015 Endeavor IV: Teacher Preparation

endeavor to review teacher preparation courses to ensure that knowledge of the best practices of instruction including, but not limited to, the multi-tier system of support and scientifically-based reading instructional components used to instruct children with disabilities, including dyslexia, is addressed

- IHE teacher preparation program approval requires evidence of performance based assessment and course grade data for every educator standard adopted by the Board
- Board educator standards include standards for knowledge and skills in effective reading instruction to meet the needs of diverse learners and in effective recognition of indicators of reading and writing disabilities
- KSDE conducted a survey of IHE teacher preparation course offerings during the 2008-2009 school year
- Survey showed all 23 programs include one or more teacher education courses that specifically address reading instruction for students with dyslexia

6-01

Questions/Closing Remarks

The endeavors of this concurrent resolution follow closely with our previous efforts under House Resolution No. 6021, passed during the 2008 Kansas Legislative Session. KSDE presented a report of activities in relation to HR No. 6021 to the House Education Committee during the 2009 Legislative Session; copies of that presentation are available upon request.

Thank you for your attention.

