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Senate Education Committee
Senate Bill 361: Excellence in Education Act
President Ed Berger, Hutchinson Community College
for the Kansas Association of Community College Trustees

Good afternoon Chairman Schodorf and members of the Senate Education Committee. The Kansas Community Colleges, through their trustee association, KACCT, speak in support of the Excellence in Education Act, SB 361's, recognition of the need to support career technical education by emphasizing concurrent enrollment of secondary students in technical education programs.

This bill proposes :

state aid to each district based on the career technical education enrollment reported by the district which takes into consideration: (1) The number of career technical education programs offered that provide industry certification upon completion; (2) the number of agriculture education programs offered, and the number of such programs that provide industry certification upon completion; and (3) the need to transport pupils to and from a postsecondary educational institution to attend a career technical education program.

It establishes:

a career technical education incentive program. Each school year, to the extent there are sufficient moneys appropriated to the program, the board of regents shall make an award in the amount of \$1,000 for each pupil who graduates from high school having obtained an industry-recognized credential in an occupation identified by the secretary of labor as an occupation in highest need of additional skilled employees.

And it allows:

the governing board of a community college, technical college or institute of technology located outside such service area, in coordination with one or more school districts located within the service area to apply to the board of regents for permission to establish a career technical education program to be taught at a location in such service area if a particular career technical education program, which is open to enrollment of secondary students, is not offered in that service area.

Experts report economic recovery is dependent on a highly skilled workforce. This is a tremendous challenge because not enough individuals are earning the credentials needed to fill current and future job openings.

Credentials include certificates and degrees, associate and higher, offered by postsecondary institutions and industry-recognized certificates.

- More than 96,000 Kansans are unemployed while over 32,000 jobs remain open. This indicates a skills shortage and mismatch. —Kansas Department of Labor, Job Vacancy Survey 2010
- Even though advanced skills and postsecondary credentials are clearly the path to successful and long-term employment options, a majority of Kansas adults age 25 or older (60 percent) have not earned a postsecondary credential.

In order to position Kansas for future economic success, and to remain competitive from a national and global perspective, it is vital to increase the number of Kansas citizens with meaningful postsecondary credentials. In order to prepare the state workforce with the skills and credentials required for 64% of the jobs, we must increase postsecondary credential production by 1,500 credentials annually. This will prepare the state workforce with the skills and college credentials required for 64% of the jobs.

This plan, as it applies to technical education, seeks to provide and incent secondary schools and students to take technical education programs concurrently with their high school education so they leave high school with a credential that allows them to enter the workforce and secure higher paying jobs. By building career pathways and stackable credentials, students may leave high school with a CAN certificate and be able to work their way through college to secure a nursing degree. They not only leave high school career ready, but will be able to earn a higher wage as they pursue other educational opportunities, lessening the economic burden on the students and their parents.

It also lessens the burden on the community as studies have shown that because individuals with postsecondary credentials earn more over their lifetimes and have a larger total percent of disposable income, they contribute more to the community, state and national economies. ▣ Individuals with postsecondary credentials place lower demands on social welfare programs and have a greater, longer-lasting positive community impact than those without postsecondary credentials.

According to the U.S. Department of Labor, each one percent increase in worker skill levels has the same effect on output and productivity growth as a one percent increase in hours worked.

Kansas citizens with higher levels of education have higher labor participation rates and are better prepared to weather lay-offs and economic downturns. In 2008, only 65 percent of Kansans with less than a high school diploma were employed, compared to 89 percent employment for those with an associate degree.

We believe an emphasis in career and technical education is long overdue and we support an effort to provide the workforce skills and training necessary to drive our economy. This when partnered with an infusion into post-secondary technical education can move the Kansas economy forward as well as help students and parents.



school and their district, TJ's dad was put in touch with LVS and he began serving as his son's learning coach while driving his truck. He set up a WiFi connection on the cab of his truck and he has received his education virtually. His special education teacher and dad have been a great team all year.

These stories are representative of the thousands of stories we could share with you of "schools of one" that are needed to serve and assist Kansas Families. From medical reasons, to bullying, to children of divorce to religious and social beliefs families come to our schools as a viable education option for their children. I am not sure how I explain to children in our virtual school that our state believes that their education, in the manner being delivered, can no longer continue because the state deems the value of that education being delivered and received is only worth three fourths of fellow students being educated in other ways.

Some families have been with us for years and some know that their journey will be only a year or two until changes in their home occur. We are not providing any of them with a subpar education nor are we educating at a three fourths pace. Our families are needing and worthy of 100% of our effort, 100% of our dedication, 100% of our determination and 100% of our funding.

But as Dr. Doll indicated, SB 361 does cut funding by \$600 per virtual student. I have attached an amendment to my testimony that changes the student count from .75 of an FTE to 1.0. In New Section 4, sub-paragraph (8) (v) on Page 7 at lines 9-10, I am suggesting that .75 be struck and replaced by 1.0. SB361 drops the weighting on all students including virtual students and raises the BSAPP to \$4492. However, if the current language recommends that virtual only be given .75 of the new BSAPP.

I have served students in education for over 26 years in brick and mortar and virtual school environments and I can tell you the quality and costs associated with each is identical. Some students thrive in virtual school environment. It is not for all children. But for those approximately 4000-5000 students who attend virtual schools across the state, it provides an opportunity and choice to be successful.

I appreciate your attention and ask that you consider the amendment attached to my testimony. I stand ready to answer any questions that you might have.

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1 such virtual pupils shall be counted as follows:

- 2 (i) Determine the number of hours the pupil was in attendance on a
- 3 single school day on or before September 19 of each school year;
- 4 (ii) determine the number of hours the pupil was in attendance on a
- 5 single school day on or after September 20, but before October 4 of each
- 6 school year;

- 7 (iii) add the numbers obtained under paragraphs (1) and (2);
- 8 (iv) divide the sum obtained under paragraph (3) by 12; and
- 9 (v) multiply the quotient obtained under paragraph (4) by ~~7~~. The
- 10 resulting product is the full-time equivalent enrollment of the pupil.

11 (B) The school days on which a district determines the full-time
 12 equivalent enrollment of a pupil under subparagraph (A) shall be the
 13 school days on which the pupil has the highest number of hours of
 14 attendance at the virtual school. No more than six hours of attendance may
 15 be counted in a single school day. Attendance may be shown by a pupil's
 16 on-line activity or entries in the pupil's virtual school journal or log of
 17 activities.

18 (C) For the purposes of this subsection, a pupil enrolled in a virtual
 19 school who is not a resident of the state of Kansas shall not be counted in
 20 the enrollment of the district.

21 (9) The following shall not be counted:

22 (A) A pupil residing at the Flint Hills job corps center;

23 (B) a pupil confined in and receiving educational services provided
 24 for by a district at a juvenile detention facility; and

25 (C) a pupil enrolled in a district but housed, maintained and receiving
 26 educational services at a state institution or a psychiatric residential
 27 treatment facility.

28 (10) A pupil who is a foreign exchange student shall not be counted
 29 unless such student is regularly enrolled in the district on September 20
 30 and attending kindergarten or any of the grades one through 12 maintained
 31 by the district for at least one semester or two quarters, or the equivalent
 32 thereof.

33 (d) The provisions of this section shall take effect and be in force
 34 from and after July 1, 2013.

35 New Sec. 5. (a) Each school year the state board shall determine
 36 the amount of base state aid each district is entitled to receive by
 37 multiplying the total enrollment of pupils in the district as certified
 38 pursuant to section 3, and amendments thereto, by the base state aid per
 39 pupil. For school year 2013-2014 and each school year thereafter, the
 40 amount of base state aid per pupil shall be an amount that is not less than
 41 \$4,492.

42 (b) The base state aid fund is hereby established in the state treasury.
 43 All moneys credited to the base state aid fund shall be used for paying a

1.0

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