

Approved: March 4, 2010

Date

MINUTES OF THE SENATE EDUCATION COMMITTEE

The meeting was called to order by Chairman Jean Schodorf at 1:30 p.m. on February 25, 2010, in Room 152-S of the Capitol.

All members were present except:

Senator Chris Steineger- absent

Committee staff present:

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

Conferees appearing before the Committee:

Dave Trabert, Kansas Policy Institute  
Jack Frederick, Officer Team Manager, SkillsUSA, KS and student, Pittsburg State University  
Ray Frederick, Interim Board President, Wichita Area Technical College  
Marvin Estes, Superintendent, Winfield USD #465  
Nick Jordan, Former State Senator  
Dr. Dee McKee, Assistant Dean, Barton County Community College (not representing college)  
Leroy Alsup, County Administrator  
Clay Kubicek, Crossland Construction Company  
Steve Abrams, Senator, District 32  
Bob Vancrum, Blue Valley USD #229  
Dale Dennis, Deputy Commissioner, Kansas Department of Education

Others attending:

See attached list.

**Approval of Minutes**

Senator Ruth Teichman moved to approve the minutes of February 10, February 11, February 15, February 16, February 17, and February 23, 2010 as written. The motion was seconded by Senator Abrams. Motion carried on a voice vote.

**Hearing on SB 539 - School districts; school finance law, revision**

Theresa Kiernan, Office of the Revisor of Statutes, (Attachment 1), provided a summary of the proposed legislation. This bill would enact the relevant efficient academic learning (REAL) education act, effective for SY 2012-2013. It would repeal the current school finance law and the virtual school act; eliminate the authority to impose fees or charges for summer programs, extraordinary school programs, providing education to pupils in territory transferred to a school district; and eliminate the special reserve fund, textbook and student material revolving fund, bilingual education fund and the professional development fund. A copy of a more detailed summary is attached.

The following conferees spoke in support of considering legislation which provided adopting a new school finance plan as this proposed legislation does. Each agreed a more detailed look at the provisions was needed but were supportive of its emphasis on career and technical education. Those speaking as proponents included Dave Trabert, Kansas Policy Institute (Attachment 2), Jack Frederick, Officer Team Manager, SkillsUSA, KS and a student at Pittsburg State University (Attachment 3), Ray Frederick, Interim Board President, Wichita Area Technical College (Attachment 4), Marvin Estes, Superintendent, Winfield USD #465 (Attachment 5), Nick Jordan, Former State Senator (Attachment 6), Dr. Dee McKee, Assistant Dean, Barton County Community College (not representing college) (Attachment 7), Leroy Alsup, County Administrator (Attachment 8), and Steve Abrams, Senator, District 32 (Attachment 10)

Those testifying with a neutral position included Clay Kubicek, Crossland Construction Company (Attachment 9) and Bob Vancrum, Blue Valley USD #229 (Attachment 11).

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CONTINUATION SHEET

Minutes of the Senate Education Committee at 1:30 p.m. on February 25, 2010, in Room 152-S of the Capitol.

Due to time constraints and the fact that there were other conferees, the hearing was continued to March 1, 2010.

The next meeting is scheduled for March 1, 2010.

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

# SENATE EDUCATION COMMITTEE GUEST LIST

DATE: February 25, 2010

NAME	REPRESENTING
Sue Stern	KS BOE
Stuart Little	Shawnee Mission #512
Dave Trabatt	Kansas Policy Institute
Kristen Grammer	Sen. Derek Schmidt
Scott Frank	Leg Post Audit
COEN & MEYER	Kansas Reporter
Diane Gjerstad	USD 259
JACK E FREDERICKS	SkillsUSA
RAA FREDERICK	WATC
KOB MEYER	Kennedy & Assoc.
Tom Bruno	WATC
Dr Penny Quinn	Barton Community College
Dr. Dee McKee	Self
Bill Reardon	USD 500 (K.C.Ks)
Rex Bollinger	USD 111
TERRY COLLINS	#616
Mike Newman	USD 406 & USD 486
Bob Vanoran	USD 229
Chemp Semmel	USA   Kansas



**MARY ANN TORRENCE**, ATTORNEY  
REVISOR OF STATUTES  
**JAMES A. WILSON III**, ATTORNEY  
FIRST ASSISTANT REVISOR  
**GORDON L. SELF**, ATTORNEY  
FIRST ASSISTANT REVISOR



OFFICE OF REVISOR OF STATUTES  
KANSAS LEGISLATURE

Legal Consultation—  
Legislative Committees and Legislators  
Legislative Bill Drafting  
Legislative Committee Staff  
Secretary—  
Legislative Coordinating Council  
Kansas Commission on  
Interstate Cooperation  
Kansas Statutes Annotated  
Editing and Publication  
Legislative Information System

TO: Senate Committee on Education  
FROM: Theresa Kiernan, Senior Assistant Revisor of Statutes  
RE: Senate Bill No. 539  
DATE: February 25, 2009

- Enacts the relevant efficient academic learning (REAL) education act; effective for SY 2012-2013.
- USDs would have to record and report receipts and expenditures using a uniform chart of accounts adopted by the state board; effective SY 2011-2012.
- Pupils would be counted in the same manner as current law except that: Pupils at YRCs would be counted as one pupil; virtual school pupils would be counted under the REAL education act; pupils in kindergarten and preschool-aged at-risk programs would be counted as one pupil. The bill would maintain the second count date of military pupils through SY 2012-2013. The bill would maintain the current provision concerning declining enrollment caused by disasters.
- At-risk pupil in grades 4 through 12 would be a pupil on academic warning or who did not meet standard on the state assessments. At-risk pupil in grades below 4th grade would be a pupil who is eligible for free meals under the national school lunch act. Currently an at-risk pupil is any pupil who is eligible for free meals under the national school lunch act.
- BSAPP would be \$4,520; currently the statutory amount is \$4492, but funded at \$4012. The bill would maintain the statewide levy of 20 mills.
- The bill would eliminate all pupil weightings except the special education pupil weighting.
- Districts that qualify would receive ~~low~~ low enrollment state aid as follows: Districts of 800 or over would receive not low enrollment state aid; districts of 300 or less would receive \$1,200 per pupil; and districts between 300 and 800, would receive state aid based on a linear transition formula.
- Districts with at-risk pupils would receive at-risk state aid as follows: For each at-risk pupil in grades 3 and below, districts would receive \$800 in block grant at-risk state aid. Such money is deposited

in the at-risk education block grant fund of the district. For each at-risk pupil in grades 4 through 12, districts would receive \$1,360 in individual at-risk state aid. Such money is deposited in the instructional fund of the district and transferred to the individual at-risk state aid fund of the district and credited to the PSS account of each at-risk pupil.

- Instructional state aid would be the amount obtained by multiplying the BSAPP by the enrollment of the district, plus any at-risk or low enrollment state aid. The SBOE would determine the amount of instructional state aid each district is entitled to receive.
- Each month districts certify to the SBOE the amount of its instructional expenses and the KIDS numbers of pupils for which instructional state aid is due. Each month the SBOE determines amount of instructional state aid which will be required by each district to pay instructional expenses. Districts must repay any overpayment of instructional state aid or it is deducted from state aid payable in the next year.
- Money in the instructional fund of a district may be expended only for instructional expenses.
- Districts may adopt a non-instructional budget. There would be no limit on amount of such budget and it is equalized to the 88.6 percentile. Moneys may be used to pay non-instructional expenses of the district, but cannot be used for instructional expenses or for capital outlay or capital improvement expenses. Districts may levy a property tax to fund the non-instructional fund budget.
- District may fund a contingency reserve fund not to exceed 8% of non-instructional fund budget.
- Money in the at-risk education block grant fund is used to pay the expenses attributable to providing at-risk assistance or programs to pupils in grades 3 and below.
- Money in the individual at-risk education state aid fund is used to pay the expenses attributable to providing at-risk assistance or programs to at-risk pupils in grades 4 through 12. Any balance in the individual at-risk education state aid fund at the end of the year is allocated among the at-risk pupils in grades 4 through 12 and credited to such pupils PSS accounts.
- The bill would maintain current law as it relates to special education and the special education weighting.
- The bill would provide that if two or more districts consolidate (or disorganize and attach to another district) and if one of the districts had an enrollment of less than 300 pupils, the new district would receive an extra 5% in non-instructional state aid for three years.
- Pupils entering 6th grade are required to take a career assessment. The pupil and parents are required to meet with a career development facilitator to discuss the results of the assessment and prepare an educational plan based on the results of the assessment. The educational plan is reviewed each year.

- Each year the SBOE would be required to determine the average amount expended per pupil by school districts for instructional expenses for four grade-level tiers. The SBOE would make this determination based on reports of expenditures submitted by USDs. SBOE would make a recommendation to the legislature for the amount of the BSAPP.
- A personal student savings (PSS) account would be established for each student when the student first enrolls in school in the state of Kansas. Each year an amount equal to the BSAPP, and any low enrollment state aid and individual at-risk state aid attributable to the student is credited to the student's PSS account. Each year an amount equal to the average amount expended per pupil for instructional expenses for the student's tier level, plus any low enrollment and at-risk state aid attributable to the student would be deducted from each student's PSS account. Any balance remaining in the PSS account at the end of the SY would be carried forward. Upon graduation from high school, any balance in a PSS account would be made available to such student for the payment of expenses at a postsecondary institution. Any balance remaining in a PSS account at the end of the SY in which a student reaches age 21 would be transferred to the state school district finance fund.
- SBOE would be authorized to adopt rules and regulations providing for the issuance, renewal, reinstatement, registration, limitation, suspension or cancellation of licenses for career development facilitators (CDF).
- Student in grades 11 and 12 who is enrolled in the career technical education curriculum of a district would not be required to take the statewide assessments if the student takes an appropriate work-readiness certificate assessment. The results of such work-readiness certificate assessment would suffice for the purposes of determining QPA and AYP results.
- The SBOE would establish 16 career clusters and would align curriculum standards with nationally or state recognized career and technical certifications in order that all or part of the graduation requirements for mathematics, language arts and science may be achieved within the career and technical curriculum so that a student who has entered a career and technical cluster may achieve one or more appropriate certifications at the same time that the student is achieving a high school diploma, or if the student does not achieve the appropriate certification by the time the student receives a high school diploma, the student has the opportunity to move seamlessly into postsecondary education to finish the certification.
- Districts would be authorized to adopt an enrichment budget and to levy a tax to fund the budget. The enrichment budget would be equalized to the 88.6 percentile. Moneys derived from the levy would be used for instructional purposes only. Moneys in the enrichment fund would be allocated equally among all pupils in the district on a full-time equivalent basis and would be credited to the PSS account of each pupil in the district in the same manner that the BSAPP is credited.
- The bill would: Repeal the current school finance law and the virtual school act; eliminate the authority to impose fees or charges for summer programs, extraordinary school programs, providing education to pupils in territory transferred to a school district; and eliminate the special reserve fund, textbook and student material revolving fund, bilingual education fund and the professional development fund.

Testimony Presented to Senate Education Committee  
in Support of SB 539  
Dave Trabert, Kansas Policy Institute  
February 25, 2010

Madame Chairperson and respected members of the Committee:

It is my privilege to testify in support of SB 539, which I believe represents a much-needed overhaul of K-12 education delivery in Kansas. I say this both in my professional capacity and as a parent of two sons who graduated from Kansas schools.

There has been a great deal of discussion over the last year or so regarding education funding, but precious little about the utility of the education provided by Kansas schools. Article 6.1 of the state constitution says "The legislature shall provide for intellectual, educational, vocational and scientific improvement by establishing and maintaining public schools, educational institutions and related activities which may be organized and changed in such manner as may be provided by law." Article 6.6(b) says "The legislature shall make suitable provision for finance of the educational interests of the state."

The constitution left it to the legislature to (appropriately) define 'suitable provision' and 'educational interests' but the court intervened in *Montoy* and created its own definitions that likely now prevail, saying "...total school funding must be such that it provides every Kansas student, commensurate with their natural abilities, the knowledge and skills necessary to understand and successfully participate in the world around them both as children and later as adults."<sup>1</sup>

If "...the knowledge and skills necessary to understand and successfully participate in the world around them..." refers to the ability to successfully enter the workforce, it would seem that there could be some constitutional issues with our current education system. Only 22% of the jobs in today's workforce require a college degree but graduation requirements are largely geared toward a college prep curriculum; the majority of the jobs in today's workforce require specialized skills but our schools devote a relatively small amount of time to those skills.

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<sup>1</sup> *Montoy v. State (Montoy II)*, Memorandum Decision and Order, No. 99-C-1738, p. 48 (Kan. Dist. Ct. 2003)

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Whether the impetus is constitutional compliance or better preparing students to enter today's workforce, the education delivery methodology behind SB 539 would be a significant improvement for students. The current system may work well for students who desire a career that requires a college education, but an environment that places the highest value on a career path that is unattainable for most students creates many unintended consequences.

Pushing all students toward college, whether directly or indirectly, devalues the goals of those who prefer a different career path and sends a not-so-subtle message that they are less valuable to society. That's certainly not the intent, but it happens nonetheless.

There is also a significant 'mental drop-out factor' that occurs when students are not engaged in the curriculum. Most parents can relate to students who ask "why do I have to learn this stuff? I'll never use it." And we always defend the school, but we also know deep down that our kids are right in a lot of cases.

That whole dynamic changes, though, if students are learning key elements of math and science in the context of something that really interests them. Give students the option to learn academics while obtaining certification to work in an industry or trade that excites them and you'll see higher graduation rates, higher achievement scores and fewer behavior problems.

Kansas will also be much better positioned to attract new employers by providing a workforce with the skills they desire.

I still have questions about some of the funding aspects of SB 539, but am encouraged that Senator Abrams has been very receptive to other thoughts and ideas and believe that this legislation has the potential to revolutionize education in Kansas.

## Senate Education Committee

February 25, 2010

Testimony by Jack Frederick

Chairman Schodorf and Senate Education Committee Members:

Picture me, as the 8<sup>th</sup> grader in middle school that I was 9 years ago. I was not looking forward to high school. You see, I learn different than most people in my class. If you set a Math book in front of me or assign me an English paper... I'm out! Problem solving for me is tracing a fuel pump circuit on a BMW to solve a no start condition. I don't care much for the typical problem solving question. I love turning the page in a repair manual to find out more about the fuel pump circuit, now that's my kind of reading. 14.7:1 is the perfect stoichiometric air/fuel mixture in a gasoline engine, that's my kind of chemistry and the one of the only ratios that I care to understand. You see the stereotypical student, isn't me. I NEED tangible information, I NEED hands on training, I NEED career and technical education.

School had never done it for me. I was never excited to get in class and learn the new equation, or read the next chapter in the English book. I never wanted to wake up in the morning and get to school, until I enrolled in my small engine class my freshman year. My attitude and outlook on school completely changed after one semester of small engines. It is such an inspiration for me to see students attitudes change once they cross that threshold into their CTE classes.

My grades were never very strong. But I did not need to be grounded or lectured about life to change that, I just needed one small engines class and a very special instructor. That instructor taught me that although I did not enjoy my English class and I was never looking forward to Math or History class - I had to stick it through. I had to "get" those grades high because that is what shows effort and commitment and let's face it... that is what business and industry look for.

What bothers me to the core is when people try to discredit what CTE does for students. I cannot stand it when we are stereotyped as the kids that can't make it in REAL school. CTE students ARE going places in life. We DO have dreams and ambitions. The only difference between the average student and us is simple... We found the highway straight to were we want to be in life.

Whether it's cranking on a torque wrench to finish the torque sequence on the cylinder head you just replaced or putting that final touch on your graphic design, career and technical education puts those skills right in front of you. We learn the importance of safety and being efficient and our employers recognize that.

Business and industry need us! The Department of Labor did a study in 2007 and in the automotive industry alone there are 37,000 vacant technician jobs. They also concluded that 75% of all American employment now requires specific skills. That same percentage of America's current workforce will have to be re-trained just to keep their jobs! CTE is here to make a change. We all have the skills needed to fill those positions and change those percentages.

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The common phrase of being a step ahead of the rest doesn't apply here. You see, we are miles ahead of the average student. We learn the leadership skills and have the confidence to walk into a job interview and land our dream job!

Career and technical education is not schoolwork to me, it's a passion. I once wondered, how can I develop that passion? I wanted to compete in my given trade. I wanted to meet members of business and industry. I wanted to build my leadership abilities and was able to do that through the SkillsUSA organization which is a student run leadership organization that prepares students for leadership in the world of work. The workshops and seminars that are offered through SkillsUSA stress employability skills and help build self confidence.

Career and technical education have influenced my life since my freshman year in high school. It has opened so many doors and given me so many opportunities that are hard to imagine. I did my best to take advantage of each and every one of those opportunities and I would ask you, as our state leaders, to do everything in your power to provide greater opportunities for students in career and technical education programs. Senate Bill 539 will help bring greater opportunities to students who will be our future workforce.

Thank you for your time.

Jack Frederick  
Officer Team Manger - SkillsUSA Kansas  
Senior in Automotive Technology - Pittsburg State University



**Senate Education Committee**  
February 25, 2010

Testimony by Ray Frederick  
Interim President of Wichita Area Technical College

Chairman Schodorf and Senate Education Committee Members:

Career-technical education has been in existence since the Roman era when skills were acquired through family apprenticeships – father teaches son. However, we've come a long way since then. Jobs and careers aren't what they used to be and neither is preparing for them. My comments today are in support of Senate Bill 539 and to encourage you, as legislators, to continue focusing on expanding career-technical education opportunities for Kansas students.

Our nation's workforce has taken a dramatic turn over the past 50 years with a 45% increase of skilled workers. In 1950 20% of the jobs were in professional careers, typically requiring a four-year degree, 20% required some type of technical training, and 60% didn't require any training. In contrast, today 20% of the jobs continue to be in professional careers, but 65% of the workforce requires some type of technical training, and only 15% require little or no training. What has changed between the 1950's and today is that business and industry now need, and require, a better-trained and better-prepared workforce. As a state we can no longer focus our efforts on teaching our students in a manner that assumes they will all seek a four-year degree – at least initially. This assumption will continue to put us further behind in training for a skilled workforce as compared to other states.

Over the past 10-15 years, you – as state legislators, the Kansas Technical Education and Training Authority, the Kansas Board of Regents, and the Kansas State Board of Education have continued to raise the bar for career-technical education in our post-secondary institutions with outcomes such as better prepared youth and adults for real jobs, offering greater opportunities in high-demand, high-tech, and high-wage jobs, enhancing our nation's global competitiveness, assuring a prepared workforce of productive citizens, driving economic growth, and assisting people with skill upgrades and entry into employment. Turn to any one of our technical colleges and you'll see that we've listened to your plea and are making great strides. But it does not start or stop there. We must also look at where and how technical education is taught in our high schools. While some of our high schools provide some technical training, some students may not be able to get the education they want in a particular career field because it is not offered in their home district. Currently there is no mechanism within the state's K-12 funding formula that provides the use of funds for students attending high school to get the training they desire at a nearby technical or community college. Additionally, students are required to take math, science, and English courses that focus on college-bound criteria. While this is appropriate, students can get the same level of math, science, and English skills if they are taking career-technical education courses. Assuredly, different reading or

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math skills are needed for a CTE student but they are still at the same level as any other type of reading or math class. In fact, I have a son who personally experienced such an issue while attending high school and is highly successful in the automotive business today.

The idea that one sector or level of education is more important than another is a misnomer. The connection and overlap of training and education throughout the entire education system - P-20, must occur if we want a mentally fit society where those with ambition and a desire to be a successful member of society can obtain the training they need in their final years of the present high school structure. Additionally, these students should be allowed to take classes (face-to-face or online) at the institution of their choice, while still in high school, and receive high school as well as college credit so they can be trained in their destined field - be it in welding or brain surgery, continue their education beyond their high school years, or seek military training. The latest Carl D. Perkins Career and Technical Education Improvement Act added a new purpose by including this statement: "Providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive." Shouldn't our state's technical training initiatives be parallel to the desires of our federal government?

A new paradigm must be initiated in our state so students are not dropping through the cracks while in high school and beyond. SB 539 is an avenue by which we as a state can step up and provide the education that students need, at the best possible location, and allow the funding to follow them in doing that.

The development of our young people for participation in the workforce is critical to our nation's goal of continued global economic competitiveness. Technical education in the high school and post-secondary technical institutions should be co-dependent partners in that journey of preparing our citizens for employment. Investing in the education and training needs of our future workforce is a return on our state's investment. However, this can only be done by changing our current trends in the way we educate, and fund, for a trained workforce.

Thank you for your time and we look forward to working with you as we move forward to meet the economic and workforce development needs of our state.

Best regards,



Ray R. Frederick, Jr.  
Interim President

**Testimony On SB 539**  
**Given on February 25, 2010**  
**By Marvin Estes, Superintendent at Winfield Public Schools**

Senators and Guests,

My name is Marvin Estes and I am superintendent of schools at Winfield Public Schools, USD 465, Winfield, Kansas.

My testimony will not consider the financial portion of the bill finding it very complex and requiring extensive study and research. I will leave that portion to those more knowledgeable about statewide school finance and how the provisions of this bill would affect that funding. However, I do commend Senator Abrams for his innovation and boldly proposing consideration of another funding model for public education in Kansas.

**Specific Questions about the SB 539:**

What is the goal for the PSS total for a student to have available for post high school opportunities?

What is the real BSAPP after the money that is put into the PSS is removed from the school district funding?

How will PSS be equalized if educating a student costs more in one district than another?

Will at-risk students need more in their PSS for additional support services? If so, how will the fund be equalized for districts with high rates of at-risk or low rates of at-risk?

Will accounting costs be increased at the local level due to greater oversight responsibilities?

How will course failure be handled from the PSS account?

Will drop-outs have to pay back PSS to district or state?

How do existing counselors get certified to be Career Counselors? (120 hours)

**A Model for Technical and Career Education:**

A few years ago, Dr. Ballard, Senator Abrams, Senator Rupp, and I visited the Francis Tuttle Technical School in Oklahoma City. What we saw there has greatly influenced my thinking about Kansas Career and Technical Education. Seeing the learning facility and the opportunities that existed for area students was very impressive. What was more impressive was the quality of the learning and training in the school, its articulation with local business and industry worker development programs, and the level of high tech training as workers and high school students shared equipment and classrooms. The schools were articulated with local community colleges that managed all of the student's records and assigned credit. It was hard for me to imagine how my students could

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possibly compete with the students I observed that day. What do we do to give our students such CTE advantages and opportunities for high tech training? How did Oklahoma do it?

- They established 29 technical schools across the state;
- They established a separate board to govern the technical education efforts in the state;
- The state governing board controlled their own funding;
- Industry and business had seats on the technical education state board;
- Industry and business had input into the curriculum, training, instructors, and helped support the centers through financial commitment;
- Public schools supported the program through tuition, transportation, and enrollment;

**Final Comments:**

What does this have to do with Senator Abram’s bill 539? For Kansas to compete and be leaders in providing increased opportunities for its citizens; discovering, training, and developing skilled and high tech workers for Kansas industries and businesses; we must be willing to increase our commitment to technical education on a large scale. Why do we need this?

(Airline conversation story) A few years ago, I was returning to Kansas on a red eye flight from the east coast. There were about 15 of us on a plane fitted for four times that number. I struck up a conversation with a young man across the aisle from me. I asked him where he was from and what he did. He told me that he was from Wichita and that he owned and ran a small machine shop that he could retool easily and that he used all CNC machines. “We can change faster than Boeing can retool their assembly lines so we make a good living being an agile business.” I asked him where he got his workers and he smiled and said, “I will tell you if you will keep my secret.” I agreed. He told me he seeks the math majors who drop out of Wichita State University. He said the analytical skills they have are perfect for the quick problem solving his company thrives on. He also said they are easy to train on CNC. I asked him why he didn’t just train his own workforce. He said, “This is my talent sorting bin. Not all of them work out, but it is a good source for the analytical skills I need in my business.”

Graduation Rates of Kansas Major Universities (six year cohort – 2008)		Drop-out Rate
University of Kansas	58%	42%
Kansas State University	57.1%	42.9%
Wichita State University	41%	59%

Recently, I ran across this comment on a student blog: “I dropped out of college after three years. I have wasted three years, I’m thousands of dollars in debt, and I have no skills to make a decent living.”

Marketing technical education to students is not at the same level as marketing for four year colleges and liberal arts degrees. The business model we use at that level is based on student enrollment and not student success. As one author put it, “We monitor K-12

education like a third grader crossing a busy four lane highway, but we accept huge drop out rates at major universities." Declining by Degrees; higher education in the U.S. Our challenge is whether or not we can create a better system for students and for our state.

Senator Abrams, thank you again for your bold ideas and proposals. The fate of this bill is not as important as your efforts to create better opportunities for students.

Thank you for allowing the time to present this testimony.

Mr. Marvin Estes



## TESTIMONY

Senate Education Committee  
Thursday, February 25, 2010

SB 539

Nick Jordan

Thank you Chairwoman Schodorf and committee members for allowing me this time to visit with you regarding SB 539. I am certainly not here today as an expert on the Kansas school finance formula, but as an interested party who has certainly been interested in the proper funding of our schools.

There are many new ideas in SB 539 worthy of discussion and consideration. I find the idea of a standard chart of accounts helpful and the ideas on vocational/technical education are very interesting. Obviously this bill represents a significant change in the way our funding has been directed since 1992; a discussion I believe is due. The current formula in my estimation is not sustainable and a more just balance between state authority and local autonomy should be debated.

Today my purpose and interest really is with the parts of the bill that address local control for funding; particularly the parts that deal with instructional funds, non-instructional funds and the enrichment fund.

As this committee knows well, in the long history of education, local control of schools was the rule of the day for many, many years. In the 70's the balance between local, state and federal authority in education started to change and since then government intervention and litigation have certainly tilted the balance.

Quoting from the book *Balancing Local Control and State Responsibility for K-12 Education*; "Classical economic theory provided ongoing support for the ideology of local control of schools. According to influential eighteenth-century economists such as Adam Smith and Jeremy Bentham, decentralized control over the discretionary activities of public entities (such as schools) allows these entities to best produce efficiency, while also providing these services at minimum cost. Such free market reasoning is still widely used by "efficiency-oriented policymakers [who] traditionally have advocated decentralization of revenue decisions on the grounds that local school districts would remain more responsive to the values and interests of diverse constituencies."

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**To the extent that educational decision making on major issues shifts away from local school boards to the state level, it becomes more difficult for government to respond directly to the preferences of citizens.**

**In the traditional pattern, districts had considerable latitude in terms of the educational revenues they could raise and the particular programs and priorities they could pursue. Districts were accountable to their local constituents for funding and programs.**

**Now having said all this with a firm belief in local control, I recognize the importance of equity. SB 539, particularly in the sections on instructional, non-instructional and the enrichment funds, recognizes local control and the need for equalization for fairness to districts across the state. This certainly represents a positive move towards a more just balance between state authority and local autonomy.**

**School districts across the State of Kansas are doing a good job in educating our youth. Many have innovative and quality programs preparing our kids for the 21<sup>st</sup> century economy. Yet there is a significant disparity in per pupil expenditures. Districts have to answer to the demands of local patrons with diverse expectations.**

**Hopefully this committee will engage in a serious discussion of the ideas contained in SB 539 and look at returning more local control in Kansas education funding. Again I believe the current funding formula for K-12 education in this state is unsustainable. It is the right time to look at re-balancing our approach. I believe SB 539 offers the opportunity to do just that.**

**Thank you.**

Chairman Schodorf, Vice Chairperson Vratil,  
Senators Abrams, Huelskamp, Marshall, Owens, Teichman, Umbarger, Wagle.  
Hensley, Steineger.

Dr. Dee McKee  
Assistant Dean – Barton Community College  
Fort Riley Learning Services and Military Operations

**Support of concepts within Senate Bill 539, The REAL Education Act.**

The need for higher value and emphasis to be placed applied and technical education for the success of all Kansas students.

Building Capacity and interface of the K-16 education system to meet the advancement needs of Kansas students

The use of Career Pipeline (or other) to assess abilities and interests and develop opportunities for success tied to results

Build capacity of agencies to serve Kansas through career training and advisement

These comments are based on best practices, observations, and personal experiences gained in various educational and professional roles. A copy of 'Tomorrow's Fastest Growing Jobs' is also provided as reference to these comments. The appendix on page 15 add documentation to the underlying reality that successful future occupations, and nearly 70% of future employment can be trained through vocational certificated programs or be achieved through completion of Associates Degrees. Jobs that require associate degrees will grow at nearly double the national Average and over the next decade, the demand for community college graduates will grow even faster than for those with bachelor's degrees. For the sake of the Students and taxpayers, I am offering considerations relative to SB 539 on approaches that in my experience, could build Kansas educational capacity, with an interest in avoiding any unfunded mandates and increases in assessments.

I have been a district administrator in both rural and urban settings and had the honor of serving on the At Risk subcommittee of the Kansas 2010 Education Task Force. Our committee looked in depth at the issues of educational failure and funding structures for Kansas schools..

As county commissioner in Ford County in the 90s, I had the privilege of collecting taxes for operation of Dodge City Community College and saw

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Chairman Schodorf, Vice Chairperson Vratil,  
Senators Abrams, Huelskamp, Marshall, Owens, Teichman, Umbarger, Wagle.  
Hensley, Steineger.

Dr. Dee McKee  
Assistant Dean – Barton Community College  
Fort Riley Learning Services and Military Operations

the city technical school transition to the control of, first the community college, and then more recently the Kansas Board of Regents.

About the same time, I enjoyed three years as a teacher of gifted education also in western Kansas where, when the student had specific interests and or academic strengths, they were afforded the opportunity for dual credits through the local community college. A large number of students graduated from high school and received a Dodge City Community College Associate's Degree that same time as their high school diploma. This arrangement, concurrently saved the student and their family two years of college room and board as well as implemented both relevance and rigor as strategies to connect and motivate those students to succeed in school and beyond. In line with the concept of SB539, the Kansas technical and community college structure is a viable resource to support needed secondary education technical training today. It could allow districts to initiate (with appropriate interagency agreements and KanED and other commercial connectivity technology), technical education programs. Also when appropriate to student's ability and interests provide Kansas students dual credit.\*

I have tested students on Career Pipeline(Kuder Interest Tests) for career planning that are currently made available through the Kansas Department of Education. These assessments of student's beliefs, skills, and interests supports SB 530 and its provision of Kansas education which considers the results of Careers Pipeline (or similar) in developing a graduation plan for each student. Even the most rural Kansas school with such a determination can open the opportunity to provide education focused on individual strengths and interests. When appropriate to initiate collaborations between Kansas higher education providers and agencies to meet the needs of the students.

Chairman Schodorf, Vice Chairperson Vratil,  
Senators Abrams, Huelskamp, Marshall, Owens, Teichman, Umbarger, Wagle.  
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Recently I did a one year 'challenge' as a secondary transition coordinator in secondary education. I am not personally convinced that schools can get the maximum benefit of the proposed Career Development Facilitator (CDF) . Such a trained professional would be of interest to wider ranges of citizens. (Chambers of Commerce, unemployed and under employed, employers, etc.). Knowledge of area resources, apprenticeships other opportunities is a component of Dept of Labor, Workforce Development ,Economic Development, Centers for Entrepreneurs as well as Vocational Rehabilitation. Except for an occasional Individual Education Plan meeting, collaborative interactions between schools and labor and employment agencies is minimal and it would perhaps be more comprehensive to align these resources in support of career development for K-16

Another reality is that during scheduled classes and for reason of state assessment testing, and other NCLB times, there is no way a CDF would access to students. However, during summer internships and apprenticeships which need job coaches and leadership discussions, while agencies could be available while school staff is contractually off.

It takes a mature community network and understanding of area resources and available training options to do effective career development facilitation. Career Development Facilitators might better serve, in my opinion, as year round staff more closely tied to the Kansas Work Force Development System. The position requires interaction with employers, linkage with Kansas jobs, as well as consultation with current secondary educational counselors and transition coordinators.

Chairman Schodorf, Vice Chairperson Vratil,  
Senators Abrams, Huelskamp, Marshall, Owens, Teichman, Umbarger, Wagle.  
Hensley, Steineger.

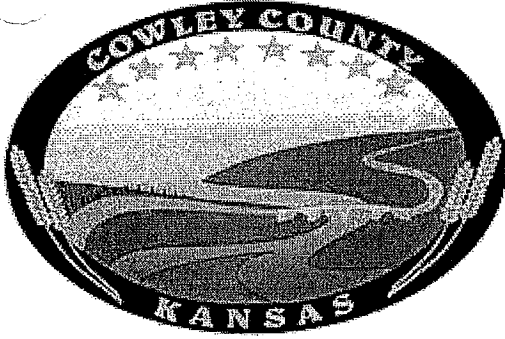
Dr. Dee McKee  
Assistant Dean – Barton Community College  
Fort Riley Learning Services and Military Operations

One of the conclusions of the Kansas At Risk study relative to schools which had not made Annual Yearly Progress under No Child Left Behind standards: schools are now obligated to NCLB with two down sides for a number of students; 1. high stakes testing and 2. obligation to completion of Regents Ready curriculum. Students who would excel in technical and applied education find themselves 'failures under the requirements of the law' which requires them to graduate by completing all the Regents requirements. Following the career Pipeline assessments, and counseling students should be able to elect to take either the Regents path or select an alternative applied technology educational path which is an equally successful path to a quality career.

###

Quotes from 'A Matter of Degrees' September 2009

- **Jobs that require associate degrees will grow at nearly double the national average.** Over the next decade, the demand for community college graduates will grow even faster than for those with bachelor's degrees.
- **The highest-paying hot jobs will be in Information Technology.** IT jobs will require highly skilled workers with extensive education. Those who are properly trained will be rewarded with the highest-paying jobs.
- **Jobs in energy and the environment could triple over the next decade.** Spurred By the economic recovery package and other efforts to promote energy innovation, this sector will be a pillar of the new Hybrid Economy.



**Leroy D. Alsup**  
**Cowley County Administrator**  
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Email lalsup@cowleycounty.org

*Testimony provided to the*  
**Senate Education Committee February 25, 2010**

Chair Schodorf and Members of the Committee:

I, Leroy Alsup, County Administrator for Cowley County Kansas appreciate the opportunity to provide testimony to the committee highlighting some of the key advantages the Oklahoma Department of Career and Technology Education afforded state and local economic development efforts that I experienced during my tenor as a community and economic development professional in Oklahoma.

To document my professional background that positions me to have the experience to draw some comparisons between the economic development advantages afforded by the technical education efforts in Oklahoma versus Kansas, I would present the following abbreviated resume.

**Certified Community Economic Development (CEcD) Professional by IEDC**

Director of Economic Development	Altus, OK	1985-88	3 Years
City Manager	Cushing, Ok	1988-93	<u>5 Years</u>
			8 Years
City Manager	Coffeyville, KS	1993-03	10 Years
County Administrator	Cowley County, KS	2004-	<u>6 Years</u>
			16 Years

My testimony should not be taken as a criticism or negative slight to the existing technical education efforts in Kansas. First I am not an expert in technical education and my observations have been limited to my economic development experiences in a limited number of settings. Secondly, I have experienced nothing but full support for our local economic development efforts from the technical education resources serving the local communities in Kansas that I have worked in. Their efforts have only been limited by the financial resources they had readily available and their institutional controls.

My testimony is given more in the light of encouragement to set the bar even higher in Kansas so that we can achieve a state of the art technical education system that not only serves our existing residents and business better, but enhances the system as a key tool to utilize in our economic development recruitment efforts.

Highlights of key advantages to economic development efforts experienced in Oklahoma:

- Flexibility

It almost seems like the Tech-Ed programs in Oklahoma can almost change directions on a dime. Their flexibility to adjust curriculum and tooling to serve the immediate needs of both existing and new business being recruited to the state is a definite asset.

(over)

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- Business Recruitment Resources

The Tech-Ed programs in Oklahoma are an active key partner in the state and local business recruitment efforts. The Tech-Ed programs are definitely one of the recruitment incentives to lure new companies to the state.

Tech-Ed representatives set down with prospective new businesses and put together a training agreement tailored specifically to the needs of the new company. Future employees are trained on current generation equipment that they will experience on the factory floor when they start work. Detailed training manuals and videos are developed specifically for the new company and the company can incorporate those training tools into their future operations. The training programs can be established on or off-site depending on the availability of floor space and the needs of the industry. All of these services are provided at no cost to the business.

- Existing Business Support

The Tech-Ed programs for existing business and industry are just as elaborate as the efforts to recruit new companies. Training agreements are provided not only for expansion efforts, but also to support the re-training of existing employees as new product lines or processes are phased in.

- Entrepreneurship Development

Many local Tech-Ed facilities in Oklahoma have on-site business incubators to assist and encourage local entrepreneurs in their efforts to start up new business ventures. The availability of low cost space allows the entrepreneurs to invest their limited capital during their formative years in equipment and inventory to grow their business rather than buy real estate. Further, an ecosystem of technical support is provided to the entrepreneurs through training courses and mentors.

I am not suggesting that Kansas has to necessarily re-invent the wheel or invest in the construction of a series of new facilities to enhance our existing Tech-Ed efforts. I would suggest that we might explore the re-alignment of existing facilities and resources, review the funding formulas & hierarchical-bureaucratic maze that seems to sometimes impede our flexibility and speed to adapt to current industry needs, and as always the question of funding format and the level of funding dedicated to the effort needs to be periodically reviewed.

Respectfully submitted,

Leroy D. Alsup, County Administrator



# **CROSSLAND**

**CONSTRUCTION COMPANY, INC.**

February 25, 2010

833 S East Avenue ■ P.O. Box 45  
Columbus, KS 66725  
tel 620.429.1414  
fax 620.429.2125

Good afternoon. My name is Clay Kubicek. I am the education director with Crossland Construction Company. We are a commercial construction company with our home office in Columbus, Kansas.

We are speaking on behalf of this bill from a neutral position, due to the fact that as a construction company, our range of knowledge on matters of education lies within understanding the need for quality Career and Technical instruction. The implications of altering some of the funding aspects that currently support a wide variety of education efforts are beyond our area of expertise.

Two years ago, the National Association of State Boards of Education held a study group on the future of Career and Technical Education in the United States. Senator Abrams was the chairman of that study group which included representation and input from every region of the United States. Crossland Construction Company and the National Center for Construction Education and Research sponsored the study group.

The results and suggestions from that study outlined some "best practices" for making improvements in Career and Technical Education. This would be done by creating a system of Career and Technical Education that allows a student to do the following:

- ◆ Make an informed decision on a career path;
- ◆ Obtain an industry credential documenting the necessary skills and knowledge to successfully begin that career;
- ◆ Make the coursework through the CTE program rigorous and relevant to the selected career.

We are strong proponents of quality career and technical education that ensures every student early in their education experience has information on all careers, has integrated curriculum that supports their chosen career, and allows them the opportunity to earn nationally recognized portable industry credentials; credentials documenting the skills and knowledge that student brings into their chosen profession.

The construction industry needs a safe, productive, and sustainable workforce of professionals.

**Driving the need for change:**

- ◆ In 1950, 60% of the available jobs required unskilled workers.
- ◆ Today the exact opposite is true: Two-thirds of all jobs now require skilled workers.
- ◆ Only 20% of the jobs in 1950 required an advanced four year college degree. Today, that percentage remains unchanged.

It's hard not to argue the fact that making learning relevant, practical, integrated, and rigorous is what has to happen to improve our education delivery systems. These issues must take place in our education system to meet the demands of an aging workforce, global competition, and the continuous advancement of technology.

We believe at the root of this bill is the drive to use our resources efficiently, ensure integrated relevant curricula, and industry driven credentials. Legislation that could produce this result is desperately and urgently needed.

## Fair & Equitable Education For All Students

Thoughts by Steve Abrams

### Some Background Facts:

- o All students need adequate math and language arts to be able to be successful in their profession or trade.
- o All students do not need the same math or language arts classes to be successful in their chosen profession or trade.

- o 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.
- o All students need some form of training to be successful in their chosen profession or trade.
- o The Reading level required for college is the same as the reading level required for CTE classes. Different reading skills, but the same level.


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

- o Our current funding formula is almost incomprehensible to most people.
- o Our current system does not encourage Economic Development within the state.

### 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	Chemistry	Anatomy, Physiology, and Hygiene
	(Biology)	History	History
	History	Foreign Language	Geol. or Physiography
	Foreign Language		Meteorology,
			Foreign Language

\* Option of book-keeping or commercial arithmetic.



**Charles W. Eliot**

The President of Harvard University in 1892 had a problem



So he formed the "Committee of 10"

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


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

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

1900 Classroom

1950 Classroom



Classroom in the 2000's

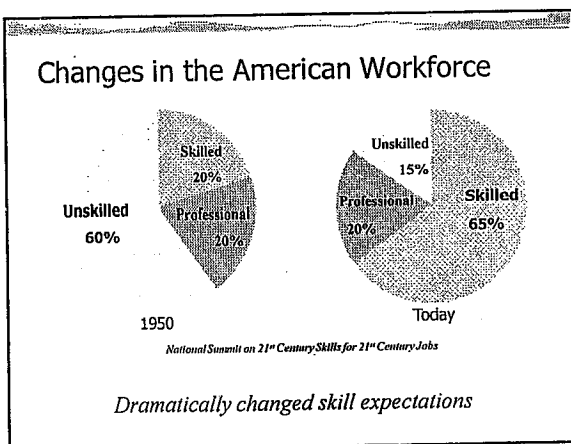
So what is different from what they developed in 1892 and today?

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

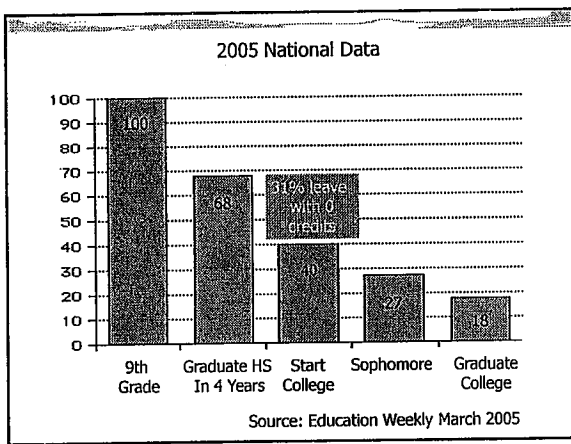
\* Option of book-keeping or commercial arithmetic.

⇒ 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.



⇒ Thus, it is easy to see that a good, well thought out and well implemented education system is not only good for the student, but it becomes a great economic development engine for the state.



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."

### Kansas K-12 Actual Expenditures

2007-08 School Year

Description	Number	Expenditure
Less than 100 FTE	7	\$18,171
100 - 499 FTE	128	\$13,667
500 - 999 FTE	79	\$12,173
1,000 - 1,999 FTE	37	\$11,269
2,000 - 2,999 FTE	15	\$12,041
3,000 - 9,999 FTE	21	\$11,485
Over 10,000	7	\$12,367
<b>Budgeted 08-09</b>		
West Solomon Valley	37 FTE	\$28,095
Mullinville	226 FTE	\$ 7,986
Nemaha Valley	439 FTE	\$36,947
Arkansas City	2,709 FTE	\$12,282
Andover	4,538 FTE	\$10,981
Goddard	4,809 FTE	\$12,167
Topeka	12,903 FTE	\$14,230
Kansas City	18,427 FTE	\$17,668
Blue Valley	19,939 FTE	\$14,466
Olathe	25,190 FTE	\$13,136
Shawnee Mission	26,579 FTE	\$13,328
Wichita	45,579 FTE	\$13,236

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

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

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

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

- ⇒ 3) The Kansas State Board of Education (KSBE) will continue to develop and implement course curriculum codes. The Course Curriculum Codes will be integrated such that graduation credits will be determined by the Course Curriculum Codes. The objective is to determine academic content from all classes, including CTE classes, not just traditional math, science and language arts classes.

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

- ⇒ Thus, the KSBE will develop a conversion for Course Curriculum Codes to Graduation Credit requirements.

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

- ⇒ 5) Every student develops an "Individual Career Plan".

- ⇒ This plan is **started** to be developed in 6<sup>th</sup> grade after taking the Kuder Career Assessment test on Ks Career Pipeline / Dept of Commerce website. The student would then take some survey classes of possible careers. This plan is developed by the student and their parents with a Career Development Facilitator (CDF) acting as a facilitator.

- ⇒ Every year during MS & HS, the plan is reviewed to see what adjustments may need to be made.

- ⇒ 6) Every student is assigned an Personal Student Scholarship (PSS). Instructional Cost Monies from the SGF would go into the PSS for each student. The monies deposited in this account would be used by the local USD only for Instructional costs. Until Instructional Costs are fully determined from local data, Instructional Cost as determined by NCES will be utilized.

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

- ⇒ 72-64c01 (current law) describes Instructional costs. Basically it is the activities dealing directly with the interaction between teachers and students ... they may or may not be provided in a school classroom, or in another location such as a home or hospital.

- ⇒ Instruction also may be provided through the internet, television or computer. Instruction also includes the activities of aides or classroom assistants of any type which assist in the instructional process.

- ⇒ Text books, copy paper used by teachers, syllabus, pencils, chalk, equipment routinely used by students in the course of their education and such are included in instructional costs.

- ⇒ All of this is current law.

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

- ⇒ 7) All USD's would be required to offer several, but not necessarily all of the curriculum strands from within the KSBE 16 career clusters.
- ⇒ The CTE strands offered would all culminate with a trade or industry certification that is recognized across the nation or within the state.
- ⇒ The end goal being that the student would be fully prepared for the world of work, and/or post secondary education.

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

- ⇒ 9) Besides State Assessment, we need another method of proving that a student is meeting the "Standard" for QPA and AYP.
  - A) If a student has selected a career cluster and is moving satisfactorily towards completion of an industry/trade certification, then that student has the option of utilizing the Work Readiness Certificate (WRC) from ACT (or equivalent) to determine whether they are meeting the "standard."
  - If 90% of eligible graduating seniors from a particular High School take the WRC test and pass, then a designation of "Blue Ribbon School" would be given to the School, and a \$500 scholarship to the student.

#### ⇒ Conclusions

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

- ⇒ D) the rate of those who graduate and actually have achieved something with which they can be successful will go up.
- ⇒ E) it would be a huge Economic Development driver for not only metro Wichita and metro KC, but also for the vast majority of our more rural areas... Because of the entrepreneurial nature of the CTE classes.
- ⇒ F) most important, it would be good for a large number of students that don't find the current education system "relevant."

o G) This would satisfy the big findings of Montoy:

- o 1) State General Fund funding would be based on determining the instructional costs of education,
- o 2) all students (in high wealth and low wealth districts) would have an equal opportunity to be educated. The determinate factor would not be monies supplied by the state.



Testimony to Senate Education Committee on SB539  
Robert J. Vancrum, Government Affairs Specialist  
Blue Valley USD 229

February 25, 2010

Chairman Schodorf and Other Honorable Senators:

I am testifying today on behalf of the Blue Valley School District concerning SB 539. The bill would adopt major revisions in the 1992 school finance formula.

We appreciate the willingness to explore creative alternative strategies to the current finance formula. There are several intriguing parts to the plan, including the instructional enrichment fund and the non-instructional fund.

We also have a number of questions about many of the specific details of the plan, including but not limited to, the personal student scholarship accounts for students. While we cannot endorse this plan without further study and understanding, we are very supportive of a serious effort to rewrite a new school finance plan for the State of Kansas. We wish to participate in any discussion about what the appropriate components of such a plan should be.

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