

Approved: 3-22-93
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Duane Goossen at 3:30 p.m. on MARCH 15, 1993 in Room 519-S of the Capitol.

All members were present except: Representative Smith (excused)

Committee staff present: Ben Barrett, Legislative Research Department
Dale Dennis, Deputy Commissioner, Department of Education
Avis Swartzman, Revisor of Statutes
Joyce Harralson, Committee Secretary

Conferees appearing before the committee: Dr. Charles Krider, University of Kansas
Jim Edwards, Kansas Chamber of Commerce & Industry
Gerald Henderson, United School Administrators
Mark Tallman, Kansas Association of School Boards
Connie Hubbell, State School Board
Peg Dunlap, Kansas National Education Association

Others attending: See attached list

Representative Reinhardt made a motion to amend SB7. (Attachment #1). Representative Kline seconded the motion. The motion carried. Representative Reinhardt made a motion that SB7 be recommended favorably as amended. Representative Ballard seconded the motion. The motion carried.

Ben Barrett addressed the committee to explain Substitute for SB334, which deals with Kansas mastery of basic skills domains.

The following individuals addressed Substitute for SB334:

Dr. Charles Krider	University of Kansas (<u>Attachment #2</u>)
Jim Edwards	Kansas Chamber of Commerce and Industry (<u>Attachment #3</u>)
Vernon Nikkel	Excel Industries (<u>Attachment #4</u>) Written testimony only
Charles Warren, PhD	Kansas Inc. (<u>Attachment #5</u>) Written testimony only
Gerald Henderson	United School Administrators (<u>Attachment #6</u>)
Mark Tallman	Kansas Association of School Boards (<u>Attachment #7</u>)
Connie Hubbell	State Board of Education (<u>Attachment #8</u>)
Peg Dunlap	Kansas National Education Association (<u>Attachment #9</u>)

The meeting adjourned at 5:15pm.

The next meeting is scheduled for 3:30pm, March 17, 1993, in Room 519-S.

GUEST LIST

COMMITTEE: House Education

DATE: 3-15-93

NAME (PLEASE PRINT)	ADDRESS	COMPANY/ORGANIZATION
Tom BRUCARDT	Junction City	Junction City H.S.
Paige M. Reeves	Junction City	Junction City H.S.
Sara B. Jones	Fort Riley	Junction City H.S.
Judonna J. Kohl	Junction City	Junction City H.S.
Heather D. Young	Junction City	Junction City H.S.
Tiffy Seto	Junction City	Junction City H.S.
Corrie Hueschel	Topeka	SE Bd of Ed
Mark Tallman	Topeka	KASB
Dave DeFue	"	KCOVE
Scott Hessel	"	Kansas Inc.
Maria Shelm	Salathia	
Harmon F. Blum	Jetmore	Jetmore High School KS Voc AG TEACHERS ASSOC.
Melinda Sprenger	Haven	Haven High School
Melissa Clotier	Hutchinson	Haven H.S.
Rita Snodgrass	Mt. Hope	Haven H.S.
Robin Nichols	Wichita	Wichita Public School
GERALD HENDERSON	TOPEKA	USA OF KS
Jim Edwards	Topeka	KCCI
George Barbee	Topeka	Ks Vocational Assn.
Jim Gardner	El Dorado	Close Up Kansas
Stephanie Clark	El Dorado	Close Up Kansas
Todd Harrison	El Dorado	Close Up Kansas
Dave May	El Dorado	Close Up Kansas
Peg Dunlap	Topeka	KNEA
CHARLIE KIRSH	Lawrence	KV

Proposed Amendment
to Senate Bill No. 7 As Amended by Senate on Final Action

On page 1, in line 35, after "Is", by inserting "a citizen of the United States; (2) is"; also in line 35, by striking "(2)" and inserting "(3)"; in line 37, by striking "(3)" and inserting "(4)";

On page 2, in line 8, after "Cambodia", by inserting a comma; also in line 8, by striking all after "Korea"; by striking all of line 9; in line 10, by striking "States"

HE
Attachment 1-1
4-15-93

INSTITUTE FOR PUBLIC POLICY AND BUSINESS RESEARCH
UNIVERSITY OF KANSAS

TESTIMONY ON SUBSTITUTE FOR SENATE BILL 334:
ESTABLISHING THE KANSAS MASTERY OF BASIC SKILLS PROGRAM

Testimony by

Charles E. Krider
Professor of Business
Director of Business Research

Presented to the

House Education Committee

Anthony Redwood
Professor of Business and Executive Director

March 15, 1993

HE
Attachment 2-1
3-15-93

Introduction

Chairman Goossen and Committee members, thank you for the opportunity to testify in support of Substitute S.B. 334, establishing the Kansas Mastery of Basic Skills program. Obviously, human capital is a key element of our state's economic development strategy, and initiatives designed to encourage high-skill human capital and high-wage employment in Kansas deserve top priority. In this regard, I support Sub. S.B. 334 and its intent to ensure that all Kansas high school graduates master the necessary basic skills required by Kansas firms to successfully compete in our global economy. However, based on research conducted by Institute staff and numerous national authors, we recommend several modifications to the bill that we feel will maximize its effectiveness. First, let me elaborate on why we support the proposed legislation.

Support for Sub. S.B. 334

As you know, goal #2 of the revised Kansas strategy for economic development is to ensure that Kansas has a high skilled work force that is internationally competitive. The third objective with respect to this goal is to ensure that Kansas youth is successfully prepared for high skill employment. Sub. S.B. 334 is consistent with this objective in that it would establish a program to assess Kansas high school students on basic skills and competencies.

Kansas employers, like employers nationally, report gaps between the skill levels of newly hired and existing employees and the skill levels needed to compete successfully. As described in *Work Force Training: The Challenge for Kansas* (IPPBR, 1989), the majority of Kansas firms surveyed reported a moderate to severe skill gap, and projected that the problem would become more severe in the future. Kansas firms, like firms around the country, are concerned about their employees' basic academic and general work skills. The attached Tables 18 and 19 prioritize the skill improvements needed by newly hired employees and current employees as reported by the surveyed Kansas firms. As the results indicate, the types of skills needing improvement span a very broad range- from basic academic skills such as reading and writing to personal qualities such as goal setting and personal motivation. This finding provides the basis for one of our suggested modifications to Sub. S.B. 334. Our recommendations and underlying rationale follow.

Recommendations

(1) The scope of skills to be assessed in Section 2 (a) (2) should be expanded to include higher level skills such as problem solving, reasoning, communications and teamwork. In addition to the above mentioned IPPBR research, national research has determined that a very broad range of skills and competencies is needed for solid job performance. For example, the Secretary of Labor's Commission of Achieving Necessary Skills (SCANS) identified a set of foundation skills and workplace competencies-the SCAN "know-how"- that employees in high performance workplaces need (see attached Exhibit 1). The Commission also recommended that "assessment systems should provide students and workers with a resume documenting attainment of the SCANS know-how." We recommend that similar, higher order skills be incorporated into Sub. S.B. 334.

HE
Attachment 2-2
3-15-93

(2) Section 2 (a) (3) should allow for alternative means of assessing the attainment of skills. Such assessments should be performance-based, and allow for demonstration over a longer period of time (e.g. class projects), as opposed to strict paper and pencil examinations. My concern is that some students who do not do well on written tests may be disadvantaged.

(3) Section 2 (b) should provide for consultation with an advisory committee comprised of state board members, educators, legislators, parents, representatives of business and industry..... The concern here is that consultation should not be ad hoc, and an advisory committee would provide for ongoing continuity, involvement, and development of expertise.

HE
Attachment 2-3
3-15-93

TABLE 18

SKILL IMPROVEMENTS NEEDED BY NEWLY HIRED EMPLOYEES

Area Needing Improvement:	Total Group Percentage:	Percentage of Subgroups:		
		Manuf.	Non- manuf.	Technol. Driven*
Goal setting and personal motivation	79%	77%	82%	84%
Proper attitudes toward work & work habits	77	79	75	81
Organizational effectiveness & leadership	75	73	77	79
Listening & oral communication	72	70	74	78
Problem solving	70	73	66	76
Teamwork	70	71	70	76
Adaptability/flexibility	66	63	69	71
Interpersonal relations	60	57	63	63
Comprehension/understanding	60	60	60	68
Writing	60	55	66	63
Business/management	57	53	61	62
Computation	52	54	49	58
Microcomputer	47	47	48	54
Reading	43	45	42	46
Technical	42	50	32	51
Skilled trades/crafts	40	50	30	48
Mechanical	38	46	28	43
Machine operation	37	50	22	40
General labor	31	34	27	35
Clerical	29	25	33	32
Electrical	25	32	18	31
Mainframe computer	22	21	24	27
Other	8	9	7	9

Source: Institute for Public Policy and Business Research, Business Survey, 1989.

*Technology driven firms are those firms that responded that technology changes will increase the level of technical or vocational skills needed by their employees over the next five years.

HE
Attachment 2-4
3-15-93

TABLE 19

SKILL IMPROVEMENTS NEEDED BY CURRENT EMPLOYEES
TO COPE WITH TECHNOLOGICAL CHANGE OVER THE NEXT FIVE YEARS

Area Needing Improvement:	Total Group Percentage:	Percentage of Subgroups:		
		Manuf.	Non- manuf.	Technol. Driven
Problem solving	72½	72½	71½	80½
Adaptability/flexibility	72	70	75	79
Teamwork	71	72	70	77
Goal setting and personal motivation	71	69	72	77
Proper attitudes toward work & work habits	70	71	69	76
Organizational effectiveness & leadership	68	67	70	75
Comprehension/understanding	68	67	68	75
Microcomputer	67	66	69	75
Listening & oral communication	65	64	66	70
Business/management	58	53	65	65
Interpersonal relations	56	53	60	62
Technical	56	63	48	66
Computation	56	59	54	64
Reading	51	52	49	57
Writing	49	45	54	53
Machine operation	44	56	30	49
Skilled trades/crafts	41	46	34	48
Mechanical	40	47	33	46
Clerical	35	31	40	39
Mainframe computer	35	34	36	38
Electrical	33	39	25	38
General labor	30	33	27	33
Other	8	9	7	9

Source: Institute for Public Policy and Business Research, Business Survey, 1989.

HE
Attachment 2-5
3-15-93



EXHIBIT 1

WORKPLACE KNOW-HOW

The know-how identified by SCANS is made up of five workplace competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance. These are:

WORKPLACE COMPETENCIES — Effective workers can productively use:

- **Resources**—They know how to allocate time, money, materials, space, and staff.
- **Interpersonal skills**—They can work on teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds.
- **Information**—They can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.
- **Systems**—They understand social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.
- **Technology**—They can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

FOUNDATION SKILLS — Competent workers in the high-performance workplace need:

- **Basic Skills**—reading, writing, arithmetic and mathematics, speaking, and listening.
- **Thinking Skills**—the ability to learn, to reason, to think creatively, to make decisions, and to solve problems.
- **Personal Qualities**—individual responsibility, self-esteem and self-management, sociability, and integrity.

Participant
4128 SW 6th, #105
Topeka, KS 66606

Participant
4128 SW 6th, #306
Topeka, KS 66606

Participant
4134 SW 6th, #308
Topeka, KS 66606

Participant
4134 SW 6th, #213
Topeka, KS 66606

Participant
4128 SW 6th, #201
Topeka, KS 66606

Participant
4134 SW 6th, #103
Topeka, KS 66606

Participant
4134 SW 6th, #102
Topeka, KS 66606

HE
Attachment 2-7
3-15-93

LEGISLATIVE TESTIMONY

Kansas Chamber of Commerce and Industry

500 Bank IV Tower One Townsite Plaza Topeka, KS 66603-3460 (913) 357-6321



A consolidation of the
Kansas State Chamber
of Commerce,
Associated Industries
of Kansas,
Kansas Retail Council

Sub. for SB 334

March 15, 1993

KANSAS CHAMBER OF COMMERCE AND INDUSTRY

Testimony Before the
House Education Committee
by

Jim Edwards
Director of Chamber and Association Relations

Mr. Chairman and members of the Committee:

I am Jim Edwards, Director of Chamber and Association Relations for the Kansas Chamber of Commerce and Industry. I thank you for the opportunity to appear before you today to explain why KCCI supports the concepts contained in Sub. for SB 334, a bill that would provide for a certificate of Mastery of Basic Skills.

The Kansas Chamber of Commerce and Industry (KCCI) is a statewide organization dedicated to the promotion of economic growth and job creation within Kansas, and to the protection and support of the private competitive enterprise system.

KCCI is comprised of more than 3,000 businesses which includes 200 local and regional chambers of commerce and trade organizations which represent over 161,000 business men and women. The organization represents both large and small employers in Kansas, with 55% of KCCI's members having less than 25 employees, and 86% having less than 100 employees. KCCI receives no government funding.

The KCCI Board of Directors establishes policies through the work of hundreds of the organization's members who make up its various committees. These policies are the guiding principles of the organization and translate into views such as those expressed here.

HE
Attachment 3-1
3-15-93

The Kansas business community is facing competition as it has never faced before. The need for highly skilled workers is also in greater demand than ever.

Because of this, Kansas businesses need employees that are ready to go to work, or at the most need minimal training. When the Senate and House Education Committees heard earlier this year from Lionel Alford and Dave King, co-chairs of the Kansas Commission on Education Restructuring, they explained the skills required of new employees hired by business. Kansas Inc., the state's strategic planning arm has provided similar information as has the Institute for Public Policy and Business Research at KU. An attachment to this testimony outlines these needs.

KCCI believes that SB 334 can help address these needs by assuring that everyone holding this certificate can master the needed skills. KCCI would even encourage this to be taken one step further and that this mastery of the skills be required for all high school diploma holders. That aside, KCCI believes that if this is the first step needed to assure that the state's business employers of a certain level of skill achievement then we should do it and do it now.

Thank you for the opportunity to appear before you today and I would be pleased to answer questions.

Table 14
Definitions of Skills Taught to Adults With a High School Diploma or GED
or as a Result of Business/Industry Requests

Computation (Math) Skills

Includes: a) solving problems with emphases on multiplication, division, measurements, percentages, ratios, elementary probability and statistics, basic algebra and geometry; and b) use of graphs, charts, tables, word problems, and calculators.

Language Skills

Writing—organizing and translating thoughts into coherent written form, writing a report based on information gathered from more than one source, and correctly filling out forms.

Reading—recognizing and understanding enough written words to comprehend complex instructions and use of a dictionary.

Listening/Verbal Comprehension—following directions given verbally and asking questions when clarification is needed.

Other Skills

Teamwork/Interpersonal—engaging critically and constructively in the exchange of ideas and communicating effectively with others.

Problem Solving/Analytical—recognizing and defining problems, utilizing problem solving strategies, and distinguishing between fact and opinion.

Personal Attitudes and Responsibilities—showing respect for others, having pride in one's work, demonstrating honesty and integrity, exhibiting punctuality and attendance, showing initiative, dressing appropriately for work, maintaining self-control, and having ability to work productively with minimum supervision.

Adaptability/Flexibility—having a positive attitude toward learning and being open to change.

Personal Computer Skills—care and use of disks, starting and rebooting, understanding applications, and printing.

other skills; and 3) none—explicit instruction does not occur and the skills are not likely to be acquired.

Key findings concerning the skills taught by programs included:

- For adults without diploma or GED, language skills—including writing, simple and complex reading, and listening/verbal comprehension—were taught more frequently than math or other
- For adults with a diploma or GED, language skills—including reading and listening/verbal comprehension—were most prevalently provided. CBOs focused more heavily on

skills. CBOs especially tended to focus on language-oriented skills. Furthermore, as the skills became more complex, they were more likely to be taught in the higher educational levels (Table 15).



.....
Excel Industries, Inc.
.....
P. O. Box 7000
.....
Hesston, Kansas
...
67062-2097
.
316-327-4911
800-835-3260

SB 334

February 24, 1993

Testimony Before the
Senate Education Committee

By

Vernon Nikkel
V.P., Director of Industrial Relations
Excel Industries, Inc.
Box 7000
Hesston, Kansas 67062

Senator Kerr and Members of the Committee:

I am Vernon Nikkel, V.P. and Director of Industrial Relations with Excel Industries. I thank you for the opportunity to appear before you today to express our support for SB 334, a bill which would provide for a Certificate of Mastery of Essential Skills.

Excel Industries, Inc., is a manufacturer of Hustler Turf Equipment and Roll Bars and cabs for John Deere Industrial. We employ approximately 300 employees.

Our manufacturing technology is continually increasing, thus we need applicants that are ready to go to work with the mastery of basic skills so that we can use them to do the technical jobs that are unique to our industry.

Currently, we are in a hiring mode and have an abundance of applicants. But if the applicants have not mastered skills then the applicants are not employable.

Business and industry provide jobs. Our educational system has the responsibility to provide the potential employee with the necessary skills to do the jobs of today and tomorrow.

I feel that SB 334 will begin to help address these needs.

I urge taking it one step further and require this Mastery of Skills for all recipients of high school diplomas.

Thank you for your time and I will be glad to answer questions.

HE
Attachment 4-1
3-15-93

**House Committee On Education
The Kansas Legislature**

**Senate Bill No. 334
Certificate of Essential Mastery**

Testimony of Charles R. Warren, Ph.D.
President, Kansas Inc.

March 15, 1993

HE
Attachment 5-1
3-15-93

Mr. Chairman, members of the committee, I am Charles Warren, President of Kansas Inc. I want to thank you for the opportunity to present written testimony in support of Senate Bill 334. In my opinion, this bill is one of the most important initiatives within the package of education reform proposals under consideration by the House and Senate Education Committees.

The federal government and the states have established education and workforce training as one of their highest priorities. Significant investments will be made to prepare youth for the workforce and to improve the transition from school to work. Many states are attempting to adapt the European model of education and apprenticeship to their school and worker training systems. However, before that European model can fit here, we must change significantly our existing K-12 educational system. While there are a wide array of reforms to be undertaken, the introduction of a certificate of essential mastery that will assess and ensure the attainment of basic competencies by our students is a most fundamental building block of a new system.

Attached to this testimony is an excerpted portion of "A Kansas Vision: The 1993 Kansas Economic Development Strategy." The strategy suggests four major goals. Goal Two is "Kansas has a highly skilled workforce that is internationally competitive." Within that goal, Kansas Inc. has offered a series of strategic objectives and strategies. Strategy #15 is:

Implement in all Kansas high schools a comprehensive, performance-based student assessment that represents mastery of essential basic skills and competencies and constitutes a prerequisite for college prep and professional technical programs.

Senate Bill 334 would realize that strategy.

Many Kansas high school graduates are not prepared to enter the workforce with the types of skills required by employers. Effective school-to-work programs must be established to aid this preparation. But we have to move cautiously in developing these programs. We must ensure initially that our high school graduates have mastered the essential basic competencies required to succeed either in advanced educational settings or the workplace.

In my opinion, the bill should outline an ambitious but attainable method of ensuring that students attain mastery of essential competencies, that they are assessed in a fair and thoughtful manner, and that every opportunity is provided to enable students to achieve the certificate. The opportunities and planning for remediation and re-assessment need to be emphasized.

Attention needs to be devoted to the design of new assessment procedures. There are several national efforts at research and testing of new assessment procedures. We can benefit from this work. The assessment of essential mastery should be done through a multiple component assessment lasting over a period of at least one year. This would replace the single point exams that are recognized as a poor test of ability and effort. In 1991, the State of Oregon implemented a "Certificate of Initial Mastery" program. A January 1993 report from the

Oregon State Board of Education to the Oregon Legislative Assembly emphasizes the need for this type of multiple assessment:

The Certificate of Initial Mastery should be awarded based on a student's cumulative accomplishments over several years, not on a single test. (p. 14)

Also attached to this testimony is a paper prepared by Scott Hessel, Senior Policy Analyst of the Kansas Inc., that outlines more fully the assessment system we envisioned under Strategy #15.

Let me conclude by commending both the Senate and House Education Committees for undertaking this bold initiative. The importance of a certificate of essential mastery has been demonstrated and its significance to ensuring that Kansas has an internationally competitive, high skilled workforce cannot be understated.

A Kansas Vision

The 1993 Kansas Economic Development Strategy

An Agenda for a Highly Skilled Workforce

Goal Two: *Kansas has a high skilled workforce that is internationally competitive.*

Kansas businesses and industries are being challenged to become more competitive as a result of broadening global markets, increasing technological sophistication, and greater consumer demands for customized and timely delivered goods and services. As a result, they must focus on increasing the productivity and quality of their output. The success of Kansas firms depends on a well-trained, educated and productive workforce. This strategy's second goal is to ensure that Kansas has a high skilled workforce that is internationally competitive.

Strategic Objective: *A coordinated, seamless system of secondary and post-secondary education guides the development of strong workplace skills and competencies.*

Creating an internationally competitive workforce will require *a coordinated, seamless system of secondary and post-secondary education that guides the development of strong workplace skills and competencies.*



The first component in such a system is establishing the actual and predicted standards for both basic education competencies and specific high wage, high skill occupations. These standards, the development of which should be guided by the business community, should be an integral element in establishing K-12, post-secondary, and state-administered training curricula. This initiative should provide a set of basic competencies for all high school graduates such as reading, mathematics, science, communication as well as teamwork, problem-solving and critical thinking. All students should also be

Strategy #8: *Encourage the development of business/education consortia that identify skill and competency requirements and integrate these standards into K-12, post-secondary, and state employment programs.*

exposed to basic principles of technology that is increasingly becoming a basic component to all occupations. For high wage, high skill technical occupations,

HE
Attachment 5-4
3-15-93

specific skill requirements should also be developed that will correspond to curricula at our post-secondary institutions as well as our state-administered employment and training programs.

Several initiatives have been undertaken at both the state and local level to develop standards for these types of technical programs. The current federal Carl Perkins Act requires states to establish a Committee of Practitioners to develop performance standards and the Competency Center at Washburn University, which receives a grant from the State Board of Education, also develops standards for numerous occupations. The Legislature and private sector should develop, with the involvement of the Department of Human Resources, Board of Education, and Board of Regents, skill and competency requirements and integrate the standards into our schools and training programs.



To facilitate the development of these standards and their inclusion into the existing education system, it is important that greater organizational and

Strategy #9: Restructure the relationship between area vocational technical schools (AVTSs), community colleges, and the regents universities that create new systems of governance, finance, and organization.

programmatic coordination and cooperation be established in our educational and training institutions. Several legislative and executive initiatives in recent years, including a committee formed by the State Board of Education this year, have addressed various components of our post-secondary education system. These discussions have typically revolved around the state's nineteen community colleges. While issues

pertaining to the community colleges are important, they should not be discussed in isolation to the AVTSs and regents universities.

Uniform governance, finance, and organization is critical to ensure successful coordination of comprehensive programs, reduce unnecessary duplication, and set priorities for state resources. An example of such initiatives include merging community colleges and area vocational technical schools (AVTS). The Kansas Legislature, with the involvement of the State Board of Education, the State Board of Regents, and the private sector, should establish a task force to propose a new governance structure for Kansas post-secondary institutions. This process should be guided by several fundamental principles including: balancing the financial burden of the system between taxpayers and users, creating a better balance between state and local resources, recognizing the importance of the institutions' economic development role, and formalizing better inter-institutional administration, planning, and oversight.



Similar coordination efforts need to be undertaken with regard to our academic and technical curricula so that students may easily progress through institutions without unnecessary duplication or loss of credit. This effort has been relatively

HE
Attachment 5-5
3-15-93

successful for academic curricula. The presidents of the state's community colleges and regents universities have developed articulation agreements between their

Strategy #10: Coordinate the development of technical and academic curricula between high schools, AVTSs, community colleges, and regents universities that enable comprehensive program articulation between secondary and post-secondary institutions.

institutions covering academic programs. These agreements have allowed students to smoothly coordinate their education between these post-secondary institutions. Similar agreements for technical degree programs need to be established to provide coordination between the AVTSs, community colleges, and regents universities. This is important because college-trained technical professionals, while needing a solid theoretical background available in a university program, should also have a practical understanding of industry. This background can be effectively provided at community

colleges and AVTSs. Initiatives should be explored to provide similar coordination between secondary and post-secondary institutions so that appropriate curricula for both technical and academic programs can be pursued by students while they are still in high school.

Strategic Objective: Adults have higher educational achievement and workplace skills.

A second objective is ensuring that *adults have higher educational achievement and workplace skills*. This is important because a significant majority of workers of the year 2000 are already in the workplace and have left formal education. To meet the training and education needs of this group will require a much different set of strategies.



Many of our community colleges and AVTSs, as well as our state-administered employment and training programs, have developed programs to provide training and retraining to the state's existing workforce. While

Strategy #11: Create a coordinated, accessible system of life-long learning to train and retrain incumbent workers in broad problem-solving, technical, and occupational skills and competencies.

many successes can be documented, the programs themselves do not represent a comprehensive system that reaches a large number of workers across the state. These programs typically focus on either new or expanding companies or they are targeted on the unemployed and untrained.

While both elements are important to a comprehensive training system, the primary effort should be targeted on the majority of workers who are employed at companies not experiencing significant growth but whose basic competencies and technical skills are vital to future expansion. A more comprehensive system should include adult literacy and basic education programs and focus on those competencies and technical skills required for today's workplace. Key elements in this effort are to educate our businesses and workers of the importance of well-

HE
Attachments 5-6
3-15-93

educated and trained employees and to ensure that individuals can easily access instruction from literacy programs to graduate studies.



Businesses must be encouraged and motivated to provide workplace-based literacy and skill training to their workers either independently or with the assistance of state educational institutions. In a study conducted for Kansas Inc. by the Institute for Public Policy and Business Research at the University of Kansas, it was indicated that 32% of surveyed companies provide in-house or company-sponsored basic education training. According to the American Society for Training and Development (ASTD), fewer than 200 of the nation's largest firms spend more than 2% of their payroll on training. Among all U.S. firms, it is estimated that only 1/3 of training is for non-college educated workers which represents no more than 8% of frontline workers. Leading foreign firms, on the other hand, spend approximately 6% of their payroll on training which is typically targeted for frontline personnel. The Kansas Legislature should provide incentives to Kansas companies, particularly small and medium-size businesses organized in consortia, to institute basic competency education for frontline personnel.

Strategy #12: Encourage private firms to increase the training and retraining of their workers, especially through consortia-based programs.



Kansas businesses and industries have an important role to play in educating our current workforce, but individuals themselves need to take responsibility for their ability to function in increasingly competitive work environments. Many adult workers have returned to formal education to update their skills, including graduate programs in business as well as individual courses at the state's community colleges. The latter can be documented by the growing enrollment at the nineteen community colleges. The Kansas Legislature should explore options, from tax incentives to personal training accounts either funded or provided preferential tax treatment by the State, that would enable a greater percentage of workers to increase independently their workplace skills. Business and industry should reinforce among their workers the importance of education and training and demonstrate their commitment to this principle with appropriate career incentives and advancement opportunities.

Strategy #13: Create individual incentives for workers to increase their workplace skills.

Strategic Objective: Kansas youth is successfully prepared for high skill employment.

A third objective is to ensure that *Kansas youth is successfully prepared for high skill employment*. Unlike many of our foreign competitors, the United States has

HE
Attachment 5-7
3-15-93

not developed effective mechanisms for positioning students for the growing education and skill demands of the workplace. The authors of the *Forgotten Half: Non-College Youth in America* published by the William T. Grant Foundation wrote: "it would be wrong to say that the transition between school to work world is the 'weakest link' in our education and training system - wrong because this assumes there is a link at all."



The first requirement is to continuously monitor and assess students throughout primary and secondary schools on broad basic skills and competencies. The two

Strategy #14: Ensure that all Kansas students, elementary and secondary, are assessed on broad basic skills and competencies at various levels of development and include a focus on remediation and program evaluation.

questions concerning this requirement are what are basic skills and how are they assessed? The basic skills and competencies must include not only the core academic subjects such as reading, writing, arithmetic, but also other non-traditional aptitudes such as teamwork, reasoning, and problem-solving. These latter skills are essential in today's more competitive workplaces.

Students working together on a test can no longer be considered cheating; but rather as a means to instruct and prepare our youth in better teamwork and group decision-making skills.

Of equal importance is how these skills and competencies are assessed. Many of our educators realize that all students do not learn the same way or at the same rate. Teaching and assessment should recognize and account for these differences. Instead of placing arbitrary expectations on a student based on age, progression should occur naturally depending on the readiness of the student. The State recently initiated an effort to focus school district attention on student outcomes rather than programmatic inputs. Quality Performance Accreditation (QPA), as adopted by the State Board of Education and the Kansas Legislature, is intended to focus elementary and secondary education on demonstrated knowledge gained by the student. The Committee on Education Accountability and Restructuring has also issued a report endorsing many of these issues. A comprehensive statewide effort should be undertaken to continually monitor all students in these basic competencies. The Legislature, drawing from the work of the Education Commission, should develop a set of guidelines for the implementation of a statewide performance-based evaluation system.



With this refined interpretation of basic skills and a more appropriate means of monitoring a student's progress in them, a rigorous multiple component assessment should be administered to and passed by high school sophomores as criteria for entering either a college-prep or professional technical-prep program. Each student should be able to demonstrate world-class levels in reading, writing, and computing and in general academic subjects (history, natural and physical sciences, politics, technology, etc.). Students should also be able to think critically,

HE
Attachment 5-8
3-15-93

work effectively in teams and solve problems.

Strategy #15: Implement in all Kansas high schools a comprehensive, performance-based student assessment that represents mastery of essential basic skills and competencies and constitutes a prerequisite for college prep and professional technical programs.

As described in *America's Choice: high skills or low wages*!, this type of assessment would have three components and parallel the changes described above. They are performance, portfolio, and project examinations. Performance examinations, as used with the performing arts, test both process as well as end product. Portfolio exams, as used to assess the visual arts, judge various products produced by students over a period of time. Finally, project examinations can judge a

student's motivation, ability to work with others, and success over an extended time frame. This multiple component assessment would replace the single point exams that are recognized as a poor test of ability and effort. The successful passage of this assessment would represent the student's acquisition of basic competencies required either for college and technical education or work.



Historically, the United States has done an adequate job preparing students for college; on the other hand, relatively little success has been achieved in preparing

Strategy #16: Create in all Kansas high schools applied technology programs focused on high skill, high wage occupations that lead to post-secondary professional technical certification and/or applied associate degrees.

students to go directly to work or into higher technical education. Every Kansas high school should have integrated four-year secondary/post-secondary programs for high skilled technical professions. These programs would integrate applied academic studies in high school with specific occupational training in the student's particular field of choice during community college. This coordinated program should also provide advanced placement to encourage greater participation

among high school students. These programs would also have a work-based component and provide needed information to students concerning high skill requirements.

The academic element of the program would be conducted primarily during the junior and senior years of high school with technical courses provided at a community college. These applied technology programs and the traditional college preparatory curricula would replace the current, subtle tracking that haphazardly places students in either college-prep, an ill-defined general education program, or a vocational education curriculum typically focused on low-wage occupations. Instead of blindly professing that all students should go to college while a majority do not, viable options would be available to youths so that they can attain high wage employment.

The importance of this is documented by substantial reductions in income for students according to their level of education. For individuals with only a high school degree or less, their earnings as a percentage of college graduates earnings

HE
Attachment 5-9
3-15-93

decreased from 1980 to 1991. A high school graduate in 1980 earned 65 percent of a college graduate's earnings; by 1991 this figure had reduced to 60 percent. High school graduates' unemployment rate is more than double the college graduates' rate.



An integral part of the technical preparation program described above is the development of a work-based learning element. As practiced in Japan and Europe,

Strategy #17: Develop broad work-based learning systems, including youth apprenticeship, in high skilled industries and occupations that combine applied academic instruction in school and practical, skill development at the workplace.

work-based learning programs expose students to the practical skill and workplace requirements of their intended occupation. Kansas youth will increasingly be at a disadvantage internationally if it does not have similar access and exposure to workplace demands.

According to the National Alliance of Business (NAB), which is conducting several "youth apprenticeship" programs, several components must be included. First, they must draw a strong link between success at school and success at work. Second, these programs can neither replace nor undermine strong academic achievement. Third, they require the active involvement of the private sector through determining occupational standards and curricula. The benefits that accrue to the student include gaining real work experience while still in school, understanding the demands of the workplace, developing essential technical and academic skills and competencies, and building self-esteem. While there are many forms which work-based learning can take, it is an extremely vital component of this overall school-to-work transition system.



The strategies described above for our youth are designed to benefit all students, but particularly to reinvigorate those who have felt alienated by our current educational system. By providing more

Strategy #18: Develop, with the support of the business community, youth centers in every school district that assist dropouts in attaining mastery of basic competencies.

opportunities for success through new assessment procedures and a closer relationship between education and work, many students who would otherwise dropout of high school will be encouraged to continue.

Nevertheless, many students will either completely leave school or will fall significantly behind regardless of new programs or systems. For these youth, alternatives must be developed to ensure their ultimate success.

There are many reasons for student dropouts but generally it is the result of preceived and, in many cases, accurate beliefs that one's education is not tied to one's life outside of school. For these students there is no real connection between their school work and their desires to be independent and financially self-sufficient. While there are many ways to address this issue, certain common elements must be

HE
Attachment 5-10
3-15-93

present in every Kansas school district. These include:

- ♦ the development, either by individual districts or in consortia, youth centers that can be dedicated to assisting dropouts;
- ♦ the active involvement in, and support of, the youth centers' mission and activities by the business community; and,
- ♦ an unambiguous relationship between success at school and opportunities for rewarding employment.

In considering methods to reinvigorate these students, great care must be exercised in implementing the other strategies above for the greatest support that can be provided these youth is an educational system that prevents dropouts from ever occurring.

Strategic Objective: A coordinated employment system trains and retrain individuals.

The fourth objective is *a coordinated state employment system trains and retrain individuals*. There are many individuals who are either out of formal schooling or are underemployed or unemployed who need to upgrade their basic skills and competencies and need assistance in locating rewarding employment. This is particularly important for minority populations who have experienced much higher unemployment and lower levels of income in comparison to whites. An innovative system and set of initiatives must be designed that eases access to the appropriate training and employment assistance.



Several federal and state programs, including JTPA and Job Service, are designed to provide training assistance to individuals that are not job ready and to assist those seeking immediate employment. Many of these programs operate in isolation from one another. To help ensure that these programs can be easily accessed by those requiring assistance, efforts should be undertaken to integrate them. An individual should be able to receive all training and employment benefits for which one is eligible through a single point of contact

Strategy #19: Create an integrated employment and training system that includes the Job Service, Job Training Partnership Act (JTPA), and similar state programs.

rather than being required to apply to separate programs and departments. One element of this strategy that has been worked on by the State Department of Human Resources is a common intake form. This effort should be encouraged and expanded to include all federal and state-administered programs in the Department of Human Resources, Department of Social and Rehabilitation Services, and Department of Education.

HE
Attachment 5-11
3-15-93



This integrated system must rely on innovative approaches to delivering training and employment advice. In a study conducted for Kansas Inc. by the

Strategy #20: Develop innovative approaches to delivering workforce training to minority and disadvantaged individuals including the provision of support services, such as day care and transportation.

Institute for Public Policy and Business Research at the University of Kansas, it was identified that the primary barrier to providing basic academic skills instruction to individuals without a high school diploma is a negative experience with education. The second and third most prevalent barriers identified in the survey were a lack of child care and transportation. Innovative approaches to providing education to these individuals, including

those initiated in many U.S.D.s' alternative education schools, should be developed. As the growth in the Kansas labor force slows over the next ten to fifteen years, the state cannot waste valuable human resources by ignoring a large pool of potential employees.

HE
Attachment 5-12
3-15-93

A Kansas Basic Competencies Assessment System

(Strategy #15)

All Kansas high school students should be expected to demonstrate mastery in essential basic competencies that are equal to the highest international standards. Symbolized by awarding a "Certificate of Initial Mastery," this high standard of expectation should both motivate and guide students and educators in instilling the necessary educational foundations in our youth. Equally, this has become a significant imperative for industry as global economic challenges force Kansas businesses to effectively utilize their current and future work force. This proposal for a new basic competencies assessment system for Kansas has several components, the most important of which are the identification of world-class basic competencies and a formal performance-based assessment.

Identification of World-Class Basic Competencies

The first component of this new education and assessment system is to identify what are today's basic competencies and what constitutes world-class levels. This effort must be based on an understanding of the breadth of roles adults must play including, but not limited to, worker, citizen, and consumer. Each of these roles have a set of competencies, skills, and aptitudes that must be translated into an academic environment. But to set the sights of our educators and students on these competencies, the State must identify the world-class levels for each of these adult roles and translate them into a set of measurable statewide standards that would represent the criteria for the new assessment. The use of statewide standards is important as it matters little if a student is in a small rural community or the urban core because ultimately the competitors are, directly or indirectly, the same. This comprehensive approach is necessary as it would be an incomplete effort to focus solely on one adult role or set standards on regional needs rather than international challenges.

The broad categories of basic competencies that would inevitably result from this comprehensive examination would naturally include general academic subjects (literature, history, communication, mathematics, physical and natural sciences, technology principles, etc.) but also non-traditional aptitudes such as problem-solving, teamwork, and critical thinking. Generally, the former subjects represent content of the class while the latter, to a significant degree, represent how the content is taught. The marriage of these two broad categories of basic competencies is the result of a new set of demands in our country, particularly as they relate to the adult's role as worker.

Through the majority of this century, competencies were geared toward the needs of a mass production economy. Minimum levels of reading, writing, and arithmetic developed in an environment based on rote instruction and independent learning. Today's economy has a much different set of competitive challenges to which basic competencies must be calibrated. These workplace demands include being able to acquire, evaluate, and communicate information; serve on a team; monitor and correct performance; and, apply appropriate technology. The acquisition of these characteristics require not only higher levels of basic academic subjects but a learning environment that rewards teamwork and critical analysis over independent work and mindless repetition of facts.

Performance-Based Assessment

It is a common understanding among educators that students learn in different ways and at different rates. Yet, our education and assessment system assumes that all students do, in fact, learn in the same way and at the same rate. This is illustrated by the current practice of broadly

HE
Attachment 5-13
3-15-93

categorizing students by age rather than level of knowledge and ability and the wide spread use of single point, multiple choice examinations.

The centerpiece of this new system is a series of performance-based assessments administered over a two-year period that would objectively illustrate, ideally by the age of sixteen, a student's initial mastery of these basic competencies. These examinations would assess the students' effort and performance on the basic competencies outlined above but in such a way to accommodate varied learning styles. The conferment of the formal "Certificate of Initial Mastery" would objectively demonstrate this acquisition of knowledge and competencies to both the business community and for further academic or professional technical education.

This series of examinations, developed by the Commission on the Skills of the American Workforce, a project of the National Center on Education and the Economy, can be appropriately divided into three categories: performances, portfolios, and projects.

- Performance Examinations: This type of examination, used extensively in performing arts and athletics to determine an individual's qualifications, can be adapted to assess academic achievement. This assessment would differ greatly from the current multiple-choice exams widely used in the country. The primary differences are that it can judge both process and endproduct and both academic and practical knowledge. For example, a person's ability to work with others and understand basic academic principles can be judged by assessing one's performance in various simulation games.
- Portfolio Examinations: This type of examination, based on those used in the visual arts, would judge a collection of works based on various criteria that have been produced by a student over a prescribed period of time. Many academic subjects cannot be accurately judged by standard multiple choice examinations. For example, a student's ability to acquire and analyze information, form a viable thesis with supporting data, and compose a well-written document cannot be assessed in this format but can only be judged by evaluating actual final products.
- Project Examinations: This type of examination would judge a student's motivation and ability to work with others as well as academic content by assessing one's participation in a long-term project. For example, students could participate in an extended project such as the investigation of a selected political or economic issue or the development of a science project applying both theoretical and practical components. Students would be required to document their progress during the project which, along with the actual endproduct, would be taken into account in the assessment.

As demonstrated by the Commission, this type of assessment system would have several advantages including motivating students over a period of years, providing multiple opportunities for success, and avoiding the phenomenon of 'examination hell' -- the period in which students will take many single point examinations.

Other Issues

In establishing this new competency assessment system, several other issues will need to be considered. These include:

- determination of appropriate methods for judging students such as by independent examiners or teachers from other districts;

- integration of education and assessment methods through entire K-12 school system;
- availability of viable options for advanced instruction during junior and senior years including integrated professional technical certificate programs and advanced college preparation curriculum;
- integration of certificate results into state college entrance criteria and recognition by business community as an important element in employment consideration; and,
- development of practical remedial programs to assist both dropouts and students who have difficulty in attaining certificate.

HE
Attachment 5-15
3-15-93



SB 334

Testimony presented before the House Committee on Education
by Gerald W. Henderson, Executive Director
United School Administrators of Kansas
March 15, 1993

Mister Chairman and members of the committee:

United School Administrators of Kansas (USA) appreciates this opportunity to speak in support of **SB 334** as we understand its provisions.

At first reading, we were concerned with the idea of adding yet another test to an already busy assessment schedule. Senate amendments, which allow the state board to determine the extent to which assessments under the Quality Performance Accreditation program might be used for the purposes of **SB 334** would seem to address this concern. Likewise we have some difficulty with the idea that this bill seems to place a great deal of importance on one snapshot. We have consistently opposed efforts to make important decisions about schools based on the results of one test.

After careful study, we have reassessed what we believe the goals of this bill to be. We believe **SB 334** has two central purposes:

1. To encourage boards of education and Kansas educators to continue toward the goals of improving schools, and to apply legislative pressure leading toward enhanced school accountability.
2. To provide an opportunity for students to have some evidence in hand which will indicate to potential employers or post-secondary schools that they are capable of participating. Evidence that basic skills have been mastered.

HE
Attachment 6-11
3-15-93

At a point in our history, the high school diploma provided such evidence. It is readily apparent that such is no longer the case. This circumstance requires our attention. We need to enter into discussions about what assessment is now needed to provide the evidence of skill mastery required by employers and institutions of higher learning. We need to work at returning the high school diploma to its former position as an indicator of mastery learning. In our opinion, Quality Performance Accreditation will **over time** address this situation.

USA supports both purposes of the bill as we understand them. We have gone on record with the Kansas State Board of Education as believing that mastery of clearly defined outcomes is achievable. We have further gone on record as believing that mastery of essential skills is a vital part of school accountability. The re-interpretation of the Quality Performance Accreditation document, which was shared with this committee, has as its first re-interpreted outcome that **"Students will demonstrate a high level of mastery of essential skills as evidenced by the following standards:"** The document goes on to list standards and indicators.

While we continue to have some concerns about coordinating yet another test with those required by Quality Performance Accreditation and with other assessments needed to make good decisions about what happens in the classroom, we believe that the goals of **SB 334** as we understand them, are worthy of our collective attention.

While we agree that higher order skills must be a part of Quality Performance Accreditation and must be attended to by Kansas schools, we support the emphasis this bill gives to essential or basic skills. I would attempt to answer any questions.



Testimony on Sub. SB 334
before the
House Committee on Education

by

Mark Tallman, Director of Governmental Relations
Kansas Association of School Boards

March 15, 1993

Statement on SB 334 - Mastery of Basic Skills Mastery

KASB's Delegate Assembly has not taken a formal position on the concept of a certificate of skills mastery. We believe we could support a program that recognizes and "certifies" students who have mastered basic skills under the Quality Performance Accreditation system, which our Board of Directors has endorsed. Although SB 334 appears to move in this direction, we believe that many provisions of the bill are duplicative, contradictory or inappropriate, and should be changed or removed. We have prepared the following analysis of the bill.

Section 1 defines the Kansas mastery of basic skills program.

The program has two elements: "the identification and specification of standards and outcomes of mastery of basic skills," and "pupils shall demonstrate mastery of basic skills through assessment." KASB endorses this concept, which is one reason why we strongly support Quality Performance Accreditation. The first standard of Outcome One states "Teachers and principals **demonstrate** that all students have a high level of mastery of basic skills."

Section 1 further states that the State Board of Education shall "determine the form or forms of assessment to be used for implementation of the Kansas mastery of basic skills program," which **may** include the state assessments related to the Quality Performance Accreditation system and required by the 1992 School Finance and Quality Performance Act, as well as "portfolios, demonstrations and traditional assessments formats."

HE
Attachment 7-1
3-15-93

The indicators for Standard One of QPA Outcome One already require that student mastery of these skills be assessed by **multiple assessment** techniques. In effect, the State Board has already addressed the issue of basic skills mastery and assessment. It is unclear what more this bill intends.

Section 2 outlines responsibilities of the State Board.

First, the State Board must identify, specify and distribute to school boards state standards and outcomes of mastery in the basic skills domains of reading, writing, mathematics, science and social studies. The school finance act already requires that the State Board develop standards at three benchmark levels in the skills domains of mathematics, science, communications (reading, writing, speaking and listening) and social studies.

If SB 334 means the same standards, we believe this section is redundant and confusing. If it means a second set of standards must be developed, then we oppose having two sets of standards. We do not believe we should attempt to develop a distinction between "basic" standards and "world class" standards.

Second, the State Board must prepare and distribute to school boards "examinations" to assess student attainment of basic skills, to be given to pupils at the tenth grade level within the final 45 days of the school term. The State Board has already determined that state assessments in the skills areas specified in the bill will be given at the tenth grade level.

If this section means to refer to the current assessment program, it is unnecessary, and therefore confusing and redundant. KASB would oppose the requirement of any **new** statewide assessment. We support the current assessment program, but do not believe that more time and resources should be spent on standardized testing, especially when the legislature has not yet committed to funding the current testing program for all students at all levels. We also oppose placing the time tests will be given in statute.

This section is also unclear on whether a student's score on this test is the sole criteria for awarding the certificate of mastery. Not only would KASB oppose basing such a certificate on a single testing instrument, this also appears to exclude the use of performance and portfolio assessments, as mentioned in an earlier section.

Third, the State Board must design a "certificate of mastery" to be awarded to students who demonstrate mastery of basic skills at a level that will prepare them to progress, without remedial instruction, to college preparatory or secondary professional technical education courses. This provision is the one clearly "new" concept in the bill. KASB can support this concept if such a certificate is based on students demonstrating a high level of mastery of basic skills on multiple assessments (including the existing state assessments) as required by school districts under QPA - a local process which must be approved by the State Board through QPA.

HE
Attachment 7-2
3-15-93

Section 3 outlines responsibilities for school boards.

First, boards must have plans for enabling students to qualify for a certificate of mastery, and options for assisting pupils who fail to qualify. QPA already requires school improvement plans that must address student mastery of basic skills. We oppose requiring another set of plans.

Second, boards must arrange a conference with the parents of students who fail to qualify, and develop an improvement plan for these students. QPA already requires that teachers develop, maintain and assess for progress a student improvement plan for all students who are deficient in mastery of basic skills. Furthermore, KASB believes this is clearly a "how" rather than a "what" and should not be fixed in statute.

Third, students must be given "numerous" opportunities to qualify for a certificate. We do not know what this is meant to require. If one element of qualifying involves the state assessment program, students would apparently have this opportunity only once a year (when these tests are given) - or questions about the security of these tests must be raised.

Section 4 addresses which students may be exempt from the program.

Section 5 deals with evaluation of the basic skills mastery program.

First, it allows the State Board to contract with Kansas, Inc. and "other appropriate organizations and agencies" for conducting such evaluations. We believe the State Board already has this authority, and the provision is unnecessary.

Second, Kansas, Inc. is directed to conduct studies of employers and colleges to evaluate the effectiveness of the program. We believe Kansas, Inc. already has the ability to conduct such surveys. We do not believe that Kansas, Inc. should be given the sole, specific responsibility to evaluate skills mastery, because we believe that skills learned in school have far wider application than preparation for the job market or postsecondary studies.

Conclusions:

KASB can support the concept of a basic skills mastery certificate only if it is awarded to students on the basis of demonstrating mastery through the current QPA process. We could support SB 334 only if substantially amended to make this its clear purpose.

We cannot support legislation which leads to multiple sets of student standards, additional state assessments, or awarding an important certificate of student achievement on the basis of a single test, which we believe SB 334 could require in its current form.

As an alternative, the legislature could consider a resolution requesting that the State Board consider developing a certificate program as part of the QPA program, or an interim study of the concept of such a certificate as proposed in the America's Choice Report. KASB is prepared to participate in such a study.

HE
Attachment 7-3
3-15-93

Kansas State Board of Education

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

March 15, 1993

TO: House Education Committee

FROM: State Board of Education

SUBJECT: 1993 Senate Bill 334

My name is Mildred McMillon, Legislative Coordinator of the State Board of Education. I appreciate the opportunity to appear before this Committee on behalf of the State Board.

The State Board of Education discussed the basic skills assessment provided in 1993 Senate Bill 334 during its March meeting. The State Board of Education appreciates the intent and purpose of this bill but is concerned about how much testing we should subject students to at the basic skills level.

During the 1992 legislative session, Senate Substitute for Senate Substitute for House Bill 2892 provided that the State Board of Education shall establish an assessment for pupils in three grade levels in the skill domains of mathematics, science, communications (reading, writing, speaking, and listening), and social studies (American history and geography).

The State Board of Education strongly supports statewide assessment in the evaluation of all students. We question whether another test at the tenth grade level will benefit students.

The State Board of Education also discussed that the current assessment program is based upon those outcomes that are provided in Senate Substitute for Senate Substitute for House Bill 2892. We believe if school districts are striving to meet the outcomes as provided in the bill that a test of this nature would not be necessary.

Dale M. Dennis
Deputy/Assistant Commissioner
Division of Fiscal Services and Quality Control
(913) 296-3871

HE
Attachment 8-1
3-15-93



KANSAS NATIONAL EDUCATION ASSOCIATION / 715 W. 10TH STREET / TOPEKA, KANSAS 66612-1686

Peg Dunlap testimony before
House Education Committee
Monday, March 15, 1993

Thank you, Mr. Chairman and members of the Committee. My name is Peg Dunlap. I am here this afternoon representing Kansas NEA. I appreciate the opportunity to express our concerns about the Substitute for Senate Bill 334.

Let me say from the outset that Kansas NEA believes that student assessment is essential to a successful education system. We believe that curriculum, teaching, learning, and assessment must be integrated and that each component must support the other three. We have strong reservations, however, about this bill.

First and foremost, we believe this bill is a duplication. Critical components already exist in several activities currently in progress:

1. The QPA system, in Outcome 1, Standard 1, Indicators 1-3, requires school districts to document that all students have "acquired a high level of mastery of basic skills." I would suggest that this addresses what is outlined in section 2, A, 1.

2. The State Department of Education, at the behest of the 1992 Legislature, is already developing standards and outcomes for the skill areas of mathematics, language arts, social studies, and science, as mentioned in section 2, A, 2.

3. The State Department has already contracted with the University of Kansas to develop assessments for the skill areas

HE
Attachment 9-1
3-15-93

mentioned above, as required by Section 2, A, 3. While these assessments do focus on higher level skills, they, in conjunction with the assessments required through Outcome 1 of QPA, will give a better picture than we've ever had before about student mastery of skills.

4. A high school diploma should be an indication of mastery, of outcomes achieved. There are those who argue that today it is not. We believe, however, that as students move through school systems accredited through QPA, the diploma can once again mean that skills have been mastered. No other document, as mentioned in Section 2, A, 5, should be necessary.

Like you, we believe that clear standards of student performance are necessary. We share your concerns that students master the curriculum. We agree that diplomas should mean something.

We believe, however, that the efforts underway through Quality Performance Accreditation have the greatest potential to produce the desired results. But they do need time to prove themselves, time to demonstrate their effectiveness. This is only the second year for the pilot schools in QPA. All of us know that change does not occur, nor become evident in test scores or other statistical measures, overnight.

We urge you to allow the initiatives already underway the time to prove themselves. Adding more to the plate of school restructuring, or worse, sending duplicate or conflicting messages, will not help schools focus on the important task of helping all students learn.

HE
Attachment 9-2
3-15-97