

Approved: 1/28/93  
Date

## MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by Chairperson Dave Kerr at 1:30 p.m. on January 25, 1993 in Room 123-S of the Capitol.

All members were present except: Senator Tim Emert (Excused), Senator Sheila Frahm (Excused) and Senator Doug Walker (Excused)

Committee staff present: Ben Barrett, Legislative Research Department  
Avis Swartzman, Revisor of Statutes  
LaVonne Mumert, Committee Secretary

Conferees appearing before the committee:

Dave King, Co-Chair, Kansas Commission on Education Restructuring and Accountability  
Lionel Alford, Co-Chair, Kansas Commission on Education Restructuring and Accountability

Others attending: See attached list

Chairman Kerr announced that the Committee would continue its review of the Report of the Kansas Commission on Education Restructuring and Accountability (attached to January 21 minutes) with presentations by the Commission Co-Chairs, Dave King and Lionel Alford.

Mr. King said the Commission saw and heard a great deal of interest in improving the way children are educated but did not see a concise, simple plan of action. He noted that the Commission believes the Quality Performance Accreditation (QPA) plan is a step in the right direction towards a Total Quality Management (TQM) concept. Mr. King stressed that processes, such as QPA, are long term efforts. He advised that the Commission did not consider the issue of educational financing; however, he noted that the Commission was told that about 50 percent of the total education monies in Kansas go to the classroom, with the remainder providing support kinds of services. Mr. King stated that technology must be used, not only in the education delivery system, but by the students.

When introducing Lionel Alford, Chairman Kerr observed that Mr. Alford made a statement two or three years ago to the Joint Committee on Economic Development that some time ago, when Wichita Boeing employed about 7,000, he had recommended that the Wichita operations be expanded. His recommendation was based partly on the quality of the work force. Mr. Alford then went on to say that, if he faced the same decision, he was not sure he would make the same recommendation, because of the decline in the work force quality.

Mr. Alford stated that the key to competitive performance is education. He said that he wants high school graduates to receive education in English, communication, math, science, computer literacy, reading, writing, history and geography to enable them to either seek higher education or training or enter the job market, with confidence. Mr. Alford said he wants the State Board of Education to specify that those subjects are being taught and to verify those subjects have been learned. Mr. Alford talked about the costs of remedial training and education. He summarized the contents of the report -- it says that basic skills should be taught and lists some of the social problems faced by education.

Mr. King and Mr. Alford responded to questions from Committee members.

Mr. Alford said that the Commission did not deal with specific forms of measurement, but supports moving the responsibility and accountability for education of children to the site level and believes that some sort of state level testing must be done to insure that standards for basic skills are being achieved. Mr. Alford remarked that greater consideration should be given to technical schooling.

There was discussion about disciplinary problems, and Mr. King said that factors such as hunger or lack of early training may be the reason for disruptive behavior. He noted the Commission's recommendation that

## CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION, Room 123-S Statehouse, at 1:30 p.m. on January 25, 1993.

steps be taken to ensure that children come to school ready to learn and said the community should assist in achieving that goal. Mr. Alford is of the opinion that the business sector is ready and willing to help.

Mr. Alford urged that study groups be commissioned to pursue individual parts of the Commission's report and develop recommendations for implementation. He reminded the Committee of the Commission's recommendation that a statewide partnership be convened to oversee educational restructuring efforts.

Mr. King pointed out that there is a match between the state's quality of education and the types of businesses who make decisions to locate in the state.

In response to questions, Mr. Alford and Mr. King said it is their opinion that competency in basic skills and knowledge provides an individual with the confidence and foundation necessary to move onto further education or training. Chairman Kerr asked about the costs of the Commission's recommendations. Mr. King replied that he believes there is great opportunity for productive redirection but noted that it is difficult to "sell" something new to those affected by change if they are told it will cost nothing. Mr. Alford said that it appears extra money will be required for special attention needed by children who are not prepared to learn and for upgrading the teaching core.

Senator Hensley made a motion that the minutes of the January 12 and 13, 1993 meetings be approved. Senator Langworthy seconded the motion, and the motion carried.

The Committee was provided with: a letter from Helena Streit, Down, concerning QPA (Attachment 1) and an article from Education Week regarding education in Pennsylvania (Attachment 2).

The meeting was adjourned at 2:50 p.m. The next meeting of the Committee will be Tuesday, January 26, 1993.



SENATE EDUCATION COMMITTEE

TIME: 1:30 PLACE: 123-5 DATE: 1/25/93

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Mark Tallman	<del>Topka</del> Topka	KASB
SPACY MORFORD	TOPEKA	AP
Mark Littell	Lawrence	KU
JAVE KING	OR	Sprint
MAX HEIM	2181 Lawrence Ave.	KCERA
Robin Nichols	Wichita	Wichita Public School
BILL ABBOTT	WICHITA	BOEING
Bue Janell	Wichita	Boeing
Bob Totten	Topka	Ko Contractors Association
Jim Yonally	Overland Park	USD #512
Merle Hill	Topoka	KACC
Tom Brungardt	Top Junction City	KNEA
Chuck Tilman	Topoka	KNEA
Nancy Beeman	Topoka	
Michael M. Moon	Wichita	KNEA Renwick Teachers Assn
Lila Seager	Towanda	KNEA
Jim Edwards	Topoka	KCCI
Connie Huelcel	Topoka	Ks. State Bd of Ed
BRUCE GOEDEN	TOPEKA	KANSAS NEA
Barbara Cace	Topoka	KNEA
Bernie Koch	Wichita	Wichita Chamber
Craig Grant	Topoka	KNEA
SARAH A. GUESADA	Denver, Co	NEA

SENATE EDUCATION COMMITTEE

TIME: \_\_\_\_\_ PLACE: \_\_\_\_\_ DATE: \_\_\_\_\_

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Donna Penny	Tracy	Parent
Mary Anne Trickle	Salina (USD #305)	KNEA
Denise Cipt	Topeka	USTA/KACQ
Ernst Dome	Topeka/Wichita	Conlee Consulting Group
JEFF RUSSELL	TOPEKA	UNITED TELE
John Bowser	Junction City	United Tel.
Jarque Oakes	Topeka	SQE.

WRITTEN TESTIMONY BY HELENA STREIT FOR THE OPEN HEARINGS ON QUALITY PERFORMANCE ACCREDITATION ON JANUARY 19, 1993 at Topeka.

David Kerr, Chm.  
Senate Education Committee  
Topeka State Capitol  
Topeka, Kansas 66612

Dear Senator Kerr: RE: Open Hearings on Quality Performance Accreditation

Thank you for holding hearings on this most important issue, the future program on Quality Performance Accreditation--Outcomes basic Education.

My interest in the educational system in Kansas goes back several years. I have worked in the profession, been on both the public and parochial boards in our area, and was a member of the eleven board steering committee to initiate the Unification Plan in Osborne County. All of our children have graduated from college and are gainfully employed in positions, two of them in the educational field. We feel the State of Kansas has a very good school system.

I have seen the video of the entire meeting on Education that former Gov. Hayden held on Nov. 1, 1989 in Wichita. This was a follow-up of the Governors Conference on Education held in 1987 by President Bush. Lamar Alexander, former U. S. Secretary of Education, recommended "brand new American schools" that would operate year round from 6:00 a.m. to 6:00 p.m., and would take care of the needs of babies and children from "3 months to 18 years". Would this necessitate a Health Clinic in each school?

Dr. Frank Newman, President of the Education Commission of the States, announced at that same meeting that our basic challenge was to "remake schooling from birth to college", train new teachers as "change agents", and retire teachers who would not cooperate with the brand new American schools. My question is: What will be taught by the "change agent" teachers?

I understand the basics are not necessarily to be stressed but more attention is to be given to each student on a one-to-one basis. My questions are: How many new teachers would a district need to hire? Also, would the tax base in a district be able to have a budget to meet this new expense? If not, what are the plans of QPA to handle this?

Since former Gov. Hayden was at the National Governors Conference on Education and then brought the same speakers in to Kansas for his meeting, I am concerned that the message of the speakers needs to be taken seriously and addressed now. It will be too late after 1995 when all districts will be locked into QPA permanently. I think we need to research QPA to find out if this is what we want for Kansas schools and our children.

Thank you for allowing me to present my concerns on Kansas HB 2892.

Sincerely,  
*Helena Streit*  
Helena Streit  
1173 S. 20th. Ave.  
Downs, Kansas 67437-9042

Sen. Education  
Attachment 1  
1/25/93

# Amid Controversy, Pa. Board Adopts 'Learner Outcomes'

By Robert Rothman

After months of delays and protests, the Pennsylvania state board of education last week adopted with only minor changes a set of learner outcomes that all students will be expected to meet in order to graduate from high school.

In approving the 55 outcomes, the board refused to accept all of the changes requested by Gov. Robert P. Casey, who had urged the board last week to drop many of the proposed rules that had generated controversy.

Over the past few months, hundreds of parents have staged protests against the proposals, charging that they would force schools to teach students "values" rather than basic academic subjects.

Governor Casey, in a statement, called the board's action "ill advised," and said it would make the job of winning support for the plan more difficult.

The vote, he said, "virtually guarantees that the counterproductive, distracting debate over so-called values will only escalate, to the detriment of our focusing on the basic purpose of these reforms: improving the academic excellence of all students to world-class standards."

But Rep. Ronald R. Cowell, the chairman of the House Education Committee and a member of the state board, said panel members felt that the Governor's recommendations would "undermine" the plan. He said the outcomes represent a response to the demands of the public and business community for a set of expectations for student performance.

"Too many students graduate from high school without the essen-

tial skills and essential knowledge necessary to survive in the 21st century," Mr. Cowell said.

He acknowledged that the proposals will continue to generate controversy in the legislature, which must review the regulations before they go into effect. Lawmakers may also reintroduce legislation, which was considered in the Senate last year, to declare the rules null and void, he said.

But Representative Cowell added

## Gov. Casey's proposed changes are largely rejected.

that the board must do a better job of informing the public what the rules are all about—as well as what they are not about.

"A lot of people have mistakenly read more into what the state board has done than is the case," he said.

### Big Step in Shift

The board's action last week represents a significant step in its move to make Pennsylvania one of the first states to shift from regulating inputs—such as course requirements—to setting goals for student performance and allowing schools flexibility in how they attain them.

The board approved the structure of the plan last March, but delayed adopting the specific outcomes until after a period for public comment. (See *Education Week*, March 11, 1992.)

The panel put off a vote on the outcomes in September amid criticisms from Representative Cowell and others that many of the proposed outcomes lacked specificity and were difficult to measure. Members then revised the proposal, and were ready to vote in November when they acceded to a request from Governor Casey to postpone their action for further study.

Last week, on the eve of the board's vote, Mr. Casey—who emphasized that he continued to support the reform—proposed that the board delete nine proposed outcomes that have proved the most controversial.

These include proposals to insure that students demonstrate knowledge and understanding of: appreciating and understanding others; personal, family, and community living; and wellness and fitness.

"Some of the language in controversy is not objectionable at all, and is indeed laudable," Governor Casey wrote to Secretary of Education Donald M. Carroll Jr. "But that is not the point."

"Wholly apart from the language itself," he continued, "my concern is that this controversy, unless addressed now in a decisive way, will continue to fester and become, at best, a major distraction from achieving the important goals of the proposed changes."

In addition to recommending the elimination of the nine outcomes, Governor Casey also proposed that the board review the outcomes annually, rather than every three years; that the state administer a new test based on the outcomes to all

students in 1994, rather than to only a third of the students; and that it drop a questionnaire that has accompanied the state test.

That questionnaire, which asks students about their television viewing, breakfast habits, and other topics, has been criticized as intrusive.

Mr. Casey also proposed that the board develop precise standards for student performance, as well as the outcomes, and that it join the New Standards Project, a national consortium of states that is developing a national examination system based on high standards for performance.

### Board 'Committed' to Rules

Robert E. Feir, the executive director of the state board, said the board agreed to drop the questionnaire, to conduct an annual review of the rules, and to join the New Standards Project. The panel will consider revising the test schedule and developing the performance standards, he added.

But board members are "committed to keeping" the proposed outcomes, he said, and agreed to eliminate only two of the nine targeted by Governor Casey: one that requires students to know and use community health resources, and another that requires them to "demonstrate a comprehensive understanding of families."

Representative Cowell said that a large part of the board's task in educating the public about the plan is to emphasize that local school districts will be free to decide how to attain the outcomes.

"A lot of people have commented on the regulations who haven't read them," Mr. Cowell said.

Sen. Education  
Attachment 2  
1/25/93