

MINUTES OF THE HOUSE HIGHER EDUCATION COMMITTEE

The meeting was called to order by Chairman Tom Sloan at 3:30 P.M. on March 9, 2005 in Room 231-N of the Capitol.

All members were present.

Committee staff present:

Mary Galligan, Kansas Legislative Research Department  
Deb Hollon, Kansas Legislative Research Department  
Art Griggs, Office of the Revisor  
Linda Reed, Committee Secretary

Conferees appearing before the committee:

Senator Jordan  
Donald Norwood, PhD  
Professor Jerry Maglaine - Johnson County College  
Bill Taylor - Citizens for Higher Education  
Bill Hael - Citizens for Higher Education

Others attending:

See attached list.

Chairman Sloan opened the hearing on **SB 139, Authorizing state board of regents to establish the Kansas academy of mathematics and science (KAMS).**

Senator Jordan provided introductory comments regarding **SB 139**. Senator Jordan stated that **SB 139** would encourage and allow our brightest science and math students to accelerate their education and fulfill their dreams. This program would allow them to move into a college setting after their high school sophomore year by receiving college-level instruction.

Chairman Sloan opened the floor to questions.

Chairman Sloan asked Senator Jordan to elaborate on the funds and future of the Emporia State University program for female high school students currently funded using NSF money's.

Professor Maglaine responded to questions from Representatives' Pottorff, Otto, and Horst regarding summer academies and the process used for selecting students for the academy.

Chairman Sloan welcomed Don Norwood, PhD and Jerry Maglaine, Professor at Johnson County Community College who provided testimony to the Committee as proponents of KAMS (Kansas Academy of Mathematics and Science). Mr. Maglaine stated KAMS would form the foundation for future math and science scholars and would be a source of talent for science and biotechnology initiatives in the State of Kansas. Mr. Maglaine stated that with the completion of KAMS a student should receive an Associate of Science degree similar to going through the first two years of community college which would then position them for entering universities at the Junior class level of college work. Mr. Maglaine stated that **SB 139** contains the suggested procedure for selecting students for KAMS, which as he understood it, is open for further discussion and analysis. (Attachment 1)

The Chairman opened the floor to questions.

Representatives' Pottorff, Huff, Storm and Sharp raised questions about programs implemented in other states and questioned how students would be affected in other classes.

Representative Kuether commended the program, but stated her concerns about budget issues regarding education this session.

Representative Horst stated to Professor Maglaine that with the advanced technology available today, would on-line seminars be considered instead, thus keeping students in their home school districts.

CONTINUATION SHEET

Minutes of the House Higher Education Committee at 3:30 P.M. on March 9, 2005 in Room 231-N of the Capitol.

Representative Carlin noted her concern regarding funding issues. Representative Carlin stated that she understood funding would come through private business and private enterprise. Professor Maglaino stated that outside funding would be coming into play, with businesses wanting to fund scholarships.

With no further questions, Chairman Sloan closed the hearing on **SB 139**.

Chairman Sloan noted information provided by Mary Galligan, regarding the Redevelopment on **HB 2489** in response to Representative Krehbiel's previous request. (Attachment 2)

Chairman Sloan welcomed Bill Taylor and Bill Hael who presented testimony on behalf of the **Citizens for Higher Education**. Mr. Taylor and Mr. Hael presented a power point presentation citing their group's concern regarding the erosion of public funding in higher education, which will lead to the deterioration in quality of our higher education institutions, ultimately damaging Kansas' economy. (Attachment 3)

Mr. Hael stated that higher education and economic growth are linked to a knowledge based economy. Today we need to think of education not as K-12 but as pre-K through 16. It is absolutely imperative that you have a college education, either through the community college system or through the university system, in order to compete today and into the future.

Mr. Hael stated that we believe very strongly that this is not just a problem of public funding, it is also a problem of raising our tuition at the same time. We need to move in tandem. We should not be switching the burden to the parents or children by moving what has been a public responsibility over to a private responsibility where kids are coming out of universities with significant debt. The goal of Citizens for Higher Education is to identify and mobilize business leaders and to build public awareness in support of higher funding levels for public education.

Chairman Sloan invited the Committee to make suggestions on how the Citizens for Higher Education could more effectively reach whatever target audiences they need to reach to accomplish their goals.

Representative Pottorff questioned Mr. Hael regarding money resources for The Citizens for Higher Education organization. Mr. Hael stated that money is coming all from private sources. Mr. Hael listed Hallmark Cards, City Council of Greater KC, and two private individuals as significant donors.

There were no further questions and Chairman Sloan adjourned the meeting at 4:45 p.m. The next meeting is scheduled for Monday, March 14, 2005 at 3:30 p.m. in Rm. 231-N.

**HOUSE HIGHER EDUCATION COMMITTEE GUEST LIST**

DATE 3/9/05

NAME	REPRESENTING
Donald C. Norwood	15,802 gifted students of KS (K-12)
Gerald R. Hughson	KAMS proposal
Doug Penner	KICA
JOHN DOUGHERTY	ESU
Shannon Bell	KBOR
Alex Wendler	Intern Rep. Stamm
Algebra (Reideaux)	7HSL
Xinni Rose	KACCT
Matthew Johns	Intern Rep. McKinney
Dick Carter	The Carter Group



**TESTIMONY TO THE KANSAS HIGHER EDUCATION COMMITTEE  
WEDNESDAY, MARCH 9, 2005**

*afternoon*  
Good ~~Morning~~, my name is Don Norwood and I'm from Lenexa. I am here to give testimony as a strong positive, persistent, proactive proponent of KAMS (Kansas Academy of Mathematics and Science). My background is that of a high school math and science teacher, high school principal, and K-12 superintendent of schools, all 40+ years in Illinois. I am a product of the G. I. Bill, having earned a BS in physics/math at Illinois Wesleyan University. Later, I applied and was granted an academic year, all expenses paid, by the National Science Foundation scholarship (MS in math/science) from the University of Utah, Salt Lake City.

In 1984, at the Illinois State Board of Education, I was the leader of a team consisting of an architect and civil, electrical, mechanical, and structural engineers who met with the Superintendent of Schools and the Board of Education in Aurora, Illinois. When we arrived from Springfield for a Monday evening School Board meeting, we were confronted with 175 concerned parents and voters of the school district. The Superintendent had just announced that because of the overall declining enrollments at three senior high schools, one facility was scheduled for closure. The Superintendent introduced our group and in an unprecedented move gave us the following charge:

1. To evaluate the three high schools
2. To recommend which one of the facilities should be closed
3. To suggest alternative use for the closed facility
4. To establish reasons for our recommendation
5. To establish a cost for renovation and rehabilitation of the three facilities that met the Health-Life-Safety, handicapped accessibility, and energy conservation requirements of each facility
6. Items 1-5 were to be completed and reported to the Board of Education meeting – one month away!

Needless to say, we were busy during the next month. The resulting recommendation was to close the oldest facility and convert it to a statewide facility to house The Illinois Academy for Academically Talented Mathematics, Science, and Computer Science students. The outgoing governor of Illinois, James Thompson (recently on the United States 9/11 Commission Hearings) became the first chairman of the advisory committee and spearheaded the formation of the Academy, in Aurora, Illinois.

There are now fourteen residential public high school academies in the nation. These academies are an oasis of public school excellence available to high school students in their respective states. The academies offer a world-class education on a par with or exceeding the most expensive private schools. In my position paper entitled "Make a Difference – Leave a Legacy," I have identified, in the order of year of formation, nine of



these states: North Carolina 1980; Louisiana 1983; Illinois 1986; Texas 1987; Indiana 1990; Oklahoma 1990; Alabama 1991; Arkansas 1993; and Missouri 2000.

On August 19, 2000 Professor Jerry Magliano and I visited Northwest Missouri State University, Maryville, to discuss the Missouri Academy for Science, Mathematics, and Computing with Dr. Russell Pinizzotto, then the Dean of the Academy. At this time the results of our visit and our reaction will be presented by Jerry...

Thank you Don. My name is Jerry Magliano. I am an Information Systems Professor at Johnson County Community College. I have twenty years experience as both a college faculty member and administrator. As Don has mentioned, he and I traveled to Northwest Missouri State University on August 18, 2000 to discuss the Missouri Academy for Science, Mathematics and Computing with Dr. Russell Pinizzotto who was the Dean of the Academy at that time. During our visit we gathered much valuable information that could assist in making decisions about a similar venture in Kansas. Among the topics discussed were budget, sources of funding, enrollment goals, student selection process, faculty and administrative staffing, curriculum, facilities and student life activities. The Missouri Academy has now been in operation for over four years and has experienced great success with some ninety one students enrolled. It is one of fourteen such residential academies nationally. The attached article, "High school academies buck trend toward mediocrity", which appeared in USA Today on August 29, 2000 and features both the Missouri and Texas Academies is also a great source of information on this topic.

Don and I were so impressed with the air of excitement surrounding the formation of the Missouri Academy, that we approached Senator John Vratil and then Representative Lisa Benlon about the idea of creating a similar academy in Kansas. They were both very supportive and introduced bills in the House and Senate. Unfortunately, due to the State's economic condition at the time, neither bill moved forward.

Thanks to the leadership of Senator Jordan, we are back to present our proposal to the Kansas legislature to create a Kansas Academy for Math and Science (KAMS). We believe the time is right to reconsider this proposal, especially because of it's synergy with the establishment of the Kansas Bioscience Authority. Among the many benefits of KAMS, we see the following as most important:

1. The image of Kansas as a provider of world class math and science education would be significantly enhanced.
2. A diverse group of high school students from across the state would be given the opportunity to reach their full potential in the study of math and science.
3. Students from smaller school districts, which lack the instructional resources, would have the opportunity for advanced math and science education.
4. Competition among students aspiring to attend KAMS would raise the overall level of interest in math and science education.

5. Schools with qualifying students would receive recognition for their excellence in preparing students for advanced study in math and science.
6. Talented high school students could be identified early and encouraged to remain in Kansas through scholarships and other incentives thereby reducing the "brain drain" to other states.
7. Opportunities for grants and other business/education partnerships would be created.
8. Over time, an alumni base would be created which could provide valuable financial and public relations support.
9. A source of "home grown" talent would be created to support the initiative to make Kansas a "dynamo for research" in conjunction with the recently established Bioscience Authority.
10. Great dividends will be returned to Kansas and its high school students in return for a very small investment relative to total education funding.

A proposed mission statement for KAMS would be as follows:

*"The mission of the Kansas Academy of Mathematics and Science (KAMS), a residential early admission college program, is to provide an accelerated education for bright, motivated Kansas junior and senior high school students who have demonstrated an interest in pursuing careers in mathematics and science. The Academy also seeks to provide its students with the companionship of peers, to encourage students to develop creativity, reasoning ability, and self-discipline that leads to independent thought and action, and to aid students in developing the integrity that will enable them to benefit society. KAMS will form the foundation for future math and science scholars and will be a source of talent for science and biotechnology initiatives to be undertaken in the State of Kansas."*

High school students taking college classes in the State of Kansas is nothing new. They do so now through the College NOW and Quickstep programs both of which receive state funding. What would be new is the establishment of a high visibility institution which would give students who demonstrate exceptional interest, aptitude and achievement in math and science a true college level academic environment in which their learning processes will be accelerated and their full potential reached. Even though students would be attending KAMS on a resident basis, we believe it would be best that they remain a student within their sending school district which would retain state funding for their seat as well as credit for their academic achievement. This would also make it easier for them to participate in social activities (Prom, etc.) with students in their home school districts.

Much of the administrative staffing needed for KAMS would be to administer the student life function. While the students will be attending college level classes with college students and taught by college faculty, their time outside of class must be managed in a way which is consistent with their level of maturity and socialization. Students attending KAMS would fully intermingle with their college peers on an academic basis, but social interaction would be limited. Upon successful completion of KAMS, we believe each student should receive an Associate of Science (AS) degree which is what they would be awarded upon completion of the degree requirements at a two year community college. This would position them to begin junior level college work after graduation from KAMS

SB 139 contains the suggested procedure for selecting students to attend KAMS. We believe the approach outlined would be a fair and equitable approach for students across the state. We also believe no student should be denied the opportunity to attend because they lack the financial resources. As an example, the Missouri Academy automatically grants scholarships worth \$14,500 to each student who is a Missouri resident. Families are responsible for room and board charges of \$5,500 to \$6,000 per year, however, room and board scholarships are also awarded to families who demonstrate financial need.

In addition to the USA Today article, a number of other documents have been attached which elaborate on both the Missouri and Texas Academies. Kansas would have the benefit of learning much from what has already been done in fourteen other states. The next step should be to pass SB 139. It should provide sufficient funding for the Kansas Board of Regents to accomplish the following during the coming fiscal year:

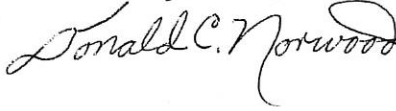
1. Examine what has been done in other states, make site visits and formulate a model which best fits the State of Kansas.
2. Work with the Kansas Board of Education, high school teachers, counselors and administrators as well as college science and math faculty to develop an appropriate curriculum.
3. Develop and distribute an RFP to be sent to all schools in the State university system to determine which would be interested and in the best position to host such an institution. Community colleges with resident facilities might also be considered.
4. Develop admission criteria, recruiting strategies and application processes.
5. Develop an organizational structure, budget and financial plan.

The budget and financial plan developed through this process would be presented to the Legislature during the 2006 session to be considered for funding the first year of KAMS operation which would be the 2006-2007 academic year. Sufficient funding, to be determined by the Board of Regents, should also be included in this year's budget for startup costs which would be incurred before the 2006 - 2007 fiscal year.



The establishment of each of the existing academies was made possible by a person or persons in positions of leadership, like Governor Thompson in Illinois or the President of Northwest Missouri State University, who stepped up to the plate and made it happen. Passing SB 139 will encourage similar leaders to emerge in the State of Kansas. This Senate has a momentous opportunity to greatly advance science and math education for outstanding high school students and in so doing, further enhance the goals of the Bioscience Authority. Make a difference and leave a legacy. Pass SB 139.

Thank you for giving us the opportunity to testify.



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Jerry Maghano  
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## High school academies buck trend toward mediocrity

USA Today, Arlington, Va.; Aug 29, 2000; Alcestis "Cooky" Oberg;

### Abstract:

*The state pays for all tuition, fees and books; parents pick up room and board. The no-nonsense curriculum is focused heavily on math and science -- college-level calculus, physics, chemistry, biology -- and not many time-wasting electives. At the end of two years, TAMS kids have a high school diploma, two years of college and swarms of college recruiters offering scholarships to our great technology-oriented universities: Texas A&M, MIT, Caltech, Rice, Stanford, University of Texas-Austin, etc. One of [Russell Pinizzotto]'s own students wound up a finalist in the famous Intel Science Talent Search, the nation's top recognition for high school students' research in science.*

*When the idea of creating a TAMS-like academy in Missouri started, it got "tremendous support from the governor, the legislature, the departments of education, plus from superintendents, principals and parents all over the state," said Pinozzotto. Georgia, Louisiana, Massachusetts and a few other states are supporting their own enriched academies on college campuses. Indiana and Illinois have enriched high school residence programs like North Carolina's.*

*"They could 'adopt' TAMS or a school like it, and provide scholarships, internships in their companies, adult mentors," said Richard Sinclair, dean of TAMS. "It would be great if a corporation or a foundation could build us a new dorm, so we could house twice as many students and not have to turn so many qualified applicants away each year."*

### Full Text:

Copyright USA Today Information Network Aug 29, 2000

### The Forum

When the new Missouri Academy of Science, Mathematics and Computing opened its doors on Monday, it became the 14th residence high school academy in the nation: an oasis of public-school excellence available to all high school kids, and one that offers a world-class education on par with or better than the most expensive private schools.

Created by intrepid legislators and fearless administrators, these 14 special boarding-school academies constitute a revolutionary backlash against the grinding mediocrity in our public-school system -- a call for re-establishing excellence in education and an obstinate bucking of the national "dumbing-down," standardized-test trend.

"The number of these academies is growing," said Russell Pinizzotto, the dean of the new Missouri Academy. "The time has come. High schools have to change."

For Pinizzotto, the creation of the Missouri Academy was a personal quest. Although he was the valedictorian from a small rural public school, he found himself handicapped with an inadequate math and science background when he got to the California Institute of Technology: "I caught up by the time I was a senior, but it made me a big believer in giving kids a strong academic background."

Pinizzotto eventually became a professor at the University of North Texas in Denton, where the

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spectacularly successful Texas Academy for Math and Science (TAMS) is located. There, he saw first-hand what smart high-schoolers can do when given the chance.

TAMS is a revolutionary hybrid high-school/college program, born in 1987 from a simple concept.

"The last two years of high school and the first two years of college are very similar," said Jim Miller, now emeritus dean of education at the University of North Texas. "Why not bring the best kids to college two years early, let them be housed in their own dorm at the university, take their courses from fully qualified Ph.D. professors and give them an opportunity to get into advanced research -- the real exciting stuff?"

Miller studied the various experiments in educating precocious and gifted kids at Johns Hopkins University and the North Carolina School for Science and Math. With good monitoring and social support, he didn't see any reason why brainy teenagers couldn't take on the intellectual challenge of college.

Eager kids came from all over Texas with great grades, fine character references and SAT scores averaging 1,281 (as high school sophomores). Far from the "elitist" stereotype national leaders have branded on "gifted" kids, around half the TAMS kids today are Caucasian and the rest are Asian, Hispanic, African American and Native American. Almost half are female.

The state pays for all tuition, fees and books; parents pick up room and board. The no-nonsense curriculum is focused heavily on math and science -- college-level calculus, physics, chemistry, biology -- and not many time-wasting electives. At the end of two years, TAMS kids have a high school diploma, two years of college and swarms of college recruiters offering scholarships to our great technology-oriented universities: Texas A&M, MIT, Caltech, Rice, Stanford, University of Texas-Austin, etc. One of Pinizzotto's own students wound up a finalist in the famous Intel Science Talent Search, the nation's top recognition for high school students' research in science.

When the idea of creating a TAMS-like academy in Missouri started, it got "tremendous support from the governor, the legislature, the departments of education, plus from superintendents, principals and parents all over the state," said Pinozzotto. Georgia, Louisiana, Massachusetts and a few other states are supporting their own enriched academies on college campuses. Indiana and Illinois have enriched high school residence programs like North Carolina's.

On the state level, the idea of building a special high school for the gifted with its own buildings, dorms and faculty might be a hard sell at budget-crunch time. But there isn't any fiscal reason why legislators in all the states can't establish a hybrid high school/college program like those in Texas, Georgia and Missouri. Every state has multiple college campuses already, with existing dorms and faculty.

And it's not only legislatures that should get involved. TAMS was quarterbacked through the Texas legislature by the former CEO of GTE-Southwest, E.L. "Buddy" Langley, a visionary corporate adviser to the university who saw a screaming need for well-educated technical people in America and decided to do something about it.

In fact, it's incredible that most big U.S. high-tech corporations -- the biggest consumers of well-educated employees in the world -- are utterly absent from the education and cultivation of bright kids in America today. They could be and should be leading this education revolution: doing whatever they can to give our smartest kids their chance.



"They could 'adopt' TAMS or a school like it, and provide scholarships, internships in their companies, adult mentors," said Richard Sinclair, dean of TAMS. "It would be great if a corporation or a foundation could build us a new dorm, so we could house twice as many students and not have to turn so many qualified applicants away each year."

Pinizzotto of the Missouri Academy would love to see some corporate scholarships, too: "The state provides the funds for the tuition and books, but some of these kids come from poor, rural families and can't afford the room and board. I'd love to have totally equal opportunity access to this academy. And it would be a big help if some corporate leaders could meet with these kids and give them a quick seminar in Real World 101 -- what companies expect of them in the way of skills, human and technical."

Right now, there are hundreds of thousands of vacant high-tech jobs available in the United States, and that number is likely to increase dramatically in a few years.

Even though our national leaders continue to ignore the monumental inadequacy of education in U.S. public schools and seem stuck only on getting disadvantaged, slow kids through minimal-skills standardized testing, 47 U.S. public schools are stubbornly trying to hatch out the next generation of high-tech leaders: the 14 state-run residence programs plus the 33 urban magnet-type schools such as the Thomas Jefferson High School for Science and Technology in northern Virginia, the Bronx High School of Science and Chicago's new North Side College Prep.

There should be a lot more. The kids are worth it. "They're fresh, they're enthusiastic, they're smart, they're creative -- they're incredible," said Jim Miller, the co-founder of the Texas Academy. "The faculty always say the same thing: These kids are why they got into teaching."

Alcestis "Cooky" Oberg, a freelance science and technology writer in Houston, is a member of USA TODAY's board of contributors.

**[Illustration]**

GRAPHIC, b/w, Alejandro Gonzales, USA TODAY (Illustration)

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**SENATE BILL No. 139**

By Committee on Commerce

1-28

9 AN ACT establishing the Kansas academy of mathematics and science.

10

11 *Be it enacted by the Legislature of the State of Kansas:*

12 Section 1. As used in this act:

13 (a) "Kansas academy of mathematics and science" or "KAMS"  
14 means: (1) An accelerated residential program for Kansas high school-age  
15 pupils who are academically talented in science and mathematics; and (2)  
16 a rigorous, two-year program of college coursework tailored to individual  
17 abilities and taught by the faculty at a postsecondary educational insti-  
18 tution designated by the board. The purpose of KAMS is to provide an  
19 opportunity for academically talented pupils to live and work in a com-  
20 munity of peers and to earn simultaneously college credits and a high  
21 school diploma.

22 (b) "Academically talented pupil" means a pupil who: (1) Is a Kansas  
23 resident; (2) is eligible for enrollment in the 11th grade or equivalent; (3)  
24 has completed at least two years of high school with distinction in math-  
25 ematics and science by the end of 10th grade; (4) has achieved minimum  
26 composite scores of 23 on the ACT or 1100 on the SAT; and (5) dem-  
27 onstrates the maturity and capacity to benefit from the KAMS experience.

28 (c) "Postsecondary educational institution" has the meaning ascribed  
29 thereto in K.S.A. 74-3201b, and amendments thereto.

30 (d) "Board" means the state board of regents.

31 Sec. 2. (a) The state board of regents shall adopt any rules and reg-  
32 ulations necessary for the administration of the provisions of this act and  
33 shall:

34 (1) Provide for establishment and operation of the Kansas academy  
35 of mathematics and science at a postsecondary institution designated by  
36 the board;

37 (2) establish guidelines and procedures for operation of KAMS and  
38 for selection of academically talented pupils who apply for admission to  
39 KAMS;

40 (3) prescribe the curriculum of KAMS, including coursework in  
41 mathematics through calculus II, chemistry, biology, physics, computer  
42 science, English, history and political science.

43 (b) The guidelines and procedures for the operation of KAMS shall

1 address:

- 2 (1) Selection and admission of academically talented pupils on the
- 3 basis of mathematics and science career interests, standardized tests
- 4 scores, transcripts, teacher evaluations, essays, family commitment and
- 5 personal interviews;
- 6 (2) selection of faculty and faculty qualifications;
- 7 (3) research, laboratory and field trip activities;
- 8 (4) extracurricular activities;
- 9 (5) college and career counseling services;
- 10 (6) college credit to be awarded;
- 11 (7) preparation and utilization of manuals to be provided to high
- 12 school counselors for use in advising academically talented pupils;
- 13 (8) ways and means of encouraging and facilitating parental involve-
- 14 ment in KAMS; and
- 15 (9) manner and method of publicizing KAMS and acquainting aca-
- 16 demically talented pupils and their parents with the benefits to be gained
- 17 by attending KAMS.

18 (c) The procedure for selecting academically talented pupils for ad-

19 mission to KAMS shall provide for admission of one academically talented

20 pupil from each of the 40 senatorial districts in Kansas for the first two

21 years of operation followed by admission of two academically talented

22 pupils from each of the 40 senatorial districts in Kansas for the next two

23 years and thereafter. No more than two academically talented pupils shall

24 be selected from a school district to ensure equitable participation from

25 throughout the state without adversely affecting any single school district.

26 Sec. 3. Academically talented pupils shall be admitted to KAMS

27 without charge for tuition, fees and books, but shall be responsible for

28 room and board charges. Academically talented pupils who demonstrate

29 financial need may be provided room and board without charge.

30 Sec. 4. This act shall take effect and be in force from and after its

31 publication in the statute book.





# Texas Academy of Mathematics and Science

## The Academy

The Texas Academy of Mathematics and Science (TAMS) was created by the Texas Legislature in 1987 to allow talented Texas high school students to complete their first two years of college while earning a high school diploma.

Located at the University of North Texas (UNT) in Denton, TAMS is a residential program, and serves students who wish to pursue careers in mathematics, science, and engineering.

Along with a rigorous college curriculum, TAMS provides students with the companionship of social and intellectual peers. The academy encourages students of similar age and talents to develop the creativity, curiosity, reasoning ability, and self-discipline that lead to independent thought and action.

After two years (four semesters) at TAMS, students graduate with a high school diploma and about 60 college credits – which may be enough to start the college junior year at UNT or other universities in state or out-of-state.

## Academics

To prepare students for future careers in science, mathematics or engineering, TAMS has a required curriculum of UNT courses. Students must take **two semesters** of:

- general biology
- general or honors chemistry
- physics

and **three semesters** of mathematics through Calculus II, with an option for more advanced math. The science courses are those required of science majors.

English, history, and political science are also part of the TAMS curriculum.

In addition, almost all of UNT's other courses are open to academy students for elective credit (beginning the second semester, provided they have a TAMS grade point average of 3.0 or higher).

Academic advisors help students select courses that are related to their future college majors. TAMS also sponsors workshops on study skills, time management, and test-taking. Tutors are available for all subjects at no cost.

## Admission

TAMS admits up to 200 students each year from public and private high schools of every size from all across the state.

To apply, students must be Texas residents and high school sophomores. Applicants must take the Scholastic Assessment Test I (SAT I). While no SAT minimums are mandated, sophomore scores must be competitive with those of Texas college-bound seniors planning math, science, or engineering majors. Applicants also must complete geometry and Algebra II by the end of the 10th grade.

Interested students should take the SAT I as early as possible in the sophomore year. Interviews begin in December for enrollment in the fall of the following year.

Other selection criteria include academic grades from seventh through tenth grades, personal interviews, academy mathematics diagnostic tests, interest in science and mathematics, an application essay, and evaluations from three teachers and a counselor or principal. Family support also is considered.

Students can learn more about TAMS and tour the campus by attending one of six Preview Days which are held once a month during the fall and spring semesters.

For a Preview Day schedule and to make reservations, call:  
1-800-241-TAMS.

For a TAMS Application, log onto:  
[www.tams.unt.edu](http://www.tams.unt.edu)

## Student Life

With almost 400 students (200 juniors; 200 seniors) enrolled each year, TAMS has the social atmosphere of high school with the rigorous curriculum of college. All TAMS students live on the UNT campus in McConnell Hall, which is coed by floor, and includes study rooms, a TV lounge, a computer room, a kitchenette, ping pong table and pool table.

Conveniently located, McConnell Hall is a short walk to cafeterias, classrooms, a new recreation center and the Student Health Center. Two hall directors, assistant hall directors, resident assistants, and program assistants, each assigned to about 20 students, live in McConnell Hall with TAMS students to help them adjust to being away from home.

The Student Life staff supports some 20 extracurricular opportunities, including newspaper and yearbook staffs, Key Club, drama and music groups, and intramural athletics. More than 100 leadership positions are available through the organizations. TAMS students also may join any UNT student organization except intercollegiate athletics and social fraternities and sororities.

On weekends, TAMS sponsors dances, game nights, movie nights, community service projects, sports tournaments, as well as field trips throughout the Dallas - Fort Worth Metroplex.

One weekend each month is designated a Closed Weekend, so TAMS students may return home to visit their families. Students who are unable to return home may spend Closed Weekend with friends or with host families in Denton or the Metroplex.

## Finances

TAMS pays a portion of UNT tuition and fees for all academy students each semester. However, if you are admitted to TAMS, your family must pay partial tuition, room board and provide spending money.

If you need financial aid, apply for it when you are invited to campus for Interview Day. Financial aid advisors will be on hand to assist.

TAMS provides financial aid to about one-third of its students each year.

## Voices of TAMSters...



Dean's 4.0 Honor Roll, NASA intern  
"Taking advantage of this opportunity to get ahead was a no-brainer – the best choice of my life."

**Michael Priolo**, Mission



National Dean's 4.0 List, Chemistry and Materials Science Research Scholarship "TAMS has taught me to refine my maturity and responsibility."

**Adam Horch**, Weatherford



National Honor Society, Academy Players President "TAMS is synonymous with opportunity. You could choose not to socialize, or you could have conversations with some of the most intelligent people you'll ever meet"

**Karen Luk**, Dallas



Dean's 4.0 Honor Roll, Research intern  
"At TAMS, you'll find your sisters, brothers, tutors, mentors, and people who pick you up on your hard days"

**Amelia Villagomez**, Fort Worth



President's 4.0 List "The professors are great, all the students are dedicated, and the work is challenging"

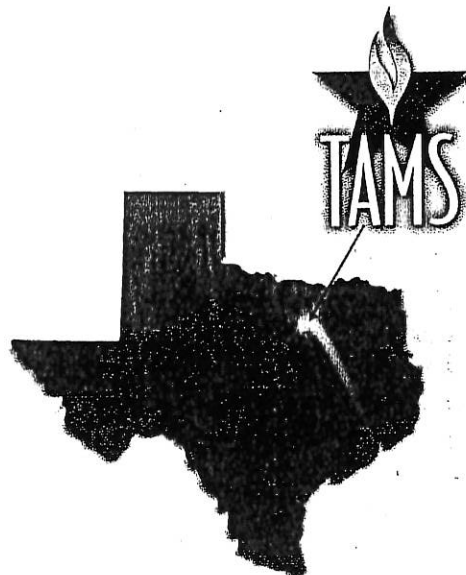
**David Manny**, Dallas

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or

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# TAMS

## Texas Academy of Mathematics and Science

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An early admissions college program for Texas residents

# KANSAS LEGISLATIVE RESEARCH DEPARTMENT

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<http://www.kslegislature.org/klrd>

March 9, 2005

**To:** House Committee on Higher Education  
**From:** Mary Galligan, Assistant Director, Kansas Legislative Research Department  
**Re:** "Redevelopment Project" as Used in 2004 HB 2489

During the Committee discussion of HB 2489 a member asked for the definition of "redevelopment project" which appears in the bill as introduced and in the proposed balloon amendment in New §6(d). The reference is included this bill and the proposed amendment to protect the required revenue stream to repay tax increment bonds issued to finance redevelopment projects.

KSA 12-1770, *et seq.*, establishes procedures for cities to designate districts in which redevelopment projects may be undertaken. Those projects may be financed with bonds that are repaid with the incremental increase of property tax revenue attributable to the project.

A city that designates a redevelopment area and undertakes redevelopment projects must, among other things, adopt an ordinance finding that the redevelopment district is an eligible area under the state law, and that redevelopment or conservation of the area is necessary to the general economic welfare of the city. Redevelopment projects may be established in blighted or declining areas of cities, among others, that meet statutory criteria and that are approved by the Secretary of Commerce. Specific redevelopment projects for which bonds are issued must be approved as a means of implementing a redevelopment plan adopted by a city in accordance with state law.

I have attached for your reference two of the pertinent statutes. KSA 12-1770a defines terms used throughout the tax increment financing statutes. KSA 12-1772 establishes the procedures that must be followed by cities that wish to undertake tax increment financing for redevelopment.

If you have other questions or need additional information, please contact me.

House Higher Education Committee  
3/9/05  
Attachment 2



**12-1770a. Definitions.** As used in the bioscience development act, and amendments thereto, the following words and phrases shall have the following meanings unless a different meaning clearly appears from the content:

(a) "Auto race track facility" means: (1) An auto race track facility and facilities directly related and necessary to the operation of an auto race track facility, including, but not limited to, grandstands, suites and viewing areas, concessions, souvenir facilities, catering facilities, visitor and retail centers, signage and temporary hospitality facilities, but excluding (2) hotels, motels, restaurants and retail facilities, not directly related to or necessary to the operation of such facility.

(b) "Base year assessed valuation" means the assessed valuation of all real property within the boundaries of a redevelopment district on the date the redevelopment district was established.

(c) "Blighted area" means an area which:

(1) Because of the presence of a majority of the following factors, substantially impairs or arrests the development and growth of the municipality or constitutes an economic or social liability or is a menace to the public health, safety, morals or welfare in its present condition and use:

(A) A substantial number of deteriorated or deteriorating structures;

(B) predominance of defective or inadequate street layout;

(C) unsanitary or unsafe conditions;

(D) deterioration of site improvements;

(E) tax or special assessment delinquency exceeding the fair market value of the real property;

(F) defective or unusual conditions of title including but not limited to cloudy or defective titles, multiple or unknown ownership interests to the property;

(G) improper subdivision or obsolete platting or land uses;

(H) the existence of conditions which endanger life or property by fire or other causes; or

(I) conditions which create economic obsolescence; or

(2) has been identified by any state or federal environmental agency as being environmentally contaminated to an extent that requires a remedial investigation; feasibility study and remediation or other similar state or federal action; or

(3) previously was found by resolution of the governing body to be a slum or a blighted area under K.S.A. 17-4742 *et seq.*, and amendments thereto.

(d) "Conservation area" means any improved area comprising 15% or less of the land area within the corporate limits of a city in which 50% or more of the structures in the area have an age of 35 years or more, which area is not yet blighted, but may become a blighted area due to the existence of a combination of two or more of the following factors:

(1) Dilapidation, obsolescence or deterioration of the structures;

(2) illegal use of individual structures;

(3) the presence of structures below minimum code standards;

(4) building abandonment;

(5) excessive vacancies;

(6) overcrowding of structures and community facilities; or

(7) inadequate utilities and infrastructure.

(e) "De minimus" means an amount less than 15% of the land area within a redevelopment district.

(f) "Developer" means any person, firm, corporation, partnership or limited liability company, other than a city and other than an agency, political subdivision or instrumentality of the

state or a county when relating to a bioscience development district.

(g) "Eligible area" means a blighted area, conservation area, enterprise zone, historic theater, major tourism area or a major commercial entertainment and tourism area or bioscience development area as determined by the secretary.

(h) "Enterprise zone" means an area within a city that was designated as an enterprise zone prior to July 1, 1992, pursuant to K.S.A. 12-17,107 through 12-17,113, and amendments thereto, prior to its repeal and the conservation, development or redevelopment of the area is necessary to promote the general and economic welfare of such city.

(i) "Environmental increment" means the increment determined pursuant to subsection (b) of K.S.A. 12-1771a, and amendments thereto.

(j) "Environmentally contaminated area" means an area of land having contaminated groundwater or soil which is deemed environmentally contaminated by the department of health and environment or the United States environmental protection agency.

(k) "Feasibility study" means a study which shows whether a redevelopment project's, special bond project's or bioscience development project's benefits and tax increment revenue and other available revenues under K.S.A. 12-1774 (a)(1), and amendments thereto, are expected to exceed or be sufficient to pay for the redevelopment or special bond or bioscience development project costs and the effect, if any, the redevelopment project costs or special bond project will have on any outstanding special obligation bonds as authorized pursuant to subsection (a)(1)(D) of K.S.A. 12-1774, and amendments thereto.

(l) "Historic theater" means a building constructed prior to 1940 which was constructed for the purpose of staging entertainment, including motion pictures, vaudeville shows or operas, that is operated by a nonprofit corporation and is designated by the state historic preservation officer as eligible to be on the Kansas register of historic places or is a member of the Kansas historic theatre association.

(m) "Historic theater sales tax increment" means the amount of state and local sales tax revenue imposed pursuant to K.S.A. 12-187 *et seq.*, 79-3601 *et seq.* and 79-3701 *et seq.*, and amendments thereto, collected from taxpayers doing business within the historic theater that is in excess of the amount of such taxes collected prior to the designation of the building as a historic theater for purposes of this act.

(n) "Major tourism area" means an area for which the secretary has made a finding the capital improvements costing not less than \$100,000,000 will be built in the state to construct an auto race track facility.

(o) "Real property taxes" means all taxes levied on an ad valorem basis upon land and improvements thereon, except that when relating to a bioscience development district, as defined in this section, "real property taxes" does not include property taxes levied for schools, pursuant to K.S.A. 72-6431, and amendments thereto.

(p) "Redevelopment project area" or "project area" means an area designated by a city within a redevelopment district.

(q) "Redevelopment project costs" means those costs necessary to implement a redevelopment plan or a bioscience development project plan, including, but not limited to costs incurred for:

- (1) Acquisition of property within the redevelopment project area;
- (2) payment of relocation assistance;
- (3) site preparation including utility relocations;

- (4) sanitary and storm sewers and lift stations;
- (5) drainage conduits, channels, levees and river walk canal facilities;
- (6) street grading, paving, graveling, macadamizing, curbing, guttering and surfacing;
- (7) street light fixtures, connection and facilities;
- (8) underground gas, water, heating and electrical services and connections located within the public right-of-way;
- (9) sidewalks and pedestrian underpasses or overpasses;
- (10) drives and driveway approaches located within the public right-of-way;
- (11) water mains and extensions;
- (12) plazas and arcades;
- (13) parking facilities;
- (14) landscaping and plantings, fountains, shelters, benches, sculptures, lighting, decorations and similar amenities; and
- (15) all related expenses to redevelop and finance the redevelopment project.

Redevelopment project costs shall not include costs incurred in connection with the construction of buildings or other structures to be owned by or leased to a developer, however, the "redevelopment project costs" shall include costs incurred in connection with the construction of buildings or other structures to be owned or leased to a developer which includes an auto race track facility or is in a redevelopment district including some or all of the land and buildings comprising a state mental institution closed pursuant to section 2 of chapter 219 of the 1995 Session Laws of Kansas.

(r) "Redevelopment district" means the specific area declared to be an eligible area in which the city may develop one or more redevelopment projects.

(s) "Redevelopment district plan" or "district plan" means the preliminary plan that identifies all of the proposed redevelopment project areas and identifies in a general manner all of the buildings, facilities and improvements in each that are proposed to be constructed or improved in each redevelopment project area.

(t) "Redevelopment project" means the approved project to implement a project plan for the development of the established redevelopment district.

(u) "Redevelopment project plan" or "project plan" means the plan adopted by a municipality for the development of a redevelopment project or projects which conforms with K.S.A. 12-1772, and amendments thereto, in a redevelopment district.

(v) "Secretary" means the secretary of commerce.

(w) "Substantial change" means, as applicable, a change wherein the proposed plan or plans differ substantially from the intended purpose for which the district plan or project plan was approved.

(x) "Tax increment" means that amount of real property taxes collected from real property located within the redevelopment district that is in excess of the amount of real property taxes which is collected from the base year assessed valuation.

(y) "Taxing subdivision" means the county, city, unified school district and any other taxing subdivision levying real property taxes, the territory or jurisdiction of which includes any currently existing or subsequently created redevelopment district including a bioscience development district.

(z) "Special bond project" means a redevelopment project with at least a \$50,000,000 capital investment and \$50,000,000 in projected gross annual sales revenues or for areas outside of metropolitan statistical areas, as defined by the federal office of management and budget the

secretary finds the project meets the requirements of subsection (g) and would be of regional or statewide importance, but a "special bond project" shall not include a project for a gambling casino.

(aa) "Marketing study" means a study conducted to examine the impact of the redevelopment project or special bond project upon similar businesses in the projected market area.

(bb) "Projected market area" means any area within the state in which the redevelopment project or special bond project is projected to have a substantial fiscal or market impact upon businesses in such area.

(cc) "River walk canal facilities" means a canal and related water features located adjacent to a river which flows through a major commercial entertainment and tourism area and facilities related or contiguous thereto, including, but not limited to pedestrian walkways and promenades, landscaping and parking facilities.

(dd) "Commence work" means the manifest commencement of actual operations on the development site, such as, erecting a building, excavating the ground to lay a foundation or a basement or work of like description which a person with reasonable diligence can see and recognize as being done with the intention and purpose to continue work until the project is completed.

(ee) "Major commercial entertainment and tourism area" may include, but not be limited to, a major multi-sport athletic complex.

(ff) "Major multi-sport athletic complex" means an athletic complex that is utilized for the training of athletes, the practice of athletic teams, the playing of athletic games or the hosting of events. Such project may include playing fields, parking lots and other developments.

(gg) "Bioscience" means the use of compositions, methods and organisms in cellular and molecular research, development and manufacturing processes for such diverse areas as pharmaceuticals, medical therapeutics, medical diagnostics, medical devices, medical instruments, biochemistry, microbiology, veterinary medicine, plant biology, agriculture, industrial environmental and homeland security applications of bioscience and future developments in the biosciences. Bioscience includes biotechnology and life sciences.

(hh) "Bioscience development area" means an area that:

(1) Is or shall be owned, operated, or leased by, or otherwise under the control of the Kansas bioscience authority;

(2) is or shall be used and maintained by a bioscience company; or

(3) includes a bioscience facility.

(ii) "Bioscience development district" means the specific area, created under K.S.A. 12-1771, and amendments thereto, where one or more bioscience development projects may be undertaken.

(jj) "Bioscience development project" means an approved project to implement a project plan in a bioscience development district.

(kk) "Bioscience development project plan" or "project plan" means the plan adopted by the authority for a bioscience development project pursuant to K.S.A. 12-1772, and amendments thereto, in a bioscience development district.

(ll) "Bioscience facility" means real property and all improvements thereof used to conduct bioscience research, including, without limitation, laboratory space, incubator space, office space and any and all facilities directly related and necessary to the operation of a bioscience facility.

(mm) "Bioscience project area" or "project area" means an area designated by the authority within a bioscience development district.

(nn) "Biotechnology" means those fields focusing on technological developments in such



area as molecular biology, genetic engineering, genomics, proteomics, physiomics, nanotechnology, biodefense, biocomputing, bioinformatics and future developments associated with biotechnology.

(oo) "Board" means the board of directors of the Kansas bioscience authority.

(pp) "Life sciences" means the areas of medical sciences, pharmaceutical sciences, biological sciences, zoology, botany, horticulture, ecology, toxicology, organic chemistry, physical chemistry, physiology and any future advances associated with life sciences.

(qq) "Revenue increase" means that amount of real property taxes collected from real property located within the bioscience development district that is in excess of the amount of real property taxes which is collected from the base year assessed valuation.

(rr) "Taxpayer" means a person, corporation, limited liability company, S corporation, partnership, registered limited liability partnership, foundation, association, nonprofit entity, sole proprietorship, business trust, group or other entity that is subject to the Kansas income tax act, K.S.A. 79-3201 *et seq.*, and amendments thereto.

(ss) "Flood-plain increment" means the increment determined pursuant to subsection (b) of K.S.A. 2004 Supp. 12-1771e, and amendments thereto.

(tt) "100-year flood-plain area" means an area of land existing in a 100-year flood-plain as determined by either an engineering study of a Kansas certified engineer or by the United States federal emergency management agency.

**12-1772. Procedure for establishing a redevelopment project or bioscience development project; project plan; hearing; posthearing changes.** (a) *Redevelopment projects.* One or more redevelopment projects or bioscience development projects may be undertaken by a city within an established redevelopment district or bioscience development district. Any such project plan may be implemented in separate development stages. Any city proposing to undertake a redevelopment project or bioscience development project within a redevelopment district or bioscience development district established pursuant to K.S.A. 12-1771, and amendments thereto, shall prepare a project plan in consultation with the planning commission of the city and, in the case of a bioscience development district, with the approval of the bioscience authority. The project plan shall include:

(1) A summary of the feasibility study done as defined in K.S.A. 12-1770a, and amendments thereto, which will be an open record;

(2) a reference to the district plan established under K.S.A. 12-1771, and amendments thereto, that identifies the redevelopment or bioscience development project area that is set forth in the project plan that is being considered;

(3) a description and map of the redevelopment or bioscience development project area to be redeveloped;

(4) the relocation assistance plan required by K.S.A. 12-1777, and amendments thereto;

(5) a detailed description of the buildings and facilities proposed to be constructed or improved in such area; and

(6) any other information the governing body deems necessary to advise the public of the intent of the project plan.

(b) *Resolution requirements.* A copy of the redevelopment project plan or bioscience development project plan shall be delivered to the board of county commissioners of the county and the board of education of any school district levying taxes on property within the proposed redevelopment project area or bioscience development project area. Upon a finding by the planning commission that the project plan is consistent with the intent of the comprehensive plan for the development of the city, the governing body of the city shall adopt a resolution stating that the city is considering the adoption of the project plan. Such resolution shall:

(1) Give notice that a public hearing will be held to consider the adoption of the redevelopment project plan or bioscience development project plan and fix the date, hour and place of such public hearing;

(2) describe the boundaries of the redevelopment district or bioscience development district within which the redevelopment or bioscience development project will be located and the date of establishment of such district;

(3) describe the boundaries of the area proposed to be included within the redevelopment project area or bioscience development project area; and

(4) state that the project plan, including a summary of the feasibility study, relocation assistance plan and financial guarantees of the prospective developer and a description and map of the area to be redeveloped or developed are available for inspection during regular office hours in the office of the city clerk.

Except as provided in paragraph (3) of subsection (b) of K.S.A. 12-1774, and amendments thereto, if the governing body determines that it may issue full faith and credit tax increment bonds to finance the redevelopment project or bioscience development project, in whole or in part, the resolution also shall include notice thereof.

(c) (1) *Hearing.* The date fixed for the public hearing shall be not less than 30 nor more than

70 days following the date of the adoption of the resolution fixing the date of the hearing.

(2) A copy of the resolution providing for the public hearing shall be by certified mail, return receipt requested sent to the board of county commissioners of the county, the Kansas development finance authority and the board of education of any school district levying taxes on property within the proposed redevelopment project area or bioscience development district project area. Copies also shall be sent by certified mail, return receipt requested to each owner and occupant of land within the proposed redevelopment project area or bioscience development project area not more than 10 days following the date of the adoption of the resolution. The resolution shall be published once in the official city newspaper not less than one week nor more than two weeks preceding the date fixed for the public hearing. A sketch clearly delineating the area in sufficient detail to advise the reader of the particular land proposed to be included within the project area shall be published with the resolution.

(3) At the public hearing, a representative of the city shall present the city's proposed project plan. If the hearing is for a proposed bioscience development project, a representative of the Kansas bioscience authority shall assist in presenting the proposed bioscience project plan. Following the presentation of the project plan, all interested persons shall be given an opportunity to be heard. The governing body for good cause shown may recess such hearing to a time and date certain, which shall be fixed in the presence of persons in attendance at the hearing.

(d) The public hearing records and feasibility study shall be subject to the open records act, K.S.A. 45-215, and amendments thereto.

(e) *Posthearing procedure.* Following the public hearing, the governing body may adopt the project plan by ordinance passed upon a 2/3 vote and, in the case of a bioscience project plan, with the approval of the bioscience authority.

(f) Any substantial changes as defined in K.S.A. 12-1770a, and amendments thereto, to the project plan as adopted shall be subject to a public hearing following publication of notice thereof at least twice in the official city newspaper.

(g) Any project shall be completed within 20 years from the date of the approval of the project plan.

(h) A bioscience development project may be undertaken in a bioscience development district in the unincorporated area of a county by resolution of the board of county commissioners governing the area if:

(1) The bioscience development project is approved by the Kansas bioscience authority; and

(2) the board of county commissioners follows the notice, hearing and approval procedures required of a city to establish a bioscience development project.

(i) When establishing a bioscience development project as described in subsection (h), any references to "city" contained in this section shall mean "county".

# ***Higher Education In Kansas: Are We Falling Behind?***

**Kansas Citizens  
For Higher Education**

**866-526-3382**

***[www.kansashighereducation.org](http://www.kansashighereducation.org)***

2004-2005

## ***Presentation Overview***

- Citizens for Higher Education Founders and Goals
- Positive Economic Impact of Higher Education in Kansas
- Kansas Spending on Higher Education Compared to the Big 12
- Steps to Improve the Situation

House Higher Education Committee

03/09/05

Attachment 3

Bill Taylor

Bill Hael



## ***Citizens for Higher Education Background & Goals***

- **Established in 2002**
  - Kansas business and civic leaders
  - Research, educate and inform public about the importance of higher education
  - **Emphasize linkage between higher education and economic prosperity!**

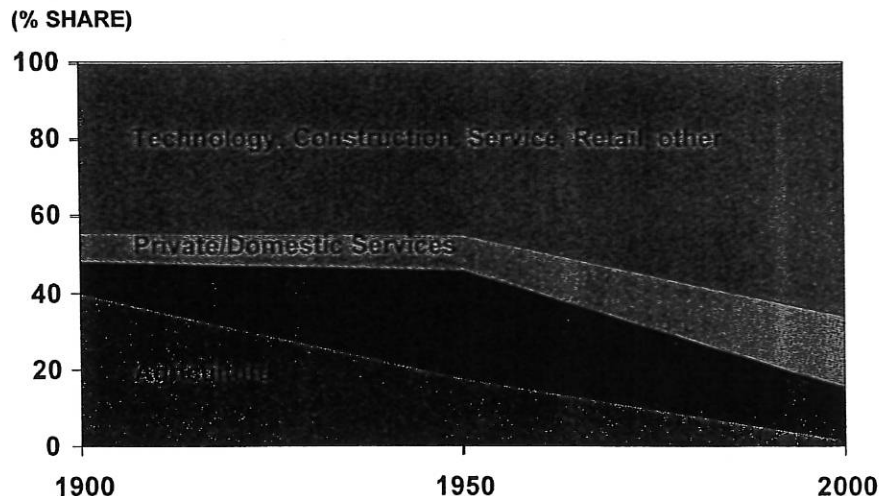
## ***Founding Members***

- Ross Beach
- Gene Bicknell
- Jeff Crippen
- John Dicus
- Jill Docking
- Bill Hall
- Kenneth Havner
- Drue Jennings
- Charlie Johnson
- Jim Lowther
- Hon. Cordell Meeks
- Fred Merrill
- Hon. Richard Rogers
- Julie Davis Richey
- Gary Sherrer
- Bill Taylor

## **21<sup>st</sup> Century Jobs Require Higher Education**

- **19<sup>th</sup> Century: *Bigger and Better Farms***
  - Basic education was the norm
- **20<sup>th</sup> Century: *Bigger and Better Factories***
  - High school or some college sufficient
- **21<sup>st</sup> Century: *Bigger and Better Ideas***
  - Higher education essential

## **U.S. Employment Trends Have Changed Dramatically**



## ***Changes in the Dow 30 Signal Major Job Shifts***

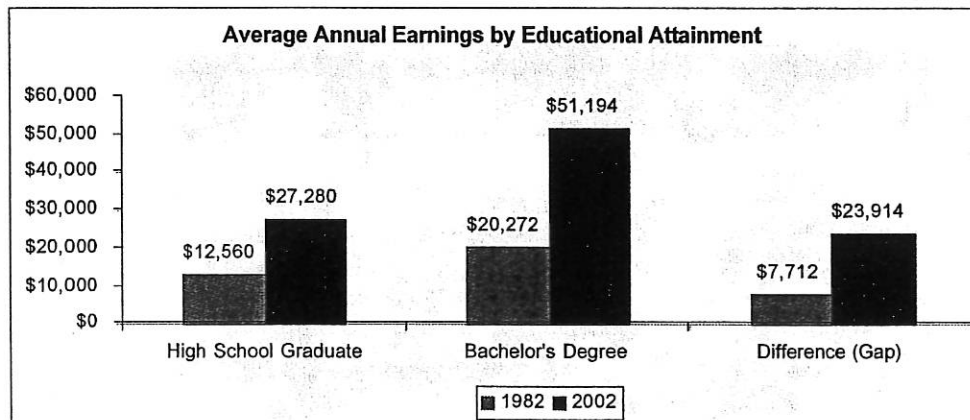
- **Stocks In**

- Intel
- Microsoft
- SBC (SW Bell)
- Home Depot
- AIG
- Pfizer
- Verizon

- **Stocks Out**

- Sears Roebuck
- Union Carbide
- Chevron
- Goodyear
- AT&T
- Eastman Kodak
- International Paper

## ***College Grads Earn More And the Gap Is Widening***



Source: U.S. Census Bureau

## ***Alan Greenspan Confirms It***

**“We are seeing...a continuing opening up of the wage spread between highly skilled and lesser skilled workers and that is, in my judgment, largely an educational problem. The real wage below the median has been flat to declining, whereas, in the upper quartile it has been rising, and that is largely reflected in skill differentials.”**

*--U.S. Senate Banking Committee, 6-15-04*

## ***Bioscience Jobs Demand Smart Kansas Graduates***

- **Kansas University:**
  - Research, medicine, pharmacology
- **Kansas State University:**
  - Research, agriculture, bio-terrorism
- **Regional Universities:**
  - Teachers, scientists, mathematicians
- **Community & Technical Colleges:**
  - Technicians, support services, job retraining

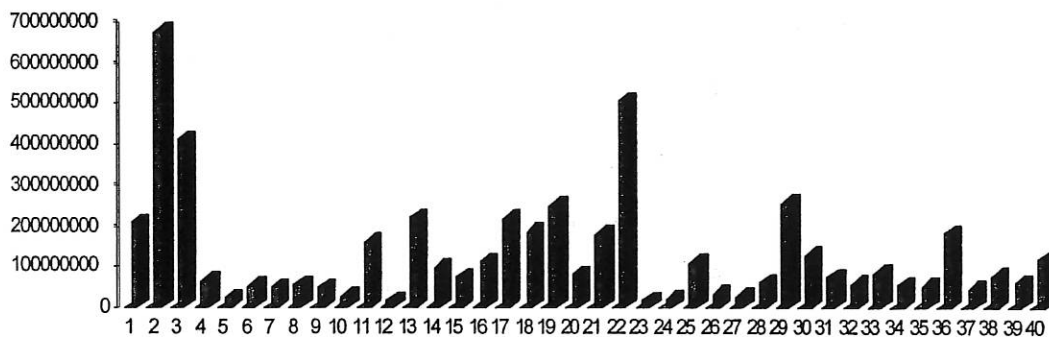
## ***Economic Benefit of Higher Education to Kansas***

- \$2 billion annual spending
- \$5.2 billion economic contribution
- 6% of gross state product
- \$281 million annual taxes
- **116,000 jobs**
- Regional, recession-proof economic anchors that won't be outsourced.

Source: NorthStar Economics, Inc., 2000-2001 data

## ***Every Kansas Senate District Benefits***

**Economic Impact By State Senate District;  
Sixteen Districts Over \$100 Million**



Source: NorthStar Economics, Inc., 2000-2001 data

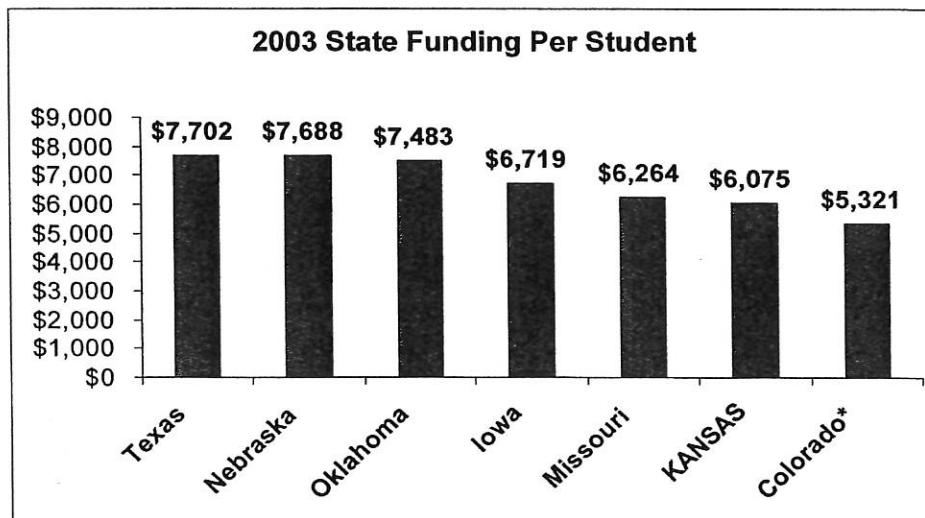


## ***Kansas Leads Big 12 In Demand for Higher Education***

State	Population	HE Students	% Population
<b>Kansas</b>	<b>2,724,000</b>	<b>118,014</b>	<b>4.33%</b>
Iowa	2,944,000	114,582	3.89%
Nebraska	1,739,000	67,741	3.90%
Colorado	4,551,000	128,833	2.83%
Texas	22,119,000	621,037	2.81%
Oklahoma	3,512,000	100,320	2.86%
Missouri	5,704,000	139,699	2.45%

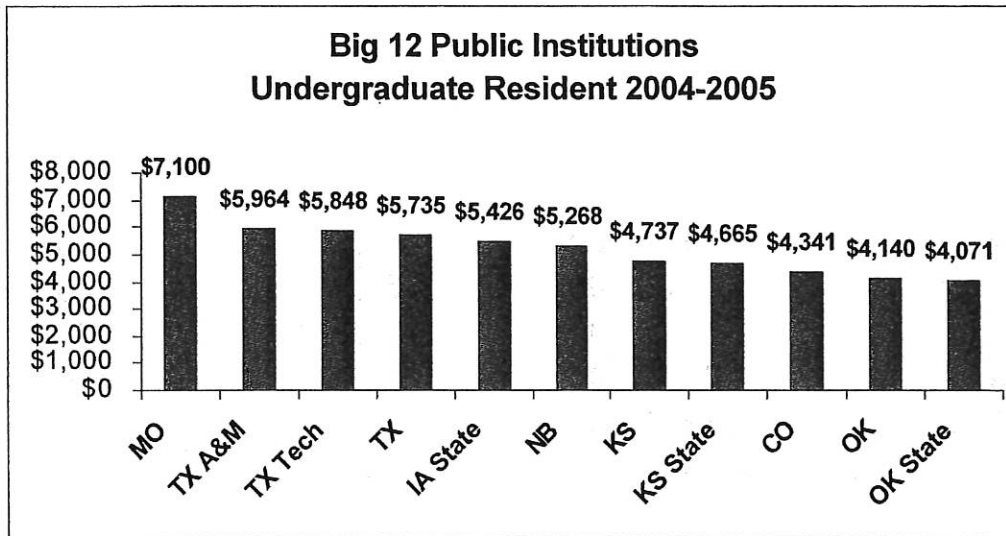
Sources: US Census Bureau 2003 Estimates and IPEDS

## ***Per Student Funding Next to Last in Big 12 States***



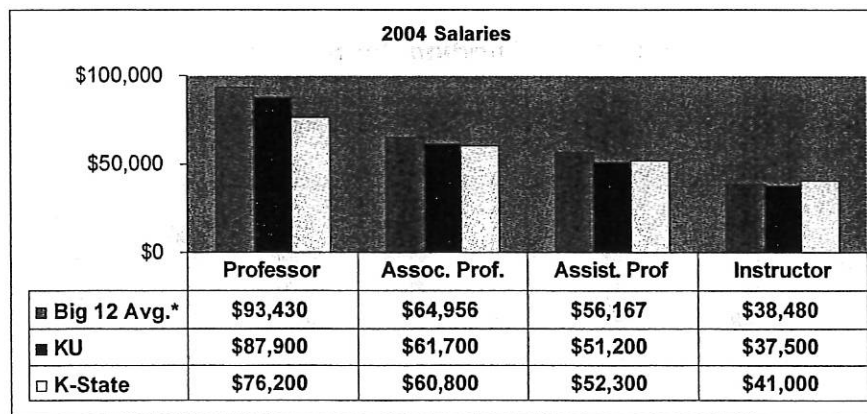
Sources: Grape Vine (Appropriations) and IPEDS (Students). \*Low due to very high out of state tuition.

## Tuition & Fees Near Bottom Of Big 12 States



Source: University of Missouri – Big 12 Tuition and Fees Report

## Faculty Salaries Well Below Other Big 12 States



Source: Academe, Economic Status of the Profession. \*Public Universities, excluding KU and K-State.

## ***Falling Behind Since 1990: Enrollment & Inflation Outpace State Funding***

1990 Actual State Funding	\$450M
1990 Adjusted for Higher Ed Inflation (HEPI)	\$277M
1990 Adjusted for 10,000 Student Growth	\$29M
1990 Adjusted to 2003	\$756M
2003 Actual State Funding	\$680M
<b>Shortfall</b>	<b>\$76M</b>

Between 1990 & 2000, growth in state funding for higher education lagged state budget growth by 7.1%, (adjusted for K-12.)

## ***How Big Is The Problem?***

### **State Funding**

Enrollment & inflation shortfall	\$76M
To reach Big 12 state per student avg.	<u>\$51M</u>
<b>ADDED STATE FUNDING NEEDED</b>	<b>\$127M*</b>

\*Excludes impact of low state funding of community colleges (\$37M) that is offset by higher local funding.

### **Tuition Increases**

To reach Big 12 state per student avg.	\$57M
<b><u>GRAND TOTAL</u></b>	<b><u>\$184M</u></b>

## ***What Can Be Done?***

- **32-member Higher Education Caucus** formed to develop long-term strategy:
  - Advance the linkage between higher education and economic prosperity.
  - Think Pre-K thru 16 instead of K-12.
  - Move state funding and tuition in tandem.
  - Identify & mobilize business leaders.
  - Continue to build public awareness.



2005 Kansas Legislative Higher Education Caucus

<b>Legislator</b>	<b>District</b>	<b>School</b>
Senator Pete Brungardt - R	24	Salina Area Tech School
Senator Roger Reitz - R	22	Kansas State, Manhattan Area Tech College
Senator Marci Francisco - D	2	University of Kansas
Senator Jim Barone - D	13	Pittsburg State, Fort Scott CC
Senator Janis Lee - D	36	Fort Hays State, North Central KS Tech College
Senator Jim Barnett - R	17	Emporia State, Flint Hills Tech College
Senator Steve Morris - R	39	Garden City Community College
Senator Laura Kelly - D	18	Washburn, KAW Area Tech School
Senator Dwayne Umbarger - R	14	Coffeyville CC, Labette CC, Neosho Co. CC
Senator Greta Goodwin - D	32	Cowley Co. Community College
Senator Terry Bruce - R	34	Hutchinson Community College
Senator David Haley - D	4	KCK Community College, KCK Technical College
Representative Valdenia Winn - D	34	KCK Area Technical School
Representative Mitch Holmes - R	114	Pratt CC
Representative Jeff Jack - R	7	Labette CC
Representative Nancy Kirk - D	56	KAW Area Tech School
Representative Don Hill - R	60	Emporia State, Flint Hills Tech College
Representative Mark Treaster - D	101	Hutchinson CC
Representative Bill Otto - R	9	Allen Co. CC
Representative Sydney Carlin - D	66	Kansas State
Representative Tom Hawk - D	67	Manhattan Area Tech College
Representative John Grange - R	75	Butler Co. CC
Representative Eber Phelps - D	111	Fort Hays State
Representative Paul Davis - D	46	University of Kansas
Representative Melody Miller - D	89	Wichita State University
Representative Peggy Mast - R	76	Emporia State University
Representative Joe McLeland - R	94	Wichita State University
Representative Ward Loyd - R	123	Garden City Community College
Representative Jerry Henry - D	63	Highland CC, Neosho Co. CC
Representative Ed O'Malley - R	24	Johnson Co. Community College
Representative Deena Horst - R	69	Salina Area Technical School
Representative Tom Sloan - R	45	University of Kansas