

MINUTES OF THE SENATE EDUCATION COMMITTEE

The meeting was called to order by Chairman Jean Schodorf at 1:30 p.m. on March 14, 2011, in Room 152-S of the Capitol.

All members were present except:

Senator John Vratil – excused
Senator Dwayne Umbarger - excused

Committee staff present:

Sharon Wenger, Kansas Legislative Research Department
Laura Younker, Kansas Legislative Research Department
Jason Long, Office of the Revisor of Statutes
Eunice Peters, Office of the Revisor of Statutes
Dale Dennis, Deputy Commissioner, Kansas Department of Education
Dorothy Gerhardt, Committee Assistant

Conferees appearing before the Committee:

Glennis Zimmerman, President, South Haven USD #509 Board of Education
Jeff Cather, Anthony, KS, Kansas Future Farmers of America
Mark Desetti, Kansas National Education Association
Diane Gjerstad, USD #259, Wichita

Others attending:

See attached list.

Continued Hearing on **SB 202-School districts; purpose of state aid to public schools**

The committee hearing on **SB 202** was continued from Thursday, March 10, 2011, with testimony in opposition to the legislation from Glennis Zimmerman, President, South Haven USD #509 Board of Education (Attachment 1). She began testimony by stating she was a former teacher, curriculum director, and assistant superintendent of a 4A and a 5A school district. Statements in her testimony regarding **SB 202** included her belief that the bill is an attempt to define suitable provision in terms of instructional costs and the definition of what these instructional costs are.

She stated that by excluding co-curricular activities and extracurricular activities, this definition leaves out the life experiences for students that are what solidifies the learning that occurs in the classroom. It is her belief that we must consider the needs of all Kansas students, and not assume that each and every Kansas student has access to the same opportunities in his or her community. We must make sure that all Kansas students have the education that prepares them to be productive citizens of our state. Education is an economic engine for Kansas, and quality of education is important no matter where a student lives.

Jeff Cather, Anthony, Kansas, State Sentinel, Kansas Future Farmers of America, and a student at Kansas State University, provided testimony in opposition to **SB 202** (Attachment 2) also. In stating his opposition to the bill he relayed his experiences as a member of the Future Farmers of America (FFA). He stated that students all over the state are involved in FFA. All of the activities of the FFA are defined as co-curricular. Not allowing funding of these activities would mean that many students would not be afforded the opportunities for personal and leadership growth that he has been given. Rural Kansas and agriculture are vital to the future of the state. FFA is vital to the future of rural Kansas. Funding for FFA, a co-curricular activity, is vital to the future of the agriculture education program.

Mark Desetti, Kansas National Education Association, also spoke in regard to **SB 202** (Attachment 3). His testimony included a look at his own family from his perspective as a parent and that definition of “suitability”. He stated that education is not all about money, but is about our vision of what we want schools to do and be for the next generation; what is suitable for others' children and his children ought to be suitable for every child living in this state.

Diane Gjerstad, USD #259, Wichita, also appeared with testimony regarding **SB 202** (Attachment 4). She stated that operating an effective school where teaching and learning occurs is broader than simply “direct instruction”. In her testimony she included the results of a survey done by the Wichita superintendent of a select group of students, SuperSAC, last fall. The results of this survey represented the interests of

CONTINUATION SHEET

Minutes of the Senate Education Committee at 1:30 p.m. on March 14, 2011, in Room 152-S of the Capitol.

students, their desire to learn, to interact with students outside of their classroom or social groups, and ideas to keep students interested and motivated in school. Many of these goals are only realized through co-curricular and extra-curricular activities.

Co-curricular and extra-curricular activities enhance a student's preparation for life, their ability to work in groups, grow leadership experiences, to learn all those "soft" skills employers desire for an effective workforce. Those skills are reinforced through the games we play, the clubs we join, the opportunity to experiment. She asked the Chair that as we seek to define what enhances the K-12 educational experience that we not be so narrow as to lose the components which help our students grow.

Ms. Gjerstad also provided information regarding a survey completed by Angela Lumpkin, University of Kansas, and Judy Favor, Baker University, regarding the comparison of academic performance of high school athletes and non-athletes in Kansas (Attachment 5). The research generally indicated that students involved in athletics earned higher grades, graduated at a higher rate, dropped out of school less frequently, and scored higher on state assessments than non-athletes. Results on ACT tests were mixed.

The hearing on **SB 202** was closed.

The next meeting is scheduled for March 15, 2011.

The meeting was adjourned at 2:30 p.m.

SENATE EDUCATION COMMITTEE GUEST LIST

DATE: March 14, 2011

[illegible]

Testimony before the
Senate Education Committee
on
SB202
by
Glennis Zimmerman

Senator Schodorf, Honorable Members of the Education Committee,

Thank you for the opportunity to comment on SB202. I speak in opposition to this bill. My name is Glennis Zimmerman. I appear before you today wearing several hats. I am a former teacher, curriculum director, and assistant superintendent of a 4A and a 5A school district. I am also a landowner, parent, grandparent, and am currently the president of the South Haven USD 509 Board of Education. South Haven is a 1A school district in Sumner County, which is in Senator Abram's district.

The discussion of what education should be for Kansas students has been a topic since the Kansas Constitution was framed. Our forefathers apparently felt that education was very important, however, because they devoted an entire section of our constitution to it. In defining education they said only that the legislature should provide for the intellectual, educational, vocational, and scientific improvement through the establishment of public schools, and that the legislature should make suitable provision for finance of these public schools.

SB202 is an attempt to define suitable provision in terms of instructional costs and the definition of what those instructional costs are. Yet, by excluding co-curricular activities and extracurricular activities, this definition leaves out the life experiences for students that are what solidifies the learning that occurs in the classroom. Music competitions, art competitions, debate and forensics, JROTC, and scholars bowls, to name several, allow students to expand their knowledge and gain appreciation for what they have learned. As an example, when I taught math and algebra, I was also the coach of the mathematics team. All students were welcome to try out for the team, to sit in on practices, and to help develop problems for competition. The school district provided the transportation for our team to compete, and the utilities on the Saturday that we hosted a competition. The students who competed on the teams have told me that these activities helped them understand real-world problems using math concepts, and in making career choices. These were life experiences that shaped their lives. This competition would no longer be possible for a small school like South Haven, could these funds not be provided from the general fund. In an urban or suburban setting, a group of charitable businesses or parents might step in to keep a program alive. We have very few choices of sponsors to fund our activities in our community. Our programs would simply have to be dismantled.

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Attachment 1

I have heard Senator Abrams speak passionately several times about the importance of vocational education in Kansas schools. Every vocational program approved by KSDE has associated with it a club or association and co-curricular activities that support that program. I will speak of the one that has made the most difference for my children, but I could just as well have chosen another area than FFA. FFA is defined as a co-curricular activity for the agriculture education program by KSDE, and is outside the auspices of KSHSAA. Almost 8000 Kansas students across the state participate and compete in career development events, leadership schools, state and national conventions (including career fairs), and community development activities. This is where they take what is learned in the agriculture classroom and turn it into life experience that shape them into the farmers, researchers, businessmen and women, teachers, and leaders that Kansas needs now and into the future. FFA is a strong economic engine for this state, and would be much less effective in that role should districts not be able to provide funding because of differences in assessment and valuation. This is also true for the other vocational clubs and associations like HOSA, DECCA, FBLA, FCCLA, etc.

Life experiences are also a valuable part of extracurricular activities. Not only are these activities sometimes what motivates a student, but the teamwork and self-discipline learned in these activities are excellent preparation for the world of work. And in small communities, where the only activities offered are through the schools, many students would have nothing to occupy them between the end of school and when parents arrive home from jobs. In South Haven, students have no YMCA or Boys and Girls Club or private gym facilities as a place to spend time.

I believe that another problem exists with this bill. Technology is mentioned several times as being a part of instructional costs. Certainly we all know that our children and grandchildren will learn and work with technology throughout their lives. However, naming the technology, i.e. laptops, television, etc., means that these are now codified in law. How can we know what will be the technologies necessary for learning next year, let alone five years from now. Many schools are adopting the iPad as the tool of choice to deliver textbooks and access the Web. Yet with this bill, that technology could not be purchased with state funds.

Finally, as defined in this bill, educational costs would seem not to include transportation and do not include capital outlay expenditures. For a district with high valuation per pupil, this may not be a problem. However, in a district like ours, where a mill raises about \$9000 in capital outlay, not being able to keep up the equipment that is necessary for the operation of school would lead to transportation, safety and security issues for our students. Rural students ride buses to school. Transportation funding is crucial to getting students to schools in rural communities. In this day of both parents working, parent transportation is many times not an option. Students who are not in school are not learning the skills needed to be productive citizens of Kansas.

I do not want you to think that I am close-minded, and believe that schools must have everything they have today. I do understand that state funding is a problem, and the needs are great. However, I believe that we MUST consider the needs of all Kansas students, and not assume that each and every Kansas student has access to the same opportunities in his or her community. We need to make sure that ALL Kansas students have the education that prepares them to be productive citizens of our state. Education is an economic engine for Kansas, and quality of education is important no matter where a student lives. Our students deserve no less!

Thank you.

Testimony before the
Senate Education Committee
On SB202

By
Jeff Cather, Kansas FFA Sentinel
March 14, 2011

Senator Schodorf, Honorable Members of the Committee:

My name is Jeff Cather. I reside in Senator Teichman's district and am a graduate of Chaparral High School, a 3A rural high school in Harper County. I am currently a freshman Kansas State University. Senate Bill 202, which provides a definition of a "suitable education", if passed, means that co-curricular activities will not be funded by the state as part of the instructional costs. I am opposed to this part of the bill. Let me tell you why.

Going into my freshman year of high school, I knew that I wanted to be involved in the National FFA Organization but it was just because I wanted to judge livestock and judge cattle. I was familiar with the organization but I did not realize what FFA really had to offer. Obviously, it has gotten me to where I am today speaking in front of you but it has had a lasting benefit on me.

In my first semester of high school, I learned the basics of FFA and the agriculture education three-part model. The three components are classroom/lab, SAE, and FFA. The first component of classroom/lab allows students to sit in their classrooms and learn the material of the ag class that they are taking. The biggest benefit that I have found from my classroom experiences is the hands-on learning that we all got to take part in.

The second is SAE, which stands for Supervised Agriculture Experience. This gives students the opportunity to take the principles they learn in class and actually apply them in the real world. My SAE was working on the family farm where I have taken material learned in an agribusiness class and used it to effectively make money selling wheat.

The last component is FFA; this part is where the leadership development takes place. The opportunities to apply the classroom learning are huge with a number of contests that range from food science to public speaking, and leadership conferences that allow all students to grow as an individual. I have attended numerous of these conferences and conventions where I have networked with other FFA members while having fun and pursuing my potential.

Think about that last word, potential. This year's theme for National FFA is Infinite Potential. This theme has directly related to me in so many ways. As a freshman, I knew the word potential and what it meant but I did not know how to achieve it. My FFA experience has helped me shape in to the person that I am today. I have grown from a shy freshman to speaking in front of you today as a State FFA Officer.

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Attachment 2

The awesome thing about FFA is that it is not just doing this for me, but it really is doing this for members all across Kansas. As a State Officer, I have been given the privilege to travel around the state visiting schools and facilitating developmental workshops for members. Earlier in the year, I traveled to Hugoton and I personally saw members grow throughout the day of workshops. I do not know if anyone here has ever experienced this, but to me it was one of the most amazing experiences I have ever had. This is happening all over the state through FFA and I look forward to seeing more students grow. My pursuit of potential started with FFA and the time that I hang up this jacket is nearing, but the pursuit will not end there. It is because of FFA that I can say this to you today.

Students all over the state are involved in FFA. All of the activities of the FFA are defined as co-curricular. Not allowing funding of these activities would mean that many students would not be afforded the opportunities for personal and leadership growth that I have been afforded.

Rural Kansas and agriculture are vital to the future of our state. FFA is vital to the future of rural Kansas. Funding for FFA, a co-curricular activity, is vital to the future of the agriculture education program.

Thank you.

with a lot of
money
and a lot of
time



Making public schools great for every child

KANSAS NATIONAL EDUCATION ASSOCIATION / 715 SW 10TH AVENUE / TOPEKA, KANSAS 66612-1686

Mark Desetti, Testimony
Senate Education Committee
March 10, 2011

I would like to take this opportunity today to share thoughts on the education budget that are a little different than I might normally share. I believe I can do this because I can't give you any more data than that which you get from Mark Tallman. He's a master at the data and I can't argue with or augment it.

I think the best way for me to address this "suitability" issue is if I look at it from my perspective as a parent.

I have four children, all of whom have already graduated from Kansas public schools. One went to the Marine Corps and after being discharged works in private security, one is a full-time cook and attends chef school part time, one is a senior at a four year university in Ohio set to graduate this May, and the fourth, my baby, graduated from Lawrence Free State High School last spring.

My daughter is a brilliant student. Bill Brady knows her. He can attest to the facts here and that she is proof positive that brilliance skips generations or that she takes after her mother. She graduated at the top of her high school class and was accepted at every college to which she applied. Today she attends Smith College in Northampton, Massachusetts.

I attribute some of her success to her natural intelligence and to her hard work and drive. But what makes her a student capable of getting into Smith or Boston College or Oberlin or Carnegie Mellon is due to the opportunities she had as a student in Kansas public schools. It is due to what I, as a parent, would call an education that was suitable for a child with her ability and drive.

During her time in Free State High School, she had the opportunity to take advanced sections of regular classes as well as advanced placement classes. Personal attention from caring teachers allowed her to complete four years of German in three years and then to study German at the University of Kansas while still in high school. She had unique academic opportunities because her high school offers more than just the traditional curriculum. She was able to study biology, chemistry, and physics and then a further stretch to anatomy and physiology. She grew in other ways as well, having taken advantage of many fine arts offerings including band, ceramics, and digital imaging.

Her school provided her with many opportunities to serve both the school and the greater community because of support for clubs including the Key Club, the Social Awareness Club, and the LINK Crew.

Co-curricular activities took her to music competitions, a state German-language competition, and the national Model United Nations at the University of Chicago in the company of Free State teachers. Free State language teachers also coordinated co-curricular language experiences that allowed Caitie to spend five weeks with a family in Eutin, Germany and to have high school students from Germany and Paraguay stay with our family in Lawrence.

She even had the chance to letter in a sport – women's golf – because her school offered it - even with so few students participating.

None of these programs is required. They are beyond the scope of the limited curriculum, but they are the kinds of activities that let our brightest children shine.

On the other end of the spectrum was my first child who was never highly motivated by classroom instruction. He managed to earn his diploma but I wonder every day if that was because he was afraid, as the child of two teachers, to leave school without it or if it was because he got to wear a marching band uniform on Friday nights and serve as the manager to several sports teams. Given how often he has heeded direction from me, I can only assume that it was those co-curricular and extra-curricular activities that kept him there.

As a result of those activities, he managed to earn a high school diploma without which he could not have enlisted in the Marine Corps. Here is a young man that was able to serve because those "extras;" those things that some would not consider part of a suitable education - kept him in school.

And I thank God that my kids were born when they were. They were able to be in high school at a time when a high school was not deemed to be efficient because it was cheap; when audits show that we can have low-cost schools if we just increase those class sizes and do away with low-enrollment classes. When we seek to define a "suitable" education in terms of just what we can get by with.

These suggestions get to the heart of what makes Kansas schools so effective. The opportunities most at-risk today in these discussions of budgets and suitability and baskets of services, are those that serve children like my daughter – the top students who will be leaders in this nation – and those that serve the children who need personal attention the most – English language learners, children in poverty, children with developmental or physical disabilities, even those who just aren't terribly motivated.

I thank God that my youngest was able to graduate from high school just before these cuts begin to eat away at teaching and learning and personal attention and before this state defines a suitable education in ways that limit opportunity.

And that takes me to one more viewpoint on school funding.

My grandson will turn five years old next month. He is just a few short months from beginning Kindergarten. As a grandparent, I fear for what is in store for him. He will enter Kindergarten just as the federal stimulus funds disappear and our schools drop off the funding cliff – the reality of state cuts coming home to roost.

What opportunities will there be for his future? Will his Kindergarten teacher have 20 children or 30? Will his elementary school be able to take him to museums or on a visit to the capitol? What is the vision for his education?

I fear for a whole generation of kids like my grandson. When programs and classes are cut in the name of efficiency or just to be low-cost or because someone decided that a particular opportunity was deemed not to be “suitable,” what will happen to him? As teacher salaries and benefits are frozen or reduced, where will we find dedicated enthusiastic teachers to replace those that retire?

This is not all about money; but it is about our vision – yours and mine – of what we want schools to do and be for our next generations. We cannot afford to tell next year’s Kindergarteners to just hang in there; that things will get better in a few years. Kindergarten, first grade – these are once in a lifetime opportunities.

I urge you to look into the eyes of today’s four and five-year olds. Talk to their parents and grandparents. Ask what it is they want for those children. And then do what it takes to create that future for them and for our state. Do what it takes to give them opportunities and to give their parents hope for a better future.

Way back when Bill Graves was governor, I was asked by a reporter what I thought suitable meant. My response back then was that suitable is what Bill and Linda Graves wanted for Katie. Today, I will tell you that I think suitable is what my Caitie had. And I believe that if you look in your heart you will agree that suitable is what made your own child successful or what you want for your grandchild.

I would submit to you that what is suitable for your children and my children ought to be suitable for every child living in this state.

It might not be cheap but it's right.



Senate Education Committee Senator Schodorf, Chair

S.B. 202 – suitable provision of education

*Presented by: Diane Gjerstad
Wichita Public Schools*

March 10, 2011

Madame Chair and members of the committee:

S.B. 202 as introduced would limit the legislature's duty to make suitable provision for finance to instructional costs, materials, technology and textbooks. The bill would exclude from state funding responsibility athletics, extra-curricular, co-curricular, capital expenditures, capital outlay and staff not directly involved with instruction.

We thank the chair and sponsor for opening this bill up for a dialogue instead of the traditional support or oppose format.

Operating an effective school where teaching and learning occurs is broader than simply "direct instruction". The principal in a 21st century school is the educational leader who spends time each day checking into classrooms, monitoring instruction, providing feedback to teachers, meeting with data teams to monitor student data, meeting with instructional coaches to analyze what training is needed, determining which teachers need assistance, child study team meetings, and after school activities. Plus discipline, attendance, complaints, hiring staff, training staff, meeting with staff, building maintenance issues, custodial issues – this is an incomplete list of what today's principal is expected to accomplish. We don't believe providing a suitable education which **"provides for the intellectual, educational, vocational and scientific improvement in the educational interests of the students in Kansas"** can be limited to the time a principal is "ascribed to instruction" (page 2, lines 1 and 2).

Madame Chair, I would like to provide to the committee the expectations and suggestions of our customers – the students. Superintendent Allison meets monthly with SuperSAC, a group of 18 students from the six comprehensive high schools, 2 metros, Gateway, Sowers and learning centers. He engages the students in a wide range of topics from testing lunchroom food to curriculum, faculty, testing and much more. A larger group is brought together to discuss the school system each spring. Last October Superintendent Allison met with 100 Wichita high school students. The questions he posed to the group were:

- What do teachers need to know about today's high school students to teach you more effectively?
- What are the qualities of a highly effective teacher?
- What can your school do in the future to support positive student behavior and enhance school culture?

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Attachment 4

The students, our customers, provided unfiltered well-reasoned observations for the Wichita Board of Education, administration and faculty. Some of their observations provide insight for this discussion on what a suitable education entails.

- Community involvement/student in the community
- Use internet for student/teacher feedback – teachers should use Fusion Page
- Promote groups, clubs, organizations to encourage others to join
- More school activities besides sports events and fine arts
 - North Water Fest
 - Clubs
 - Opportunity to be involved
 - Have a place in school to meet
 - Mixers to get to know other students and grade levels
- Develop school spirit through cheerleader activities and pep rallies
- More opportunities for student leadership and involvement
- Increase administrator and teacher involvement in student life / groups
- Increase cross participation (football supporting drama, drama supporting debate, etc)
- Student leaders need to talk with other students
- Volunteer opportunities for all students (not just STUCO)
- Bring in clubs – various clubs and those that represent diversity

Those are a few from the eight pages of student comments. They represent the interests of students, their desire to learn, to interact with students outside of their classroom or social groups, and ideas to keep them interested and motivated in school. Many of which are only realized through co-curricular and extra-curricular activities.

Last spring during the difficult budget discussions Wichita Board of Education held two community budget ranking sessions. Over 700 people attended at two sites. The data compiled list the value rankings from those in attendance and others. The rankings indicated what people value the most at each grade level. The information provided the Board of Education guidance as they made difficult budget reductions. The top ten valued items by level:

High School	Middle School	Elementary School
Alternative Education	Class size	Class size
Class size	Assistant principals	PE
Athletics	PE	All day kindergarten
Music (instrumental)	Athletics	Music (vocal)
School building budget	Technology	Nurse
Technology	Music (band) (vocal)	Librarians
Foreign Language	Librarians	5 day school week
Art	School building budget	School building budget
SROs	Art	Para-educators
Music (vocal)	Custodial	Custodial

Within the top ten rankings there are a number of programs, people and assistance which would not fit within SB 202. Co-curricular and extra-curricular activities enhance a student's preparation for life, their ability to work in groups, grow leadership experiences, to learn all those "soft" skills employers desire for an effective workforce. Those skills are reinforced through the games we play, the clubs we join, the opportunity to experiment.

Madame Chair, as we seek to define what enhances the K 12 educational experience let us not be so narrow as to lose the components which help our students grow.

Comparing the Academic Performance of High School Athletes and Non-Athletes in Kansas in 2008-2009

Angela Lumpkin, University of Kansas, and Judy Favor, Baker University

Abstract

The academic performance of students in grades 9-12 who did or did not participate in high school sports in Kansas during the 2008-2009 school year was analyzed. In addition to overall comparisons between athletes and non-athletes on GPAs, graduation rates, number of dropouts, ACT test scores, and state assessments, some gender, ethnicity, and grade comparisons were made. High school athletes earned higher grades, graduated at a higher rate, dropped out of school less frequently, and scored higher on state assessments than did non-athletes; results on ACT tests were mixed. Differences between athletes and non-athletes were found for males and females across all academic performance measures, with females contributing more to the differences between athletes and non-athletes on GPAs and not dropping out of school. Whites contributed more to the differences between non-athletes and athletes than did the other racial categories for GPAs, graduation rates, and not dropping out of school.

Key Findings

- Of the 139,349 students enrolled in grades 9-12 in Kansas high schools during the 2008-2009 school year, 62,297 (44.7%) were athletes, 67,651 (48.5%) were females, and 103,493 (74.3%) were White.
- Among the 9,347 athletes who reported their GPAs on the ACT questionnaire, 80.1% reported a GPA of 3.0 or higher, as compared to 70.5% of the 9,221 non-athletes who reported a 3.0 GPA or higher. Additionally, 51.8% of athletes reported having a GPA of 3.5 or above, while 39.8% of non-athletes reporting this level of performance.
- Of the 17,249 non-athletes for whom data were available, 88.1% graduated with 2,323 failing to graduate. Of the 12,218 athletes, 97.6% graduated and 303 failed to graduate.
- The number of students who dropped out of Kansas high schools in 2008-2009 was 2,016 across grades 9-12; 94% were non-athletes.
- Differences between athletes and non-athletes were found for males and females across all academic performance measures, with female athletes contributing more to the differences between athletes and non-athletes on GPAs and not dropping out of school.
- Both male and female athletes reported higher GPAs than did non-athletes.
- Female athletes and non-athletes had higher GPAs than did male athletes and non-athletes.
- A smaller percentage of male non-athletes graduated than did female non-athletes, but male and female athletes graduated at almost identical rates and graduated at much higher rates than non-athletes.
- Female athletes scored significantly higher than did male athletes on the ACT in English and reading, while male athletes scored significantly higher than female athletes on the ACT in mathematics and science.
- Male non-athletes scored significantly higher on ACT tests than did male athletes in English, reading, and on the composite (combination of all tests) score.
- Female athletes scored significantly higher on the ACT than did female non-athletes in English, mathematics, science, and on the composite (combination of all tests) score.
- Athletes across all ethnicities reported higher GPAs and were more likely to graduate than were non-athletes.
- Whites contributed more to the differences between non-athletes and athletes than did the other racial categories for GPAs, graduation rates, and not dropping out of school.
- White non-athletes performed significantly better than did White athletes in English and reading, while White athletes outperformed White non-athletes in mathematics and science.
- There were no significant differences found between minority non-athletes and athletes.

*For a copy of the complete study or additional information, contact Angela Lumpkin, HSES, University of Kansas, Lawrence, KS 66045, alumpkin@ku.edu, Telephone: 785-864-0778

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Attachment 5