

## **MINUTES**

### **2010 COMMISSION**

November 6, 2008  
Room 783—Docking State Office Building

#### **Members Present**

Rochelle Chronister, Chairperson  
Dr. Ray Daniels, Vice-Chairperson  
Representative Sue Storm  
Dennis Jones  
Carolyn Campbell  
Stephen Iliff  
Carrie Fink (sitting in for Lee Urban)

#### **Members Absent**

Senator Jean Kurtis Schodorf  
Representative Clay Aurand  
Emile McGill  
Barb Hinton

#### **Staff Present**

Sharon Wenger, Kansas Legislative Research Department  
Martha Dorsey, Kansas Legislative Research Department  
Theresa Kiernan, Office of the Revisor of Statutes  
Kristen Kellems, Office of the Revisor of Statutes  
Dale Dennis, Kansas State Department of Education  
Janet Henning, Committee Assistant

#### **Others Present**

Dr. Ralph Beacham, USD 609, Greenbush  
Scott Frank, Legislative Division of Post Audit  
Jim Means, USD 259, Wichita  
Deborah Jarmer, USD 457, Garden City  
Patsy Fort, USD 457, Garden City  
Mitch Shaw, Independence High School

Al Speicher, Independence High School  
Patrick McKernan, Nemaha Valley High School  
Megan Spohrer, Kansas City, Kansas School District  
Dr. Chuck Stockton, Labette County Schools  
Jim Redmon, Children's Cabinet  
Val DeFever, Schools for Quality Education  
Mike Reeht, K12, Inc.  
Terry Forsyth, Kansas National Education Association  
Dodie Wellshear, United School Administrators/Kansas  
Diane Gjerstad, Wichita Public Schools  
Bill Reardon, Kansas City, Kansas Public Schools

### **Morning Session**

The meeting of the 2010 Commission was called to order at 10:00 a.m. by Chairperson Chronister.

Dennis Jones requested, as a point of personal privilege, that Commission members join him in congratulating Carolyn Campbell and Representative Sue Storm on their recent successful elections to the Kansas State Board of Education. Commission members and audience participants responded with hearty applause.

Chairperson Chronister asked Commission members if there were any changes or additions to the minutes of October 9-10, 2008. *Dr. Daniels moved to accept the minutes as approved. The motion was seconded by Dennis Jones. The motion carried.*

Chairperson Chronister introduced Carrie Fink, Kansas Attorney General's Office, who was sitting in for Lee Urban.

Scott Frank, Audit Manager, Legislative Division of Post Audit, gave a brief review of a performance audit: *K-12 Education: Reviewing the Cost of Vocational Education Programs (Attachment 1)*.

### **Public Hearing on Career and Technical Education**

Dr. Ralph Beacham, Associate Executive Director, Southeast Kansas Education Service Center, Greenbush, spoke to Commission members on the issue of the direction of career and technical education (CTE). Dr. Beacham stated career and technical education today is significantly different than it was during the 1980s-1990s. CTE is now for all students, it is now training for all careers, it is aligned with and supportive of academic standards, and it provides a seamless education from middle school to a four-year degree and beyond.

The Kansas State Board of Education (KSDE) set its 2007-09 goal to be "Ensure that all students meet or exceed high academic standards and are prepared for their next steps." To meet this goal, the Board adopted four objectives:

- Redesign the public education delivery system to meet students' changing needs;
- Provide an effective educator in every classroom;
- Ensure a visionary and effective leader in every school; and
- Improve communication with all constituent groups and policy partners.

The State Board began the process of designing the CTE delivery system for the 21<sup>st</sup> Century. In February 2008, the State Board adopted nine motions “Promoting Comprehensive Redesign with Integration and Partnerships” to address the implementation of its first objective:

- Create and approve “gold standard” assessments for each of the CTE career clusters that support high expectations;
- Integrate core content standards with technical program standards utilizing the 16 career clusters as the organizing principles;
- Support implementation of individual career plans of study for all students in 8<sup>th</sup> grade and above;
- Improve access to career and technical education by removing barriers and promoting partnerships;
- Recommend the Kansas Board of Regents update qualified admissions;
- Create 21<sup>st</sup> Century school standards to help guide reform and/or redesign of public schools;
- Support professional development for teachers to help guide students in planning for future careers;
- Revise teacher preparation program standards to reflect the integration of content standards; and
- Support the creation of dynamic funding systems that respond to the changing workforce and economic development needs.

Dr. Beacham stated that based on the guidance provided by these motions and the re-direction of CTE required by the federal Carl Perkins legislation, the Kansas State Department of Education (KSDE) staff, working with business, industry and educators in the field, began the process of implementing a system of career clusters, pathways, and career plans of study. The implementation of the Career Cluster system, based on a national model, is being guided by the Kansas Advisory Committee for Career and Technical Education (KACCTE). The Committee’s purpose is to provide business and industry a unified voice to advocate and provide recommendations for continuous improvement for Career and Technical Education including, but not limited to, the Kansas State Department of Education, the Kansas Postsecondary Technical Education Authority, the State Workforce Board, and the Kansas Board of Regents. These business and industry leaders are charged with the development of a seamless system for the delivery of CTE between secondary and postsecondary education that meets the needs of the Kansas workforce.

The Kansas Career Cluster model consists of 6 Career Fields, 16 Career Clusters, and 81 Career Pathways. The Kansas CTE Career Cluster system is being designed, implemented, and evaluated with significant input of the Kansas employers that will be hiring the students.

Dr. Beacham stated that not only will the new CTE meet the standards of Kansas employers, but it will operate more efficiently. The secondary component of each Kansas Career Pathway must be aligned with a postsecondary partner. There should be no duplication of instruction or void in addressing each technical standard for a student in a Career Pathway as a student progresses from middle school through any level of postsecondary education. The plan is that each student will develop the initial version of his or her personal plan in the 8th grade. The plans of study will be flexible, allowing a student to change direction at any point in the process.

Currently, Pittsburg State University (PSU), Ft. Scott Community College (FSCC), and ten southeast Kansas high schools have developed a seamless Architecture and Construction Career Cluster based on industry standards developed by the National Center for Construction Education and Research (NCCER) standards. With the help of industry leaders, the group has reviewed the NCCER modules and standards, assigned each module to an education level (high school, FSCC,

PSU), and is in the process of developing model career plans of study and modifying the curriculum to deliver these standards to participants. Further, if a specific partner high school cannot deliver instruction on a specific set of high school modules, FSCC will provide a qualified instructor to that high school to deliver the instruction.

One additional partner in this redesign of CTE is the Kansas Career Pipeline (KCP). The KCP is a sophisticated, web-based system that provides all Kansas residents with career interest, skill and work value assessments, industry and postsecondary contacts, and career mentors and a repository for an individual's career related documents. The KCP supports the Kansas Career Clusters and allows students to complete their Career Plan of Study on-line. The Kansas Career Pipeline operates in partnership with the Kansas State Department of Education, the Kansas Board of Regents, the Kansas Department of Commerce, and a growing number of business and educational organizations.

Dr. Beacham told Commission members the Kansas high school Career and Technical Education programs are leading the way in meeting the State Board's goal of all students exceeding high academic standards and preparing for either the world of work or postsecondary education (Attachment 2).

A question and answer session followed the presentation.

Jim Means, Executive Director of Secondary Career and Technical Education, USD 259, Wichita, spoke to Commission members on how career and technical education is being addressed in the Wichita Public Schools.

Mr. Means stated the Wichita Public Schools began to implement a district-wide career awareness and education plan this year and the district uses the Kansas Career Pipeline as a primary tool for career research and planning. He stated the 7<sup>th</sup> grade students get their first experience with career awareness and the pipeline by taking the interest inventory and completing an accompanying writing activity. Eighth grade students take the ACT Explore and 9<sup>th</sup> grade students take the ACT Plan. Tenth grade students will take the interest and skills survey, and 11<sup>th</sup> grade students take the work values survey. Twelfth grade students will use the pipeline to create a final post-graduation plan for their continued education, training, or career options.

Mr. Means stated the goal of this plan is to provide students with information about their unique interests and skills that can be used in making course selections for the following year, used in continuing career exploration that becomes more and more focused as the students move from grade to grade, and used in making career decisions beyond high school graduation. The Kansas Career Pipeline is a convenient and reliable tool to align all of these assessments and survey results with the career clusters model and real world occupations, and at no cost to the schools.

Mr. Means also told Commission members of another program, Project Lead the Way. He stated the Wichita Public Schools have been involved with Project Lead the Way (PLTW) for six years. PLTW promotes pre-engineering courses for middle and high school students with a goal to form partnerships with public schools, higher education institutions, and the private sector to increase the quality and quantity of engineers and engineering technologists.

Mr. Means stated that in September 2008, Wichita State University announced the approval of a \$2 million grant from the John S. And James L. Knight Foundation. This five-year grant, with the help of Wichita State College of Engineering, will allow for the expansion of PLTW to middle and high schools in Sedgwick County. However, the unfortunate financial reality is that USD 259 can easily consume all the dollars of this grant just to take PLTW to its 19 middle schools and to grow two high school programs. If Project Lead the Way is to continue to grow in the State of Kansas, additional dollars must come from both business, industry, and state sources to maintain programs beyond their first few years of implementation.

Mr. Means also stated an aviation sheet metal program is being developed in an effort to meet the needs of industry in south central Kansas. USD 259 also has a model to partner with postsecondary institutions through a health science education program offered at two Wichita high schools. Students in these programs complete a health curriculum that addresses national standards and have opportunities to shadow health care providers in various settings. USD 259 has also partnered with Hutchinson Community College to offer students the opportunity to earn their Emergency Medical Technician (EMT) certificate (Attachment 3).

A question and answer session followed the presentation.

Deborah Jarmer, Coordinator of Career and Technical Education, USD 457, Garden City, spoke to Commission members of the Career and Technical Education Program at Garden City High School. Ms. Jarmer told Commission members that the Garden City High School population is 1,900 students and 66 percent of the high school students are minority, and 62 percent are Hispanic. She stated over half of the students are on free-and reduced-lunch programs and 12 percent of the high school student body are either non-English speaking or limited-English speaking.

Ms. Jarmer stated career and technical education is a very critical program in Garden City's high school. The high school has 17 career and technical education programs that are approved by the Kansas State Department of Education. The growing programs in Garden City High School are:

- American Welding Society (AWS) Welding

This is a program that provides certification at the end of high school and will place that student at above an entry level welding position. However, there is a problem with this because industry often is recruiting the students before they have finished the program. Many of the students must work to support their families, and they will quit school to go to work.

- Criminal Justice

Garden City is one of the few secondary programs in the state that has a Pre-Law or Criminal Justice Program. There now is a teacher solely dedicated to seven plans a day teaching Criminal Justice or Pre-Law. This program articulates with the Garden City Community College. When students are seniors, they can opt to take the course at the high school or they can take it at the community college for dual credit.

- Drafting

A pre-engineering program, but not to the same extent as Project Lead the Way. Drafting is an area where, even though limited, the space has been expanded to include more students in the lab. They have had to turn students away from the drafting program.

- Health Sciences

There now are two teachers teaching in the Health Science Program. This Program also articulates with Garden City Community College and contains a partnership with St. Catherine's Hospital.

- Occupational Family and Consumer Science

There are three teachers in three different programs and another teacher is needed.

- Technical Communications

This encompasses non-print journalism which includes graphic design, web page development, yearbook, newspaper, and photography. This also is a huge program for career and technical education.

Ms. Jarmer told Commission members the CTE programs at Garden City's high school provide a new opportunity to learn. It is very critical, as many of the students who go to Garden City High School are from poor households having few positive work-related experiences. Career and technical education sometimes is their first opportunity to experience anything positive about the world of work. These opportunities include team building and communication skills, or projects to develop "hands-on" experience.

Ms. Jarmer stated that in reference to economic development, if they do not build a strong workforce in the community with the students who graduate from high school, they will not be able to survive in this day and age. It is imperative the students leave high school with those foundational skills, academic and technical, that enable them to go to work in high-wage, high-skill, and high-demand jobs.

Ms. Jarmer told Commission members that some of the challenges facing the Garden City school are:

- Space and facilities: As programs expand and bring in technology, they must look at how programs are going to be redefined or re-evaluated and improve the space or facility to meet these needs.
- Equipment and funding for new programs or expanding technology: The program relies on the state aid provided via the 0.5 vocational weighting. The federal Perkins funding is a support, but Perkins funding cannot initiate a new program. A program must be in place for a year before Perkins dollars can be used for support. If the state aid funding was not in place, the school would not have its technical education program.
- Scheduling—common plan time for academics: This will be crucial in the future as they look at academic integration.
- Marketing (high-skill, high-wage, and high-demand careers): They are having a difficult time marketing some of the high-skill, high-wage, and high-demand careers.
- Perception of career education: The old term of "voc ed" is still the perception and commonly used across the state. A school must prepare its students to be able to survive, to be productive citizens, and take care of themselves and their families in the 21<sup>st</sup> Century.
- Postsecondary articulation: Both two- and four-year programs can save time and money but also are a difficult challenge, especially with four-year programs. An example would be if drafting students go on to Garden City Community College for two years because they may have a scholarship and they take two drafting classes, nothing will transfer to Kansas State University because nothing will transfer to a four-year institution. This is a challenge for the entire state ([Attachment 4](#))

Patsy Fort, Occupational Family and Consumer Science Teacher, Garden City High School, spoke to Commission members of the success of the Career and Technical Education Program at Garden City High School. Ms. Fort told Commission members the core content of the program is embedded in the curriculum, that students know the expectations and it is a natural fit in career clusters and pathways. She stated students are involved in the Career and Technical Student Organization (CTSO) which provides leadership experience. She said she has few discipline problems with the students.

Ms. Fort advised the Career and Technical Education Program is very important for the students as it provides them with a career goal and, more importantly, prepares the students to be successful citizens. All CTE students are required to participate in a community service project.

Ms. Fort stated some of the concerns include the recruitment and training of qualified teachers as well as creating uniform standards. She stated that educating the public is necessary to lessen the misconception of the programs and also stressed the need to banish the old "vocational" image ([Attachment 5](#)).

Megan Spohrer, Coordinator of Career and Technical Education, Kansas City, Kansas, Public Schools, told Commission members the district includes 20,000 students and nearly 75 percent are economically disadvantaged. Ms. Spohrer advised that in the late 1990s, the District's reform was the development of smaller learning communities within the high schools. These were created for the five high schools and a lot of these academies or communities originally were given numbers/letters, *i.e.*, Academy A. There were no ties to career themes. The benefit of the Smaller Learning Community (SLC) development was that it increased the continuity of learning for students. They had the same set of teachers from grade 9 through grade 12 and those teachers got to know the students better. It increased attendance, assessment scores, and graduation rates.

Ms. Spohrer advised some of the drawbacks included scheduling, which was and still is difficult. They also found that some students were enrolled in academies based on what their friends were enrolled in rather than looking at what they were individually interested in.

The solution was to give focus and clarity to the career themes. It strengthened relationships between the students and teachers and provided the continuity the students needed.

Ms. Spohrer advised her recommendation would be to keep moving toward the career cluster and pathways and to keep the Career Cruising software (used by the Kansas City, Kansas school district) and suggested integrating that software into the Kansas Career Pipeline program ([Attachment 6](#)).

## **Afternoon Session**

### **Update on Early Childhood Education**

Jim Redmon, Executive Director, Children's Cabinet, gave an update to Commission members on early childhood education. Mr. Redmon stated he wanted to report on three areas which have been significant in the last year.

- The Pre-K program had been integrated into the Kansas State Department of Education last year and the move went very smoothly.

- The Kansas Early Childhood Comprehensive Systems Plan had some revisions; most of the revisions involve special needs children.
- The Early Childhood Block Grant is to help fund high-quality, research-based programs in communities across the state. It is seen as a way to build best practices for what a good early childhood system should look like in Kansas. The Early Childhood Block Grant has \$11.1 million in it, and the Children's Cabinet has received 36 applications totaling about \$35 million. Three separate teams currently are reviewing those proposals and final decisions will be made by November 18, 2008 ([Attachment 7](#)).

A question and answer session followed the presentation.

### **Public Hearing on Career and Technical Education (continued)**

Mitch Shaw, Principal, Independence High School, spoke to Commission members on the CTE program in his district. He also introduced Al Speicher, Industrial Technology and Woods Teacher.

Al Speicher, Industrial Technology and Woods Teacher, Independence High School, spoke to Commission members of the CTE program in the district. Mr. Speicher told Commission members the district is in a pilot stage of the program and working directly with industries in their immediate area. He stated industry leaders have said the following should be followed in order to secure the future job market:

- Build job skills in high-demand industries;
- Encourage good attendance and punctuality;
- Encourage good work ethic;
- Build teamwork skills;
- Build communication skills; and
- Teach technical knowledge.

School officials have been able to bring business and industry leaders into the classroom and have direct access to the future workforce. By doing this, students have been able to link specific entry level skills to the classroom setting. Internships and externships with both students and staff also have been established. Mr. Speicher also stated that business and industry have been able to bring students on site and into the factory. Business and industry leaders also have stressed the importance of reducing employee turnover.

Mr. Speicher told Commission members of the importance of including the community in this program as it establishes a continuity of employees for the local job market, ensures a stable tax base, and builds stronger ties to business and industry to help to promote success of local community initiatives. He stated this also promotes life-long learning opportunities ([Attachment 8](#)).

A question and answer session followed the presentation.

Patrick McKernan, Principal, Nemaha Valley High School, spoke to Commission members of the Career and Technical Education program in the district. He stated the Nemaha Valley High School has 160 students; however there are 233 students currently enrolled in technical education courses because many students are enrolled in more than one course and program of study.

Mr. McKernan stated the district has realized that all students do not go to college but feel it is important to prepare for many options with the understanding people (students) change their



minds. Nemaha Valley has seven career and technical education programs and 32 approved courses. The programs are student focused, and they have tried to develop and maintain programs in which students show high interest. Those programs include:

- Auto Mechanics;
- Health Science Education;
- Family and Consumer Sciences;
- Welding Technology;
- Cabinet Making and Furniture Design;
- Communication Technology; and
- Business/Office Education.

Mr. McKernan stated the staff and administration are in the process of moving to the career-cluster concept. Training and career-cluster program development is taking place this year. He stated the district is supportive of career clusters as students find more relevance in coursework, more interest in subject matter, and determine whether this is an area they still want to pursue (Attachments 9 and 10).

A question and answer session followed the presentation.

Dr. Chuck Stockton, Superintendent, Labette County Schools, spoke to Commission members of the Career and Technical Education programs in his district. He stated the Kansas Career Pipeline is an excellent avenue to expose students to various interests and encouraged continued support of this program.

Written testimony was received from Wendy Parent, member of Kansas Council on Developmental Disabilities, regarding students with disabilities in career education (Attachment 11).

## Finalization of 2010 Commission Recommendations

Chairperson Chronister asked Commission members for discussion or recommendations as to how the 2010 Commission wanted to proceed with the final report. She also told Commission members the Consensus Estimating Group had met to revise the estimates for FY 2009 and to make its first State General Fund estimates for FY 2010. She advised Governor Sebelius has issued requests to state agencies for additional spending cuts (Attachment 12).

Theresa Kiernan, Senior Revisor, Office of the Revisor of Statutes, gave an overview of bill drafts reflecting recommendations from the 2010 Commission. Ms. Kiernan advised the first bill draft would extend the second count date for military children. She advised the second bill draft would extend financing for school districts until the end of school year 2012 - 2013, and increase funding annually by the Consumer Price Index Urban (CPI-U) (Attachments 13 and 14).

Chairperson Chronister asked Commission members to take into consideration some type of language to be inserted that would indicate the CPI-U should be taken into consideration in any year when revenues have not fallen below a certain level.

Commission members discussed various views and recommendations regarding these proposed bill drafts.

*Dr. Daniels moved to stay with the original bill draft which would extend funding through school year 2012-2013, and add rationale that would include a realization that, even though these were tough economic times, the significant education improvement over the past few years warrants approval of this proposed legislation. The motion failed for lack of second.*

*Dennis Jones moved for adoption of the bill draft which would extend the second count date for military children. The motion was seconded by Steve Iliff. The motion carried.*

*Dr. Daniels moved to insert language to indicate CPI-U be taken into consideration in annual school finance legislation in any year in which revenues have not fallen below a certain level. Motion failed for lack of second.*

Chairperson Chronister asked Commission members if there were any other recommendations to be made for the final report.

Chairperson Chronister advised she was willing to report what is happening in the area of early childhood, as presented by Jim Redmon, and advise of the results next year.

Chairperson Chronister advised it should be noted in the report that information heard in testimony regarding career and technical education will be monitored and reported again next year. Chairperson Chronister also told Commission members the 0.5 weighting for vocational education should be reviewed next year.

Regarding teacher shortages, the Commission still is concerned regarding this issue and will continue to monitor the subject.

*Steve Iliff moved to add a recommendation to review the development of a standardized reporting and recording system for K-12 public education in the State. The motion was seconded by Dennis Jones. The motion failed.*

*Steve Iliff moved to recommend that the Kansas State Department of Education encourage a professional development, mentoring, and leadership initiative within the current budget. The motion failed for lack of second.*

Commission members were told the draft report would be e-mailed to members and approval also would be done by e-mail.

A draft of the *Report of the 2010 Commission to the 2008 Kansas Legislature* was distributed to Commission members (Attachment 15).

Handout material from the Kansas State Department of Education titled "*State Assessment Results Show Strong Performance by Kansas Students*" was distributed to Commission members (Attachment 16).

A newspaper article titled "*An Education Evolution*" was distributed to Commission members (Attachment 17).

The meeting was adjourned at 3:25 p.m.

Prepared by Janet Henning  
Edited by Sharon Wenger

Approved by Committee on:

November 26, 2008  
(Date)