

COVER SHEET

National Governor's Association Center for Best Practices

Application for Policy Academy on Creating New Models of Teacher Compensation That Enhance Teacher Effectiveness

Submitted by the State of Kansas

Team Leader

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STATE CONTEXT AND GOALS

The Kansas State Department of Education is pleased to apply for membership in the NGA's Center for Best Practices Policy Academy on Creating New Models of Teacher Compensation That Enhance Teacher Effectiveness. Participation in this Academy will greatly assist Kansas' ability to continue work in the area of teacher training, recruitment and retention. Kansas has assembled a strong and committed team comprised of state education officials, a representative of the state education association, a member of Governor Sebelius' staff, a state board member, an active superintendent, and a dean of a teacher education preparation institution.

Public education in Kansas is guided by the Kansas State Board of Education's goal of, "Ensuring that all students meet or exceed high academic standards and are prepared for their next steps (e.g., the world of work and/or post-secondary education)". This goal cannot be accomplished without high quality, effective teachers. The Kansas team recognizes that teachers are the single most important factor in student success in classrooms and as they continue beyond high school. Training, recruiting and retaining these high quality, effective teachers is critical to the success of the current and future students in Kansas. By participating in the Academy, the Kansas leadership team would be able to engage stakeholders from across the state and nation in discussions and planning for a new model of teacher compensation to recruit new talent to the profession of teaching, retain existing talent, provide incentives for teachers to work in hard-to-fill content areas and geographical locations in the state, and pay teachers for their contributions to improved student achievement.

The issue of teacher training, recruitment and retention is of the utmost importance to the state of Kansas. The Kansas State Board of Education, for the past two years, has studied the issue extensively through a Board objective of providing an effective educator in each classroom. Without well-qualified, caring and committed teachers, neither improved curricula and assessments, nor safe schools or even the highest standards in the world, will ensure that Kansas students are prepared for the challenges and opportunities of the 21st century. The Kansas teacher workforce horizon is bleak with 42% of new teachers leaving the profession after seven years; 36% of current teachers eligible for retirement within the next five years; 25% fewer students entering the teaching workforce; and our ranking of 38th in terms of teacher salaries. Beginning and average teacher salaries also lag significantly behind other professions requiring comparable preparation and workloads. It's becoming alarmingly apparent that the current system is neither attractive to newcomers as a profession nor provides for career advancement or opportunities for experienced educators.

Efforts to meet the objective of providing an effective educator in each classroom included the formation of the Teaching in Kansas Commission established in 2007 to focus on the teacher shortage, including the preparation, recruitment, retention and licensure of Kansas teachers. A final report was presented to the Kansas State Board of Education in December 2008. Five areas were addressed by the Commission: 1) teacher preparation; 2) working conditions; 3) salary and benefits; 4) image and promotion; and 5) regulations and teacher leadership. A total of 59 recommendations were presented to the State Board with three stages of implementation. The State Board accepted the recommendations and approved the Department to begin work on the recommendations included in Stage One of the implementation plan. Many of the action steps in Stage One include areas of teacher training, recruitment and retention; however, the action step which deals with the most significant changes for these areas is in Stage Two implementation. It is uncertain when action steps included in Stages Two and Three will be considered by the State Board; especially given the current financial situation in the State. The Kansas team participating in the Academy would greatly benefit from the time, expertise of the other states addressing teacher compensation models and the financial assistance to more aggressively pursue these action steps.

Teacher salary structures and amounts are bargained locally in each Kansas school district and are funded primarily through each district's general fund. Per-pupil allocations from the Kansas Legislature provide the bulk of funding for salaries with some opportunity for increases through local sales taxes. Recent economic times have highlighted the need for a statewide review of its taxation and revenue structures in order to ensure a stable and adequate stream of funding for education to maintain the status quo and provide any potential enhancements in the future.

While many school districts continue to utilize traditional salary schedules with rows representing a teacher's years of experience and columns representing educational attainment, change has begun to occur. Through collaboration between United School Administrators and the Kansas National Education Association, a new initiative called "Partners in Collaboration – Kansas", or PICK, has been formed. With facilitation from PICK, several of the larger districts have "compressed" existing salary schedules and other districts have investigated or experimented with compensation for criteria beyond experience and education.

Studies conducted both by the Kansas National Education Association and by a work group of the Teaching in Kansas Commission have added impetus to the spirit of innovation. Their research has included an extensive review of promising practices, potential pitfalls and extended interactions with other school districts (including both Douglas County, Colorado and Denver, Colorado.) Reluctance to change remains, though, among many teachers, districts, and school leaders who recognize the complexities of moving to these new structures and the necessity of addressing the ultimate challenge – stable, adequate funding.

EXPECTED OUTCOMES FOR PARTICIPATION IN THE POLICY ACADEMY

Kansas, through the diligent work of the Teaching in Kansas Commission, researched and conducted focus groups in an effort to study policy recommendations to reward teachers for accomplishments related to student performance. The Kansas State Department of Education believes it is critical that further investigation of various approaches be conducted. Throughout the nearly two years of study, recommendations were made to the Kansas State Board of Education as referenced in the previous section of this application. While we are pleased with the work thus far, it is apparent that substantial work remains. Participation in the Academy would allow the state to continue its efforts in this area with a laser-like focus on developing a teacher compensation initiative and action plan for implementation.

Kansas is cognizant that accurate indicators of effective teaching are needed to attract and retain the best and brightest to the teaching profession. The Kansas team shares the belief that a carefully crafted professional compensation system has tremendous potential to transform the teaching profession in ways that can help all students learn while rewarding our teachers for professional accomplishments. In other words, Kansas subscribes to the motto of, "If you build it, they will come". At a recent conference of the Kansas Exemplary Educators Network, the participants were asked to give suggestions about what types of compensation models would not only attract the best and brightest to the profession but also keep those same individuals in the profession. These recognized exemplary educators in Kansas suggested the following: career ladders, extra pay for extra work, pay and acknowledgement of additional knowledge and skills such as National Board Certification, pay for student performance, market based pay, pay for teaching in hard-to-fill content areas, pay for teaching in less desirable geographical locations in Kansas and low performing school incentives. These areas and many others could be explored by participation in the Academy.

The long-term outcomes to be accomplished through participation in the Academy would be to: 1) continue the study of teacher compensation models that enhance teacher effectiveness; 2) develop a plan for implementation of new teacher compensation models in Kansas; 3) begin discussions with stakeholders regarding the proposed models; 4) utilize the new models as the foundation to raise beginning and average teacher compensation to be more competitive with other states and with comparable professions; 5) lobby for state funding of the new models; and 6) implement the new teacher compensation models. The Kansas team realizes that these are lofty goals, but certainly goals worth pursuing in order to ensure that all Kansas students have an effective, highly qualified teacher throughout their education.

Meeting the goals stated above will require the dedication, time and expertise of many individuals. The Kansas team is committed to pursuing these goals whether the state is accepted into the Academy or not. However, membership in the Academy would greatly enhance our ability to collaborate with the academy faculty and experts in teacher compensation models from across the United States. Additionally, the

assistance with funding will allow us to bring in experts or visit other states that have implemented such models; i.e., Denver, Colorado; Douglas County, Colorado; Houston, Texas; Alaska; Arizona; Arkansas; Florida; Georgia; North Carolina; South Carolina and Minnesota to name just a few. A cursory search of other states using a teacher compensation model based on areas other than just experience and level of education resulted in 20 states having a statewide teacher salary schedule, 13 states having policies encouraging pay for performance, 7 states having programs based on teachers acquiring specific knowledge and skills, and 7 states having programs based on producing growth in student achievement. All of these would be explored through our participation in the Policy Academy.

The conceptual framework for a teacher compensation model that enhances teacher effectiveness in Kansas includes four levels of an educator: 1) the pre-service educator; 2) the initial educator; 3) the professional educator; and 4) the accomplished educator. Each level builds on the previous one, giving both monetary and non-monetary recognition for additional education, student achievement, contributions to the profession, accomplishments such as National Board Certification, and mentoring beginning educators. The Kansas team, by membership and participation in the Academy, would begin to bring the concept into reality.

Sustainability of the work once the Policy Academy has ended is a top priority for the Kansas team. We will work with the budgeting director for the Kansas State Department of Education to secure funding through the state general fund. We will apply for any grants related to teacher compensation models. We will work with the Kansas Legislature to ensure funding of the new model. Finally, we will work closely with established foundations such as the Kauffman Foundation, the Wallace Foundation, the Bill and Melinda Gates Foundation and the Kansas Health Foundation, and others to secure additional funding.

TEAM LEADERSHIP AND MEMBERSHIP

The leadership team from Kansas will include the Deputy Commissioner of Education for the Learning and Innovative Services Division of the Kansas State Department of Education, a member of the Kansas State Board of Education, the President of the Kansas National Education Association, Governor Kathleen Sebelius' education liaison, the Director of Teacher Education and Licensure for the Kansas State Department of Education, a respected Kansas superintendent, and the dean of a teacher education preparation institution in Kansas.

Team Leader

Diane M. DeBacker

Deputy Commissioner of Learning and Innovative Services

Kansas State Department of Education

120 SE 10th Street

Topeka, KS 66612

785-296-2303

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Dr. Diane DeBacker is the Deputy Commissioner for the Division of Learning and Innovative Services for the Kansas State Department of Education. The Division of Learning and Innovative Services provides leadership for continuous improvement of educational systems to ensure and enhance learning for all Kansas students. Dr. DeBacker oversees the teams of standards and assessments, teacher education and licensure, student support services, title programs and services, innovation and improvement and research and evaluation. Dr. DeBacker has extensive experience as an educator, serving as Director of School Improvement and Accreditation for the Department, as associate superintendent for a Kansas school district, high school administrator, curriculum facilitator, director of a statewide curriculum center, and adjunct university professor. Dr. DeBacker served on a local school board holding the offices of president and vice president. She has a Bachelor's Degree in Business Education, a Master's in Curriculum and Instruction and a Doctorate in Educational Administration and Leadership.

Pamela Coleman
Director, Teacher Education and Licensure
Kansas State Department of Education
120 SE 10th Street
Topeka, KS 66612
785-296-8010
pcoleman@ksde.org

Pamela Coleman is the Director of Teacher Education and Licensure for the Kansas State Department of Education. The Teacher Education and Licensure team is responsible for the accreditation of teacher preparation units, approval of all teacher education programs, issuing of teacher and leadership licensure as well as developing regulatory language as new regulations develop. Pamela oversees the functions of the team as well as the oversight of numerous committees including Professional Standards Board, Licensure Review Committee, Evaluations Review Committee, and Professional Practice. Her career includes teacher, director of staff development, assistant principal, principal, urban associate superintendent, regional mathematics facilitator, community instructor and university instructor. Ms. Coleman holds a Bachelor of Arts Degree, a Master's in Elementary and Secondary Administration and an Ed.S. in Curriculum and Instruction. She has recently been selected to serve on the national new teacher licensure, assessment and professional development writing team with INTASC.

Blake C. West
KNEA President
Kansas National Education Association
715 SW 10th Avenue
Topeka, KS 66612-1686
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blake.west@knea.org

Blake West serves as President for the Kansas National Education Association. He is on leave from his position in the Blue Valley Schools as a mathematics/computer science teacher and as District Coordinating Teacher for Technology. Blake has served on both state and national study groups focused on teacher compensation including the Professional Standards and Practices Committee of NEA. He has been active as a leader within the National Council for Accreditation of Teacher Education (NCATE), currently serving on their Executive Board and as chairperson for the NCATE Unit Accreditation Board. He has worked on study teams for NCATE in their review of Urban Teacher Residency Programs and is a member of the NCATE-TEAC Unity Discussions. Blake is currently serving with Linda Darling-Hammond and James Comer on a research panel of the National Institutes of Health focused on meeting the developmental needs of adolescent learners. Blake is active with the Partnership for 21st Century Skills, and also chairs the Kansas Learning First Alliance. He holds Bachelor's Degrees in both Music Theory and Mathematics Education, a Master's in Counseling Psychology, Post-Graduate work in Computer Science, and a Doctor of Education from the University of Kansas experimental program in Teacher Leadership – a project of the Holmes Group.

Mr. Jim Lentz
Superintendent
Augusta USD 402
2345 Greyhound Drive
Augusta, KS 67010
316-775-5484
jlentz@usd402.com

Mr. Lentz has worked in public education for the past 40 years as a classroom teacher, coach, athletic director, assistant principal, high school principal, assistant superintendent, deputy superintendent and superintendent. In his current position as Superintendent in Augusta USD 402, one school has been named a 2006 National Blue Ribbon School and a second was nominated for the award in 2009. In 2008 another school, Garfield Elementary, was one of six schools in the United States to received The National Change Award for their amazing progress in improved student achievement. All district schools reached the Standard of Excellence on the Kansas State Assessments in 2007 and 2008. Jim was named Communicator of the Year by the National School Public Relations Association in 2006. The Kansas

Association of School Administrators named Jim the 2008 Superintendent of the Year. United School Administrators of Kansas recently awarded Jim the 2009 Outstanding Service Award.

Dr. Andy Tompkins
Dean, College of Education
Pittsburg State University
1701 South Broadway
Pittsburg, KS 66762
620-235-6538
andyt@pittstate.edu

Andy Tompkins became Dean of the College of Education in July of 2007. Prior to his appointment at Pittsburg State University, Dr. Tompkins served as a high school English teacher, high school principal, superintendent, university professor, and Commissioner of Education for the State of Kansas. He has been recognized for his accomplishments which include selection as the Kansas Superintendent of the Year in 1992, induction into the Kansas Teachers Hall of Fame in 2001, recipient of the Governor's Award presented by the Kansas State High School Activities Association in 2002, and recipient of the Leadership Kansas Alumnus of the Year Award in 2002. He also has served as a Kansas commissioner to the Education Commission of the States since 1995. His teaching areas at the university are school and district leadership.

Mrs. Sally Cauble
Member, Kansas State Board of Education
530 Lilac
Liberal, KS 67901
620-624-6677
scauble@swko.net

Sally Cauble represents District 5 for the State of Kansas. She has 33 years of education and community service experience. She has a Bachelor of Arts in Elementary Education degree and began teaching in 1972. She has taught in both Kansas and Tennessee. Since beginning her service on the State Board of Education in 2007, Sally has served on the Teacher Education and Licensure Division's Professional Standards Board and the Kansas State High School Activities Association. She has also represented Kansas on the Interstate Migrant Education Council.

Jennifer Knorr
Office of Governor Kathleen Sebelius
Kansas State Capitol, Suite 221-W
300 SW 10th Avenue
Topeka, KS 66612
785-368-8500
Jennifer.Knorr@ks.gov

As education advisor to Governor Sebelius, Ms. Knorr will be able to not only provide valuable input into the work of the team, but also act as liaison with the Governor. Governor Sebelius is known throughout Kansas and the nation as an education governor. She has advocated and secured millions of dollars in additional state funding for Kansas schools since taking office in 2002.

Jarius Jones (added as of July 1, 2009)
Instructional Coach - Mathematics
5621 Georgia Ave
Kansas City, KS 66104
913-596-9989
jarius@sbcglobal.net
jjones@kckps.org

Jarius will begin the new school year serving as the Math Instructional Coach at Sumner Academy of Arts and Science and at Washington High School in the USD 500 Kansas City, KS Public Schools. The responsibilities to be assumed while fulfilling the role includes supporting colleagues through collaborative teaching activities, providing a forum for members of PLCs to discuss best instructional practices that will

be used to help with closing the achievement gap. Over the last eight years, Jarius has worked in the capacities of a Mathematics teacher and as an Embedded Instructional Coach at Wyandotte High School, simultaneously. In addition to his daily responsibilities, Jarius has worked as a lead math instructor/curriculum developer for the Saturday Math & Science Academies through the University of Kansas Medical Ctr./Health Careers Pathways Programs (2001-present), he served on the Kansas Teaching Commission (2008), and he was a member of the Kansas Teacher Leaders Network (2007). Recently, Jarius began working with the Evidence Centered Assessment work group for the newly adopted Teacher Leader endorsement in the state of Kansas. Jarius earned his B.S. in Education from the University of Kansas (1999), his M.S. in Education from Pittsburg State University (2003), and is presently pursuing an Ed. D. in District Level-Leadership from the University of Kansas.

Sam Rabiola (added as of July 1, 2009)

Teacher

3001 Rimrock Drive

Lawrence, Kansas 66047

785-330-4356 (work)

785-749-5747 (home)

scrab@sunflower.com

Sam Rabiola is an English teacher at Lawrence Free State High. He has taught English in Lawrence Public Schools at the two high schools for 22 years. In 2005 Mr. Rabiola was the Lawrence Secondary Teacher of the Year. He has been a trainer for the Six Traits of Writing locally, statewide, nationally, and internationally for 18 years. Mr. Rabiola was department chair for 9 years. He has served on or been co-chair of district bargaining teams, both "traditional" and interest-based models, for 10 years over the course of his teaching career. He was president of the Lawrence Education Association for two years.

Mrs. Linda Wilhelm (added as of July 1, 2009)

Assistant Director of Educational Services

Gardner Edgerton USD #231

231 E. Madison

Gardner, Kansas 66030

913-856-2011

wihelmi@usd231.com

Linda Wilhelm is Assistant Director of Educational Services for Gardner Edgerton USD #231. In this role, she leads the development and implementation of elementary curriculum for the district. Mrs. Wilhelm manages the retention program for "new teachers" and mentors, providing teacher education and professional improvement opportunities. She has significant experience in leadership as an educator and school administrator, having received the Governor's Achievement Award while serving as principal at Moonlight Elementary in Gardner Edgerton USD#231. Ridgeview Elementary in Olathe USD#233 was selected to receive the U.S. Department of Education's Blue Ribbon School Award during the period Mrs. Wilhelm served as principal. She also received the Olathe Kansas Master Teacher Award. She serves on the Olathe USD#233 Board of Education, the KASB Board of Directors, and the Head Start Policy Council. She served as vice president of the Olathe School Board. She has a Bachelor's Degree in Education and a Master's in Educational Administration and Supervision.

WORKPLAN

The Kansas team would utilize the funds from the Academy in the following manner:

- Share the work of the Teaching in Kansas Commission with the Kansas Academy team, including Stages One, Two and Three of the implementation plan for the 59 recommendations to meet the State Board objective of providing an effective educator in each classroom. As mentioned previously in this application, the State Board approved the Department to begin work on the recommendations included in Stage One; however, the recommendations directly related to the Policy Academy are included in Stage Two of the implementation plan. It is not certain as to when Stages Two and Three recommendations will begin. The financial situation in Kansas is bleak at this time with a deficit of over \$300 million statewide. The Kansas State Department of

Education is scheduled to receive a 7.5% reduction in its budget for fiscal year 2009. Given this, it is highly likely that funding for projects such as the Teaching in Kansas Commission will be drastically reduced. The money provided by the Academy would allow the Department to continue work in the area of teacher compensation models that enhance teacher effectiveness.

- Network and collaborate with fellow academy colleagues, policy academy faculty members and other experts throughout the United States.
- Convene a group of educators selected by the State Department of Education and professional organizations to continue conversations to create a teacher compensation system that is fair, strategic and supportive of both new and accomplished teachers. This meeting may include national experts such as William Sanders and Susan Brookhart, team members from the Douglas County, Colorado Public Schools, Douglas County American Federation of Teachers, Denver Public Schools, Denver Classroom Teachers' Association, members from the Minneapolis Department of Education, and representatives from the Aspen Institute. All of these individuals and organizations are recognized as leaders in the area of teacher compensation models. The Kansas team would greatly benefit from their experiences and expertise in this area.
- Review the work of other states that have implemented teacher compensation models including Alaska, Arizona, Arkansas, Florida, Georgia, Hawaii, Minnesota, Mississippi, New York, North Carolina, South Carolina, Tennessee, Texas and Virginia. While not all of the aforementioned states have exemplary teacher compensation models, the Kansas team would benefit from their research and lessons learned.
- Review current literature on teacher compensation models including, but not limited to: *Improving Teaching Through Pay for Contribution* by NGA; *Teaching at Risk* by Louis V. Gerstner, *Performance-Pay for Teachers* by the Center for Teaching Quality; *Using Student Progress to Evaluate Teachers: A Primer on Value-Added Models* by ETS; research by the New Commission on the Skills of the American Workforce; research by the Gerstner-led Teaching Commission; and research by the Aspen Institute.
- The long-term outcome is to create a teacher compensation model that raises the status of the teaching profession and enhances teacher effectiveness. The model should be one that not only recruits individuals to the teaching profession but also rewards those who are in the profession through recognition, compensation and opportunities for advancement. Deliverables from the work of the Kansas team will include:
 1. model compensation plans and recommended structures and guidelines for use;
 2. recommendations for policy changes to enable and encourage use of the structures;
 3. recommended support structures for local districts developing and implementing their particular iterations of new compensation systems;
 4. a delineation of needed funding to implement both pilot projects with new models and eventual full implementation;
 5. a proposed plan for monitoring and evaluation of new structures on predetermined criteria,
 6. and a recommended legislative agenda to address the range of policy and funding elements of the plan.

BUDGET

Activity	Participants	Timeframe	Budget
Convene Kansas team to discuss the work of the Academy	Kansas team members	May 2009	Meals=\$175 Travel=\$670 Hotel=\$300 Supplies=\$200 Total=\$1,345
Host in-state visit by NGA Center staff	NGA Center staff and Kansas team members	June 2009	Meals=\$250 Travel=\$670 Hotel=\$600 Supplies=\$300 Facility Rental=\$800 Total=\$2,620
Attend first policy academy meeting	At least three members from the Kansas team	August 2009	No cost to state unless additional members attend
Convene Kansas team to discuss future work and technical assistance needs	Kansas team members	September 2009	Meals=\$175 Travel=\$670 Hotel=\$300 Supplies=\$200 Total=\$1,345
Convene Kansas team to study the work of other states	Kansas team members	October 2009	Meals=\$175 Travel=\$670 Hotel=\$300 Supplies=\$200 Total=\$1,345
Convene Kansas team and recognized national experts in the area of teacher compensation models.	Possible experts include but not limited to William Sanders, Sandra Brookhart, representatives from school systems such as the Denver Public school system, representatives from the Minnesota Department of Education; Kansas team members	November or December 2009	Meals=\$300 Travel=\$670 Consultants=\$2,250 Hotel=\$800 Supplies=\$300 Facility Rental=\$800 Total=\$5,120
Convene Kansas team to begin study and discussion of current research	Kansas team members	January-March 2010	Meals=\$175 Travel=\$670 Hotel=\$300 Supplies=\$200 Total=\$1,345
Possible travel to other states to discuss and observe their models	Kansas team members	March 2010	Travel=\$14,000 Total=\$14,000
Attend second policy academy meeting	At least three members from the Kansas team	April 2010	No cost to state unless additional members attend
Host in-state visit by NGA Center staff	NGA Center staff; Kansas team members	May 2009	Meals=\$250 Travel=\$670 Hotel=\$600 Supplies=\$300

			Facility Rental=\$800 Total=\$2,620
Convene Kansas team to finalize framework for teacher compensation model that enhances teacher effectiveness	Kansas team members	June 2010	Meals=\$175 Travel=\$670 Hotel=\$300 Supplies=\$200 Total=\$1,345
Finalize framework for teacher compensation model that enhances teacher effectiveness	Kansas team members	August 2010	Meals=\$175 Travel=\$670 Hotel=\$300 Supplies=\$200 Total=\$1,345
TOTAL ESTIMATED BUDGET			\$32,430

Attachment A:
**Application for Policy Academy on Creating New Models of Teacher
 Compensation That Enhance Teacher Effectiveness Grant Program**
Proposal Budget Template

Instructions:

- Total budget amount may not exceed \$_____.
- Consultant Services budget should not exceed \$450/day per consultant without prior approval from NGA Center. States must provide NGA Center with the name and contact information of all consultants.
- Please attach a budget narrative detailing the cost assumptions for all items budgeted below. Be as specific as possible. The NGA Center may request additional information regarding budgeted line items.
- Travel must be consistent with state guidelines.
- Travel and meals are not reimbursable unless the participants are on out-of-town travel status.

<i>Cost Category</i>	<i>Grant Funds Amount</i>
Consultants Consultants, facilitators, speakers, contractors engaged to develop analysis, to conduct outreach, etc. (Maximum rate of \$450/day)	<u>\$2,250</u>
Meeting Costs Space rental, audio/visual, food and beverage	<u>\$4,250</u>
Travel	<u>\$20,030</u>
Other Expenses:	
<u>Supplies</u>	<u>\$2,000</u>
<u>Lodging</u>	<u>\$3,800</u>
TOTAL (must not exceed \$_____ for grant funds)	<u>\$32,430</u>

BUDGET NARRATIVE: Please attach a budget narrative detailing the cost assumptions for all items budgeted above.

February 25, 2009

Cardella Nash
National Governors Association
Center for Best Practices
444 North Capitol Street
Suite 267
Washington, DC 20001-1512

Dear Selection Committee Members,

I am writing to express my strong support for Kansas's application for membership in the Policy Academy on Creating New Models of Teacher Compensation that Enhance Teacher Effectiveness. As you will see from the enclosed application, Kansas has been discussing and studying this issue for the past two years. Membership in the Academy would allow us to work with policymakers, academy faculty, other states and NGA Center staff to develop a teacher compensation initiative to support and build teacher effectiveness and an action plan for implementation.

Public education in Kansas is guided by the Kansas State Board of Education's goal of ensuring that all students meet or exceed high academic standards and are prepared for their next steps. This goal cannot be accomplished without high quality, effective teachers. Kansas recognizes that teachers are the single most important factor in student success in classrooms and as they continue beyond high school. Training, recruiting and retaining these highly qualified, effective teachers is critical to the success of the current and future students in Kansas.

The issue of teacher training, recruitment and retention is very important to the state of Kansas. The Kansas State Board of Education, for the past two years, has studied the issue extensively through a Board objective of providing an effective educator in each classroom. Efforts to meet this objective included the formation of the Teaching in Kansas Commission established in 2007 to focus on the teacher shortage, including the preparation, recruitment, retention and licensure of Kansas teachers. A final report was presented to the Kansas State Board of Education in December 2008. Five areas were addressed by the Commission: 1) teacher preparation; 2) working conditions; 3) salary and benefits; 4) image and promotion; and 5) regulations and teacher leadership. A total of 59 recommendations were presented to the State Board with three stages of implementation. The State Board accepted the recommendations and approved the Department to begin work on those recommendations included in stage I of the implementation plan. Many of the action steps in stage I include areas of teacher training, recruitment and retention; however, the action step which deals with the most significant changes for

these areas is in stage II implementation. It is uncertain when the action steps included in stages II and III will be considered by the State Board, especially given the current financial situation in the State. The Kansas team participating in the Academy would greatly benefit from the time, expertise of the other states addressing teacher compensation models and the financial assistance to more aggressively pursue these action steps.

Members of the Kansas team include state education officials, the president of the Kansas National Education Association, a state board of education member, an active superintendent of schools, a dean of a teacher education preparation institute, and my education liaison. Specifically, the members are:

- Dr. Diane DeBacker, Deputy Commissioner of Education, Kansas State Department of Education (Dr. DeBacker will also serve as the lead for the team)
- Ms. Sally Cauble, Member, Kansas State Board of Education
- Ms. Pamela Coleman, Director, Teacher Education and Licensure, Kansas State Department of Education
- Ms. Jennifer Knorr, Education Liaison, Office of Governor Kathleen Sebelius
- Mr. Jim Lentz, Superintendent, Augusta USD 402
- Dr. Andy Tompkins, Dean, College of Education, Pittsburg State University
- Mr. Blake West, President, Kansas National Education Association

In summary, I enthusiastically support the Kansas State Department of Education's application for the Policy Academy on Creating New Models of Teacher Compensation that Enhance Teacher Effectiveness. It is without question that this Academy can improve Kansas schools and the future teaching workforce in the state.

I greatly appreciate your sponsorship of these programs and look forward to a positive response.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kathleen Sebelius', written in a cursive style.

Kathleen Sebelius
Governor of the State of Kansas

KS/jk
