

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by SENATOR JOSEPH C. HARDER at
Chairperson

1:00 ~~xxx~~ p.m. on WEDNESDAY, MARCH 6, 1985 in room 254-E of the Capitol.

All members were present except:

Committee staff present:

Mr. Ben Barrett, Legislative Research Department
Ms. Avis Swartzman, Legislative Revisor's Office
Mrs. Millie Randell, Secretary

Conferees appearing before the committee:

SB 237 - Teacher education scholarships, designation of teacher education scholars by state board of regents. (Senators F. Kerr, Karr)

Proponents:

Ms. Chris Graves, Assoc. Director, ASK
Ms. Clantha McCurdy, Board of Regents
Mr. Craig Grant, K-NEA
Mr. Robert N. Kelly, Kansas Independent College Association

SB 301 - An act providing for the awarding of regents distinguished scholarships and for the designation of regents distinguished scholars and regents distinguished teacher education scholars. (Education)

Proponents:

Ms. Clantha, McCurdy, Board of Regents
Dr. W. Merle Hill, Kansas Association of Community Colleges
Mr. Mark Tallman, Associated Students of Kansas

Comments only:

Mr. Robert N. Kelly, Kansas Independent College Association

SB 310 - An act authorizing the state board of regents to dedicate state-owned land to certain municipalities for public use; imposing conditions thereon (Education)

Proponents:

Mr. Bill Kauffman, General Counsel, Kansas Board of Regents

After calling the meeting to order, the Chairman recognized Ms. Chris Graves, Associate Director of the Associated Students of Kansas. Ms. Graves' testimony in support of SB 237 is found in Attachment 1.

When Ms. Clantha McCurdy, Program Associate-Financial Aid, Board of Regents, was called upon to testify, Ms. McCurdy said the concept of SB 237 had been approved by the Board of Regents and addresses some of the concerns of the Board relating to teacher education.

Mr. Craig Grant, Director of Political Action, Kansas-National Education Association, stated that he supports the concepts embodied in SB 237, because the bill attempts to attract quality people into the teaching profession. He urged the Committee to recommend the bill favorably for passage.

Mr. Robert N. Kelly, representing the Kansas Independent College Association, said he strongly supports SB 237 for several reasons: 1. It requires students to teach, 2. The testing procedures provide flexibility for the Board of Regents, and 3. Student selection is more controlled. Mr. Kelly described SB 237 as a good bill which he would like to see applicable to all colleges.

SB 301 - The Chair recognized Ms. Clantha McCurdy, Program Associate-Financial Aid, Board of Regents, whose testimony in support of SB 301 is found in Attachment 2.

Dr. W. Merle Hill, Executive Director of the Kansas Association of Community Colleges, not only affirmed support for SB 301, but he also recommended amending the bill to allow community college students to be eligible participants. (Attachment 3)

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,
 room 254-E, Statehouse, at 1:00 ~~xxx~~ p.m. on WEDNESDAY, MARCH 6, 19 85

The Executive Director of the Associated Students of Kansas, Mr. Mark Tallman, reminded the Committee that he had testified on SB 11 relating to the State Scholarship Program and said the testimony he presented at that time is also relevant to SB 237 and SB 301. In additional remarks, Mr. Tallman stated that other states have scholarship programs based on merit, there is a need to keep good students in Kansas, there is a direct correlation between the location where students attend university and where they locate upon leaving the institution, and an awards program is needed for Kansas in order to compete with other institutions throughout the country. He urged passage of SB 301 even though funding may not be available until a later date.

Mr. Robert N. Kelly of the Kansas Association of Independent Colleges stated that although he supports the principal contained in SB 301, he has some reservations and recommended that the bill be studied in depth by an interim committee. Mr. Kelly explained that his reservations related to timing for taking the necessary tests, funding, financial need, and lack of loan provisions.

SB 310 - The Chair recognized Mr. Bill Kauffman, General Counsel for the Kansas Board of Regents, who explained that SB 310 has been requested by the Board to address a problem that had arisen at Wichita State University. Mr. Kauffman related that a main street leading to Wichita State University needs widening in order to improve the traffic flow to the campus. Since this bill is considered general authority legislation, Mr. Kauffman said that the bill would require approval by the Secretary of Administration and the Attorney General before any land could be dedicated. In responding to questions, Mr. Kauffman replied that the dedication of state-owned land would be for a specific purpose and the title change would be valid for as long as the dedicated land continued to be used for that specific purpose. The municipality, he said, would be responsible for maintaining the dedicated property. In answer to a question, Mr. Kauffman responded that he would be agreeable to a bill which would apply only to the specific need of Wichita State University.

Following testimony by Mr. Kauffman, the Chairman asked the Committee's pleasure regarding SB 310. Senator Anderson made a conceptual motion to amend SB 310 on line 0025 by limiting the bill to streets, roads, and highways. This was seconded by Senator Karr, and the amendment was adopted. Senator Arasmith then moved that SB 310, as amended, be recommended favorably for passage. This was seconded by Senator Anderson, and the motion carried.

Senator Anderson moved and Senator Kerr seconded the motion that SB 237 be recommended favorably for passage. The motion carried.

Senator Arasmith moved that the Committee direct the Chairman to write a letter to the Legislative Coordinating Council recommending that SB 301 be studied by an interim committee. This was seconded by Senator Anderson, and the motion carried.

Senator Anderson moved and Senator Parrish seconded a motion to amend SB 11 as described by Ms. Avis Swartzman, revisor of statutes. (Attachment 4) The amendment, relating to the implementation date, was adopted. Senator Arasmith moved and Senator Salisbury seconded a motion to recommend SB 11, as amended, favorably for passage. The motion carried.

Senator Karr made a conceptual motion to amend SB 55 by authorizing a uniform two-mill tax levy limitation for all community colleges. This was seconded by Senator Parrish, and the amendment was adopted. Senator Anderson then moved that SB 55, as amended, be recommended favorably for passage. The motion died for lack of a second.

Senator Warren moved to amend SB 77 on Page 2, line 0052, by changing the date of April 15 to April 10. This was seconded by Senator Parrish, and the amendment was adopted. Senator Warren moved to amend SB 77 on Page 2, line 0054, by changing the date from May 15 to May 10. This was seconded by Senator Parrish, and the amendment was adopted. When the Chair called for further action on the bill, no motion was made.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,
room 254-E, Statehouse, at 1:00 ~~a.m.~~/p.m. on WEDNESDAY, MARCH 6, 1985

Senator Montgomery moved that SB 98 be recommended favorably for passage. The motion was seconded by Senator Arasmith, and the motion carried. The vote by Senator Parrish is recorded as nay.

Senator Anderson moved that SB 99 be reported adversely. The motion was seconded by Senator Parrish. Senator Langworthy made a motion to table the bill. Because of conflicting motions, the Chairman stated that action on SB 99 still is pending.

The Chairman adjourned the meeting.

SENATE EDUCATION COMMITTEE

TIME: 1:00 p.m. PLACE: 254-E DATE: Wednesday, March 6, 1985

GUEST LIST

NAME

ADDRESS

ORGANIZATION

Onan Burnett	Topeka	USD 501 H
Bill Stork	Wichita	USD 259
Craig Grant	Lawrence	K-NEA
Jay Coles	Topeka	K-NEA
Chris Graves	Topeka	ASK
Mark Tolku	Topeka	ASK
CLANTHA McCurdy	- Lawrence	Board of Regents
Ken Ragg	Parola	LOE
Richard Durb	Topeka	KASA

SENATE EDUCATION COMMITTEE

TIME: 1:00 p.m. PLACE: 254-E DATE: Wednesday, March 6, 1985

GUEST LIST

NAME

ADDRESS

ORGANIZATION

Maryann Hardsel	Mansfield	
M. Arthur Woodr	Rt 1 Meriden	Senate page
John Stockham	R+#1 Meriden	Senate page
Laura Hedges	Pittsburg, KS	Pittsburg High Gifted Education
Marilyn Sharp	Pittsburg	PHS Gifted Ed. Facilitator
John Peterson	Topeka	Ks Assn. of Private Career Schools



ASSOCIATED STUDENTS OF KANSAS

1700 College
Topeka, Kansas 66621
(913) 354-1394

STATEMENT BY

CHRIS GRAVES

ASSOCIATED STUDENTS OF KANSAS
(ASK)

BEFORE THE

SENATE EDUCATION COMMITTEE

IN SUPPORT OF

SB 237

An Act providing for teacher education scholarships and for designation of teacher
education scholars

March 5, 1985

ATTACHMENT 1 (3/6)

Representing the Students of:

Emporia State • Fort Hays State • Kansas State • Pittsburg State • University of Kansas • Washburn University • Wichita State

Mr. Chairman and members of the Committee. Thank you for this opportunity to appear before you today. My name is Chris Graves and I am the Associate Director of the Associated Students of Kansas. I am here to express our strong support for SB 237.

In doing some reading recently, I came across a quote that might easily apply to my comments to you today, "Long-range planning does not deal with future decisions, but rather with the future of present decisions." As lawmakers, it is your responsibility to identify and respond to the most pressing issues of our times. You also have the responsibility to look ahead to the future, "down the pike" you might say, to identify problems which may occur and respond so as to avert possible crisis. I am here today to suggest to you that we do have a problem in Kansas in the quantity and quality of teachers which have been prepared in our teacher education institutions and unless you respond, the situation may well turn into a crisis within the next few years.

ASK has been supportive of a teacher scholarship program for several years. As most Committee members will recall, Speaker Hayden, two sessions ago, introduced a bill providing special stipends to teacher education students. At the time, ASK was the only group to testify in favor of the bill, although we suggested a repayment plan that was not included in the original proposal. Near the end of that session, a much-amended version passed out of the House Ways & Means Committee, but was not considered by the House.

In April of 1983, the National Commission on Excellence in Education in it's landmark report "A Nation At Risk" recommended that "incentives, such as grants and loans, be made available to attract outstanding students to the teaching profession, particularly in those areas of critical shortage."

The "Carnegie Report," released a few months later, called for "Colleges and Universities [to] establish full tuition scholarships for the top 5% of their gifted students who plan to teach in public education. These scholarships would begin when students are admitted to the teacher preparation program at the junior year."

The 1983 interim Education Committee examined this issue of teacher shortages and how best to respond. Among those who endorsed the idea of a program to aid teacher education students were representatives of Kansas NEA, the state's private colleges and schools of education at the public universities. That interim Committee endorsed and had drafted essentially the same bill before you today.

Last session, the bill was assigned to the House Ways and Means Committee. The Chairman of that Committee held hearings very early in the session; yet, the bill died a slow death as it was never brought forth for Committee action.

Just as delegates to our Legislative Assembly voted last year, representatives from our member institutions this year feel that establishment of a teacher scholarship program must be one of our top priorities. We rank it so highly for these reasons: I. It responds to the declining supply of teacher education graduates by providing an incentive and special financial assistance to gifted students to choose teacher education over other courses of study. II. It responds to the concern about the quality of students entering the teaching profession by providing significant benefits to talented students who major in education. It also helps compensate for new, tougher standards for admission, graduation and certification which, by themselves, may compound the shortage problem. III. It provides an increase in student assistance by enlarging the

total pool of student aid available.

I would like to explain each of these points in a little more detail.

A. Declining Supply of Teacher Education Graduates.

Only a few years ago, there was an oversupply of teachers in America. How did we so quickly get into a situation where we must worry about having enough teachers?

The most obvious reason is the sharp decrease in teacher education graduates. As Chart 1 & 2 in the appendix of this statement show (source: Teacher Supply & Demand in Kansas Public Schools, by Dr. Jack Skillett, Center for Educational Research & Service, College of Education, Emporia State University, January 1985), the number of graduates from Kansas teacher ed programs has declined by 43% since 1972. This has already produced shortages in certain important areas, notably, Counseling , Library Science, Music and Reading in the elementary levels, the Personal and Social Adjustment and the Gifted areas in Special Education, and science, mathematics, foreign languages, and library science in the secondary levels.

But there are other factors which may worsen the shortage problem:

1. The establishment of a 2.5 grade point average, entrance examination and 1 year internship programs upon completion of formal education and the 5th year program at KU. All will presumably decrease the number of students entering the schools; therefore, decrease the number of graduates. To further illustrate, the Dean of the School of Education at KU, Dean Dale Skennell, has attributed a sizeable drop in enrollment last year and a 17% decrease in enrollment this year in the school of education to the 5th year program.

2. The continued trend for women and minorities to pursue careers in other areas once closed to them. Ten years ago, 18% of all females who entered

college were enrolled in teacher education programs. Today, only 6% of the females are preparing to become teachers.

3. External forces threaten to make the recruitment of able teacher candidates more difficult than ever before. Demographic studies indicate that by 1990, there will be 800,000 fewer 18 year olds than in 1980. In other words, the pool for the recruitment of teachers is shrinking. By 1990, the U.S. will need a million new teachers. Assuming traditional teacher education programs will be the only source of teachers, 1 in 10 college students will have to enroll in teacher education to meet the demand. In 1982, fewer than 1 in 20 entering freshman listed teaching as a probable career occupation - a significant decrease from almost 1 in 5 in 1970.

4. Enrollments in the primary and secondary schools in Kansas are beginning to increase and are expected to continue climbing into the 1990's. Especially rapid growth is expected in grade K-5 from now through the 1989 academic year. A chart from "K-12 Enrollment Trends for the State of Kansas," by Gordon Nelson KASB Director of Research, January 1985, shows this and is included in the appendix.

5. Increasing high school graduation requirements and more rigorous college preparation standards, which will further increase the demand for math, science, computer science and foreign language instructors.

The evidence is clear: we are headed for possibly severe shortages of teachers unless some kind of corrective action is taken

B. Quality of Students Entering the Teaching Profession

Aside from the fact that the deadline is very close for bills to come out of Committees of Origin this Session, you really couldn't have scheduled hearings for this bill at a better time as last week, a report by the National Commission

for Excellence in Teacher Education was released which called for significant reforms in teacher education programs. Among the recommendations made by this independent Commission was a call to colleges to stiffen admission and graduation requirements and to test the students more often and more rigorously.

Teacher education programs come under fire most often because of the poor quality of those admitted to and graduated from its programs. Articles report that a large percentage of teacher education graduates are from the bottom quarter of high school and college classes. This was observed by the National Commission on Excellence in Education and by former Education Secretary Terrel Bell when they advised state legislatures develop new systems of recognition and rewards that will attract people "with the finest minds" into teaching.

In the study "An Analysis of ACT Scores of 1973 and 1983 Graduates of Kansas Regents Institutions" by Dr. Jack Skillett, ESU, test scores of education majors ranked 15th out of 19 academic disciplines in 1983.

The program as outlined in SB 237 would award scholarships to students based on performance on a competitive examination of scholastic ability. This means that awards would go to the most talented students. It would also encourage talented students to choose teaching over other majors, as the financial benefits would be considerably greater.

C. Increase in Student Assistance

An undeniably attractive aspect of the program outlined in SB 237 is the financial assistance it provides to students who will be facing tuition increases of 10-13% at the Regents' institutions next year. From the 1979-80 school year to 1984-85, tuition at the doctoral universities will have risen from \$255 a semester to \$450, and from \$200 to \$355 at the regional

universities. Costs of housing, utilities, phone rates, books and supplies have all risen, often faster than the general inflation rate.

Teacher education students have a special need for student aid, because much of their time is spent in "blocs" of classes, which reduces their flexibility for scheduling part-time jobs, and in student teaching, which requires them to take over a classroom for most of a semester with responsibility for teaching, planning, grading and counseling.

The \$750 per semester award is significant enough to be a meaningful incentive for students, as it would more than cover tuition and would help defray the cost of books, supplies and other living expenses.

Conclusion

As the National Commission discussed in its report released last week, schools always have and always will be prominent institutions within our society. Our children spend a major portion of their lives in schools. Although new technologies and resources continue to be developed and used in the classrooms, they supplant the school's curriculum and the teacher's role in it. They do not take the place of our schools and of our teachers.

Education is primarily a state, not a federal, function and the responsibility for teacher education is with the states. States must commit themselves to improving the quality of teachers. Kansas must commit itself and respond, as 31 other states have, and be willing to bid for the talents of its young people.

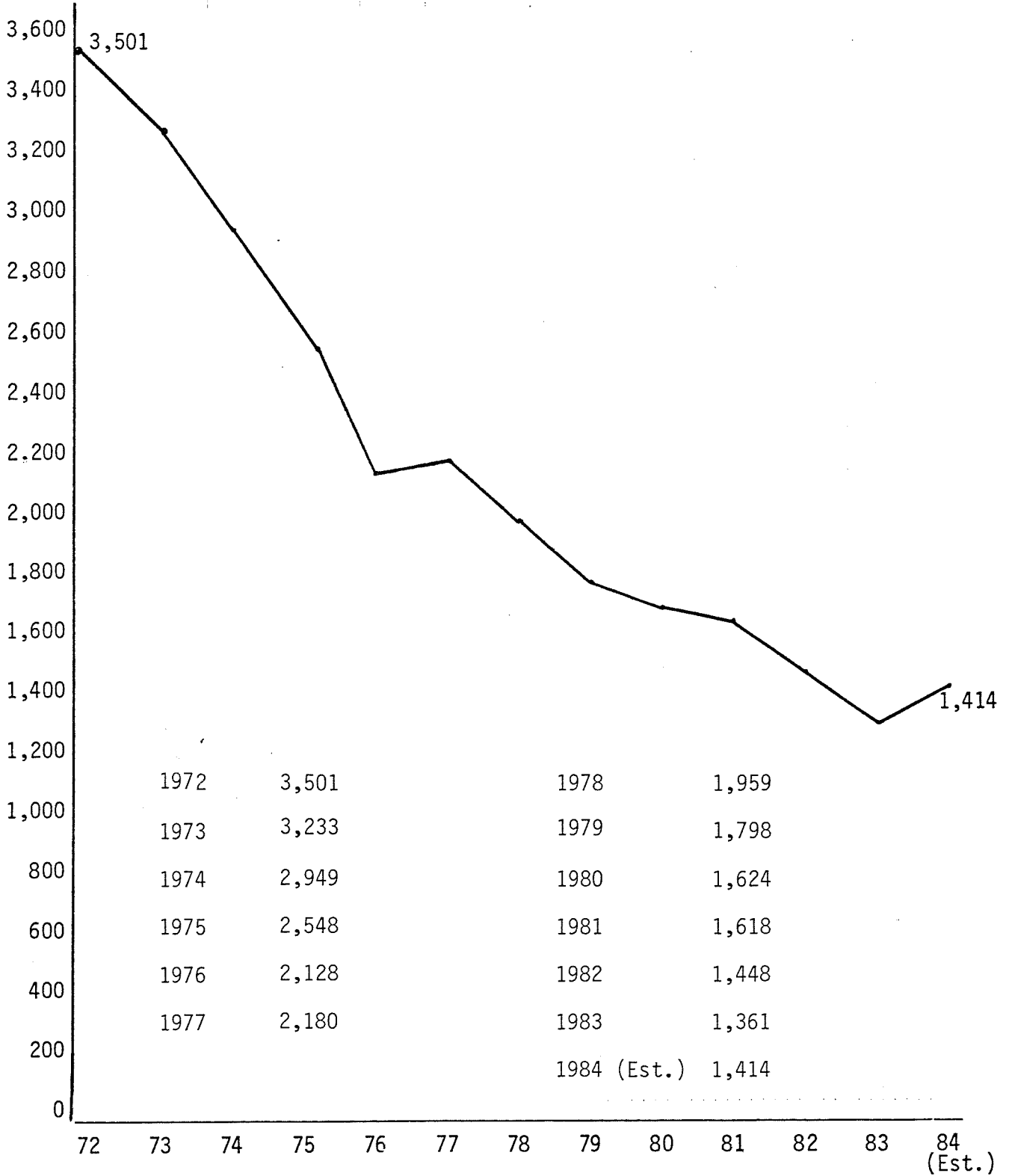
I would like to stress that we do not believe this program would be a cure-all for the problems facing American and Kansas education. Rather, we believe it is an important part of a comprehensive plan to improve education,

along with higher teacher salaries, better preparation of teachers, stronger high school graduation requirements and incentives for academic achievement. We also believe it is perhaps the most cost-effective step we can take, because it deals with improving teacher supply, quality, and training all at the same time, as well as providing needed student assistance.

Thank you again Mr. Chairman for this chance to appear. I will be happy to answer any questions.

Appendix A

Composite of the Number of Students Completing Preparation
for Teaching Certificates for the First Time
at all Regents' Institutions



Appendix B

Composite of the Number of Students Completing Preparation
for Teaching Certificates for the First Time
at Kansas Four-Year Private Institutions

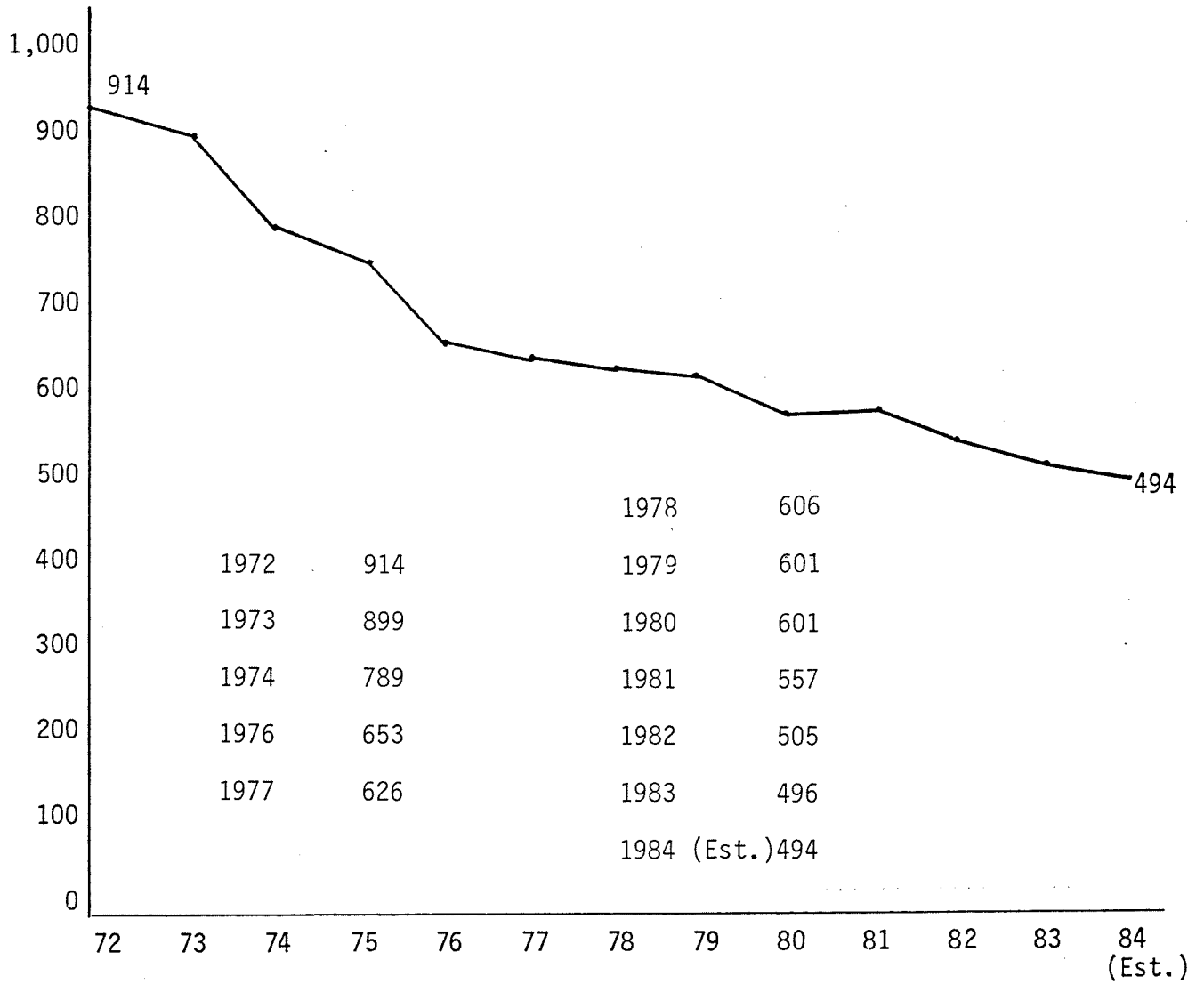


Chart 1

TEACHER SUPPLY AT THE ELEMENTARY LEVEL AS PERCEIVED BY KANSAS SUPERINTENDENTS IN 1984

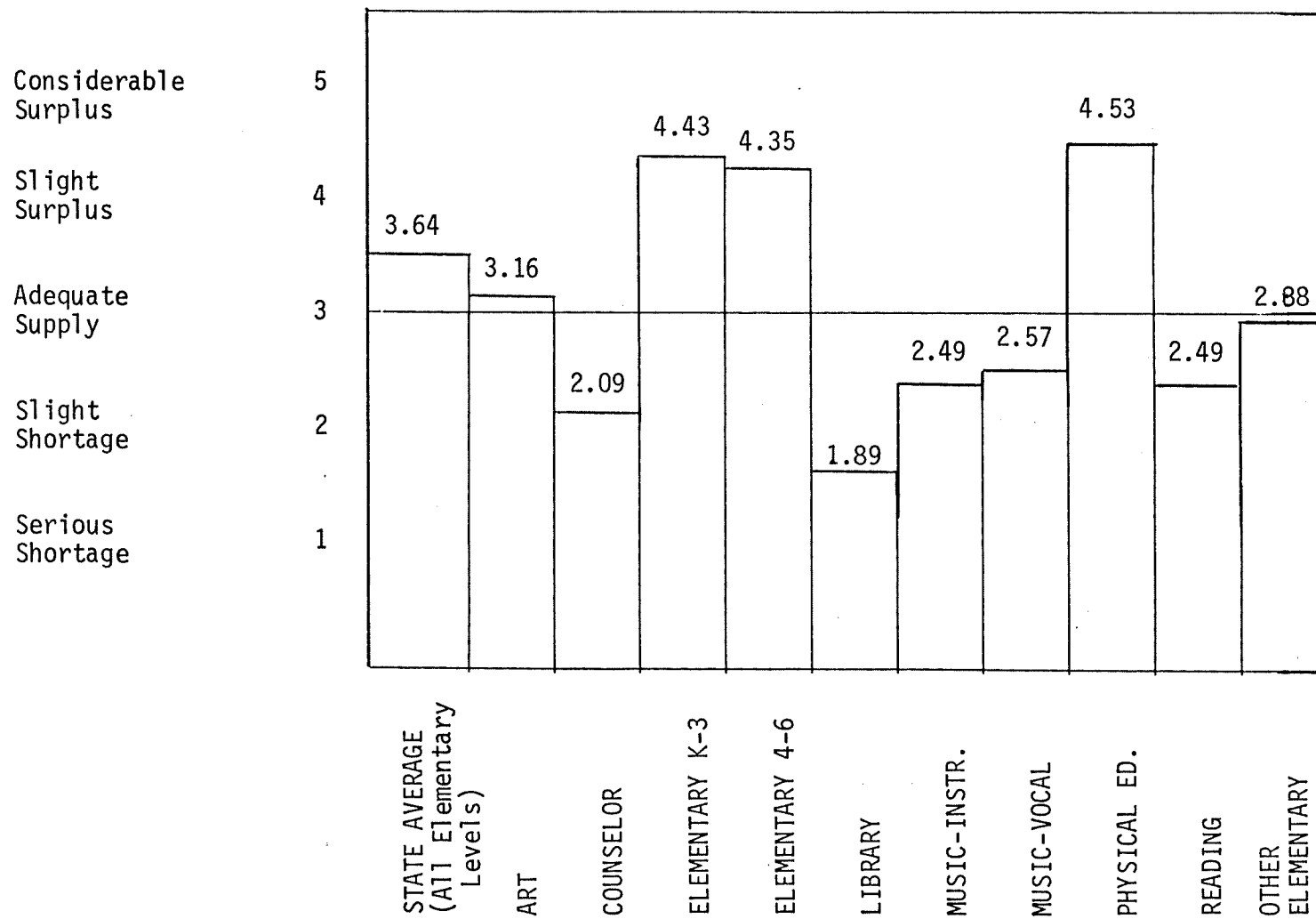


Chart 2

TEACHER SUPPLY AT THE SECONDARY LEVEL AS
PERCEIVED BY KANSAS SUPERINTENDENTS IN 1984

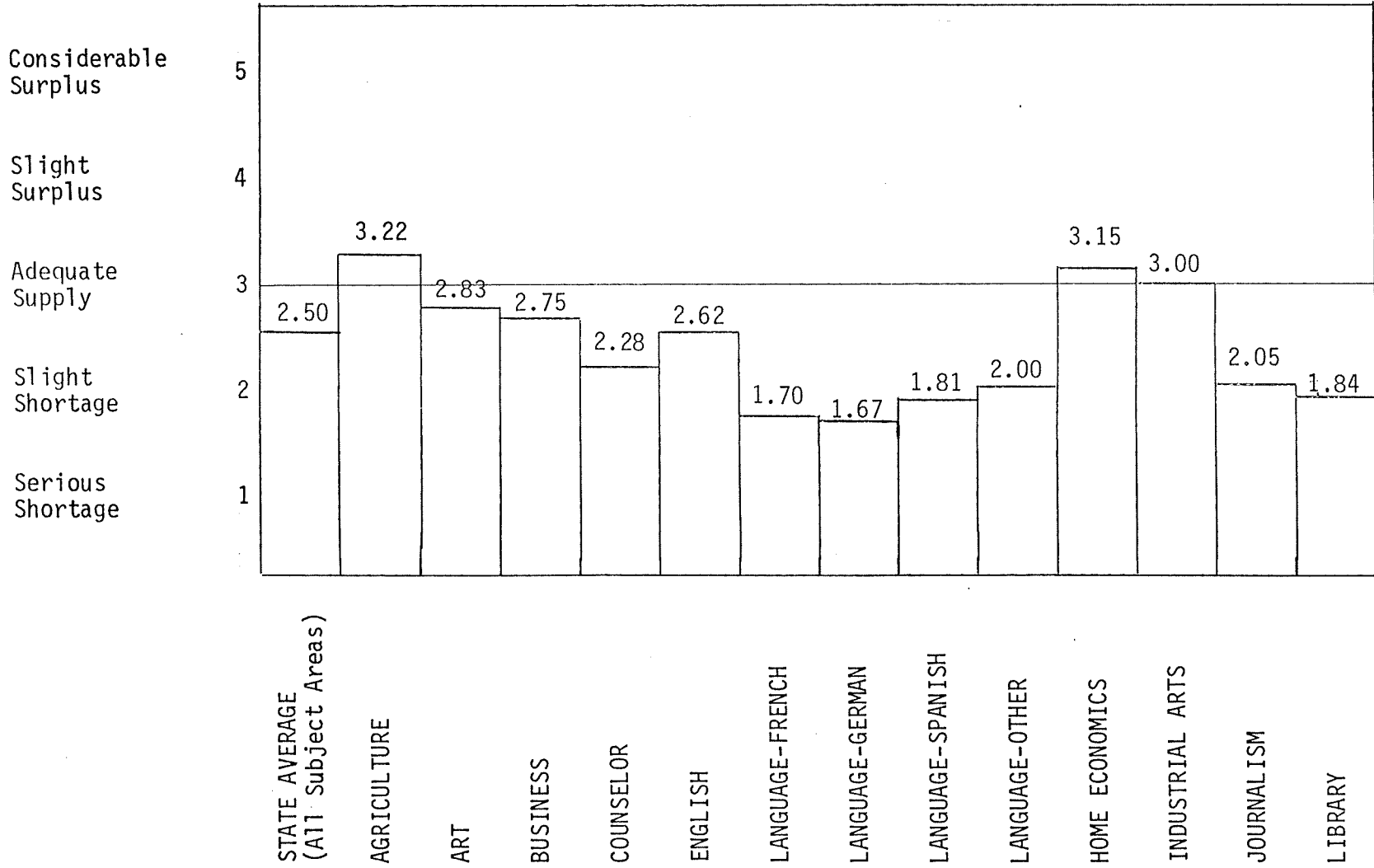
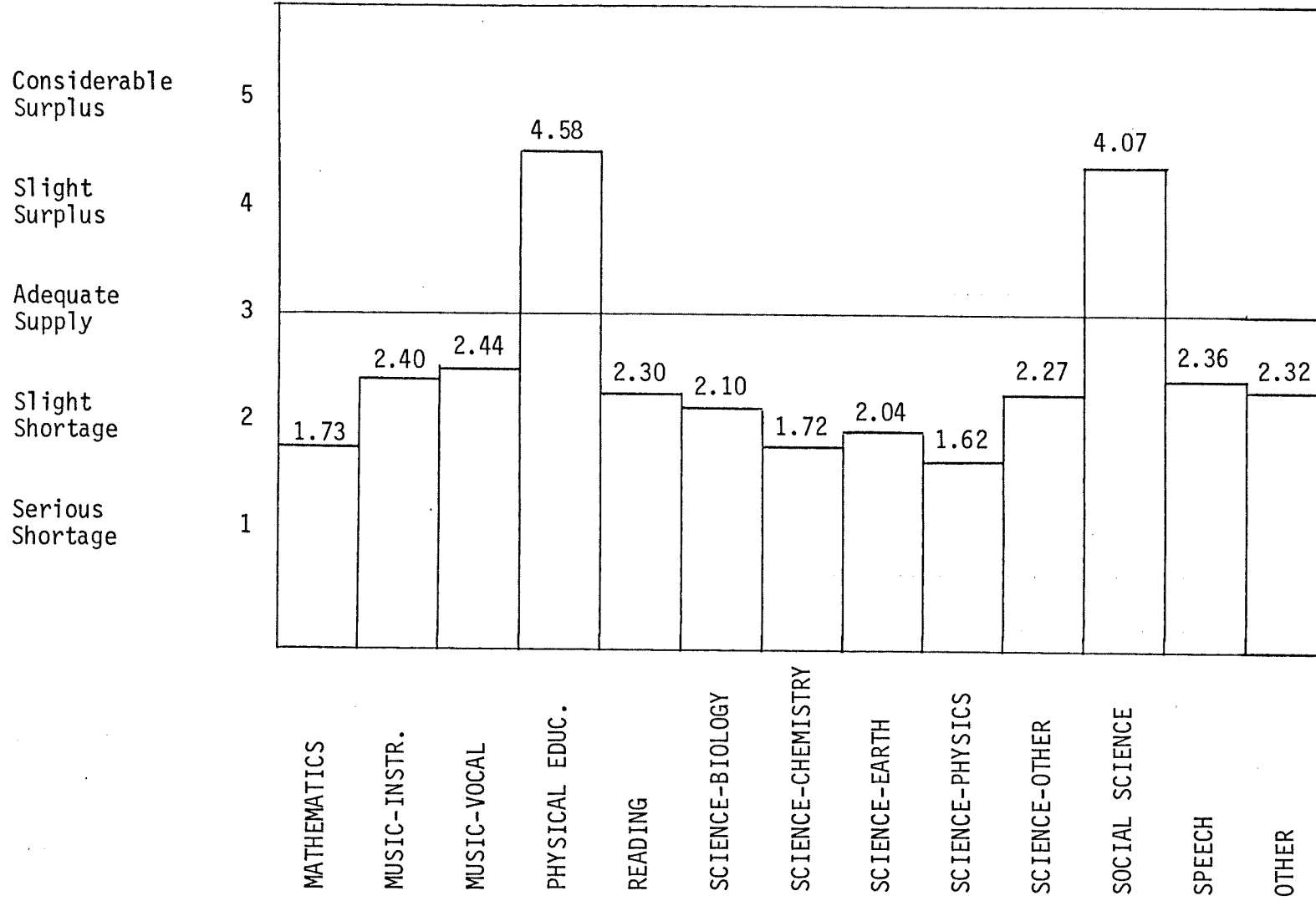
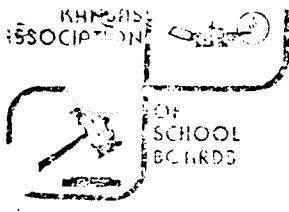


Chart 2 (continued)

15





5401 S. WILSON AVENUE
TOPEKA, KANSAS 66606

RESEARCH BULLETIN

January, 1985

Number 9

K-12 ENROLLMENT TRENDS FOR THE STATE OF KANSAS

By Gordon Nelson, KASB Director of Research

ENROLLMENT STARTS AN UPWARD SWING

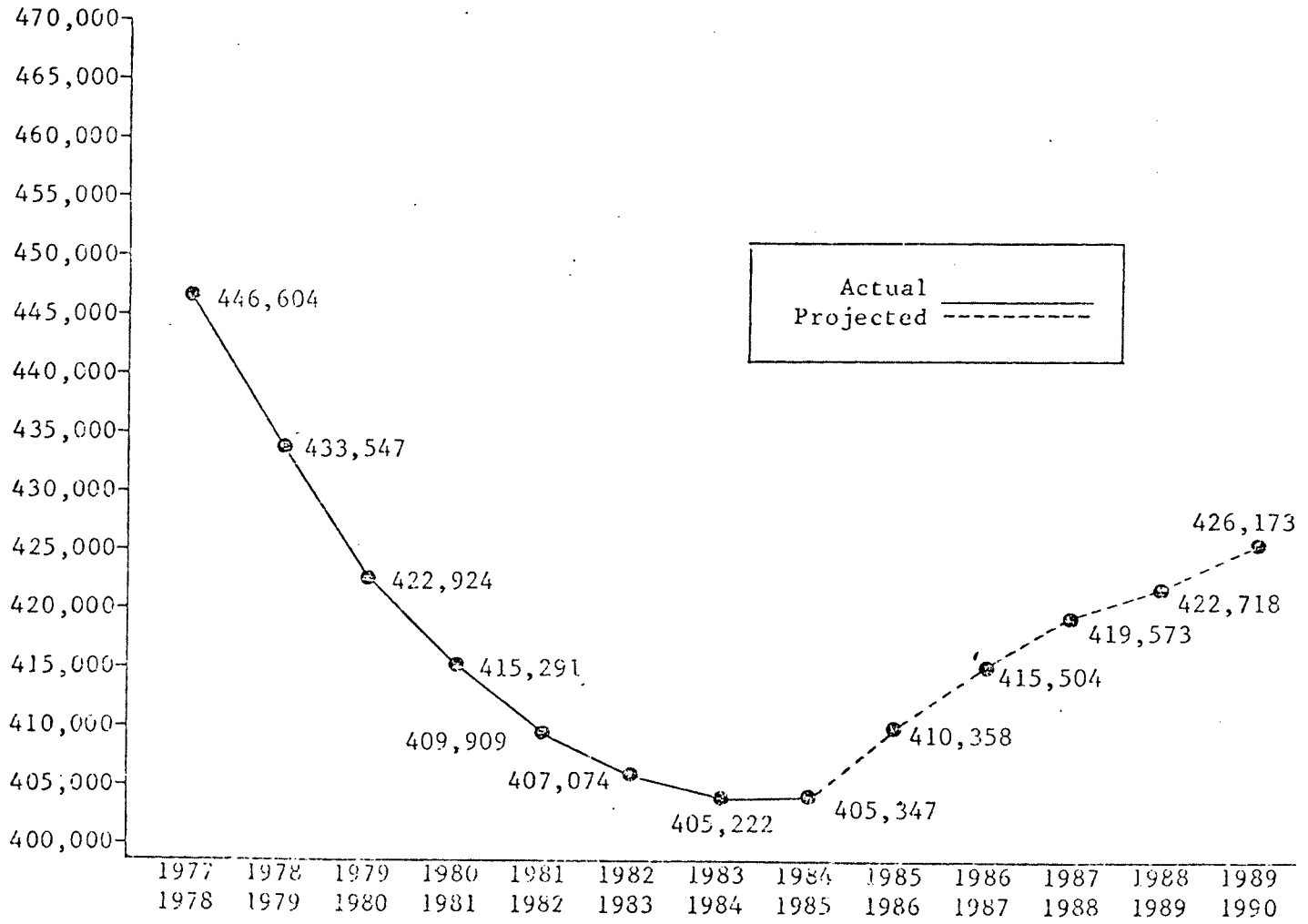


FIGURE I

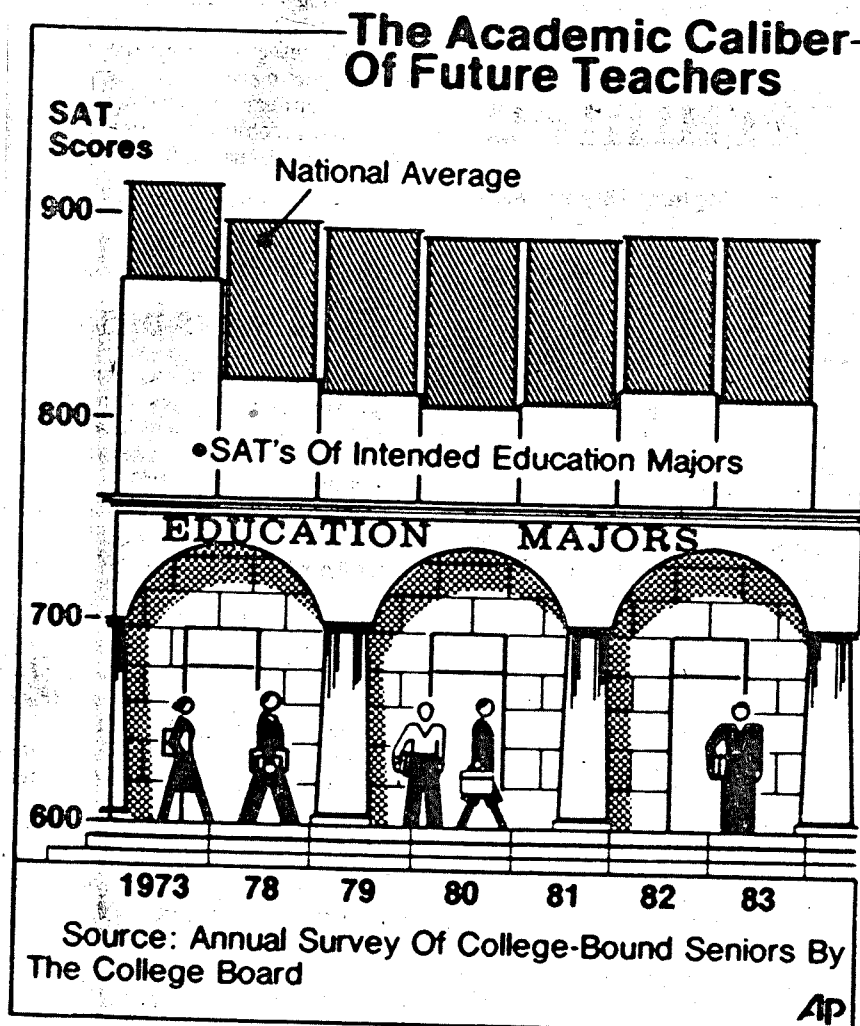
ANNUAL HEAD COUNT ENROLLMENT TOTAL (AS OF SEPTEMBER 15)
FOR THE STATE OF KANSAS FOR YEARS 1977-78 THROUGH 1989-90

College-Bound Seniors, 1984

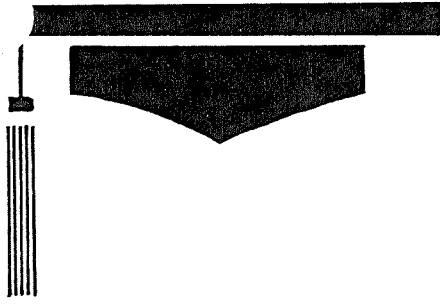
Top Six Intended Areas of Study

	% Males	% Females	% Total
Business and Commerce	17.6	20.5	19.1
Health and Medical	9.2	20.3	15.1
Engineering	21.4	3.6	12.0
Computer Science	12.1	7.7	9.7
Social Sciences	7.3	7.4	7.3
* Education	2.1	6.8	4.6

Source: The College Board, 1984



In 1973, high school seniors intending to major in education scored 59 points below the national average on the math and verbal SAT college entrance exam. In 1983, the gap had widened to 81 points.



KANSAS BOARD OF REGENTS

Suite 609 Capitol Tower Eighth and Harrison
Topeka, Kansas 66603 Telephone (913) 296-3421

REGENTS DISTINGUISHED SCHOLAR PROGRAM

PRESENTATION BY

CLANTHA MCCURDY

KANSAS BOARD OF REGENTS

Before the

SENATE EDUCATION COMMITTEE

In Support of

SENATE BILL 301

March 6, 1985

ATTACHMENT 2 (3/6)

Mr. Chairman and members of the Committee. I want to express my appreciation for this opportunity to appear before you today. I am Clantha McCurdy, Program Associate for the Board of Regents. I am here to express the Board of Regents support for Senate Bill 301.

Senate Bill 301 advocates the implementation of a merit based scholarship program designed to encourage the brightest and most capable students to continue their education in Kansas public and private colleges and universities. The program outlines 125 scholarships of \$2,000 annually to be awarded to Kansas students with the highest academic achievement. Up to twenty (20) percent of these scholarships will be awarded to students majoring in teacher education.

Rationale for Program

Approximately one half of one percent of all Kansas high school seniors receive the honor and recognition of a certificate certifying them as a National Merit Scholarship semi-finalist winner. Nationally each year the National Merit Scholarship Qualifying Test identifies 15,000 high school seniors for competition in the National Merit Scholarship Test in which about 13,500 students are identified as National Merit Scholars. Typically about 150 Kansas high school seniors receive this meritorious recognition each year. A relatively small percentage of these extremely capable and bright high school seniors remain in Kansas colleges and universities. In 1983-84, Kansas lost nearly two-thirds of its National Merit Scholars to higher education institutions outside the state. The fact is Kansas loses many of its brightest, most capable brainpower to other states who may be doing a better job of recognizing and rewarding very high scholastic achievement.

For instance, Trinity University in San Antonio, Texas, in their efforts to recruit and enroll the highest ability students from across the nation, has

established a merit based scholarship program which awards \$5,000 annually to bright students. The University of Texas at Austin has a similar program. New Jersey awards a minimum of \$1,000 annually to 1,400 Distinguished Scholars. I could go on and on telling you about programs other states successfully operate which lure the brightest students away from Kansas.

The fact is, with rising college cost and competitive based merit programs, Kansas cannot continue to depend on its only scholarship program, the State Scholarship Program, to keep the highest ability students enrolled at our institutions. The State Scholarship Program awards a maximum of \$500 on the basis of need to high achieving students. Usually, approximately 2,000 students receive this stipend which represents the top 7 or 8 percent of the graduating class. The Regents Distinguished Scholar Program is designed to reach the top 1% of the graduating class of Kansas high school seniors.

Earlier this summer we shared with some of you the "Milk Bottle" concept which represents the Kansas graduating class of high school seniors. Let me call your attention once more to this drawing which stresses the target of the Regents Distinguished Scholar Program, the very "cream" or very best student Kansas can offer.

Your endorsement of a merit based program is solicited. Kansas would certainly enhance its chances of keeping the best academically talented student in the state if this program is available. Students would be able to make a choice to attend any public or private college or university in the state and cost would become less of a factor. More importantly, not only will students in the science and math areas be awarded, this program also stands to enhance the quality of students in teacher education by encouraging students to select teaching as a career choice with an encouraging scholarship program available

for financial assistance, a feature which is usually missing for most teacher education students.

In closing, the Board of Regents believes that Kansas cannot afford to continue to lose its "brainpower" to other states and remain competitive in the academic arena. We must provide ample attention to Kansas's most valued assets, its youth, for the sake of our future.

The Board of Regents actively solicits your support for Senate Bill 301.

STATE SCHOLARS AND DISTINGUISHED REGENTS SCHOLARS PROGRAM

165 National Merit
Semi-Finalist

125 Distinguished Regents Scholars

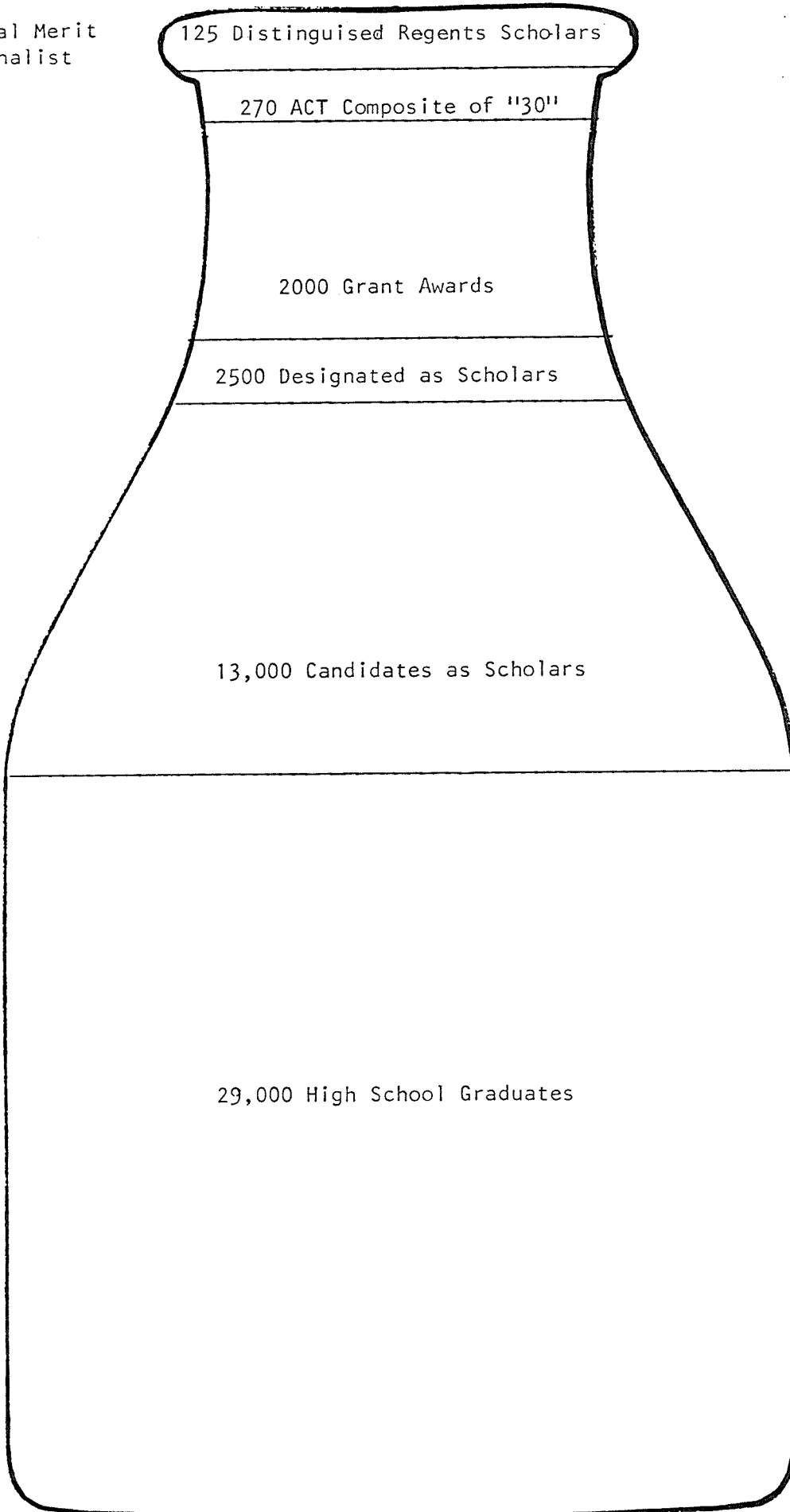
270 ACT Composite of "30"

2000 Grant Awards

2500 Designated as Scholars

13,000 Candidates as Scholars

29,000 High School Graduates





KANSAS ASSOCIATION OF COMMUNITY COLLEGES

Columbian Title Bldg., 820 Quincy • Topeka 66612 • Phone 913-357-5156

W. Merle Hill
Executive Director

To: Senate Committee on Education
From: Merle Hill *MH*
Date: March 6, 1985
Subj: Senate Bill 301 (Regents Distinguished Scholarships and
Regents Distinguished Teacher Education Scholars)

Thank you very much for giving the Kansas community colleges an opportunity to meet with you to discuss Senate Bill 301. The community college presidents, trustees and faculty are strongly supportive of any effort to improve and strengthen the academic environment in Kansas and applaud the members of the State Board of Regents for their interest in rewarding academic excellence and their efforts to retain the quality students of Kansas in Kansas during their collegiate careers. The Kansas Association of Community Colleges does have one concern with SB 301 as it is now written and should like to propose an amendment.

Section 1 (d) defines an eligible education institution as any state university under the control and supervision of the State Board of Regents, Washburn University of Topeka and any accredited independent institution. Unfortunately, it excludes the Kansas community colleges from consideration.

A recent study completed by the Johnson County Community College educational research department on behalf of the 19 Kansas community colleges reports 10,109 students at state universities for the fall semester of 1983-84 who identified themselves as Kansas community college transfer students. This was 17 percent of the total state university enrollment for the fall of 1983-84. These Kansas community college transfer students earned a composite B- grade point average at the state universities, the same grade point average earned by other students at the University of Kansas, and completed an average of 12.4 semester hours of credit - 125,352 credit hours.

A number of high school graduates in this study who began at Kansas community colleges and later transferred to the state universities attained an American college testing

ate Committee on Education
Senate Bill 301
March 6, 1985
Page 2

assessment score of 30 and earned 3.5 grade point averages at the state universities to which they transferred as well as at the community college at which they began their educational careers. In addition, a number of them will no doubt choose to enter the teaching field and will qualify for admittance to colleges or schools of education at the state universities.

The Kansas Association of Community Colleges believes it is appropriate for Kansas community college students to be given the opportunity to qualify as regents distinguished scholarship students and, later, to continue to receive scholarship assistance when they transfer to the state's universities. We should appreciate it very much if Senate Bill 301 were amended to make this possible.

Thank you very much.

MH:am

Proposed Amendment to Senate Bill No. 11

On page 1, by striking all of lines 22 through 31; following line 31, by inserting a new section as follows:

"Section 1. K.S.A. 72-6812 is hereby amended to read as follows: 72-6812. (a) The amount of a state scholarship to a state scholar for the fall and spring semesters, or the equivalent thereof, shall be the amount of ~~such~~ the state scholar's financial need for the period, except that state scholarships to a state scholar ~~in any year~~ shall not exceed:

(1) Five hundred dollars ~~(+\$500)~~ in any year if the state scholar initially is or was awarded a state scholarship for any program, term or semester commencing prior to July 1, 1986; and

(2) one thousand dollars in any year if the state scholar initially is awarded a state scholarship for any program, term or semester commencing after July 1, 1986.

(b) When state scholarships are awarded to a state scholar for any program or for one or more terms that are not semesters, the board of regents shall determine what is the equivalent of the fall and spring semesters.";