

Approved April 11, 1986
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

The meeting was called to order by Representative Don E. Crumbaker at
Chairperson

3:41 ~~am~~ p.m. on March 25, 1986 in room 519-S of the Capitol.

All members were present except: Rep. Leach, who was excused

Committee staff present: Avis Swartzman, Revisor of Statute's Office
Ben Barrett, Legislative Research
Lynda Cory, Secretary to the Committee

Conferees appearing before the committee:

| | | |
|-----------------------|-------------------|-----------------|
| Senator Mike Johnston | Senator Fred Kerr | Mark Tallman |
| Brenda Braden | Christine Graves | Clantha McCurdy |
| Mike Boyer | Craig Grant | Connie Hubbell |

The Chairman invited Senator Mike Johnston to share his comments on SB 593.

Senator Johnston felt that SB 593 would provide a means to track some children and still be respectful to the concerns of the committee without destroying original intent of the bill. At the present time 344 juveniles and 38 adults are considered as missing in Kansas. And there is another bill, SB 712, that will also help with missing children. (Attachment 1)

Brenda Braden from the Attorney General's office spoke about changing line 75 on page 2 that reads "school personnel shall be present at all times..." from the word "shall" to "may." This statute as it presently reads would not allow the school personnel leave the room even if it was in the best interest of the child who did not wish them to be present during the investigation. Since missing children is usually a criminal investigation because of possible kidnapping or runaway that may be abuse-oriented, the untrained school personnel's innocent comments can be named in court as leading the child rather than it be the truth from the child.

Mike Boyer from Kansas Bureau of Investigation agreed to the use of the word "may" over "shall" and reminded the committee that this was only a missing person bill and it needed to find the proper language for the first time enrollment. He also requested a change on page 2, paragraph D, where it reads "...law enforcement report to school that child is missing..." and insert "...law enforcement, or the parent, report to school that child is missing..." to eliminate the excessive burden on the law enforcement officials. He stated that tagging school records and birth certificates have been a great help in alerting people to missing children activity.

Rep. Denise Apt stated that she is working with Secretary Barbara Sabol for proper language on the truancy issue and would try to incorporate this bill in their discussions and report back to the committee.

The Chairman concluded the hearings for SB 593 and invited Senator Fred Kerr to present SB237.

Senator Kerr was in support of SB 237 stating that it would promote more education students to enter the field as well as to remain in Kansas to teach. There was no target on math or science because it was not meant to fill shortages. This bill has a high priority with ASK and is supported by the Board of Regents. The fiscal note is \$450,000 the first year and \$900,000 the second year.

The Chairman reminded the committee that SB 237 was double referred and whatever action they took, it would be sent to the Ways and Means Committee.

Christine Graves from Associated Students of Kansas supported SB 237, as did Craig Grant of K-NEA and Mark Tallman from Kansas Independent College Association. (Attachments 2, 3, 4)

Clantha McCurdy from Financial Division of the Board of Regents supported SB 237 for two

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,
room 519-S, Statehouse, at 3:41 ~~3:41~~ p.m. on March 25, 1986.

reasons. This bill continues to enhance the quality of teaching and also encourages bright students to enter teaching.

The Chairman concluded hearings for SB 237 and invited conferees for SB 421.

Connie Hubbell, State Board of Education, supported SB 421 because it was a clean up provision. (Attachment 5)

The Chairman concluded hearings for SB 421.

Representative Denise Apt moved to pass SB 421 favorably and put on consent calendar. Seconded by Representative Robert D. Miller. Motion carried.

The Chairman outlined the remaining bills left to be heard in the committee and also the bills that have been heard and ready for action. He requested that if any of the committee members had amendments for any of the bills to bring them on Wednesday, Thursday, and Monday.

It was moved by Rep. Miller and seconded by Rep. Mayfield to approve the minutes for March 17, 18, 19, and 20. Motion carried.

The meeting adjourned at 4:52 p.m.

State of Kansas

Senate Chamber



MICHAEL L. JOHNSTON
SENATE MINORITY LEADER
SENATOR, FOURTEENTH DISTRICT
LABETTE COUNTY AND PARTS OF
CRAWFORD, MONTGOMERY AND
NEOSHO COUNTIES
P O BOX A
PARSONS, KANSAS 67357-0040

COMMITTEE ASSIGNMENTS
MEMBER ELECTIONS
GOVERNMENTAL ORGANIZATION
INTERSTATE COOPERATION
LEGISLATIVE BUDGET
LEGISLATIVE AND CONGRESSIONAL
APPORTIONMENT
LEGISLATIVE COORDINATING COUNCIL
WAYS AND MEANS

Office of Minority Leader

STATE CAPITOL
TOPEKA, KANSAS 66612-1565
913-296-3245

House Education Committee

Senate Bill 593, Locating Missing Children

March 25, 1986

Statement by Senator Michael Johnston

Thank you Mr. Chairman, and members of the Committee for affording me the opportunity to appear today.

As sponsor of the bill under consideration today, I offer Senate Bill 593 as a means of locating and tracing missing children. Only recently has the problem of children abducted by non-custodial parents or strangers come to the attention of the general public. Only now are we beginning to understand the depth and prevalence of this problem. For too long, many of these missing children have gone through our educational system, their identities unquestioned. I suggest that we challenge and reform such a system.

Under the proposed Act, children enrolling for the first time would be required to present birth certificates as a condition of enrollment. Students transferring from schools outside the school district would be required to

present transcripts or school records from their previous school. Currently, these requirements are not state-wide practice. If this information is not provided to the schools within thirty days, school boards shall promptly notify the law enforcement agency. An investigation shall ensue to determine the child's identity without the knowledge of the custodians.

The purpose of this measure is to positively identify all students in the Kansas school system and provide a starting point for investigation when identification fails to materialize indicating possible abduction. Such a starting point is essential in the timing of investigations to prevent integration of "missing" children into our schools where their true identities may never surface.

Mr. Chairman, Members of the Committee, it is my fervent hope that members of the Kansas Legislature will look favorably on and support Senate Bill 593. I believe we need a state-wide policy to prevent missing children from becoming lost forever through the enrollment practices of our public and private schools.



ASSOCIATED STUDENTS OF KANSAS

Suite 608, Capitol Tower 400 W. 8th
Topeka, Kansas 66603
(913) 354-1394

STATEMENT BY
CHRIS GRAVES

ASSOCIATED STUDENTS OF KANSAS
(ASK)

BEFORE THE
HOUSE EDUCATION COMMITTEE

ON

SB 237

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

March 25, 1986

ATTACHMENT 2 March 25, 1986
HOUSE EDUCATION COMMITTEE

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 chance to be here today. My name is Chris Graves and I am the Executive Director of the Associated Students of Kansas, representing the student government associations of the seven public universities. I am here to express our strong support for SB 237.

It was once said that "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 to provide for your children and my children. 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 a long history with this issue. As most Committee members will recall, Speaker Hayden, during the 1983 session, introduced a bill providing special stipends to teacher education students. ASK testified in support of the proposal, suggesting that a repayment plan be included if in fact the teacher scholar does not teach in Kansas.

In April of 1983, the National Commission on Excellence in Education in its 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 KNEA, KICA, and schools of education at the public universities. That interim committee endorsed and had drafted essentially the same bill before you today.

During the 1984 session, the bill was assigned to the House Ways and Means Committee. The Chairman held hearings very early in the session; yet never brought it forth for consideration.

Last session, Senators Kerr and Karr re-introduced the measure. The Senate Education Committee and the full Senate approved the bill.

Delegates to our Legislative Assembly, for two years now, have ranked the creation of a teacher scholarship program among our top priorities. We rank it so highly because: 1. 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; 2. 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 the tougher standards for admission, graduation and certification which, by themselves, may compound the shortage problem; 3. 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.

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. Dr. Jack Skillett, Dean of the College of Education at Emporia State University, through the Center for Educational Research and Service, for seven years, has tracked the supply and demand for teachers in Kansas. The diagrams in the appendix are from his most recent report. As Tables 1.,2.,and 3. and Charts 1.,2.,and 3., the number of graduates from Kansas teacher education programs has declined by 58% since 1972. This has already produced shortages in some important areas, notably, the foreign languages, journalism, library, mathematics and some sciences in the secondary levels, library in the elementary level and personal and social adjustment, gifted, and learning disabilities in special education.

There are other factors which may worsen the shortage problem.

The Regents' institutions now require a 2.5 grade point average for students in their Colleges of Education. Entrance examinations, a 1 year internship obligation upon completion of formal education and a fifth year program at KU. All are additional obstacles students must consider before entering education. Unquestionably, some students won't choose education because of these factors. The former Dean of the School of Education at KU, Dr. Dale Skennell, attributed the sizable drop in enrollment two years ago and the 17% decrease in enrollment last year in the school of education to the fifth year program.

The trend continues 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.

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.

Enrollments in the primary and secondary schools in Kansas are beginning to increase and are expected to continue climbing into the 1990's. Rapid growth is expected in grades 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.

High schools, universities and their governing boards continue to call for higher 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.

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. In the study, "An Analysis of ACT Scores of 1973 and 1983 Graduates of Kansas Regents Institutions" by Dr. Jack Skillett, 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 immediate financial benefits would be considerably greater.

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 7% at the Regents' institutions next year, and increases of 3-6% the following year. Many times we have told you how quickly tuition, fees, and living expenses have increased. 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 with no financial compensation.

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.

Schools always have and always will be prominent institutions within our society. Our children spend a major portion of their lives in the classroom. Whatever new technologies or methods may be developed for the classroom, they supplant the school's curriculum and the teacher's role in it.

Education is primarily a state 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 do not believe this program would be a cure-all for the problems facing American and Kansas education. Rather, I 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.

Thank you again Mr. Chairman and committee members. I will be happy to answer any questions.

Chart 1

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

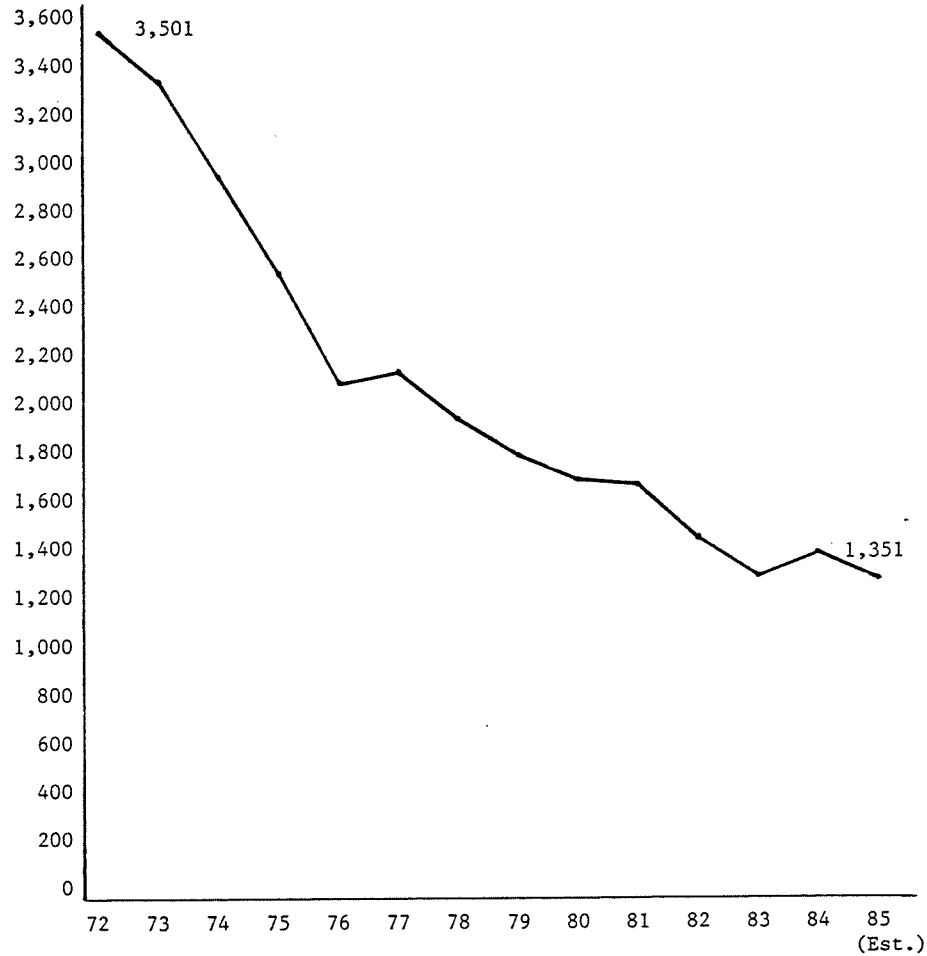


Table 1

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

| | | | |
|------|-------|-------------|-------|
| 1972 | 3,501 | 1979 | 1,798 |
| 1973 | 3,233 | 1980 | 1,624 |
| 1974 | 2,949 | 1981 | 1,618 |
| 1975 | 2,548 | 1982 | 1,448 |
| 1976 | 2,128 | 1983 | 1,361 |
| 1977 | 2,180 | 1984 | 1,410 |
| 1978 | 1,959 | 1985 (Est.) | 1,351 |

Chart 2

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

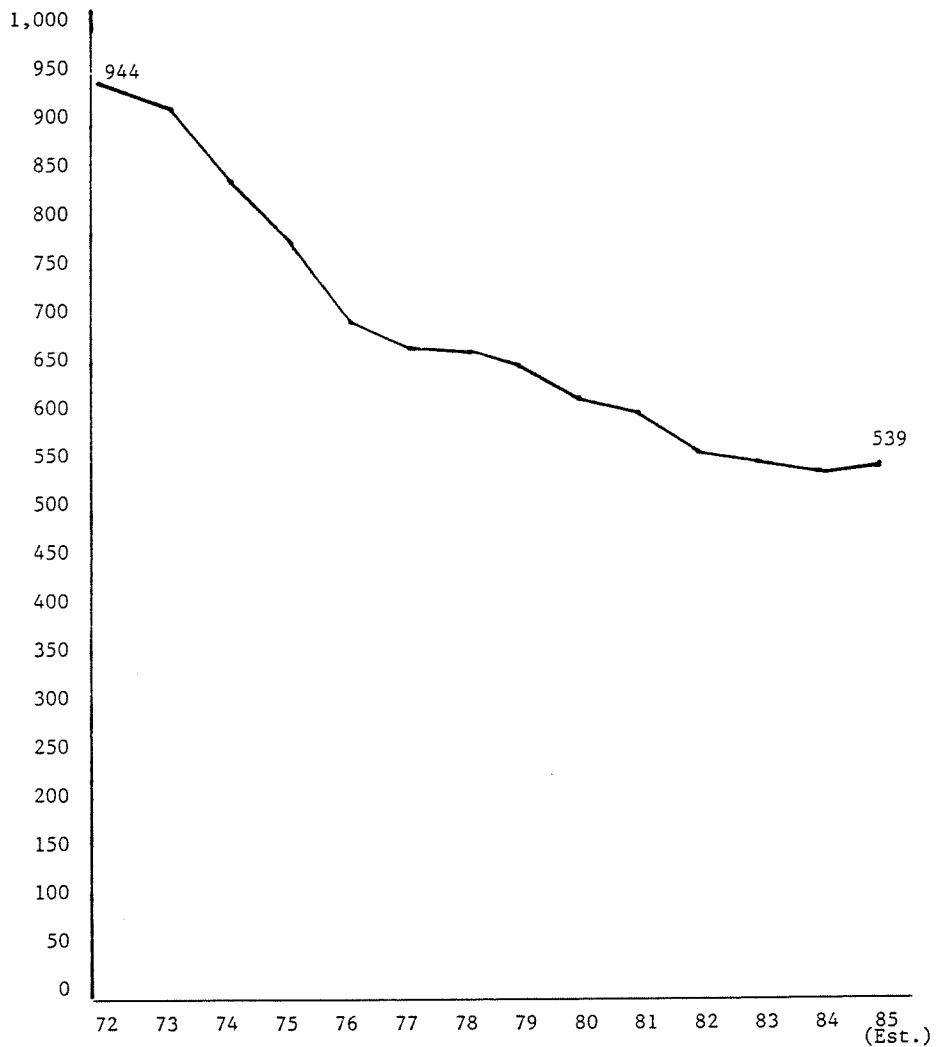


Table 2

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

| | | | |
|------|-----|-------------|-----|
| 1972 | 944 | 1979 | 647 |
| 1973 | 904 | 1980 | 615 |
| 1974 | 834 | 1981 | 590 |
| 1975 | 769 | 1982 | 546 |
| 1976 | 693 | 1983 | 539 |
| 1977 | 671 | 1984 | 534 |
| 1978 | 654 | 1985 (Est.) | 539 |

Chart 3

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

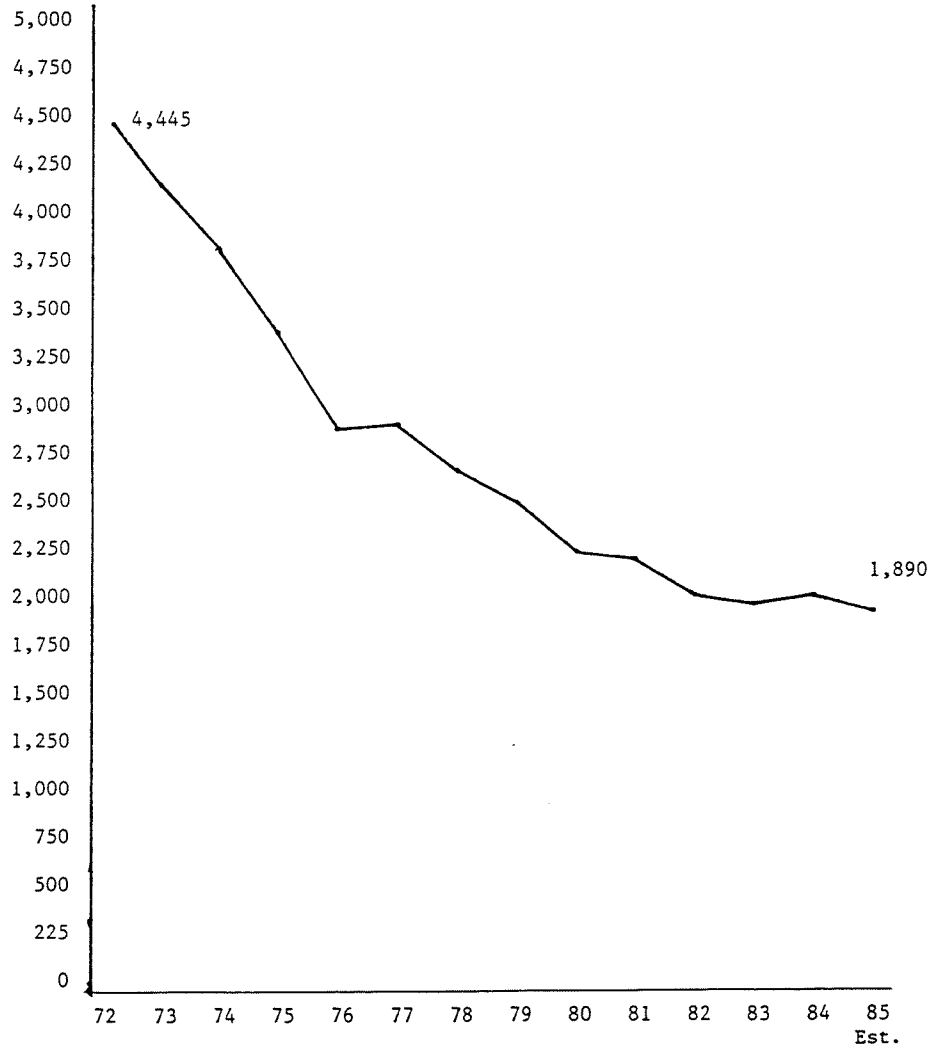


Table 3

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

| | | | |
|------|-------|-------------|-------|
| 1972 | 4,445 | 1979 | 2,445 |
| 1973 | 4,227 | 1980 | 2,239 |
| 1974 | 3,783 | 1981 | 2,208 |
| 1975 | 3,317 | 1982 | 1,994 |
| 1976 | 2,821 | 1983 | 1,900 |
| 1977 | 2,851 | 1984 | 1,944 |
| 1978 | 2,613 | 1985 (Est.) | 1,890 |

Chart 1

TEACHER SUPPLY AT THE ELEMENTARY LEVEL AS PERCEIVED BY KANSAS SUPERINTENDENTS IN 1985

6

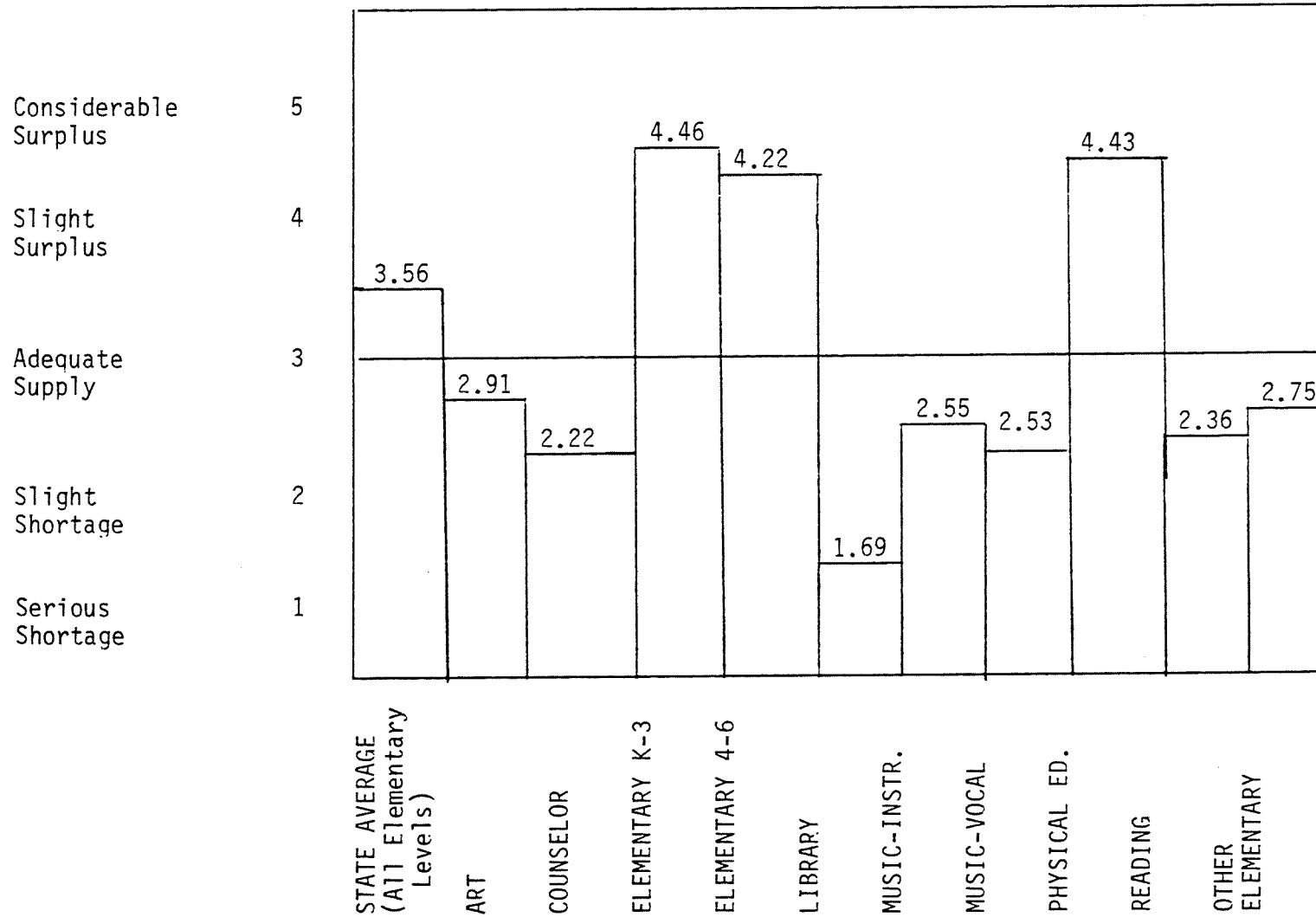
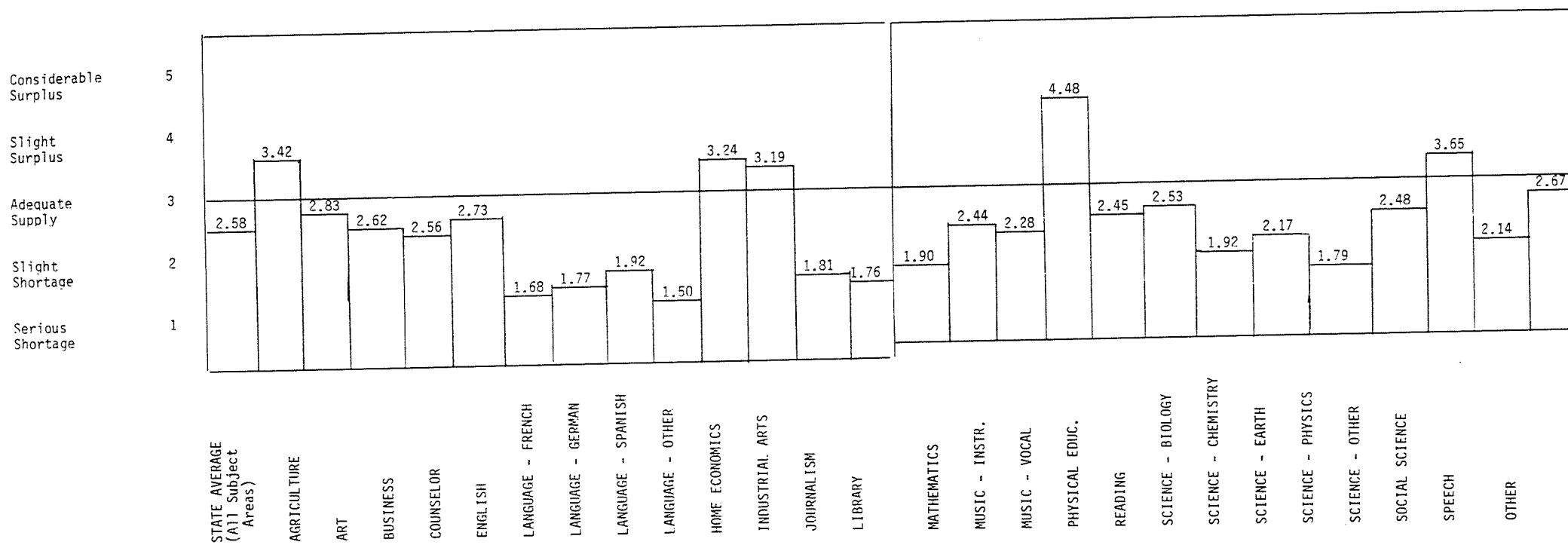
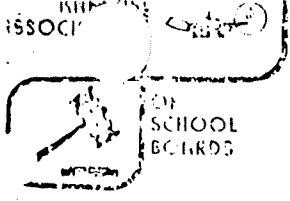


Chart 2

TEACHER SUPPLY AT THE SECONDARY LEVEL AS
PERCEIVED BY KANSAS SUPERINTENDENTS IN 1985

Chart 2 (continued)





5010 W. 7TH 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

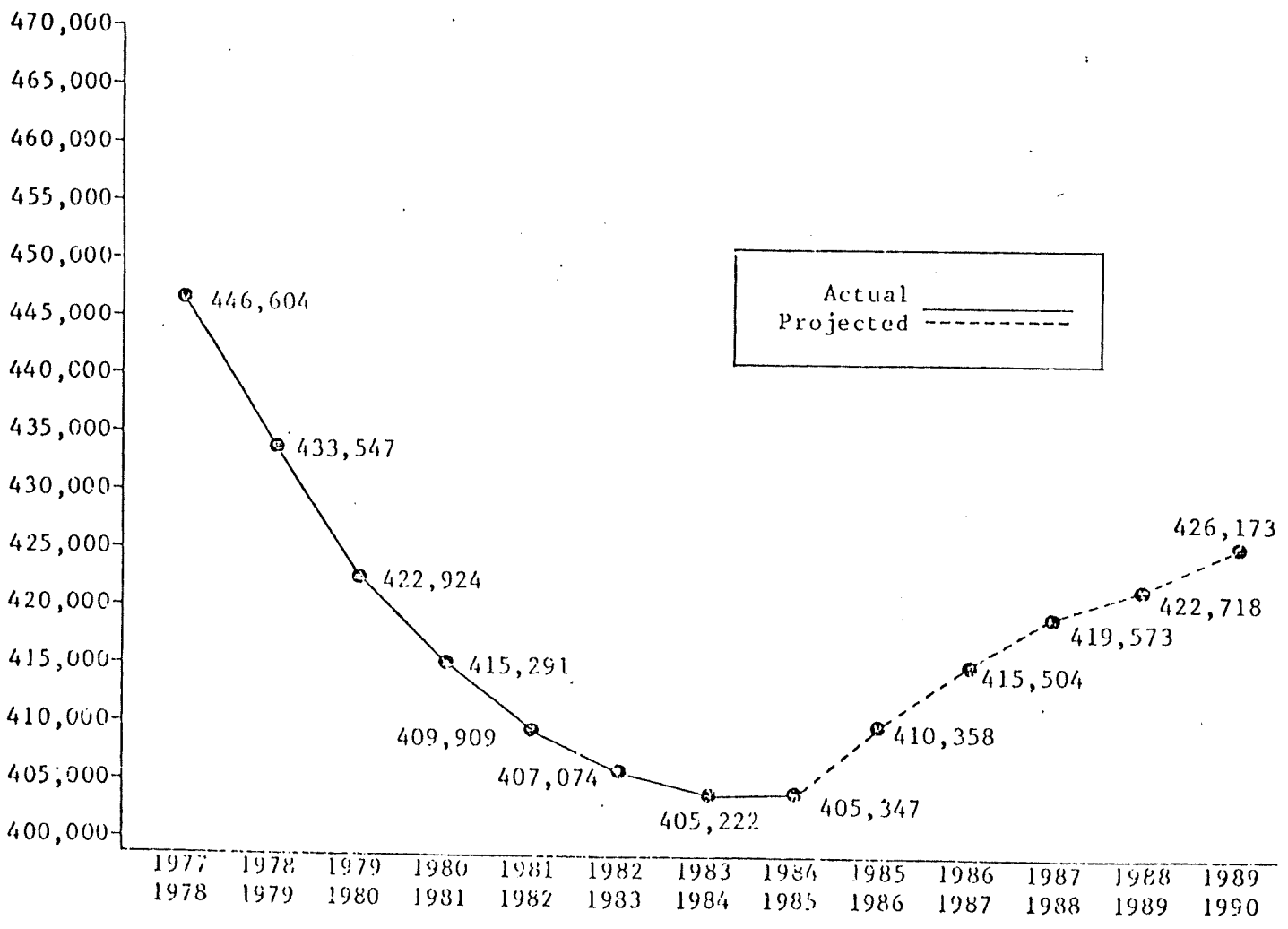


FIGURE I

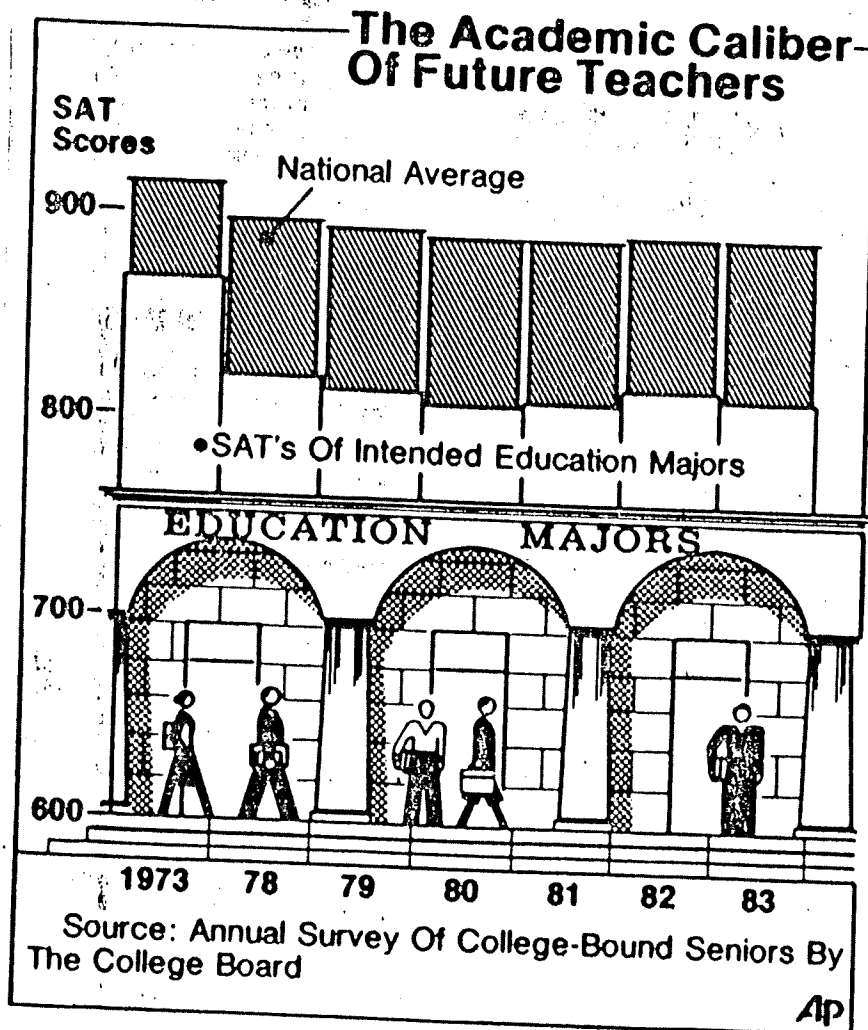
ANNUAL HEAD COUNT ENROLLMENT TOTAL (AS OF SEPTEMBER 15)
FOR THE STATE OF KANSAS FOR YEARS 1977-78 THROUGH 1989-90

College-Bound Seniors, 1984

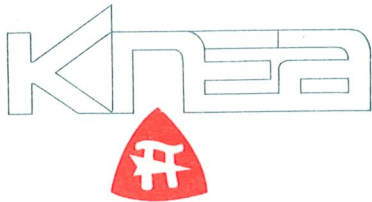
Top Six Intended Areas of Study

| | % 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.



Craig Grant Testimony Before The
House Education Committee
March 25, 1986

Thank you, Mr. Chairman. Members of the Committee, my name is Craig Grant and I represent Kansas-NEA. I appreciate this chance to speak to you on SB 237.

With an impending teacher shortage as early as 1990, SB 237 could provide an incentive for college students to enter the teaching profession. This bill also speaks to providing these scholarships to the 300 most scholastically able applicants who are residents of Kansas. There are many ways to attract our best and brightest into the classrooms of Kansas; however, each new method could encourage a few more to become teachers.

The other favorable aspect of the bill would guarantee that these scholars stay in Kansas classrooms by requiring teaching in the state for the same number of semesters which they earned the scholarship or be forced to repay the amount provided. This actually combines a scholarship-loan repayment plan which would be similar to the medical type programs devised to meet doctor shortages in our rural areas.

Kansas-NEA supports the concepts in SB 237 as ones which can help us meet the needs in an extremely important area--the teaching profession. We hope that you will pass SB 237 and that we can find some funding for the program now or in the future. It is an investment worth exploring. Thank you for listening to our concerns.

Testimony on SB 237
House Education Committee, March 25, 1986

Kansas Independent Colleges strongly support SB 237 because it will send a message that Kansas is serious about drawing top students into the teaching profession; it will create a corps of outstanding new teachers that can provide academic leadership in colleges of education and local schools; and it will offer additional financial assistance to young people in college while obligating them to a period of service to the state. In short, this bill allows the state to target a fairly modest amount of resources on achieving some of the state's most important educational goals. Even if this bill is not immediately funded, it allows the machinery to be put in motion for future years.

Drawing Top Students into Teaching

Almost every major report on improving U.S. education, beginning with "A Nation At Risk," has advocated incentive programs to attract talented students into teaching. There is nothing revolutionary about the concept of this bill. Kansas has taken steps to tighten up minimum standards for entering and completing teacher training programs. What remains to be done is address the other end of the quality spectrum by encouraging and rewarding high-achieving college students who enter the field.

Creating a Corps of Outstanding New Teachers

Good teachers are not beneficial only to the students in their classroom. By their interest, leadership and example, they inspire their peers and raise the quality of the entire profession. The benefits of this bill would not be limited to the scholarship recipients themselves, but to all those who come into contact with them.

(more)

ATTACHMENT 4 March 25, 1986
HOUSE EDUCATION COMMITTEE

MEMBER COLLEGES:

| | | | | |
|---------------------|--------------------|-----------------------|------------------------------|----------------------------------|
| Baker University | Central College | Kansas Newman College | Mid-America Nazarene College | Saint Mary of the Plains College |
| Benedictine College | Donnelly College | Kansas Wesleyan | Ottawa University | Southwestern College |
| Bethany College | Friends University | Marymount College | St. John's College | Sterling College |
| Bethel College | Hesston College | McPherson College | Saint Mary College | Tabor College |

Financial Assistance to Students

The best educators are motivated by a love of students and teaching, not financial reward. But financial security is something that cannot be prudently ignored. Rising college costs -- which have substantially outpaced student aid and wages -- have forced a growing reliance on student loans. The future of many student aid programs is up in the air. This creates a powerful dis-incentive to enter a low paying profession, especially for top students who can easily earn much more in higher-paying careers.

SB 237 doesn't address future earnings -- that can't be guaranteed -- but it offers a way to significantly reduce a student's debt upon graduation. A young person's financial situation when "just starting out" is very important. But at the same time, the state is assured of getting a top-quality teacher in the field -- or getting its money back with interest.

Conclusion

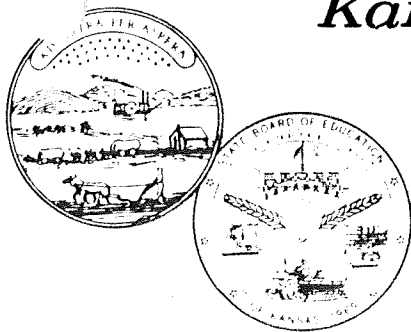
The Kansas Independent Colleges educate about 25% of all new teachers in Kansas each year, a higher percentage than our students represent in the state's total enrollment. We have a strong interest in teacher education, and believe this bill is an excellent means to raising educational quality in Kansas.

Thank you.

Kansas State Board of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612-1103



Kay M. Groneman
District 1

Connie Hubbell
District 4

Bill Musick
District 6

Evelyn Whitcomb
District 8

Kathleen White
District 2

Sheila Frahm
District 5

Theodore R. Von Fange
District 7

Robert J. Clemons
District 9

Dale Louis Carey
District 3

March 25, 1986

Marion (Mick) Stevens
District 10

TO: House Education Committee

FROM: State Board of Education

SUBJECT: 1986 Senate Bill 421

My name is Connie Hubbell, Legislative Chairman of the State Board of Education. I appreciate the opportunity to appear before the Committee on behalf of the State Board.

Senate Bill 421, which was introduced by the Legislative Educational Planning Committee, primarily consists of clean-up provisions to bring state law into conformance with the Carl Perkins Vocational Act of 1984.

There is one minor change in Section 10 which will exempt federal aid from the definition of local cost and the operating budget. This amendment will permit the area vocational schools and area vocational-technical schools to apply for special project money under the Carl Perkins Vocational Act without affecting their operating budget. This will not result in any additional cost to the state.

Senate Bill 421 could also eliminate potential problems in the supplanting of federal funds in lieu of state funds.

ATTACHMENT 5

March 25, 1986

HOUSE EDUCATION COMMITTEE