

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

The meeting was called to order by Chairman Denise Apt at
Chairperson

3:30 ~~AM~~/p.m. on March 16, 1987 in room 519-S of the Capitol.

All members were present except:

Representatives Hensley, Laird, Lowther, Patrick, all excused

Committee staff present:

Ben Barrett, Legislative Research

Thelma Canaday, Secretary to the Committee

Conferees appearing before the committee:

Kay Coles, Kansas National Education Association

Connie Hubbell, State Board of Education

Kenneth Rogg, Schools for Quality Education

Mike Rogg, non-traditional student at Washburn University

Mark Tallman, Associated Students of Kansas

Chairman Apt called the meeting to order and opened hearings on SB 266.

Kay Coles spoke in support of SB 266 concerning due process hearings for certificated employees upon contract nonrenewal or termination at the state school for the deaf and state school for the visually handicapped. She stated due process rights should be extended to these teachers. (Attachment I)

Connie Hubbell favors SB 266 as it gives the same rights and privileges to the teachers at the Kansas State School for the Deaf and the Kansas State School for the Visually Handicapped. (Attachment II)

After a discussion period hearings on SB 266 were declared closed.

Hearings on HB 2229 concerning professional practice conditional grants for teacher education students were opened. Representative Vern Williams gave remarks in support of HB 2229 saying the legislative body needs to plan ahead so the needed teacher supply can be met timely and without sacrificing quality. (Attachment III)

Kay Coles spoke in support of HB 2229 saying it would provide a means of diverting a teacher shortage as well as lure bright young Kansans into the teaching profession. (Attachment IV)

Kenneth Rogg spoke in favor of HB 2229 and recommended changes that would expand it to include those part time students, especially in the 25-35 age bracket, as they are more stable and more career oriented. Mr. Rogg observed that a crisis often occurs at the fourth or fifth year of the career caused by dissatisfaction with salary and if that crisis can be passed successfully teachers will remain in Kansas for life in the teaching career.

Mike Rogg testified as a non-traditional student of Washburn University and suggested changes in HB 2229 that would benefit part time students. According to a small survey done, of the first 24 students surveyed, 9 were part time students. Over half the elementary education students were part time students.

Mark Tallman favors passage of HB 2229 with suggested modifications: in addition to giving the Board of Regents responsibility of administering the program let them have the authority to target the grants to address shortages in certain academic areas, or to attract more minority students into teaching. Another modification would be to reduce the seven year teaching obligation. (Attachment V)

Hearings on HB 2229 were declared closed.

The chairman drew attention to the minutes for March 2, March 3, March 4, and March 5.

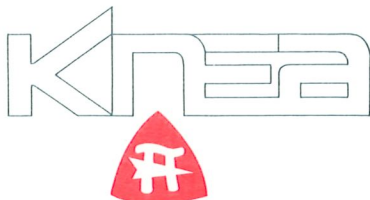
Representative Amos moved the minutes be approved. Seconded by Representative R. D. Miller. Motion carried.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,
room 519-S, Statehouse, at 3:30 ~~am~~ p.m. on March 16, 19 87

The meeting was adjourned at 4:10 by Chairman Apt.

The next meeting will be March 17 at 3:30 p.m. in Room 519-S.



Kay Coles testimony before the
House Education Committee
March 16, 1987

Thank you Mr. Chairman. I am Kay Coles, here today representing the 20,000 members of Kansas-NEA. I appreciate the opportunity to support SB 266.

SB 266 extends the rights of due process to teachers at the state school for the deaf and the state school for the visually handicapped. This legislation is virtually the same as the due process act for public school teachers.

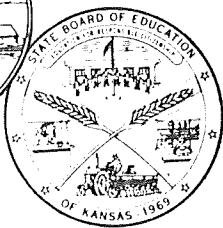
Kansas-NEA supports this legislation, as we support the extension of due process rights to everyone. We commend the State Board of Education for recognizing the need for SB 266 and for supporting due process.

Thank you. I would be glad to answer any questions.

Kansas State Board of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612-1103



Mildred McMillon
District 1

Kathleen White
District 2

Paul D. Adams
District 3

Connie Hubbell
District 4

Sheila Frahm
District 5

March 16, 1987

Bill Musick
District 6

Richard M. Robl
District 7

Evelyn Whitcomb
District 8

Robert J. Clemons
District 9

Marion (Mick) Stevens
District 10

TO: House Education Committee

FROM: State Board of Education

SUBJECT: 1987 Senate Bill 266

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

Senate Bill 266 places the teachers at the Kansas State School for the Deaf and the Kansas State School for the Visually Handicapped under the continuing contract law and the teacher due process law. The House Subcommittee on Appropriations for the two schools recommended last year that the teachers be given the same rights and privileges as public school teachers.

The State Board of Education studied this issue during the Summer and Fall of 1986 and concluded this concept should be supported. The State Board recommends that Senate Bill 266 be reported favorably for passage.

Attachment II

House Education 3/16/87

Remarks of Representative Vern Williams

(R) Wichita In Support of HB 2229

Before House Education Committee

- Monday, March 16, 1987 -

I appreciate Chairman Apt's allowing a Hearing on HB 2229 and I appreciate your listening.

Having praxeology as a life long, albeit nonacademic hobby course, I am fully aware you all are sitting there with the wish that I avoid prolixity in my presentation.

You must understand, then, that I shall try to fulfill your wishes. Also I am equally interested in learning what our conferees have to say and want them to have all the time they need to say what it is they want to say.

Since I have provided you with an outline of the bill, I will not go into details of the program. However, I do have a couple of points I'd like to make.

The Kansas legislature (like all legislatures) has always waited for a crisis to develop its reaction.

Our current economic development initiatives would indicate some change in that approach.

A headline in the Topeka Capital-Journal, 11-9-85, alerted us to an impending crisis. It said, "Teacher Shortage Near Danger Level." This was reiterated this year when on February 11, 1987, a headline in the same paper said, "Potential Teacher Shortage Seen." Both articles were persuasive with facts and figures.

The impending teacher shortage is seen as a nation wide crisis that reaches into the heart of Kansas.

Our teaching population is getting old. The average age of Kansas teachers is 39 years. Of the estimated 27,500 teachers in Kansas, 2,300 can be expected to retire within 10 years. That's 2,300 teachers we will have to replace - just due to retirement. That's not including all the teachers who will decide to move to the higher wages of private industry, not including those who might leave the state, not including the increasing number who simply burn out and drop out.

And, how are we going to replace those teachers and,

at the same time, add to the workforce to take care of an increasing number of students?

We have, this year, around 2,400 education students in senior classes (both public and private) but only 1,800 enrolled in junior classes. If that's a trend, it's one that must be reversed.

We know that many of these won't stay in the field of education for the duration of their careers. We know that some won't even enter a full time teaching job. It takes 4 to 6 years to get a teacher-to-be through the educational pipeline. If something isn't done - soon - to encourage young people to enter the teaching profession, Kansas schools....and schools throughout America....are going to be in serious trouble.

Teacher education students have a special need for student aid because much of their time is spent in blocs of classes which reduce their flexibility for scheduling part-time jobs. For an entire semester, a teaching student must "student teach" which requires them to take over a classroom full time with no financial compensation.

The idea of getting aid-to-teaching-students is not a new one to this body. During the 1983 session, then Speaker Mike Hayden introduced a bill providing special stipends to teacher education students. The 1983 interim Education Committee endorsed and in 1984 introduced a bill for a teacher scholarship plan. In 1985 a similar measure was introduced by Senators Fred Kerr and Jerry Karr. None, however, has ever made it all the way to the Governor's desk.

This year our Governor has shown concern by targeting programs to keep our best and brightest students in Kansas. This is well and good, but the numbers are small and their career choices varied.

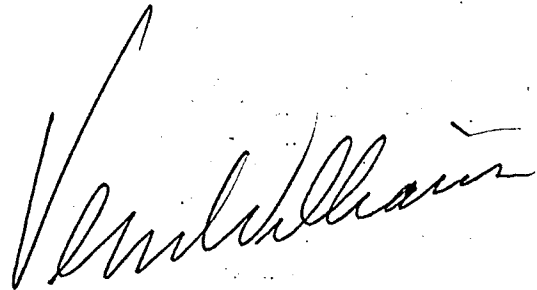
I'm one who believes a better-than-average student who wants to teach and is committed to kids has as much potential to be a good teacher as a National Merit Scholar or a student in the top 5% or 10% of their class. The Board of Regents has set a standard for teacher education students which requires them to maintain at least a 2.5 grade point average. That high C or B student who is creative, dedicated and has the ability to motivate children - I believe - is worthy.

of our support.

We know the kids are coming. The little "boomlets" have already begun to climb up the educational ladder.

Our challenge, as policymakers, is to plan and provide ahead so the needed teacher supply can be met timely and without sacrificing quality.

Your comments, criticisms and suggestions will be welcomed.

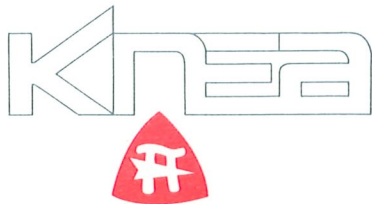
A handwritten signature in cursive script, appearing to read "V. Williams".

HB 2229

Professional Practice Conditional Grant Program

- An Outline -

1. Sets up a professional practice conditional grant program, administered by the state board of regents, and provides for forgivable loans for students enrolling or enrolled in approved teacher education programs.
2. The amount of the grant is the lesser of total tuition and fees required each semester for the teacher education program by the teacher education institution or the average amount of tuition and fees required each semester for teacher education programs operated by the state universities.
3. Period of eligibility is not to exceed six semesters. All teacher education programs, with the exception of KU's are for juniors and seniors. KU has a three year teacher education program.
4. Persons wishing to obtain a grant must agree to obligate themselves to (a) complete the teacher education program, (b) obtain teacher certification, (c) engage in, and remain engaged for seven years in professional practice, (d) pay interest on amount of grant at 5% per annum each month prior to engaging in professional practice, and (e) pay entire amount received as a grant plus interest at rate of 10% per annum upon failure in any obligation.
5. After engaging in professional practice, liability for repayment of the amount obtained as a grant is reduced by 1/7 for each school year person remains engaged in professional practice. Total amount of repayment liability is forgiven after seven years of professional practice.



Kay Coles testimony before the
House Education Committee
March 16, 1987

Thank you Madame Chairman. Members of the Committee, my name is Kay Coles and I am here today representing the 20,000 members of Kansas-NEA. I am pleased to speak with you today in support of HB 2229.

This legislation creates a scholarship program for prospective teachers. Kansas-NEA believes such a program will be one step toward the goal of encouraging our young people to become teachers and to remain in Kansas to teach.

As many of you are aware, Kansas faces a teacher shortage. Although we are not yet faced with a substantial shortage, we currently are experiencing a lack of teachers in specific areas. Most notably, these areas include library science, foreign language, mathematics, science and special education. Vacancies in these types of positions remain unfilled this year.

These shortages will grow, and additional shortages will develop, by 1990. Demographic data indicate that nearly 30% of our current teaching force will reach retirement age by 1990. That, coupled with an increase of 25,000 students in Kansas schools by that time, will have a tremendous impact on the number of teachers available to teach our children and grandchildren.

Also, please note that the attached information, taken from Emporia State University's study on Kansas teacher supply and demand, indicates a decreasing enrollment in education programs in Kansas higher education institutions.

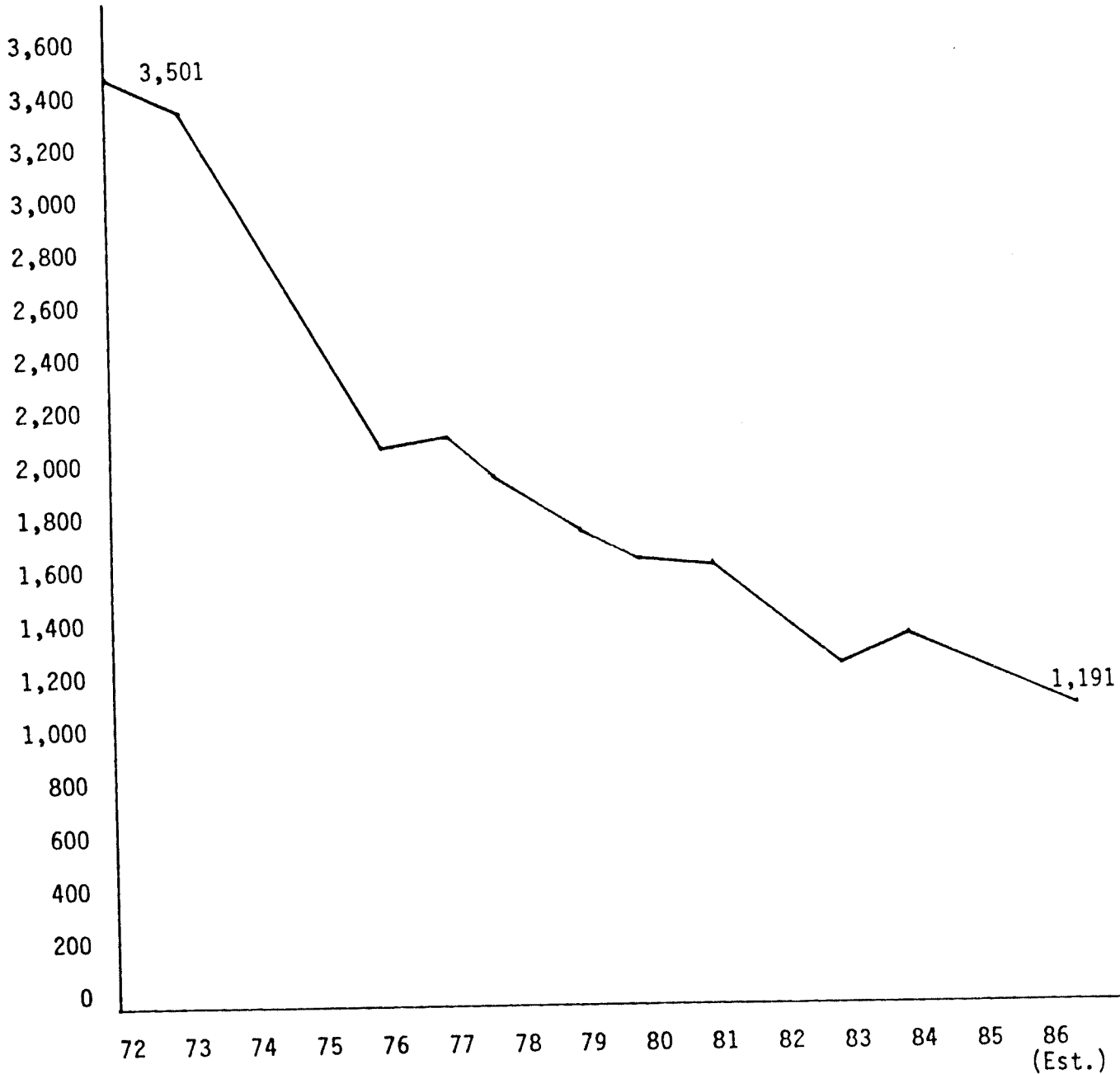
Kansas-NEA believes HB 2229 will provide a means of diverting an impending teacher shortage and -- coupled with increases in teachers' salaries -- will lure bright young Kansans into the teaching profession

Attachment IV
House Education 3/16/87

We encourage you to report HB 2229 favorably for passage. Thank you.

Appendix A

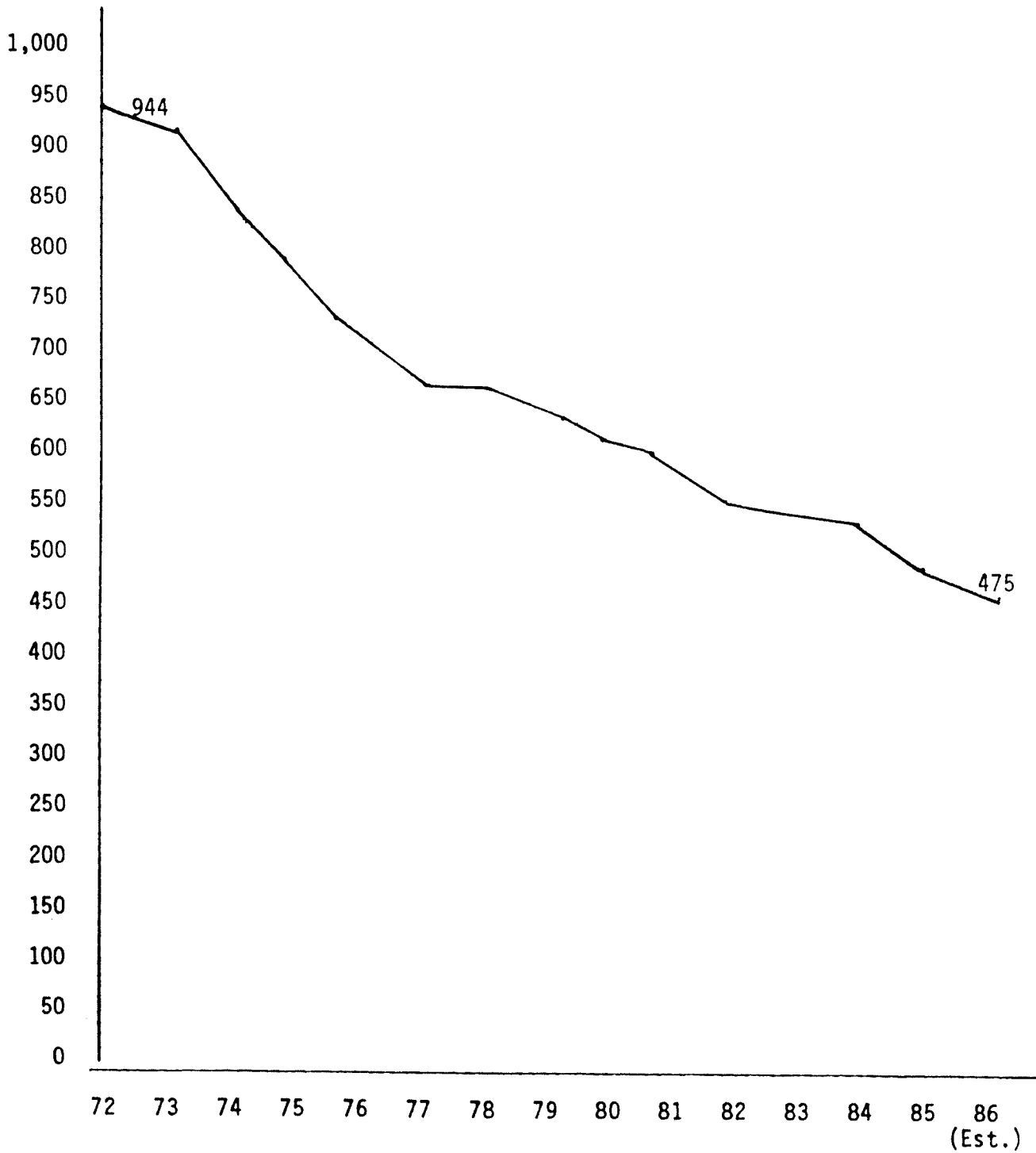
Composite of the Number of Students Completing Preparation for Teaching Certificates for the First Time at All Regents' Institutions



Source: Eighth Annual Survey, "Teacher Supply and Demand in Kansas Public Schools" Conducted by Emporia State University, 1987.

Appendix B

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



Source: Eighth Annual Survey, "Teacher Supply and Demand in Kansas Public Schools" Conducted by Emporia State University, 1987.



ASSOCIATED STUDENTS OF KANSAS

The Student Governments of the State Universities

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TO: House Education Committee
FROM: Mark Tallman, Legislative Director
DATE: March 16, 1987

RE: HB 2229 - Professional Practice Conditional Grants,
Teacher Education Students.

Position

ASK supports the concept of HB 2229, although we do wish to suggest some possible modifications.

Background

ASK has supported the establishment of program providing forgivable loans to teacher education students since the 1983 session. This concept has been advocated by a number of national reports on the quality of education and teaching, dating back to the landmark "Nation At Risk" report. ASK worked in the development of bills that were passed by an interim committee, the Education Committees of both houses, and the Kansas Senate.

Justification

We have supported such a program for two reasons: first, because of concerns over a long-term decline in both the quality and quantity of teacher education graduates; and second, to provide an additional program of student financial assistance.

A. The Supply and Demand of Teachers

1. Dr. Jack Skillett, Dean of the College of Education at Emporia State, has tracked teacher supply and demand in Kansas for eight years. His most recent report last month indicates that the number of students completing teacher education programs continues to drop at both public and private colleges in the state. The number of students receiving preparation for teaching certificates for the first time in 1986 is only 38% of the number in 1972.
2. At the same time, significant shortages of teachers occur in selected areas - special education (learning disabilities), library science at the elementary level, and science and library science at the secondary level.

(more)

Attachment V
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B. Reasons for Declining Teacher Supply

1. Over the past few years, the Regents institutions have raised G.P.A. requirements to remain in the Colleges, required entrance examinations, and implemented a one-year internship obligation after completing the campus-based degree requirements.
2. Women and minority students are choosing to pursue careers in other areas once closed to them.
3. Demographic studies indicate that by 1990 there will be 800,000 fewer 18-year-olds in the U.S. than in 1980. In other words, the pool for the recruitment of new teachers is shrinking.

C. Financial Aid Concerns

In Kansas, as in many states, funding for federal student aid programs, and state aid for student salaries, has not increased as rapidly as tuition. This has produced greater pressure to borrow. But many lower-income and minority students may be reluctant to incur sizable student loan burdens; and any student may be deterred from entering a relatively low-paying career such as teaching facing substantial debt.

As a result of all these factors, we believe loan-forgiveness programs are an ideal solution. The student can receive assistance in meeting the cost of a college education; the state is assured of a practicing teacher for a period of years, or receives its investment back through loan repayment.

Suggested Modifications

ASK did not participate in the drafting of this bill; it differs in certain respects from bills we have worked on in the past. Although strongly supportive of its concept, we would make several suggestions.

1. In Section 3, the Board of Regents is given responsibility to administer the program. We believe the Regents should also have the authority to target the grants to address shortages in certain academic areas, or to attract more minority students into teaching.
2. We believe the seven year teaching obligation may be too long. Many students may be reluctant to commit for that period, especially for the size of the grants provided. We have previously supported requiring the student to teach one year for every year they received the scholarship.

Conclusion

We would appreciate your support for this bill. Thank you for your consideration.