

MINUTES OF THE HOUSE COMMITTEE ON EDUCATIONThe meeting was called to order by Chairman Denise Apt at
Chairperson3:30 ~~am~~ p.m. on February 1, 1988 in room 519-S of the Capitol.

All members were present except:

Representative Anthony Hensley, Excused
Representative Charles Laird, Excused
Representative Marvin Smith, Excused

Committee staff present:

Avis Swartzman, Revisor of Statutes' Office
Ben Barrett, Legislative Research
Thelma Canaday, Secretary to the Committee

Conferees appearing before the committee:

Representative Vern Williams
Chris Graves, Associated Students of Kansas
Carolyn Kehr, Kansas Federation of Teachers
Kay Coles, Kansas National Education Association
Dr. Bob Kelly, Kansas Independent College Association
Alden Shields, Higher Education Assistance FoundationChairman Apt called the meeting to order and opened hearings on H.B. 2638.Representative Williams gave an explanation of H.B. 2638 saying it replaces H.B. 2229 which was considered by the committee in the 1987 session. The significant difference in the new bill is rather than the state making forgivable loans available to all students who teach in Kansas for 7 years, the state will repay loans otherwise obtained by the students for only those who teach in critically underserved fields of specialization. (Attachment 1)Chris Graves testified in favor of H.B. 2638 stating one advantage of the bill is that it will only require payment to students who actually do teach in shortage areas so the state is assured of "getting what it pays for". Ms. Graves noted if the bill is enacted it might be appropriate to add provisions to attract minority students into teaching. (Attachment 2)Carolyn Kehr stated the Kansas Federation of Teachers lends its support to H.B. 2638 and believes its a positive step in attracting individuals into the teaching profession. While supporting the concept of the bill the Kansas Federation of Teachers would like to see all education students receive this financial incentive. (Attachment 3)Kay Coles spoke in support of H.B. 2638 believing the enactment of this bill would attract and retain teachers. Ms. Cole asked that reference to administrators be deleted from the bill. (Attachment 4)Dr. Bob Kelly testified in support of H.B. 2638 saying it is a simple plan in which the incentive is clearly tied to the individual teacher. The program will contract and expand as needed and will meet the needs on an annual basis.Alden Shields spoke in favor of H.B. 2638 stating he had a proprietary interest in the bill as it dealt with guaranteed student loans.A discussion period followed the conclusion of testimony on H.B. 2638.Chairman Apt stated an amendment to make provision for involuntary transfers from an underserved area may be needed when H.B. 2638 is worked in committee.

The meeting was adjourned by the chair at 4:30 p.m.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,
room 519-S Statehouse, at 3:30 ~~am~~ p.m. on February, 1988.

The next meeting will be February 2, 1988 at 3:30 p.m. in Room 519-S.

REMARKS BY REP. VERN WILLIAMS (R) WICHITA, IN SUPPORT
OF HB 2638, AN ACT PROVIDING FOR THE AWARD OF
PROFESSIONAL PRACTICE INCENTIVE GRANTS TO PROFESSIONAL
PRACTITIONERS.

BEFORE HOUSE EDUCATION COMMITTEE

MONDAY, FEB. 1, 1988

Thank you, Madame Chairman and Members of the Committee
for allowing this hearing today on this important
proposal.

House Bill No. 2638 may seem familiar to most of you.
It is a re-incarnation of HB 2229 which was considered
by this committee in the 1987 Session and referred
to the Legislative Educational Planning Committee for
interim study.

During the 1987 summer study, HB 2229 died from an
overdose of amendments. The amendments were good ones,
but too massive to encourage use of life supports.

It was agreed that a better approach was a totally
new bill. Thus was born HB 2638.

This new bill, as compared to the old, is simpler, less
costly, easier to administer and is directed to a
widely-recognized and indisputable need, both current
and prospective, in our Kansas schools.

Attached is a brief explanation of HB 2638.

(I want to stop right here and express my sincere
appreciation to Clantha McCurdy of the board of
regents, Alden Shields of the higher education
assistance foundation, Bob Kelly, executive
director of the Kansas independent college

*Attachment 1
House Education 2/1/88*

association, and Chris Graves of ASK for their very valuable and expert assistance in redesigning this proposal. I am also thankful to Senator Jim Allen and Representative Tony Hensley for their generous help.)

The significant difference in the new bill is that: rather than the state making forgivable loans available to all students who teach in Kansas for 7 years, the state will repay loans otherwise obtained by the students for only those who teach in critically underserved fields of specialization.

The fiscal note is thus reduced from \$2.2 million with \$17,000 for administrative costs to less than \$.2 million with de minimus for administrative costs.

I personally believe there really is an impending teacher shortage in Kansas. Student enrollment is increasing more rapidly than teacher supply. Student enrollment is expected to increase by 20,000 by 1991 due to the number of boomlets born to the boomers. The Wichita district has had a 2000 pupil increase for two years running. Nevertheless, there are those who say it just isn't so. HB 2638 avoids such controversy.

There are, however, none that I know of who will question that a real shortage faces us in fields of specialization such as math, science, foreign language, arts or special ed or as these may be determined from year to year by the state board of education. (Jack Skillet's annual survey is a good source.)

And, if Representative Reardon's "born again" bill to enroll 3 yr. olds comes to fruition, there will be an estimated additional 300 special education teachers needed over the next ten years. With greater emphasis on foreign language another need grows.

You might ask, "Is HB 2638 necessary and is it good planning?" How else should school districts respond? Shall they offer fewer classes? Increase class size? Turn to untrained, unqualified temporaries? These are possible alternatives.

By planning in advance, by providing financial encouragement for interested students to enter shortage areas, these difficult and less than desirable responses can be avoided. HB 2638 would do just that.

In your deliberations there are some parts of the bill I consider to be essential. Such as: (1) include as eligible non-traditional students who may take as few as 6 hours per semester, (2) do not insist that only merit scholars or the top 5% student be eligible, (3) include the intern year for repayment.


Students should not be denied because they must work or raise a family. I'd rather have a 2.5 GPA student who "wants to, can and will do" than a brainy student who isn't dedicated or can't motivate kids.

I would definitely want to keep the 7 year payoff period and the 12 month grace period. Turnover occurs more frequently in the first 5 years. I would want

any teacher who would leave early to know they would take a significant portion of their student loan obligation with them.

With respect to the intern year, a new teacher is usually financially strapped. They have just moved to a new location, rented an apartment, bought or rented furniture, curtains, drapes, bought new clothes, etc. They need financial help from day one.

I'll try to answer questions now, if you like, Madame Chairman, or wait until after our conferees have spoken.


Rep. Vern Williams

2-1-88

Purpose: Encourage prospective Kansas resident teachers to teach in Kansas in underserved areas or fields by having the state pay a portion of the principal of a student loan for each year of service.

Procedure: The State Board of Education will send announcements of the program to the Education School (department) and the financial aid office of each of the state's 23 teacher education institutions. The institutions would identify prospective teacher education students who would be interested in teaching in underserved areas or fields. These students would be encouraged to borrow Guaranteed Student Loans (GSL) and Supplemental Loans for Students (SLS) authorized by Part B of Title IV of the Higher Education Act of 1965 as amended, or educational loans insured by the HEMAR Insurance Corporation of America. The names of borrowers who are prospective Kansas resident teachers would be forwarded to the State Board of Education.

Student Eligibility: Student eligibility would be limited to Kansas resident students pursuing a teaching certificate who maintain a 2.50 GPA and who borrow under the approved loan programs listed above.

Administration: The Board of Education would designate eligible underserved areas or fields and communicate these designations to the Education Schools (departments); maintain lists of prospective eligible teachers through their internship programs and full certification; communicate any changes in underserved areas or fields to prospective eligible teachers; enter into contracts with newly certified eligible Kansas teachers who wish to participate in the loan forgiveness program; arrange with Kansas school districts to certify that eligible teachers have completed their respective years of eligible service in an underserved area or field as agreed to in the original contracts; make annual payments of the principal on a student loan to the lender on behalf of the teacher after each year of service.

Amount of Payment: The State Board of Education would pay one-seventh of the principal for each year of service, except that the maximum amount payable in any one year could not exceed the average undergraduate resident tuition and fees at a Regents' university during the period the student was enrolled. Only those loans obtained while the student was enrolled in a Kansas teacher education program would be eligible for payments on the principal.

Internship: The State Board of Education would make payments of principal for eligible teachers during their internship period if they were liable for loan payments. No payments of principal would be made for students who had their loans deferred during the internship period.

Implementation Date: If enacted by the 1988 legislature for students enrolled in a teacher education program in the 1988-89 academic year, the first payments would be incurred in FY 1991 for students who complete their training in 1989 and were liable for payments during their internship in 1990.



ASSOCIATED STUDENTS OF KANSAS

The Student Governments of the State Universities

Suite 608 • Capitol Towers • 400 S.W. 8th St. • Topeka, Ks. 66603 • (913) 354-1394

Christine A. Graves
Executive Director

TO: House Education Committee
FROM: Chris Graves, ASK Executive Director
DATE: February 1, 1988

RE: HB 2638 - Professional Practice Incentive Grants

Mark E. Tallman
Director of Legislative Affairs
and Development

ASK has supported legislative proposals concerning the quality and quantity of teacher education graduates since 1983. In recent months, we have made a new study of this topic, and compiled the report attached to this statement. Based on that research, we believe HB 2638 represents an appropriate means to address that issue. The notations after the following reasons for our support refer to sections in our report.

MEMBERS:

Associated Student Government
Emporia State University
Memorial Union
Emporia, Kansas 66801
316-343-1200 ext. 5494

Student Government Association
Fort Hays State University
Memorial Union
Hays, Kansas 67601
913-628-5311

Student Governing Association
Kansas State University
Student Union
Manhattan, Kansas 66506
913-532-6541

Student Government Association
Pittsburg State University
Student Union
Pittsburg, Kansas 66762
316-231-7000 ext. 4813

Student Senate
University of Kansas
Burge Union
Lawrence, Kansas 66045
913-864-3710

Student Government Association
The Wichita State University
Campus Activities Center
Wichita, Kansas 67208
316-689-3480

1. This bill will offer incentives to students who enter areas of shortage. It appears from recent trends that the teacher supply in general is adequate, but shortages will remain in certain areas. (Section I)
2. The declining interest in teaching by college students seems to have bottomed out, but remains very low. The modest rebound in student interest should be encouraged, which this bill would do. (Section II)
3. While this bill is not designed to attract the highest achieving students into teaching, that issue is addressed by the Paul Douglas Congressional Teacher Scholarship Program, a merit-based, federally-funded loan-forgiveness program. On the other hand, the Paul Douglas program does not address teacher shortage areas. The two programs would therefore compliment each other. (Section IV)
4. A survey of state programs indicates that HB 2638 would be consistent with nationwide efforts in this area. The "loan-repayment" approach of this bill, which differs from previous "loan-forgiveness" proposals, is used in at least two other states. (Sections V and VI)
5. One advantage of this bill is that it will only require payment to students who actually do teach in shortage areas; the state is assured of "getting what it pays for." (Section VII)

This bill does not address the fact that there are few minority teachers in Kansas while the number of minority students is increasing. Several programs in other states, including one loan-repayment program, have provisions to attract minority students into teaching. If this bill is enacted, and if the shortage of minority teachers continues, it may be appropriate to add similar provisions in the future.

*Attachment 2
House Education 2/1/88*

TEACHER SUPPLY AND DEMAND
AND
THE DEVELOPMENT OF NEW FINANCIAL AID PROGRAMS
TO ATTRACT STUDENTS INTO TEACHER EDUCATION

I. DEMAND FOR TEACHERS

Dr. Jack Skillett, Dean of the College of Education at Emporia State University, each year prepares the report Teacher Supply and Demand in Kansas Public Schools, which details the supply of new teachers from Kansas colleges and universities, as well as the number of teaching vacancies in various instructional areas. His report also contains an analysis of teacher demand in these areas, including historical trends.

In his most recent report to the State Board of Education, January 12, 1988, Dr. Skillett states: "It is now believed that any [teacher] shortage will be confined to a limited number of areas such as special education and library science."

The report notes the highest number of vacancies in special education since 1981. It indicated a shortage in several specialized elementary education areas, such as counseling and library. It also showed a degree of shortage at the secondary level in science, math, foreign language and library science.

II. SUPPLY OF TEACHERS

In his 1988 report, Dr. Skillett presented information indicating that the number of students completing preparation for teaching certificates for the first time at Kansas' four-year private institutions has dropped by approximately 41.9% and by approximately 64.6% at the Regents' institutions since 1972.

However, Dr. Skillett estimates that the number of students graduating from both private and state institutions will increase slightly this year, for only the third time in 15 years.

In examining national trends of teacher supply, there has been a similar pattern. The Alexander Astin and Kenneth Green study, The American Freshman: National Norms for Fall 1987, reports a decrease from 23.5% in 1968 to 8.1% in 1987 in the number of entering freshman indicating they plan to major in education. However, that number is up from the all-time low of 4.7% in 1982.

Additional information about the supply of teachers can be gathered by examining the attitudes and plans of current teachers. In a recent national survey sponsored by the Metropolitan Life Insurance Company, morale seems to be on the upswing among teachers.

The percent of teachers saying that they were satisfied increased from 81% last year to 85% this year. The percent of teachers saying that they were likely to leave teaching within 5 years decreased from 27% last year to 22% this year. Finally, the percent of teachers with less than 5 years of experience in

teaching who said they expected to change careers fell significantly from 39% last year to 20% this year.

In conclusion, the number of persons entering teacher education programs has fallen dramatically over the past 14 years both in the state and nationally. However, recent trends indicates an opportunity to reverse this decline.

The one aspect of supply and demand for teachers both in Kansas and nationally that Dr. Skillett's report does not address is the need for more minority teachers. In Kansas, concerns about the lower number of minority teachers has been raised by both the Council of Deans of Education at the Regents' universities and officials from the State Department of Education.

III. QUALITY OF STUDENTS IN TEACHER EDUCATION PROGRAMS

National education reports stated in 1983 and continue to say in 1987, that large percentages of teacher education graduates are from the bottom percentages 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.

Nationally, high school seniors in 1973 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.

Prompted by these facts, Board of Regents institutions adopted more stringent requirements for entering and graduating from teacher education programs. These steps were designed to insure more qualified graduates and raise the prestige of the education field, and reflected a national concern over the status of teaching. The modest upswing in student interest in recent years may suggest some success.

IV. PAUL DOUGLAS CONGRESSIONAL TEACHER SCHOLARSHIP PROGRAM

In a sense, Kansas already has a teacher education scholarship program - it is the Paul Douglas Congressional Teacher Scholarship Program. Congress passed and began funding for the program 2 years ago to respond to exactly the same concerns that many state teacher scholarship programs try to address.

Awards under this program are sizeable - \$5,000 per year - and are given early in the students' academic career - the freshman year.

It is a very competitive program because few awards are made. Recipients must rank in the top 10% of their high school graduating class and demonstrate high achievement on the ACT test. Because of this criteria, few females and minorities qualify.

Upon graduation and certification, recipients must teach 2 years for every 1 year the scholarship was received. This means that most recipients will have an 8 year teaching obligation upon graduation - another reason females may not participate to a large extent in the program.

Last year, Kansas awarded approximately 20 Paul Douglas Scholarships.

V. PROGRAMS IN OTHER STATES

Many states responded to concerns over teacher education in the early 1980's by establishing incentive programs for teacher education students. Most typically, these programs would "loan" the student cash benefits during college. If the student taught in specified areas for a specified amount of time, the loan was forgiven. If not, the student had to repay the loan.

This concept was the basis of several bills supported by the Associated Students of Kansas and other education organizations in previous Legislative sessions.

Table 4 in the Appendix to this report is from the College Board's The Use of Student Financial Aid to Attract Prospective Teachers: A Survey of State Efforts and provides details on programs in 28 states. Table 5 in the Appendix provides information on programs which have been adopted in 5 states since 1985, the year of the College Board's survey. Information presented in Table 5 was gathered through telephone interviews in September, 1987.

In reviewing the specifics of the state programs, several elements or provisions can be noted:

1. The number of awards made each year under each program varies widely; from a low of 38 awards (Missouri) to a high of 400 awards (North Carolina).
2. The maximum award is usually several thousand dollars per year.
3. Most programs are for full-time students.
4. Most programs have targetted areas.
5. Few programs have targetted populations.
6. Usually the State Department of Education, or an office therein, identifies critical need areas.
7. Usually the Governing or Coordinating Board for Higher Education in the State administers the program.
8. There is often a grace period after graduation over which time the student tries to find employment. The grace period is often 9 months.
9. Teaching obligations to repay the scholarship are often greater than one year of teaching for every one year of education financed.
10. If students have to repay the money, the interest rate is often 9-10%
11. Many states with such programs also have "sister" programs which encourage teachers to become certified in an additional or different area.
12. Rather than administering a loan program for students while they are in school, at least 2 states, Indiana and Iowa, operate what is called a Loan Repayment Program.

VI. LOAN REPAYMENT PROGRAMS

These programs provide benefits to the student after graduation rather than during college. If the student teaches in a prescribed subject or geographical area for a certain length of time, the state, on behalf of the student, pays back the required amount of the Guaranteed Student Loan up to a maximum amount or for a maximum period of time.

Administrators of both the Indiana and Iowa programs agree that loan repayment programs are much easier and much cheaper to administer than teacher scholarship programs.

VII. EFFECTIVENESS OF PROGRAMS

Because most Teacher Scholarship or Loan Forgiveness Programs in the states are relatively new, not much can be stated at this time about their effectiveness or success in getting larger numbers or "better" students in teacher education programs. Likewise, only a small number of states can report how many students chose to repay rather than teach.

Two of those states - Arkansas and Washington, report 45% - 50% of their scholarship recipients do not teach and must repay their loans.

A third state - Utah, reports that a very low percentage of their scholarship recipients (7%) - do not teach and must repay their loans.

It should be noted, however, that a loan forgiveness program does not cost the state anything but modest administrative costs if it is not effective. No money is advanced to the student and tied up as a loan. The state makes payments only if the student actually does enter teaching in a specified area of need.

Table 1
Number of Students Completing Preparation for Teaching Certificates
for the First Time at Kansas Four-Year Regents' Institutions

1972	3,501	1980	1,624
1973	3,233	1981	1,618
1974	2,949	1982	1,448
1975	2,548	1983	1,361
1976	2,128	1984	1,410
1977	2,180	1985	1,342
1978	1,959	1986	1,162
1979	1,798	1987 (Est.)	1,240

Table 2
Number of Students Completing Preparation for Teaching Certificates
for the First Time at Kansas Four-Year Private Institutions

1972	944	1980	615
1973	904	1981	590
1974	834	1982	546
1975	769	1983	539
1976	693	1984	534
1977	671	1985	531
1978	654	1986	507
1979	647	1987 (Est.)	548

Table 3
Number of Students Completing Preparation for Teaching Certificates
for the First Time at All Kansas Four-Year Institutions

1972	4,445	1980	2,239
1973	4,227	1981	2,208
1974	3,783	1982	1,994
1975	3,317	1983	1,900
1976	2,821	1984	1,944
1977	2,851	1985	1,873
1978	2,613	1986	1,669
1979	2,445	1987 (Est.)	1,788

Source: Teacher Supply and Demand in Kansas Public Schools
January, 1988

Table 4. Characteristics of Teacher Loan Programs by State, 1985

State	Program type	Year created	Maximum loan (\$)	Eligibility		Teaching years required to forgive loan	Math/ Science Component
				Years	Criterion		
ALABAMA	LF	1982	3,996 ^a	2	Merit	6	yes
ALASKA	LF	1984	7,500 ^a	5	Merit	5	-
ARIZONA	LF	1983	4,000 ^a	2	Merit	4	yes
ARKANSAS	LF	1983	2,500 ^a	4	Merit	5	yes
CALIFORNIA	LR	1984	8,000 ^b	3	--	-	yes
CONNECTICUT	LF	1983	5,000 ^a	2	Merit	5	yes
DELAWARE	LF	1984	5,000 ^a	4	Merit	8	yes
FLORIDA	LF	1983	4,000 ^a	2	Merit	4	yes
	LR	1983	10,000 ^b	4	--	-	yes
GEORGIA	LF	1984	1,500 ^a	2	Merit	2	yes
ILLINOIS	LF	1983	550	NL	--	varies	yes
INDIANA	LR	1983	10,000 ^b	5	--	-	yes
IOWA	LF	1983	1,500	NL	--	2	yes
	LR	1983	6,000 ^b	6	--	-	yes
KENTUCKY	LF	1982	2,500 ^a	3	Need	3	yes
LOUISIANA	LF	1984	2,000 ^a	4	Merit	5	-
MAINE	LF	1984	1,500 ^a	4	Merit	2	-
MARYLAND	LF	1984	5,000 ^a	4 ^c	Merit	3	yes
MASSACHUSETTS	LF	1984	2,000 ^a	2	Need	2	yes
MISSISSIPPI	LF	1983	3,000 ^a	2	Merit	2	yes
NEBRASKA	LF	1983	500 ^c	6 ^c	Merit	3	yes
NEW YORK	LF	1984	3,000 ^a	4	Merit	2	yes
NORTH CAROLINA	LF	1957	2,000 ^a	4	Merit	4	-
PENNSYLVANIA	LF	1983	1,500 ^a	4	Merit	4	yes
	LR	1983	2,500 ^a	4	--	-	yes
SOUTH CAROLINA	LF	1984	2,500 ^a	5	Merit	5	yes
TENNESSEE	LF	1984	1,500 ^a	4	Merit	4	yes
TEXAS	LF	1984	1,000 ^c	4 ^c	Merit	2	yes
	LF	1984	2,500 ^a	none	Need	4	yes
				(\$5,000 max)			
VERMONT	LR	1984	varies	none	--	-	yes
VIRGINIA	LF	1984	2,000 ^a	2	Merit	2	yes
WASHINGTON	LF	1983	2,500 ^a	none	Need	10	-
				(\$10,000 max)			

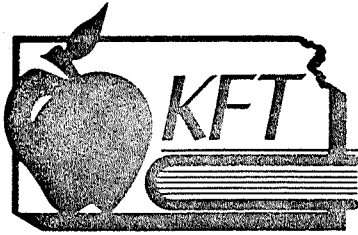
Note. LF = Loan Forgiveness; LR = Loan Repayment. NL = No Limit.
^aper year ^bcumulative ^cper semester

TABLE 5.

 DETAILS OF TEACHER SCHOLARSHIP AND/OR LOAN FORGIVENESS PROGRAMS
 OTHER STATES

State:	Missouri	North Carolina	North Carolina
Name of Program:	Missouri Prospective Teacher Loan Program	Teaching Fellows Program	Teaching Grants
When started:	1986	1987	1987
In response to:	Other states, and Mo.H.E. Act of 1985	quality of students in teacher ed.	quality of students in teacher ed.
Number of awards per year:	38	400	50
Amount and basis of award:	\$1000/yr.; G.P.A.	\$5,000/yr.; SAT scores, high school rank, high school recommendation, personal interviews	\$4,000/yr.; personal interviews
Based on financial need:	No	No	No
Part-time student eligibility:	No	No	No
Award renewable:	Yes for up to 2 years	Yes for up to 4 years	Yes for up to 2 years
Subject areas targetted:	none	none	Science, Math, Gifted, Vocational Education, Foreign Language
Populations targetted:	none	none	none
Agency which determines targetted areas or populations:	State Department of Education	Not applicable	State Department of Public Instruction Teacher Preparation Task Force
Agency which administers program:	Coordinating Board of Higher Education	Comm. of the Teaching Fellows Prgm.	Comm. of the Teaching Fellows Prgm.
Grace period after graduation:	6 months	no	no
Teaching commitment:	5 years for each 1 year of scholarship if in area of critical need	7 years	5 years
Applicable interest rate if repaying:	10% with a minimum \$30/month payment	?	?
Time in which to repay:	5 years	4 years	3 years
How often choosing to repay:	can't be answered at this time	can't answer at this time	can't answer at this time
Successful in getting more or better students in teacher education:	questionable	can't answer at this time	can't answer at this time
Effect of Paul Douglas Congressional Teacher Scholarship Program:	Mo. doesn't participate because of the administrative costs	none	?
Other Comments:	very difficult keeping track of recipients; suggests some kind of reward after graduation or assumed loan payments	part of an entire program to change the image, the education of teachers	

State:	Oklahoma	Washington	Utah
Name of Program:	Oklahoma Teacher Education Loan Program	Future Teacher Conditional Scholarship	Career Teaching Scholarship
When started:	1986	1988	1984
In response to:	other states, perceived shortages	need f/ role models f/ minorities	concerns about quality & #s of teachers
Number of awards made per year:	185	50	365
Amount and basis of award:	\$1700/semester, \$1100/summer session; G.P.A.	\$3000/yr; G.P.A.	approx. \$3000/yr.(3 qtrs./yr) ; test scores, G.P.A., area of teaching interest, references
Based on financial need:	No	?	No
Part-time student eligibility:	No	No	No
Award renewable:	Yes for up to 3 years or \$13,500	Yes for up to 5 years	Yes for up to 4 years
Subject areas targetted:	Math, Science, Foreign Language Computer Skills	none	Math, Science, Computer Science, Special Education
Populations targetted:	none	ethnic minorities	rural
Agency which determines targetted areas or populations:	areas designated by statute	stated in statute	State Department of Education
Agency which administers program:	Board of Regents	Board of Regents	State Board of Regents
Grace period after graduation:	9 months	9 months	2 years
Teaching commitment:	1 year/\$3400 received	2 years for each 1 year of scholarship	1 quarter for each quarter scholarship received
Applicable interest rate if repaying:	12%	Tied to interest rate of GSLs	10 years
Time in which to repay:	5 years	10 years	7%
or % choosing to repay:	can't answer at this time	can't answer at this time	yes - higher quality students
Successful in getting more or better students in teacher education:	can't answer at this time	can't answer at this time	heightened awareness and complements state program
Effect of Paul Douglas Congressional Teacher Scholarship Program:	?	none	
Other Comments:			



KANSAS FEDERATION OF TEACHERS

310 West Central/Suite 110 • Wichita, KS 67202 • (316) 262-5171

TESTIMONY IN SUPPORT OF HOUSE BILL 2638

Carolyn Kehr

Director of Curriculum and Special Projects
Kansas Federation of Teachers

Madame Chairman and members of the House Education Committee, the Kansas Federation of Teachers lends its support, as we did this summer in the LEPC, to the important and timely issue addressed in HB 2638. We believe it is imperative that an increasing number of individuals must be attracted into the teaching profession and this is a positive step in that direction.

Recent university information indicates the student profile for prospective teachers has changed considerably in the last several years. These students are now in their late 20's - 30's, have more life experience, a mature outlook on their vocational choices, and a dedication to reach their goals. These people are often single parents or have teenage and college age children which constitute them attending college part time. We want to encourage those students and include them in this bill also.

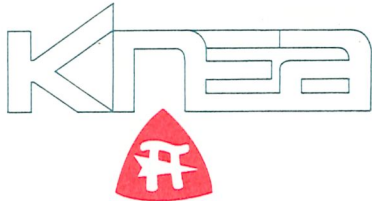
While we support the concept of this bill, we would like to see all education students receive this financial incentive. Although shortages in some fields may be relieved, shortages may occur in other fields. A student may realize there is financial assistance for Math or Science teachers and cause a decline of students entering the fields of Social Studies or English. We would hope all students enrolled in teacher education programs would benefit.

As educators call for reform and attempt to raise the quality of instructors, we advocate a minimum 3.0 grade average. Any district can provide a body to stand before a classroom; however, we need individuals who have demonstrated a mastery of their material so as to better guide the learning of our children. Just as we want only the best in healthcare and carefully choose doctors when our children are ill, we want only the best for the life of those children's minds and must choose their teachers with equal care.



*Attachment 3
House Education 2/1/88*

Again, the Kansas Federation of Teachers supports House Bill 2638 and believes a major advantage is that it will encourage Kansas students to return to classrooms as Kansas teachers.



Kay Coles testimony before the House Education Committee
February 1, 1988

Thank you, Madame Chairman. Members of the Committee my name is Kay Coles and I am here today representing the 22,000 members of Kansas-NEA. I appreciate the opportunity to speak with you in support of HB 2638.

Kansas-NEA believes that a scholarship program for prospective teachers could be one step toward the goal of encouraging young people to become teachers and to remain in Kansas to teach. We do face a teacher shortage in critical areas, including foreign languages, library science, mathematics, science and special education.

Therefore, we support the concepts in HB 2638 as a step to alleviate these shortages. We do not want this testimony to indicate that this should be the main means of addressing this issue. We will not truly solve the teacher shortage until we do a much better job compensating teachers and giving them more of a shared decision-making role in the education planning in our schools.

We appreciate that the Legislative Educational Planning Committee took into account the suggestions we offered during its interim study and we do have one more suggestion to offer. Kansas-NEA believes that the purpose of HB 2638 is to attract and retain teachers. We therefore would ask you to delete the references in lines 27, and 39 through 42, to administrators. If the intent of this legislation is to provide incentives for individuals to enter the teaching profession and to teach in critically underserved fields, we believe that we may defeat our purpose by also encouraging individuals to use this program to enter the ranks of administrators.

We thank you for your continued effort to encourage people to become teachers and we urge your support for HB 2638.

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