

Approved 4/3/89
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

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

3:30 ~~xxxx~~ p.m. on March 28, 1989 in room 519-S of the Capitol.

All members were present except:
Representatives Borum and Lane, 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:
Ms. Clantha McCurdy, State Board of Regents
Ms. Chris Graves, Associated Students of Kansas
Mr. Craig Grant, Kansas National Education Association
Mr. Celso Ramirez, Acting Director, Kansas Advisory Committee on Hispanic Affairs
Ms. Connie Hubbell, State Board of Education

The meeting was called to order by Chairman Crumbaker.

Chairman Crumbaker drew attention to a legislative resolution commending school districts which provide civic and law-related education programs for their students and urging other school districts to do likewise. (Attachment 1). The chairman asked for a motion to introduce the resolution.

Representative Bowden moved to introduce the resolution. Representative R. D. Miller seconded the motion. Motion carried.

The chairman opened hearings on SB 12, concerning Kansas ethnic minority scholarship program.

Ms. Clantha McCurdy testified in favor of SB 12. Ms. McCurdy said the Kansas Minority Scholarship Program should be viewed as being imperative to maintain the economic growth of our state. Ms. McCurdy believes special efforts must be made to convince minority students that college is an option. (Attachment 2)

Ms. Chris Graves spoke in support of SB 12. Ms. Graves said minorities remain significantly underrepresented in higher education and she believes passage of SB 12 will send a message to minority students that Kansas cares about their participation in education. (Attachment 3).

Mr. Craig Grant testified for SB 12. Mr. Grant said offering scholarships to our minority students so they can attend our colleges and universities will provide benefits for the state in the long run. (Attachment 4)

Mr. Celso Ramirez testified in favor of SB 12. Mr. Ramirez said the criteria in SB 12 for figuring the proportion of scholarships to each ethnic minority group is fair and just. (Attachment 5)

Hearings on SB 12 were declared closed by the chairman.

The chairman opened hearings on SB 52, concerning early childhood developmental services, coordinating council on, affect composition.

Ms. Connie Hubbell spoke in support of SB 52. Ms. Hubbell said the provisions of SB 52 would bring Kansas into compliance with P.L. 99-457. (Attachment 6).

After a time of discussion the chairman closed hearings on SB 52.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,
room 519-S, Statehouse, at 3:30 ~~xxx~~ a.m./p.m. on March 28, 1989.

Chairman Crumbaker asked the committee to consider action on SB 12, concerning Kansas ethnic minority scholarship program.

Representative Harder moved to report SB 12 favorably. Representative Pottorff seconded the motion. Representative Lowther offered a substitute motion to strike the words "not more than 100" on line 114. Seconded by Representative Wiard. The substitute motion lost. The motion carried to pass SB 12 favorably.

Chairman Crumbaker asked the committee for action on SB 52, concerning early childhood developmental services.

Representative Pottorff made a motion to pass SB 52 favorably. Representative Branson seconded the motion. Representative Williams offered an amendment to strike the words "The governor or" on line 26. Seconded by Representative Wiard. Motion carried. Representative David Miller offered a conceptual motion to change the wording on lines 26 - 30. Representative Amos seconded the motion. Motion carried.

Representative Amos moved to pass SB 52 favorably as amended. Representative Pottorff seconded the motion. Motion carried.

Chairman Crumbaker drew attention to the minutes of March 20, March 21, March 22, and March 23, 1989.

Representative Blumenthal moved and Representative R. D. Miller seconded to approve the minutes for March 20, March 21, March 22, March 23, 1989. Motion carried.

Chairman Crumbaker announced School Finance will be heard on the House floor tomorrow.

The meeting was adjourned by the chairman at 4:50 p.m.

CIVIC AND LAW-RELATED EDUCATION
LEGISLATIVE RESOLUTION

A concurrent resolution commending school districts which provide civic and law-related education programs for their students and urging other school districts to do likewise.

WHEREAS, an October 1987 report to Colorado educators from the state's Juvenile Justice and Delinquency Prevention Council reaffirms the positive findings of an earlier federal Justice Department evaluation in other states which concluded that law-related education (LRE), when properly implemented, can reduce students' delinquent behavior and make them better citizens in and out of school; and

WHEREAS, the 1983 Hearst Report: "The American Public, The Media and The Judicial System: a national survey on public awareness and personal experience," and similar subsequent surveys reveal startling flaws or gaps in the American people's knowledge of fundamental legal principles. For example, fifty percent of the American public mistakenly believe it is the responsibility of the person who is accused of a crime to prove his or her innocence; and

WHEREAS, due to the leadership and cooperation of the Kansas State Department of Education and the Kansas Bar Association tremendous strides have been made in the past two years in the availability of programs, materials, and support resources, i.e. inservice training of teachers and classroom curriculum resources, resulting in the strengthening and expansion of the teaching of civic and law-related education instruction in the State: Now, therefore,

Be it resolved by the House of Representatives of the State of Kansas, the Senate concurring therein: That the Legislature, being fully aware of the concentrated efforts being made by the Kansas State Department of Education and the Kansas Bar Association to produce citizens better informed of their rights and responsibilities within this democracy, hereby encourages all school districts to implement and incorporate civic and law-related education within existing classroom subjects; and

Be it further resolved: That the Commissioner of the Kansas State Department of Education is hereby directed to transmit copies of this resolution to every school district in the state.

*Attachment 1
House Education
3/28/89*

KANSAS MINORITY SCHOLARSHIP PROGRAM

SENATE BILL No. 12

Testimony by

Clantha Carrigan McCurdy

Director of Student Financial Aid
Kansas Board of Regents

March 28, 1989

*Attachment 2
House Education
3/28/89*

SENATE BILL NO. 12

An alarming statistical report was issued last May. One-Third of a Nation, prepared by the Commission on Minority Participation in Education, presented a sober picture of the composition of America's future population and what that means to our educational system and society. By the year 2000, minorities will comprise thirty percent of the typical college age population. In the next twelve years it is estimated that 18 million additional jobs will be created nationally. The majority of entrants in this work force will be minorities.

Prospects for future economic growth for Kansas are directly related to increasing minority participation at all levels of society, including education and the work force. Minority participation in these areas has recently received considerable attention by education, business and governmental officials. Much of the impetus for this concern is directly related to the distressing fact that despite nearly two decades of progress, the full participation of minority students in our nations schools, colleges and universities has not been achieved. Minorities, especially blacks from lower and middle income groups, remain seriously under-represented in our colleges and universities.

Last spring the Board of Regents endorsed a plan to attract and retain academically talented minority students to higher education institutions in Kansas. This plan was shared with the Legislative Educational Planning Committee. Through their further study, Senate Bill No. 12 establishing the Kansas

Minority Scholarship Program resulted. Your support for Senate Bill No. 12 should be viewed as a program which is in the best interest of all Kansans.

Kansas has invested in student financial aid with such programs as the Kansas Tuition Grant, the Career Work-Study Program, and the State Scholarship Program. The Kansas Minority Scholarship Program should be viewed as an extension of the Scholarship Program and one that will not only create role models for aspiring minorities, but also one which helps in overcoming barriers to higher education often encountered by minority students.

Enrollment Trends

According to the American Council on Education (ACE), minorities make up 21.3 percent of the general population, but only account for 17 percent of the enrollment in higher education. Findings from the fifth ACE report, The Annual Status Report on Minorities in Higher Education (1986), shows that: (1) Minorities constitute about one-fifth of the population of 18 to 24 year olds, but only account for one-sixth of total undergraduate enrollment and only one-tenth of all degrees conferred; (2) blacks, Hispanics and Native Americans continue to be under-represented in higher education; (3) only Asian Americans are over-represented when compared to their proportion in the population.

Recent statistics compiled by the Kansas Legislative Research Department shows that minority students comprised 5.9 percent of

all students at Regents institutions in 1982. In 1986 this percentage increased to 6.8 but the increase was due to the growth in number of Asian students. The percentage ratio of other minorities remained unchanged with blacks representing 3.3%, Hispanics 1.3%, Indian 0.6% and 1.6% Asian.

The Fall 1988 Student Demographic Report recently compiled by the Board of Regents office shows that the enrollment of blacks at Regents institutions has slipped to 2.91 percent, down from 3.28 percent in 1986. Hispanics increased slightly from 1.3 to 1.5 percent, while Native American enrollment declined to .56 percent.

Economic Opportunities

Essentially, two major factors influence minority participation in higher education as identified by the American Council on Education: the effects of high school completion rates for minorities and the economics of financing a college education. Research studies show that minorities, for the most part, complete high school at lower rates than do whites. This is attributed to the high dropout rate among certain minorities (Asians not included). Even so, the number of minorities graduating from high school has increased. This increase, however, has not resulted in a steady increase in the numbers enrolling in higher education institutions.

With the changing demographics cited by the One-Third of a Nation report, the prospects for economic growth are directly related to minorities' prospect for success in graduating from high school

and completing some form of postsecondary study. To remain economically competitive with other states, Kansas must educate a skilled work force. The Kansas Minority Scholarship is one means of achieving that goal. The problem of financing a college education, a major factor effecting the enrollment patterns of minorities in higher education, can be decreased tremendously through the Minority Scholarship Program.

The Kansas Minority Scholarship Program will help reduce the loan debt of the financially needy and academically talented student. The creation of this program will also help Kansas colleges and universities remain competitive with other states offering lucrative scholarship programs to non-resident minority students as they also strive to increase their minority student enrollment.

The Board of Regents is hopeful that you will view this program as one that is imperative to maintain the economic growth of our state. Special efforts must be made to convince minority students that college is an option. We must recognize that our past efforts to lure minority students to Kansas colleges and universities have been insufficient.

Substantial improvement of our efforts will require some investment. There is no question that the approval of the Minority Scholarship Program gets to the root of the problem, that of addressing the financial barrier of minority participation in higher education.

Total Headcount
 Kansas Regents Institutions
 FALL 1984 Through FALL 1988

	FALL 1984	FALL 1985	FALL 1986	FALL 1987	FALL 1988
Men	38,740	38,513	38,792	38,859	39,277
Women	37,262	37,851	38,338	39,098	40,425
Resident	62,988	63,076	62,803	63,057	63,993
Non Resident	13,014	13,288	14,327	14,901	15,709
Full-Time	51,524	51,046	51,890	53,215	54,373
Part-Time	24,478	25,318	25,240	24,742	25,329
Nonresident Alien	3,416	3,419	3,616	3,921	4,149
Black	2,647	2,579	2,528	2,317	2,316
American Indian	666	526	485	368	443
Asian	952	1,024	1,101	1,080	1,110
Hispanic	1,051	1,047	1,040	1,074	1,243
White	61,242	61,097	62,319	63,000	64,607
Race Unknown	6,028	6,672	6,041	6,197	5,834
Total	76,002	76,364	77,130	77,957	79,702

Total Semester Credit Hours
 Kansas Regents Institutions
 FALL 1984 Through FALL 1988

	FALL 1984	FALL 1985	FALL 1986	FALL 1987	FALL 1988
Men	469,162	464,356	465,324	468,802	469,195
Women	407,423	406,448	413,231	424,823	441,513
Resident	717,130	709,250	705,366	699,643	723,250
Non Resident	159,455	161,535	173,189	193,982	187,458
Full-Time	763,810	755,930	764,555	779,861	793,958
Part-Time	112,765	114,873	114,000	113,764	116,750
Nonresident Alien	39,092	37,995	39,072	40,950	42,833
Black	30,153	29,479	28,622	26,207	26,011
American Indian	7,612	5,407	4,727	4,132	4,324
Asian	10,234	11,346	12,550	12,887	13,582
Hispanic	12,130	12,178	12,197	12,317	14,389
White	716,654	708,828	716,674	731,302	753,319
Race Unknown	60,711	65,571	64,713	65,830	56,250
Total	876,586	870,804	878,555	893,625	910,708

NOTE: The breakdown by Age groups is not included due to the revision of the age groupings in Fall 1988.

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Enrollment Demographics--Kansas Regents Institutions
 Total Headcount--All Student Levels
 Fall, 1988

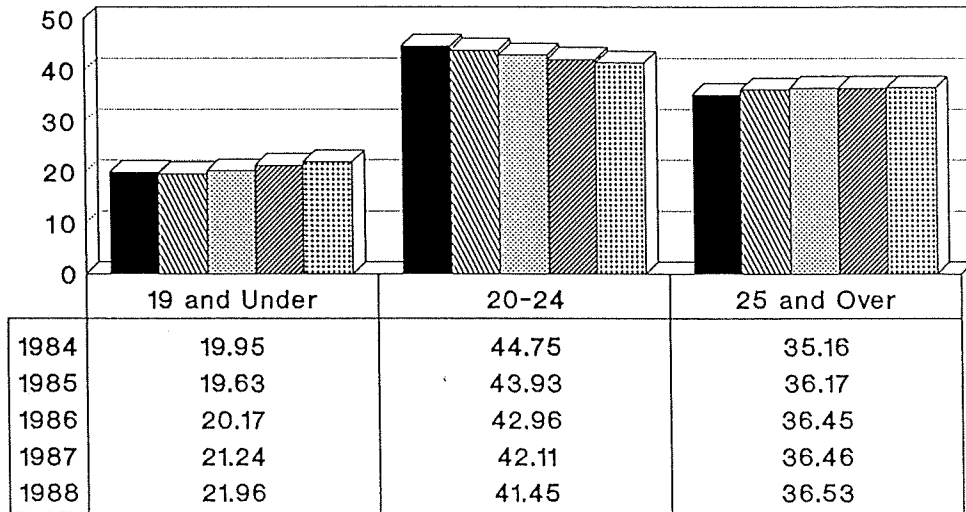
	KU	KSU	KSUVM	WSU	ESU	PSU	FHSU	KCT	Total
Men	12,946	10,236	219	8,107	2,326	2,796	2,131	516	39,277
Women	13,074	8,691	155	9,160	3,437	2,813	2,874	221	40,425
Resident	17,555	15,012	233	15,828	5,448	4,707	4,486	724	63,993
Nonresident	8,465	3,915	141	1,439	315	902	519	13	15,709
Full-Time	20,068	14,765	373	7,588	3,903	4,039	3,352	285	54,373
Part-Time	5,952	4,162	1	9,679	1,860	1,570	1,653	452	25,329
19 and Under	6,478	5,415	0	2,312	1,167	958	1,044	126	17,500
Age 20-21	6,728	4,832	29	2,635	1,282	1,296	1,075	67	17,944
Age 22-24	5,186	3,505	188	3,099	1,083	1,098	843	93	15,095
Age 25-29	3,062	1,969	115	3,223	568	705	544	121	10,307
Age 30-39	3,044	2,009	42	3,793	878	896	861	187	11,710
Age 40-49	1,219	867	0	1,555	578	502	454	84	5,259
50 and Older	300	319	0	650	194	154	165	54	1,836
Age Unknown	3	11	0	0	13	0	19	5	51
NR Alien	1,820	1,005	0	1,021	124	178	0	1	4,149
Black	675	567	0	798	129	72	66	9	2,316
Am. Indian	148	49	3	148	21	43	30	1	443
Asian	415	163	2	416	8	44	58	4	1,110
Hispanic	359	329	9	371	70	45	52	8	1,243
White	21,174	16,632	360	14,513	3,925	2,811	4,479	713	64,607
Race Unknown	1,429	182	0	0	1,486	2,416	320	1	5,834

Student Credit Hours

Men	163,386	131,635	4,316	75,108	28,800	35,416	25,752	4,782	469,195
Women	157,840	103,792	3,066	77,331	36,512	32,088	29,850	1,034	441,513
Resident	216,797	191,020	4,590	136,061	61,681	56,788	50,645	5,668	723,250
Nonresident	104,429	44,407	2,792	16,378	3,631	10,716	4,957	148	187,458
Full-Time	293,235	217,676	7,373	103,948	58,360	60,481	48,393	4,492	793,958
Part-Time	27,991	17,751	9	48,491	6,952	7,023	7,209	1,324	116,750
19 and Under	94,604	79,652	0	29,010	17,160	14,023	15,180	1,732	251,361
Age 20-21	99,752	71,521	580	32,731	19,417	19,305	15,434	848	259,588
Age 22-24	68,360	45,809	3,729	31,962	14,380	14,561	10,814	795	190,410
Age 25-29	28,766	18,989	2,248	24,285	5,223	7,681	5,180	950	93,322
Age 30-39	21,405	13,811	825	23,729	5,485	7,674	5,783	1,005	79,717
Age 40-49	6,766	4,414	0	8,118	2,869	3,332	2,389	353	28,241
50 and Older	1,536	1,180	0	2,604	652	928	654	113	7,667
Age Unknown	37	51	0	0	126	0	168	20	402
NR Alien	17,754	9,818	0	11,487	1,562	2,196	0	16	42,833
Black	8,715	6,375	0	7,288	1,832	926	836	39	26,011
Am. Indian	1,241	549	60	1,259	278	552	371	14	4,324
Asian	5,545	1,854	39	4,761	127	566	664	26	13,582
Hispanic	4,595	3,980	177	3,379	953	554	666	85	14,389
White	267,257	210,615	7,106	124,265	52,371	34,563	51,508	5,634	753,319
Race Unknown	16,119	2,236	0	0	8,189	28,147	1,557	2	56,250

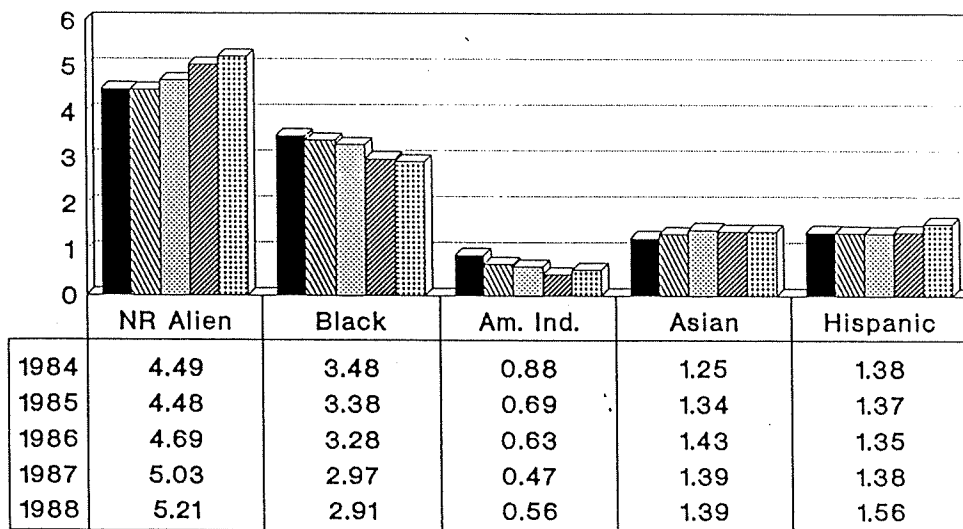
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Student Demographics - Five-Year Trend Age Group Ratio



1984
 1985
 1986
 1987
 1988

Percentage of Minorities Enrollment

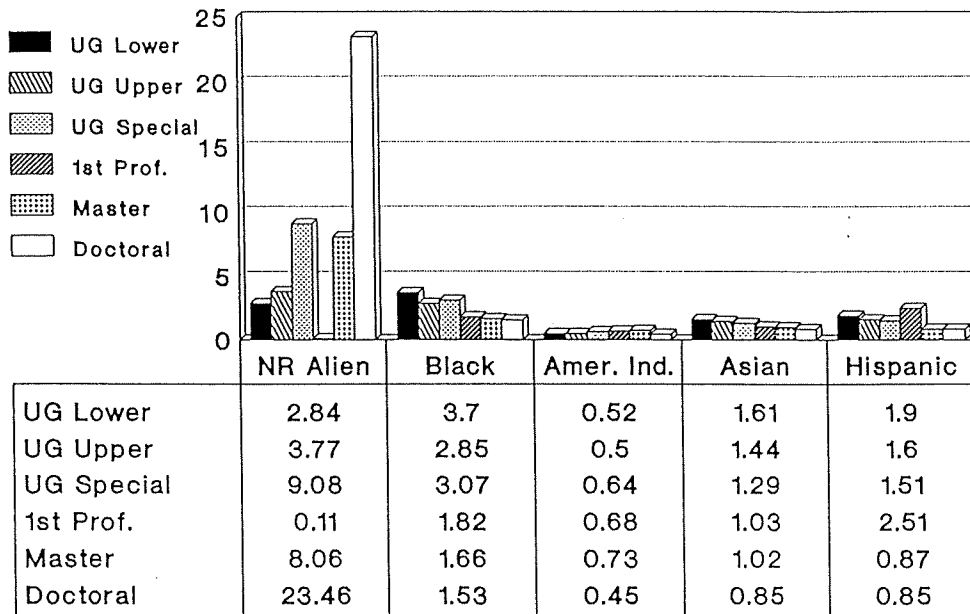


1984
 1985
 1986
 1987
 1988

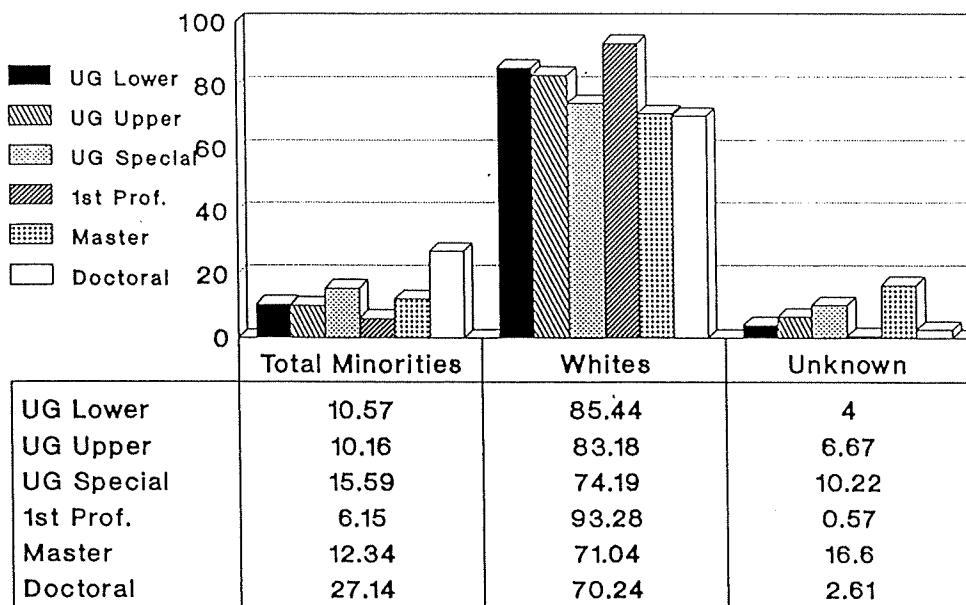
Source: Kansas Board of Regents 3/89

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Fall 1988 Student Demographics Percentage of Minorities By Level



Ratio of Minorities/Whites by Level



Source: Kansas Board of Regents 3/89

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MEMORANDUM

October 17, 1988

TO: Legislative Educational Planning Committee
FROM: Kansas Legislative Research Department
RE: Minority Participation in Higher Education

For the 1988 interim, the Committee selected as one of its study topics minority underrepresentation in higher education. The topic was addressed by 1988 S.C.R. 1624 which passed the Senate at the end of the 1988 Session, but was not considered by the House. S.C.R. 1624 requested that the Committee undertake a study and analysis of the facts and statistics relative to this topic. This memorandum provides a brief survey of the data, both for national trends and for the six Regents' universities.

National data are taken from U.S. Department of Education publications which summarize survey data from higher education institutions. The Kansas data for Regents' universities are taken from the same federal survey reports, but the individual university documents were used to code institutional data. The data are included as a series of tables which are described briefly by the narrative of this memorandum. For more complete details, reference should be made to the tables at the end of this narrative.

Table 1 -- National Enrollment Trends

From 1976 to 1984, there has been an increase in the number of college students nationally. At the same time, there has been an increase in minority students and their participation ratio, expressed in terms of the proportion of minority students attending all higher education institutions. The national trends are not uniform for all minority groups, however.

Although there has been an increase in the number of Black students from 1976 to 1984, there has been a decrease in their participation ratio for each subsequent period after 1976. For Blacks, the number of students declined after 1980, although the total count was still higher in 1984 than in 1976.

For Hispanic and Asian students, both the number and participation ratios increased in 1980 and 1984. For American Indians, the participation ratio has remained constant and the number of students increased from 1976 to 1984. However, like Blacks, the number of Indian students nationally declined from 1980 to 1984.

Table 2 -- National Enrollment Patterns

Minority students comprised 17.0 percent of all college students in 1984. Approximately 16.9 percent of all full-time students and 17.3 percent of all part-time students were minority. Minority participation ratios for different groups were:

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8.8% Black
4.4% Hispanic
3.2% Asian
0.7% Indian

College participation rates can be compared with elementary and secondary school attendance rates for 1984. The fall 1984 total enrollment in public elementary and secondary schools nationwide indicated that Blacks comprised 16.2 percent of the students, Hispanics comprised 9.1 percent, Asians comprised 2.5 percent, and Indians comprised 0.9 percent of students. In Kansas, the patterns at the public elementary and secondary school level for fall 1984 showed Blacks comprised 6.8 percent, Hispanics comprised 2.9 percent, Asians comprised 1.5 percent, and Indians comprised 0.7 percent of students (Appendix A).

Table 2-A -- Kansas Regents' Universities Enrollments

There has been a slight decrease in the total number of students at Regents' universities from 1982 to 1986. At the same time, there has been a slight increase in the total number and participation ratio of minority students, due to more Asian, Hispanic, and Indian students enrolling.

Minority students comprised 5.9 percent of all Regents' students in 1982. For the fall semester, the participation ratios of the minority groups were:

3.3% Black
1.2% Hispanic
0.9% Asian
0.5% Indian

Minority students comprised 6.8 percent of all Regents' students in 1986. For the fall semester, the participation ratios of the minority groups were:

3.3% Black
1.3% Hispanic
1.6% Asian
0.6% Indian

Both the number and percentage of minority students have increased from 1982 to 1986. This increase was due primarily to growth in number of Asian students. At the same time, there was a decrease in the number of Black students, although Black students maintained the 1982 participation ratio of 3.3 percent of the Regents' total students.

Table 3 -- National Graduation Patterns

Minority students comprised approximately 12.4 percent of all college graduates in 1984-85. Over half of the minority students who graduated were Black. Minority graduation ratios for different groups were:

6.3% Black
3.1% Hispanic
2.6% Asian
0.5% Indian

Table 3-A -- Kansas Regents' Graduation Patterns

The number of degrees awarded by Regents' universities decreased from 1982-83 to 1986-87. Concurrently, the number of minority students receiving degrees also decreased, as did the percentage of minorities graduating relative to all college graduates.

Minority students comprised approximately 6.2 percent of all college graduates in 1982-83. Less than half of the minority students who graduated were Black. Minority graduation ratios for different groups were:

2.9% Black
1.1% Hispanic
1.8% Asian
0.5% Indian

Minority students comprised approximately 5.0 percent of all college graduates in 1986-87, which represented a decline in the proportion of minority graduates from 1982-83. Less than half of the minority students who graduated were Black. Minority graduation ratios for different groups were:

2.1% Black
1.1% Hispanic
1.5% Asian
0.3% Indian

Table 4 -- National Faculty Trends

Between 1981 and 1983, the total number of faculty increased nationally. In addition, the number of minority faculty also increased, as did the proportion of minority faculty members relative to all faculty. The percentages of minority faculty groups relative to all faculty members in 1983 were:

4.1% Black
1.6% Hispanic
3.6% Asian
0.3% Indian

No national data were available in published or compiled form for other staff employment patterns, although the data are collected as part of the Equal Employment Opportunity Commission's EEO-6 survey of college and university staff. Kansas Regents' data were compiled from university reports and are presented in Table 4-B.

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Table 4-A -- Kansas Regents' Faculty Patterns

Between 1982 and 1987, the total number of faculty decreased at Regents' universities. Over the same period, the number of minority faculty increased, as did the proportion of minority faculty members relative to all faculty. These gains were the result primarily of adding Asian faculty members. The percentages of minority faculty groups relative to all faculty members in 1987 were:

1.1% Black
1.0% Hispanic
4.2% Asian
0.2% Indian

Table 4-B -- Kansas Regents' Other Staff Patterns

Between 1982 and 1987, the total number of full-time staff (excluding faculty members) increased at Regents' universities. Over the same period, the number of minority staff increased, as did the proportion of minority staff relative to all staff. These gains were the result primarily of adding minority staff in the service and maintenance area. The 1987 percentages of minority staff groups relative to all staff were:

5.2% Black
1.9% Hispanic
1.2% Asian
0.6% Indian

TABLE 1

TOTAL ENROLLMENT IN ALL INSTITUTIONS OF HIGHER EDUCATION BY TYPE OF INSTITUTION AND STUDENTS' RACE/ETHNICITY

Fall 1976, 1980, 1984 (in 000's)

	<u>Total All Students</u>	<u>Minority Students</u>	<u>%</u>	<u>Black</u>	<u>%</u>	<u>Hispanic</u>	<u>%</u>	<u>Asian or Pacific Islander</u>	<u>%</u>	<u>American Indian or Alaskan</u>	<u>%</u>
All Institutions											
Fall 1976	10,986	1,691	15.4%	1,033	9.4%	384	3.5%	198	1.8%	76	0.7%
Fall 1980	12,086	1,948	16.1%	1,106	9.2%	472	3.9%	286	2.4%	84	0.7%
Fall 1984	12,162	2,063	17.0%	1,070	8.8%	529	4.3%	382	3.1%	82	0.7%
4-Year Institutions											
Fall 1976	7,107	932	13.1%	604	8.5%	174	2.4%	119	1.7%	35	0.5%
Fall 1980	7,565	1,050	13.9%	634	8.4%	217	2.9%	162	2.1%	37	0.5%
Fall 1984	7,651	1,108	14.5%	613	8.0%	241	3.1%	217	2.8%	37	0.5%
2-Year Institutions											
Fall 1976	3,879	759	19.6%	429	11.1%	210	5.4%	79	2.0%	41	1.1%
Fall 1980	4,521	898	19.9%	472	10.4%	255	5.6%	124	2.7%	47	1.0%
Fall 1984	4,511	955	21.2%	457	10.1%	288	6.4%	165	3.7%	45	1.0%

Source: U.S. Department of Education, Center for Education Statistics, from The Condition of Education, Table 2:15-1, 1987.

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TABLE 2

FALL ENROLLMENT IN ALL INSTITUTIONS OF HIGHER EDUCATION
BY STUDENTS' STATUS, LEVEL AND RACE/ETHNICITY

Fall 1984

<u>Status and Level</u>	<u>Total All Students</u>	<u>Minority Students</u>	<u>%</u>	<u>Black</u>	<u>%</u>	<u>Hispanic</u>	<u>%</u>	<u>Asian or Pacific Islander</u>	<u>%</u>	<u>American Indian or Alaskan</u>	<u>%</u>
Total -- All Students	12,233,006	2,083,751	17.0%	1,075,764	8.8%	534,920	4.4%	389,496	3.2%	83,571	0.7%
Full-Time Students	7,092,975	1,196,892	16.9%	648,518	9.1%	279,024	3.9%	225,947	3.2%	43,403	0.6%
Undergraduate	6,201,391	1,083,024	17.5%	599,040	9.7%	249,311	4.0%	195,244	3.1%	39,429	0.6%
Unclassified	177,312	40,367	22.8%	18,943	10.7%	12,059	6.8%	7,783	4.4%	1,582	0.9%
1st Professional	249,645	28,742	11.5%	11,688	4.7%	7,317	2.9%	8,857	3.5%	880	0.4%
Graduate	464,627	44,759	9.6%	18,847	4.1%	10,337	2.2%	14,063	3.0%	1,512	0.3%
Part-Time Students	5,140,031	886,859	17.3%	427,246	8.3%	255,896	5.0%	163,549	3.2%	40,168	0.8%
Undergraduate	3,298,458	635,992	19.3%	301,920	9.2%	192,126	5.8%	111,996	3.4%	29,950	0.9%
Unclassified	1,164,257	181,029	15.5%	88,902	7.6%	48,441	4.2%	35,753	3.1%	7,933	0.7%
1st Professional	28,830	2,972	10.3%	1,697	5.9%	678	2.4%	489	1.7%	108	0.4%
Graduate	648,486	66,866	10.3%	34,727	5.4%	14,651	2.3%	15,311	2.4%	2,177	0.3%

Note: Totals may not agree with previous total enrollment figures due to method of imputing missing data.

Source: U.S. Department of Education, Center for Education Statistics, Education Data Tabulations, Table 1, 1988, Racial/Ethnic Data.

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TABLE 2-A
 FALL ENROLLMENT AT KANSAS REGENTS' UNIVERSITIES
 BY STUDENTS' STATUS, LEVEL AND RACE/ETHNICITY

Status and Level	Fall 1982											
	Total All Students	Minority Students	%	Black	%	Hispanic	%	Asian or Pacific Islander	%	American Indian or Alaskan	%	
Total -- All Students	76,885	4,515	5.9%	2,520	3.3%	953	1.2%	660	0.9%	382	0.5%	
Full-Time Students	52,515	3,149	6.0%	1,790	3.4%	679	1.3%	434	0.8%	246	0.5%	
Undergraduate	46,072	2,791	6.1%	1,635	3.5%	612	1.3%	338	0.7%	206	0.4%	
Unclassified	1,040	94	9.0%	58	5.6%	15	1.4%	9	0.9%	12	1.2%	
1st Professional	969	36	3.7%	8	0.8%	17	1.8%	4	0.4%	7	0.7%	
Graduate	4,434	228	5.1%	89	2.0%	35	0.8%	83	1.9%	21	0.5%	
Part-Time Students	24,370	1,366	5.6%	730	3.0%	274	1.1%	226	0.9%	136	0.6%	
Undergraduate	8,348	647	7.8%	396	4.7%	117	1.4%	65	0.8%	69	0.8%	
Unclassified	6,657	356	5.3%	188	2.8%	80	1.2%	50	0.8%	38	0.6%	
1st Professional	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
Graduate	9,364	363	3.9%	146	1.6%	77	0.8%	111	1.2%	29	0.3%	

Status and Level	Fall 1986											
	Total All Students	Minority Students	%	Black	%	Hispanic	%	Asian or Pacific Islander	%	American Indian or Alaskan	%	
Total -- All Students	76,361	5,207	6.8%	2,488	3.3%	1,026	1.3%	1,214	1.6%	479	0.6%	
Full-Time Students	52,653	3,500	6.6%	1,638	3.1%	740	1.4%	853	1.6%	269	0.5%	
Undergraduate	45,850	3,125	6.8%	1,531	3.3%	664	1.4%	697	1.5%	233	0.5%	
Unclassified	1,144	61	5.3%	31	2.7%	7	0.6%	16	1.4%	7	0.6%	
1st Professional	899	49	5.5%	19	2.1%	17	1.9%	4	0.4%	9	1.0%	
Graduate	4,760	265	5.6%	57	1.2%	52	1.1%	136	2.9%	20	0.4%	
Part-Time Students	23,708	1,707	7.2%	850	3.6%	286	1.2%	361	1.5%	210	0.9%	
Undergraduate	9,199	897	9.8%	507	5.5%	165	1.8%	173	1.9%	52	0.6%	
Unclassified	6,598	385	5.8%	209	3.2%	67	1.0%	59	0.9%	50	0.8%	
1st Professional	12	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
Graduate	7,899	425	5.4%	134	1.7%	54	0.7%	129	1.6%	108	1.4%	

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TABLE 3

NUMBER AND PERCENTAGE OF DEGREES CONFERRED BY ALL INSTITUTIONS OF HIGHER EDUCATION
BY RACE/ETHNICITY AND LEVEL OF DEGREE

Academic Year 1984-85

<u>Degree Level</u>	<u>Total All Students</u>	<u>Minority Students</u>	<u>%</u>	<u>Black</u>	<u>%</u>	<u>Hispanic</u>	<u>%</u>	<u>Asian or Pacific Islander</u>	<u>%</u>	<u>American Indian or Alaskan</u>	<u>%</u>
Total All Degrees	1,781,919	220,935	12.4%	111,394	6.3%	54,706	3.1%	46,013	2.6%	8,822	0.5%
Associate	429,823	68,073	15.8%	35,799	8.3%	19,407	4.5%	9,914	2.3%	2,953	0.7%
Bachelor's	968,311	112,988	11.7%	57,473	5.9%	25,874	2.7%	25,395	2.6%	4,246	0.4%
Master's	280,421	29,841	10.6%	13,939	5.0%	6,864	2.4%	7,782	2.8%	1,256	0.4%
Doctor's	32,307	3,056	9.5%	1,154	3.6%	677	2.1%	1,106	3.4%	119	0.4%
First Professional	71,057	6,977	9.8%	3,029	4.3%	1,884	2.7%	1,816	2.6%	248	0.3%

Source: U.S. Department of Education, Center for Education Statistics, Higher Education General Information Survey, Degrees and Other Formal Awards Conferred between July 1, 1984, and June 30, 1985, from Education Data Tabulations, Table 7, 1988, Racial/Ethnic Data.

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TABLE 3-A

NUMBER AND PERCENTAGE OF DISTRIBUTION OF DEGREES CONFERRED AT KANSAS REGENTS' UNIVERSITIES
BY RACE/ETHNICITY AND LEVEL OF DEGREE

Academic Year 1982-83

<u>Degree Level</u>	<u>Total All Students</u>	<u>Minority Students</u>	<u>%</u>	<u>Black</u>	<u>%</u>	<u>Hispanic</u>	<u>%</u>	<u>Asian or Pacific Islander</u>	<u>%</u>	<u>American Indian or Alaskan</u>	<u>%</u>
Total All Degrees	13,530	845	6.2%	386	2.9%	152	1.1%	239	1.8%	68	0.5%
Associate	287	41	14.3%	23	8.0%	11	3.8%	3	1.0%	4	1.4%
Bachelor's	9,533	523	5.5%	276	2.9%	103	1.1%	102	1.1%	42	0.4%
Master's	3,069	199	6.5%	68	2.2%	29	0.9%	86	2.8%	16	0.5%
Doctor's	365	68	18.6%	15	4.1%	6	1.6%	45	12.3%	2	0.5%
First Professional	276	14	5.1%	4	1.4%	3	1.1%	3	1.1%	4	1.4%

Academic Year 1986-87

Total All Degrees	12,967	647	5.0%	272	2.1%	140	1.1%	191	1.5%	44	0.3%
Associate	348	30	8.6%	17	4.9%	7	2.0%	4	1.1%	2	0.6%
Bachelor's	9,032	470	5.2%	200	2.2%	110	1.2%	131	1.5%	29	0.3%
Master's	2,932	130	4.4%	47	1.6%	19	0.6%	52	1.8%	12	0.4%
Doctor's	389	10	2.6%	4	1.0%	2	0.5%	4	1.0%	0	0.0%
First Professional	266	7	2.6%	4	1.5%	2	0.8%	0	0.0%	1	0.4%

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TABLE 4

FULL-TIME INSTRUCTIONAL FACULTY IN ALL INSTITUTIONS OF HIGHER EDUCATION
BY RACE/ETHNICITY AND ACADEMIC RANK

Fall 1981, 1983

Faculty Rank	Total All Faculty	Minority Faculty	%	Black	%	Hispanic	%	Asian or Pacific Islander	%	American Indian or Alaskan	%
Totals -- 1981	451,558	41,213	9.1%	18,540	4.1%	6,899	1.5%	14,489	3.2%	1,285	0.3%
Professors	115,210	7,520	6.5%	2,396	2.1%	1,166	1.0%	3,759	3.3%	199	0.2%
Associate Professors	105,584	8,625	8.2%	3,576	3.4%	1,438	1.4%	3,262	3.1%	349	0.3%
Assistant Professors	110,974	11,820	10.7%	5,419	4.9%	1,771	1.6%	4,349	3.9%	281	0.3%
Instructors	81,225	8,787	10.8%	5,062	6.2%	1,883	2.3%	1,538	1.9%	304	0.4%
Lecturers	8,359	873	10.4%	431	5.2%	143	1.7%	273	3.3%	26	0.3%
Other Faculty	30,206	3,588	11.9%	1,656	5.5%	498	1.6%	1,308	4.3%	126	0.4%
Totals -- 1983	470,673	44,982	9.6%	19,451	4.1%	7,356	1.6%	16,868	3.6%	1,307	0.3%
Professors	128,142	8,923	7.0%	2,857	2.2%	1,369	1.1%	4,466	3.5%	231	0.2%
Associate Professors	111,887	9,641	8.6%	3,969	3.5%	1,604	1.4%	3,784	3.4%	284	0.3%
Assistant Professors	113,330	13,154	11.6%	5,847	5.2%	2,008	1.8%	5,002	4.4%	297	0.3%
Instructors	82,211	9,005	11.0%	5,117	6.2%	1,793	2.2%	1,741	2.1%	354	0.4%
Lecturers	9,480	1,206	12.7%	618	6.5%	220	2.3%	330	3.5%	38	0.4%
Other Faculty	25,623	3,053	11.9%	1,043	4.1%	362	1.4%	1,545	6.0%	103	0.4%

Source: U.S. Equal Employment Opportunity Commission, Higher Education Staff Information, (EEO-6), published in U.S. Department of Education, Digest of Education Statistics Table 100, 1986 (1981 data) and Table 138, 1987 (1983 data).

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TABLE 4-A

FULLTIME INSTRUCTIONAL FACULTY AT KANSAS REGENTS' UNIVERSITIES
BY RACE/ETHNICITY AND ACADEMIC RANK

Fall 1982, 1987

<u>Faculty Rank</u>	<u>Total All Faculty</u>	<u>Minority Faculty</u>	<u>%</u>	<u>Black</u>	<u>%</u>	<u>Hispanic</u>	<u>%</u>	<u>Asian or Pacific Islander</u>	<u>%</u>	<u>American Indian or Alaskan</u>	<u>%</u>
Totals -- 1982	3,328	180	5.4%	36	1.1%	27	0.8%	111	3.3%	6	0.2%
Professors	1,105	49	4.4%	4	0.4%	8	0.7%	37	3.3%	0	0.0%
Assoc. Professors	860	46	5.3%	10	1.2%	6	0.7%	29	3.4%	1	0.1%
Asst. Professors	834	54	6.5%	12	1.4%	7	0.8%	32	3.8%	3	0.4%
Instructors	253	17	6.7%	8	3.2%	4	1.6%	4	1.6%	1	0.4%
Lecturers	36	2	5.6%	0	0.0%	0	0.0%	2	5.6%	0	0.0%
Other Faculty	240	12	5.0%	2	0.8%	2	0.8%	7	2.9%	1	0.4%
Totals -- 1987	3,256	210	6.4%	35	1.1%	31	1.0%	137	4.2%	7	0.2%
Professors	1,172	58	4.9%	4	0.3%	6	0.5%	47	4.0%	1	0.1%
Assoc. Professors	909	59	6.5%	15	1.7%	7	0.8%	33	3.6%	4	0.4%
Asst. Professors	747	72	9.6%	13	1.7%	14	1.9%	44	5.9%	1	0.1%
Instructors	187	8	4.3%	2	1.1%	1	0.5%	5	2.7%	0	0.0%
Lecturers	63	5	7.9%	1	1.6%	2	3.2%	2	3.2%	0	0.0%
Other Faculty	178	8	4.5%	0	0.0%	1	0.6%	6	3.4%	1	0.6%

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TABLE 4-B

FULL-TIME STAFF AT KANSAS REGENTS' UNIVERSITIES
BY RACE/ETHNICITY AND ACADEMIC RANK

Job Title	Total All Staff	Minority Staff	Fall 1982, 1987									
			%	Black	%	Hispanic	%	Asian or Pacific Islander	%	American Indian or Alaskan	%	
Totals -- 1982	5,738	438	7.6%	258	4.5%	90	1.6%	58	1.0%	32	0.6%	
Exec/Admin/Managerial	831	38	4.6%	26	3.1%	6	0.7%	3	0.4%	3	0.4%	
Prof. Non-Faculty	880	68	7.7%	37	4.2%	12	1.4%	17	1.9%	2	0.2%	
Secretary/Clerical	1,780	99	5.6%	59	3.3%	21	1.2%	10	0.6%	9	0.5%	
Service/Maintenance	1,171	180	15.4%	110	9.4%	36	3.1%	23	2.0%	11	0.9%	
Skilled Craft	706	32	4.5%	14	2.0%	13	1.8%	1	0.1%	4	0.6%	
Technical/Paraprofssnl	370	21	5.7%	12	3.2%	2	0.5%	4	1.1%	3	0.8%	
Totals -- 1987	6,353	567	8.9%	332	5.2%	123	1.9%	77	1.2%	40	0.6%	
Exec/Admin/Managerial	851	44	5.2%	22	2.6%	8	0.9%	14	1.6%	4	0.5%	
Prof. Non-Faculty	876	64	7.3%	24	2.7%	16	1.8%	20	2.3%	3	0.3%	
Secretary/Clerical	1,755	106	6.0%	67	3.8%	26	1.5%	10	0.6%	5	0.3%	
Service/Maintenance	1,725	261	15.1%	177	10.3%	52	3.0%	27	1.6%	15	0.9%	
Skilled Craft	715	59	8.3%	26	3.6%	17	2.4%	1	0.1%	8	1.1%	
Technical/Paraprofssnl	431	33	7.7%	16	3.7%	4	0.9%	5	1.2%	5	1.2%	

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Appendix A

Table 1:27-3

Enrollment in public elementary and secondary schools, by race/ethnicity and by State: Fall 1984

State	Total		White, non-Hispanic		Black, non-Hispanic		Hispanic		Asian or Pacific Islander		American Indian/Alaskan Native	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
United States	39,451,897	100.0	28,106,295	71.2	6,388,670	16.2	3,598,511	9.1	994,108	2.5	364,313	0.9
Alabama	693,070	100.0	442,927	63.9	239,305	34.5	828	0.1	2,270	0.3	7,740	1.1
Alaska	110,100	100.0	81,975	74.5	3,773	3.4	1,557	1.4	2,638	2.4	20,157	18.3
Arizona	516,613	100.0	322,010	62.3	19,381	3.8	111,126	21.5	5,826	1.1	58,270	11.3
Arkansas	477,549	100.0	352,785	73.9	120,674	25.3	1,392	.3	2,251	.5	447	.1
California	4,405,616	100.0	2,288,976	52.0	445,830	10.1	1,285,907	29.2	357,510	8.1	27,393	.6
Colorado	494,690	100.0	378,631	76.5	25,029	5.1	77,499	15.7	10,546	2.1	2,985	.6
Connecticut	553,773	100.0	450,661	81.4	57,015	10.3	37,391	6.8	7,622	1.4	1,084	.2
Delaware	98,115	100.0	69,404	70.7	25,290	25.8	2,089	2.1	1,207	1.2	125	.1
District of Columbia	83,231	100.0	3,152	3.8	76,960	92.5	2,380	2.9	705	.8	34	(*)
Florida	1,806,364	100.0	1,087,108	60.2	370,412	20.5	130,272	7.2	16,663	0.9	1,909	.1
Georgia	931,928	100.0	587,046	63.0	333,689	35.8	3,421	.4	7,354	.8	418	(*)
Hawaii	170,472	100.0	39,392	23.1	3,154	1.9	3,569	2.1	123,925	72.7	432	.3
Idaho	186,437	100.0	174,313	93.5	725	.4	7,085	3.8	1,761	.9	2,553	1.4
Illinois	1,670,740	100.0	1,081,163	64.7	415,072	24.8	133,995	8.0	38,954	2.3	1,556	.1
Indiana	1,073,575	100.0	932,908	86.9	115,123	10.7	18,435	1.7	5,957	.6	1,152	.1
Iowa	453,241	100.0	435,172	96.0	8,094	1.8	4,554	1.0	4,345	1.0	1,076	.2
Kansas	508,918	100.0	448,343	88.1	34,587	6.8	14,982	2.9	7,553	1.5	3,453	.7
Kentucky	577,630	100.0	513,705	88.9	61,483	10.6	579	.1	1,757	.3	106	(*)
Louisiana	763,294	100.0	423,822	55.5	324,285	42.5	6,352	.8	8,060	1.1	775	.1
Maine	200,454	100.0	197,803	98.7	739	.4	381	.2	1,211	.6	320	.2
Maryland	502,435	100.0	292,354	58.2	186,995	37.2	7,312	1.5	14,968	3.0	806	.2
Massachusetts	763,017	100.0	660,090	86.5	48,405	6.3	38,143	5.0	15,626	2.0	753	.1
Michigan	1,586,176	100.0	1,260,867	79.5	264,887	16.7	30,769	1.9	13,078	.8	16,575	1.0
Minnesota	735,185	100.0	686,640	93.4	17,310	2.4	6,344	.9	15,059	2.0	9,832	1.3
Mississippi	385,943	100.0	190,182	49.3	194,624	50.4	260	.1	564	.1	313	.1
Missouri	670,000	100.0	550,715	82.2	108,632	16.2	5,389	.8	4,623	.7	641	.1
Montana	165,731	100.0	141,487	85.4	539	.3	1,639	1.0	825	.5	21,241	12.8
Nebraska	314,890	100.0	291,187	92.5	13,475	4.3	6,300	2.0	2,446	.8	1,482	.5
Nevada	150,838	100.0	118,076	78.3	14,930	9.9	9,978	6.6	4,318	2.9	3,536	2.3
New Hampshire	140,812	100.0	138,477	98.3	861	.6	588	.4	831	.6	55	(*)
New Jersey	1,256,067	100.0	876,058	69.7	236,418	18.8	110,221	8.8	32,471	2.6	899	.1
New Mexico	275,386	100.0	123,743	44.9	5,983	2.2	119,652	43.4	1,951	.7	24,057	8.7
New York	2,661,253	100.0	1,714,668	64.4	496,781	18.7	362,158	13.6	84,612	3.2	3,034	.1
North Carolina	1,171,378	100.0	776,036	66.2	351,982	30.0	2,936	.3	6,956	.6	33,468	2.9
North Dakota	122,405	100.0	113,130	92.4	646	.5	635	.5	905	.7	7,089	5.8
Ohio	1,675,794	100.0	1,403,921	83.8	241,880	14.4	17,681	1.1	10,368	.6	1,944	.1
Oklahoma	557,257	100.0	425,866	76.4	55,018	9.9	10,942	2.0	6,486	1.2	58,945	10.6
Oregon	511,344	100.0	462,744	90.5	10,577	2.1	17,898	3.5	13,779	2.7	6,346	1.2
Pennsylvania	1,919,650	100.0	1,623,344	84.6	242,491	12.6	30,632	1.6	21,688	1.1	1,495	.1
Rhode Island	149,881	100.0	132,679	88.5	8,174	5.5	5,628	3.8	2,954	2.0	446	.3
South Carolina	648,112	100.0	378,335	58.4	262,363	40.6	1,146	.2	3,058	.5	1,210	.2
South Dakota	126,037	100.0	116,605	92.5	573	.5	453	.4	861	.7	7,545	6.0
Tennessee	866,528	100.0	680,178	78.5	180,714	20.9	1,036	.1	4,301	.5	301	(*)
Texas	3,193,934	100.0	1,807,962	56.6	445,189	13.9	891,266	27.9	45,956	1.4	3,561	.1
Utah	437,389	100.0	406,528	93.0	2,246	.5	14,523	3.3	7,811	1.8	4,281	1.0
Vermont	88,541	100.0	87,566	98.9	354	.4	96	.1	433	.5	92	.1
Virginia	919,024	100.0	665,198	72.4	218,589	23.8	10,222	1.1	24,195	2.6	820	.1
Washington	761,597	100.0	651,362	85.5	28,688	3.8	32,396	4.3	35,598	4.7	13,553	1.8
West Virginia	316,147	100.0	301,471	95.4	13,163	4.2	344	.1	1,099	.3	70	(*)
Wisconsin	711,053	100.0	630,364	88.7	54,758	7.7	12,136	1.7	7,533	1.1	6,262	.9
Wyoming	94,283	100.0	85,168	90.3	805	.9	5,994	6.4	640	.7	1,676	1.8

*Less than 0.05 percent.

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, Office for Civil Rights, data from the "1984 State Summaries of Elementary and Secondary School Civil Rights Survey" (October 1986).

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Reference Group	Student Count	English	Math	Social Studies	Natural Sciences	Composite
Black/Afro-American						
Kansas	697	14.6	12.3	13.6	16.7	14.4
National	61763	14.4	11.0	12.1	15.7	13.4
Difference		+0.2	+1.3	+1.5	+1.0	+1.0
American Indian/Alaskan Native						
Kansas	126	16.6	14.7	16.1	20.0	17.0
National	7358	14.6	12.5	13.2	17.8	14.6
Difference		+2.0	+2.2	+2.9	+2.2	+2.4
White/Caucasian						
Kansas	15852	19.2	18.1	18.8	22.1	19.7
National	610757	19.1	18.0	18.3	22.2	19.6
Difference		+0.1	+0.1	+0.5	-0.1	+0.1
Mexican-American/Chicano						
Kansas	331	15.9	14.0	15.1	18.2	15.9
National	17443	15.6	13.7	13.9	17.9	15.4
Difference		+0.3	+0.3	+1.2	+0.3	+0.5
Asian American/Pacific Islander						
Kansas	239	17.6	20.5	17.7	21.7	19.5
National	13833	18.2	20.9	17.7	22.0	19.8
Difference		-0.6	-0.4	0.0	-0.3	-0.3
Puerto Rican/Hispanic/Cuban						
Kansas	69	17.7	17.7	16.7	19.9	18.1
National	7564	16.7	15.5	15.5	19.3	16.9
Difference		+1.0	+2.2	+1.2	+0.6	+1.2
Graduates With Core or More*						
Kansas	6314	20.6	21.4	21.1	24.6	22.1
National	368713	19.8	19.9	19.5	23.4	20.8
Difference		+0.8	+1.5	+1.6	+1.2	+1.3
Graduates With Less Than Core*						
Kansas	12010	17.9	15.8	16.9	20.2	17.8
National	408731	17.2	14.8	15.7	19.5	16.9
Difference		+0.7	+1.0	+1.2	+0.7	+0.9

*Recall that "core or more" course work includes 4 or more years of English, 3 or more years of mathematics, 3 or more years of social studies, and 3 or more years of natural sciences.

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3/28/89

1973



1988

ASSOCIATED STUDENTS OF KANSAS

15 Years In The Student Interest

TO: House Committee on Education
 FROM: Chris Graves, Executive Director
 DATE: March 28, 1989

RE: Testimony on SB 12 - Kansas Ethnic Minority Scholarship Program

Thank you Mr. Chairman and members of the Committee for allowing me the opportunity to offer our support to what we feel is an important program for higher education and the State of Kansas. Student delegates to our Policy Council overwhelmingly identified this proposal as a financial aid priority for the 1989 session.

If there is one common value we share as a people; that is the essence of our government; and that is reflected in the history of this nation and this state, it is equality of opportunity; that all citizens have an equal chance to better themselves and share in the benefits of a free society. This opportunity has been promoted not merely by removing restraints to liberty, but by activist policies of which education is perhaps the most important.

Educational opportunity has been promoted by free schools, equalized state support, low cost public colleges and universities, and direct aid to students, from the GI Bill to the current array of grants, loans and jobs. The goal has always been educational opportunity based on merit, rather than wealth and privilege.

In general, these policies have succeeded, creating a vast increase in students completing high school and at least some college, and leading to incalculable benefits from this development of human potential. Today, educational attainment has a strong correlation with personal income: male workers with four years of college earn nearly 40% more than those with four years of high school.

Unfortunately, educational opportunity is not equally shared by all segments of society. This can be measured by a number of statistics:

A. The U.S. Department of Education measured higher education participation of 18-24-year-olds by race/ethnicity between 1970 and 1985. White enrollment rates were considerably higher than those of blacks and hispanics. The gap between blacks and whites narrowed to 4.5 percentage points in 1976, but doubled to 9 points in 1985. The gap between hispanics and whites narrowed to 6.5 points in 1975, but widened to 11.8 points in 1985.

B. A comparable situation exists in Kansas. In 1986, blacks, hispanics, Asian/Pacific Islanders and Native Americans made up 6.8% of students at Kansas Regents universities, while the groups made up 9.7% of the population. More

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The Student Governments of the Regents Institutions

Emporia State University • Fort Hays State University • Kansas College of Technology • Kansas State University • Pittsburg State University • University of Kansas • Wichita State University

Attachment 3

House Education

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significantly, these groups made up 12.7% of the 5-14-year-old age cohort in 1980 Census - meaning that minority enrollment is only about half what we would expect based on the percentage of the traditional college-age population that are minorities.

C. Although data shows that minority enrollment rose from 5.9% to 6.8% at the state universities between 1982 and 1986, most of the increase came in one group: Asians/Pacific Islanders, which nearly doubled their enrollment, rising from 0.9% to 1.6%.

In summary, minorities remain significantly underrepresented in higher education, and progress to correct this has been stalled or even reversed. This can be attributed to several reasons:

A. College cost. During the 1980's, average college tuition nationally increased more than inflation every year, driving total student costs up far more than family income. At the same time, federal financial aid programs - by far the largest source of student aid - were constrained by the budget deficit. Previously, states encouraged education by low tuition while the federal government provided increased student aid; in the past decade these trends were reversed.

The same is true in Kansas. State university tuition for residents has on the average increased by about 100%, while inflation has risen only 34% and family income only 40%. Total financial aid at the universities increased by only 27% per FTE student (from \$1,033 in 1980-81 to \$1,307 in 1986-87), while total average student costs rose 61.2% (from \$2,711 to \$4,370). Federal financial aid as a percent of tuition, fees and residence hall charges fell from 80.0% to 55.2%.

Given the fact that blacks and hispanics have, on the average, lower incomes than whites, it seems certain that these dramatic increases in costs and real reductions in aid have contributed to lower minority college attendance, which almost all experts agree.

B. Inferior Academic Preparation. Success in college is rendered far more difficult if the student has not completed high school. According to the U.S. Department of Education, since 1984 over 75% of whites ages 18-19 have completed four years of high school each year. Despite some progress, less than 65% of blacks in this age group have completed high school, and although hispanic performance has been more erratic, on average, only 50% have completed high school.

Although recent trends have been encouraging, blacks and hispanics still lag behind whites in reading proficiency and college entrance exam scores.

C. Impact of Past Discrimination. Past segregation in schools and colleges, recent immigration, and discrimination in employment all have contributed to a smaller core of educated, economically secure parents and grandparents in minority communities than in the white population. This makes progress more difficult. Because minorities have fewer college-educated role

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models (parents, educators, professional leaders, etc.), fewer minorities attend college to become role models. Because minorities are less able to afford college because of lower income, they are less able to use college to increase their income, and afford to send their children to college. These facts certainly impact the two conditions just described.

We believe this situation is a self-perpetuating cycle that demands direct intervention by the state. Senate Bill 12 is not the total solution to problem, but it has an important role to play. We cite the following expected benefits:

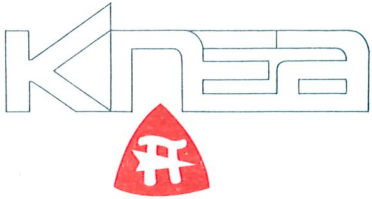
A. The Kansas Ethnic Minority Scholars Program would increase student assistance to minority students, helping alleviate to burden of tuition inflation and financial aid shortfalls.

B. The program is based in part on academic performance, encouraging harder work in high school. It would send a message that athletic "scholarships" are not the only way minorities can attend college.

C. The program would help attract minorities who are good students to Kansas institutions, where they can be role models both in college and hopefully in the communities.

D. The bill will send a message that Kansas cares about minority students and encourages their participation in education. Hopefully, it will create greater awareness among schools and colleges about the need for greater action on this issue.

Twenty years ago, Americans were warned of the danger of becoming two nations: one white and one black. Today, some warn the dividing line will be based on education, and the danger remains that one nation will be mostly white, and the other disproportionately non-white. This bill represents one way to avoid that dangerous future. We ask for your favorable consideration.



Craig Grant Testimony Before The
House Education Committee
Tuesday, March 28, 1989

Thank you, Mr. Chairman. I am Craig Grant and I represent
Kansas-NEA. I appreciate this opportunity to speak in favor of SB 12.

We have heard alarming statistics in recent weeks as to the drop in
number of minority students attending colleges and universities throughout
the country. Neither our nation nor our state cannot afford to let such
valuable resources be wasted. If we can offer a scholarship program so
students can attend our colleges and universities, we can educate them to
their fullest capabilities and reap the benefits in the long run.

Kansas-NEA supports SB 12. We believe that it provides a good
investment for the future of our state. Thank you for listening to our
concerns.

Kansas Advisory Committee on Hispanic Affairs
Testimony
By

Celso L. Ramirez
Acting Executive Director

March 28, 1989

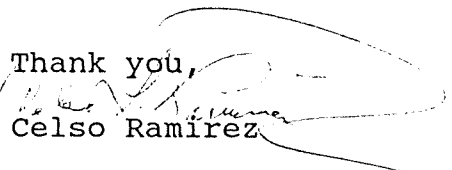
Regarding

Senate Bill No. 12
Re Proposal No. 29

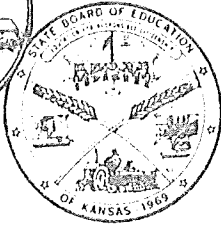
I am Celso L. Ramirez Acting Executive Director of the Kansas Advisory Committee on Hispanic Affairs. May it please the chairperson and the House Committee on Education on behalf of KACHA we support the amendments and the concept of S.B. 12. KACHA interprets S.B. 12 as allowing all minorities an equal opportunity based on scholastic ability and targets those applicants having the greatest financial needs. The criteria in figuring the proportion of scholarships to each ethnic minority group is fair and just.

We also commend the committee for its committment in opening a window of equal opportunity for all minorities. Again thank you on behalf of KACHA.

Thank you,


Celso Ramirez

*Attachment 5.
House Education
3/28/89*



Kansas State Board of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612-1103

Mildred McMillon
District 1

Connie Hubbell
District 4

Bill Musick
District 6

Evelyn Whitcomb
District 8

Kathleen White
District 2

I. B. "Sonny" Rundell
District 5

Richard M. Robl
District 7

Timothy R. Emerit
District 9

Paul D. Adams
District 3

March 28, 1989

Richard J. Peckham
District 10

TO: House Education Committee

FROM: State Board of Education

SUBJECT: 1989 Senate Bill 52

My name is Connie Hubbell, Chairman of the State Board of Education. It is a pleasure for me to appear before this Committee on behalf of the State Board.

Senate Bill 52 increases the membership of the Coordinating Council on Early Childhood Developmental Services from seven to fifteen members and requires that the funding of this Council be from federal funds made available to the state for early childhood services for the handicapped. Currently, funds for early childhood services are made available to the State Department of Education and the Department of Health and Environment.

Public Law 99-457 provides for a Coordinating Council to advise and assist in the implementation of a comprehensive delivery of services to handicapped children ages zero to three. The Council must include three parents of young handicapped, three providers of early intervention services, one state legislator, one person involved in personnel preparation, and seven others representing appropriate agencies. Listed below is a comparison of the current Council membership and the recommendations of Senate Bill 52.

Current Law

- *Secretary of SRS
- *Secretary of Administration
- *Secretary of Health and Environment
- State Board of Education Representative
- State Board of Regents Representative
- *(1) Public at Large Representative
- *(1) Parent of Child with Handicapping Conditions

*Appointed by Governor

Senate Bill 52

- *Secretary of SRS
- *Secretary of Health and Environment
- *Governor or his Representative
- State Board of Education Representative
- State Board of Regents Representative
- *(2) Public at Large Representatives
- *(3) Parents of Children with Handicapping Conditions (under seven years of age)
- *(3) Providers of Early Childhood Services
 - (1) State Senator (appointed by Legislative Coordinating Council)
 - (1) State Representative (appointed by Legislative Coordinating Council)

The State Board of Education supports Senate Bill 52 in order to bring Kansas into compliance with P.L. 99-457.

An Equal Employment/Educational Opportunity Agency

*Attachment 6
House Education
3/28/89*