

Approved 2-5-90
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

The meeting was called to order by Vice Chairman Cindy Empson at
Chairperson

~~3:30~~ ~~a.m.~~ p.m. on January 30, 1990 in room 519-S of the Capitol.

All members were present except:

Chairman Crumbaker, Representative Blumenthal, Representative R. D. Miller, all 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:

Dr. Bill Schofield, Professor, The Teachers College, Emporia State University
Dr. Jack D. Skillett, Dean, The Teachers College, Emporia State University

The meeting was called to order by Vice Chairman Cindy Empson.

Vice Chairman Empson introduced Dr. Skillett to give the report on the Kansas teacher supply and demand.

Dr. Skillett said the report being given to the committee today is the eleventh annual survey of teacher supply and demand in Kansas Public Schools. Dr. Skillett introduced Dr. Schofield to give information on teachers supply in Kansas.

Dr. Schofield reported there has been a 5.4 percent increase in students enrolled in the teacher training program according to information gathered at Emporia State University. Dr. Schofield said a number of private institutions as well as the regents schools are training teachers. Dr. Schofield pointed out that even though the standards for entering the teaching program have been raised the number of students entering the teacher training program has increased. Dr. Schofield believes a significant change in personnel of schools of the 90's will occur because of retirement of teachers and administrative staff. (Attachment 1)

Dr. Skillett said he is encouraged to see changes taking place in education in Kansas. Academically talented students are entering the training program for teachers according to Dr. Skillett, and the number taking teacher training seems to be adequate and will probably continue. The concern Dr. Skillett expressed was the data showing vacancies for Special Education teachers and school psychologists.

An extensive discussion period was held in connection with the presentations given by both Dr. Schofield and Dr. Skillett.

The meeting was adjourned by Vice Chairman Empson at 4:40 p.m.

The next meeting will be January 31, 1990 in Room 519-S at 3:30 p.m.

A SPECIAL REPORT ON KANSAS TEACHER SUPPLY AND DEMAND

January, 1990

by

Dr. Jack D. Skillett
Dean, The Teachers College
Emporia State University

Dr. Bill Scofield
Professor, The Teachers College
Emporia State University

Introduction

For the third consecutive year, the number of students training to be teachers has increased according to information gathered by a recent study of the Jones Institute for Educational Excellence at Emporia State University. The 5.4 percent increase reported in 1989 follows increases of 7.9 and 4.9 in 1988 and 1987. This three-year increase of 18.2 percent is the largest increase recorded since 1972 which was the beginning of a rather dramatic decline in the number of teachers prepared in Kansas. Nevertheless, the total number of teachers prepared by higher education institutions in 1989 is 214 less than prepared in 1981, a 9.69 percent difference.

Between 1972 and 1979 the number of teachers prepared by higher education institutions in Kansas, both public and private, declined 44.9 percent. Between 1980 and 1989, the decline was 10.9 percent. Overall, the number of teachers being prepared has dropped from 4,455 in 1972 to 1,994 in 1989, a 55.2 percent decrease.

Debate lingers as to whether a teacher shortage looms in the foreseeable future for the mid-western states. While the three-year increase in the number of teachers being prepared does not necessarily assure a long-term upward trend, it seems reasonable to conclude that educators should be encouraged by the strong reversal of the

downward trend. The National Center of Education Statistics predicts that an additional 1,118,000 elementary and over 500,000 secondary teachers will be needed in 1993. In Kansas, the teacher shortage seems to be limited to selected subject matter areas to include special education, foreign languages, library science and to a limited extent the areas of math, science and language arts. Furthermore, it appears a substantial surplus of teachers has recently emerged in the area of elementary education.

Of course, many factors enter into supply and demand statistics, such as geographical location, size of community, and as already noted, subject matter fields. However, the three-year upward trend reported in 1987, 1988, and 1989 is encouraging. This seems especially significant when one considers the substantial increase in admission and exit standards established by institutions training teachers throughout the state.

Demand for Teachers (Survey of Kansas Superintendents) -
September 5, 1989

1. Special Education

- a. The 162.60 vacancies reported in 1989 represent an increase in the number of vacancies reported in 1988 (137.3). Nevertheless, the total number of vacancies in 1989 and 1988 represents the highest number of vacancies since 1981 (212.4).
- b. Longitudinal data for the special education areas with the greatest number of reported vacancies reveal several differences. Specifically, data for the eleven-year period were as follows:

Area	Number of Vacancies										
	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989
Behavior Disorders	51.30	72.70	41.20	23.00	19.30	29.50	27.00	22.00	19.00	18.60	18.1
Learning Disabilities	78.50	69.50	47.50	16.50	7.00	18.50	17.00	25.00	22.00	10.00	16.0
Speech	49.60	37.50	19.50	11.00	4.60	4.00	10.30	6.00	8.00	15.40	25.4
Gifted	61.50	37.20	28.00	30.00	27.30	28.50	23.30	18.00	16.00	6.50	11.1
Semi-Independent EMR	15.50	14.00	11.00	3.00	2.00	-0-	6.00	6.00	3.00	7.00	7.0
School Psychologist	13.60	13.00	12.50	6.00	1.50	2.00	10.80	11.00	11.00	14.70	21.2
Total (areas listed)	270.00	243.90	159.70	89.50	61.70	82.50	94.40	88.00	79.00	72.20	98.8
Total (all Special Education Areas)	292.17	314.30	212.40	117.85	85.30	113.30	147.00	146.00	148.00	137.30	162.6

2. Elementary Education (K-6)

- (a) The perceived supply of candidates in elementary teaching areas decreased slightly. The mean average for 1989 is 2.98 as compared to 3.06 in 1988.

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- (b) In 1979, 1980, and 1981, regional differences remained similar with the greatest supply of candidates in Region 6, East Central, Kansas. In 1982, 1983, and 1984, Wyandotte/Johnson region has had the greatest supply of candidates. In 1985 and 1986, the North Central region had the greatest supply of candidates. In 1987 Wyandotte/Johnson administrators reported the greatest supply of candidates. (Note: Wyandotte/Johnson region was part of Region 6 in 1979, 1980, and 1981). And, in 1988 the Northeast region had the largest supply of candidates. In 1989 the Southeast region had the largest supply of candidates.
- (c) A comparison of the specific teaching areas between 1979 and 1988 reveals:

Teaching Area	Mean Average (State-wide)										
	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989
Counseling	1.88	1.81	2.14	2.22	2.33	2.09	2.22	2.24	2.08	1.85	1.59
Library	1.69	1.82	1.94	2.10	2.06	1.89	1.69	1.91	1.83	2.14	2.18
Reading	2.03	1.95	2.25	2.44	2.63	2.49	2.36	2.53	2.59	2.60	2.53
Music	1.85	2.12	2.18	2.14	2.62	2.53	2.53	2.71	2.54	2.32	2.42
Art	2.65	2.72	2.97	2.95	3.26	3.16	2.91	2.47	3.10	2.63	2.56
Elementary (Reg. Classroom)	3.62	3.67	3.94	3.99	4.33	4.39	4.34	4.48	4.38	4.28	4.48
Physical Educ.	3.65	3.91	4.10	4.20	4.48	4.53	4.44	4.17	4.36	4.17	4.19

3. Secondary Education (7-12)

- (a) The perceived supply of candidates in secondary teaching areas remains similar to 1988. A slight shortage continues to exist in the foreign language, computer science, library science, counseling, journalism, music and the sciences. Industrial arts, which once experienced a serious shortage of candidates, now has an adequate supply. Specifically, the data in selected areas show:

Teaching Area	Mean Average (State-wide)										
	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989
Science-Physics	1.20	1.30	1.31	1.48	1.57	1.62	1.79	1.77	2.26	2.13	2.22
Industrial Arts	1.19	1.39	1.58	2.18	3.25	3.00	3.19	3.44	3.00	3.27	3.07
Mathematics	1.36	1.41	1.44	1.65	1.77	1.73	1.90	2.34	2.36	2.37	2.53
Science-Chemistry	1.25	1.45	1.30	1.70	1.74	1.72	1.92	2.00	2.00	2.02	2.15
Agriculture	1.35	1.51	1.72	1.96	2.43	3.22	3.42	3.07	3.07	2.75	2.84
Library Science	1.58	1.66	1.85	2.17	1.90	1.84	1.76	1.88	1.83	2.12	2.00
Language-Spanish	1.83	1.80	2.24	1.91	1.93	1.81	1.92	2.10	2.12	1.79	1.76
Social Studies	3.00	3.25	3.31	3.44	3.79	4.07	3.65	3.83	3.96	3.73	4.01
Physical Education	3.68	3.91	4.14	4.07	4.43	4.58	4.48	4.13	4.40	3.98	4.33

- (b) Regionally, the supply of candidates appears to be evenly distributed. A slightly greater supply of candidates was reported in Region 7, The Wyandotte/Johnson region of Kansas.

- (c) The number of secondary vacancies decreased with 41.35 reported in 1989, as opposed to 67.50 in 1988.
- (d) School districts with smaller enrollments continue to provide the greatest opportunities for employment. The overall mean average data, by size of school district, between 1979 and 1989, reveal:

District Enrollment	Mean Average (All Teaching Areas)										
	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989
0-399	1.76	1.83	1.76	1.87	2.12	2.42	2.49	2.55	2.65	2.33	2.31
400-1,499	1.84	2.00	1.92	2.23	2.22	2.45	2.58	2.73	3.47	2.61	2.47
1,500 and above	2.18	2.36	2.44	2.45	2.43	2.66	2.64	2.71	2.73	2.66	2.63

Number of Teachers Prepared

- Regents Institutions.** As reflected in Table 1, the number of students who completed teacher certification programs at Regents Institutions declined from 3,501 in 1972 to an estimated 1,323 in 1989. The decrease of 2,178 students represents a 62.2 percent decline from the number of teachers who were prepared for teaching in 1972.

As illustrated in Chart 1, data reveal that the largest decline in the number of teachers prepared occurred between 1972 and 1979. During this eight-year period, a decline of 48.6 percent was reported. A more gradual decline of 18.5 percent was reported for the period between 1980 and the estimate for 1989.

Nevertheless, as noted earlier the 18.2 percent increase over the last three-year period is a dramatic reversal of a downward trend. This trend appears to be especially significant.

- Private Four-Year Institutions.** As shown by Table 2, the private four-year Kansas institutions with accredited teacher preparation programs prepared 944 students in 1972. By 1989 this number had decreased to 671 students, which represented a 28.9 percent decline in the number being prepared to teach.

As was the case with the Regents Institutions, private four-year institutions with approved teacher preparation programs also prepared fewer students for teaching during the period from 1972 to 1979. During this eight-year period, a decline of 31.5 percent was noted. However, for the period from 1980 to 1989, 56 additional students were prepared to teach -- an increase of 9.1 percent. A graphic depiction of those data may be found in Chart 2.

3. All Kansas Four-Year Institutions. Data in Table 3 indicate that 4,445 students completed teacher certification programs at all of the Kansas four-year institutions in 1972. By 1989 this number had declined to an estimated 1,994 students, a 55 percent decline.

As illustrated in Chart 3, the most dramatic decline of students being prepared to teach occurred in the year 1972 and 1979. During this eight-year period, 2,000 fewer students were prepared by Kansas four-year public and private institutions, a decline of 45 percent. As previously noted, a more gradual decline occurred in the years between 1980 and 1989. During this period, 245 fewer students were trained to teach at all Kansas four-year institutions. This amounted to a decline of 10.9 percent.

Reflections

In 1985 the researchers in a similar report stated "it is quite apparent that until entry and career level salaries are more competitive with similar positions in the private sector; until the career teacher can achieve through assignment differential pay and responsibilities; until the profession can attract and retain a higher percentage of the academically talented; and until the profession is received in more positive terms by the general public, the shortage of qualified teachers will continue. Kansas, in particular, may be faced with a major teacher shortage by 1990".

Will we have a teacher shortage in 1990 as noted in 1985? We believe not, and, if so, the shortage will be confined to a limited number of subject areas - perhaps special education, foreign languages, and library science. Of course, shortages in a number of areas may also be found in selected geographical areas in Kansas. What has emerged in five years to change this rather profound prediction in 1985? Simply stated, teachers salaries in Kansas, especially in predominantly rural areas, appear strong when compared to salary conditions reported on the farm and by businessmen in small communities. Too, one cannot ignore several societal trends to include but not be limited to the number of females entering the workforce, and, subsequently, the return of previously certified personnel to the available pool of candidates for teaching positions. Also, the increase in the number of teachers being prepared may well alleviate any serious shortage that may have been created through increased demand.

Are we saying that we should not be concerned or that additional incentives should not be provided so academically talented students will enter and stay in the profession? Of course not! A large number of teachers trained in the 70's are re-entering the

profession and continued improvement in salaries for teachers at the entry level and especially for talented experienced teachers is a must.

The restructuring of our public school systems to allow teachers to assume different roles and remain as teachers is essential if we are to retain our best teachers and improve the profession. Also, it goes almost without saying that patrons in communities must continue to support professional staff members in their schools if they want to maintain an outstanding corp of teachers.

Lastly, we should not be complacent. Storm clouds do exist and include the significant number of teachers that will retire in the 1990's due to the number of new teachers hired in the 1960's, the potential for heavy recruitment of new teachers prepared in Kansas by school systems in other states such as Florida, Arizona, Texas, and California and, of course, our economy. An improved economy in the state of Kansas could dramatically impact the available supply of teachers as experienced teachers will exit the profession, especially in areas of math and science. But, the storm clouds could dissipate rapidly. A recent report on supply and demand of teachers in Kansas, as perceived by Kansas superintendents, revealed a substantial supply of teachers in the areas of elementary education and the secondary areas of home economics, business education, physical education and the social sciences. Could it be, especially in the mid-western states, that a major shortage of teachers will not develop? At the very least, policy makers need to consider this possibility as trend indicators over the last eighteen months reveal the potential for a major reversal.

Table 1

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

1972	3,501	1981	1,618
1973	3,233	1982	1,448
1974	2,949	1983	1,361
1975	2,548	1984	1,410
1976	2,128	1985	1,342
1977	2,180	1986	1,162
1978	1,959	1987	1,212
1979	1,798	1988	1,318
1980	1,624	1989 (Est.)	1,323

Chart 1

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

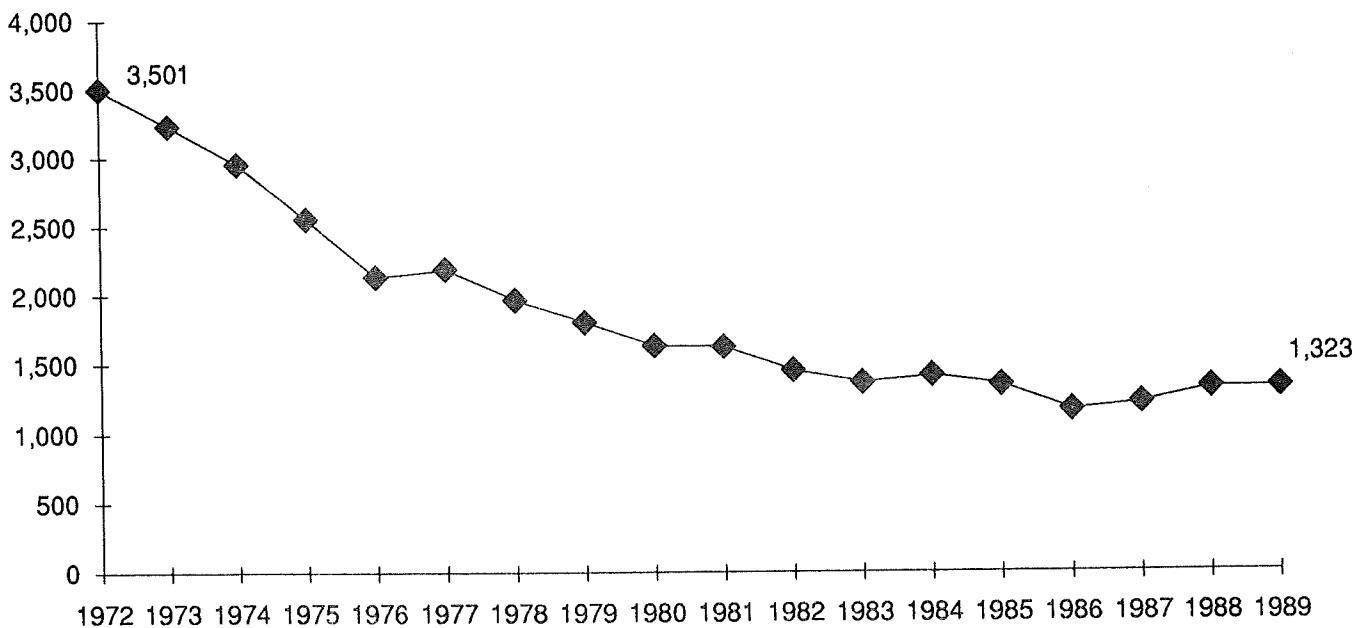


Table 2

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

1972	944	1981	590
1973	944	1982	546
1974	834	1983	539
1975	769	1984	534
1976	693	1985	531
1977	671	1986	507
1978	654	1987	540
1979	647	1988	574
1980	615	1989 (Est.)	671

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

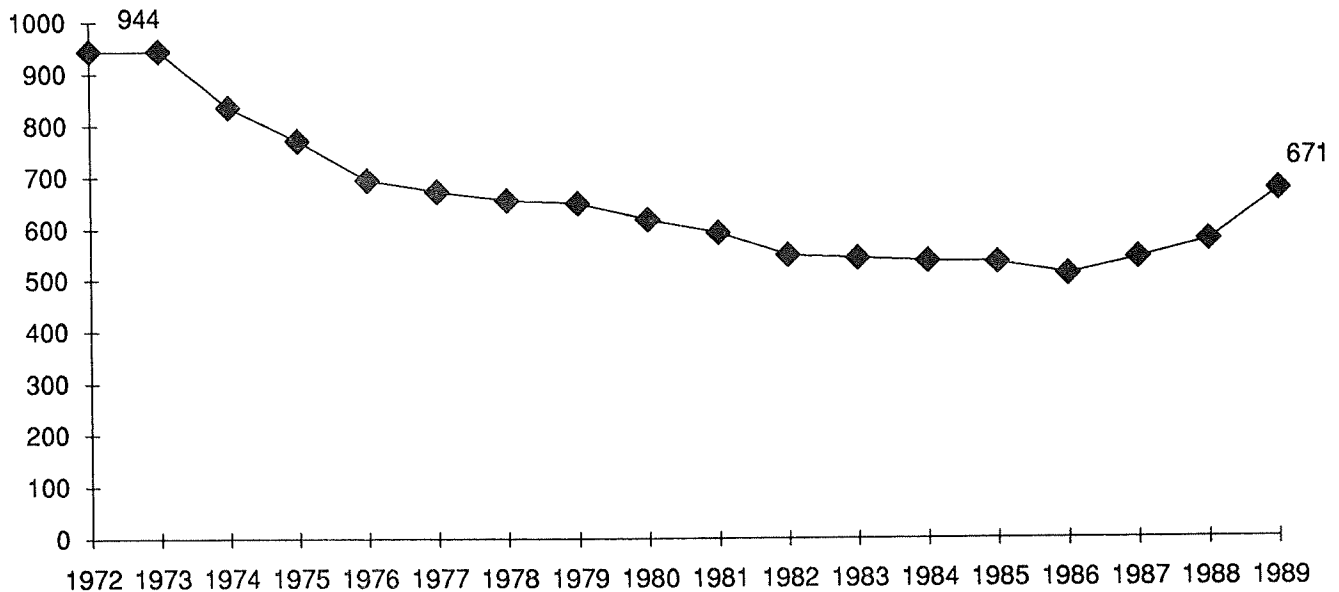


Table 3

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

1972	4,445	1981	2,208
1973	4,177	1982	1,994
1974	3,783	1983	1,900
1975	3,317	1984	1,944
1976	2,821	1985	1,873
1977	2,851	1986	1,669
1978	2,613	1987	1,752
1979	2,445	1988	1,892
1980	2,239	1989 (Est.)	1,994

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

