

MINUTES OF THE HOUSE HIGHER EDUCATION COMMITTEE

The meeting was called to order by Chairman Tom Sloan at 3:30 P.M. on February 2, 2005 in Room 231-N of the Capitol.

All members were present except:

Representative Valdenia Winn- excused

Committee staff present:

Mary Galligan, Kansas Legislative Research Department

Deb Hollon, Kansas Legislative Research Department

Art Griggs, Office of the Revisor

Linda Reed, Committee Secretary

Conferees appearing before the committee: Pat Colloton - Representative 28th District
Dr. Andy Tompkins - Commissioner
Kansas State Department of Education
Bill Reardon - Kansas City, Kansas U.S.D. 500
Diane Lindeman - Director of Student Financial Assistance
Kansas Board of Regents
Steven B. Case, Ph.D.
Representative Flora for Sean Gatewood
Mary D. Prewitt - General Counsel, Kansas Board of Regents
Bob Masters - Vice President for Academic Affairs, Kansas
Board of Regents
Dr. Blake Flanders - Director of Career and Technical
Education, Kansas Board of Regents

Others attending:

See attached list.

The Chairman directed the Committee's attention to the minutes of January 12, 2005 meeting.

Representative Johnson provided written testimony supporting oral testimony given to the Committee, January 26, 2005, regarding **HB 2072, Authorizing tuition and fee waivers for certain military personnel and dependents.** (Attachment 1)

The Chairman opened the hearing on **HB 2055: Mathematics and science teacher service scholarship program.**

Letters from Emporia State University - Tes Mehring, Dean (Attachment 2) and J. Phillip Bennett, Associate Dean (Attachment 3) were sent to the Higher Education Committee as written notification in support of **HB 2055.**

Letters in support of **HB 2055** received from Kansas State University - Michael C. Holen, Skeen Professor and Dean of Education (Attachment 4) and The University of Kansas - Dr. Fred Rodriguez, Interim Dean were presented to the Chairman in support of bill (Attachment 5) by Representative Pat Colloton, Representative for the 28th District.

Representative Colloton testified for herself and Representative Eric Carter in support of two year scholarships for future math and science teachers in Kansas. (Attachment 6)

Dr. Andy Tompkins, Commissioner of Education provided information on teacher recruitment and retention needs in our state. Dr. Tompkins stated the State Board's strategic goals are to "recruit, prepare, support, and retain a competent, caring and qualified teacher for every classroom and leader for every school." Dr. Tompkins stated that this bill matches the intent of the State Board's goal. (Attachment 7)

Bill Reardon, representing the Kansas City, Kansas U.S.D. 500 endorsing **HB 2055**. Mr. Reardon testified that their school initiated several programs within their district to recruit teachers in high need areas. Mr. Reardon stated that they highly endorse **HB 2055** with provisions added to ensure employment in high need

CONTINUATION SHEET

Minutes of the House Higher Education Committee at 3:30 P.M. on February 2, 2005 in Room 231-N of the Capitol.

districts and to include alternatively licensed candidates. (Attachment 8)

Chairman Sloan welcomed Diane Lindeman, Director of Student Financial Assistance, for the Kansas Board of Regents. Ms. Lindeman stated that the Kansas Board of Regents is in full support of student assistance programs that benefit students and ultimately, the State of Kansas. Ms. Lindeman stated that they explicitly support the objectives of the proposal, but strongly recommend that rather than creating a new scholarship program, that key aspects of **HB 2055** be included in the Kansas Teacher Service Scholarship Program. (Attachment 9)

Steven B. Case, Ph.D, from the University of Kansas, presented testimony for himself and not for the University of Kansas. Dr. Case stated that this bill begins to address a critical issue. (Attachment 10)

Chairman Sloan opened the floor to questions.

Representative Storm questioned Dr. Thompkins about the number of vacant positions in math and science. Dr. Thompkins provided a 5 year summary of teacher vacancies. (Attachment 11) Dr. Thompkins responded to questions presented by Representatives Horst, Otto, Pottorff, Kreibel, Sharp, and Horst regarding percentages of graduates with degrees in math and science actually going into teaching; questions regarding staffing in rural or urban areas of greatest needs, requirements to become a science teacher, and procedures needed to apply to receive scholarships.

The hearing on **HB 2055** was closed by Chairman Sloan at 4:40 p.m.

The Chairman opened the hearing on **HB 2063: Concerning residency determinations at state educational institutions; providing for appeals relating thereto.**

Representative Flora testified for Sean Gatewood who was to testify, but was unable to attend, due to previous changes in hearing dates. Representative Flora provided a background from last year's hearings. Mrs. Gatewood applied at Pittsburg State and received instate tuition status. Mrs. Gatewood decided to further her education and transferred to KU for her pharmaceutical degree. KU denied Mrs. Gatewood instate tuition status. Pittsburg State's contiguous county admission policy entitled Mrs. Gatewood to receive instate tuition at Pittsburg State even though she graduated from a Missouri high school. (Attachment 12) Art Griggs, Office of the Revisor also reported that last year's bill on this subject that was passed by the House of Representatives did not have the appeal feature of section 2 of **HB 2063**.

Conferee Mary Prewitt, General Counsel, Kansas Board of Regents testified regarding **HB 2063**. Ms. Prewitt indicated that under the current system, residence status for tuition purposes are determined by personnel in the registrar's or admissions office of each institution based upon the information contained in the student's application for admissions. Pittsburg State has a special residency factor, and determination is be made on the basis of the facts as they exist at the time of enrollment. (Attachment 13)

Chairman Sloan opened the floor to questions.

Representatives Sharp, Menghini and Otto questioned Ms. Prewitt about the procedures used by universities to determine residency status. Representatives Horst and Kuether asked Ms. Prewitt to elaborate on the appeal processes at universities.

Representative Phelps inquired about a settlement or refund to the Gatewood's. Ms. Prewitt stated that Mrs. Gatewood's entitlement to residency fees was still pending, until the determination of accuracy of Pittsburg State records were determined.

The hearing on **HB 2063** was closed at 5:00 p.m.

Chairman Sloan opened the hearing on **HB 2064: Providing for work placements in state agencies for university faculty and staff.**

CONTINUATION SHEET

Minutes of the House Higher Education Committee at 3:30 P.M. on February 2, 2005 in Room 231-N of the Capitol.

Chairman Sloan welcomed Bob Masters who presented testimony for Reginald L. Robinson, President & CEO, Kansas Board of Regents who was unable to attend. Mr. Masters stated to the committee that this bill encourages and promotes the placement of state university faculty and staff into work experiences in non-university state agencies and agency projects that would strengthen their teaching skills or other aspects of job performances. (Attachment 14) He also stated that current law permits this process, but that **HB 2064** would require active efforts to achieve the placements.

The hearing was opened for discussion and questions.

Dr. Masters responded to Representatives Carlin's and Horst's questions regarding pay, benefits and retirement issues, addressed in the bill.

Chairman Sloan asked Dr. Masters to furnish the figures for participants in the current program.

Hearing closed on **HB 2064** at 5:10 p.m.

HB 2065: Establishes a business workforce training advisory group to exchange information between the advisory group and the presidents of Kansas community colleges and technical colleges.

Chairman Sloan opened the hearing on **HB 2065**. Dr. Blake Flanders, Director of Career and Technical Education for the Kansas Board of Regents and liaison to the Kansas Department of Commerce as a Director in the Kansas 1st program provided testimony to the committee. Dr. Flanders testified in support of the goals and objectives of **HB 2065**. Dr. Flanders stated that a business workforce training advisory group could give guidance to Presidents of community and technical colleges and enhance the technical training system by increasing capacity and aligning the system to meet both current and emerging needs. (Attachment 15)

Chairman Sloan opened the floor for discussion and questions.

No questions were asked by the committee.

Chairman Sloan closed the hearing on **HB 2065**.

The meeting was adjourned at 5:20 p.m.

The next meeting is scheduled for February 7, 2005, at 3:30 p.m. in RM. 231-N.

HOUSE HIGHER EDUCATION COMMITTEE GUEST LIST

DATE Feb 2 2005

NAME	REPRESENTING
Jon Josseland	Univ. of Kansas
Rich MORRELL	" " "
Cindy DERRIN	Univ. OF KANSAS
Matthew Johns	Intern for Rep. McKinney
Amy Tangling	KSDP
Rob MEACH	HEW Law Firm
David Monical	Wash Burn
Paula Wilson	SRS
Richard Samaniga	Kenny & Assoc.
Kip Peterson	KBOR
DICK CARTER	TCG
ERIC Sexton	W SU
RUSSELL MILLS	GACHES
Sheila Graham	KACCT
Juni Rose	KACCT
Shannon Bell	KBOR
Ashley Wendler	Intern for Rep. Storm
JOHN DOUGHERTY	ESU
SUE PETERSON	LC-STATE

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—
HOUSE OF
REPRESENTATIVES

COMMITTEE ASSIGNMENTS
MEMBER: EDUCATION
FEDERAL AND STATE AFFAIRS
HIGHER EDUCATION
LOCAL GOVERNMENT

January 26, 2005

Testimony Relative to HB2072
Before the House Higher Education Committee
Everett Johnson, State Rep. Dist. 77

First I would like to give some data to which later information can be compared. After the 9/11 event, private and government money was distributed to the dependents of those who were killed. The families of those who worked in the Towers; brokers, businessmen, etc. were compensated in excess of three million dollars. The dependents of firefighters and police were compensated in excess of four million dollars.

In contrast, the family of a military person killed performing his/her duty receives a death benefit of only twelve thousand dollars. If eligible, the family could also receive eight hundred dollars a month plus 200 per month for each dependent child.

HB2072 would provide eight semesters of free tuition at any Kansas higher education institution for the surviving spouse and each dependent for:

a resident of Kansas in the military who was killed while performing his/her military duties,

a Kansas first responder (police officer, fireman, emergency medical technician) killed while performing his/her duties,

and, for a Kansan who was a prisoner of war, HB2072 would provide eight semesters of free tuition at any Kansas higher education institution.

Compared to the compensation afforded the dependents of the 9/11 victims, this doesn't seem like much. I just think we owe them something!



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THE TEACHERS COLLEGE
OFFICE OF THE DEAN
Campus Box 4036

January 31, 2005

Tom Sloan
Chair, House Higher Education Committee
State Capitol
Topeka, KS 66612

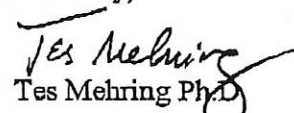
Dear Chairman Sloan,

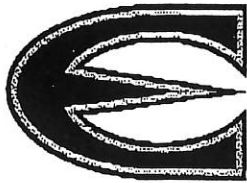
Dr. Phil Bennett asked me to write a letter of support for HB 2055. I am more than happy to do so. Given the shortage of math and science teachers nationwide, and in the state of Kansas, I am very happy that our state government is taking a strong look at efforts that can be implemented to hopefully encourage individuals to seriously consider teaching in P-12 schools in these disciplines. Emporia State University has a very healthy track record in terms of preparation of math and science teachers. During the past ten years, we have prepared 109 math, 93 biology, 18 chemistry, 8 earth science, 12 general science, 28 physical science, and 18 physics teachers. While these numbers exceed most Kansas teacher preparation program numbers, more individuals will likely consider pursuing teaching careers in math and science if the incentives proposed in HB 2055 are implemented.

I sincerely appreciate the efforts of our Kansas legislators to take a serious look at teacher shortage disciplines affecting our state. Proactive planning now will hopefully reduce and potentially alleviate the need for highly qualified teachers in math and science in the future. Thank you for your efforts!

If you need additional support and/or information from Emporia State University regarding numbers of candidates completing teaching degrees, please feel free to contact me. Best wishes in garnering support for this important piece of legislation.

Sincerely,


Tes Mehring Ph.D.
Dean



EMPORIA STATE UNIVERSITY

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THE TEACHERS COLLEGE
OFFICE OF THE DEAN
Campus Box 4036

January 31, 2005


Representative Tom Sloan, Chairman
House Higher Education Committee
State Capitol
Topeka, KS 66612

Dear Representative Sloan,

I am writing this letter in support of House Bill 2055 by Representatives Colloton and Carter. There is a great need for mathematics and science teachers for grades five (to include middle level) through 12. A shortage already exists, especially in rural areas and small school districts; projections are that this shortage is expected to worsen within the next few years. Scholarships that are proposed through HB 2055 will provide an incentive to those with expertise in mathematics or science to pursue a career in teaching rather than some other area. I urge you to generate all the support possible toward passage of this bill.

Thank you very much for your support.

Sincerely,



J. Phillip Bennett, Ph.D.
Associate Dean

An Equal Opportunity Employer

House Higher Education Committee

2/2/05

Attachment 3



College of Education
Office of the Dean
6 Bluemont Hall
1100 Mid-Campus Drive
Manhattan, KS 66506-0001
785-532-5525

The Honorable Tom Sloan
House of Representatives
Chairman of the Higher Education Committee
Room 446 North
State Capitol
Topeka, KS 66612

Dear Mr. Sloan:

Please accept this letter as support for House Bill No. 2055 (Representatives Colloton and Carter) related to the establishment of a mathematics and science teacher service scholarship program. As the Dean of Education at Kansas State University for the past 15 years, I have seen a consistent pattern of significant shortages of high quality candidates preparing to become mathematics and science teachers to serve the needs of students in Kansas schools across the entire state. During the same period, the demand for strong science and mathematics skills in the Kansas workforce has increased dramatically.

This bill is responsive to the economic development imperatives for our state. High quality instruction in mathematics and science is one important key to our competitiveness in attracting higher paying industries to Kansas. It is also a gateway to economic success of our state's sons and daughters.

I commend Representatives Colloton and Carter for recognizing and responding to this high priority issue. Positive action on HB 2055 would be an important step in addressing a widely acknowledged need. Thank you for your consideration on this matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael C. Holen".

Michael C. Holen
Skeen Professor and Dean of Education
Kansas State University

cc: State Representative Pat Colloton

The University of Kansas

School of Education
Office of the Dean

February 1, 2005

Representative Tom Sloan, Chair Higher Education Committee
State Capitol
Topeka, KS 66612

Dear Mr. Sloan:

I have had the opportunity to review House Bill no. 2055 – Math and Science Service Scholarship Program.

As you well know, teacher education programs are having more difficulty attracting potential future teacher candidates to these two areas – mathematics and science. This bill appears to address a high need in the State of Kansas. We support the bill for the very reason that if we can financially support students via the scholarship this bill endorses – we may be better positioned to attract, retain and graduate a greater number of teachers with these credentials.

You have our support and very best wishes as you move this bill along for passage.

Sincerely,



Dr. Fred Rodriguez
Interim Dean

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HOUSE OF REPRESENTATIVES

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pat@patcolloton.com

PAT COLLOTON
28TH DISTRICT

February 2, 2005

Chairman Tom Sloan
House Higher Education Committee
State Capitol
Topeka, KS 66612

Dear Chairman Sloan and Committee Members,

Representative Eric Carter and I are sponsoring HB2055 in order to provide scholarships for future math and science teachers in Kansas. Specifically the bill offers a two-year tuition scholarship to students in math or science education who agree to stay and teach in Kansas for four years after they graduate.

There is a shortage of math and science teachers in the middle and high schools of Kansas. Keeping in mind our current budget restraints, we designed this bill in consultation with the Commissioner of Education at the Kansas Department of Education, the Deputy Commission of Education for Finance at the Kansas Department of Education and the Deans of the Education Colleges at KU, K State and Emporia State which are the universities in Kansas who graduate most of our teachers. We sought to spend as little money as possible and still create an incentive to college students to become math or science teachers who stay in Kansas to teach.

The Dean at KU asked that we expand our definition to include those in science and math who return to college to get teaching degrees. There is a Masters in Education at KU that does this and our definition in HB 2055 applies to it. Dean Rodriguez tells us that about one third of their math and science graduates at KU come from this program.

The Dean at KU thought that this bill will not only appeal to education students but will serve as an enticement to students in math in science who are considering teaching over careers in industry or research. The KU School of Education has so far not been particularly successful in attracting these students and this will be promoted in the College of Letters and Science.

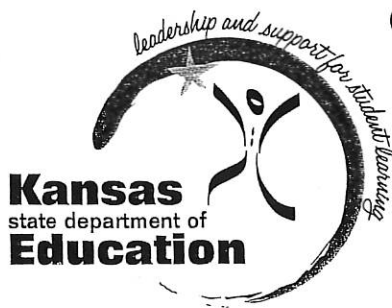
We chose targeted math and science teaching scholarships because this supports the state's bioscience initiative and would improve education for all students in Kansas. We provided a sunset for this scholarship program after five years in the hope that it will have served its purpose.

Respectfully submitted,

Pat Colloton

Representative Pat Colloton

House Higher Education Committee
2/2/05
Attachment 6



Office of the Commissioner

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February 2, 2005

TO: Kansas House Higher Education Committee
FROM: Dr. Andy Tompkins
Commissioner of Education
SUBJECT: House Bill 2055 - Information

I have been asked to provide you with some information on teacher recruitment and retention needs in our state. The three major data sources that I use with groups across this state to highlight our need for encouraging more people to enter the teaching profession are as follows:

- a. 35% of our teachers are eligible for retirement in the next five years
- b. 39% of our teachers leave the profession in the first six years of practice
- c. we have had a 25% decline over the past five years in the number of persons prepared to teach who actually enter the profession

Each year in August, we conduct a survey of schools to determine which teaching positions are not filled prior to the beginning of the school year. Mathematics and science are areas where there is currently a great need, and we anticipate that need to increase in the future.

Even though the State Board has not taken a position on this specific bill, one of the board's three strategic goals is to "recruit, prepare, support, and retain a competent, caring and qualified teacher for every classroom and leader for every school." Certainly, this bill matches the intent of the State Board goal.

KANSAS CITY, KANSAS U.S.D. 500

Bill Reardon

HOUSE BILL No. 2055

By Representative Colloton and Carter

Incentives to encourage mathematics and science teachers to enter the profession should be a priority for the state of Kansas. Staffing in these areas becomes increasingly more difficult each year. With the requirements of No Child Left Behind in regards to student achievement and highly qualified teachers, it is imperative that the pool of qualified mathematics and science teachers be dramatically increased.

Our school district has initiated several programs within our district to recruit teachers in high need areas. Our Grow Your Own teacher program was started in 1997. This program provides scholarships to our own students to enter the teaching profession and return to Kansas City, Kansas to begin their teaching career. We currently have six teachers employed in our district from this program with 25 additional currently in teacher education programs.

Our district has also participated in alternative certification programs with Pittsburg State University and the University of Kansas. These programs allow persons with content area degrees to begin teaching while working with universities to complete teacher education programs. We currently have 125 teachers employed through these programs. Many of these are in the area of mathematics and science. These programs have allowed us to partially deal with the lack of qualified teachers.

Urban school districts also face the challenge of recruiting teachers to areas with high concentrations of at-risk and bilingual students. Any scholarship program should address this issue with specific incentives for accepting employment in school districts with a large proportion of students with special needs. Increasing the supply of educators without measures to ensure employment in high need districts will not solve the teacher shortage issue.

The scholarship program should also be available to teacher candidates in alternative licensing programs. Since the program is designed to grant scholarships over the final four semesters of the teacher education program, alternative programs are equivalent to the work completed within the traditional program during these semesters. In this way, the program can assist persons with mathematics and science degrees and actual work experience, to transition into the field of education helping to alleviate the teacher shortage.

The Kansas City, Kansas Public School System highly endorses House Bill No. 2055 with provisions added to ensure employment in high need districts and to include alternatively licensed candidates.



KANSAS BOARD OF REGENTS

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Testimony regarding HB 2055 House Higher Education Committee

February 2, 2005

Diane Lindeman
Director of Student Financial Assistance
Kansas Board of Regents

Good afternoon Chairman Sloan and members of the committee. My name is Diane Lindeman and I am the Director of Student Financial Assistance for the Kansas Board of Regents. I am here today to provide testimony regarding HB 2055.

HB 2055 would establish a new service scholarship program that would award scholarships to students enrolled full-time in approved courses of instruction leading to certification as teachers in mathematics and science.

HB 2055 specifies that preference shall be given to students who have completed at least 60 credit hours in an approved course of instruction; scholarships are awarded for not more than two academic years of study; and that once coursework has been completed and the student begins teaching that they must teach on a full-time basis for a period of not less than four years, or on a part-time basis in which the period of time for teaching would be equivalent. The proposed program has a maximum ceiling of 50 new scholarships awarded per year. If the new program were implemented, additional funding of \$250,000 would be required to fund 50 awards at \$5,000 per year (\$2,500 per each semester) for the first year.

Currently, a program of a similar nature exists – the Kansas Teacher Service Scholarship. This program awards scholarships to students enrolled in teacher education programs that are considered hard-to-fill disciplines or underserved geographic areas in the state. The math and science disciplines have been defined as hard-to-fill disciplines for the last several years. Because the current program must be awarded across disciplines and to students planning to teach in underserved areas, a number of eligible students are left unfunded. For example, during the 2004-05 Academic Year, there were 24 eligible¹ mathematics applicants and 10 eligible science applicants. However, only 3 students were awarded in each discipline.

The Kansas Board of Regents will consistently support student assistance programs that will benefit students and, ultimately, the state of Kansas. So, let me say explicitly that we support the

¹ Ineligible students are considered applicants who have incomplete applicant files, low grade point averages, or are freshman and sophomore students.

objectives of this proposal. However, we strongly recommend that rather than creating a new scholarship program, you fold the key aspects of HB 2055 into the existing Kansas Teacher Service Scholarship Program.

Thank you for the opportunity to comment. I will be happy to address any questions that you might have.

Mathematics and Science Teacher Service Scholarship Program House Bill No. 2055

Steven B. Case Ph.D.
Pathfinder Science L.L.C.
Center for Science Education
Center for Research on Learning

8311 Maple Lane
Overland Park, KS 66207
<http://home.everestkc.net/scase001>
913-488-8787

Thank you for letting me come and speak with you today. I would like to offer support for House Bill No. 2055 as one piece of a complex support network that is absolutely necessary for mathematics teachers. Rather than recite the numbers and need for mathematics and science teachers in the State of Kansas, numbers I am sure that you are well aware of, I would rather explore what this bill could mean to mathematics and science teachers through personal stories.

I was a twenty year secondary classroom science teacher in Kansas. During this time I also spent:

- Twenty two years running summer nature and science programs
- Twelve years as resident director of a Tallgrass Prairie Nature Center
- Olathe Chamber of Commerce Board Member (Convention and Visitors Chair)
- Olathe Leadership Program

During my teaching career:

- **Presidential Award for Excellence in Science Teaching - 1990**
National Science Foundation - \$7500.00 award.
- **Outstanding Biology Teacher Award - 1990**
National Association of Biology Teachers
- **Tapestry Grant – 1990, 1991**
1990 - A \$10,000 grant from Toyota Motor Company to develop student environmental monitoring
1991 - Second year award \$25,000
- **Prairie Center Grant - 1991**
\$10,000 community access grant for education programming
- **Award for Excellence in Environmental Education - 1991**
Kansas City Chamber of Commerce
- **American Association for the Advancement of Science, Exemplary Educator – 1992**
Presentation in Washington, D.C.
- **Christa McAuliffe Fellowship – 1993**
\$30,000 fellowship to introduce Geographic Information Systems into the high school science curriculum.
- **Immroth Intellectual Freedom Award-1996**
The John Phillip Immroth Memorial Award honors intellectual freedom fighters in and outside the library profession who have demonstrated remarkable personal courage in resisting censorship. The award consists of \$500 and a citation. Intellectual Freedom Round Table (IFRT) of the American Library Association (ALA)
- **PEN/Newman's Own First Amendment Award Finalist - 1996**
PEN American Center
- **Tandy Technology Scholar – 1998**
\$2500.00 award

For the past seven years I have been at the University of Kansas Center for Science Education / Center for Research on Learning. At the University of Kansas I have received;

- **Technology Innovation Challenge Grant - 1997**
\$4.1 Million dollar grant - U.S. Department of Education for the Kansas Collaborative Research Network. Grant author and Principal Investigator.
- **Over the Top in TEaMS Grant - 1997**
\$3.6 Million dollar CPMSA grant from the National Science Foundation. Consultant on writing and Project Coordinator for University of Kansas.
- **Paul F. Brandwein Fellow - 2001**
- **NSF Teacher Enhancement Grant – 2001**
\$1.2 Million Dollars over three years, Extending Scientific Investigations through Geographic Information Systems
- **ATT Foundation Grant – 2002**
\$250,000 over two years, Online course development to Extend Project-based Learning – scientific inquiry, using geographic information systems.

I do not usually trot out my credentials however, being a member of the Kansas Exemplary Education Network and having worked with Kansas teachers for thirty years, I can state in all humility that this is not an uncommon record for many teachers in Kansas.

During my first year as a teacher, I just missed qualifying for the IRS earned income credit meaning that I was living just above poverty level. I was asked if I wanted by paycheck over nine months or if I wanted to spread out over twelve months. The twelve month option meant that I could barely pay the rent but could not eat unless I took a second job.

In 1995 I felt that I need a deeper understanding of biologic research. I was offered an internship at a biotechnology company in San Francisco, Genentech, in protein engineering. After the internship I was offered a job that paid twice my current teaching salary to stay. I choose to stay in education and bring my research experience to the classroom.

Classroom teachers are committed to life-long learning. They are also professionally required to continue their education. Current legislation increases this pressure to insure well qualified teachers are in every classroom. This is very difficult financially for classroom teachers, particularly when they have other options.

I am here today to speak for teachers younger then I. I do not want them to find themselves in the position that I am, fifty years old with significant student loan debt that I will continue to pay on until I am sixty five years old.

Two of my students, Scott and Kylee Sharp of Lawrence, Kansas are both biology teachers. Only one is currently teaching. (Side health care issue in small districts)

Because of the number of science teachers who are graying and will retire in the near future añ the rate at which new teachers are leaving education, this bill begins to address a critical issue.

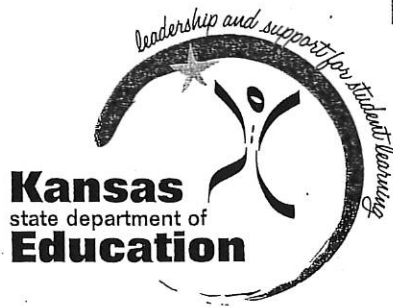
The Bill

Line 20 page1 – qualified students - “Why resident – we need to attract mathematics and science teachers. As long as they are going to Kansas Schools and do their teaching obligation in Kansas, why not attract students to the State?”

Line 5 page 2 - Good for three years? KU has a five year program and students struggle with paying for the fifth year. At the graduate level, takes three years to get an MA, especially while working as a full time teacher.

Line 34-35 Page 3 – “Degree in the field of education” - Can this scholarship apply to graduate programs in CLAS science discipline degrees? We are working on terminal masters programs in the sciences at KU. NCLB requirement for well qualified teachers requires additional science/mathematics courses.

As much as it pains me, should the amount of the scholarship be slightly higher for physics and chemistry teachers.



Division of Fiscal and Administrative Services

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August 19, 2004

FROM: Dale M. Dennis, Deputy
Commissioner of Education

SUBJECT: Teacher Vacancies

As of August 1, 2004, there are 69 unified school districts with approximately 294.53 teacher vacancies compared to 350.74 at the beginning of the 2003-04 school year, 402 at the beginning of the 2002-03, 512.4 at the beginning of the 2001-02 school year, and 530.1 vacancies at the beginning of the 2000-01 school year. Listed below is a summary and comparison of the information submitted by the school districts.

We also asked the districts how many 2004-05 certified personnel positions were filled on a temporary basis (one year or less). The total statewide response was 147.7 positions.

SCHOOL DISTRICTS WITH NO TEACHER VACANCIES --- 232

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
ELEMENTARY					
Counseling	8.0	15.3	4.0	6.5	4.5
Music	18.0	19.0	11.2	10.25	8.25
Special Education	73.5	66.4	56.8	50.33	41.0
Other	120.5	85.7	78.0	90.15	64.0
MIDDLE SCHOOL					
Counseling	2.0	3.8	3.0	3.2	3.45
Business	2.0	1.0	1.0	1.0	1.0
Foreign Language	4.8	4.0	4.5	8.0	4.3
Math	14.1	7.5	11.0	9.0	6.0
Music	10.6	10.4	7.2	5.75	4.95
Science	11.5	7.5	5.5	4.25	3.25
Special Education	31.0	49.7	34.6	27.33	25.5
Technology	3.0	1.3	2.2	2.25	2.0
Other	34.0	28.8	29.6	25.4	9.2
HIGH SCHOOL					
Counseling	1.5	3.9	4.0	2.3	3.55
Business	14.0	17.5	7.0	4.5	3.2
Foreign Language	14.3	16.3	14.6	10.79	9.39
Industrial Technology	5.0	10.0	9.0	7.5	3.5
Vocational		12.5	6.0	7.0	5.14
Math	16.1	19.0	13.5	12.9	10.5
Music	17.7	12.6	10.5	5.5	3.5
Special Education	50.5	58.9	42.5	23.74	31.5
Technology	4.0	3.9	3.3	0.5	6.5
Other	74.0	57.4	43.0	32.6	40.35
TOTAL	530.1	512.4	402.0	350.74	294.53

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Testimony on House Bill 2063

Presented by Sean Gatewood

I. Last years version of this bill had two primary objections.

A. The first objection was by the Board of Regents. The Board claimed they had too little manpower to handle the extra workload.

1. This issue was addressed in the current form of the bill by requiring the universities to utilize one member of each of its staff to make up the new applet body on the rare instance or its use.

B. The second objection was that the legislature does not write law for just one person.

1. I contend that not only does the legislature write law for one person if there is a problem that has only affected one person it is the states duty to address the issue before the problem gets to be more prevalent.

II. This year I have attempted to work with the Board of Regents between sessions with no success.

Testimony on bill # 3526
Presented by G. Sean Gatewood

- Graduated High School in Mt. Vernon, MO. 5/97
 - Attended Missouri Southern State University Joplin, MO. 8/97-5/00
 - Transferred to Pittsburg State University. 8/00
 - Applied for Contiguous County and was accepted. 8/00
 - Moved to Pittsburg, KS. 3/01
 - Applied to University of Kansas. 10/02
 - Applied to KU School of Pharmacy. 1/03
 - Entered a contract to Purchase Home in Topeka. 2/03
 - Notified by KU admissions and scholarships that initial decision of residency was out of state and to contact the registrars office. 2/13/03

 - Applied for in state tuition through KU registrars office. 2/03
 - Decision was made by the Registrars office to deny in state tuition 2/20/03 citing:
 1. Failure to demonstrate intent to make Kansas a permanent home indefinitely.
 2. Failure to demonstrate that she is residing in the state for purposes other than educational.
- Assistant to the Registrar – **Renee Wiesner**
-
- The decision was appealed through the university. 3/03
 - Accepted to the KU School of Pharmacy. 4/03
 - Notified the appeals committee denied appeal for instate tuition for Spring/03. 4/03

- Closed on house in Topeka. 4/22/03
- Applied for instate status at Pittsburg State and was granted residency status. 4/03
Registrar --- **Lee Christensen**
- Received a letter that stated an Error was made by KU, on their previous residency decision, documentation was not reviewed and they needed more documentation. 5/1/03
- Denied residency status again from KU registrar. 5/12/03
- Appealed the decision through the University. 5/03
- Notified by the Appeals committee that they had denied residency status due to the same above cited reasons. Secured an attorney to file a judicial review but due to cost and fees the petition was never filed. 5/23/03
Attorney – **John Solbach**
- Meet with Registrar at KU to discuss how to obtain instate residency status. 8/03
Registrar – **Richard Morell**
- Applied for residency status for the spring semester of 2004. 11/03
- Received denial letter. 12/2/03
- Met with Vice Provost for Student Success to discuss the disision. 12/03
Vice Provost --- **Marlesa Roney**
- Received E-mail from the Vice Provost siding with the original decision. 12/19/03
- Appealed the decision and are now awaiting a decision form the appeals committee. 1/03



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Testimony regarding H.B. 2063 House Higher Education Committee

February 2, 2005

Mary D. Prewitt
General Counsel, Kansas Board of Regents

Chairman Sloan and members of the Committee, I appreciate this opportunity to appear before you to comment on House Bill 2063 which proposes to make changes to the laws regulating residence for tuition purposes at the six state universities.

Under the current system, residence status for tuition purposes is determined by personnel in the registrar's or admissions office of each institution upon the information contained in the student's application for admission. This allows the determination to be made on the basis of the facts as they exist at the time of enrollment.

In House Bill 2063, Section (1)(a) through (c) binds a registrar or admissions officer to a determination of residency previously made at another institution unless the facts pertaining to the student have changed since the previous determination was made. It will still be necessary, if this bill becomes law, for each registrar or admissions officer to review the facts determining residency for each student as they exist at the time of enrollment. The bill specifies that the previous residence determination must also be considered in the determination and will be binding if the student's circumstances have not changed. These sections will have little, if any, effect on the current practices at the state universities.

Subsection (d) states that the provisions of this bill would override the provisions of K.A.R. 88-2-1. The Board has two objections to this provision. First, it is a fundamental tenet of common law that statutes always prevail over conflicting regulations. Thus, there is no reason to include this provision unless something more is intended. Since the purpose of the regulation cited is to allow a registrar who has discovered new or additional information about a student to change a previous residence determination that was made in error, this provision almost seems to contradict the law set out in the earlier provisions of the bill. Moreover, this section could be interpreted to mean that a registrar is tied to a previous determination even if evidence now indicates that determination was made in error.

It should be acknowledged that this bill was originally drafted and introduced last year in response to a particular case in which a different determination regarding residency appeared to have been reached on the same facts by two different state universities. The dates in subsection (e) of the bill were inserted to limit the effect of the bill to addressing this one special case.

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Since the student who was the subject of concern in that case has now attained resident status there is no need for this special legislation.

So to summarize Section 1 of the bill, it is questionable whether a need for the provision actually exists since it would not change current practice nor address the special case it was originally drafted to address. Moreover, to the extent it did have any effect, the section could restrict the ability of the state universities to correct erroneous residence determinations when additional information is received.

Section 2 of the bill creates a new appellate board within the office of the Board of Regents to hear appeals from residence determinations made at the six universities. The CEO of the Board would be required to appoint a board comprised of one person from each of the six state universities. Currently, state statute requires the board to prescribe guidelines for the composition and procedure of a residence committee at each institution. The Board has done that by regulation and those committees are functioning efficiently. Committee members may be aware of a recent example from Kansas State that has been in the news. In that case, a woman who had been classified as a resident for tuition purposes because of her marriage to a military serviceman was reclassified as a nonresident when she obtained a divorce. Many viewed this reclassification as unfair since she had, as a single woman prior to her marriage, lived in Kansas long enough to qualify as a resident in her own right. She appealed the determination to the institution's residence appeal committee and they recently determined that she should, in fact, be classified as a resident. Under current law, that determination is final.

Since section 2 of this bill contains no provision repealing existing law, the appellate board it does create would be layered upon the appellate system already in place creating unnecessary duplication of effort. In addition, creating an appellate board that functions out of the central Board office consisting of members from each institution would require the expenditure of travel funds and additional staff time in the Board office. The current system for appeals is working and there is no justification for creating a new system that would require additional time and expense to administer. We would urge you to reject the bill for those reasons.

I appreciate the attention you've given to these comments. I would be happy to address any questions you have.



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Testimony on HB 2064 House Higher Education Committee

February 2, 2005

Reginald L. Robinson
President & CEO, Kansas Board of Regents

Good afternoon Chairman Sloan and Members of the Committee. Thank you for the opportunity to appear before your Committee. I am here on behalf of the Kansas Board of Regents to comment on HB 2064.

HB 2064 encourages and promotes the placement of state university faculty and staff into work experiences in non-university state agencies and agency projects that would strengthen their teaching skills or other aspects of job performance. We think this idea has merit.

We support the idea of engaging university faculty and offices of state government in the kind of mutually beneficial exchange contemplated by this piece of proposed legislation. We believe that faculty members involved in such an effort would benefit from having the opportunity to use their skills and talents in the state agency world of policy making and policy implementation. This sort of experience could also add a valuable dimension to the classroom teaching experience that would enrich the learning opportunities for students across the state. We also believe that state agencies and the Kansans those agencies are intended to serve would benefit from the knowledge and expertise that faculty members would share in the course of their tenure with state government. We are proud of our university faculty members and believe they have much to offer state government. In fact, many state university faculty members are already called upon from time to time to lend their expertise to policy makers. That work constitutes an important aspect of the universities' service mission, and we believe that it is useful to pursue opportunities to expand those connections.

The Committee might be interested to know that a somewhat similar program has been in place since 1991 for community colleges and technical institutions. Under K.S.A. 72-4467, also known as the Kansas Technology Innovation and Internship program, faculty from those sectors have been able to access internship opportunities in business/industrial settings. These internships have provided faculty with opportunities to upgrade technical skills through direct experiences in business and industry. The internships have been utilized by faculty delivering instruction within a career and technical education program. In order to maximize student benefit, the internship must be directly related to the participant's occupational objective. The internship salary typically equals the instructor's monthly salary, not exceeding \$6000 unless otherwise approved by the Kansas Board of Regents staff.

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So, in short, we think this is a good idea. But we believe that there are some issues that should be considered as you consider this legislative proposal.

First, we would prefer permissive, rather than mandatory statutory language. The statutory language that established the Kansas Technology Innovation and Internship program (the community college and technical institution program I mentioned earlier) is permissive rather than mandatory in its key respects. We think there is much to be said for that approach, particularly at the outset.

For example, the current proposal requires the Board of Regents to identify three faculty members (we assume this would be an annual requirement, although the proposal is silent on that point) for participation in this proposed program. That sounds easily achievable, and in fact, it may be. But we don't know. We have no real sense of what kind of faculty demand is out there for involvement in this kind of initiative, so we have concerns about establishing a mandatory level of participation through legislation. The uncertainty regarding demand is matched by uncertainty on the supply side.

We have no information, at this point, for example, of what types of positions might be available in state government through such a program. The nature of positions available will, of course, have a significant effect on the level of faculty interest in the initiative. And, not only must there be sufficient faculty interest and available state agency positions, there must be matches between the two, that is, the particular faculty identified must be suitable for the available positions in state government. Again, that may not be a difficult thing to achieve in practice. But, the point is, at this stage we should be mindful of these issues before establishing such a program with the force of statutory law.

In addition, the proposal is silent regarding how the initiative would be funded. Does it contemplate an appropriation of funds to the Board of Regents to compensate faculty members during the tenure of their state agency service? Would state agencies receive dollars to provide such compensation? In addition, it would seem that before such an initiative was codified in law, it would be useful to have more clarity about just what level of stipend would be necessary to achieve the level of participation necessary to make this effort as successful and as mutually beneficial as it could be.

Finally, it is important to point out that current law already enables state entities, such as agencies and universities, to participate in the type of exchange that HB 2064 encompasses. K.S.A. Chapter 75, Article 44 provides for the "interchange of governmental employees" between state entities. Is new legislation that mandates this practice necessary when enabling statutes are already on the books?

To conclude, while we have concerns about the mandatory nature of the proposal and believe that many important issues should be resolved before such an initiative assumes the force of law, we think this is a positive idea that could provide mutually beneficial opportunities for university faculty and state agencies. Students and the state's policy making process could benefit as well. We look forward to working with this Committee and others to resolve the open questions that should be resolved before a program such as this one is established in law.

Thank you for the opportunity to comment. I will be happy to answer any questions.



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Testimony on HB 2065 House Higher Education Committee

February 2, 2005

Dr. Blake Flanders Director of Career and Technical Education

Good afternoon Mister Chairman and members of the committee. My name is Blake Flanders and I am the Director of Career and Technical Education for the Kansas Board of Regents. I also serve as a liaison to the Kansas Department of Commerce as a Director in the Kansas 1st program. I am here on behalf of the Kansas Board of Regents to comment on HB 2065.

General Overview

HB 2065 establishes a business workforce training advisory group to exchange information between the advisory group and the presidents of Kansas community colleges and technical colleges.

Currently, committees addressing workforce development needs specific to education exist at both the state and local level. At the local level, technical program advisory committees give advice to both secondary and postsecondary program faculty and administration in areas such as curriculum and instruction, program review, procurement of equipment and staff development opportunities. Statewide, the Kansas Council of Career and Technical Education provides direction to secondary and postsecondary career and technical educators, especially items related to the state plan as a requirement of the Carl D. Perkins Vocational and Technical Education Act. However, the business workforce training advisory group established by HB 2065 would serve a statewide need focusing primarily on postsecondary education and the current and future training needs of business.

HB 2065 will continue to strengthen the partnership between the Kansas Board of Regents and Kansas Department of Commerce by designating the Secretary of Commerce or the Secretary's designee as chairperson of the committee. Historically, Board of Regents' staff has collaborated with Commerce staff on workforce training programs such as Kansas Industrial Training (KIT), Kansas Industrial Retraining (KIR), and Investments in Major Projects and Comprehensive Training (IMPACT). Recently, the Kansas Economic Growth Act authorizes the Secretary of Commerce to make direct investments in educational and related workforce development institutions for the purpose of promoting improvements in workforce development, human capital, training expertise and infrastructure. Beginning on July 1, 2004 the agencies jointly

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funded a position that serves as a liaison from the Kansas Board of Regents to the Kansas Department of Commerce in the Kansas 1st program. Kansas 1st is a program designed to provide qualified employees for any employer, anywhere in Kansas, by linking job seekers, educators, and businesses into a seamless, integrated workforce development system.

The business workforce training advisory group proposed by HB 2065 could provide recommendations to the Kansas Board of Regents as Centers of Excellence for Workforce Development are identified. The group might give direction towards increasing the capacity of the technical training system by stressing the linkage of adult education programs and workforce centers to existing postsecondary training programs and encouraging the use of instruction delivered through technology. Another opportunity would be advice towards increasing the alignment of the technical training system to business and industry needs by promoting the development and expansion of relevant, rigorous technical programs that meet the needs of Kansas employers.

In summary, the Kansas Board of Regents supports the goals and objectives of HB 2065. A business workforce training advisory group could give guidance to Presidents of community and technical colleges and enhance the technical training system by increasing capacity and aligning the system to meet both current and emerging needs.

Thank you for the opportunity to comment. I will be happy to answer any questions.