

MINUTES OF THE SENATE EDUCATION COMMITTEE

The meeting was called to order by Chairman Jean Schodorf at 1:35 p.m. on February 16, 2006, in Room 123-S of the Capitol.

Committee members absent:

Committee staff present: Deb Hollon, Kansas Legislative Research Department
Theresa Kiernan, Revisor of Statutes
Shirley Higgins, Committee Secretary

Conferees appearing before the committee: Senator Dennis Wilson
Kevin Shepard, Tri-County Special Education Interlocal No.
607
Mark Desetti, Kansas National Education Association
(KNEA)

Senator Schodorf called attention to copies of the minutes of the January 31, February 1, and February 2 meetings.

Senator Teichman moved to approve the minutes of the January 31, February 1, and February 2 meetings, seconded by Senator Ostmeyer. The motion carried.

SB 566—Teachers; enacting the Teacher Education Grant Program Act

Deb Hollon, Kansas Legislative Research Department, explained that **SB 566** was based primarily on other teacher service scholarships and that the program would award grants to Kansas residents who were either a licenced teacher enrolled in a program leading to a Masters Degree or persons with an associates degree enrolled in a program leading to licensure as a special education teacher. The amount of the grant would not be more than 100 percent of the cost of attendance at the state university where the student is enrolled or 100 percent of the average amount of the cost of attendance across the state universities if the student is enrolled at an independent university or at Washburn University. There would be service obligations with this program. The student would have to complete the course of study, teach on a full-time basis in Kansas for not less than ten years, or teach on a part-time basis in Kansas for a period of time that equates to ten years of full time. The student would have to begin teaching within six months after licensure. If the service obligation is not met, the student must repay the amount they received plus interest. Administration of the program would be within the Department of Education as opposed to the Board the Regents where some of the other service scholarships are. The student would apply through the Board of Regents, and the Board would determine the student's eligibility and forward the application to the Department of Education. The bill creates two funds to handle the repayment requirements if the individual does not fulfill the obligations.

Senator Dennis Wilson, testified in support of **SB 566**, which he co-authored with Senator Derek Schmidt. He explained that the purpose of the bill was to provide an incentive for teachers to stay in the Kansas school system. He noted that there would be no grants offered for a Ph.D. He pointed out that the bill provided for postponement of payback or completion of the degree due to a medical disability or active military service. (Attachment 1)

With regard to concerns about the fiscal note on the bill, Senator Wilson commented, "We're talking about trying get money directly into the classroom. I don't know of a better way of the citizens in this state seeing money in the classroom by helping the teacher. It's very expensive to get a Masters Degree, and a lot of these teachers won't take the time because they don't have the money to do so. They want to stay in their chosen field, but it's very expensive. We think that you ought to carve out some of the \$400 million, or whatever you are going to give in this next program, to put into this grant program and administer it. I want you to understand, I'm going to be very curious how they craft this note. Obviously, we have a lot of teachers in the system now at the age that will not go back, so they can't include them, and they shouldn't. I'd imagine that there are a lot of teachers already with their Masters so you're loping off that end. So we're catching everybody in between. What I really want to identify, and I don't think they will be able to quantify it, is how

CONTINUATION SHEET

MINUTES OF THE Senate Education Committee at 1:35 p.m. on February 16, 2006, in Room 123-S of the Capitol.

many good teachers will we be able to attract because of this program—that are just now getting ready to formulate what they're going to do when they graduate from college.”

Kevin Shepard, Director of the Tri-County Special Education Interlocal No. 607, testified in support of **SB 566**. He noted that, due to the increasing number of teacher shortages in a variety of fields, the state is experiencing a major hurdle in sustaining Kansas students' top national rating for their academic performance. He pointed out that it was essential to hire and retain “highly qualified” staff to address the expectations of recent unfunded mandates (No Child Left Behind and reauthorization of the Individuals with Disability Education Act). He emphasized that, due to competition from a number of out-of-state recruiters who offer bonus packages and incentives, it has become very difficult to recruit special education teachers for critical vacancies in Kansas. In addition, he noted that the attrition rate among new educators is high, and the impact of the imminent retirement of teachers now 50 years of age or older will create an enormous shortfall of teachers that cannot be addressed with the current number of candidates available through Kansas universities. He contended that **SB 566** had a tremendous potential to help address the teacher shortage crisis because the potential pool of candidates would be greatly enhanced, and additionally, paraeducators would be given a chance to complete a teaching degree through utilization of this incentive. (Attachment 2) For the Committee's information, Mr. Shepard distributed tables relating to teacher vacancies, special education endorsements, new teacher retention, certification waivers, and the Kansas State Board of Education's alternative routes to licensure. (Attachment 3)

Mark Desetti, KNEA, testified in support of **SB 566**, noting that its provisions could be classified as both a “grow your own” and a “meet your needs” approach. He acknowledged that the bill could help school districts meet specialized needs under No Child Left Behind and the Kansas licensing system. However, he was concerned that scholarship recipients would be required to commit to ten years of teaching, which is the longest commitment proposed in the last eight legislative sessions. He questioned what would happen in cases wherein a scholarship recipient was laid off due to declining enrollment before fulfilling their ten-year obligation. He noted that the fiscal note, which had not yet been prepared, might simply be too much. (Attachment 4) In concluding his testimony, he added, “We've made the point along with KASB that we believe 69 percent of Kansas dollars are already getting into the classroom through the three areas of instruction, student support and instructional structural support. Where this program would fall in the NCES categories is anybody's guess. Whether that's instructional support or student support, we don't know where it would be. And, of course, we would be remiss not to remind you of other ways to address teacher shortage. For example, salaries, health benefits, new teacher support programs to reduce attrition rate, and professional development programs for those that have a few years in and want to improve their performance. We do think that those are also critically important in addressing the teacher shortages.”

Senator Wilson responded to questions from the Committee.

There being no others wishing to testify, the hearing on **SB 566** was closed.

For the Committee's information, two memorandums from the Kansas Board of Regents were distributed. The memorandums concerned data requested by Senator Lee at a previous meeting. The first memorandum regarded technical institution funding. (Attachment 5) The second memorandum regarded FY 2006 tuition rate ranges. (Attachment 6)

The meeting was adjourned at 2:25 p.m.

The next meeting is scheduled for February 20, 2006.

**SENATE EDUCATION COMMITTEE
GUEST LIST**

DATE: Feb. 16, 2006

NAME	REPRESENTING
Sen Dennis Coitson	
Scott Frank	LPA
Keith Kehl	KU
Kavin Shupzard	Tri-Co. Inst. No. 607
JOHN DOUGHERTY	ESU
David Monical	Wash Burn
TERRY FORSYTH	KNEA
BILL REARDON	USD 500
Bill Brady	SFFF
Bill Sneed	UKHA
MARK DEBETTI	KNEA
Daron W Reese	USD 470 Board Member
Ron Ballard	USD 470 - Supt of Schools
Val deFera	SQE
Stephen Himes	intern
Elaine Frisbie	Div. of the Budget

STATE OF KANSAS

DENNIS M. WILSON
SENATOR, 37TH DISTRICT
JOHNSON COUNTY
11925 GILLETTE
OVERLAND PARK, KANSAS 66213



TOPEKA

SENATE CHAMBER

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MEMBER: FINANCIAL INSTITUTIONS
AND INSURANCE
FEDERAL AND STATE AFFAIRS
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**Testimony in Support of Senate Bill 566
Presented to the Senate Education Committee
by Senator Dennis Wilson**

February 16, 2006

Chairman Schodorf and members of the Committee:

I appear before you today in support of SB 566. Senator Derek Schmidt and I co-authored this bill which we believe to be another major step in the right direction in supporting our Kansas state teachers.

There has been much debate and many meetings on how we can best finance our state school system. Much of this debate has been directed toward getting money into the classroom, and we believe SB 566 will directly accomplish this effort.

We all agree that teachers play the most important roll in a student's outcome, next to their parents. By all the accounts and the testimonies which I have heard, everyone agrees that it is hard to recruit and maintain quality teachers in our state system. We need to reward our teachers and help prepare them for the difficult task of the 21st century in dealing with bi-lingual, special needs and children at risk. We also recognize that the teachers need more training and support than ever before. This bill will give them a greater advantage and incentive to stay in our system.

This bill, if passed, will pay for a teacher who now holds a valid Kansas teaching license with a Bachelor's degree to apply for a grant with the State to pay for their Master's degree in their chosen field of education only. This bill will also allow for a teacher who holds an Associate's degree and has been accepted for admission to, or is enrolled as a special education teacher in the Kansas school system, to receive their Bachelor's degree paid for by this state grant program.

There will be no grants offered for PhD. The teacher who accepts the grant will be obligated to teach in our Kansas school system for not less than 10 years. Or under provisions provided in this bill, they would be subject to paying the State back for the total cost of tuition plus interest if they do not fulfill this requirement. We have also allowed for postponement of payback, or completion of the degree, because of medical disability and or active military service to our country. There are other exclusions as well.

In closing, we are convinced that we can now see our investment directly in the classroom and create an environment for teachers who will feel appreciated and rewarded for their service to this wonderful field of life-long learning.

I hope this committee will pass out SB 566 favorably.

*Senate Education Committee
2-16-06
Attachment 1*

Testimony given by Kevin Shepard
Director of Tri-County Special Education Interlocal No. 607
Given to the Senate Education Committee on SB 566
February 16, 2006.

Madam Chairperson and distinguished committee members.

I come before you today to testify on behalf of SB 566 – The Teacher Education Grant Act. The goal of this act is to ensure that a quality education is available for our children.

Kansas students have perennially posted some of the top marks in the nation for their academic performances on key indicators. One of the most important ingredients in that success has been the ability to hire and retain highly qualified teachers to address the rigorous standards set forth by both our state and Congress.

Unfortunately, we are now experiencing a major hurdle in sustaining this success. This is due, in part, to the increasing number of teacher shortages in a variety of teaching fields. While the greatest shortages are felt in the fields of special education, math, language arts, and science, there is also growing concerns in locating qualified individuals to serve as librarians and instructors in the fine arts, ESOL, and industrial/vocational education.

In addressing these shortages, the state has given us a number of alternatives to address the problem. These have included the use of provisional endorsements, waivers, and restricted licenses. However, with the advent of No Child Left Behind (NCLB) and the recent reauthorization of the Individuals with Disability Education Act (IDEA), the need to hire and retain “highly qualified” staff is essential if we are to address the expectations of these unfunded mandates.

When I first entered the field of special education back in the mid-70’s, the federal mandate for special education had just been passed. Every state was doing their best to develop a pool of qualified educators who could fulfill the requirements for educating students with disabilities. According to a number of veteran special educators, the state legislature, recognizing the need to act responsibly in meeting this new mandate, created a stipend to be awarded to individuals willing to enter into this new field. It worked.

Thirty years later, we are once again encountering a crisis in addressing a teacher shortage area in the field of special education. According to the vacancy report filed with the Kansas State Department of Education in July 2004, there were 83.5 FTE special education vacancies in the state. One year later, the number had increased to 89.5 FTE. It is important to recognize that had it not been for the availability of waivers and provisional endorsements, this number would have been significantly greater.

In 2003-04, of the 427 special education licenses issued by KSDE’s Certification Department , 230 went to individuals who were fully qualified. The balance of 197 licenses issued were for provisional endorsements of some type. In 2004-05, there were 443 licenses issued - 222 fully qualified and 221 provisional endorsements. In essence, half of the individuals obtaining licenses were not fully qualified.

Senate Education Committee
2-16-06
Attachment 2

While it has been extremely beneficial to bring in staff under these provisional endorsements, it underscores the major shortages that exist in the field of special education. To make matters worse, due to NCLB and now the reauthorized IDEA, these individuals cannot be listed as "highly qualified".

Every superintendent, director of special education, or human resource officer with whom I have spoken acknowledges how difficult it has become to recruit for their critical vacancies. In my case, it is not uncommon to receive a call from one of our state universities a few days before the day of their recruitment fair to inform me that they have no special education candidates for me to interview. At best, there may be 3 or 4 potential candidates. In addition to competing with all the Kansas recruiters vying for their interest, I also find myself competing with a number of out-of-state recruiters who offer bonus packages and incentives to these candidates.

To complicate matters, the attrition rate among new educators is high. Depending on which resource you review, it ranges from 33 - 50% after 5 years of employment. Consequently, even if you are fortunate enough to fill your vacancies, their longevity in that position is limited.

Finally, while we have benefited greatly from having the ability to employ retirees to help address our teacher shortages, this is not a permanent solution. Currently, 45% of my staff is 50 years of age or older. The impact of their imminent retirement from the field is going to create an enormous shortfall of teachers that cannot be addressed with the current number of candidates available through our universities.

We need a solution. This bill, sponsored by Senators' Wilson and Schmidt, has tremendous potential in helping address this teacher shortage crisis. By providing an incentive through the utilization of forgivable grants (or loans) to individuals willing to enter into teacher shortage areas, the potential pool of candidates is greatly enhanced.

Among those who would benefit from this unique opportunity are a very deserving and dedicated population - paraeducators. In my agency alone, I employ over 200 paraeducators. Many of these individuals have worked side-by-side with their professional counterparts in providing quality educational services to students with special needs. Many of them never had the opportunity to go to college or had to abandon that opportunity because of family obligations, educational costs, or both.

I currently have 85 paraeducators with the equivalent of an Associate degree or higher. Given the chance to complete a teaching degree utilizing this initiative, I believe several would jump at this opportunity. Considering that in 2005, the state employed 9,655 FTE paraeducators, this legislation could have a significant impact on our special education teacher shortage issue.

In conclusion, I would hope that the potential benefit of this legislation would gain the support of those interested in guaranteeing that a quality education is available to every child in Kansas.

Demographics: Vacancies

(From 2004-2005 SO66 Report)

Content Area	Number of Vacancies
Special Education	83.5
English Language Arts	13
Math	8.6
Librarian	8.5
Music	8.5
ESOL	7.7
Counselor	6.5
Industrial Arts	6.3

Senate Education Committee
2-14-06
Attachment 3

VACANCY REPORT
by District May 2005

05/02/2005
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L	District	Available	P or N	N or R	Area	Area Name	Low	High	Prof FTE	Para FTE
D0613										
D0613	SWK area Cooperative District	04/01/2005	P	Replace	BD	Behavior Disorder	04	IT	1.00	
D0613	SWK area Cooperative District	09/01/2004	N	Replace	HI	Hearing Impaired	KG	06		1.00
D0613	SWK area Cooperative District	09/01/2004	N	Replace	IR	Interrelated Program	KG	09		1.00
D0613	SWK area Cooperative District	09/01/2004	N	Replace	IR	Interrelated Program	KG	06		1.00
D0613	SWK area Cooperative District	09/01/2004	N	New	IR	Interrelated Program	KG	09		0.60
D0613	SWK area Cooperative District	09/01/2004	N	Replace	IR	Interrelated Program	KG	12		1.00
D0613	SWK area Cooperative District	09/01/2004	N	Replace	IR	Interrelated Program	07	12		1.00
D0613	SWK area Cooperative District	09/01/2004	N	New	IR	Interrelated Program	KG	06		1.00
D0613	SWK area Cooperative District	09/01/2004	N	Replace	IR	Interrelated Program	07	12		1.00
D0613	SWK area Cooperative District	09/01/2004	N	Replace	MR	Mental Retardation	01	08		1.00
D0613	SWK area Cooperative District	09/01/2004	N	Replace	SL	Speech/Language	KG	12		1.00
D0613	SWK area Cooperative District	09/01/2004	P	Replace	VI	Visually Impaired	KG	12	1.00	
									3.00	9.60
D0620										
D0620	Three Lakes Educational Cooperative	07/01/2004	P	New	IN	Educational Interpreter	KG	12	2.00	
D0620	Three Lakes Educational Cooperative	10/18/2004	P	New	IR	Interrelated Program	KG	06	1.00	
									3.00	0.00
D0636										
D0636	NCK Special Education Coop	08/15/2005	P	Replace	IR	Interrelated Program	KG	09	1.00	
D0636	NCK Special Education Coop	08/15/2005	P	Replace	IR	Interrelated Program	09	12	1.00	
									2.00	0.00
D0637										
D0637	SEK Special Education Coop	08/15/2005	P	Replace	IR	Interrelated Program	KG	08	1.00	
D0637	SEK Special Education Coop	08/15/2005	P	Replace	IR	Interrelated Program	09	12	1.00	
D0637	SEK Special Education Coop	08/15/2005	P	Replace	IR	Interrelated Program	KG	08	1.00	
D0637	SEK Special Education Coop	08/15/2005	P	Replace	IR	Interrelated Program	09	12	1.00	
D0637	SEK Special Education Coop	08/15/2005	P	Replace	SL	Speech/Language	KG	12	1.00	
D0637	SEK Special Education Coop	08/15/2005	P	Replace	SL	Speech/Language	KG	12	1.00	
									6.00	0.00
									Prof	Para
Grand Total:									89.50	44.30

**Special Education Endorsements issued between
July 1, 2003 and June 30, 2004**

Endorsement	# Issued per endorsement	Full	Provisional	Out-of-state	In-state
1903 EMR	10	8	2	1	9
1904 TMR	2	2	0	1	1
1906 LD	76	31	45	15	61
1907 BD	41	10	31	3	38
1914 SMH	6	3	3	0	6
1918 ECH	62	40	22	8	54
1987 MR	55	48	7	5	50
1988 Interrelated	53	23	30	1	52
71989 Adaptive	121	64	57	90	31
71990 Functional	1	1	0	1	0
Totals	427	230	197	125	302

Provisional figures include endorsements tied to a 2-year exchange, a one-year nonrenewable, or any of the provisional licenses. Therefore, these individuals are at various stages in completion of a program.

**Special Education Endorsements issued between
July 1, 2004 and June 30, 2005**

Endorsement	# Issued per endorsement	Full	Provisional	Out-of-state	In-state
1903 EMR	8	4	4	0	8
1904 TMR	-	-	-	-	-
1906 LD	43	23	20	9	34
1907 BD	30	12	18	4	26
1914 SMH	8	7	1	0	8
1918 ECH	53	34	19	7	46
1987 MR	38	30	8	0	38
1988 Interrelated	28	22	6	0	28
71989 Adaptive	231	87	144	89	142
71990 Functional	4	3	1	2	2
Totals	443	222	221	111	332

Provisional figures include endorsements tied to a 2-year exchange, a one-year nonrenewable, or any of the provisional licenses. Therefore, these individuals are at various stages in completion of a program.

*New special education programs are only for Adaptive (mild/moderate) and Functional (severe/profound). No new candidates are being accepted into the old categorical programs. Individuals who were in the old programs are being allowed to complete those programs, but must complete by July 1, 2006. This accounts for the drop in the categorical program numbers and the increase in the adaptive program numbers.

Retention

2005 Licensed Personnel Report						
New Teacher Retention						
2000-2005						
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	Retention Rate
Teacher's First Year						
2000-2001	1919	1700	1495	1390	1284	66.91%
2001-2002		1767	1489	1341	1181	66.84%
2002-2003			1552	1355	1204	77.58%
2003-2004				1600	1381	86.31%
2004-2005					1824	

Beginning Teachers in Kansas by year continuing to teach in Kansas in succeeding years.

New Teacher Retention

5 Year Retention Pattern

Number

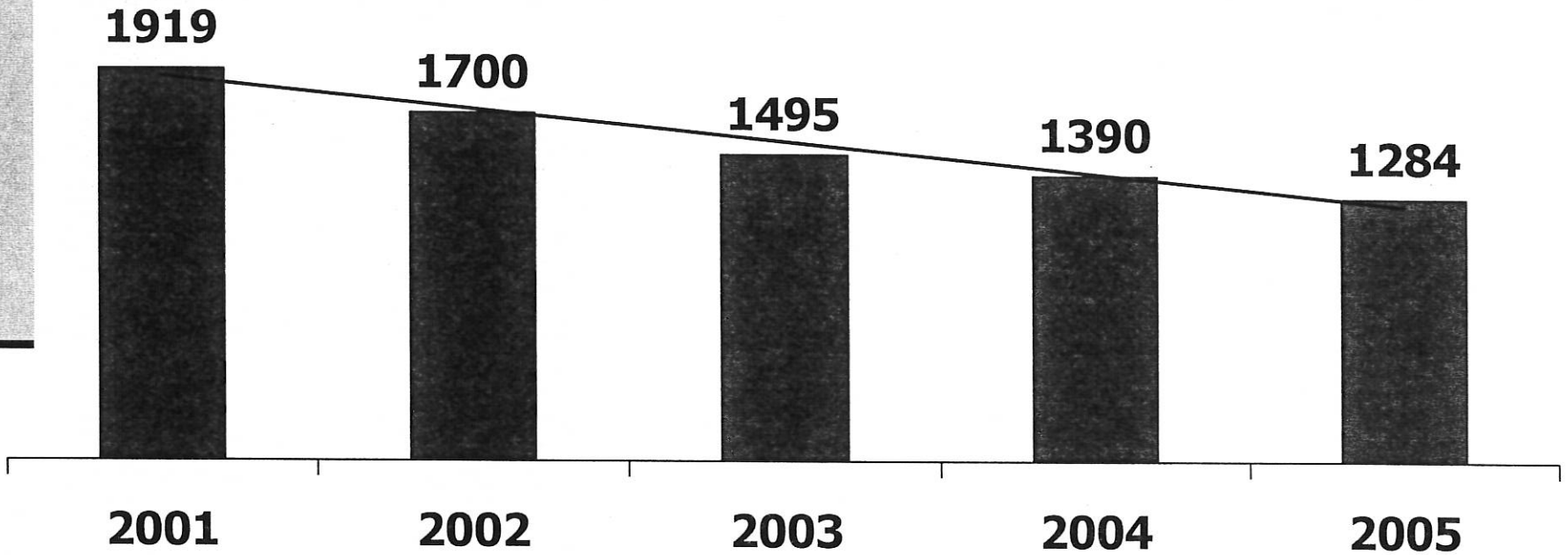


Table 10

**2005 Licensed Personnel Report
Certification Waivers
Tracking Report
2000 - 2005**

School Year	Number issues	2000-2001				2001-2002				2002-2003				2003-2004				2004-2005			
		employed			retention rate	employed			retention rate	employed			retention rate	employed			retention rate	employed			retention rate
		same	other	no		same	other	no		same	other	no		same	other	no		same	other	no	
1999-2000	196	88			44.9%	68			34.7%	64			32.7%	61			31.1%	67			34.2%
Special Ed	150	65	67	18	43.3%	48	4	28	32.0%	46	72	32	30.7%	43	71	36	28.7%	50	77	43	33.3%
General Ed	46	23	11	12	50.0%	20	3	13	43.5%	18	14	14	39.1%	18	14	14	39.1%	17	13	16	37.0%
2000-2001	300					146			48.7%	141			47.0%	125			41.7%	122			40.7%
Special Ed	215					98	92	25	45.6%	98	74	43	45.6%	84	75	56	39.1%	79	77	59	36.7%
General Ed	85					48	18	19	56.5%	43	15	27	50.6%	41	19	25	48.2%	43	17	25	50.6%
2001-2002	380									208			54.7%	183			48.2%	163			42.9%
Special Ed	298									169	72	57	56.7%	149	69	80	50.0%	128	95	75	43.0%
General Ed	82									39	17	29	47.6%	34	19	32	41.5%	35	15	35	42.7%
2002-2003	336													198			58.9%	156			46.4%
Special Ed	280													168	75	37	60.0%	127	99	54	45.4%
General Ed	56													30	14	12	53.6%	29	9	18	51.8%
2003-2004	276																	152			55.1%
Special Ed	252																	140	77	35	55.6%
General Ed	24																	12	8	4	50.0%
2004-2005	296																				
Special Ed	272																				
General Ed	24																				

The certification waiver tracking report compares the original waiver assignment to the current assignment.
 Same: future assignments for the teacher remained the same as original waiver request.
 Other: The teacher is still employed, but has a different assignment from the original waiver request.
 No: The teacher is no longer employed.

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Kansas State Board of Education

Alternative Route to Licensure

- Restricted License – have a degree, develop a collaborative relationship between school district, higher education institution and candidate to finish requirements for licensing; immediate access to practice.

TOTAL: 172

Restricted Licenses by Subject Matter

- Mathematics – 36
- Biology – 29
- Business – 27
- English Language Arts – 20
- Spanish – 20
- Physics – 7
- Chemistry – 7
- Music – 7
- History and Government – 5
- PE or Health – 3
- General Science – 3
- Speech/Theatre – 2
- Journalism – 2
- German – 1
- Latin – 1
- Psychology – 1
- Technical Education – 1

SPECIAL EDUCATION TEACHERS,
PARAPROFESSIONALS, AND STUDENTS
1989-1990 to 2004-05

	Special Education Teachers (FTE)	Percent Inc./Dec.	Special Education Paraprofessionals (FTE)	Percent Inc./Dec.	Special Education Students Headcount	Percent Inc./Dec.
1989-90	4,815.02		3,294.72		56,599	
1990-91	5,038.99	4.65%	3,560.46	8.07%	58,205	2.84%
1991-92	5,089.36	1.00%	3,697.94	3.86%	59,569	2.34%
1992-93	5,322.06	4.57%	4,368.61	18.14%	61,634	3.47%
1993-94	5,480.31	2.97%	4,859.32	11.23%	63,221	2.57%
1994-95	5,678.37	3.61%	5,399.62	11.12%	65,651	3.84%
1995-96	5,832.44	2.71%	5,884.18	8.97%	67,387	2.64%
1996-97	6,015.79	3.14%	6,430.15	9.28%	68,992	2.38%
1997-98	6,191.32	2.92%	6,966.53	8.34%	70,730	2.52%
1998-99	6,517.83	5.27%	7,599.26	9.08%	72,877	3.04%
1999-00	6,798.39	4.30%	8,103.95	6.64%	74,534	2.27%
2000-01	6,954.19	2.29%	8,452.47	4.30%	76,255	2.31%
2001-02	7,058.19	1.50%	8,691.83	2.83%	76,776	0.68%
2002-03	7,194.42	1.93%	8,911.23	2.52%	79,005	2.90%
2003-04	7,218.94	.34%	9,180.46	3.02%	80,404	1.77%
2004-05	7,286.84	.94%	9,655.27	5.17%	80,301	(0.13%)

SPECIAL EDUCATION

	Headcount Enrollment	TOTAL SPECIAL EDUCATION ENROLLMENT		PERCENT SPECIAL EDUCATION OF TOTAL ENROLLMENT	
		Including Gifted	Excluding Gifted	Including Gifted	Excluding Gifted
1988-1989	426,596	55,972	43,514	13.12%	10.20%
1989-1990	430,864	56,599	43,599	13.14%	10.12%
1990-1991	437,034	58,205	45,287	13.32%	10.36%
1991-1992	445,390	59,569	46,512	13.37%	10.44%
1992-1993	451,536	61,634	48,177	13.65%	10.67%
1993-1994	457,744	63,221	49,559	13.81%	10.83%
1994-1995	460,905	65,651	51,665	14.24%	11.21%
1995-1996	463,018	67,387	53,613	14.55%	11.58%
1996-1997	466,367	68,992	55,352	14.79%	11.87%
1997-1998	468,744	70,730	56,657	15.09%	12.09%
1998-1999	469,758	72,877	58,433	15.51%	12.44%
1999-2000	469,377	74,534	60,040	15.88%	12.79%
2000-2001	468,349	76,255	61,270	16.28%	13.08%
2001-2002	468,173	76,776	61,276	16.40%	13.09%
2002-2003	467,326	78,566	63,470	16.81%	13.58%
2003-2004	467,387	79,995	64,740	17.11%	13.85%
2004-2005	466,037	80,301	64,651	17.23%	13.87%



**Mark Desetti, Testimony
Senate Education Committee
February 16, 2006**

Senate Bill 566

Madame Chair, members of the committee, I would like to thank you for the opportunity to appear before you today to share our thoughts on **Senate Bill 566**.

Every year we see a variety of bills creating scholarships for persons pursuing degrees in education. Most of the bills are limited to special education but there has been some talk on occasion of adding ESL or bilingual education, math and science, or other perceived shortage areas.

We do have teacher shortages in Kansas and special education is one of them. This bill addresses the issue of special education licensees but also supports other efforts. Given that, we think this bill is a unique approach and worth your consideration.

Specifically the bill would provide scholarships for two kinds of people. One is the holder of an associate's degree who seeks to become a licensed special education teacher in Kansas. The other is a licensed teacher who is pursuing an advanced degree. I would classify this as both a "grow your own" and a "meet your needs" approach.

"Grow your own" is a great way of moving paraprofessionals – persons already working in the schools in supportive roles – into the teaching profession. Many of our paraprofessionals would love to pursue teaching but, because of their low pay, cannot afford to go back to school to finish a BA. A great many of these paraprofessionals are already working in special education programs. This bill would provide these persons with the support to pursue a professional career. Some school districts try to do this now but it can be a costly program. Many more paraprofessionals would be able to move into the professional ranks with this support.

The second part of this bill that supports licensed teachers pursuing advanced degrees is an idea I haven't seen before. It is an idea that could help school districts meet some pretty specialized needs. Under No Child Left Behind – and the Kansas licensing system – teachers must hold both a teaching license and an endorsement in the field in which they are teaching. Sometimes, and particularly in small schools, this is difficult to ensure. As an example, a teacher with a biology endorsement may also be called upon to teach chemistry. This teacher would have college training in chemistry but not meet the requirements for endorsement or the standards of NCLB. This scholarship could encourage these teachers to return for the necessary coursework to gain endorsement in chemistry. We could apply this scholarship to teachers seeking ESL endorsements, additional foreign languages, or any number of shortage areas.

Given these comments, I must also express a few concerns with how the bill is drafted and I have discussed these with Senator Schmidt.

First, this is a grant program subject to appropriations. While we are not necessarily opposed to this, it does raise some concerns when we examine the requirements placed upon recipients of the scholarships.

Under this proposal a scholarship recipient who returned to school full time for two years to complete a BA would be required to teach 10 years in Kansas. Should a teacher who has benefited from a scholarship

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covering part time tuition – perhaps two or three classes in one academic year – also be required to commit to 10 years of teaching? These scholarships would be significantly different in terms of the state's participation yet there is no difference in the recipient's commitment.

While we understand the requirement for a commitment, 10 years is the longest such commitment that I have seen proposed in any bill for the eight legislative sessions I have been here.

Another concern is what would happen to the scholarship recipient who is caught in a reduction in force? If, for example, a scholarship recipient in a declining enrollment school district is laid off after three years of teaching, what obligation does the recipient have to repay the state? While some may have the ability to pick up and move, others may not. This may be covered under exception 9 in section 6 but we believe it ought to be spelled out specifically. We are also concerned about the impact of other circumstances beyond the teacher's control. We saw what happened in our economic downturn a few years ago when many teaching positions were cut. What obligation would a scholarship recipient have under such circumstances? We can't imagine requiring an unemployed teacher being asked to pay the state back.

Finally, while we have not seen one, we wonder about the size of the fiscal note. When the state is looking at the LPA study and the potential cost of meeting that, the fiscal note on this bill might simply be too much.

There is a lot of good in SB 566 and it would help schools to meet a variety of needs when it comes to the kinds of personnel requirements they might have. We would hope that if the committee decides to pursue this legislation, you will carefully consider our concerns and keep in mind the myriad needs public schools have when it comes to meeting the challenges of closing the achievement gap and moving more of our children to higher levels of achievement.



KANSAS BOARD OF REGENTS

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To: Senator Janis Lee, Ranking Member
Senate Education Committee

Cc: Members, Senate Education Committee

From: Kip Peterson *KP*
Director of Government Relations & Communications

Date: February 15, 2006

Re: Technical Institution Funding

You recently requested data pertaining to technical institution funding. That data is below. Please let me know if you need any additional information. Thank you.

Kansas Board of Regents Technical Institution Funding

Fiscal Year	Previous Fiscal Year Base	Board Requested Increase	Governor's Recommended Increase	Final Appropriated Increase
2005	\$28,195,765	\$4,537,845	\$1,000,000	\$1,000,000
2006	\$29,195,765	\$4,997,845	\$1,000,000	\$1,000,000
2007	\$30,195,765	\$1,811,746	\$1,000,000	Unknown

Includes postsecondary aid and capital outlay funds.

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To: Senator Janis Lee, Ranking Member
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Cc: Members, Senate Education Committee

From: Kip Peterson 
Director of Government Relations & Communications

Date: February 15, 2006

Re: Tuition Ranges By Sector

You recently requested data pertaining to the tuition ranges (highest and lowest) that exist in the university, community college, and technical institution sectors. That data is below. Please let me know if you need any additional information. Thank you.

Kansas Board of Regents FY 2006 Tuition Rate Ranges		
	Tuition per credit hour	Tuition per semester
Universities		
Emporia State University	\$88	\$1,319
University of Kansas	\$161	\$2,412
Community Colleges		
Coffeyville Community College	\$25	\$375
Johnson County Community College	\$65	\$975
Technical Schools & Colleges		
Dodge City Community College/Area Technical School	\$35	\$525
Wichita Area Technical College	\$81 - \$198	\$1,215 - \$2,970

Notes:

- 1) Undergraduate resident tuition rates per semester (15 credits hours)
- 2) Technical institution clock hours are converted to credit hours on a 30:1 basis.
- 3) Technical institution tuition ranges vary by program.

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