

MINUTES OF THE HOUSE EDUCATION COMMITTEE

The meeting was called to order by Chairman Clay Aurand at 9:00 A.M. on March 7, 2007 in Room 313-S of the Capitol.

All members were present.

Committee staff present:

Sharon Wenger, Kansas Legislative Research Department
Michele Alishahi, Kansas Legislative Research Department
Ashley Holm, Kansas Legislative Research Department
Theresa Kiernan, Revisor of Statutes
Janet Henning, Committee Assistant

Conferees appearing before the committee:

Representative Arlen Siegfried
Dr. Robert Milie, Superintendent, Kansas School for the Deaf
William Daugherty, Superintendent, Kansas School for the Blind
Mark Desetti, KNEA
Diane Lindeman, Director of Student Financial Assistance, Kansas Board of Regents
Doug Penner, President, Kansas Independent College Association & Fund (written only)

HB 2422: Kansas state schools for the blind and the deaf, rates of compensation for teachers.

Representative Siegfried told Committee members the schools must maintain the educational standards of public schools but their employees are paid at the state agency rate and further expressed support of **HB 2422**. (Attachment #1)

Dr. Maile and William Daugherty both testified before the Committee by stating that **HB 2422** would provide consistent pay equity for teachers at the School for the Deaf and the School for the Blind in relation to local public school districts, a status which has depended in past years on one-time supplemental appropriations and the uncertain relationship between state employee pay increments and the pay raises provided by local school districts. (Attachment #2)

Mark Desetti spoke to the Committee in support of **HB 2422**'s intent which is to make teacher salaries at the Kansas School for the Deaf and Kansas School for the Blind competitive. (Attachment #3)

After a question and answer discussion, the Chairman closed the hearing on **HB 2422**.

SB 23: Teacher service scholarship program.

Diane Lindeman spoke in support of **SB 23** which consolidates and streamlines the Board's existing teacher scholarship program. (Attachment #4)

Written testimony was received from Doug Penner in support of **SB 23**. (Attachment #5)

After a brief question and answer discussion, the Chairman closed the hearing on **SB 23**.

The Chairman adjourned the meeting at 10:20 AM. The next meeting is scheduled for Thursday, March 8, 2007.

STATE OF KANSAS

ARLEN SIEGFREID

REPRESENTATIVE, 15TH DISTRICT
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TOPEKA

HOUSE OF
REPRESENTATIVES

COMMITTEE ASSIGNMENTS

CHAIRMAN: FEDERAL AND STATE AFFAIRS
MEMBER: TAXATION
MEMBER: GOVERNMENTAL EFFICIENCY
AND TECHNOLOGY

Chairman, Vice-Chair, and Ranking Minority, thank you for the opportunity to testify on HB 2422 regarding a subject which is near to my heart and very important for my district and the State of Kansas.

The teaching faculties of the Kansas School for the Deaf, and the Kansas School for the Blind, have been compensated at a rate less than their peers in the public schools for many years. Two years ago I successfully carried an amendment to equalize their salaries with the teachers of the Olathe School District. I chose Olathe because that is where the School for the Deaf is located. Most of the faculty lives in Olathe and must pay the same housing and cost of living which Olathe teachers pay. I equalized the School for the Blind because they do very similar work and require dual certification.

The problem is based on the fact that schools must maintain the educational standards of public schools, but their employees are paid at the state agency rate. It is very difficult to maintain highly trained employees when they are paid substantially less than peers in the same community.

These dedicated teachers work with children with at least one disability which requires intensive, focused instruction and therapy for many years. Experience is essential to success. When a trained teacher is lost to a higher paying entity, the school and the children suffer some loss of effectiveness until the replacement attains the basic experience necessary. It is not good public policy to allow turnover to detract from the mission of these fine institutions.

Since I moved to Olathe in 1969 I have admired the excellent quality of work performed by the School for the Deaf. They produce productive, independent citizens. They educate individuals who carry their own weight in society. The money we invest in them pays excellent dividends because most of their graduates function without substantial government subsidies throughout their lives.

When a state agency is accomplishing its mission in an outstanding way, it would be poor public policy to make their work more difficult by under paying their key employees.

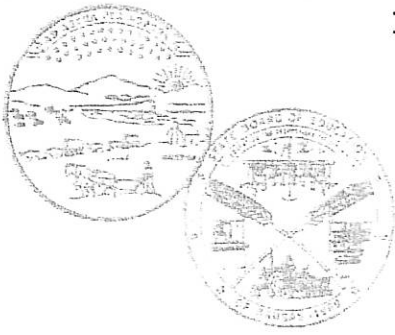
Thank you for your consideration,

Rep. Arlen Siegfroid

House Education Committee

Date 3-7-07

Attachment # 1



KANSAS STATE SCHOOL FOR THE DEAF

OVER A CENTURY OF SERVICE. ESTABLISHED 1861.

450 EAST PARK STREET
OLATHE, KANSAS 66061-5497
TELEPHONE (913) 791-0573
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Date: March 7, 2007

To: House Education Committee

From: Robert A. Maile, Superintendent
Kansas School for the Deaf

William E. Daugherty, Superintendent
Kansas School for the Blind

Re: House Bill No. 2422

This bill provides consistent pay equity for teachers at the School for the Deaf and the School for the Blind in relation to local public school districts, a status which has depended in past years on one-time supplemental appropriations and the uncertain relationship between state employee pay increments and the pay raises provided by local school districts. This is a fitting culmination of the support provided via special funding over the past several years. Securing and retaining qualified personnel will be on a competitive basis, and the sense of fairness and respect engendered will certainly contribute to the positive morale of those affected.

The definition of "teacher" from K.S.A. 76-11a04 may exclude a number of licensed/certified professionals who provide services and are paid based on the teacher salary schedule. Supplementing the wording in the bill as indicated with italics would increase the comprehensiveness. ". . . as defined by K.S.A. 76-11a04 and amendments thereto *or as another professional service provider requiring professional licensure or certification*, during a school year . . ."

A funding mechanism to address the pay equity assured by this bill is not addressed within the bill itself. This is a concern as a mandated pay increase without the requisite increase in funding would require transferring funds from other priority needs. Two possibilities are suggested to address this, the first providing pay equity current with the year being funded, and the second resulting in a one year lag, for example, during the 2007-2008 school year, teachers would be paid at a level equal to the USD 233 salary for 2006-2007 plus the authorized state employee pay increment.

The first option is suggested by the mechanism used to fund State Fair capital improvements, whereby the actual transfer of funds to provide pay equity would occur after the beginning of the new fiscal year when USD 233 contractual salaries for the ensuing school year are known. This would require legislative approval of a "not to exceed" amount during the legislative session, with the actual amount to be transferred determined later. The base budget for each agency would be

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augmented by the pre-determined not to exceed amounts automatically each year. Amounts which would cover most anticipated contingencies for the two agencies are \$350,000 for the School for the Deaf and \$200,000 for the School for the Blind.

The second option would provide funding for the next fiscal year based on the current fiscal year. Wording would need to be added to the bill requiring an addition to the base budget of an amount equal to the difference between the state employee pay raise and the USD 233 pay increment. For the FY2008 school year this would be \$116,435 for KSSD and \$84,597 for KSSB. This approach provides the advantage of working with known amounts. Teacher pay would lag each year by an amount equal to the difference between state employee pay increases and USD 233 pay increases.

As an estimate of the fiscal impact resulting from this bill, following are dollar amounts representing a five percent difference between state employee and USD 233 salaries. In most years the actual amount would be less than this, although there may be a periodic aberration of more than five percent. The additional amounts for 2008 represent the known amounts needed to "catch up" from the current salary year deficit.

	<u>KSSB</u>	<u>KSSD</u>
2008	110,661 (+ 84,597)	200,964 (+ 116,435)
2009	116,971	211,013
2010	123,697	221,563
2011	130,810	232,641



**Mark Desetti, Testimony
House Education Committee
March 7, 2007**

House Bill 2422

Mr. Chairman, members of the committee, thank you for the opportunity to appear before you on **House Bill 2422**.

We support the intent of this bill which is to make teacher salaries at the Kansas School for the Deaf and Kansas School for the Blind competitive. We think that needs to happen. By tying their salaries to the Olathe School District, you will achieve that.

But this bill is a fix that would not be needed if teachers at those institutions were treated the same as their peers throughout Kansas. We believe that the Legislature should put the teachers at the Schools for the Deaf and Blind under the professional negotiations act. By doing so, you would give those teachers a say in their salaries, benefits, and working conditions and empower them to be a part of the solution.

While HB 2422 addresses the issue of salary today, it gives these teachers no control over their own work lives. The Olathe teachers should not be negotiating for teachers not in their bargaining unit. The teachers at the Schools for the Deaf and Blind should be empowered to negotiate their own salaries.

While we support the passage of HB 2422 as a means of addressing a bad situation today, it is not the appropriate long term solution.

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Attachment # 3



KANSAS BOARD OF REGENTS

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House Education Committee

March 7, 2007

Testimony in Support of Senate Bill 23

Diane Lindeman

Director of Student Financial Assistance

Good morning Chairman Aurand 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 this morning to testify in support of Senate Bill 23 which consolidates and streamlines the Board's existing teacher scholarship programs. This bill was first introduced by the Legislative Educational Planning Committee on January 8, 2007 and passed the Senate on a vote of 40-0 on February 21, 2007.

Currently the Kansas Board of Regents administers the following four statutorily authorized teacher scholarship programs:

- **The Kansas Teacher Service Scholarship** – for undergraduate students planning to teach in hard-to-fill or underserved geographic areas.
- **The Math & Science Teacher Service Scholarship** – for undergraduate students planning to teach in the fields of math or science.
- **The Special Education Teacher Service Scholarship** – for current teachers working on additional coursework and licensure and full endorsement in special education.
- **The Teacher Education Scholarship** – for current teachers who are pursuing a master's degree in education or school district employees with associate's degrees who are pursuing a bachelor's degree in education.

The accompanying chart provides you with a quick overview of the current programs and the proposed streamlined scholarship program. As you will see, each of these programs has different amounts of funding and different service obligations. The Board of Regents supports Senate Bill 23 as it would streamline all four programs into one efficient program. Working with the Kansas State Department of Education, and utilizing rules & regulations authority, the Board would prioritize and target funding to respond to the needs of the K-12 system. Funding would be allocated to specifically address:

- Shortages in specific fields, i.e. math, science and special education;
- Shortages in specific geographic areas, i.e. high poverty and rural districts;
- Helping out-of-field teachers to get correct licensure and endorsements; and
- Increase teacher retention by helping teachers pursue advanced degrees in their fields.

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Attachment # 4

Administrative authority would provide flexibility to award scholarships consistent with market demand, and rules and regulations authority would allow the Board of Regents to adjust the scholarship targets to meet the state's current and future teacher needs. Furthermore, consolidation would reduce confusion among teacher scholarship applicants and reduce administrative burden for Board staff to administer four similar, yet very different, scholarship programs.

Senate Bill 23 would provide financial assistance to Kansas residents who are:

- Enrolled in a course of instruction leading to licensure as a teacher;
- Licensed teachers enrolled in a course of instruction leading to endorsement in a field of education other than one in which they are currently endorsed, if that field is a designated shortage area; and
- Licensed teachers enrolled in a course of instruction leading to a master's degree in a field of education designated as a shortage area.

Applicants would be reviewed on the basis of having demonstrated scholastic ability as determined by ACT or SAT score, cumulative grade point average, academic references, and any other indicator of scholastic ability which the Board of Regents determines to be demonstrative of potential successful completion of coursework leading to licensure as a teacher.

The amount of the award would be specified in the student agreement and would be dependent upon whether the student was enrolled in part-time or full-time coursework. During academic year 2007-08, the amount awarded shall not exceed \$2,500 each semester or its equivalent. For academic year 2008-09 and each year hereafter, the maximum amount that may be awarded shall be increased by an amount equal to the percentage increase in the consumer price index during the preceding fiscal year as certified to the Executive Officer of the Board of Regents by the Director of the Budget on August 15 of each year.

Once the student has obtained the necessary licensure and endorsement, they agree to commence teaching in a hard-to-fill discipline or underserved geographic area on a full-time basis in Kansas in an accredited public or private elementary or secondary school for a period of not less than the length of the course of instruction for which the scholarship was awarded. The student may teach part-time for a period of time that is equivalent to full-time as determined by the Board of Regents. Students who fail to fulfill their service obligation will be required to repay the amount of the scholarship received plus interest.

Senate Bill 23 states that funding for the Teacher Service Scholarship program would be determined by appropriations. The Governor's 2008 budget recommendations include \$1,962,859 for the four teacher scholarship programs. The Division of the Budget's fiscal note indicates that the fiscal effect of SB 23 would be to eliminate expenditures for the three scholarships (\$636,115) because they are being repealed. The Board's intent is for the existing funding, for the three existing programs, to be merged into the new program for a total of \$1,962,859 for teacher scholarships.

Thank you for the opportunity to comment. I would be happy to answer any questions that you members may have.

**Comparison of Current Teacher Scholarship Programs
with Proposed 2007 New Program Legislation (SB 23)**

Program	Eligibility Requirements	Service Obligation	Amount of Award
Kansas Teacher Service Scholarship	<ol style="list-style-type: none"> 1. Must be a Kansas resident 2. Awarded to undergraduate students 3. Award based on academic merit 4. Licensed teacher not eligible 5. Must be enrolled full-time (min. 12 hrs each semester) 6. Must plan to teach in either a hard-to-fill discipline or underserved geographic area 	1 year for each year of scholarship	\$5,000; may be renewed
Math & Science Teacher Scholarship	<ol style="list-style-type: none"> 1. Must be a Kansas resident 2. Awarded to undergraduate students 3. Award based on academic merit 4. Licensed teachers not eligible 5. Preference given to students with at least 60 hrs. of coursework completed 6. Must be enrolled full-time (min. 12 hrs. each semester) 7. Must plan to teach math or science in KS 	2 years for each year of scholarship	\$5,000; may be renewed
Special Education Teacher Scholarship	<ol style="list-style-type: none"> 1. Must be a Kansas resident 2. Must be currently licensed as a teacher 3. Award based on academic merit 4. Must be enrolled in course of instruction leading to licensure & full endorsement as a special education teacher 5. May be enrolled part-time or full-time 	Must teach for no less than 3 years if employed full-time; 6 years if employed part-time	Dependent upon number of hours enrolled-up to \$3,000 per semester; May be renewed
Teacher Education Scholarship	<ol style="list-style-type: none"> 1. Must be a Kansas resident 2. Must be currently licensed as a teacher, hold a bachelor's degree & been employed in a school district for at least 4 yrs. OR hold an associate's degree & been employed in a school district for at least 4 yrs. 3. Award based on academic merit 4. May be enrolled part-time or full-time 	Must teach 1 year for every 15 credit hours of assistance received.	Dependent upon number of hours enrolled up to \$3,000 per semester; May be renewed
NEW TEACHER SERVICE SCHOLARSHIP PROGRAM	<ol style="list-style-type: none"> 1. Must be a Kansas resident 2. Depending upon area of teaching (i.e. discipline, geographic area, degree program, etc.) - can be awarded both to undergraduate students & currently licensed teachers seeking licensure & full endorsement in a field such as special education. 3. Award based on academic merit 4. May be enrolled part-time or full-time 	Must teach one year for each year of scholarship; prorated if recipient has been enrolled or employed on a part-time basis.	Dependent upon number of hours enrolled up to \$6,000 annually; May be renewed

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The proposed Comprehensive Teacher Service Scholarship Program would keep existing programs intact, but would allow more flexibility in expending the funding to areas of the most need (i.e. shortages in specific fields; shortages in specific geographic areas/rural/urban; or areas in which teachers are outside their area of expertise teaching out-of-field.) The service obligation would be streamlined so that all of the programs would have the same service requirement allowing easier administrative management of the program.

KANSAS TEACHER SCHOLARSHIP PROGRAM

RECIPIENT STATUS

2005-2006

	Recipients	Percentage	Eligible to Serve
In School:	105	22%	
Deferments:	4	1%	
In Service:	94	19%	Service
Obligation Fulfilled by Service:	188	39%	282 / 58%
In Repayment:	29	6%	Non-service
Obligation Repaid:	30	6%	59 / 12%
Pending *	27	6%	
Academic Failure/Deceased:	4	1%	
TOTAL RECIPIENTS: (Since 1990-91)	481	100%	

* Pending status refers to files in which the recipient has not responded to requests for documentation of teaching or repayment status.

From: "Doug Penner" <dpenner@kscolleges.org>
To: <sharonw@klrd.state.ks.us>
Date: 3/5/2007 11:46 AM
Subject: Independent College teacher education capacity
Attachments: Teacher Education Capacity.doc

Sharon,

I'm sending you a Word document that includes the responses I've received from nine of the teacher ed programs in our group. There is a handful more, but I doubt that their responses would differ significantly from those I've received this morning. They all basically indicate that they do not have waiting lists, currently have additional capacity, and would likely add staff if there were more demand in any of the specific areas. It's worth clarifying that these programs are all evaluated and accredited to provide teacher education programs under the same state board of education accreditation/licensure requirements as the regents institutions.

I should also note that we view our programs as complementing the regents programs and that we have a history of good cooperation and mutual support between the public and private sectors in this area and others.

While our colleges are not affected directly by SB22, the bill in question, they would be affected, along with the regents institutions by the provisions of SB23 which would make it easier and more attractive and affordable for students in both sectors to attain the degrees and licensure required to enter the teacher force and persist in the profession.

I will send any additional responses I receive your way, but thought this set of materials would be useful this morning. If you have questions, you can email me or contact me via my cell phone at 785 633 1964.

Doug

Doug Penner, President

Kansas Independent College Association & Fund

700 S. Kansas Ave, Suite 511

Topeka, KS 66603

House Education Committee

Date 3-7-07

Attachment # 5

University of St. Mary, Leavenworth

We could add 10-15 more students in our elementary day program and a total of 15-20 in our secondary programs. In particular, we could add 15 more students in the areas of biology, chemistry, or math. In addition, we have an evening program for elementary education that could accept 10-15 more students.

Southwestern, Winfield

Southwestern College currently has capacity in math, and all areas of science.

Presently, capacity allows **for an additional 5-10 students** per annum in: Math 6-12, as well as chemistry, physics and biology. Southwestern College maintains programs in each of the sciences but has not had a student enter any of the science programs with the intent to be a teacher in the last five years. We have been able to accept individuals from McConnell AFB and other second career job seekers into the science programs and assist them in obtaining teacher licensure.

In **special education**, Southwestern College currently offers a program in Wichita. We have a total of 90 students enrolled in the program who are matriculating through it over a five-years. We could add another **20 students a year** or we have the capacity to **double** the number of students in the program given the current number of classes offered without compromising learning potential. Typically, class sizes would remain below 18 students in a class.

Elementary and English programs have capacity on the Winfield campus. Both could accept an additional 5-10 students per annum. The early childhood program could add 10 students per annum. All of the remaining secondary programs could add an additional 5 students per year (music education, business education, history and government, physical education, speech and theatre)

Mid-America Nazarene, Olathe

MNU could add 30-40 more students a year to our science and math programs at the undergraduate level easily. The problem is getting students to enter those programs, not whether we have room. Our SPED program is at the graduate level but we could increase those numbers as well to 15-20 per year. Giving numbers is somewhat limiting because if the numbers were there we would make it happen.

In short, we could take as many new students as possible in all of the education areas. We have a system in place for 50 more students if we had them.

Newman University, Wichita

We have programs in elementary education and secondary (English, math, biology, chemistry, and history/government). We have capacity to accept additional students in all of these programs. No waiting lists for qualified candidates.

Bethel, N. Newton

Currently (and historically) we do not have (and have not had) a waiting list for entrance into our teacher education program (we have more of a problem with students who would like to seek entrance into the program that are not able to meet the requirements). We generally have about 20-25 program completers each year with half of those coming from Elementary Education and the other half representing a major and licensure in another field. The number of completers in each licensure area varies greatly each year (this year we have four students completing a license in one of the sciences, two in speech/theater, two in art, two in music, and one in PE/Health).

Within our upper level education courses I would anticipate that we could accommodate another 10-20 students a year. We could add 5-10 students into our student teaching program. The secondary education content courses could additionally support more students, especially if the students are spread out over the various content areas (e.g. one to two additional students each in math, biology, chemistry, physics, English, etc.).

McPherson College, McPherson

In general, we view teacher education as one of our "flagship" programs and will commit the resources needed for the program. Our teacher education program has a long history and we view it as critical to our identity. Thus, we do not have a limit on the teacher education program. We would be willing to accept any qualified student to our teacher education program; we can handle many more teacher ed. students.

As you particularly mentioned mathematics, our mathematics department recently finished a program reviewed that redirected their curriculum toward developing mathematics education. We would welcome as many qualified candidates as are interested in our program. We have recently developed a minority scholarship for teacher education as well.

Baker, Baldwin & Overland Park

Baker University has the capacity to increase the number of students entering the teaching field. We could easily increase our number by 20% of those now enrolled in the program (moving from 175 undergraduate students to 210). In our highly competitive market with the business world, it will continue to be difficult to attract math and science teachers. Math and science teachers who complete our programs are often lured away by the business community by much higher salaries.

Ottawa University, Ottawa and Overland Park

Ottawa University does have the capacity for additional students in our teacher education program. We have two program types, one is the traditional program in Ottawa, Kansas

and the other is the non-traditional, adult program in Overland Park. In Ottawa, we offer science and math(secondary) and could handle up to 10 additional students easily in each program. Elementary licensure programs are offered at both sites. Again, we could easily handle 10 - 20 additional students in each program.

Special Education Program, Associated Colleges of Central Kansas, McPherson, serving Kansas Wesleyan, Bethany, Tabor, Sterling, Bethel, McPherson Colleges

ACCK has additional capacity at the undergraduate level, leading to licensure to teach special education, and at the post-BA level, responding to current teachers who are teaching under a waiver. Should demand in either of these areas increase, ACCK would in all likelihood add staff to accommodate the demand. The challenge at that point would be finding qualified faculty.