

MINUTES OF THE SENATE EDUCATION COMMITTEE

The meeting was called to order by Chairman Jean Schodorf at 1:40 p.m. on February 14, 2008, in Room 123-S of the Capitol.

Committee members absent:

Committee staff present: Sharon Wenger, Kansas Legislative Research Department
Carol Toland, Kansas Legislative Research Department
Theresa Kiernan, Revisor of Statutes Office
Matt Todd, Revisor of Statutes Office
Shirley Higgins, Committee Secretary

Conferees appearing before the committee: Senator Barbara Allen
Mark Tallman, Kansas Association of School Boards
Stuart Little, Shawnee Mission School District 512
Bill Reardon, Kansas City, Kansas Public Schools
Bill Brady, Schools for Fair Funding
Jan Lariviere, Associate Director for Teacher Development,
University of Kansas
Dr. Joe Steinmetz, Dean of the College of Liberal Arts and
Sciences, University of Kansas

SB 532 – School districts; school finance; non-proficient pupil weighting

Sharon Wenger, Legislative Research Department, explained that **SB 532** would increase the non-proficient pupil weighting that each school district currently gets (.0465) to the regular at-risk weight rate (.456). She noted that the fiscal note on the bill was approximately \$72 million.

Senator Barbara Allen testified in support of **SB 532**. She explained that the issue of funding for non-proficient at-risk students was brought to her attention by the Shawnee Mission school district. She went on to explain that the 2006 Legislature initiated the non-proficient at-risk aid category and funded it at \$10 million, and the 2007 Legislature renewed the program, made it permanent, and again added \$10 million. She pointed out that the bill would equalize the funding rate for non-proficient at-risk students with the funding rate for regular at-risk students. She commented that poverty is the most obvious indicator of at-risk students; however, every child who meets the federal poverty requirements to generate at-risk revenue is not necessarily at-risk. In her opinion, every child who is proven not to be meeting math and science achievement objectives is at risk and requires extra services, regardless of the family's income. She noted that, because the costs associated with implementing **SB 532** are so great, the Committee may want to discuss a phase-in program for non-proficient funding to rise and eventually equal regular at-risk funding. (Attachment 1)

Mark Tallman, Kansas Association of School Boards (KASB), testified in support of **SB 532**. He explained that, although KASB has not adopted a position regarding the specific level of non-proficient weighting, their school finance resolution for 2008 supports an increase in both poverty and non-poverty based criteria for at-risk funding; therefore, KASB supports the concept of **SB 532**. (Attachment 2)

Stuart Little testified in support of **SB 532** on behalf of Shawnee Mission School District 512. He explained that the number of at-risk children under the federal poverty (free lunch) guidelines continues to increase in the Shawnee Mission school district. At the same, there are a number of students who are non-proficient according to test scores, but the funding the district receives for them is disproportionately small compared to the funding received for those who generate revenue under the at-risk program simply because of poverty. Because these students are not below the federal free lunch guidelines does not eliminate their needs or the district's responsibility to serve. In his opinion, school districts should be funded at the same rate for regular at-risk and non-proficient at-risk. (Attachment 3)

Bill Reardon, representing Kansas City, Kansas Public Schools, testified in opposition to **SB 532**. The Kansas City school district was not opposed to an increase in school funding in the third year of the school finance law; however, the district believes that adding new dollars to the base would be more appropriate. Mr.

CONTINUATION SHEET

MINUTES OF THE Senate Education Committee at 1:40 p.m. on February 14, 2008, in Room 123-S of the Capitol.

Reardon noted that full funding of the third and final year of the school finance law will still fall short of the Legislative Division of Post Audit's recommendation for at-risk students and will be dramatically below the Legislative Post Audit's recommendation for base state aid. The district believes that new state dollars should first be used to achieve the recommended level of funding. (Attachment 4)

Bill Brady, Schools For Fair Funding, testified in opposition to **SB 532**. He commented that **SB 532** was an excellent attempt to enhance the funding which was established with the passage of **SB 549** in the 2005 legislative session. He noted that proponents of **SB 549** acknowledged that it did not meet the actual costs identified in the Legislative Post Audit study. Schools For Fair Funding believes that the Post Audit study should remain as the blue print for future school finance decisions. Furthermore, Schools For Fair Funding believes that it is important to focus on the huge challenges facing public schools over the next few years in meeting annual yearly progress (AYP) goals. Noting that schools with large numbers of at-risk students will need the most resources to meet the AYP goals, he urged the Committee to avoid the temptation to direct very limited resources into areas not proven to provide the desired results. (Attachment 5)

There being no others wishing to testify, the hearing on **SB 532** was closed.

Informative Presentation on Ukan Teach, University of Kansas

Jan Lariviere, Ukan Teach Program Coordinator, KU Center for Science Education, began the presentation by posing the question, "Where are the future STEM leaders going to come from if our science and mathematics education programs collapse?" She then discussed the teacher shortage in Kansas and described successful models used to encourage more students to become math and science teachers. Dr. Joe Steinmetz, Dean of the KU college of Liberal Arts and Sciences, presented information on STEM teacher development and funding for Ukan Teach. (Attachment 6)

Senator Schodorf called the Committee's attention to the minutes of the January 29, 30, and 31 meetings.

Senator Vratil moved to approve the minutes of the January 29, 30, and 31 meetings, seconded by Senator Ostmeyer. The motion carried.

The meeting was adjourned at 2:30 p.m.

The next meeting is scheduled for February 18, 2008.

SENATE EDUCATION COMMITTEE
GUEST LIST

DATE: February 14, 2008

NAME	REPRESENTING
Janis Lariviere	KU - U Kan Teach
Joseph Stumetz	KU - College of Liberal Arts & Sciences
Aue Gamble	Ks St Bed of Ed.
Lorise Williams	Wellstar Pub. Relations
Mark Tallman	KASB
Val DeFever	SQE
KATHY COOK	KFE
Stuart Little	Shance Mission #512
Bill Reardon	USD 500 KCKs Pub. Sch.
Bill Brady	SFFB
TERRY FORSYTH	KNLA
Diane Gjerstad	Wichita USD 259
Effie Simpson	Sen Derek Schmidt
Austin Hayden	Hein Law Firm

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TOPEKA
SENATE CHAMBER

COMMITTEE ASSIGNMENTS
CHAIR: ASSESSMENT AND TAXATION
MEMBER: EDUCATION
JUDICIARY

Testimony to Senate Education Committee
SB 532
February 14, 2008
Senator Barbara P. Allen

Madame Chairman:

Thank you for the opportunity to testify today on SB 532 which deals with funding for non-proficient at-risk students. This issue was brought to me by the Shawnee Mission School District.

As you know, the importance of serving at-risk students was emphasized in the Augenblick and Myers study, the 2005 school finance lawsuit, and subsequent decisions by the State Supreme Court regarding school finance. As a result, the Legislature began to address the funding needs of at-risk students by incrementally increasing funding for at-risk students and by creating the high-density at-risk category of aid.

During the 2006 Session, the Legislature also became aware of the inequities of the funding system when the studies and lawsuits pointed out that not all at-risk students met the financial standards for their districts to receive regular at-risk funding. In many districts, students who were at-risk by a measurable standard, failure to meet math and reading achievement tests, were not being funded by the regular at-risk program.

The 2006 Legislature initiated the non-proficient at-risk aid category and funded it at \$10 million. The 2007 Legislature renewed the program, made it a permanent part of the school finance formula, and again added \$10 million to fund it. Now is the time for the 2008 Legislature to examine whether that funding level is adequate.

SB 532 would increase the rate for nonproficient pupil weighting for at-risk students from the current rate of .0465 to .456, thus equalizing the funding rate for non-proficient at-risk students with the funding rate for regular at-risk students.

*Senate Education Committee
2-14-08
Attachment 1*

excerpts from Two Reports:

Prepared by John Augenblick John Myers Justin Silverstein Anne Barkis of **Augenblick & Myers, Inc.**

May, 2002

Appendix C Page 5

The Variety of Factors that Affect the Revenue Needs of School Districts

Most participants were familiar with the fact that the state uses several procedures to identify those student-related and district-related factors that have a fiscal impact on school districts. While they addressed most of their concerns in the questionnaire, described above, they reiterated in discussion that the revenue needs of many school districts were not adequately reflected in the pupil weights, or other procedures, the state uses to quantify fiscal impact. In fact, most people saw the problem as one that combined the adjustments, such as pupil weights, with the foundation level in producing lower than needed revenue. In addition, there was discussion of the fact that the use of the count of pupils eligible for free/reduced price lunch as a proxy for the number of at-risk pupils was too narrow, resulting in an underestimation of the number of students for whom special services were needed.

Legislative Post Audit Study on School Finance from January 2006

Executive Summary: A Report to the Legislative Post Audit Committee By the Legislative Division of Post Audit State of Kansas -- January 2006 --At-Risk Programs and Services

The State's basis for funding at-risk services has little relationship to the number of students who receive those services. Poverty serves as the basis for funding the at-risk program, but a lack of academic progress is the basis for receiving at-risk services.

Poverty is still the most obvious indicator of at-risk students and poverty with all its social and economic impacts increases the costs for many school districts. Every child who meets the federal poverty requirements to generate at-risk revenue, however, is not necessarily at-risk. Every child, regardless of his or her family income, who is proven to not be meeting math and science achievement objectives IS at risk, and requires extra services. The amount of funds a school district receives for students at-risk, whether due to poverty or inadequate progress, should be compensated at the same rate.

Once this legislation was placed in bill form, the State Department of Education was able to provide a fiscal note. The fact the cost to implement the change recommended in SB 532 is so large clearly demonstrates that many districts are vastly underfunded for the provision of services to at-risk students.

Because the costs associated with implementing SB 532 are so great, the Committee may want to discuss a phase-in program for non-proficient funding to rise and eventually equal regular at-risk funding. Thank you for your time and I will be happy to stand for questions.



Barbara P. Allen
Senator, District 8

KANSAS
ASSOCIATION



OF
SCHOOL
BOARDS

1420 SW Arrowhead Road • Topeka, Kansas 66604-4024
785-273-3600

Testimony before the
Senate Committee on Education

on
SB 532 – Non-Proficient Weighting Increase

by

Mark Tallman, Assistant Executive Director/Advocacy
Kansas Association of School Boards

February 14, 2008

Madam Chairman and Members of the Committee:

Thank you for the opportunity to offer comments today on **SB 532**, which would increase the non-proficient weighting factor from 0.0465 to 0.456. For a number of years, KASB has supported the use of a poverty-based measure, such as the current use of free lunch eligibility, as the main component in funding for at-risk student programs, but also supported the use of additional factors. We therefore supported the creation of the non-proficient weighting in 2006 and its extension last session.

Although KASB has not adopted a position regarding the specific level of non-proficient weighting, the School Finance Resolution for 2008, developed by our Legislative Committee and adopted by our Delegate Assembly, supports an increase in both poverty- and non-poverty-based criteria for at-risk funding. Therefore, we support the concept of **SB 532**. Frankly, we believe increases in at-risk funding have been, and will continue to be good for students, good for educational attainment and therefore good for Kansas.

Thank you for your consideration.

*Senate Education Committee
2-14-08
Attachment 2*

STUART J. LITTLE, Ph.D.
Little Government Relations

House Education Committee

Testimony on Senate Bill 532

February 14, 2008

Senator Schodorf and Members of the Senate Education Committee,

I appear today on behalf of the Shawnee Mission School District 512 in support of Senate Bill 532.

Shawnee Mission School District is the state's second largest school district serving over 28,000 students in 35 elementary schools, 7 middle schools, and 5 high schools with 4,063 employees. The district covers 72 square miles in Johnson County. The district has been a strong supporter of the Legislature's continued funding of the school finance formula while pointing out areas where the formula needs to be amended to provide greater equity in funding. For example, while the available state average expenditure per pupil increased to \$10,642 in 2007-08, the amount of funding available to Shawnee Mission remains well below the state average at \$8,142. Two hundred and sixty-six of 296 districts in the state outrank Shawnee Mission in funding available for operations. Senate Bill 532 would help address some of the inequity concerns.

The Shawnee Mission School District Legislative Platform for 2008 includes a number recommended changes and non-proficient at-risk funding is a critical area.

Position G: Provide funds on an annual basis for non-proficient at-risk students at the same formula funding rate as regular at-risk students.

Rationale: In 2006, the legislature created an additional category for at-risk students based on their academic performance and provided \$10 million statewide to be used for the remediation of deficiencies for students who did not achieve proficiency on state tests. The non-proficient at-risk category became a permanent part of the formula in 2007. In addressing the needs of non-proficient at-risk students, the district has the same obligations and costs as it does when providing services to any other at-risk students. Funding, therefore, should be the same. 2006 while recognizing that even this increase does not satisfy the funding expectations of legislative studies.

Shawnee Mission School District serves 1,400 at-risk students. Additionally, there are 1,000 non-proficient at-risk students (not also regular at-risk) according to the State Department of Education. The state's use of non-proficient at-risk funding is clearly targeted at students who are not meeting math and science proficiency standards. Districts are required to provide at-risk

services for these students and it seems only logical that the costs are present for districts. The substantial cost for implementing SB 532 suggests that many districts around the state are already providing uncompensated services for at-risk students. Simply because these students are not below the federal free lunch guidelines does not eliminate their needs or the districts responsibility to serve. Districts should be funded at the same rate for regular at-risk and non-proficient at-risk.

I would be happy to stand for questions.



Kansas City, Kansas Public Schools

Unified School District No. 500

**Senate Education Committee
Testimony by Kansas City, Kansas Public Schools
SB 532
February 14, 2008**

SB 532 proposes to eliminate the non-proficient At Risk weight and to count these students the same as regular At Risk students. Currently, Non Proficient At Risk students receive a weight of approximately 4%. Regular At Risk students in the final year of the three year school finance plan will receive a weight between 45% and 46%. If SB 532 were to pass, this eleven fold increase in funding for Non Proficient At Risk students would cost over \$70 million.

We are not opposed to an increase in school funding for the third year, but if the legislature were inclined to provide an additional \$70 + million, we believe that adding these new dollars to the base would be more appropriate. This would increase the base from the current year three proposal of \$59 per child to \$171 per child.

Full funding this session of the third and final year of the school finance law will still fall short of the Post Audit's recommendation for At Risk students and will be dramatically below the Post Audit recommendation for base state aid. We believe new state dollars should first be used to achieve these recommended levels of funding prescribed in the Post Audit study.

To my knowledge, there is no data in any of the studies requested by the legislature over the last decade that indicates that a student who does not pass one or more parts of the state assessment requires the same degree of intervention to provide effective remediation as a child living in poverty.

Finally, I would like to comment on a possible amendment to SB 532 which would move these Non Proficient At Risk students into the regular At Risk column but keep At Risk funding at its current levels. The phrase "revenue neutral" has a nice ring to it, but sometimes it also brings with it unforeseen consequences. While I have not seen a printout showing the effect of this potential amendment, I suspect it will have a dramatic negative effect for 100 or more USDs. I would hope that such an amendment would not be voted on in this committee without full knowledge of its impact.

Our district has made significant improvement in recent years in the achievement levels of our students. We have the highest percentage of free lunch children in the state. Educating children who are living in poverty presents extraordinary challenges. Our recent successes are directly related to the increases in At Risk funding that we have received from this legislature over the past three years.

We still have a long difficult road ahead to reach our goal that every child in Kansas City, Kansas Public Schools will succeed. Significant reductions in At Risk funding that would result from a "revenue neutral" amendment will insure that this lofty goal is unattainable.

Thank you for listening to the concerns of the Kansas City, Kansas Public Schools.

Bill Reardon
Lobbyist, Kansas City, Kansas
Public Schools

TESTIMONY IN OPPOSITION TO SB 532
SENATE EDUCATION COMMITTEE
BILL BRADY, SCHOOLS FOR FAIR FUNDING
February 14, 2008

Thank you Madam Chairperson and members of the Committee:

Schools For Fair Funding is opposed to SB 532 which would require an additional \$70-80 million dollars for the non-proficient at risk weighting. We do, however, commend the authors of this bill for suggesting a significant enhancement to the third year of the 3-year finance plan passed in 2005. Many policy leaders have talked about a fourth year but SB 532 is the most sufficient effort since its inception to enhance the funding established in SB 549.

With the passage of SB 549 during the 2005 session, proponents of the bill acknowledged that it did not meet the actual costs identified in the Legislative Post Audit Study. Schools For Fair Funding believes the Post Audit Study should remain the blue print for future school finance decisions. The most obvious area where SB 549 falls short is in base aid funding. I have attached an outline which shows by category of funding the Post Audit findings and the amounts allocated in SB 549. You can see that base aid is nearly \$900 below the actual cost figures outlined in the study. In addition to the base aid, regular at risk and high density at risk are funded below the suggested amounts. Even though the regular at risk percentage is close to what was recommended (.456 vs .484) the lack of money on the base compounds the funding loss for regular at risk. Regular at risk funding would amount to nearly 20 % more per student if the base amount was comparable to the Legislative Post Audit study.

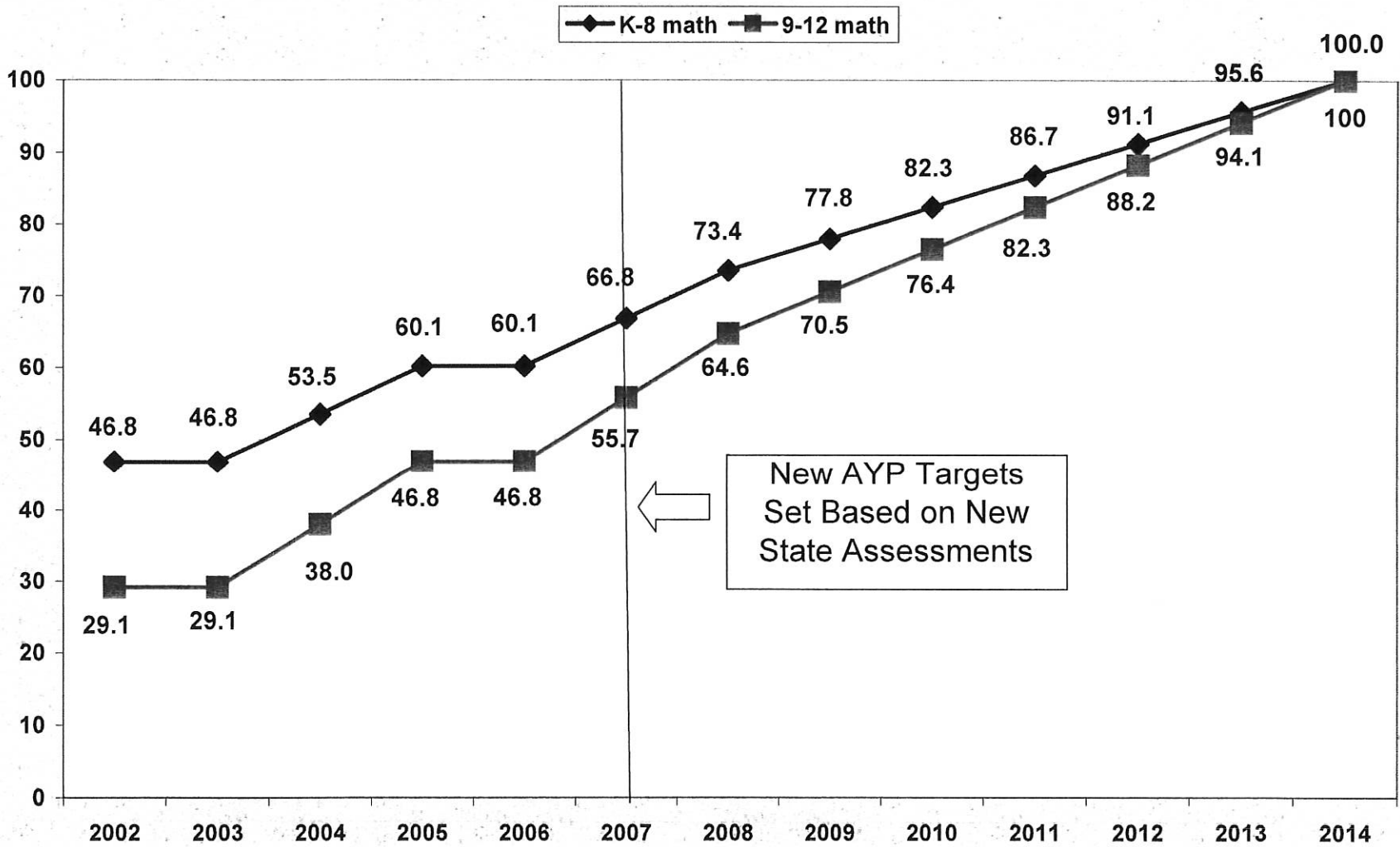
We understand the demands on the state's limited resources. Funding as required by the Post Audit Study provides a huge challenge. We think it is also important to point out the huge challenges facing public schools over the next few years in meeting Annual Yearly Progress goals. I have attached a copy of the AYP Goals in Math and Reading. As you can see large increases will need to be made over the next few years. As schools increase the percentages of students meeting AYP, the challenge will only get more difficult. Schools with large numbers of at risk students will need the most resources to meet the AYP Goals.

We believe SB 549 was a step in the right direction. We encourage the legislature to continue to follow the blueprint outlined in the Legislative Post Audit Study. There is much work to be done. Please do not fall prey to the temptation to direct very limited resources into areas not proven to provide the results we want to see.

*Senate Education Committee
2-14-08
Attachment 5*

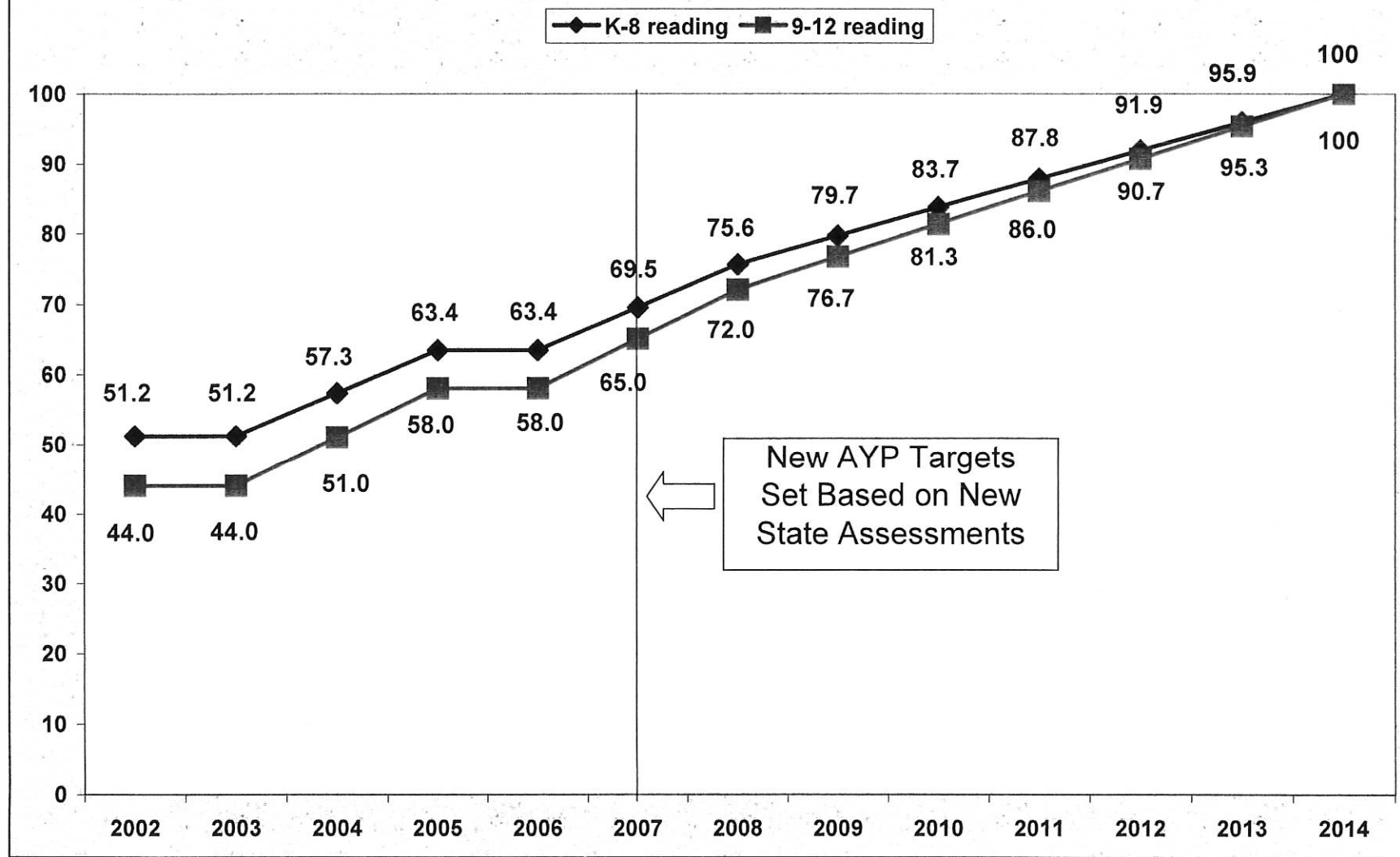
Language prior to 3 year plan	Legislative Post Audit Study Findings	SB549 as passed in 2006 session (KSDE printout SF6173)
Years in plan	3	3
Total dollars	\$831M (includes KPERS costs)	\$466.2M (without KPERS) KPERS est. at \$25M/year \$541.2M (with KPERS)
Yearly costs	\$470M \$216M \$145M (includes KPERS)	\$194.5M (\$219.5M with KPERS) \$149M (\$174M with KPERS) \$122.7M (\$147.7M with KPERS)
Inflation		CPI future inflation adjustment "deemed met" in future under SB549 (Sec. 25)
Base \$4257	\$4659 \$5012 \$5239	\$4316 \$4374 \$4433
Base additions	\$402-\$353-\$227	\$59-\$58-\$59
Base cost yr 1	\$181M	\$33.45M
At-risk .193	.484	.278-.378-.456 (of a much smaller base)
At-risk cost yr 1	\$195.1M	\$49.35M
High density	Urban density: .726-.484=.242	40% at risk: .04-.05-.06 50% at risk: .08-.09-.10 35.1% at risk + density of 212.1: .08-.09-.10 (of a much smaller base)
High density cost yr 1	\$53.8M	\$22.7M
Nonproficiency weight- not in current law	Not in study	.029
Nonproficiency wgt cost year 1	none	\$10M
Correlation wgt. Cutoff= 1662	none	1637 (-25) 1622 (-15) no change in year 3
Correlation cost yr 1	none	\$11.7M
Low enrollment wgt	Adjust to cost	No change
Bilingual wgt. .395 x FTE	.10 x headcount	No change
LOB 27% for 2005-06 29% for 2006-07 30% for 2007-08		30%- 31% state aid portion of LOB now must be used for state required items- no longer for "extras" (only applies to districts that get LOB state aid)
LOB aid cost		\$37M
Special ed 89.3% 2005-06 92% 2006-07		92% (in 2005 law)
Special ed cost yr 1		\$30.3M

New AYP Goals: Mathematics



New AYP Targets Set Based on New State Assessments

New AYP Goals: Reading





Jan Lariviere
UKanTeach Program Coordinator jariviere@ku.edu
KU Center for Science Education

Dr. Joe Steinmetz
Dean of the KU College of Liberal Arts and Sciences



Where are the future STEM leaders going to come from if our science and mathematics education programs collapse?

People like:

- **Clyde Tombaugh** (Burdett, KS) – discoverer of Pluto
- **Jack Kilby** (Great Bend, KS) – Nobel prize for integrated circuit
- **Walter Sutton** (Russell, KS) – chromosome theory of heredity; used Kansas grasshoppers

Senate Education Committee
2-14-08
Attachment C



“The most significant factor in student achievement is the teacher...”

Alexa Posny, State Commissioner of Education



Teacher Shortage In Kansas:

- **42% of our teachers leave the field within seven years**
- **36% of our teachers are eligible to retire**
- **25% fewer students are going into teaching over the past six years**

Kansas State Department of Education

Teacher Shortage In Kansas:

- **New licenses in chemistry decreased by half to 7 last year**
- **Physics teacher licenses declined 67% to 2 last year**
- **Over the last 6 years, KS teacher biology licenses dropped from 235 to 35**
- **One IHE did not produce a single new science teacher last year**

Kansas State Department of Education

Teacher Shortage in Kansas

- **Next school year there will be over 400 science and mathematics secondary teaching positions in Kansas with no Kansas-prepared teachers to fill them.**
- **Last year Kansas school districts hired over 50 teachers from overseas on three-year visas.**

What can we do?

- Look for successful models:
 - **The University of Texas UTeach Program**
- Collaborate across the university to address the problem.
- Raise funds to implement what works

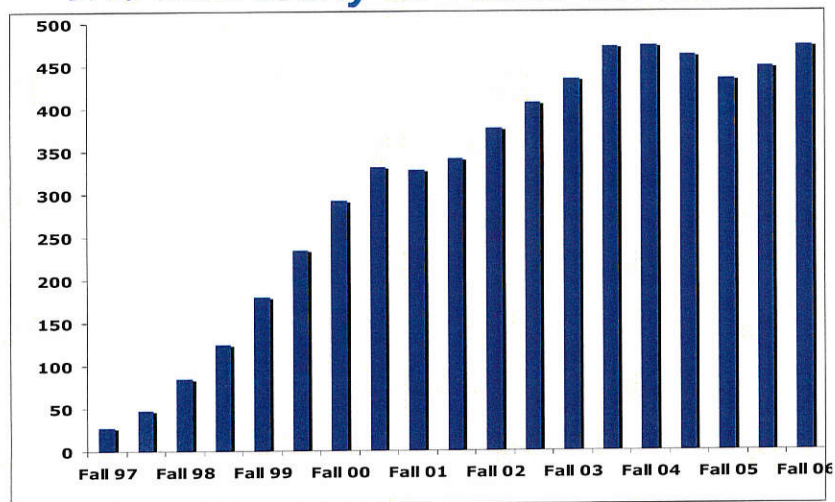
Myth vs. Reality

- Elite science and math students are not interested in teaching careers.
 - *Actually when UT surveyed science and math students, 25% had seriously considered teaching as a career but had been discouraged by parents, classmates or professors.*
- Training teachers is the responsibility of Schools of Education and/or second tier institutions. Science/math students and faculty at research universities have more important things to do.
 - *Colleges of Arts and Sciences have a responsibility to lead the way to solutions in math/science education and will directly benefit from that solution.*

Myths vs. Reality at UT Austin

- Science/math faculty do not value and would not/could not participate in a teacher preparation program.
 - *Science/Math faculty are full and proud participants in UTeach at UT Austin. Some extremely strong faculty chose UT over competing offers BECAUSE of UTeach participation.*
- All you really need to be a great teacher is knowledge of your discipline. Education courses are a waste of time.
 - *Pedagogy training is very important but it needs to be relevant to the discipline & focused on student learning.*
- University science/math professors know how to teach middle and high school students.
 - *They don't.*

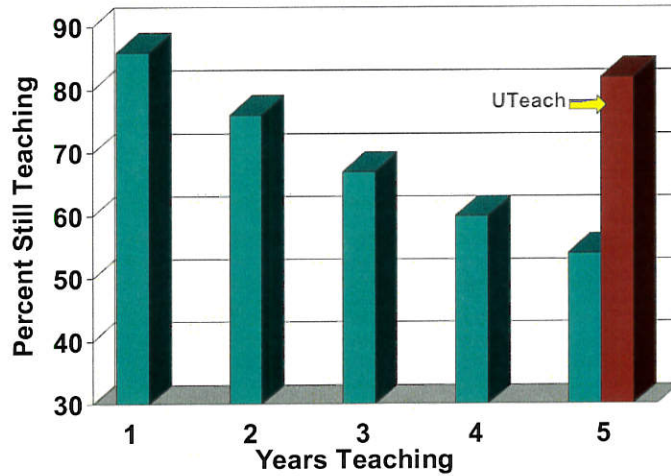
UTeach Enrollment at The University of Texas at Austin



Growth of UTeach from 1997 to 2006

Source: Michael P. Marder

New Teacher Attrition at UT Austin



Source: Richard M. Ingersoll, 2003

UKanTeach Program

An Additional Pathway to Teacher Licensure
in Secondary Mathematics and Science at
The University of Kansas

A Partnership between:
KU College of Liberal Arts and Sciences
KU School of Education
Kansas School Districts

UKanTeach Program

- 4-year undergraduate program – standard degree in a science or mathematics discipline and a secondary teaching license.
- UKanTeach plans to double the number of KU math and science licenses each year to approximately 50/yr.
- KSDE teaching licensure approval for UKanTeach graduates is in process; 40 students are already in the UKanTeach pipeline, willing to take this chance.

Keys to UKanTeach Success

- Collaboration between the College of Liberal Arts and Sciences and the School of Education
- Early and continuing positive experience teaching in classrooms
 - **Field experiences with inspiring teachers create satisfaction and commitment and prepare students more effectively.**
- First two courses offered at little cost to students
 - **Invite science/math majors to participate and provide mini-scholarships for the first two courses**
- Master teachers as faculty & advisors
 - **Supply real life experience, guidance, and inspiration**

Keys to UKanTeach Success

- **Internships and scholarships**
 - **Internships provide financial help in an educational setting, augment student training, and maintain commitment**
- **Compact degree plans that allow most students to graduate, with their teaching license, in four years**
- **Innovative new professional development courses combine content material and pedagogy**
 - **Focus on teaching science & math, how students learn, use of technology in teaching; research experience**
- **Support for new teachers helps insure success**

UKanTeach Entry Points

	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
Freshman Pathway →	UKan 1	UKan 2	Knowing & Learning	Classroom Interactions	Perspectives Reading	Research Methods	Project-Based Instruction	Student Teaching
Sophomore Pathway →			UKan 1	UKan 2 Knowing & Learning	Classroom Interactions	Perspectives Reading	Research Methods Project-Based	Student Teaching
Junior/Senior Pathway →					UKan 1 Knowing & Learning	UKan 2 Classroom Interactions Reading	Research Methods Project-Based Perspectives	Student Teaching

STEM Teacher Development – Necessary “Birth” to “Death”

- **Recruitment**
- **Preparation**
- **Induction – first three years**
- **Professional development – career long**
- **Retirement – retire-rehire or Master Teachers in teacher preparation programs**

Funding for UKanTeach

- **Primary funding support will come from KU:**
 - faculty salaries, staff support, significant dedicated facilities
- **Start-up funding:**
 - Kauffman Foundation - \$250,000
 - National Math and Science Initiative – UKanTeach is 1 of 12 institutions selected to receive \$2.4 million – ExxonMobil funds (\$1 million must be matched within 4 years)
- **Additional funding is needed to support some of the special features critical to UKanTeach success:**
 - **Recruiting and advising**
 - **Mentor teacher stipends for field experience in Kansas classrooms**
 - **Paid Internships in the non-profit community**
 - **Student support**
 - **Support for new teachers**
 - **Operating funds**

For More Information

- **UKanTeach at the University of Kansas**
<http://UKanTeach.ku.edu>
- **Center for Science Education at KU**
<http://kuscied.ku.edu>
- **UTeach at UT Austin**
<http://www.uteach.utexas.edu>
- **The UTeach Institute**
<http://www.uteach-institute.org>
- **The National Math and Science Initiative**
<http://www.nationalmathandscience.org>

Center for Science Education

<http://kuscied.ku.edu>



<http://UKanTeach.ku.edu>

Thank you!