

Approved: 2/18/93
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by Chairperson Dave Kerr at 1:30 p.m. on February 17, 1993 in Room 123-S of the Capitol.

All members were present except: Senator Anthony Hensley (Excused)

Committee staff present: Ben Barrett, Legislative Research Department
Avis Swartzman, Revisor of Statutes
LaVonne Mumert, Committee Secretary

Conferees appearing before the committee:
Ted Ayres, Kansas Board of Regents
Christine Crenshaw, Kansas Board of Regents
Dr. Jim Dawson, Fort Hays State University
Robert Kelly, Kansas Independent College Association
Dick Koontz, Bethel College
David Monical, Washburn University
Bob Krause, Kansas State University

Others attending: See attached list

Senator Corbin made a motion to approve the minutes of the February 16, 1993 meeting. Senator Oleen seconded the motion, and the motion carried.

SB 7 - Kansas ethnic minority fellowship program

Ted Ayres, Kansas Board of Regents, explained the provisions of SB 7 (Attachment 1). Mr. Ayres said that enrollments of minority students in graduate programs are low and declining, there is a low ratio of graduate students who receive teaching and research assistantships and there is a low percentage of minority faculty at four-year institutions. SB 7 would establish a program to provide \$8,000 fellowships for 40 minority graduate students attending Regents institutions. Recipients would work in an accredited educational institution in Kansas after graduation for each year for which they received an award. Mr. Ayres advised that the Governor's budget recommends \$200,000 for the program and that the Regents have endorsed a budget request for FY 94 of \$1.5 million to be used to enhance minority recruiting.

SB 8 - Tuition grant program. Re Proposal No. 21

Ted Ayres explained that SB 8 would make changes in the existing tuition grant program by adding Washburn University and by decentralizing the administration of the program. He noted that the bill incorporates federal financial aid requirements. Mr. Ayres said that the bill would allow students to receive aid in a timely manner and decrease the number of financial transactions in the program. He explained that private institutions who are accredited by the North Central Association and have open enrollment are currently eligible for participation.

Christine Crenshaw, Kansas Board of Regents, advised that SB 8 would not change the change the amount of an individual grant.

SB 9 - State educational institutions and certain students, regents supplemental grant program. Re Proposal No. 21

Ted Ayres explained that SB 9 would create a Regents supplemental grant program to assist needy students which mirrors the tuition program. Senator Emert asked about the funding source. Mr. Ayres advised that the Board of Regents has recommended a 2 percent increase in tuition to fund the program. He said that it is

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION, Room 123-S Statehouse, at 1:30 p.m. on February 17, 1993.

expected that this would generate \$2.3 million, which has been recommended in the Governor's budget.

Dr. Jim Dawson, Fort Hays State University, testified in favor of SB 8 and SB 9. He discussed the work of the Task Force on Student Financial Assistance and described the major goals established by the task force of access, choice, quality and partnership (Attachment 2). Dr. Dawson observed that the real change was to bring together the Regents institutions and the independent institutions.

Robert Kelly, Kansas Independent College Association, spoke in favor of SB 8 and SB 9 (Attachment 3). He advised that he was a member of the Task Force on Student Financial Assistance. Mr. Kelly said that decentralization becomes more necessary as the grant program grows. He added that the task force also felt it is important that Washburn University be included.

Dick Koontz, Bethel College, who also served on the task force, testified in favor of SB 8 and SB 9. He explained the current process of administering the tuition grant program and said that decentralizing the program would cut the time it takes for eligible students to receive aid from one to one-and-a-half months. Mr. Koontz added that SB 8 would also provide an opportunity to utilize current computer linkage technology and noted that independent institutions already have a track record in administering grant programs.

David Monical, Washburn University, testified in support of SB 8 and SB 9 (Attachment 4).

Bob Krause, Kansas State University, expressed support of SB 8 and SB 9. He said that the task force found that most states have a need-based comprehensive program as the general foundation for all aid programs. He stated that, as tuition has increased, a growing gap "in the middle" has developed. Mr. Krause described the model constructed by the task force in keeping with the federal financial aid policies: the first tier is the responsibility of the student; second, is the parent responsibility; third, federal assistance, and fourth, state assistance.

Senator Emert inquired about the allocation formula for the tuition grant program. Christine Crenshaw said it would be based on a three-year history of previous allocations for each institution. She explained that consideration is given to the percentage of needy students at each school and the depth of their need. In response to Senator Walker's question, Ms. Crenshaw advised that the maximum amount a student could receive for the 1993-94 school year is \$960.

The Committee was provided with a letter from Janice Rasch regarding SB 7 (Attachment 5) and with a brochure concerning Financial Aid Sources for Kansas Students.

Chairman Kerr advised that the 10 percent cap amendment added to SB 102 by the Committee at the February 16 meeting would save \$3.891 million.

The meeting was adjourned at 2:30 p.m. The next meeting of the Committee is scheduled for Thursday, February 18.

SENATE EDUCATION COMMITTEETIME: 1:30 PLACE: 123-S DATE: 2/17/93GUEST LISTNAMEADDRESSORGANIZATION

Ben Grove	Lawrence, KS	University Daily Kansan
Marty Vanier	Manhattan	OKFO
Mike Bohnhoff	Topeka	Division of the Budget
Beth House	K-State-Manhattan	KSU
Christy Gresham	Topeka	Board of Regents
Jim Dawson	Fort Hays State ^{Hays} U. Ks.	FHSU
David G. Monical	Topeka	WASHBURN
Dick Koortz	Bethel College	North Newton K. 67117
Bill Logan	OLATHE	None
Druce Boeden	Topeka	Kansas NEA
Craig Munt	Topeka	Hansar NEA
Chuck Tilman	Topeka	KNEA
Barbara Cole	Topeka	KNEA
Roger Franco	"	Ks gov Consultancy
Jim Josseland		
Cindy Kelly	Topeka	KASB

The Testimony of

Ted D. Ayres
General Counsel and
Director of Governmental Relations
Kansas Board of Regents

before
SENATE COMMITTEE ON EDUCATION
1993 Legislative Session

in re
Kansas Graduate Minority Fellowships

1:30 p.m.
February 17, 1993
Room 123-S
Kansas Statehouse

Sen. Education
Attachment 1
2/17/93

Chairman Kerr and Members of the Committee:

My name is Ted D. Ayres and I am General Counsel and Director of Governmental Relations to the Kansas Board of Regents. I am here this afternoon representing the Board of Regents. I am here to ask for your positive consideration and endorsement of legislation which would create a Kansas Graduate Minority Fellowship Program in Kansas.

The Kansas Graduate Minority Fellowship program was originally recommended by the Regents Minority Retention and Attraction Task Force. It has subsequently been endorsed by the Council of Chief Academic Officers to the Board of Regents as a means of (1) recruiting and retaining minority students in the graduate programs of the Kansas Regents universities and (2) attracting and retaining minority faculty and educational leaders in Kansas. It is also supported by the Kansas Board of Regents as a budgetary and substantive legislative initiative for 1993. After considering the issue during the 1992 Interim, the Legislative Educational Planning Committee sought introduction of S.B. 7.

You may recall that legislation was introduced in 1991 (S.B. 387) to authorize such a program. However, no action was taken on that bill by the Legislature during the 1991 or 1992 legislative sessions.

Background:

There is abundant statistical evidence to document three unfavorable trends in graduate education: (1) the enrollments of certain minority students in graduate programs are low and declining; (2) the ratios of graduate students who receive teaching and research assistantships are lower for minority students than for white students; and (3) the racial/ethnic background of faculty at four-year institutions is disproportionately white. These observations, true for Kansas and the nation,

appear to indicate that the increased participation of minorities in graduate education is a process which has sadly derailed.

Minority student enrollment flourished in the 1960s at all levels of higher education as institutions implemented numerous recruitment and support service programs to increase and maintain enrollments. The progress of the 1960s and 1970s appears to have eroded in the 1980s as minority enrollments have declined. For example, although blacks make up 12% of the U.S. population, they receive only about 5% of the doctoral degrees awarded annually. Furthermore, the situation is made even more desperate by the fact that far too few minority graduate and professional students enter fields which promise the greatest opportunities in the future.

The magnitude of the problem appears somewhat overwhelming considering that the employment of minority faculty is dependent upon the production of minority doctorates. If we are producing too few minority doctorates today, we will continue to have difficulty attracting minority faculty in the years ahead. Thus, if we are to address the issue of the recruitment of minority faculty, we must develop strategies to cultivate more minority doctorates.

Rationale:

Ironically, these patterns are evident in the face of reportedly increased efforts by universities to recruit minority graduate students and faculty to their campuses. It is in the atmosphere of a limited supply that competition among universities to attract minority students and faculty has increased. Today, there are fewer minority students choosing to pursue graduate careers, fewer faculty in an available pool which is insufficiently diverse, and more institutions attempting to recruit them.

Kansas is not exempt from the statistics relating to minority student enrollment in graduate programs and the employment of minority faculty in higher education. See Attachment One. Despite attempts to recruit minority students and professionals into higher education institutions, Kansas has

not been able to demonstrate a significant gain in either minority student recruitment or the recruitment of minority faculty. See Attachment Two.

The Program's Organization:

Economics is the reason cited most often for a minority student deciding not to further his/her education by pursuing a graduate degree. Through the Kansas Minority Graduate Fellowship Program* forty minority graduate students attending Kansas Regents universities will be awarded fellowships of \$8,000 each (which will be enhanced by doctoral institutions by at least \$2,000 to ensure competitiveness). This constitutes a total request of \$320,000. It was suggested at the October 15 meeting of the Board of Regents that fellowships be allocated to institutions based on a percentage of their FY 1994 program enhancement report. This would result in the following allocations:

	<u>\$ Amount</u>	<u>Number</u>
KU	128,000	16
KUMC	24,000	3
KSU Main/ESARP	80,000	10
WSU	40,000	5
ESU	16,000	2
PSU	16,000	2
FHSU	<u>16,000</u>	<u>2</u>
TOTAL	\$320,000	40

Of course, alternative allocation mechanisms are available, i.e. based on percentages of graduate students.

Fellowship awards will be made through the institutions' graduate schools. Recipients of these fellowships will be expected to work in an educational institution in Kansas following graduation for each year for which they received an award.

*Minority students are defined as Black, Hispanic, American Indian or certain Asian minorities (Asians who have been admitted as citizens to the United States after December 31, 1975 and who either are former citizens of Laos, Vietnam or Cambodia or whose ancestors were or are citizens of Laos, Vietnam or Cambodia).

The Governor has recommended \$200,000 in support of the proposed Kansas Graduate Minority Fellowship Program. The Senate Ways and Means Subcommittee on Systemwide Issues has referred the appropriation issue to the Board Office Subcommittee (Senator Lawrence, Chair).

Conclusion:

The Board of Regents has also endorsed a budget request for FY 1994 of \$1.5 million to be used to enhance minority recruiting. It is believed that these two initiatives will be helpful and effective efforts relative to improving opportunities for Kansas citizens and increasing diversity at our Regents institutions. In closing, let me leave you with the following quotation taken from a letter recently sent by the 10-member Ford Foundation Diversity Panel to the heads of 200 educational institutions:

The pace of change in our world requires open-mindedness; the growing diversity of our population and the globalization of knowledge and economies leave little scope for those who are parochial-minded and intolerant. Building for capacity to accept and thrive upon intellectual and human diversity is one of the most important contributions a college can make to its students' development.

I would be happy to respond to your questions.

The race for minority faculty: competition for a small pool

BY BRENDA GRAY

Sterling Lewallen never thought of himself as a rare, highly sought-after professor. But a quick reference to current numbers shows that he is indeed one of the few African Americans in the United States to have earned a Ph.D. and gone into the teaching profession.

To address the mentoring and support needs of a growing minority student enrollment at universities, institutions across the country are using innovative ways to reach, hire and retain minority teaching faculty such as Lewallen.

Lewallen, associate professor of industrial technology, has been on the WSU faculty since 1974, and he said he has seen the number of fellow African American faculty decline over the years at Wichita State.

"There was a trend where it increased, but now the number is decreasing. The black people who are coming to WSU now are not really coming to teaching positions; they are coming into other administrative positions."

Administrators at Wichita State, like those at other universities, are having to address the problem of low minority faculty numbers. Of WSU's 473 full-time faculty, 63 are minority, including nine African American, nine Hispanic, 44 Asian/Pacific Islanders and one Native American. Those numbers have remained constant, give or take a few, over the past five years.

According to a National Research Council survey for five federal agencies, 10.4 percent of the 24,721 Americans who earned doctoral degrees in 1992 were members of minority groups. However, from 1975 to 1990 those numbers increased for all races except African Americans, and that group decreased from 3.8 percent to 3.5 percent.

Those numbers are reflected in WSU's spring 1992 Ph.D. figures. Of 139 doctoral students, one is African American, two are Hispanic, one is Native American and two are Asian/Pacific Islanders.



David Dinnell

Sterling Lewallen, a WSU faculty member since 1974, lectures to one of his classes.

The declining pool of African American faculty is the cause for WSU's shortage, according to Barbara Bowman, Affirmative Action Officer.

"There's been a gradual decline," she explained. "At four-year institutions, one of the requirements for tenure-eligible positions is that faculty have a Ph.D. or terminal degree. We don't see that that's going to change dramatically. That's the feeling of universities. That isn't to say it may not change later on as the composition of our population continues in the trend away from white majority."

Census indicators show that the majority of students in public schools after the year 2000 will be people of racially and culturally diverse backgrounds. Institutions of higher learning, by their very nature, are obligated to provide models of educational leadership, teachers such as Lewallen. But for now, the pool is low.

"People are well aware that this is a problem," Bowman said. "We've got to do something about attracting and retaining students and developing our Ph.D. pool so that we do have all those people ready to go into faculty positions."

While the problem of recruiting minority faculty is not unknown to other universities, there are some unique challenges Wichita State faces, Bowman said.

"There are some things that we can't do anything about, geographically speaking. A lot of the African American applicants we interview are concerned about the minority population in Wichita, the numbers as well as the kind of community, whether they would be able to fit in and that sort of thing."

"If you're a black person coming from a population that was very high in blacks, (such as) some of the southern schools or Howard University in Washington, D.C., and you come to a place like Wichita, you have a lot of questions about the black community, the size of the population, concern about the number of faculty on campus."

Many educators, including Lewallen and WSU Provost and Vice President for Academic Affairs Rex Cottle, agree that there are unrecorded responsibilities that go along with being a faculty member from a minority group. With the growing interest in diversity and

the small number of representatives from those groups, minority faculty members are being called on to serve in many and varying duties, including as advisers to minority students.

"To be honest, I think one disservice we do to minority faculty is most universities put them on too many committees. And then we put them up for promotion and tenure and they have devoted a significant portion of their time and energy in service, and service is usually weighted less than effective teaching and scholarship in promotion and tenure decisions," Cottle said.

That reason could partially explain the low-tenure track numbers of minority faculty at WSU. Of the nine African American (five native born) and nine Hispanic faculty, five are associate professors, nine are assistant professors, three are instructors and one (Hispanic) is a full professor. Six are tenured. There are no African American or Native American full professors.

Lewallen explained that an atmosphere of collegiality is important to people like him who usually migrate from other cities to Wichita. Forming those ties is not always easy for minority faculty on a predominantly white campus.

Having a colleague who could also be a mentor, Lewallen said, is important in a university setting because professors get so involved in trying to do a good job in one area, say teaching, that they lag behind in actively pursuing another.

"But if you have other faculty members who you feel free in associating with and expressing ideas, I think that can be a great help in encouraging you to do your research."

In times of tightened university budgets, matching nationwide salaries for minority faculty is a luxury many universities cannot afford. There are, however, ways to target culturally specific groups to increase the pool of minority applicants, and Cottle said he would be looking at those options in the future.

"Deans realize, in many instances, that black faculty are at a premium. If a dean finds during a search that the best person is a black person, then we will pay the premium if it's reasonable. We had two instances this past year where supplemental offers were made to African Americans. In both cases the offers were rejected for non-financial reasons. Hopefully, we will do better this year.

"I think the important point for us is that we have to hire quality faculty, quality administrators and quality staff. We must hire the best person. If that means we have to pay a premium to get an African American, then we will try to do that.

"I think we definitely need to make a strong, proactive statement in terms of going out and trying to reach qualified minority applicants. We need to ensure that our advertisements of position openings have the greatest chance of being read by minority people who may wish to apply. WSU is working hard to achieve this objective, but we have a long way to go." ■

Regents Institutions – Racial and Ethnic Classifications for University Faculty

Racial Ethnic Category	Kansas Pop.		Faculty		Students	
	No.	%	No.	%	No.	%
White	2,190,522	88.41%	3,641	91.53%	68,455	87.48%
African American	140,761	5.68	48	1.21	2,640	3.37
Hispanic American	93,670	3.78	50	1.26	1,619	2.07
Asian American	30,814	1.24	231	5.81	1,860	2.38
American Indian	20,363	0.82	8	0.20	577	0.74
Other/Unknown	1,442	0.06	0	0.00	3,097	3.96
Total	2,477,572	100.0%	3,978	100.0%	78,248*	100.0%

* Does not include 5,382 non-resident aliens attending Regents institutions.

Notes:

1. Kansas population is based on 1991 Census data.
2. Faculty reflects fulltime faculty reported in Institutional Reports to Equal Employment Opportunity Commission.
3. Students are headcount reported in Fall, 1992.

DATE: FEBRUARY 17, 1993
TO: SENATE COMMITTEE ON EDUCATION
FROM: DR. JAMES DAWSON, FORT HAYS STATE UNIVERSITY
CHAIR, TASK FORCE ON STUDENT FINANCIAL ASSISTANCE

THE FOLLOWING EXCERPTS SUMMARIZE BOTH THE BROAD GOALS TO BE ACHIEVED THROUGH STUDENT FINANCIAL AID AND SOME SPECIFIC ISSUES WHICH CONCERNED THE 1992 WAYS & MEANS COMMITTEE AND ALSO CONCERN HIGHER EDUCATION ADVOCATES, PARENTS, STUDENTS AND KANSAS LEADERS.

**TASK FORCE ON STUDENT
FINANCIAL ASSISTANCE**

EXECUTIVE SUMMARY INTRODUCTION

"The Student Financial Assistance Task Force has been guided by its charge: to review the existing and emerging financial needs of Kansas students; to review current state-funded programs in light of those needs; and to make comprehensive recommendations addressing student financial aid to the year 2000. An analysis of historical commitments made by the State of Kansas to support higher education reveals strong commitment to the following goals:

1. providing quality higher education opportunities to citizens of the state,
2. assuring that Kansas students have choices among institutions and programs,
3. facilitating access to educational opportunities to the greatest extent feasible,
4. leveraging resources through a partnership approach to financing."

Source: A Report on the Task Force on Student Financial Assistance in the State of Kansas
January 1992

**1992 WAYS & MEANS
SUBCOMMITTEE REPORT
EXCERPT**

"The Subcommittee discussed with Board staff existing financial aid programs and the level of funding available to assist needy Kansas students, particularly in light of recent tuition increases and the probable trend of increasing tuition. The Subcommittee concludes that the amount of student financial aid available under existing federal and state grant and loan programs has not kept up with increasing educational costs, and this growing gap between college costs and available funds means that certain Kansas students may soon be "priced out of the market." The Subcommittee notes that tuition for Kansas residents over the past ten years at the state's universities with doctorate programs has increased by 93.6 percent, and 111.2 percent at the regional universities. The Subcommittee is concerned about the impact of increasing tuition on access to higher education. The Subcommittee understands that a Regents Task Force on Financial Aid issued a report with recommendations, including a comprehensive need-based program for financial aid. These recommendations are currently being reviewed by the Regents Tuition and Fees Committee. The Subcommittee requests that the Board of Regents develop several options for the 1993 Legislature to consider that address these concerns, including using a portion of future tuition increases for need-based grant and loan programs."

Source: 1992 Ways & Means Subcommittee
for Board of Regents Appropriations

Sen. Education
Attachment 2
2/17/93
2

TASK FORCE ON STUDENT FINANCIAL ASSISTANCE

MISSION STATEMENT

"Financial aid should be provided to all qualified students in the State of Kansas to ensure access to educational opportunities. In addition to ensuring access, it is essential that residents of the state are provided the opportunity to choose the institution and program which best meets the students' perceived educational needs. While providing access and choice are primary goals, there must be assurances of quality within the institutions participating in the assistance programs as well as evidence of quality by the aid recipients.

Financial assistance provided by the state must be viewed as a critical component of the larger partnership created to develop a viable system of higher education within the State of Kansas. Other members of the partnership should include, but are not necessarily limited to the students' families, the private sector of the economy, the educational institutions, and other governmental entities. It is this partnership which must make good on a national commitment to equality of opportunity for higher education."

Kansas Board of Regents Task Force Established July 1991

Report of Recommendations Submitted January 1992

ANNUAL REPORT
1992-93
Academic Year
Summary of Kansas Financial Aid Programs

	Academic Year Program Inception	Total # Applicants - New & Renewal	# Recipients - New & Renewal	Ratio of Apps. to Awards	Funds Expended	Maximum Annual Award
UNDERGRADUATE:						
Kansas Tuition Grant	1972-73	10,886	3,189	3.4	\$5,361,050	\$1,700
Kansas State Scholarship	1963-64	2,281	1,281	1.8	\$1,234,883	\$1,000
Kansas Ethnic Minority	1989-90	774	205	3.8	\$297,560	\$1,500
Kansas Teacher Scholarship	1990-91	319	104	3.0	\$506,000	\$5,000
Paul Douglas Teacher Sch.	1986-87	275	31	8.8	\$150,000	\$5,000
Kansas Nursing Scholarship	1989-90	362	299	1.2	\$475,500	\$3,500/2,500
Kansas Vocational Ed. Sch.	1987-88	360	120	3.0	\$60,000	\$500
State College Work Study	1988-89	N/A	N/A	N/A	\$463,729	N/A
Youth Education Services	1988-89	N/A	N/A	N/A	\$39,303	N/A
PROFESSIONAL:						
Kansas Osteopathic Program	1976-77	58	50	1.2	\$500,000	\$10,000
Kansas Optometry Program	1986-87	54	35	1.5	\$116,200	N/A
Kansas Dental Program	1986-87	27	N/A	N/A	N/A	N/A
TOTALS		15,396	5,314	2.9	\$9,204,225	

Summary Comments/Explanations:

All programs may have funds which carry forward to the next year due to late cancellations or remaining balances which are less than one award.

Kansas Tuition Grant: Students are advised to NOT apply for tuition grant after June 15th. Therefore demand may be understated. The legislative goal is to Halve the Gap between public and private tuition. Achieving that goal would result in an award of approximately \$2,565 rather than \$1,700.

Kansas State Scholarship: This program, as well as the Tuition Grant, is funded with approximately 10% federal funds.

Kansas Teacher Scholarship: This program requires 1 year teaching service in a designated hard-to-fill discipline in Kansas for each year of funding.

Paul Douglas Teacher Scholarship: This program is federally funded. It generally requires 2 years of teaching service for each year of funding.

Kansas Nursing Scholarship: This program requires 1 year of nursing service to a selected health care provider for each year of funding. The selected health care facility provides a portion of the scholarship funding.

ANNUAL REPORT
1991-92
Academic Year
Summary of Kansas Financial Aid Programs

	Academic Year Program Inception	Total # Applicants	# Recipients	Ratio of Apps. to Awards	Funds Expended	Maximum Annual Award
UNDERGRADUATE:						
Kansas Tuition Grant	1972-73	7,878	3,478	2.3	\$5,442,159	\$1,700
Kansas State Scholarship	1963-64	2,158	1,034	2.1	\$948,333	\$1,000
Kansas Ethnic Minority	1989-90	854	130	6.6	\$196,500	\$1,500
Kansas Teacher Scholarship	1990-91	428	89	4.8	\$495,501	\$5,000
Paul Douglas Teacher Sch.	1986-87	297	31	7.5	\$155,000	\$5,000
Kansas Nursing Scholarship	1989-90	416	317	1.4	\$532,750	\$3,500
Kansas Vocational Ed. Sch.	1987-88	305	95	3.2	\$32,847	\$334
State College Work Study	1988-89	N/A	N/A	N/A	\$468,413	N/A
Youth Education Services	1988-89	N/A	N/A	N/A	\$30,000	N/A
PROFESSIONAL:						
Kansas Osteopathic Program	1976-77	59	50	1.2	\$500,000	\$10,000
Kansas Optometry Program	1986-87	45	36	1.3	\$130,200	N/A
Kansas Dental Program	1986-87	29	N/A	N/A	N/A	N/A
TOTALS		12,469	5,260	3.4	\$8,930,269	

Summary Comments/Explanations:

All programs may have funds which carry forward to the next year due to late cancellations or remaining balances which are less than one award.

Kansas Tuition Grant: Students are advised to **NOT** apply for tuition grant after June 15th. The legislative goal is to Halve the Gap between public and private tuition. Achieving that goal would result in an award of approximately \$2,385 rather than \$1,700.

Kansas State Scholarship: This program, as well as the Tuition Grant, is funded with approximately 10% federal funds (SSIG). The 1991-92 allocation was \$731,901.

Kansas Teacher Scholarship: This program requires 1 year teaching service in Kansas for each year of funding.

Paul Douglas Teacher Scholarship: This program is federally funded. It generally requires 2 years of teaching service for each year of funding.

Kansas Nursing Scholarship: This program requires 1 year of nursing service to a selected health care provider for each year of funding. The selected health care facility provides half of the scholarship funding.

Final Sept. 21, 1992

PROFILE OF DEPENDENT KANSAS STUDENT FINANCIAL AID APPLICANTS WHO FILED FOR FINANCIAL AID THROUGH ACT

Source: ACT Profile of Financial Aid applicants 1992-93 and 1991-92

	1992-93 Board of Regents Applicants	1991-92 Regents Institutions Applicants	1991-92 Independent Institutions Applicants	1991-92 Community College Applicants
Number of Applicants	9706	18191	6348	4126
% With Dependent status	60%	57%	63%	59%
% of Freshmen w/need	80%	70%	86%	97%
Av Parental Income	\$38,187	\$36,605	\$38,403	\$30,128
Av Student Income	\$2,909	\$3,016	\$2,622	\$2,758
AV Total	\$41,096	\$39,621	\$41,025	\$32,886
Income Bands (Freshmen)				
% < \$24,000	22%	21%	24%	34%
% 24,000 - 41,999	33%	33%	35%	37%
% 42,000 - 59,999	27%	27%	25%	22%
% > \$60,000	18%	19%	17%	7%
Av Expected Parent Contribution to college	\$3,532	\$3,398	\$3,849	\$2,200
Av Expected Student Contribution to college	\$2,228	\$2,254	\$2,063	\$2,089
AV TOTAL	\$5,760	\$5,652	\$5,912	\$4,089
NEEDY APPLICANTS				
Income Bands (Freshman)				
% < \$24,000	28%	38%	25%	47%
% 24,000 - 41,999	41%	36%	37%	44%
% 42,000 - 59,999	25%	22%	27%	9%
% > \$60,000	6%	5%	10%	0%
Av Expected Parent Contribution to College	\$ 1,650	\$ 1,508	\$2,490	\$ 739
Av Expected Student Contribution to College	\$ 1,888	\$ 1,872	\$ 1,776	\$ 1,528
AV TOTAL	\$ 3,538	\$ 3,380	\$ 4,266	\$ 2,267
Av Total Cost (1992-93)	-	\$ 7,674	\$ 12,841	\$ 6,845
Total Enrollment *	-	87,217	16,164	60,984
*Source: Kansas Legislative Research Department Printed in "Twenty Years of Tuition Grants" Spring 1992				

Family Income Among Financial Aid Applicants

Total Family Income		All Dependent Applicants							
		FY 1987		FY 1991		FY 1992			
		No.	%	No.	%	No.	%		
\$0 - \$5,999		1,532	8.6	653	3.3	544	3.0		
6,000 - 11,999		1,522	8.5	865	4.4	770	4.2		
12,000 - 17,999		2,180	12.2	1,466	7.5	1,340	7.4		
18,000 - 23,999		2,321	13.0	2,078	10.6	1,860	10.2		
24,000 - 29,999		2,445	13.7	2,545	13.0	2,136	11.7		
30,000 - 35,999		2,169	12.2	2,423	12.4	2,312	12.7		
36,000 - 41,999		1,814	10.2	2,277	11.7	2,095	11.5		
42,000 - 47,999		1,361	7.6	1,911	9.8	1,819	10.0		
48,000 - 53,999		962	5.4	1,550	7.9	1,537	8.5		
54,000 - 59,999		570	3.2	1,140	5.8	1,114	6.1		
60,000 - OVER		954	5.4	2,619	13.4	2,664	14.6		
TOTAL		17,830		19,527		18,191			
AVERAGE INCOME		\$30,295		\$36,358		\$36,605			
INFLATION ADJUSTED AVERAGE INCOME				\$30,201					
AVERAGE FAMILY SIZE		4.2		4.1		4.1			
AVERAGE DEPENDENT CHILDREN IN COLLEGE		1.4		1.4		1.5			
AVERAGE TOTAL ASSETS		\$46,342		\$39,481		\$38,595			

Total Family Income		All Independent Applicants							
		FY 1987		FY 1991		FY 1992			
		No.	%	No.	%	No.	%		
\$0 - \$4,999		6,231	61.6	4,094	29.0	4,184			
5,000 - 9,999		1,696	16.8	3,704	26.3	3,674			
10,000 - 14,999		948	9.4	2,159	15.3	2,047			
15,000 - 19,999		583	5.8	1,329	9.4	1,267			
20,000 - OVER		658	6.5	2,808	19.9	2,734			
TOTAL		10,116		14,094		13,906			
AVERAGE INCOME		\$6,131		\$13,724		\$12,652			
INFLATION ADJUSTED AVERAGE INCOME				\$11,400					

Source: ACT Profiles of Financial Aid Applicants
 Kansas Regents Institutions
 Table 5 and Table 2

Number and Percentage of Undergraduates Eligible For Federally Funded Financial Aid Programs

Institution	FY 1987		FY 1988		FY 1989		FY 1990		FY 1991		FY 1992	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Univ of Kansas	6,204	32.5	6,105	31.1	5,653	29.4	6,457	28.8	7,057	28.6	6,892	28.1
Kansas State Univ	5,692	32.6	6,566	36.2	6,699	35.0	8,123	42.4	8,689	42.4	9,100	44.4
Wichita State Univ	4,705	26.3	4,552	25.6	5,118	28.1	5,479	33.8	4,791	27.0	4,538	27.0
Emporia State Univ	1,744	36.4	2,278	47.7	2,581	51.5	2,534	47.5	2,370	43.8	2,530	46.8
Pittsburg State Univ	2,136	43.3	2,069	38.5	2,225	39.8	2,261	39.5	2,224	40.5	2,441	42.2
Fort Hays State Univ	2,967	75.5	2,980	79.5	2,968	80.0	3,234	84.8	3,404	83.8	3,581	78.1
Total	23,448	34.4	24,550	35.3	25,244	35.6	28,088	38.6	28,535	36.7	29,082	37.5

SOURCE: Federal FISAP Reports of Kansas Regents Institutions

1. REGENTS SUPPLEMENTAL GRANT

Background:

One of the proposed legislative initiatives, approved by the Kansas Board of Regents in October 1992 is the Regents Supplemental Grant, a need-based grant for Kansas students to help reduce reliance on loans. Similar to the Kansas Tuition Grant in mission and scope, the proposed Kansas Supplemental Grant program would target financially needy students. Need-based aid serves to fulfill the original purpose of financial aid which is to improve access to any college to which a financially disadvantaged student is admissible.

The Higher Education Amendments of 1992, signed into law on July 23, 1992, substantially changed both the need analysis methodology and the funding distribution of federal grants. In essence, eligibility for student loans increased and the maximum Pell Grant award decreased.

Supplemental Grant funding is initially targeted to come from tuition revenues. The first year of funding (1993-94), projected at \$2.3 million, would assist 2,400 full-time, undergraduate Kansas students. This represents approximately 25% of the 10,700 students projected to qualify for the grant. Projections are also based on a maximum grant of \$960 which represents approximately 50% of the cost of full-time tuition and fees.

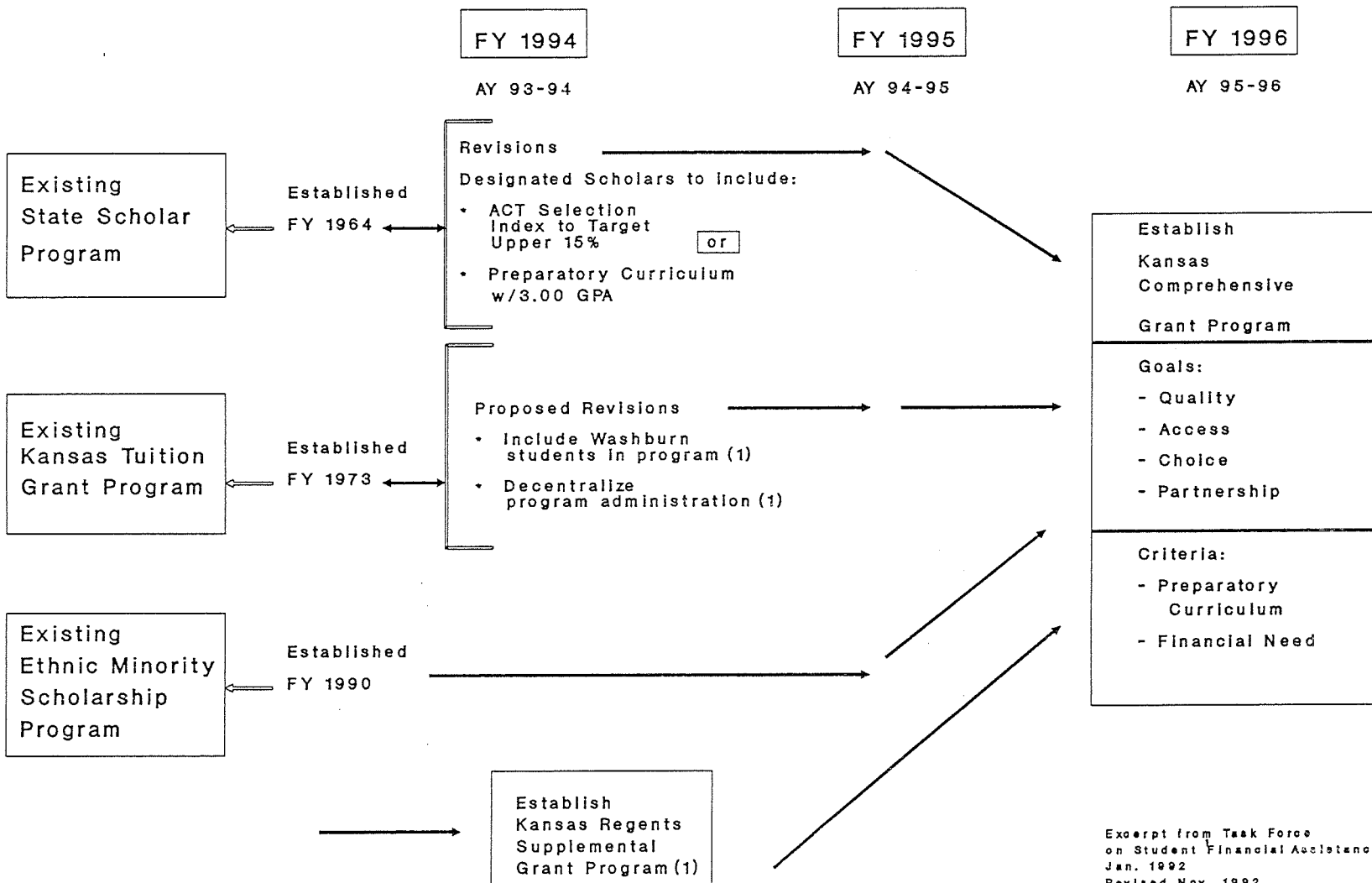
Student eligibility will be based on a distribution formula adopted by the Board which expects a student to provide funding for at least one-half of the cost of attendance by utilizing university, community and corporate scholarships, federal loans, and student resources. The student resource figure will be derived by using the federal formula with modifications if necessary. The remaining calculated cost of attendance is to be funded by parent resources, if any, federal grants followed by the proposed Regents grant.

2. INCLUSION OF WASHBURN UNIVERSITY STUDENTS IN STATE ADMINISTERED FINANCIAL AID PROGRAMS

Background:

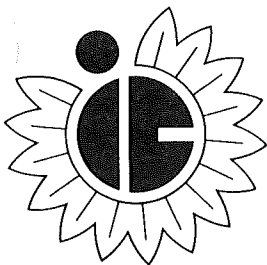
The Task Force on Student Financial Assistance reviewed the absence of Washburn University undergraduate students in the array of enhancements it had recommended for financial aid programs in Kansas. Based on general agreement that all needy Kansas students attending baccalaureate degree institutions should have access to State financial aid, the Task Force recommended to the Board of Regents in October 1992, that Washburn be included in the Kansas Tuition Grant program. The Board approved the recommendation as a legislative initiative.

Task Force on Student Financial Assistance Recommended Implementation Schedule for a Kansas Comprehensive Grant Program



(1) Requires Legislative Action

Excerpt from Task Force
on Student Financial Assistance
Jan. 1992
Revised Nov. 1992



KANSAS INDEPENDENT COLLEGE ASSOCIATION

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ROBERT N. KELLY, *Executive Director*

BACKGROUND TO SENATE BILLS NO. 8 AND 9

Endorsing the recommendations of its Task Force on Student Assistance, the Kansas Board of Regents has proposed to change the Kansas student assistance programs fundamentally.

Below are listed the principal components of this proposal:

Primary Goal — A Comprehensive Grant Program

The Regents' proposal focused on establishing, over time, a needs-based grant program for eligible Kansas resident full-time undergraduates attending a Kansas public four-year or independent college. In order to be eligible, new high school graduates would have to have completed a college preparatory curriculum similar to the present Regents Recommended Curriculum. This proposal was designed to encourage students, particularly those from families of modest means, to prepare themselves for college. High schools would use this proposal as leverage to have students complete a college preparatory curriculum.

The eventual goal of achieving this comprehensive grant program was predicated upon implementing and enacting several changes in the present programs this year. Each of these changes is outlined below:

Current Proposed Changes

1. State Scholarship Revisions. Using its regulatory authority, the Board of Regents has changed state scholarship eligibility rules. The State Scholarship program consists of a two-step application process. A prospective scholar must demonstrate academic quality as shown by ACT scores in order to be designated a state scholar. In turn, state scholars can apply for the state scholarship, which requires the scholar to be financially needy, a Kansas resident, and a full-time student at an accredited Kansas postsecondary institution. To retain the scholarship a student had to maintain a 3.30 GPA, which the Regents have now changed to 3.00 because it is more in line with scholarship requirements at the institutional level.

A more fundamental change in the program involved initial scholar eligibility. In addition to maintaining the ACT score requirement, the Regents have added a second method by which a student can become a scholar. Beginning with the 1993 freshmen class, all Kansas high school seniors who complete the Regents Recommended Curriculum (4 years of English; 3 years of mathematics, social science, and science; and 2 years of foreign language) with a 3.00 GPA will be designated state scholars and be eligible to apply for state scholarships. Because it is assumed that these changes, coupled with the relaxing of federal financial need criteria, will result in more scholars being eligible for scholarships, the Regents have requested an appropriation increase of \$500,000 for the state scholarship program. NEEDS NO LEGISLATION.

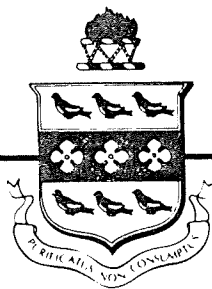
2. Decentralized Administration of the Tuition Grant Program. At the request of the Regents, the Legislative Educational Planning Committee (LEPC) has introduced legislation to decentralize administration of the Tuition Grant program. These changes will provide for the grant funds to be awarded directly to the colleges on a semester basis using past experience as the principal factor. The major change would be that the college would proceed through its eligibility list (with the approval of the Regents' office) as students do not enroll or withdraw during the semester. Now, checks have to be mailed to the Regents' office, which then reawards the funds to students on the basis of a master list. Not only is this method time-consuming, it is inefficient and sometimes results in grants being awarded in late Spring or not at all. With the decentralized procedure, the students would receive their funds in a timely manner and there would be far fewer financial transactions between the state and institutions. SB 8.

3. Regents Supplemental Grant. The Task Force on Student Assistance was very concerned about whether needy Kansans are being denied access to four-year public universities because of increasing tuitions. It proposed that the state set aside 2 per cent of tuition increases over the next four years in order to fund a Supplemental Grant program for needy Kansas residents attending Regent universities. For the 1994 Fiscal Year, it is estimated that a 2 percent tuition increase would raise \$2.3 million, which would assist 2,400 full-time students with a maximum grant of \$960 a year. The program would be administered in the same way as the decentralized Tuition Grant program. The LEPC has voted to introduce the legislation enacting the Supplemental Grant. SB9.

4. Washburn added to the Tuition Grant Program. In order that all four-year public university students could receive the benefits of a state student aid program, the Regents recommended that Washburn students become part of the Tuition Grant program with a specific line item appropriation. The Regents have recommended a funding level of \$320,000 with a maximum grant probably in the range of \$700. The LEPC has voted to introduce the legislation that would add Washburn to the Tuition Grant program. SB 8.

Conclusion

As can readily be seen, the actions by the Regents lead logically to the Comprehensive Grant Program. The State Scholarship changes will encourage high school students to take a rigorous curriculum. Developing a decentralized administration for the Tuition Grant and Supplemental Grant would allow for ease of administration. Phasing the funding in over four years would limit the budgetary impact while encouraging students to apply. The final program with the merger of Tuition Grant, State Scholarship, Minority Scholarship, and Supplemental Grant would have a funding level of approximately \$18 million with \$7 million being covered by tuition set asides; \$5.5 million by present Tuition Grant appropriations; \$1.5 million by present scholarship appropriations; \$1 million for Washburn appropriations; \$1.5 million for Tuition Grant increases; and \$1.5 million for State Scholarship increases. Naturally, a program of this size would require the positive endorsement of the Governor and the Legislature.



WASHBURN UNIVERSITY

Washburn University
Topeka, Kansas 66621
Phone 913-231-1010

Testimony
Senate Committee on Education
in Support of Senate Bill 8
by
David G. Monical
Executive Assistant to the President and
Director of Governmental Relations
Washburn University
February 17, 1993

Mr. Chairman, Members of the Committee:

On behalf of Washburn University, we request your support for the comprehensive student financial aid revisions being recommended by the Kansas Board of Regents.

Among the state's goals for higher education are providing financial accessibility for its citizens and choice among the institutions they attend. We provide subsidies to our state institutions so that they may provide a lower tuition than that charged at independent colleges; and, at the same time, support the Tuition Grant Program which provides assistance for residents with financial need to have a choice among independent institutions. Both goals are desirable and both must be supported.

As tuition at the Regents institutions has increased, the Kansas Board of Regents is recommending the creation of a supplemental grant program for needy residents attending their institutions. The authorizing legislation for this program is in Senate Bill 9 and it is supported by Washburn University.

Washburn University also strongly supports the passage of Senate Bill 8. Senate Bill 8 makes modifications to improve the efficiency of the existing Tuition Grant Program and would provide for eligibility for Washburn students to receive a tuition grant. As currently drafted, Washburn students with financial need would be eligible to receive a tuition grant equal to one-half of the difference between Washburn University's tuition and that charged at the state universities. Currently the maximum award which a Washburn student would receive under the proposed program is approximately \$400 per year. Only students attending Washburn on a full-time basis would be eligible for this program.

We feel that it is appropriate for Washburn University students to be eligible to participate. The state currently provides need-based grants for students attending independent colleges and through the Supplemental Grant Program embodied in Senate Bill 9 would provide need-based financial aid to students attending Regents institutions. Passage of Senate Bill 8 will ensure that need-based financial aid is also available to Kansas residents attending Washburn University.

The proposals embodied in Senate Bill 8 were recommended by the Board of Regents Task Force on Student Financial Assistance and approved by the Kansas Board of Regents. These proposals were also reviewed by the Legislative Educational Planning Committee and, through its recommendation, are embodied in the legislation currently before you. We encourage your support for Senate Bill 8.

KANSAS SENATE

ALICIA L. SALISBURY
SENATOR, TWENTIETH DISTRICT
1455 SW LAKESIDE DRIVE
TOPEKA, KANSAS 66604-2556



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NATIONAL CONFERENCE OF STATE LEGISLATURES
CHAIRMAN: WORKERS COMPENSATION
VICE CHAIRMAN: LABOR
CAPITOL AREA PLAZA AUTHORITY

February 10, 1993

Janice K. Rasch
3725 SW 30th Terrace
Topeka, Kansas 66614-2805

Dear Janice,

I have been researching your question about the definition of "Asian" contained in SB 7 which was introduced by the Legislative Educational Planning Committee and referred to the Senate Committee on Education for consideration.

Staff in Legislative Research indicates that, while other statutory definitions of "Asian" are much broader, this one was intentionally drafted narrowly. The definition was developed by the Kansas State Board of Regents after consultation with all Regents universities. Evidently, academic affairs personnel have indicated a deficiency of graduate students of peoples of Laos, Vietnam and Cambodia who were born or have been naturalized after December 31, 1975. SB 7 is intended to encourage graduate student enrollment of targeted "Asian" students. While the bill omits many nationalities of students who are traditionally considered "Asian", the purpose of SB 7 is to promote enrollment of groups who are under represented; and the legislation likely will be considered "remedial" in nature and held to be constitutional by the courts.

By my response, I am not defending the definition; but rather attempting to provide an explanation for omitted groups including Korean students.

I would be pleased to hear further from you on this matter.

Sincerely,

A handwritten signature in cursive script that reads "Alicia Salisbury".
Alicia L. Salisbury

cc- Sen. Dave Kerr

Sen. Education
Attachment 5
2/17/93