

Approved: 3-7-94
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Duane Goossen at 3:30 p.m. on February 21, 1994 in Room 519-S of the Capitol.

All members were present except: Representative Lane (excused)

Committee staff present: Ben Barrett, Legislative Research Department
Dale Dennis, Deputy Commissioner, Department of Education
Avis Swartzman, Revisor of Statutes
Lois Thompson, Committee Secretary

Conferees appearing before the committee: Ted D. Ayres, General Counsel, Board of Regents
Dr. Robert Sanders, Associate Vice Chancellor and Associate Dean of Graduate School, University of Kansas
Bob Kelly, Executive Director, Kansas Independent College Association
Christine Crenshaw, Director of Student Financial Aid for the Kansas Board of Regents
Bob Krause, Kansas State

Others attending: See attached list

Hearing opened on **HB 3032** - relating to Ethnic Minority Graduate Fellowship program.

Ted D. Ayres, General Counsel and Director of Governmental Relations for the Kansas Board of Regents stated **HB 3032** seeks to amend KSA 1993 Supp. 74-32,114(b). This section is a part of the Kansas Ethnic Minority Graduate Fellowship Program, a cooperative effort between the state and its Regents Institutions to award grants of financial assistance in the form of fellowship to qualified ethnic minority graduate students. This bill eliminates the current \$2,000 limit on institutional supplements (to the state-funded fellowship of \$8,000), and allows all regents institutions to provide a supplement. (Attachment 1)

Dr. Robert Sanders, Associate Vice Chancellor and Associate Dean of Graduate School, University of Kansas spoke in support of this bill, commenting on the need to be competitive and why a \$2,000 supplement is not sufficient in some circumstances. These changes will allow regent universities to take action to aggressively recruit the most highly qualified ethnic minorities into its graduate programs especially where ethnic minorities are vastly under represented. (Attachment 1a)

The floor was opened for questions from the committee.

Hearing opened on **HB 3033** - relating to Kansas Comprehensive Grant Program.

Ted Ayres, representing the Kansas Board of Regents, spoke in support of the bill. This bill seeks to combine three existing statutory student assistance programs into one comprehensive grant program. (Attachment 2)

Bob Krause, Vice President for Institutional Advancement at Kansas State University and a member of the task force who recommended the changes in financial aid spoke in support of the bill..

Robert N. Kelly, Executive Director, Kansas Independent College Association, who also served on the task force on student assistance programs spoke in support of **HB 3033**. He addressed the advantages for this large-scale student assistance program for quality Kansas resident students. (Attachment 3)

CONTINUATION SHEET
MINUTES OF HOUSE EDUCATION COMMITTEE meeting February 21, 1994, at 3:30 p.m. in
Room 519-S.

Christine Crenshaw, Director of Student Financial Aid for the Kansas Board of Regents was introduced. She will be responsible for implementing the Comprehensive Grant Program.

The floor was opened for questions from the committee.

Hearing was opened on **HB 3031** - relating to nursing scholarship program.

Ted Ayres, representing the Kansas Board of Regents speaking in support of **HB 3031**, stated this bill proposes two revisions to the existing program enacted by the 1989 Legislature. (1) Revision of the definition of the term "rural areas" and (2) An additional method to satisfy the outstanding loan obligation. (Attachment 4)

The floor was opened for questions from the committee.

Hearing was opened on **HB 3030** - relating to the Kansas work-study program.

Ted Ayres, representing the Kansas Board of Regents, speaking in support of **HB 3030** stated this bill seeks to merge the existing Kansas career-work-study program and the Kansas youth education service program. This would allow supplementing federal college work-study programs which are need-based and help reduce reliance on students loans while providing community-based and campus-based work experiences for students. (Attachment 5)

Christine Crenshaw, Director of Student Financial Aid, Kansas Board of Regents, appeared to endorse **HB 3030**. Research suggests that work-study programs can assist in reducing loan reliance while providing useful services to the college/university and the community. (Attachment 6)

The floor was opened for questions from the committee.

Meeting adjourned at 4:44 p.m.

The next meeting of the House Education Committee will be February 22, 1994, at 3:30 p.m. in Room 519-S.

GUEST LIST

Committee: Education

Date: 2-21

[illegible]

The Testimony of

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

before
HOUSE COMMITTEE ON EDUCATION
1994 Legislative Session

in re
H.B. 3032

3:30 p.m.
February 21, 1994
Room 519-S
Kansas Statehouse

House Education
Feb. 21, 1994
Attachment 1

My name is Ted D. Ayres and I am General Counsel and Director of Governmental Relations for the Kansas Board of Regents. I am here this afternoon representing the Board of Regents. I am here to speak in support of House Bill No. 3032.

House Bill No. 3032 seeks to amend K.S.A. 1993 Supp. 74-32,114(b), which was legislation, considered by this Committee, and passed by the 1993 Legislature (Senate Bill No. 7; L. 1993, ch. 47). This section is a part of the **Kansas Ethnic Minority Graduate Fellowship Program**, a cooperative effort between the state and its Regents Institutions to:

... award grants of financial assistance in the form of fellowships to qualified ethnic minority graduate students as a means of: (1) recruiting and retaining ethnic minority students in the graduate programs of the state educational institutions; and (2) attracting and retaining ethnic minority faculty members and educational leaders in Kansas.

The proposed revision at lines 30-31 of the bill has two purposes: (1) eliminate the current \$2,000 limit on institutional supplements (to the state-funded fellowship of \$8,000), and (2) allow all Regents institutions to provide a supplement. We believe these revisions will make the whole program more competitive and thus better able to fulfill its intended purposes.

Thank you for your attention and consideration of my testimony. I would now stand for questions.

TESTIMONY TO THE STATE OF KANSAS
HOUSE EDUCATION COMMITTEE
TOPEKA, KANSAS
February 21, 1994

My name is Robert B. Sanders. I am a Professor of Biochemistry, Associate Dean of the Graduate School, and Associate Vice Chancellor for Research, Graduate Studies, and Public Service at The University of Kansas. I am here this afternoon representing the Kansas Graduate Deans. I am here to speak in support of House Bill No. 3032.

House Bill No. 3032 seeks to amend Senate Bill No. 7; L. 1993, ch. 47. This is a part of the Kansas Ethnic Minority Graduate Fellowship Program, a cooperative effort between the State and the Regents Universities to:

...award grants of financial assistance in the form of fellowships to qualified ethnic minority graduate students as a means of: (1) recruiting and retaining ethnic minority students in graduate programs of the Regents Universities; and (2) attracting and retaining ethnic minority faculty members and educational leaders in Kansas.

The proposed revision has two purposes: (1) eliminate the current \$2000 limit on institutional supplements (to the state-funded fellowship of \$8000), and (2) allow all Regents Universities to provide a supplement. These changes will make the whole program better able to fulfill the purpose for which it was intended.

We believe these changes will allow Regents Universities to take appropriate actions to aggressively recruit the most highly qualified ethnic minorities into any of its graduate programs, especially those programs where minorities as a group are vastly underrepresented. These changes will permit fellowship stipends to be extended that are equitable financially within each academic discipline. In many disciplines the supplementation required of a Regents University in order to be competitive will be substantial, perhaps of a magnitude of \$6,000 to \$8,000 where the competition for top students is particularly fierce. The academic departments within the Regents Universities needs this added flexibility which is precluded in the wording of the present legislation.

Thank you for your attention and consideration of my testimony. I am willing to entertain your questions.

House Education
Feb. 21, 1994
Attachment 19

The Testimony of

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

before
HOUSE COMMITTEE ON EDUCATION
1994 Legislative Session

in re
H.B. 3033

3:30 pm.
February 21, 1994
Room 519-S
Kansas Statehouse

House Education
Feb. 21, 1994
Attachment 2

My name is Ted D. Ayres and I am General Counsel and Director of Governmental Relations for the Kansas Board of Regents. I am here this afternoon representing the Board of Regents. I am here to speak in support of House Bill No. 3033.

House Bill No. 3033 seeks to combine three existing statutory programs into one so-called **Comprehensive Grant Program**. The three existing programs are as follows:

● The State Scholarship program, established in 1963, preceded many current federal programs and most, if not all, need-based institutional scholarship programs. It was designed to encourage college attendance by high school achievers, as measured by ACT Assessment scores, who did not have adequate family financial support. This program has received scrutiny in recent years due to the type of criteria used to measure scholastic achievement and collegiate potential.

● The Kansas Tuition Grant, established in 1972, was created to assist financially needy students who choose to attend independent Kansas colleges. This student assistance effort recognizes both the vitality independent institutions bring to the higher education environment and that students, to the extent possible, should not have their higher education options limited by family financial circumstances.

● The Regents Supplemental Grant, established in 1993, is designed to assist financially needy students who are enrolled full-time at a Regents institution. Special consideration is not given to academically accomplished students in part because, increasingly during the last decade, institutions target institutional funds to students who achieve scholastically at the high school or collegiate level.

The reasons, identified by members of the Task Force and discussed with/accepted by the Board of Regents, for recommending merger of these three programs into a **Kansas Comprehensive Grant Program** include:

- broader targeting of aid to financially needy, academically committed students
- increased participation of "non-traditional" students in Kansas programs

- simplification and timelines of aid to students
- administrative streamlining

I would refer you to the enclosure submitted with my testimony. It contains a variety of information to which several individuals wish to speak. I would first refer you to Mr. Robert Krause, Vice President for Institutional Advancement, Kansas State University, and a member of the Task Force on Student Financial Assistance established in 1991.

Thank you for your attention and consideration of other testimony. I would now stand for questions.

COMPREHENSIVE GRANT PROGRAM
A Merger and Upgrade of Three Programs
for
Increased Efficiency, Access and Choice
February 21, 1994

In 1991, the Task Force on Student Financial Assistance was established by the Executive Director of the Kansas Board of Regents with the charge to review existing and emerging student financial aid needs and develop a plan for the rest of this century. Student aid leaders from public and private institutions across Kansas joined together. Similar efforts were underway in many states, from Minnesota to Maryland^{10,11,12} to consider, within the context of student financial aid:

- consumer confusion and participation barriers
- how to streamline programs¹¹
- coordination of federal, state and institutional resources¹
- tuition increases²¹
- preserving the opportunity for needy students to attend independent colleges
- stagnant family income growth¹⁹
- increasing income gap between rich and poor²⁰
- decreased higher education participation by lower-income students^{7,19}
- concern about inadequate academic preparation for college⁷
- decreasing Pell Grant awards in relative and constant dollars²⁴
- increasing debt loads by middle and low income students and²⁴
- access to higher education for minority populations.^{17,18,23}

Among the eight Task Force recommendations, presented in 1992 to the Tuition and Fees Committee of the Board of Regents, was the call for development of a **comprehensive grant program**. The recommendations were endorsed by the Committee and the full Board. The 1992 Ways and Means Subcommittee Report also expressed interest in a comprehensive need-based program. (See Attachment 1). Excerpts from the Task Force Report were also reviewed by the 1992 and 1993 Legislative Educational Planning Committee resulting in two important steps towards a comprehensive grant program taken by the 1993 Legislature:

- decentralization of the Tuition Grant program (L. 1993, Ch. 170) and
- creation of the Regents Supplemental Grant program (L. 1993, Ch. 28).

The 1994 Legislature is being asked to consider a bill which merges the State Scholar (K.S.A. 72-6801 et.seq.), Tuition Grant (K.S.A. 1993 Supp. 72-6107 et. seq.) and Supplemental Grant (K.S.A. 1993 Supp. 74-32,120 et. seq.) programs into the Kansas Comprehensive Grant program. The merger, to be implemented in the fall semester of 1996, will give families, high schools and community colleges two years to complete the transition. (See Attachment 2).

Merger will give needy Kansas students broader access to funds with less paperwork required of parents, high school counselors and college financial aid offices because the program will be decentralized with applications received and awarding occurring at the campus level, but using a selection formula developed by the Board. We estimate 8,000 fewer state applications will have to be completed.

Merger will focus on preparation for college work. The Task Force, recognizing that ACT and College Board (SAT) research show enrollment in college preparatory curriculums increases college level success and also raises average standardized test scores,^{8,9} recommended that completion of a college preparatory curriculum be the foundation criteria for any state funded undergraduate financial aid program.¹ House Bill 3033 requires completion of a college preparatory curriculum by 1996 high school graduates seeking Comprehensive Grant funding.

Merger will recognize the changing scholarship environment. The State Scholarship program was enacted in 1963 and remained quite static for 29 years even though the environment was profoundly changing. The academic measurement continued to be ACT scores even though:

- ACT and SAT officials advised not using standardized test scores as sole measures of academic ability at the college level,^{3,8} and
- the State of Kansas was usually unable to expend all annually appropriated funds because 36% of funded State Scholars could not maintain the 3.0 GPA required for scholarship renewal over a four year period.

With the decade of the eighties came an increase in scholarship awards. The proliferation of scholarships targeted to the upper 10% of high school seniors as measured by ACT, GPA and class rank, reduced need for the State Scholarship program that has become one of many^{15,16} and no longer serves to fund students otherwise unrecognized by colleges.

The 1992 House Appropriations Committee, having witnessed several years of surplus fund balances, encouraged the Board of Regents to increase participation in the State scholar program. So, completion of the Regents Recommended Curriculum with a minimum 3.0 cumulative GPA became a second avenue for State Scholar selection. The number of designees increased from a seventeen year average of 1,793 to 5,307. Many grateful telephone calls were received from high school counselors for increasing the value placed on the college preparatory curriculum by making it a criteria for the scholarship program.

Success has been experienced in efforts to emphasize the value of a college preparatory curriculum, implement the decentralized Regents Supplemental Grant program and decentralize the twenty-one year old Kansas Tuition Grant program. Over 29,000 students were given consideration for these two grant programs without having to complete a separate fee-based application. Furthermore, the Board of Regents office was able to prepare less than sixty checks/vouchers, one-sixth the volume of a centralized system. Most importantly, waiting list applicants could be awarded within a few days after an original award was cancelled due to non-enrollment by the recipient. This contrasts to a six-ten week lag under a centralized system.

Based on the preliminary results of decentralization of the Tuition Grant and the Regents Supplemental Grant programs, we expect increased participation by minority students and non-traditional students in State programs. This occurs because students do not have to complete a separate state application in addition to the federal application.

In summary, a comprehensive program merging the three largest State of Kansas programs will reduce costs for all concerned parties while accomplishing the goals of student academic preparation, access, and choice in addition to effective state investment through improved partnership among federal, state, private and family resources.

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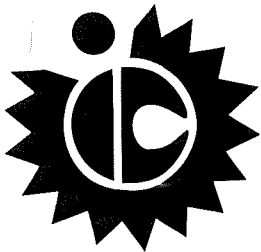
**1992 WAYS & MEANS
SUBCOMMITTEE REPORT
EXCERPT**

"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

PROPOSED KANSAS COMPREHENSIVE GRANT TRANSITION SCHEDULE

Jan-May 1994	Aug 1994	Oct/Nov 1994	Jan 1995	Mar 1995	Aug 1995	Oct/Nov 1995	Mar 1996	Aug 1996
Enabling Legislation for Comprehensive Grant Program	Notify high schools and colleges of 1996 implementation so 1994 high school juniors can plan academically.	Prepare and train high schools and colleges using the Comprehensive State Brochure, High School Training Week, and KASFAA Conference	Phase out State Scholar designation as appropriate to match funding levels	Colleges begin 1995-96 awarding process for Tuition Grant and Supplemental Grant	Design applications and procedures to accommodate Comprehensive Grant. Notify schools same as 1994.	Distribute brochures and applications. Train personnel at high schools and colleges utilizing High School Training Week and KASFAA Conference	Colleges begin Comprehensive Grant awarding process	Students enroll



KANSAS INDEPENDENT COLLEGE ASSOCIATION

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ROBERT N. KELLY, *Executive Director*

February 21, 1994

TESTIMONY BEFORE HOUSE EDUCATION COMMITTEE ON HOUSE BILL NO. 3033--COMPREHENSIVE GRANT

Mr. Chairman, Members of the Committee, my name is Bob Kelly, Executive Director, Kansas Independent College Association.

HB 3033 is supported by our Association because it provides a sound approach for the state to develop a large-scale student assistance program for quality Kansas resident students to attend Kansas independent colleges and public four-year universities. In addition to the obvious advantages of merging three programs -- Supplemental Grant, Tuition Grant, and State Scholarship -- HB 3033 provides the following advantages:

1. Public Awareness. Because of the two-year time lag between program authorization and full implementation, the Board of Regents' office will be able to communicate the provisions of the Comprehensive Grant Program fully to high schools, colleges, parents, and students. This will ease implementation and facilitate public acceptance.
2. Fine-Tuning. Working with higher education and high school officials, the Board of Regents will be able to adjust program processes and allocations using the rules and regulations procedures. Also, there will be two years to consider legislative amendments if some appear advisable.
3. Streamlined Application Procedures. Instead of having to complete a separate state application for each program, applicants for the new program would need merely to complete the free federal application form and submit the data to the college(s) of their choice. This greatly simplifies the process for students. Moreover, if Direct Lending becomes universal, this process will dovetail perfectly.
4. Decentralized Administration and Awarding. Colleges will receive applications and rank and award students using state criteria. This provides colleges with greater flexibility and enables students to receive all their financial aid information from the financial aid office.
5. Administrative Efficiency. With a streamlined application process and a decentralized awarding process, the Board of Regents office can be relieved of many mundane administrative activities. This will provide more time for program analysis, planning, data collection, and information sharing.

House Education - Feb 21, 1994

BAKER UNIVERSITY / BENEDICTINE COLLEGE / BETHANY COLLEGE / BETHEL COLLEGE / CENTRAL COLLEGE
/ DONNELLY COLLEGE / FRIENDS UNIVERSITY / HESSTON COLLEGE / KANSAS NEWMAN COLLEGE /
KANSAS WESLEYAN UNIVERSITY / McPHERSON COLLEGE / MID AMERICA NAZARENE COLLEGE / OTTAWA
UNIVERSITY / SAINT MARY COLLEGE / SOUTHWESTERN COLLEGE / STERLING COLLEGE / TABOR COLLEGE

Attachment 3

6. "Qualified Admissions". HB 3033 provides the philosophical basis to move the highly contentious issue of "Qualified Admissions" off the political stage. As originally presented (many years ago), "Qualified Admissions" was primarily focused on having Kansas high schools encourage their college-bound students to take a rigorous college preparatory curriculum. The Comprehensive Grant program, by requiring the completion of such a curriculum for grant eligibility, accomplishes the goal of encouragement by using a "carrot" rather than the "stick" of non-admittance. In order to qualify for a state grant, a large majority of Kansas high schools graduates beginning in 1996 will complete a rigorous college preparatory curriculum. The state will receive the benefits without the controversy.

7. Recognizing the College Sectors. HB 3033 consciously recognizes the differences and needs among the college sectors. Because community colleges charge relatively low tuitions while serving high percentages of "late-blooming", part-time and adult students, this program does not include them. As for needy community college students, they are eligible for Pell Grants that pay more than their educational charges. The role of Kansas independent colleges has been recognized through the Tuition Grant program for over 20 years. The Comprehensive Grant continues the policy of providing larger grants for independent college students and insures through the allocation process that the funds for these students will be safeguarded. Kansas four-year colleges face the dilemma of having to increase tuitions while maintaining access to qualified low-income students. HB 3033 directly addresses this problem by providing grants to ameliorate tuition changes for needy students.

8. Eliminating the Anachronistic State Scholarship Program. Originally passed in 1963, the State Scholarship program has grown only slightly since its inception. It was based upon now discredited ideas about the value of standardized testing and needs to be phased out.

In short, the Comprehensive Grant program facilitates student applications, streamlines administration, meshes well with federal policies, recognizes the decentralized nature of Kansas higher education, and encourages Kansas high school students to complete a rigorous curriculum. It deserves your support.

The Testimony of

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

before
HOUSE COMMITTEE ON EDUCATION
1994 Legislative Session

in re
H.B. 3031

3:30 pm.
February 21, 1994
Room 519-S
Kansas Statehouse

House Education
Feb. 21, 1994
Attachment 4

My name is Ted D. Ayres and I am General Counsel and Director of Governmental Relations for the Kansas Board of Regents. I am here this afternoon representing the Board of Regents. I am here to speak in support of House Bill 3031.

The Kansas Nursing Student Scholarship Program, K.S.A. 74-3291 *et seq.*, was enacted by the 1989 Legislature (L. 1989, ch. 223). It was designed to address the perceived nursing shortage in Kansas and provide financial incentives for students to pursue this field of study.

Between 50-70% of the scholarship amount (\$3,500 for RN's; \$2,500 for LPN's) is provided by the State of Kansas and up to one-half by a medical provider, or "Sponsor," depending on the size or location of the sponsoring facility. Nursing Scholarship recipients are required to provide one year of employment with the Sponsor for each year of scholarship support received. If a Scholarship recipient fails to become employed in accordance with the requirements of the program, and the recipient does not otherwise meet any of the terms for deferment or satisfaction, all portions of the scholarship must be concurrently repaid to the Sponsor and to the state at an interest rate of 15 percent.

House Bill No. 3031 proposes two revisions to the existing program. At lines 21-24 on page 1, we suggest revision of the definition of the term "rural areas." One hundred scholarships are designated for nursing students who are located in rural areas. The proposed revision would make the nursing program definition of this term consistent with the Osteopathic Scholarship Program and the Primary Medical Care Scholarship Program. The suggested revision would also provide for (i) consistency for financial aid advisors relative to the various medically-oriented scholarship programs; and (ii) simplification which

results in clarity relative to students' understanding of their service obligation in re geography.

The second revision which is proposed is at lines 33-37 on page 2. It is proposed that an additional method to satisfy the outstanding loan obligation be provided. I would suggest that two benefits result: (i) Sponsors are not "penalized" because the Sponsor was unable to provide employment within six months of licensure (and a transfer opportunity was not available), and (ii) the availability of nurses is facilitated--which was the original purpose of the legislation.

In closing, I should advise you that the two proposed revisions have been considered and suggested/recommended by the "Nursing Scholarship Review Committee" which was statutorily created to:

... be advisory to the executive officer and the state board of regents in the administration of such program. K.S.A. 74-3299(d).

Their recommendations were, in turn, endorsed by the Kansas Board of Regents as a 1994 legislative initiative.

Thank you for your attention and consideration of my testimony. I would now stand for questions.

The Testimony of

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

before
HOUSE COMMITTEE ON EDUCATION
1994 Legislative Session

in re
H.B. 3030

3:30 pm.
February 21, 1994
Room 519-S
Kansas Statehouse

House Education
Feb. 21, 1994
Attachment 5

My name is Ted D. Ayres and I am General Counsel and Director of Governmental Relations for the Kansas Board of Regents. I am here this afternoon representing the Board of Regents. I am here to speak in support of House Bill 3030.

House Bill 3030, which is an approved legislative initiative of the Board of Regents for 1994, seeks to merge the existing Kansas career-work-study program (K.S.A. 74-3274 *et seq.*) and the Kansas youth education service program (K.S.A. 74-32,108 *et seq.*). In doing so, we hope to supplement federal college work-study programs which are need-based and help reduce reliance on student loans while providing community-based and campus-based work experiences for students.

I will now call on Christine Crenshaw, our Director of Student Financial Assistance, to provide you with additional information on the purposes and benefit of the merger which results from this proposed legislation.

The Testimony of

N. Christine Crenshaw
Director of Student Financial Aid
Kansas Board of Regents

before
THE HOUSE COMMITTEE ON EDUCATION
1994 Legislative Session

in re
House Bill 3030

Kansas Work Study Merger with Youth Education Services Work Program

3:30 p.m.
February 21, 1994
Room 519-S
Kansas Statehouse

House Education
Feb. 21, 1994
Attachment 6

Chairperson Goosen and Members of the Committee:

My name is Christine Crenshaw and I am the Director of Student Financial Aid for the Kansas Board of Regents. I appear as a representative of the Board to endorse House Bill 3030.

In the last decade, the percentage of student financial aid identified as Federal College Work Study has dropped from 4% to 2% of total grants, loans and federally sponsored work. In addition, the ratio of institutional match to federal funds has grown to 25% (50% if the student works in an approved private, for-profit setting).

Therefore, students either have fewer school sponsored work opportunities or educational institutions must divert more resources to the program.

The State of Kansas, in 1988, established both the Career Work-Study program and the Youth Educations Services program. Career Work-Study, now known as Kansas Work-Study was designed to encourage employment in settings related to the student's expected career field. Youth Education Services (YES) was designed to encourage college students to provide mentoring, tutoring and leadership to elementary and secondary students.

The programs appear to have been successful, suffering only from inadequate funding to meet the demand of students and employment situations. Approximately 400-450 students currently participate in the program.

Effective with this academic year (1993-94), Federal College Work-Study generally requires that 5% of funds be used in community service employment. We propose that there is both efficiency and effectiveness in merging the state programs with similar requirements as the federal programs. This allows institutions to streamline management and counseling efforts.

Finally, research suggests that work-study programs can assist in reducing loan reliance while providing useful services to the college/university and the community. It is likely the Board of Regents Student Financial Aid Committee will study the role of work study programs as part of the mix of scholarships, grants and loans during 1994. The areas of study will likely include number of hours to be worked weekly by students so a negative impact is not made on grades and enrollment; aggregate work-study funds necessary to provide work opportunities to all interested students; partnership arrangements among federal, state and private sources of funds; and the types of jobs that most benefit students academically.

Thank you for your attention and I stand for questions.

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