

MINUTES OF THE SENATE EDUCATION COMMITTEE

The meeting was called to order by Chairman Jean Schodorf at 1:40 p.m. on March 1, 2005, in Room 123-S of the Capitol.

Committee members absent: Senator Apple—excused

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

Conferees appearing before the committee: Senator Jim Barnett
Elizabeth Yanik, Emporia State University
Ted Vannocker, Principal/Superintendent, Marais des Cygnes Valley, USD 456
Diane Lindeman, Kansas Board of Regents
Bill Reardon, Kansas City, Kansas Public Schools

SB 44—Teacher Service Scholarship Program; preference for math and science teachers

Senator Jim Barnett, the author of **SB 44**, noted that the bill was the result of regional and statewide interest in dealing with the need for math and science teachers in the state. The bill provides incentives for high school graduates to pursue a career in math and science. It would add math and science educators to the definition of teachers who are in critical shortage, and it would give priority to math and science teachers who stay within the state and teach for a period of up to four years. (Attachment 1) Senator Barnett explained that the scholarship is currently \$5,000 per year for students who attend a state educational institution or a Kansas private postsecondary educational institution.

Senator Barnett distributed copies of a balloon of the bill and explained the amendments shown. He explained that the middle school model starts at fifth grade, not sixth grade; therefore, “six” is changed to “five” on page 1, line 30, and on page 2, line 12. He noted “certification” is changed to “licensure” on page 2, line 11. (Attachment 2)

Theresa Kiernan, Revisor of Statutes Office, explained that the bill would amend the current Teacher Service Scholarship Program by adding to the definition of hard-to-fill teaching disciplines the teaching disciplines of math and science for any of the grades five through twelve. She noted that the definition section was amended to define what a “state educational institution” is and what a “private postsecondary educational institution” is. She explained that language on page 2 says that preference shall be given to qualified students who have been accepted for admission to or who are enrolled in an approved course of instruction leading to the certification as a teacher in the disciplines of mathematics and science. She explained that it was necessary to strike language on page 2, line 23, to clarify that “institution” does not refer to an out-of-state institution but only to an educational institution in Kansas.

Elizabeth Yanik, a teacher of mathematics at Emporia State University, testified in support of **SB 44**. She emphasized that, with the approaching retirement of many experienced math and science teachers, the projected number of graduates in teacher preparation programs may not provide a sufficient number of replacements. She noted that, with No Child Left Behind, the credentials for middle school mathematics teachers require more hours in their content areas. Now middle school mathematics teachers will be certified as 5-8 or grades 6-12 teachers. Therefore, a bill which highlights service scholarships for those intending to teach science and mathematics in grades 6-12 is most welcome. (Attachment 3)

Ted Vannocker, Marais des Cygnes Valley District 456, testified in support of **SB 44**. He noted that Kansas classrooms have faced a shortage of mathematics teachers for over twenty years, and the lack of qualified mathematics and science teachers becomes more of a problem with each new school year. He noted that, although the bill will not solve the problem, it is a positive attempt to respond to the needs of Kansas students. (Attachment 4)

CONTINUATION SHEET

MINUTES OF THE Senate Education Committee at 1:35 p.m. on March 1, 2005, in Room 123-S of the Capitol.

Diane Lindeman, Director of Financial Assistance, Kansas Board of Regents, commented that, as currently drafted, **SB 44** would have no fiscal effect on the Kansas Teacher Service Scholarship Program. However, she felt it was important to note that the current program states that, subject to appropriation, the maximum award allowed for this program is 70% of the cost to attend a state educational institution in Kansas. She explained that, prior to current law, the maximum award amount was \$5,000. The Board of Regents has continued to award at the maximum level of \$5,000 to enable more students to receive scholarship funding. If the Board had followed the 70% maximum, the scholarship award would be approximately \$8,000. She noted that, if **SB 44** had been in effect for FY 2005, and if preference had been given to math and science teachers, 36 additional math and science applicants could have been awarded scholarships. Awarding the additional 36 math or science applicants at the \$5,000 level would have cost an additional \$180,000. (Attachment 5)

Bill Reardon, representing Kansas City, Kansas, Public Schools, testified in support of **SB 44** with the addition of a provision to ensure specific incentives for accepting employment in high need districts and a provision to include alternatively licensed candidates. He noted that, although it is imperative that the pool of qualified mathematics and science teachers be dramatically increased, urban districts also face the challenge of recruiting teachers to areas with high concentrations of at-risk and bilingual students. The bill does not address the lack of qualified teachers in these fields. He suggested that the scholarship program also be made available to teacher candidates in alternative licensing programs to assist the transition of persons with mathematics and science degrees to the education field. (Attachment 6)

There being no others wishing to testify, the hearing on **SB 44** was closed.

Senator Schodorf called the Committee's attention to the minutes of the February 8, 9, and 10 meetings.

Senator Vratil moved to approve the minutes of the February 8, 9, and 10, 2005, meetings, seconded by Senator Steineger. The motion carried.

The meeting was adjourned at 2:10 p.m.

The next meeting is scheduled for March 2, 2005.

STATE OF KANSAS

JIM BARNETT
SENATOR, 17TH DISTRICT
CHASE, COFFEY, GREENWOOD
LYON, MARION, MORRIS, AND OSAGE
COUNTIES



TOPEKA

SENATE CHAMBER

COMMITTEE ASSIGNMENTS
CHAIR: PUBLIC HEALTH AND WELFARE
MEMBER: FEDERAL AND STATE AFFAIRS
FINANCIAL INSTITUTIONS AND
INSURANCE
GOVERNOR'S HEALTH CARE
COST CONTAINMENT COMMISSION
HEALTH CARE STABILIZATION FUND

**Senate Education Committee
Testimony Re: SB 44**

March 1, 2005

Chairman Schodorf and other distinguished members of the Senate Education Committee, thank you for the opportunity to speak in support of Senate Bill 44.

The Kansas Legislature made major strides during the 2004 session by introducing and passing the Kansas Economic Growth Act. The creation of the Bioscience Authority and opportunity for new jobs is within the reach of Kansas children. In order to prepare our youth and to allow them to be competitive in the work place, math and science education needs to move to the forefront in our schools.

Senate Bill 44 will help address the need for math and science educators in our state. The need has been recognized nationally and statewide.

By providing incentives for our bright and talented high school graduates to pursue a career in math and science education, we will better serve the needs of our children and our state.

Thank you for the opportunity to speak in support of Senate Bill 44.

Senator Jim Barnett

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*Senate Education Committee
3-1-05
Attachment 1*

SENATE BILL No. 44

By Committee on Education

1-18

9 AN ACT concerning the teacher service scholarship program; amending
10 K.S.A. 74-32,101 and 74-32,102 and repealing the existing sections.

11

12 *Be it enacted by the Legislature of the State of Kansas:*

13 Section 1. K.S.A. 74-32,101 is hereby amended to read as follows:
14 74-32,101. As used in this act:

15 (a) "Executive officer" means the chief executive officer of the state
16 board of regents appointed under K.S.A. 74-3203a, and amendments
17 thereto;

18 (b) "qualified student" means a person who: (1) Is a resident of the
19 state of Kansas; (2) has been accepted for admission to or is enrolled full
20 time in a course of instruction leading to certification as a teacher; and
21 (3) has qualified for the award of a scholarship under the teacher service
22 scholarship program on the basis of having demonstrated scholastic abil-
23 ity, or who has previously so qualified and remains qualified for renewal
24 of the scholarship on the basis of remaining in good standing and making
25 satisfactory progress toward completion of the requirements of the course
26 of instruction in which enrolled;

27 (c) "hard-to-fill teaching discipline" means (1) a teaching discipline
28 in which there is a critical shortage of teachers as determined and spec-
29 ified by the state board of education; and (2) ~~the teaching disciplines of~~
30 ~~mathematics and science for any of the grades six through 12;~~

five

31 (d) "underserved area" means a geographic area of the state in which
32 there is a critical shortage of teachers as determined and specified by the
33 state board of education;

34 (e) "state educational institution" has the meaning ascribed thereto
35 in K.S.A. 76-711, and amendments thereto;

36 (f) "private postsecondary educational institution" has the meaning
37 ascribed thereto in K.S.A. 2004 Supp. ~~72-34,105,~~ and amendments
38 thereto.

³² 74-34,163

39 Sec. 2. K.S.A. 74-32,102 is hereby amended to read as follows: 74-
40 32,102. (a) There is hereby established the teacher service scholarship
41 program. A scholarship may be awarded under the teacher service schol-
42 arship program to any qualified student and may be renewed for each
43 such student who remains qualified for the scholarship. Determination

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Attachment 2

1 of the students qualified for such scholarships shall be made by the ex-
 2 ecutive officer. Scholastic ability shall be determined on the basis of any
 3 one or more of the following: (1) High ACT or SAT score; (2) rank in
 4 high school graduation class; (3) cumulative high school or college grade
 5 point average; or (4) any other indicator of scholastic ability which the
 6 state board of regents determines to be demonstrative of potential for
 7 successful completion of a course of instruction leading to certification as
 8 a teacher. To the extent practicable and consistent with qualification factors,
 9 *preference shall be given to qualified students who have been accepted for admission to or are enrolled in an approved course of instruction leading to certification as a teacher in the disciplines of mathematics or science for any of the grades six through 12.* In addition, consideration shall be given to *qualified* students who are members of ethnic minority groups.

licensure

five

15 (b) A scholarship awarded under the program shall provide for payment to a qualified student of (1) an amount not to exceed 70% of the cost of attendance for an academic year at the teacher education school in which the qualified student is enrolled if such teacher education school is maintained by a state educational institution or (2) an amount not to exceed 70% of the average amount of the cost of attendance for an academic year at the teacher education schools maintained by the state educational institutions if the teacher education school in which the qualified student is enrolled ~~is not a state educational institution in a private postsecondary educational institution located in the state of Kansas.~~ A qualified student may be awarded a scholarship for not more than four academic years of undergraduate study, except that a qualified student who is enrolled full time in a course of instruction leading to certification in a teaching discipline for which graduate study is required may be awarded a scholarship for the duration of the course of instruction.

30 Sec. 3. K.S.A. 74-32,101 and 74-32,102 are hereby repealed.

31 Sec. 4. This act shall take effect and be in force from and after its
 32 publication in the statute book.

Testimony Supporting Adoption of Bill 44

I am here to speak in support of Senate Bill 44. I have taught mathematics many years, serving on the faculties of Louisiana State University, Virginia Commonwealth University and for the past fifteen years at Emporia State University. Naturally I feel strongly about the importance of highly qualified teachers of mathematics and science in our school systems. At the release of **Before It's Too Late**, a report of the John Glenn Commission on Mathematics and Science Teaching for the 21st Century, John Glenn stated, "We as a nation must take immediate action to improve the quality of mathematics and science teaching in every classroom in this country. If we delay, we put at risk our continued economic growth and future scientific discovery". Having highly qualified mathematics and science teachers is essential to ensure a well educated workforce capable of meeting the needs of Kansas's technological-related professions.

At gatherings of mathematics and science educators held this year at ESU, several school superintendents have expressed their frustrations and future worries about the difficulties of hiring mathematics and science teachers. The demographics show that with the approaching retirements of many well experienced math and science teachers, the projected numbers of graduates in teacher preparation programs may not be able to provide a sufficient number of replacements to meet their needs. This is particularly true given that a relatively large number of new teachers leave the profession in their first couple of years of teaching. As the executive summary of the publication, **Educating Teachers of Science, Mathematics, and Technology: New Practices for the New Millenium**, released by the Center for Science, Mathematics, and Engineering Education states, "recruitment and retention of high quality teachers, especially those who are qualified to teach science and mathematics, has become a problem in some school districts across the country especially where numerous professional opportunities exist not only outside of teaching but outside of education". Many alternate career opportunities exist for our graduates with science and math degrees.

Another pressure has been placed on school boards with the requirements of the No Child Left Behind legislation. Previously many mathematics teachers in middle schools were certified as a K-8 teacher. Now the credentials for middle school mathematics teachers require more hours in their content areas. Now middle school mathematics teachers will be certified as grades 5-8 or grades 6-12 teachers.

Therefore this bill which especially highlights service scholarships for those intending to teach science and mathematics in grades 6-12 is most welcome. It is a crucial time for Kansas to support and encourage our best and brightest students to teach science and mathematics.

Sincerely,



Elizabeth Yanik

Professor, Department of Mathematics, Computer Science and Economics
Emporia State University

Senate Education Committee

3-1-05

Attachment 3

Marais des Cygnes Valley District 456

Ted Vannocker
Superintendent of Schools
Office 549-3521

February 28, 2005

Members of the Senate Education Committee:

Thank you for your time and attention. My name is Ted Vannocker. I'm currently the high school principal/superintendent for U.S.D. 456, Marais des Cygnes Valley, located in Melvern. I'm completing my 40th year in education which has included mathematics teacher, coach, K-12 principal, and superintendent.

I'm here today in support of SB 44. Our Kansas classrooms have faced a shortage of mathematics teachers for over twenty years. The lack of qualified mathematics and science teachers gets to be more of a problem with each new school year. Our students are the ones that lose out because of this shortage.

Please support the scholarship concept to help meet our critical need. Senate Bill 44 will not solve the problem, but any help to fill 1-40 positions is a positive attempt to respond to the needs of our students.

I'll be happy to answer any questions.

Respectfully submitted,



Ted Vannocker
U.S.D. 456 Superintendent/Principal

TV/dc

Senate Education Committee
3-1-05
Attachment 4



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Testimony regarding SB 44 Senate Education Committee

March 1, 2005

Diane Lindeman
Director of Student Financial Assistance
Kansas Board of Regents

Good afternoon Chairwoman Schodorf and Members of the Committee. My name is Diane Lindeman and I am the Director of Student Financial Assistance for the Kansas Board of Regents. I am here today to provide testimony regarding SB 44. Let me begin by saying that the Board will consistently support student assistance programs that will benefit students and ultimately, the state of Kansas.

SB 44 would amend the existing Kansas Teacher Service Scholarship program by specifying the teaching disciplines of math and science for grades 6-12 as “hard-to-fill” teaching disciplines. Currently the “hard-to-fill” disciplines are determined by teacher vacancy information that is received from the Kansas State Department of Education. Traditionally math and science have been included in these disciplines, in addition to special education and foreign language. The current law also awards scholarships to students who will teach in underserved geographic areas of the state.

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SB, as it is currently drafted, would have no fiscal effect on the Kansas Teacher Service Scholarship program. However, it is important to note that the current program does state that, subject to appropriation, the maximum award allowed for this program is 70% of the cost to attend a state educational institution in Kansas. Prior to the current law, the maximum award amount was \$5,000. Seventy percent of the average cost of attendance is now greater than \$5,000, however the Board of Regents has continued to award at the maximum level of \$5,000 to enable more students to receive scholarship funding. If the Board had followed the 70% maximum, the scholarship award would be approximately \$8,000.

In FY 2005, 89 awards have been made (42 new and 47 renewals). Of the 42 new awards, 19 were to students who agreed to work in underserved geographic areas and 23 were awarded to students who agreed to work in “hard-to-fill” discipline areas (15 special education, 3 science, 3 math and 2 foreign language). These awards in FY 2005 cost \$418,000 (\$327,000 from the State General Fund and \$91,000 from repayment funds).

If SB 44 would have been in effect for FY 2005, and if preference had been given to math and science applications, 36 additional math and science applicants could have been awarded scholarships, instead of special education, foreign language, or underserved geographic area applicants. To have awarded the additional 36 math or science applicants at the \$5,000 level, this would have cost an additional \$180,000.

Thank you for the opportunity to comment. I will be happy to address any questions that you might have.

*Senate Education Committee
3-1-05
Attachment 5*



Kansas City, Kansas Public Schools

Unified School District No. 500

Senate Education Committee

March 1, 2005

Senate Bill 44

Incentives to encourage mathematics and science teachers to enter the profession should be a priority for the State of Kansas. Staffing in these areas becomes increasingly more difficult each year. With the requirements of No Child Left Behind in regard to student achievement and highly qualified teachers, it is imperative that the pool of qualified mathematics and science teachers be dramatically increased.

Our school district has initiated several programs within our district to recruit teachers in high need areas. Our Grow Your Own Teacher program was started in 1997. This program provides scholarships to our own students to enter the teaching profession and return to Kansas City, Kansas to begin their teaching career. We currently have six teachers employed in our district from this program with 25 additional currently in teacher education programs.

Our district has also participated in alternative certification programs with Pittsburg State University, the University of Kansas, and most recently, Emporia State University. These programs allow persons with content area degrees to begin teaching while working with universities to complete teacher education programs.

We currently have 125 teachers employed through these programs. Many of these are in the area of mathematics and science. These programs have allowed us to partially deal with the lack of qualified teachers.

Urban school districts also face the challenge of recruiting teachers to areas with high concentrations of At Risk and Bilingual students. Any scholarship program should address this issue with specific incentives for accepting employment in school districts with a large proportion of students with special needs. Increasing the supply of educators without measures to ensure employment in high need districts will not solve the teacher shortage issue.

We also believe the scholarship program should also be available to teacher candidates in alternative licensing programs. In this way, the program can assist persons with mathematics and science degrees and actual work experience, to transition into the field of education helping to alleviate the teacher shortage.

The Kansas City, Kansas Public School system highly endorses Senate Bill 44 with provisions added to ensure employment in high need districts and to include alternatively licensed candidates.

Bill Reardon
Kansas City, Kansas USD 500