

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

The meeting was called to order by Representative Don Crumbaker at
Chairperson

3:30 ~~am~~/p.m. on March 20, 1984 in room 313-S of the Capitol.

All members were present except: Representative Lowther, who was excused.

Committee staff present:

Avis Swartzman, Revisor of Statutes' Office
Ben Barrett, Legisaltive Research
Dale Dennis, State Department of Education
Judy Crapser, Secretary to the Committee

Conferees appearing before the committee:

Robert J. Clemons, State Board of Education
Robert Wootton, Governor's Office
Dr. Richard Funk, Kansas Association of School Boards
Dr. Jerry Schreiner, United School Administrators
Chris Graves, Associated Students of Kansas
Craig Grant, Kansas-National Education Association
Bill Curtis, Kansas Association of School Boards
Representative Larry Turnquist

The minutes of March 13 and March 15, 1984 were approved as written.

The committee was given copies of written testimony by Craig Grant, Kansas-National Education Association, in support of SB 476. (ATTACHMENT I) This was the testimony referred to in the meeting of March 19, 1984.

The Chairman opened the hearing for SB 473 by asking Ben Barrett of Legislative Research on staff to brief the committee.

Mr. Barrett stated the SB 473 is a result of an interim study to continue the minimum competency assessment of basic skills of pupils. This bill would continue that program through the 1988-89 school year with math and reading the subject areas assessed at grades 2, 4, 6, 8 and 10.

Robert J. Clemons, State Board of Education, testified in support of SB 473. (ATTACHMENT II)

Robert Wootton, Governor's Office, testified in support of SB 473. (ATTACHMENT III) His office would request that the bill have no "sunset", and the Department of Education be permitted to contract for testing services for a period not to exceed five years.

Dr. Richard Funk, Kansas Association of School Boards, testified in support of SB 473. (ATTACHMENT IV)

Dr. Jerry Schreiner, United School Administrators, testified in support of SB 473. He did suggest an amendment to this bill that would allow the school districts the option of developing their own local competency testing program. USA does support this legislation with the Senate change from grade eleven to grade ten.

Chris Graves, Associated Students of Kansas, testified in support of SB 473. (ATTACHMENT V)

Craig Grant, Kansas-National Education Association, testified in support of SB 473. He stated that they support the change from grade eleven to grade ten. He did express a concern with the testing beginning at grade two, however. They feel that it causes a lot of emotional problems with youngsters that young, and would suggest that might be an area to look into. Mr. Grant stated that the testing of students is well accepted by the parents in this state, they expect more frequent testing. Therefore, they support this bill the way it is written because of that acceptance.

As this concluded the hearing from SB 473, the Chairman opened the hearing for SB 766.

Bill Curtis, Kansas Association of School Boards, testified in support of SB 766. This legislation was requested by KASB to amend the teacher due process law making clear that two

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

room 313-S, Statehouse, at 3:30 ~~xxx~~/p.m. on March 20, 1984

hearings are required when it is alleged that nonrenewal of a nontenured teacher is due to a constitutionally-protected right. Mr. Curtis stated that KASB does have a problem with the bill having a deadline stipulation for the hearings. He stated that there had never been a deadline before and they feel that there should not be one now. Therefore, if the deadline were to stay in the bill, KASB would withdraw their support.

Craig Grant, Kansas-National Education Association, testified in support of SB 766. He stated that they do not object to two separate hearings, but would have a problem if Mr. Curtis's suggestion to remove the deadline were approved.

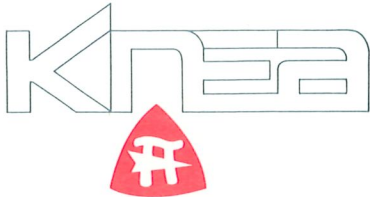
This concluded the hearing for SB 766. The Chairman opened the hearing for HCR 5073 which was carried over from Monday's meeting.

Representative Larry Turnquist presented HCR 5073 which requests the Commissioner of Education to direct driver education teachers to inform students of legal consequences of driving under the influence. Representative Turnquist stated that this was not a single blow aimed at the younger citizens, but part of a program to make Kansans more aware. He added that discussing this with the State Department of Education, they supported this resolution.

Chris Graves, Associated Students of Kansas, testified in support of HCR 5073. (ATTACHMENT VI)

The meeting was adjourned by the Chairman at 4:56 p.m.

The next meeting of the committee will be March 21, 1984 at 3:30 p.m.



Craig Grant Testimony
House Education Committee
March 20, 1984

Mr. Chairman and members of the committee, I appreciate the opportunity to present written testimony on SB 476.

As was reported to you yesterday, events of the past week have altered our testimony on the issue of due process and probation period. It is correct that we have agreed to accept three year probation for teachers who are new to teaching or new to Kansas. We believe that this will tie into our intern year program so that teachers serving an intern year will have an additional two years of probationary status; however, once that initial three years has been served, that teacher will only have two year probation in any other district in Kansas.

I realize that we are giving up something in this compromise. I believe also that the 3-0 decision is a compromise on the part of the school boards. Even though few teachers are effected by 3-0 decisions, the concept- which we have been attempting to pass for eight years- is an important one for Kansas teachers.

Kansas- NEA will support the amended version of HB 2738 as it comes back to the House, assuming that no further changes are made. It is often difficult to report a win-win situation in this process; we are pleased that this compromise could be reached.

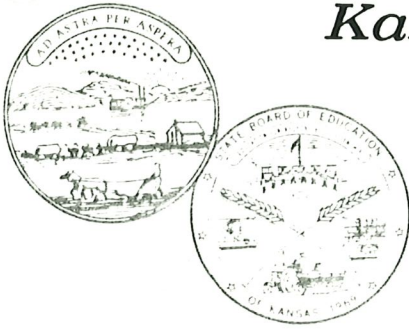
ATTACHMENT I

3-20-84
HOUSE EDUCATION

Kansas State Board of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612



Kay M. Groneman
District 1

Kathleen White
District 2

Dale Louis Carey
District 3

Alicia L. Salisbury
District 4

Ann L. Keener
District 5

Marilyn Harwood
District 6

Theodore R. Von Fange
District 7

Evelyn Whitcomb
District 8

Robert J. Clemons
District 9

Gordon Schultz
District 10

March 20, 1984

Mr. Chairman, members of the Committee, my name is Bob Clemons. I am a member of the State Board of Education, and I am here today to urge you to recommend Senate Bill 473 for passage.

The State Board of Education has discussed this legislation at length and has taken action as a Board to support the testing of students in the schools of Kansas. We believe that this is one positive step that can be taken to improve the educational program of many of the local school districts.

The testing program provides the schools information about what is important in education and what the students of Kansas should be taught. It then goes further by determining how well students of Kansas are being taught and if they need more help in areas in which they are not succeeding. The test allows local schools to determine if there are areas of the curriculum that need to be improved and if there are areas of teaching that need to be improved.

These tests are an annual report to the patrons of a school district as to how well the local schools are doing. Local boards of education can have test

ATTACHMENT II

3-20-84
HOUSE EDUCATION

information before them when they make the important decisions about the schools under their control. Parents can have the same information as they determine the educational progress of their children. You as legislative leaders can have the information available as you make legislative decisions about the education of the students of Kansas. Members of the State Board of Education have the same information available as they make policy decisions about the educational progress of Kansas students.

One important part of the proposed legislation is that the testing program would be in place for a minimum of five years. Members of the State Board feel this is a crucial aspect of the bill. It gives us year-to-year data which we can compare and obtain a picture of the education in Kansas.

I have tried to keep my remarks brief, but I hope you do not interpret this as a lack of interest on this subject by the State Board. Indeed, the State Board feels this is one of the important pieces of legislation to be considered this legislative session. We urge you to strongly recommend passage of Senate Bill 473.

Mr. Chairman, I appreciate the opportunity to speak today and I would be pleased to try to answer any questions.

STATE OF KANSAS



OFFICE OF THE GOVERNOR

State Capitol
Topeka 66612-1590

John Carlin Governor

Testimony to House Education Committee
by
Robert Wootton
March 20, 1984

Mr. Chairman, Members of the Committee,

Thank you for allowing me, as the Governor's representative, to present to you today the Administration's recommendations regarding Competency Based Testing. As this Committee begins its review of Senate Bill 473, the bill submitted by the Interim Education Committee and passed by the Senate, the Governor would like to request that you consider some recommendations that he outlined in his Legislative Message. The following items represent only slight modifications to Senate Bill 473:

- 1) that the Legislature re-enact Competency Based Testing, with no "sunset" of its provisions;
- 2) that the Department of Education be permitted to contract for testing services with a vendor for a period not to exceed five years. This will provide the needed stability for this program and will permit local districts to plan accordingly.

The Administration is very supportive of the amendment to the bill which changes the grade levels to be tested from 2, 4, 6, 8 and 11 to grades 2, 4, 6, 8 and 10. The Governor recommended this modification so that remediation efforts for the needy then can begin earlier.

Thank you, again, on behalf of the Governor for allowing me the opportunity to address the Committee.



Testimony on S.B. 473

by

Richard S. Funk, Assistant Executive Director
Kansas Association of School Boards

before the
House Education Committee
March 20, 1984

Mr. Chairman and members of the Committee, we appreciate the opportunity to appear before you on behalf of the 300 member boards of education which comprise the Kansas Association of School Boards. Our Delegate Assembly this past November took action to adopt a resolution supporting a continuation of the Kansas Minimum Competency Assessment Program. However, due to serious reservations about the purpose and nature of the existing MCA testing program, our delegates endorsed modifying the program along the lines suggested by the State Board of Education Skills Assessment Committee. A copy of the recommendations of this committee is appended to this testimony.

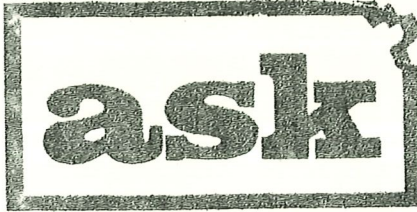
We believe adoption of the recommendations of this committee would significantly reduce objections to the MCA testing program which have developed over the years. It would give the testing program a clear purpose and focus. It would reduce the cost of the testing program to the State of Kansas. For these reasons, we would urge your favorable consideration of the changes suggested as you consider continuation of this important program.

STATE OF KANSAS EDUCATIONAL SKILLS ASSESSMENT PROGRAM

- Purpose:** (1) To provide educational decision-makers in Kansas with information about existing or potential strengths and weaknesses in selected curricular areas in Kansas schools and subsequently, (2) to determine levels of performance of students in the cognitive domain, (e.g. mathematics computation), (3) to identify the variables which account for variations in students performance, and (4) to provide assistance in improving local school districts' educational programs.
- Instrumentation:** Criterion-referenced tests should be used in the minimum competency testing areas of reading and mathematics. Each school district should have the opportunity to develop district minimum competency tests which can be used in lieu of a state minimum competency test. This option will allow for the expansion of local testing programs to include uniquely local goals and objectives that are above the required state program minimums. To ensure data comparability, however, each school district must follow the same state test development specifications as the prime contractor. The test specifications should be established by the Department of Education.
- Data Collection:** Every student in accredited public and private schools at grade levels 3, 7, and 11 would be tested every three years. The non-English speaking student would be exempted. This schedule will provide longitudinal data at important transition points in the student's education development.
- Printed reports and testing materials should be made available at cost to the local school districts to continue their accountability assessment during the interim years (1983-84).
- The interim years (1983-84) can be used to conduct research; develop tests; and, provide consultative assistance to local school districts.
- Test Costs:** The costs of testing over a period of years will prove to be cost effective and should reduce the current costs of testing by as much as thirty to fifty percent.

RECOMMENDATION

The assessment philosophy for state and local cooperation described above underscores the need to be accountable to the public. The Nation at Risk supports the accountability concept. The State Board of Education Skills Assessment Committee recommends that the State Board of Education give favorable consideration to this assessment concept.



ASSOCIATED STUDENTS OF KANSAS

1700 College
Topeka, Kansas 66621
(913) 354-1394

Statement by

CHRIS GRAVES

ASSOCIATED STUDENTS OF KANSAS

(ASK)

Before the

HOUSE EDUCATION COMMITTEE

on

SB 473

Minimum competency assessment of basic skills of pupils

March 20, 1983

ATTACHMENT V

3-20-84
HOUSE EDUCATION

Representing the Students of:

Emporia State • Fort Hays State • Kansas State • Pittsburg State • University of Kansas • Washburn University • Wichita State

Mr. Chairman, members of the House Education Committee, my name is Chris Graves and I am the legislative director for the Associated Students of Kansas. I am here to express our support for SB 473. ASK represents the over 80,000 students at Kansas public universities. Although our constituency has already graduated from high school, we are concerned about the academic preparation high schools offer, because that preparation forms the foundation for post-secondary studies. As a result, ASK has followed with interest the recommendations of the National Commission on Excellence in Education, as well as the work of the Interim Education Committee regarding high school reforms. We have adopted positions on many of these proposals, including SB 473, which we support.

Statement

To begin with, let's first examine the idea of competency assessment. The very word "competency" suggests an ability to survive and carry on. It means a person has the skills necessary to "make it" in a society, which in America, certainly means being able to read and comprehend, to express oneself by speech and writing, and perform the simple math needed to shop, budget and balance a checkbook. There is rarely an opportunity for a child to learn these skills outside of school, and we believe the teaching of these basic skills is the most important mission of the public schools.

Further, we believe these minimum competencies should be society-wide, or at least state-wide, which is as much as we can expect. A child whose local school system expected less may well be at a disadvantage in the wider world.

We also believe that these skills can, to a great extent, be measured by tests. Therefore, it seems reasonable that a statewide, standardized competency test should be part of our educational system.

One thing that was made clear by hearings on this subject over the summer

and in the Senate was that these tests should only be given if the legislature can decide on the purpose they should serve. ASK believes these tests should be used for what the name implies: to measure whether or not a student has achieved a certain minimum level of competency in basic skills. If not, the student should receive the assistance necessary to reach that level. Given this goal, it is hard to see why anyone should oppose this testing.

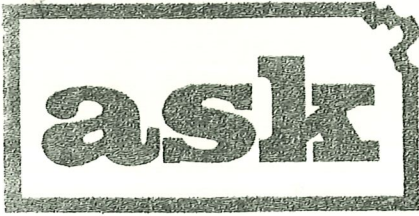
Competency tests are not perfect indicators of achievement; nor should they be exclusive guides to a student's advancement. But they have the advantage of providing a uniform measure of achievement. Teachers, parents, and - it should not be forgotten - students, have the need, and the right, to see how their performance measures up to expected minimums. We believe competency tests can and should be used as a diagnostic tool, to identify problems so that solutions can be found.

There are those who fear that test results would be used to compare district to district, or even teacher to teacher. While there are many reasons why test results will vary, we shouldn't be afraid to ask why? There are very few things so perfect they cannot be improved, but without some means of evaluation, neither strengths or weaknesses can be identified. There are many ways to evaluate a district, but surely the competency attainment of its pupils is a valid area for scrutiny.

Conclusion

We believe competency-based testing, if used as a diagnostic tool, can benefit students by identifying problems and pointing the way for corrections; can help parents better know their children's progress; and can make the educational system more accountable to the public. We therefore support SB 473, and urge you to adopt it.

Thank you for this opportunity to come before you today. I'll be happy to answer any questions you might have.



ASSOCIATED STUDENTS OF KANSAS

1700 College
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Statement by

CHRIS GRAVES

ASSOCIATED STUDENTS OF KANSAS

(ASK)

Before the

HOUSE EDUCATION COMMITTEE

on

HCR 5073

Requesting the Commissioner of Education to direct driver education teachers to inform students of legal consequences of driving under the influence.

March 20, 1983

ATTACHMENT VI

3-20-84
HOUSE EDUCATION

Representing the Students of:

Emporia State • Fort Hays State • Kansas State • Pittsburg State • University of Kansas • Washburn University • Wichita State

Mr. Chairman and members of the Committee, my name is Chris Graves and I am the Legislative Director of the Associated Students of Kansas, which represents the student government associations at the seven public universities in Kansas. I am here today to express our strong support for HCR 5073.

REMARKS

ASK, as an Association, believes in and promotes a thorough, comprehensive plan for dealing with the problems of alcohol abuse by all persons in society. Because of the age of the majority of our constituency, we are most concerned and have been most active in dealing with the problems of youth alcohol abuse. I am not here today to deny that a problem does not exist with the over-indulgence of alcohol by youth and young adults, with driving while intoxicated, or with their involvement in alcohol-related accidents. But you, similarly, cannot deny that a problem exists in these same areas with all other sectors and segments of society.

The plan ASK promotes consists of three parts: 1) education 2) enactment of appropriate laws to deal with the abuse of alcohol, not merely its use 3) strict enforcement of those laws. I would just like to touch upon each of these points as they relate to HCR 5073.

EDUCATION

Education is the first, and perhaps most important component of our plan. It is also an element which all other persons and groups concerned about youth alcohol abuse can agree upon. To cite the most recent example, conferees who testified in support of raising the drinking age at the hearing in February time and time again warned that simply raising the drinking age from 18 to 19 or 21 is not enough -- will not cure the problems of youth alcohol abuse -- comprehensive educational programs for everyone are also needed.

This is consistent with what the Kansas Task Force on Youth Alcohol and Drug Abuse recommended when they identified the ten most critical needs in Kansas

communities to ease their youth alcohol and drug abuse problems. Number four on that list of ten was the integration of credible alcohol and drug education in kindergarten through grade 12.

The Kansas Citizens Committee on Alcohol and Other Drug Abuse adopted the following position statement at its October 1983 meeting: "There is no magical drinking age that is going to solve the problems of alcohol abuse because the drinking age does not address the underlying causes of the problem.

Setting a legal drinking age will continue to have minimal effects at any age until the underlying causes and other contributing factors are addressed (such as the lack of education about the effects of alcohol, lack of social attitudes and adult role models, ...)"

And finally, The Governor's Committee on Drinking and Driving in its December 1983 report did not recommend raising the drinking age but did recommend the following:

"1. An on-going public information effort to inform and educate the public about the drinking and driving issue should be implemented. The social norm of drinking and driving must be changed by persuading the public to reduce alcohol consumption before driving. The perceived risk of apprehension for drunk driving, with definite severe penalties imposed for the offense, needs to be increased." and

"3. Curriculum content relative to Alcohol Traffic Safety for Private Drivers' Education pupils/schools should be mandated. Accomplishment of this objective, in practical terms, will require strengthening the prerequisites for private driver's education teachers in regard to training, given that the education and licensing standards for the schools will be higher."

With all this call and support for alcohol education in the schools and community one must wonder why it has not been addressed before by the Legislature and we commend Representative Turnquist for taking this first step and bringing this issue to the attention of this body.

ALCOHOL EDUCATION PROJECT

Before continuing, I would just like to bring to the attention of Committee

members the efforts the Associated Students of Kansas have made in educating students on our campuses as to the effects of the use and abuse of alcohol and how to "responsibly" consume alcohol. Included with my testimony is an abbreviated proposal description, summary of activities which occurred on each campus, results of a statewide survey conducted, and an Alcohol Info Kit which, among other things, discusses penalties for conviction of a DWI.

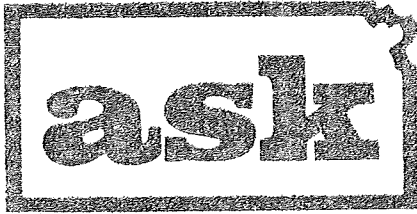
ENACTMENT OF APPROPRIATE LAWS AND ENFORCEMENT OF THOSE LAWS

Points two and three of ASK's comprehensive plan to deal with youth alcohol abuse are the enactment of appropriate laws to deal with the misuse of alcohol, not merely its use; and strict enforcement of those appropriate laws. It is unfortunate, and even unfair, that ASK is often not recognized or remembered for its work and support of such issues as tougher penalties for driving while intoxicated, tougher penalties for the manufacturing and use of fake IDs, revisions in the laws forbidding possession, purchase or consumption of alcohol by minors, laws prohibiting open containers of beer or alcohol in a motor vehicle, and this session, the bills which would prohibit "drink and drown" nights and more severely penalize persons who sell alcohol to minors. Of course the key, the necessary ingredient, for any "appropriate" law to be effective, is strict enforcement by law enforcement officials and other responsible persons.

CONCLUSION

In conclusion, I would just like to reiterate ASK's strong support for HCR 5073. It is a measure that both professionals in the field and the public at large agree on and support. We commend Representative Turnquist for bringing forth this resolution. It is indeed a step which should, which needs to be taken. Young people today, for the most part, are not being given any education in the classroom or in present driver training instruction about the effects of alcohol on one's body or abilities. We urge your support of the measure.

Thank you for the opportunity to come before you today. I will be happy to answer any questions you have.



ASSOCIATED STUDENTS OF KANSAS

1700 College
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ASSOCIATED STUDENTS OF KANSAS OCTOBER AWARENESS MONTH REPORT OF ACTIVITIES

STATEWIDE SURVEY

974 students from the seven public institutions in Kansas were surveyed about drinking attitudes and practices. Results showed 54% of the students surveyed knew of an alcohol or drug abuse prevention or treatment program on their campus or in their community, 45% did not; 38% of the students surveyed thought a mixed drink with 1½ ounces of liquor contained more alcohol than a 12 ounce can of beer or a 5 ounce glass of wine, 4% thought the 12 ounce can of beer contained the most alcohol, 7% thought the wine contained the most alcohol, and 47% thought all choices contained the same amount of alcohol; 60% of the students surveyed did not recognize the penalties for a first conviction of Driving While Intoxicated, 37% did; 24% of the students surveyed responded that nonalcoholic beverages are always served at bars or parties they attend, 28% responded that nonalcoholic beverages are usually available, 22% responded that nonalcoholic beverages are sometimes available, 17% responded that nonalcoholic beverages are seldom available and 6% responded that nonalcoholic beverages are never available; 6% of the students surveyed thought that the legal drinking age for 3.2 beer in Kansas should be under 18, 75% thought that the legal drinking age should be 18, 10% thought that the legal drinking age should be 19, 2% thought the legal drinking age should be 20, 7% thought the legal drinking age should be 21 and 1% thought the legal drinking age should be over 21; 59% of the students surveyed thought that courses on alcohol use and abuse should be a mandatory part of elementary and/or high school curriculums, 39% did not agree; 10% of the students surveyed thought that the problem of alcohol abuse is a very serious problem on their campus, 36% thought that alcohol abuse is a serious problem on campus, 38% thought that alcohol abuse is a minor problem on campus and 5% thought there was no problem with alcohol abuse on campus; and finally, 53% of the students surveyed responded that there are enough healthy alternatives to drinking-oriented activities on campus or in the community, 43% responded that there were not enough healthy alternatives. A copy of the survey is attached, which includes a breakdown of students surveyed by age, place of residence and sex.

PRESS RELEASES

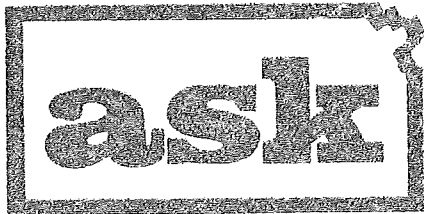
Two press releases were sent to all radio stations, daily newspapers and and university newspapers in the state. Although little coverage was given in the daily newspapers, several radio stations carried reports and university newspapers gave extensive coverage to our activities. Copies of the press releases and some of the articles and editorials which appeared are attached.

PROCLAMATION

Proclamations were passed by each of the seven student government associations and by the Washburn Board of Regents recognizing and supporting our Project. A

Representing the Students of:

Emporia State • Fort Hays State • Kansas State • Pittsburg State • University of Kansas • Washburn University • Wichita State



ASSOCIATED STUDENTS OF KANSAS

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THE ALCOHOL EDUCATION PROJECT

PROPOSAL SUMMARY AND BUDGET OUTLINE

The Alcohol Education Project is a program developed by the Associated Students of Kansas to: 1) gather information on alcohol use and attitudes among college students, 2) educate a larger number of students on the problems associated with alcohol abuse, and on campus and community resources available when help is needed, 3) promote responsible drinking practices in the college community, 4) advocate education as the most appropriate way to prevent alcohol abuse, and 5) establish a network of student organizations to continue these activities in the future.

The Associated Students of Kansas is a student advocacy and research group composed of the six state universities and Washburn University, representing over 80,000 students. Its mission is to promote student welfare in the public decision-making process.

ASK works to educate students on political issues and encourage their participation in the political process through such activities as voter registration and education drives. It also promotes student concerns in the legislature, such as support for the universities, student financial aid, and issues affecting student life. Last year, ASK successfully advocated a state work-study program, under which the universities will provide matching dollars to private employers who hire students for part-time jobs in their area of study.

ASK's concern over the problems of alcohol abuse grew out of the continuing controversy over the legal drinking age in Kansas. ASK has consistently opposed raising the drinking age for beer from 18, arguing that this action would be unfair to young people who are legal adults, and would have a limited impact, if any, on the problem of youth alcohol abuse. Rather than prohibition, a method proven counterproductive, ASK has advocated fair and appropriate laws, such as tougher DWI penalties, Open Container laws, ID laws, and most important, public education to eradicate drinking myths and change public attitudes about alcohol use and abuse.

The Alcohol Education Project is ASK's attempt to "put our money where our mouth is." ASK will continue to advocate appropriate laws and policies be enacted by the legislature and state agencies, but the Project is the Association's commitment to do its own part. It is a commitment of ASK's scarce resources of money and staff to an ambitious campaign against alcohol abuse among college students.

Obviously, ASK does not have expert background in alcohol abuse prevention and treatment, and cannot do actual programs in this area. Instead, ASK will use its statewide network and ties to campus leaders to build campus-wide support for these efforts, work cooperatively with whatever programs already exist on each campus and in the community to promote the goals of alcohol awareness and education, and to establish a permanent network of student organizations on the BACCHUS model.

Representing the Students of:

Emporia State • Fort Hays State • Kansas State • Pittsburg State • University of Kansas • Washburn University • Wichita State

sample proclamation is attached.

NAB CHALLENGE

Each university conducted a NAB Challenge - a contest to find the best nonalcoholic beverage on the campus. Campus winners then participated in the State Challenge in December in Overland Park.

LITERATURE DISTRIBUTED

10,000 Alcohol Info Kits
500 "3 Easy Ways ..." posters
500 "NAB IT" posters

Samples of these materials are attached.

OTHER INDIVIDUAL CAMPUS ACTIVITIES

Emporia State University

Campus Coordinator - Nan Stevens

All-university forum on the problem of alcohol abuse and available campus resources
Display of alcohol information and materials
Films

Wichita State University

Campus Coordinator - Paul Longworth

Information table staffed by students and alcohol prevention and treatment professionals from the community
Films - Chalk Talk, Alcohol and Drugs, The Troubled Employee, Spirits of America
Lecture on the legal, medical and social implications of alcohol use and abuse

Pittsburg State University

Campus Coordinator - Angie Wood

Distribution of literature around campus
Advertisements in the campus newspaper
A public relations class on campus wrote a paper on the ASK Alcohol Education Project

Washburn University

Campus Coordinator - Jim Donovan

Panel discussion on liabilities of alcohol use
Display on healthy alternatives to alcohol
Formation of BACCHUS Chapter
Panel discussion on prevention and treatment centers in Topeka

University of Kansas

Campus Coordinators - Amy Brown, Chris Edmonds

Sale of T-Shirts
Poster contest in the dorms
Films
Advertising in the campus newspaper
Bus service to downtown bars on Friday night
Fruit Juice Nights at the dorms

Kansas State University

Campus Coordinator - Brett Lambert

Alcohol Awareness Fair - several community and campus groups displaying literature, demonstrations, healthy alternatives to drinking alcohol and samples of several nonalcoholic beverages

Fort Hays State University

Campus Coordinator - Stephanie Pfeifer

formation of BACCHUS Chapter

Distribution of literature

Offers from alcohol prevention and treatment professional in the community to come to campus to address classes as to the facts and how to deal with alcohol abuse as it relates to a specific academic field.

Attached are samples of some of the advertisements which appeared in the campus newspapers as well as a sample of the reports campus coordinators were asked to submit evaluating the Project on their campus and any responses they received about the Project from other students, administrators, etc..

ASK Alcohol Education Project

Alcoholic beverages have been a source of both pleasure and problems since the beginning of mankind. The continuing use of alcohol for both good and bad is no where more obvious than on the college campus.

Contrary to popular belief, the majority of problem drinkers are not "skid row bums." In fact, in a recent survey of students at various universities around the country, 10 to 15% were considered to be problem drinkers, and 30 to 45% said they had driven after several drinks during the previous year.

Some people believe the way to solve drinking problems is to try to stop young people from drinking. ASK believes a better approach is through public education and responsible attitudes. Students must first decide whether or not to drink alcohol. If they choose to drink, they must choose whether or not they will drink responsibly. Hopefully this Alcohol Information Kit will help you make the right decision.

Funds for this Project provided in part by the Kansas Department of Social and Rehabilitation Services, Alcohol and Drug Abuse Services.



HOW ALCOHOL WILL AFFECT YOU

The same amount of alcohol can affect people in different ways. Here are some factors that determine the way alcohol will affect you and some health tips as to when you should not drink at all.

- If you sip a drink and do not have more than one drink per hour, the alcohol will not have a chance to build up in the bloodstream.
- Diluting alcohol with water will slow absorption into the circulatory system.
- The same amount of alcohol has a greater effect on a lighter person than it does on a heavier person.
- Eating high-protein foods like cheeses and meats will slow down the absorption rate.
- Your mood, attitude and drinking experience can determine the impact alcohol will have on your body.
- Alcohol has no nutritional value and can alter your body's ability to use certain important vitamins such as thiamine and niacin.
- Drinking alcohol during pregnancy can be harmful to the unborn child.
- Drinking alcohol in combination with drugs and medication can be deadly.



BLOOD ALCOHOL CONTENT (BAC)



NUMBER OF DRINKS (12 oz. beer or 4 oz. wine or 1 oz. liquor) per hour*

Body wt.	1	2	3	4	5	6	7	8	9
100	.032	.065	.097	.129	.162	.194	.226	.258	.291
120	.027	.064	.081	.108	.135	.161	.188	.215	.242
140	.023	.046	.069	.092	.115	.138	.161	.184	.207
160	.020	.040	.060	.080	.101	.121	.141	.161	.181
180	.018	.036	.054	.072	.090	.108	.126	.144	.162
200	.016	.032	.048	.064	.080	.097	.113	.129	.145
220	.015	.029	.044	.058	.073	.088	.102	.117	.131
240	.014	.027	.040	.053	.067	.081	.095	.108	.121

Caution

Driving impaired

Legally drunk

TIPS ON PARTY PLANNING

Focus on more than a drink. A party should be more a *social* event than a *drinking* event. Alcohol should enhance conversation and conviviality — not replace them.

Offer more than just alcoholic beverages. Some people choose not to drink alcohol for a variety of reasons. Be thoughtful and serve nonalcoholic beverages.

Serve snacks. Food helps slow the absorption of alcohol into the bloodstream. Serve high-protein foods such as cheese and peanuts.

Don't push refills. Wait until the glass is empty before offering your guest another drink. If a guest says, "No thanks" to another drink — accept his decision. Stop serving alcohol before the end of the party.

Drinking and driving don't mix. If guests do exceed drinking limits, don't let them drive! Take away their keys if necessary. Have someone drive them home or let them "sleep it off." Only time will sober them up.

DEALING WITH THE INTOXICATED PERSON

There is no way to sober up quickly. Only time will allow the person to metabolize the alcohol in his bloodstream. A cold shower, black coffee, oxygen or exercise will have little effect. A general rule of thumb is that it will take as many hours to sober up as the number of drinks ingested. Here are some suggestions for dealing and treating an intoxicated person.

- *If the person is aggressive and wants to fight everyone:*
 - *approach the person carefully and try to calm him down by using rational reasoning.*
 - *attempt to get the person to leave and go home with you or friends.*
 - *if the person continues to be assaultive and is hurting others, call the police to avoid further damage and for the person's own protection.*
- *If a person has had "one too many" and passes out, monitor his breathing to make sure it is normal.*
- *If the person is responsive but is listless and sleepy, make sure the person is on his side so he will not choke in case of vomiting.*
- *If the breathing is irregular and the person appears to be in a coma, with a purplish skin tone, try to awaken him by gently shaking or poking. If there is no response, call for medical attention at once.*
- *If the person is not breathing, start mouth-to-mouth resuscitation and get help immediately.*



IT'S THE LAW!

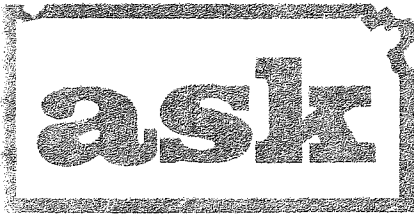
Any driver with a blood alcohol content of .10% or above may be convicted of **Driving While Intoxicated**, or **DWI**, in the state of Kansas, and most other states. Refusal to submit to an alcohol test of breath or blood is admissible as evidence against a person charged with **DWI**. Plea bargaining is not permitted. A person convicted of **DWI** is not eligible for release on probation or suspension of sentence.

Penalties for conviction of **DWI**:

- **1st offense:**
 - a. 48 hours to 6 months imprisonment or 100 hours of public service
 - b. \$200 to \$500 in fines
 - c. restriction of driver's license for 90 days to 1 year
 - d. completion of an alcohol and drug safety action program and/or a treatment program
- **2nd offense:**
 - a. 90 days to 1 year imprisonment
 - b. \$500 to \$1000 in fines
 - c. suspension of driver's license for 1 year or until the person completes an approved treatment program
- **3rd or subsequent offense:**
 - a. 90 days to 1 year imprisonment
 - b. \$1000 to \$2500 in fines
 - c. revocation of driver's license

In addition, it is against the law to:

- 1) drive on any streets or highways in Kansas with an open container of **any** alcoholic beverage — beer or liquor
- 2) furnish any alcoholic beverage to a minor
- 3) manufacture, sell, knowingly lend or use false identification to purchase alcoholic beverages



ASSOCIATED STUDENTS OF KANSAS

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ALCOHOL EDUCATION PROJECT STUDENT SURVEY

SURVEY 1

- Do you know of any alcohol or drug abuse prevention or treatment programs on your campus or in your community?
Yes 524 (54%) No 434 (45%)
- Which of the following contains more alcohol?
Mixed drink with 1 and 1/2 ounces of liquor? 374 (38%)
12 ounce can of beer? 43 (4%) 5 ounce glass of wine? 67 (7%)
They are all the same. 454 (47%)
- Presently, Kansas law requires a minimum mandatory jail sentence of 48 hours or 100 hours of public service work for a first conviction of Driving While Intoxicated (DWI).
True 580 (60%) False 361 (37%)
- The level of blood alcohol content at which a person is considered legally drunk is _____.
- At bars or parties you attend, how often are non-alcoholic beverages served?
Always 236 (24%) Usually 270 (28%) Sometimes 218 (22%)
Seldom 170 (17%) Never 56 (6%)
- What do you think the legal drinking age for 3.2 beer should be in Kansas?
Under 18 58 (6%) 18 735 (75%) 19 94 (10%)
20 19 (2%) 21 68 (7%) Over 21 11 (1%)
- Do you think courses on alcohol use and abuse should be a mandatory part of elementary and/or high school curriculums?
Yes 570 (59%) No 375 (39%)
- How serious do you think the problem of alcohol abuse is on your campus?
Very serious 100 (10%) Serious 353 (36%)
Minor problem 366 (38%) No problem 52 (5%)
- Do you think that there are enough healthy alternatives to drinking-oriented activities on campus or in the community?
Yes 514 (53%) No 421 (43%)
- What is your age? Place of Residence? Sex?
18 181 (19%) 21-25 252 (26%) University Housing 275 (28%) M 427 (44%)
19 179 (18%) Over 25 110 (11%) Fraternity or Sorority 313 (32%) F 517 (53%)
20 139 (14%) Off-campus 271 (28%)
21 106 (11%) Parent's home 86 (9%)

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