

Approved 2/28/89  
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

The meeting was called to order by Chairman Don E. Crumbaker at  
Chairperson

3:30 ~~xxx~~ a.m./p.m. on February 20, 1989 in room 519-S of the Capitol.

All members were present except:  
Representative Williams, excused.

Committee staff present:

Avis Swartzman, Revisor of Statutes' Office  
Ben Barrett, Legislative Research  
Dale Dennis, Department of Education  
Carolyn Rampey, Legislative Research  
Thelma Canaday, Secretary to the Committee

Conferees appearing before the committee:

Representative Gross,  
Representative Turnquist  
Mr. Craig Grant, Kansas National Education Association  
Mr. Gerald Henderson, United Schools Administrators  
Mr. Larry Woodson, State Board of Agriculture  
Mr. John Koepke, Kansas Association of School Boards  
Representative Heineman  
Representative Wagnon  
Mr. James W. Dodge, Coordinator for Teen-aid School, USD #501  
Dr. Beverly Eversmeyer, Director of Guidance, Manhattan Schools, USD #383  
Ms. Jackie Sunstrum, former at risk student  
Ms. Kathrun Dysart, Wichita Schools, USD #259  
Mr. Mark Tallman, Associated Students of Kansas  
Mr. Bill Curtis, Kansas Association of School Boards

The meeting was called to order by Chairman Crumbaker.

The chairman opened hearings on HB 2215, concerning the provision of milk snacks for pupils in school districts and accredited nonpublic schools.

Representative Gross explained HB 2215 which declares proper nutrition of children is a high state priority since there is a demonstrated relationship between good nutrition and the capacity of children to develop and learn. Mr. Gross cited an instance where a milk program was instituted in a school in the Hays district where a number of children from transients were experiencing academic problems. Dramatic results were observed after the program of serving milk snacks was initiated.

Representative Turnquist spoke in favor of HB 2215. Mr. Turnquist emphasized the correlation between good nutrition and appetite for learning. (Attachment 1).

Mr. Craig Grant spoke in favor of HB 2215. Mr. Grant stated teachers have noted an increase in attention span and an increase in performance for children in school who aren't hungry. A suggestion was made by Mr. Grant to provide an alternative for those children who may be allergic to milk or milk products.

Mr. Henderson testified in favor of HB 2215 but pointed out it would work yet another activity into an already crowded school day. Mr. Henderson also noted the cost would be a big factor in the bill's acceptance by the legislature. (Attachment 2).

Mr. Larry Woodson added his support to HB 2215. Mr. Woodson noted the bill was designed to promote milk and milk products and, at the same time, enhance the learning capabilities of children.

John Koepke testified against HB 2215. Mr. Koepke said there are a number of task forces working to address the problems of At Risk children and, in his opinion, HB 2215 is not the proper way to address the problem. (Attachment 3).

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

room 519-S, Statehouse, at 3:30 ~~xxx~~ p.m. on February 20, 1989

After a time of discussion hearings on HB 2215 were declared closed by the chairman.

Hearings on HB 2267, relating to required attendance at school; noncompliance were opened by the chairman.

Craig Grant gave explanation of HB 2267 pointing out the elimination of the 5-day waiting period for reporting continued absence of a child to the secretary of social and rehabilitation services.

Gerald Henderson spoke in support of HB 2267. Mr. Henderson believes reporting to the Social Rehabilitation Services on the next school day following return of the restricted mail receipt should be no problem to schools. (Attachment 4)

Representative Heineman spoke briefly asking for the committee's support of HB 2267.

Hearings on HB 2267 were declared closed by the chairman.

The chair opened hearings on HB 2349, concerning at risk pupil assistance plans in school districts.

Representative Wagnon gave explanation of HB 2349. Representative Wagnon said HB 2349 focuses on at risk pupil assistance programs and will provide additional services to help encourage pregnant teenage girls from dropping out of school. Representative Wagnon pointed out a feature of HB 2349 is the requirement of a local match of 50 percent.

James W. Dodge spoke in support of HB 2349. Mr. Dodge shared what the Topeka Public Schools are doing to assist the at risk student in completing their high school education. Mr. Dodge cited the number one reason for teenage mothers dropping out of school is the lack of child care. (Attachment 5)

Dr. Beverly Eversmeyer testified in favor of HB 2349. Dr. Eversmeyer feels money spent to keep teenage mothers in school and educating them in parenting skills is money well spent with multiple benefits. (Attachment 6)

Jackie Sunstrum testified in support of HB 2349. Ms. Sunstrum spoke from personal experience of becoming pregnant while in high school and being forced to leave school because there were no support programs available.

Kathryn Dysart encouraged the consideration of HB 2349. Ms. Dysart testified of the effectiveness of the child care services programs provided at each of the comprehensive high schools in the Wichita Public Schools. (Attachment 7)

Craig Grant spoke in support of HB 2349. Mr. Grant believes Kansas cannot grow and prosper when so many students drop out of high school, a problem which affects our economic strength. (Attachment 8)

Gerald Henderson spoke in support of HB 2349. Mr. Henderson supports programs targeted at reaching at risk students. (Attachment 9)

Mark Tallman supports the enactment of HB 2349. Mr. Tallman stated the issue of students at risk is one of the highest priorities of the Associated Students of Kansas in the 1989 session. (Attachment 10)

Bill Curtis testified in support of HB 2349. Mr. Curtis said the Kansas Association of School Boards passed a resolution to support the identification of at risk youth and state funding for programs designed to help those youth. Mr. Curtis suggested HB 2349 be amended to make sure the risk programs do not include special education students. (Attachment 11)

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,  
room 519-S, Statehouse, at 3:30 ~~am~~ p.m. on February 20, 1989.

A period of questions and discussion followed.

Hearings on HB 2349 were declared closed by the chairman.

A motion was made by Representative R. D. Miller and seconded by Representative Amos to accept the minutes of February 13 and February 15, 1989. Motion carried.

The meeting was adjourned by the chairman at 4:56

The next meeting will be February 21, 1989 at 3:30 consisting of a tour to Washburn University.

DATE February 20, 1989

GUEST REGISTER

HOUSE

EDUCATION COMMITTEE

NAME	ORGANIZATION	ADDRESS
Aaron Madsen	Close-Up Kansas	515 N. Walnut <sup>Newton</sup>
Jeremy Fort	" " "	128 E. 12 <sup>th</sup> <sup>Newton</sup>
KIM STATLY	" " "	826 OLD MAIN <sup>(NEWTON)</sup>
Aaron Hull	" " "	518 E. 4 <sup>th</sup> <sup>Newton</sup>
Kathy Lehman	" " "	Box 433 North Newton
Amy Feltner	" " "	Rt 3 box 105 Con-
LISA BOREBRAKE	" " "	810 E. 14 <sup>th</sup> <sup>Concordia</sup>
DINA SWINERT	" " "	1401 Olive Concordia
Lynn Loggins	" " "	Rt. 3, Box 5 Concordia
Ken Welke	" " "	Concordia 155
Mark Longellius	" " "	85 W. 8 <sup>th</sup> Concordia, Ks
Jon Strostrup	" " "	R#1 Box 90 Concordia, Ks
Brenda A. Stivers	K-NEA	#
Paul Stuewe	close-up Kansas	<del>Concordia</del>
Stacy Rurdaas	"	509 Lawrence Ave <sup>Lawrence</sup>
Susan Guenther	"	2901 Harvard Rd.
Jan Sullivan	"	
Karee Eric	<del>Close-Up</del> " "	119 N. Eddy <sup>Ft. Scott, Mo.</sup>
Danielle Asher	"	726 Osburn <sup>Ft. Scott, Mo.</sup>
Stacy Dauernwein	"	RR 3 Box 303 Ft. Scott
Bud Creager	" " "	Box 4 Meade, Ks
Matt Hill	close-up Kansas	HCR 1 Box 14 Meade Ks
Ruby Kasper	"	Box 192 Meade
Mark Haworth	"	Box 600 Meade

DATE 2/20/89

GUEST REGISTER

HOUSE

EDUCATION COMMITTEE

NAME	ORGANIZATION	ADDRESS
Maryetta Smith	Close-up KS	Rt. 1, Box 85 Fairlington, KS 66754
Melvin Taylor	"	1007 S. Little <sup>66701</sup> Ft. Scott
Don Lode	"	Rt. 7 Box 205 P. H. East
Suzanne Findley	"	743 Br 449 Ft. Scott
Richard Pugh	"	1923 Grand
Lori Lico	"	301 S. Coble Marion, KS 66861
Aspeny Dorman	"	710 South Green Marion, MO 66861
Shirley A. Hark	"	Box 24 Meade, KS 67864
Allison Crown	"	Box 424 Meade, KS 67864
Brenda Leerskov	Kansas Federation of Teachers	Wichita, Ks.
Sheri Clark	Close Up KS	Salina
Laurie Bash	Close Up KS	Salina, KS <sup>193 Aspen</sup> 67401
Kirk Heffner	" " "	1939 Rolling Hills Cr. <sup>Salina</sup> KS.
Ronald Mallon	Close Up Kansas	419 Charles, Salina, 67401
Craig Grant	H-WEA	Topeka
James Dodge	USD 501 Alternative Program	1900 Hope Topeka Ks
Kathryn Dyck	USD 259	Wichita
Ann Burnett	USD 501 <sup>st</sup>	Topeka Kan
Timothy V. Cunningham	Lawrence Journal-World	Lawrence, Kan
Beilla Highlee Scott	USA	Topeka
Amy Bawner	Close-Up Kansas	Kansas City
Tricia Tucker	Kansas Close-Up	Kansas City
Sue Ann Brown	Close-Up Kansas	Kansas City
Nicole Patterson	Close up Kansas	Kansas City



STATE OF KANSAS

LARRY F. TURNQUIST  
REPRESENTATIVE, SIXTY-NINTH DISTRICT  
SALINE COUNTY  
852 S. 10TH  
SALINA, KANSAS 67401-4858



TOPEKA

HOUSE OF  
REPRESENTATIVES  
February 20, 1989

COMMITTEE ASSIGNMENTS  
RANKING MINORITY MEMBER: INSURANCE  
MEMBER: ADVISORY COMMITTEE ON CHILDREN  
AND YOUTH  
JOINT COMMITTEE ON ADMINISTRATIVE  
RULES AND REGULATIONS  
APPROPRIATIONS

FOR YOUR INFORMATION:

See the attached articles regarding child care nutrition.

*Attachment 1*  
*2/20/89*

- (d) If television is on the premises, its use shall be limited to children's programs.
- (e) Activities shall be available for children during the entire time they are in attendance, including early morning and late afternoon. (Authorized by and implementing K.S.A. 65-508; effective May 1, 1983.)

28-4-439. Child care centers: food service.

- (a) Single or multi-unit centers serving a meal prepared at the center to 13 or more children shall employ a staff person who:
  - (1) Has knowledge of nutritional needs of children;
  - (2) understands quantity food preparation and service;
  - (3) practices sanitary methods of food handling and storage;
  - (4) is sensitive to individual and cultural food tastes of children; and
  - (5) is willing to work with the program director in planning learning experiences for children relative to nutrition.
- (b) Centers shall serve meals and snacks as follows:

Length of Time at Center	Food Served
2½ to 4 hours	1 snack
4 to 8 hours	1 snack & 1 meal
8 to 10 hours	2 snacks & 1 meal or 1 snack & 2 meals
10 hours or more	2 meals & 2 or 3 snacks

- (c) Meals and snacks.
  - (1) Breakfasts shall include:
    - (A) A fruit, vegetable, or full-strength fruit or vegetable juice;
    - (B) bread, a bread product or cereal; and
    - (C) milk.
  - (2) Noon or evening meals shall include one item from each of the following:
    - (A) Meat, poultry, fish, egg, cheese, cooked, dried peas or beans, or peanut butter;
    - (B) two vegetables, 2 fruits, or one vegetable and one fruit;
    - (C) bread, bread product or cereal; and

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(over)



- (D) milk.
- (3) Mid-morning and mid-afternoon snacks shall include at least two of the following:
- (A) Milk, milk product or food made with milk;
  - (B) fruit, vegetable, or full-strength fruit or vegetable juice;
  - (C) meat or a meat alternate; or
  - (D) bread, bread product or cereal.
- (d) A sufficient quantity of food shall be prepared for each meal to allow the children second portions of vegetables or fruit, bread, and milk.
- (e) Food allergies or special dietary needs of specific children shall be known to cooks, staff members, child care workers, and substitutes.
- (f) Menus shall be posted where parents can see them. Copies of menus served the previous month shall be kept on file.
- (g) Staff shall sit at the table with the children, and socialization shall be encouraged. Children shall be encouraged to serve themselves. Spoons and forks shall be provided for each child's use. Appropriate service shall be used for meals and snacks.
- (h) Children's food shall not be placed on the a bare table.
- (i) Toothbrushes shall be provided for each child's use. They shall be used daily after meals, and shall be stored in a sanitary manner out of children's reach.
- (j) When meals are prepared on the premises, the kitchen shall be separate from the eating, play, and bathroom areas, and shall not be used as a passageway while food is being prepared.
- (k) Food shall be stored as follows:
- (1) Poisonous or toxic materials shall not be stored with food. Medications requiring refrigeration shall be labeled and kept in locked storage in the refrigerator.
  - (2) All perishables and potentially hazardous foods shall be continuously maintained at 45° F or lower in the refrigerator, or 10° F or lower in the freezer, with 0° F recommended. Each cold storage facility shall be provided with a clearly visible, accurate thermometer.
  - (3) All foods stored in the refrigerator shall be covered.
  - (4) Foods not requiring refrigeration shall be stored at least six inches above the floor in clean, dry, well-ventilated storerooms or other areas.
  - (5) Dry, bulk foods which are not in their original, unopened containers shall be stored in metal, glass or food-grade plastic containers with tight-fitting covers, and shall be labeled.

HUMAN RIGHTS

# Good Nutrition Helps Children Learn

When children are undernourished or hungry, they're less physically active, less attentive, less independent, less curious, less interested in their environments, less responsive socially, and less able to concentrate. They're also more apathetic, more irritable, more tired, and more anxious.

None of these traits is conducive to learning.

A new report published by NEA Human and Civil Rights states clearly: "Nutrition has a strong physical, emotional, and intellectual impact on a child's ability to learn."

problems are not caused by food additives or sugar consumption.

► School food programs do help children learn.

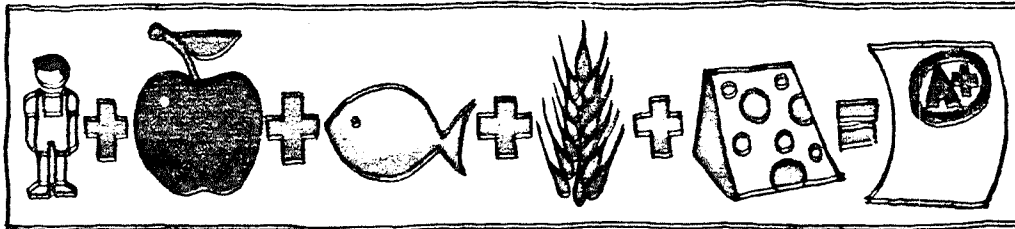
The NEA report encourages concerned school employees to take action to combat hunger and improve student performance in their classrooms. Some suggestions:

► Get a school breakfast program started in your school. It can be run at no cost to the district, without cooking facilities, and with a minimum of scheduling con-

involved. A student-parent meal committee could taste-test new foods, help food service staff plan menus, and improve the atmosphere of the cafeteria.

For free brochures on how to start a Youth Advisory Committee, write to: Y.A.C. Chartering, American School Food Service Association, 5600 S. Quebec St., Suite 300B, Englewood, CO 80111.

► Teach about nutrition in ways that are fun and creative. Invite school food service personnel to class to talk about school meals, and ask if students can help prepare food



The report, *The Relationship Between Nutrition and Learning: A School Employee's Guide to Information and Action*, was written by the Food Research and Action Center (FRAC), a nonpartisan advocacy group that addresses the problems of hunger and poverty.

cerns. For more information on how to get one started, get *Fuel for Excellence: FRAC's Guide to School Breakfast Expansion*, available free from FRAC, 1319 F St., N.W., Suite 500, Washington, DC 20004.

► Work with local advocacy organizations

and develop new menus. Have students visit "behind the scenes" in the cafeteria to see the immensity of the task of feeding large groups of people while ensuring nutritional quality.

Nutrition education lends itself to multidisciplinary approaches. Include lessons

## WASHINGTON WATCH



Carolyn Salisbury

Former Secretary of Education William Bennett

# A Not So Fond Farewell To Secretary Bennett

William Bennett, President Reagan's second Secretary of Education, recently left his post. During his three-year tenure, he was fond of issuing report cards for America's public schools. What kind of grades would the secretary get if his record of achievement were put under the microscope?

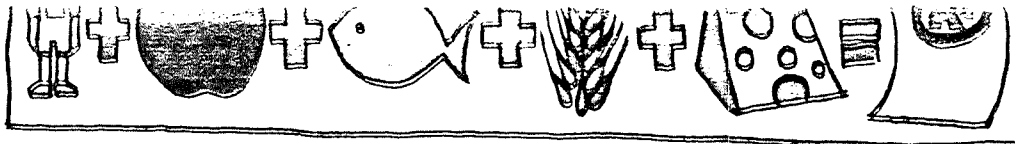
For his efforts to be controversial, provocative, and bombastic, the Secretary deserves an A+. For his role as caretaker of the nation's federal education programs, he doesn't even pass.

Bennett's record of achievement for education programs is long on rhetoric, short on substance. While he should be credited with helping maintain a high profile for the education reform movement, his tenure is one marked more by opportunities missed than by opportunities seized.

The Secretary gets his worst marks for continual efforts to cut federal education funding—already at an all-time low when he took the job. Each of the Reagan Administration budgets he presented to Congress—except for this election year's—called for slashes in some of the most essential federal education programs.

During his first year as secretary, Bennett called for \$2.6 billion in proposed cuts to the federal higher education student aid programs alone. That same year, Bennett also backed a proposal to eliminate all funding for a vital section

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The report, *The Relationship Between Nutrition and Learning: A School Employee's Guide to Information and Action*, was written by the Food Research and Action Center (FRAC), a nonpartisan advocacy group that addresses the problems of hunger and poverty.

A key point of the report: children who are hungry or undernourished aren't getting an equal shot. According to the report, "An essential step toward attaining equal educational opportunity is ensuring that every child—rich or poor or in-between—goes through each school day on an equal nutritional footing with his or her classmates."

The report summarizes the research on hunger and learning. A few facts:

- ▶ Millions of children aren't getting the most out of school because they suffer from mild or chronic undernutrition, hunger, or iron deficiency.

- ▶ Mild undernutrition can lead to an increased risk of infections, causing more frequent and more severe illnesses.

- ▶ Skipping breakfast impairs a child's school performance in the morning.

- ▶ Obesity—our nation's most prevalent form of malnutrition—affects up to 35 percent of adolescents.

- ▶ As far as we now know, hyperactivity and behavior

cerns. For more information on how to get one started, get *Fuel for Excellence: FRAC's Guide to School Breakfast Expansion*, available free from FRAC, 1319 F St., N.W., Suite 500, Washington, DC 20004.

- ▶ Work with local advocacy organizations involved with hunger and nutrition issues. Keep their brochures and phone numbers handy and, if you have the opportunity, offer them to young mothers or teen parents who might need help.

- ▶ Urge your city or town to translate and simplify food program application forms and help families fill them out.

- ▶ Help ensure that school lunches provide quality meals in a pleasant atmosphere by getting parents and students

and develop new menus. Have students visit "behind the scenes" in the cafeteria to see the immensity of the task of feeding large groups of people while ensuring nutritional quality.

Nutrition education lends itself to multidisciplinary approaches. Include lessons on math, biology, basic writing skills, cultural differences, history, and sociology.

**A limited number of copies of *The Relationship Between Nutrition and Learning: A School Employee's Guide to Information and Action* will be available free of charge. For a single copy, write to NEA Human and Civil Rights, 1201 16th St., N.W., Washington, DC 20036.**

—Stefanie Weiss



Bennett's record of achievement for education programs is long on rhetoric, short on substance. While he should be credited with helping maintain a high profile for the education reform movement, his tenure is one marked more by opportunities missed than by opportunities seized.

**The Secretary gets his worst marks for continual efforts to cut federal education funding—already at an all-time low when he took the job. Each of the Reagan Administration budgets he presented to Congress—except for this election year's—called for slashes in some of the most essential federal education programs.**

During his first year as secretary, Bennett called for \$2.6 billion in proposed cuts to the federal higher education student aid programs alone. That same year, Bennett also backed a proposal to eliminate all funding for a vital section of the Impact Aid program. And in the face of high drop rates and worsening conditions in our urban schools, Bennett tried to erode Chapter 1 compensatory education programs for disadvantaged students.

With current funding, only five million of the 14 million children eligible for Chapter 1 services are receiving help. Yet, rather than propose hefty increases in funds for this time-proven program, Secretary Bennett became a prime advocate for The Equity and Choice Act (TEACH), which would have turned Chapter 1 into a voucher program.

NEA successfully beat back in Congress many of the program cuts proposed by Secretary Bennett. But by forcing NEA and other education advocates to defend existing programs, Bennett effectively stopped efforts to expand services to thousands and thousands of students who could have used the help.

**Instead of using increased national concern for education to improve it, Bennett used his bully pulpit to promote a platform of "content, character, and choice." Bennett published simplistic accounts of "what works" to improve the schools, and put forth a narrow view of what students' learning about "civilization" should encompass. He stressed the need to beef up accountability through more testing of students and teachers, called performance-based pay the "best way we have to reward teachers who do well and to prod others to improve," and urged school districts to "dramatically open up the ranks" of potential teachers by no longer requiring education degrees.**

Clearly, William Bennett's public relations persona during his tenure as Secretary of Education paved the way for his own economic and perhaps political future. But his desire for headlines rather than substance did nothing to ensure a better future for our nation's students.

—Andrea DiLorenzo, NEA Government Relat

13/06/86  
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# Nutrition and Learning

ROSE MARIE CLARK

The science of nutrition is becoming increasingly important to educators. Recent clinical research is offering fresh new perspectives about learning problems. There is increasing awareness of the detrimental effects of nutritional deficiencies. Changing children's learning behaviors by changing their diets may signal a breakthrough in the treatment of learning disorders.

## A Typical Problem Learner

Let's take a look at a typical problem learner in the regular classroom. Like most children who do not live up to scholastic expectations, Willis has health and behavioral problems. He is hyperactive—not a wild child, but too active to sit still. He is constantly moving. In cool weather he has a hacking cough and constantly sniffs. For a year his nose has been stopped up. Willis is making poor grades in school. His greatest difficulty is in reading. He has dyslexia, a special perceptual problem which means he is unable to read more than a few lines with understanding; his eyes often transposing letters in a word as he reads. The same difficulty seems to carry over into his spelling. He has low grades in math. A slow worker, his work is usually inaccurate and his attention span short.

Willis's breakfasts consist of cereals, jelly, and other refined carbohydrates. His snacks are usually colas or other sweet drinks in the mornings, ice cream in the afternoon. Desserts, sweet drinks, cookies, colas, and ice cream dominate his lunches. For seconds at dinner he takes french fries and ice cream, again loading up on carbohydrates. Willis and others like him are receiving help in the classroom by changing eating habits and nutritional intake.

Willis began a carbohydrate control program, that is, a restriction of carbohydrates to the amount needed for a growing child—with vitamin supplements and high quality protein for meals and snacks. Within a month Willis was a changed boy. His nose remained "sniffy," but otherwise he was

well physically. He was less restless and could sit still. Most significant of all, now he could do the multiplication tables! After two months, for the first time since infancy, there was color in his face. He was less restless; his memory had improved. After four months, his spelling was consistently better; he no longer paced the floor, and he did his work in school slowly, but accurately.

Problems of dyslexia are often improved by nutrition. In Willis's case he was reading at his grade level within a year after he had gone on the improved diet. His dyslexia had seemingly disappeared. Two years after beginning his nutrition program he was "doing well academically." Willis is an actual child who has been treated by Hugh Powers, M.D., Orthomolecular Pediatrics. Numerous cases similar to this one can be cited (9).

## Nutritional Therapy

Nutritional therapy used as a means to manage children with behavior disorders or language and learning problems or both has received increased attention in the past 20 years. Since the early 1950s evidence has been accumulating that indicates biochemical conditions as the cause of a number of abnormal physical, socio-emotional, language, and learning states.

Abram Hoffer, Humphrey Osmond, and Linus Pauling were the pioneers in the field of megavitamin therapy. Their work has indicated that cures exist for many schizophrenics, alcoholics, mentally ill children, and children with various types of language, learning, and behavior problems when an orthomolecular treatment strategy is used. The concepts underlying their work suggest that the treatment and the prevention of mental disease can be achieved by providing the human body with an optimum molecular environment and especially optimum concentrations of substances normally present in the human body, i.e., correct balances of vitamins and minerals (8). The role of diets and special nutrients is emphasized as is the recognition that some persons may require many more times the daily recommended dosages of vitamins and minerals.

Dr. Allan Cott, a private New York psychiatrist, has treated 500 children in a five-year span

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*Ms. Clark is Instructor of Developmental Reading, Georgia Southern College in Statesboro, Georgia.*

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with large doses of vitamins and has had better results than with any other kind of treatment. He noted that very few children responded dramatically when treated with the usual drugs. After successfully treating adults with massive doses of niacin, vitamins B<sub>6</sub>, C, E, and others, Cott began treating children diagnosed as schizophrenic and autistic. He describes specific improvement in these children. In most instances, within three to six months children begin to understand and obey commands and cooperate with parents and teachers. He has commented that attenuation of hyperactivity and improvement in concentration and attention span led to improved capacities for learning in these children (1).

Drs. Rimland, Callaway, and Dreyfus (10) had an article dealing with megadoses of B<sub>6</sub> (Pridoxine) and its beneficial effect on autistic children accepted for publication in the prestigious *American Journal of Psychiatry*. Dr. Rimland is Director of the Institute for Child Behavior Research, San Diego, California. He and his co-workers, Callaway and Dreyfus, conducted a double-blind study with 16 autistic-type children. The children in the study were already receiving vitamin B<sub>6</sub> supplements. The supplement was replaced during two separate experimental trial periods with either a B<sub>6</sub> supplement or a matched placebo. Behavior was rated as deteriorating significantly during the B<sub>6</sub> withdrawal (10).

### Nutrition and Intelligence

In a study done by Dr. Ruth F. Harrell and associates, thousands of women were studied to compare the intelligence of offspring of women given vitamins during pregnancy and lactation. Intelligence of the women's offspring was measured at ages three and four. The results were striking. The mean intelligence of those children whose mothers had received vitamin supplements were "significantly higher" than those whose mothers had taken a placebo. Specifically, the more the variety of supplemental vitamins, the higher the intelligence of the children (9).

Although vitamins are highly important to learning, protein is also critical. Protein deprivation is among the most serious forms of early malnutrition. Proteins and the amino acids of which all proteins are made play the most versatile and widespread role in living matter. Drs. John A. Churchill and Donald F. Caldwell, Department of Gynecology and Obstetrics, Wayne State University School of Medicine, Detroit, Michigan, showed in 1967 that the learning ability of rats was significantly decreased when the mother was denied an ade-

quate protein diet during the last part of her pregnancy (3). Dr. Churchill and his co-workers investigated this effect in humans by keeping records of poor pregnant women and their children. The results of this study were an extraordinary confirmation of the influence of diet. The researchers observed a striking relationship between the amount of amino acids in the bloodstream of pregnant women and the birth weight and skull volume of the offspring. Dr. Churchill found that retarded children have a low weight at birth, and that most of those he studied were born at term (2). Low-birth-weight, premature, and small-for-date children are born in large numbers throughout the world and not all of them can be ascribed to the nutritional status of the mother. But these infants are more prone to biochemical deficiencies, such as a reduced level of glucose in the blood. A shortage of glucose in the blood of these children translates into a glucose shortage for the developing brain, and this is a possible cause of brain damage (6). Inadequate protein intake in the infant causes children to suffer brain damage that is never overcome, irrespective of the amounts of protein consumed later, according to W. Johnson, in an article entitled "Protein and Poverty, or School Lunches Are Too Late." Johnson contends that these children, being deprived of normal brain development, do not do well in school. They do not have the intelligence, the initiative, or the motivation that stems from normal brain capacity (5).

In the book *The Malnourished Mind*, Dr. Elie Schneour makes an assessment of the evidence that bears on early-life malnutrition and what happens to the brain when sufficient nutrition is not supplied. His major thesis is that early life malnutrition is a critical element in shaping man's cognitive potential and that our neglect in the area of nutrition may be causing irreversible damage to developing nervous systems and preventing human beings from ever reaching their cognitive potential (12).

The critical development of the human brain is emphasized in a statement made by Dr. Charles Upton Lowe, Scientific Director of the National Institute of Child Health and Human Welfare, to the Senate Select Committee on Nutrition and Human Needs. Dr. Lowe said:

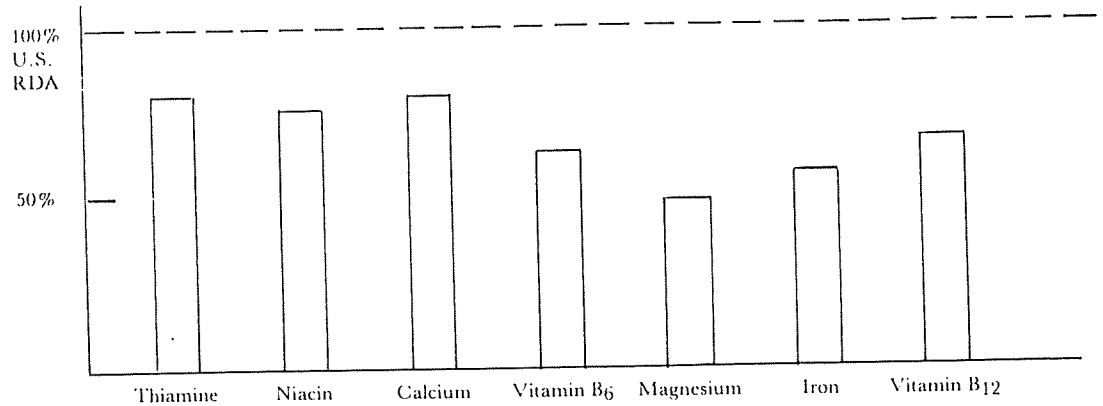
The earlier malnutrition exists, the more devastatingly it impinges on growth and development. . . . When an infant undergoes severe nutritional deprivation during the first months of life, his brain fails to synthesize protein and cells at normal rates, frequently suffering a decrease as great as 20% (in the cell number. . . . (*Nutrition and Human Needs*) (7).

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# How do American diets stack up against the U.S. RDA's?

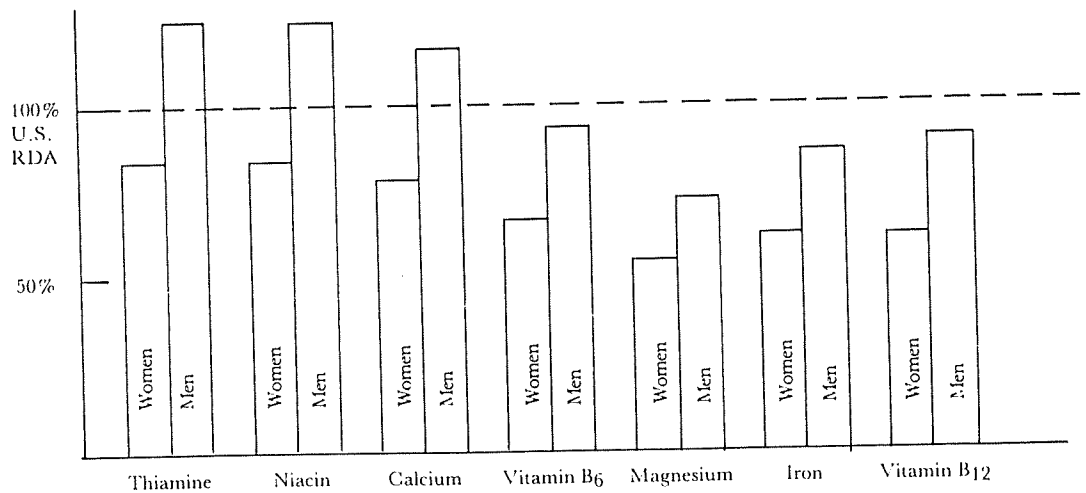
Actual dietary intake as a percent of U.S. RDA.

## School Children (Ages 3-8 years)



The diets of boys and girls (3-8 years) provide below the U.S. RDA's for these seven essential nutrients: Thiamine, Niacin, Calcium, Vitamin B6, Magnesium, Iron, and Vitamin B12.

## Teenagers (Ages 12-18 years)



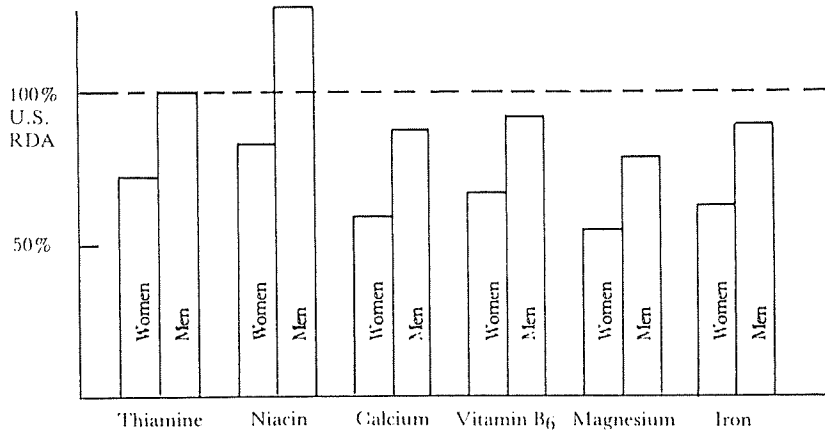
The diets of teenage girls (12-18 years) provide below the U.S. RDA's for Thiamine, Niacin, Calcium, Vitamin B6, Magnesium, Iron, and Vitamin B12.

The diets of teenage boys (12-18 years) provide below the U.S. RDA's for Vitamins B6, B12, Magnesium, and Iron.

U.S.D.A. 1980 Nationwide Food Consumption Survey.

a-1-8  
2/20/89

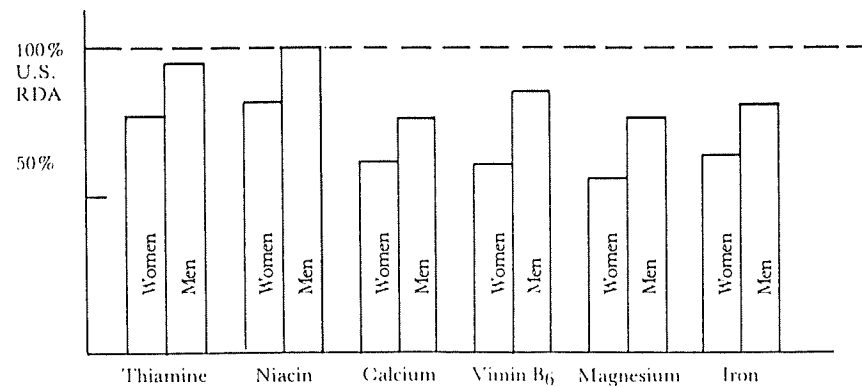
**Adult Men and Women  
(Ages 19-64)**



The diets of adult women provide below the U.S. RDA's for Thiamine, Niacin, Calcium, Vitamin B<sub>6</sub>, Magnesium, and Iron.

The diets of adult men provide below the U.S. RDA's for Calcium, Vitamin B<sub>6</sub>, Magnesium, and Iron.

**Elderly Men and Women  
(Ages 65 and older)**



The diets of elderly women (65 and older) provide below the U.S. RDA's for Thiamine, Niacin, Calcium, Vitamin B<sub>6</sub>, Magnesium, and Iron.

The diets of elderly men (65 and older) provide below the U.S. RDA's for Thiamine, Calcium, Vitamin B<sub>6</sub>, Magnesium, and Iron.

*a-1-9  
2/20/89*

The human brain is by far the most complicated organ of the body, composed of precisely interrelated parts that can be affected in subtle ways. Mild but sustained malnutrition during the early, critical period of life may cause damage to the brain just as readily as will outright starvation, but the results will be more difficult to identify. The degree of mental deficiency appears to be related to the age of the victim and the severity and duration of poor nutrition. The growth of the human brain during gestation is one of the earliest, most rapid, and most extensive developments of the whole organism. After birth, the brain continues to grow at a much faster rate than the rest of the body, so much so that by the time a child is four years old his brain has reached 90 percent of its adult weight, while the rest of his body has barely made it to the 20 percent mark (4). Without adequate nutrition, the systematic now-or-never schedule of brain development is affected. J. P. Scott concurs with Johnson and others: Deficiencies now can never be made up later (11).

### The Scope of the Problem

The scope of the problem of malnutrition is worldwide. More than 350 million children (seven out of every ten) under the age of six—20 million of them in the United States alone, suffer from the effects of malnutrition (14).

The awareness that malnutrition is not exclusive to the poor is revealed by recent U.S. surveys (See Figures 1-4) where selected nutrient intake was examined.

Dr. Powers, cited above, names hypoproteinosi (protein deficiency) as being one of the most prevalent conditions affecting children in the United States and quite common in families who spare no expense to feed their children. What children are not getting is food that maintains blood sugar at a stable level throughout the day, constantly supplying the brain with energy in the proper amount. Stability of the blood sugar is called "homeostasis." When the body is not in homeostasis, disease or catastrophe may not necessarily follow, but the brain will not function smoothly. The brain is involved, either directly or indirectly, with all operations of the body. Unstable blood sugar is inevitably involved in problems of health, behavior, and learning. Almost always the instability of blood sugar can be traced to the single outstanding characteristic of the malnutrition of affluence: a refined carbohy-

drate overload. Refined carbohydrates are substituted for proper nutritionally balanced foods (9).

### Summary

Adequate nutrition is necessary to the proper growth and development of the body and all its functioning parts. Learning development in the child is necessarily dependent upon the development of the brain. The long-range implications of the problem of malnutrition and its effects on brain development are sobering.

Malnutrition is not limited to the poor. The affluent are often prone to malnutrition through poor food choices. Students who are under par nutritionally manifest symptoms that are often interpreted as indications of mental deficiency when they are in reality signs of nervous strain and over-fatigue, or irritability and dullness resulting from toxemia that has a nutritional and removable cause. Nutritional therapy is benefiting children with behavior disorders or language and learning problems or both.

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HB 2215

Testimony presented before the House Committee on Education  
by Gerald W. Henderson, Executive Director  
United School Administrators of Kansas

February 20, 1989

Mister Chairman and members of the committee:

United School Administrators of Kansas is supportive of any and all efforts to improve the general well being of Kansas children. The sponsors of HB 2215 have correctly pointed to the positive correlation between nutrition and a child's capacity to learn. However, as with many good ideas presented as the possible responsibility of Kansas schools, we wonder 1) how do we continue to work yet another activity into an already crowded school day and 2) will this program be like others which are presented subject to appropriations which never quite materialize.

HB 2215 is an excellent idea. Many Kansas schools provide milk breaks now. To mandate such breaks for all schools and all kids K-3 would cost approximately \$3.2 million. Can we afford it? Do we have the time?

GWH/ed

KANSAS  
ASSOCIATION



OF  
SCHOOL  
BOARDS

5401 S. W. 7th Avenue Topeka, Kansas 66606  
913-273-3600

Testimony on HB 2215  
before the  
House Education Committee

by

John W. Koepke, Executive Director  
Kansas Association of School Boards

February 20, 1989

Mr. Chairman and members of the Committee, we appreciate to opportunity to appear before you on behalf of the members of the Kansas Association of School Boards with regard to H.B. 2215. We regret that we cannot support this proposal, since its goals are obviously well intentioned.

However, we cannot give our support to a measure which would, in our judgment, create another bureaucratic blizzard of paperwork to administer a relatively small program and, which would in many instances, create a disruption of time better devoted to learning activities.

Public schools are already required to provide many child nutrition programs through school lunch and, in some cases, breakfast programs. Nutrition education is a part of the school curriculum in nearly all Kansas school districts. We do not believe that this program is a necessary or wise use of precious public school time and resources.

*Attachment 3  
House Education  
2/20/89*

We thank you for the opportunity to express our views on this matter and I would be happy to attempt to answer any questions.

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2/20/89



HB 2267

Testimony presented before the House Committee on Education  
by Gerald W. Henderson, Executive Director  
United School Administrators of Kansas

February 20, 1989

Mister Chairman and members of the committee:

United School Administrators of Kansas supports the changes to the compulsory attendance law outlined in HB 2267. Reporting to the SRS or to the county or district attorney on the next school day following return of the restricted mail receipt should present no problem to schools. It is our hope that the process will continue as expeditiously after the reports are made.

GWH/ed

*Attachment 4.  
House Education  
2/20/89*

James W. Dodge  
Consulting Teacher, Alternative Education  
Topeka Public Schools  
House Education Committee  
House Bill 2349  
February 20, 1989

My name is James Dodge. I coordinate the Topeka Public Schools' Alternative Education/Teen Aid Program. I am in support of House Bill 2349 which would establish the At Risk Pupil Assistance Program.

I want to briefly share with you what the Topeka Public Schools is doing to meet the needs of the at risk student and the steps they are taking to bring a Parent-Child Learning Center to our program.

The Alternative Education/Teen Aid Program is a secondary school in Topeka designed to assist the at-risk student complete their high school education. House Bill 2349 lists seven items that would qualify a student as an "at-risk pupil". The average student in our program on the average will meet five of these seven items.

Yes. Our students are "at risk" but we always try to remember that they are students with problems. Many have been neglected or abused, live in poverty, or have been chronic failures. Some have learning disabilities that went unnoticed and some have developed deep anger toward school, school officials, and the entire educational process. Our students are as unique and individual as Topeka's population. They are simply in need of an alternative approach to learning. Students are referred to us by their high school counselor. When we begin working with each student, we consider two important premises:

1. All individuals are unique in how they look, think, perform, and most importantly, in how they learn and achieve.
2. Something has not been working. We try to decide with the student what has not worked.

Our methodology includes individualized instruction, small class size, positive atmosphere, cooperative learning, and flexible scheduling. Students are supported through substance abuse intervention and prevention programs, teachers as advisors, emotional support groups, and special activity programs.

It is very expensive to offer a program such as ours, but USD 501 believes in doing everything within its means to prevent students from dropping out. As USD 501 budgets were being trimmed a few years back, the Alternative Program was "living on the edge." The fact that it was not cut was due to 501's dedication to preventing dropouts. House Bill 2349 would give tremendous assistance to our program.

Our program is making some significant gains in keeping students in school. Alternative Education is unique in the manner in which it has pulled together a wide range of community resources to meet the needs of its students. The Battered Women' Task Force, Shawnee County Health

*Attachment 5  
House Education  
2/20/89*

Department, YWCA, Kansas Committee for the Prevention of Child Abuse, Menninger's and the National Council on Alcoholism are all assisting us in meeting the needs of our students. Action plans are developed for our students and the plan may involve one of these agencies as well as the staff of Alternative Education/Teen Aid. We do all we can to give our students the assistance they need.

Pregnant teens or teen parents make up a large segment of our student population. We have designed a complete program to help these people: 1) learn what they need to learn, 2) help them to find assistance when they need assistance, and 3) rebuild their self-esteem that often has all but disappeared.

We are currently undertaking a project to bring a Parent-Child Learning Center to our program. The number one reason for our new mothers dropping out of our program is the lack of child care. Teen mothers have difficulty finding the resources to pay for child care and openings for infant childcare is scarce in our community. We can't educate a population that can't come to school.

The approach we have taken to bring the child care/parental instruction lab to our school has been to apply for federal grants, state grants, and local grants. The time for child care in schools has come. For our school to expand its services for the "at-risk" students, we must look to these outside sources of funds. As of today we have applied for five different grants, each one having many different requirements and expectations. If we fail to receive any of these grants our project will be seriously jeopardized. House Bill 2349 would provide us with an opportunity to provide these services.

The population of pregnant teens in our program grew 25% last year and it looks as though it will be up another 25% this year with no increase of teaching staff or support personnel. Students are doing everything they can to stay in school. I hope we can continue to provide alternatives for our "at-risk" students and expand services to better meet their needs.

I urge you to support House Bill 2349. Educating the "at risk" student is expensive but not nearly as expensive as having them drop out. Whether it is young mothers or slow learning students, we cannot allow them to be doomed for a life of poverty and shattered dreams. The long term cost to Kansas society is enormous.

Who can help? Our school will continue to do everything within its means to help the many "at-risk" students. The legislature can help school districts across the state by passing House Bill 2349.

a-5-2  
3/20/89

Testimony on Child Care for Teenage Mothers

for

The House Education Committee

In support of House Bill 2349

At Risk Pupil Assistance Program

given on

Monday, February 20, 1989

by

Beverly E. Eversmeyer, Ph.D., N.C.C.

Director of Guidance, Manhattan High School

and

Member, USD 383 School Board

Manhattan, Kansas

*Attachment 6  
House Education  
2/20/89*

Despite state mandated sex education programs throughout the U.S. as well as in Kansas, approximately 1.1 million teenage girls become pregnant each year. About half give birth to a child. Some girls miscarry naturally, and as many as 400,000 have abortions each year. At least one half of the adolescents who carry their pregnancies to term are unmarried at the time their babies are born. The problem of teenage pregnancy and motherhood is too extensive to ignore.

Yet, this is only one-half of the problem which is created. The other half is made up of the children born to these teenage parents. About 13 million children have teen parents. What is the future for these children? How does having a teen parent or parents affect them, and how does it affect the future for the mother, the child, and society?

Abortion is clearly more available to affluent teenagers, leaving the babies to be born primarily to those who can least afford to provide for them. They are born to the teenage mother who cannot afford her own transportation to school or to take her child to daycare. Organized, licensed daycare is expensive and difficult to obtain even if it can be found. Most such daycares require that children must be 18 months and older, while a larger group of daycares will take youngsters 3 years old and above. Most teenage mothers have children under 18 months of age, and daycare for children under 18 months is almost unavailable. In Manhattan, for example, the only organized daycare for infants is the KSU Child Development Center and it is prohibitively expensive for a

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3/20/89



teenager, costing \$21.00 per day for babies between the ages of two weeks and twelve months. Children between twelve months and 2 1/2 years cost \$14.50 per day, and pre-schoolers cost \$12.00 per day. Frequently lacking relatives who can care for the child, the teenage mother is faced with having to find a sitter nearby that she can afford or dropping out of school.

House Bill 2349 offers another alternative. By recognizing that a student is "At Risk" and should be provided with services funded outside the normal operating budget of a school if she is "a parent or is pregnant and will become a parent;" this bill would give schools a way to provide on-site child care for the children of teenage mothers.

These programs should include teaching parenting skills to the mothers in conjunction with their own children under the supervision of a teacher who can instruct them in such skills. Girls should be given vocational skills to improve their employability, counseling about their personal circumstances, and assistance in obtaining community services which would help them. Academic assistance and tutoring should be available. In short, these programs will make it as easy as possible for the girls to stay in school and complete their education rather than providing stumbling blocks to that end.

At the same time, the child will be provided with a safe and nurturing environment, adequate nutrition, and developmental stimulation. These, coupled with bonding opportunities during the day between mother and child, will give the child some of the advantages that children born to more affluent, educated, and

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mature parents enjoy.

On-site daycare has the additional advantage of allowing the girl to bring her baby to school with her on the bus, eliminating the necessity of having a car for transportation and the expenses incurred by that. The complications of having to pay a sitter, provide transportation to and from the sitter and to and from school, holding down a job to try and pay for such expenses, and still attending school and doing homework while having the responsibility of a baby to care for outside of school hours is usually so overwhelming that the teenage mother drops out of school.

To date, schools wishing to provide on-site daycare were faced with having to strip money from an already stressed budget under a 4% budget lid. Grant opportunities were limited and frequently did not specifically include this target population.

At the end of the 1987-88 school year, USD 383 voted to authorize the additional 1 mill monies for At-Risk programming. The high school had previously applied for Carl Perkins funds to help provide day care for teenage mothers, but that grant request was not funded. Since commitments had been made to three girls, it was decided to go ahead, using some of the At-Risk funds, and provide help toward daycare in the amount of \$10 per day for each day that the girl continued in school to help her continue her education. It was recognized that this amount would not cover the cost of the daycare, but it would provide as much help as the school felt that it could.

Since Manhattan is facing an overcrowding problem in all

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schools, and all schools, including the high school, were at capacity, there were no available classrooms where on-site daycare could be provided. The on-site daycare solution was, by far, the first choice of the educators because it is the only option with any control over the quality of the care to be given the children and any possibility of teaching the girl parenting skills through supervised interaction with her own child.

Partially funding individual sitters was the next best possibility to try and keep the girls in school. With the built-in pitfalls, no one was surprised at the lack of success.

Of the three girls funded, the first girl had an accident which totaled her car and eliminated her transportation to and from the sitter and to and from school. Unable to afford to replace it, she dropped out of school.

The second girl had complications from the delivery and had to have additional surgery herself. She missed another 10 days for the surgery in addition to the days that she was gone for the birth of the baby, and she dropped out of school.

The third girl's baby got sick. Emotionally she could not face taking a sick baby to the sitter and leaving it. There was too much guilt for her to handle, and she was having difficulty staying up at nights with a sick child and still getting up to come to school. She dropped out of school.

These three girls may not be representational, but their problems are not uncommon. These are problems which would be difficult for an older, more mature mother with a stable environment to handle, so it isn't surprising that they prove to

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be too much for a single, teenage mother. The answer lies in simplifying their lives, not complicating them. Even one teenage mother is too much to waste; even one child born to a teenage parent deserves a chance. There would be no question whether or not the school would provide services for a student who was visually impaired. Physical handicaps require modification and adaptation of the school program to meet those needs. Yet a teenage mother has an extra appendage, the physical and emotional burden of a child, which handicaps her and her educational prospects just as surely as any other recognized handicap.

It is much like the Fram Air Filter ads--"You can pay me now, or you can pay me later." The cost later is far greater in mothers and dependent children on welfare rolls, mothers with no education who are economically trapped in poverty, and children who are victims of abuse, neglect, ignorance, and poverty.

The state needs to recognize that an ounce of prevention is, indeed, worth a pound of cure in this case.

College and university human ecology departments (home economics) are very much aware that a potential direction for their graduates are jobs which involve teaching parenting skills and supervising childcare. They see it as prevention for non-teenage parents who can elect to take a class such as Personal and Child Development and then assist as part of that class in the childcare lab. It is also one of practical application for the teenage mother. It may also provide an opportunity to involve the child's father if he is a student. For the other students, nothing diminishes the fantasy of teenage parenthood like seeing it up

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close and personal with real peers. If those peers simply drop out of sight and out of school, other potential teenage parents continue to believe the myths. Seeing the actual children and the unremitting care that they require, the financial obligations, the pending years of responsibility, the limitations on the teenage parents' personal freedom, and what must be learned to shoulder this responsibility give "sexual responsibility" a new meaning.

Nothing brings home the waste of human potential and the pain intrinsic to this problem both for the child and the mother like getting acquainted with a teenage parent. County Health agencies frequently run workshops about and with teenage parents. It would be highly instructive for you to attend one of these and listen to the teenagers tell their stories. County Health agencies also run Maternal and Infant program groups, another possible opportunity to get directly acquainted with a young woman in this position.

And, finally, I urge you to see this as a complex problem which sets up a cycle, a cycle of poverty, abuse, and ignorance, resulting in welfare recipients, and generational repetition. Money spent to keep teenage mothers in school, educate them in parenting skills which results in safer, better care for the child, and which can provide a lab situation where teenagers who are not yet parents can see what parenthood at their age is truly like, is money well spent with multiple benefits. If you truly want to do something about the drop-out rate, At-Risk students, and child abuse, then support House Bill 2349 and help schools provide the intervention that they know can make a difference. Children rearing children need help from responsible adults if both generations are to grow

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into healthy and productive adults. In this case you are the responsible adults who can provide the money to make these programs happen.

a-6-8  
2/20/89

**WICHITA PUBLIC SCHOOLS**  
*Unified School District No. XV*  
**ADMINISTRATION CENTER**  
**217 N. WATER**  
**WICHITA, KANSAS 67202**

Testimony of Kathryn Dysart

February 20, 1989

Mister Chairman and members of the committee,

I represent the Wichita Public schools. We are delighted to have the opportunity to encourage your consideration of House Bill 2349 because it, like other measures you will look at this year, prioritizes targeted funding for pupils at-risk. As a large district confronting the multitude of programs associated with the blights of urban poverty, we know -- first hand -- how expensive it is to operate programs designed as safety nets for the children who might otherwise fall through the cracks of a mainstream educational program.

Importantly, House Bill 2349 makes specific mention of one of the programs we know works. We provide child care services at each of our comprehensive high schools. The centers provide help for those at-risk pupils who are likely to drop out of school to care for their own children. The centers make it possible for teen moms to finish their high school program and avert the continuing need they, as young mothers unprepared for the world of work, might have for lifelong state subsidy. However, we believe our child care centers do something else equally important.

In order to qualify for participation in the program, students must agree to participate in parenting training and early childhood developmental and nutrition instruction. In reference to parent education training, you heard testimony last week which focused on the stress that new parents often have in understanding the stages and difficulties infants and toddlers present in their lives. Most teen parents are struggling to cope with these stresses at the same time that they are desperately trying to keep their own heads above the water of social and familial abandonment, anger, and economic trauma. All too often, the children of these children take the brunt of the mother's fear.

Our centers are run by trained early childhood education professionals. The staff is augmented by high school students who are themselves in training as care-givers. The turnover rate within our staff is low, so the babies are treated to a consistency that may otherwise be rare in their fragile lives. The young mothers are benefited by the example and

*Attachment 7*  
*House Education*  
*2/20/89*

guidance of adults more interested in their welfare and that of their offspring than in chastising their mistake. The babies and toddlers are cared for in the sort of enriched, stimulating environment that has been proven to offset the later need for costly remedial or special education programs.

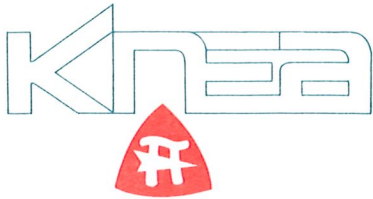
While we know these programs are cost effective in the long run, we also know each year as we reevaluate our budgets that they are in jeopardy. It costs us about \$100 per child per week to provide care at our centers. This covers operational costs only and does not include the costs of space, utilities, or other infrastructure charges shared by the school as a whole. Those young mothers who receives SRS child care reimbursement turn those funds over to us. However, SRS reimburses at only \$45 per week for a full-time enrollee. The mothers not on SRS relief pay on an adjusted scale, often as little as \$10 a week. The balance of the funds come from our district general fund.

Each time we expend general fund monies for special needs or at-risk programs, we are reducing the resources available for the provision of educational services for the rest of our student body. As you have heard me testify before, and no doubt will again, we can simply no longer afford to provide all services for all of the children under our responsibility. As resources become more scarce, we must in good conscience prioritize our deliveries. However, we know that if we discontinue high school child care centers or any of the other programs designed to address social rather than educational ills, our drop out rates will soar. Without these measures, we will be releasing into our communities dysfunctional young people, who may have attained the age of majority but are, in no measure, prepared to support themselves or their children.

House Bill 2349 provides a way for the state to assist local school districts by offering funds directed at children most in need. Because the bill contains measures requiring program evaluation of outcomes, you will know year after year whether or not you are getting your money's worth. The savings in productive human lives will be their own reward.

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Craig Grant Testimony Before The  
House Education Committee  
Monday, February 20, 1989

Thank you, Mr. Chairman. Members of the Committee, my name is Craig Grant and I represent Kansas-NEA. I appreciate this opportunity to visit with the committee about HB 2349.

Kansas-NEA supports HB 2349 as it has all measures which would give incentives to Boards of Education to develop and implement programs for "at-risk pupils." When one-fifth of our students who enroll in the ninth grade do not graduate, we have a problem that must be dealt with soon. Even though our retention rate is greater than most states, Kansas cannot grow and prosper when so many fail to graduate from high school.

If left alone, this situation starts the demise of society from within. It certainly affects our economic strength. We are wasting the talents of our children while squandering human potential. We are risking the creation of a permanent underclass of young adults--adults who feel alienated from our society. We are spinning a spider's web of dependency and failure.

Who are these "at-risk" students? We find it difficult to categorize. Jean McDonald, in a paper presented to the National Governor's Association Center for Policy Research and Analysis in 1986, provided the following profile for some of these students. She stated:

1. They may come to school poorly prepared for classroom learning.
2. Some are not ready developmentally for formal education.
3. Some of their parents may be indifferent to their education needs.

4. They may be children of children who are ill-equipped for parenting.
5. They may have undiagnosed disabilities.
6. They may have language problems.
7. They may experience racial or ethnic prejudice.

Dr. McDonald indicated that between 40-50% of these children in need are concentrated in urban inner cities, while the remaining 50-60% are dispersed throughout the rest of the educational system.

Kansas does not escape this situation. These at-risk children in Kansas need our attention, our help and commitment to develop and implement at-risk programs which will provide them the kind of educational support they need to break the cycle of poverty and the web of illiteracy. We must focus on programs that will help them stay in school, help them learn, and help them set goals for their own future.

It is an investment. An investment of money, time, and people. HB 2349 causes the legislature to make a commitment to this program. Kansas-NEA supports the request of the State Board of Education to fund this incentive grant system at the \$5 million level. That is not enough to establish programs everywhere needed in Kansas, but it is a beginning. We must begin making investments now for the results to be realized in the twenty-first century.

The results cannot always be measured in dollar terms, such as the growth of human potential. Other investments which have been measured are:

1. \$1 invested in prenatal care saves \$3.38 in the cost of care for low birthweight infants;
2. \$1 invested in childhood immunization saves \$10 in later medical costs;

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2/20/89

3. \$1 investment in quality preschool education returns \$4.75 because of lower cost of special education and public assistance; and
4. Chapter I services which cost \$500 can save \$3,000 in the cost of repeating a year.

Those dollar savings are just examples of what Kansas can gain if we choose the path which leads to assistance for the "at-risk" pupils in this state.

Kansas-NEA urges passage and adequate funding of HB 2349 as one method to make our schools an even better place to educate our next generation. Kansas schools will be stronger and our state will be stronger because of it. Thank you for listening to the concerns of our members.



HB 2349

Testimony presented before the Kansas Committee on Education  
by Gerald W. Henderson, Executive Director  
United School Administrators of Kansas

February 20, 1989

Mister Chairman and members of the committee:

United School Administrators of Kansas is supportive of efforts to address the needs of at-risk students. The sponsors of HB 2349 have addressed the issue through the use of a 50% grant program for districts participating in an "at-risk pupil assistance plan".

Whether support for at-risk kids comes through this bill or others presently in the legislative hopper such as SB 13 (the LEPC bill) is immaterial. Our concern is that the \$2 million presently being talked about will not adequately fund any of these efforts. USA supports programs targeted at reaching the kids listed in lines 40-52 of this bill. We must succeed in this effort.

GWH/ed

*Attachment 9  
House Education  
2/20/89*

1973



1988

## ASSOCIATED STUDENTS OF KANSAS

*15 Years In The Student Interest*

TO: House Committee on Education  
 FROM: Mark Tallman, Legislative Director  
 DATE: February 20, 1989

RE: Testimony on HB 2349

### Position

ASK supports the enactment of HB 2348, creating the at risk student assistance program. Addressing the issue of students at risk is one of our highest priorities in the 1989 session.

Over the past year, the Margin of Excellence has dominated our agenda for higher education in Kansas. The Margin of Excellence - in both its funding component and program assessment features - is about educational quality at the college level. While university student leaders are strongly committed to the Margin, we are equally committed to the idea that the benefits of the universities be available to any Kansas student who can take advantage of them.

The child who drops out of school, who performs poorly because of family problems, substance abuse, teen pregnancy or other social problems, or who lacks strong support at home, will be at a great disadvantage in higher education success. Although providing financial and academic assistance in college is important, even these steps may not be enough. More needs to be done to help at risk students earlier.

Because of student commitment to true educational opportunity, ASK has developed a concept called Youth Education Service (YES) which places university students in school district programs for students at risk as tutors or mentors. Three pilot programs have begun this year with a \$30,000 legislative appropriation, and university student governments have already pledged to contribute over \$50,000 next year from student activity fees, which we hope to match with state funds. Each participating school district is developing the type of at risk student program this bill would encourage.

Children are too often the victims of circumstances beyond their control. The educational system offers the greatest hope for a productive life. When they fail in school, the chances of falling into poverty and crime are far greater, with the attendant social, as well as individual, costs. Schools need encouragement and assistance to meet the additional needs of such children. Given the direct costs of crime and welfare, and the lost contributions of under-educated citizens, HB 2349 offers both an "ounce of prevention" and a chance to reclaim opportunity for thousands of young Kansans.

We urge its favorable consideration.

*Attachment 10  
 House Education  
 2/20/89*

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**The Student Governments of the Regents Institutions**

KANSAS  
ASSOCIATION



OF  
SCHOOL  
BOARDS

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Testimony on HB 2349  
before the  
House Education Committee

by

Bill Curtis, Assistant Executive Director  
Kansas Association of School Boards

February 20, 1989

Mr. Chairman and members of the committee, we appreciate the opportunity to testify today on behalf of the 301 members of the Kansas Association of School Boards. KASB supports HB 2349 which establishes an at risk pupil assistance program with state grants. The grants are subject to appropriations by the Legislature and would not exceed 50% of the actual costs. The State Board of Education would be responsible for the administration of the program.

The Kansas Association of School Boards passed a resolution this year supporting the identification of at risk youth and state funding for programs designed to help those youth. The association believes it is extremely important for public schools to work on improving the success rate for youngsters who might otherwise fail to achieve a high school diploma.

We would also suggest that this bill be amended to make sure that at risk programs do not include special education students. This clarification would be consistent with the definition of at risk youth of the Governor's Public Education Advisory Committee.

We thank you for your attention and urge your favorable consideration of HB 2349.

*Attachment 11  
House Education  
2/20/89*