

Approved 3/13/89
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

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

~~3:30~~ a.m./p.m. on February 28, 1989 in room 519-S of the Capitol.

All members were present except:
Representative Hensley, excused.

Committee staff present:

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

Conferees appearing before the committee:

Representative Patrick
Rev. Tom Frommer, Overland Park Christian Church
Mr. John Koepke, Executive Director, Kansas Association of School Boards
Mr. Craig Grant, Kansas National Education Association
Mr. Gerald Henderson, United Schools Administrators
Representative Russell
Ms. Connie Hubbell, State Board of Education
Dr. Merle Hill, Kansas Association of Community Colleges
Mr. Mark Tallman, Associated Students of Kansas
Representative Barkis
Dr. Marvin Kaiser, Kansas State Community Service Program
Ms. Pam Clouse, Kansas State University student
Ms. Kay Coles, Kansas National Education Association

The meeting was called to order by Vice chairman Empson. The vice chairman drew attention to the listing of bills heard by Education Committee and asked members to be ready to offer amendments when these bills may be worked on Wednesday or Thursday this week.

Hearings on HB 2152 concerning student tuition rates at community colleges were opened by Vice chairman Empson.

Representative Patrick explained the purpose of the bill is to raise the minimum tuition rate to help out the property tax payers as well as meet the State Education's goals of 15 percent. Representative Patrick feels the community colleges should have local control in raising the tuition rates above \$19 if they so desire. (Attachment 1)

Hearings on HB 2152 were declared closed by Vice chairman Empson.

Vice chairman Empson opened hearings on HB 2464, concerning the participation of school districts in disaster relief programs.

Rev. Tom Frommer testified in favor of HB 2464. Rev. Frommer told of being involved in shipping emergency supplies to Jamaica after the hurricane of September, 1988. He stated their biggest need is school furniture. Rev. Frommer encouraged adding to line 58: "and having demonstrable plan for transportation and distribution." (Attachment 2).

John Koepke appeared in support of HB 2464. Mr. Koepke pointed out the Kansas Association of School Boards had a long history of relief and assistance programs.

Craig Grant spoke in support of HB 2464. Mr. Grant agreed that it makes sense for us to donate surplus materials from our schools to help others. Mr. Grant seconded the change in the bill recommended by Rev. Frommer. (Attachment 3)

Gerald Henderson added his support to HB 2464. (Attachment 4)

Hearings on HB 2464 were closed by Vice chairman Empson.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,

room ~~519-G~~, Statehouse, at 3:30 ~~a.m.~~/p.m. on February 28, 1989.

The Vice chairman opened hearings on HB 2484, concerning providing funds for motorcycle safety courses at community colleges.

Representative Russell explained HB 2484 as simply allowing the availability of motorcycle safety education throughout the state of Kansas. (Attachment 5)

Connie Hubbell testified in support of HB 2484. Ms. Hubbell said making funds available to community colleges would benefit many adults who are enrolled in community colleges. (Attachment 6)

Dr. Merle Hill supports the concept of HB 2484. Dr. Hill suggested adding the words "non-credit" in describing the courses in motorcycle safety at the top of page 2.

Hearings on HB 2484 were closed by Vice chairman Empson.

The Vice chairman opened hearings on HB 2490, an act providing for Kansas Student Community Service.

Mark Tallman testified in support of HB 2490. Mr. Tallman gave background of the student community service programs that have been expanding around the nation. Mr. Tallman emphasized the implementation of this bill would be helping students all over the state of Kansas. He suggested a change in the bill to remove the requirement that eligible students be Kansas residents. (Attachment 7)

Representative Barkis testified in support of HB 2490. Representative Barkis suggested there should be safeguards in the bill to insure students having oversight by a professional when taking part in the service program. (Attachment 8)

Dr. Marvin Kaiser testified in support of HB 2490. Dr. Kaiser related the excitement generated among the students, communities and faculty members as a result of community service teams being involved in community projects. Dr. Kaiser believes involving students in community service helps prepare them for being responsible citizens as well as giving them career guidance. (Attachment 9)

Pam Clousetold of her experience working with the city council in Paola last summer. Ms. Clouse feels the opportunities afforded by the student teams participating in projects of service are of real benefit. Ms. Clouse said the students feel they are really making a difference and are excited with the challenge.

Kay Coles spoke on HB 2490. Ms. Coles cautioned the committee to be more specific about the duties of the college students with respect to at-risk youth. (Attachment 10).

Hearings on HB 2490 were declared closed by Vice chairman Empson.

The Vice chairman opened hearings on HB 2431, an act enacting the teacher service scholarship act.

Mark Tallman testified on behalf of HB 2431. Mr. Tallman said one provision of HB 2431 would allow the students to meet their service obligation after college, by agreeing to certain teaching conditions. (Attachment 11)

Craig Grant testified in support of HB 2431. Mr. Grant said there is a need to encourage more minority students to enter the teaching field and HB 2431 could help meet that need. (Attachment 12)

Gerald Henderson testified in support of HB 2431. Mr. Henderson said HB 2431 is a

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

room 519-S, Statehouse, at 3:30 ~~xxx~~/p.m. on February 28, 1989.

good start in the right direction to meet the needs of at-risk students, the teacher shortage, and the need to attract minority teachers. (Attachment 13)

Vice chairman Empson declared hearings on HB 2431 closed.

The vice chairman drew the committees attention to the minutes for February 20, February 21, and February 22.

Representative Amos moved the minutes for February 20, February 21, and February 22 be approved. Seconded by Representative Jones. Motion carried.

The meeting was adjourned at 4:55 p.m. by Vice chairman Empson.

The next meeting will be March 1, 1989 in Room 519-S at 3:30 p.m.

KANSAS LEGISLATIVE RESEARCH DEPARTMENT

Room 545-N – Statehouse

Phone 296-3181

February 17, 1989

TO: Representative Kerry Patrick

Office No. 280-W

RE: Community Colleges -- Resident Tuition Percent of Operating Expenditures

As you requested, the attached table lists for each community college the actual 1987-88 operating expenditures for the general fund, vocational education fund, and the employee benefits fund (combined). Also shown is the resident student tuition revenue for 1987-88 and the percent of operating expenditures that sum represents. For purposes of comparison, the next column (to the right) shows what the resident tuition would have been if the tuition charge were \$19.00 per credit hour. We have compiled the percentage that such amount would have represented of 1987-88 operating expenditures. An exception in this illustration may be observed for Johnson County Community College, where the tuition already was \$22.00 per credit hour in 1987-88. As you can see, no change was made in the calculation for that institution. An exhibit shows the actual 1987-88 and 1988-89 rates of resident tuition charged by the 19 community colleges.

Also enclosed is a copy of Budget Memo No. 89-2, which was prepared by the Legislative Research Department. At pages 2-4 and 2-5, you will find a discussion of the student fee/cost ratios for the Regents' institutions.

We hope this information will be helpful to you. Please do not hesitate to contact us if we can be of further service.

Ben F. Barrett
Associate Director

BFB/jl

Enclosures

*Attachment 1
House Education
2/28/89*

TABLE
1987-88 COMMUNITY COLLEGE IN-STATE
STUDENT TUITION AND EXPENDITURES

Community College	Actual 1987-88 Expenditures (Gen., Vo. Ed., and Employee Benefit Funds)	Actual 1987-88 Resident Student Tuition-Total		Estimated Resident Tuition if Minimum Tuition Rate Was \$19.00		Exhibit: Resident Student Tuition Rates	
		Amount	Percent	Amount	Percent	1987-88	1988-89
Allen	\$ 2,070,109	\$ 266,384	12.9	\$ 361,483	17.5	14.00	15.00
Barton	8,270,267	923,550	11.2	1,169,214	14.1	15.00	17.00
Butler	8,161,318	1,107,534	13.6	1,137,437	13.9	18.50	19.50
Cloud	4,137,716	479,254	11.6	568,874	13.7	16.00	16.00
Coffeyville	3,651,123	354,785	9.7	481,443	13.2	14.00	14.00
Colby	4,396,464	471,194	10.7	497,110	11.3	18.00	18.00
Cowley	4,139,945	405,668	9.8	550,491	13.3	14.00	14.00
Dodge City	5,638,275	816,185	14.5	894,539	15.9	17.33*	17.33*
Fort Scott	3,708,895	443,038	11.9	560,886	15.1	15.00	15.00
Garden City	5,765,914	503,002	8.7	597,063	10.4	16.00	18.00
Highland	3,265,350	377,570	11.6	448,175	13.7	16.00	16.00
Hutchinson	9,485,811	995,203	10.5	1,111,642	11.7	17.00	17.00
Independence	3,109,570	292,869	9.4	397,423	12.8	14.00	14.00
Johnson County	27,363,859	4,130,905	15.1	4,130,905**	15.1	22.00	22.00
Kansas City	10,402,916	1,227,014	11.8	1,370,575	13.2	17.00	20.00
Labette	5,040,629	403,357	8.0	547,335	10.9	14.00	14.00
Neosho	2,890,140	280,597	9.7	355,256	12.3	15.00	15.00
Pratt	3,915,689	430,870	11.0	495,931	12.7	16.50	17.00
Seward	3,968,748	262,736	6.6	332,624	8.4	15.00	15.00
Totals	<u>\$ 119,382,738</u>	<u>\$14,171,715</u>	<u>11.9</u>	<u>\$16,008,406</u>	<u>13.4</u>		

* The fee is \$260 for from 12 to 18 hours. For 15 hours, the per-hour rate would be \$17.33.

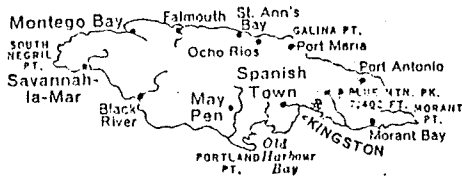
** Not calculated at the \$19.00 rate.

SOURCE: State Department of Education

Kansas Legislative Research Department

February 17, 1989

JAMAICA



Jamaican Hurricane Relief Committee

7600 West 75th Street
Overland Park, KS 66204
(913) 677-4646

The Jamaica Hurricane Relief Committee was formed immediately after Hurricane Gilbert in September of 1988 and includes people from Overland Park Christian Church, West Indian Association, Sunset Hills Christian Church, Grace Baptist Church, Fellowship Christian Church, Valley View United Methodist Church and others.

We have sent two shipments to Jamaica:

October 10th we sent emergency supplies including a 10,000 w. generator, plastic sheeting, food, medicine, seeds.

December 16-18 we sent rebuilding and humanitarian supplies including corrugated metal, lumber, nails, clothing, food, candles.

January 9-17 we sent an eleven member work team to work at the Oberlin School on the island repairing the buildings.

January 11 I met with Mr. Fritz Taylor and Mr. Turner of the Ministry of Education for Jamaica. Their report stated that they had six billion dollars (J\$) damage to the school system. Included in the report are 66 high schools, 74 new schools, and an undisclosed number of basic schools and all age schools.

Their biggest need from the damage of Hurricane Gilbert is school furniture including student desks and chairs, teacher desks and tables. They also mentioned industrial arts tools (home economics, business, industrial arts) like typewriters, computers, sewing machines, etc. Science equipment and books are also needed. A letter giving more details is in the mail from Mr. Taylor which has not been received as yet.

I have already sent several shipments with the cooperation of USAID and Alice Coles our US agent on Jamaica. She is aware of what I am doing. I have been in phone contact with Mr. Fritz Taylor since the elections in Jamaica and he assured me that all we have talked about is not affected or changed by the elections.

I have talked with Mr. Dick Westbrook of the Shawnee Mission School district and with Mr. Tom Matthews of the Olathe School District. They do have surplus materials which is mostly furniture, but also some typewriters, etc. and are open to this program.

Our committee has a warehouse donated by Mr. David Zimmer in Kansas City that can be used for storage of surplus supplies. We have a transportation committee in our group to work with transportation. We have received excellent help from the Air National Guard and are qualified under the Denton amendment for shipments of humanitarian aid.

It is our estimation that this program will take 4 years to complete with donated surplus materials. Our proposal is consistent with American foreign policy and in fact an excellent people-to-people good will gesture.

Cesile Henry, Co Chair
President,

West Indies Association
Tom Frommer, Co Chair
Pastor,

Overland Park Christian
Kathleen Johnson
Vice President,

West Indies Association
Jack Austin

Transportation Chairman
Ralph & Ruth Culler
Pastor,

Sunset Hills Christian
Charles Hanna
President,

The Hanna Company
Forrest Haggard
Pastor,

Overland Park Christian
Steve Holloway
Holloway Architects

Barry Robinson
Vice President,
Federal Reserve

Leland Sprinkle
Quality Control,
Hallmark

Desmond Walker
Pastor,

Fellowship Christian
Deanne Bollinger

Bill & Marge Cornwell
Hyacinth Henry

Ed & Jane Hiltzberger
Mary Holloway

Omer & Molly Kent
Sonla Nell

Edna Plowright
Tom Taylor

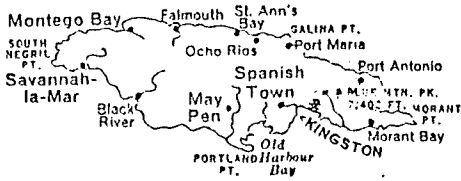
Rebecca Walcott

*Attachment 2
House Education
2/28/89*

JAMAICA

Jamaican Hurricane Relief Committee

7600 West 75th Street
Overland Park, KS 66204
(913) 677-4646



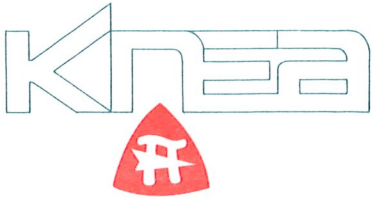
I do have a suggestion for the bill. I think it is important to add to the description of a disaster relief program the following line:

Add to line 58: "and having demonstrable plan for transportation and distribution."

After Hurricane Gilbert there were many groups that collected material to send to Jamaica with either no firm plan to transport or specific person to handle materials on the island. We assisted some of those groups.

Cesile Henry, Co Chair
President,
West Indies Association
Tom Frommer, Co Chair
Pastor,
Overland Park Christian
Kathleen Johnson
Vice President,
West Indies Association
Jack Austin
Transportation Chairman
Ralph & Ruth Culler
Pastor,
Sunset Hills Christian
Charles Hanna
President,
The Hanna Company
Forrest Haggard
Pastor,
Overland Park Christian
Steve Holloway
Holloway Architects
Barry Robinson
Vice President,
Federal Reserve
Leland Sprinkle
Quality Control,
Hallmark
Desmond Walker
Pastor,
Fellowship Christian
Deanne Bollinger
Bill & Marge Cornwell
Hyacinth Henry
Ed & Jane Hltzelberger
Mary Holloway
Omer & Molly Kent
Sonia Neil
Edna Plowright
Tom Taylor
Rebecca Walcott

a-2-2
2/28/89



Craig Grant Testimony Before The
House Education Committee
Tuesday, February 28, 1989

Thank you, Mr. Chairman. I am Craig Grant and I represent Kansas-NEA. I appreciate this opportunity to visit with you about HB 2464.

Kansas-NEA certainly supports HB 2464. There are often items such as books, desks, or other materials which could be construed as surplus in some schools which could be utilized by disaster relief programs to assist the survivors of a disaster. It just makes sense for us to donate such materials to help others.

Kansas-NEA asks that you report HB 2464 favorably for passage. Thank you for listening to our concerns.



HB 2464

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

February 28, 1989

Mister Chairman and members of the committee:

USA supports the permissive provisions of HB 2464. Since the bill calls for the development of specific policy dealing with this issue all school personnel and community patrons will have the opportunity to know about its provisions. We encourage you to report HB 2464 favorably for passage.

GWH/ed

*Attachment 4
House Education
2/28/89*

STATE OF KANSAS

JIM RUSSELL
REPRESENTATIVE, SEVENTH DISTRICT
704 SPRUCE
COFFEYVILLE, KANSAS 67337
(316) 251-1615



TOPEKA

HOUSE OF
REPRESENTATIVES
February 28, 1989

COMMITTEE ASSIGNMENTS
MEMBER COMMERCIAL AND FINANCIAL INSTITUTIONS
ELECTIONS
TRANSPORTATION

TO: House Education Committee
SUBJECT: H.B. 2484

Mr. Chairman, members of the House Education Committee...thank you for the opportunity to appear before you today in support of H.B. 2484.

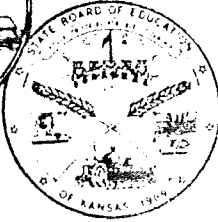
This bill is a result of meetings between Kansas motorcycle instructors and the Kansas State Department of Education.

The intent of H.B. 2484 is to merely allow the availability of motorcycle safety education throughout the State of Kansas...allow the 19 community colleges to provide non-credit advanced motorcycle safety training for the adult motorcycle riders in Kansas, in addition to what is already being provided through approximately 12 school districts.


Jim Russell

JR:hlh

*Attachment 5
House Education
2/28/89*



Kansas State Board of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612-1103

Mildred McMillon
District 1

Connie Hubbell
District 4

Bill Musick
District 6

Evelyn Whitcomb
District 8

Kathleen White
District 2

I. B. "Sonny" Rundell
District 5

Richard M. Robl
District 7

Timothy R. Emert
District 9

Paul D. Adams
District 3

February 28, 1989

Richard J. Peckham
District 10

TO: House Education Committee
FROM: State Board of Education
SUBJECT: 1989 House Bill 2484

My name is Connie Hubbell, Chairman of the State Board of Education. It is a pleasure for me to appear before this Committee on behalf of the State Board.

House Bill 2484 would make the community colleges eligible to receive motorcycle safety fund revenue for students who have completed an approved course in motorcycle safety. Currently, the law limits funding to unified school districts.

Many of the persons who desire to enroll in a motorcycle safety program are adults which fits the mission of community colleges.

House Bill 2484 would permit unified school districts and community colleges to offer approved courses in motorcycle safety subject to State Board approval.

We believe this bill would improve the program and make it more available to Kansas citizens.

The State Board of Education recommends House Bill 2484 be reported favorably for passage.

1973



1988

ASSOCIATED STUDENTS OF KANSAS

15 Years In The Student Interest

TO: House Committee on Education
FROM: Mark Tallman, Legislative Director
DATE: February 28, 1989

RE: Statement on HB 2490 - Kansas Student Community Service Act

ASK requests and supports this bill to address the following concerns:

COLLEGE COSTS ARE INCREASING FASTER THAN THE MEANS TO PAY

- * Since 1980-81, university tuition rates in Kansas have more than doubled, increasing three to four times as much as inflation.
- * Estimated total cost of attendance has increased 50% more than Kansas median family income since 1980-81. About half of all students rely exclusively on themselves or their families to pay for college, receiving no financial aid.
- * Grants, loans and work study funding for lower-income students at Kansas state universities increased per student by only about one-third as much as college costs.

MINORITY STUDENTS REMAIN UNDERREPRESENTED IN HIGHER EDUCATION

- * Blacks and hispanics make up over 10% of the school-aged population in Kansas, but less than 5% of the enrollment of the state universities.
- * The State Department of Education has voiced concerns about the lack of minority teachers, while the universities have few minority professors and administrators. With few minorities as role models, fewer minority students go on to college.
- * Most experts agree rising college costs and fear of borrowing are a deterrent to minority participation in college. These students may also be less prepared academically.

SIGNIFICANT NUMBERS OF CHILDREN ARE EDUCATIONALLY "AT RISK"

- * The State Department of Education says: "The number of children at risk of failure in school and life has risen dramatically with the increase in social and cultural stresses on children." Reasons include family disruptions, substance abuse and teen pregnancy, among others.
- * Nearly one in five Kansas students who enter the ninth grade do not complete high school.
- * Children having trouble in school, especially those who drop out, are far less likely to succeed in college.

Suite 407 • Capitol Tower • 400 S.W. 8th St. • Topeka, Ks. 66603 • (913) 354-1394

The Student Governments of the Regents Institutions

Emporia State University • Fort Hays State University • Kansas College of Technology • Kansas State University • Pittsburg State University • University of Kansas • Wichita State University

Attachment 7
House Education
2/28/89

ONE ANSWER: COMMUNITY SERVICE

In recent years, there has been growing support around the nation for expanding student community service programs, usually by providing financial aid for participating students. Often, the service programs are directed toward educational needs. Examples include:

- * Dr. Frank Newman, President of the Education Commission of the States, in Higher Education and the American Resurgence (Carnegie Foundation for the Advancement of Teaching, 1985), established a philosophical foundation for linking student service to citizenship education and financial aid.
- * Congress has directed the U.S Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) to provide funding for demonstration projects in community service programs that also reduce student debt. Four such grants have been awarded to Kansas schools (Kansas State, Wichita State, Bethany College and Saint Mary College).
- * Under Dr. Newman's leadership, the Education Committee of the States (ECS) created Campus Compact, a consortium of colleges and universities dedicated to expanding student involvement in community service.
- * ECS and Campus Compact have also launched a program called Partners in Learning, which is designed to encourage college students to serve as mentors for at risk youth. The program is similar to ASK's Youth Education Service Program, which we developed independently. (see attachment)
- * President George Bush proposed the Youth Engaged in Service to America program during the 1988 campaign to encourage young Americans to volunteer for community service activities. ASK leaders will be meeting with the administrators of this program next month in Washington.
- * The Democratic Leadership Council in Citizenship and National Service, called for providing young Americans college financial aid or housing vouchers in return for two years of service in either the military or "Citizen Corps." Many other community service initiatives are being developed in Congress by members of both parties.

KANSAS STUDENTS HAVE RESPONDED:

For over two years, ASK has been working to develop the Youth Education Service Program. As we explained to the committee last week, YES is designed to place college students in school district programs for at risk children. Thanks to a \$30,000 appropriation, pilot programs have begun successfully in Kansas City, Topeka and Wichita. YES could be implemented at any college, or in any school district. ASK has committed considerable time and resources to this program.

In addition, last Spring student government leaders at the state universities agreed to increase student fees to help fund financial aid and community service programs in partnership with the state. As the following chart shows, students have committed almost \$100,000 from their own fees for off-campus programs providing services to the state and community.

a-7-2
2/28/89

STUDENT GOVERNMENT FEE ALLOCATIONS FOR COMMUNITY SERVICE PROGRAMS

Kansas University:	\$36,000	- YES Programs
Kansas State:	16,000	- KSU Community Service Program
Wichita State:	10,000	- YES Programs
	14,000	- Truancy Diversion Program
Emporia State:	4,000	- YES Programs
Fort Hays State:	10,000	- YES Programs
	5,250	- Rural Development Assistance
	<u>\$95,250</u>	

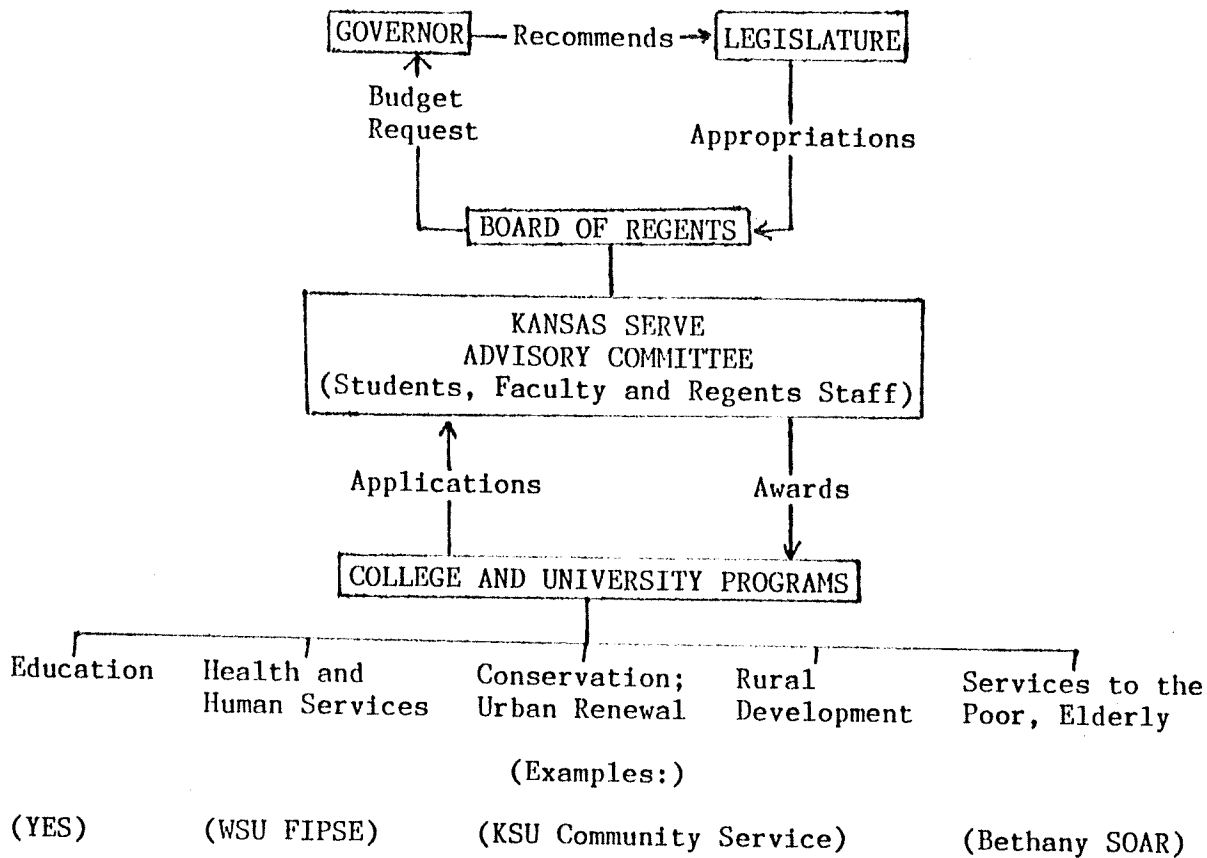
WHY A KANSAS STUDENT COMMUNITY SERVICE PROGRAM IS DESIRABLE:

- * Public service is discouraged by university funding trends. Because Kansas has raised tuition relative to family income, and the federal government has reduced financial aid relative to students costs, a college education costs more in real terms. Students must work more, reducing the time they can spare for volunteer service, or look for higher paying jobs. Or they must borrow more, making lower-paying public service jobs after graduation less attractive.
- * State support will attract matching funds. Students responded to state support of the YES program by contributing funding from fees. Other state programs, such as university centers of excellence, use state funds to generate matching support. We believe a state program will also help attract federal funding if such programs are enacted; and will assist university programs in raising funds from other sources.
- * Programs initiated with grants need continuing support. Several student community service programs in Kansas were begun with the help of federal grants. Although they have been successful, these grants will expire. State support will help proven programs to continue.
- * Such a program would send a signal to students. ASK leaders, along with many educators, believe strongly in the ideals of community service. We want to help Kansas address important public needs. But our resources are limited. By enacting this program, the Legislature would signal its commitment to those ideals, help us build support for student community service, and tell young Kansans that such service is valued activity.

PROPOSAL: KANSAS SERVE

HB 2490 creates the Kansas Student Community Service Act, or Kansas Serve. The bill provides for the state Board of Regents to make grants to colleges and universities to help support student community service programs. Such programs would provide financial assistance to students placed or employed in positions of service in a variety.

HOW KANSAS SERVE WOULD OPERATE:



To receive a Kansas Serve Grant, an institution must:

1. Develop and operate a community service program with its own resources for at least one year prior to receiving the grant.
2. Provide at least 25% of the program budget from other sources.
3. The program must be developed, operated and participated in by students.

WHAT THE PROGRAM WILL COST:

No Kansas Serve funding is requested for FY 1990; however, ASK has requested \$50,000 for the YES program. If this bill is enacted, the Regents would include a request for Kansas Serve in their FY 1991 budget. Funding for YES would no longer be a separate item, but would be included in Kansas Serve.

The amount of funding requested would be based on the Regents' assessment of financial needs and the interest expressed by institutions in community service development. Any request would be reviewed by the Governor and the actual appropriation, of course, determined by the Legislature.

a-7-4
2/28/89

REQUESTED AMENDMENTS:

We would suggest two changes in the bill as it is now printed.

First, on page 2, lines 45-46, remove the requirement that eligible students be Kansas residents. While we believe this language is appropriate for scholarship programs, we believe administration of campus programs would be simplified if this provision were removed. Further, it would allow Kansas to benefit from the time and talents of non-residents who wish to participate.

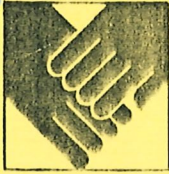
The second concerns Section 6, Subsection (d), lines 144 to 151, which requires institutions to allocate 50% of Kansas Serve grant funds to educational service programs. We believe that such programs should be Kansas Serve priorities. However, we suggest amending the bill so that the Board of Regents is required to award at least 50% of Kansas Serve grant funds to such programs, instead of imposing such a requirement on institutions.

CONCLUSION:

ASK has made this program one of our highest priorities. We believe Kansas Serve would provide multiple benefits for Kansas. While students would be helped, they would be providing help. We urge your favorable consideration.

Thank you.

a-7-5
2/28/89



CAMPUS COMPACT

THE PROJECT FOR PUBLIC AND COMMUNITY SERVICE

CAMPUS PARTNERS IN LEARNING Project Statement

Campus Partners in Learning is a national, three-year project of The Education Commission of the States and the Campus Compact, under the leadership of Governor Rudy Perpich, ECS Chairman. This project is part of a larger ECS effort to promote mentoring as an effective strategy for assisting at-risk youth. The overall Partners in Learning project will seek to involve adults and K-12 youth as well as college students in mentoring programs. In addition, ECS will assist states in developing policies to support these efforts.

The Campus Partners in Learning project has two primary and overlapping goals:

- o To stem the dropout rate of at-risk youth by encouraging college students to serve as mentors to primary and middle school youth, grades 4-9, thus providing the individual support, academic tutoring and role modelling needed to motivate youth to stay in school.
- o To provide a needed focus and to support higher education institutions (primarily Campus Compact members) in building student involvement in public and community service, while addressing an issue of pressing national concern.

Campus Compact staff will direct the Campus Partners in Learning project to achieve these primary objectives:

- o To provide information and technical assistance to Compact member institutions in developing mentoring programs and ensuring that students are well-prepared and supported in their volunteer mentoring efforts.
- o To provide financial assistance to member institutions to enable them to develop and sponsor effective mentoring programs.
- o To serve as an information clearinghouse on campus-based mentoring programs for at-risk youth.
- o To encourage the collaboration of higher education institutions with local school systems, community organizations and state policymakers also concerned with at-risk youth.
- o To generate an increased awareness of and interest in initiating and supporting volunteer mentoring efforts as a strategy for encouraging at-risk youth to continue their secondary education.

Governor Perpich, who has made reducing the nation's dropout rate one of his top priorities, will provide the project with leadership in encouraging the support and assistance of governors and higher education leaders across the country.

For more information on this project or campus-based mentoring programs, please contact Lisa Hicks, Project Director, Campus Partners in Learning, at Campus Compact, Box 1975, Brown University, Providence, RI 02912. (401) 863-1119.

The Education Commission of the States (ECS) is an interstate organization formed to help state leaders improve the quality of education. ECS is currently undertaking a major, multifaceted effort to develop programs and policy recommendations to help meet the needs of at-risk youth. ECS's action plan is based on five effective methods of intervention with the at-risk population: parent involvement, early intervention, mentoring, school restructuring and coordination of social services. These strategies were identified at a national meeting in July, 1987, co-sponsored by ECS, the Council of Chief State School Officers and the National Alliance of Business.

A project of ECS, Campus Compact: The Project for Public and Community Service, is a coalition of college and university presidents established to create public service opportunities for their students and to develop an expectation of service as an integral part of student life and the college experience.

9-7-6
2/28/89

MARVIN WM. BARKIS
DEMOCRATIC LEADER
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TOPEKA

HOUSE OF
REPRESENTATIVES

REPRESENTATIVE, FIFTEENTH DISTRICT
MIAMI COUNTY
ROUTE 2, BOX 150
LOUISBURG, KANSAS 66053-9546

February 28, 1989

Mr. Chairman and Members of the Committee:

I want to stop by to express my support for the concept embodied in House Bill 2490. I congratulate the Committee for recognizing through the introduction of this bill how vast and valuable is the too-seldom tapped reservoir of energy, optimism and idealism among the young people of our state.

The opportunity seems to exist in this bill to accomplish two laudable goals:

1. To provide clearly needed supplementary assistance for groups or individuals who need more specific help than they receive through more formal programs provided by the State of Kansas; and

2. To make available sums of money which will go to students in our Regents institutions to help them defray some of the costs of their education.

A partnership between the state and university communities is an idea which is gaining momentum nationally. Legislation at the national level has been introduced which reflects some of the thinking in this bill.

*Attachment 8,
House Education
2/28/89*

One caution should be given. The kinds of services which students would be expected to render requires the oversight to a professional, or, at the very least, requires a program of training to prepare the student to meet the assigned responsibilities. Safeguards regarding the type of activity a student would engage in must be built into the program to assure that the students participating in the program not become, themselves, at risk.

Over two decades ago our nation initiated the Peace Corps. That program demonstrated that young people, along with some of their elders, are willing and eager to try to give back, to repay their country for some of the benefits of living in a free and open society. Given the opportunity, I believe young people in Kansas schools could be moved by the same burning ideal - the ideal of service to others.

Again, Mr. Chairman, I congratulate you and the Committee for introducing legislation which, with possible modifications, might harness the best attributes of the younger people of our state.

a-8-2
2/28/89

February 28, 1989

TO: Committee on Education
Kansas House of Representatives

RE: House Bill 2490

THE KANSAS STATE UNIVERSITY COMMUNITY SERVICE PROGRAM

The Community Service Program at Kansas State University funded in part by the Fund for the Improvement of Post Secondary Education, was initiated October 1, 1987. The program was developed in response to several concerns. First, students appear less interested in community and public service than a decade ago. Recent surveys show that the primary goal of students attending universities is career success and earning power rather than concern for society and the general welfare. College students of the 80's have been characterized as the "me-generation," interested only in self-gain.

However, several members of the faculty at Kansas State University have questioned the accuracy of this characterization. Rather than assuming that students are uninterested, these faculty members questioned the availability of opportunities for students to become involved in community service. The Community Service Program was created to provide Kansas State University with these opportunities.

The second concern addressed by the Community Service Program is student indebtedness. Students are borrowing more and working longer to support their education leading to less time and inclination to do community service. It is estimated that 70 to 80 percent of Kansas State University students work to support themselves while in school. Further, many students graduate from the university with several loans to repay.

A third concern addressed by the Community Service Program is the social and economic crisis being experienced by rural Kansas communities. The Kansas Center for Rural Initiatives (1987) states, "Long-term pressures on rural areas, the current agricultural economic situation, changes in international trade, and depressed oil prices have converged to take a heavy toll on rural communities in Kansas."

The purpose of the Community Service Program is to advance the notion of civic responsibility by creating increased opportunities for student community service while responding to the needs of rural Kansas communities. This program utilizes the leadership provided by rural Kansas communities and the skill available through students and faculty at Kansas State University to build a partnership of concerned citizens who seek to respond to rural Kansas community needs. The program has four major activities.

- 1) Community Service Teams: Interdisciplinary teams who spend eight weeks during the summer living and working in a rural Kansas community on a community service project.
- 2) Community S.A.V.E.: Student teams who spend one day in a rural community working on "clean-up, fix-up" community improvement projects.
- 3) Clearinghouse: An information and referral service making volunteer opportunities available to students.
- 4) Mini-grants: a resource providing the opportunity for students to participate in grant application and fund-raising processes to address social concerns in Kansas communities.

*Attachment 9
House Education
2/28/89*

During its first two years, the Community Service Program has provided opportunities for over 700 Kansas State University students to work in 47 Kansas communities. In addition, the Clearinghouse has provided opportunities in a variety of local agencies. Through its first year activities, the Community Service Program provided \$100,900 in student financial assistance. During the second year, it is estimated that this assistance will total \$130,000.

We urge the committee's support of House Bill No. 2490 establishing a statewide community service network. Our experience has shown that students are interested and willing to volunteer their time and expertise to benefit communities if they are provided with the opportunity. Further, the Kansas communities who have hosted students have reported very positive results.

We believe education not only involves preparation for a career, but also for citizenship, i.e. being responsible for the society and community in which one lives. Our dream is that the graduates of KSU will be prepared for their professions and to take their place as citizens in our state or wherever they may live. We are also indebted to the members of the faculty and administration, as well as the numerous Kansas communities who have supported the idea of civic service as essential to the university education process. In the words of the Wichita Eagle-Beacon, the program "...shows the old Kansas virtues of cooperation and good citizenship are alive and well."

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2/28/89

The Wichita Eagle
Established 1872

The Wichita
Eagle-Beacon

The Wichita Beacon
Established 1872

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Editorials

College spirit in rural Kansas

MARVIN Kaiser has an idea so good that it's amazing no one has done it before — a Kansas "peace corps" that would direct the idealism and talents of young Kansans toward improving small towns and rural communities.

Head of the Department of Sociology, Anthropology and Social Work at Kansas State University, Mr. Kaiser has organized teams of KSU students for summer work projects in rural Kansas. Some students, for example, will help start a drama camp in Oberlin, while others conduct a land-use study to help Goodland guide its future growth. Those and others are the types of projects that most local communities have neither the financial resources nor expertise to do themselves.

The potential of Mr. Kaiser's pro-

gram is unlimited. Students get practical experience working with the problems facing much of rural Kansas. The communities get the knowledge and can-do spirit of young people. Some students may discover rural Kansas to their liking and decide to call the place home, ensuring a next generation for some small towns.

The project, financed partly by the federal government, is another example of how the state's universities can contribute to the improvement of Kansas. KSU clearly is showing its commitment to rural Kansas, and many of its students are eager to make an impact on the state.

All Kansans should applaud Mr. Kaiser's program. It shows the old Kansas virtues of cooperation and good citizenship are alive and well.

Members of the editorial page staff are Assistant Editorial Page Editor David Awbrey, Editorial Writers Denney Clements and Jennifer Comes, Editorial Cartoonist Richard Crowson, and Secretary Debbie Gentry

a-9-3
2/28/89

THE COMMUNITY SERVICE PROGRAM
KANSAS STATE UNIVERSITY

October 1, 1988

The Community Service Program at Kansas State University, funded in part by the Fund for the Improvement of Post Secondary Education, was initiated October 1, 1987. The purpose of the program is to advance the notion of civic responsibility by creating increased opportunities for student community service while responding to the needs of rural Kansas communities. This program utilizes the leadership provided by rural Kansas communities and the skill available through students and faculty at Kansas State University to build a partnership of concerned citizens who seek to respond to rural Kansas community needs.

During its first year, the Community Service Program has worked in cooperation with seven rural Kansas communities. At the invitation of these communities, seven interdisciplinary teams of students were organized to spend eight weeks during the summer living and working in a community and applying their academic skills to identified community issues. Each of the team projects was conceived and designed by communities in consultation with the Community Service Program.

The student team members, chosen from numerous applicants, came from across the entire university. The members of each team, most of whom were completing their junior year of college, brought a wide variety of skills and experiences to their projects. Among the students participating this year were Truman scholars, leaders in student government and campus organizations, and top scholars from many academic disciplines. The students received a stipend, including a small scholarship for their work. To prepare for their summer experience, the students selected to participate enrolled in a spring semester Community Service Seminar in which they researched their assigned communities and prepared to implement their projects. Each of the student teams was supervised by a Kansas State University faculty member who provided the team with technical expertise regarding the project, and served as a consultant to the community.

The seven Community Service Teams worked throughout the state of Kansas on a wide variety of projects during the summer of 1988. The communities and projects are described below.

Wallace County. Community leaders identified a variety of projects which were designed to accomplish historic preservation, provide community recreation, and promote tourism in the area. The student team was made up of majors in landscape architecture, business administration, leisure studies, and humanities. In the area of historic preservation, the team aided in plans for the restoration of the historic livery stable in Weskan and its possible conversion to a museum. The team completed several projects in the area of community recreation. The students worked alongside community members to plan and implement the expansion of the elementary school playground in Weskan. Through Mt. Sunflower University, the team conducted community recreation activities such as tap dancing, soccer, kite-making and a story hour for pre-school children. In addition, the team organized a July 4th celebration for the county which attracted more than 300 Wallace County

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residents. The team's activities in the area of tourism resulted in the creation of a brochure designed to promote tourism in the county. The team also worked to update and recatalog the exhibits at the Ft. Wallace Historic Museum. In addition, the museum facility was made handicapped accessible and received an interior facelift including new paint and total rearrangement of equipment and displays. This team was assisted by faculty mentors in leisure studies and architecture.

Oberlin. This community, through a 25 member steering committee of the Oberlin Arts and Humanities Commission, was attempting to respond to the need for experience and education for area youth in the humanities. The team, made up of students majoring in theatre, leisure studies, and marketing, created a 3-year plan for a summer arts and humanities camp for area youth which included a finance, marketing and management strategy and the development and implementation of a curriculum including theatre arts, dance, music and the visual arts. During the final week of the summer project, the team conducted a day camp for 8 to 12 year old children focusing on drama. In addition, team members organized and conducted a variety of recreational activities throughout the community, including a community-wide July 4th celebration and special events for the elderly. The Oberlin team was supervised by a faculty member in leisure studies.

Washington County. This five student team included majors in geography, political science, and marketing and was advised by a faculty member from the College of Business Administration. These students assisted the Washington County Horizons Development Corporation in developing a strategic plan for economic development through assessment of the economic base of the county. In addition, each of the team members researched specific economic development projects for the area. Their efforts resulted in the expansion of two local businesses and the creation of a county-wide craft guild. The team also organized and sponsored a benefit "Oozeball Tournament" to raise funds for the Twin Valley Developmental Center in Greenleaf, KS.

In addition, the activities of this team have culminated in several events which have taken place this fall. Washington County Day at the Manhattan Town Center Mall was organized during the summer by a team member. On October 1, 1988 over 30 Washington County exhibits were displayed at the mall as well as entertainment by several Washington County groups. Another team member worked to promote tourism in Washington County through organized bus tours of the area. As a result of his activities, two bus tours will occur this fall.

North Central Kansas. The North Central Regional Planning Commission, headquartered in Beloit, hosted a five student team made up of a geographer, a landscape architect, an English major, a political scientist, and a regional and community planner. These students completed a study of tourist attractions in a 14 county area. Their work has resulted in the creation of a tourism map for the North Central Kansas region which will be published in January 1989. In addition, the team developed a data base which contains detailed information on tourist attractions in the area. The team was assisted by a faculty member in political science whose research expertise is tourism. This project has been presented as a model for tourism development in rural areas.

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2/28/89

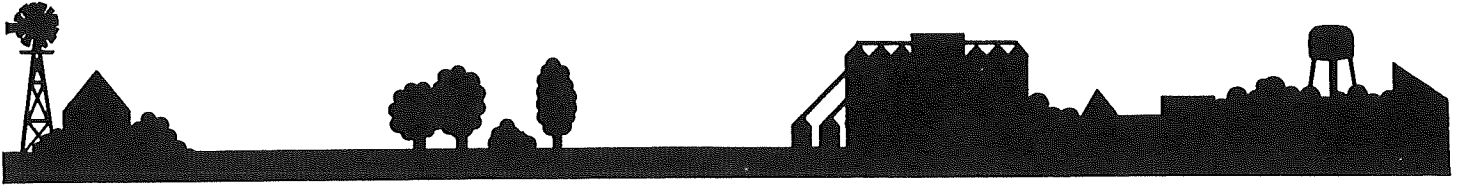
Goodland. The Goodland Community Service Team consisted of students in business administration, education, geography and regional and community planning. These students, under the supervision of a faculty member from regional and community planning, conducted a land use study of the 3-mile territorial limit surrounding the city including a detailed study of existing land use and recommendations for future use. Their work included public presentations before the City and County Commissions and resulted in a 200 page document which was presented to the governing body. In addition, the student team revised the zoning ordinance for the city. A fifth student majoring in architecture worked with the Greater Goodland Development Corporation on a study of the entrances to the city and implementation of a streetscape plan. As a result of this student's work, several main street businesses in Goodland have begun facade renovation.

Onaga. The Onaga Community Hospital, with the assistance of the Community Service Team, began working toward the development of a long term care plan to meet the needs of the aged in that area. The team, consisting of four students from social work, sociology, and gerontology, developed a survey to assess the needs of the aged. During the summer, the team administered the survey to a sample of over 200 individuals. Following the analysis of data on the KSU campus, the students are preparing a final report, which will include the views of the aged in the Onaga area and recommendations for service development for that population. The student team members also created a directory of community services for the elderly. The Onaga team was assisted by a faculty member from the KSU Center for Aging.

Paola. This community had identified the need to develop a recreation and tourism marketing plan for Lake Miola, a small city-owned lake built in the 1950's as a source of water for the city but used increasingly for recreational activities such as fishing and camping. The Community Service Team worked to develop a master plan to insure better utilization of the lake and its facilities as a recreation resource. This student team included majors in landscape architecture, leisure studies, marketing and engineering working under the supervision of a faculty member in Landscape Architecture. Their work resulted in a report to the City of Paola and the Lake Miola Planning Committee which included a detailed inventory and site analysis as well as recommendations on future development and use of the Lake Miola area.

The Community Service Team experience has been evaluated from the perspectives of both host communities and student team members. At the request of the Community Service Program, each of the seven host communities has submitted a written report assessing the results of the project and the community's reaction to the team. All of the communities have reported that the work of the student teams was of very high quality and exceeded initial expectations. Further, the students became involved in the life of each of the communities, bringing energy, enthusiasm and new ideas as well as participating actively in community activities.

The student team members have also reported a positive experience. Although many of the students began the summer projects with some apprehension, they soon found that they were warmly accepted in their summer homes and quickly became involved with their work and community activities. The team members not only gained valuable experience and increased appreciation of rural living but returned to campus having made lifelong friends as well.



The Newsletter of the KSU Community Service Program / Number 1, Volume 2 / Spring 1989

CSP TEAMS LINK STUDENTS WITH RURAL KANSAS

The summer of 1988 was busy for the Kansas State University students who were part of Community Service Program community service teams.

The service team component of the Community Service Project is designed to involve advanced K-State students in Kansas communities. For eight weeks during the summer, the students work in interdisciplinary teams on projects the communities have defined as being needed. The team members live in and become involved with the communities they serve.

In some ways, the teams bring together all the goals of the Community Service Project, including increasing the involvement of students in communities, increasing interdisciplinary problem solving, and working to increase the quality of life in rural Kansas communities. For some students, it was a first experience in rural living.

"The team's efforts stay with the community long after the students are gone," said Dr. Marv Kaiser, CSP project director. "Project outcomes, such as maps, documents and playgrounds, are identified and completed by each team."

The teams worked in Goodland, North Central Kansas, Oberlin, Onaga, Paola, and Wallace and Washington counties. Here are summaries of what the teams accomplished:

Goodland

The task for the four-member team in Goodland was to study land within three miles of the city limits and to prepare a comprehensive plan for its use. The task included researching many documents pertaining to subdivisions and land use.

The first part of the project included surveying landowners and overcoming resistance to "planning" in general. The project's "product" was a comprehensive plan, including rewritten zoning and subdivision ordinances for the city, said Tarek Moneir, a student with a background in architecture and planning. For Moneir, a native of Egypt with experience in urban planning, the project was a first experience in rural planning.

Other members of the team - John Turner, Marcia Labbe and Gary Mangus - brought their backgrounds in education, business and geography to the team.

North Central Kansas

The North Central Regional Planning Commission, with headquarters in Beloit, was host to students of geography, landscape architecture, English, political science, and regional and community planning. The team's mission was to compile information about tourist attractions in the 14-county region, an area larger than the state of Connecticut.

Team member Kurt Skinner said the team spent the first part of the summer "like tourists." Students gathered facts on historical and interesting sights and recorded the information, cross-referenced by county and major highway proximity, in a computer data base that remains with the commission. A map, "Smoky Hills, Land of the Post Rock," with nine categories of attractions listed on the back, was produced from the information. Community organizers plan to have the map published soon. "The most important thing we did was help them realize they do have something to offer," Skinner said.

The team also had time for fun, with weekly get-togethers for movies and

dinner, often with team member Jameel Al-souqi doing the cooking. Other team members were Jennifer Leeds, Karen James and Todd Still.

Oberlin

Putting together a summer arts and humanities camp for children may sound like fun, but members of the community service team in Oberlin found it was also a lot of work.

The team's main project was the creation of a three-year plan for a summer camp for youngsters from the Oberlin area. The plan included finance, marketing and management strategies plus a curriculum of theater arts, dance, music and visual arts. The highlight was probably a one-week theater day camp for children ages 8 through 12.

The team members, students of speech and theater, recreation and leisure studies, marketing, and secondary math education, led children and adults in various activities, including improvisation classes. "It's a unique opportunity to increase the quality of life," said team member Matthew Mazur. Other members of the team were Shane Walck, John Nugent and Becky Griebat.

Onaga

Identifying the needs of the aging population around Onaga was the task for a four-member community service team.

Under the direction of the Onaga Community Hospital, the team developed a 110-item survey and interviewed 250 people age 60 and older from a 31-township area that included parts of four counties. The 238 surveys with usable data were statistically analyzed at K-State.

continued on page 2

Transportation difficulties and feelings of isolation were top issues with older Kansans, the team found. Many of the older Kansans expressed compassion for those raising families now, team member Melanie Starns said.

The team also found a need for additional retirement housing, and 42 acres previously designated as the future site of a golf course have been re-designated for that type of housing.

All the members of this team - Kim Kluesner, Terry Akey, Lisa Minnich and Starns - are students of social work/sociology.

Paola

The city of Paola wanted a plan to better utilize its Lake Miola as a recreational resource, and the community service team's project was to design a plan toward that end. The four team members, from landscape architecture, leisure studies, electrical engineering, and business/marketing, interviewed people in the Paola area about their lake activities and the improvements they would like to see made. The team also spent time around and in the 220-acre lake during the data-gathering process.

At the first public meeting, the team showed a base map of existing structures and invited ideas for change. Other conversations brought more ideas. The ideas were combined into a "master plan" map that breaks down the improvement process

into specific projects, most of which can be tackled by volunteer groups.

"We tried very hard to involve the community," said team member Paul Klaus. "We weren't there to tell them what to do with the lake but there to find out what they wanted to do." Pam Klaus, Robert Lee Marshall and Zachary Hamel rounded out the team.

Wallace County

Community leaders in Kansas' least populated county identified a variety of projects in historical preservation, community recreation and tourism promotion for the summer team.

The team of students from history, landscape architecture, business administration, and leisure studies accomplished several projects, including rearranging the Fort Wallace Historical Museum to make it more accessible, developing a travel brochure, and installing new playground equipment at Weskan. Other project activities included groundwork for an improved entrance to the town of Sharon Springs and investigation of developing a museum at a historic livery stable.

Over the summer, the students became involved with Mount Sunflower University, which offers a variety of "fun" classes to area residents. Team members taught tap dancing, soccer, and kite flying and led story time. They also organized a mud volleyball tournament for July 4th festivities.

Team members were Mandy Stout, Beth Benignus, Tamara Slocum and Scott VanderLaan.

Washington County

Economic development was the theme for the activities of the team in Washington County, under the sponsorship of the Washington County Development Corporation. In addition to researching specific economic development projects, team members worked on assessing the county's economic base and putting together a strategic plan for development.

Team members recognized that development efforts often do not show results in the short term. However, summer efforts did result in the expansion of two local businesses and the creation of a county-wide craft guild. A tourism map was developed. The promotion of Washington County as a retirement community was investigated. A one-day promotion of Washington County in Manhattan Town Center on Oct. 1 was a result of team member effort.

Team members got to know many people from Washington County and put effort into improving it. An all-day "oozeball" (mud volleyball) tournament and hog roast raised approximately \$600 for Twin Valley Developmental Center in Greenleaf. "We really became part of the community," said team member Helene Higbee. Mindy Dutton, Jeff Wing, Kathryn Carroll, Jocelyn Denton, and Higbee made up the team.

1989 SUMMER TEAMS

Team members are being selected for 1989 summer projects in 10 Kansas communities, according to Community Service Program Director Carol Peak.

"I'm just really excited about the possibilities, because these projects are so varied. We're really getting some top-notch students to apply," she said.

Community service teams will be sent to the following areas for project work:

Atwood - to develop a comprehensive plan to attract and keep physicians in that rural community, which is planning a new clinic.

Goodland - to research and develop a comprehensive plan for the city of Goodland.

Highland - to help develop a city park, including its service design, layout, and implementation plan.

Jefferson County - to develop the potential of the county as a retirement community, and to begin a marketing strategy.

Leoti - to plan the improvement and development of Leoti's downtown, produce a business feasibility study, and develop a community tourism brochure.

Lincoln - to assess Lincoln County's infrastructure as part of a comprehensive plan for the area.

Louisburg - to conduct an areawide survey to determine demographics, needs, and desires of residents regarding general improvement of the community.

Oswego - to research and implement a plan for the establishment of the downtown as a historic preservation district.

Ransom/WaKeeney - to develop a land use plan for city parks and assist with city recreation programs.

Winfield - to develop a plan to determine best community use of a former private college campus now owned by the city and a plan for conversion to that use.

SAVE ORGANIZES PROJECTS

The Structural Assistance Volunteer Effort, SAVE, organized student workers for projects in Ada, Valley Falls and Manhattan during the fall semester.

During the first trip to Ada on Sept. 24, 16 students did many minor repairs and some painting for six different homeowners in that Ottawa County community of about 90 people. The Ada news column in the *Minneapolis Messenger* said, "The K-State students were a pleasant, industrious, ambitious and fun group of young folk. We hope we get some of them to return and finish their jobs. We say thanks." A group of 15 did return on Nov. 5 and completed more of the tasks outlined by Ada organizers.

Seventeen K-State students traveled to Valley Falls on Oct. 15 and tackled the job of cleaning brush from around a recreation area. "We must have unloaded 35 or 40 truckloads of brush," said Pam Klaus, student co-coordinator of SAVE. "The community people were super, too. They brought us sodas for break and had lunch for us and talked with us a lot."

Also at Valley Falls for the project that day was a crew from public television station KTWU in Topeka. A segment about SAVE is

scheduled to be included in the program "Sunflower Journey" in February.

K-State students had a fun day with clients from the Twin Valley Developmental Center, Greenleaf, on Oct. 22. The day's activities included a picnic, a trip to Manhattan's Sunset Zoo, and a movie.

The SAVE staff hopes to schedule at least five projects for the spring semester. University activities and likely weather have limited the available Saturdays to just three, April 8, 15 and 22, student co-coordinator Mindy Dutton said. More than one project is scheduled for the first two Saturdays. Poor weather forced the re-scheduling of a project in Leonardville

from fall to spring. A project in Summerfield is scheduled for April 15.

"All the communities (we contact) say 'We have stuff to be done,' but it's hard to find individuals to take responsibility for organizing in those towns," Dutton said. "It hasn't been hard to find students. I'm proud of the wide range of majors we've had participate: computer, planning, construction, social work, philosophy, landscape architecture, political science. I also think we have a good mix of lower- and upper-classmen and good representation of minority students and non-traditional students. We don't require any skills, but often the people who volunteer are pretty handy people anyway."



SAVE volunteers shared activities with clients of the Twin Valley Developmental Center. (Collegian Photo)

SAVE also is sponsoring an "alternative spring break," with students working for several days on projects in Kinsley and Wallace County. There will be no cost to the students, and the communities will provide room and board, and materials for the projects. Dutton and Klaus also are working to include at least one major recreational outing in the trips and interaction in the communities during the evening. "I really expect this idea to have appeal to students," Dutton said.

SPRING 1989 SAVE PROJECTS

Saturday, April 8

Onaga - repair work on homes of low-income elderly

Abilene - painting a daycare center

Saturday, April 15

Summerfield - repair work on a community bank

Leonardville - painting a youth center

Saturday, April 22

Blue Rapids - painting a bathhouse, shelterhouse and picnic tables

CSP PROMOTES CITIZENSHIP, SERVICE

Citizenship and service are the bases for the Community Service Program. According to Dr. Marv Kaiser, CSP project director, "We're creating opportunities for students to realize they have responsibilities back to the communities, and to the state that has nurtured them and enriched their lives."

But does the project really foster citizenship? At least one active participant answers with an emphatic "yes."

Mindy Dutton, a political science major who will graduate in December and who plans to attend law school, was a member of the Washington County summer team. She has been the student coordinator of SAVE since that program began in January 1988 and currently serves as co-coordinator.

"In the '60s, the top reasons people gave, I heard, for wanting to go to college were along the lines of being better able to help humanity," she said. "Now the top rea-

sons are money, power and prestige. There are a lot of people who want to help other people, but it's not a priority. The Community Service Program gives people an opportunity to give this side, which I think is a part of human nature, a chance to come out.

"When we were in Washington County, we all felt a commitment. Although we have different backgrounds, we became a team. Our assignment was economic development, and we did various things in that, but we also did things like judging centerpieces at the county fair and organizing an oozeball (mud volleyball) tournament that raised around \$600 for the developmental center in Greenleaf. We didn't just want to make the resume look good, we just did it as part of the community. The more people you meet, the more you feel connected to them and want to pay them back. I believe we all had a citizenship experience in the way Marv (Kaiser) envisioned it."

One-day SAVE projects have also given students positive citizenship experiences, she said. "I feel good about going out and working, but the real joy is seeing the students. Some of them are dragged along, as members of groups, who wouldn't go otherwise. Some just feel good no matter what they're doing; some are selective about the task. But every trip, on the way back, at least half are grinning, exhausted but feeling good about themselves, telling stories about the folks from the community they worked with. SAVE has been able to do in one day what the teams learned during the summer.

"I have always believed in community service," Dutton said. "I come from a long line of educators - and that to me is a public service career - but I don't think people have to be raised with community service to believe in it."

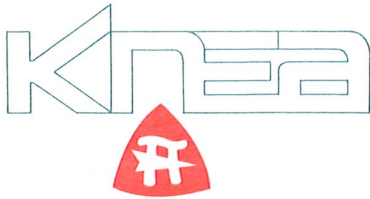


Community Service Program
Eisenhower Hall
Manhattan, Kansas 66506

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Notice of Nondiscrimination

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Kansas-NEA Testimony before the
House Education Committee
February 28, 1989
Kay Coles
HB 2490

Thank you, Mr. Chairman. Members of the committee, my name is Kay Coles and I am here today representing the 22,000 members of Kansas-NEA. We appreciate the opportunity to visit with you about HB 2490.

As you are aware, this legislation is designed to enact a Kansas student community service act -- a noble endeavor. We believe students should have the opportunity to perform community service, and to learn more about the world around them. We have no objection to the concept.

We do, however, have some concerns about the elements of this bill which deal with educational services. While we strongly believe much needs to be done to assist at-risk youth in our elementary and secondary schools, and while we recognize that school districts need assistance in reaching these students, the provisions of this legislation leave several questions unanswered.

For example: Who is going to train the college age youth to work with at-risk students? Who is going to supervise the delivery of these educational services? Who is going to provide the continuity necessary for these programs to coordinate with the educational program in the school district?

Perhaps if we could more clearly define the duties of these students and delineate their participation as that of volunteer aides, we would have a more cohesive program.

We would be remiss if we did not point out that teachers are trained professionals who not only receive instruction in the critical elements of teaching, but who constantly re-train in order to maintain their teaching certificates. Similarly, teachers' aides and paraprofessional aides receive training and meet specific regulations in order to pursue their chosen careers. It is an important aspect of our educational system that teachers and teachers' aides are expected to meet high standards. To allow a college student with little or no training to assume he or she is a teacher or a qualified aide is an affront to the education profession.

There is, however, a strong need for volunteer help in our public schools. We encourage and support such work.

We therefore would respectfully request that references in HB 2490 be more specific about the duties of the college students with respect to at-risk youth.

Thank you for listening to the concerns of our members.



ASSOCIATED STUDENTS OF KANSAS

15 Years In The Student Interest

TO: House Committee on Education
 FROM: Mark Tallman, Legislative Director
 DATE: February 28, 1989
 RE: Testimony on HB 2431 - Teacher Service Scholarship Act

ASK requested the introduction of HB 2431 as a companion to the Kansas Serve bill, HB 2490. Both are in response to the same set of educational concerns: rising college costs, low minority enrollment, and the high failure rate of students at risk. Both seek to address these issues by enlisting students through financial aid incentives. However, under the Teacher Service Scholarship Act, students would meet their service obligation after college, by agreeing to certain teaching conditions. If these conditions were not met, the student would have to repay the scholarships.

This concept has been proposed in a number of bills considered by the Legislature since the educational reform movement that began with the Nation At Risk report. It has been endorsed by virtually every major commission on improving American education. However, it has never quite made it through the Legislature.

HB 2431 differs from previous teacher scholarship bills in two significant ways. First, it expands the number of ways students can satisfy their teaching obligations to avoid repayment. Other bills provided scholarships only to students who agree to teach in areas of critical teacher shortages. HB 2431 includes this provision, but also allows scholarships to be awarded to minority students who agree to teach in any area, and to students who agree to teach in schools with high at risk student populations, as defined by the State Department of Education. (All service obligations would have to be met in Kansas.) We need to encourage more minority students to enter teaching as role models for young students, and we need to reward teachers who take on the more demanding tasks of serving high numbers of children at risk.

Second, we believe HB 2431 simplifies the process of determining that students fulfill their service obligations or repay the scholarships by giving this task to the teacher education institutions. The colleges and universities are in a better position to have follow-up contact with their graduates, and already operate campus-based student loan programs. If a college does not want to take on these responsibilities, it would not have to participate in the program.

The maximum scholarship a student could receive would be equal to the average tuition and fees for teacher education students at the state universities, About \$1,400. All teacher education institutions, public or private, could choose to participate. The student would have to fulfill the service obligation for one semester for each semester the scholarship was received, up to a maximum of six semesters.

Suite 407 • Capitol Tower • 400 S.W. 8th St. • Topeka, Ks. 66603 • (913) 354-1394

The Student Governments of the Regents Institutions

Emporia State University • Fort Hays State University • Kansas College of Technology • Kansas State University • Pittsburg State University • University of Kansas • Wichita State University

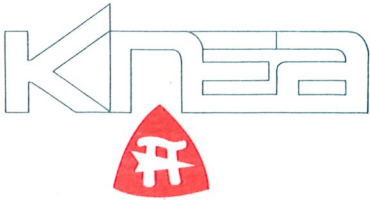
Attachment 11
 House Education
 2/28/89

It should be stressed that the actual number of scholarships - and fiscal note of the program - would be based on the Board's budget request and Legislative appropriations. There is no request for FY 1990. If approved the program could begin in FY 1991 at whatever level is deemed desirable. There is no minimum level at which the program must be funded. One scholarship would require \$1,400; 100 would require \$140,000.

As drafted, the bill provides that the Board of Regents award the scholarships, as it currently does for the federal Paul Douglas Teacher Scholarship Program. However, if the Board does not wish the additional responsibility of selecting the recipients, we suggest amending the bill so the Board simply allocates funds to participating institutions, which would in turn select the students. For example, the Board might request and receive funding to provide one scholarship per year for each of twenty participating institutions. Each institution would then award that scholarship to one of its students who agreed to the service obligation, using whatever additional selection criteria it considered appropriate.

We believe that HB 2431 would address critical needs in elementary, secondary and higher education. We urge its favorable consideration.

a-11-2
2/28/89



Craig Grant Testimony Before The
House Education Committee
Tuesday, February 28, 1989

Thank you, Mr. Chairman. I am Craig Grant and I represent Kansas-NEA. I appreciate this opportunity to visit with the committee about HB 2431.

Kansas-NEA supports HB 2431 as it does most all measures which provide scholarships for prospective teachers. We are in need of quality teachers at all levels of our schools, especially in certain fields of study. We also need to encourage more minority students to enter the teaching field. HB 2431 should help us meet our shortages. Those shortages are likely to grow as our student population increases in the next several years.

Kansas-NEA does not want this committee or the legislature to believe that the passage of HB 2431 or any other scholarship bill will solve our shortages. An adequate, liveable salary, plus professional working conditions, would be the best way to encourage students to enter and stay in the teaching profession. HB 2431 could work in harmony with our efforts to upgrade the profession.

Kansas-NEA supports HB 2431. We thank you for listening to our concerns.



HB 2431

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

February 28, 1989

Mister Chairman and members of the committee:

United School Administrators of Kansas supports the concept of HB 2431. A similar measure some years ago provided measurable relief for rural Kansas medical needs. Limiting the scope of the program to meeting the needs of at-risk students, the teacher shortage in certain fields, and the need to attract minority teachers is a good start in the right direction.

We encourage your support of HB 2431.

GWH/ed

*Attachment 13
House Education
2/28/89*