

Approved _____ Date _____

HOUSE

EDUCATION

MINUTES OF THE _____ COMMITTEE ON _____

The meeting was called to order by Representative Rick Bowden at _____
Chairperson

3:30 ~~XX~~ XX p.m. on January 29, 1991 in room 519-S of the Capitol.

All members were present except:

Rep. Larkin, Rep. Reardon, Rep. Blumenthal - All Excused

Committee staff present:

Avis Swartzman, Revisor of Statutes Office
Ben Barrett, Legislative Research
Donna Lutjohann, Secretary to the Committee

Conferees appearing before the committee:

Mike Schreiner - ASK
Cederic Locket - ASK
Randy Weseman - ASK
Craig Grant - KNEA
Judy Cerconi - Topeka Public Schools

The meeting was called to order by Chairman Bowden. He opened hearings on HB 2013.

Chairman Bowden called Mike Schreiner, representing ASK, as the first conferee, proponent of HB 2013. Mr. Schreiner explained that the YES program was beneficial to both the post-secondary school students and the students participating at the elementary and middle school levels. He hoped HB 2013 would be enacted again for 1992. Details of his position are outlined in (Attachment 1).

Cederic Locket was the second proponent of HB 2013 called upon by Chairman Bowden. Mr. Locket told of situations that involved the students participating in the YES Program. He explained that the students working together become quite close and the tutor is seen as a mentor to the younger student in almost all cases. He pointed out the two main benefits of the program which are 1) money is allotted to the school for financial aid 2) it allows young adults to become a part of the community by helping the children. He said the major problem of the program is there are not enough tutors.

Chairman Bowden then called Randy Weseman, a principle in Lawrence, also as a proponent for HB 2013. He gave his personal experiences of the YES Program as they are involved with it at his junior high. He said they hire 10 tutors at three junior high schools and help 40-45 kids after school. They create their own incentives to get the kids involved and the program has improved grades and the self confidence of the kids that participate. The school also funds \$1200 per year to hire a coordinator for the program. Like the others testifying, he agreed that mentoring and bonding takes place which is an important part of the program.

Craig Grant representing KNEA was called as the next proponent to testify. He said the KNEA was in favor of the bill being heard but the words chosen in lines 32-36 presented some concern. The words "remedial instruction", "paraprofessional services" and "counseling or advising" were too strong and were understood by the KNEA to be people with licenses or degrees that should perform these duties. Mr. Grant suggested these words be omitted or changed to read "the services performed would provide general assistance to teachers and other school personnel." (Attachment 2)

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,
room 519-S, Statehouse, at 3:30 XX a.m./p.m. on January 29, 1991

Chairman Bowden then called Judy Cerconi of the Topeka Public Schools. Ms. Cerconi spoke of real life situations that she encountered with students in the Topeka Public Schools and the positive changes that were made in students participating in the YES Program. She shared pictures of the bonding between tutors and students and the positive feedback received from an evaluation of the program by the students involved. She also was in favor of the passage of HB 2013.

After the conferees completed their testimony, Chairman Bowden closed the hearing on HB 2013. The minutes from January 24, 1991 were brought to attention and Rep. Amos made a Motion to approve those minutes. Rep. Reinhardt seconded the Motion and the Motion carried.

The meeting was adjourned at 4:42 p.m with the next meeting scheduled for January 30, 1991, at 3:30 p.m. in room 519-S.

House Education Committee

Youth Education Services Testimony

by

Mike Schreiner

Vice Chair Board of Directors A.S.K.

Jan. 29, 1991

HOUSE EDUCATION
Attachment 1
January 29, 1991

After two years, the Youth Education Services program has proven to be a success. The program is currently operating at all six of the Kansas Regents Schools, and it services eight major communities in the state of Kansas.

The primary purpose of the Y.E.S. program is to assist in the development of "at risk," disadvantaged students, while at the same time providing financial aid and an educational experience for the college student.

Last year over 170 college students participated in the Y.E.S. program. When surveyed, 63% agreed that the program had helped them afford the cost of attending college, but only 36.9% agreed that participation had helped them reduce the amount they had to borrow. Almost all, 96.9%, of participating students agreed that the program had been an important part of their educational experience, and 82.8% agreed that the program had increased their interest in an education career. At the same time, 73.8% agreed that the program increased their interest in a public service career. Clearly, the Y.E.S. program had an extremely positive impact on those college students who participated in the program.

Also surveyed were local school district personnel responsible for supervising the Y.E.S. program. Their responses were ranked on a scale from 1 to 5 with 1=very good and 5=very poor. Asked to assess the overall quality of students in the program, responses ranged from a score of 2 to a perfect score of 1. Assessing the training and orientation of college students, responses ranged from 2.25 to 1.8. Assessing the interaction of college students with their supervisors and with other teachers, responses ranged from 2 to 1.6. The evaluation of student interaction with children ranged from 1.7 to 1, and the evaluation of student interaction with parents ranged from 2.3 to 2. These results display the excellent interaction college students had with school district personnel, school children, and parents.

The final and, in my point of view, most important group of questions concerned the Y.E.S. program's impact on children at risk. Educators caution that the impact of any intervention program is difficult to quantify and may only be measurable over a long period of time. However, the supervisors were asked to make an assessment. On the question of the program's impact on children's academic skills, responses ranged from 2.5 to 1.6. On the question of the program's impact on children's social skills,

responses ranged from 3 to 1.8. On the question of the program's impact on children's interest in school and coursework, responses ranged from 2 to 1.5. Finally, educators were asked to assess the program's impact on children's interest in postsecondary education, the three programs working with secondary students (Kansas City, Manhattan, and Topeka) each responded with a 2. In virtually all areas, supervisors rated the Y.E.S. program as "good" or "very good," and no supervisor rated the program as "poor."

I believe the survey results speak for themselves and the fact that currently over 70% of the funding for the program comes from student fees or local school districts only emphasizes the popularity of the program. You know, as well as I, that it means one thing to support a program, but it means much more to be willing to contribute funds to support a program.

I believe the Y.E.S. program benefits the state of Kansas in a number of ways including providing an educational opportunity for disadvantaged students, providing an educational experience for the college student, providing role models and building self-esteem for participating students, improving relations with local school districts, and providing financial aid dollars for college students. I believe all of these benefits are important and should continue to be emphasized in the future of this program.

As the number of students identified as at risk of failure in America's school systems appears to be growing, educators and policy makers need to find solutions. A number of states are developing intervention programs that provide at risk students with personalized attention. As the popularity of these programs continues to grow, it's encouraging that the state of Kansas has a successful pilot program that is similar to programs other states have developed. In the Y.E.S. program, Kansas has the framework of a program that can help improve the educational abilities of students that are sometimes forgotten in today's increasingly complex world.

Not only does the Y.E.S. program provide educational opportunities for younger children, but also for the college student. A number of K.U. students that I have personally discussed the Y.E.S. program with have emphasized the rewarding educational benefits that they received due to their participation in the program.

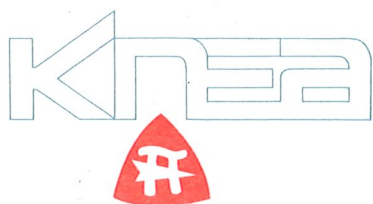
One aspect of the Y.E.S. program that can't be overlooked is the esteem building in young children a role model provides. It's hard to quantify the impact of a role model, but I believe we can all agree that children look to young, college-aged adults with admiration and for guidance. We hate to admit it, but a number of times disadvantaged students are labeled as underachievers and not given adequate attention in order to succeed. It's especially meaningful to these children to be given special attention by young adults. College students can provide more than just tutorial assistance. They can also serve as friends to give advice and guidance on how to succeed in the classroom and in life.

By involving colleges in assisting local schools, we can improve the relationship between higher education and the community as a whole. I believe the role of education in today's society is essential as it continually becomes technologically advanced. Higher education is becoming more and more important in developing productive, educated citizens for today's workforce. It is essential that Kansas adequately prepares all of its citizens to participate in society productively. One way of doing this is by addressing the special needs of disadvantaged, at risk students. One way to do this is through the Y.E.S. Program.

Finally, we can't overlook the financial aid benefits the program provides. During fiscal year 1990, the Y.E.S. Program provided over \$170,000 of financial aid to students.

Clearly, the Y.E.S. Program provides a number of benefits to the state of Kansas. House Bill 2013 is the next step in the development of the Y.E.S. Program. Y.E.S. has operated as a pilot program for the last two and was funded as a line item appropriation to the Board of Regents. By statutorially establishing the Y.E.S. Program, Kansas can increase the visibility of the program, provide for the long-term stability of the program, help the program attract more funds, and allow for the future expansion of the program.

I want to thank the committee for their consideration of House Bill 2013 and for allowing me to testify today. At this time, I will gladly answer any questions, and I will provide any further information that the committee requests.



Craig Grant Testimony Before The
House Education Committee
Tuesday, January 29, 1991

Thank you, Mr. Chairman. My name is Craig Grant and I represent Kansas-NEA. I appreciate this opportunity to speak to the committee on HB 2013.

Kansas-NEA supports HB 2013 as it does other measures which provide financial assistance to postsecondary students; however, this bill has an added positive aspect in that it utilizes these students to assist school districts in their programs. College students can serve as excellent role models and can help certain students to achieve. This resource should be utilized as best we can to improve the job we do for students.

As with many good bills, there is a section which is a problem to our organization. Lines 32 through 36 of the bill present a concern. I realize that it is difficult to be specific on the types of services to be performed, but the terms "remedial instruction", "paraprofessional services", and "counseling or advising" are terms which mean, to our members, services requiring a license or some training in order to perform. I assume--or at least hope--that the groups advocating this bill did not want students to perform the function of a guidance counselor, remedial reading teacher, or paraprofessional aide. A better wording, we believe, would be that "the services performed would provide general assistance to teachers and other school personnel." I believe that this would clarify the intent or, if it were not the intent, change the wording to make it more acceptable to our members.

With the one change noted above, we certainly support HB 2013. Thank you for listening to the concerns of our members.

HOUSE EDUCATION
Attachment 2
January 29, 1991