

Approved: March 17, 1992  
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Rick Bowden at 3:30 p.m. on March 3, 1992 in room Room 519-S of the Capitol.

All members were present except:

Committee staff present:

Dales Dennis, State Department of Education  
Avis Swartzman, Office of Revisor of Statutes  
Shirley Wilds, Secretary to the Committee

Conferees appearing before the committee:

Representative Jo Ann Pottorff  
Representative Rick Bowden  
Mark Tallman, KASB  
Jim Edwards, KS Chamber of Commerce and Industry  
Gerald Henderson, USA  
Connie Hubbell, Department of Education  
Merle Hill  
Kay Coles, KNEA  
C. E. "Sonny" Scroggins, Parents Against Wannabes  
Erica Blank, Student  
Ron Harris, Student  
Zack Johnson, Student  
James Cain, Y-MAD

The meeting was called to order by Representative Don Crumbaker.

**Hearing on HCR 5046:**

**Representative Rick Bowden.** Representative Bowden briefly discussed HCR 5046.

**Mark Tallman.** Mr. Tallman said KASB supports HCR R 5046 and that it would be a companion to goals they proposed in SCR 1631. (See Attachment #1.)

**Jim Edwards.** Mr. Edwards said that KCCI supports this resolution which would encourage all levels of state government involved with education. (See Attachment #2.)

**Connie Hubbell.** Ms. Hubbell reported that the Board of Education believes that HCR 5046 is consistent with and supportive of *Kansas 2000*, the State Board's Strategic Plan, and should be adopted through the legislative process to further strengthen the goals for lifelong learning in Kansas. (See Attachment #3.)

**Merle Hill.** Mr. Hill said that the Association of Community Colleges have plans to implement their own campaign, to begin within the next four weeks.

**Hearing on HCR 5047:**

**Representative Jo Ann Pottorff.** Representative Pottorff said HCR 5047 urges employers to give paid leave to workers, recognizing the need for parent involvement in schools therein underscoring the value of the home-school connection. (See Attachment #4.)

**C. E. "Sonny" Scroggins.** Mr. Scroggins, in support of HCR 5047, further suggests that there is a need to embrace new ideas, interventions and innovations to bind together adults and youth. He stated there is a need for more visitation by parents, and supported by all employers, beyond parent-teacher conferences. Mr. Scroggins provided the committee with several letters from citizens supporting his testimony. Mr. Scroggins introduced four students to the committee to present testimony in favor of more parent participation in the schools. (See Attachment #5.)

## CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, Room 519-S Statehouse, at 3:30 p.m. on March 3, 1992.

**Erica Blank.** Ms. Blank offered the suggestion that parents be allowed one hour a month to visit with teachers regarding the progress of their child. She maintains there are many times incidents occur at school and school staff does not always share with parents many of the unpleasant interactions with students.

**Ron Harris.** Ron Harris is Chairman of Students Against Wannabes. He stated his feelings were basically the same as Ms. Blank's. He added that it would be beneficial for the parents to visit any classroom unannounced and not necessarily have set appointments. He said he would welcome his mother to come visit and likes the idea of that kind of freedom for the parents.

**Zack Johnson.** Zack Johnson said that often times the only visit parents have teachers at conference time or only at the beginning of the school term. He stated that on one occasion his mother was prompted to come to school and observe him in the classroom setting for an entire day, due to some minor difficulties he was experiencing. Zack was pleased that his mother took the time to attend for a whole day. (Ms. Johnson, Zack's mother, was in attendance at the committee meeting; she reported that she was fortunate to have a job that would allow this kind of visit. She feels this would greatly benefit many parents.)

**James Cain.** Mr. Cain is Director of Y-MAD and he stated that he simply concurs with the students and Mr. Scroggins.

**Key Coles.** Ms. Cole reported a frequent concern of KNEA members is the inability of parents to get time off from work to attend parent-teacher conferences. She said too few businesses offer this policy. The committee was encouraged to support HCR 5047. (See Attachment #6.)

**Gerald Henderson.** Mr. Henderson said business currently giving paid leave to employees have found it beneficial not only to the community but to the businesses as well, with improved employee moral and productivity. (See Attachment #7.)

**Connie Hubbell.** Ms. Hubbell said one of the most important factors contributing to the success of students is support from the home in their academic and social endeavors and with HCR 5047, employers are encouraged to permit paid leave for this endeavor. (See Attachment #8.)

### Hearing on HCR 5048:

**Representative Jo Ann Pottorff.** In discussing her bill, Representative Pottorff said leadership for restructuring schools is even more critical than it is for traditional schools. The essential elements of restructuring require new administrators competence and behavior. She added that leadership development must be a shared responsibility between institutions of higher education, professional development academics, state department of education, the business sector and school districts. Representative Pottorff recommended that committee members peruse a memo she received from Claradine Johnson, Wichita State University (provided in her testimony). (See Attachment #9.)

**Gerald W. Henderson.** Mr. Henderson said that the United School Administrators of Kansas would be happy to work with the state board of education to develop the assessment system mentioned in HCR 5048. He stated USA has the wherewithal to assist in such a plan, but they would need financial help. (See Attachment #10.)

**Connie Hubbell.** Ms. Hubbell reported that the State Board welcomes the opportunity to implement the performance and assessment program and encouraged the committee to report HCR 5048 favorably and provide the resources necessary to permit the State Board to carry out this function. (See Attachment #11.)

**Sydney Hardman.** In written testimony Ms. Hardman said that Kansas Action for Children, Inc. supports HCR 5048, because they believe it is beneficial to families and promotes better education for children. (See Attachment #12.)

### Discussion and action on HB 2963:

Representative Wiard made a motion to amend HB 2963 to delete the word honors on Line 27, Page 2, and on Page 4, Lines 38 and 41, and insert on Page 4, Line 42 "the pupil's high school diploma and transcript." Representative Empson seconded the motion.

Representative Blumenthal made a substitute motion to table HB 2963; seconded by Representative Hackler. Motion lost.

Representative Blumenthal made a substitute motion to amend HB 2963 to strike Lines 27 through 30 on Page 2 and strike Lines 35 through 42 on Page 4, ss [c]. Representative Hackler seconded the motion. On a vote of 10-5 motion lost.

Representative Wiard's original motion to amend HB 2963 passed.

## CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, Room 519-S Statehouse, at 3:30 p.m. on March 3, 1992.

Representative Wiard moved to amend "appropriate stages" related to those levels of competency and essential skills.

After a lengthy discussion on HB 2963, the committee made the decision to continue discussion and work on the bill in tomorrow's meeting. Chairman Bowden said more study is needed in order to assure appropriate language is used in the bill. Ms. Swartzman will report to the committee on March 4.

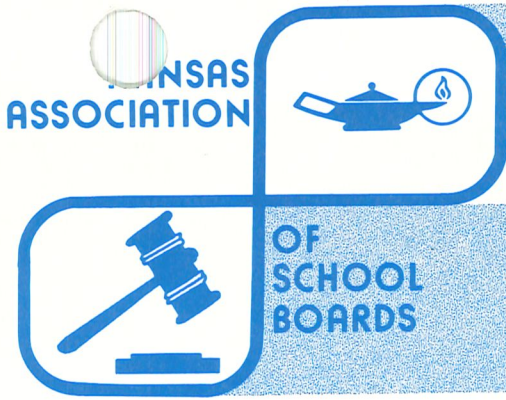
**Chairman Bowden** announced HB 3077 will be addressed in tomorrow's meeting.

Representative Amos moved to approve committee minutes for February 24, 25 and 27; seconded by Representative Jones. Motion carried.

The next meeting is scheduled for March 4 in Room 519-S, Statehouse.

Upon completion of its business, the meeting adjourned at 5:10 p.m.





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

Testimony on H.C.R. 5046, H.C.R. 5047 and H.C.R. 5048  
before the  
House Committee on Education

by

Mark Tallman, Coordinator of Governmental Relations  
Kansas Association of School Boards

March 3, 1992

Mr. Chairman and members of the Committee:

KASB appreciates the opportunity to appear before you today to comment on resolutions 5046, 5047 and 5048.

H.C.R. 5046 - Postsecondary Goals. We support this resolution. It would be a companion to a resolution on elementary and secondary goals that KASB has proposed (S.C.R. 1631, which has passed the Senate and is in your committee).

H.C.R. 5047 - Leave for Parent-Teacher Conferences. One of the strategies for accomplishing state education goals that KASB has proposed requires greater family involvement in the educational process. This resolution would encourage this concept and we support its enactment.

H.C.R. 5048 - Administrator Assistance and Assessment. We agree with the concepts contained in this resolution. We would only caution that such efforts should not duplicate effective efforts already underway.

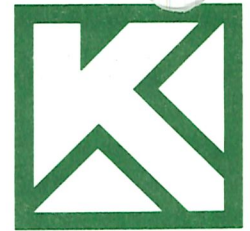
Education  
Attachment # 1  
3/3/92

#2

# LEGISLATIVE TESTIMONY

## Kansas Chamber of Commerce and Industry

500 Bank IV Tower One Townsite Plaza Topeka, KS 66603-3460 (913) 357-6321



A consolidation of the  
Kansas State Chamber  
of Commerce,  
Associated Industries  
of Kansas,  
Kansas Retail Council

HCR 5046

March 3, 1992

### KANSAS CHAMBER OF COMMERCE AND INDUSTRY

Testimony Before the  
House Education Committee

by

Jim Edwards  
Director of Chamber and Association Relations

Mr. Chairman and members of the Committee:

I am Jim Edwards, Director of Chamber and Association Relations for the Kansas Chamber of Commerce and Industry and I appreciate the opportunity to appear before you today to support the resolution which would encourage all levels of state government involved with education to ensure that all elements included in the America/Kansas 2000 report are attained.

The Kansas Chamber of Commerce and Industry (KCCI) is a statewide organization dedicated to the promotion of economic growth and job creation within Kansas, and to the protection and support of the private competitive enterprise system.

KCCI is comprised of more than 3,000 businesses which includes 200 local and regional chambers of commerce and trade organizations which represent over 161,000 business men and women. The organization represents both large and small employers in Kansas, with 55% of KCCI's members having less than 25 employees, and 86% having less than 100 employees. KCCI receives no government funding.

The KCCI Board of Directors establishes policies through the work of hundreds of the organization's members who make up its various committees. These policies are the guiding principles of the organization and translate into views such as those expressed here.

*Education*  
*Attachment #2*  
*3/3/92*

Some of Kansas' largest companies are continuing their efforts with total quality management programs for all of their employees in order for them to remain competitive with other like firms in this global economy. These companies are recognizing that they must become high performance operations that are totally committed to excellence, product quality and customer satisfaction. If they do not, they will become the dinosaurs of the 20th century.

Just as these businesses were forced to change their operations, educational institutions are facing similar pressures. The big difference is that the opportunities facing education hinge not only on the efforts of those in the education arena but also those of families, communities and businesses. That is where the America/Kansas 2000 proposal places its emphasis.

This resolution in itself is not going to solve the problems facing communities and education today but it does alert all that the solutions are available and that for them to work they must be adhered to.

Once again, I thank you for the opportunity to appear before you today and I would stand for questions.

#3

# *Kansas State Board of Education*

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

March 3, 1992

TO: House Education Committee

FROM: State Board of Education

SUBJECT: 1992 House Concurrent Resolution 5046

My name is Connie Hubbell, Legislative Coordinator of the State Board of Education. I appreciate the opportunity to appear before this Committee on behalf of the State Board.

The State Board of Education has supported America 2000 referred to as the National Goals for Education. We, in cooperation with legislative leaders and the Governor, held a public meeting in Wichita announcing the Kansas 2000 plan. The U. S. Secretary of Education, Lamar Alexander participated in this meeting.

The national goals for education for elementary/secondary education are listed below.

By the year 2000,

- \* All children in America will start school ready to learn.
- \* The high school graduation rate will increase to at least 90 percent.
- \* American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
- \* U.S. students will be first in the world in science and mathematics achievement.
- \* Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- \* Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Dale M. Dennis  
 Deputy/Assistant Commissioner  
 Division of Fiscal Services and Quality Control  
 (913) 296-3871

*Education*  
*Attachment #3*  
*3/3/92*



House Concurrent Resolution 5046 relates to the postsecondary education goals for America 2000 and we believe postsecondary education institutions should provide support to the national goals and Kansas 2000.

The State Board of Education believes that HCR 5046 is consistent with and supportive of Kansas 2000, the State Board's Strategic Plan, and should be adopted through the legislative process to further strengthen the goals for lifelong learning in Kansas.

Attch # 3-2

JO ANN POTTORFF

REPRESENTATIVE, EIGHTY-THIRD DISTRICT

6321 E. 8TH STREET

WICHITA, KANSAS 67208-3611

STATE CAPITOL

ROOM 183-W

TOPEKA, KANSAS 66612



TOPEKA

HOUSE OF  
REPRESENTATIVES

## COMMITTEE ASSIGNMENTS

MEMBER: APPROPRIATIONS  
EDUCATION  
TAXATION  
JOINT COMMITTEE ON SPECIAL CLAIMS  
AGAINST THE STATE  
NCSL ASSEMBLY ON THE LEGISLATURE  
TASK FORCE ON EDUCATION  
EDUCATION CONSOLIDATION AND  
IMPROVEMENT ACT (ECIA) ADVISORY  
COMMITTEE  
CHILDREN AND YOUTH  
ADVISORY COMMITTEE

## HOUSE BILL 5047 TESTIMONY

The first week in October, 1991, the National Governors Association released the first report card on education in the United States, and the news wasn't good. The most basic need for improvement stated in the report was the need for greater parent involvement in their children's education.

Common misconception is that parent involvement is critical in early school years, but after that for "problem" children only. The bottom line -- strong parental involvement is equally vital to a second grade, sixth grade, or tenth grade student's chances for educational success.

Parental involvement continues to be, as it always has been, a key predictor in academic outcomes. But, parents report that involvement in school is not as easy as it once was. Why? Most parents work -- many at great distances from home, family, and school. The result: employers now have unprecedented control over parental involvement in the children's schooling.

Companies need to clarify their policies to allow employees to use paid leave to attend parent-teacher conferences. In large companies, especially, management level people are able to attend parent-teacher conferences but it is difficult for hourly workers to take time from their jobs to attend such conferences.

There needs to be continuing cooperation between schools and the private sector. Business and industry rely on the successes of public education. We have all heard that the demographics of our country

*Education  
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indicate a significantly changing work force in need of different skills, and higher levels of performance. Businesses desire improved worker performance and want schools to improve educational opportunities. By having a policy of paid time off for parent-employees they are supporting the importance of parent involvement in the school. Many companies have human resource policies that could allow such leave. Companies need to clarify the policy and be sure that parent-employees know about it.

Parent involvement in school is a needed factor in helping children learn. Study after study confirms this fact. Teachers name parental involvement as one of the most important factors in academic achievement.

I don't mean just teacher-scheduled conferences. A parent facing conditions that their child's teacher should know about should request a meeting. Work hours can be juggled or, if necessary, substitutes can keep the workplace going; but no substitute parents can keep a child's life on track.

My resolution urges employers to give paid leave to their workers so they can get together with teachers.

The bill asks employers to recognize the need for parent involvement in schools. It does ask that employers change their personnel policies to give people the flexibility they need to help their kids succeed in school.

Working together, educators, parents, business leaders and elected officials can help our children succeed.

Providing "paid leave" for parent-workers to attend parent-teacher conferences underscores the value of the home-school connection.

This strategy for education is not costly but may improve the achievement of a great number of students. Strong parent involvement can make a difference for today's school children.

In a recent national survey, ninety percent of teachers cited lack of parental support as a major problem in their schools. Lack of parental support does not necessarily mean apathy towards their children or their schools; it may merely reflect the increased numbers who work full-time.

*Attch #4-2*

#5

Testimony before the House Education Committee  
March 3, 1992  
C.E. "Sonny" Scroggins, Chairman for  
Parents and Students Against Wannabe's

My name is Clarence E. Scroggins, known to many of you as "Sonny" Scroggins.

I am proud to appear before you today in my capacity as Chairman of Parents and Students Against Wannabe's - Children and Youth on the Edge.

Though I appear before you here today as Chairman,

It is as a Parent,

It is as a Practitioner,

It is as an advocate of Paid Parental School Visitation,

It is as a Person who cares.

As a citizen, and more immediately as a parent, I share the concerns of each one of you here today regarding a subject matter which has become pervasive in our society. Indeed, it is not an exaggeration to state that it has become endemic - group, gangs and/or mob violence.

The Kansas Legislature has found the courage and sense of responsibility to both morally and legally address discouraged youth and families in conflict in a manner that can increase the level of awareness for both children and adults alike - House Concurrent Resolution No. 5047.

I trust that I have not skirted the boundaries of imposition to suggest that we need to go further as a caring community to embrace new ideas, interventions and innovations to bind together adults and youth. In point of fact, I would be far less than totally candid with you if I did not forthrightly state, what I feel is urgently called for, is more visitation by parents supported by all employers in Kansas beyond parent-teacher conferences.

*Education  
Attachment #5  
3/3/92*

My name is Dr. Jean E. White. I reside in Topeka and I am a parent and foster parent. I am actively involved with the Y.W.C.A., Family Planning Advisory Board with the Shawnee County Health Department, Students and Parents against Wannabe's, and I am a co-founder of the Black Women's Network, Inc.. The Black Women's Network, Inc. is an organization that promotes communication and cooperation among Afro-American women, in an effort to provide assistance and leadership development designed to enhance or improve the stature of members, individually and collectively. Some of the goals of the Black Women's Network, Inc. are: to work with groups of concerned parents to ensure accountability for public school services and to be tutors or literacy volunteers for Afro-American children, in addition to addressing issues relating to family, education, youth and the community.

attach<sup>#</sup> 5-2

To the legislature members, parents, educators and concerned citizens:

Previous commitments prevent me from being present to testify on behalf of House Bill #5047. However; I would be remiss, if I did not convey my support.

As a parent, Foster parent and activist for Family and community affairs, I realize, as I am sure each of you do that.....

"Children may not always listen to what their parents say to them, but there is not a thing they won't copy if they see their parents doing it."

Adopting House Bill #5047, allowing parents an hour each month to visit their children in school sends a message of "encouragement" to the teachers and "care and support" to our children. This small measure will set an example for our children, not only the present, but future generations. As parents, educators and members of the community we should do all within our power to encourage our youths to remain in school, and support our teachers. We are competing with peer pressure, negative media coverage and chemical influences. As parents we do not want to say "we could not read the handwriting on the wall" when we learn "little Johnnie" has been absent for a week or dropped out of school.

"Sometimes you can not read the handwriting on the wall because the child who wrote it has not been to school".

It is not the responsibility of the teachers to ensure our children remain in school, but that of each parent. Our children/youth are faced with many challenges, as parents, educators and government officials, we must do all within our power to demonstrate our support and care. It is not enough to allow parents to use annual leave to attend parent teacher conferences. Critical issues arise and require immediate attention. Regular visits to the class rooms could detour problem before they become serious. Parents should not consider it a privilege,

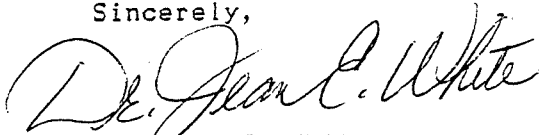
Attach<sup>t</sup> 5-3

but a "right" to visit the classrooms of their children. Asking for an hour each month is a small measure, two hours each month would be a small investment, but one well worth it. We as parents, educators and government officials must seize every opportunity to impact our children/youths lives.

"One of the surest ways to miss out on some of life's greatest opportunities is to do NOTHING with a good idea, but to entertain it".

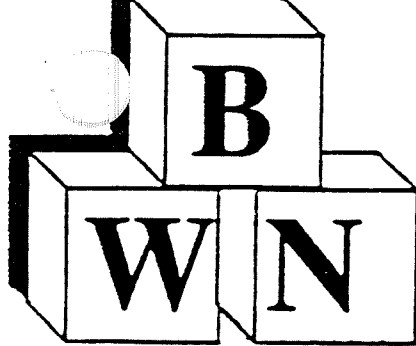
Let us not entertain the philosophy and purpose behind House Bill #5047, but act on it and set an example for our children to follow.

Sincerely,



Dr. Jean E. White

Attach # 5-4



**BLACK WOMEN'S NETWORK, INC.**

P.O. BOX 67232  
TOPEKA, KANSAS 66667

**"BUILDING FOR THE FUTURE"**

Speaker of the House  
Marvin Barkas  
and  
President of the Senate  
Bud Burke  
State Capitol  
3rd Floor  
Topeka, Kansas

January 6, 1992

Gentlemen:

I am writing on behalf of the Black Women's Network, to express our concern for the growing number of youth related offenses and gang activities in our city. In recent conversations with P.A.W. (Parents against Wanna-bes) we have learned of a piece of legislation which they have requested the senate and legislature to adopt. We are in full agreement and lend our support to the request for the enactment of legislation that would allow parents an hour each month to visit their children in the school. Such a piece of legislation would send a message to parents, teachers and students. That message is, that our government officials are as concerned as parents and teachers with the future of our youths. Allowing parents an hour each month, is in itself a small measure. However, the message is magnanimous, "We care". We care, enough to leave our places of employment and come to the schools offering support to the teachers and our children. We care, enough to become actively involved and participate in the education of our young people. We care, enough to come to school before we are called, because Johnnie has hit another student. As you may or may not be aware the Black Women's Network has been actively involved with projects centering around the Afro-Americans youths of the city of Topeka for the past eight years. Our most recent a endeavor was an all-day workshop, which was held in September. The theme of this workshop was "Empowering Leadership." We were pleased with the support from the community and the interest generated by the youths in the area. We also sponsor one of the Youth centers in the East Topeka area. We are encourage with the work P.A.W. and its constituents have undertaken. As indicated by some of our endeavors we take an active interest in the youths of our city. It is our hope that you will give serious consideration and support the legislation to allow parents an hour each month to visit their children in their schools.

C.c. Clearence Scroggins

*Attach # 5-5*





# CITY OF TOPEKA

Chief Administrative Officer  
215 E. 7th Street Room 355  
Topeka, Kansas 66603  
913-295-3725

February 27, 1992

Zack Johnson, Chairman  
Students Against Wannabe's  
c/o 3730 South East Truman  
Topeka, KS 66609

Dear Mr. Johnson,

Mayor Felker gave me your recent letter. There are several things that I would like for you to know.

First, we would be pleased to issue a proclamation against mob and gang violence. If you have some suggested wording for this, please let me know. We need more information and public focus on the violence and the result of violence going on in this community, without the media hype and negative perceptions that usually accompany this exposure.

Second, the Mayor has assigned me to work in the community on program coordination and coalition building aimed at a broad proactive response to gangs. In other words, I am his point of contact in dealing with gangs. Thus far, we have spent a lot of time working on the suppression effort, but as a community we aren't geared up to get out front of the problem and concentrate on prevention. The Community Crime Task Force is within thirty days of issuing a set of recommendations to the Mayor which will highlight many prevention needs. Parental involvement in schools and youth activities, in addition to strengthening the family unit, will be among the recommendations.

I look forward to visiting with you about the proclamation and some other joint activities.

Sincerely yours,

A handwritten signature in cursive script that reads "Michael Miller".

Michael Miller, Director  
Intergovernmental Relations

Attach # 5-6

THE TOPEKA

# METRO NEWS

*The Business, Community and Legal Newspaper of Topeka and Shawnee County*

Volume 98, Number 140

Single Copy 50 cents

Wednesday, December 4, 1991

## Parent's Against Wannabe's seeking legislation for school visitations

Parents Against Wannabe's is petitioning government leaders to introduce legislation into the State Legislature that would allow parents in private and public employment one hour each month to visit their children in school. In a statement by C.E. "Sonny" Scroggins, a member of PAW, he said such legislation would demonstrate support for teachers as well as an interest in the children.

Said Scroggins, when a child knows that his/her parents are interested in the child's daily activities and progress, it is a positive step toward combating gang-related activities. Scroggins said that parents often come to school only when their is a

discipline problem and this pattern needs to be changed.

According to Scroggins, the proposal has already received the support of Dale Cushinberry, principal at Whitson Elementary School, Councilman James McClinton, and several community leaders. The group has addressed letters to Gov. Joan Finney, and a number of other state, county, and city officials asking for their support of this legislation.

Scroggins encouraged concerned citizens to attend the group's next meeting on Friday, Dec. 27, at 6:30 p.m. at the Topeka Public Library. For more information, call Sonny Scroggins at 267-5381.

Attain 4-5-7

# Youth speak out on gangs and how they affect their lives

BY ROSEMARY LISTER REBEK

Metro News Staff

Seven Topeka students who spoke informally recently about gangs believe they do exist in Topeka and their members are both black and white and of both sexes.

"But Topeka isn't like L.A.," commented one boy. "Everybody is dragging it out of proportion."

Their comments came Friday, Dec. 27, at a meeting of the Parents Against Wannabe's (PAW), Students Against Wannabe's (SAW), and the Allied Minority Task Force on AIDS.

"Wannabe's" is a term used to describe "the youth that gravitates toward gang activity," according to Sonny Scroggins, one of the PAW organizers. "It's glamorous to them, they're living on the edge," said Scroggins of the Wannabes.

Dr. Jean White, a client ombudsman for the Kansas Neurological Institute (KNI), put on a different hat when she talked to the students about their "life on the streets" in light of purported gang activities in the city and how to develop some "survival skills." The students at the meeting included six black youngsters and one white youngster, ranging in age from sixth grade to high school.

At KNI, White is an advocate for client rights. She received her doctorate in adult education from Kansas State University.

**The students seemed to be in agreement that the gang has more clout with a youngster than his or her parents, and that parents of gang members "are fearful of their own child."**

But she also is actively involved in the Black Women's Network, Inc., a local organization she helped found in 1982. The group of about 50 women was formed to provide a networking opportunity for Afro-American women to discuss issues of concern to them. Later, the group's emphasis turned to youth and senior citizens and now it is targeted primarily on youth concerns, she said. The group holds a youth conference every year and she addresses youth groups inside and outside of the schools.

"Kids don't appreciate being talked at," White said. Her technique is to solicit comments from the group and encourage them to speak out. She jotted their comments and information on a blackboard.

"That has been my ongoing strategy," she said of the information-gathering technique she uses. "And kids are very receptive to that."

One of the first questions she asked the

kids was: "What does being part of a gang mean?"

"Hanging out with friends, sitting on the corner, fighting, stealing cars..." were some of the answers. "Making sure they have more money, territory and women, that they dress better and have better guns," were other objectives mentioned. Wearing the "right" colors and "making sure that you're better than everyone else," was another answer. Wearing the right colors alerts other gang members as to which group you belong to and graffiti helps define the territories of the gangs, they said. The students indicated women tend to be viewed as possessions by gangs and the students' comments made it clear that status among gang members hinges on possessions.

"Is money important?" was another of White's questions.

"Yes!" was the unanimous answer. "To keep women," commented one junior high age boy. Two girls present immediately spoke with enthusiasm of a school friend who had dated a boy only a week and already had received a gold chain, a Rolex watch and "money whenever she wants it" from him.

"You have to look good for the woman," said one young man to the girls present. "You want some bum with holes in his shoes? No, you want a man who looks nice and talks nice." By the same token the girls

Continued on page 3

Attan #5-8

## Gangs *Continued from page 1*

felt it was important for them to have money to impress the opposite sex.

"Girls give guys gifts so they can keep the guys," commented one of the girls.

The money theme continued when White asked "How important are drugs to your existence?"

"That's how you get money for cars and stuff," was the response. "What about jobs?" queried another adult in the room.

"They don't pay as much," a youth shot back.

"How glamorous is it to be a drug dealer?" asked White.

"When you're selling drugs you can get gold," responded a student. "Gold chains, rings, jewelry and stuff."

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***"I can name over 20 kids who have guns in their lockers....If you've got a gun, nobody's gonna mess with you."***

Local student

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They explained how drugs are distributed on the elementary school level. If a 10-year-old has a 17-year-old brother, the older brother may set the youngster up as a dealer to dispose of his drugs and keep his identity as a dealer secret.

The discussion also turned to guns. One junior high student commented: "I can name over 20 kids who have guns in their lockers." Two older boys indicated they knew of a few guns in high school lockers. The reason?

"If you've got a gun, nobody's gonna mess with you," said one boy.

"Where do they get the guns?" asked White.

"Connections..." several of the students responded. "On the street corner." The youngster who wants a gun, "tells someone, who tells someone else, and sometimes within 24 hours you can have the gun." The guns, they believe, come from "people from Kansas City who are older." Kids get the money to buy the guns "from selling drugs," the kids said.

One student mentioned a 10-year-old acquaintance who owns a .357 magnum. "It

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***If a 10-year-old has a 17-year-old brother, the older brother may set the youngster up as a dealer to dispose of his drugs and keep his identity as a dealer secret.***

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probably weighs more than him, but he carries it," he said.

The students seemed to be in agreement that the gang has more clout with a youngster than his or her parents, and that parents of gang members "are fearful of their own child."

Disrespect and how it is shown to gang members, women, parents and school authorities also was discussed. "Everybody disrespects the school," said one youth firmly.

When the talk turned to "survival skills," all the students said they believed school was important.

"Getting an education is important," said one boy seriously, who had been interjecting amusing remarks during most of the discussion. "I need to graduate. It's 99.9 per cent sure I've got to graduate and go to college." He said he presently carries about a C-average. Although all indicated they believe graduating from high school is important and most wanted to go to college, only two out of the seven indicated they were making excellent or above average grades.

Other survival skills the students said they rely on in their lives, were, "having the knowledge of what's going on. You have to know when to leave."

When the talk turned to sexuality issues, one girl's comment seemed to bring a refreshing breath of innocence back into the room. All the students had been asked by Dr. White if they had ever been involved in "an intense, long-term relationship" with a member of the opposite sex. Most of the students said they had, and one girl said she was presently involved in a long-term relationship. When Dr. White asked *how* long, the student paused, began to count on her fingers and then asked, "What day is it?" Her question brought chuckles from some of the adults in the room, and a few audible sighs of relief.

Attch # 5-10

# Parents need to take active role in helping kids cope with fear of gangs

Following a recent meeting of teenagers and adults who discussed gangs, drugs, guns, and the related problems they pose, the moderator said she felt the students spoke honestly about the issues and that the opportunity to speak provided "tension-reduction" among the kids.

Dr. Jean White, a client ombudsman for the Kansas Neurological Institute who also works with mainstream youth outside her job, said she believes today's teenagers are under great tension and are fearful of the climate in which they live.

"And I'm not sure they are voicing that to their parents," she said. Because youngsters are fearful of gangs and experience great peer pressure, "their attendance at that meeting was a cry for help," White believes.

"It takes fortitude and stamina to speak out. It was a major risk for them to take. But the positive side of it, was that there were people from the community to listen and people who cared."

White said she left the meeting feeling very positive "that maybe there are youth willing to risk speaking out."

The discussion took place during a meeting Friday, Dec. 27, of the Parents Against Wannabe's (PAW) and Students Against Wannabe's (SAW), and the Allied Minority Task Force on AIDS.

White said one parental response to the students' fears is to attend their schools.

"What those kids are doing...see if the schools are safe," she said. She believes it is the parents' role to observe the schools, the relationships between students, and between teacher and child. She said parents should



Dr. Jean White, a client ombudsman for KNI and an active participant in youth issues moderated a discussion with area students at a recent meeting dealing with gangs. White feels that providing students with the opportunity to openly discuss their feelings will help prevent them from joining gangs.

determine if the schools provide a secure environment for both child and teacher.

Other discussion at the meeting centered around the group's efforts to see legislation enacted which would require "or encourage" employers in the private and public sector to allow their employees an hour each month, with pay, to visit their children's school.

The group also discussed the possibility of sponsoring an "anti-gang" poster contest in Topeka. Following comments by several adults that taking part in such a contest might put students "at risk" as targets with gang members, discussion was tabled until the next meeting.

A Magic Johnson Letter Writing Campaign has been undertaken by the groups to encourage the athlete to visit Kansas to speak to youth about AIDS. About 70 letters have been sent to Johnson, to date, according to Sonny Scroggins, one of the PAW organizers. He said about 1,000 Kansans across the state have been personally notified and encouraged to participate in the campaign. At present there has been no response from

*"It takes fortitude and stamina to speak out. It was a major risk for them to take. But the positive side of it, was that there were people from the community to listen and people who cared."*

Dr. Jean White  
Member, Parents Against Wannabes

Johnson.  
The next meeting of the groups will be at 5:30 p.m., Wednesday, Jan. 15, at the library, followed by a 7 p.m., reception at The Jazz House, 1312 Huntoon, in observance of Martin Luther King Jr., Day, which is Jan. 20. The Topeka music ensemble, "Tucky Eatmon and C. Ann" will provide vocal jazz, blues and other music accompanied by keyboards and guitar.

### Ganging up on gangs

I recently attended a forum about passing a bill that would allow parents an opportunity to visit their children in school one hour a month. This bill is being backed by Parents Against Wannabes and Students Against Wannabes.

I believe this bill would be of great help to our children. Our children are going to school and engaging in a war on a day-to-day basis. Their adversaries are gangs. Our children are having to learn to survive this constant threat of gang-related activities and how not to get themselves involved. They already have a tough enough job attempting to get an education without having to deal with this threat as well. Parents appearing in the schools at least one hour a month will show our youth that we do support them in their fight for education.

I believe it is time for us as a community to take an active stance against the corruption taking place in our halls of education. We must stand together with our children to drive out this threat. This issue is not for our law enforcement, nor is it for our judicial branches. This problem needs to be addressed and dealt with by us, the community.

We can no longer let our children go to schools that are controlled by another authority or governed by a set of unwritten rules. —  
VERNON E. DAVIS-PRITCHARD II, Topeka.



#6



KANSAS NATIONAL EDUCATION ASSOCIATION / 715 W. 10TH STREET / TOPEKA, KANSAS 66612-1686

Testimony before the House Education Committee  
Kay Coles, Kansas NEA  
HCR 5047  
March 3, 1992

Thank you, Mr. Chairman. Members of the Committee, I am Kay Coles here today representing the 24,000 members of Kansas NEA. I appreciate the opportunity to speak to you in support of HCR 5047.

One concern we hear frequently from our members is the inability of parents to get time off from work to attend parent-teacher conferences. HCR 5047 addresses this issue directly by encouraging businesses to extend paid leave to employees to attend these vital school meetings.

In recent years many businesses have become more aware of this issue. However, too few actually put into practice the policy of paid leaves for school conferences.

We encourage your support of HCR 5047. Thank you and I would be glad to answer any questions.

*Education  
Attachment # 6  
3/3/92*

#7



**HCR 5047**

March 3, 1992

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

Mister Chairman and Members of the Committee:

The involvement of parents in the education of children is a vital element in the process. We support **HCR 5047** which encourages the use of paid leave for the purpose of attending parent-teacher conferences. Businesses which currently have such policies have found them beneficial not only to the community but to the business itself in the form of improved employee morale and productivity.

We encourage favorable consideration of **HCR 5047**.

GWHLEG/HCR5047

*Education  
Attachment #7*



#8

# *Kansas State Board of Education*

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

March 3, 1992

TO: House Education Committee  
FROM: State Board of Education  
SUBJECT: 1992 House Concurrent Resolution 5047

My name is Connie Hubbell, Legislative Coordinator of the State Board of Education. I appreciate the opportunity to appear before this Committee on behalf of the State Board.

The State Board of Education is very concerned about the lack of communication and support between students and parents in our public schools. One of the most important factors contributing to the success of students is support from the home in their academic and social endeavors.

The statistics cited in this resolution are shocking and should be a concern to all Kansans. Everyone needs to renew efforts to involve the parents in their child's educational program.

The State Board believes this is an important first step in parents participating and supporting parent teacher conferences. It is advantageous not only to the parent but to the business community to be a participating member in the community by allowing employees to support their children by attending parent teacher conferences.

The first goal of the State Board of Education is increased parental involvement. We hope in the future that through legislative, local board, teacher, administrator, and parent partnerships we can all work together to provide the student with the support necessary to make them successful.

House Concurrent Resolution 5047 encourages Kansas employers to permit their employees to participate in parent teacher conferences by allowing paid leave for such purposes.

Dale M. Dennis  
Deputy/Assistant Commissioner  
Division of Fiscal Services and Quality Control  
(913) 296-3871

*Education  
Attachment #8  
3/3/92*

#9

STATE OF KANSAS

JO ANN POTTORFF  
REPRESENTATIVE, EIGHTY-THIRD DISTRICT  
6321 E. 8TH STREET  
WICHITA, KANSAS 67208-3611  
(316) 684-3780



TOPEKA  
HOUSE OF  
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ROOM 183-W  
TOPEKA, KANSAS 66612-1587  
(913) 296-7696  
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CHILDREN AND YOUTH  
ADVISORY COMMITTEE  
EDUCATION CONSOLIDATION AND  
IMPROVEMENT ACT (ECIA) ADVISORY  
COMMITTEE

### HOUSE BILL 5048 TESTIMONY

In the last ten years there has been a resurgence of public concern about the quality of the nation's schools, spurred by the Department of Education's Nation at Risk, which chronicled the risk the United States faced if its education system was not improved. Over 30 reports have subsequently been published echoing the same theme. Responding to the public concern, virtually every state government has developed their own set of proposals, ranging from career ladders to teacher testing, to address the issues in the reports.

Within the larger criticism of the educational profession, educational administration prepared programs have also recently been under severe scrutiny by the public and the profession itself. Concerns range widely from curriculum considerations to instructional problems to program concerns.

If principals had little effect on the daily functioning of their school, the inadequacy of their preparation programs would be of little concern. Research suggests a concomitant need to insure the preparation programs for aspiring principals convey knowledge and skills necessary for students to fill leadership roles.

While agreement among professional organizations that represent professors of educational administration practitioners and state education departments regarding the nature of a sound preparation program has been elusive, consensus has been reached on the necessity of an additional training component.

*Education  
Attachment #9  
3/3/92*

In education we have found it acceptable over the years and chosen to, first, hold our children accountable. Next, we decided that was insufficient. Teachers would only be licensed when their skills could be demonstrated. We have pointed the finger, demanded accountability and pushed expectations at the recipients of our efforts. Students and teachers ability to meet our expectations are founded in the leadership under which they must operate.

We have taken a long, circuitous route to recognize that it is the administrator who conditions and sets the tone and expectations for learning in our schools. This legislation is designed and premised to insure that we provide effective leadership in all our schools.

Leadership for restructuring schools is even more critical than it is for traditional schools. The essential elements of restructuring require new administrators competence of behaviour. Leadership development must be a shared responsibility between institutions of higher education, professional development academics, state department of education, the business sector and school districts.

Attch #92

Date: March 3, 1992

To: State Representative Joan Pottorff

From: Claradine Johnson, Chairperson, Department of Educational Administration and Supervision, Wichita State University

Subject: Reaction to House Concurrent Resolution No. 5048

As you requested, the following is a recap of our March 2, 1992, telephone conversation regarding development and implementation of a Kansas school administrator performance assistance and assessment program.

1. The WSU EAS Department endorses the concept of continuous assessment of potential administrators. Assessment should be driven by the program. The program should be driven by relevance to the field of practice. Related competencies and level of proficiency needed for successful school administration must be agreed upon. The goal of assessment is to give feedback to those who aspire to become administrators, to those who wish to employ them, and to provide a basis for improvement of instruction.
2. The knowledge base for training administrators must be found in the Universities. Research is there. If research is not used in development of the knowledge base, practice will stay as it is.
3. Development and implementation of an assessment plan must be a cooperative effort involving the State Board of Education, the Regent's institutions, and professional organizations representing practitioners.
4. While service centers are useful to schools, it should be remembered that they are not held accountable for their programs or their products by accreditation reviews such as NCATE, Regent's review, or review by the State Board of Education. There is no accountability, even to the State Standards required for certification as an administrator.
5. Development and implementation of a school administrator performance assistance and assessment program will require financial support by the legislature. (WSU EAS Department conducted an Assessment Center for 13 of our contiguous school districts for many years. The Center was abandoned not because the results were not helpful to school districts, but because it was so labor intensive it could not be continued. In addition, the EAS Department provided to school districts an Initial Skills Audit for those teachers who were entry-level trainees in administration. This mini-assessment process was conducted and feedback was given for the client to use in career planning.)
6. Present funding for Regent's schools is, as you know, based on credit hour production. If involvement by university personnel is to be meaningful, such involvement should be part of regular faculty load.

Attch #9-3



**HCR 5048**

March 3, 1992

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

Mister Chairman and Members of the Committee

United School Administrators of Kansas appreciates this opportunity to speak in support of **HCR 5048**. We have been working for nearly three years to facilitate the agreements necessary to judge Kansas school children on what they know and are able to do rather than the number of courses they spend time in. We likewise believe that Kansas teachers will one day be licensed and evaluated based upon agreed upon competencies and standards of performance.

We therefore logically support the idea that school leaders can be licensed and evaluated on agreed upon competencies and standards of performance. United School Administrators has for the past five years co-directed a statewide leadership academy funded by a federal grant which has administrator skill development as its purpose. One strand of the academy seeks to develop a system of administrator assessment which addresses many of the elements of the resolution. Already in existence is an administrator assessment system which demonstrates whether or not an individual possesses certain leadership attributes and skills. USA has directed two of these assessment centers in recent years, and would direct more centers were not the costs so high. The process is extremely labor intensive and therefore expensive. We are in the process of applying for new grant money which will allow us to continue with the assessment strand of KanLEAD, the Kansas version of the original federal program.

We would be happy to work with the state board of education to develop the assessment system mentioned in this resolution. We know now how to do it. We need some help in paying for it.

GWHLEG/HCR5048

*Education  
Attachment #10  
3/3/92*

# *Kansas State Board of Education*

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

March 3, 1992

TO: House Education Committee  
FROM: State Board of Education  
SUBJECT: 1992 House Concurrent Resolution 5048

My name is Connie Hubbell, Legislative Coordinator of the State Board of Education. I appreciate the opportunity to appear before this Committee on behalf of the State Board.

The State Board of Education supports HCR 5048 endeavoring to strengthen the quality of Kansas school administrators. Research has shown one of the key elements in a successful school is strong leadership from the building administrator.

We believe that the goals outlined in the resolution are very important and that the tools are available which would permit implementing a plan of this nature provided resources are made available.

The State Board of Education supports building-based management and involvement of the teacher and principal as chief leaders in that building. In order for this to be successful, a comprehensive and ongoing plan, as proposed in HCR 5048 to assess and strengthen administrators' skills, would benefit all Kansans.

The State Board welcomes the opportunity to implement the Kansas School Administrator Performance Assistance and Assessment Program. We encourage you to report HCR 5048 favorably and provide the resources necessary to permit the State Board to carry out this function.

Dale M. Dennis  
Deputy/Assistant Commissioner  
Division of Fiscal Services and Quality Control  
(913) 296-3871

Education  
Attachment #11  
3/3/92



Because all children need someone who cares...

**Kansas Action  
for Children, inc.**

A non-profit, tax-exempt organization.

#12

715 SW 10th  
P.O. Box 463  
Topeka, Kansas 66601  
(913) 232-0550  
Johannah Bryant  
Executive Director

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**TESTIMONY TO HOUSE EDUCATION COMMITTEE**

**RE: HCR 5047**

**BY SYDNEY HARDMAN**

Kansas Action for Children is a statewide non-profit advocacy organization. We offer no direct services, but seek to change systems to benefit families and children.

KAC supports HCR 5047 because we believe it is beneficial to families and promotes better education for children. It would address two different concerns which we have regarding parental involvement in local schools. The first is mentioned in the resolution, and that is that more mothers are working outside the home and that there are more single-parent families.

In addition, all of us who care about children are coming to the realization that fathers must also take an active role in raising children in order to help to counter the many negative influences which are affecting children today. This resolution encourages employers to adopt practices which will help both fathers and mothers to attend the important parent-teacher conferences at school.

Paid leave for conferences also makes good economic sense for employers, because the conferences can be an effective preventive measure to head off further problems at school and future disruptions for the employee. It is a small but important step toward strengthening our families and our schools.

We urge your support of HCR 5047.

*Education  
Attachment #12  
3/3/92*