



CONTINUATION SHEET

March 8, 2001

pooling resources, three districts opened Cornerstone Alternative High School and the following year a fourth district joined them. They provide school for high school dropouts, adult education and technology programs. Together, they have also developed an interactive distance learning network. Dr. Christman feels technology is critical to the education of all students and **SB246** provides for the funding of an educational technology grant program. Dr. Christman also provided a booklet providing an overview of Southeast Kansas Education Service Center - Greenbush. (Attachment 5)

Jacque Oakes, SQE, offered written testimony in support of **SB246**. (Attachment 6)

Craig Grant, KNEA, offered written testimony in support of **SB246**. (Attachment 7)

Chairman Umbarger closed hearings on **SB246** and asked for final action on **HB2015** if the Committee so desired.

Senator Vratil made a motion to pass favorably **HB2015**. Seconded by Senator Teichman. Senator Jenkins offered a letter regarding fire safety requirements from Gale Haag, Kansas State Fire Marshal. If there are any concerns, he is willing to answer questions. (Attachment 8) Motion carried.

Senator Vratil stated that staff pointed out a grammatical error on Line 33 of **HB2015**. Senator Vratil asked to amend his motion and have staff correct the grammatical problem on Line 33 and pass favorably **HB2015** as amended. Seconded by Senator Teichman. Motion carried.

Chairman Umbarger adjourned the meeting at 2:20 p.m.

**SENATE EDUCATION COMMITTEE GUEST LIST**

DATE - 3-8-01

<u>NAME</u>	<u>REPRESENTING</u>
Stacey Farmer	ILASB
Kay Schults	USD 406 / USD 486
<del>Steve Wolf</del>	USD 464 Tonganoxie
Amy Coultas	SRS
Lakene Cole	San Joaquin Office Staff
CHRIS CHRISTMAN	GAL and USUS 499
Jim Howles	USA
Marsha Stralund	CWA of KS
Rita Gook	Smoky Hill ESC
Earl Shriot	South Central Kansas Ed. Service Center
Denise Aipt	USA / KCR
Sheila T. Walker	KDOR - DMV
Diane Gierstad	USD 259
Mary George	USD 233
Gladys Duke	SQE
Mitt Glauer	USD 229

# KANSAS EDUCATION SERVICE CENTER ASSOCIATION

605 E. Crawford — Salina, KS 67401

My name is Rita Cook and I am the Executive Director of Smoky Hill Education Service Center, an organization that provides services and support to forty-one school districts in the North Central region of Kansas. But today, I represent the Kansas Education Service Center Association. This association is composed of the executive directors of the education service centers that are located in Kansas. We feel that it is important that we come before you today to talk about the ways that school districts are already cooperating to save costs in personnel, services, and technology.

In Kansas, there are nine "grass roots" organizations, education service centers, that grew from the efforts of school districts to save money. Through education service centers, school districts pool their collective resources to obtain programs in different areas. Although Kansas' education service centers offer similar and sometimes different programs and services, they all serve a basic purpose -- saving districts money. Districts select only the services they need while enjoying the benefits of lower costs through cooperative participation with other districts. A few examples that I would mention are:

1. **Volume purchasing** - Districts participate in cooperative purchasing consortiums that save them from 15% - 30% on purchased items. Additionally, service centers form partnerships with each other so that we can increase the volume of goods to be purchased and lower the costs for districts even further.
2. **Scanning Services** - Districts may have surveys scanned or student records scanned and preserved through document imaging. Some service centers provide scanning and reporting of standardized achievement tests. Districts save from 20 - 30% and turnaround time is much quicker than through publishing and testing companies.
3. **Personnel** - Districts choose to purchase a portion of a service center's staff time for services in the areas of:

curriculum development  
copier repair  
staff development  
parent as teachers services  
school-to-career student services  
drug education  
teaching at risk students  
assessment development

technology service and support  
school improvement  
background checks/drug testing of employees  
grant writing  
beg. teacher/mentor teacher programs  
asbestos/environmental compliance  
e-rate preparation of paperwork  
Quality Performance Accred. support

Senate Education Committee  
Date: 3-8-01

Attachment # 1

4. **Crisis Intervention** - Most districts in Kansas facing a crisis have received training through education service centers that included developing a plan of action, recruitment and training of response teams, collaborative planning with local and regional agencies, and specific training pertinent to events such as suicides, accidental deaths, natural disasters, bombs, and threats of violence. Additionally, Kansas education service centers has assumed a facilitation role when an event occurs – calling in the needed teams and working on-site to ensure that school returns to normal as soon as possible for students.

5. **Direct Instructional Services**- Throughout the state, there is a network of schools operated or supported by Kansas education service centers that offer a wide variety of programs. Some of these are:

a. **Drop Out Recovery Programs** - These schools offer adults who dropped out of school a chance to return and receive a regular high school diploma. The curriculum of these programs is not watered down and Kansas certified teachers are present to provide instructional support.

b. **Alternative Programs** - Many of our school districts cannot afford to maintain an alternative school on their own. Through education service centers, they are able to cooperatively participate with other districts to offer students who are struggling in a traditional school, another chance at success. These programs are staffed by certified Kansas teachers.

c. **Distance Learning Networks** - Some schools cannot afford to offer advanced placement courses or cannot find qualified staff to fill these roles. Using distance learning networks, facilitated and operated by education service centers, they are able to share courses and teachers with each other without busing students to another location. This program also allows districts that are facing decreasing budgets to decrease their staff costs.

d. **Residential Treatment/Juvenile Detention Centers** - Sometimes students can no longer be provided schooling in a traditional setting. Both school districts and private providers often turn to Kansas education service centers to provide quality educational programs. The role of the service center may be small - simply providing support to large - actually overseeing all operations of the program. This is one area that continues to grow as our schools are faced with younger and younger students who need a very structured home and school setting.

e. **Internet Based Learning** - For the last 2 – 3 years, Kansas education service centers have been actively researching and developing coursework that students may take via the internet. This coursework will be available through the school setting or may be accessed from the student's home. This fall, 31-34 courses developed by Kansas certified teachers will be offered through the **Kansas Virtual Learning Project**. This is a collaborative venture of all the education service centers in the state to offer coursework that meets all of the state developed standards. The research and development of this project was facilitated by the service centers and is a “grass roots” response to requests from districts.

6. **Technology Services** - Kansas schools continue to look to education service centers to provide grant writing services, e-rate application, volume technology purchasing, staff and student training, computer repair, networking support, web page maintenance, and specialized services such as specifications writing, etc.

Additionally, school districts look to education service centers to operate distance learning networks, offer internet-based classes, and represent them in meeting with the assault of vendors that cross their doors daily. Education service centers maintain their districts' software management programs, help districts select appropriate hardware and software, and negotiate bottom dollar prices through consortium-wide purchases. As the technology rapidly changes, education service centers serve as guides to the districts in the selection process. Districts' main purpose is to educate youth. Kansas education service centers keep abreast of current trends to help districts avoid pitfalls and costly mistakes when purchasing technology.

We appreciate the opportunity to speak to you today and the interest you have in supporting schools. It is important for you to know the many ways our schools are already cooperating to save dollars and to ensure the quality of their programs.

Thank you,

Dr. Rita C. Cook, Executive Director, Smoky Hill Education Service Center  
Mr. Mike Cook, Executive Director, Education Services and Staff Development  
of Central Kansas (ESSDACK)

Dr. Regi Wieland, Executive Director, Fort Hays Educational Development Center  
Mr. Dan Thornton, Executive Director, Northwest Kansas Education Service Center  
Dr. James Wheeler, Executive Director, Northeast Kansas Education Service Center  
Mr. Earl Guiot, Executive Director, South Central Kansas Education Service Center  
Mr. David DeMoss, Executive Director, Southeast Kansas Education Service Center  
Dr. Kathy Dale, Executive Director, Southwest Plains Regional Service Center  
Ms. DeAnne Heersche, Executive Director, Iuka Center for Excellence in Education



**Testimony on Senate Bill No. 246**  
**Thursday, March 8, 2001**  
**Dr. Kay Schultz, Superintendent**  
**Wathena USD 406-Elwood USD 486**

My name is Kay Schultz. I have served as the shared superintendent for USD 406, Wathena and USD 486, Elwood for seven and one-half years. I have been hired to continue this sharing agreement for the 2001-2002 school year. I was serving as the superintendent in Wathena and had been in that position for two years when the major flood of 1993 drastically affected the communities of Elwood and Wathena. The entire community of Elwood was covered by flood waters and a major portion of the south and east part of Wathena was covered by water. This greatly affected the enrollment of both school districts, and as you know, schools are funded based on enrollment.

At the same time when Elwood was dealing with the devastation of the flood, their Superintendent, Mr. Bill Allen, died of cancer in November of 1993. This left Elwood not only with the problems of the flood, but without a superintendent. I was contacted by the Elwood Board of Education to see if I would be willing to fill out the remainder of that school year as a part-time superintendent working for both districts. The Wathena Board approved this agreement as long as I was willing to put in the extra time. I agreed to give it a try and that has been 7 1/2 years ago.

The agreement came about because of a need to fill the vacancy left by Mr. Bill Allen and also because both school districts lost a considerable number of students following the flood. The legislation passed a special bill allowing both Wathena and Elwood to count for one year (94-95) the same enrollment that we were able to count during the 93-94 school year, which helped for one year. But both districts were faced with a drop in enrollment, which meant less money for each district. The two boards met together to discuss the possibility of continuing the sharing of a superintendent in order to help cut back costs for both districts. The decision was left up to me and I said I would be willing to try it for one year.

This agreement works well for both districts because I am in a position to see other opportunities for sharing resources between the two districts. We are now sharing three teachers between the districts: Spanish teacher, physical education teacher, and an elementary counselor. We also share staff development expenses when teachers from both districts are attending the same meetings. We can also bring in some high quality staff development people to work with the two groups of teachers at the same time splitting the costs between the districts. Bus services are also shared when appropriate. Even at one time when we didn't have custodial services at Wathena, the Elwood staff came up to help out until a person could be hired.

Some of the challenges I have had to face with this sharing agreement have been in the competitive sports activities between the two school districts. When the two schools compete in basketball or volleyball, I usually do not attend those events. Elwood has 8-man football and Wathena 11-man football so we do not compete in that sport. I try to attend as many of the home events at both schools as I possibly can and most weeks I am lucky if I am home one night a week. Another challenge is that I am a local Wathena person and graduated from Wathena High, so to some they feel I favor Wathena over Elwood, but I have Wathena people who think I spend more time in Elwood. Truth

Senate Education Committee

Date: 3-8-01

Attachment # 2

is I spend 50% of my time in both districts. I am on contract with the Wathena School District and Elwood reimburses Wathena for 50% of my salary and insurance. I enjoy a challenge so these things do not bother me. I just try to do the best I can for the students of both districts.

Wathena's enrollment has declined from 512 FTE to 410 FTE in the years since the flood. Elwood's enrollment has grown from 190 FTE to 310 FTE since the flood. The Elwood community is very progressive and has built over 50 homes, 3 apartment complexes, and continues to plan for growth and development. We built a new high school building in Elwood a year ago.

I feel the agreement has worked well between our two districts and has helped both districts use resources more effectively and efficiently. I would be happy to entertain any questions you might have concerning this sharing agreement.





TO: Senate Education Committee  
FROM: Stacey Farmer  
Kansas Association of School Boards

DATE: March 8, 2001

RE: **Senate Bill 246**

Mr. Chairman, Members of the Committee,

We appreciate the opportunity today to appear before you regarding SB 246. The bill before you sets up two grants through the State Department of Education to provide incentives for local school districts to enter into cooperative agreements with other school districts to share resources and education technology.

KASB's Delegate Assembly has adopted the following policy supporting the concept of financial incentives: "Financial incentives should be used to encourage districts to attain objectives and develop programs that are of sufficient importance to be a matter of state policy." Therefore, we do not have a philosophical objection to this bill, but we do question the priority that should be attached to this goal.

While this bill would be subject to appropriation, the Governor's Task Force recommended \$7.5 million for such awards. We would note that \$7.5 million would fund the State Board of Education's request to provide preschool programs for all at-risk children not currently served by the program or by Head Start. Alternatively, those funds could be used to broaden the definition of the at-risk weighting factor to include children with attendance problems or those behind schedule to graduate. That step would cost just \$4 million.

We also believe that all schools should receive technology funding from the state, not just through a grant process. The KAN-ED proposal, HB 2035, which is currently in conference committee would do this.

One more issue to consider is: should state funds be used to reward schools that have already demonstrated success in these areas as many school districts have, thereby rewarding what is already being done? Or should those funds be used on only new programs, in effect, not recognizing those who have already taken steps do these innovative things.

While we have no philosophical objection to this bill's concept, we suggest that other options may have a more significant impact on students than the financial incentives proposed in this bill.

Thank you for your consideration.

*Senate Education*  
3-8-01  
Attachment 3

**TESTIMONY ON BEHALF OF  
SENATE BILL 246  
MARCH 8, 2001  
DR. JAMES C. CHRISTMAN, SUPERINTENDENT  
GALENA UNIFIED SCHOOL DISTRICT NO. 499**

Thank you for the opportunity to speak in favor of Senate Bill 246. This Bill, as I understand it, promotes " cooperation agreements with other school districts for the sharing of resources and services, including personnel, buildings and equipment in order to increase efficiency, effect cost savings, and enhance the availability and quality of educational opportunities for pupils".

I am Superintendent of Schools in Galena Unified School District No. 499, located in Cherokee County. As many of you are aware, Cherokee County ranks economically as one of the poorest counties in Kansas. Galena U.S.D. 499 ranks as one of the most economically disadvantaged school districts in the State. Without cooperative efforts between the school districts located in Cherokee County ( Baxter Springs U.S.D. 508, Columbus U.S.D. 493, and Riverton U.S.D. 404 ) and the efforts of the Southeast Kansas Educational Service Center at Greenbush, our students would not have available to them the "quality of educational opportunities" referenced in Senate Bill 246.

The future of Galena U.S.D. 499 , Cherokee County schools, and school districts throughout Kansas lies in the establishment of supportive and cooperative connections between school systems, service centers, communities, and the State. In times of limited financial resources and unlimited needs, sharing and cooperation between districts will allow us to continue to provide quality educational programs for our students in an efficient and effective manner.

Please allow me to share with you a couple of very real examples which have occurred in Galena. In 1994 Baxter Springs, Galena, and Riverton became concerned with the number of high school students who were dropping out of our systems. Individually there was little we could do to address the problem. But by pooling our financial resources, staffs, furniture, materials, supplies, and commitment, Cornerstone Alternative High School became a reality. The next year Columbus joined the Cornerstone experience and with the additional resources the program was able to expand to meet the growing need of not just providing a school for high school dropouts, but a program for adult education, as well

Senate Education Committee

Date: 3-8-01

Attachment # 4

as several technology based intervention and prevention programs. In May of 2001 ninety-one (91) students will have graduated from Cornerstone with a Kansas accredited high school diploma. Graduates of Cornerstone are attending college - some have graduated, are employed, or are serving in the military. Without the cooperative efforts of four (4) school districts and support from the Education Service Center at Greenbush, none of this would have been possible.

Another example of multi-district cooperation occurred in 1991 when Baxter Springs, Galena, and Riverton installed 17.5 miles of fiber optics. This installation provided the students in these school districts access to the interactive distance learning network. Classes and courses offered over the network have greatly increased and enhanced the curricular offerings for our students. This project was made possible because of the leadership provided by Greenbush in securing grants to finance a major portion of the cost. The fiber optic lines are still in service and are not only providing pathways to interactive distance learning for students, staff, and community, but also acts as the connection for our internet access. Each of the school districts has a T 1 line through a central hub located in Riverton. All equipment associated with the connection is shared equally between the districts.

Assistance in locating additional funding sources is but one example of the cooperative efforts originating from Greenbush. The Southeast Kansas Education Service Center provides services to school districts and communities that would normally be unavailable or unaffordable. Quoting from their mission statement, Greenbush "provides equal educational opportunities for all kids". Greenbush finds a way to 'say yes' to kids and provide services more efficiently in consortiums or collaborative efforts. All Greenbush programs are voluntary and schools pay only for those services that meet local needs. Greenbush provides school districts with quality learning and achievement opportunities through a number of programs and services that : save money; provide state-of-the-art technology experiences; support prevention and community efforts; and offer early childhood programs. I can tell you as Superintendent of one of the most economically disadvantaged school systems in Kansas, without the assistance of neighboring school districts and Greenbush, our students would not have "equal educational opportunities".

The section of Senate Bill 246 which provides for the funding of an educational technology grant program is of special interest. In my opinion, technology is critical to the education of all students. Technology for Galena students means they have the opportunity for equitable



educational opportunities. Technology can assist in diluting the negative effects of an environment which is economically, socially, and culturally disadvantaged. Cooperation between schools with the addition of financial resources would equal expanded learning opportunities for our students.

In summation, please allow me to look into the future of what might happen if Senate Bill 246 becomes a reality. The encouragement from the State to continue and expand on cooperative efforts between districts and service centers along with financial support would permit us to explore the development of a middle school at-risk program for Cherokee County. We would look to expand technology applications, vocational programs, school to work transition programs, staff development and training opportunities, special education services, and after-school and summer school programs - both remedial and enrichment. As you can see, the future of education in Kansas lies in cooperation and sharing of resources with each other. The result of such cooperative efforts would allow us to provide true "equal educational opportunities" for all Kansas students.

Thank you for the opportunity to speak with you today.



## Southeast Kansas Education Service Center - Greenbush

### Introduction

As Greenbush approaches its twenty-fifth anniversary, school districts in Kansas continue to be offered many opportunities to improve educational opportunities for all students.

### Mission Statement

The Southeast Kansas Education Service Center provides equal educational opportunities for all kids.

The Southeast Kansas Education Service Center - Greenbush provides services to school districts and communities that would normally be unavailable or unaffordable. Greenbush finds a way to 'say yes' to kids and provide services more efficiently in consortiums or collaborative efforts. All Greenbush programs are voluntary and schools pay only for those services that meet local needs.

Greenbush provides school districts with quality learning and achievement opportunities through a number of programs and services that: save money; provide state-of-the-art technology experiences; support prevention and community efforts; offer early childhood programs; and link homes and schools.

### Quality Customer Service to Kansas School Districts

#### *Learning and Achievement*

Greenbush provides support with QPA and school improvement efforts including curriculum; assessment and evaluation services and documents; professional development; technical assistance, and educational programming.

- QPA technical assistance has been provided to 34 schools and curriculum alignment training to 48 people from 24 school districts.
- Title I school improvement trainings are provided to 40 participating school districts.
- Exceptional Child/Special Education inservices have been provided to 124 participants from 90 school districts.
- The Early Career Teacher Mentor Program serves 63 participants from 17 school districts.
- Reading Recovery serves 14 school districts with 1 to 1, early intervention to more than 250 first grade students.
- Hands-On Science Education programs are offered by the Greenbush Abernathy Science Education Center. Science topics include: the rain forest, physical science, environmental education, astronomy, and archaeology. During the last year, 15,000 students, teachers and community members have participated in these programs.
- Project P.L.A.T.O. - Project Learning Astronomy Through Observing - uses the Pittsburg State University/Greenbush Astrophysical Observatory and serves 2,500 students annually.

March 8, 2001

*Senate Education*  
3-8-01 1  
Attachment 5

- An electronic search system is provided for teachers to identify state curriculum standards and indicators and for finding appropriate media resources to teach those standards.
- 24 school districts participate in a structured skill and character development framework to enhance the capacity of school district personnel to teach life skills.
- Educational programming services are provided to male students at the Topeka Juvenile Correctional Facility. 44 of these students have completed their GED in the last year.
- Special education programs are provided at 5 locations in the state of Kansas serving students with behavior disorders and mental retardation.
- Career exploration and access to career information is provided to empower students to make confident choices ensuring economic independence and a successful career. Approximately 1,300 students are served annually through career exploration inservices.
- The Greenbush Assessment Consortium for Kids (GACK) supports schools by determining performance assessments in reading, mathematics, science, and social studies. 54 GACK assessments have been developed with 20,000 assessment surveys scanned and reported.
- Traveling education programs include the Mobile Space Station, serving 7,690 students in 38 school districts; the Life Education Center Classroom, serving 35,000 students in 65 school districts; and the Starlab Portable Planetarium providing programs for over 5,700 students in 18 school districts.
- 124 school districts belong to a Technology Media Center offering more than 15,000 videotapes and instructional resources.
- A Staff Development Consortium has processed 157 transcripts and numerous database listings for school district teachers and administrators since August of 2000.
- Project Alternative provides educational services to over 30 school districts utilizing three special education cooperatives.
- The Environmental Compliance Consortium assists 75 school districts provide a safe and healthful school environment.

### *Saving Money*

Greenbush provides opportunities for school districts to save money through the creation of school district consortiums and collaboration.

- The Carl Perkins Consortium prepares students for the future through current technological awareness, use, and training and to assure educators recognize the need for technology expansion in vocational technical programs. School districts participating in the consortium have saved \$193,000.
- Operation of the Johnson County Technical Education Consortium provides school districts with support to allow high school students the opportunity to participate in education programs which provide strong technical foundations used to base their career decisions. Currently, 327 students are participating in 9 programs.
- Cooperative Purchasing/High Volume Purchasing is provided to school districts in the following categories: food bidding; air conditioning/heating filters; and natural gas. School district savings equal \$1.143 million. Participation with 9 other states in a multi-state cooperative purchasing bid allows school districts to purchase items ranging from roofing materials to playground equipment.
- Medicaid benefits are tracked and collected for 12,000 students monthly with total collections of \$14 million for services rendered by 58 school districts, special education cooperatives, and other educational agencies.



- Outreach to schools is provided to all Medicaid students and potential Medicaid students and their families. \$3 million will be distributed to Kansas school districts this year.
- Online advanced placement instruction is provided in scholarships to 150 students eligible for free/reduced lunch.
- Scanning and reporting results for 70,000 students from the Iowa Test of Basic Skills (ITBS) saves school districts money by discounting this service from the ITBS vendor cost.
- Grant writing services are provided to school districts and communities to financially support existing and new educational and research-based prevention programs. Cherokee County alone has received \$260,000 from 4 successful grants.
- Early Childhood Intervention Medicaid Claiming is provided to 18 early childhood agencies in Kansas with reimbursement to date equaling \$35,700.

### *Technology*

Greenbush Total Technology Solutions increases student achievement and enhances school effectiveness through the integration of technology across curriculum content areas and business operations.

- Online high school courses are offered to more than 400 students from 56 school districts with 82% of these students taking courses not available in their local school.
- An Electronic Learning Center provides participating school districts the opportunity to align online courses, programs, and services with local needs.
- Technology and Computer Support is provided to school districts through on-site visits including: network bidding/consultation; troubleshooting hardware and software problems; software installation; senior citizen computer classes; assistance to school district development and design of websites; and training students and teachers in website design.
- Technology training is offered for staff development in the following categories: software applications; curriculum integration; internet based; and organization and set up of district wide technology inservices.
- Communication services work with media contacts to promote new and innovative education happenings and programs in school districts.
- On-line bidding and ordering are provided for all cooperative purchasing products.
- Career and Technical Education services provide off-site, internet based technical education classes in conjunction with the Burlington Dropout Recovery Center.
- Pittsburg State University and Greenbush collaboratively host a summer teacher academy utilizing technology serving 950 teachers.
- E-mentoring is offered to adult volunteers and students by a school-based mentoring program offered to 43 school districts in Kansas.
- A U.S. Department of Education STAR school grant supports a multi-state distance learning network between Nebraska and Kansas.
- The Kansas Recruitment and Retention program provides on-line access to Kansas employment opportunities for educators. 509 teachers, administrators and support staff placements were made in the last year.
- An Interactive Distance Learning Network includes 49 sites, 61 different high schools and colleges serving 1,305 students. 2,500 students are served with special projects and after-school programming.
- A Blackboard Consortium provides schools with a common platform to engage teachers in the development of shared online programs and training. This platform offers schools more than 30 locally developed online programs and courses.

### *Community support efforts*

Promoting student success, encouraging healthy behaviors and building stronger communities is important to all programs and services provided to school districts.

- The Regional Prevention Center of Southeast Kansas (RPCSEK) serves 11 counties and is located at Greenbush. Staff work with community inter-agency coalitions in order to mobilize communities to prevent at risk behaviors among youth.
- The Communities That Care (CTC) risk and protective factor model is used to support school districts and communities in understanding CTC school district and building data collected utilizing the CTC student survey. The survey was distributed to 90,860 students in December 2000 and January 2001.
- Research services are provided to community coalitions and school districts. Services include: Training, data collection and evaluation on prevention of youth problem behaviors.
- A Community Documentation System is provided for the input of monthly on-line data collection for community coalitions and school districts in chronicling positive community actions and changes brought about by strategic efforts.
- School-based mentoring in 43 school districts offers youth of all ages and backgrounds the opportunity to be connected with an adult volunteer from their community.
- Drop Out Recovery programs are offered to adults for obtaining their high school diploma or a GED at 10 sites across the state.
- The Regional Alcohol and Drug Assessment Center (RADAC) serves 22 counties in Kansas in the assessment of drug and alcohol treatment services. Children and adults meeting the program guidelines receive free alcohol and drug assessment, referral and placement.
- Crisis Intervention Management and School Safety has responded to more than 300 crisis situations and has provided school districts support in meeting the individual needs of students who are in crisis with appropriate intervention services and students who are not in crisis with as normal a school day as possible.
- 1,626 individuals from school- and community-based groups participated in the Challenge Ropes Course at Greenbush.

### *Early Childhood Development*

Greenbush is committed to equal educational opportunities for all students and understands the importance of preparing children to enter school ready to learn.

- Special education evaluation services are provided to infants and children under the age of three. Since January 2000, 141 infants and children have received these services.
- Audiology screening services are provided to children in southeast Kansas with 14,000 children evaluated since 1980. Audiology staff are involved with early intervention of newborn hearing screening in compliance with the Kansas Newborn Hearing Screening Act.
- University of Kansas Occupational Therapy practicum students are provided with professional experiences working with infants and toddlers.
- Greenbush devotes resources to support an early childhood department supporting collaboration and cooperation of all early childhood programs.
- A Parents As Teachers (PAT) Consortium consists of 46 Kansas school districts and serves 1,161 families and 1,359 children.
- Collaboration between both the Greenbush PAT and Birth to Three programs with the Early Head Start program results in an additional 100+ children receiving PAT services at no cost to local school districts and Birth To Three increasing their referrals by 25%.

### *Linking Homes and Schools*

Greenbush provides increased learning opportunities for youth and adults through a broad array of services that are not just limited to the classroom.

- A statewide partnership with the Lightspan Network has saved \$14,000 for Kansas schools in purchasing online activities, proven websites, and assessments that link schools and homes.
- PAT offers resources to local schools and Board of Education offices offering families more access to children's books, toys, videos and parenting materials.
- A school-based mentoring program allows adults to become more acquainted with their local schools and youth. In 43 school districts, 297 volunteers and 434 young people have been provided a quality mentoring experience.

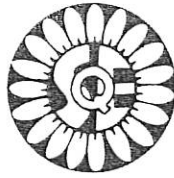
#### ***In Summary...***

The cooperative nature of the Southeast Kansas Education Service Center-Greenbush affords school districts access to necessary educational services that would otherwise be unavailable, unaffordable or simply are offered most cost-effectively through a cooperative arrangement. Services are extended to the education community (i.e. administrators, teachers, school personnel, and parents) in the collaborative effort to provide quality education to all students.

Financial support to school districts that maintain a school district cooperation plan or education technology plan would be ideal for all school districts that choose to participate in Greenbush or other interlocal cooperative programs.

Under the cooperation plan proposed in Senate Bill 246, many of the school districts served by Greenbush are already aggressively seeking and entering into cooperative or interlocal cooperation agreements with other school districts. These cooperative agreements utilize Greenbush for the sharing of resources and services, including personnel, buildings, and equipment. Furthermore, many school districts served by Greenbush are already integrating technology into teaching and learning to help ensure that all students become technologically proficient.

The value of a cooperation plan proposal would provide school districts the opportunity to fully support the mission of equal educational opportunities for all kids.



---

## Schools for Quality Education

---

Bluemont Hall Manhattan, KS 66506 (913) 532-5886

March 8, 2001

TO: SENATE EDUCATION COMMITTEE

FROM: SCHOOLS FOR QUALITY EDUCATION--Jacque Oakes

SUBJECT: SB 246--SCHOOL DISTRICTS, GRANTS OF STATE MONEYS  
FOR MAINTENANCE OF SCHOOL DISTRICT COOPERATIVE  
PLANS AND EDUCATION TECHNOLOGY PLANS

Mr. Chair and Members of the Committee:

We are submitting written testimony in favor of SB 246 which would give school districts grants of state money for cooperation plans and technology plans.

These grants would be extremely helpful to many districts to expand their present agreements of cooperation as well as make new future plans for efficiency. They would be particularly valuable for small districts that are experiencing declining enrollment and that are alert to cost saving measures.

The education technology grants would be very timely with the possibility of enhancing the KAN-ED program as support to acquire connections to networks and provide professional development.

We believe that encouragement of cooperation plans and technology plans will help districts to find innovative ways to deliver quality education in their districts as well as act as a guide for other districts to follow and to succeed.

Please give SB 246 your consideration. Thank you.

Senate Education Committee

Date: 3801

Attachment # 6

---

**"Rural is Quality"**

---



KANSAS NATIONAL EDUCATION ASSOCIATION / 715 SW 10TH AVENUE / TOPEKA, KANSAS 66612-1686

Craig Grant Testimony  
Senate Education Committee  
Thursday, March 8, 2001

Thank you, Mr. Chairman for the opportunity to submit written testimony on Senate Bill 246. I am Craig Grant representing Kansas NEA and KNEA supports the concepts in SB 246.

Kansas NEA supports ways to encourage cooperation between schools and school districts to share resources, services, and innovation to enhance the quality of the education we provide our students. Districts have begun to do this to some extent; however, an incentive grant program may likely encourage more to begin and/or complete plans to work with other districts. We believe that this is the correct way to encourage behavior that is desired by the state.

Additionally, contained within SB 246 is a reward program for developing and maintaining technology programs that help ensure that all pupils are proficient in technology. This should be part of the overall plan the state has to upgrade the technology instruction our students receive by assisting districts in connectivity and instructional programs. Instructional programs established that are successful when evaluated should be shared with other districts so that we can utilize the best instructional methods and programs for our technology education.

Kansas NEA supports SB 246 and we would ask you to consider the bill favorably. Thank you for the opportunity to express our interest in the bill.

Senate Education Committee

Date: 3-8-01

Attachment # 57





3-8-2001

OFFICE OF THE  
KANSAS STATE FIRE MARSHAL

Gale Haag  
Fire Marshal

700 SW JACKSON ST, SUITE 600, TOPEKA, KS 66603-3714  
PHONE (785) 296-3401 / FAX (785) 296-0151

Bill Graves  
Governor

March 7, 2001

Clyde D. Graber, Secretary  
Department of Health & Environment  
400 SW 8<sup>th</sup> Ste. 200  
Topeka Kansas 66603

RE: Senate Bill 195

Dear Secretary Graber:

The Kansas Fire Marshal's Office would have to view programs for school age children individually. There are many cases where the children are still in the school building, such as an after school program, and there would not be any additional requirements. The same is true with many of the other type of programs that are less than 12 hours per week or may be community organizations, ie: Boy and Girl Scouts, 4-H, many community centers, church bible schools, outdoor adventure camp, ect. If the community building or church is being used it would only need to meet some minimum requirements that should already be in place. This would be a fire alarm system, emergency lighting, exit signs, and at worst separation walls for hazardous rooms.

Senate Bill 195 as proposed provides for clarification of licensure through KDHE. It does not preclude any of these programs from meeting any building or life safety requirements administered by our agency or by the local municipal building or fire official. The statues administered by the Kansas Board of Technical Professions requires that all buildings be designed by a licensed design professional, this includes any changes in its use. The building codes adopted at the local and state levels also provide for the same requirements. It will be difficult to determine if a program may need to submit a code footprint without looking at each one.

Most of these programs already in place have not presented any significant problems or issues of life safety.

Sincerely,

  
Gale Haag  
State Fire Marshal

Senate Education  
3-8-01  
Attachment 8

*"Where fire safety is a way of life."*