

MINUTES OF THE MINUTES OF THE SENATE COMMITTEE ON WAYS AND MEANS.

The meeting was called to order by Chairperson Steven Morris at 10:30 a.m. on February 15, 2001 in Room 123-S of the Capitol.

All members were present except: Senator Jean Schodorf - excused

Committee staff present:

Alan Conroy, Chief Fiscal Analyst, Kansas Legislative Research Department
Debra Hollon, Kansas Legislative Research Department
Paul West, Kansas Legislative Research Department
Amy Kramer, Kansas Legislative Research Department
Norman Furse, Revisor of Statutes
Michael Corrigan, Assistant Revisor, Revisor of Statutes Office
Julie Weber, Administrative Assistant to the Chairman
Mary Shaw, Committee Secretary

Conferees appearing before the committee:

Tim Shallenburger, State Treasurer
Senator Lynn Jenkins
Bill Marshall, Help One Student To Succeed
Elizabeth McCoy, Team Leader for Integrated Services, Emporia

Others attending: See attached guest list

Bill Introductions

Senator Feleciano moved, with a second by Senator Adkins, to introduce a bill (1rs0028) concerning child support enforcement; Kansas payment center. Motion carried by a voice vote.

Senator Adkins moved, with a second by Senator Feleciano, to introduce a bill (1rs0135) concerning social welfare; relating to payment schedules for providers of adult care home services. Motion carried by a voice vote.

Senator Adkins moved, with a second by Senator Jordan, to introduce a bill (1rs 0037) concerning nursing facilities; salaries of staff personnel and ratio of nursing personnel to residents. Motion carried by a voice vote.

Chairman Morris called the Committee's attention to approval of the minutes that were distributed for the meetings of January 16, 17 and 19, 2001. Senator Adkins moved, with a second by Senator Jackson, to approve the minutes of January 16, January 17 and January 19, 2001. Motion carried by a voice vote.

Senator Huelskamp asked about information that was requested from the Department on Aging regarding the Wage Pass Through. Chairman Morris noted that he will ask staff to look into it.

2001 SRS Subcommittee report on SRS Hospitals

Mental Health Institutions (Attachment 1)

Chairman Morris reported that the Subcommittee concurs with the Governor's recommendation for FY 2001.

Chairman Morris reported that the Subcommittee concurs with the Governor's recommendation with adjustments and notations for FY 2002 as listed in the subcommittee report.

CONTINUATION SHEET

Developmental Disability Institutions (Attachment 2)

Chairman Morris reported that the Subcommittee concurs with the Governor's recommendation for FY 2001.

Chairman Morris reported that the Subcommittee concurs with the Governor's recommendation for FY 2002 with notations and adjustments as listed in the subcommittee report.

Senator Adkins moved, with a second by Senator Feleciano, to adopt the Subcommittee budget report on the SRS Mental Health Institutions and Developmental Disability Institutions. Motion carried on a voice vote.

Chairman Morris opened the public hearing on:

HB 2017 - Kansas postsecondary education savings program expense fund

Staff briefed the Committee on the bill.

Chairman Morris welcomed Tim Shallenburger, Kansas State Treasurer, who spoke in support of **HB 2017 (Attachment 3)**. Treasurer Shallenburger explained that the bill makes a minor technical amendment to K.S.A. 75-648 which was enacted during the 1999 Legislative session as a part of **SB 45** that created the Kansas Postsecondary Education Savings Program. Treasurer Shallenburger proposed a substitute for **HB 2017** which will make the proposed legislation clearer to read as indicated in his testimony. Committee questions and discussion followed. The Chairman thanked State Treasurer Shallenburger for his appearance before the Committee.

There being no further conferees, the Chairman closed the public hearing on **HB 2017**.

Chairman Morris opened the public hearing on:

SB 135 - FY 2002 appropriations for structured mentoring program/reading recovery program

Staff who briefed the Committee on the bill (Attachment 4).

Chairman Morris welcomed Senator Lynn Jenkins who spoke in support of SB 135 (Attachment 5). Senator Jenkins mentioned that there is a need to direct programs toward the students that need help, not major education reforms. There is currently a program that uses volunteer community service directed by an educational expert and it is her belief that we simply need to expand it. Senator Jenkins explained that structured mentoring is a program that pairs mentors with students who are having trouble in school. More details are found in the written testimony. Committee questions and discussion followed. The Chairman thanked Senator Jenkins for appearing before the Committee.

Chairman Morris welcomed Bill Marshall, State Program Director, Help One Student To Succeed (HOSTS), who spoke in support of continued funding for structured mentoring programs in Kansas (Attachment 6). Mr. Marshall gave details regarding structured mentoring as found in his written testimony. Committee questions and discussion followed. The Chairman thanked Mr. Marshall for his appearance before the Committee.

Chairman Morris welcomed Elizabeth McCoy, Team Leader for Integrated Services, Emporia USD 253 (Attachment 7), who spoke in support of the highly successful structured mentoring programs that have been established in the Emporia Public Schools through funding approved by the Kansas legislature. Ms. McCoy urged support of finding resources to continue funding demonstrated, successful early intervention services such as the Emporia's HOSTS program so that more students across the state will meet or exceed Kansas standards. There were no questions for Ms. McCoy. The Chairman thanked Ms. McCoy for her appearance before the Committee. There being no further conferees, the Chairman closed the public hearing on **SB 135**.

The meeting was adjourned at 11:55 a.m. The next meeting is scheduled for February 16, 2001.

**SENATE WAYS AND MEANS COMMITTEE
GUEST LIST**

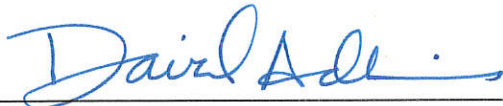
DATE February 15, 2001

NAME	REPRESENTING
Laura Howard	SRS
Trudy Rauer	SRS
JAY ARNOLD	Coalition For Independence, KC
Robert Huntington	Coalition for Independence, KC
Ronald Carr	Coalition for Independence U.K.P.
Leonard O. Benz	Coalition for Independence U.K.P.
Joe STROBL	Coalition for Independence KCS
Greg Watt	Emporia State
Quentin Scott	ES 14
Elizabeth M' Coy	USD 253
Bill Marshall	Structured Mentoring
Jim Shullbarger	STATE TREASURER
Blanche Parks	Treasurer's Office
Jane Thomas	DOB
David Miller	DOB
John Pinegar	City of Topeka
Ken Gentry	Kan-state Dept. of Ed.
Linda Gergeri	Kansas State Dept of Ed
John Peterson	Ks Government Consulting
Gene Kuhn	Ks G-ships Prog.
Mike Huttles	Ks. Gov't Consulting
Jane Acussimano	Ks Children's Cabinet

2001 SRS SUBCOMMITTEE

SRS HOSPITALS

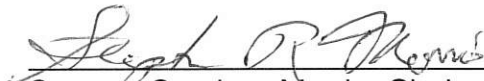
Larned State Hospital
Osawatomie State Hospital
Rainbow Mental Health Facility
Parsons State Hospital and Training Center
Kansas Neurological Institute



Senator David Adkins



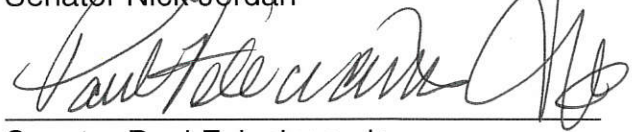
Senator Jean Schodorf



Senator Stephen Morris, Chairman



Senator Nick Jordan



Senator Paul Feleciano, Jr.

Senate Subcommittee Report

Agency: Mental Health Institutions

Bill No. --

Bill Sec. --

Analyst: Kramer

Analysis Pg. No. 296, 320, 341 **Budget Page No.** 331, 349, 353

<u>Expenditure Summary</u>	<u>Agency Estimate FY 01</u>	<u>Gov. Rec. FY 01</u>	<u>Subcommittee Adjustments</u>
All Funds:			
State Operations	\$ 57,173,944	\$ 57,121,414	\$ 0
Aid to Local Units	0	0	0
Other Assistance	76,977	76,997	0
TOTAL	<u>\$ 57,250,941</u>	<u>\$ 57,198,411</u>	<u>\$ 0</u>
State General Fund:			
State Operations	\$ 15,263,690	\$ 15,263,690	\$ 0
Aid to Local Units	0	0	0
Other Assistance	1,997	1,997	0
TOTAL	<u>\$ 15,265,687</u>	<u>\$ 15,265,687</u>	<u>\$ 0</u>
FTE Positions	1,354.3	1,354.6	0.0
Other Unclassified Positions	33.0	33.0	0.0
TOTAL	<u>1,387.6</u>	<u>1,387.6</u>	<u>0.0</u>

Agency Estimate/Governor's Recommendation

The mental health institutions estimate \$57,250,941 in operating expenditures for FY 2001 which includes State General Fund expenditures of \$15,265,687. Expenditures by major object are estimated as follows: salaries and wages of \$45,807,459; contractual services of \$6,289,860; commodities of \$4,998,935, capital outlay of \$77,690, and other assistance of \$76,997. The mental health institutions estimate staffing of 1,354.6 FTE positions.

The Governor recommends \$57,198,411 in operating expenditures for FY 2001 which includes State General Fund expenditures of \$15,265,687. Expenditures by major object are estimated as follows: salaries and wages of \$45,767,378; contractual services of \$6,276,225; commodities of \$5,006,061, capital outlay of \$71,750, and other assistance of \$76,997. The Governor recommends staffing of 1,354.6 FTE positions.

The following table reflects the agency estimates and Governor's recommendation for each of the individuals institutions.

Institution	Agency Est. FY 2001	Gov. Rec. FY 2001
Larned State Hospital		
State General Fund	\$ 10,228,185	\$ 10,228,185
All Other Funds	20,408,509	20,387,023
TOTAL	<u>\$ 30,636,694</u>	<u>\$ 30,615,208</u>
 Osawatomie State Hospital		
State General Fund	\$ 3,934,596	\$ 3,934,596
All Other Funds	16,140,281	16,138,246
TOTAL	<u>\$ 20,074,877</u>	<u>\$ 20,072,842</u>
 Rainbow Mental Health Facility		
State General Fund	\$ 1,102,906	\$ 1,102,906
All Other Funds	5,436,464	5,407,455
TOTAL	<u>\$ 6,539,370</u>	<u>\$ 6,510,361</u>
 FTE Positions		
Larned State Hospital	744.8	744.8
Osawatomie State Hospital	477.4	477.4
Rainbow Mental Health Facility	132.4	132.4
Other Unclassified Positions	33.0	33.0
TOTAL	<u>1387.6</u>	<u>1387.6</u>

Senate Subcommittee Recommendation

The Senate Subcommittee concurs with the Governor's recommendation.

Senate Subcommittee Report

Agency: Mental Health Institutions

Bill No. --

Bill Sec. --

Analyst: Kramer

Analysis Pg. No. 296, 320, 341 **Budget Page No.** 331, 349, 353

Expenditure Summary	Agency Req. FY 02	Gov. Rec. FY 02	Subcommittee Adjustments*
All Funds:			
State Operations	\$ 58,554,144	\$ 57,864,305	\$ (1,409,443)
Aid to Local Units	0	0	0
Other Assistance	76,997	76,997	0
TOTAL	\$ 58,631,141	\$ 57,941,302	\$ (1,409,443)
State General Fund:			
State Operations	\$ 22,766,288	\$ 16,047,804	\$ (1,409,443)
Aid to Local Units	0	0	0
Other Assistance	1,997	1,997	0
TOTAL	\$ 22,768,285	\$ 16,049,801	(1,409,443)
FTE Positions	1,354.6	1,354.6	0.0
Other Unclassified Positions	33.0	33.0	0.0
TOTAL	1,387.6	1,387.6	0.0

* The entire amount reflects deletion of the Governor's recommended pay plan adjustments.

Agency Request/Governor's Recommendation

The mental health institutions request \$58,631,141 in operating expenditures for FY 2002 which includes State General Fund expenditures of \$22,768,285. Expenditures by major object are requested as follows: salaries and wages of \$46,931,816; contractual services of \$6,256,537; commodities of \$5,327,490; capital outlay of \$38,301; and other assistance of \$76,997. The mental health institutions request staffing of 1,354.6 FTE positions.

The Governor recommends \$57,941,302 in operating expenditures for FY 2002 which includes State General Fund expenditures of \$16,049,801. Expenditures by major object are recommended as follows: salaries and wages of \$46,520,636; contractual services of \$6,240,070; commodities of \$5,070,238; capital outlay of \$33,361; and other assistance of \$76,997. The Governor recommends staffing of 1,354.6 FTE positions.

The following table reflects the agency requests and Governor's recommendations for each of the individual institutions.

Institution	Agency Req. FY 2002	Gov. Rec. FY 2002
<u>Larned State Hospital</u>		
State General Fund	\$ 13,373,893	\$ 9,716,548
All Other Funds	18,015,346	21,240,017
TOTAL	<u>\$ 31,389,239</u>	<u>\$ 30,956,565</u>
<u>Osawatomie State Hospital</u>		
State General Fund	\$ 7,903,989	\$ 5,592,780
All Other Funds	12,635,971	14,762,467
TOTAL	<u>\$ 20,539,960</u>	<u>\$ 20,355,247</u>
<u>Rainbow Mental Health Facility</u>		
State General Fund	\$ 1,490,403	\$ 740,473
All Other Funds	5,211,539	5,889,017
TOTAL	<u>\$ 6,701,942</u>	<u>\$ 6,629,490</u>
<u>FTE Positions</u>		
Larned State Hospital	744.8	744.8
Osawatomie State Hospital	477.4	477.4
Rainbow Mental Health Facility	132.4	132.4
Other Unclassified Positions	33.0	33.0
TOTAL	<u>1,387.6</u>	<u>1,387.6</u>

Senate Subcommittee Recommendation

The Senate Subcommittee concurs with the Governor's recommendation with the following adjustments and notations:

1. Delete \$1,409,443 SGF for the Governor's employee salary adjustment including \$676,525 at Larned State Hospital, \$499,838 at Osawatomie State Hospital, and \$141,286 at Rainbow Mental Health Facility.
2. The Subcommittee notes the discrepancy in pay received by direct care staff at the three facilities in comparison to similar positions in other state agencies. The Subcommittee expresses concern that direct care staff at the state hospitals receive lower per hour wages compared to equivalent positions in the Department of Corrections, and that this situation may negatively affect workforce recruitment and retention. This is a particular concern at Larned State Hospital. Direct care staff at Larned State Hospital are paid three dollars per hour less than equivalent staff at the correctional facilities located on the same campus in Larned.
3. The Subcommittee expresses concern that increasing utilities costs may have an impact on the three state hospitals.

4. The Subcommittee notes the enhancement request for a transfer of funding from the Title XIX fund to the State General Fund. The Subcommittee does not recommend the enhancement. The Subcommittee recognizes that the expected decline in Title XIX funding for FY 2003 is \$19 million for the three mental health and two developmental disability hospitals. This item is noted as an issue of concern for the 2002 Legislature.
5. The Subcommittee notes the enhancement request for an increase in \$247,472 SGF for the increasing costs of psychotropic medications at Larned State Hospital and Osawatomie State Hospital. The use of anti-psychotic medications has become best practice in recent years, and these medications help reduce an individual's stay in a hospital. They also aid in the success rate of placing individuals in the community. However, the cost of these drugs are rising by 12 to 15 percent per year. The Subcommittee notes these issues and requests that the Governor consider issuing a Governor's Budget Amendment on this enhancement. The Subcommittee also identifies this enhancement as an important issue to consider during the Omnibus session.
6. The Subcommittee expresses concern over the levels of fee funds available to the agencies, particularly Larned State Hospital and Osawatomie State Hospital. The Department of Social and Rehabilitation Services stated that a reduction in fee funds is occurring, mostly from a reduction in Medicare Part A. Medicare Part A primarily pays for room and board in the hospital for Medicare beneficiaries. SRS is closely monitoring the situation, and is also reviewing fee fund collections from private health insurance.
7. The Subcommittee commends Dr. Mani Lee, Superintendent of Larned State Hospital, for his years of leadership and service to Larned State Hospital and mental health in Kansas. The Subcommittee wishes him well upon his retirement in February.

Senate Subcommittee Report

Agency: Developmental Disability
Institutions

Bill No. --

Bill Sec. --

Analyst: Kramer

Analysis Pg. No. 252, 275

Budget Page No. 307, 353

Expenditure Summary	Agency Estimate FY 01	Gov. Rec. FY 01	Subcommittee Adjustments
All Funds:			
State Operations	\$ 44,452,110	\$ 44,368,955	\$ 0
Aid to Local Units	0	0	0
Other Assistance	2,000	2,000	0
TOTAL	\$ 44,454,110	\$ 44,370,955	\$ 0
State General Fund:			
State Operations	\$ 14,844,535	\$ 14,844,535	\$ 0
Aid to Local Units	0	0	0
Other Assistance	0	0	0
TOTAL	\$ 14,844,535	\$ 14,844,535	\$ 0
FTE Positions	1,168.5	1,168.5	0.0
Other Unclassified Positions	19.1	19.1	0.0
TOTAL	1,187.6	1,187.6	0.0

Agency Estimate/Governor's Recommendation

The developmental disability institutions estimate \$44,454,110 in operating expenditures for FY 2001 which includes State General Fund expenditures of \$14,844,535. Expenditures by major object are requested as follows: salaries and wages of \$38,151,454; contractual services of \$2,642,190; commodities of \$3,626,266; capital outlay of \$32,220; and other assistance of \$2,000. The developmental disability institutions estimate staffing of 1,168.5 FTE positions.

The Governor recommends \$44,370,955 in operating expenditures for FY 2001 which includes State General Fund expenditures of \$14,844,535. Expenditures by major object are requested as follows: salaries and wages of \$38,087,975; contractual services of \$2,622,514; commodities of \$3,626,266; capital outlay of \$32,220; and other assistance of \$2,000. The developmental disability institutions request staffing of 1,168.5 FTE positions.

The following table reflects the agency estimate and Governor's recommendations for each of the individual institutions.

*Senate Ways and Means
2-15-01
Attachment 2*

Institution	Agency Est. FY 2001	Gov. Rec. FY 2001
Kansas Neurological Institute		
State General Fund	\$ 8,490,408	\$ 8,490,408
All Other Funds	16,093,378	16,023,971
TOTAL	<u>\$ 24,583,786</u>	<u>\$ 24,514,379</u>
Parsons State Hospital and Training Center		
State General Fund	\$ 6,354,127	\$ 6,354,127
All Other Funds	13,516,197	13,502,449
TOTAL	<u>\$ 19,870,324</u>	<u>\$ 19,856,576</u>
FTE Positions		
Kansas Neurological Institute	655.5	655.5
Parsons State Hospital and Training Center	513.0	513.0
Other Unclassified Positions	19.1	19.1
TOTAL	<u>1187.6</u>	<u>1187.6</u>

Senate Subcommittee Recommendations

The Senate Subcommittee concurs with the Governor's recommendation.

Senate Subcommittee Report

Agency: Developmental Disability Institutions Bill No. –

Bill Sec. –

Analyst: Kramer

Analysis Pg. No. 252, 275

Budget Page No. 307, 353

Expenditure Summary	Agency Req. FY 02	Gov. Rec. FY 02	Senate Subcommittee Adjustments*
All Funds:			
State Operations	\$ 45,359,268	\$ 45,108,230	\$ (1,208,014)
Aid to Local Units	0	0	0
Other Assistance	2,000	2,000	0
TOTAL	\$ 45,361,268	\$ 45,110,230	\$ (1,208,014)
State General Fund:			
State Operations	\$ 16,512,877	\$ 15,598,740	\$ (1,208,014)
Aid to Local Units	0	0	0
Other Assistance	2,000	2,000	0
TOTAL	\$ 16,514,877	\$ 15,600,740	\$ (1,208,014)
FTE Positions	1168.5	1168.5	0.0
Other Unclassified Positions	19.1	19.1	0.0
TOTAL	1187.6	1187.6	0.0

* The entire amount reflects deletion of the Governor's recommended pay plan adjustments.

Agency Request/Governor's Recommendation

The developmental disability institutions request \$45,361,268 in operating expenditures for FY 2002 which includes State General Fund expenditures of \$16,514,877. Expenditures by major object are requested as follows: salaries and wages of \$38,971,453; contractual services of \$2,679,892; commodities of \$3,675,723; capital outlay of \$32,200; and other assistance of \$2,000. The developmental disability institutions request staffing of 1,168.5 FTE positions.

The Governor recommends \$45,110,230 in operating expenditures for FY 2002 which includes State General Fund expenditures of \$15,600,740. Expenditures by major object are recommended as follows: salaries and wages of \$38,814,281; contractual services of \$2,635,179; commodities of \$3,643,652; capital outlay of \$15,118; and other assistance of \$2,000. The Governor recommends staffing of 1,168.5 FTE positions.

The following table reflects the agency requests and Governor's recommendations for each of the individual institutions.

Institution	Agency Req. FY 2002	Gov. Rec. FY 2002
Kansas Neurological Institute		
State General Fund	\$ 9,955,606	\$ 9,398,616
All Other Funds	<u>15,149,336</u>	<u>15,515,816</u>
TOTAL	<u>\$ 25,104,942</u>	<u>\$ 24,914,432</u>
Parsons State Hospital and Training Center		
State General Fund	\$ 6,559,271	\$ 6,202,124
All Other Funds	<u>13,697,055</u>	<u>13,993,674</u>
TOTAL	<u>\$ 20,256,326</u>	<u>\$ 20,195,798</u>
FTE Positions		
Kansas Neurological Institute	655.5	655.5
Parsons State Hospital and Training Center	513.0	513.0
Other Unclassified Positions	<u>19.1</u>	<u>19.1</u>
TOTAL	<u>1,187.6</u>	<u>1,187.6</u>

Senate Subcommittee Recommendation

The Subcommittee concurs with the Governor's recommendation with the following notations and adjustments:

1. Delete \$1,208,014 SGF for the Governor's employee salary adjustment including \$676,525 at the Kansas Neurological Institute and \$531,489 at Parsons State Hospital and Training Center.
2. The Subcommittee notes the discrepancy in pay received by direct care staff at the two facilities in comparison to similar positions in other state agencies. The Subcommittee expresses concern that direct care staff at the state hospitals receive lower per hour wages compared to equivalent positions in the Department of Corrections, and that this situation may negatively affect workforce recruitment and retention.
3. The Subcommittee expresses concern that increasing utilities costs may have an impact on the two facilities.
4. The Subcommittee notes the enhancement request for a transfer of funding from the Title XIX fund to the State General Fund. The Subcommittee does not recommend the enhancement. The Subcommittee recognizes that the expected decline in Title XIX funding for FY 2003 is \$19 million for the three mental health and two developmental disability hospitals. This item is noted as an issue of concern for the 2002 Legislature.
5. The Subcommittee expresses concern over the levels of fee funds available to the agencies. The Department of Social and Rehabilitation Services stated that a

reduction in fee funds is occurring, mostly from a reduction in Medicare Part A. Medicare Part A primarily pays for room and board in the hospital for Medicare beneficiaries. SRS is closely monitoring the situation.



STATE OF KANSAS

Tim Shallenburger

TREASURER

900 SW JACKSON ST. SUITE 201
TOPEKA, KANSAS 66612-1235

TELEPHONE
(785) 296-3171

February 15, 2001

Chairman Steve Morris and members
Senate Ways and Means Committee

Thank you for allowing me to appear in support of HB2017. This bill makes a minor technical amendment to K.S.A. 75-648 which was enacted during the 1999 Legislative session as a part of Senate Bill 45 that created the Kansas Postsecondary Education Savings Program.

The Legislature in the original legislation gave the State Treasurer broad authority as the administrator of the Program. The Treasurer could choose to perform all functions of the program in-house or contract with a third party provider for any or all of the those functions. In any case the Treasurer must, according to State and Federal law, be closely involved in many of the policy decisions pertaining to the program, such as setting investment strategies and marketing. The Treasurer has contracted with American Century Investments of Kansas City Missouri to provide account administration, customer service, marketing and investment services for the Program, now known as Learning Quest Savings Program.

Because the statutory language is so broad, it includes some references that do not accurately reflect the processes currently being used to operate the Program. K.S.A. 75-648 (a) (1) creates the Kansas Postsecondary Education Savings Program trust fund which, if the Treasurer was receiving deposit dollars from the account holders, would be used to account for those moneys in the State's central accounting system. Since the depositors' dollars are received and invested directly by American Century, there is no need to make accounting entries into the State's accounting system. Therefore, the "trust fund" created by K.S.A. 75-648(a)(1) is not needed for the depositing of account balance funds, nor is it needed as an expenditures fund for the program.

However, because this Program is fee-funded beginning in fiscal year 2002 and because the State Treasurer does have administrative costs directly related to the Program, a fee fund is needed within the state treasury to record the receipt and disbursement of those moneys.

I, with the help of the office legal counsel, would like to propose a substitute for house bill 2017, which will make the proposed legislation clearer to read.

Thank you.

Tim Shallenburger
State Treasurer

Senate Ways and Means
2-15-01
Attachment 3

75-648

Chapter 75.--STATE DEPARTMENTS; PUBLIC OFFICERS AND EMPLOYEES

Article 6.--STATE TREASURER

75-648. Same; trust fund established; disposition of moneys and interest; payment of expenses of administration. (a) (1) The Kansas postsecondary education savings program trust fund is hereby established in the state treasury. Such savings trust fund shall consist of moneys deposited by depositors in accordance with this act, moneys acquired from governmental and private sources and state general fund appropriations, if any. All interest derived from the deposit and investment of moneys in such savings trust fund shall be credited to the fund. At the end of any fiscal year, all unexpended and unencumbered moneys in such savings trust fund shall remain therein and not be credited or transferred to the state general fund or to any other fund.

~~(b) The (2) Except as provided in subsections (b), the state treasurer shall credit all moneys received in connection with the Kansas postsecondary education savings program to the Kansas postsecondary education savings program trust fund.~~

(e) (2) All expenses incurred by the treasurer in developing and administering the postsecondary education savings program shall be payable from the Kansas postsecondary education savings program ~~trust~~ expense fund.

(b) (1) The Kansas postsecondary education savings expense fund is hereby established in the state treasury. The fund shall consist of moneys received from the Kansas postsecondary education savings program manager.

History: L. 1999, ch. 154, §§ 19; May 27.

KANSAS LEGISLATIVE RESEARCH DEPARTMENT

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February 15, 2001

To: Senate Ways and Means Committee

From: Carolyn Rampey, Principal Analyst

Re: SB 135

SB 135 would appropriate \$2.0 million in FY 2002 to the State Department of Education for grants for structured mentoring and Reading Recovery programs. The bill cites the benefits to young persons of educational or academic, career, and personal development mentoring programs and, on page one, lines 33 through 37, focuses on structured mentoring programs, which are described as programs characterized by an emphasis on academic achievement with related instructional resources and strategies, supplemented by mentor training and accountability.

On page 1, beginning on line 38, the bill also references Reading Recovery, an intervention program for at-risk children at the early grades. The bill concludes on page 2, Section 2, by making a \$2.0 million appropriation for grants for structured mentoring and Reading Recovery programs.

An appropriation was first made for structured mentoring programs in 1998, with a proviso directing that the State Department use the money for grants to school district programs, including the HOSTS program, in reading, mathematics, language arts or Spanish language arts. The appropriation for FY 2000 was for \$965,250 and for FY 2001, \$500,000 for "mentoring programs" was appropriated from the Children's Initiatives Fund. The current proviso is for programs in reading, mathematics, and language arts. Grants are competitive and priority is given to applications that demonstrate the greatest need based on state assessment results in reading and mathematics. Grants are used to expand current mentoring programs or establish new ones. State funds must be matched locally dollar for dollar. There currently are nine structured mentoring grants for the 2000-01 school year.

For FY 2002, the Governor recommends \$500,000 from the Children's Initiatives Fund for mentoring program grants. The Senate Ways and Means Subcommittee on the State Department's budget has made tentative recommendations to delete all funding for mentoring programs on the grounds that, worthy though the program may be, the Children's Cabinet considers the program to be one that should be funded from a revenue source other than the Children's Initiatives Fund because the program does not fit within the Cabinet's emphasis on programs for children from birth to age five. (The Subcommittee report is being drafted and will not be presented to the full Committee until March 20.) In its tentative recommendations, the Subcommittee provides funding for Reading Recovery Teacher Leaders through the special education categorical aid program, by virtue of a proviso that

Senate Ways and Means
2-15-01
Attachment 4

would allow school districts to count Reading Recovery Teacher Leaders as special education teachers for purposes of special education reimbursement, subject to an aggregate limit of \$180,000. That amount would provide approximately \$20,000 for each of the nine Reading Recovery Teacher Leaders who is expected to be trained in Kansas in school year 2001-02. There currently are eight teachers, who receive funding under a similar proviso to the special education appropriation in the current year.

To: State Ways and Means Committee
From: Carolyn Hanvey, Principal Analyst
Re: SB 107

SB 107 would appropriate \$2.0 million in FY 2002 to the State Department of Education for grants for structured mentoring and Reading Recovery programs. The bill also provides for structured mentoring and Reading Recovery programs. The bill also provides for grants for structured mentoring and Reading Recovery programs. The bill also provides for grants for structured mentoring and Reading Recovery programs.

On page 1, beginning on line 38, the bill also references Reading Recovery, an intervention program for at-risk children at the early grades. The bill concludes on page 2, Section 2, by making a \$2.0 million appropriation for grants for structured mentoring and Reading Recovery programs.

An appropriation was first made for structured mentoring programs in 1998, with a proviso directing that the State Department use the money for grants to school districts for structured mentoring programs. The appropriation for FY 2000 was for \$25,250 and for FY 2001, \$500,000 for mentoring programs. The appropriation for the Children's Initiatives Fund, The current proviso for grants for structured mentoring and language arts, Grants are competitive and priority is given to applicants that demonstrate the greatest need based on state assessment results in reading and mathematics. Grants are used to expand current mentoring programs or establish new ones. State funds must be matched locally dollar for dollar. There currently are structured mentoring grants for the 2000-01 school year.

For FY 2002, the Governor recommends \$500,000 from the Children's Initiatives Fund for mentoring program grants. The Senate Ways and Means Subcommittee on the State Department's budget has made tentative recommendations to delete all funding for mentoring programs on the grounds that, while through the program may be the Children's Cabinet considers the program to be one that should be funded from a revenue source other than the Children's Initiatives Fund because the program does not fit within the Cabinet's emphasis on programs for children from birth to age five. (The Subcommittee report is being drafted and will be presented to the full Committee until March 20.) In its tentative recommendations, the Subcommittee provides funding for Reading Recovery Teacher Leaders through the special education categorical aid program, by virtue

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Attachment
0-15-01
Senate Ways and Means

LYNN JENKINS

SENATOR, 20TH DISTRICT
5940 SW CLARION LANE
TOPEKA, KANSAS 66610
(785) 271-6585

STATE CAPITOL, ROOM 460-E
(785) 296-7374



TOPEKA

SENATE CHAMBER

COMMITTEE ASSIGNMENTS
VICE-CHAIR: ASSESSMENT AND TAXATION
MEMBER: COMMERCE
EDUCATION
REAPPORTIONMENT
LEGISLATIVE POST AUDIT
JOINT COMMITTEE ON
ECONOMIC DEVELOPMENT

DATE: February 15, 2001

TO: Senate Ways and Means Committee

FROM: Lynn Jenkins

RE: SB 135

Mr. Chairman and Members of the Committee:

Thank you for the opportunity to testify before you today in support of Senate Bill 135. I know how valuable your time isso I will be brief.

Everyone in this room understands the extreme budget constraints our state is facing this year. We understand that as a state we are going to have to focus on our needs, not our wants. I would guess that most of you would put education dollars somewhere at the top of your priority list of "needs" that we must address this year. As we spend education dollars, I would like for us to do so wisely--investing in programs that give us the greatest "return on our investment."

Public schools in Kansas are good. Our schools rank in the top ten nationally. Most of our students perform at or above grade level. Based on that, it appears that we do not need major education reforms. What we do need is to direct programs at the rest of the students that need help. What better way to provide additional help, than to use volunteer community service, directed by an educational expert. We currently have a program that does this. It is my belief that we simply need to expand it.

Structured mentoring is a program that pairs mentors with students who are having trouble in school. Teachers can identify students in need and then assist the mentor in helping that student. Every dollar that is invested is leveraged with volunteer time and community support. It is a program that focuses on building partnerships between educators and private enterprise. Businesses recognize the benefits they receive by participating in their communities, and their own investment returns tomorrow's leaders and consumers.

If we are going to continue to make education a priority this year, there are two crisis areas we need to address...1) teacher shortages, and 2) the high cost of special education. Structured mentoring can provide some benefit to both of these areas with a small investment that will pay huge dividends.

Teachers benefit from structured mentoring. They get a partner in educating those students that need more time and attention. We have conscientious teachers here in this state, and most of them volunteer their time before and after school to help those students who are struggling. But by doing so, their hourly compensation plummets. We ask them to work for very little as it is. We demand performance through our outcomes. Wouldn't it be a huge relief for a teacher to

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have a volunteer partnering with her to get the results we demand? Perhaps more teachers would remain in the profession if they had that level of help and support.

Structured mentoring can reduce special education costs. Some students start kindergarten without the necessary skills to keep pace with other students. The kids who struggle often become discouraged and fall further behind and are more likely to be placed in special education programs. Many times this situation can be avoided or minimized by effective one-on-one mentoring. A community volunteer, with guidance from the classroom teacher, can save the state dollars and achieve a more desirable result.

Although I am here with a focus on academic mentoring, there are additional benefits reaped from such a program outside of academics. One study I read estimated that every \$1 spent on a one-on-one mentor program saves \$15 to \$20 in dealing with gangs, alcohol abuse, crime, and teen pregnancy. If we were to do a cost benefit analysis on structured mentoring, I gather we would see huge benefits for very little cost.

Don't you hate that feeling of "missed opportunity"...when you find an investment that is promising, but you sit on your hands thinking you'll invest tomorrow? That is usually when I watch as the returns come back as expected, ten-fold or more, but rather than raking in the dividends, I am further behind.

Let's not miss out on an opportunity to reap overwhelming returns on our education dollars, by thinking that we cannot afford to. We are leaving untapped dollars (dollars that don't even come with strings attached) lying on the table, by not taking our community up on volunteer service. Let's partner with Kansans and Kansas businesses to maximize our educational benefits. Please consider SB 135 favorably.

How has our educational system been recognized nationally?

- Ranked in top 10 on academic achievement by American Legislative Exchange Council
- Ranked as one of the top four in the nation for combined ACT and SAT scores by College Board and ACT, Inc.
- Ranked in top 6 by National Center for Public Policy and Higher Education
- Ranked as number 9 for technology sophistication by Market Data Retrieval

**Children's Initiatives Fund
(Tobacco)**

Agency/Program	Approved FY 2001	Gov. Rec. FY 2002
Miscellaneous Programs		
Statewide Strategic Planning	0	--
Enhance Community Access Network catalog	70,000	70,000
Subtotal - Misc.	\$ 70,000	\$ 70,000
Department of Health and Environment		
Healthy Start/Home Visitor	250,000	250,000
Infants and Toddlers Program	500,000	500,000
Community Partnership Grants	0	--
Smoking Cessation/Prevention Program Grants	500,000	--
Subtotal - KDHE	\$ 1,250,000	\$ 750,000
Juvenile Justice Authority		
Juvenile Prevention Program Grants	5,000,000	6,000,000
Juvenile Graduated Sanctions Grants	2,000,000	2,000,000
Subtotal - JJA	\$ 7,000,000	\$ 8,000,000
Department of Social and Rehabilitation Services		
Children's Mental Health Initiative	1,800,000	1,800,000
Family Centered System of Care	5,000,000	5,000,000
HCBS Services for Mentally Retarded	0	--
HCBS Services for Physically Disabled	0	--
Best Children's Programs Practices Research	0	--
Therapeutic Preschool	1,000,000	1,000,000
Community Services - Child Welfare	2,600,000	2,600,000
Child Care Services	1,400,000	1,400,000
Children's Cabinet Accountability Fund	250,000	750,000
Children's Cabinet Early Childhood	2,750,000	--
Discretionary Grant Program		--
HealthWave	1,000,000	1,000,000
Smart Start Kansas	--	11,260,000
Subtotal - SRS	\$ 15,800,000	\$ 24,810,000
Attorney General		
Statewide DARE Program	0	--
Department of Education		
Mentor Teacher Program Grants	0	--
In Service Education	0	--
Parent Education	1,500,000	3,500,000
Four-Year -Old At-Risk Programs	1,000,000	2,000,000
School Violence Prevention	500,000	500,000
Vision Research	250,000	250,000
Communities in Schools	125,000	125,000
Structured Mentoring	500,000	500,000
Subtotal - Dept. of Ed.	\$ 3,875,000	\$ 6,875,000
University of Kansas Medical Center		
Tele-Kid Health Care Link	250,000	250,000
Pediatric Biomedical Research	1,000,000	--
Subtotal - KU Medical Center	\$ 1,250,000	\$ 250,000
Office of the Governor		
Smoking Cessation Programs	0	--
TOTAL	\$ 29,245,000	\$ 40,755,000

SENATE COMMITTEE ON EDUCATION

Summary of Main Preschool Program Proposals

Parent Education Program

HB 2019 and HB 2452 propose to amend the parent education program law to expand its coverage. The current law makes the program available to parents or expectant parents of infants and toddlers. The statute defines “infant” and “toddler” as a child that has not yet attained the age of three. The amendment expands the definition to include children up to the age of four. Both of these bills presently reside in the House Committee on Education.

HB 2019 was recommended by the 2000 interim Special Committee on Preschool and K-12 Matters pursuant to its study of the topic *Early Childhood Education Issues*. Among the early childhood initiatives it considered, the Committee singled out the parent education program for its effectiveness and the widespread support it commands. The expansion of the scope of the program to include children up to age four was intended to address a gap conferees identified in the existing continuum of early childhood educational services, especially for three year-olds. The Committee also recommended that during the 2001 Session the Ways and Means Committee of the Senate and Appropriations Committee of the House consider increasing the funding for this program with the objective of eliminating waiting lists for program participation.

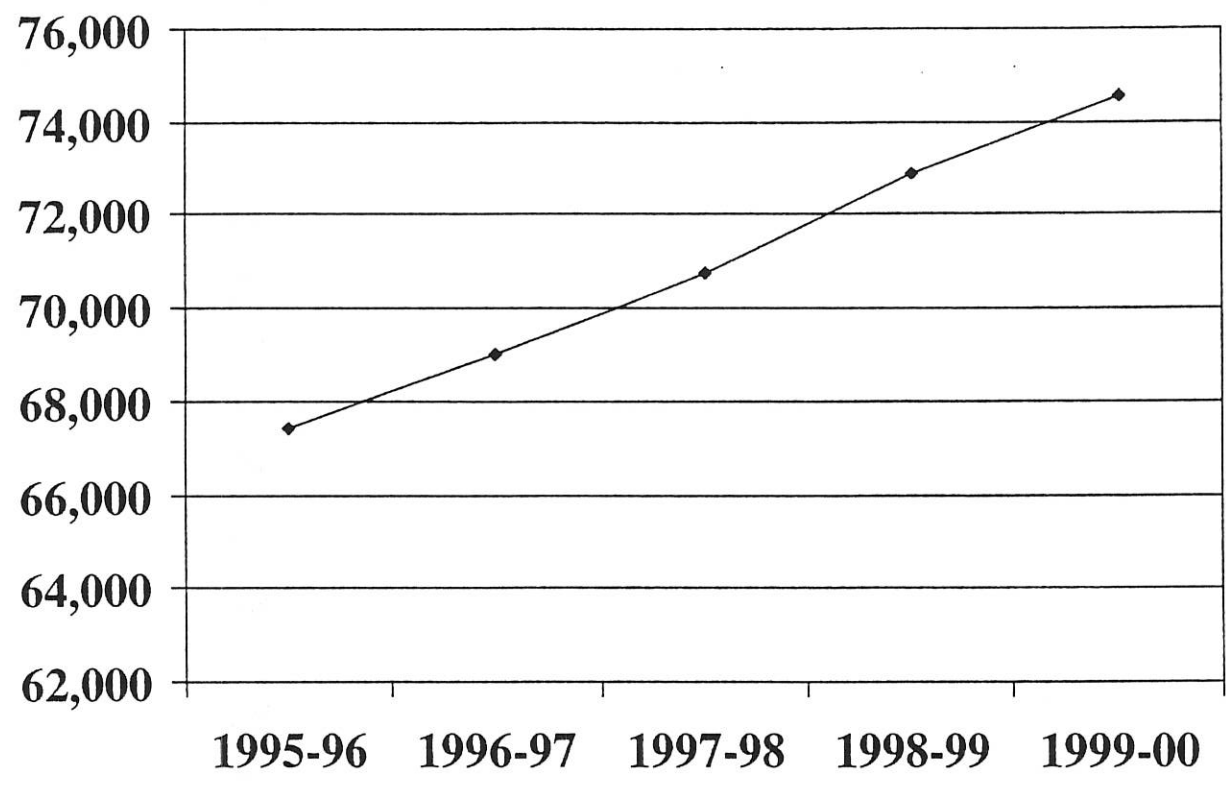
The Governor has recommended a \$2.0 million increase in state support for the parent education program for a total of \$8.1 million—\$3.5 million from the Children’s Initiative Fund and \$4.6 million from the State General Fund. This was expected to extend the program to an additional 3,000 children (20,875, in total). The recommendation supports the concept contained in HB 2019 and HB 2452. (The State Board of Education had proposed a pupil weighting for this program which would have cost an additional \$8.4 million.)

Both the House and Senate Subcommittees working the State Department of Education’s budget have recommended removing \$2.0 million from the Children’s Initiative Fund for this program.

Four Year Old At-Risk Program

SB 77 (Task Force) and SB 202 and HB 2253 (both the Governor’s Plan) increase the number of four year old at-risk students served to add 436 pupils (from 2,230 to 2,666).

What is our five year enrollment trend in special education?



**Kansas State Department of Education**

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

February 13, 2001

TO: Senator Lynn Jenkins
FROM: Sharon E. Freden
SUBJECT: Student Performance in Kansas

As you requested, I am providing you information about the percentage of Kansas students who perform at grade level or its equivalent. Since reading is the foundation of success in other areas, the data in the following paragraphs are from local, state, and national reading tests.

The State Board of Education requires each district to administer a reading diagnostic assessment at second grade. In 1999, the first year of the requirement, 61.4% of the 2nd graders were found to be reading at or above the 2nd grade instructional reading level. Instructional reading level is defined as:

"the highest level at which the child can do satisfactory reading provided that he or she receives preparation and supervision from a teacher: errors in word recognition are not frequent, and comprehension and recall are satisfactory."

The results from last spring's state assessment in reading indicate that 86.3% of the students in grade 5 are reading at the basic level or above. Those results include all of the students who took the state assessment, including those with disabilities, those who are learning English as a second language, and migrant students who may not have been in Kansas schools for a significant period of time. The average score for all grade 5 students on the spring 2000 state assessment was 81.2% of the items correct. At grade 8 the average score for all students was 81.4% correct and at grade 11 the average total score for all students tested was 79.6%.

In addition, in 1998 Kansas participated for the first time in the National Assessment of Educational Progress (NAEP) reading tests at grades 4 and 8. The average reading score for students in Kansas at grade 4 was 222, as compared to the national average of 215. The average reading score for Kansas 8th graders was 268 as compared with the national average of 261. Seventy-one percent of Kansas students in grade 4 performed at or above the basic level, which is defined as "student demonstrates a literal comprehension of text." By comparison, 61% of the nation's students scored at the same level. The percentage of Kansas students at grade 8 who performed at or above the basic level was 81% as compared with the national level average of 72%. Kansas 8th grade students ranked eighth nationally on the 1998 NAEP reading test, while 8th grade students ranked fifth nationally.

I hope this information will be of assistance to you. Please do not hesitate to call me if I can provide additional information.

Division of Learning Services

785-296-2303 (phone)

785-296-1413 (fax)

785-296-6338 (TTY)

www.ksbe.state.ks.us

February 15, 2001

To: Senator Stephen Morris, Senate Ways and Means Chair, and other members of the Senate Ways and Means Committee

From: Bill Marshall, HOSTS Corporation

Re: Structured Academic Mentoring

Senator Morris and members of the Senate Ways and Means Committee, I thank you for the opportunity to meet with you today in support of continued funding for structured mentoring programs in Kansas.

Research has repeatedly shown that mentoring increases mastery of academic skills, improves self-esteem and self-confidence, and improves students' attitudes toward school. Research has also shown that tutoring/mentoring by cross-age students or adults is cost effective in comparison with other well known reform strategies, including reduced class size, computer assisted instruction, and an extended school day. I have included these citations in the material in your folder.

To distinguish between mentoring and structured mentoring, I would like to call your attention to the testimony of Dr. Thomas P. Jandris, director of policy, research and implementation for the Education Commission of the States. In his testimony, Dr. Jandris states, "It is important to note, however, that although most mentoring programs do pay dividends, 'structured' mentoring programs not only build on relationships between mentor and the student, but have at their core a focus on academic achievement with tailored instructional resources and strategies, supplemented by mentor training and accountability."

"In fact, there is data from a wide range of states that structured mentoring works, including: Kansas, Washington, California, Ohio, Montana, Arizona, New Mexico, Kentucky, Michigan, Texas, Mississippi, and Delaware. These data clearly demonstrate that structured mentoring clearly supports valid and reliable gains for students reading below grade level that are commonly 2 – 2.5 years of growth in a single school year."

"So, as you consider what policies and practices to implement for the children of this great state, I would strongly recommend the following:

1. Be sure that whatever mentoring program you use, it is structured.
2. Be sure that its structure and content are research-based.
3. Be sure it is replicable and has evidence of effectiveness over time and to scale.
4. Ensure that it includes high quality training, development, and monitoring for teachers and mentors.
5. Be sure its instructional components are aligned to district, state, and content standards.
6. Be sure it produces data that allows for monitoring success and correcting failure."



HOSTS CORPORATION

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The last area I would like to address is special education. In December, 1999, the Council of Administrators of Special Education stated, "...[I]n the past ten years the number of 6–12 year olds in need of special education has grown by more than 25% and the number of 12–17 year olds has grown by more than 30%. This growth is placing a huge pressure on our field. We currently estimate that more than 28,000 new special education teachers are needed each year nationally while we are experiencing a shortfall of about 10,000 qualified candidates."

At this time, CASE has endorsed the value and use of HOSTS Structured Academic Mentoring Programs among its membership stating, "We all have a big job ahead of us and HOSTS' structured academic mentoring programs in Readiness, Language Arts, and Spanish Language Arts can be of tremendous value by serving as the "front line" of intervention for a number of students in need. The ability of your program to appropriately diagnose and evaluate students with reading difficulties early in their educational careers will save school districts valuable instruction time as well as precious dollars, in addition to enabling our highly trained teachers to focus on those truly in need of special education services. Most importantly, early intervention by HOSTS will mean that significantly greater numbers of students will receive appropriate attention faster and more effectively than if they are inappropriately placed in the labor-intensive and already overloaded special education system."

Ohio legislators in 1999 and Kansas legislators in 2000 appropriated funds for structured mentoring programs as a special education intervention. Initial data from an Ohio school implementing HOSTS indicates 73% of special education and 75% of low performing non-special education students made one full year's growth in three months. Data from both initiatives will be shared with your legislative research department.

In closing, I want to thank you for three years of appropriations for structured mentoring programs and encourage you to continue funding programs that work. I have had the privilege to work with those students, schools, and communities who selected HOSTS. The very positive results shared on my visits are the highlight of my day.

I have included comments from Kansas educators in your brochure and a list of schools we are working with.

Thank you

The Value of Structured Mentoring

Excerpts From
“THE POWER OF MENTORING: MEETING THE NEEDS OF AT-RISK YOUTH”
Amy M. Sandling, School Business Affairs, June 1999.

From 1991-1998, Dr. Andrew M. “Andy” Mecca served as Director of the California State Department of Alcohol and Drug Programs. A decorated Vietnam veteran, Mecca was no stranger to warfare, but his tenure as “drug czar” of the nation’s most populous state introduced him to a new kind of struggle. With the backing of former California Governor Pete Wilson, Mecca launched the country’s first state-supported mentoring program for at-risk youth.

According to a 1998 report by Dr. Mecca, “mentoring can offer a powerful antidote to the problems that plague at-risk youth.” “Mentoring works,” Mecca says. “It’s the simple advantage that helps kids succeed despite the odds. Every child in this nation deserves that chance.”

“Mentoring offers the most potential for positive change, improving self-esteem and confidence, and providing hope for the future. It is no surprise that many states have already seen reductions in student dropout and teen pregnancy rates, alcohol and drug use, and gang participation, as a result of their mentoring efforts.”

“Mentoring programs can be especially helpful to students who are failing academically and socially in a traditional school. There is a strong correlation between academic failure and dropout and drug use. In a recent study, 73% of participants who dropped out of school had used marijuana, 71% reported using alcohol, 23% reported using crack, cocaine, or heroin. Programs such as mentoring address forms of early behavioral truancy, such as alcohol and drug abuse, and deter minors from both forms of deviancy (Mecca, 1998).”

“As an academic, structured, research-based, and nationally validated program for accelerating learning using one-to-one tutoring, HOSTS is proving to be an affordable means of linking schools to communities in effective mentoring programs.”

TESTIMONY OF DR. THOMAS P. JANDRIS
DIRECTOR OF POLICY, RESEARCH AND IMPLEMENTATION
EDUCATION COMMISSION OF THE STATES
RE: Efficacy of Structured Mentoring

“Let me start my comments on mentoring by expressing a strongly held position about education reform in general. There is significant evidence to suggest that policymakers and practitioners alike have passed legislation and implemented programs all across the country with no evidence that they will work and no effective monitoring to ensure that they will. One major, urban school district has implemented thousands of different reform initiatives in the last decade with minimal proven impact on student achievement to any scale. Programs that cannot be proven should not be imposed on our nation’s children merely to support collective self-interest, patronage hiring or favorite son purchasing practices.”

“Mentoring works; it has been proven to work, and several enlightened states have legislation to support it. They include: Kansas, Connecticut, Delaware, Hawaii, Michigan, Minnesota, North Carolina, New York, and Oklahoma.”

“Several other states and state leaders are drafting and proposing legislation to support mentoring this year, including: Ohio, Iowa, New Mexico, and Wisconsin.”

“There have been other statewide studies of mentoring that have demonstrated a high correlation between mentoring and achievement, meta-analysis of studies across the nation revealed among other things:

- Significant academic achievement by mentored students
- High vocabulary gains by mentored students
- Improved social skills for mentored students
- Substantial cost-benefit of such programs

It is important to note, however, that although most mentoring programs do pay dividends, “structured” mentoring programs not only build on relationships between the mentor and the student, but have at their core a focus on academic achievement with tailored instructional resources and strategies, supplemented by mentor training and accountability

In fact, there is data from a wide range of states that structured mentoring works, including: Kansas, Washington, California, Ohio, Montana, Arizona, New Mexico, Kentucky, Michigan, Texas, Mississippi, and Delaware. These data clearly demonstrate that structured mentoring clearly supports valid and reliable gains for students reading below grade level that are commonly 2 - 2.5 years of growth in a single school year.”

“So, as you consider what policies and practices to implement for the children of this great state, I would strongly recommend the following:

1. Be sure that whatever mentoring program you use, it is structured.
2. Be sure that its structure and content are research-based.
3. Be sure it is replicable and has evidence of effectiveness over time and to scale.
4. Ensure that it includes high quality training, development, and monitoring for teachers and mentors.
5. Be sure its instructional components are aligned to district, state, and content standards.
6. Be sure it produces data that allows for monitoring success and correcting failure.

I strongly endorse legislation that supports and funds mentoring programs — they work for kids.”

“THE ABC’S OF INVESTING IN STUDENT PERFORMANCE”

Education Commission Of The States

November 1996

Although evidence suggests that one-to-one tutoring can be costly, it is a cost-effective investment. A 1987 study found cross-age tutoring to be far more cost-effective than lengthening the school year, reducing class size, or investing in computer-assisted instruction. For example, Henry Levin, head of the Accelerated Schools effort, writes that to obtain an additional month of mathematics achievement, it would cost about \$200 a year per student with a longer school day, but only about \$22 a year with peer tutoring. Robert Slavin, founder of Success for All, concluded “perhaps the most direct and certain translation of dollars into achievement gains is the provision of one-to-one tutoring for students having serious difficulties in school.”

Because it gears instruction to needs, tutoring has shown significant achievement gains, particularly in math and reading, in several dozen studies. “One-to-one tutoring is an extremely useful tool in improving learning and in enhancing the chances of students remaining in school. In addition, such instruction is an effective means of preventing student reading failure. As such, preventative tutoring deserves an important place in discussions of education reform,” according to a study published by the National Commission for Employment Policy. Other studies found that programs have definite and positive effects on the academic performance with tutored students often outperforming their peers on standardized tests.

EDUCATION COMMISSION OF THE STATES RESEARCH

In research by Education Commission of the States, five strategies have been found effective for eliminating the cycle of failure for at-risk youth:

- Mentoring
- Early Intervention
- Parent Involvement
- Collaboration
- School Restructuring

“These five strategies represent a formidable approach to solving the problem. Their implementation can and should overlap. Among the most promising of these strategies is the use of mentors.”

“Individualized attention has consistently been shown to raise a student’s confidence and self-esteem, the building blocks for better academic performance.”

INDEPENDENT RESEARCH ON STRUCTURED MENTORING PROGRAMS

Robert E. Slavin, Center for Research on Elementary and Middle Schools, Johns Hopkins University, has said, “Providing low achievers with one-to-one tutors for some portion of their school day is probably the most effective strategy we have.”

Carol Rasco, Director of America Reads, has said, “I was very impressed with the structure, training and quality of HOSTS programs. With so many research-based components in place, it is easy to see why the academic results are so strong.”

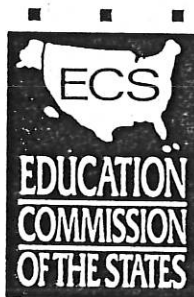
Benjamin S. Bloom, University of Chicago, has said regarding the powerful impact of one-to-one instruction for accelerating student learning, “If research yields practical methods (methods that the average teacher or school faculty can learn in a brief period of time and use with little more cost or time than conventional instruction), it would be an educational contribution of the greatest magnitude. It would change popular notions about human potential and would have significant effects on what schools can and should do...under the best learning conditions we can devise (one-to-one), the average student is 2 sigma above the average control student taught under conventional group methods of instruction.”

The
ABCs

of **Investing
in Student
Performance**

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<http://www.ecs.org>

November 1996



Initiative #5

SCHOOL-AGE INTERVENTION

Many students start school without the necessary skills to keep pace with expectations in reading, math and other subjects. Students who struggle in the elementary years often become discouraged and fall further behind, are more likely to be placed in special-education classes, display more behavioral problems and often drop out of high school.

Many of these results can be avoided or minimized by school-age interventions targeted at a student's particular needs. For example, effective one-to-one tutoring can reduce inappropriate placements in special-education classes geared to students with mild learning disabilities. Mislabeling or unnecessarily labeling students as learning disabled carries fiscal, achievement and social costs to the student, school system and society.

Also, many tutoring programs are aimed at or indirectly result in improving a student's attitude toward school by connecting him or her with adult role models who are interested in the student's success. When a student's attitude about school is positive, he or she tends to achieve at higher levels and get involved in school activities.

Although evidence suggests that one-to-one tutoring can be costly, it is a cost-effective investment. A 1987 study found cross-age tutoring to be far more cost-effective than lengthening the school year, reducing class size or investing in computer-assisted instruction. For example, Henry Levin, head of the Accelerated Schools effort, writes that to obtain an additional month of mathematics achievement, it would cost about \$200 a year per student with a longer school day, but only about \$22 a year with peer tutoring. Robert Slavin, founder of Success for All, concluded "perhaps the most direct and certain translation of dollars into achievement gains is the provision of one-on-one tutoring for students having serious difficulties in school."

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Characteristics of High-Quality Initiatives

Effective intervention and tutoring efforts share some common practices. They are:

- Integrated into the school day, allowing more students to take advantage of the services
- Included as a standard part of the school culture and reform plan, not as an add-on or reactive measure to address students' needs
- Extensive, sustained, targeted to student needs and based on a student achievement plan
- Staffed by well-trained and qualified professionals or paraprofessionals. (Peer tutoring also can be effective when older students work with younger students who are struggling with school work.)

Examples of High-Quality Initiatives

Helping One Student To Succeed (HOSTS)

HOSTS is designed to increase students' reading and language arts skills through an individualized lesson plan and involvement with dedicated, well-trained role models. Students receive extra attention, motivation, support and encouragement to become better students. A federal, multi-state study found HOSTS produces consistent improvement in education attainment in grades 1-9.²⁵



COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION, INC.

A DIVISION OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

615 16th Street, NW • Albuquerque, New Mexico 87104
Tel. 505/243-7622 FAX: 505/247-4822 Internet: casecec@aol.com

Jo Thomason, *Executive Director*

December 28, 1999

Mr. Chad R. Woolery
Chief Executive Officer
HOSTS Corporation
1349 Empire Central Drive, Suite 520
Dallas, TX 75247

Dear Chad,

It is with great pleasure that I inform you of CASE's decision to endorse the value and use of HOSTS (Help One Student To Succeed) programming among its membership. As you know, CASE is the Division of the Council for Exceptional Children (CEC) that promotes professional leadership and provides special education administrators with information and support through a variety of mechanisms. Our membership consists of approximately 5200 special education administrators throughout the United States and Canada and our goal is to provide our membership with the best resources possible to help them meet the increasingly complex instructional needs of our nation's students with disabilities.

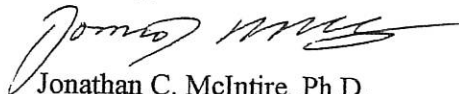
HOSTS programs come to us at a time when all of us in education are searching for new and better practices and solutions to help those students who need special assistance. We are experiencing a major growth in school enrollments along with a corresponding increase in the number of identified children with special needs. This has resulted in schools teaching ever more special education students each year. For example, in the past ten years the number of 6-12 year olds in need of special education has grown by more than 25% and the number of 12-17 year olds has grown by more than 30%. This growth is placing a huge pressure on our field. We currently estimate that more than 28,000 new special education teachers are needed each year nationally while we are experiencing a shortfall of about 10,000 qualified candidates.

We all have a big job ahead of us and HOSTS' structured mentoring programs in Readiness, Language Arts and Spanish Language Arts can be of tremendous value by serving as the "front line" of intervention for a number of students in need. The ability of your program to appropriately diagnose and evaluate students with reading difficulties early in their educational career will save school districts valuable instruction time as well as precious dollars, in addition to enabling our highly trained teachers to focus on those truly in need of special education services. Most importantly, early intervention by HOSTS will mean that significantly greater numbers of students will receive appropriate attention faster and more effectively than if they are inappropriately placed in the labor-intensive and already overloaded special education system.

We look forward to working closely with you and your HOSTS team on developing new, successful strategies for helping our nations' students and expanding alliances that can benefit the exceptional child. We are excited about your participation in our upcoming professional development convention in Florida as well as our participation in your annual conference this year. This should prove to be mutually beneficial to your business and to CASE.

I look forward to seeing you soon.

Sincerely,

A handwritten signature in black ink, appearing to read "Jonathan C. McIntire". The signature is fluid and cursive, with a long horizontal stroke at the end.

Jonathan C. McIntire, Ph.D.
President

PC: Jo Thomason, CASE Executive Director
Steve Milliken, CASE Membership Chair

LEIPSIC LOCAL SCHOOL DISTRICT



RON BASH
Superintendent

NANCEY SCHORIGEN
High School Principal

RICHARD F. BRYAN
Elementary Principal

DR. JAN OSBORN
County Superintendent

232 OAK STREET, LEIPSIC, OHIO 45856 — PHONE: 419-943-2165
FAX: 943-2185

TO: Governor Bob Taft
Rep. Charles Brading
Margaret Burley
Rep. Randy Gardner
Rep. Jim Hoops
Rep. Kerry Metzger
Robert Moore
Hank Rubin
Susan Tave Zelman
Rep. Lynn Wachtmann
Martha Wise
Sue Westerdorf

CC: Beverly Martin
Holly Harris Bain
John Herner
George Tombaugh
Hayward Richardson
Jane Wiechel
Alice Gibson

FROM: Ronald Bash, Superintendent Leipsic Local Schools

RE: Academic results from the spring implementation of the Leipsic Local Schools Special Education HOSTS Program.

DATE: June 7, 2000

Leipsic Local School District was one of 15 districts in Northwest Ohio to receive the reading-mentoring grant for children with disabilities through line item 200-540 Special Education Enhancement. HOSTS (Helping One Student To Succeed) was the structured reading mentoring program selected and implemented in all 15 school sites. Leipsic, as well as the other schools, began their reading mentoring programs in Spring 2000.

HOSTS Site Coordinator Pam Wilhelm and Principal Richard Bryan worked with the staff and selected 50 first through fourth grade students to be in the program. Twenty-four were low performing non-special education students and 26 were identified special education students including two Model 4 students who were selected to receive special education services. Thirty-three percent of the non-special educational students and 54% of the special education students were Hispanic students.

The students were pre-tested on the Jerry John's Informal Reading Inventory from February 2 through March 3 to determine their beginning reading level and post-tested on a different form of the Jerry John's from May 15 through May 19 to determine their ending reading level.

BOARD OF EDUCATION: KAREN SELHORST-President, DAN ZEISLOFT-Vice President,
JEFF SCHROEDER, MARILYN KNUEVEN, DAN SCHROEDER DAVID MILLER-Treasurer

Over 100 mentors responded to our call for volunteers as the one-to-one mentoring began the first week of March. The students were mentored four days per week in 30-minute sessions during the implementation year.

The academic results are as follows:

Special Education Students

The 26 special education students average just short of one full year's academic gain at 0.9 years. Seventy-seven percent made measurable academic gains and 73% made at least one full year's gain. Three students gained two full years.

Non -Special Education Students

The 24 non-special education students averaged 1.24 year's gain. Ninety-six percent made measurable academic gains and 75% made at least one full year's gain. One student gained three full years and four students gained two full years.

Other observations:

HOSTS Site Coordinator:

As HOSTS Site Coordinator, I have grown dramatically this year. The students and mentors alike have helped my understanding of education.

Students developed an excitement and joy about coming to HOSTS. They were always eager for the positive strokes and one-to-one attention given to them by the mentors that came each day. They knew them and encouraged them in a very positive way.

The mentors genuinely wanted our children to succeed. Many of them took time out from jobs, household activities, and used study hall time to come down and make a difference. They were not getting paid, but they came back time after time because they felt they had a personal interest in our school system and our students. This feeling showed in their dedication and commitment. Some said that this was "addicting," they just had to come back. Many said they completely left the thoughts of their other jobs behind and totally concentrated on their student.

Mentors were not told if their student was a special education or non-special education student. I feel this helped in our results at the end of the year. The mentors had no premonition as to how their child would perform. Each mentor entered expecting as much as possible out of each child. I feel the students worked to those expectations of the mentors.

I truly enjoyed watching the bonding and interaction between mentors and students. What a better way to get our community connected with our school! Pam Wilhelm, HOSTS Site Coordinator.

Students: The students loved coming to the mentoring center and working with their mentors. They were very disappointed if the mentoring session was cancelled for any reason.

They craved the one-to-one attention and personal caring and always wanted to stay longer.

Classroom
Teachers:

Classroom teachers were very positive about HOSTS. They reported improved attendance, greater effort towards learning tasks, improved attitude, and increases in confidence and a willingness to attempt difficult tasks. They felt that the positive experience with the mentors improved classroom behavior and allowed them to spend more time teaching and less time maintaining control. They also appreciated the opportunity to use HOSTS as an extension of their classroom and would frequently provide classroom objectives to be included in the one-to-one instruction.

Mentors:

The over 100 HOSTS volunteers represented a cross section of our community. They included high school students, policemen and women, senior citizens, parents and businessmen and women. They were very serious about their responsibility and Expressed great joy at the growth of their mentees. They also liked the user friendly HOSTS lesson plan and the way the lesson plan was targeted for the needs of their particular student. In the nine weeks the program was in operation, they contributed over 700 hours during 1,400 mentoring sessions of one-to-one attention to our children. Next year our goal is 2,500 hours of structured mentoring.

Community
Relations:

In a very short period of time we saw dramatic academic and social growth for our non-special education and special education children alike. We are very proud of the magnificent response of our community to help children. It is obvious that they not only made a difference in the lives of children but now have a much better understanding of the challenges that teachers face in our public schools. One mentor was moved to tears as she worked with a young girl who was being shuffled from home to a foster home and back to home again. It was also very positive to have non-Hispanic mentors work with Hispanic children and vice-versa.

It's important that our citizens realize how committed teachers are to academic success for our children and how hard they will work to achieve it. HOSTS provides the structure to let that happen.

Conclusion:

HOSTS brings together the research-based strategies of community involvement, individualized lesson plans, one-to-one instruction, curriculum alignment, and high expectations that can consistently increase student achievement for all students. It is also cost-effective as evidenced by our ability to impact 50 children this year with plans to serve 75 next year.

Recommendations:

HOSTS is an effective educational practice that should be sustained and expanded to serve more of Ohio's children. The structure will allow citizens across Ohio to become involved in public education and make a significant contribution to the academic and social growth of our special children.

**HOSTS LANGUAGE ARTS
HOSTS READINESS**

READING RESEARCH REVIEW

HOSTS Corporation

April 2000

HOSTS (Help One Student To Succeed) Language Arts and Readiness

The HOSTS Model

HOSTS Language Arts and Readiness offer balanced teaching strategies that introduce, reteach, maintain, and enrich reading instruction. Because HOSTS is not an independent curriculum, the program has the capacity to increase student reading skills regardless of the school's philosophical approach to reading instruction—straight phonics to whole language. The Language Arts and Readiness programs include daily exposure to books and other reading materials, daily reinforcement of reading skills, daily vocabulary development, and daily writing practice.

HOSTS Language Arts and Readiness are developmental, diagnostic, prescriptive, and individualized. The programs' process of alignment/assessment/instruction/practice/review/application/evaluation and structured mentoring ensure that each student has multiple opportunities to master local and state standards.

Theory/Research Foundation

Research shows that tutoring/mentoring increases mastery of academic skills (Fager, 1996), improves self-esteem and self-confidence (Gaustad, 1992), and improves students' attitudes toward school (Fager, 1996). Peer, cross-age, and adult tutoring all have strong research support (Herman & Stringfield, 1997). One-to-one tutoring/mentoring is one of the most effective forms of instruction for helping students address reading problems. This instructional method has immense potential for use in the early grades to ensure that all children without serious learning disabilities learn to read. This is particularly true if the supplemental instruction involves regular assessment to measure progress and is tied appropriately to gaps in learning (CDS, 1990).

Because it gears instruction to learning needs, tutoring has shown significant gains, particularly in reading, in several dozen studies. Effective one-to-one tutoring has been

found to be a useful tool in improving learning and preventing student reading failure (Ainsworth, 1995). In addition, tutoring can reduce the number of inappropriate placements in special education classes aimed at students with mild learning disabilities (Education Commission of the States, 1996).

Research has also shown that cross-age tutoring among students or adults is cost effective in comparison with other well-known reform strategies, including reduced class size, computer-assisted instruction, and an extended school day (Fuchs et al, 1997).

Evaluation-Based Evidence of HOSTS' Effectiveness

Numerous evaluations of individual HOSTS programs have demonstrated that students achieve significant gains in reading (Bell, Meza & Williams, 1995; Clark & Briggs, 1997; Hunt, 1996; Fashola, Slavin, Calderon & Duran, 1996; Wasik, 1997). Large scale studies conducted in 1982 and 1998 report substantial gains for students participating in the HOSTS Language Arts program. In the earlier study, 3,742 HOSTS students in grades 1 through 9 from over 100 schools around the nation took either the Comprehensive Test of Basic Skills (CTBS) or the California Achievement Test (CAT) in the fall and again in the spring. Results, reported as NCE points, shows that HOSTS students on average gained anywhere from seven NCE points to 16 NCE points. Data from Washington, which is included in this study, indicate the HOSTS students in that state achieved higher NCE gains than students participating in eight other reading programs (Schlotfeldt, 1983).

The 1998 study involved over 6,600 students in 136 schools in Delaware, Michigan, and Texas, with the largest concentration of students in grades 2 through 4. The study reported average reading gains of 2.0 grade levels for the 1995-96 school year as measured by the pre- and post-test scores on the Information Reading Inventory. A follow-up study for the 1996-97 school year yielded similar results (Holden, Simmons & Holden, 1998).

Single school district evaluations also have been conducted on the effectiveness of the HOSTS program in raising student achievement in reading. South Bay Union School District in Imperial Beach, California conducted a comparison study of average reading gains

based on SAT-9 results among HOSTS students and non-HOSTS students for the 1998-99 school year. The study involved 476 HOSTS students and 5,220 non-HOSTS students in grades 3 through 6. Results show that while reading gains for the third graders were virtually identical, variance in reading gains for the other grade levels were significant. Overall, HOSTS students showed average reading gains of 2.975 while non-HOSTS students showed a decrease of 0.75. Students tested were in the HOSTS program approximately six months.

The Pasadena (Texas) Independent School District performed an evaluation in 1994-95 that examined students in grades 1 through 5 participating in HOSTS reading programs in 17 schools. All HOSTS students were reading below grade level at the beginning of the school year. Results of this evaluation showed that students had reading gains from 1.4 grade levels to 3.1 grade levels at the end of the school year, and that the Texas Learning Index average for these students increased 9.4 points.

In a 1999 study of six exemplary HOSTS sites, the overwhelming majority of students in the HOSTS program achieved grade level reading proficiency within one year. Those who did not, achieved standing within the second year. This finding was consistent for individual students regardless of the characteristics of the mentor population, the average class size of the school, or the philosophical or pedagogical approach to reading dominant at the school. In all of the elementary schools studied, this benefit carried over to school-wide improvement in state mandated accountability tests (Cardenas & Chahin, 1999).

Student Populations

HOSTS works with all students—below grade, on grade, or above grade—beginning in kindergarten. During its 28-year history, HOSTS programs have helped hundreds of thousands of students improve their academic performance. Each year, HOSTS programs involve approximately 60,000 students and 90,000 adult, cross-age, and peer mentors. In 1999, the Education Commission of the States recognized HOSTS as an “exemplary, nationally proven practice having evidence of accelerating student achievement.”

Title I students have comprised a significant proportion of the students served over the past 28 years. The fundamental criteria for referral to the HOSTS program is that a student is lagging behind the normal learning curve of his/her peers, and the classroom teacher believes the student can be helped by the one-to-one mentoring intervention. Students who are typically selected for participation in the HOSTS Language Arts program are from the second and third lower quintiles in terms of reading achievement for their grade. While HOSTS students are not typically the lowest performing students, or students with special learning needs, it appears that many HOSTS teachers often try the HOSTS intervention as the first resort before assigning students to special education classes (Cardenas & Chahin, 1999).

HOSTS was established in 1971 in the Vancouver (Washington) public schools. Since that time, the program has been in continual operation in public and private schools, alternative education settings, and juvenile detention centers. The Vancouver School District maintains HOSTS Language Arts programs in five elementary schools. The Harlingen (Texas) Consolidated Independent School District is now in its 23rd year with HOSTS. The original implementation site in that district, Stuart Place Elementary School, still maintains a HOSTS program on campus. HOSTS was introduced when Harlingen was considered the poorest-performing district in the state. It is now among the state's best public school districts.

Cardenas and Chahin (1999) found the HOSTS program in the Harlingen schools to be "transformative," defined as impacting students, mentors, teachers, parents, and the total school community. The evaluators concluded that given the long history of the Harlingen program, it was almost impossible to distinguish between HOSTS-generated school-wide improvements and those that are the product of an all around exemplary school, although it was clear that HOSTS was a major component of school success.

HOSTS currently has over 1,100 programs operating in 39 states, the District of Columbia, and the country of El Salvador. These sites represent a diversity of geographic locations, school and/or community resources, and student populations. Below are districts that have reported validated results of the HOSTS program in at least one site. (Specific sites that

were a part of the most recent national evaluation are also listed.) These sites are representative of the student populations served by HOSTS around the country.

- South Bay Union School District (12 HOSTS schools)
601 Elm Avenue
Imperial Beach, CA 91932-2098
Contact: Richard Thome
Superintendent
619-575-5901
Nestor School
1455 Hollister Street
San Diego, CA 92154
619-575-5952
- Harlingen Consolidated Independent School District (18 HOSTS schools)
1409 E. Harrison Street
Harlingen, TX 78550
Contact: Donna Jarman
Director of Special Projects
956-427-3545
Stuart Place Elementary School
6701 Business Highway 83
Harlingen, TX 78522
956-427-3160
- Pasadena Independent School District (29 HOSTS schools)
1515 Cherrybrook
Pasadena, TX 77502
Contact: Gloria Gallegos
Director of Special Programs
713-920-6923
- Plano Independent School District (8 HOSTS schools)
2700 West 15th Street
Plano, TX 75075-7543
Contact: Dr. Douglas Otto
Superintendent
972-519-8169
Meadows Elementary School
1600 Rigsbee
Plano, TX 75074
972-519-8810
- Westside Community Schools-District 66 (2 HOSTS schools)
909 South 76th
Omaha, NE 68111-4599
Contact: Dr. Kenneth M. Bird
Superintendent
402-390-2100
- De Soto County Schools (4 HOSTS schools)
530 La Solona Avenue
Arcadia, FL 34266
Contact: Adrian H. Cline
Superintendent
941-494-4222
West Memorial Elementary School
304 West Imogene
Arcadia, FL 34266
941-494-7830

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BOARD OF EDUCATION
Unified School District 257

402 East Jackson • Iola, Kansas 66749
316-365-4700

Dr. Randy McDaniel
Superintendent

Barbara Geffert
Clerk/Business
Manager

February 23, 1999

To: Senator Barbara Lawrence, Senate Education Chair
and other Members of the Senate Education Committee

From: Dr. Randy G. McDaniel, Superintendent USD 257 Iola, Kansas

Re: Structured Mentoring Programs

Senator Lawrence and members of the Senate Education Committee, it is a privilege for me to be invited here to speak with you today. First of all, thanks to all of you for your efforts last year to allocate education funding for the structured mentoring programs. We were one of the fortunate districts that received a rather sizable grant and utilized those funds to work with Bill Marshall and the HOSTS Corporation to incorporate their structured mentoring program in USD 257, Iola, KS. To say that this program is off to a great start would be an understatement! I personally mentor and the time with my student is priceless to me. We have received tremendous positive local media coverage and the response from our community has been powerful and truly invigorating. We have over 100 volunteers serving over 250 children and growing every day. Our local community college, city government and numerous businesses and civic organizations have chosen our HOSTS program as a full-blown community service project.

We decided, in order to maximize the benefits of this program and to send a clear message to our volunteer community members, to suspend several other volunteer programs. Now, that is not to say that those programs had no merit. We simply felt that the structured mentoring program had most of the other benefits built into the program plus many new components. This allowed us to specifically recruit and train our volunteers and to provide a clear picture of what they could do to make a difference for our students. We have found this to be a very successful strategy. In fact, it has been noted by many of our mentors that this is the first volunteer program that they felt "useful" in doing. They knew they were making a difference and the evidence was right in front of them on a regular basis! Also, our local higher education institution, Allen County Community College (ACCC), decided to totally fold their highly popular America Reads program into our structured mentoring project. This was a big boost to

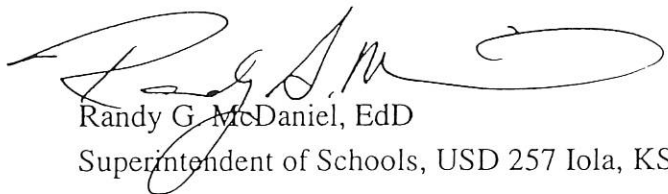
our endeavor. The America Reads coordinator from ACCC was a tremendous asset as we worked through our initial setup.

Following a presentation by our elementary principals at a city council meeting, the city commissioners passed a resolution that any city employee wishing to donate time to be a mentor could do so on company time. Our school district made a similar decree. Additionally, 100% of the students in our new alternative high school program for dropouts and many students from Iola High School have chosen to serve as mentors.

As you can see, the structured mentoring program is off to a very positive start. Much of the credit for creating the positive environment must go to the excellent staff of USD 257. Following our notification of award of the grant, the team of Title 1 instructors, elementary principals, and classroom teachers worked together to create an environment where the structured mentoring program could succeed and where our other efforts could be supported and not duplicated. Here in USD 257 we take our mandate to have every student reading at grade level very seriously. Our efforts to accomplish this task are noteworthy. We remain committed to the concept of "inclusion" and went to great lengths to preserve the components of that philosophy as well as supporting our other strategies in reading support such as after school programs, summer school and our "Jump Start" program in August. My major point here is that even though this is a "structured" program it is not inflexible.

My final point is to inquire regarding the possibility of another round of funding to support other schools that might wish to implement this program and for schools that might want to add other disciplines such as mathematics. We as educators know that when students get individualized specific support they will show improvement. The trick has been finding a way to make that happen. The structured mentoring program has been that method for us. I realize the clamor for funds is never ending, but you can be sure that this program is making a difference here in Iola, Kansas.

Sincerely,



Randy G. McDaniel, EdD
Superintendent of Schools, USD 257 Iola, KS

This is our first year in HOSTS and I'm amazed that the student's objectives are being attained so quickly with the one-to-one help. I taught third grade for ten years before becoming a HOSTS instructor and often wished for a way to individualize instruction with such prescriptive measures!

...Our mentors are very impressed with the organization and the overall enthusiasm of everyone involved! Our students and mentors do look forward to "their time" together!"

*—Carla Mueller, Title I HOSTS Instructor
Jefferson Elementary, Iola, USD 257*

...During my 21 years in the teaching profession, this is the first program in which I have seen children's reading skills and attitudes improve so rapidly. The benefits have been immediate to the community, to the private sector and to our school district.

...These students have, in the past, been provided traditional Title I reading services. Now they are being served better and making more progress than ever before.

*—Christine Ward, HOSTS Teacher
Lakeside Elementary, Pittsburgh USD 250*

I have been principal of Hageman Elementary School in Salina for the past seven years. ...Each year we struggle to meet the needs of many youngsters with limited resources. *This year we began HOSTS...it has been a remarkable success story!*

We began in November and by January we had 120 learning sessions filled by volunteers. HOSTS has enabled us to give the necessary help to everyone of the students who need it. HOSTS provides that significant adult who makes all the difference in the world. More students are making the significant gains in reading because HOSTS individualizes for each child's success every day.

*—Marcy Roth, Principal
Hageman Elementary, Salina USD 305*

Our HOSTS Program (Help One Student to Succeed) has been an inspiration to us all. The HOSTS program involves the use of community volunteers to mentor students at-risk in the area of reading. For two hours each week, HOSTS students are provided the most individualized instruction possible, delivered by trained volunteers they grow to love. The success that occurs in the HOSTS room is just phenomenal.

*—Rick Boyer, Principal
Lincoln Elementary, Independence USD 446*

The HOSTS Program has allowed me, as HOSTS Coordinator at Lincoln Elementary School, to work with many adult volunteers as well as wonderful young students in need of special attention. The magic that happens between mentors and students is amazing!!

*—Sandy Annable, HOSTS Coordinator
Lincoln Elementary, Independence USD 446*

HOSTS has allowed a building that serves 15 languages and an 84% free and reduced population to meet the needs of all students in language and reading acquisition. The gap is narrowing because HOSTS individualizes for each child's success every day. The corporation stands beside you and lifts each school to match the needs of the community. When you see the success we've seen, you simply can't suppress the enthusiasm. Please, come visit us. See for yourself.

*—Mason Enterline, Principal
Caldwell Elementary, Wichita USD 259*

My 3 years as a HOSTS teacher have been the 3 most dynamic, positive years of my professional career. The HOSTS approach has enabled us to access and direct volunteer's energy and talents toward helping students improve and succeed in ways that we can see, measure, and celebrate. Schools and communities need to be about the success of the children. HOSTS helps make it happen.

*—Lisa Stinson and Geri Green, HOSTS Teachers
Caldwell Elementary, Wichita USD 259*

I am a veteran of volunteering in the Wichita Public Schools, having served as one for the past 23 years. Many years I gave 40 hours or more per week to tutoring/mentoring and working with and for children. This is my third year as a mentor with the HOSTS program. This program has made the best use of my time and gotten more results than any other I have experienced in the last 23 years.

*—Winifred C. Larsen
Wichita, Kansas*

In just the few months the HOSTS program has been in place, I have seen our students making academic gains that would have otherwise been impossible. The HOSTS Corporation has provided everything our school needed to make this program successful. The enthusiasm our teachers, students, and volunteers have expressed for the program is unlike any I have seen. I encourage you to come visit our school and see HOSTS in action.

*—Christi Whitter, Principal
Oscalosa Elementary, USD 341*

To say that our HOSTS program is off to a great start would be an understatement! I personally mentor and the time with my student is priceless to me. We have received tremendous positive local media coverage and the response from our community has been powerful and truly invigorating. Our local community college, city government and numerous businesses and civic organizations have chosen our HOSTS program as a full-blown community service project.

*—Dr. Randy McDaniel, Superintendent
USD 341 Iola, Kansas*

District	School	Name	Phone
AUGUSTA USD #402	AUGUSTA MIDDLE SCHOOL	GLEENDA JONES	316-775-6383
BARBER COUNTY NORTH-USD 254	MEDICINE LODGE PRIMARY SCHOOL	DENNIS BLAKE	316-886-5608
BAXTER SPRINGS USD 508	CENTRAL ELEMENTARY	GARY KROKROSKIA	316-856-3311
BURRTON USD 369	BURRTON ELEM. SCHOOL/BURRTON USD 369	PHYLLIS COCKERILL	316-463-3820
ELKHART USD 218	ELKHART MIDDLE SCHOOL	JERRY CHRIN	316-697-2197
EMPORIA USD #253	LOGAN AVENUE ELEMENTARY SCHOOL	KIM KIRK	316-341-2264
EMPORIA USD #253	LOWTHER SOUTH INTERMEDIATE	SUSAN HERNANDEZ	361-341-3400
EMPORIA USD #253	MARY HERBERT ELEMENTARY SCHOOL	FEFF D. FRYE	316-341-2270
EMPORIA USD #253	MAYNARD ELEMENTARY SCHOOL	CAROLYN KOCH	316-341-2276
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IOLA USD #257	LINCOLN ELEMENTARY SCHOOL	MARY FOLLEN	316-365-4820
IOLA USD #257	MCKINLEY ELEMENTARY SCHOOL	KAY BOLT	316-365-4860
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WICHITA PUBLIC SCHOOL DIST.-USD 259	CALDWELL ELEMENTARY	MASON ENTERLINE	316-973-0813
WICHITA PUBLIC SCHOOL DIST.-USD 259	FRANKLIN ELEMENTARY	DALIA HALE	316-973-9850
WICHITA PUBLIC SCHOOL DIST.-USD 259	KELLY ELEMENTARY	MS. KAREN CAROL BOETTCHER	316-973-4150
WINFIELD-USD #465	WINFIELD HIGH SCHOOL	MIKE ADELMAN	316-221-5160



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Good morning.

I am privileged to be here today to speak to you about the highly successful structured mentoring programs that have been established in the Emporia Public Schools through funding approved by the Kansas legislature. I thank you for giving these matters your attention and consideration. I would also like to thank you for your continued support for funding innovative educational programs that supplement classroom instruction and help increase student achievement throughout Kansas.

The Emporia School District has been fortunate to receive funding for the past three years to implement a structured mentoring program in our elementary schools. After extensively researching effective, scientific research-based, reading strategies we chose the HOSTS program (Helping One Student To Succeed) as an early intervention strategy for those of our students who are experiencing difficulty in reading.

We have found that by using the HOSTS continuous progress model we have been able to appropriately assess student's reading skills and diagnoses those "gaps" in skill development that many students demonstrate. This program allows students to work on a learning plan suited to their individual needs—one that is tailored to address those gaps and weaknesses in skill development thereby raising reading and achievement levels.

The HOSTS structured mentoring program pairs up trained community volunteers with students in a one-to-one mentoring partnership. Each mentoring session last thirty minutes and mentors follow individualized lesson plans created by a HOSTS facilitator in each school throughout the school year.

The Emporia School District began the HOSTS program in three elementary schools in 1998. The program proved to be so successful in increasing student achievement and reading

skills that we applied for another grant in 1999 to expand the program to an additional two schools. During our second year, one hundred and twenty-one mentors worked in the five schools with one hundred and eighty five students in first through sixth grade. At the end of the school year, site councils in each of the schools named the HOSTS program as the number one priority to be continued in each school for the following year.

In the second year, the data collected indicated that most students in the HOSTS program improved between 1/2 to one full year of growth in language arts. Students in the program met 75% of their objectives. One hundred and eighteen students improved their grade averages from the first to the fourth quarter.

In one school, nine kindergarten students were referred to the school improvement team at the end of the first semester. Their teachers were concerned that these students were not developing the needed skills for them to be successful in first grade. The teachers had been considering these students for retention in kindergarten for the following year. The School Improvement Team recommended the HOSTS program as the first intervention. At the end of May, all nine students had made such significant progress in acquiring reading skills that everyone of them was promoted to the first grade.

We are now in the third year of structured mentoring activities in our elementary schools. This year we received a structured mentoring grant award from the Kansas State Department of Education to implement the Readiness component of the HOSTS program. Today, two hundred and seventy students are presently enrolled in the Readiness and Language Arts programs in grades K-6. One hundred and fifty-six mentors volunteer in the programs each week. Data from the program this year indicates that student achievement continues to improve and that students are experiencing great success in the Readiness program.

I would like to share a couple of success stories that principals have told me about this year.

At Logan Avenue elementary school, a boy in kindergarten entered the readiness program in October. He tested at a zero level in reading skills. Today, he is reading first grade Accelerated Reader books, knows his basic sight words and can spell most of the words correctly. This week, he is working on completing the first book that he wrote and illustrated himself.

At Walnut Elementary School, six students who started in the Readiness program in October have now exited that level and are now in the Language Arts program. At the fifth and sixth grade levels, 39 of the 43 students in the program met 75% of their objectives by December

We also hear from parents and mentors of the success of the program. One mother called a school to say she was so glad her son was in the HOSTS program. She explained that he had had a lot of attendance problems in the past but since going into the HOSTS program he did not want to miss school because he would miss HOSTS and his mentor. Students look forward to coming to the HOSTS program each day and are very disappointed if their mentor is unable to be there. It is quite common for students to even miss recess to spend time with a HOSTS mentor.

We are indeed fortunate to have excellent volunteer mentors from all walks of life who work with our students -- retired teachers, parents, clergy, college students, business men and women, football players, school district employees, college athletes, the school superintendent, school principals, university professors, bank employees and local librarians to name but a few.

The HOSTS training program for volunteers is a thoroughly professional, highly structured endeavor that provides a clear direction/lesson plan for each mentor. I, myself, mentor each week and enjoy and value the time spent with my students. As a former teacher who has worked closely with volunteers in my classroom I understand and appreciate the importance--for both mentors and students-- of having detailed lesson plans that they work from each day.

The mentors provide positive learning experiences and model good study skills and habits. They are there, in part, to lend a good listening ear if students are experiencing

problems. Mentors help children feel both wanted and appreciated. The mentors help instill in our students an appreciation for the importance of being a member of a community of learners in which no child will ever be allowed to be left behind. This is where the absolutely essential partnership between the private lives of community members and the public business of education comes together in a mutually beneficial association—one designed to help our students, our children, the people who will one day occupy the positions of responsibility we ourselves have taken on.

I have tried not to load my presentation with too much professional jargon—one's profession's vocabulary is another's gobbledygook. I will, of course, be happy to visit with you, as a group or individually, at any time. Everything I have said today boils down to this: there is much hope attached to projects such as the HOSTS program, and many dreams as well. Each of us was helped along life's road at significant turning points by people who care. The teacher may be a dedicated professional or a community volunteer. No matter, the goal is the same—making a better life for students who, but for those efforts would find themselves unfairly penalized.

Therefore, I most earnestly and respectfully ask you, Chairman Morris and members of the Ways and Means Committee, to find the resources to continue funding a demonstrated, successful early intervention services such as the Emporia's HOSTS program so that more students across the state will meet or exceed Kansas standards.