

MINUTES OF THE SENATE COMMERCE COMMITTEE

The meeting was called to order by Chairperson Nick Jordan at 8:30 A.M. on February 9, 2006 in Room 123-S of the Capitol.

All members were present.

Committee staff present:

Kathie Sparks, Kansas Legislative Research Department
Helen Pedigo, Revisor of Statutes
Jackie Lunn, Committee Secretary

Conferees appearing before the committee:

Mike Keller-Chief of Police-Wellington, KS
Daryl Garrison-Program Specialist USD 500
Mim Wilkey-Kansas University
Michael Klein-Salvation Army
Joyce Glasscock-Manhattan Boys and Girls Clubs
Kathy Damron-YMCA
Corey Peterson-AGC of Kansas
Patty Clark-Department of Commerce

Others attending:

See attached list.

Chairperson Jordan opened the hearing for **SB 382-Developing responsible youth act** by introducing Senator Laura Kelly to explain the bill. Senator Kelly stated that **SB 382** would create an after school grant program open to local units of government, non-profit agencies and organizations. Senator Kelley explained the bill in detail and presented written documentation from the Nellie Mae Education Foundation. (Attachment 1) Senator Kelly mentioned the after school programs and funding in California. She also stated in Kansas there was a network for after school programs in place and we would not be starting from scratch. In closing, Senator Kelly referred to a quote from the Topeka Capitol Journal kids column. The question was "what is your favorite after school hang out and why". The response was "my house, we have a lot of video games and we can do whatever we like".

Chairperson Jordan introduced Mike Keller, Chief of Police, Wellington, Kansas to give his testimony as a proponent for **SB382**. Chief Keller offered written testimony. (Attachment 2) Chief Keller stated in his experience most crimes involving middle school youth happen after the last school bell rings and before parents get home from work which would be from 3:00 p.m. to 6:00 p.m. Keeping kids safe and supervised during these after school hours not only protects their welfare, but also the entire community. Chief Keller also stated prevention is always better than punishment. If we can keep Kansas kids out of trouble and better prepare them for school, and better prepare them for work in the process, then everyone benefits. These after school programs would help do that. In closing Chief Keller urged the Committee to recognize the need for after school programs, to be champions for Kansas youth, and to support this workforce development bill.

Next Chairperson Jordan introduced Daryl Garrison, Program Specialist with USD 500, Kansas City, Kansas Public Schools, to give his testimony as a proponent for **SB 382**. Mr. Garrison presented written testimony. (Attachment 3) Mr. Garrison gave an overview of a program he was involved in called "Kids Zone", a before and after school program and also a summer program. This program employs youth workers, gaining experience in the positions of Teacher assistants, Program aids, Recreational aids, Office Assistants, Assistant Group Leader, Building Maintenance Assistant, Grounds Maintenance Assistant. The youth workers are recruited to participate in on-going training, mentoring and academic tutoring programs. They also must maintain an above C average overall in their school grades. In closing Mr. Garrison stated in the KidZone program, the youth get to experience the energy and enthusiasm of so many brand new workers. Many of us have had the same experience of guiding new young workers and helping them set and follow standards of working behavior and watch them succeed. In closing he stated this program has been a very successful program.

Chairperson Jordan introduced Mim Wilkey, Technical Assistance Coordinator for the Kansas Enrichment

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Network, to give her testimony as a proponent for **SB 382**. Ms. Wilkey offered written testimony. (Attachment 4) Ms. Wilkey stated for the past 8 years, she had provided training and technical assistance to the employees of after school programs all across the state. This work is sponsored by the Kansas Enrichment Network (sometimes called KEN), a collaborative of 60 agencies and organizations in Kansas that provide resources and training for all after school programs. She stated that middle school is the prime time to guide youth into successful educational, physical activity and vocational habits. Middle school youth need after school programs. In closing, she stated by recognizing the energy and enthusiasm in our youth and guiding them academically, vocationally and with life-long physical health, Kansas will produce the strongest workforce for our future.

Chairperson Jordan introduced Michael Klein Government Relations Director for the Salvation Army Kansas and Western Missouri Division, to give his testimony as a proponent for **SB 382**. Mr. Klein offered written testimony. (Attachment 5) Mr. Klein stated the Salvation Army has multiple programs for youth and welcomes this opportunity to provide special and focused programs for grades 6,7,8, & 9. **SB 382** will help connect knowledge, job enhancements, good health and fitness activities, support of mentoring along with values and responsible behavior. It will also encourage young people to develop roots in Kansas that will keep them in Kansas as productive and tax paying citizens. The Salvation Army through these enhancements will increase the young people's interest in school, promote personal and civic responsibility, increase their multi cultural awareness and foster intergenerational relationships within the wider community. In closing Mr. Klein asked the Committee for favorable consideration of this important bill for Kansas youth.

Chairperson Jordan introduced Joyce Glasscock, Executive Director, Boys and Girls Clubs of Manhattan to give her testimony as a proponent for **SB 382**. Ms. Glasscock offered written testimony. (Attachment 6) Ms. Glasscock stated that the Boys and Girls Clubs of Manhattan are constantly seeking available funds to support their youth development programs for children and youth in the Manhattan and Ogden areas. She stated in Manhattan they received a grant last year to support extended learning opportunities in before and after school programs at Northview Elementary. This program has been very successful and they have been approached recently by a counselor of their middle schools about developing school based, after school programs for their 7th and 8th graders. Funds that would evolve as a result of **SB 382** would perfectly address this need. The bill's 3 year award would provide longer-term stability to increase a program's likely success.

Chairperson Jordan introduced Kathy Damron representing the YMCA to give her testimony as a proponent for **SB 382**. Ms. Damron offered written testimony. (Attachment 7) Ms. Damron stated that After school programs in Kansas are an important component in helping young Kansans and their families develop important life skills. When funded and implemented properly, these programs are much more than just supervised settings for school aged youth, they are programs which develop lifelong skills for employment, personal health, academic advancement and character development. The YMCA has after school programs nationwide. Unfortunately, in our state and others, the funding is a barrier to reaching more children. This bill would be an investment in helping providers meet the common goals and objectives in building strong kids, strong families and strong communities. Ms. Damron suggested one thing to enhance the bill is to make the program applicable to programs offered to individuals who are in the 5th grade, in addition to the grades listed in Section 5. Some Kansas school districts have learning centers which group 5th graders with 6th graders and as such it would make this bill more beneficial without adding to the cost of the proposal. In closing, Ms. Damron encouraged the Committee to give thoughtful consideration and support **SB 382**.

Chairperson Jordan introduced Corey Peterson representing the Associated General Contractors of Kansas to give his testimony as a proponent for **SB 382**. Mr. Peterson presented written testimony. (Attachment 8) Mr. Peterson stated the AGC of Kansas recently formed a partnership with the Kansas Contractors Association and the National Association of Women in Construction called the Kansas Construction Careers Coalition to address industry workforce development needs. Members and staff of these three partners along with the instructor and students of the AGC high school program at Wichita East, have been providing after school instruction as part of the YMCA program at three Wichita middle schools. This 8 week program features hands on exercises that provide learning opportunities and insight to career options that would not have otherwise been available. Kids in these programs are having fun, but learning, maybe without even realizing it. In addition to these exercises, industry members also talked about the importance of developing employment skills and the career opportunities that are available in construction. Their eyes were opened to

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opportunities that they may have otherwise never learned about. In closing he stated these programs provide opportunities for all children, including those that may be considered "at risk". These programs provide a safe environment for those who have no where else to go after school. After school programs provide this, with a bonus of unique opportunities for learning. He respectfully requested the Committee to recommend **SB 382** for passage.

Chairperson Jordan introduced Patty Clark with the Department of Commerce to give her testimony as a proponent for **SB 382**. Ms. Clark presented written testimony. (Attachment 9) Ms. Clark stated the Developing Responsible Youth Act will merge after school learning with basic job-skills training, physical fitness and academic enhancement. Investment in after school learning opportunities has shown improved academic performance, enhanced preparation to enter both post-secondary education and the marketplace and decreases criminal and risky behavior by our younger populations. In closing, she stated that the Commerce Department is excited to have the opportunity to enhance lifelong skills and habits for the children.

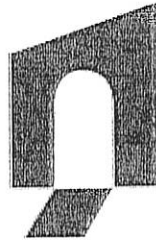
Following the testimonies of proponents for **SB 382** the Committee discussed the bill. Senator Reitz entered the discussion stating he feels strongly that programs are needed for children after school and is in favor of this bill. Senator Barone entered the discussion asking Ms. Clark what the definition of values education is. Senator Schodorf entered the discussion stating values education is a planned curriculum based on characteristics that promote good working skills, integrity, honesty and that kind of thing. Senator Brownlee entered the discussion asking Ms. Mim to tell about the Kansas Enrichment Network. Ms. Mims stated it was made up of organizations around the state that serve after school programs. It's private and they invite partners. They share resources and have training available for after school programs. Chairperson Brownlee stated there are several after school programs around the state and she would like for the programs in the state to collaborate into one network. The Committee agreed with Senator Brownlee.

Chairperson Jordan called the Committee's attention to written testimony of the following proponents; Gary Brunk, Kansas Action for Children; (Attachment 10) Michael Meadors, Johnson County Parks and Recreation District; (Attachment 11) Judy Moler, KAC; (Attachment 12) and Gary Daniels, SRS. (Attachment 13)

Chairperson Jordan stated he would like for the group of proponents to help the Committee figure out the best way to help all the programs around the state for after school. Senator Kelly entered the discussion thanking everyone for coming in support of this bill and stating she would also like to have a way to coordinate the funding for these programs around the state but would not want that to stand in the way of getting this bill passed out of the Committee.

Chairperson Jordan announced there would be a change in the agenda for tomorrow. The Committee would have a hearing on **SB 518—Payment of compensation; payment methods; electronic transfer, electronic deposit, payroll card.**

Chairperson Jordan adjourned the meeting at 9:30 a.m. with the next meeting scheduled for tomorrow, Friday, February 10, 2006 at 8:30 a.m. in room 123S.



Nellie Mae
Education
Foundation

Opening Doors to Tomorrow

CRITICAL HOURS: Afterschool Programs and Educational Success

— Highlights Sheet —

Report Background

The Nellie Mae Education Foundation commissioned noted expert Dr. Beth M. Miller to synthesize information currently available from studies of afterschool programs and offer conclusions based on her assessment. The result, *Critical Hours: Afterschool Programs and Educational Success*, pays special attention to the effects of afterschool programs on the academic achievement and overall development of middle school students.

Dr. Miller's analysis is intended to serve as a resource to anyone interested in knowing why and how afterschool programs work, stimulate dialogue among parents, educators, policymakers, and public officials, and help providers think about ways to improve their program models.

Major Conclusions

- Quality programs can markedly increase engagement in learning by providing students with opportunities for personal attention from adults, a peer group with positive aspirations, and hands-on activities that hold students' interest and develop their skills and sense of competence. Schools often have difficulty providing these types of opportunities, yet research indicates they are critical to long-term academic success.
- Students who are engaged in learning behave better in school, have better work habits, higher educational aspirations, improved attitudes toward school, a greater sense of belonging in the community, and better relationships with parents.
- Young people aren't the only ones to benefit. Afterschool programs have been referred to as "the new neighborhood." Positive effects extend to families, employers and communities. Research indicates that investments in afterschool programs for youth are likely to have benefits that far outweigh the cost.

Examples of Research Referenced in *Critical Hours*

Students who lack adult supervision after school are at greater risk.

- For example, researchers from the University of Southern Illinois and University of Chicago found that middle school students who spend three or more hours home alone during out-of-school time are significantly more likely to use drugs and alcohol, have high levels of stress and anger, experience more depression and behavior problems, possess lower self-esteem, and perform less well academically.

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Students who participate in extracurricular activities and community service have higher academic achievement. These findings hold even when other factors that affect school success are taken into consideration.

- A study by Camp found that extracurricular activities are more strongly linked to academic outcomes than study habits, family background or academic ability.
- A number of studies comparing different types of activities have found that participation in voluntary structured activities is linked to less involvement in risky behaviors, higher developmental assets, and increased student performance.
- In one study of 500 6th-12th graders, Cooper found that time spent in structured groups, doing homework and extracurricular activities was positively associated with higher grades and test scores, even after controlling for the effects of student background characteristics like ethnicity, income, gender, and grade level.

Students who attend afterschool programs are more engaged in learning

- In a study by Cornell University, compared to a group of over 250,000 students in grades 5-12, participants in New York's 4-H program showed stronger motivation to achieve, higher educational aspirations, greater capacity to develop friendships, and a higher level of interaction and communication with adults.
- Middle school students in Texas afterschool programs reported statistically significant increases in their connections to caring adults, the belief that being able to work with others is important, and their ability to work out conflicts.
- A study of low-income students in 3rd through 5th grade by Vandell and her colleagues found that over the course of just one year, participants improved their classroom work habits and school attendance, and had fewer problem behaviors than children in a comparison group.
- A long-term study of effective youth programs led by Heath and McLaughlin found that youth who stayed in programs for more than two years reported increased self-control and self-respect, less involvement with crime and violence, and greater hope and higher expectations for their future.

Increased engagement in learning can result in higher academic performance

- Eighty-three percent of the 18,000 students in the LA's BEST program indicated they liked school more as a result of program participation. After the second year of the program, students' grade point averages in math, science, social studies, reading, and writing increased from between 24% and 32%.
- An evaluation of the San Francisco Beacons Centers, which serve middle school students, found that participants with high attendance in the programs showed significant improvement in math and reading scores on standardized tests.
- An evaluation of participants in North Carolina's Support Our Students program for middle school students found that students who participated in both years the program was offered increased their reading and mathematics scores on the state's End-of-Grade tests. In addition, the percentage of second year participants working above grade level increased, and the percentage of participating students who passed their courses increased in every subject.

Afterschool programs have a special role to play in reducing racial and income achievement gaps.

- Research by Clark and others indicates that achievement differentials are due in large part to differences in the number of hours young people spend in constructive and enrichment activities outside of school.
- Programs can provide access to a wide range of enrichment opportunities. Afterschool programs can also help to ameliorate other factors that contribute to poor achievement, including low expectations by teachers and alienation from school.
- A national survey of 10th graders found that students from high-income families were twice as likely to spend 5 or more hours per week in extracurricular activities as students in lower income families. Students who spent time in extracurricular activities were 6 times less likely to drop out of school by senior year; 2 times less likely to be arrested by senior year; and about 75% less likely to smoke cigarettes or use drugs.
- According to researchers such as Heath who have observed effective youth programs, afterschool programs can create space for young people to reflect on society, acknowledge issues like racism in a pro-active context, and build the skills needed to counteract social problems.
- Successful youth programs, especially those serving low-income youth, can reduce the achievement gap by creating a "border zone," a space where family, neighborhood and school norms and values are integrated. Heath and others have observed that such programs help youth find pathways that strengthen their identities and enable them to reach long-term goals.

About the Nellie Mae Education Foundation

Based in Quincy, Massachusetts, the Nellie Mae Education Foundation is the largest philanthropy in New England that focuses exclusively on promoting access, quality and effectiveness of education. Established in 1998, the Foundation provides grants and other support to education programs in New England that are designed to improve low-income and underserved students' academic achievement and access to higher education.

The Foundation also funds research that examines critical educational opportunity issues affecting underserved students, adults and families. It convenes educators, policymakers and community members to discuss and influence pivotal education issues. Since 1998, the Foundation has awarded \$33 million in grants and support to education programs in the region.

For more information and to download copies of the *Critical Hours Executive Summary* or the full report, please visit www.nmefdn.org or contact Sharon Davis at (781) 348-4257. Research cited in this summary is available in the full report.

About the Author

Beth M. Miller is an independent consultant and Senior Research Advisor to the National Institute on Out-of-School Time at the Center for Research on Women at Wellesley College, where she also served as Research Director from 1993-2000. Her experience as a program evaluator spans nearly twenty years and has provided her with firsthand exposure to hundreds of educational, child care, and social service programs across the United States.

Testimony for Bill 382

Mike Keller

Chief of Police
Wellington Police Department
(620) 326-3331

Good morning. I am Mike Keller, Chief of Police in Wellington, Kansas. This is not the first time that I have been to Topeka to talk about Afterschool programs. Children, juvenile crime and crime prevention is something I know a little about. You see, before I became the Chief of Police, almost four years ago, I was the Vice President of Big Brothers Big Sisters in Sedgwick County. And prior to that, I spent 21 years on the Wichita Police Department. Currently, in addition to my Chief duties, I serve on the Children's Campaign's Law Enforcement Task Force for Afterschool, the Wellington Afterschool Advisory Council, and Big Brothers Big Sisters board of directors in Sumner County.

I am here today because of my belief that Kansas urgently needs afterschool programs that will serve our middle school youth.

1. Youth involved in afterschool programs stay away from crime.

In my experience, most crimes involving middle school youth happen after the last school bell rings and before parents get home from work. That 3:00 to 6:00 p.m. time period. **Keeping kids safe and supervised** during these afterschool hours protects not only their welfare, but also the welfare of the entire community.

Police Chiefs all over the country agree with my observations. According to a national law enforcement leadership survey, that 3:00-6:00 p.m. time period on school days are the peak hours for youth to commit crimes and to become crime victims themselves. They are also more likely during this same time period, to be involved in, or cause a motor vehicle accident, or smoke, or drink, or use other illicit drugs.

Furthermore, nearly 80% of Sheriffs, Prosecutors, and Police Chiefs say that "providing more afterschool programs and educational child care" are the most effective strategies to reduce youth violence. Afterschool programs are more important, they say, more important than prosecuting more juveniles as adults or hiring more police officers. (*Fight Crime – Invest in Kids*)

2. Afterschool programs are good for everyone

Personally, I think prevention is always better than punishment. If we can keep Kansas kids out of trouble – and **better prepare them for school, and better prepare them for work** in the process – then everybody benefits."

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According to national research, quality afterschool programs help reduce spending for juvenile justice and social services because these programs reduce juvenile crime rates. But youth in afterschool programs, won't just stay out of trouble: They will be more likely to excel. The more workforce skills youth learn, the more likely they are to attend school regularly, to continue to develop skills, and to graduate from high school.

We all know that money is tight. Providing our youth, our future workforce, with afterschool programs is an investment in our state's most valuable resource, our children. And as an advisory board member of the Wellington Afterschool program, I am absolutely certain that **working parents rely on afterschool programs, for safety, and for developing career skills.**

Once again, national research proves that my experience in Wellington is not out of the ordinary. According to a national poll conducted by the Afterschool Alliance, 80% of voters agree that afterschool programs are an absolute necessity.

I urge you to recognize the need for afterschool programs, to be champions for Kansas youth, and to support this workforce development bill. Thank you.

Daryel Garrison
Program Specialist
USD 500 Kansas City, Kansas Public Schools
(913) 449-7492

Credentials – Director of “ Kids Zone” Before/After School & Summer Programs. Board Member, (NYSP0, National Youth Summer Program, Kansas City, Kansas Community College, Summer Program Coordinator, Work force Investment Act, Department of Commerce, Certified Teacher (K-12) with 5 years teaching experience at the elementary level, Kansas City, Kansas Public Schools, Education Administrator, 16 years USP Leavenworth, Kansas, Federal Bureau of Prisons

My main areas of focus today are:

My experience employing youth in grades 6th-9th in our elementary afterschool and summer program called Kidzone.

The process we use to employ these youth.

The success we see.

My experience: Over the last three years, Kidzone has employed over 140 youth workers, gaining work experience in the positions of Teacher assistants, Program aids, Recreational aids, Office Assistants, Assistant Group Leader, Building Maintenance Assistant, Grounds Maintenance Assistant.

How it works.

The youth workers are recruited by the Department of Commerce, WIA program, in collaboration with the KCK Public Housing Authority staff and KCK Public School staff.

After some students are interviewed and processed through WIA for income verification and eligibility, they are placed in work experience, tutoring, and mentoring programs. Other youth who are determined ineligible under the WIA program may be hired directly by one of our community partners. The youth are placed in the after school work, tutoring and mentoring programs.

The Youth workers that are placed in Kidzone are required to participate in on-going training, mentoring and academic tutoring programs in order to maintain their employment. Once per quarter the students' grades are printed and reviewed by the staff mentor to ensure that the students stay on point with their academic goals. Our academic goals for the student are to maintain an above C average overall. Youth are not allowed to work if they are not in attendance at school for any reason.

Here are a few of the benefits to our youth workers:

We are able to teach and expose the youth worker to entry-level job readiness skills.

We are able to teach the values of quality work and being a dependable employee.

They learn the importance of staying in school to get the most of their education to apply it to life skills for a better job.

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Mentored by an adult in a career that might be of interest to them in the future.

Open their eyes to future options that they might not otherwise have the opportunity find if they were on their own.

Develop a work ethic that will translate into educational success and career opportunities.

And the importance of being compensated for working a legitimate job

In our program, we get to experience the energy and enthusiasm of so many brand new workers. Many of you have had the same experience of guiding new young workers – helping them set and follow standards of working behavior (call it values if you want) and watching them succeed. This is mentoring. This is one good way of teaching employment skills and behaviors. In my experience, it works.

Mim Wilkey
Technical Assistance Coordinator
Kansas Enrichment Network
316-219-9622 ext. 258

Good morning. I am Mim Wilkey, and for the past 12 years I have been working with more than 6,000 middle school youth as the Community Development Director at the Wichita YMCA. I work with the After School Program in 15 Wichita middle schools, served on the National Youth Sports Program Advisory Board at Wichita State University, serve as chair of the Health & Wellness Coalition in Wichita, and also chair Wichita's Youth Activity Advancement Alliance, which coordinates all out of school programs for ages 11 to 18. Also, I am proud to serve on the Steering Committee for MENTOR (The National Mentoring Partnership) for Quality Elements.

For the past 8 years, I have provided training and technical assistance to the employees of afterschool programs all across the state. This work is sponsored by the Kansas Enrichment Network (sometimes called KEN), a collaborative of 60 agencies and organizations in Kansas that provide resources and training for all afterschool programs. I am the Technical Assistance Coordinator for KEN.

This morning I have 2 points.

Middle school is the prime time to guide youth into successful educational, physical activity and vocational habits.
Middle school youth (grades 6 -9) need afterschool programs.

Point one: Youth development experts make it clear that while youth in grades 6-9 mature mentally, physically and emotionally at different rates, no one doubts that massive changes occur during these years. If you have lived with one, you have experienced it.

This is the most important time for these youth to make life decisions, but we leave them in a vacuum.

Educationally:

Youth lose connectedness to education

Academic rigor diminishes. Students are not expected to push themselves but are expected to perform academically largely on their own. There is an academic stop gap between elementary and high school where academic tutoring and academic enhancement fit perfectly. This "stop gap" is called middle school.

Physically:

Physical activity decreases - recess no longer exists, more time by themselves at home and sports activities/teams are limited to just a few participants.

Physical changes reduce self confidence (picture gym class locker room) which limits what activities they will participate in.

All of these changes happen at a time when youth are faced with so many choices and when they are forming life-long habits for physical activity.

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Vocationally:

Middle level youth are in an exploratory phase of their lives.

They are fearless and have the energy to develop new skills.

They are curious about their future and want to try anything to get the advantage.

Their eyes are wide open to the opportunity but they have no idea how to reach those employment goals

To fail to use these middle school years guiding our youth in pre-vocational-employment exploration, skills, and options is to fail our Kansas youth.

Point two: The need for afterschool programming at this age. Middle school youth too often are left to fend for themselves because they are too old for a baby-sitter and too young for a job. Many of them end up on the street with nothing to do or in front of a television or computer in a vegetative state. As Chief Keller has stated before, this is also the high crime time for this age group.

Middle school youth need this time to be filled with options that appeal to their interests and life-long dreams. They need the guidance that helps them see opportunities that will in the long run, benefit their lives and the lives of their families. As Mr. Garrison has stated, mentoring youth at this age leads to a successful employee and a stronger workforce.

By recognizing the energy and enthusiasm in our youth and guiding them academically, vocationally and with life-long physical health, Kansas will produce the strongest workforce for our future.



GOVERNMENT RELATIONS
TESTIMONY SB 382
February 9, 2006

Thank you Mr. Chairman and members of the Senate Commerce Committee for this opportunity to provide testimony in support of SB 382--*Developing Responsible Youth Act*. My name is Michael Klein, Divisional Government Relations Director for The Salvation Army Kansas and Western Missouri Division. The Salvation Army is among the largest faith-based social services agencies in Kansas providing multiple family-support programs for individuals, families and children.

The Salvation Army works in partnerships with the state, businesses and other community and faith-based agencies to efficiently utilize limited funds that assist families and others find affordable and quality after school programs. SB 382 will strengthen and increase access to existing afterschool programs by establishing a designated public funding stream.

The Salvation Army has multiple programs for youth and lauds this opportunity to provide special and focused programs for grades 6,7,8 & 9. The developing responsible youth act will help connect knowledge, job enhancements, good health and fitness activities, support of mentoring along with values and responsible behavior.

A big order but is achievable through incremental successes that this bill sets in motion. It also leads to young people developing roots in Kansas that will keep them in Kansas as productive and tax paying citizens.

This is a community challenge that will require state, business and faith and community based agencies working together.

The Salvation Army through these enhancements will increase the young people's interest in school, promote personal and civic responsibility, increase their multicultural awareness and foster intergenerational relationships within the wider community.

Thank you for your favorable consideration of this important bill for Kansas youth.

Prepared by A. Michael Klein, ACSW, LCSW, Divisional Government Relations Director, work:816-285-2796, home: 913-338-0534, email: mike_klein@usc.salvationarmy.org

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Senate Commerce Committee
Testimony on SB 382
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From Joyce Glasscock
Executive Director
Boys & Girls Clubs of Manhattan

Thank you for the opportunity to testify today in support of SB 382.

As the Executive Director of the Boys & Girls Clubs of Manhattan, we are constantly seeking available funds to support our youth development programs for children and youth in the Manhattan and Ogden area. Our Club was one of three Boys & Girls Clubs in Kansas that received a grant from funds appropriated last session by the Kansas legislature for after-school programs.

In Manhattan, we are using that grant to support extended learning opportunities in before- and after-school programs at Northview Elementary. Those funds help pay for personnel and supplemental educational supplies, such as educational games and books. We chose Northview Elementary for this grant because the school's standardized test scores consistently fall below the state average, and its 2005 reading scores actually dropped from its 2004 and 2003 levels. Our hope is that the extended learning day, with intensified tutoring and mentoring opportunities offered collaboratively by the Club and school, will benefit academic achievement for children who attend Northview.

The Boys and Girls Clubs in the Kansas Alliance supported the effort last session to direct funds to after-school programs and, likewise this session, support SB 382. Its proposed 3-year award would provide longer-term stability to increase a program's likely success. Its emphasis on 6th through 9th grade addresses an age group that often is overlooked. Too often, kids at this age go home after school to an empty house with no adult supervision. These are the hours when kids are most likely to be the victim of a crime, commit a crime or engage in drug and alcohol use, or other risky behaviors. Youth this age would benefit tremendously by programs that complement the school day by focusing on:

Pre-vocational skills
Lifetime physical fitness activities
Academic tutoring
Values education; and
Mentoring.

Our Club has been approached recently by the counselor at one of our middle schools about developing school-based, after-school programs for their 7th and 8th graders that would keep them engaged in positive activities. Funds that might evolve as a result of SB 382 would perfectly address this need.

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Testimony in Support of Senate Bill 382
Senate Commerce Committee, February 9, 2006

Chairman Brownlee, Chairman Jordan and members of the Commerce Committee:

I am Kathy Damron appearing before you this morning on behalf of the YMCAs of Kansas in support of Senate Bill 382, implementing the developing responsible youth act.

After-school programs in Kansas are an important component in helping young Kansans and their families develop important life skills. When funded and implemented properly, these programs are much more than just supervised settings for school-aged youth.

Rather, they are exactly what is described in Section 2 of the bill – programs which develop lifelong skills for employment, personal health, academic advancement and character development.

We have these “deliverables” at the core of the after-school programs developed by and for the YMCAs nationwide. What, unfortunately, often stands as a barrier to reaching more children in our state and others is cost or a lack of funding.

That is why this proposed grant program would be so beneficial to young Kansans and they state they will hopefully continue to call home. It is a modest, yet important investment in helping providers meet the common goals and objectives in building strong kids, strong families and strong communities.

Kansas YMCAs serve more than 90,000 members each year. No one is denied access to YMCA programs and services due to financial difficulties. Scholarships are made available to those in need.

Collectively, YMCAs are the nation’s largest provider of child care serving more than 13,000 children in Kansas each year. Another 61,000 youth under the age of 18 are participating in a variety of youth development programs such as after-school, camping and youth sports.

YMCAs from Pittsburg, McPherson, Wichita/Sedgwick County area, the Kansas City area, Topeka, Hutchinson, Garden City, Atchison, and Salina offer a variety of after-school programs. These programs are providing young Kansans with the opportunity to enhance their leadership skills and engage with positive adult mentors.

The one suggestion that might enhance the bill is to make the program applicable to programs offered to individuals who are in fifth grade, in addition to the grades listed in Section 5. Some Kansas school districts have learning centers which group fifth graders with sixth grade and as such it would make this bill more beneficial without adding to the cost of the proposal. As written, the grants would be awarded based on guidelines established by the Secretary of Commerce. Amending the bill in this fashion would give the state appropriate flexibility in tailoring grant awards to those programs most deserving, based on local community providers and school attendance centers.

Thank you, members of the committee, for hearing this bill and we would encourage you to give thoughtful consideration and support for SB 382.

Kathy Damron
785-235-2525

Senate Commerce Committee
February 9, 2006
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Building a Better Kansas Since 1934
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**TESTIMONY OF
ASSOCIATED GENERAL CONTRACTORS OF KANSAS
BEFORE SENATE COMMITTEE ON COMMERCE
SB 382**

February 9, 2006

By Corey D Peterson, Associated General Contractors of Kansas, Inc.

Madam Chairman, Mister Chairmen and members of the committee, my name is Corey D Peterson. I stand before you today not only as Executive Vice President of the Associated General Contractors of Kansas, Inc., but as a parent as well. The AGC of Kansas is a trade association representing the commercial building construction industry, including general contractors, subcontractors and suppliers throughout Kansas (with the exception of Johnson and Wyandotte counties). I am the parent of three wonderful daughters.

The AGC of Kansas supports Senate Bill 382 and requests that you report it favorably for passage as introduced. I, as a parent, urge your support for the bill as well.

Developing the future workforce has been a top priority for AGC of Kansas for several years. Demographics show that the construction industry will be losing a significant portion of its skilled workforce in the next 10 years due to retirement. While our industry realizes this is looming and is trying desperately to prepare for it, it also recognizes the challenges ahead.

AGC understands we face an up-hill battle in bringing young people into our industry. There has been a stigma attached to construction that it is not a good place to have a career. Parents, teachers, counselors, administrators all need to be convinced there are rewarding career opportunities in construction. AGC is trying to address this at every level. For several years we have had programs in high schools, two year colleges and four year universities.

However, we fully understand that in order to be successful in changing the perception of our industry, we must begin prior to high school. To accomplish this, our efforts have focused on "after school" programs in elementary and middle schools.

AGC of Kansas recently formed a partnership with the Kansas Contractors Association and the National Association of Women in Construction called the Kansas Construction Careers Coalition (KC3) to address industry workforce development needs. Members and staff of these three partners, along with the instructor and students of the AGC high school program at Wichita East, have been providing after school instruction as part of the YMCA program at three Wichita middle schools (Jardine, Curtis and Mayberry).

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This 8-week program features fun, hands on exercises that provide learning opportunities and insight to career options that would not have otherwise been available. Kids in these programs are having fun, but learning, maybe without even realizing it.

Examples of what is being provided by our members in these after school programs include the following:

- Introduction to construction materials (kids get to use hammers and screw guns)
- Building Structures (discussions and exercises to learn what buildings are made of)
- Field trips to job sites
- Design and Construction (kids learned how to use tape measures, read architect drawings, etc.)
- Highway related construction
 - Importance of infrastructure (roads, highways, bridges, sewers, water, etc)
 - Materials (included a visit to a testing lab – kids made miniature concrete cylinders which were then tested for strength)
- Utilities (kids drew a house and constructed water tower out of Styrofoam cups and straws – showing how gravity is used to run water from a water tower to homes)
- Electrical and Mechanical (learned how electrical and plumbing went into a wall – hands on exercise with conduit, plastic pipe, etc.)

In addition to these fun exercises, industry members also talked about the importance of developing employment skills and the career opportunities that are available in construction (including how much money can be earned). They learned what it meant to be a carpenter, electrician, plumber, etc....or a general contractor, architect or engineer...or an employee, supervisor or business owner. Their eyes were opened to opportunities that they may have otherwise never learned about.

At the end of the program, kids received t-shirts and certificates of completion.

I am also testifying as a parent. I have been blessed with three daughters and have witnessed first hand the value of afterschool programs. My daughters all participated in the Prime Time (YMCA) program at Jay Shideler Elementary here in Topeka. It was a great experience for them and my wife and I are grateful it was available.

Like many parents today, both my wife and I have careers out of the house. After school time poses a real problem for working parents, even more so for working single parents. These after school programs are a godsend in that they provide a safe and supervised environment for kids to have fun, be with friends...and learn.

In closing, a very important point that should not be overlooked is that these programs provide opportunities for **all** children, including those that may be considered “at risk.” These programs provide a safe environment to those that may no where else to go after school. Afterschool programs provide this, with a bonus of unique opportunities for learning.

The AGC of Kansas ...and I...**respectfully request that you recommend SB 382 for passage.** Thank you for your consideration.

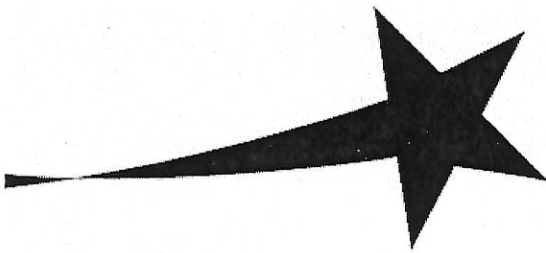
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KANSAS
DEPARTMENT OF COMMERCE

Howard R. Fricke, Secretary



Testimony on SB 382

Senate Commerce Committee

February 9, 2006



For more information on this topic contact:
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www.kansascommerce.com Senate Commerce Committee

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9-1

Good morning Co-Chairs Brownlee, Jordan and members of the Committee. I am Patty Clark with the Kansas Department of Commerce and we appreciate the opportunity to express our support for SB 382 – the Developing Responsible Youth Act.

As you are aware, this program would be housed in the Department of Commerce and Governor Sebelius has included in her FY 2007 budget \$1.25 million for this after-school grant program. These dollars would be added to the Department's budget from the State General Fund I (\$750,000) and the Children's Initiative Fund (\$500,000).

The Developing Responsible Youth program will merge after-school learning with basic job-skills training, physical fitness and academic enhancement. The outcomes of this investment have been clearly demonstrated in other states that have implemented similar programs. Investment in after-school learning opportunities has shown improved academic performance, enhanced preparation to enter both post-secondary education and the marketplace, and decreased criminal and risky behavior by our younger populations. After-school programs have also demonstrated improved work performance by parents of the enrolled youth because they have confidence their children are in a supervised learning environment in the hours between the end of school and the time working parents return home. This is a win for the children, a win for the parents, and less of a tax burden on the state than correctional and behavior modification programs. In short – it gives children a constructive and instructive use of their after-school hours.

Commerce staff have begun to discuss design and implementation of this program should SB 382 be passed, funded and placed in our department. Our approach will be to deliver a program that provides pre-vocational skills training, enhances health through physical fitness programs, provides a safe and instructional environment, and establishes a set of metrics by which to measure achievement, both in the individuals involved and in the program. We are excited to have this opportunity to enhance lifelong skills and habits for the children of Kansas.

I am happy to answer questions at this time.

February 9, 2006

To: Senate Commerce Committee
From: Gary Brunk
Re: Senate Bill 382

Kansas Action for Children strongly supports enactment of Senate Bill 382.

The role afterschool programs play in keeping children and youth safe is widely understood. Less understood are the contributions that quality afterschool programs make to pre-vocational training, academic success, physical health and fitness and values development.

Children and youth certainly need safe places to be, but they also need help acquiring the skills and lifelong habits that will prepare them to be part of the workforce and to be engaged and contributing citizens. To be competitive in the global knowledge-based economy, our country's most important asset will be the quality of our human resources. The nations that will be most successful will be the ones that do the best job of making sure children and youth have the opportunity to nurture those assets.

In recent years there has been a good deal of attention given to the developmental importance of a child's younger years. This attention is appropriate, but we should not lose sight of children in the middle grades. During the often-neglected age-span when they are in grades six to nine, children are developing attitudes and making choices that can have lifelong impacts. In this critical period it is important to be able to involve children in constructive activities that help foster engaged and positive attitudes about learning, vocation and community.

The great virtue of this legislation is that it recognizes the importance of children's middle school years and builds on the value of quality afterschool programs for workforce development and healthy lifelong habits. For those reasons we ask that you support Senate Bill 382.

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TESTIMONY BEFORE THE SENATE COMMERCE COMMITTEE
ON THE DEVELOPING RESPONSIBLE YOUTH ACT
2006 SB 382

Michael Meadors, Director of Parks and Recreation
Johnson County Park and Recreation District
February 9, 2006

As the director of the largest park and recreation agency in Kansas and one of the largest child care providers in Johnson County, I wish to make known this agency's support, as well as my personal support, for SB 382.

A number of years ago, Fram Oil Filters aired a commercial that I am sure many of you recall. The key message, as a mechanic held up a \$2.50 oil filter, was "pay me now or pay me later." He referenced the cost of preventing engine problems now versus the delayed costs of hundreds if not thousands of dollars needed later for engine repair if preventive measures weren't taken.

I believe we as a society have a responsibility to invest in our youth today (PREVENTION NOW) in an effort to begin minimizing, if not eliminating, the costs associated with mental health counseling, drug and alcohol treatment or, worse yet, incarceration (REPAIR LATER).

Studies show that the period of time in which our teenage youth are most likely to become victims of foul play is from 3:00 to 7:00 p.m.—that time immediately after school until early evening. I am in no way suggesting that without after-school programs like the ones suggested in this bill all our youth will fall victim to the problems of our streets – gangs, drugs, alcohol, and the like. They aren't all falling into this trap now. But many are, and they are not just children from broken homes or with absent parents. In fact, teenage drug use is higher in affluent families than it is in poor families. Perhaps the high cost of drugs plays a role. Regardless, teenage crime, participation in gangs, and the use of drugs and alcohol do not fit neatly into a particular ethnic or socio-economic profile. They are the truest equal opportunity providers for teens today.

I mentioned in my introduction that Johnson County Park and Recreation District is one of the largest providers of child care in our county. Every day, this fee-supported program serves 1,500 elementary children. Fee funding has been successful for our program because parents of children at this age are more likely to pay the fees to take care of these precious little ones. Agencies like mine limit most of our programs to this age group because we are under the mandate that "users must pay." But what do we do when our children enter middle school or junior high and reach the age where they are even more vulnerable to social pressures? We turn them loose to fend for themselves until we get home.

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My wife and I did that with our four children, because we were confident that they were great kids and wouldn't get into trouble. And after years of child care costs, we didn't need to keep paying! We reasoned that they were young adults now and capable of being responsible. Well, we were lucky, and I hope you were, too. But I know of four families on our block, good families, that haven't been lucky. Drugs, alcohol, gang activities, and a runaway are included in the bunch. Ask any one of the families, all two-parent families, this question: if their children had been afforded an opportunity to participate in a program after school that developed their child's social skills, including peer mentoring, educational tutoring, intramural sports, and lifetime fitness programs, would it have helped their teen? I believe without exception they would say, "Yes, but even if not mine, then certainly someone else's teen."

My figures may be outdated, but a few years ago I heard it costs \$38,000 a year in Kansas to incarcerate a teenager. We can't change the fact that some of our youth require that treatment. But ask any Park and Recreation Department, Boys and Girls Club, or YMCA if they could run a quality after-school teen development program in their community for \$38,000 and they all would say, "ABSOLUTELY." Most would include a satisfaction guarantee and change back!

I urge you to give SB382 your full consideration. By doing so, you are giving the teens of Kansas your full consideration. Thank you for your service to the state and your thoughtful attention to this important issue.



KANSAS
ASSOCIATION OF
COUNTIES

WRITTEN TESTIMONY ON SB 382
Before the Senate Commerce Committee
February 9, 2006

By Judy Moler, General Counsel/Legislative Services Director

Thank you for allowing the Kansas Association of Counties to comment favorably on SB 382. Increased support for healthy and safe communities has been a major part of the Kansas Association of Counties' Policy Statement for over five years. Our policy statement speaks to the importance of the state/local partnership in making this happen.

The Responsible Youth Act would allow for after-school programs for middle school children which will help train these children. These are the children who will serve as our future workers. As Kansans see more and more of their children leave their local communities, this program would bring about training of future workers who could remain in the community where they are trained.

The passage of this bill to fund after school grants is a win for everyone. It is a win for both local and state government; it is a win for local businesses; and it is a definite win for the citizens and the youth of Kansas.

The Kansas Association of Counties urges your passage of SB 382.

The Kansas Association of Counties, an instrumentality of member counties under KSA 19-2690, provides legislative representation, educational and technical services, and a wide range of informational services to its member counties. For information contact Randall Allen or Judy Moler (785) 272-2585.

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Senate Commerce Committee
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Kansas Department of

Social and Rehabilitation Services

Gary Daniels, Secretary

Senate Commerce Committee
February 9, 2006

SB 382 - Responsible Youth Act

Gary J. Daniels, Secretary
785-296-3271

For additional information contact:
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**Kansas Department of Social and Rehabilitation Services
Gary Daniels, Secretary**

February 9, 2006

SB 382 - Responsible Youth Act

SRS supports SB 382 which provides funding to the Department of Commerce for a grant program to establish after-school programs for students enrolled in grades 6-9. Components to be included in these after-school programs include pre-vocational employment skills, lifetime physical fitness activities, academic tutoring and enhancement, values education and mentoring.

After-school programs, also referred to as out-of-school programs, help keep children safe, help working families, and improve academic achievement. A variety of after-school programs have been implemented across the state, providing both short-term and life-long benefits to participants. Parents and students alike consistently agree on the importance of having quality programs where children and youth can go after school. Unfortunately, not all communities have access to these programs, and those that do are not always able to meet the demand.

Working families, both single and two parent families, need help making substitute arrangements for the periods of time their children are alone. Single-parent low-income families face even greater difficulties in making these arrangements. After-school programs are a proven way to reach at-risk youth and keep them on a positive path. After-school programs also help relieve pressures on working parents, enabling them to be more reliable and productive workers. SRS supports targeting at-risk youth with these programs; including children receiving Temporary Assistance to Families.

Quality programs enrich the lives of participants - and by extension, the entire community - by providing services that help children and youth become productive adults. Community based after-school programs can provide one additional support for families and serve as a preventive measure as they provide more positive youth outcomes for participants.

Thank you for the opportunity to support this bill through written testimony. SRS welcomes the opportunity, and is prepared to partner with the Department of Commerce in developing guidelines for this grant program.