

Approved: 2-11-93
Date

MINUTES OF THE HOUSE COMMITTEE ON ECONOMIC DEVELOPMENT.

The meeting was called to order by Chairperson Duane Goossen at 3:30 p.m. on February 9, 1993 in Room 519-S of the Capitol.

All members were present except:

Representative Gary Haulmark
Representative Greg Packer, excused
Representative Forrest Swall, excused

Committee staff present: Lynne Holt, Legislative Research Department
Bob Nugent, Revisor of Statutes
Ellie Luthye, Committee Secretary

Conferees appearing before the committee:

Dr. Charles Krider, Director, Business Research, Kansas University

Others attending: See attached list

The Economic Development Committee met in joint committee with the House Education Committee.

Dr. Charles Krider, Director, Business Research, Institute for Public Policy and Business Research, University of Kansas, presented a report on A Vision For Community Colleges and Area Vocational Schools. He stated firms throughout Kansas are being challenged to become more competitive as a result of broadening global markets, increasing customer sophistication and demand for quality, and rapid technology change and to be competitive firms must focus on improving the productivity and quality of their output with a well educated, trained and skilled work force. (Attachment 1)

Dr. Krider stood for questions from the committees following his report.

The meeting was adjourned at 4:30 p.m.

The next meeting is scheduled for February 10, 1993, in joint session with the House Education Committee.

GUEST LIST

COMMITTEE: House Education & Economic Development

DATE: 2/9/93

NAME (PLEASE PRINT)	ADDRESS	COMPANY/ORGANIZATION
Erin Lutz		Seri. Ec. Dev. Com.
Kathleen Georgan		Joan Wagnon
C. K. Kiser	Lawrence	KU
Dick M. Workman	Topeka	KTC Tech School
Robert W. Thompson	Olathe	Johnson County Arts
Warren L. Richardson	Augusta	Butler Co. Econ. Dev.
Allen Knecht	Colemanville KS	KCOVE
K. J. Knecht	Johnson Co. KS	K.C.O.V.E.
J. L. Bruner	Wichita	MACHINIST UNION
Linda K. Knecht	Topeka	KDHR
Mary T. Day	Topeka	KTS
Merle Lee	Topeka	KAC
Frank W. Knecht	Council Grove	Interna/Wired
Karen Catalano	Lawrence	Interna/Wired
Lisa A. Knecht	Colemanville	SEKs ARTS
Dan Kinney	Cottleville	Cottleville Callcap
Roger Nichols	Wichita	Wichita Public Library
Bob Kelly	Topeka	KICA
Harold (Pit)	Topeka	SEK/ISA
Barbara Cole	Topeka	KNEA
Jack T. Wagon	Topeka	KNEA
Bruce Corden	Topeka	Kansas APA
John K. Knecht	Topeka	Riverside KSC

INSTITUTE FOR PUBLIC POLICY AND BUSINESS RESEARCH
UNIVERSITY OF KANSAS

RESTRUCTURING THE PROFESSIONAL TECHNICAL TRAINING SYSTEM
IN KANSAS

Testimony by

Charles E. Krider
Professor of Business
Director of Business Research

Prepared for the

House Education and Economic Development Committees

Anthony Redwood
Professor of Business and Executive Director

February 9, 1993

February 9, 1993
Joint Meeting
Education & Economic
Development
Attachment 1

INTRODUCTION

- Firms throughout Kansas and across the nation are being challenged to become more competitive as a result of broadening global markets, increasing customer sophistication and demand for quality, and rapid technology change. To be competitive, firms must focus on improving the productivity and quality of their output, and this depends on a well educated, trained, and skilled work force.
- Accordingly, goal #2 of the recently formulated Kansas Inc. strategy for economic development is to "ensure that Kansas has a high skilled work force that is internationally competitive". Accomplishing this goal will require a restructuring of our educational system.
- As articulated by Kansas Inc., what is needed is a "coordinated, seamless system of secondary and post-secondary education that guides the development of strong work place skills and competencies". In a coordinated, seamless system, students will be able to easily progress through educational institutions without unnecessary duplication of loss of credit. Students will be able to exit and easily re-enter the system, and they will be able to move up and down the educational ladder with ease i.e. from an AVTS to a community college and vice versa, from a community college to a Regents university and back.
- The purpose of my testimony is not to set forth the details of how to successfully restructure our system, rather to set forth the broader policy directions that should be followed, particularly as they relate to the non-college bound (approximately 70% of today's high school graduates).
- Upon graduating from high school, a student has basically three options: attending a four year college, attending a vocational technical school, or going directly into the world of work.
- While we do a good job in preparing those high school graduates that choose to go on to a four year college, we fail to effectively address the needs of those choosing either of the other two options.
- We need to provide appropriate professional technical preparation for those not pursuing a college degree.

EFFORTS AT THE SECONDARY LEVEL

- All secondary students should acquire the basic academic, as well as technical, skills that employers require.

- Secondary professional technical students should learn the principles of applied math, applied science, etc. in preparation for occupational training at the post-secondary level.

EFFORTS AT THE POSTSECONDARY LEVEL

- Increase the number of students that receive postsecondary professional technical educational attainment.
- All students in postsecondary professional technical programs should demonstrate competency in technical skills and underlying principles of technology specified by business as appropriate for the particular occupation.
- A well coordinated training system should minimize duplication of training and allow technical students to progress through multiple levels of training, receiving recognition for courses-hour-competencies already attained in the form of credit or advanced placement i.e. students should be able to move easily from one education program/institution to another without losing credit for what they have already learned and used.

POLICY OPTIONS

Secondary schools

1. Assess all secondary students on broad basic skills and competencies to ensure they are prepared for employment or postsecondary education.
2. Establish skill and competency requirements for K-12 through business/education consortia.
3. Establish technical preparation (tech prep) programs in all Kansas high schools to facilitate the transition to postsecondary professional technical programs.

Restructuring postsecondary technical training

1. Merge AVTSs into community colleges where possible, or restructure them into colleges of technology.
2. Require community colleges to serve the entire service area not just the home county. This will require changes in the funding mechanisms.

Funding

1. Increase the relative funding to community colleges for professional technical programs compared to college transfer programs.

2. Reimburse community colleges for professional technical courses according to relative cost.
3. Change the way AVTSs (colleges of technology) are funded away from reimbursement for clock hours to reimbursement for courses (outcomes) defined as credit hours.

Coordination

1. Require universal articulation agreements between all community colleges and AVTSs (colleges of technology) for postsecondary students.
2. Encourage community colleges and Regents institutions to enter into articulation agreements covering students in technical programs.

Governance

1. Establish a separate governing board for community and technical colleges to focus upon the particular educational needs of students going into technical education.