

MINUTES OF THE HOUSE COMMITTEE ON ECONOMIC DEVELOPMENT.

The meeting was called to order by Vice-Chairman Bob Mead at 3:30 p.m. on February 17, 1993 in Room 423-S of the Capitol.

All members were present except:

Representative Tom Bishop, excused
Representative George Dean, excused
Representative Wanda Fuller, excused
Representative Gary Haulmark, excused
Representative Greg Packer, excused

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

Conferees appearing before the committee:

Lynne Holt, Legislative Research
Dr. Roger Pickerign, Superintendent, USD 452, Johnson, Kansas
Mike Toole, Advance Programming, Mind Extension University

Others attending: See attached list

Vice-Chairman Mead called upon Lynne Holt, Principal Analyst, Research Department to give an overview of HB 2485, Kansas commission on training for tomorrow, composition, powers and duties. The committee will have hearings on this bill on Wednesday, February 24th. (Attachments 1, 2, and 3)

The Vice-Chair reminded the committee that on Thursday, February 18th they would be writing recommendations on HB 2011, community college finance, to be presented to the House Education Committee and urged all members to be present.

The next conferee to come before the committee was Dr. Roger Pickerign, Superintendent of USD 452 in Johnson, Kansas. He gave a report on how the school, community and community colleges are working together to succeed in school-to-work transition and how USD 452 has restructured its educational system. He stated that schools need to be more than a place for students to go to and come home from. Education must be a part of a person's life, just like eating, breathing, and sleeping. This attachment is on file in the Legislative Research Department.

Dr. Pickerign called upon Mike Toole, Advance Programming, Mind Extension University. He stated one of his jobs at Stanton County over the past two years has been putting together the school profile. He further stated one of the things a school profile should do is describe the changes in a school district within each school and to point out the needs of that school. Over the past year there has been increased emphasis on educational strategies to meet the needs of the students that are going directly to work or to technical schools after graduation and to work with them to make this transition. This testimony is on file in the Legislative Research Department.

Following testimony by Dr. Pickerign and Mike Toole they stood for questions.

The Vice-Chair called attention to written testimony by L.D. Curran, Superintendent of USD 506, Altamont, Kansas (Attachment 4)

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON ECONOMIC DEVELOPMENT, Room 423-S
Statehouse, at 3:30 p.m. on February 17, 1993.

The minutes of the meetings on February 10th 11th, 15th and 16th were presented for corrections or additions. Representative Mason made a motion to accept the minutes as written, seconded by Representative Donovan and the motion carried.)

The meeting adjourned at 4:40 p.m.

The next meeting is scheduled for February 18, 1993.

GUEST LIST

COMMITTEE: Economic Development DATE: 2-17-95

[illegible]

DRAFT MEMORANDUM

TO: House Committee on Economic Development
FROM: Lynne Holt, Principal Analyst
DATE: February 17, 1993
RE: Request for Proposal -- Investing in People; H.B. 2485

I have distributed copies of a Request for Proposal (RFP) on "Investing in People." My purpose today is to review this proposal with you. A bill was introduced today to create the Kansas Training for Tomorrow Commission (H.B.2485). You also have copies of the bill. My understanding is that the Committee will be addressing this bill next week. This bill was designed to correspond to, and serve as a vehicle for, a proposal our state, under the auspices of Kansas Inc., will be submitting in response to the RFP before you. It was also designed to stand on its own in the event that the state's proposal is not selected. As a staff person, I will not be taking a position on the bill. My intent is to explain the RFP and its connection to H.B. 2485.

Background for Request for Proposal

The National Conference of State Legislatures (NCSL) and Jobs for the Future are soliciting proposals from legislative leaders to formulate, refine, and implement integrated systems for workforce preparation and economic development. NCSL, based in Denver, is a non-profit, non-partisan organization that represents the legislators and legislative staff of the nation's 50 states. Jobs for the Future is a non-profit, non-partisan organization based in Cambridge Massachusetts, that works with political and civic leaders, educators, employers, and intermediary organizations to advance knowledge and practice in workforce improvement, economic development, and education reform.

Five states will be selected on a competitive basis to receive supplemental resources to develop and implement a comprehensive workforce development strategy. Funding for assistance to states will come from the Dewitt Wallace-Reader's Digest Fund. NCSL and Jobs for the Future will provide selected states with the following assistance: seminars and meetings, as listed on p. 6 of the RFP and diagnostic guides and briefing papers on topics listed on p. 6.

The minimum requirements for each proposal are listed on pp. 7-10 of the RFP. These include: 1. identification of problems, goals, and strategies; 2. team composition and organization; 3. commitment of state resources; and 4. unique resources. Each proposal must be no longer than 10 pages. Under the rubric of identification of problems, goals, and strategies, you will note the

February 17, 1993
Economic Development
Attachment 1

item required of proposals: suggest a preliminary strategy for addressing workforce and economic development strategies which could be developed and implemented under this project. The bill attempts to address this requirement. It also attempts to address the section on team composition and organization (p.8) and some of the provisions of the section on commitment of state resources (p.9). Obviously, other documents would need to accompany the bill, such as the identification of workforce and economic development challenges facing the state. This information should be available from research reports written under contract with Kansas Inc. on workforce training, adult basic literacy, the Kansas labor market, and others. The identification of funding sources would need to be made, most likely through the appropriations process. This will be discussed below.

The project time table is outlined on p. 12 of the RFP. The first deadline is April 1, 1993, when the proposals must be submitted to NCSL. Winners will be announced on April 15, 1993. The project will end on August 30, 1994.

H.B. 2485

H.B. 2485 establishes the Kansas Commission on Training for Tomorrow, to consist of 15 members. You might note on p. 8 of the RFP that 10 to 15 members must be appointed jointly by the House and Senate presiding legislative leaders. In Section 1 (b) (2), the Speaker of the House and President of the Senate are responsible for selecting 13 of the members. The Director of the Budget and President of Kansas Inc. (or their designees) would serve ex officio on the Commission (Section 1 (b) (1)). As you will note, there is flexibility for membership composition. The only requirements are that the membership reflect a diversity of political affiliation, gender, race, and region, as well as broad-based political and community involvement (p. 8 of the RFP). The Kansas Commission on Training for Tomorrow would include, in addition to representatives from the Division of the Budget and Kansas Inc.:

two members of the Legislature (one from each house; one from each party) with expertise in education or workforce training or both;

five agency staff members, as listed in Section 1 (b) (2) (B);

a Regents professor with workforce training expertise;

one member from a community college that has an acknowledged innovative program or programs linking education to on-site training;

one representative of a chamber of commerce that has demonstrated interest in workforce training efforts; and

three business representatives, at least two of whom have expertise in innovative training programs involving disadvantaged or at-risk populations or school-to-work transition.

Members would be compensated for attendance at meetings.

The bill provides that the Commission be attached to Kansas Inc. for purposes of budgeting, purchasing, and related management functions. (Sec. 2 (b)).

The RFP does not specify how the state's strategy should be structured. The reason might be that states are at different stages in developing and implementing comprehensive workforce strategies. For example, Oregon has indicated that it will submit a proposal. The Oregon Legislature enacted in 1991 legislation establishing the Oregon Workforce Quality Council. However, provisions of the legislation are in the initial stages of implementation.

Kansas does not have a comprehensive workforce training strategy or system. This is the first premise of the bill. The second is that such a strategy and system is desirable.

There are several responsibilities assigned to the Commission:

1. (Section 3 (a)): review and evaluate all existing employment and work force training services in the state to determine if such services realize the goal of client self-sufficiency and meet the needs of the state's employees, employers, and the economy;
2. (Section 3 (a)): review and analyze comprehensive employment and work force training systems in other countries and states; and
3. (Section 3 (a)): develop a plan for coordination of all employment and workforce training services in Kansas.

The bill outlines all the employment and workforce training system components which, at a minimum, must be addressed in the coordination plan (Sec 3 (b)). The bill (same section) also provides for at least three major areas to be addressed in the plan:

1. Preparation of Kansas youth for high-skilled, high-wage employment;
2. Upgrading and enhancing of the basic and advanced skills of adults currently in the work force; and
3. educating and training minority or disadvantaged persons, including high school drop outs and at-risk

youth, for rewarding employment.

At a minimum, the coordination plan would have to execute the activities listed in Sec. 3 (c). You might note that a monitoring procedure and an evaluation procedure for the system are among the requirements.

In addition to developing a plan, the Commission would have to:

1. identify any statutory or regulatory barriers that may impede greater coordination of employment and training service providers;
2. recommend statutory changes to remove those impediments; and
3. identify and describe in detail five proposed regionally based demonstration projects related to workforce training. (See Sec. 3 (d)) for an explanation of the types of projects that may be proposed, conditions governing projects, and procedure for submittal.)

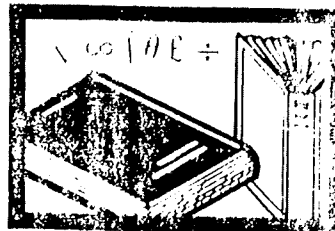
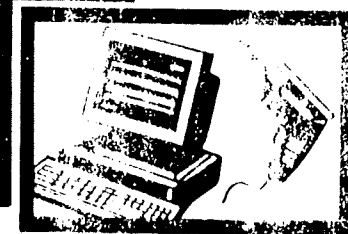
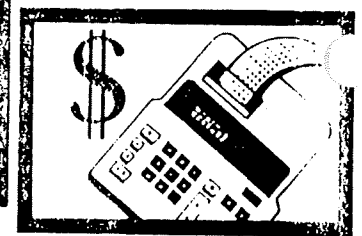
The timetable for the Commission's submittal to Kansas Inc. of the coordination plan and report with statutory recommendations would be on or before September 15, 1994. (Section 3 (e)) The project is scheduled to end August 30, 1994, which would presumably give the Commission time to finalize its strategy for submittal to Kansas Inc. For its part, Kansas Inc. would submit the plan and report to the Joint Committee on Economic Development and the Legislative Educational Planning Committee on or before November 1994. This would presumably give the committees the opportunity to introduce legislation for the consideration of the 1995 Legislature.

Section 4 of the bill would terminate the Commission on December 31, 1994 unless continued in some form by the 1995 Legislature.

Appropriations are not addressed in H.B. 2485. However, in keeping with the RFP provision, Kansas would be required to identify supplemental moneys from in-state sources to support additional team members (only travel and lodging expenses for ten members will be paid from the NCSL/Jobs for the Future grant; see p. 10 of the RFP.) Travel expenses to attend in-state meetings and the addition of special projects staff to assist in the project would also be subject to appropriations deliberations. As the project spans both FY 1993 and FY 1994, appropriations for two fiscal years could be involved.

Investing In People

A Request For Proposals



UNIVERSITY OF ILLINOIS
CHAMPAIGN



February 17, 1993
Economic Development
Attachment 2

INVESTING IN PEOPLE

REQUEST FOR PROPOSALS

THE OPPORTUNITY:

Five states will be selected on a competitive basis to participate in a comprehensive effort to develop a world-class workforce.

THE CHALLENGE:

To create a globally competitive workforce that is educated, skilled, and adaptable.

THE BENEFITS TO STATES:

States will receive expert consultation and assistance tailored to their unique needs. State teams will attend two workforce policy institutes to refine and implement their workforce strategies.

HOW TO APPLY:

Proposals must be submitted by the presiding legislative leadership in both houses no later than April 1, 1993. Proposals must be no longer than 10 pages and must identify problems, goals, strategies, and a state project team. Send proposals to:

Barbara Puls
Economic Development Program
National Conference of State Legislatures
1560 Broadway, Suite 700
Denver, CO 80202

The following pages provide more detail on the program and selection criteria.

PURPOSE:

NCSL and JFF are soliciting proposals from state legislative leaders to formulate, refine, and implement integrated systems for workforce preparation and economic development. As states struggle with the challenges of the global economy, NCSL and JFF have designed a project to help states achieve their economic and educational goals. This project will not only educate state policymakers about the issues and policy options in the areas of economic development, education, and workforce preparation but also guide them through the process of strategy development and plan implementation.

This project, funded by the DeWitt Wallace-Reader's Digest Fund, was created in response to the economic and social problems facing states as budgets have dwindled and the economic recession has continued. A state's greatest asset is its people, therefore, states must work to strengthen their education and training systems if they want to strengthen their economies. With President-elect Bill Clinton's emphasis on education and workforce training, the federal environment should be supportive of state innovations to invest in people. Over the next two years, this project will help five states transform the way they develop and implement their education and workforce preparation policies.

"As the U.S. economy continues to change, states need to keep pace with that change. The quality and adaptability of a state's workforce will give it a competitive advantage in today's global economy. States that lack a focused, coordinated workforce development plan will be left behind."

--Dan Pilcher, Program Director, NCSL Economic Development Program

While a few states have altered their workforce development policies, most states have not implemented a workforce development strategy that:

- is comprehensive in nature;
- promotes cooperation between public and private sectors at both state and local government levels; and
- is driven by a long-term vision to prepare people for productive lives.

"As states are contemplating the full-scale restructuring of education systems, the advent of this project is particularly timely since the success of workforce development policies depends on school excellence."

--John Myers, Program Director, NCSL Education Program

Effective workforce development strategies in the global economy also require:

- bipartisan cooperation between the legislative and executive branches; and
- policies and programs that cross traditional boundaries of interest-group politics, legislative specialization, and executive agency responsibilities.

"In order to have a competitive workforce, states need to implement a long-range education and training strategy that is supported by employers, workers, educators, and state policymakers. States that create partnerships between public and private sectors will definitely be more competitive in the global economy than states that do not."

--Hilary Pennington, President, JFF

WHY PARTICIPATE?

The five states will be provided with supplemental resources to develop and implement a new and more effective workforce development strategy. States should be committed to improving their workforce development system by creating new partnerships between public and private sectors, new legislative initiatives, and better coordination of existing resources and programs. NCSL and JFF will provide your state, if selected, with:

- **Expert consultation** on state economic development, education, and workforce preparation policy. Through the project's advisory committee and the extensive knowledge and contacts of NCSL and JFF, you will be provided with resources to help prepare your state's economy for the workforce challenges that lie ahead. Assistance can be provided in such areas as:
 - developing new strategies for preparing non-college-bound youth for good careers;
 - encouraging youth to complete high school and pursue post-secondary learning;

- linking education, training, and job placement with state economic competitiveness and development goals;
 - building public support for adult retraining and education in ways that meet the needs of the state's economy;
 - developing ways for small- and medium-sized businesses to provide improved opportunities for training workers, economic development, and growth;
 - involving and supporting existing private sector strategies to improve worker skills and economic competitiveness;
 - implementing and evaluating workforce preparation strategies and programs;
 - developing and establishing a communication strategy to garner public support;
 - defining the state's role to encourage private sector workforce modernization strategies; and
 - building strong linkages within communities that connect educators, community officials, labor, and private sector leaders to achieve local economic goals under the framework of the state's workforce and economic development strategy.
- **Seminars and Meetings** to educate and help state teams create and implement their workforce development strategy.

- Up to ten intensive, in-state technical assistance visits;
- Workforce Policy Institute, June 1993, in Vail, Colorado;
- Workforce Policy Institute, December 1993, in Key West, Florida;
- Evaluation Workshop, July 1994, at NCSL's New Orleans Annual Meeting.
- **Diagnostic guides and briefing papers** on workforce development and human investment issues. These publications will supply information on workforce policy issues and help diagnose the state's workforce development problems to improve the effectiveness of that system.

Topics will include:

- school-to-work transition,
- education reform,
- innovations in state economic development policy,
- adult education and retraining, and
- coordination of human investment policies and programs in states.

● **REQUIRED RESOURCES*:**

All proposals must outline support for their state team that includes designating a project coordinator (if a new person is hired, the participating state must cover the recruiting

and salary expenses). Team members must commit adequate time to develop and implement their recommendations and plans.

In May 1993, selected teams also will be required to supply information on their state's current public and private investments in education and training, including profiles of the broad array of workforce education and training programs in terms of budgetary allocations, populations served, and measured outcomes.

** These requirements are mandatory for all proposals.*

MINIMUM APPLICATION REQUIREMENTS:

Each proposal will be evaluated by the following criteria:

● **IDENTIFICATION OF PROBLEMS, GOALS, AND STRATEGIES (25 points):**

Proposals must clearly:

- identify the workforce and economic development challenges facing the state;
- identify intended goals/outcomes and a plan for sustaining the effort after the project ends;
- identify funding sources to support state goals;
- suggest a preliminary strategy for addressing these challenges which could be developed and implemented under this project;

- identify existing strategies (legislative proposals, programs, commissions, or working groups) and state how participation in this project would assist, build on or differ from these strategies, including how it will build on existing policies, programs, initiatives and coalitions;
- explain how your state's strategy will affect state workforce and economic development outcomes.

● TEAM COMPOSITION AND ORGANIZATION (25 POINTS):

House and Senate presiding legislative leaders jointly shall appoint the chair and vice-chair of the team and select ten to fifteen members, reflecting a diversity of political affiliation, gender, race, and region. The team should reflect broad-based political and community involvement. Team members might include legislative leaders, relevant committee chairs, governor's policy advisors, agency heads, organized labor, major employers, teachers, and representatives from education, private industry councils, community-based development organizations, local governments, industry trade associations, media, foundations, think-tanks, and/or university-based public policy institutes. Proposals must include a list and brief biography of team members, the designated chair, vice-chair, and project coordinator, as well as the percentage of women and minority members on the team.

Attendance at the project's two policy institutes and in-state meetings is mandatory for all team members. Attendance at the evaluation workshop is required for the team chair and vice-chair.

● COMMITMENT OF STATE RESOURCES (25 POINTS):

Proposals must include a clear statement of the level of interest in and commitment to reforming the workforce and economic development systems in the state. Proposals must reflect efforts of existing coalitions in the state working to improve the state's workforce development system.

States should include clear evidence of their willingness to:

- reallocate existing resources to implement the plan;
- restructure incentives;
- reorganize how workforce programs are governed and structured;
- form partnerships and coalitions that cross sectoral lines; and
- conduct public outreach to build awareness and support for reforming the state's workforce development system.

Proposals must include a commitment by the state that will enable team members to participate fully in the project and reach their goals of improving the state's workforce development system.

● UNIQUE RESOURCES (25 POINTS):

State should highlight their individual strengths and advantages such as: supplemental money raised from in-state sources to support additional team members, public

relations campaigns, established coalitions of labor and management, public and private partnerships for strategic planning, educational reforms, previous or on-going workforce preparation efforts, etc.

THE PROJECT WILL PAY FOR THE FOLLOWING:

- travel and lodging expenses for up to ten team members for the two Workforce Policy Institutes and for two team members to attend the project Evaluation Workshop; and
- expenses for project staff and expert consultants to visit your state for up to ten technical assistance visits;

Should the project require that project staff work with your state team for more than ten sessions, those extra technical assistance sessions may be possible if the state team raises the additional funds necessary to cover those expenses. If a state would like to appoint more than 10 members to their team, the state must raise the additional funding.

HOW TO APPLY:

Only presiding legislative leaders are eligible to submit proposals in response to this RFP. The support of leadership in both houses must be demonstrated. Proposals

must be no longer than 10 pages in length. Please send three copies of the proposal by April 1, 1993 to:

Barbara Puls
National Conference of State Legislatures
1560 Broadway, Suite 700
Denver, CO 80202

PROJECT STAFF: Project staff will be available to answer questions about the project and state proposals.

National Conference of State Legislatures staff include: Dan Pilcher, Barbara Puls, Dayna Ashley-Oehm, Julie Davis Bell, and Jana Zinser and may be reached at 303/830-2200.

Jobs for the Future staff include Hilary Pennington, Douglas Zimmerman, Mary Ellen Bavaro, Richard Kazis, and Arthur White and may be reached at 617/661-3411.

PROJECT FUNDER: This project is funded by the Dewitt Wallace-Reader's Digest Fund. The Fund's goal is to help American youth fulfill their educational and career aspirations by investing nationwide in programs to improve elementary and secondary schools; encourage collaboration between schools and communities; strengthen organizations that serve youth; and support programs that increase career, service and educational opportunities for young people. The Fund's approved annual grants exceed \$60 million.

ABOUT NCSL AND JFF: NCSL, based in Denver, Colorado, is a non-profit, non-partisan organization that represents the legislators and legislative staff of the nation's fifty states, commonwealths, and territories.

Jobs for the Future is a non-profit, non-partisan organization based in Cambridge, Massachusetts, that works with political and civic leaders, educators, employers, and intermediary organizations to advance knowledge and practice in workforce improvement, economic development, and education reform.

PROJECT TIME TABLE

RFPs distributed	Jan. 4, 1993
Proposals due	April 1, 1993
Winners announced	April 15, 1993
First state visit	April 15-June 1, 1993
First policy institute	June 5-9, 1993
State visits	July-Nov. 1993
Second policy institute	Dec. 4-7, 1993
State visits	Jan-June 1994
Team attains goal	July 1, 1994
Evaluation workshop (NCSL Annual Meeting)	July 1994
Project ends	Aug. 30, 1994

NOTICE OF INTENT: If you plan to submit a proposal, please return the attached card or separate letter with the name, affiliation, and telephone number of your state's key contact. If you have questions, please contact NCSL staff.

NOTICE OF INTENT TO SUBMIT A PROPOSAL IN RESPONSE TO NCSL/JFF WORKFORCE DEVELOPMENT RFP

Legislative leaders to submit and sign proposal:

Name _____

Position _____

Address _____

Phone _____

Fax _____

Name _____

Position _____

Address _____

Phone _____

Fax _____

Staff contact:

Name _____

Position _____

Address _____

Phone _____

Fax _____

Please return to:

Barbara Puls
Economic Development Program
National Conference of State Legislatures
1560 Broadway, Suite 700
Denver, CO 80202

HOUSE BILL NO. 2475

By Committee on Education

AN ACT establishing the Kansas commission on training for tomorrow; providing for the composition, powers and duties of the commission.

Be it enacted by the Legislature of the State of Kansas:

Section 1. (a) There is hereby established the Kansas commission on training for tomorrow. The commission shall consist of 15 members as provided in this section.

(b) (1) The director of the budget and the president of Kansas, Inc. shall serve ex officio or shall designate a person to represent them on the commission.

(2) The remainder of the members of the commission shall be appointed by the speaker of the house of representatives and the president of the senate, jointly, as follows:

(A) Two members of the legislature, one who is a member of the house of representatives and one who is a member of the senate. Legislator members shall not be members of the same political party and shall have expertise in education or work force training or both;

(B) five state agency staff members, one each from the department of social and rehabilitation services, the department of human resources, the department of commerce and housing, the department of education and the department on aging. State agency staff members shall have expertise in work force training and policy;

(C) one member who is a professor employed at a state educational institution under the control and supervision of the board of regents and who has demonstrated expertise in the area of work force training;

(D) one member who is a representative of a community college that has an acknowledged innovative program or programs

linking education to on-site training;

(E) one member who is a representative of a chamber of commerce that has demonstrated interest in work force training efforts; and

(F) three members who are representative of business, at least two of whom have expertise in innovative training programs involving disadvantaged or at-risk populations or school-to-work transition programs.

(c) The appointments provided by this section shall be made within two weeks after the effective date of this act. A vacancy in an appointed member's position shall be filled in the same manner as the position was originally filled.

(d) The speaker of the house of representatives and the president of the senate shall appoint, jointly, a chairperson and vice-chairperson from among the members of the commission. The chairperson shall be appointed from the private sector membership of the commission.

(e) Members of the commission attending meetings of the commission or subcommittee meetings authorized by the commission shall be paid amounts provided for in subsection (e) of K.S.A. 75-3223, and amendments thereto.

Sec. 2. (a) The chairperson of the Kansas commission on training for tomorrow shall call the first meeting of the commission as soon as practicable after the effective date of this act. Thereafter, the commission shall meet once a month or more often upon call of the chairperson.

(b) The commission shall be attached to Kansas, Inc. for budgeting, purchasing and related management functions, which shall be administered under the direction of the co-chairs of Kansas, Inc. Kansas, Inc. shall provide such office space and clerical and other staff assistance as may be required by the commission. All vouchers for expenditures and payrolls of the commission shall be approved by the chairperson of the commission, or a person or persons designated by the chairperson, and by the co-chairs of Kansas, Inc., or a person or persons

designated by the co-chairs.

Sec. 3. (a) The Kansas commission on training for tomorrow shall develop and commence implementation of a strategy for the establishment of a comprehensive work force training and education system in Kansas. In developing and commencing implementation of such strategy, the commission shall review and evaluate all existing employment and work force training services in the state to determine if such services realize the goal of client self-sufficiency and meet the needs of the state's employees, employers, and the economy. The commission also shall review and analyze comprehensive employment and work force training systems in other countries and states and shall develop a plan for coordination of all employment and work force training services in this state to: (1) Reduce duplication; (2) maximize limited state resources; (3) strengthen the linkages of state agencies with businesses, educational institutions, and communities; and (4) make state administered employment and work force training efforts more responsive to businesses.

(b) Employment and work force training system components, to be addressed in the plan for coordination of all employment and work force training services in the state, must include, at a minimum, the job training partnership act program, KanWork, vocational education provided by area vocational schools and area vocational-technical schools, employment service, adult basic education and adult literacy programs, customized and vocational training offered by community colleges and other Kansas colleges and universities, vocational rehabilitation, customized training programs administered by the state department of commerce and housing, and the older Kansans employment program. The employment and work force training system shall address, at a minimum, three major areas: (1) Preparation of Kansas youth for high-skilled, high-wage employment; (2) upgrading and enhancing of the basic and advanced skills of adults currently in the work force; and (3) educating and training minority or disadvantaged persons, including high school drop outs and at-risk youth, for

rewarding employment.

(c) The plan for coordination of all employment and work force training services in the state, at a minimum, shall: (1) Include specific recommendations for a permanent oversight and coordinating body, including composition of that body and staffing requirements; (2) articulate goals, objectives, and priorities for such body; (3) analyze the design and effectiveness of regional employment and training service delivery systems in other states and countries and, if applicable, recommend a regional or locally based service delivery system; (4) contain a procedure for monitoring the operation of the proposed employment and work force training and education system to ensure compliance with the plan; (5) contain a procedure for evaluating the outcomes of a comprehensive work force training and education system; and (6) identify any data, currently not collected on an ongoing basis, which would, if available, make an employment and work force training and education system more responsive to labor market needs;

(d) In addition to developing a plan for coordination of all employment and work force training services in the state, the commission shall: (1) Identify any statutory or regulatory barriers that may impede greater coordination of employment and training service providers; (2) recommend statutory changes that would remove impediments to greater coordination among service providers and would allow more pooling of nonstate resources; and (3) identify and describe in detail five proposed regionally based demonstration projects with accompanying written assurance from a community or communities and businesses in the region to provide a 30% nonstate or nonfederal match for project costs. There will be one project undertaken in each of the five JTPA service delivery areas, subject to appropriations. Projects may focus on, but not be limited to, such work force training areas as school-to-work transition (including youth apprenticeships); employment and training for displaced workers, older workers, KanWork recipients, persons with disabilities, and at-risk youth;

and development of innovative referral systems linking economically disadvantaged or disabled workers with employers. Proposals shall be regionally developed and submitted to the commission for its review and recommended modifications. There is no limit to the number of proposals which may be submitted but only five will be selected by the commission. Kansas, Inc., in conjunction with the state board of education, will develop guidelines for the projects, including criteria for project approval and for promotion of collaborations of public and private sector entities. Proposals approved by the commission will accompany the commission's plan and report of findings and recommendations for statutory and policy changes, to be considered by the legislature for funding during the 1995 session.

(e) The commission shall submit its plan and report to Kansas, Inc. on or before September 15, 1994. Kansas, Inc. shall submit the plan and report to the legislative educational planning committee and the joint committee on economic development on or before November 1, 1994. The legislative committees shall review the plan and report and take such action thereon as the committees deem necessary for effectuation of a comprehensive work force training and education system in Kansas. The committees shall coordinate the performance of their duties and cooperate with each other to the greatest possible extent. Any proposed legislation that is contained in the report and endorsed by the legislative educational planning committee or the joint committee on economic development, or by both committees, may be introduced by either committee for consideration by the legislature during the 1995 regular session.

Sec. 4. The provisions of this act shall expire on December 31, 1994, and on such date, the Kansas commission on training for tomorrow shall cease to exist unless continued in existence or reestablished by act of the legislature during the 1995 regular session.

Sec. 5. This act shall take effect and be in force from and

after its publication in the Kansas register.

Thank you for the opportunity to make a presentation to your committee. I had planned to be present in person to give my remarks relative to School-to-Work transition. However, 10" of snow on Monday has created a road problem for our 35 buses, thus my presence is needed in the district at this time.

I would take a moment to establish the credentials and the district experiences from which I speak.

I am L. D. Curran and am Superintendent of Labette County U.S.D. 506. I am serving in my 27th year in this position.

Our school district covers 500 square miles. It has 5 elementary schools, and one (1) high school (Labette County High School) of 585 students. We have 175 out-of-district students that attend Labette County High School. These students come from surrounding school districts in Kansas and Oklahoma.

They come to L.C.H.S. for various reasons including tradition (their parents or grandparents attended L.C.); to be a part of our music program (piano, band, and vocal); to attend one of the 11 state approved vocational programs that are at LCHS as a part of the comprehensive high school program; and some tell us because of the atmosphere at the school, and the way students are treated in the program.

Labette County High School had the first state approved auto mechanics program in the state of Kansas started in 1918 "under a shade tree" and has had a growing strong vocational program since that time. The school has enjoyed a long tradition of pride and support of the Labette County community.

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Presently, we have state approved programs in Business, Drafting, Graphic Arts, Vocational Agriculture, Welding, Wood Technology, Machine Shop, Auto Body Technology, Auto Mechanics Technology, Electronics, and Home Economics (Consumer and Vocational).

When the area vocational legislation was passed by the Kansas legislature, L.C.H.S. was spoken to in the statute as an exemplary comprehensive vocational program being in a comprehensive high school program.

Of the 119 seniors who graduated in 1992, 65 (54%) of them were considered "completers" of some vocational program by Kansas completer requirements.

Yet 66% (78) of the graduates are attending either a 4-year college or a two-year college this year, and earned over \$600,000 in scholarship offers. For the year of 1991-92, we had 11 students out of the 585 who dropped out, and 2 of these complete GED's.

I apologize for taking your time to review these items, but I believe that they will be helpful in the balance of my presentation.

We have for many years viewed the school-to-work transition as an integral part of our school program.

The philosophy of LCHS has long been to train (equip) the student to earn a living after graduation from high school, whether it be to join the work force immediately, or to continue education in training or schooling at a post secondary level.

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Today's world requires a great deal of technical training, a solid base in the marketable skills as outlined in the SCANS report 2,000, and an ability to apply specific work skills to the project at hand.

At L.C.H.S., we have several school-to-work transition programs in place:

1. We have what we call a community based program for students with special needs (special education student). Students in this program, under the supervision and instruction of an instructor and a para professional, are taken to various job sites in the immediate area and provided the opportunity to learn employability skills on the site.

We have seen great growth in the youngsters both in self esteem and in actual application skills.

The community sees these youngsters in a new light -- as having worth in the community. This program has resulted in entry level job placement for some of these youngsters when they completed high school.

2. We have articulated agreements with the area community college, whereby students leaving our program with vocational competencies have a "jump" start at the community college toward technical AA degrees. Some of these students take college night or late afternoon classes and enter college with articulated hours plus classwork at nearly the sophomore level.
3. Nearly all of our vocational programs are what we call "Live Project" programs. The classes have simulated workplace activities and work on actual live projects.

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In Auto Mechanics for instance, students work on actual automobiles owned by people in the community--successes are real and failures are real.

Likewise, the Wood Technology people build furniture and cabinets, the electronic people work on TV's, radios, and computers, all actual projects.

The Ag Department has a school farm--livestock, crops and all. They even have a state approved slaughter house to teach slaughtering, butchering, meat judging, and meat cutting.

So it is with all the vocational programs. These youngsters are ready for entry level (some above) jobs and certainly ready for further training at post secondary institutions.

Our programs each have an Advisory Council of area and regional business people who assist us in maintaining up to date competencies in our programs, and advising us on state of the art equipment needs.

Through the Advisory Council, with the SCANS report and under the direction of the State Department of Vocational Education, we have over the many years developed what we believe are a relevant set of outcomes for each of our programs, whether vocational or academic.

We believe that the same "transition" skills need to be instilled into the academic student as are developed in the vocational student.

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It is in this light that we have instituted applied communication classes, and have broadened the curriculum to include the SCANS items to all students.

We believe that we may be doing a better job of "transition" for our vocational student than we are for our academic student. However, in a given year, we will have over 425 students in some vocational course (not a vocational major, but in some course.)

Someone has asked about obstacles:

1. Being a rural area, we have limited opportunity for on-the-job training activities.
2. The cost of acquiring and maintaining "state of the art" equipment for training is quite heavy. The current legislative action of weighting vocational students has helped some.
3. There seems to be a new emphasis in our society to prepare and attend college. We believe that the emphasis needs to be on technical training--technical education--whether or not one goes to college.
4. We need to find better ways to "link" to industry--too often industry desires a "specific" trained individual to "step into" a job, when in my opinion, we need a broad based trained person who can readily be trained job specific.

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5. We need to find better ways to "link" to post secondary instruction--better articulation, less repeat of training, recognition of what has gone on at the previous level, and a willingness from all to "give a little turf" to get a better training model between institutions.
6. We need to do a better job in training and developing Career Guidance Counseling. In too many cases, guidance counselors, as good as they are, are lacking skills in career counseling.
7. We need to take a good look at teacher certification--in some cases, requirements for teacher certification limit quality programs, because there is a problem in matching given skills with needs/programs and required certification.

I am not certain that this has been a great deal of help to your committee, and I regret that I am not available for questions, as I believe the best communication and understanding comes when ideas can be exchanged.

I would be pleased to meet with the committee or individuals at another time to answer questions or to discuss this subject further.

Thank you for your attention and your efforts with this important task.

L. D. Curran
Superintendent U.S.D. 506