

Approved: 2-22-93
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Economic Development Chairperson Wanda Fuller at 3:30 p.m. on February 10, 1993 in Room 519-S of the Capitol.

All members were present except: Representative Blumenthal (excused)
Representative Kline (excused)
Representative Lowther (excused)

Committee staff present: Ben Barrett, Legislative Research Department
Dale Dennis, Deputy Commissioner, Department of Education
Avis Swartzman, Revisor of Statutes
Joyce Harralson, Committee Secretary

Conferees appearing before the committee: Dr. Gary Jarmer, Dean of Technical Education, Garden City Community College

Rosemary Kirby, Director of the Division of Vocational and Continuing Education, Wichita Public Schools

Others attending: See attached list

This was a joint meeting with House Economic Development and House Education Committees.

Dr. Gary Jarmer addressed the committee regarding a vision for community colleges and area vocational technical schools. (Attachment #1). He said the role in jump starting industry belongs to economic development, with education providing a supporting role. The culture of Kansas as a state is "We don't know what to do." When asked if he had any ideas he stated that he did, but nothing in writing.

Rosemary Kirby addressed the committee regarding technical preparation to provide a quality education for a quality work force. (Attachment #2)

The floor was opened for questions.

The meeting was adjourned at 5:00 pm.

The next meeting is scheduled for 3:30 pm, February 11, 1993, in Room 519-S.

GUEST LIST

COMMITTEE:

House Education

DATE:

2/16

NAME (PLEASE PRINT)	ADDRESS	COMPANY/ORGANIZATION
Hester J. Abel	16 th & Roosevelt Coffeyville	SEKs AVTS
John F. Lind	2220 N 59 th KCK	KCK AVTS
Gerald Dundersen	Topeka	USA of KS
Nenise Axt	Topeka	USA
Craig Grant	Topeka	H-NEA
Bruce Greden	Topeka	H-NE
TED AYRES	TOPEKA	BOARD OF REGENTS
Sred Sudernam	Wichita	Wichita State University
Nelsie Sweeney	Overland Park	OP Chamber
Bernice Koch	Wichita Chamber	Wichita
Reston Pratt	Lawrence	Intern (Mead)
Barb Travis	Wichita	NEA-W
Judy Zimelman	Wichita	Kansas Vocational Assn
Barbara Cole	Topeka	KNEA
Bill Light	Rolla	USD 217
Mark Tallman	Topeka	KASB
KEVIN ROBERTSON	Topeka	BARBEE & Assoc.
Tim Louderback	Topeka	BARBEE & Assoc.
DICK McWHORTER	"	KAN TECH SCH.
Linda Ramirez Clanton	Topeka	KDHR
Devin Oswald	Topeka	KDOGH
Morla Hice	Topeka	KACC
William J. Osborn	Overland Park	Johnson Co. Com. College
W. J. Berne	311 E Paul Clarke	Johnson County AVTS
Robert W. Hinson	311 E. Park Olathe	" " " " " "

GUEST LIST

COMMITTEE: _____

DATE:

[illegible]

A VISION FOR
COMMUNITY COLLEGES AND AREA VOCATIONAL TECHNICAL SCHOOLS

PRESENTED TO
A JOINT MEETING OF THE ECONOMIC DEVELOPMENT COMMITTEE
AND
THE EDUCATION COMMITTEE

KANSAS HOUSE OF REPRESENTATIVES
REPRESENTATIVE WANDA FULLER, CHAIR

GARY E. JARMER Ph.D., DEAN
TECHNICAL EDUCATION, GARDEN CITY COMMUNITY COLLEGE

FEBRUARY 10, 1993

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Attachment 1-1
2-10-93

A VISION

FOR COMMUNITY COLLEGES AND AREA VOCATIONAL TECHNICAL SCHOOLS

Thank you very much for inviting me to share some thoughts with you this afternoon. Be assured, I am not pretending to be a spokesperson for Community Colleges. I am certainly not attempting to be a spokesperson for Area Vocational Technical Schools. I don't even want anything. I am not going to talk to you about budgets. I am not even going to tell you how important Community Colleges and Area Schools are to the state of Kansas. I just want to suggest a little different way to think about relationships between the school house and economic development.

When Lynne called, to see if I could come to Topeka, I was pretty solid in my refusal until she mentioned the magic word. That word was "think". What she said was, "The Legislature is trying hard to think about education, economic development and training a workforce". Well, I too am trying to think about these things. And folks, to me, it's a pretty tough assignment. People across this country are trying to think about these same things and, right now, this nation is struggling.

To share a little about myself, I can tell you that my experience is varied. During my nearly thirty years in the workforce, I have enjoyed many new experiences and many new challenges. Right now, I am very, very, thankful to have a job. I have taught middle school and high school classes in

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the public schools at Lyndon and Winfield. I have worked on exemplary projects while living in both Hill City and Colby. I have taught college undergraduates and graduates. I have owned my own business and I have sold at retail. I have traveled and sold wholesale for a major distributor in Wichita. I have taught at the North Central Kansas Area Vocational Technical School in Beloit. I even served a five year stint as an elected Community College Trustee. I am a part time irrigated and dry land farmer and I own a little property on the main street of Garden City. I pay taxes and have been involved in times that were very good, and yes, very bad. I know something about economic development and I know something about education. But right now, as Dean of Technical Instruction at Garden City Community College, I am struggling. I am trying to speak two languages. One is the language of "Leadership" and the other is the language of "Management". Tom Peters, in one of his books, tells us that leadership is "doing the right things", while management is "doing the right things right". And so we struggle. I was in Topeka just three weeks ago visiting with the FED's from the GAO (government accounting office). The discussion was about the transition from school to work. Two weeks ago I was in Washington D.C. There, I was working with about a dozen others from across the country on a commission sponsored by the Modernization Forum. Our charge is to develop strategies for the modernization of our nation's workforce. We have met only once, so I cannot yet relate that strategy. I do believe we will all become much more conversant about apprenticeships. People are talking about 3

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days in school and 2 days on the job. People are talking about some, or even most, job skill training to be happening in the workplace and on the job. Workers would become the teachers and they would use equipment in the plant for training.

Let me briefly refresh your memory about a few of our struggles:

1. Inner city youth can earn a much higher salary selling drugs than they can by entering the workforce.
2. Rural youth find few high paying jobs that allow them to stay near their homes.
3. White collar, as well as blue collar, jobs are disappearing at an alarming rate.
4. Across the country, lay-off's are creating severe hardships for thousands of families.

Solutions may lie within these thoughts:

1. We must stop believing that theory based education for the top 25% of our population is adequate.
2. We must develop a strategy to educate the 75% who have never, and probably will never, achieve a baccalaureate degree.
3. We must stop believing that we are a service and information economy.
4. We must quickly concentrate on ways to jump start American manufacturing.
5. We must transfer technologies to the workforce so that productivity is increased.

6. We must recreate our desire to participate in the production of high quality goods.
7. We must redesign an educational system that is as adept at preparing future technicians as it is at preparing future college graduates.
8. We must devise a workforce training system that uses all available resources to respond quickly to existing workforce needs rather than projected workforce needs.
9. It may be necessary to realize that specific technical skills may take less time to learn than concepts such as teamwork or attention to quality.
10. We may need to be certain that a majority of people can read, write, calculate and think.
11. We may need to begin to help people learn at an earlier age about the process of being empowered and of managing themselves in situations of change.

I want to ask you to picture a circle. Picture the circle being split in two so that the two hemispheres do not touch. The one hemisphere I'll call the Economic Development hemisphere and the other I'll call the Educational hemisphere. I think that when the two hemispheres do not touch, we have a dangerously wide chasm. The reason this is so dangerous is that we can spend tremendous amounts of human resources and capital on trying to do what we think the other hemisphere needs. If either hemisphere doesn't recognize the true needs of the other, we will surely go blindly down the road of economic decline. My point is this. In Kansas, economic development and workforce training needs must be

communicated and recognized by an educational delivery system that is responsive and capable of flexibility. Partnerships are essential. Partnerships between manufacturers, government, and workforce training delivery systems are essential. To me, communication, trust, and flexibility are the three most essential elements to bring about a necessary hemispheric fusion. This fusion should bring the detail for solving some of our "doing the right things" and our "doing the right things right" questions.

From an educator's point of view, I struggle with the notion of perpetuating educational programs that I know will produce a so called "trained" person who will enter the workforce and remain at, or near, the minimum wage. I struggle, and hesitate about asking legislators for more money to do something that may not really be "the right thing to do". And still, I do believe that education, and workforce training, is extremely important for both initial workforce entrants as well as those who need to retrain. However; I tend toward becoming convinced that the American manufacturer must be jump started first.

What role does educ sector have in

What about our efforts in economic development? We have the potential to offer excellent assistance to small, as well as larger, employers who may choose to embrace the help of groups like KTEC, MAMTC, the SBDC's and others of a similar nature. But I wonder if educators and economic development people work hard enough to communicate, trust and offer the flexible programming necessary to really make a difference.

And I also wonder if the manufacturing community in Kansas, many of whom are small, and many of whom employ fifty or fewer workers, have enough courage, or resources, to grow, to expand, and to really transfer and implement the available technology so necessary to support higher wages. I just don't think it is all an education problem. Of course, I do not believe it is entirely an economic development problem either. I think it is somewhat of a cultural problem. What I mean is that in our current culture, we are not clear about what to do.

Let's talk about resources. I believe there are plenty of resources available, but I question our ability to wisely use those resources. I wonder if we, as educators, are capable of working within our communities to more wisely spend our available resources. Either we must learn to do more with less, or we must learn to work smarter. We must be a part of solutions, not apart from solutions. And turfism is no longer affordable. I could talk for hours about whose courses will transfer to what school. Or, my school is better than yours. There are probably thousands of turf issues.

Permit me to express a specific vision. To be very specific, I want to talk only about Southwest Kansas. Although I do know that people have met to discuss parts of this notion; I don't know if anyone would agree with the specifics I am about to discuss. Perhaps this notion is already firmly in place in other parts of our state. If so, I would like to

visit. Let's play the "what if" game. What if, all Southwestern Kansas post secondary delivery systems, namely Garden City Community College, Dodge City Community College, Seward County Community College and the Liberal Area Vocational Technical School, were to work closely to become "regionally responsive" to workforce training needs? What if, KTEC'S regional or satellite office of the Mid America Manufacturing Center, with strong ties to industrial economic development, were to play a major school\workforce planning role? What if, all Unified School Districts within Southwest Kansas were to develop and embrace a strong tech. prep. curriculum to parallel a strong college prep. curriculum? What if, we concentrated on teaching strong academic skills in an applied, interesting and integrated approach that helped students leave secondary education ready to enter post secondary technical or professional studies? What if, we developed what I would call a residual workforce training capability at each school site, whether it be secondary or postsecondary school? What if, everyone in Southwestern Kansas truly believed in lifelong education and did not believe the American dream was JUST to finish high school or JUST to finish a baccalaureate degree? Could smaller manufacturers, whose workforce is often workbound and placebound, be better served by a local residual workforce training effort that was organized to provide specific skills as needed? Could we provide short bursts of "as needed training" rather than full time programs, in duplicate places, as we now know them? What if, we transferred the best training equipment available around the region? And

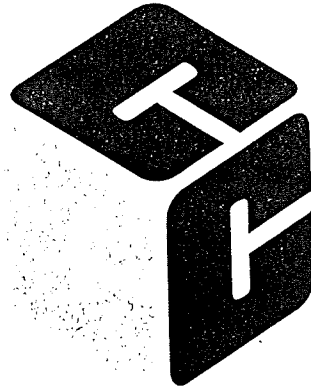
what if, we used facilities and instructors whether they be normally in service at a secondary school or at a college?

I recognize that this vision has many barriers. I also realize that a discussion of detail could take years. In fact, Federal funding, as now authorized, would render some of these ideas useless. It is also important to realize that fear, and personal feelings, are always very close to suggested change. Even so, I am trying to identify notions that could be developed. I think it is imperative, to the well-being of our State and Nation, that we find workforce training ideas that will give hope. We must give hope to inner city youth, as well as to rural kids. Hope is also important to a recently laid off worker or a retiree who needs to supplement income.

To summarize, I would encourage development of the following specific concepts. I really believe that industrial workforce needs must be communicated to a flexible and responsive educational community. I think we are wasteful when we continue programs of training while not really knowing if a training need exists. I do recognize that human resource studies attempt to project those needs, but I wonder why we cannot develop a system that deals in real time and not on projections. I do believe that it will be imperative that economic based industry and educational delivery systems learn to trust in each other's abilities. Of course, that trust must be earned. I do believe that manufacturers must be helped to "know what they don't know".

I will challenge you to continue to struggle with the notion that we must very quickly develop a strategy that will allow us to compete with others in the world who also want to increase their wealth and their standard of living. And finally, I believe that we can not think of our nation as a service only country. In other words, I believe it will not be good enough for us to SHINE each others shoes. At some point in time, we are going to have to MAKE a shoe or two.

Thank you for having me here. I'll try to answer your questions.



Fort Worth: Project C³

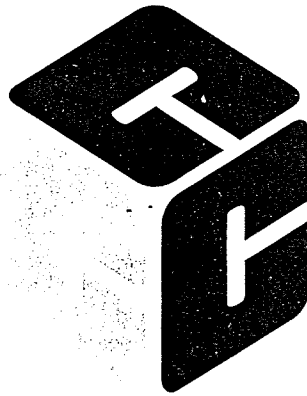
Community • Corporations • Classrooms

Transforming Our Schools

A COLLABORATIVE EFFORT BETWEEN
THE FORT WORTH INDEPENDENT SCHOOL DISTRICT
AND THE FORT WORTH CHAMBER OF COMMERCE

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Attachment 2.1
2-10-92

DEVELOPING SCHOOLS THAT WORK



Fort Worth: Project C³

Community • Corporations • Classrooms

A REVIEW PREPARED BY
PELAVIN ASSOCIATES
WASHINGTON, D.C.
JANUARY 1992

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Attachment 2-2
2-10-93

Program of Studies for the High Schools 1993–1994

Educational Services
Ron Naso, Associate Superintendent
Wichita Public Schools
217 North Water
Wichita, Kansas 67202

Wichita Public Schools

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Attachment 2.3
2-10-93

FOUR-YEAR PROGRAM PLAN

The comprehensive high school program provides you with an array of choices in course selection. It is extremely important that in making course selections, you are working with a plan that will provide the foundation for college or technical school and/or a set of skills and experiences which will make you employable. We believe that you should develop a four-year program plan that provides that foundation for further education or for employability. This plan should be updated on an annual basis to ensure that it reflects your achievement and aspirations.

In considering course selections for the four-year program, we make the following recommendations in academic core areas:

The following courses are recommended for those who plan to attend college or junior college.

- a. Mathematics - 3 units, including 2 units of Algebra, 1/2 unit of Geometry, and 1/2 unit of Trigonometry.
- b. Natural Science - 3 units, including 2 units to be taken from Biology, Chemistry, and Physics.
- c. Foreign Language - 2 credits.
- d. Language Arts - Either Advanced Placement English or English Composition/College Reading, or 2 of the following semester courses—English Composition, Modern Literature, World Literature, and English Literature—to satisfy the fourth year of English.

Honors or advanced level classes should be taken whenever academically appropriate.

The following courses are recommended for those who plan to pursue a technical education or enter the work force upon graduation from high school.

- a. Mathematics - A minimum of 2 units, including an applied knowledge of algebra.
- b. Science / Technology - A minimum of 3 units, consisting of 1 unit of technology or computer science and 2 units of science or technology related to the student's preferred career or employment area.
- c. Language Arts - Four units, including the 3 required units (English 1,2,3) and 1 additional unit in Applied Communication or English Composition/College Reading, or 2 of the following semester courses—English Composition, Modern Literature, World Literature, and English Literature.

Honors or advanced level courses should be taken whenever academically appropriate. In any case, four-year plans should include a core of classes which provide preparation in a technical skill or career path.

If you have questions about or have difficulty developing a four-year plan, we encourage you to meet with the school counselor for assistance.

TECHNOLOGY EDUCATION

Butler

COUNTY

COMMUNITY

COLLEGE

TO: Students of USD 259

FROM: Dr. Jack Oharah
Vice President

DATE: August 8, 1990

Students classified as juniors and seniors who successfully complete (with a grade of C or better) Principles of Technology I and II at USD 259 will be awarded three (3) credit hours for PH109 Applied Physics I.

Also, students classified as juniors or seniors who successfully complete (with a grade of C or better) the Applied Math and Applied Communications courses at USD 259 will be awarded three (3) credit hours for MA115 and SP101 respectively.

These nine (9) hours of college credit can be applied specifically to the Foundations of Technology certificate programs, to the contextually related areas of certain Associate of Applied Science degree programs and as elective credit to selected Associate of Arts and Associate of Science degree programs.

For more specific information concerning these college credit opportunities please call 263-6830 ext. 162.

901 S. Haverhill Rd.

El Dorado, KS 67042-3280

316-321-5083

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CAREER PLANNER

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Four-Year
Sequences
of
Academic & Technical
Courses

Wichita Public Schools

February 2, 1993

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CAREER PLANNER

Who am I?

Where am I going?

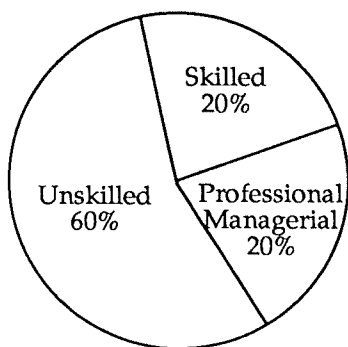
What do I want to be ?

You are probably asking these questions now -- and will be for a long time to come.

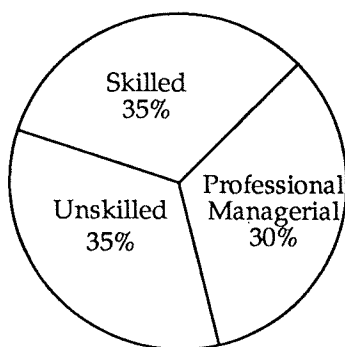
The answers to these questions are critical. As shown in the chart, the job opportunities for unskilled workers have drastically decreased in the last 50 years.

During the same time, the job opportunities for skilled workers have greatly increased. Most of these high-skill jobs require technical preparation, not a four-year college degree. This is true in Wichita, in Kansas, in America -- whether in the year 1990, 2000 or 2010.

WORK FORCE 1950 - 2000



1950



1989



2000

Source: The Hudson Institute

This is why the *Career Planner* has been created. It covers many of the career opportunities for which occupational preparation is available in high school.

Each of these careers, or clusters of similar occupations, is supported by a recommended *Four-Year Sequence of Academic and Technical Courses* featuring applied, hands-on, learning experiences. Early in the sequence, you will have the opportunity to explore your tentative career interests -- to determine your likes and dislikes. After doing this, you may decide to continue with the sequences of courses or change directions. Either way, you have made an important career decision.

Although this is a four-year sequence, you can opt into these courses at any time -- 9th, 10th, 11th or 12th grade. The later you make this choice, the fewer courses you will be able to take;

and the need may exist to complete your technical preparation after high school.

The sequences of courses fulfill the credit requirements to graduate. Furthermore, the *Career Planner* will help you prepare for the future through:

1. Making meaningful, well-informed educational and career decisions.
2. Developing an individual career plan.

As you start down the educational pathway, you are encouraged to discuss your technical career plans with your parents, counselors and instructors.

FOUR-YEAR EDUCATIONAL PLA
FOR
METAL WORKING CAREERS

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Description: A machinist sets up and operates a variety of machine tools and fits and assembles parts to make or repair metal parts, mechanisms, tools or machines, applying knowledge of mechanics, shop mathematics, metal properties, and layout machining procedures. Studies specifications such as blue-print, sketch or description of part to be build, and plans sequence of perations. Measures, marks and scribes dimensions and reference points to layout stock for machining.

A welder welds metal parts together as specified by blueprints, layouts, diagrams, work orders or oral instructions; selects the proper type of welding process and rod; makes the correct machine adjustments and successfully uses arc, gas and gas shielded welding processes.

Sample Career Options: Machinists may specialize in the operation of one or more machine tools such as lathes, mills, grinders, shapers, drills, etc. Machinists may also operate a combination of more than one machine tool and become a journey person through the completion of a registered post-secondary apprenticeship program.

Welders may specialize in a variety of welding areas such as arc, gas, spot, structural, pipe, etc. Welding may be done inside or a production line or individual job basis or outside in various climatic conditions. Welders may also become certified in one or more areas which will allow them greater flexibility in obtaining employment in different geographic locations.

Suggested Sequence of Courses:

9th Grade

English I (1)
Math (1)
Science (1)
Physical Education (1)
World Geography/History (1)
Metals I (1)
Elective (1)

11th Grade

English III (1)
Science (Tech-Computers) (1)
U.S. History II (1)
Contemporary Living (1)
Machine Shop 1 (3)
or
Welding 1 (3)

10th Grade

English II (1)
Math (1)
Science (1)
U.S. History I (1)
Metals I (1) or Welding I (1)
Elective (1)
Elective (1)

12th Grade

English (1)
Government (.5)
Machine Shop II (1.5 or 3)
or
Welding II (1.5 or 3)
or
Cooperative Industrial Training (1.5)
Elective (.5)
Elective (1)
Elective (1)

- Note:
- 11th & 12 grade courses identified in bold type are offered at the Vocational Technical Center.
 - Students that have successfully completed 9th & 10th grade Metals/Welding will receive credit toward their vocational competencies and can elect to enroll in a semester of cooperative industrial education in the 12th grade.

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AVIATION

HEALTH

MANUFACTURING

CAREER HIGH SCHOOL

AVIATION

HEALTH

MANUFACTURING

AVIATION

HEALTH

MANUFACTURING

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EXECUTIVE SUMMARY

The Career High School has its roots in the Wichita and Sedgwick County labor market where 38.4% of all employment is in the aviation, health and manufacturing sectors. Thus, the probability is high that four out of every 10 graduates of the Wichita Public Schools will ultimately find employment and livelihood in these sectors of our economy.

The mission of the Aviation, Health and Manufacturing Career High School is to provide students with the knowledge, skills and attitudes to successfully transition into these career sectors after high school or through advanced studies. Either choice means that students are heading towards realistic career goals and not just wandering through school.

The Program of Studies will encompass the concept that career development is a longitudinal process that provides students with the foundation to make valid educational and career decisions. The major components of this integrated and interdisciplinary teaching and learning methodology are summarized in the following educational equation:

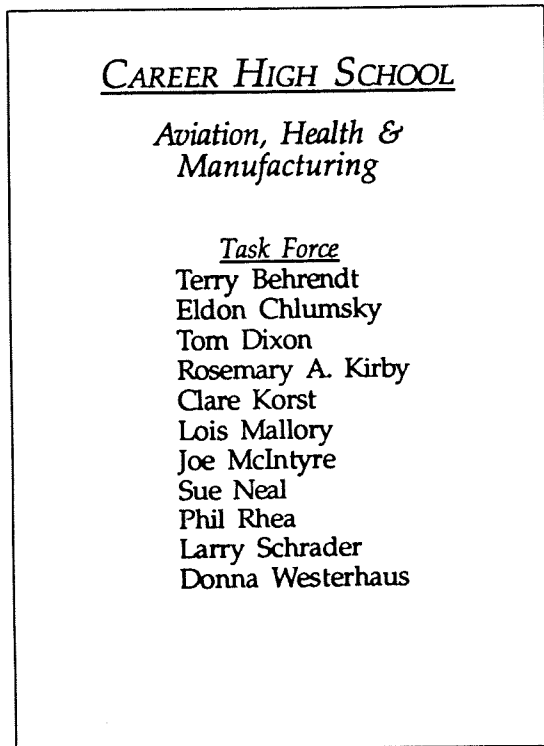
Applied Academics
+ Workplace Skills (SCANS)
+ Competency Based Vocational Education
+ Community Based Career Experiences=
Career Development

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To make the educational equation functional, and minimize operational costs, the Career High School must be located near existing vocational-technical schools, a comprehensive high school and off-campus aviation, health and manufacturing facilities.

Implementation of the school is sought for the Fall of 1993 with a freshman class of 125 students. Over the next four years, the projected enrollment will increase to 450 students.

FIGURE 1



ACKNOWLEDGEMENTS

The development of the model for an Aviation, Health and Manufacturing Career High School is a testimonial to the time and expertise of many educators and our educational colleagues from industry. The sincerest appreciation is extended to those individuals, listed in Figures 1 and 2, who have served on the Task Force or the Aviation, Health and Manufacturing Advisory Committees. They have had the wisdom and foresight to envision the proposed Career High School for students of the Wichita Public Schools.

Larry Schrader, Director
Program Operations
Division of Vocational & Continuing Education

FIGURE 2

AVIATION, HEALTH & MANUFACTURING CAREER HIGH SCHOOL

MEMBERS OF ADVISORY COMMITTEES

Ms. Kathy Ast
Training Administrator
Learjet, Inc.

Ms. Patricia Bayles, RN, MN
Division Director of Nursing/Allied
Health/Child Care
Butler County Community College

Mr. Jim Biltz
CEO
HCA Wesley Medical Center

Mr. Dennis Dietz
Director of Fabrication, Process Center
The Boeing Company, Wichita Division

Mr. Robert Dixon
CEO
Riverside Hospital

Sister M. Sylvia Egan
CEO
St. Francis Regional Medical Center

Mr. Steve French
Teacher
Wichita High School East

Dr. Peggy Gardner
Director of Education
St. Francis Regional Medical Center

Mr. Jeff Glimpse
Personnel Representative
The Boeing Company, Wichita Division

Mr. Al Graves
Manager of Facilities-Fabrication
The Boeing Company, Wichita Division

Mr. Dick Griffiths
Vice President of Human Resources
and Administration
Beech Aircraft Corporation

Bill Heck
Vice President
Department of Human Resources
HCA Wesley Medical Center

Mr. Gary Hickman
Training Supervisor
Cessna Aircraft Company

Mr. Phil Kusnerus
Manager of Staffing
Cessna Aircraft Company

Dr. Sterling Lewallen
Associate Professor
Industrial Technology Department
The Wichita State University

Ms. Sara Lloyd
Counselor, Career Development
Cessna Aircraft Company

Mr. Don McGinty
Owner
McGinty Machine Company

Mr. Kim Martin
Training Representative
Human Resources
Learjet, Inc.

Dr. Jerry Mayhall
Center Director
Veterans Administration Hospital

Dr. Joe Meek
Dean
University of Kansas
School of Medicine-Wichita

Mr. Ed Miller
Vice President of Human Resources
Learjet, Inc.

Mr. Frank Mitchell
Manager of Sales Training
Beech Aircraft Corporation

Mr. John Moore
Senior Vice President of Human
Resources
Cessna Aircraft Company

Mr. Kevin Polian
Director, Human Resources
Learjet, Inc.

Mr. LeRoy Rheault
CEO
St. Joseph Medical Center

Dr. Diane Roberts
Dean
College of Health Professions
The Wichita State University

Mr. Bill Vanderwall
Educational Relations Manager
The Boeing Company, Wichita Division

Dr. John VanSaun
Coordinator, CAD/CAM Training
Beech Aircraft Corporation

WICHITA/SEDGWICK COUNTY LABOR MARKET

Our community is blessed with a disproportionately large number and percentage of technical high skill/high wage jobs. The roots of this can be traced to Sedgwick County's development as a manufacturing oasis and a regional health care center.

The non-agri employment in Sedgwick County, as illustrated in Figure 3, totals 214,507 persons. Manufacturing, the largest sector of the local labor market, is dominated by the aviation industry. Manufacturing accounts for 60,330 jobs or 28.1% of all employment. This is almost double the national average of 17.3%, and higher than states such as Michigan and California, which are noted for manufacturing. The health care sector accounts for 22,015 jobs or 10.3% of the total. Added together, the manufacturing and health care sectors make up 38.4% of the labor force in Sedgwick County. The probability is great that four out of every ten graduates from the Wichita Public Schools will ultimately find employment and livelihood in the manufacturing and health care sectors.

FIGURE 3

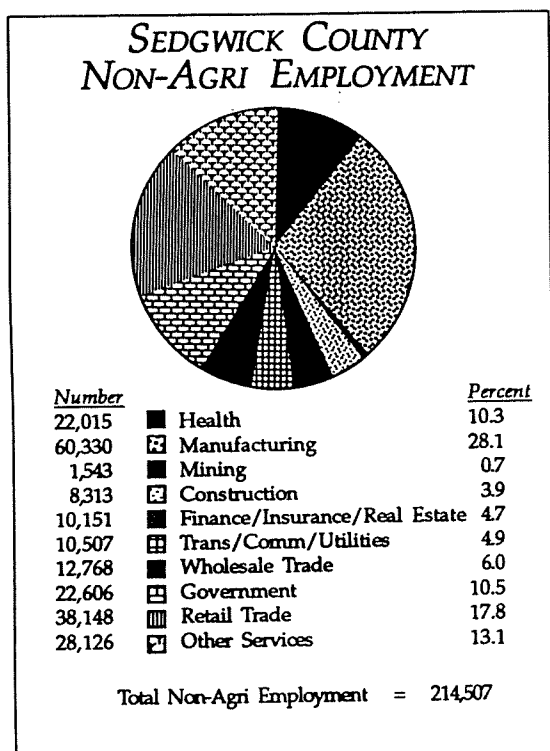
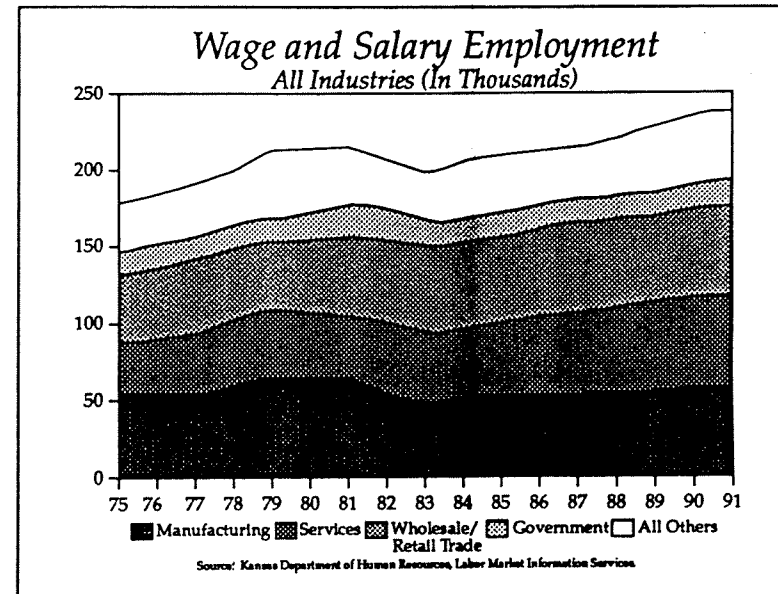


Figure 4 depicts the stability of employment opportunities in the manufacturing sector over the last 16 years. While temporary fluctuations are evident, the total number of individuals employed in this sector of our economy has changed very little. During this time period, the services sector, including the health care occupations, has steadily grown. Barring unforeseen circumstances, the manufacturing and health care sectors will continue to provide viable career opportunities well into the twenty-first century.

The income by industry, as shown in Figure 5, compares manufacturing and health care against other sectors of our economy. And, in 1989, according to the U.S. Department of Commerce, the average income for manufacturing jobs in Sedgwick County was \$35,218.

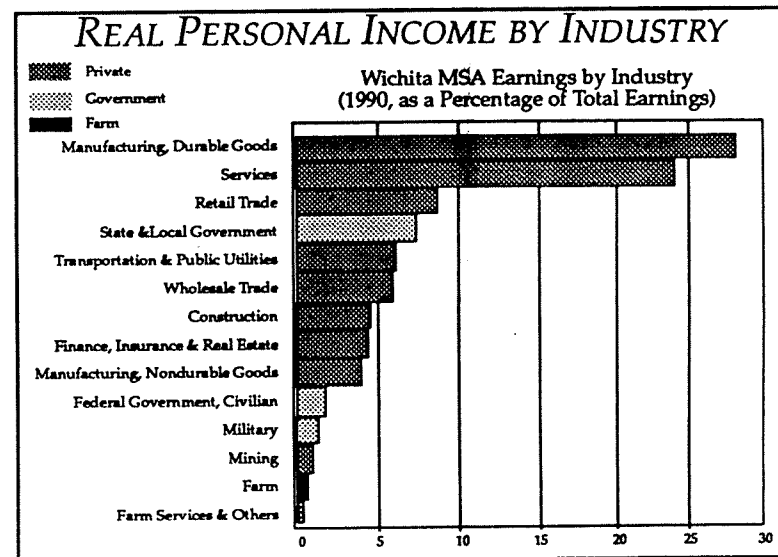
Numbers . . . stability . . . income, one needs to look no further than the composition of the labor market in this community to find the justification and need for a Career High School with an educational emphasis on aviation, health and manufacturing careers.

FIGURE 4



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FIGURE 5



AVIATION, HEALTH & MANUFACTURING CAREER HIGH SCHOOL

The freedom to choose a career is among the most treasured of all American values. Yet, freedom to choose in no way guarantees that an individual has the knowledge or experience to exercise that freedom.

This dilemma will be addressed by the proposed Career High School. As illustrated in Figure 6, the school's curriculum will be structured around three clusters of occupations: aviation; health and manufacturing. To best meet the needs of a diverse student population, each cluster will be subdivided into "immediate employment" and "further education" strands of occupations.

Each cluster . . . each strand . . . will be structured upon the philosophical concept that career development is a sequential process and not a single one-time decision or course. Thus,

different developmental experiences will be emphasized in the freshman (i.e., career awareness), sophomore (i.e., career exploration) and the junior and senior (i.e., career preparation) years.

The goal is that all students, regardless of career objectives, will have the knowledge and experience necessary to make career decisions and ultimately make a successful transition into immediate employment or further education.

Even if youth change career objectives during the process, the knowledge and skills acquired while motivated to learn will provide a solid foundation for other pursuits.

FIGURE 6

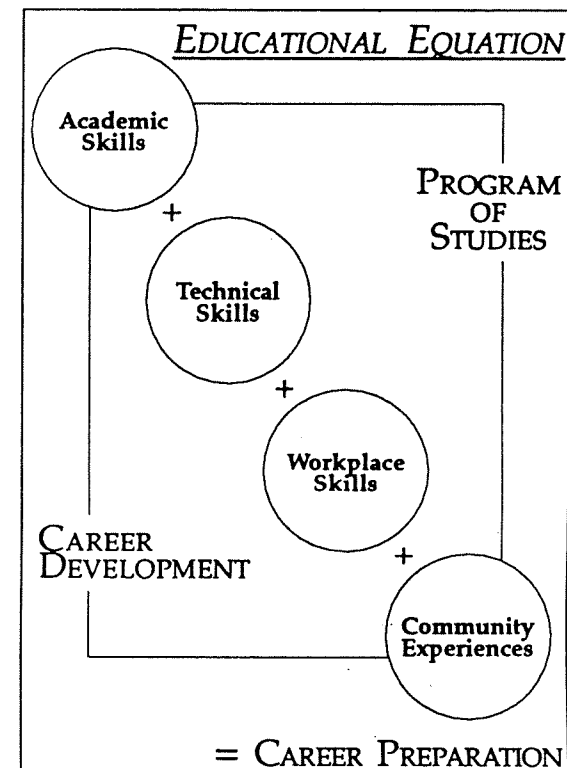
		CAREER HIGH SCHOOL					
		Aviation		Health		Manufacturing	
		Immediate Employment	Further Education	Immediate Employment	Further Education	Immediate Employment	Further Education
Career Development Process	12th Seniors & 11th Juniors	Career Preparation					
	10th Sophomores	Career Exploration					
	9th Freshmen	Career Awareness					

EDUCATIONAL EQUATION

The educational equation for the Career High School provides the framework for the Program of Studies which embraces the philosophy of the Wichita Public Schools, "Every student can learn." The elements of this equation, shown in Figure 7, are woven together through the process of career development, a commitment to excellence and ten guiding principles.

1. Education must prepare students for successful life transitions.
2. Students must become increasingly self-directed.
3. Students must develop the capacity for lifelong learning.
4. Learning occurs best in a contextual setting.
5. Workplace skills must be infused into every aspect of the curriculum.
6. Technical skills must be continuously validated to assure occupational relevancy.
7. Students must be linked with community resources.
8. All instruction and learning will be outcomes-based education.
9. Parents must be active participants in the educational process.
10. Instructors must have common planning and teaming time.

FIGURE 7



APPLIED ACADEMICS

Applied learning is an appropriate instructional strategy for any academic course. The question is, applied to what? What context? If the answer is "careers," you have the beginning of the integration of academic and vocational education.

Applied learning should not be perceived as the watering down of academics. It is a different way of teaching and learning. Applied academics has more to do with the "how" than the "what" of learning.

"As the best vocational educators learned long ago, the most effective way to educate our youth is to teach them in the context of real-life situations and real problems."

William E. Brock
SCANS Chairman

In the Career High School, the contextual setting for language arts, math, science and social studies will be occupations: aviation, health and manufacturing. As students progress through high school, this setting will gradually shift from career cluster to specific occupations.

The rationale behind contextual learning or applied academics is sound. It embraces two very fundamental, yet proven, concepts:

1. Instructional experiences must be made relevant to students within a context of careers.
2. Abstract concepts must be reinforced with hands-on application and practice.

For many students, abstract concepts are easier to conceptualize

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when encapsulated in practical hands-on learning experiences directly related to occupational pursuits. If students have an identified career interest, why not use that contextual setting to take some of the abstract out of the abstract?

By connecting the classroom with real-life situations, activities and problems, the Career High School can be transformed into a meaningful and exciting learning laboratory.

According to the SCANS Report and the Carl Perkins Vocational and Applied Technology Education Act Amendments of 1990, the student advantages of applied academics are many:

1. Increased motivation to learn through engaging in complex real-life scenarios that require communication, computation, interpersonal, and scientific knowledge and skills.
2. Better retention of knowledge and skills through practical applications and hands-on learning.
3. Greater transferability of knowledge and skills due to the realism of learning.

But, this isn't news. As good teachers prove every day, learning in context – applied academics – works!

“The experience of seeing the connection between education and work could make the difference between being turned off or on to school and future possibilities.”

*Albert Shanker
President, AFT*

WORKPLACE SKILLS

Following "A Nation at Risk," numerous reports over the past few years have warned that the United States is losing its competitive edge in the global economy largely because of outdated management styles and a poorly trained workforce. Perhaps the most notable of these reports are:

"Workforce 2000"

Source: U.S. Department of Labor, 1987

Warning: The report highlighted the changing demographics of the U.S. workforce and the problems that could be expected in training it.

"The Forgotten Half"

Source: William T. Grant Foundation's Commission on Work, Family and Citizenship, 1988

Warning: The nation was subsidizing students who attend college with seven times the aid given to those who plan to enter the full-time workforce.

"America's Choice: High Skills or Low Wages"

Source: Commission on the Skills of the American Workforce, 1990

"The SCANS report comes not one moment too soon. Unless we act now to ensure all our students perform at significantly higher levels and set standards that both schools and future employers expect them to meet, we will, tragically, undermine our collective economic future."

Albert Shanker
President, AFT

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Warning: The report presented an economic analysis of the slowing rate of workforce productivity resulting from American industry's competing more and more on the basis of low wages, while our competitors paid high wages for skilled workers.

"What Work Requires Of Schools"

Source: U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS), 1991

Action: The commission took a major step in implementing "America's Choice" recommendations by defining a new set of workforce competencies and issuing a blueprint for reinventing the nation's schools and integrating basic workforce competencies into the curriculum.

The SCANS skills and competencies, often referred to as the non-technical workplace skills that transcend all occupations, will be woven into every classroom, every laboratory, and every course in the Career High School. All students—those going directly to work after high school and those planning further education—need to master the eight areas of foundation skills and competencies shown in Figure 8.

FIGURE 8

WORKPLACE KNOW-HOW

The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance. These include:

COMPETENCIES—effective workers can productively use:

- **Resources**—allocating time, money, materials, space, and staff;
- **Interpersonal Skills**—working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
- **Information**—acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
- **Systems**—understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
- **Technology**—selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION—competence requires:

- **Basic Skills**—reading, writing, arithmetic and mathematics, speaking, and listening;
- **Thinking Skills**—thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
- **Personal Qualities**—individual responsibility, self-esteem, sociability, self-management, and integrity.

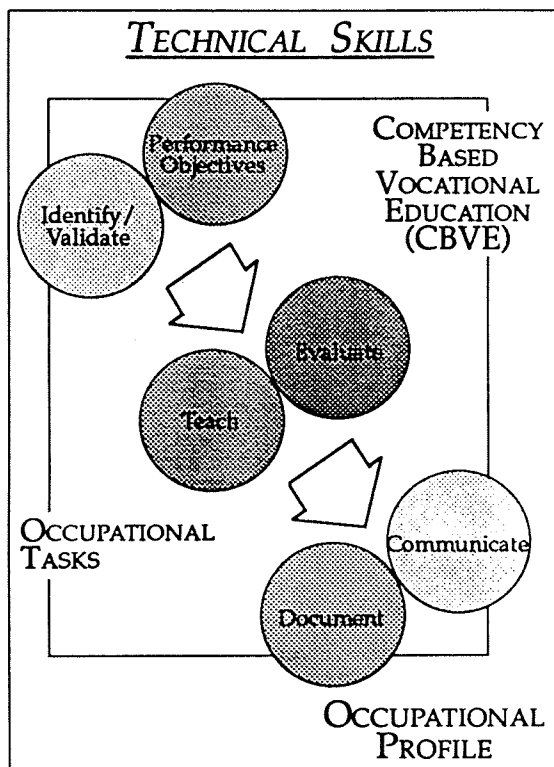
From the SCANS Report, "A Letter to Parents, Employers, and Educators."

COMPETENCY BASED VOCATIONAL EDUCATION

The Wichita Area Vocational Technical School is a recognized statewide leader in the implementation and conversion of programs to Competency Based Vocational Education (CBVE). The philosophical principles underlying CBVE are identical to those of "outcomes based education."

CBVE = Outcomes Based Education

FIGURE 9



Competency Based Vocational Education provides the framework to validate curriculum and establish levels of student performance based upon industry standards. As illustrated in Figure 9 and described below, CBVE revolves around the occupational tasks, i.e. skills and competencies, deemed essential for specific occupations.

1. *Identifying tasks*

The first step in CBVE is the identification of tasks commonly performed on the job.

2. *Validating tasks*

Once identified, tasks must be validated and performance standards set by incumbent workers.

3. *Teaching tasks*

Instructional methodology and content are based upon validated tasks and performance objectives. This helps assure that teaching and learning support the transfer of workplace knowledge, skills and attitudes.

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4. Evaluating tasks

Emphasis is upon observable and measurable student performance that incorporates cognitive, affective and psychomotor skills.

5. Documenting tasks

Learning outcomes are recorded on an "Occupational Profile." These profiles, which could be described as expanded grade cards or educational resumes, contain 60 to 80 different occupational tasks and measures of student mastery.

6. Communicating tasks

Profiles, like the sample in Figure 10, are used to explain courses prior to enrollment, monitor progress during training and communicate levels of mastery to prospective employers and others after graduation.

This Competency Based Vocational Education methodology will be used to help assure curricula relevancy and document student performance for the applied academic as well as the vocational-technical courses which will make up the Career High School. Furthermore, CBVE provides an unparalleled measure of accountability for educational outcomes as the Kansas State Board of Education has set forth the 80/80 rule for vocational-technical programs. Eighty percent of all program completers must master eighty percent of the tasks contained on the appropriate Occupational Profile. The same measure of accountability applies to workplace skills (SCANS).

FIGURE 10

OCCUPATIONAL PROFILE

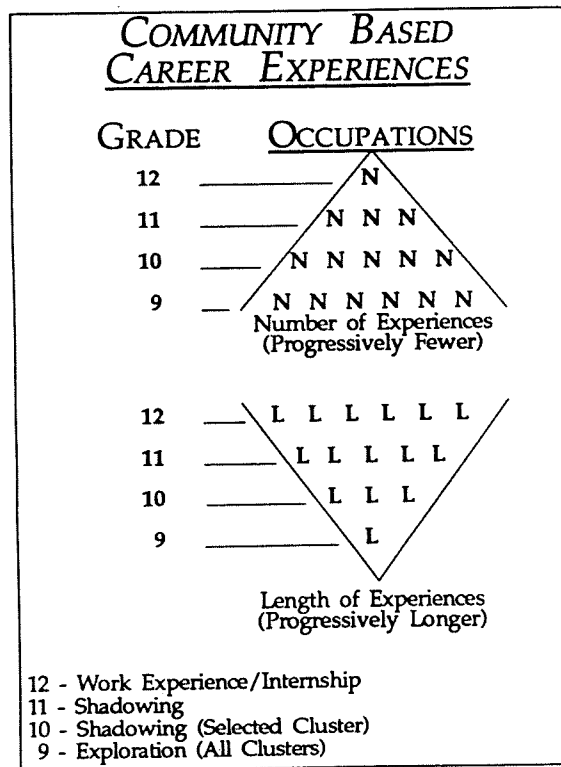
OCCUPATIONAL PROFILE	
WICHITA AREA VOCATIONAL-TECHNICAL SCHOOL WICHITA, KANSAS	
SMITH JOHN D	000-00-0000 DATE ISSUED 08/11/92
DIRECTIONS	THE NUMERICAL RATING FOR EACH TASK INDICATES THE OCCUPATIONAL COMPETENCY OF THE STUDENT
GERIATRIC AIDE	
RATING SCALE	4 SKILLED - PERFORMS TASK INDEPENDENTLY 3 MODERATELY SKILLED - PERFORMS TASK WITH LIMITED SUPERVISION 2 LIMITED SKILL - PERFORMS TASK WITH CLOSE SUPERVISION 1 EXPOSURE - RECEIVED INSTRUCTION, BUT HAS NOT DEVELOPED SKILL N NO INSTRUCTION ON TASK
ADMISSION/TRANSFER/DISCHARGE	
N ASSETS WITH RESIDENT ADMISSION ORIENTATION N DESCRIBES CARE OF RESIDENTS VALUABLES N TRANSFERS RESIDENT N DISCHARGES RESIDENT	
COMMUNICATION SKILLS	
N POSITIONS RESIDENTS CALL LIGHT N EXPLAINS PROCEDURES TO RESIDENT N COMMUNICATES WITH RESIDENTS FAMILY AND FRIENDS N REPORTS APPROPRIATE INFORMATION TO SUPERVISOR AND STAFF N ANSWERS CALL LIGHT N PRACTICES CONFIDENTIALITY N FOLLOWS INSTITUTIONAL POLICIES	
OBSERVING, REPORTING AND RECORDING	
N IDENTIFIES OBSERVATIONS TO MAKE WHILE CARING FOR RESIDENT N USES COMMON MEDICAL ABBREVIATIONS	
MAINTAINING RESIDENTS UNIT	
N KEEPS RESIDENTS ROOM ORDERLY N PERFORMS OPEN BEDMAKING PROCEDURE N PERFORMS CLOSED BEDMAKING PROCEDURE N CLEANS WHIRLPOOL/SHOWER N CLEANS WHEELCHAIR	
N CUPES OR ASISTS RESIDENT IN WHIRLPOOL BATH N PERFORMS COMPLETE BED BATH N DRESSES AND UNDRESSES RESIDENT N DEMONSTRATES ORAL HYGIENE/MOUTH CARE N DEMONSTRATES DENTURE CARE N SHAVES MALE RESIDENT N DEMONSTRATES CARE OF EYE GLASSES N DEMONSTRATES CARE OF HEARING AIDE N PERFORMS BACK RUB N PERFORMS PERINEAL CARE N PERFORMS HAIR CARE N PERFORMS BED SHAMPOO N PERFORMS POLY CATHETER CARE N PERFORMS SKIN CARE FOR INCONTINENTLY RESIDENT N PERFORMS NAIL CARE N IDENTIFIES LOCATIONS WHICH ARE PRONE TO ULCER FORMATION N DEMONSTRATES PLACEMENT AND REMOVAL OF PERINEAL PAD N PERFORMS DISCUTITUS PREVENTION CARE	
TREATMENT AND PROCEDURES	
N DEMONSTRATES HEAT/COLD THERAPY N APPLIES ANTI-EMBOLISM ELASTIC STOCKING N CHANGES COLOSTOMY BAG	
PERSONAL CHARACTERISTICS	
RATING SCALE	4 EXCELLENT 3 SATISFACTORY 2 NEEDS IMPROVEMENT 1 UNACCEPTABLE N NO EVALUATION
DATE AS OF 08/11/92 PROGRAM CERTIFICATE REQUIREMENTS HAVE NOT BEEN MET.	
SIGNATURE THIS OCCUPATIONAL PROFILE IS NOT OFFICIAL UNLESS IT BEARS THE SIGNATURE SCHOOL SEAL.	
FOR ADDITIONAL INFORMATION 316-433-4370	

COMMUNITY BASED CAREER EXPERIENCES

The Wichita Area Vocational Technical School has a rich and diverse history of connecting school experiences with the community through work experiences, internships and occupational observations. This expertise and the existing partnerships with business and industry will enhance both the quantity and quality of these educational experiences for students in the Career High School.

As shown in Figure 11, the number of community based career experiences will become progressively fewer while the length of experiences will become progressively longer as students move through high school.

FIGURE 11



During the freshman year, multiple community experiences will be provided to acquaint students with numerous career possibilities. These shadowing experiences will provide students with firsthand knowledge of occupations. Sophomore experiences, while still of a relatively short duration, will allow students to further investigate the occupational interests at the top of their lists. Freshman and sophomore community based career experiences, combined with school experiences, should give students a solid foundation upon which to make future educational and career decisions.

Junior and senior community experiences will provide a mixture of career exploration and career preparation. Students planning to enter immediate employment after high school will be enrolled in Cooperative Education. Employment experiences secured,

planned and monitored by the school will be directly related to the student's career objective. The job will serve as an educational laboratory with up-to-date equipment, facilities and real employer-employee relationships that reinforce and expand the established curriculum. The feasibility of youth apprenticeships, a concept not previously utilized in Wichita, will be investigated. Non-paid internship experiences will be arranged for students planning further education right after high school. These experiences, much like student teaching, provide the opportunity for students to learn the why and how of the job as well as gain valuable insight into their chosen careers.

In "Connecting School and Employment," a three-year study completed in 1990, the Council of Chief State School Officers concluded that schools must accept the responsibility for preparing students for work. Their main prescription was more cooperative education, youth apprenticeships and other similar community based career experiences. Regardless of when the school-to-work transition occurs, these experiences will reduce the floundering that so often occurs.

Transportation, either in the form of school buses or the Metropolitan Transit Authority, will be provided for both group and individual, non-paid, community based career experiences.

PROGRAM OF STUDIES

We know that changes in the workplace have altered what workers do, how they do it, and with whom. We also know that we must change what we teach and how we teach it.

Making the connection between work in school and work in life is the mission of the Career High School. All students must acquire the knowledge, skills and attitudes necessary for success in school, in the workplace and in life.

FULFILLING THE MISSION

The Program of Studies is the primary vehicle for fulfilling the mission of the Career High School. It also operationalizes the components of the career development educational equation that are interwoven throughout the Program of Studies.

Applied Academics

+ Workplace Skills (SCANS)

+ Competency Based Vocational Education

+ Community Based Career Experiences=

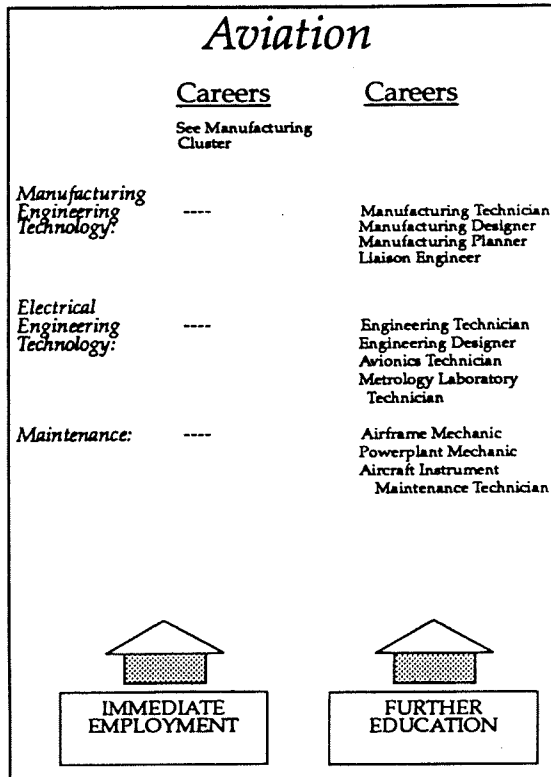
Career Development

The underlying premise is that students can be motivated to learn if they understand the relationship between school achievement and success in chosen careers.

The Program of Studies for the aviation, health and manufacturing clusters is presented in Figures 13 and 15 and 17 through 19. The final outcome for students is employment, whether it follows high school, college or other types of education. The careers for which students are preparing are

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FIGURE 12



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FIGURE 13

CAREER HIGH SCHOOL PROGRAM OF STUDIES AVIATION		
	IMMEDIATE EMPLOYMENT	FURTHER EDUCATION
12th (Seniors) CAREER PREPARATION	Research: Reading & Writing US Govt (1 Sem)/Employability Skills (1 Sem.) Math: Aviation Applications (Senior Project) Airframe & Powerplant General	Research: Reading & Writing US Govt (1 Sem)/Employability Skills (1 Sem.) Physics (Engineering) Precalculus (1 Sem.)/Trigonometry (1 Sem.) CAD (Computer Aided Drafting) Cooperative Industrial Training (or) Internship
(Summer) FLIGHT TRAINING	Work Experience (or) Internship Flight Training	Work Experience (or) Internship Flight Training
11th (Juniors) CAREER PREPARATION	Applied Communication Principles of Technology 2 US History 2 Algebra 2 (Aviation Applications) Aeronautics (Intro to Aviation/Ground School) Contemporary Living	Applied Communication Applied Chemistry (or) Principles of Technology 2 US History 2 Algebra 2 (Aviation Applications) Aeronautics (Intro to Aviation/Ground School) Contemporary Living
10th (Sophomores) CAREER EXPLORATIONS	Communication 2 Tech Math 2 (or) Geometry Principles of Technology 1 US History 1 Aviation Careers 2	
9th (Freshmen) CAREER AWARENESS	Communication 1 Tech Math 1 (or) Algebra 1 Physical Education World History Investigations in Technology Aviation Careers 1	

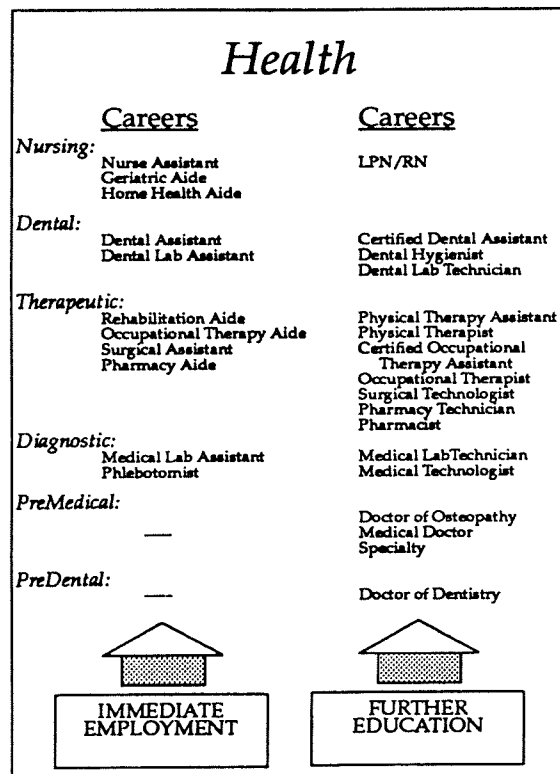
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shown in Figures 12, 14 and 16. This close tie between education and occupations is perhaps the most distinguishing characteristic of the Career High School.

CLUSTERS AND STRANDS

Each of the three clusters of occupations, that make up the Program of Studies of the Career High School, are divided into two strands: immediate employment and further education. These strands define when the graduate will first step into the labor market on a full-time basis. Either choice means that students are heading toward a realistic career goal, and not just wandering through school. Regardless of the selected cluster or strand of occupations, technology has made lifelong learning a necessity.

FIGURE 14



During the freshman and sophomore years, with the exception of Spanish in the health cluster, there is no distinction between the immediate employment and further education strands within each cluster. This allows students the time needed to investigate and explore various occupations before making career and educational decisions.

In the junior and senior years students will develop occupation-specific knowledge and skills. This is the time for specialization based upon the career interests and decisions made by students. A senior capstone course, based in research, provides students with an indepth opportunity to apply acquired knowledge and skills to their area of occupational pursuit. This will be a cross-disciplinary and collaborative learning activity among teachers and students.

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FIGURE 15

CAREER HIGH SCHOOL PROGRAM OF STUDIES HEALTH		
	IMMEDIATE EMPLOYMENT	FURTHER EDUCATION
12th (Seniors) CAREER PREPARATION	Research: Reading & Writing US Govt (1 Sem.)/Employability Skills (1 Sem.) Body Structures & Functions Health Science 2 (3 Hrs. - Includes Work Experience)	Research: Reading & Writing US Govt (1 Sem.)/Employability Skills (1 Sem.) Anatomy/Physiology (Class & Lab) (Science) Precalculus/Trigonometry Health Science 2 (3 Hrs. - Includes Internship) Employability Skills (1 Sem.)
11th (Juniors) CAREER PREPARATION	Applied Communication Applied Chemistry US History 2 Math: Health Applications Contemporary Living Health Science 1 (2 Hrs. - Includes Work Experience)	Applied Communication Applied Chemistry US History 2 Algebra 2 (Health/Applications/Statistics) Contemporary Living Health Science 1 (2 Hrs. - Includes Observations)
10th (Sophomores) CAREER EXPLORATIONS	Communication 2 Tech Math 2 (or) Geometry Science/Tech/Chemistry US History 1 Health Careers 2	Spanish (Foreign Language)
9th (Freshmen) CAREER AWARENESS	Communication 1 Tech Math 1 (or) Algebra 1 Applied Biology Physical Education World History Health Careers I	Spanish (Foreign Language)

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Core curriculum courses, such as Applied Communication and Tech Math, appear in all three clusters. While titles are identical, and learning outcomes similar, the contextual setting –the real-life scenarios– is uniquely tailored to aviation, health and manufacturing careers.

EXPLOSION OF KNOWLEDGE AND CURRICULUM FLEXIBILITY

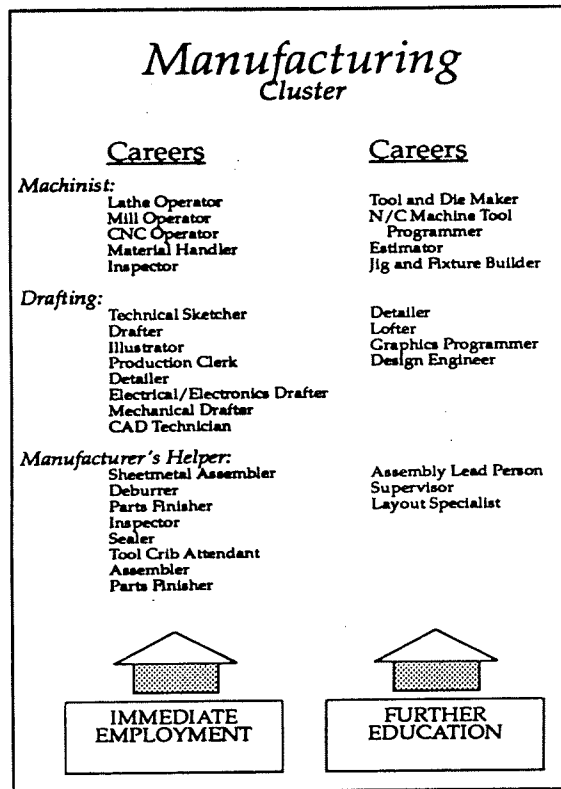
As the pace of change accelerates, and knowledge expands by quantum leaps, the Program of Studies must:

1. Remain flexible, almost fluid, to reflect occupational and societal changes. Otherwise, the Program of Studies will become rapidly and hopelessly obsolete.
2. Develop in each student the ability to work in teams, think creatively, solve problems, use technology and learn how to learn. Without these abilities, graduates will find themselves adrift in the 21st century.

Furthermore, students will not be tracked, for they can switch from one cluster or strand to another cluster or strand. Students switching after the sophomore year who opt for immediate employment may have to complete their occupational preparation after graduation from high school.

This integrated, applied, outcomes-based Program of Studies will be developed year-by-year over the next four years. To facilitate development and assure an interdisciplinary and progressive sequence of courses that connects instructional activities with careers, approximately half of the instructional staff will move from grade-to-grade with the students.

FIGURE 16



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FIGURE 17

CAREER HIGH SCHOOL PROGRAM OF STUDIES MANUFACTURING - MACHINIST		
	IMMEDIATE EMPLOYMENT	FURTHER EDUCATION
12th (Seniors) CAREER PREPARATION	Research: Reading & Writing US Govt (1 Sem.)/Employability Skills (1 Sem.) Math: Manufacturing Applications) (Senior Project) Machine Shop Cooperative Industrial Training (CIT) (2nd Sem.)	Research: Reading & Writing US Govt (1 Sem.)/Employability Skills (1 Sem.) Manufacturing Chemistry (Includes Metallurgy & Composites) Precalculus/Trigonometry Machine Shop Internship (2nd Sem.)
11th (Juniors) CAREER PREPARATION	Applied Communication Principles of Technology 2 US History 2 Algebra 2 (Manufacturing Applications) Machine Shop Contemporary Living	Applied Communication Principles of Technology 2 US History 2 Algebra 2 (Manufacturing Applications) Machine Shop Contemporary Living
10th (Sophomores) CAREER EXPLORATIONS	Communication 2 Tech Math 2 (or) Geometry Principles of Technology 1 US History 1 Manufacturing Careers 2 Mechanical Drafting (2nd Sem.)	
9th (Freshmen) CAREER AWARENESS	Communication 1 Tech Math 1 (or) Algebra 1 Investigations in Technology Physical Education World History Manufacturing Careers 1	

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FIGURE 18

CAREER HIGH SCHOOL PROGRAM OF STUDIES MANUFACTURING - DRAFTING		
	IMMEDIATE EMPLOYMENT	FURTHER EDUCATION
12th (Seniors) CAREER PREPARATION	Research: Reading & Writing US Govt (1 Sem.)/Employability Skills (1 Sem.) Math: Manufacturing Applications (Senior Project) Science: Research Project CAD/CAM CIT (2nd Sem.)	Research: Reading & Writing US Govt (1 Sem.)/Employability Skills (1 Sem.) Math: Manufacturing Applications (Senior Project) Science: Research Project Precalculus/Trigonometry CAD/CAM CIT (2nd Sem.)
11th (Juniors) CAREER PREPARATION	Applied Communication Principles of Technology 2 US History 2 Math: Drafting Applications 2 (Includes NC Programming) CAD (Computer Aided Drafting) Contemporary Living	Applied Communication Principles of Technology 2 US History 2 Algebra 2 (Includes NC Programming) CAD (Computer Aided Drafting) Contemporary Living
10th (Sophomores) CAREER EXPLORATIONS	Communication 2 Tech Math 2 (or) Geometry Principles of Technology 1 (Materials Strength, Load Geometry, Force & Motion) US History 1 Structured Programming in BASIC (1 Sem.)/Intro to NC Programming (1 Sem.) Manufacturing Careers 2	
9th (Freshmen) CAREER AWARENESS	Communication 1 Tech Math 1 (or) Algebra 1 Investigations in Technology Physical Education World History Manufacturing Careers 1	

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FIGURE 19

CAREER HIGH SCHOOL PROGRAM OF STUDIES MANUFACTURING -- MANUFACTURERS HELPER		
	IMMEDIATE EMPLOYMENT	FURTHER EDUCATION
12th (Seniors) CAREER PREPARATION	Research: Reading & Writing US Govt (1 Sem.)/Employability Skills (1 Sem.) Math: Manufacturing Applications (Senior Project) Tooling & Aircraft Sheetmetal (1st Sem.) CIT (2nd Sem.)	
11th (Juniors) CAREER PREPARATION	Applied Communication Principles of Technology 2 US History 2 Algebra 2 (Manufacturing Applications) Machine Shop (1st Sem.) Composites/Plastics & Metal Bond (2nd Sem.) Contemporary Living	
10th (Sophomores) CAREER EXPLORATIONS	Communication 2 Tech Math 2 (or) Geometry Principles of Technology 1 US History 1 Manufacturing Careers 2 Mechanical Drafting (2nd Sem.)	
9th (Freshmen) CAREER AWARENESS	Communication 1 Tech Math 1 (or) Algebra 1 Investigations in Technology (Materials & Processes/Computers) Physical Education World History Manufacturing Careers 1	

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IMPLEMENTATION

Implementation of the Aviation, Health and Manufacturing Career High School requires four basic ingredients: students, staff, facilities and curriculum. A calendar of implementation activities, common planning/teaming time and guidance from advisory committees will help turn the envisioned model into a functional reality.

STUDENTS

As illustrated in Figure 20, the Career High School will open the Fall of 1993 with 125 freshmen who have a career interest in aviation, health or manufacturing. Approximately 40 to 45 students will be selected for each of the three career clusters in the Program of Studies.

FIGURE 20

<u>IMPLEMENTATION</u>				
School Year	93-94	94-95	95-96	96-97
	Freshmen 125	Freshmen 125	Freshmen 125	Freshmen 125
		Sophomores 125	Sophomores 125	Sophomores 125
			Juniors 100	Juniors 100
				Seniors 100
Student Population	125	250	350	450
New students will not be admitted after the sophomore year				

One year later, in August of 1994, a second freshman class of 125 students will be selected. In addition, 25 new sophomores will be admitted, because it is anticipated that some students will opt to return to their base high schools after having the opportunity to investigate their occupational interests and aptitudes and explore various careers. This is not considered a negative outcome, as students should make informed decisions as to whether to pursue an aviation, health or manufacturing career or select another course of study. No new students will be admitted after the tenth grade.

The total number of students enrolled in the Career High School will peak in 1996 at 450. Thereafter, the size of the student body will be held relatively constant.

STAFF

Instructors selected for the Career High School must not only be experts in their curriculum areas, but also knowledgeable of the linkages between the subject matter and the occupations.

Instructors will be grouped into interdepartmental teams. Establishment of esprit de corps is critical to the integration of academic and vocational education and an interdisciplinary approach to teaching and learning.

Staffing for the first year will consist of one team of five instructors: careers, language arts, math, science and social studies. This provides a 25 to 1 student/teacher ratio. The careers instructor will be funded out of the Vocational Fund and the other instructors out of the General Fund. The latter positions are not considered new, but rather a reassignment of existing instructors.

In years two, three and four, a second, third and fourth team of five instructors will be added. By 1996, the staff of the Career High School will consist of 20 instructors, one of which will be designated as the lead instructor. If the Career High School functions as a school-within-a-school, no additional administrative staffing is anticipated.

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COMMON PLANNING/TEAMING TIME

In order to integrate curricula and create an interdisciplinary program, the staff must have common planning and teaming time. Existing career high schools, research and alternative experts unanimously agree on this point.

In the daily schedule, shown in Figure 21, all team members are given the sixth period for planning and the seventh period for teaming.

FIGURE 21

COMMON PLANNING/ TEAMING TIME

Seven Period Day

Core Team Members

Class Period	Language Arts	Math	Science	Social Studies	Careers
1					
2					
3					
4					
5					
6	P	P	P	P	P
7	C	C	C	C	C

Flexible
Core
Curriculum

Other
Courses

Codes
P = Lesson Planning Time
C = Curriculum Coordination Time

This common planning and teaming time also has some very positive and significant ramifications for periods one through five of the student's daily schedule. Instructors are able to combine blocks of time in imaginative and flexible ways to facilitate the educational process both on and off campus.

During the sixth and seventh periods, students will have access to all the course offerings in the comprehensive high school. This should work well as the comprehensive high schools can best infuse these students the last two periods of the day.

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FACILITIES

It is assumed that the Career High School will operate as a school-within-a-school. Even so, the applied or hands-on approach to learning requires extensive laboratory facilities both on and off campus. Every attempt will be made to utilize existing laboratories at the vocational-technical schools, comprehensive high schools and in the industrial community. Nevertheless, the curriculum of the Career High School necessitates the establishment of seven laboratories over the next four years.

The health careers laboratory must be implemented in FY '94 at a cost of \$80,000. This lab, which will be used extensively in the exploration and preparation phases of career development, will be paid for out of a federal Carl Perkins Vocational and Applied Technology Education Act grant. Likewise, 30 computer workstations, distributed throughout the classrooms and laboratories, will be purchased. In total, \$115,000 of equipment will be acquired for the Career High School out of FY '94 federal vocational (Carl Perkins) funds. In FY '95, an aviation/manufacturing lab will be established, with Carl Perkins funds, at a cost of \$50,000.

FIGURE 22

FRESHMAN YEAR CAREER HIGH SCHOOL 1993-94 (FY '94)					
<u>CLUSTER</u>	<u>SUBJECT AREA</u>	<u>NUMBER INSTRUCTORS</u>	<u>COURSE</u>	<u>FACILITY</u>	<u>COST</u>
Health	Science	.50	Applied Biology	Lab	\$ 50,000
Av/Mfg.	Science	.50	Investigations in Technology	Lab	—
Health	Language Arts	.50	Communications I	Class	—
	Language Arts	.50	Communications I	Class	—
Health	Math	.50	Tech Math I (or) Algebra I	Class	—
Av/Mfg.	Math	.50	Tech Math (or) Algebra I	Class	—
Health	Social Studies	.50	World History	Class	—
Av/Mfg.	Social Studies	.50	World History	Class	—
Health	Careers	.50	Health Careers I	C/L	80,000
Av/Mfg.	Careers	.50	Aviation/Mfg. Careers I	C/L	—
		<u>5.00</u>			<u>\$130,000</u>
Computer (Decentralized)			30 Stations (3 per class/lab)		35,000
<u>Other High School Courses</u>			<u>Lab Funding Sources</u>		<u>\$165,000</u>
Foreign Language			Vocational Fund (Perkins)	\$115,000	
Physical Education			General Fund	50,000	
Electives					

Science is inseparable from aviation, health, and manufacturing careers. The science laboratories – applied biology, applied chemistry, applied physics and anatomy/physiology – will cost \$50,000 in FY '94, \$170,000 in FY '95, \$70,000 in FY '96 and \$50,000 in FY '97. It is anticipated that these labs, totaling \$340,000 over the next four years, will be paid for out of the General Fund. The previous laboratory projections assume that an Investigations in Technology laboratory will be available for use by the aviation and manufacturing students attending the Career High School.

FIGURE 23

SOPHOMORE YEAR CAREER HIGH SCHOOL 1994-95 (FY '95)					
<u>CLUSTER</u>	<u>SUBJECT AREA</u>	<u>NUMBER INSTRUCTORS</u>	<u>COURSE</u>	<u>FACILITY</u>	<u>COST</u>
Health	Science	.50	Science/Tech/ Chemistry	Lab	\$ 70,000
Av/Mfg.	Science	.50	Principles of Technology I	Lab	100,000
Health	Language Arts	.50	Communications 2	Class	---
Av/Mfg.	Language Arts	.50	Communications 2	Class	---
Health	Math	.50	Tech Math 2 (or) Geometry	Class	---
Av/Mfg.	Math	.50	Tech Math 2 (or) Geometry	Class	---
Health	Social Studies	.50	U.S. History II	Class	---
Av/Mfg.	Social Studies	.50	U.S. History II	Class	---
Health	Careers	.50	Health Careers II	C/L	---
Av/Mfg.	Careers	.50	Aviation/Mfg. Careers II	C/L	\$ 50,000
		5.00			\$220,000
<u>Other High School Courses</u>			<u>Lab Funding Sources</u>		
Structured Programming in Basic			Vocational Fund (Perkins)		
Introduction to NC Programming			General Fund		
Mechanical Drafting					
Electives					

The four-year implementation schedule for the laboratories, as well as the estimated costs, are shown in Figures 22, 23, 24, and 25. Also indicated are the number of classrooms, by cluster and subject area, needed for the instructional program.

FIGURE 24

JUNIOR YEAR CAREER HIGH SCHOOL 1995-96 (FY '96)					
CLUSTER	SUBJECT AREA	NUMBER INSTRUCTORS	COURSE	FACILITY	COST
Health	Science	.50	Applied Chemistry	Lab	\$ 70,000
Av/Mfg.	Science	.50	Principles of Technology II	Lab	---
		.50	Aeronautical	Lab	---
Health	Language Arts	.50	Applied Communications	Class	---
Av/Mfg.	Language Arts	.50	Applied Communications	Class	---
Health	Math	.50	Health Applications (or)	Class	---
			Algebra		
Av/Mfg.	Math	.50	Health Application (or)	Class	---
			Algebra		
Health	Social Studies	.50	U.S. History II	Class	---
Av/Mfg.	Social Studies	.50	U.S. History II	Class	---
Health	Careers	.50	Health Science	Class	---
Av/Mfg.	Careers	---	---	---	---
		5.00			\$ 70,000
<u>Summer Courses</u>					
Aviation	Careers	1.00	Flight Training	---	---
	Careers	1.00	Work Experience (or)	---	---
			Internship		
<u>Other High School Courses</u>			<u>Lab Funding Sources</u>		
Contemporary Living			Vocational Fund (Perkins)		
Machine Shop			General Fund		
CAD (Computer Aided Drafting)			\$ 70,000		
Composites, Plastics & MetalBond					
Electives					

FIGURE 25

SENIOR YEAR CAREER HIGH SCHOOL 1996-97 (FY '97)					
CLUSTER	SUBJECT AREA	NUMBER INSTRUCTORS	COURSE	FACILITY	COST
Health	Science	.50	Anatomy/Physiology/ Body Functions	Lab	---
Av/Mfg.	Science	.25	Applied Physics/Research	Lab	\$ 50,000
Av/Mfg.	Science	.25	Project Manufacturing Chemistry	Lab	---
Health	Language Arts	.50	Research	Class	---
Av/Mfg.	Language Arts	.50	Research	Class	---
Health	Math	.50	Precalculus/Trigonometry	Class	---
Av/Mfg.	Math	.50	Aviation (or) Manufacturing Applications	Class	---
Health	Social Studies	.50	U.S. Government	Class	---
Av/Mfg.	Social Studies	.50	U.S. Government/ Employability Skills	Class	---
Health	Careers	.50	Health Science 2	---	---
Av/Mfg.	Careers	.50	Cooperative Industrial Training (or) Internship	---	---
		5.00			\$ 50,000
<u>Other High School Courses</u>			<u>Lab Funding Sources</u>		
Air-Frame & Power Plant General			Vocational Fund (Perkins)		
CAD (Computer Aided Drafting)			General Fund		
Machine Shop			\$50,000		
CAD/CAM					
Tool & Aircraft Sheetmetal					
Electives					

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LOCATION

The Aviation, Health and Manufacturing Career High School will, at least initially, be a school-within-a-school at East High School. East High School offers several significant advantages:

1. Breadth of curricula offerings during the sixth and seventh periods of the school day to complete the daily schedules of students enrolled in the Career High School.
2. Walking distance to the Vocational Technical Center's manufacturing laboratories and library.
3. Accessibility to the Metropolitan Transit Authority (MTA) to transport students to off-campus occupational shadowing, internship and work experiences.
4. Relatively close proximity to the health laboratories and library at the Central Vocational Building.
5. Located midway between the three regional health care centers.
6. Equal distance to all the large aircraft companies.
7. Administration that is supportive of the concept of a Career High School.

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CALENDAR

Time is of the essence. An enormous amount must be accomplished in the next ten months—November through August—to effectively implement the Career High School for the Fall of 1993. If approved by the Executive Council, the recommendation to start an Aviation, Health and Manufacturing Career High School must be taken immediately to the Wichita Board of Education.

A month-by-month calendar of implementation activities is shown in Figure 26. The calendar is full, the time is limited, and the Career High School implementation activities should have started yesterday.

FIGURE 26

IMPLEMENTATION ACTIVITIES CALENDAR			
November:	Meet with established aviation, health and manufacturing program advisory committees composed of representatives from industry.		Distribute promotional materials to eighth graders via schools and direct mailings.
	Present Career High School model to Superintendent of Schools and Executive Council.		Employ a full-time teaching specialist to supervise activities associated with the implementation and opening a Career High School within a comprehensive high school. (This individual would become one of the five instructors.)
	Obtain permission to address the Board of Education.		
	Develop student enrollment and school promotional materials.	January:	Explain model to Board of Education and obtain approval for a Career High School.
December:	Prepare student enrollment and school promotional materials.		Meet with aviation, health and manufacturing program advisory committees.
	Familiarize counselors and other school personnel with the Career High School.		Visit middle schools and inform

January, cont'd.

eight graders about the Career High School.

Advertise four teaching positions, interview candidates and select staff.

Identify and purchase outcomes-based curriculum guides and related materials.

February: Visit middle schools and inform eighth graders about the Career High School.

Hold orientation sessions for parents of students desiring to enroll in the Career High School.

Enroll eighth graders who opt to attend the Career High School.

Conduct orientation sessions to further familiarize selected staff with the Career High School.

March: Meet with aviation, health and manufacturing program advisory committees.

Visit middle schools and inform eighth graders about the Career High School.

Hold orientation sessions for parents of students desiring to enroll in the Career High School.

Enroll eighth graders who opt to attend the Career High School.

Develop curriculum, instructional methodologies and evaluation strategies using the CBVE format.

Purchase furniture, equipment,

materials and supplies needed to support the interdisciplinary applied curriculum for freshmen.

April: Visit middle schools and inform eighth graders about the Career High School.

Hold orientation sessions for parents of students desiring to enroll in the Career High School.

Enroll eighth graders who opt to attend the Career High School.

Develop curriculum, instructional methodologies and evaluation strategies using the CBVE format.

May: Meet with aviation, health and manufacturing program advisory committees.

Develop curriculum, instructional methodologies and evaluation strategies using the CBVE format.

June: Undertake intensive curriculum development for the aviation, health and manufacturing clusters.

Prepare facility to support the Program of Studies.

Arrange occupationally oriented in-service experiences for instructional staff.

July: Finalize curriculum for the aviation, health and manufacturing clusters.

Prepare facility to support the Program of Studies.

August: Open the Career High School with a freshman class of 125.

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ADVISORY COMMITTEES

Advisory committees, composed of practitioners in the occupation for which education is provided, have been an indispensable part of vocational education since usage was mandated by the Smith-Hughes Act of 1917. These committee members possess a unique insight into the occupation and therefore the relevancy of education. From this perspective, they are able to validate curriculum content, advise on equipment, provide instructor updates and arrange industry experiences for students.

In 1991 when the idea of a Career High School was first voiced by industry, three advisory committees were established: aviation, health and manufacturing. These committee members identified industry needs, suggested school models and challenged the underlying assumptions and practices of traditional education . . . and that is good!

If the Aviation, Health and Manufacturing Career High School is approved by the Wichita Board of Education, these advisory committees will continue to be our partners in education.

CAREER HIGH SCHOOL

Wichita Area Vocational Technical School

WICHITA PUBLIC SCHOOLS

AN EQUAL OPPORTUNITY EMPLOYER/EDUCATIONAL INSTITUTION

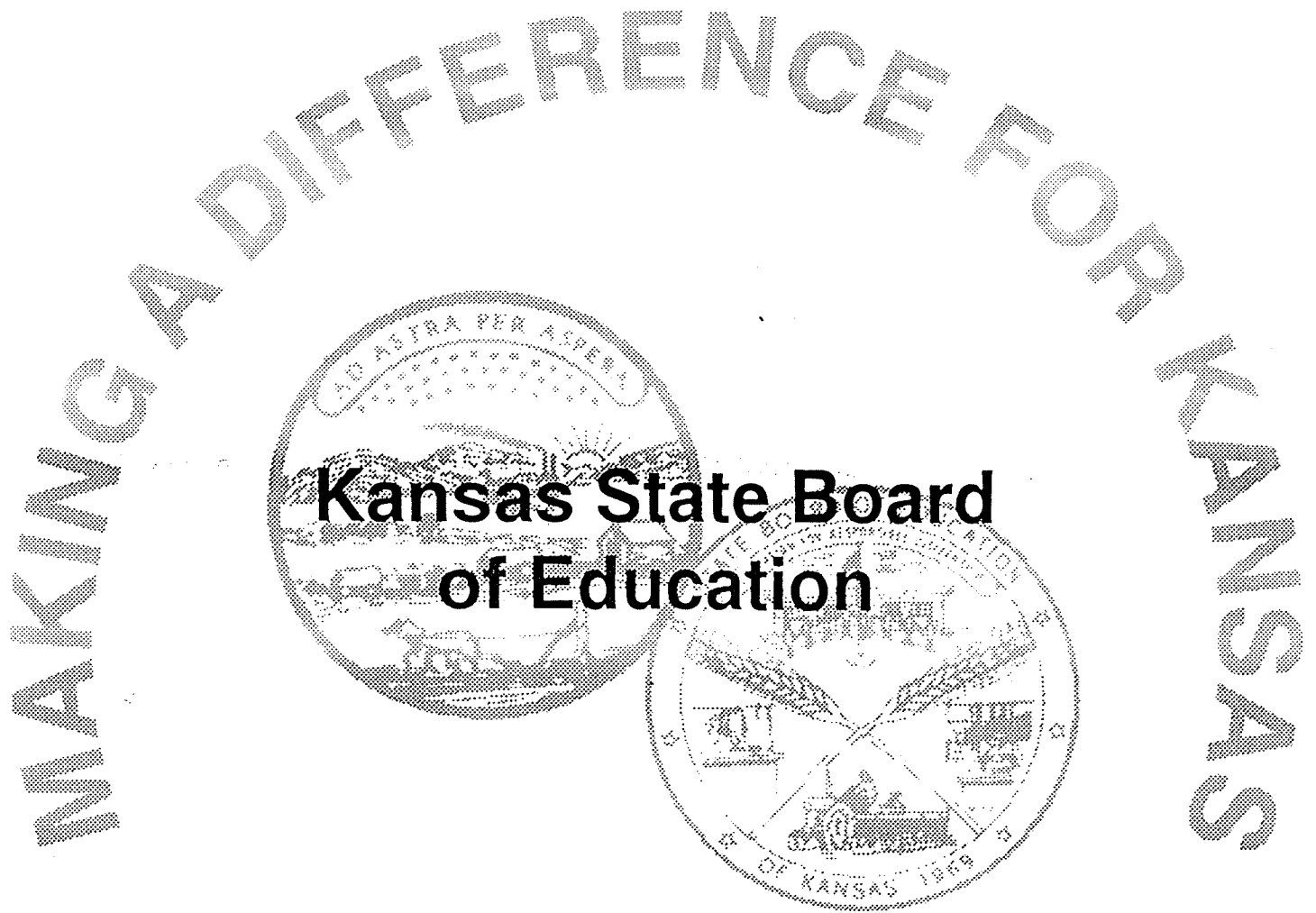
WICHITA AREA VOCATIONAL TECHNICAL SCHOOL

MISSION

To provide occupational preparation for youths and adults as a means of meeting employment needs of business, industry and the community.

December 2, 1991

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2-10-92



SYSTEMS OF MEASURES AND STANDARDS OF PERFORMANCE

Required by the

**Carl D. Perkins Vocational and Applied Technology Act
Amendments of 1990**

Performance Measures and Standards Systems Workgroup

June 1992

Strategic Directions for Kansas Education

The Kansas State Board of Education is charged with the general supervision of public education and other educational interests in the state. While clearly acknowledging the role and importance of local control, the State Board of Education has the responsibility to provide direction and leadership for the structuring of all state educational institutions under its jurisdiction.

The beginning place for determining the mission for the Kansas State Board of Education is the assumption that all Kansas citizens must be involved in their own learning and the learning of others. It is the combined effort of family, school, and community that makes possible the development of a high quality of life. It is the parent who is the first "teacher" of children. As we grow older, we learn that the school, the workplace, and the community support our lifelong learning and our training and retraining. The Board recognizes the responsibility it holds for Kansas educational systems and promoting quality education programs. The mission for Kansas education is:

To prepare each person with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our evolving, global society.

We believe that the strategic directions for the structuring of Kansas education must be organized to:

- create learning communities
- develop and extend resources for parenting programs and early childhood education
- expand learner-outcome curriculum and learner-focused instruction
- provide inclusive learning environments
- strengthen involvement of business and industry in education
- provide quality staff and organizational development.



Kansas State Board of Education
Kansas State Education Building
120 S.E. 10th Avenue Topeka, Kansas 66612-1182

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An Equal Employment/Educational Opportunity Agency

The Kansas State Board of Education does not discriminate on the basis of sex, race, color, national origin, handicap, or age in admission or access to, or treatment or employment in, its programs or activities. Any questions regarding the Board's compliance with Title VI, Title IX, or Section 504 may be directed to the Title IX Coordinator, who can be reached at (913) 296-2424, 120 S.E. 10th Avenue, Topeka, Kansas 66612-1182, or to the Assistant Secretary for Civil Rights, U. S. Department of Education.

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Workplace Know-How

The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance.

Competencies—effective workers can productively use:

Resources – allocating time, money, materials, space, and staff;

Interpersonal Skills – working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;

Information – acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;

Systems – understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;

Technology – selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

The **F**oundation—competence requires:

Basic Skills – reading, writing, arithmetic and mathematics, speaking and listening;

Thinking Skills – thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;

Personal Qualities – individual responsibility, self-esteem, sociability, self-management, and integrity.

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I hope you will begin a SCANS discussion in your community. Ask yourselves these questions:

- 1) Are the schools in our community adequately preparing the workers of today and tomorrow?
- 2) If not, what are we going to do about it?

As President Bush said in his America 2000 plan, we must begin to prepare better our students and our present workers for life-long learning and for work. Together, we can make this plan a reality.

Our joint efforts will ensure that America's workers are prepared for the demanding, high-skills workplaces of today and tomorrow.

Lynn Martin

FOR ADDITIONAL INFORMATION AND MATERIALS, CONTACT:

U.S. Department of Labor
Secretary's Commission on Achieving
Necessary Skills – SCANS
200 Constitution Avenue, N.W.
Washington, D.C. 20210

SCANS hotline number: 1-800-788-SKILL

SECRETARY'S COMMISSION ON
ACHIEVING NECESSARY SKILLS

What Work Requires of Schools



Join me in preparing America's students and workers for today's high-skills workplace.

Lynn Martin
Secretary of Labor

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U.S. Department of Labor



SCANS*

Workplace Skills

Adapted for

VOTECH



Wichita
Area
Vocational
Technical
School

by

Rita Johnson
Competency Based
Vocational Education Specialist
and
Larry Schrader
Director, Program Operations

November 1992

WICHITA PUBLIC SCHOOLS • Wichita, Kansas

* SCANS = Secretary's Commission on Achieving Necessary Skills
US Department of Labor

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2-10-92

CNC PROGRAMMING

- N WRITES AND PROVES ABSOLUTE PROGRAMS
- N WRITES AND PROVES INCREMENTAL PROGRAMS
- N WRITES AND PROVES PROGRAMS USING LINER INTERPOLATION
- N WRITES AND PROVES PROGRAMS USING CIRCULAR INTERPOLATION
- N WRITES AND PROVES USING CANNED CYCLES
- N WRITES AND PROVES USING CUTTER COMPENSATION
- N WRITES AND PROVES USING MIRROR IMAGES
- N WRITES AND PROVES REPETITIVE PROGRAMS

APPLIED MATH

- N SOLVES APPLIED PROBLEMS WITH FRACTIONAL & DECIMAL NUMBERS
- N CONVERTS STANDARD AND METRIC MEASURES
- N SOLVES APPLIED PROPORTION PROBLEMS
- N SOLVES APPLIED ALGEBRAIC EQUATIONS WITH ONE VARIABLE
- N SOLVES PROBLEMS INVOLVING INTERSECTING ANGLES AND LINES
- N SOLVES PROBLEMS USING ANGLES, LINES RELATING TO CIRCLES
- N SOLVES PROBLEMS W/RIGHT ANGLES USING TRIGONOMETRIC FUNCTIONS

APPLIED COMPUTER SKILLS

- N USES THE MOST COMMON DOS COMMANDS
- N PERFORMS MULTI-TASKING OPERATIONS ON THE COMPUTER

APPLIED COMMUNICATIONS

- N PARTICIPATES AS A TEAM MEMBER
- N PRACTICES LISTENING SKILLS
- N USES PROBLEM SOLVING SKILLS
- N USES RESOURCES
- N COMMUNICATES IN WRITING
- N COMMUNICATES ORALLY
- N USES STUDY SKILLS
- N UTILIZES READING COMPREHENSION STRATEGIES

APPLIED EMPLOYABILITY SKILLS

- N PREPARES RESUME MATERIALS
- N DEMONSTRATES JOB SEARCH SKILLS
- N IDENTIFIES REASONS TO MAINTAIN A DRUG FREE LIFESTYLE

WORKPLACE SKILLS

- N DEMONSTRATES TIME MANAGEMENT
- N DEMONSTRATES GENERAL COMPUTER LITERACY
- N UTILIZES COMPUTERS TO PROCESS INFORMATION
- N PARTICIPATES AS A TEAM MEMBER
- N USES PROBLEM SOLVING SKILLS
- N USES DECISION MAKING SKILLS

PERSONAL CHARACTERISTICS

RATING SCALE	4	EXCELLENT	1	UNACCEPTABLE
	3	SATISFACTORY	N	NO EVALUATION
	2	NEEDS IMPROVEMENT		

- N ASSUMES INITIATIVE
- N EXHIBITS DEPENDABILITY
- N ATTENDS REGULARLY
- N DEMONSTRATES PUNCTUALITY
- N PRACTICES POSITIVE HUMAN RELATIONS
- N DEMONSTRATES ADAPTABILITY/FLEXIBILITY
- N SOLVES PROBLEMS AND MAKES DECISIONS
- N DISPLAYS APPROPRIATE ATTIRE AND GROOMING

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attached 12/29/92
2-10-92

OCCUPATIONAL PROFILE
WICHITA AREA VOCATIONAL-TECHNICAL SCHOOL
WICHITA, KANSAS

SMITH JOHN D

999-99-9999

DATE ISSUED 12/29/92

DIRECTIONS THE NUMERICAL RATING FOR EACH TASK INDICATES THE
OCCUPATIONAL COMPETENCY OF THE STUDENT.

CNC OPERATOR/PROGRAMMER

RATING SCALE 4 SKILLED - PERFORMS TASK INDEPENDENTLY
3 MODERATELY SKILLED - PERFORMS TASK WITH LIMITED
SUPERVISION
2 LIMITED SKILL - PERFORMS TASK WITH CLOSE SUPERVISION
1 EXPOSURE - RECEIVED INSTRUCTION, BUT HAS NOT
DEVELOPED SKILL
N NO INSTRUCTION ON TASK

BASIC COMPUTER SYSTEM PRACTICES

N PERFORMS SYSTEM STARTUP
N PERFORMS SYSTEM SHUTDOWN
N USES BASIC DOS COMMANDS
N PERFORMS PROPER SITE MANAGEMENT
N PERFORMS SYSTEM BACKUP

JOB PLANNING

N PREPARES PROCESS PLAN SHEETS
N PREPARES TOOL DATA SHEETS
N SELECTS WORK HOLDING DEVICES

CAM PROGRAMMING

N MANIPULATES CAM SYSTEM - MENUS
N DEVELOPS TOOL PATH GEOMETRY
N PRODUCES MACHINE CODE
N EDITS MACHINE CODE

CNC TURNING CENTER

N PERFORMS MANUAL OPERATIONS
N PREPARES FOR PROCESSING
N PERFORMS AUTOMATIC OPERATIONS
N INTERPRETS AND USES SET-UP INFORMATION

CNC MILL/MACHINING CENTER

N PERFORMS MANUAL OPERATIONS
N PREPARES FOR MACHINING
N PERFORMS AUTOMATIC OPERATIONS
N INTERPRETS AND USES SET-UP INFORMATION

SAFETY

N WORKS SAFELY
N MAINTAINS CLEAN AND ORDERLY WORK AREA

COORDINATE MEASURING MACHINE

N QUALIFIES THE MACHINE
N ALIGNS MACHINED PART
N MEASURES MACHINED PART

MATH

N SOLVES ALGEBRA PROBLEMS
N SOLVES GEOMETRY PROBLEMS
N SOLVES TRIGONOMETRY PROBLEMS

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2-10-93

SMITH JOHN D

PROFILE PAGE 3

DATE ISSUED 12/29/92

DATE

SIGNATURE

AS OF 12/29/92 PROGRAM CERTIFICATE REQUIREMENTS
HAVE NOT BEEN MET.

THIS OCCUPATIONAL PROFILE IS NOT OFFICIAL UNLESS
IT BEARS THE SCHOOL SEAL.

FOR ADDITIONAL INFORMATION 316-833-2400

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Attachment 2-5
2-10-93

EMPLOYMENT AND TRAINING STRATEGY
REPORT
FOR WICHITA/SEDGWICK COUNTY

Developed by
The Employment and Training Strategy Group
(An Initiative of the WI/SE Partnership for Growth)

June 1991
(Third Edition)

CAREERS

Where are the career opportunities . . . the jobs? This question was answered in a recent report compiled by the Wichita/ Sedgwick County Partnership for Growth.

And, if you're making a career decision, the answer is doubly important. While there are no guarantees, it makes dollars and sense to select an occupation where a shortage of workers exists. These occupations are listed under the column titled, "Critical Skill Needs."

The Wichita Area Vocational-Technical School provides the training needed to enter the majority of these occupations. Surprised? This training is listed under the column, "Post-Secondary WAVTS Programs." Along with program title, the length and location are provided.

Summary of Reported Critical Skill Needs for Wichita/Sedgwick County and Training Opportunities available at the Wichita Area Vocational-Technical School

CRITICAL SKILL NEEDS (CAREER OPPORTUNITIES)

POST-SECONDARY WAVTS PROGRAMS

HEALTH CARE

HEALTH CARE

1. Registered Nurses
2. Respiratory Therapists
3. Occupational Therapists
4. Physical Therapists
5. Radiation Therapy Technologists
6. Pharmacists
7. Medical Technologists

8. Licensed Practical Nurse (LPN)

9. Nurse Assistants

10. Cardiovascular Perfusionists
11. Medical Physicists

- Medical Laboratory Technician, 12 mos. Central Vocational Building
- Practical Nursing, 12 mos., Central Vocational Building
Graduates are eligible to take the Kansas State Board of Nursing exam for licensure.
- LPN Refresher Course, 2 1/2 mos., Central Vocational Building
Completion of course results in relicensing for LPN's whose license has lapsed.
- Mental Health Technician, 36 wks. Central Vocational Building
- Geriatric Aide, 110 hrs., Central Vocational Building
- Medication Aide, 72 hrs., Central Vocational Building
- Home Health Aide, 33 hrs., Central Vocational Building

LARGE MANUFACTURING

1. Tool and Die Makers
2. NC / CNC Machinists
3. Standard Machinists
4. Engineers— Design and Technical
 - Low Observable Technology
 - Computational Fluid
 - CAM

5. Numerical Control Equipment Repairers
6. Avionics Technicians
7. Sheet Metal Assemblers

LARGE MANUFACTURING

- Computer Integrated Manufacturing Technology, 36 wks., Vocational Technical Center
- Machine Shop and CIM, 72 wks., Vocational Technical Center
- Machine Shop, 36 wks., Vocational Technical Center

- Computer Integrated Manufacturing Technology, 36 wks., Vocational Technical Center
- Engineering Technology, 2 yrs., Schweiter Technical School
- Engineering Technology, 2 yrs., Schweiter Technical School
- Aircraft Sheet Metal, 2-4 wks., Vocational Technical Center

8. Composites Fabricators
9. Airframe and Powerplant
Licensed Mechanics _____ Aviation Maintenance Technician, Aviation Education Center
General, 12 wks.
Airframe, 36 wks.
Powerplant, 36 wks.
10. Radio / Electrical Assemblers / Installers _____ Electronic Product Services, 72 wks., Vocational Technical Center
11. Maintenance Mechanics _____ Motorcycle / Small Engine / Outboard Motor Mechanics,
72 wks., Vocational Technical Center
Automotive Technician, 36 wks., Vocational Technical Center
12. Structural Modification Mechanics
13. Computer Systems Analysts
14. Secretarial / Clerical Workers _____ General Office, 27 wks., Central Vocational Building
Legal Secretary, 42 wks., Central Vocational Building
Medical Secretary, 36 wks., Central Vocational Building
Secretary / Stenographer, 36 wks., Central Vocational Building

SMALL & MEDIUM SIZE MANUFACTURING

1. General Machinists _____ Machine Shop, 36 wks., Vocational Technical School
2. Tool and Fixture Makers _____ Computer Integrated Manufacturing Technology, 36 wks., Vocational Technical Center
3. Design Engineers
4. CNC Machine Operators _____ Computer Integrated Manufacturing Technology, 36 wks., Vocational Technical Center
5. CNC Machine Programmers _____ Computer Integrated Manufacturing Technology, 36 wks., Vocational Technical School
6. Sheet Metal Fabricators _____ Aircraft Sheet Metal, 2-4 wks., Vocational Technical Center
7. Marketing / Sales _____ Fashion Merchandising, 18 wks., Central Vocational Building
Interior Decorating, 18 wks., Vocational Technical Center
8. Electronic Technicians _____ Electronic Engineering Technology, 76 wks., Schweiter Technical School
9. Welders _____ Welding, 36 wks., Vocational Technical Center

CONSTRUCTION

1. Carpenters _____ Carpentry, 36 wks., Vocational Technical Center
2. Crane Operators
3. Steel Workers

FINANCE

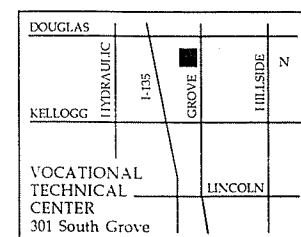
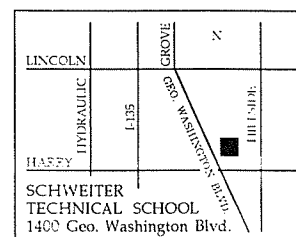
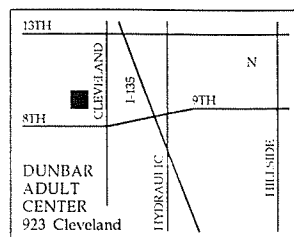
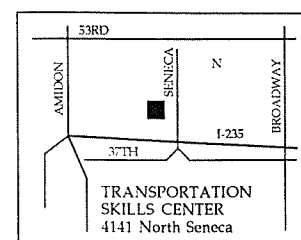
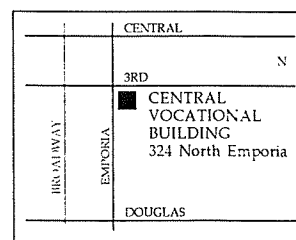
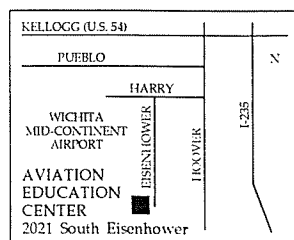
1. Proof Operators _____ Office Machine Course, 10 key skills, Central Vocational Building
2. Tellers
3. CRT Operators _____ General Office, 27 wks., Central Vocational Building
Legal Secretary, 42 wks., Central Vocational Building
Medical Secretary, 36 wks., Central Vocational Building
Secretary/Stenographer, 36 wks., Central Vocational Building

RETAIL SALES

1. Professional Salespersons _____ Fashion Merchandising, 18 wks., Central Vocational Building
Interior Design, 18 wks., Vocational Technical Center

Interested? Undecided upon a career? Our counselors will answer your questions about these and other accredited programs. Most programs are offered both day and evening, and may be taken for college credit. Free vocational assessment, as well as financial aid in the form of grants, loans, and scholarships are available. Call us! Or better yet, come by and visit.

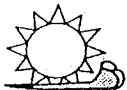
TOULARELA DISTRICT VOCATIONAL-TECHNICAL SCHOOL CAMPUSES



TULARELA NUMBERS	AEC	833-3595	VTC	833-2400
	TSC	833-3290	CVB	
	DAC	833-3150	Business Education	833-4390
	STS	833-2990	Health Occupations	833-4370

HE
Attachment 2-58
2-10-93

Weather



Mostly
sunny,
warmer

HIGH **58**

LOW **31**

Details/ **2B**

Weatherline ®
838-2222

TV WEEK

The other side of Alex Haley

'Queen' explores
his white
roots/ **1H**

SPORTS

No love lost

Shocker greets Littleton, Miller
haven't spoken since 1958/ **1G**

SUNDAY

February 7, 1993

The Wichita Eagle

Where to from here?

Surviving the coming bad times will require a direction

By Jon Roe

The Wichita Eagle

We have some good news and some bad news about Wichita's economic situation.

The bad news:

■ This year's aircraft layoffs may hurt more than previous ones, because they come when most Wichita-area employees are working not for discretionary income but simply to stay afloat.

■ We'll always swing between employment booms and big layoffs, because that's the nature of a city with a dominant industry that is cyclical in nature. We can't diversify enough to head off those jarring layoffs.

The good news:

■ We can diversify enough to soften the jarring.

■ We've come through this before, and we will again. After more than four decades of the aircraft boom-bust cycle, we've learned to tough it out and prevail.

A historian, a banker, a labor leader and an economic

development executive are in general agreement on those points, although they disagree over how successful the city's diversification efforts are and whether they're aimed in the right direction.

There are but four voices in a chorus discussing impending layoffs of an estimated 8,000 Wichita-area workers, most of them in the aircraft industry, which will add up to an economic hit for Kansas of at least half a billion dollars in lost wages.

Seventeen hundred of the layoffs will come with the closing of the Sears, Roebuck & Co. telecatalog center. Beech Aircraft Corp. will lay off 375 in coming weeks. And the single largest source of the layoffs (an estimated 6,000) is Kansas' biggest employer, Boeing Wichita.

But the four experts agree that the layoffs are like fleas on a dog. You don't blame the dog for the fleas.

As the banker — retired Fourth Financial Center

See **JOBS**, Page **13A**

HE
Attachment 2-57
2-10-93

Go Over the Top
With Tech Prep

TECH PREP CHRONICLE

February 1993, Volume 1, Number 1

A Publication of the Kansas State Board of Education, Division of Lifelong Learning, Technical Education

A Vehicle For Change...

TECH PREP: QUALITY EDUCATION FOR A QUALITY WORKFORCE

Everyone is familiar with the demands for better prepared workers. Everyone is familiar with the complaints of business and industry. Everyone is familiar with the SCANS report. Everyone is familiar with complaints from everywhere. Do we have any answers? Do we ever!

Tech Prep addresses all these issues with a technology program which articulates the last two years of high school with two years at a community college or area vocational technical school. Tech Prep will soon be available throughout the state in health, applied science, business technology, agriculture, mechanical, industrial or practical arts or trades programs. Tech Prep features include a core of competencies in technology, math, communications, and science; joint academic and vocational planning which results in integrated curriculum; active learning; articulation between secondary and postsecondary institutions; higher order thinking skills; a

sequential course of study and much more!! The outcomes for Tech Prep are the same quality as those for the traditional college-bound students. Tech Prep's outcomes prepare a student for a highly skilled technical position or for further education.

We now have something to offer the middle 50% or the "neglected majority." In the future, "general education" will be a thing of the past. Many counselors and teachers are getting on the band wagon to learn more about Tech Prep so they can offer this choice to their students. Our students deserve to have better choices. Tech Prep provides a choice. It's the best of all worlds. Tech Prep also fits right in with outcomes education. So join other Kansas educators in the pursuit of Tech Prep.

For further information, contact the Kansas State Board of Education.

Inside...

*A letter from Commissioner
Droegemueller* page 2

*The Concept of
Tech Prep* page 2

*Key Components of
Tech Prep* page 3

Tech Prep in Kansas page 3

*Kansas Initiatives in
Tech Prep: A Chart of
Pilot & Model Sites* page 4,5

*Planning Strategies for
Tech Prep* page 6

*Who To Involve in
Tech Prep* page 6

SCANS page 6

*Responsibilities of Key
Groups in Planning and
Developing a Tech Prep
Program* page 7

Upcoming Events page 8

HE
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2-10-93

The Wichita Eagle

Established 1872
Incorporating The Wichita Beacon
Reid Ashe, Publisher

Davis Merritt, Jr.
Editor

Keith Murray
General Manager

Sheri Dill
Executive Editor

Steven A. Smith
Managing Editor

David Awbrey
Editorial Page Editor

EDITORIALS

Four years Traditional college degree might not be best for today

Stanford University President Gerhard Casper had a provocative thought — that American colleges should re-examine the traditional four-year undergraduate degree to see if it fits the needs of modern students.

Noting that the cost of attending Stanford and other prestigious private universities approaches \$25,000 a year, Mr. Casper wondered whether the price is worth it.

"We all think of it (four-year college education) as a law of nature, a rite of passage," he said. "We will have to ask ourselves whether in the long run and in the present format it is something we can afford."

The four-year undergraduate curriculum is a historical accident. It was originally adopted by Harvard from England's Oxford University in the colonial period. Since then, it has seldom been challenged.

Mr. Casper is on to something. For many people, the four-year degree is a waste of time. They are not interested in pure academics and attend college primarily for job

training. Such people might be better off in a high-powered vocational school.

The problem, however, is that many educators say that young people today need four years of college because they don't get a good education in high school. That's one reason many colleges offer remedial language and math courses to undergraduates. In effect, a college degree has become what a high-school diploma was a couple of generations ago — certification that the holder has basic academic skills.

It's more evidence that American education needs reform from top to bottom. Education has become too expensive and in too many cases it is not giving students and taxpayers value for their dollars.

Nothing should be sacred in American education. All aspects of schooling need to be re-examined. The longer Americans continue habits from the past simply because that's the way things have always been done, the longer it will be until Americans have an educational system that meets the needs of the 21st century.

Members of the editorial page staff are Op-Ed Page Editor Shannon Littlejohn, Editorial Writers Denney Clements, Randy Brown and Myrne Roe, and Editorial Cartoonist Richard Crowson.

HE
Attachment 2-101
2-10-92

Careers

11/2
Attachment 2-1
11/2/2011

Welcome to the Wichita Area Vocational Technical School. Here, you'll discover that a Vo-Tech education is a **real** education — teaching you the skills to find the work **you** want in the shortest reasonable time. The U.S. Department of Labor says that by 1995 the occupations with the fastest growth will be filled by Vo-Tech graduates. And a study by the National Center on Education and the Economy shows that by the year 2000, more than 70% of the workforce will need technical skills **not** offered by a college education.

With over 50 different programs, and training for over 100 occupations, Vo-Tech offers everything from complete professional programs for post-secondary and high school students to specific skills training, custom-tailored for employers. All Vo-Tech programs are geared for higher income and job security in a permanent full-time position. And your only admissions requirement is your desire to learn.

Read through the following pages and you'll see that Vo-Tech is probably **not** what you expected — it's a lot more.

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2/63
Attachment 2-



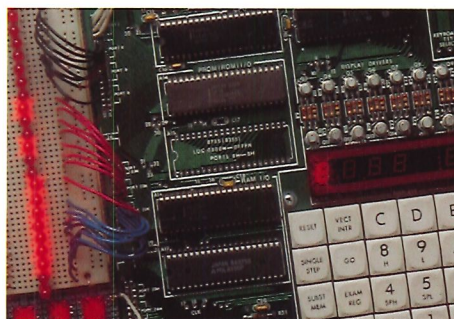
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Attachment 2-64
2-10-93



In the high-tech world of electronics, top engineers and technicians are needed to design, service and program computers and software. That's why Wichita Vo-Tech offers both Electrical Engineering Technology **and** Manufacturing Engineering Technology. While some students receive an Associate's Degree, graduates from either program can expect excellent pay in this lucrative field. And jobs can be found as engineering assistants or technicians; liaison engineers; field service, manufacturing, production, calibration or bench technicians; and more.

“Graduates working at Beech are quick to adapt to the new and fast-paced changes of ‘high-tech’ electronics. Their problem-solving skills are excellent.”

*Larry Braden
Group Engineer,
Beech Aircraft Corporation*





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attachment 2-606
2-10-93

Our high-flying aviation programs could land you a high-paying career in Wichita's vast aircraft and avionics industries. Wichita is known and respected as the "Air Capital of the World." And aviation graduates from Vo-Tech are respected as highly skilled aircraft mechanics or technicians. At our Aviation Education Center at Mid-Continent Airport, mechanics learn to repair the structural parts and service engines of planes. Instrument maintenance teaches repair work on all types of aircraft instrumentation.

There's never a dull moment in the field of child care! Employment opportunities are excellent, and the personal satisfaction is rewarding. With our child care programs, you can receive certification for a job in a day care center, nursery school, or preschool. After completing the 12-week program, you'll be qualified for a job as a day care assistant. Lead teacher positions are open to those who complete the 24-week program. And graduates of the 36-week program are eligible for a position directing a child care facility. Along with accredited instruction, Vo-Tech also provides real job situations in a fully licensed on-site day care center.



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attachment 2-101
2-10-03



“WAVTS conducts an exemplary program for training people to work in the early childhood care area. We have had great success with the graduates we have employed.”

*Emily Lies
Director, St. Francis Regional Medical Center
Child Development Center*



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Attachment 2-68
2-10-93

Caring is the one word that best describes work in the health field. According to the Bureau of Labor Statistics, health care is the second largest industry in the United States, so employment opportunities are abundant. Depending upon which program you pursue, you could soon find a job as a dental assistant, geriatric aide, licensed practical nurse, medical assistant or medical lab technician, pharmacy or mental health technician, or even a surgical technologist.

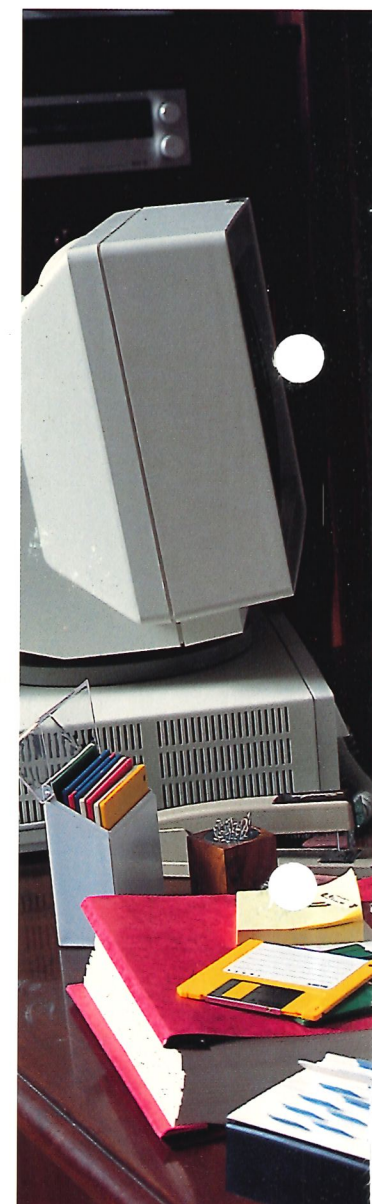




Do you enjoy the sounds of a busy office? Then check out our business and office programs. With the demand for skilled office workers so high, our graduates find a wide variety of job opportunities. You'll receive the best training for a career as a receptionist, file and payroll clerk, secretary, word processing operator and more. Specialized training makes you eligible for a job as a legal secretary, medical secretary or medical transcriptionist, or production artist. Vo-Tech students receive training on the latest computers and electronic equipment. So, you'll be prepared for the business world immediately upon graduation.

“Our entry level positions require not only specific skills, but also teamwork, and a customer service orientation. Applicant referrals from WAVTS are always ready to prove they're the best candidates for the jobs.”

*Rachel A. Prine
Employment Rep., Fourth Financial Corporation*

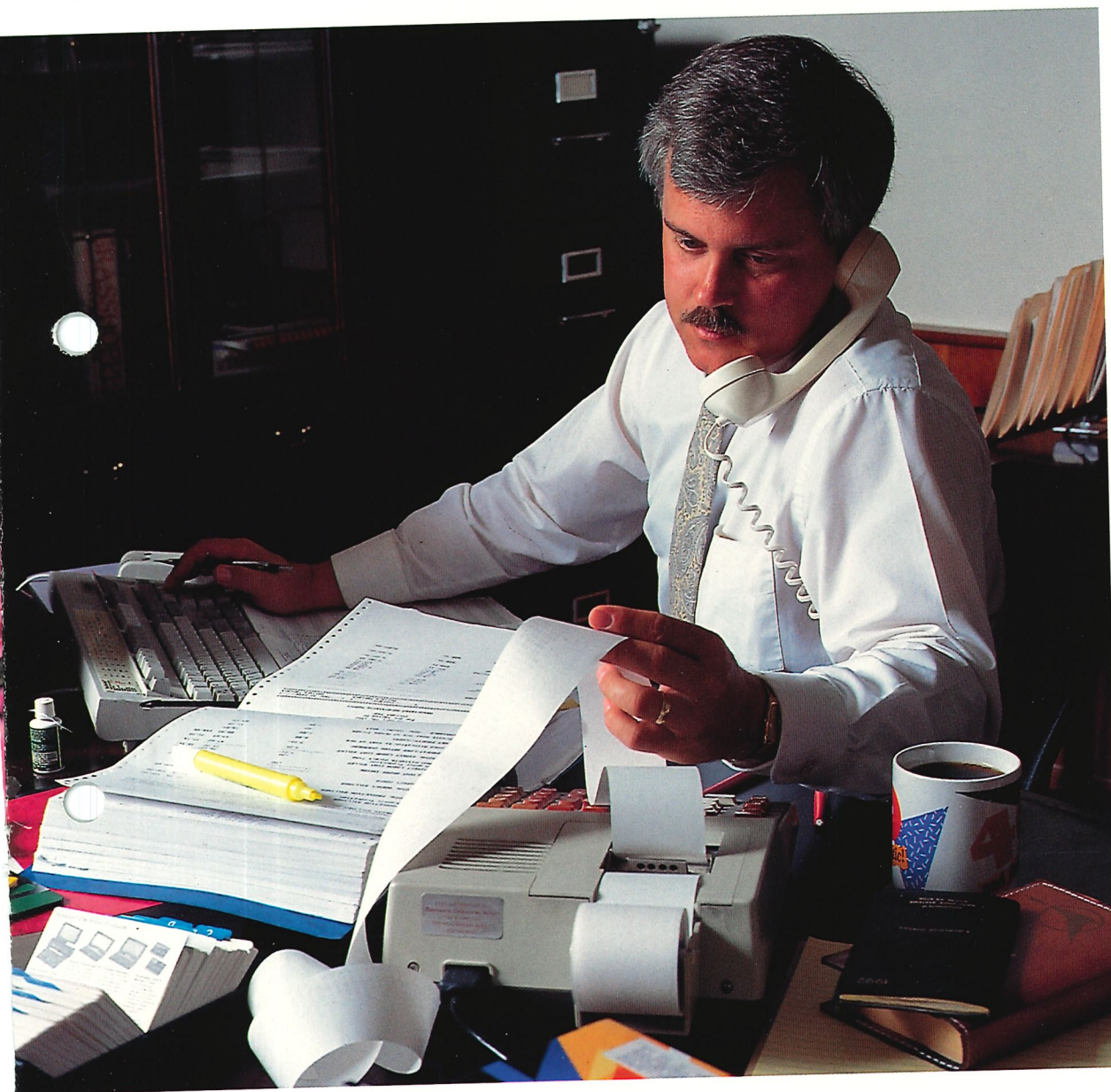


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Attachment 2-10
2-10-93



If you like working with computers, then Vo-Tech's data processing or accounting programs should interest you. Our data processing students learn the most popular software programs and programming languages on a variety of personal and mainframe computers and peripheral hardware. Accounting students learn both manual **and** computerized accounting procedures from reports to spreadsheets. Graduates can go on to find jobs as computer programmers and operators, bookkeepers, accounting clerks and data controllers.



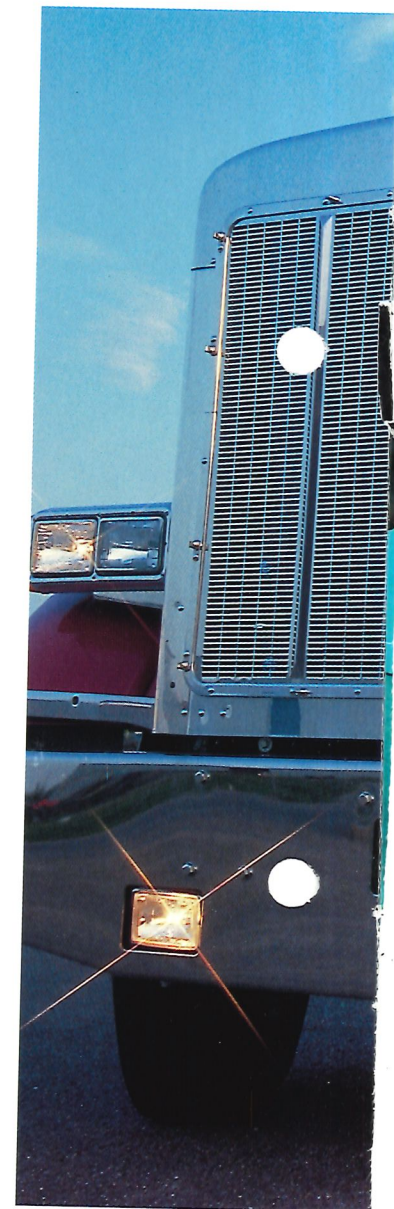
Students in mechanics seem to have a knack for fixing things. Auto, motorcycle, small engine and marine mechanics perform preventive maintenance, and diagnose and repair malfunctions, while auto body mechanics repair the structure and surface of vehicles. In all of our mechanics programs, you'll learn how to use the sophisticated high-tech equipment required in the workforce today. Equipment like computer analyzers, alignment machines, and computer diagnostic car-tuning machines. The skills you learn here, along with the strong need for mechanics in the Wichita area, greatly increase your employment opportunities.

Jobs open to graduates include alignment specialist and tune-up technician, finish painter, marine mechanic and more.



“After working with the staff and students at WAVTS in auto repair these last four years, we here at Davis Moore are looking forward to using future graduates in our shops.”

*Leroy Thompson
Shop Foreman, Davis Moore Oldsmobile, Inc.*



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Attachment 2-11
2-10-93



Imagine a career that offers cross-country travel, high pay and little supervision. From the 18-wheel simulators designed to teach you the basics of driving a big rig, to our driving range and skid pad, we have everything you need to start your new career as a truck driver. Qualified instructors teach proper techniques in all types of driving conditions. Graduates can go on to become long-distance or local drivers.



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Attachment 2-72
2-10-93



Most students interested in construction will be surprised at the variety of jobs they can train for in our construction programs. Air conditioning and refrigeration jobs exist in sales, repair service and building maintenance. Carpentry jobs can be found in remodeling, framing, finishing, dry wall and roofing. Wood technology jobs include cabinetry and specialty millwork. Electrical trade jobs can be found in motor repair, or as an appliance technician or residential electrician. And high-tech Computer Aided Drafting jobs include CAD operator, drafters and design technicians.

Though diverse, jobs in these areas have several key things in common like good pay, a variety of work sites and opportunity for advancement.

“Vo-Tech offers a well-rounded educational opportunity for those not wishing to attend college, but wanting career training.”

*Velma Compton
Executive Director,
Independent Electrical Contractors, Inc.*





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attachment 2-74
2-10.93

Get your career started in the computer-dominated world of manufacturing. Besides learning your way around a conventional machine shop, you **could** learn to program a Computer Numerically Controlled (CNC) lathe or mill. It's a rapidly changing field, and Vo-Tech will prepare you for it. Manufacturing graduates can find jobs as mechanical drafters, aircraft sheetmetal assemblers, welders, machine tool operators and many more.

If you've always had a flair for fashion, a career in fashion and interior design might be just your style. Each diverse program such as Fashion and Interior Merchandising, Drapery Construction and Industrial Sewing offers its own unique learning experiences. After graduation, job possibilities exist in fashion and interior furnishings sales, fashion coordination, drapery construction, industrial sewing, display and advertising, or as a decorating consultant, buyer assistant, store manager and owner.



“I’m 42 and have completely changed careers. Vo-Tech provided the additional skills and training I felt I needed. I’ve now started my own business in interior design.”

*Yvonne Cookson
Owner, Creative Concepts*

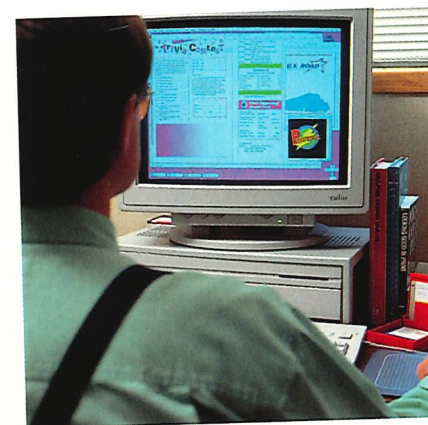


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Attachment 2-75
2-10-93





Today's printing industry provides employment for over one million workers in such places as commercial print shops, newspapers and publishing companies. According to the U.S. Department of Commerce, printing is also the fourth largest industry in Kansas. Vo-Tech students with an eye for detail will find a wide variety of job opportunities upon graduation. Jobs such as production artist, film stripping, plate maker, process camera or press operator, bindery worker and proofreader.



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attachment 2-76
2-10-93



A career in food service offers you a wide variety of job opportunities, good pay and job security. Our programs offer experience in food preparation and service, menu planning, nutrition and management, with lectures by professional chefs and managers. Exciting commercial cooking jobs as a cook, specialty or pastry cook, baker or assistant manager exist in restaurants, clubs, hotels and cruise ship kitchens. Graduates can also find institutional food service jobs in hospitals, adult and child care centers and in schools.

“Vo-Tech has the best food service program in Wichita, teaching you everything from the basics, to the nicer things you can do in a restaurant. I started working the day after graduating from the program.”

*Dean Antonucci
Pastry Chef and Gardener,
The Red Coach Inn*



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attached 2-17
2-10-02



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attachment 2-78
2-10-93

If you've always had a green thumb when it comes to gardening, try your hand at horticulture. This program combines in-class instruction with practical "growing" experiences. Not only will you learn **how** to plant a tree but **which** tree to plant, how it grows, where it grows best and how to design it into a landscape.

Possible jobs for our horticulture graduates include landscape designers and supervisors, garden center attendants, landscape construction workers and certified pest control operators.

Wichita business leaders have found that not only is Vo-Tech the perfect place to **find** employees, but to **send** employees. We work with businesses and industries of every size to customize programs. In fact, we've provided training to companies like The Boeing Company, The Coleman Company, Pizza Hut and St. Francis Regional Medical Center, as well as smaller companies such as Sharpline Converting, Fidelity Savings and Associated Advertising Agency.

Special customized programs are limited only by your imagination or needs. Custom-tailored training can be conducted at your location or ours. And because we're a non-profit educational institution, the cost can be surprisingly low. Give us a call to find out how we can work with you to design a customized training program for **your** company.

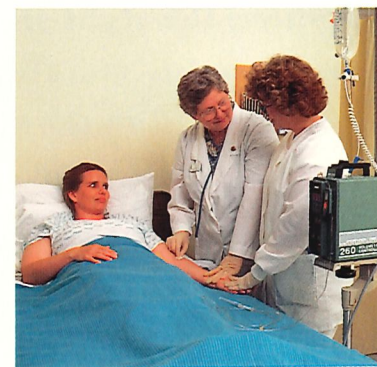


“We’ve been using Vo-Tech for customized training for almost three years. It has helped greatly in reducing our in-house spoilage and has helped improve our processing and customer satisfaction.”

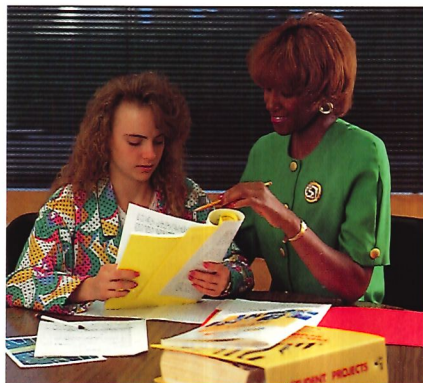
*Jim Beyer
Quality Supervisor, Sharpline Converting Inc.*



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Attachment 2-19
2-10-93



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Attachment 2-80
2-10-93



“Vo-Tech does a great job of matching the right student to each business. The student we hired earned high school credit and on-the-job training, and we received a great worker. In fact, we hired her as soon as she graduated.”

*Jim Lattin
President, Kirby Company of Wichita, Inc.*

High school students have two basic Vo-Tech options. The first lets juniors and seniors attend classes in the morning and receive on-the-job training in their chosen careers in the afternoon. This career preparation occurs through five different Cooperative Education programs: Business Technology, Cooperative Occupational Training, Home Economics Related Occupations, Marketing Education and Special Vocations. The school helps students find suitable employment and plans the on-the-job training with the employer. Students receive **pay** as well as high school credit for the work experience.

With the second option, students split the day between their base high school and the Vocational Technical Center. Bus transportation is available between campuses. Juniors and seniors who take advantage of this option may select from over 16 different technical programs. Besides preparing for chosen careers, students earn high school credit that counts toward graduation.

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Attachment 2-81
2-10-93

COSTS & FINANCIAL AID

You'll be surprised at the low cost of attending Wichita Area Vocational Technical School. In fact, **85%** of adult Vo-Tech schooling is paid for by the state if you're a Kansas resident. That means you only pay for **15%** of the total tuition! This cost per course is just a fraction of what many other institutions charge. But if financial assistance is still needed, we also offer a variety of grants, loans, scholarships and veteran's benefits. For information on Pell Grants, low-interest Guaranteed Student Loans or other financial sources, call (316) 833-2400.

CAREER COUNSELING

State-certified vocational counselors are available to answer any questions you may have about choosing a career, selecting classes or dealing with personal or academic problems.

VOCATIONAL ASSESSMENT

At the Vocational Assessment Center, trained evaluators use state-of-the-art evaluation tools to help you discover more about yourself and make your training and career decisions easier. Companies can use the center to assess the capabilities of potential employees or existing personnel.

JOB PLACEMENT

The Vo-Tech support network includes the entire Wichita area.

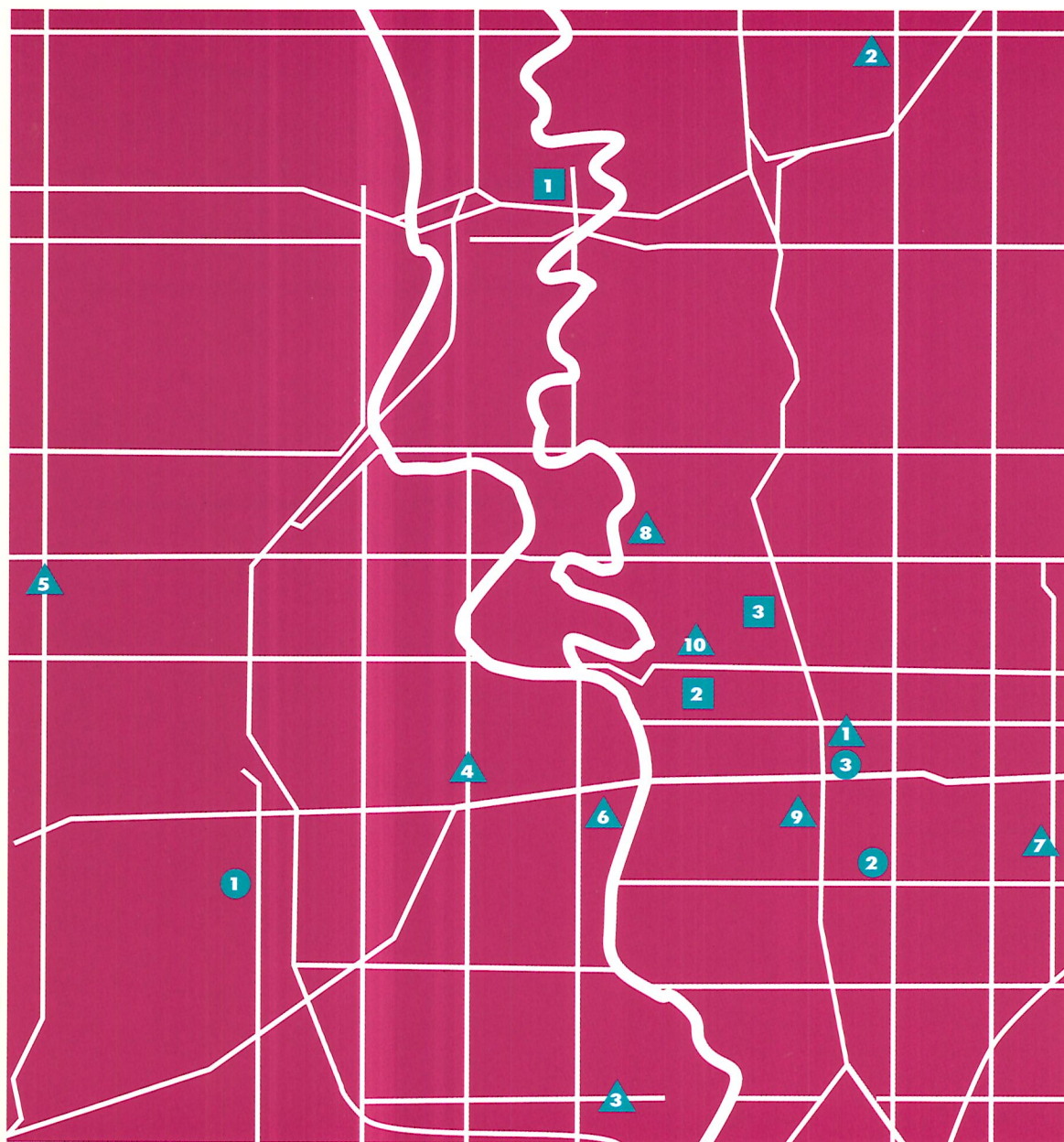
And our relationship with local manufacturers, corporations, and businesses increases your job placement opportunities. Our job assistance program, for current students and graduates, provides job referrals, as well as assistance in preparing for that all-important job interview.

PROGRAM INFORMATION

Call the Wichita Area Vocational Technical School at (316) 833-2400 for more information and a complete description of programs and schedules.

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Attachment 2-82
2-10-93

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Attachment 2-83
2-10-93



High School Program Facilities

- 1 East High School
2301 E. Douglas
- 2 Heights High School
5301 N. Hillside
- 3 South High School
701 W. 33rd St.
- 4 North High School
1437 Rochester
- 5 Northwest High School
1220 N. Tyler Rd.
- 6 West High School
820 S. Osage
- 7 Southeast High School
903 S. Edgemoor
- 8 Metro Meridian
301 S. Meridian
- 9 Metro Boulevard
751 George Washington Blvd.
- 10 Metro Midtown
640 N. Emporia

Post-Secondary Program Facilities

- 1 Transportation Education Center
4141 N. Seneca
- 2 Central Vocational Building
324 N. Emporia
- 3 Dunbar Adult Center
923 Cleveland

Facilities With Both High School & Post-Secondary Programs

- 1 Aviation Education Center
2021 S. Eisenhower
- 2 Schweiter Technical School
1400 George Washington Blvd.
- 3 Vocational-Technical Center
301 S. Grove

AVIATION

Aircraft Instrument Maintenance
Aviation Maintenance Technician
(Airframe & Powerplant)
* General Aviation

BUSINESS & OFFICE

General Office
Legal Secretary
Medical Secretary
Medical Transcriptionist
Secretary
Self-Employment Training
Production Artist

CHILD CARE

Child Care

CONSTRUCTION

* Air Conditioning & Refrigeration
* Carpentry
* Computer Aided Drafting (Auto CAD)
* Electrical Trades
* Wood Technology

DATA PROCESSING & ACCOUNTING

Accounting Clerk
Business Data Processing

ENGINEERING TECHNOLOGY

Electrical Engineering Technology
Manufacturing Engineering Technology

FASHION & INTERIOR DESIGN

Drapery Construction
Fashion & Interior Merchandising
Industrial Sewing

FOOD SERVICE

Dietary Manager
Mid-Management —
Commercial Cooking

GRAPHIC COMMUNICATIONS

* Offset Printing
Production Artist

HEALTH

Dental Assisting
Geriatric Aide
Medical Assisting
Medical Lab Technician
Mental Health Technician
Pharmacy Technician
Practical Nursing
Surgical Technology

HORTICULTURE

* Horticulture

MANUFACTURING

Aircraft Sheetmetal
* Computer Aided Drafting (Auto CAD)
* Computer Integrated Manufacturing
Technician (CNC)
* Electrical Trades
* Machine Shop
* Wood Technology
* Welding

MECHANICS

* Auto Body Technician
* Auto Technician
* Motorcycle/Small Engine/Marine Engine Repair

TRUCK DRIVING

Truck Driving

COOPERATIVE EDUCATION

** Business Technology
** Cooperative Occupational Training
** Home Economics Related Occupations
** Marketing Education
** Special Vocations

* Also available to High School students.

** Only available to High School students.

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Attachment 2-14
2-10-02

VOTECH



Wichita Area Vocational Technical School

Wichita Public Schools

An Equal Opportunity
Employer/Educational Institution

Call the Wichita Area
Vocational Technical
School at
(316) 833-2400
for more information
and a complete
description of
programs
and schedules.



..... Meeting your training needs

Wichita Area Vocational Technical School
The Wichita State University
Butler County Community College
Cowley County Community College
Hutchinson Community College
Pratt Community College/Area Vocational School

YOU'RE INVITED

=====

News Conference/Reception
January 22, 1993
10 a.m.
Marcus Center for Continuing Education
Room 207
4201 E. 21st
Wichita, Kansas

=====

A G E N D A

I. Presentations

Welcome - Bob Ring, President, Coleman Company

South Central Kansas Post-Secondary Education Consortium Presidents/Directors

- Dr. Rosemary A. Kirby, Director, Wichita Area Vocational Technical School
- Dr. Warren Armstrong, President, The Wichita State University
- Dr. Rodney V. Cox, Jr., President, Butler County Community College
- Dr. Patrick McAtee, President, Cowley County Community College/AVTS
- Dr. Edward Berger, President, Hutchinson Community College
- Dr. William Wojciechowski, President, Pratt Community College/AVS

Sample Course Offerings

Customized Training Specialist Jim Razey

II. Reception

Closing - Bob Ring



..... Meeting your training needs

Wichita Area Vocational Technical School
The Wichita State University
Butler County Community College
Cowley County Community College
Hutchinson Community College
Pratt Community College/Area Vocational School

FACT SHEET

- Membership:** Wichita Area Vocational Technical School
The Wichita State University
Butler County Community College
Cowley County Community College/AVTS
Hutchinson Community College
Pratt Community College/AVS
- Established:** March 1992
- Location:** 428 S. Broadway
Wichita, KS 67202
- Telephone:** 316 833-4690
- FAX:** 316 833-4628
- Purpose:** To serve as a clearinghouse of training opportunities.
- Goal:** To meet the training needs of individuals, business and industry and stimulate economic development in the region.
- Current Activities:**
- Conduct TDRC awareness campaign
 - Perform training needs analyses
 - Publish course offerings



..... Meeting your training needs

Wichita Area Vocational Technical School
The Wichita State University
Butler County Community College
Cowley County Community College
Hutchinson Community College
Pratt Community College/ Area Vocational School

South Central Kansas Post-Secondary Education Consortium

Background

The Consortium (SCKPEC), formed in January of 1992 by six area public educational institutions to make the best use of scarce public education resources, will provide a model of educational cooperation and coordination for the State of Kansas while maximizing the educational benefits to its citizens. The Consortium members, represented by their presidents or directors, are:

Wichita Area Vocational Technical School
The Wichita State University
Butler County Community College
Cowley County Community College/ Area Vocational Technical School
Hutchinson Community College
Pratt Community College/ Area Vocational School.

To elaborate on the goals of the Consortium, the Consortium embraces four principles:

1. The Consortium will allow the cooperating institutions to better meet the educational needs of South Central Kansas and provide multidirectional educational paths for those desirous of professional, technical and personal advancement.

The Consortium will serve citizens better by cooperating rather than by competing among institutions.

2. The Consortium will conserve scarce public educational resources and avoid unnecessary duplication and competition.
3. The Consortium will provide Wichita State University the vehicle for ensuring fair treatment of participating institutions and provide South Central Kansas citizens, business and industry access to the expertise and special abilities of its members, and
4. The Consortium will establish a positive model of institutional and system cooperation.

(more)

The Consortium has initiated several actions to implement its goals. To meet business and industry training and retraining needs, the consortium has developed cooperative initiatives to serve specific educational requests from business. By pooling scarce resources, the consortium can provide a wide range of training and educational programs essential for the economic development of this region.

The *Training & Development Referral Center* is the structure created to implement the consortium's economic development goal. The center acts as a clearinghouse of information for the six consortium members. The schools list their customized training course offerings with the TDRC. When a business person needing training resources contacts the TDRC, a basic needs analysis will be done. The request will be referred by matching company needs with the mission and expertise of the participating educational institution.



.....Meeting your training needs

Wichita Area Vocational Technical School
The Wichita State University
Butler County Community College
Cowley County Community College/ AVTS
Hutchinson Community College
Pratt Community College/ AVS

For Immediate Release
January 15, 1993

Contact: Jim Razey or
Camille Kluge
316 833-4690

SIX AREA PUBLIC EDUCATIONAL INSTITUTIONS
COOPERATE IN ECONOMIC DEVELOPMENT EFFORT

On January 22, 1993, at 10 a.m. in Room 207 of the Marcus Center for Continuing Education, a consortium of educators will explain how they are responding to the demand from business for industry-specific education essential to the economic development of the region.

The South Central Kansas Post-Secondary Education Consortium, formed in January of 1992, brings the leaders of six public post-secondary schools together to create a better delivery system for education services to local business. The *Training & Development Referral Center* (TDRC), created by the Consortium, will act as a clearinghouse of information on customized training classes offered by the Consortium institutions.

The participating institutions are Wichita Area Vocational Technical School, The Wichita State University, Butler County Community College, Cowley County Community College/Area Vocational Technical School, Hutchinson Community College and Pratt Community College/Area Vocational School. Each institution is chartered to serve the potential students in its defined geographical territory and has developed a potential student/constituent base in the process of implementing its mission as defined by Kansas statute and the Board of Regents.

The presidents or directors of each of the Consortium institutions will comment on the mission of the group regarding economic development for the region.

Training and development resources are currently hot commodities in education and business. Developments in technology have created a demand for employees who possess not only different kinds of skills, but also high competencies in those skills. Although some employers have implemented internal training and retraining programs, many employers have not or cannot meet these education needs. Employers are interested in customized courses which can have an immediate positive affect on the company bottom line.

Employers have looked to the post-secondary educational institution, which until the last few years, has not been well structured to deliver customized courses which immediately

maximize company productivity.

In an effort to satisfy the demand from business, educators have created classes, courses, programs and workshops designed for everything from Mine Rescue Training to Legal Issues for Professional Women. Developing customized training classes has been a respond-to-demand activity. Often, a specific course does not exist until a business asks for it. Then, it is developed around specific needs at a specific time for a specific population. Businesses value this kind of customization, and the Consortium institutions have responded as they have been able, given limited resources. Uncoordinated, localized efforts to respond to industry demand began a competition for "student" dollars, an activity beyond the scope of the schools' missions.

Since the formation of the TDRC, communication among the Consortium schools has greatly improved. Now, a business person can contact the TDRC, and its training specialists will do a needs analysis to match company needs with the expertise of the educational institutions. More efficient delivery of training and retraining resources can translate into company dollars earned, potentially improving the tax base and employee wages and benefits.

A partial listing of customized course offerings will be available at the presentation on Friday, January 22.

WORKPLACE BASICS, CONT'D.

English Skills
Enhancing Customer Relations Skills
Foreign Languages
GED Preparation
Getting Your Point Across
Giving Feedback to Help Others
Grammar
Handling Criticism in the Workplace
Humor in the Healthy Work Environment
Image Seminar
Grant Writing-Basic, Advanced
Information Systems: Project Management
Issues of Sexual Harassment
Keeping Your Boss Informed
Labor Studies
Leadership Skills
Learning Styles and Strategies
Legal Issues for Professional Women
Life Skills
Making Choices for Good Health
Math, Basic Machine Shop
Math, Basic Business
Math, Industrial
Math, Technical
Motivating People
Myers-Briggs Type Indicator
National Quality Forum IV
Negotiating Skills, Conflict & Change
New Employee Orientation
One of a Kind/Unique Personalities
Participating in Group Meetings
Personal Development
Positive Political Skills in the Workplace

Positive Responses to Negative Situations
Positive Self-Programming for Achievement
Powerful Writing Skills
Preparing Volunteers for Board Work
Presenting a Professional Image
Preventing Job Burnout
Public Contact Training
Reading & Study Skills
Reading for Success (Speedreading)
Reassuring the High Achieving Professional Woman
Requesting Help
Resolving Issues with Others
Self-Esteem: The #1 Motivator
Social Security
Speaking with Poise & Confidence
Spelling
Stress Management
Supervision, Basic
Taking on a New Assignment
Team Building Through Coaching, Feedback and Performance
Appraisal
Time Management
Understanding Human Behavior
Unplug the Christmas Machine
Wellness in the Workplace
Women Working With Women
Workers Compensation
Working Smarter
Working Women
Writing
You Can Handle it All with Confidence & Style

*This is only a partial listing of courses available.
For more information, call the TDRC, 316 833-4690.*

Training & Development Referral Center

Wichita Area Vocational Technical Sch.
The Wichita State University
Butler County Community College
Cowley County Community College/AVTS
Hutchinson Community College
Pratt Community College/AVS

428 S. Broadway • Wichita, KS 67202 • 316 833-4690 • FAX 316 833-4628

*This list is a representative sample of
customized training classes offered by
the member schools of the*

Training & Development Referral Center.

As new courses develop, they will be added to the list.

*Your requests for customized classes
will be referred to the institution which can meet your needs, as
defined by its mission and expertise and your preferences.*

Category listings are Business, Computers, Health/Nutrition, Industry, Supervisory and Workplace Basics.

BUSINESS

Accounting
Administration
Alpha Shorthand
Beyond the Basics in Selling
Business Education
Business English
Business Office Education
Clerical/Secretarial
Communications
Customer Service
Data Processing
Economics
Graphics
Job Search
Legal Considerations in Purchasing
Living Benefits of Life Insurance

Local Area Networks for Administrators
Malpractice Liability: Knowing Your Risks
Marketing
Office Education
Office Management
Personal Financial Planning
Real Estate-General Education
Real Estate Pre-License
Records Management Technology for the 90's
Secretarial Seminar
Secretarial Training
Telemarketing Telephone Techniques
Written Communications

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COMPUTERS

CODOL	Office Computer
Computer	PageMaker 4.0
Computer Hardware Setup & Preventative Care	Paradox 3.5
Computer Training	Paradox 3.5, Intermediate
DOS 5.0	PASCAL
MS-DOS, Making it Work for You	Personal Computer, Introduction
FORTTRAN	Processor Programming I
Fundamentals of Lotus 1-2-3 V.2.3	Real Time Applications of Micro-computers
Forward Graphics Introduction	Relational Database Management
Introduction to Microprocessors	RPG
Introduction to Windows	SAS Programming
Keyboarding	Secretarial/Word Processing
Lotus 1-2-3, Intermediate	SmartWare II Data Manager
Lotus 1-2-3 Using Macros	SmartWare II Project Processing
Lotus 1-2-3 for Windows	Spreadsheet
Microcomputer Operations	SQL: The Database Standard, What Every Secretary Should Know about Personal Computers
Microsoft Excel for Windows 3.0a	Structured BASIC for Technology
Microsoft Word	Understanding Small Computers
Microsoft Word for Windows 2.0	Word Processing
Networks, Local Area Introduction	WordPerfect 5.0/5.1

SUPERVISORY, Cont'd.

Legal Aspects of the Termination Process	Organizations, Paradigms & Changes
Management Training	Partnerships
Management/Technical Application Internship	Performance Appraisal, Disciplinary Action, Counseling & Goal Setting
Manager's Guide to Human Behavior	Problem Solving Skills
Managerial Psychology	Product Improvement Processes
Managers Guide to Financial Analysis	Project Management - Reports, Review & Evaluation
Managing & Resolving Conflict	Research & Design
Managing a Diverse Workforce	Situational Leadership Skills
Managing Multiple Demands	SPC Team Building
Managing Performance Appraisals	Standards in Benchmarking
Managing the Customer of Total Quality	Statistical Process Control
Managing the Volunteer	Statistical Techniques for Quality Improvement
Managing Upwards: How to Manage Your Boss	Stress Management
Meetings that Produce Results	Success Through Assertiveness
Motivating & Managing Employees	Supervisory Practices
New Employee Orientation	Tactful Toughness
Occupational Internship	Teamwork
Occupational Research	Total Quality Assurance
Organizational Concepts	Total Quality Management
Organizational Psychology	Train the Trainer
	Transformation Leadership
	What Managers Do
	Writing for Management Success

WORKPLACE BASICS

ABE/GED	Communication is More Than Just "Talking"
Adult Return to Learn	Communications, Basic
Adult Training in Basic Math	Computational Skills
Adult Training in Reading	Conflict Management
Balancing Work and Family	Consultations
Being a Team Player	Coping with Major Life Change
C Language	Customer Service
Can You Manage Stress without Distress	Dealing with Changes

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INDUSTRY, Cont'd.

Fire Services Administration I
Firefighter I, II
Fundamentals of Fire Prevention
Industrial Fire Safety
Introduction to Fire Protection
and Suppression
Volunteer Fire Administration

MINE SAFETY

Accident Prevention
Advanced First Aid
CPR
Electrical Hazards
Entrapment Rescue
Explosives Safety
Fire Fighting

First Aid
Hazardous Material
Health & Safety Standards
Job Safety Analysis
Mine Rescue Training
Mobile Equipment Safety
OSHA Regulations
Personal Protection
Safety Audits
Substance Abuse - Supplemental
Approach
Supervision Training
Supplemental Responsibilities
Tailgate Talks
Task Training

SUPERVISORY

Advanced Supervisory Practices
American Management Association
Area Managers Seminars
Assertive Leadership Techniques
Becoming a Better Manager in
Today's PC Environment
Building the Team Approach
Coaching & Training
Communication
Computer Application in Quality
Cost Controls & Budgeting
Customer/Supplier Relations
Delegation Skills for the Leader
Effective Communication Skills
Effective Team Building for
Managers
Employee Development
Employee Supervision
Facilitation Skills for Team
Leaders

Fifty Minute Supervisor
First Line Supervision
Fundamentals of Human Resources
Getting Results with Time Management
Handling Change & Dealing with Stress
Hiring and Firing
How Successful Women Manage
How to Criticize: How to Praise
How to Delegate Effectively
How to Manage the Problem Employee
Improving Supervisory Skills
Institute for Municipal Leadership
Interviewing and Selection
Introduction to Total Quality
Leadership Training Techniques
Legal Aspects of the Interviewing Process

HEALTH/NUTRITION

Activity Director
Advanced Nutrition/Dietary
Therapy
Advanced Cardiac Life Support
AIDS: Medical Implications
Basic Life Support for Health
Care Professional
Biological Sciences
Cardiac Care
Certified Medication Aide
Update
Certified Nurse Aide/Medica-
tion Aide
Child Care Training
CPR/First Aid
Dietary Assistant
Dietary Manager Training
Elder Caregiving
Elderhostel (2 Programs)
Electrocardiography
Emergency Care-Trauma
Emergency Dispatcher
Emergency First Responder
Emergency Medical Technician-
Defibrillator
Emergency Medical Technician -
Basic, Recertification & Inter-
mediate
Emergency Vehicle Operations
Course
Family Caregivers
Field Internship
Field Operations
Food Production/Nutrition
Food Service
Geriatric Aide
Health Care Procedures
Home Health Aide
Hospital Nurse Aide
Hospitality

Immunizations & Tuberculosis
Infection Control in Extended
Care Facilities
Inservice Program
IV Therapy/LPNs
Kansas Emergency Medical
Technical Synthesis
Life/Health Insurance Programs
Long-Term Care/Insurance
Medical Emergency
Medical Records Designee
Medicare/Supplements &
Related Topics
Medication Aide-Basic, Update
and Recertification
Mental Health Aide
MLT Update
Nurse (RN & LPN)
Nurse Aide Training
Nurse Continuing Education
Nutrition/Diet Therapy
Pediatrics/Neonatal Emergency
Pharmacological Therapeutics
Pharmacology
Pharmacology of Cardiovascular
System in Health and Disease
Rehabilitation Aide
Seminars in Dental Hygiene
Senior Focus on Health Care
Social Service Designee
Taking Care of Yourself
Topics on Aging for Long-Term
Care
Trauma
Unit Clerk Training
Viral Rashes of Skin and Mucous
Membranes
Your Home, Their Home, Nurs-
ing Home: Options for Elder
Care

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INDUSTRY

AC, JC Electricity
Advanced Composite Production
Aircraft Interiors
Aircraft Finishes
Aircraft Landing Gears
Aircraft Powerplant Mechanics
Aircraft Weights & Balances
Analysis for Aerospace Structure
Applied Electricity/Electronics
Apprentice Electricity I, II III IV
ASQC-Certified Mechanical Inspector
ASQC-Certified Quality Auditor
ASQC-Certified Quality Engineer
ASQC-Certified Quality Technician
Auto Body
Auto Mechanic
Auto Technician
Automotive Technology
Aviation Electronics
American Welding Society Certification
Basic Stability, Control & Flying Qualities
Blueprint Reading
Cabinetmaking
Broadcast Equipment Maintenance
Building Code
CAD - AutoCAD, VersaCAD
CAM
Carpentry I, II, III, IV
Chromatography, Basic
CNC Operator Training
Commercial Driver's License
Communications Circuits
Composite Fabrication

Composite Manufacturing
Construction Estimate/Blueprint
Digital Electronics & Interfacing
Discrete Components
Drafting
Drafting/Electronics Technology
Drafting/Tool Design
Electrical Code
Electrical Machine Repair
Electrical Maintenance
Electronics/Computer Repair
Fabrication
Federal Aviation Regulations
Fluid Power
FM Communications Systems
Foundations of Technology
Fundamental Circuits
Gas Metal Arc Welding
Geometric Dimensioning & Tolerancing
GM School
Hazardous Materials I, II
Hazardous Materials Management
Heating/Boiler Operations
Hydraulics/Pneumatics
Industrial Arts Education
Industrial Communications
Industrial Motor Controls
Inspection Tools
Inspector Training
Instrumentation, Basic
Instruments & Measurements
Integrated Technology
Introduction to Aerospace Structures
Litho Stripping
Lock Out/Tag Out
Lofting Interpretation
Machine Tool Technology
Machine Fundamentals I, II, III

Machine Practices
Machine Shop/Conventional
Machine Shop-MAP
Machine Tool Technician
Manufacturing, Automated
Manufacturing Process
Math, Basic Shop
MC6800 Interfacing Processor Programming I
Mechanical Code
Mechanics Training
Metal Bond
Microwave Theory & Measurements
Microcomputer Interface
Mill & Cabinet
National Block Test
NTMA Pre-Employment Test
Numerical Methods for Engineers
Numerical Techniques in Engineering Design
Occupational Internship
Occupational Materials & Processes Seminar
Occupational Tools & Equipment Seminar
OSHA
Oxy-Acetylene Welding
Panel Methods in Aerodynamics
Pipefitter I, II, III
Plasma Arc
Plumbing Code
Plumbing General
Plumbing I, II, III, IV
Polymer-Matrix Composites
Power Distribution Systems
Power Line Distribution
Powerplant Recertification

Pre-Engineering
Principles of Jet Engines
Process Control Course I
Programmable Control II
Programmable Control Squared
Quality Assurance
Reading Electronic Blueprints & Schematic Drawings
Residential Air Conditioning
Residential/Commercial Sheetmetal
Robotics
Safety
Secondary Bond
Semiconductor Construction
Skills/Devices & Circuits
Sheetmetal Construction
Shielded Metal Arc Welding
Spreadsheets in Manufacturing
Statistical Process Control
Structural Analysis
Structured BASIC for Technology
Telecommunication Systems
Tool Construction; Fabrication
Transistor Circuit Design & Analysis
Welding Technology
Hydraulics

FIRE SCIENCE
Arson Investigation
Basic High Angle Rescue
Construction Methods/Material
Fire Attack
Firefighting Tactics & Strategies
Fire Hydraulics
Fire Protection Systems
Fire Science Update

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FOR THE 21ST CENTURY ---

Training & Development Referral Center

THE INFORMATION SOURCE FOR EMPLOYEE EDUCATION AND TRAINING OPPORTUNITIES

THE PURPOSE

The *Training & Development Referral Center* is a clearinghouse of educational information and services, supported by the following training and development institutions:

Wichita Area Vocational Technical
School;

The Wichita State University;
Butler County Community College;
Cowley County Community College;
Hutchinson Community College;
Pratt Community College/Area
Vocational School.

The *Center* functions as a training and development resource for businesses and individuals.

BUSINESS EMPLOYEE DEVELOPMENT

The sponsoring institutions offer training and development opportunities to business and industry. They include (a) customized training classes for specific company needs, (b) regular, ongoing programs open to the public as well as to your employees and

(c) workplace skill development programs.

The *Center's* Training & Development Specialists can review your business needs and recommend program or course development solutions offered by the sponsoring institutions.

INDIVIDUAL CAREER DEVELOPMENT

The *Center's* Training & Development Specialists will refer you to the appropriate assessment, training, financial aid, counseling and placement resources provided by the participating institutions. Program guides, class schedules, enrollment information and other materials published by the participating institutions are available at the *Center*.

LOCATION

The *Training & Development Referral Center* is located at 428 S. Broadway, Room 208, and is open from 7:45 a.m. to 4:45 p.m. Park on the east or north side of the building.

ANNOUNCING

Training & Development Referral Center

A NEW RESOURCE FOR THE 21ST CENTURY

-- MON --

MEETING THE DEMAND

The demand for employee training and development has escalated rapidly in the last five years.

To disseminate information about programs, the sponsoring institutions have created the *Training & Development Referral Center*. It is designed to meet the specific needs of business and the career needs of individuals. Call for a referral to the appropriate institution that can serve your needs.

Training & Development Referral Center

428 S. Broadway
Wichita, KS 67202
Phone 316 833-4690
FAX 316 833-4628

THE SPONSORS

- **Wichita Area Vocational Technical School**
Wichita Public Schools
428 S. Broadway
Wichita, KS 67202
- **The Wichita State University**
Division of Continuing Education
Campus Box 22
Wichita, KS 67260-0022
- **Butler County Community College**
Business & Industry Institute
600 Walnut
Augusta, KS 67010
- **Cowley County Community College**
Continuing Education
125 S. Second
Arkansas City, KS 67005
- **Hutchinson Community College**
Continuing Education
1300 N. Plum
Hutchinson, KS 67501
- **Pratt Community College/
Area Vocational School**
Division of Special Programs
Kansas 61 Highway
Pratt, KS 67124

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Attachment 297
2-10-93



Why are these people smiling?

Rosemary Kirby

Director
Division of Vocational &
Continuing Education

Warren Armstrong

President
The Wichita
State University

Rodney V. Cox, Jr.

President
Butler County
Community College

Patrick McAtee

President
Cowley County
Community College/

Edward Berger

President
Hutchinson
Community College

William Wojciechowski

President
Pratt Community
College/AVS

EVERYBODY FOUND A WAY TO WIN: COOPERATE.

*Training &
Development
Referral
Center*

*Working together to meet your
employee training and development needs*

Wichita Area Vocational Technical School
The Wichita State University
Butler County Community College
Cowley County Community College/AVTS
Hutchinson Community College
Pratt Community College/AVS

Training & Development Referral Center

422 S. E. 1st St. Wichita, KS 67202 PH 316 222 4622 FAX 316 222 4622

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