

Approved: 3-8-93
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Duane Goossen at 3:30 p.m. on February 22, 1993 in Room 519-S of the Capitol.

All members were present except: Representative Kline (excused)
Representative Reardon (excused)
Representative Wells (excused)
Representative Wiard (excused)
Representative Wilk (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: Lynn Holt, Legislative Research
Representative Reinhardt
Dr. Warren Thomas, Coffeyville Community College
Dr. Jacqueline Snyder, Johnson County Community College
Dr. James Ihrig, Cloud County Community College
Connie Hubbell, State Board of Education
Craig Grant, Kansas National Education Assoc.
Kevin Robertson, Ks. Assoc. of Area Vo - Tech Schools
Ted Ayres, Board of Regents
Representative Wempe
Gerry Henderson, United School Administrators

Others attending: See attached list

Lynn Holt addressed the committee on behalf of the Economic Development Committee and its Chairperson Wanda Fuller, regarding HB 2011, a bill dealing with the development of a task force on community college finance.. (Attachment #1).

The following individuals also addressed the committee regarding HB 2011:

Representative Reinhardt (Attachment #2)

Dr. Warren Thomas (Attachment #3)

Dr. Jacqueline Snyder presented testimony for Fred Logan (Attachment #4)

Dr. James Ihrig (Attachment #5)

Connie Hubbell (Attachment #6)

Craig Grant (Attachment #7)

Kevin Robertson (Attachment #8)

Ted Ayres addressed the committee in support of HB 2011. He suggested expansion of focus and purpose to include the entire post secondary system.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, Room 519-S Statehouse, at 3:30 p.m. on February 22, 1993.

Representative Wempe addressed the committee regarding HB 2369, a bill dealing with tech-prep scholarship programs. (Attachment #9). The following individuals also addressed this bill:

Gerry Henderson (Attachment #10)

Kevin Robertson (Attachment #11)

Connie Hubbell (Attachment #12)

Representative McKechnie suggested acceptance of the minutes from February 10 through February 18 with the following changes:

February 15 - Note that Representative McKechnie introduced the bills mentioned "by request".

February 18 - Change Representative Snowbarger's testimony from "require liability insurance" to "provide liability insurance".

Representative Wootton made a motion to accept the minutes with the amendments mentioned above. Representative Bowden seconded the motion. The motion carried.

The meeting adjourned at 4:50pm.

The next meeting is scheduled for 3:30pm, February 23, 1993, in Room 519-S.

GUEST LIST

COMMITTEE:

House Education

DATE:

212219.

[illegible]

State of Kansas

REPRESENTATIVE WANDA FULLER

Chair: Economic Development Committee



Topeka Address
State Capitol Building
Topeka, Kansas 66612-1504

Wichita Address
2808 Sennett
Wichita, Kansas 67211-3848

House of Representatives

February 19, 1993

Representative Duane Goossen, Chairman
House Education Committee
Room 115-S, Statehouse

Dear Representative Goossen:

This letter responds to your request for the House Economic Development Committee to offer suggestions on missions of community colleges, to be considered in your deliberations on H.B. 2011. In addition to the two joint meetings on February 9 and 10, the House Economic Development Committee devoted four meetings (February 15-18) to presentations on school-to-work transition. The Committee heard presentations from the Commissioner of Education, the Director of Flint Hills Area Vocational School, the Tech Prep Coordinator of Johnson County Community College, the Superintendent of USD 452 (Stanton County), the Project Manager of Business/Education Expectations (Kansas City), and the Executive Director of the Kansas Council on Vocational Education. The Committee also received written remarks from the Superintendent of USD 506 (Labette County), who was unable to attend due to inclement weather.

In light of those presentations, the House Economic Development Committee recommends that the proposed Task Force on Community College Finance include in its study a review of the mission of community colleges, area vocational schools, and area vocational-technical schools. Included in that review of missions should be school-to-work transition programs, which help young people progress smoothly from school to work by making the connection between one's education and career clear. The Committee noted that such programs, such as tech prep, should be viewed as augmenting, but not necessarily replacing, other traditional institutional responsibilities and missions, such as academic instruction in community colleges (transferable to universities), vocational-technical training and retraining, customized educational and training programs, instruction in basic and remedial skills, community continuing education, and other student support services.

In reviewing tech prep and other school-to-work programs affecting community colleges and postsecondary vocational schools, the proposed Task Force should, at a minimum, consider the following:

1. articulation agreements between affected participating institutions to eliminate unnecessary duplication of appropriate courses;

HE
Attachment 1-1
2-22-93

2. the equipment and technology needs of those participating institutions (including computers and communications needs);
3. development of a career development system and possible adoption of uniform guidelines to assist K-12 students in planning for their transition to work or postsecondary education;
4. innovative approaches at the secondary level for facilitating the transition from school to work, ensuring that basic skills are mastered, and instilling hope in young people (Stanton County school district could be one model);
5. in-service preparation courses for teachers and guidance counselors to implement tech prep and other school-to-work transition programs effectively;
6. flexible modes of delivering instruction and training to accommodate students' different learning styles and business' needs (consideration should be given to systems which are regionally responsive to workforce needs);
7. development of follow-up services, including occupational certification, job placement services, and evaluation of program and participant progress;
8. incentives for businesses and industries to support and participate in tech prep and other school-to-work transition programs, including assisting in the formulation of desired skill proficiencies and in the articulation of business' expectations of such proficiencies (a model might be the Business/Education Expectations program in Kansas City);
9. improved linkages between business assistance programs (such as those offered by KTEC, SBDCs, and MAMTC) and community colleges and postsecondary vocational schools to more effectively assist companies and their employees; and
10. necessary curriculum changes prior to commencement of a tech prep program in 11th grade to ease the student's transition to the program.

On behalf of the Committee, thank you for inviting our suggestions. We do believe that a definition of mission should precede recommendations for funding, as funding might be affected by changing missions.

Sincerely,

A handwritten signature in black ink, appearing to read "Wanda Fuller", written in a cursive style.

Representative Wanda Fuller, Chairperson
House Committee on Economic Development



TOPEKA

HOUSE OF
REPRESENTATIVES

TESTIMONY

COMMITTEE ASSIGNMENTS
MEMBER: AGRICULTURE
EDUCATION
TRANSPORTATIONRICHARD R. REINHARDT
REPRESENTATIVE, 8TH DISTRICT
NEOSHO COUNTY AND PART OF
LABETTE COUNTY
R. R. #1, BOX 118
ERIE, KANSAS 66733

Mr. Chairman and members of the committee, I want to thank you for holding a hearing on HB 2011.

I would like to give you a little background on HB 2011 that was introduced by the Legislative Educational Planning Committee. Much has been said in recent years about governance of Community Colleges and Area Vocational Schools and their relationship to regents universities. During the last two interims, LEPC has studied both the governance and financial structure of Community colleges and Area Vocational Schools. The Commissioner of Education created a small task force this past summer, of which Senator Lana Oleen and I were members, to address the funding of Community Colleges. We presented a proposal to regionalize Community Colleges so that every county would be in a Community college district. This would eliminate the out district tuition and create a state system of Community Colleges.

This proposal was not readily endorsed by some members of the educational community; and yet, most people involved in technical training realize the present financial structure will cause an increased burden in some communities, and emphasis in this area needs to be strengthened not weakened.

Therefore; LEPC decided to introduce HB 2011, to create a broad based task force to develop a plan for financing Community Colleges and Vocational Schools, hopefully to gain grassroot support, and make recommendations to the 1994 Legislature.

Richard R. Reinhardt
State Representative
District #8HE
Attachment 2-1
2-22-93

House Bill No. 2011

February 22, 1993

Mr. Chairman; Members of the Education Committee:

I am Dr. Warren Thomas, Chairman of the Board of Trustees for Coffeyville Community College.

Community colleges represent today one of the most comprehensive of post-secondary educational institutions. The community college recognizes as its areas of responsibility not only the education of traditional college students but also the rapid development of educational programs within the community in response to the needs of the community and the industries within that community. Also included in those goals and responsibilities are the vocational needs of the students who do not wish to proceed to a four year college. It is important to note that one of the responsibilities of the community college, beyond the education of the traditional student and the vocational student, is to tailor educational programs needed by industry to further the industrial development of the area served by the community college. This is extremely important in Southeast Kansas where years of economic stagnation have led to a decrease in the ability of communities to attract new industry.

To address the needs for business assistance and workforce training in Southeast Kansas, the six community colleges, working with the

Business and Technology Institute, have created HEAT, the Higher Education Alliance Team. I have distributed copies of the Purpose, Activities, and Mission Statement for your further information. The desire of the Trustees and Administrations of the Alliance community colleges is to implement a flexible delivery system to transport our resources to business and industry at their point of need. Through the sharing of resources and specialized capabilities of the various colleges, we will be more successful in meeting the training and re-training needs of Southeast Kansas.

Kansas has the good fortune to have community colleges throughout the state in areas where a large number of students do not have to travel very far to receive an education in a cost effective manner, thereby keeping those students in the communities where their knowledge and youthful energies are needed.

The community college in Kansas represents a keystone of industrial, community, and educational development that Kansas, in the quest for industrial development, has only recently recognized.

The Board of Trustees and the administration of Coffeyville Community College have several concerns involving House Bill No. 2011. They are:

1. Four community college trustees should be appointed to the committee rather than two trustees. These trustees should be appointed from different areas of the state.

2. Two community college presidents should be appointed rather than one.
3. Community colleges and vocational-technical schools should be merged to reduce the duplication of courses and allow education to be more cost effective as well as allowing students to transfer courses without being penalized.
4. The state should be considered as only one region for post-secondary education with regard to community colleges and vocational-technical schools, with a separate board governing the merged community colleges and vocational-technical schools. A state board governing community colleges and vocational-technical schools would be more sensitive to the needs of the governed as well as being more cost effective by not adding another layer of bureaucracy as proposed in the bill. Local boards respond more rapidly to the needs of the community areas they serve. This allows a much quicker response to the needs of area educational as well as industrial needs. Community colleges and vocational-technical schools have for too long a time been stepchildren of the state board of education. It is time for a new board to govern community colleges and vocational-technical schools.
5. Funding of the community colleges must adequately allow them to meet the needs of the people they serve and to enhance the viability of the communities in which they reside.
6. Tenure, while not mentioned in this bill, continues to act as a hinderance to quality education. There must be a method to remove sub-standard teachers while protecting those teachers who

perform at a high level. Teachers, as an organized body, must realize that their profession suffers when inadequate teachers are allowed to remain in the educational systems.

The trustees and administration of Coffeyville Community College wish to thank you for allowing me to speak to you today.

Thank you.

HEAT

HEAT

*For more information on
how HEAT can assist your
business, contact your
local HEAT partner:*

PITTSBURG STATE UNIVERSITY
Business and Technology Institute
Pittsburg, KS 66762
316-235-4920
Contact: Kathryn Richard

KANSAS DEPARTMENT OF COMMERCE & HOUSING
Regional Office
Business and Technology Institute
Pittsburg, KS 66762
316-235-4920
Contact: Lee Ellis

ALLEN COUNTY COMMUNITY COLLEGE
Iola, KS 66749
316-365-5116
Contact: Susan Thompson

COFFEYVILLE COMMUNITY COLLEGE
Coffeyville, KS 67337
316-251-7700
Contact: Allene Knedlik

FORT SCOTT COMMUNITY COLLEGE
Fort Scott, KS 66701
316-223-2700
Contact: Steve Hoyle

INDEPENDENCE COMMUNITY COLLEGE
Independence, KS 67301
316-331-4100
Contact: Debra Cerny

LABETTE COMMUNITY COLLEGE
Parsons, KS 67357
316-421-6700
Contact: Mark Turnbull

NEOSHO COUNTY COMMUNITY COLLEGE
Chanute, KS 66720
316-431-6222
Contact: Travis Kirkland

HEAT

Higher Education Alliance Team



Community colleges are going to have to help solve our economic development problems; and it is happening in Southeast Kansas with the Business and Technology Institute (BTI) at Pittsburg State University."

Charles Warren, President, Kansas, Inc.

The Higher Education Alliance Team (HEAT) brings together;

- Allen County Community College
- Coffeyville Community College
- Fort Scott Community College
- Independence Community College
- Labette Community College
- Neosho County Community College
- Pittsburg State University

HEAT provides leadership for human resource development and partnerships for business and industry assistance in Southeast Kansas through Pittsburg State University's Business and Technology Institute.

Purpose

To stimulate economic development through cooperative efforts in education, training and re-training to meet the current demands and emerging technological needs of Southeast Kansas business and industry. This innovative effort to encourage economic growth merges the strengths of the six Southeast Kansas community colleges and Pittsburg State University in a cost effective manner.

Activities

HEAT's action plan includes the following activities:

- Creation of a regional economic development marketing plan,
- Development and maintenance of a database of employee/employer skills and training needs,
- Expansion of the regional Small Business Development Center (SBDC) office by implementing on-site Associate Centers at each community college,
- Establishment of a clearinghouse of available resources for business assistance,
- Cooperative training and retraining delivery.

Mission

Implementation of flexible delivery systems to transport our resources to businesses at their point of need. Companies served include:

- Day and Zimmerman/Kansas Army Ammunition Plant and Peabody TecTank, Parsons
- Midland Brake, Gates Rubber, and American Metal, Iola
- Automotive Control/Echlin and Emerson Electric, Independence
- PC Boards and National Garment, Chanute
- A-1 Tool, Pittsburg; Celltron, Inc., Galena;
- Ward-Kraft, Inc. & ITT Hartford, Dayco Corporation Fort Scott;
- Funk Manufacturing and Aptus Environmental Services, Coffeyville.

A Partnership for Business Assistance and Educational Training

HEARING BEFORE THE HOUSE COMMITTEE ON EDUCATION
ON H.B. 2011, CREATING A TASK FORCE ON
COMMUNITY COLLEGE FUNDING

February 22, 1993, 3:30 p.m.

TESTIMONY OF FRED LOGAN

Member, Board of Trustees
of the Johnson County Community College and
Chair, Board Committee on Governance
and Government Relations

In behalf of the Board of Trustees of the Johnson County Community College, I wish to express my appreciation for the opportunity to speak in favor of H.B. 2011, which creates a task force to study community college funding in the state of Kansas. The Board of Trustees of the Johnson County Community College supports the creation of such a task force and looks forward to being an active participant in its work.

We believe in the mission of community colleges in Kansas. We also believe that community college education will grow in importance in the coming decades. It is vitally important that the legislature do all that it can to promote community college education in Kansas.

That is why we strongly support the creation of a task force on community college funding. We believe that it is very important that the work of the task force be guided by three critical principles.

1. Community colleges are local institutions that reflect their communities. Community colleges will best serve those communities - and the state of Kansas - when a community college funding formula for state aid takes that into consideration to the greatest possible extent.

2. Community colleges in Kansas are very diverse. This should not be viewed as a problem. This diversity enriches educational opportunity in Kansas. The diversity among community colleges should be viewed as cause for celebration and should be promoted. We believe that any community college funding formula should take into account the wide diversity of community colleges in this state. It may be that the task force should consider funding formulas which create a multi-tiered system or which treat the various community colleges in ways which are best-suited to their present missions.

HE
Attachment 4-1
2-22-93

3. We believe that it is vitally important that any community college funding formula promote access to community college education. We hope that any community college funding formula would assist community colleges in bearing the costs of the increased enrollment that comes with a policy which promotes greater access to community college education.

It is our hope that the task force would take a new look at community college funding issues and would look at the manner in which other states handle community college funding issues. Our board of trustees is open to any ideas and is ready to get to work.

We also believe that the number of trustees should be increased on the task force. After all, the trustees are the folks who are elected in their respective communities to deal with community college issues.

Again, I want to thank the committee for this opportunity to testify and we look forward to working with the task force and the legislature in the future.

HE
Attachment 4-2
2-22-93

HOUSE COMMITTEE ON EDUCATION

February 22, 1993

Dr. James P. Ihrig, President
Cloud County Community College

Mister Chairperson, Members of the Committee:

Thank you for the opportunity to be here today and to share some thoughts with you relative to what I believe to be a most important topic, House Bill 2011. I am here today as an individual and I also speak for my colleagues among the community colleges. They share with me the belief that the community colleges and the financing of community colleges are most important issues, not only to the community colleges but also the the people of Kansas.

It is my understanding that you are considering House Bill 2011, a bill that would call for a study of the financing of the Kansas community colleges and area vocational-technical schools. It is also my understanding that such a bill would call for the establishment of a task force for the purpose of conducting the study. We support the passage of such legislation.

The community colleges of Kansas have come a long way since the passage of the community college legislation of 1965. While at that time the community colleges may have served basically a local function, today they serve a regional function if not a statewide function. The community colleges have become a major player in the state's higher education system. The community colleges have for some time, and increasingly so, been the topic of conversation in many quarters. How should they be financed? How should they be governed? How do the community colleges fit in the total picture of Kansas higher education?

Yet today, the community colleges operate under the financial system first established in the 1965 legislation. In the intervening 27 years significant changes have occurred, and the present system needs to be changed. It is my hope that the study proposed in this legislation will be the catalyst for meaningful change.

HE

Attachment 5-1
2-22-93

I would like to make three points relative to the legislation you are now considering.

Number One. Under the leadership of the Commissioner of Education, a significant amount of effort has been put forward over the past 10 to 12 months to develop a regional concept for the support and governance of the Kansas community colleges. While not included in the end product, the area vocational-technical schools were a part of the considerations of the committee. I would strongly suggest that the regional concept be a part of the discussions of the task force that would be created by this legislation.

Number Two. I support the inclusion of the area vocational-technical schools in this study. I believe that it is important that public, two-year, postsecondary education be considered as a whole rather than as two separate systems. Public, two-year, postsecondary education has a vital role to fill in providing and insuring access to higher education for all Kansans. In the 1990's and beyond they must be considered together.

Number Three. I would urge that the focus on the submission of legislation be maintained. Since 1965 many studies have been done relative to the finance and governance of Kansas community colleges. There is much good information in these studies, and that information should be utilized in the study proposed by this legislation. This also means, however, that the study proposed here needs to be focused on the development of legislation that has the potential of impacting upon the problems and concerns relative to public, two-year postsecondary education. It is my understanding that the proposed legislation asks for a report in the latter months of 1993. I assume that this is intended to provide the legislature with the resources to consider legislation during the 1994 legislative session. I think this is very good.

Finally, let me say that your interest in the community colleges and in two-year, public, postsecondary education is much appreciated. During the past 10

HE
Attachment 5-2
2-22-93

to 12 months I had the honor of chairing the community college contingent on the task force led by the Commissioner of Education and had the special opportunity to discuss the financing and governance of the Kansas community colleges. I have been encouraged by the attention that has been given to that work, not because the recommendations were adopted or not adopted, but because the topic was seriously considered; and the work that you have undertaken resulted. This is a most important issue--not only to the community colleges themselves, but also to the people of the state of Kansas. The people need and deserve the best that we have to offer. To do less would be to deny our citizens and consequently deprive the state of Kansas of the potential for the development of its most important resource--its human capital.

Thank you for your attention. I would be happy to respond to questions.

HE
Attachment 5-3
2-22-93

Kansas State Board of Education

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

February 22, 1993

TO: House Education Committee
FROM: State Board of Education
SUBJECT: 1993 House Bill 2011

My name is Connie Hubbell, Legislative Coordinator of the State Board of Education. I appreciate the opportunity to appear before this Committee on behalf of the State Board.

The State Board of Education, in cooperation with the Legislative Educational Planning Committee, developed a task force to study community college financing. This task force consisted of (3) community college presidents, (2) legislators, (1) member of the State Board of Education, (1) AVTS director, and the Commissioner of Education.

Following their review and study, it was requested that there be a broader base task force on community college funding which has been outlined in House Bill 2011.

The State Board of Education supports this task force. It is our opinion that a majority of Kansas economic development will be based upon a community college funding program that will meet the needs of students and business and industry.

Training and retraining is essential for the work force in a technological age if we are going to be a leader in this country.

The State Board of Education supports House Bill 2011 and urge you to recommend it favorably for passage.

Dale M. Dennis
Deputy/Assistant Commissioner
Division of Fiscal Services and Quality Control
(913) 296-3871

ME
Attachment 6-1
2-22-93



KANSAS NATIONAL EDUCATION ASSOCIATION / 715 W. 10TH STREET / TOPEKA, KANSAS 66612-1686

Craig Grant Testimony Before
House Education Committee
Monday, February 22, 1993

Thank you, Mr. Chairman. I am Craig Grant and I represent Kansas NEA. I appreciate this opportunity to speak to the committee in support of HB 2011.

It is past time to have a community college finance plan which we can all embrace. The State Board of Education has attempted to implement a five-year plan to help stabilize funding for community colleges. That plan has not been accepted by the state legislature. Hopefully, the task force mentioned in HB 2011 can put together another comprehensive plan which will be acceptable to all parties.

As the organization which represents 15 of the community college faculties, Kansas NEA would suggest that a community college faculty member would be a good addition to the task force. Having a classroom perspective on the task force would be a good idea. Even though we would be happy to name the participant, probably the State Board of Education would be the likely group to name the faculty member with input from a number of sources.

Kansas NEA supports HB 2011 and would request the addition of a faculty member on the task force. Thank you for listening to our concerns.

HE
Attachment 7-1
2-22-93



KANSAS

ASSOCIATION OF AREA VOCATIONAL-TECHNICAL SCHOOLS

Date: February 22, 1993

To: House Committee on Education

From: Kevin Robertson
Director of Governmental Affairs

Re: Testimony on HB 2011

Keith Stover
President

Rosemary Kirby
President Elect

Robert Stinson
Secretary

Richard McWhorter
Treasurer

Chairman Goosen and members of the Committee, my name is Kevin Robertson. Today I am appearing before you on behalf of the Kansas Association of Area Vocational-Technical Schools.

The area vocational-technical schools support HB 2011 with some minor modifications.

The charge of the of the Task Force contained in Section 2 explicitly includes "vocational education schools", however, AVTS representation on the Task Force is limited and the name of the Task Force does not include area vocational-technical schools. The Kansas Association of Area Vocational-Technical Schools suggests the following recommendations for amending HB 2011:

1. Amend the name of the Task Force on page 1, line 10 and all other pertinent locations in the bill to *Task Force on Community College, Area Vocation School, and Area Vocational-Technical School Finance*.
2. Amend the makeup of the Task Force from 16 to 17 persons by adding one additional AVS/AVTS representative.
3. Amend Section 1(a)(7) & (8) to read as follows and renumbering the existing subsections:
 - (7) *one member of the governing board of an area vocational school appointed by the Kansas Association of Area Vocational-Technical Schools.*
 - (8) *one member of the governing board of an area vocational-technical school appointed by the Kansas Association of Area Vocational-Technical Schools.*

HE
Attachment 8-1
2-22-93

4. amend all references of vocational education schools in the bill to area vocational schools and area vocational technical schools.

5. amend page 2, line 37 by adding ,area vocational schools and area vocational-technical schools before the period. Delete lines 38-40 on page 2.

6. amend page 3, line 1 by adding ,area vocational school and area vocational-technical school after the word college.

7. amend page 3, line 4 by adding ,area vocational schools and area vocational-technical schools after the word colleges.

The Kansas Association of Area Vocational-Technical Schools believes that these amendments will increase and enhance the work of the Task Force as it relates to area vocational school and area vocational-technical school structure and finance.

KAAVTS' support of the HB 2011 and the Task Force should not necessarily be interpreted as support for inclusion in regionalization or other plans as stated in Section 2(b) of the bill. The association reserves the right to make a judgment on any proposed plan after our Task Force representatives have had an adequate and equal opportunity to provide input into, and digest any specific plan. Our support of HB 2011 can be interpreted as the area vocational and vocational-technical schools desire to explore change in the existing system.

I will be happy to attempt to answer any questions you may have.

HE
Attachment 8-2
2-22-93

J. R. (JACK) WEMPE

REPRESENTATIVE, ONE HUNDRED THIRTEENTH DISTRICT

895 MAIN, P O BOX 187

LITTLE RIVER, KANSAS 67457

(316) 897-6459

STATE CAPITOL, RM 284-W

TOPEKA, KANSAS 66612-1504

(913) 296-7675



TOPEKA

HOUSE OF
REPRESENTATIVES

COMMITTEE ASSIGNMENTS

MEMBER: ECONOMIC DEVELOPMENT

LOCAL GOVERNMENT

TAXATION

JOINT COMMITTEE ON ECONOMIC

DEVELOPMENT

HOUSE EDUCATION COMMITTEE

H.B. 2369 February 22, 1993
Jack Wempe

Chairman Goossen and Members of the Committee:

What government should do, and how it should do it, is the essence of legislative work. Both are of equal importance. The choice of what to do is oftentimes expressed by the choices we make in the appropriation of funds. How we should do it is left to those who would translate policy into programs. This is such a bill.

We have ample evidence in this Legislature that the future of our state would be better served by increased emphasis on technical programs in our educational offering. We have listened to hours of testimony relating to this subject. The what has been demonstrated; now to the how.

Conventional legislative action would concentrate on the supply side of the technical education equation. We are currently struggling to supply the resources for the offering of technical programs. We are even attempting to influence the instructor component of the supply by offering teacher scholarships. This bill would address the demand side of technical education. This would attempt by incentive to affect consumer choice and create demand for a program we agree is worthwhile.

Currently we expend tax money for an array of educational scholarships. This year we will spend \$5,361,050 in our Kansas Tuition Grant program. This year we will spend \$1,234,883 in our Kansa State Scholarship program. We spend \$506,000 for teacher scholarships, \$475,500 for nursing scholarships, \$500,000 for osteopathic scholarships, etc. These are all worthwhile and expressions of our interest.

HE
Attachment 9-1
2-22-93

Page two

But compared to the above, vocational scholarships this year will total \$32,847. Does not this say something about what we consider important? Have we not affected demand by this choice?

Tech-Prep is a program that addresses the issue before us. Schools are developing the supply of programs which provide the kind of education we say is important. They are forming partnerships with industry and with institutions of higher learning to provide the seamless, relevant system we say is important. They are on the cutting edge of work-force training issues.

H.B. 2369 addresses the demand side. It sends a message that this Legislature not only can identify what is important but will address the complete "how to" side of the equation. It represents a choice of expenditure which underlines our commitment to move in the direction of increased technical competency.

Thank you for the opportunity to testify.

HE
Attachment 9-2
2-22-93



HB 2369

Testimony presented before the House Committee on Education
by Gerald W. Henderson, Executive Director
United School Administrators of Kansas
February 22, 1993

Mister Chairman and members of the committee:

United School Administrators of Kansas appreciates this opportunity to speak in support of a tech-prep scholarship program introduced in **HB 2369**. Our support lies not so much in the financial incentives provided for post-secondary students in the tech-prep program, but in the message sent to younger students.

School administrators and counselors continue to fight the attitude that a strong technical education is somehow inferior to preparation which leads to a four year college degree. Current data continues to indicate that a mastery of technology is essential to nearly all desirable career paths. The best preparation seems to come from programs which provide both a strong technical background and a university degree.

Tech-prep is designed for just such preparation. We would encourage the committee to support **HB 2369** and send a message to the young people of Kansas that technical education is indeed important.

LEG/HB2369

HE
Attachment 101
2-22-93



KANSAS

ASSOCIATION OF AREA VOCATIONAL-TECHNICAL SCHOOLS

Keith Stover
President

Rosemary Kirby
President Elect

Robert Stinson
Secretary

Richard McWhorter
Treasurer

Date: February 22, 1993
To: House Committee on Education
From: Kevin Robertson
Director of Governmental Affairs
Re: Testimony on HB 2369

Chairman Goosen and members of the Committee, my name is Kevin Robertson. Today I am appearing before you on behalf of the Kansas Association of Area Vocational-Technical Schools.

Please expand the tech-prep scholarship program contained in HB 2369 to include tech-prep students who choose to attend area vocational schools and area vocational-technical schools.

HE
Attachment 11-1
2-22-93

Kansas State Board of Education

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

February 22, 1993

TO: House Education Committee
FROM: State Board of Education
SUBJECT: 1993 House Bill 2369

My name is Connie Hubbell, Legislative Coordinator of the State Board of Education. I appreciate the opportunity to appear before this Committee on behalf of the State Board.

Tech-prep programs prepare a student for entering the workplace as a highly skilled technician or for continuation of education leading to a baccalaureate and advanced degrees.

Tech-prep students demonstrate an effective school to work model by blending academic and vocational courses in a planned program of study equivalent to the college preparatory program. Workforce 2000 and the Secretary's Commission on Achieving Necessary Skills (SCANS) Report both state that the majority of the jobs by the year 2000 will require skill training.

House Bill 2369 provides an opportunity for all students in the tech-prep program to receive \$500 per semester to enhance their education opportunities at the vocational and community college levels.

The State Board of Education strongly supports tech-prep programs and encourages this Committee to endorse 1993 House Bill 2369.

Dale M. Dennis
Deputy/Assistant Commissioner
Division of Fiscal Services and Quality Control
(913) 296-3871

HE
Attachment 12-1
2-22-93

Go Over the Top
With Tech Prep

TECH PREP

February 1993, Volume 1, Number 1

CHRONICLE

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 Kansaspage 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

SCANSpage 6

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

Upcoming Eventspage 8

HE
Attachment 12-2
2-22-93

A letter from Commissioner Lee Droegemueller...

I would like to introduce you to the first installment of *Tech Prep Chronicle*, the Kansas State Board of Education's newsletter featuring the Tech Prep program. Funded by the Carl D. Perkins Vocational Education Act, the Tech Prep program integrates the last two years of high school with an additional two years of vocational training and other cooperative efforts among business, labor, and education. The program calls for a true collaboration among various sectors in a community. In fact, the strength of the program is that it is managed by a community collaborative with focus on the needs of local employers.

This introductory installment of the chronicle brings a variety of topics concerning Tech Prep: planning strategies, key components, and a task list. Also of related interest is an article on SCANS and a list of Kansas schools with Tech Prep programs. Ensuing issues will have formative articles about integration of academic and vocational curricula, Tech Prep partnerships, and the role of business and industry in Tech Prep.

The Tech Prep program demonstrates an effective school-to-work model. However, the concept of blending academic and vocational courses in a planned program of study equivalent to the college preparatory program is still new enough that it probably will have to be sold to the communities. The material in the newsletter will help the reader not only to understand the Tech Prep program and its preparation of students who meet employer's expectations but also to become familiar with the marketing techniques needed to convince parents and community that such a program inspires high performance from students who, prior to participating in Tech Prep, found school dull and irrelevant.

Paramount to the success of the *Tech Prep Chronicle* is the readership. The Tech Prep information and news presented in the articles will be current and pertinent to the reader, while the format of the newsletter will allow the reader to reproduce copies of the articles, if needed. In short, the intent of the newsletter is to provide a network for sharing information about Tech Prep to readers across the state.

Lee Droegemueller
Commissioner of Education

THE CONCEPT OF TECH PREP

The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 responds to the changing complexities of the workplace through Tech Prep education, a cornerstone of the new law.

As an alternative to the college prep course of study, Tech Prep prepares the student for entry into the workplace as a highly skilled technician or for continuation of education leading to baccalaureate and advanced degrees.

Tech Prep is a program of study available to all students: college prep, vocational, and general. It is also open to disadvantaged, minorities, disabled, dropouts, and limited English proficient students.

Tech Prep education is addressed in two different segments of Perkins. Under Title II, Part C, a Tech Prep program is identified as an allowable expenditure providing it meets three requirements as follows: (1) size, scope, and quality to be effective; (2) integration of vocational and academic education through a coherent sequence of courses; and (3) equitable participation for special populations.

The Tech Prep approach emphasized under Perkins Title III, Part E, is described as a 2+2 design encompassing the last two years of high school and two years of occupationally specific postsecondary education or apprenticeship that culminates in a two-year associate degree or certificate. It must emanate from a consortium composed of representatives of local education agencies, as well as institutions of higher education. A consortium must offer a combined secondary and postsecondary program based on a formal articulation agreement that provides students with a "non-duplicative sequence of progressive achievement leading to competencies in a Tech Prep program."

The law specifies that the Tech Prep program provides preparation in at least one field of engineering technology; applied science; mechanical, industrial, or practical art or trade; agriculture; health; or business. The program is expected to build student competence through a sequential course of study in math, science, and communication which may be obtained through applied academics. Integration of academics into the Tech Prep curriculum is expected.

Key Components OF TECH PREP

The Tech Prep education program presented in Title III of Perkins emphasizes the following seven elements:

- (1) An *articulation agreement* among consortium participants
- (2) A 2+2 design with a *common core of proficiencies* in math, science, communication, and technology
- (3) A *specifically developed curriculum* appropriate to the needs of the consortium participants

(4) Joint inservice *training of instructors* to effectively implement the Tech Prep curriculum

(5) *Training programs for counselors* to recruit students and ensure program completion and subsequent appropriate employment

(6) *Equal access of special populations* to the full range of Tech Prep programs

(7) *Preparatory services* such as recruitment, career and personal counseling, and occupational assessment

In addition, the Tech Prep program may seek technical assistance from successful Tech Prep programs and acquire equipment as part of program planning.

Tech Prep stimulates new organizational and programmatic arrangements. It requires strategic thinking and planning and a level of cooperation and collaboration that can only be accomplished through effective teamwork.

Go Over the Top
With Tech Prep

TECH PREP IN KANSAS

In September, 1990, President Bush signed the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990. These amendments provided for further funding of the Perkins vocational programs.

Additionally, a Tech Prep program was funded for the first time. Kansas received \$663,000 for Tech Prep programs for the first year. Requests for proposals were published and over \$1.7 million was requested. In their June 1991 meeting, the Kansas State Board of Education awarded \$587,000 to the following institutions: Barton County Community College/AVTS, Great Bend; Cowley County Community College, Arkansas City; Johnson County Community College, Overland Park; Pratt Community College/AVS, Pratt; Seward County Community College, Liberal; and Southeast Kansas Education Service Center, Girard. For the second year, requests for proposals were updated and evaluated. The Kansas State Board of Education approved funding for the same schools for a 2nd year; \$1.2 million was requested and a total of \$778,500 was awarded for FY 93.

A Tech Prep education program is defined under these grants as a combined secondary/postsecondary program with two years at the secondary level and two years at the postsecondary level which 1) leads to an associate degree or a two year certificate; 2) provides technical preparation in at least one field of engineering technology, applied science, mechanical, industrial or practical art or trade, or agriculture, health, or business; 3) builds student competence in a core of proficiencies including mathematics, science, technology, and communications through a

sequential course of study; and 4) leads to placement in employment.

Each consortium has established a leadership committee which involves local area business and industry representatives, community-based organizations, local chambers of commerce, parents, teachers, and administrators. Representatives of other Federally funded programs, such as JTPA, also serve on advisory committees. Each consortium has selected a Tech Prep Coordinator who oversees other committees such as implementation, curriculum development, information/promotion, and evaluation.

Tech Prep programs were designed to meet the needs of business and industry and to assist the nation's youth in becoming better qualified to enter the workplace. Technological, demographic, and economic changes in our society are happening at a breakneck pace. The Kansas State Board of Education and Commissioner Droegemueller have initiated restructuring of the Kansas public school system in response to these dramatic changes.

The Kansas State Board of Education hosts periodic working meetings in order to provide further information as it becomes available, to share successes, and discuss issues relevant to Tech Prep programs. During FY 92, the emphasis was on in-depth planning and inservice opportunities. The second year (FY 93) is being dedicated to curriculum development and partial implementation. Each consortium will implement at least one program in FY 94. The Tech Prep program is only one program of many which are being implemented by the Kansas State Board of Education in response to the ever changing needs of our society.

HE
Attachment 12-4
2-22-93

KANSAS TECH PREP

| Grant Recipient | Consortium | Occupational Cluster(s) | Tech Prep Coordinator |
|--|---|---|---|
| Barton County Community College | USD 355 Ellinwood USD 405 Lyons USD 459 Larned USD 428 Great Bend USD 431 Hoisington USD 354 Claflin | Business Computers Agriculture Power Mechanics Drafting Technology Agribusiness | Tim Lednický Rt. 3 Box 136Z Great Bend, KS 67530 (316) 792-2701 |
| Cowley County Community College/ Area Vocational Technical School | USD 359 Argonia USD 470 Arkansas City USD 357 Belle Plaine USD 360 Caldwell USD 462 Burden USD 264 Clearwater USD 356 Conway Springs USD 471 Dexter USD 263 Mulvane USD 358 Oxford USD 463 Udall USD 353 Wellington USD 465 Winfield USD 509 South Haven | Industrial Technology Business Technology | Ben Cleveland 125 South Second P.O. Box 1147 Arkansas City, KS 67005 (316) 442-0430 |
| Johnson County Community College | USD 233 Olathe USD 232 De Soto USD 512 Shawnee Mission USD 230 Spring Hill USD 231 Gardner-Edgerton-Antioch USD 229 Blue Valley USD 497 Lawrence Johnson County AVTS Kansas School for the Deaf | Business & Engineering Technology Health & Human Services Engineering & Industrial Technology | Carol Fagan 12345 College at Quivira Overland Park, KS 66210 (913) 469-8500 Ext. 4139 |
| Pratt Community College/ Area Vocational School | USD 382 Pratt USD 438 Skyline Schools USD 255 Kiowa USD 254 Medicine Lodge USD 361 Anthony-Harper USD 332 Cunningham USD 331 Kingman USD 511 Attica | Industrial Technology Business Technology Health/Home Economics | Jerry Burkhart Highway 61 Pratt, KS 67124 (316) 672-5641 |
| Seward County Community College | Liberal AVTS USD 480 Liberal | Health Business | Judy Riffel Box 1137 Liberal, KS 67905 (316) 626-3132 |
| Southeast Kansas Education Service Center | Region 1 Coffeyville CC Independence CC SEK AVTS Caney HS, Cherryvale HS, Coffeyville HS, Elk Valley HS, Independence HS, Neodesha HS | Allied Health Office Technology Allied Health | Doyleen Turner Box 189 Girard, KS 66743 (316) 724-6281 |

KANSAS TECH PREP

| Grant Recipient | Consortium | Occupational Cluster(s) | Tech Prep Coordinator |
|-----------------|--|---|-----------------------|
| | Region 2 Labette CC Altamont HS, Galena HS Parsons HS, Riverton HS Region 3 Ft. Scott CC Ft. Scott HS, Girard HS, Osawatomie HS, Paola HS, Prairie View HS Region 4 Allen County CC Neosho County CC Garnett HS, Iola HS, St. Paul HS, Wellsville HS, Yates Center HS | Business Technology Allied Health Environmental Water Technology Electronics Automotive Technology | |

NON-GRANT TECH PREP INITIATIVES

| Location | Working With: | Occupational Cluster(s) | Tech Prep Coordinator |
|----------------------------------|--|--|---|
| Flint Hills AVTS | USD 253 Emporia USD 243 Lebo-Waverly USD 284 Chase County | Health Business Manufacturing Technology | Peggy Torrens 3301 West 18th Street Emporia, KS 66801 (316) 342-6404 |
| Garden City Community College | USD 457 Garden City USD 466 Scott City USD 216 Deerfield | Business Industrial Arts Criminal Justice Industrial Production John Deere Agriculture Technology Program | Judy Crymble 801 Campus Drive Garden City, KS 67846 (316) 276-7611 or (316) 276-5185 Ext. 262 |
| Hutchinson Community College | USD 308 Hutchinson USD 313 Buhler USD 309 Nickerson USD 310 Fairfield USD 311 Pretty Prairie USD 448 Inman USD 266 Maize USD 312 Haven Central Christian | Drafting Distributive Education- Mid-management | Dr. Frank Wright 1300 N. Plum Hutchinson, KS 67501 (316) 665-3500 |

HE
 Attached 12-6
 2-22-93

PLANNING STRATEGIES FOR TECHPREP

In the ideal world for forming and planning Tech Prep programs, schools would cease to operate for two years while educators, administrators and employers create the new curricula, courses, labs and promotional/guidance materials, and undergo all the restaffing and in-service training required for the new programs. Schools would then reopen and Tech Prep would be available for everyone at all grade levels.

Since this type of world does not exist, the planning and development phases of a Tech Prep program should include the following activities:

1. Identify and contact the participating organizations
2. Provide awareness about Tech Prep and create the vision for the program
3. Obtain a commitment from participating organizations
4. Identify key leadership at each institution.
5. Organize the consortium for planning (executive committees, Tech Prep program staff, leadership, operating procedures)
6. Assess employer needs/demands in occupational areas for curriculum development
7. Provide information and staff development through forums, workshops and inservices
8. Communicate the project status to all interested parties
9. Assess participating institutions' existing programs, resources, commitment/desire to be pilot or replicating institutions
10. Identify the tasks/outcomes to be accomplished in the other phases and the organization/process and schedule to be used to accomplish these tasks

WHO TO INVOLVE IN TECHPREP

Knowing who to involve in the beginning phase of Tech Prep may not be readily apparent. Tech Prep planners advise that it is important to select those individuals, groups, and organizations that are directly impacted by Tech Prep and likely to be interested in ensuring its success. Selecting key groups that have a stake in Tech Prep's future means identifying:

- educational institutions to be partners in secondary articulation (e.g., secondary schools, community colleges, and four-year institutions)
- employers to be partners with education in designing work-based learning and providing viable work experience and job placements
- academic and technical program areas that can be integrated into meaningful and practical curriculum
- individuals who can be *champions* for Tech Prep and lead local planning activities, including community leaders, board members, and parents
- educators (e.g., administrators, faculty, and counselors), who offer enthusiasm and energy to developing Tech Prep
- students and parents who can benefit from Tech Prep

SCANS

The Secretary's Commission on Achieving Necessary Skills, better known as SCANS, reported that effective workers need certain skills and personal qualities to succeed in the workplace. Tech Prep will include these skills in its curriculum. The SCANS skills are:

The Competencies: **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: **Basic Skills** - reading, writing, arithmetic and math, 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.

HE

Attachment 12-7
2-22-93

RESPONSIBILITIES OF KEY GROUPS IN PLANNING & DEVELOPING A TECH PREP PROGRAM

Tech Prep Coordinators

- Assist in development of the Tech Prep vision and philosophy
- Facilitate communication about Tech Prep across participating institutions
- Gain local support and resources for Tech Prep
- Coordinate curriculum integration activities
- Coordinate staff development efforts
- Coordinate planning team members
- Assist in Tech Prep project management
- Develop and coordinate marketing efforts

Academic & Technical Faculty

- Identify applications for integrated academic/technical curriculum
- Design and develop integrated curriculum jointly
- Plan and participate in team teaching of integrated curriculum

Administrators

- Develop a vision of Tech Prep
- Communicate and sell the Tech Prep vision
- Develop a Tech Prep philosophy
- Assist in leading the Tech Prep project
- Coordinate planning Tech Prep with key groups
- Assist in Tech Prep project management

Business/Industry/Labor Representatives

- Assist in identifying performance standards (academic and technical)
- Assist in developing and providing incentives for students
- Share resources (e.g., expertise, time, meeting facilities)
- Update faculty on current technologies and assist with team teaching
- Educate and gain support from other employers about Tech Prep

Counselors

- Inform students, parents, and others about Tech Prep
- Counsel students about participating in Tech Prep
- Assist in designing the Tech Prep components
- Assist students with career planning
- Assist students in planning Tech Prep programs of study
- Promote Tech Prep and its options to students

Community College Staff

- Assist in developing articulation agreements between community colleges and 4-year colleges and universities
- Assist local sites in all phases of Tech Prep planning, implementation, and evaluation
- Provide staff development for planners
- Disseminate Tech Prep information to future teachers

State Agency Staff

- Develop a vision of Tech Prep for the state
- Establish statewide policy and standards
- Assist in project development and management
- Conduct evaluations of Tech Prep
- Facilitate program improvement activities
- Provide staff development
- Facilitate state policy changes

Students and Parents

- Communicate student needs, competencies, and career and educational aspirations
- Review and react to plans for Tech Prep components
- Provide evaluative information as the initiative moves from the planning to the implementation stage

UPCOMING EVENTS

March 19, 1992

Washburn University

Topeka, Kansas

RSVP (Real Solutions Very Possible)

Counselors and Tech Prep, business, health, occupational home economics, and trade and industry topics. For more information, contact the Kansas Competency-Based Curriculum Center, 913/231-1010 Ext. 1534.

May 1-4, 1993

Anaheim, California

1993 NTPN Spring Conference

September 25-28, 1993

Atlanta, Georgia

1993 NTPN Fall Conference

Tech Prep Chronicle is published by the Kansas State Board of Education, Division of Lifelong Learning, Technical Education. This Material is not copyrighted and we encourage you to freely use and reproduce any and all of the material for your local programs. For information, please contact: Jean Davis, KSBE, 120 S.E. 10th Avenue, Topeka, Kansas 66612-1182, 913/296-2222.

For materials on Tech Prep and related issues, please contact KSBE at the above address and the Kansas Competency-Based Curriculum Center at 913/231-1010, Ext. 1534.

An Equal Employment/Educational Opportunity Agency

The Kansas State Board of Education does not discriminate on the basis of sex, race, color, national origin, disability, 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. Tenth Avenue, Topeka, Kansas 66612-1182, or to the Assistant Secretary for Civil Rights, U.S. Department of Education.

Kansas State Board of Education
Division of Lifelong Learning, Technical Education
120 S.E. 10th Avenue
Topeka, Kansas 66612-1182
652-W700

KE
Attachment 12-9
2-22-93