

Approved: 3/1/93
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by Chairperson Dave Kerr at 1:30 p.m. on February 24, 1993 in Room 123-S of the Capitol.

All members were present.

Committee staff present: Ben Barrett, Legislative Research Department
Avis Swartzman, Revisor of Statutes
LaVonne Mumert, Committee Secretary

Conferees appearing before the committee:

Dr. David DePue, State Council on Vocational Education
John Koepke, Kansas Association of School Boards
Craig Grant, Kansas National Education Association
Dr. Phyllis Chase, USD 501, Topeka
Gerald Henderson, United School Administrators
Charles Warren, President, Kansas, Inc.
Vernon Nikkel, Excel Industries, Inc.
Dr. Gary Livingston, Superintendent, Topeka Public Schools, USD 501
Jim Edwards, Kansas Chamber of Commerce and Industry

Others attending: See attached list

SB 332 - State educational institutions, qualified admission standards

The Committee continued the hearing on SB 332.

Dr. David DePue, Kansas Council on Vocational Education, testified in opposition to SB 332 (Attachment 1). He said that the bill would give even greater emphasis to the college prep track in schools and that this results in less focus on other types of postsecondary education and causes greater rates of student drop-out. Dr. DePue stated that Kansas' present system compares well to the national indicators and to its neighboring states. He observed that admissions standards have little effect on retention.

John Koepke, Kansas Association of School Boards, spoke in opposition to SB 332 (Attachment 2). Mr. Koepke stated that the State Board of Regents currently has the ability to impose admissions standards on nonresident students and that Proposition 48 is not an admission standard but applies only to eligibility for athletic scholarships. He said the two main concerns of his association relate to the foreign language requirement and the provisions to impose admissions standards on all regents institutions, rather than one or two.

Craig Grant, Kansas National Education Association, expressed opposition to SB 332 (Attachment 3). He said that Kansas has been able to compete favorably with peer institutions with an "open" policy and questioned why policies should be changed if there would be little or no effect on current admissions.

Dr. Phyllis Chase, USD 501, Topeka, testified in opposition to SB 332 (Attachment 4). She cited a 1955 study of the effect of selective admissions based on the 50th percentile. Dr. Chase said that SB 332 gives no consideration to affective assessment and she questioned what constitutes predictable validity for success in college.

Gerald Henderson, United School Administrators, expressed opposition to SB 332 (Attachment 5). He suggested it might be interesting to have information showing how many of those students who failed to be successful in college would not meet one of the qualifications in SB 332.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION, Room 123-S Statehouse, at 1:30 p.m. on February 24, 1993.

Senator Frahm made a motion to approve the minutes of the February 23, 1993 meeting. Senator Oleen seconded the motion, and the motion carried.

SB 334 - Schools, mastery of essential skills, Kansas program

Staff explained the provisions of SB 334. Beginning in the 1996-97 school year, students at age 16 or upon completion of their sophomore year, would be awarded a Certificate of Mastery upon demonstration of the achievement of certain skills and masteries in reading, writing, math, science and social studies as well as problem solving, reasoning and conceptualization skills, procedural understanding and communication of such skills. Standards for obtaining the certificate will be designed to ensure that a students has the skills and knowledge necessary to proceed directly and without remedial work to college or university preparatory or secondary technical education. The program would be administered by the State Board of Education, with actual implementation and assessment occurring at the school district level. This bill requires remediation strategies for those students who have difficulty in qualifying. Chairman Kerr stated that it was not his intention nor that of the House Chairman for the bill to refer to "higher order skills". Both intended to address only basic skills.

Charles Warren, President, Kansas, Inc., spoke in support of SB 334 (Attachment 6). Dr. Warren described the focus on youth apprenticeship programs and noted that the federal government is proposing to spend \$1.2 billion in the next four years on such programs. He stated that before such programs, which are based on European models, can work, it is necessary to make changes in K-12 education. Dr. Warren went on to say that SB 334 is an example of the type of changes needed. He quoted from the 1993 Kansas Economic Development Strategy and noted that SB 334 is a fulfillment of Strategy 15. Responding to questions from Committee members, Dr. Warren said that the assessment in SB 334 is not based on a single test and that he sees the concept working hand-in-hand with Quality Performance Accreditation.

Vernon Nikkel, Excel Industries, testified in favor of SB 334 (Attachment 7). He said that SB 334 would help to ensure that job applicants have the necessary basic skills for employment. He urged that the Certificate of Mastery be a requisite for a high school diploma. Answering questions from Committee members, Mr. Nikkel advised that he sees many job applicants who cannot read and write effectively and do not possess necessary, basic skills. The entry level wage paid by his company is \$8.50 an hour, and the average wage is \$12.60 an hour. In response to a question, Mr. Nikkel stated that he often prefers to hire persons with a GED because then he is sure they have the basic skills.

Dr. Gary Livingston, Superintendent, Topeka Public Schools, USD 501, spoke in favor of SB 334 (Attachment 8). He suggested that the assessment be performance-based rather than a paper and pencil test and that it not be tied to graduation. Dr. Livingston said the concept in SB 334 could be a positive step in improving educational accountability and creditability.

Jim Edwards, Kansas Chamber of Commerce and Industry, testified in support of SB 334 (Attachment 9). He said that the Certificate of Mastery would provide assurance to employers that an individual possesses a certain level of skill achievement. He urged that the Certificate be a requirement for earning a high school diploma.

The meeting was adjourned at 2:30 p.m. The next meeting of the Committee is scheduled for Thursday, February 25, 1993.

SENATE EDUCATION COMMITTEE

TIME: 1:30 PLACE: 123-S DATE: 2/24/93

GUEST LIST

NAME	ADDRESS	ORGANIZATION
SMITH MORFITT	TOPEKA	AT
Mark Tallman	Topeka	KASB
GERALD HENDERSON	TOPEKA	USAF/KS
JOHN KOEPKE	Topeka	KASB
Ben Grove	Lawrence	Univ. Daily Kansan
Carolyn Tillotson	Leavenworth	eluate
Harold Pitts	Topeka	AARP-COTF
TEP D. Ayres	Topeka	Regents staff
ROBIN NICHOLS	Wichita	Wichita Public Schools
Bernice Kook	Wichita	Wichita Chamber
Ann C. Burnett	Topeka	US 501#
Rebecca Datch	Wichita	Wichita Federation of Teachers
Rhett Elliott	Wichita	Federation of Teachers
Scott Hessel	Topeka	Kansas Inc.
Jim Yarnally	Overland Park	USD #512
Steve Burghart	Topeka	KS Pharmacists Assoc.
Connie Hunsell	Topeka	SB of KS
Ann Hamson	"	KSBE
Jim McDavitt	Valley Center, KS	KEW-NET
Jacque Dakes	Topeka	SQE
Magie Strahm	Salathia	
La Doleyn	Lawrence	KSBE
John Roggio	Lawrence	KY
Merle Free	Topeka	KAC

SENATE EDUCATION COMMITTEE

TIME: _____ PLACE: _____ DATE: _____

GUEST LIST

NAME

ADDRESS

ORGANIZATION

NAME
David DePae

Торева

KCove

David Monical

Topelca

Washburn

Mike Bohnhoff

Topeka

Budget



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Executive Committee Member
Dean of Community Services
Colby Community College
Colby

David L. DePue, Ph.D.
Executive Director

Virginia Charbonneau, CPS
Executive Secretary

TO: Senator Kerr, Chairman and
Members of the Senate Education Committee

FROM: David L. DePue
Executive Director, KCOVE

SUBJECT: Testimony on SB 332 "Qualified" Admissions

DATE: February 23, 1993

Georgia W. Bradford, Ed.D.
State Representative
Education Consultant
Wichita

Karen Conklin
Market & Survey Research Analyst
Johnson Co. Community College
Overland Park

Eddie Estes, Ph.D.
President, Western Kansas
Manufacturers Association
Dodge City

Allene Knedlik
Acting Dean of Academic Affairs
Tech Prep Coordinator
Coffeyville Community College
Coffeyville

Janis Lee
State Senator
Farmer/Rancher
Kensington

Carol Nigus
Director, Brown County Kansas
Special Education Cooperative
Hiawatha

Mitch Sexton
Manager of Training & Quality Programs
Jostens School Products Group
Topeka

Dennis K. Shurtz
Shurtz Commodity Trading, Inc.
Agriculture Owner
Arkansas City

Robert Thily,
Coordinator KS Carpentry
Apprenticeship
Perry

Thank you for the opportunity to address this issue. The State Council on Vocational Education serves the U.S. Congress providing policy advice and oversight on vocational education and training programs in Kansas. Each of our 13 appointed members represents one of the constituents of these programs. This includes "customers"--business, industry, labor, and agriculture. Our customers also include students who are targeted for emphasis--those who are seeking gender equity, those with a disability, the economically disadvantaged, those with English as a second language, and minorities.

NEGATIVE IMPACT:

This legislation would have a negative impact on many of your key constituents by further institutionalizing the college prep track in our schools. Public school guidance counselors almost universally promote this liberal arts curriculum now. This is due to their lack of experience in the business world and absence of training in career guidance. Approximately 80% of the new jobs will require postsecondary preparation at less than a baccalaureate degree. The liberal arts curriculum, focused upon college prep, should not be our only thrust. Not only is this a disservice to the majority of our students, the very prescriptive curriculum causes more students to drop out.

KUDOS TO KANSAS ELECTED OFFICIALS:

The present system has Kansas rating significantly better than the national average on all essential indicators of educational achievement.

	Below H.S. Diploma	1990 Drop Outs	ACT Scores	Some College	4 Year Degree
Kansas	18.7	8.7	21.1	27.3	14.1
National Average	24.8	11.2	20.6	25.9	13.1

Proponents of restrictive admissions suggest that we look to North Carolina (UNC Chapel Hill) for leadership in higher education. Kansas outscores North Carolina on every indicator of educational achievement. They do surpass us in higher education spending by a billion dollars a year, however. We rank better than six of our neighbor states on all essential indicators except two. Nebraska and Iowa have lower drop out rates than Kansas; however, our state boasts similar ACT scores, significantly greater percentages of baccalaureate degree holders and significantly greater numbers of minorities participating in university programs. "Windows" for minorities may sound like a good idea to us; however, most would prefer to enter through the "front door" with everyone else.

WHO COULD BE AGAINST HIGHER STANDARDS?

American workers are facing increased pressure for higher technical skills along with improved oral and written communication skills. The Kansas State Board of Education has responded by moving to an outcomes-based accreditation system. Outdated is the century-old system of counting courses and "seat time". New curricula are being implemented to develop higher order skills and contemporary competencies. Examples include applications-oriented subjects: applied math, applied communications, and principles of technology. The focus is on analysis and synthesis rather than "recall" and "number manipulation". For example, math emphasis shifts to problem solving, probability theory, logic, statistics, and measurement systems. A shift back to admissions standards based on curriculum conceived in 1912 would be foolish. This restricts the ability of the State Board of Education and local boards in efforts to meet the needs of the 50% who do not go to the university.

ADMISSIONS STANDARDS HAVE LITTLE EFFECT ON RETENTION:

The 50 states have a wide variety of requirements for university admission. Yet, 50 years of data show that the 50 states have about the same retention rates. In fact, Kansas universities do better than the national average (43% complete a B.S. in six years nationally) in contrast to our 50% rate. Kansas has higher statewide high school graduation requirements (22 units, 23 units in 1994) than all but one of our neighbors. Our 20% increase in college enrollments over the past decade compares favorably with the two largest states with their average of 3% increases.

NATIONAL DATA - FOUR YEAR PUBLIC UNIVERSITIES

15% of traditional entry path students complete a baccalaureate in four years
43% (approx) of traditional entry path students completed a BS in six years
42% of these students dropped out (and did not return)
42% of **high ability** low social economic status students dropped
20% dropped out before the 3rd semester (18% dropped during 1st year)
20% dropped **after** eighth semester (4 years)
90% who received a grant during 1st year were still enrolled 2nd year
75% who **did not** receive a grant during the 1st year were still enrolled in the 2nd year

HOW TO IMPROVE RETENTION RATES:

Develop highly restrictive admissions criteria. "Flagship" state universities boast graduation rates of 55% to 77% over five years. This is the graduation rate for white students of private universities. Even high school valedictorians are not assured admission at elitist universities. For example, UNC Chapel Hill selects prospective freshmen based upon class rank, GPA, ACT/SAT scores, and school service/leadership activities. Those denied admission are referred to their other 16 state four year public institutions. In my experience at four flagship universities, I can report that students drop out primarily because of social, personal, and/or financial problems. These all result in poor academic progress. Approaches to alleviate these problems might include some social restrictions, giving a grant to first year completers who are at risk, and developing learning centers to help with study skills, including: time management, preparing for tests, and career planning. This would be especially helpful as we attempt to serve those with one or more barriers to success--the economically disadvantaged and those with language or cultural challenges.

The challenge of remedial work to meet higher expectations is a national issue. In a Chronicle of Higher Education 1992 report, beginning freshmen throughout the nation were asked if they thought that they would need remedial work. Responding "yes" were 28.7% in mathematics, 12.5% in English, and 11.7% in science. There are no easy answers here. If the other 49 states have qualified or restrictive admissions, why is the national data so humbling? Kansas data show that we are doing very well in comparison to other states, the very states that this legislation would have us follow.

DATA SOURCES:

"America's Choice: High Skills or Low Wages" National Center on Education & the Economy Rochester, NY 1990.

"Undergraduate Completion and Persistence At Four Year Colleges and Universities" National Institute of Independent Colleges and Universities, Washington, D.C. 1989

"Almanac" The Chronicle of Higher Education, Washington, D.C., 1990, 1992.

"Minority-Group Enrollment", The Chronicle of Higher Education, Washington, D. C., January 22, 1992



Testimony on Senate Bill 332
before the
Senate Committee on Education
by

John W. Koepke, Executive Director
Kansas Association of School Boards
February 23, 1993

Mr. Chairman and members of the Committee, we appreciate the opportunity to appear before you on behalf of the member boards of education of the Kansas Association of School Boards. The subject of the bill before you today, the abandonment of the historic Kansas policy of open admissions to its Regents institutions, is one that has been the subject of extensive review and discussion within our organization since it was first presented to this body. The result of that study and discussion has been a reaffirmation on the part of our Delegate Assembly of our continued support for the right of every graduate of an accredited Kansas high school to enrollment in any of the publicly supported Regents institutions in our state.

We have tried to carefully review each new proposal for qualified admissions to our Regents institutions with an open mind in hope that recognition might be given to the two major concerns which our members have expressed regarding previous initiatives. Unfortunately, no such recognition has been forthcoming. Our members remain unconvinced of the viability of any plan for qualified admissions as long as these two inconsistencies remain.

The first area of concern is the continued inclusion in these plans of a two year foreign language requirement as a part of the Regents prescribed precollege curriculum. Our members believe that if this attempt to dictate high school curriculum is so vital to this program, then it must surely be an important subject at the college level. Yet, to this date, no regents institution has a blanket foreign language requirement for all undergraduate degrees. Imposition of such a requirement by the Regents would help to alleviate the concern of our members in this area.

A larger degree of concern rests with the fact that this proposal, like all of those which preceded it, continues to seek the same admissions standard for all all of our Regents institutions. Much is made each year in these hearings of the fact that Kansas is the only state in the union with an open admissions policy for all of its Re-

gents institutions. What is seldom mentioned is the fact that if this proposal were adopted, Kansas would be the only state with the same admission standard for all of its institutions.

If a qualified admissions proposal is to be enacted by this Legislature, we believe its application should be limited to one or two institutions, while access to other Regents institutions is preserved for those who meet the present qualification for all institutions, graduation from an accredited Kansas high school.

We appreciate the opportunity to appear before you to express these views and I would be happy to answer any questions.



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

Craig Grant Testimony Before
Senate Education Committee
Tuesday, February 23, 1993

Thank you, Mr. Chairman. I am Craig Grant and I represent Kansas NEA. I appreciate this opportunity to speak to you about SB 332.

Kansas NEA opposes SB 332 as we have other attempts to restrict admissions to the Kansas Regents' institutions. We have revisited our resolutions regarding this topic and our 800 delegates from all over the state of Kansas keep renewing our policy.

They are really, in essence, renewing their faith in Kansas' students. Our members believe that all students should have opportunity for education and that, as stated in our reform work in Kansas, all students can learn.

We also know that students learn at different rates. Many students wait until late in their formal education to choose a vocation or profession. Many are underachievers in high school and may be unable to meet the qualifications in SB 332. Open admissions provides these students an opportunity, a chance, to succeed.

We are not asking for additional or continued "remedial work" as may now be the case. Standards do not need to be lowered in an open admissions institution. Effort by the "late bloomers" may well overcome previous shortcomings.

We noticed with interest the switch of the Board of Regents from support to opposition of open admissions coincided with resources dwindling and universities not being funded for all the enrollment increases. The budget squeeze seems to drive decisions more than philosophical stands.

Kansas NEA members philosophically are opposed to the concept of qualified admission and would ask you to not support SB 332. Thank you for listening to our concerns.

SENATE BILL NO. 332

Mr. Chairman and members of the committee, my name is Dr. Phyllis A. Chase, and I represent Unified School District No. 501.

What:

Position Paper
Qualified Admissions Proposal by the Kansas Board of Regents.

Recommended Position:

The Topeka Public Schools unequivocally opposes the qualified admissions proposal in its current form, as well as its formulation process.

Rationale:

Historical Facts:

In 1955, George Baxter Smith, then Dean of the University, completed an ingenious study of who would be eliminated if a policy of selective admissions were instituted at the University of Kansas. Dean Smith obtained scores on entrance exams for 1,066 of the 1,134 students who graduated from the University in June 1955 and identified those graduates who would not have been admitted if they scored below the 50th percentile, a "cutting score" widely discussed at the time. Two hundred eight students, or roughly one-fifth of the graduating class, would have been eliminated by this criterion. Of these 208 students, 29 were on a dean's scholastic honor roll one semester, while two were for six semesters. A total of 46 were on the honor rolls at least one semester. Perhaps even more striking, Dean Smith discovered that this cutting score would have resulted in a "loss to the state and nation: for "forty teachers, twenty-two engineers, five journalists, seven lawyers, seven doctors, seven pharmacists, and 96 graduates from the college of Liberal Arts and Sciences and the School of Business. Similar results were produced when the study was replicated for 1958 graduates. Dean Smith concluded that because "a free society's survival depends upon the widest and fullest possible development of all its human resources," a policy of selective admissions was the least desirable response to large enrollments. His study was widely read and no doubt played an important part in maintaining support for the open admissions policy.

(Professor Ray Heiner, Assistant Professor of History and Education, The University of Kansas)

Sen. Education
Attachment 4
2/24/93

Perceptions:

The Qualified Admissions Proposal as presented by the Kansas Board of Regents is void in an area of profound significance: affective assessment. This area includes assessing the level of motivation, attitude toward attending college, degree of tenacity and level of emotional maturity of aspiring applicants. The rationale for assessing these affective indices is easily discernible. As one seeks to identify the possible variables that mediated Dean Smith's study, it becomes obvious that arbitrary 50th percentile scores did not accurately predict those students who would not be successful, but actually included students who were academically outstanding in their academic pursuit.

Motivation, attitude, tenacity, and emotional maturity are affective variables that impact student achievement at any given point on the educational continuum. Can these indices be accurately measured and serve as valid predictors of college success? Probably to no more of a degree that college entrance exams that, by their own admission, are not capable of being culturally free and produce scores with more predictive validity of family wealth than academic success.

There is no one predictor of success in college, or in life. A combination of experiences and circumstances, often internal to the student alone, determines that person's success. This is as it should be in a democratic nation. The issues are complex. The ramifications will be felt ubiquitously with such magnitude as to require our concerted evaluative input in a collaborative fashion as we seek excellence at all levels of education.

Issues:

1. Will the proposed changes enhance or restrict educational opportunity?
2. Do the proposed changes represent a unilateral effort by those in higher education to assert hegemony over secondary education, or do they provide a framework for cooperative decision-making that recognizes the interest and needs of all those involved in Kansas education.
3. In 1987 the Board of Regents termed their proposal as Selective Admissions. This year the term used is Qualified Admissions. Does this change in terminology represent a change in philosophy?



SB 332

**Testimony presented before the Senate Committee on Education
by Gerald W. Henderson, Executive Director
United School Administrators of Kansas
February 23, 1993**

Mister Chairman and Members of the Committee:

United School Administrators of Kansas (USA) continues to oppose any effort to change from the current policy of open admissions to regent universities. Our most recent survey of USA members indicates that 65% of those responding favor retaining current law. At the same time my members indicated via numerous comments to the survey that a tendency exists to favor a discussion of qualified admissions based not on courses completed but on demonstrated knowledge and skills. Outcomes if you will.

At the invitation of the Regents, my leadership participated in two discussions during the past year, each of which I believe was helpful to both groups. To my knowledge, such dialog has not occurred before. In my judgement, public school administrators in Kansas will support a system of qualified admissions to which they have had real in-put.

I appreciate this opportunity to again be heard on this subject.

LEG/SB332

*Sen. Education
Attachment 5
2/24/93*

Senate Committee On Education
The Kansas Legislature

Senate Bill No. 334
Certificate of Essential Mastery

Testimony of Charles R. Warren, Ph.D.
President, Kansas Inc.

February 24, 1993

Sen. Education
Attachment 6
2/24/93

Mr. Chairman, members of the committee, I am Charles Warren, President of Kansas Inc. I want to thank you for the opportunity to testify in support of Senate Bill 334. In my opinion, this bill is perhaps the single most important initiative within the package of education reform proposals under consideration by the House and Senate Education Committees.

I returned early this morning from a two-day conference in Washington on youth apprenticeship programs. It was an important meeting with participants from twenty states. Both Secretary of Education Reilly and Secretary of Labor Reich attended the meeting together. The federal government and the states have established education and work force training as one of their highest priorities, and significant investments will be made to prepare youth for the workforce and to improve the transition from school to work. I have attached to my testimony news clippings from USA Today and The Washington Post on the conference.

The conference focused on youth apprenticeships, and as Senator Kerr knows first-hand, many states are attempting to adapt the european model of education and apprenticeship to their school and worker training systems. However, it became clear to me that before that European model can fit here, we must change significantly our existing K-12 educational system. While there are a wide array of reforms to be undertaken, the introduction of a certificate of essential mastery that will assess and ensure the attainment of basic competencies by our students is a most fundamental building block of a new system.

Distributed with my testimony is an excerpted portion of "A Kansas Vision," the 1993 Kansas Economic Development Strategy. The full strategy report will be released this Friday here in the statehouse. The strategy suggests four major goals. Goal 2 is "Kansas has a high skilled workforce that is internationally competitive." Within that goal, Kansas Inc. has offered a series of strategic objective and strategies. Strategy 15 is:

Implement in all Kansas high schools a comprehensive, performance-based student assessment that represents mastery of essential basic skills and competencies and constitutes a prerequisite for college prep and professional technical programs.

Senate Bill 334 would realize that strategy.

We will have to move very cautiously in developing school-to-work transition programs or apprenticeship systems until we can ensure that our high school graduates have mastered the essential competencies that are required for them to perform either in advanced educational settings or the workforce. Many Kansas graduates are not prepared today to enter the workforce with the skills required by employers. The skills listed in Section 3 (a)(2) of the bill are among those identified as needing

improvement by over two-thirds of the employers surveyed by the University of Kansas for our 1990 study of workforce training.

In my opinion, the bill outlines an ambitious but attainable method of ensuring that students attain mastery of essential competencies, that they are assessed in a fair and thoughtful manner, and that every opportunity is provided to enable all students to achieve the certificate. The opportunities and planning for remediation and re-assessment are well thought out. I think the bill is ambitious in that we need to devote a lot of work to the design of new assessment procedures and that work needs to begin immediately. Fortunately, there are several national efforts at research and testing of new assessment procedures and we can benefit from work underway across the country.

Let me conclude by commending both the Senate and House Education Committees for undertaking this bold initiative. The importance of a certificate of essential mastery has been demonstrated and its significance to ensuring that Kansas has an internationally competitive, high skilled work force cannot be understated.

Thank you, I would be pleased to answer any questions.

Reich Suggests Non-College Job Training

By Frank Swoboda and Mary Jordan
Washington Post Staff Writers

Labor Secretary Robert B. Reich yesterday suggested that all high school graduates who do not go on to college be given an extra year of free training in the skills necessary for today's workplace.

"Everybody is entitled to one free year," Reich told a conference on national youth apprenticeship programs.

Appearing at the conference with Education Secretary Richard W. Riley, Reich outlined a radical restructuring of the U.S. high school system, including national competency tests for students headed directly into the work force.

Reich said the Clinton administration's educational reform effort would seek to create a new "in-between tier" of worker technicians and paraprofessionals without college degrees. New

jobs for these workers would replace jobs once held by high-paid, semi-skilled manufacturing workers that have been disappearing in the face of global competition.

Both cabinet officers emphasized that no final decisions have been made by the administration. But the ideas suggested by Reich yesterday were clearly under review as the new administration prepares to send an education bill to Congress within the next few weeks.

Riley said the Labor and Education departments were meeting on the issue "almost on a daily basis." President Clinton last week proposed spending \$1.2 billion over the next four years on apprenticeship programs that would be tied to the education reform effort.

"Without radically restructuring high school years," Riley said, the country cannot reach its goals of graduating a higher percentage of students

from high school and preparing them better for jobs. Students need to see a link between what they are learning and the "wider world outside schools," he said.

Sally Mentor, the California deputy superintendent of schools who was attending the conference, said that "we find that high school is a waste of time for most students unless they go to college and finish with a degree."

Under the scheme outlined by Reich, all high school students would be taught basic math and English skills by the end of the 10th grade. During the 11th and 12th grades, all students would have to take tougher courses emphasizing communications skills, analytical thinking and problem solving. Those not planning to go to college would be encouraged to combine their course studies with work internships.

The extra year for the students who

aren't bound for college would involve technical training in the field of the students' choice. Reich outlined 15 or 20 "broad fields of competence," including computer programming, design engineering, health services and microelectronics.

After completing the extra year of training, students would have the opportunity to take national competency tests in their chosen fields. If they passed the tests they would be given certificates that would be honored by employers nationwide. Employers would have a hand in developing the national standards for the tests.

To avoid "tracking," the European system where students are funneled at an early age into specific fields after being tested, the system outlined yesterday would allow students to change their minds along the way.

Under the current system, Reich said, "We are creating a two-tiered

system. One, for those who behind computers in skyscrapers, and the other for the unskilled service employees who "work at the street level."

Two major reasons for the two-tier split are the competition from cheaper labor abroad and automation at home.

Al Shanker, president of the American Federation of Teachers, was wary of commenting on an unspecified proposal, but he said the United States ought to follow other industrialized nations and put more resources into its non-college-bound work force. "In general... we discriminate against those who do not go on to college," Shanker said. The government subsidizes higher education, through public colleges and government-backed loans, he said, but the others "are left to fend for themselves."

Currently, only half of all high school graduates go on to college or some other form of additional education or training. Reich said the gap in wages between college graduates and non-college graduates was "growing very, very rapidly."

Apprenticeship plan would help kids, industry

By Dennis Kelly
USA TODAY

WASHINGTON — The students headed for work out of high school instead of college would get a \$1.2 billion shot in the arm over the next four years if President Clinton's plans for expanded youth apprenticeships win approval.

In a joint appearance Monday, Education Secretary Richard Riley and Labor Secretary Robert Reich, whose departments would oversee the effort, vowed to work together on apprenticeships. If they don't succeed, the salary gap between students with college diplomas and those without may continue to widen, Reich said.

The push for youth apprenticeships — in which high school students train in businesses and factories while still studying academics at school — is coming from businesses looking for higher-skilled workers and from educators looking for something to motivate non-college-bound kids.

"We find high school is a waste for most students unless they're going into the college prep track," said Sally Mentor, California's deputy superintendent of public instruction.

A relative handful of U.S. students — perhaps "a couple of thousand" in about 100 programs — are engaged in apprenticeships now, said Hilary Pennington, president, the Jobs for the Future program.

Clinton's budget proposals might triple that number within a year, Pennington said. The budget calls for \$270 million for apprentice training initiatives in 1994, growing to \$500

Programs in the works

States and local school districts are already developing apprenticeship programs or rearranging high schools to help students move into jobs.

► **Jobs for the Future** oversees programs such as Craftsmanship 2000 in Tulsa, Okla., where students learn metalworking and manufacturing skills through industries.

► **California** hopes to "radically change" grades 11 and 12 to integrate academics and workplace experiences, said California official Sally Mentor.

► **In Maine**, a pilot program for technical colleges will let high school graduates pursue a one-year college degree as they earn \$5,000 a year.

million a year by 1997.

Reich envisions a system in which students could be assured one year of technical training beyond high school, leading to a certificate of skills mastery that would be recognized nationally. The benefit could also be an academic boost for kids not going to college, Riley said.

"Most young people can only be motivated to take academically challenging subjects if they can see a connection between the classroom and applications to the outside world," Riley said.

A Kansas Vision

The 1993 Kansas Economic Development Strategy

An Agenda for a High Skilled Workforce

Goal Two: *Kansas has a high skilled workforce that is internationally competitive.*

Kansas businesses and industries are being challenged to become more competitive as a result of broadening global markets, increasing technological sophistication, and greater consumer demands for customized and timely delivered goods and services. As a result, they must focus on increasing the productivity and quality of their output. The success of Kansas firms depends on a well-trained, educated and productive workforce. This strategy's second goal is to ensure that Kansas has a high skilled workforce that is internationally competitive.

Strategic Objective: A coordinated, seamless system of secondary and post-secondary education guides the development of strong workplace skills and competencies.

Creating an internationally competitive workforce will require *a coordinated, seamless system of secondary and post-secondary education that guides the development of strong workplace skills and competencies.*



The first component in such a system is establishing the actual and predicted standards for both basic education competencies and specific high wage, high skill occupations. These standards, the development of which should be guided by the business community, should be an integral element in establishing K-12, post-secondary, and state-administered training curricula. This initiative should provide a set of basic competencies for all high school graduates such as reading, mathematics, science, communication as well as teamwork, problem-solving and critical thinking. All students should also be exposed to basic principles of technology that is increasingly becoming a basic component to all occupations. For high wage, high skill technical occupations,

Strategy #8: *Encourage the development of business/education consortia that identify skill and competency requirements and integrate these standards into K-12, post-secondary, and state employment programs.*

specific skill requirements should also be developed that will correspond to curricula at our post-secondary institutions as well as our state-administered employment and training programs.

Several initiatives have been undertaken at both the state and local level to develop standards for these types of technical programs. The current federal Carl Perkins Act requires states to establish a Committee of Practitioners to develop performance standards and the Competency Center at Washburn University, which receives a grant from the State Board of Education, also develops standards for numerous occupations. The Legislature and private sector should develop, with the involvement of the Department of Human Resources, Board of Education, and Board of Regents, skill and competency requirements and integrate the standards into our schools and training programs.



To facilitate the development of these standards and their inclusion into the existing education system, it is important that greater organizational and

Strategy #9: Restructure the relationship between area vocational technical schools (AVTSs), community colleges, and the regents universities that create new systems of governance, finance, and organization.

programmatic coordination and cooperation be established in our educational and training institutions. Several legislative and executive initiatives in recent years, including a committee formed by the State Board of Education this year, have addressed various components of our post-secondary education system. These discussions have typically revolved around the state's nineteen community colleges. While issues

pertaining to the community colleges are important, they should not be discussed in isolation to the AVTSs and regents universities.

Uniform governance, finance, and organization is critical to ensure successful coordination of comprehensive programs, reduce unnecessary duplication, and set priorities for state resources. An example of such initiatives include merging community colleges and area vocational technical schools (AVTS). The Kansas Legislature, with the involvement of the State Board of Education, the State Board of Regents, and the private sector, should establish a task force to propose a new governance structure for Kansas post-secondary institutions. This process should be guided by several fundamental principles including: balancing the financial burden of the system between taxpayers and users, creating a better balance between state and local resources, recognizing the importance of the institutions' economic development role, and formalizing better inter-institutional administration, planning, and oversight.



Similar coordination efforts need to be undertaken with regard to our academic and technical curricula so that students may easily progress through institutions without unnecessary duplication or loss of credit. This effort has been relatively

successful for academic curricula. The presidents of the state's community colleges and regents universities have developed articulation agreements between their

Strategy #10: Coordinate the development of technical and academic curricula between high schools, AVTSs, community colleges, and regents universities that enable comprehensive program articulation between secondary and post-secondary institutions.

institutions covering academic programs. These agreements have allowed students to smoothly coordinate their education between these post-secondary institutions. Similar agreements for technical degree programs need to be established to provide coordination between the AVTSs, community colleges, and regents universities. This is important because college-trained technical professionals, while needing a solid theoretical background available in a university program, should also have a practical understanding of industry. This background can be effectively provided at community

colleges and AVTSs. Initiatives should be explored to provide similar coordination between secondary and post-secondary institutions so that appropriate curricula for both technical and academic programs can be pursued by students while they are still in high school.

Strategic Objective: Adults have higher educational achievement and workplace skills.

A second objective is ensuring that *adults have higher educational achievement and workplace skills*. This is important because a significant majority of workers of the year 2000 are already in the workplace and have left formal education. To meet the training and education needs of this group will require a much different set of strategies.



Many of our community colleges and AVTSs, as well as our state-administered employment and training programs, have developed programs to provide training and retraining to the state's existing workforce. While

Strategy #11: Create a coordinated, accessible system of life-long learning to train and retrain incumbent workers in broad problem-solving, technical, and occupational skills and competencies.

many successes can be documented, the programs themselves do not represent a comprehensive system that reaches a large number of workers across the state. These programs typically focus on either new or expanding companies or they are targeted on the unemployed and untrained.

While both elements are important to a comprehensive training system, the primary effort should be targeted on the majority of workers who are employed at companies not experiencing significant growth but whose basic competencies and technical skills are vital to future expansion. A more comprehensive system should include adult literacy and basic education programs and focus on those competencies and technical skills required for today's workplace. Key elements in this effort are to educate our businesses and workers of the importance of well-

educated and trained employees and to ensure that individuals can easily access instruction from literacy programs to graduate studies.



Businesses must be encouraged and motivated to provide workplace-based literacy and skill training to their workers either independently or with the assistance of state educational institutions. In a study conducted for Kansas Inc. by the Institute for Public Policy and Business Research at the University of Kansas, it was indicated that 32% of surveyed companies provide in-house or company-sponsored basic education training. According to the American Society for Training and Development (ASTD), fewer than 200 of the nation's

Strategy #12: Encourage private firms to increase the training and retraining of their workers, especially through consortia-based programs.

largest firms spend more than 2% of their payroll on training. Among all U.S. firms, it is estimated that only 1/3 of training is for non-college educated workers which represents no more than 8% of frontline workers. Leading foreign firms, on the other hand, spend approximately 6% of their payroll on training which is typically targeted for frontline personnel. The Kansas Legislature should provide incentives to Kansas companies, particularly small and medium-size businesses organized in consortia, to institute basic competency education for frontline personnel.



Kansas businesses and industries have an important role to play in educating our current workforce, but individuals themselves need to take responsibility for their ability to function in increasingly competitive work environments. Many adult workers have returned to formal education to update their skills, including graduate programs in business as well as individual courses at the state's community colleges. The latter can be documented by the growing enrollment at the

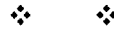
Strategy #13: Create individual incentives for workers to increase their workplace skills.

nineteen community colleges. The Kansas Legislature should explore options, from tax incentives to personal training accounts either funded or provided preferential tax treatment by the State, that would enable a greater percentage of workers to increase independently their workplace skills. Business and industry should reinforce among their workers the importance of education and training and demonstrate their commitment to this principle with appropriate career incentives and advancement opportunities.

Strategic Objective: Kansas youth is successfully prepared for high skill employment.

A third objective is to ensure that *Kansas youth is successfully prepared for high skill employment*. Unlike many of our foreign competitors, the United States has

not developed effective mechanisms for positioning students for the growing education and skill demands of the workplace. The authors of the *Forgotten Half: Non-College Youth in America* published by the William T. Grant Foundation wrote: "it would be wrong to say that the transition between school to work world is the 'weakest link' in our education and training system - wrong because this assumes there is a link at all."



The first requirement is to continuously monitor and assess students throughout primary and secondary schools on broad basic skills and competencies. The two

Strategy #14: Ensure that all Kansas students, elementary and secondary, are assessed on broad basic skills and competencies at various levels of development and include a focus on remediation and program evaluation.

questions concerning this requirement are what are basic skills and how are they assessed? The basic skills and competencies must include not only the core academic subjects such as reading, writing, arithmetic, but also other non-traditional aptitudes such as teamwork, reasoning, and problem-solving. These latter skills are essential in today's more competitive workplaces.

Students working together on a test can no longer be considered cheating; but rather as a means to instruct and prepare our youth in better teamwork and group decision-making skills.

Of equal importance is how these skills and competencies are assessed. Many of our educators realize that all students do not learn the same way or at the same rate. Teaching and assessment should recognize and account for these differences. Instead of placing arbitrary expectations on a student based on age, progression should occur naturally depending on the readiness of the student. The State recently initiated an effort to focus school district attention on student outcomes rather than programmatic inputs. Quality Performance Accreditation (QPA), as adopted by the State Board of Education and the Kansas Legislature, is intended to focus elementary and secondary education on demonstrated knowledge gained by the student. The Committee on Education Accountability and Restructuring has also issued a report endorsing many of these issues. A comprehensive statewide effort should be undertaken to continually monitor all students in these basic competencies. The Legislature, drawing from the work of the Education Commission, should develop a set of guidelines for the implementation of a statewide performance-based evaluation system.



With this refined interpretation of basic skills and a more appropriate means of monitoring a student's progress in them, a rigorous multiple component assessment should be administered to and passed by high school sophomores as criteria for entering either a college-prep or professional technical-prep program. Each student should be able to demonstrate world-class levels in reading, writing, and computing and in general academic subjects (history, natural and physical sciences, politics, technology, etc.). Students should also be able to think critically,

work effectively in teams and solve problems.

Strategy #15: Implement in all Kansas high schools a comprehensive, performance-based student assessment that represents mastery of essential basic skills and competencies and constitutes a prerequisite for college prep and professional technical programs.

As described in *America's Choice: high skills or low wages!*, this type of assessment would have three components and parallel the changes described above. They are performance, portfolio, and project examinations. Performance examinations, as used with the performing arts, test both process as well as end product. Portfolio exams, as used to assess the visual arts, judge various products produced by students over a period of time. Finally, project examinations can judge a

student's motivation, ability to work with others, and success over an extended time frame. This multiple component assessment would replace the single point exams that are recognized as a poor test of ability and effort. The successful passage of this assessment would represent the student's acquisition of basic competencies required either for college and technical education or work.



Strategy #16: Create in all Kansas high schools applied technology programs focused on high skill, high wage occupations that lead to post-secondary professional technical certification and/or applied associate degrees.

Historically, the United States has done an adequate job preparing students for college; on the other hand, relatively little success has been achieved in preparing students to go directly to work or into higher technical education. Every Kansas high school should have integrated four-year secondary/post-secondary programs for high skilled technical professions. These programs would integrate applied academic studies in high school with specific occupational training in the student's particular field of choice during community college. This coordinated program should also provide advanced placement to encourage greater participation among high school students. These programs would also have a work-based component and provide needed information to students concerning high skill requirements.

The academic element of the program would be conducted primarily during the junior and senior years of high school with technical courses provided at a community college. These applied technology programs and the traditional college preparatory curricula would replace the current, subtle tracking that haphazardly places students in either college-prep, an ill-defined general education program, or a vocational education curriculum typically focused on low-wage occupations. Instead of blindly professing that all students should go to college while a majority do not, viable options would be available to youths so that they can attain high wage employment.

The importance of this is documented by substantial reductions in income for students according to their level of education. For individuals with only a high school degree or less, their earnings as a percentage of college graduates earnings

decreased from 1980 to 1991. A high school graduate in 1980 earned 65 percent of a college graduate's earnings; by 1991 this figure had reduced to 60 percent. High school graduates' unemployment rate is more than double the college graduates' rate.

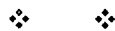


An integral part of the technical preparation program described above is the development of a work-based learning element. As practiced in Japan and Europe,

Strategy #17: Develop broad work-based learning systems, including youth apprenticeship, in high skilled industries and occupations that combine applied academic instruction in school and practical, skill development at the workplace.

work-based learning programs expose students to the practical skill and workplace requirements of their intended occupation. Kansas youth will increasingly be at a disadvantage internationally if it does not have similar access and exposure to workplace demands.

According to the National Alliance of Business (NAB), which is conducting several "youth apprenticeship" programs, several components must be included. First, they must draw a strong link between success at school and success at work. Second, these programs can neither replace nor undermine strong academic achievement. Third, they require the active involvement of the private sector through determining occupational standards and curricula. The benefits that accrue to the student include gaining real work experience while still in school, understanding the demands of the workplace, developing essential technical and academic skills and competencies, and building self-esteem. While there are many forms which work-based learning can take, it is an extremely vital component of this overall school-to-work transition system.



The strategies described above for our youth are designed to benefit all students, but particularly to reinvigorate those who have felt alienated by our

Strategy #18: Develop, with the support of the business community, youth centers in every school district that assist dropouts in attaining mastery of basic competencies.

current educational system. By providing more opportunities for success through new assessment procedures and a closer relationship between education and work, many students who would otherwise dropout of high school will be encouraged to continue. Nevertheless, many students will either completely leave school or will fall significantly behind regardless of new programs or systems. For these youth, alternatives must be developed to ensure their ultimate success.

There are many reasons for student dropouts but generally it is the result of preceived and, in many cases, accurate beliefs that one's education is not tied to one's life outside of school. For these students there is no real connection between their school work and their desires to be independent and financially self-sufficient. While there are many ways to address this issue, certain common elements must be

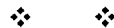
present in every Kansas school district. These include:

- ♦ the development, either by individual districts or in consortia, youth centers that can be dedicated to assisting dropouts;
- ♦ the active involvement in, and support of, the youth centers' mission and activities by the business community; and,
- ♦ an unambiguous relationship between success at school and opportunities for rewarding employment.

In considering methods to reinvigorate these students, great care must be exercised in implementing the other strategies above for the greatest support that can be provided these youth is an educational system that prevents dropouts from ever occurring.

Strategic Objective: A coordinated employment system trains and retrain individuals.

The fourth objective is *a coordinated state employment system trains and retrain individuals*. There are many individuals who are either out of formal schooling or are underemployed or unemployed who need to upgrade their basic skills and competencies and need assistance in locating rewarding employment. This is particularly important for minority populations who have experienced much higher unemployment and lower levels of income in comparison to whites. An innovative system and set of initiatives must be designed that eases access to the appropriate training and employment assistance.



Several federal and state programs, including JTPA and Job Service, are designed to provide training assistance to individuals that are not job ready and to assist those seeking immediate employment. Many of these programs operate in isolation from one another. To help ensure that these programs can be easily accessed by those requiring assistance, efforts should be undertaken to integrate them. An individual should be able to receive all training and employment benefits for which one is eligible through a single point of contact rather than being required to apply to separate programs and departments. One element of this strategy that has been worked on by the State Department of Human Resources is a common intake form. This effort should be encouraged and expanded to include all federal and state-administered programs in the Department of Human Resources, Department of Social and Rehabilitation Services, and Department of Education.

Strategy #19: Create an integrated employment and training system that includes the Job Service, Job Training Partnership Act (JTPA), and similar state programs.



This integrated system must rely on innovative approaches to delivering training and employment advice. In a study conducted for Kansas Inc. by the

Strategy #20: Develop innovative approaches to delivering workforce training to minority and disadvantaged individuals including the provision of support services, such as day care and transportation.

Institute for Public Policy and Business Research at the University of Kansas, it was identified that the primary barrier to providing basic academic skills instruction to individuals without a high school diploma is a negative experience with education. The second and third most prevalent barriers identified in the survey were a lack of child care and transportation. Innovative approaches to providing education to these individuals, including

those initiated in many U.S.D.s' alternative education schools, should be developed. As the growth in the Kansas labor force slows over the next ten to fifteen years, the state cannot waste valuable human resources by ignoring a large pool of potential employees.



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SB 334

February 24, 1993

Testimony Before the
Senate Education Committee

By

Vernon Nikkel
V.P., Director of Industrial Relations
Excel Industries, Inc.
Box 7000
Hesston, Kansas 67062

Senator Kerr and Members of the Committee:

I am Vernon Nikkel, V.P. and Director of Industrial Relations with Excel Industries. I thank you for the opportunity to appear before you today to express our support for SB 334, a bill which would provide for a Certificate of Mastery of Essential Skills.

Excel Industries, Inc., is a manufacturer of Hustler Turf Equipment and Roll Bars and cabs for John Deere Industrial. We employ approximately 300 employees.

Our manufacturing technology is continually increasing, thus we need applicants that are ready to go to work with the mastery of basic skills so that we can use them to do the technical jobs that are unique to our industry.

Currently, we are in a hiring mode and have an abundance of applicants. But if the applicants have not mastered skills then the applicants are not employable.

Business and industry provide jobs. Our educational system has the responsibility to provide the potential employee with the necessary skills to do the jobs of today and tomorrow.

I feel that SB 334 will begin to help address these needs.

I urge taking it one step further and require this Mastery of Skills for all recipients of high school diplomas.

Thank you for your time and I will be glad to answer questions.

Sen. Education
Attachment 7
2/24/93

**TESTIMONY REGARDING SENATE BILL 334
KANSAS MASTERY OF ESSENTIAL SKILLS
FEBRUARY 24, 1993**

I am pleased to testify in favor of a concept I believe will be supportive to improving public education in Kansas. That concept is assessment of basic skill and practical application mastery. I understand this bill proposes that assessment of practical basic skill mastery would be conducted of Kansas tenth grade students. The intent would be to measure life skills at an early enough age that should students not be minimally competent, remedial and compensatory activities could be offered to guarantee that students leaving Kansas schools are capable of entering the work force with essential requisite skills.

I do have concerns if this assessment is relegated to paper and pencil assessment techniques, as these traditional testing strategies have been limited in identifying or supporting the improvement of basic skills. It would seem to me that if our true purpose is identifying those practical basic skills necessary for minimal entrance into the work force, then more performance-based assessment should be required. I would not recommend this one-time accountability initiative be tied to graduation. There are many reasons why students do not perform well on global assessments such as limited English proficiency or other special instructional disabilities. However, as an educator in Kansas, I do believe accountability is an important issue and is of concern to the general Kansas population. A certificate of initial mastery with performance assessment strategies, if well studied and considerate of student diversity, could be another positive step to improving educational opportunities.

I present this testimony based on my preliminary understanding of this bill and suggest consideration of the safeguards and restrictions I have mentioned. I also think it is incumbent upon any additional accountability strategy to be consistent with the spirit and philosophy of the Quality Performance Accreditation initiatives.

Serious consideration must be given to accountability if Kansans are to maintain their confidence in public education.

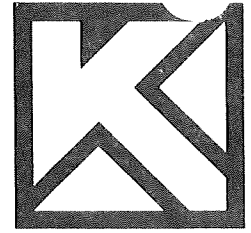
Gary A. Livingston
Superintendent
Topeka Public Schools

Sen. Education
Attachment 8
2/24/93

LEGISLATIVE TESTIMONY

Kansas Chamber of Commerce and Industry

500 Bank IV Tower One Townsite Plaza Topeka, KS 66603-3460 (913) 357-6321



A consolidation of the
Kansas State Chamber
of Commerce,
Associated Industries
of Kansas,
Kansas Retail Council

SB 334

February 24, 1993

KANSAS CHAMBER OF COMMERCE AND INDUSTRY

Testimony Before the
Senate Education Committee

by

Jim Edwards
Director of Chamber and Association Relations

Sen. Kerr and members of the Committee:

I am Jim Edwards, Director of Chamber and Association Relations for the Kansas Chamber of Commerce and Industry. I thank you for the opportunity to appear before you today to express KCCI's support for SB 334, a bill which would provide for a certificate of Mastery of Essential Skills.

The Kansas Chamber of Commerce and Industry (KCCI) is a statewide organization dedicated to the promotion of economic growth and job creation within Kansas, and to the protection and support of the private competitive enterprise system.

KCCI is comprised of more than 3,000 businesses which includes 200 local and regional chambers of commerce and trade organizations which represent over 161,000 business men and women. The organization represents both large and small employers in Kansas, with 55% of KCCI's members having less than 25 employees, and 86% having less than 100 employees. KCCI receives no government funding.

The KCCI Board of Directors establishes policies through the work of hundreds of the organization's members who make up its various committees. These policies are the guiding principles of the organization and translate into views such as those expressed here.

Sen. Education
Attachment 9
2/24/93

The Kansas business community is facing competition as it has never been seen. We have to only look to the city of Wichita to see how the competition from abroad can impact our state's largest business.

Kansas business needs employees that are ready to go to work, or at the most need minimal training. When you heard earlier this session from Dave King and Lionel Alford, the co-chairs of the Kansas Commission on Education Restructuring, they explained what business needs in new employees encompassed. Kansas Inc., the state's strategic planning arm has provided similar information as has the Institute for Business Policy and Public Research at KU. An attachment to this testimony outlines these needs.

It is our feeling that SB 334 can help address these needs by assuring that everyone that holds this certificate can master the needed skills. KCCI would urge taking it one step further and require this mastery of skills for all recipients of high school diplomas. That aside, KCCI believes that if this is the first step needed to assure the state's employers of a certain level of skill achievement then we should do it and we should do it now.

Thank you for your time and I would be pleased to answer your questions.

Table 14
Definitions of Skills Taught to Adults With a High School Diploma or GED
or as a Result of Business/Industry Requests

Computation (Math) Skills

Includes: a) solving problems with emphases on multiplication, division, measurements, percentages, ratios, elementary probability and statistics, basic algebra and geometry; and b) use of graphs, charts, tables, word problems, and calculators.

Language Skills

Writing—organizing and translating thoughts into coherent written form, writing a report based on information gathered from more than one source, and correctly filling out forms.

Reading—recognizing and understanding enough written words to comprehend complex instructions and use of a dictionary.

Listening/Verbal Comprehension—following directions given verbally and asking questions when clarification is needed.

Other Skills

Teamwork/Interpersonal—engaging critically and constructively in the exchange of ideas and communicating effectively with others.

Problem Solving/Analytical—recognizing and defining problems, utilizing problem solving strategies, and distinguishing between fact and opinion.

Personal Attitudes and Responsibilities—showing respect for others, having pride in one's work, demonstrating honesty and integrity, exhibiting punctuality and attendance, showing initiative, dressing appropriately for work, maintaining self-control, and having ability to work productively with minimum supervision.

Adaptability/Flexibility—having a positive attitude toward learning and being open to change.

Personal Computer Skills—care and use of disks, starting and rebooting, understanding applications, and printing.

other skills; and 3) none—explicit instruction does not occur and the skills are not likely to be acquired.

Key findings concerning the skills taught by programs included:

- For adults without diploma or GED, language skills—including writing, simple and complex reading, and listening/verbal comprehension—were taught more frequently than math or other

skills. CBOs especially tended to focus on language-oriented skills. Furthermore, as the skills became more complex, they were more likely to be taught in the higher educational levels (Table 15).

- For adults with a diploma or GED, language skills—including reading and listening/verbal comprehension—were most prevalently provided. CBOs focused more heavily on