

Approved: 3/17/93  
Date

## MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by Chairperson Dave Kerr at 1:30 p.m. on March 16, 1993 in Room 254-E 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:  
Lynne Holt, Kansas Legislative Research Department  
Suzanne Clark, Intern, Kansas Legislative Research Department  
Charles Warren, President, Kansas, Inc.  
Kathy Smith, The Coleman Company  
Cindy Kelly, Kansas Association of School Boards

Others attending: See attached list

### HB 2485 - Kansas commission on training for tomorrow, composition, powers and duties

Lynne Holt, Kansas Legislative Research Department, described a Request for Proposal (RFP) (Attachment 1) related to HB 2485, which creates the Kansas Commission on Training for Tomorrow (Attachment 2). Dr. Holt said that HB 2485 is designed to serve as a vehicle for the RFP and also designed to stand alone. Five states will be selected by the National Conference of State Legislatures and Jobs for the Future to receive supplemental resources to develop and implement a comprehensive workforce development strategy. She reviewed the minimum requirements for proposals and described the composition of the commission as set out in HB 2485. The commission would be attached to Kansas, Inc. for purposes of management functions. Dr. Holt said that the bill is based on the premise that Kansas does not have a comprehensive workforce training system or strategy and that such a strategy and system is desirable. The commission would be responsible for reviewing and evaluating all existing employment and workforce training services in Kansas, reviewing and analyzing employment and workforce training systems in other countries and states and developing a plan for coordination for Kansas. Dr. Holt noted that the commission would consult with the Kansas Council on Employment and Training (KCET) to avoid duplication. She described the required components of the coordination plan. The commission would terminate on December 31, 1994 unless action is taken by the Legislature for its continuance.

Suzanne Clark, Intern, Kansas Legislative Research Department, provided information on the Kansas Council on Employment and Training (Attachment 3) and a chart of similarities and differences between KCET and the Commission on Training for Tomorrow (Attachment 4). Ms. Clark said that KCET currently has 20 members who are appointed by the Governor. The commission proposed in HB 2485 is broader in scope than KCET and its members are appointed by House and Senate leadership.

Charles Warren, President, Kansas, Inc., testified in support of HB 2485 (Attachment 5). He stated that the education and training delivery system in Kansas is fragmented, duplicative, uncoordinated and not uniformly available. Dr. Warren said that most of the training programs are clientele focused, not system focused. He noted that in FY 1990, the state of Kansas provided \$33 million, of the total funding of \$76 million, in support of training programs. He said that the proposed commission would be an important component in the new Kansas economic development strategy and would help achieve a more coordinated approach as well as reducing duplication. Dr. Warren remarked that he believes the five states selected for the project will have a major impact on federal policy.

## CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION, Room 254-E Statehouse, at 1:30 p.m. on March 16, 1993.

Kathy Smith, The Coleman Company, testified in favor of HB 2485 (Attachment 6). She talked about the importance of workforce training to the business sector. Ms. Smith described the rapidly changing work world and the skills needed by workers.

Cindy Kelly, Kansas Association of School Boards, commented on HB 2485 (Attachment 7). She urged that the bill be amended to provide that a member of a school board be included in the commission membership.

The Committee also received written testimony from Martha Gabehart, Commission on Disability Concerns, on HB 2485 (Attachment 8).

Senator Langworthy made a motion to amend HB 2485 by changing the date on lines 40-41, of page 4, to "January 31, 1995". Senator Emert seconded the motion, and the motion carried.

Senator Emert made a motion that SB 2485, as amended, be recommended favorably for passage. Senator Langworthy seconded the motion, and the motion carried.

The Committee was also provided articles from *The Wichita Eagle* (Attachment 9) and *Nation's Business* (Attachment 10) regarding jobs and training workers as well as information on the Parents as Teachers program from the State Board of Education (Attachment 11).

The meeting was adjourned at 2:30 p.m. The next meeting of the Committee is scheduled for Wednesday, March 17, 1993.



SENATE EDUCATION COMMITTEE

TIME: 1:30 PLACE: 254-E DATE: 3/16/93

GUEST LIST

NAME

ADDRESS

ORGANIZATION

<del>Kevin Foretson</del>	<del>Topeka</del>	<del>Ks Assn of APTS</del>
Kelly Wright	Satanta Ks	
Rebecca McBrown	Mcune, Ks	
Mandy varsolona	Frontenac, Ks	
Ray Moreland	Augusta, Ks.	
Denise Apt	Topeka	KACC / USA
Macey Murphy	Baldwin City	citizen
Angie Hemphill	Baldwin City	citizen
Cindy Kelly	Topeka	KASB
Tina Jatro	Kingman	
Terri Duwe	Kingman	
Yonja Truize	Chapman	
Shant White	Wichita	
Clas Stowe	Winifon	Kansas Farm Bureau
Danny Abernathy	Satanta	Kansas Farm Bureau
Leslie Bartel	Atlanta	Kansas Farm Bureau
Col Proehl	Mcune Ks	Kansas Farm Bureau
Tim Flory	Lawrence, Ks.	Kansas Farm Bureau
Sid Hessel	Topeka	Kansas Inc.
George Wyatt	Lawrence	Tutari
Jean Taylor	Topeka	Intern Advocacy. W
Topper Taylor	"	Ks Gov. Consultants
Charles Wynn	Topeka	Kansas Inc.
Merle Huel	Topeka	KACC

SENATE EDUCATION COMMITTEE

TIME: \_\_\_\_\_ PLACE: \_\_\_\_\_ DATE: \_\_\_\_\_

GUEST LIST

NAME

ADDRESS

ORGANIZATION

Philip P. Stutts

Topeka

SRS

Laura Boggan Sen Karris Int

Chris Burnett

Topeka

USA 501#

Dodie Kacey

Topeka

KCS

Linda Ramirez Clanton

Topeka

KDHR

Patricia Hodge

Topeka

KDHR

Steve Joad

Topeka

KDOCH

Kathy Smith

Whitewater

The Coleman Co.



# MEMORANDUM

## Kansas Legislative Research Department

300 S.W. 10th Avenue  
Room 545-N -- Statehouse  
Topeka, Kansas 66612-1504  
Telephone (913) 296-3181 FAX (913) 296-3824

February 22, 1993  
Revised March 15, 1993

**To:** Senate Committee on Education  
**From:** Lynne Holt, Principal Analyst  
**Re:** Request for Proposal -- Investing in People; H.B. 2485

This memorandum summarizes a Request for Proposal (RFP) on "Investing in People," and explains its connection to H.B. 2485, which was referred to the House Committee on Economic Development. The information below was first presented to the House Committee on February 17, 1993. The House Committee amended the bill and the memorandum has been revised accordingly to reflect those changes.

H.B. 2485 establishes the Kansas Commission on Training for Tomorrow. This bill was designed to correspond to, and serve as a vehicle for, a proposal our state will be submitting, under the auspices of Kansas Inc., in response to the RFP. It was also designed to stand on its own in the event that the state's proposal is not selected. This memorandum does not reflect a position on the bill.

### Background for Request for Proposal

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

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

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The minimum requirements for each proposal are listed on pages 7-10 of the RFP. These include: (1) identification of problems, goals, and strategies; (2) team composition and organization; (3) commitment of state resources; and (4) unique resources. Each proposal must be no longer than ten pages. Under the rubric of identification of problems, goals, and strategies, a state proposal must, among other things, suggest a preliminary strategy for addressing workforce and economic development strategies which could be developed and implemented under this project. The bill attempts to address this requirement. It also attempts to address the section on team composition and organization (page 8) and some of the provisions of the section on commitment of state resources (page 9). Obviously, other documents would need to accompany the bill, such as the identification of workforce and economic development challenges facing the state. This information should be available from research reports written under contract with Kansas Inc. on workforce training, adult basic literacy, the Kansas labor market, and others. The identification of funding sources would need to be made, most likely through the appropriations process. This will be discussed below.

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

#### H.B. 2485

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

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

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

a Regents professor with workforce training expertise;

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

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

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



Members would be compensated for attendance at meetings.

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

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

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

There are several responsibilities assigned to the Commission:

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

With respect to coordination, the Commission would be required to consult with the Kansas Council on Employment and Training to avoid duplication of efforts and to orchestrate planning initiatives. (Sec. 2 (a).)

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

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

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

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

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

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

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

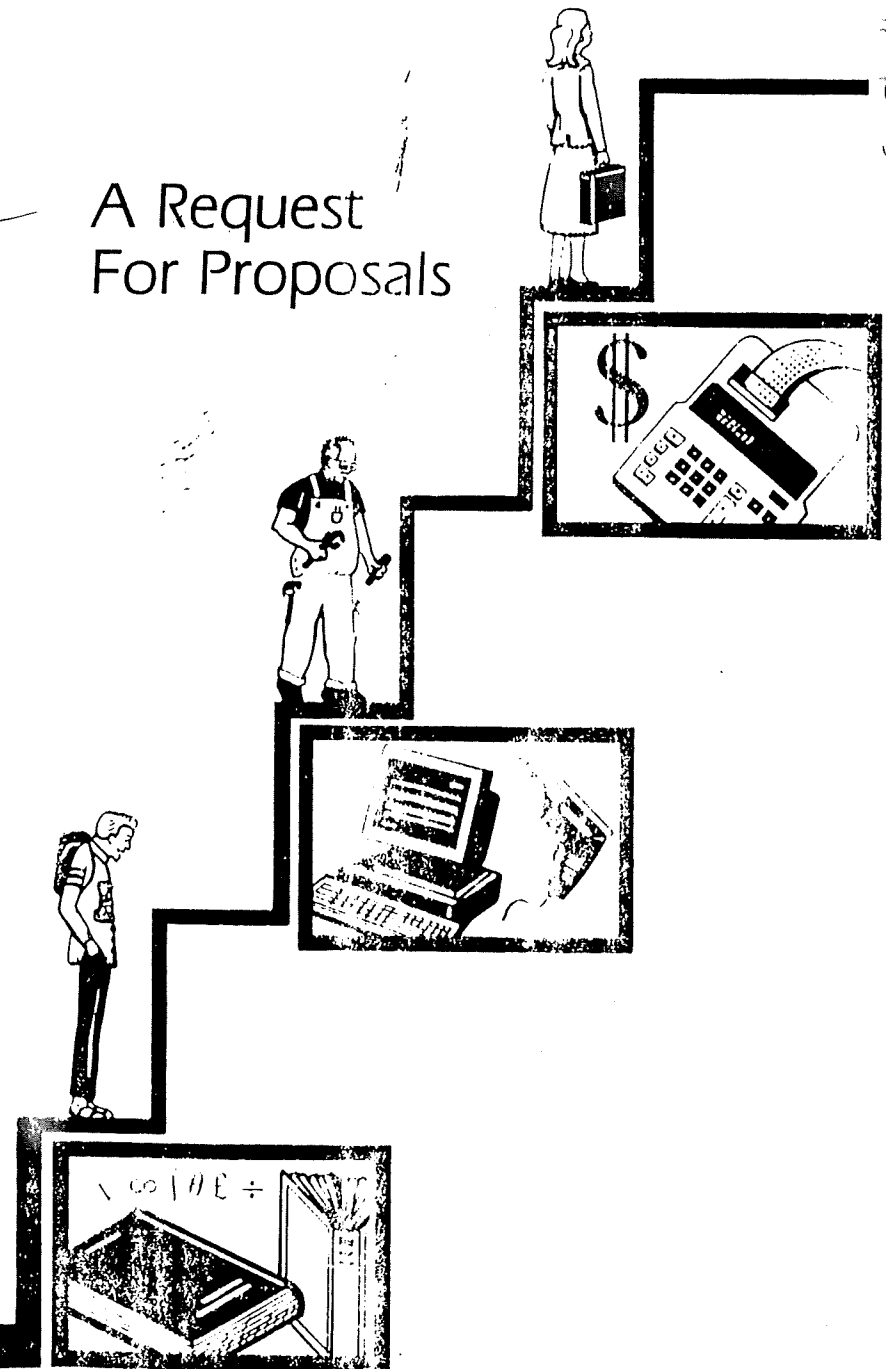
Appropriations are not addressed in H.B. 2485. However, in keeping with the RFP provision, Kansas would be required to identify supplemental moneys from in-state sources to support additional team members (only travel and lodging expenses for ten members will be paid from the NCSL/Jobs for the Future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



# Investing In People

## A Request For Proposals

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Attachment 2  
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1993 Conference  
on the Future



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3/16/93

## **INVESTING IN PEOPLE**

### **REQUEST FOR PROPOSALS**

#### **THE OPPORTUNITY:**

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

#### **THE CHALLENGE:**

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

#### **THE BENEFITS TO STATES:**

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

#### **HOW TO APPLY:**

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

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

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



## PURPOSE:

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

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

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

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

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

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

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

*--John Myers, Program Director, NCSL Education Program*

Effective workforce development strategies in the global economy also require:

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

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

*--Hilary Pennington, President, JFF*

## WHY PARTICIPATE?

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

- **Expert consultation** on state economic development, education, and workforce preparation policy. Through the project's advisory committee and the extensive knowledge and contacts of NCSL and JFF, you will be provided with resources to help prepare your state's economy for the workforce challenges that lie ahead. Assistance can be provided in such areas as:

- developing new strategies for preparing non-college-bound youth for good careers;
- encouraging youth to complete high school and pursue post-secondary learning;

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

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

Topics will include:

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

#### ● **REQUIRED RESOURCES\*:**

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

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

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

\* *These requirements are mandatory for all proposals.*

### **MINIMUM APPLICATION REQUIREMENTS:**

Each proposal will be evaluated by the following criteria:

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

Proposals must clearly:

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

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

● **TEAM COMPOSITION AND ORGANIZATION**  
(25 POINTS):

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

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

● **COMMITMENT OF STATE RESOURCES**  
(25 POINTS):

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

States should include clear evidence of their willingness to:

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

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

● **UNIQUE RESOURCES (25 POINTS):**

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



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

### THE PROJECT WILL PAY FOR THE FOLLOWING:

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

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

### HOW TO APPLY:

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

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

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

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

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

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

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

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

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

## PROJECT TIME TABLE

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

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

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

Legislative leaders to submit and sign proposal:

Name \_\_\_\_\_

Position \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Fax \_\_\_\_\_

Name \_\_\_\_\_

Position \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Fax \_\_\_\_\_

Staff contact:

Name \_\_\_\_\_

Position \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Fax \_\_\_\_\_

Please return to:

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

# MEMORANDUM

## Kansas Legislative Research Department

300 S.W. 10th Avenue  
Room 545-N – Statehouse  
Topeka, Kansas 66612-1504  
Telephone (913) 296-3181 FAX (913) 296-3824

March 15, 1993

To: Senate Education Committee  
  
From: Suzanne Clarke, Intern  
  
Re: H.B. 2485

H.B. 2485 creates a commission called "Training for Tomorrow." Concerns have been raised as to the similarity of this commission to the existing Kansas Council on Employment and Training (KCET), described below.

### Background

#### Kansas Council on Employment and Training

The Job Training and Partnership Act (JTPA) of 1982 gave states more responsibility in administering services to prepare youth and unskilled adults for entry into the labor force and to afford job training to economically disadvantaged individuals and individuals facing barriers to employment. Assistance is also available to aid dislocated workers who have been laid off, terminated due to plant closure, or whose skills have become obsolete. JTPA requires states to establish job training coordinating councils in order to receive financial assistance under the Act.<sup>1</sup> These councils are designed to create partnerships between government, business, and labor to address employment and training needs. KCET is the designated job training and coordinating council in Kansas.

Governor John Carlin appointed 27 people to the newly created council in March, 1983.<sup>2</sup> The Council is not bound by the Act to a specific number of members; the federal legislation stipulates the appointing authority and specifies the chairman and members of the state councils. The only condition governing appointments of the Council members is that the Council include:

- one-third business, industry, and agriculture representatives;

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<sup>1</sup> Public Law No. 97-300, Sec. 122. (a)(1)

<sup>2</sup> Important to note: KCET was not established in statute nor by executive order. KCET was established under the authority given to state governors in the federal Act.

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- not less than 20 percent of all representatives from the Legislature and agencies with an interest in employment and training and human resource utilization in the state;
- not less than 20 percent of all representatives of the general public, organized labor, community-based organizations, and local educational agencies (nominated by local educational agencies);
- not less than 20 percent of all representatives of the units of local government (including administrative entities or grantees under the Act) which shall be nominated by the chief elected officials of the units or consortia of units of general local government; and
- a nongovernmental member designated as chairman by the Governor.

Public Law No. 97-300 designates the duties of state councils (see attachment).

The Council oversees program administration in the five service delivery areas (SDAs). In each SDA a Private Industry Council (PIC) operates the JTPA program.

A review of Council minutes from March, 1992 - February, 1993 indicates the primary activities of KCET. These include the review of the SDA's and PIC's JTPA program operations (especially performance standards), JTPA amendments, and recommendations on the state coordination of work force preparation efforts (including programs, policies, and systems such as KanWork, vocational education, the Kansas Competency System, and dislocated workers), and legislative initiatives relating to work force preparation and coordination.

### **Training for Tomorrow Commission**

H.B. 2485 establishes the Kansas Commission for Training for Tomorrow. The Commission would be attached to Kansas, Inc. for budgeting, purchasing, and related management functions. The Commission shall be composed of:

Ex officio: Director of the Budget and President of Kansas, Inc. (or designees)  
Senate member  
House member  
Department of Human Resources  
Department of Social and Rehabilitation Services  
Department of Commerce and Housing  
Department of Education  
Department on Aging  
professor at a state educational institution  
representative of a community college  
representative of a local Chamber of Commerce  
three representatives of Business and Labor

In contrast to KCET membership, the members of the Training for Tomorrow Commission would be appointed by the legislative leadership and include representation from both political parties.

The Commission shall develop and commence implementation of a strategy for the establishment of a comprehensive work force training and education system in Kansas. The Commission shall review and evaluate all existing employment and work force training services in the state to determine if expected goals are realized. The Commission shall also look to the comprehensive employment and training programs in other states and countries to aid in the development of the plan for coordinating all employment and work force training services in Kansas. The coordination plan must address the following programs: the JTPA program, KanWork, vocational education provided by area vocational schools and area vocational-technical schools, employment service, adult basic education and adult literacy programs, customized and vocational training offered by community colleges and other Kansas colleges and universities, vocational rehabilitation, customized training programs administered by the Kansas Department of Commerce and Housing, and the Older Kansans Employment Program.

The plan must reduce duplication; maximize state resources; strengthen agency links with community resources, including business and education; and make state administered employment and work force training efforts more responsive to business needs.

H.B. 2485 also requires that barriers to coordination be identified and necessary statutory changes recommended.

Kansas, Inc., in conjunction with the State Board of Education, will develop guidelines for regionally based demonstration projects. Demonstration projects are not limited to a specific issue or program. A 30 percent nonstate or nonfederal match for program costs must be assured by the community or communities and businesses in the region. One community proposal in each of the five JTPA service delivery areas will be selected. These five community proposals will accompany the Commission's plan and report of findings to be considered for funding by the 1995 Legislature.

The Training for Tomorrow legislation is linked to current efforts directed to obtaining an NCSL "Investing in People" grant. Five states will be selected to participate in a comprehensive effort to formulate, refine, and implement integrated systems for work force preparation and economic development.

### Summary

The Training for Tomorrow Commission created by H.B. 2485 appears to be larger in scope and broader in purpose than KCET.

Although the Training for Tomorrow Commission would analyze some of the programs under the purview of KCET, efforts would not necessarily be duplicative. KCET is not exercising oversight of most or all employment and training activities in the state.

Oversight functions of KCET are directed primarily to JTPA programs and oversight of the proposed Commission would focus on multiple job training and educational efforts.



## STATE JOB TRAINING COORDINATING COUNCIL

SEC. 122. (a)(1) Any State which desires to receive financial assistance under this Act shall establish a State job training coordinating council (hereinafter in this section referred to as the "State council"). Funding for the council shall be provided pursuant to section 202(b)(4). 29 USC 1532.

(2) The State council shall be appointed by the Governor, who shall designate one nongovernmental member thereof to be chairperson. In making appointments to the State council, the Governor shall ensure that the membership of the State council reasonably represents the population of the State.

(3) The State council shall be composed as follows:

Membership.

(A) One-third of the membership of the State council shall be representatives of business and industry (including agriculture, where appropriate) in the State, including individuals who are representatives of business and industry on private industry councils in the State.

(B) Not less than 20 percent of the membership of the State council shall be representatives of the State legislature and State agencies and organizations, such as the State educational agency, the State vocational education board, the State advisory council on vocational education, the State board of education (when not otherwise represented), State public assistance agencies, the State employment security agency, the State rehabilitation agency, the State occupational information coordinating committee, State postsecondary institutions, the State economic development agency, State veterans' affairs agencies or equivalent, and such other agencies as the Governor determines to have a direct interest in employment and training and human resource utilization within the State.

(C) Not less than 20 percent of the membership of the State council shall be representatives of the units or consortia of units of general local government in such State (including those which are administrative entities or grantees under this Act) which shall be nominated by the chief executive officers of the units or consortia of units of general local government; and

(D) Not less than 20 percent of the membership of the State council shall be representatives of the eligible population and of the general public, representatives of organized labor, representatives of community-based organizations, and representatives of local educational agencies (nominated by local educational agencies).

(4) The State council shall meet at such times and in such places as it deems necessary. The meetings shall be publicly announced, and, to the extent appropriate, open and accessible to the general public. Meetings.

(5) The State council is authorized to obtain the services of such professional, technical, and clerical personnel as may be necessary to carry out its functions under this Act.

(6) In order to assure objective management and oversight, the State council shall not operate programs or provide services directly to eligible participants, but shall exist solely to plan, coordinate, and monitor the provision of such programs and services.

(7) The plans and decisions of the State council shall be subject to approval by the Governor. Approval.

20 USC 2305. (8) For purposes of section 105 of the Vocational Education Act of 1963, the State council shall be considered to be the same as either the State Manpower Services Council referred to in that section or the State Employment and Training Council authorized under the Comprehensive Employment and Training Act.

Post, p. 1357.

(b) The State council shall—

(1) recommend a Governor's coordination and special services plan;

(2) recommend to the Governor substate service delivery areas, plan resource allocations not subject to section 202(a), provide management guidance and review for all programs in the State, develop appropriate linkages with other programs, coordinate activities with private industry councils, and develop the Governor's coordination and special services plan and recommend variations in performance standards;

(3) advise the Governor and local entities on job training plans and certify the consistency of such plans with criteria under the Governor's coordination and special services plan for coordination of activities under this Act with other Federal, State, and local employment-related programs, including programs operated in designated enterprise zones;

(4) review the operation of programs conducted in each service delivery area, and the availability, responsiveness, and adequacy of State services, and make recommendations to the Governor, appropriate chief elected officials, and private industry councils, service providers, the State legislature, and the general public with respect to ways to improve the effectiveness of such programs or services;

(5) review and comment on the State plan developed for the State employment service agency;

Report.

(6) make an annual report to the Governor which shall be a public document, and issue such other studies, reports, or documents as it deems advisable to assist service delivery areas in carrying out the purposes of this Act;

(7)(A) identify, in coordination with the appropriate State agencies, the employment and training and vocational education needs throughout the State, and assess the extent to which employment and training, vocational education, rehabilitation services, public assistance, economic development, and other Federal, State, and local programs and services represent a consistent, integrated, and coordinated approach to meeting such needs; and

Comments.

(B) comment at least once annually on the reports required pursuant to section 105(d)(3) of the Vocational Education Act of 1963; and

20 USC 2305.

(8) review plans of all State agencies providing employment, training, and related services, and provide comments and recommendations to the Governor, the State legislature, the State agencies, and the appropriate Federal agencies on the relevancy and effectiveness of employment and training and related service delivery systems in the State.

Transfer of functions.

(c) In addition to the functions described in subsection (b), the Governor may, to the extent permitted by applicable law, transfer functions which are related to functions under this Act to the council established under this section from any State coordinating committee for the work incentive program under title IV of the

Social Security Act or any advisory council established under the Wagner-Peyser Act.

42 USC 601.  
29 USC 49 note.

#### STATE EDUCATION COORDINATION AND GRANTS

SEC. 123. (a) The sums available for this section pursuant to section 202(b)(1) shall be used by the Governor to provide financial assistance to any State education agency responsible for education and training—

29 USC 1533.

(1) to provide services for eligible participants through cooperative agreements between such State education agency or agencies, administrative entities in service delivery areas in the State, and (where appropriate) local educational agencies; and

(2) to facilitate coordination of education and training services for eligible participants through such cooperative agreements.

(b) The cooperative agreements described in subsection (a) shall provide for the contribution by the State agency or agencies, and the local educational agency (if any), of a total amount equal to the amount provided, pursuant to subsection (a)(1), in the grant subject to such agreement. Such matching amount shall not be provided from funds available under this Act, but may include the direct cost of employment or training services provided by State or local programs.

(c)(1) Funds available under this section may be used to provide education and training, including vocational education services, and related services to participants under title II. Such services may include services for offenders and other individuals whom the Governor determines require special assistance.

Funds.

Post, p. 1358.

(2)(A) Not more than 20 percent of the funds available under this section may be spent for activities described in clause (2) of subsection (a).

(B) At least 80 percent of the funds available under this section shall be used for clause (1) of subsection (a) for the Federal share of the cost of carrying out activities described in clause (1). For the purpose of this subparagraph, the Federal share shall be the amount provided for in the cooperative agreements in subsection (b).

(3) Not less than 75 percent of the funds available for activities under clause (1) of subsection (a) shall be expended for activities for economically disadvantaged individuals.

(d) If no cooperative agreement is reached on the use of funds under this section, the funds shall be available to the Governor for use in accordance with section 121.

#### TRAINING PROGRAMS FOR OLDER INDIVIDUALS

SEC. 124. (a) From funds available for use under section 202(b)(2), the Governor is authorized to provide for job training programs which are developed in conjunction with service delivery areas within the State and which are consistent with the plan for the service delivery area prepared and submitted in accordance with the provisions in section 104, and designed to assure the training and placement of older individuals in employment opportunities with private business concerns.

29 USC 1534.

(b) In carrying out this section, the Governor shall, after consultation with appropriate private industry councils and chief elected officials, enter into agreements with public agencies, nonprofit private organizations, and private business concerns.

Training for Tomorrow Commission (H.B. 2485) and  
Kansas Council on Employment and Training (KCET)  
Similarities/Differences

	KCET	H.B. 2485
<b>Purpose</b>	Oversight  Advise Governor on programs as they relate to JTPA and employment and training  (no operation of programs or provision of direct services)	Development of a plan to coordinate all employment and work force training services in the state.
<b>Scope</b>	JTPA program  Private Industry Councils (PICS)  Authority for Governor to transfer related functions (under JTPA) to the council.	JTPA program KanWork vocational education employment service adult basic education adult literacy programs vocational training by Kansas colleges vocational rehabilitation training programs administered by Kansas Dept. of Commerce and Housing Older Kansans Employment program
<b>Structure</b> Chairman  -- who appoints?  <b>Membership</b>  -- who appoints?  -- composition	Private Sector  Governor  No legal limit to the total number of members on the council. Percentage requirements determine the number of members representing an area of interest.  Governor  <u>State and Local Interests</u> <sup>1</sup> Senate member  House member  Department of Human Resources (veterans coordinator)	Private Sector  President of the Senate and Speaker of the House, jointly.  15 members  President of the Senate and Speaker of the House, jointly.  Ex officio: Director of the Budget and President Kansas Inc. (or designees)  Senate member <sup>5</sup>  House member <sup>5</sup>

	KCET	H.B. 2485
	<p>Department of Social and Rehabilitation Services Department of Commerce and Housing (job training coordinator) -VACANCY-</p> <p><u>Agriculture/Business/Industry</u><sup>2</sup> Six representatives</p> <p><u>Labor and Community-Based Organizations</u><sup>3</sup> Six representatives</p> <p><u>General Public and JTPA Eligible Population</u><sup>4</sup> Two representatives</p>	<p>Department of Human Resources<sup>6</sup> Department of Social and Rehabilitation Services<sup>6</sup> Department of Commerce and Housing<sup>6</sup> Department of Education<sup>6</sup> Department on Aging<sup>6</sup> Professor at a state educational institution<sup>7</sup></p> <p>Representative of a community college<sup>8</sup> Representative of a chamber of commerce<sup>9</sup> (3) Business and labor<sup>10</sup></p>
<b>Mission</b>	<p>Development of the Governor's Coordination and Special Services Plan.</p> <p>Recommend to the Governor service delivery areas (SDAs).</p> <p>Review plans of all state agencies providing employment, training, and related services.</p> <p>Plan, coordinate, and monitor state employment and training programs and services.</p>	<p>In consultation with KCET, the commission shall develop and commence implementation of a strategy for the establishment of a comprehensive work force training and education system in Kansas.</p> <p>Review and evaluate all existing employment and work force training services.</p> <p>Avoid duplication of efforts.</p> <p>Coordinate planning activities with the KCET.</p>



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- 1) Not less than 20 percent shall be representatives of the state legislature and state agencies and organizations. The chart reflects those state agencies and organizations currently represented on the council. (Suggested members include a representative from the state educational agency, the state vocational education board, the state advisory board on vocational education, the state board of education, state public assistance agencies, the state employment security agency, the state rehabilitation agency, the state occupational information coordinating committee, state post secondary institutions, the state economic development agency, state veteran's affairs' agencies, and other such agencies the Governor determines to have direct interest in employment and training and human resource utilization within the state).
- 2) One-third shall be representatives of agriculture, business, and industry.
- 3) Not less than 20 percent shall be representatives of organized labor, community-based organizations, and local educational agencies (nominated by local educational agencies).
- 4) Not less than 20 percent shall be representatives of the general public and the JTPA eligible population.
- 5) Legislative members shall not be members of the same political party and shall have expertise in education or work force training.
- 6) State agency staff members shall have expertise in work force training and policy.
- 7) The professor shall be employed at a state educational institution under the control and supervision of the board of regents and who has demonstrated expertise in the area of work force training.
- 8) Member representing a community college shall have an acknowledged innovative program or programs linking education to on-site training.
- 9) Chamber of Commerce representative shall have a demonstrated interest in work force training efforts.
- 10) Of the three members representing business and labor, at least one must represent labor, and at least two of whom have expertise in innovative training programs involving disadvantages or at-risk populations or school-to work transition programs.

Sources: State Job Training Coordinating Council, Public Law 97-300; 1993 Kansas H.B. 2485, as amended.

93-5469/MG

**Senate Committee on Education  
The Kansas Legislature**

**House Bill 2485  
Commission On Training For Tomorrow**

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

**March 16, 1993**

*Sen. Education  
Attachment 5  
3/16/93*

Upon the invitation of the National Conference of State Legislatures (NCSL), the President of the Senate, the Speaker of the House, and the Chairpersons of the Senate and House Education and Economic Development Committees have decided to respond to a request for proposal (RFP) for selection as one of five states to participate in a national program to develop state workforce training strategies. House Bill 2485 was introduced to assist the State of Kansas in improving its workforce training system and to enable its participation in the NCSL and Jobs for the Future (JFF) project. Staff of the Legislative Research Department and Kansas Inc. were asked to prepare the proposal in response to the RFP. The proposal is due on April 1.

Attached to this testimony for your information and review are:

1) Excerpt from "A Kansas Vision" dated February 1993, on Goal Two, "Kansas has a highly skilled workforce that is internationally competitive."

2) Memorandum from Kansas Legislative Research Department to Joint Committee on Economic Development dated October 5, 1990, Re: Expenditures for State-Administered Training and Job Assistance Programs.

The recently released Kansas Inc. strategy, "A Kansas Vision: The 1993 Kansas Economic Development Strategy," identifies as a strategic objective: "A coordinated state employment system trains and retrains individuals."

The strategy report urges that: "An innovative system and set of incentives must be designed that eases access to the appropriate training and employment assistance." It notes that: "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." These include programs under the departments of Human Resources, Social and Rehabilitation Services, Education, and Commerce and Housing, as well as those operated by the community colleges and area vocational-technical schools (AVTSS). Other programs include state and community supported literacy programs, adult basic education, and other private and non-profit training assistance.

The delivery system for education and training is characterized by fragmentation and duplication, lack of coordination, local autonomy, and uneven availability of services, especially in rural areas. Despite several recent advances programmatically, no central policy or coordination mechanism exists to bring together federal, state and local efforts in workforce training and education. This is true despite the existence of several federally mandated coordinating councils currently operating in Kansas.

In 1990, Senator Dave Kerr requested a study of the funding of such programs by the Legislative Research Department. A copy of that study's report is attached. In FY 1990, 39 state supported training programs receiving a total funding of almost \$76 million, of that amount over \$33 million was provided by the State of Kansas. This proliferation of training programs

at both the federal and state level primarily is the result of needing to reach a wide array of clientele.

The current training system, more appropriately characterized as a "non-system," is badly in need of comprehensive coordination and improvement. The NSCL/JFF project can help Kansas achieve a more coordinated approach and reduce duplication between agencies and programs, and enable a more effective use of existing resources. A number of unmet needs for the training and education of adults exist in Kansas. These needs can be met more effectively by combining and reallocating existing resources.

The Kansas Legislature has assumed a major leadership role in improving the state's education and training efforts and has identified the competitiveness and productivity of the workforce as one of its highest priorities. These efforts will be sustained through leadership at the state level and through both statewide and local public-private partnerships organized for economic development and educational reform.

The Commission proposed in House Bill 2485 would provide a major new impetus to achieving a key element of the new Kansas economic development strategy. It would focus on identifying the barriers to improved coordination and would make recommendations that can lead to immediate implementation by the Legislature and participating state agencies. If Kansas were selected as one of the five participating states in the NSCL/JFF project, our efforts would benefit considerably by the national recognition, the technical assistance and advice from national experts in the field, and the opportunity to share information and approaches with peer states. Whether Kansas is selected or not, the Commission on Training for Tomorrow should be established to achieve the purposes stated in the bill. This should be one of the highest priorities of the Legislature, and its leadership is to be commended for initiating the proposal for a Commission and supporting the Kansas effort to participate in the NSCL/JFF project.

I urge your support of H.B. 2485 and I look forward to working with you in its implementation. I would be pleased to answer your questions.

# MEMORANDUM

## Kansas Legislative Research Department

Room 545-N -- Statehouse  
Topeka, Kansas 66612-1586  
(913) 296-3181

October 5, 1990

To: Joint Committee on Economic Development

Re: Expenditures for State-Administered Training and Job Assistance Programs

This memorandum is written in response to a request by Senator Dave Kerr, Committee Chairperson. It briefly describes certain state-administered training and job assistance programs and outlines the funding of such programs for FY 1990 (actual) and FY 1991 (estimated). The programs included in this memorandum are designed to assist members of the public, including special populations such as the displaced worker, the elderly, the physically handicapped, or the public assistance recipient.

There are several qualifications which need to be explained at the outset. First, training programs for state employees, students who are seeking bachelors or advanced degrees at Regents' universities, and special populations who reside in state facilities (inmates and handicapped persons) are not discussed below. Conferences are likewise excluded from discussion. Second, some program expenditures include administrative expenses and some do not. In some cases, costs associated with administration cannot be identified by program. Third, certain training programs involve coordination among two or more agencies. Examples are the Job Training Partnership Act (JTPA) and KanWork. Efforts have been made to indicate such coordination in the narrative sections of the memorandum and to not account more than once for such expenditures within the "total" columns in the accompanying table. Finally, each Regents' university was asked to provide information on training programs. Information was received from all the institutions with the exception of the University of Kansas, Kansas State University, and Emporia State University, which indicated that training programs are not offered for students who are seeking degrees other than bachelors or advanced degrees.



DEPARTMENT OF HUMAN RESOURCES

Program	FY 1990 (actual)		FY 1991 (estimated)	
<b>Job Corps.</b> Job Corps is a residential vocational training program authorized by Title IV of the JTPA Act of 1982. Services are provided through a noncompetitive contract awarded to the State of Kansas for the period of April 1, 1989, to March 31, 1990. Through the contract, slots are provided in designated Job Corps centers in other states for economically disadvantaged Kansas youths ages 16 through 21 who are out of school and in need of vocational skills training. The Flint Hills Job Corps Center near Manhattan is tentatively scheduled to open in January 1992.	Federal Funds	\$ 253,907	Federal Funds	\$ 240,000

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Program

FY 1990 (actual)

FY 1991 (estimated)

**JTPA (Job Training Partnership Act) Title IIA, Adult and Youth Training Program.** Seventy-eight percent of federal Title IIA funds are disbursed to local service delivery areas (SDAs) for training services for disadvantaged adults and youth. The remaining 22 percent of the total Title IIA allotment is reserved for state programs and is divided into four program categories: Older Worker Programs (3 percent), State Education Coordination and Grants (8 percent), Incentive Grants to SDAs and Technical Assistance (6 percent), and State Oversight (5 percent). Older Worker Program funds are transferred from the Kansas Department of Human Resources to the Kansas Department on Aging and State Education Coordination and Grants funds are transferred from the Kansas Department of Human Resources to the Kansas State Department of Education. Expenditures listed for the Older Worker Grant and State Education Coordination and Grants include Department of Human Resources administrative costs. Education coordination expenditures also include a carry forward balance from previous years which was not transferred to the Kansas Department of Education, but was expended in the Department of Human Resources for projects within JTPA guidelines.

**JTPA Title IIB, Summer Youth Employment and Training Program.** This federally-funded program provides work experience training, predominantly through private employers, for youths ages 16 through 21. The JTPA program pays the salaries of the youths, assesses the youths for skills deficiencies in reading, and provides remedial education if appropriate.

SDA Allocations	\$	7,460,752
Older Worker Grant		279,711
Education Coordination		816,896
Technical Assistance		269,700
State Oversight		<u>421,766</u>
Total Federal Funds	\$	9,248,825

SDA Allocations	\$	8,960,914
Older Worker Grant		248,595
Education Coordination		722,749
Technical Assistance		475,227
State Oversight		<u>529,106</u>
Total Federal Funds	\$	10,936,591

Federal Funds	\$	3,172,231
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Federal Funds	\$	3,292,421
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Program

FY 1990 (actual)

FY 1991 (estimated)

**Title III/Economic Dislocation and Worker Adjustment Assistance Act (EDWAA).** Title III/EDWAA establishes programs of employment and training assistance for dislocated workers laid off because of plant closings, reductions in workforce, business failures or farm foreclosures, and displaced homemakers who can no longer return to their previous occupations. Funds are used for retraining, job search assistance, relocation for employment, job development, and placement. The program receives federal formula-allocated funds along with any federal discretionary funds awarded for special needs projects. Ongoing programs funded with discretionary funds include the following: Consortium for Automobile Industry Retraining and Employment (CARE), a program designed to serve dislocated automobile industry workers in the Kansas City metropolitan area; KATY, a program subcontracted to Labette Community College to serve workers dislocated from the merger of the Missouri, Kansas, and Texas (KATY) Railroad and the Union Pacific Railroad; Day-Zimmerman, a program subcontracted to Labette Community College to serve workers dislocated from the loss of Department of Defense contracts at Day-Zimmerman; and a program subcontracted to Able, Inc., a private, for-profit organization, to serve workers in the metropolitan Kansas City area dislocated from the closing of Gould National Battery, Pioneer Balloon Company, and the Packaging Corporation of America.

**Trade Act Assistance (TAA).** The Trade Act of 1974 provides federally-funded assistance in the form of job search benefits, relocation allowance benefits, and retraining assistance to workers who lose their jobs or have their hours and wages reduced as a result of competition from foreign-produced goods. Administration of the TAA Program is combined with the EDWAA Program.

Federal Formula Funding	\$	1,394,476
Federal Discretionary Funding:		
CARE	\$	142,997
KATY		177,123
Day-Zimmerman		117,527
Able, Inc.		<u>264,977</u>
Subtotal Discretionary Funds	\$	702,624
Total Title III Funds	\$	2,097,100

Federal Formula Funding	\$	2,492,976
Federal Discretionary Funding:		
CARE	\$	0
KATY		129,741
Day-Zimmerman		200,788
Able, Inc.		<u>135,023</u>
Subtotal Discretionary Funds	\$	465,552
Total Title III Funds	\$	2,958,528

Federal Funds	\$	318,230
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Federal Funds	\$	600,000
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**Program**

**FY 1990 (actual)**

**FY 1991 (estimated)**

**KanWork Program.** The Department of Social and Rehabilitation Services contracts with the Department of Human Resources for assistance in providing the education, skills, and job preparation necessary for KanWork clients to become employed and ultimately self-sufficient. Services provided by the Department of Human Resources include the following: occupational assessment, goal setting, and planning; job search; job development and on-the-job training; career exploration workshops; individual employment-related counseling; referral to the JTPA Program; and follow-up contacts with employers.

**Apprenticeship Program.** Two employees of the Department of Human Resources provide support services to the Kansas Apprenticeship Committee, which is the officially recognized entity for registration and certification of apprentices. Approximately 950 apprentices statewide are employed in approximately 250 apprenticeship programs. Each apprentice is paid by his or her employer. The Apprenticeship Program is financed entirely by the State General Fund, and expenditures are solely for salaries and operating expenses of the two Human Resources employees.

SRS Contract Funding	\$	551,522	SRS Contract Funding	\$	815,000
State General Fund	\$	61,785	State General Fund	\$	67,796

KANSAS INDUSTRIAL TRAINING/KANSAS INDUSTRIAL RETRAINING PROGRAMS

Program	Actual FY 1990 Expenditures*	Approved FY 1991 Expenditures*
The Kansas Industrial Training (KIT) program is a recruitment incentive that offers cost assistance for the specialized training needs of new and expanding manufacturing, distribution, and service companies. The Kansas Industrial Retraining (KIR) program offers similar assistance to firms which are restructuring their operations through incorporation of new or existing technologies and whose employees may lose their jobs because of obsolete job skills and knowledge. Both programs are coordinated with the training programs of the Department of Human Resources and the Department of Education to maximize the impact of state funding.	State General Fund \$ 1,285,617 Economic Development Initiatives Fund <u>1,425,000</u> Total Funds \$ 2,710,617	State General Fund \$ -- Economic Development Initiatives Fund <u>2,750,000</u> Total Funds \$ 2,750,000

\* Reflects expenditures for training through the Department of Commerce only.

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DEPARTMENT OF SOCIAL AND REHABILITATION SERVICES

Program	FY 1990 (actual)	FY 1991 (estimated)
<b>KanWork and Job Preparation Services.</b> Certain employment preparation services are provided by the Department of Social and Rehabilitation Services on behalf of public assistance clients. The primary program is KanWork which is designed to provide services to welfare recipients in order to reduce dependence on state financial resources. The KanWork program provides job training, support services, and transitional services and is mandatory for all Aid to Families with Dependent Children (AFDC) recipients with children over three years old. The program is currently offered in four counties and plans to expand into additional counties may not materialize in FY 1991 due to fiscal constraints. Job training services include job search, job club, job referral and placement services, and employment counseling. In addition to the KanWork program, other employment services are offered to public assistance recipients in other parts of the state under the federal Job Opportunities and Basic Skills Training Program (JOBS). The program for AFDC recipients who reside in counties not covered by KanWork includes education, information, and referral and some job skills or job search components. The More Opportunities for Self-Sufficiency and Training (MOST) program provides employment and training services for food stamp recipient work registrants.	Federal Funds	Federal Funds
	\$ 4,890,041	\$ 7,850,997
	State General Fund	State General Fund
	5,380,506	6,544,428
	Economic Development	Economic Development
	Initiatives Fund	Initiatives Fund
	3,805	40,000
	Other	Other
	<u>20,408</u>	<u>--</u>
	Total Funds	Total Funds
	\$ 10,294,760	\$ 14,435,425

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Program	FY 1990 (actual)		FY 1991 (estimated)	
<b>Rehabilitation Services.</b> The Rehabilitation Services Division of the Department of Social and Rehabilitation Services provides services to empower Kansans with disabilities to achieve and sustain independence, primarily through employment. Included are the purchase of services such as physical or mental restoration, job training, rehabilitation engineering, and job placement. In addition, supported employment services are offered. Services are provided directly through rehabilitation counselors or through fee for service or grant arrangements with public or private providers, as well as from the Kansas Vocational Rehabilitation Center in Salina, and the Vocational Rehabilitation Unit in Topeka.	Federal Funds	\$ 9,434,218	Federal Funds	\$ 10,572,802
	State General Fund	<u>2,351,896</u>	State General Fund	<u>2,587,505</u>
	Total Funds	\$ 11,786,114	Total Funds	\$ 13,160,307
<b>Blind Services.</b> The Division of Services for the Blind empowers Kansans who are blind or visually impaired to achieve and sustain independence, primarily through employment. Services provided include employment for the visually handicapped through the Business Enterprise Vending Stands Program and sheltered workshops such as the Kansas Industries for the Blind. In addition, vocational rehabilitation and training services are provided through rehabilitation counselors or through fee for service arrangements, and from the Rehabilitation Center for the Blind.	Federal Funds	\$ 2,578,195	Federal Funds	\$ 2,902,197
	State General Fund	<u>829,976</u>	State General Fund	<u>1,080,249</u>
	Total Funds	\$ 3,408,171	Total Funds	\$ 3,982,446

DEPARTMENT ON AGING

Program	FY 1990 (actual)		FY 1991 (estimated)	
<b>Older Kansans Employment Program (OKEP).</b> This state program funds four Older Kansans Employment Projects in southeast Kansas, Wichita, Topeka, and Manhattan. The program assists older workers in obtaining full and part-time jobs, and in developing work skills through training. The Wichita project also operates a job clearinghouse. Approximately 1,400 persons per year are placed in jobs through the four projects. There is no means test for OKEP.	State General Fund	\$ 146,600	State General Fund	\$ 148,878
<b>JTPA (Job Training Partnership Act) -- Older Worker Program.</b> Three percent of federal Title IIA funds are reserved for older worker programs and are transferred from the Department of Human Resources to the Department on Aging. Three JTPA Older Workers projects provide job training and placement services for economically disadvantaged persons ages 55 and over. On average, 360 persons are placed in jobs in each fiscal year. The three JTPA projects are in southeast Kansas, Wichita, and Manhattan.	Federal Funds	\$ 262,140	Federal Funds	\$ 233,394
<b>Senior Community Service Employment Program (SCSEP) -- Title V of the Older Americans Act.</b> This program provides subsidized employment and training for people ages 55 and older who have incomes of not more than 125 percent of the poverty level. An eight-county area in south central Kansas is targeted for the state's share of these funds. (Note: In the remaining counties in the state, national contractors provide Title V services.)	Federal Funds	\$ 669,006	Federal Funds	\$ 720,798



WICHITA STATE UNIVERSITY

Program	Actual FY 1990	Estimated FY 1991
<b>Legal Assistant Program (AA degree).</b> This is an Associate Degree program for paralegals.	\$ 68,500	\$ 69,800
<b>Dental Hygiene Program (AA degree).</b> This is an Associate Degree program for dental hygienists.	308,326	317,943
<b>Emergency Medical Technology.</b> This is a certificate program to provide training in emergency medical technology.	147,372	216,123
<b>Cooperative Education.</b> Cooperative education provides students the opportunity to gain work experience and training while their education is being partially financed.	295,616	335,074
<b>Continuing Education – Contract Training Services.</b> This is a newly established unit within Continuing Education which provides for special work force training needs. This unit can tap expertise across the campus.	--	56,927
<b>Center for Management Development.</b> This center provides supervisory and management continuing education. A certificate program is offered to those individuals who complete a specified sequence of courses.	241,567	258,222
<b>Center for Productivity Enhancement.</b> This center is responsible for technology transfer in engineering areas. The emphasis is on computer aided design and computer aided manufacturing technologies. The Center also offers several short courses and seminars for business clients.	323,661	328,837

PITTSBURG STATE UNIVERSITY

Program	Actual FY 1990	Estimated FY 1991
<b>Welding Skills.</b> This program was established to assist employees of Southwestern Engineering to acquire the welding skills needed to pass certification requirements to become a Level 3 welder. Employees trained included 12 in the welding skills laboratory and 29 in on-the-job training. The funding came from a combination of federal Carl Perkins moneys and KIT moneys (State General Fund) administered by the Kansas Department of Education and the Kansas Department of Commerce, respectively. The federal component was \$3,299 and the State General Fund component was \$7,502.	\$ 10,731	\$ --
<b>Superior Industries, Inc.</b> Training was provided for employees involved in the start-up of this manufacturing facility. On-going programs including preemployment training will be provided for all new employees and on-the-job training is being provided in Specific Process Control, safety, and supervision skills. For FY 1990, 546 employees were trained and FY 1991 estimates include 400 applicants and 360 employees. Funding for this training has come from a combination of KIT and federal Carl Perkins moneys. For FY 1990, total expenditures of \$218,764 included \$169,750 from the State General Fund (KIT moneys) and \$449,014 (federal). For FY 1991, total expenditures of \$226,575 are estimated to include \$216,855 from the EDIF (KIT moneys) and \$9,720 (federal).	218,764	226,575

FORT HAYS STATE UNIVERSITY

Program	Actual FY 1990	Estimated FY 1991
<b>Labor Survey.</b> This survey evaluates the work force training needs of businesses with primarily ten or fewer employees in each of the communities which house community colleges and vocational schools. This survey is funded from federal and private moneys.	\$ --	\$ 2,500
<b>Nursing Continuing Education Program.</b> This program enhances knowledge and skills of healthcare work force professionals. This program is financed from General Use Funds.	16,000	16,500
<b>Radiologic Technology Program.</b> This program trains radiologic technicians by providing didactic and clinical instruction leading to associate degrees. This program is financed from General Use Funds.	115,930	125,988

5-14  
3/16/93

Program	Actual FY 1990	Estimated FY 1991
<b>Training Contract – Adronics/Elrob Manufacturing.</b> This contract provides training and skills to prepare individuals for manufacturing processes used by industry to produce radio antennae and cables. This contract was funded exclusively from federal Carl Perkins moneys in FY 1990 and is funded exclusively from state moneys in FY 1991.	\$ 17,280	\$ 46,720

### KANSAS COLLEGE OF TECHNOLOGY

Program*	Actual FY 1990	Estimated FY 1991
<b>First Line Management.</b> This course clarified the role and responsibilities of first line supervisors. Employees who attended were from Exide Battery, Turbine Specialties, and El Dorado Bus Companies.	\$ 3,150	\$ --
<b>Surveyors Seminar.</b> This seminar provided up-to-date training for land surveyors.	14,250	--
<b>Asphalt Seminar.</b> This seminar was targeted to city and county personnel to increase their information on asphalt and upgrade their paving skills.	4,620	--
<b>Geometric Dimensioning and Tolerancing/ABB Raymond.</b> This is an on-site course at ABB Raymond, Enterprise designed to upgrade the skills of machinists with respect to reading blueprints dealing with dimensioning and tolerancing.	--	1,275
<b>Airframe and Power Plant Training.</b> The airframe and power plant review courses are conducted at Fort Riley, McConnell Air Force, Wichita, and at the Air National Guard at Topeka. Courses are designed to provide students with the information necessary to receive airframe and power plant certification.	12,155	6,380

\* With the exception of airframe and power plant training, which is financed from General Use moneys, all the above courses and seminars offered by the Kansas College of Technology are financed from Restricted Use moneys and are noncredit.

**STATE AND FEDERAL VOCATIONAL EDUCATION PROGRAMS ADMINISTERED  
BY THE STATE DEPARTMENT OF EDUCATION**

<u>Program</u>	<u>FY 1990 (actual)</u>			<u>FY 1991 (estimated)</u>		
	<u>Education Dept. Administration</u>	<u>Aid</u>	<u>Total</u>	<u>Education Dept. Administration</u>	<u>Aid</u>	<u>Total</u>
State Aid to Area Vocational Schools. Categorical state aid is used to support the operations of area vocational schools. Expenditures are from the State General Fund.	\$ --*	\$ 7,758,450	\$ 7,758,450	\$ --*	\$ 8,003,811	\$ 8,003,811
Postsecondary Area Vocational School Aid. Postsecondary area vocational school aid is the state's share (85 percent) of the local per-hour cost (minus certain deductions) of offering instruction to postsecondary students. The student pays the remaining 15 percent as tuition. Expenditures are from the State General Fund.	--*	14,214,765	14,214,765	--*	13,755,000	13,755,000
Vocational Education Capital Outlay Aid. State aid is distributed to area vocational schools for equipment, construction, and building repairs. (By proviso, the Legislature has limited the program to the purchase of equipment and, occasionally, building repairs.) Expenditures were from the State General Fund in FY 1990 and are from the Economic Development Initiatives Fund in FY 1991.	--*	1,000,000	1,000,000	--*	600,000	600,000

5-16  
3/16/93

<u>Program</u>	<u>FY 1990 (actual)</u>			<u>FY 1991 (estimated)</u>		
	<u>Education Dept. Administration</u>	<u>Aid</u>	<u>Total</u>	<u>Education Dept. Administration</u>	<u>Aid</u>	<u>Total</u>
<b>Carl Perkins Vocational Education Act.</b> Federal vocational education funds are made available to school districts, area vocational schools, community colleges, universities, vocational education programs, and participating nonpublic school students. Part of the funding is allocated to targeted groups, including the handicapped, disadvantaged, inmates, and single parents. (Congress is in the process of reauthorizing the Act and it appears likely that the distribution of funding will change.)	\$ 702,238	\$ 6,474,738	\$ 7,176,976	\$ 807,377	\$ 7,020,300	\$ 7,827,377
<b>Job Training Partnership Act.</b> Federal funding provides job training and assistance to dislocated workers, economically disadvantaged persons, and others who have trouble getting jobs. Eight percent of the state's allocation goes to the State Department of Education, which has placed an emphasis on funding assessment centers and other programs to assist in the transition from school to work. (Remaining funding is allocated to the Department of Human Resources and the Department on Aging.)	70,403	592,335	662,738	74,330	504,000	578,330

\* No separate expenditure to administer these programs is budgeted. Administrative costs for these programs are part of overall operating expenditures of the State Department of Education.

5-17  
3/6/93

**EXPENDITURES FOR STATE ADMINISTERED TRAINING  
AND JOB ASSISTANCE PROGRAMS**

FY 1990 Actual

<u>PROGRAM</u>	<u>FEDERAL</u>	<u>SGF</u>	<u>EDIF</u>	<u>GENERAL USE</u>	<u>OTHER</u>	<u>TOTAL</u>
<u>Human Resources</u>						
Job Corps	\$ 253,907					\$ 253,907
Job Training Partnership Act (JTPA) Title IIA, Adult and Youth Training	9,248,825					9,248,825
JTPA Title IIB, Summer Youth Employ- ment and Training	3,172,231					3,172,231
Title III/Economic Dislocation and Worker Adjustment Assistance Act (EDWAA)	2,097,100					2,097,100
Trade Act Assistance (TAA)	318,230					318,230
KanWork Program (contract with SRS)	551,522 <sup>(a)</sup>					
Apprenticeship Program		61,785				61,785
<u>Commerce</u>						
Kansas Industrial Training/Kansas Industrial Retraining Programs (KIT/KIR)		1,285,617	\$1,425,000			2,710,617
<u>Social and Rehabilitation Services</u>						
KanWork and Job Preparation Services	4,890,041	5,380,506	3,805		\$20,408	10,294,760
Rehabilitation Services	9,434,218	2,351,896				11,786,114
Blind Services	2,578,195	829,976				3,408,171
<u>Aging</u>						
Older Kansans Employment Program		146,600				146,600
JTPA - Older Worker Program	262,140 <sup>(b)</sup>					
Senior Community Service Employment Program - Title V Older Americans Act	669,006					669,006

PROGRAM	FEDERAL	SGF	EDIF	GENERAL USE	OTHER	TOTAL
<u>Wichita State University</u>						
Legal Assistant Program (AA degree)				68,500		68,500
Dental Hygiene Program (AA degree)				294,250	14,076	308,326
Emergency Medical Technology				147,372		147,372
Cooperative Education	70,363			225,253		295,616
Continuing Education – Contract Training Service						0
Center for Management Development				194,129	47,438	241,567
Center for Productivity Enhancement				75,685	247,976	323,661
<u>Pittsburg State University</u>						
Welding Skills	3,229 <sup>(c)</sup>	7,502 <sup>(d)</sup>				0
Superior Industries Inc.	49,014 <sup>(c)</sup>	169,750 <sup>(d)</sup>				0
<u>Fort Hays State University</u>						
Labor Survey						0
Nursing Continuing Education Program				16,000		16,000
Radiologic Technology Program				115,930		115,930
Training Contract – Adronics/Elrob Manufacturing	17,280 <sup>(c)</sup>					0
<u>Kansas College of Technology</u>						
First Line Management					3,150	3,150
Surveyors Seminar					14,250	14,250
Asphalt Seminar					4,620	4,620
Geometric Dimensioning and Tolerancing ABB Raymond						0
Airframe and Power Plant Training				12,155		12,155

<u>PROGRAM</u>	<u>FEDERAL</u>	<u>SGF</u>	<u>EDIF</u>	<u>GENERAL USE</u>	<u>OTHER</u>	<u>TOTAL</u>
<u>Education</u>						
State Aid to Area Vocational Schools		7,758,450				7,758,450
Postsecondary Area Vocational School Aid		14,214,765				14,214,765
Vocational Education Capital Outlay Aid		1,000,000				1,000,000
Carl Perkins Vocational Education Act	7,176,976					7,176,976
JTPA - State Education Coordination and Grants	662,738 <sup>(b)</sup>					
<b>TOTAL</b>	<u>\$39,909,092</u>	<u>\$33,029,595</u>	<u>\$1,428,805</u>	<u>\$1,149,274</u>	<u>\$351,918</u>	<u>\$75,868,684</u>



PROGRAM	FEDERAL	SGF	EDIF	GENERAL USE	OTHER	TOTAL
FY 1991 Estimate						
<u>Human Resources</u>						
Job Corps	\$240,000					\$240,000
Job Training Partnership Act (JTPA) Title IIA, Adult and Youth Training	10,936,591					10,936,591
JTPA Title IIB, Summer Youth Employ- ment and Training	3,292,421					3,292,421
Title III/ Economic Dislocation and Worker Adjustment Assistance Act (EDWAA)	2,958,528					2,958,528
Trade Act Assistance (TAA)	600,000					600,000
KanWork Program (contract with SRS)	\$815,000 <sup>(a)</sup>					
Apprenticeship Program		67,796				67,796
<u>Commerce</u>						
Kansas Industrial Training/Kansas Industrial Retraining Programs (KIT/KIR)			\$2,750,000			2,750,000
<u>Social and Rehabilitation Services</u>						
KanWork and Job Preparation Services	7,850,997	6,544,428	40,000			14,435,425
Rehabilitation Services	10,572,802	2,587,505				13,160,307
Blind Services	2,902,197	1,080,249				3,982,446
<u>Aging</u>						
Older Kansans Employment Program		148,878				148,878
JTPA - Older Worker Program	233,394 <sup>(b)</sup>					
Senior Community Service Employment Program - Title V Older Americans Act	720,798					720,798

PROGRAM	FEDERAL	SGF	EDIF	GENERAL USE	OTHER	TOTAL
<u>Wichita State University</u>						
Legal Assistant Program (AA degree)				69,800		69,800
Dental Hygiene Program (AA degree)				299,541	18,402	317,943
Emergency Medical Technology				216,123		216,123
Cooperative Education	110,997			224,077		335,074
Continuing Education – Contract Training Service					56,927	56,927
Center for Management Development				184,736	73,486	258,222
Center for Productivity Enhancement				77,964	250,873	328,837
<u>Pittsburg State University</u>						
Welding Skills						0
Superior Industries Inc.	9,720 <sup>(c)</sup>		216,855 <sup>(d)</sup>			0
<u>Fort Hays State University</u>						
Labor Survey	2,200				300	2,500
Nursing Continuing Education Program				16,500		16,500
Radiologic Technology Program				125,988		125,988
Training Contract – Adronics/Elrob Manufacturing	46,720 <sup>(d)</sup>					0
<u>Kansas College of Technology</u>						
First Line Management						0
Surveyors Seminar						0
Asphalt Seminar						0
Geometric Dimensioning and Tolerancing ABB Raymond					1,275	1,275
Airframe and Power Plant Training				6,380		6,380

<u>PROGRAM</u>	<u>FEDERAL</u>	<u>SGF</u>	<u>EDIF</u>	<u>GENERAL USE</u>	<u>OTHER</u>	<u>TOTAL</u>
<u>Education</u>						
State Aid to Area Vocational Schools		8,003,811				8,003,811
Postsecondary Area Vocational School Aid		13,755,000				13,755,000
Vocational Education Capital Outlay Aid			600,000			600,000
Carl Perkins Vocational Education Act	7,827,377					7,827,377
JTPA - State Education Coordination and Grants	578,330 <sup>(b)</sup>					
<b>TOTAL</b>	<b>\$48,014,908</b>	<b>\$32,187,667</b>	<b>\$3,390,000</b>	<b>\$1,221,109</b>	<b>\$401,263</b>	<b>\$85,214,947</b>

- a) Included in total expenditures for KanWork and Job Preparation Services under SRS and therefore not reflected in total columns.
- b) Included in total expenditures for JTPA Title IIA under Human Resources and therefore not reflected in total columns.
- c) Included in federal Carl Perkins funds under Education and therefore not reflected in total columns.
- d) Included in KIT/KIR program fund under Commerce and therefore not reflected in total columns.

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# A Kansas Vision

## *The 1993 Kansas Economic Development Strategy*

### An Agenda for a Highly 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

**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.*

exposed to basic principles of technology that is increasingly becoming a basic component to all occupations. For high wage, high skill technical occupations,

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.



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

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 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.



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

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 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."



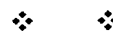
The first requirement is to continuously monitor and assess students throughout primary and secondary schools on broad basic skills and competencies. The two

**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.



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

***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.***

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.

**TESTIMONY - H.B. 2485**  
**MARCH 16, 1993**

Good afternoon. My name is Kathy Smith. I am the Director of Human Resources at The Coleman Co. in Wichita. My responsibilities include, among others, employment, safety/worker's compensation, EEO/AA, benefits and compensation, training, and employee relations.

I am here to testify in support of H.B. 2485 for the creation of the Kansas Commission on Training for Tomorrow. As we all know training, whether that be through the local community college, technical school, or workplace is of paramount importance to business. A trained, ready workforce is absolutely essential in the success of business today in this global marketplace. **The current workforce is unprepared for what industry and manufacturing needs to accomplish its processes in an atmosphere of continuous quality improvement and global competition.**

The world has changed for the worker. Companies now expect people to work together as a team, as well as individuals. This requires the acquisition of many new skills. Employees are now required to work together to solve problems, prevent problems, and find opportunities for quality and process improvements. These tasks require new skills not used in our prior working philosophy as a nation. Employees can no longer "clock their brains at the door".

Employees are expected to acquire new technological skills, to keep up with the rapidly developing technology. Our equipment contains many more PC-controls which require more attuned math and reading skills. The automation of much of our equipment, drastically changes the way employees perform their jobs.

In order to operate new, highly advanced technological equipment employees must possess reading, math, and computation skills which are representative of a high school graduate and above. These should be proven skills. The possession of a high school diploma is no longer enough to satisfy these requirements. There must be demonstrated skills.

In order for business and industry to remain globally competitive, businesses, education, and the community must address, and provide training for, the following skills in order to prepare people to be successful in our rapidly changing workplace: These skills represent technical skills, as well as the SCANS competencies now being implemented into educational curriculum:

- Effective communication skills
- People management skills
- Decision making skills
- Problem solving skills
- Follow through
- Quick adaptation to constant change
- Mindset of quality
- Teamworking skills
- Interpersonal skills
- Creative and independent thought
- Continually developing technical skills

*Sen. Education*  
*Attachment 6*  
*3/16/93*

Technical skills remain as important skills. However, many of the essential skills come with practice and do not come naturally to a lot of people. We have to teach them - to our children. It is difficult, if not impossible, to teach them in a classroom or on the work site.

A mindset of quality requires change - lots of it. The future worker's must learn the skills necessary to perform effectively in an atmosphere of continuous quality improvement. Total Quality Management isn't a phase or a cliché - it's a necessity - an absolute way of life and existence.

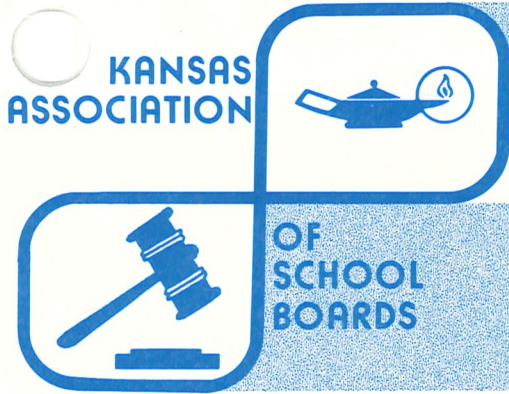
The community and the state have the responsibility of working with business and education to provide employers with employable people. If high school graduates can come out with a diploma that represents demonstrated skill levels - then the workforce will grow and flourish. If not - employers will continue to struggle to find employable people - who are willing and able to learn new skills. They must possess the basic skills in order to gain the new technological skills necessary to be successful in the workforce.

Because I believe so firmly in what I have just discussed, I have been very involved with a local initiative entitled "Train Wichita's Workforce" committee, which is a subcommittee of the WI/SE Partnership for Growth. Our mission is to support and promote identified workforce competencies as set forth in the SCANS report, and propose systematic public and private initiatives to develop and expand a globally competitive workforce for greater Wichita. This will hopefully accomplish locally what the Kansas Commission on Training for Tomorrow will on a state-wide level.

We have based our activities on two documents, "America's Choice: High Skills or Low Wages" and the Secretary's Commission on the Achievement of Necessary Skills report, better known as SCANS. We do have a choice, we either prepare our worker's for the positions and skills needed, or we have an unemployable pool of people who can do nothing more than draw low wages, from little or no skill.

Many people often look to the outside to find reasons or excuses for their problems or failures. Oh how wrong. A wise man once said, "When an archer misses the mark, he turns and looks for the fault within himself. Failure to hit the bull's eye is never the fault of the target. To improve your aim - improve yourself."

Please carefully consider this bill in the creation of this much-needed commission. Our workforce must be prepared to compete globally - right now they are not!



1420 S.W. Arrowhead Rd, Topeka, Kansas 66604  
913-273-3600

Testimony on H.B. 2485  
before the  
Senate Education Committee  
by

Cindy Kelly, Deputy General Counsel  
Kansas Association of School Boards

March 16, 1993

Mr. Chairman, Members of the Committee:

Thank you for the opportunity to appear before your committee on behalf of our member school districts and community colleges to express our concerns with the commission created by House Bill 2485.

Throughout the testimony that has been presented on school to work transition, there is one common element: the involvement of school districts in the process. However, the commission on training for tomorrow proposed by HB 2485 does not include a school district representative. We urge you to amend the bill to include at least one member who is a school board member on the commission. With this amendment we would support the passage of HB 2485.

Sen. Education  
Attachment 7  
3/16/93





# Kansas Department of Human Resources

Joan Finney, Governor  
Joe Dick, Secretary

## Commission on Disability Concerns

1430 S.W. Topeka Boulevard, Topeka, Kansas 66612-1877  
913-296-1722 (Voice) -- 913-296-5044 (TDD)  
913-296-4065 (Fax)

## SENATE EDUCATION COMMITTEE

Testimony on HB 2485  
by Martha K. Gabehart

Thank you for the opportunity to present written testimony on HB 2485. The Kansas Commission supports HB 2485 as a means of developing training strategies, system components, a plan for coordination of all employment and work force training services in the state and identify statutory barriers and make recommendations for changes. We are pleased to see that persons with disabilities are also included in the list of targeted populations for inclusion in projects.

Our one concern about this bill is the lack of representation from the disability community on the commission. We would recommend that at least one person have a disability and at least one have experience with training programs for people with disabilities. This would not necessarily warrant the addition of a commission member. The Departments of Education, Aging and Social and Rehabilitation Services are both represented and could designate someone with experience in training people with disabilities. Also there are representatives from businesses which have expertise in training programs for disadvantaged or school-to-work transition. This is another area where a person with experience in training programs for people with disabilities could be designated.

We would recommend a statement such as "At least one member shall have a disability and at least one member shall have expertise in training programs for people with disabilities." This could be put on page 2 as a new section (F) under Section 1(b)(2).

Thank you for the opportunity to present written testimony. If you have questions, I would be happy to answer them. My telephone number is on the letterhead.

Sen. Education  
Attachment 8  
3/16/93



# CAREERS

## Where the jobs are — and aren't

### Mixed market awaits college grads

Associated Press

NEW YORK — In this year's recruiting season for college graduates, nurses are hot and aerospace engineers are not.

Companies hope to hire more college graduates this year than they did in 1992, but only a handful of fields are expected to benefit, college placement officers say. With many U.S. firms restructuring and eliminating jobs, there are fewer openings for job-seekers straight out of school.

Health care is one industry that is hiring, said Dawn Oberman, a statistical services specialist at the College Placement Council in Bethlehem, Pa. Jobs are also available in management information systems, for people who teach others how to use computers.

A focus on the environment has created openings for engineers, geologists, biologists and chemists. And with the attention that President Clinton has promised to pay to rebuilding the nation's infrastructure, times should be good for civil engineers, Oberman added.

But other industries are cutting jobs. Military cutbacks and hardships in the commercial airline industry have virtually shut down the market for new aerospace engi-

neers. Would-be nuclear engineers may need to find another specialty. Jobs in finance and banking, except for technical and back-office jobs, are still hard to come by.

"There's a fundamental shift, and most of it has come from a decrease (in campus recruiting) among the Fortune 500 companies," said Richard Stewart, director of placement at Purdue University. "You can look at your list of companies having problems, and that's the company that's not coming to campus now."

A survey of 316 companies last fall by the College Placement Council found 54 percent of employers planned to hire more graduates in 1993 than they did last year.

Respondents predicted they would hire 7.7 percent more graduates in the 1992-1993 school year than a year earlier. Actual hires were projected to rise to 70 per company from 65.

"However, talking to placement officers this past January and December, we haven't seen that yet," Oberman said.

Not only do many recruiters have fewer jobs to hand out, but they are cutting back on recruiting costs. "Back in the heyday of the 1980s, companies would send 30 or 40 recruiters to campus," said Vicki B. Lynn, director of Rensselaer Poly-

technic Institute's Career Development Center. "Half of the people would be standing around with nothing to do." Now, companies either don't come at all, or send just a few recruiters.

And companies surveyed by College Placement said they plan to visit 11.3 percent fewer campuses this year than last.

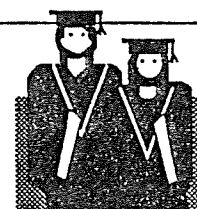
The number of job offers continues to fall as well. At Rensselaer, 47 percent of the companies that recruited on campus last year made a job offer, down from about 63 percent in 1991, Lynn said.

Worsening matters, colleges are turning out more graduates to compete for fewer jobs. Dan Hacker, a labor economist at the U.S. Labor Department, said that from now until 2005, the number of college graduates would outpace the number of available jobs by 20 percent each year.

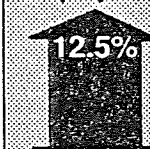
The number of college graduates continues to rise despite a slight dip in the population of 22-year olds, Hacker said.

There are some bright spots. While big companies are cutting back, jobs are opening up in smaller companies. But these are hard to come by, and they tend to be at companies that cannot afford to send recruiters to campus. So col-

Who's hiring on campus?



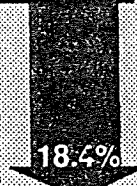
Services employers



Manufacturing employers



Government and non-profit employers



Salary offers to recruits

Job	% change	salary
<b>HEALTH CARE:</b>		
Nursing graduates	+7.2%	\$31,732
Other health professionals	+3.8%	30,555

Source: College Placement Council, Inc., Bethlehem, Pa.

**ENGINEERING:**

Petroleum	+4.6%	\$40,679
Chemical	+4.6%	39,203
Electrical	+1.7%	33,754
Mechanical	+1.4%	34,462
Aerospace	+3.8%	31,826
Civil	n/c	29,376

\*half of offers came from non-aerospace employers

**HUMANITIES-**

**SOCIAL SCIENCES:**

Humanities	-2.7%	\$22,941
Social sciences	n/c	21,623

**BUSINESS DISCIPLINES:**

Accounting	+2.0%	\$27,179
Business	+1.2%	24,305
Administration		
Economics-finance	+1.2%	26,122
Human resources	-1.6%	23,427

**MBAs**

With technical undergraduate degrees	+7.1%	\$41,313
With non-technical undergraduate degrees	+1.4%	35,734

Carl Fox/Associated Press

lege students and recruitment officers have to be more aggressive at seeking those companies out, placement officials said.

Colleges must also be more inventive to get their students placed. Cooperative programs, in which a company can test out a potential employee for a semester free of charge, are gaining in popularity.

Rensselaer has instituted a "Jobathon," modeled after telephone fund-raising drives, in which students spend three evenings calling alumni to ask for jobs.

More schools are computerizing students' resumes, so that when they get a call for, say, a chemical engineer or a nurse, the placement office can quickly come up with several candidates.

Now more than ever, students have to do well at whatever they study, Stewart said.

"I've been in this business for going on 32 years, and I've never had an employer come to me and say, 'I want your worst graduates,'" Stewart said. "They always want the best."

Sen. Education  
Attachment 9  
3/10/93

# Training Workers For Tomorrow

By Joan C. Szabo

**L**eonard Brzozowski, president of Robotron Corp., in Southfield, Mich., discovered in 1988 that 70 percent of the company's heat-treating products had to be reworked after customers put them in use. Among other problems, he found that some workers in a key operation were having difficulty reading blueprints and that overall workplace deficiencies were costing the company \$1 million a year.

The 120-employee firm, with total annual sales of \$18.5 million, produces heat-treatment machinery used mainly to make automotive-engine parts more resistant to wear. The machines are often custom-made, and the inability of some workers to grasp directions on assembling electronic components was undermining product quality.

The \$1 million cost of poor quality was attributed to such things as work having to be redone, parts having to be returned to outside suppliers, and finance charges assessed on some of the projects that were delayed because of reworking.

Brzozowski knew that for his company to survive in a highly competitive industry, he had to move quickly to upgrade his workers' skills. To deal with problems like the one in the electronics area, the company established a broad quality-management program that included targeted programs to improve reading and math skills.

Costs of the training for 1992 and 1993 are expected to total about \$500,000, but Brzozowski believes such initiatives are vital in an increasingly high-tech era. "The skills of my workers have to be continually upgraded to keep pace with



PHOTO: T. MICHAEL KEZA

**Robotron employees Loretta Parrish, above, and Rindy Williams, at right, were specially trained to ensure the quality of the company's heat-treatment products.**



PHOTO: T. MICHAEL KEZA

the technological changes that are occurring in today's workplace," he says. Brzozowski also notes that Robotron's investment is paying off: "We've reduced by about 70 percent the number of defects per unit reaching our final test department." In addition, the company has implemented 75 recommendations from employees aimed at saving money or

changing an assembly process to further improve quality.

The paradox that Robotron faced—a decline in basic skills as jobs become more high-tech—confronts companies of all types and sizes throughout the country. Employers increasingly find they need workers with analytical skills, independent judgment, and the ability to work

Sen. Education  
Attachment 10  
3/16/93

*Business, labor, and government must work together to plug the skills gap and keep America competitive.*

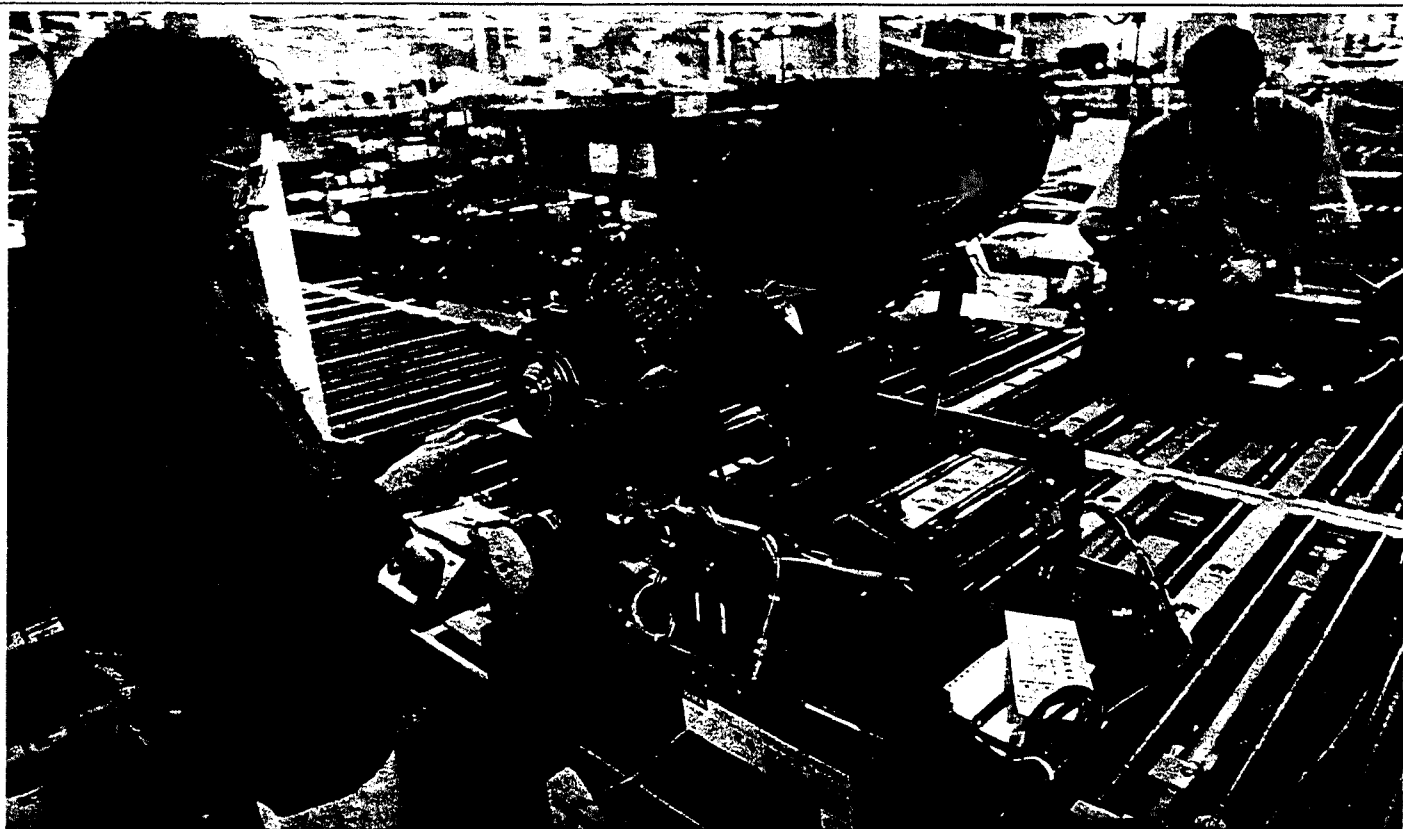


PHOTO: BREED HOFFMAN

*In Xerox's Rochester, N.Y., "focus factory," employees Michelle Lehman and Frank Trino use flexibility in building copiers.*

closely with others in complex operations.

An example can be seen in manufacturing, where the practice of having workers perform simple, repetitive, assembly-line tasks is giving way to the concept of teams with interchangeable skills and broad operational responsibilities. These teams need members proficient not only in math and reading abilities but also in the application of computers to manufacturing and service operations. In the construction industry, for instance, workers now use new-generation, power-driven machines, lasers, and robots, which require levels of training far ahead of those needed less than a generation ago.

What is happening in construction reflects the widening gap between job

requirements generally and the skill levels of many job seekers. This chasm is impeding growth for companies and the economy as a whole, says Jeffrey Joseph, executive vice president of the Center for Workforce Preparation and Quality Education, an affiliate of the U.S. Chamber of Commerce.

Projections of job needs through this decade alone spotlight the trend. The American Society for Training and Development, an Alexandria, Va., association of employer-based training professionals, forecasts that by 2000:

- More than 65 percent of all jobs will require some education beyond high school;

- Twenty-three million people will be

employed in professional and technical jobs—the largest single occupational category—that require ongoing training.

In addition, the association says, almost 50 million workers need additional training just to perform their current jobs effectively.

In a related trend, the distinction between management and labor is narrowing, intensifying the need for greater knowledge and skill across a broader cross section of the work force.

As knowledge of the gap between skills and jobs becomes more widely understood, an emerging consensus holds that business, labor, and government must work together to eliminate it.

Plugging the skills gap has been a

PHOTO ABOVE, LEFT TO RIGHT: GREGG JONES/STAFF, PETER HENNER—THE STOCK MARKET

## COVER STORY

minent theme of the Clinton administration, which sees achievement of this goal as essential to keep U.S. companies competitive with leading firms overseas and necessary to keep and create good jobs in this country.

President Clinton sees a highly skilled work force as a major incentive to encourage domestic and foreign firms to open facilities in this country. The administration believes that a top-notch work force, with its potential for increased productivity, will offset any perceived advantage for U.S. companies to go abroad in search of cheaper labor. But raising the knowledge and skill levels of the U.S. work force will take a concerted effort by all concerned, Clinton says.

Robert Reich, the new secretary of labor, who is expected to spearhead the administration's efforts to revitalize the American work force, emphasized just how important the work-force issue is to the administration during his confirmation hearings before the Senate Labor and Human Resources Committee: "The American work force is coming to be the American economy. That is the way you begin to define the American economy—in terms of skills and capacities of the people who are here."

A lawyer and former public-policy lecturer at Harvard University's Kennedy School of Government, Reich says a policy that will benefit all Americans is for the federal government to invest in the two assets that won't leave the country. One is "human capital," such as education and job training, and the other is physical infrastructure.

Reich sees education and worker training as key to raising U.S. productivity, economic growth, and living standards. "Unskilled and untrained Americans are losing out. If not competing with low-wage workers abroad, they increasingly are competing with new technologies here at home, which are rapidly replacing routine work of all kinds." Job training can help rescue those who are losing out, he says.

In addition to the new administration's emphasis on worker training, the focus on American jobs of the future has been underscored by the North American Free Trade Agreement, which Congress will consider for approval this year. According to a recent study by the International Trade Commission, an independent federal agency, the pact is expected to result in a short-term loss of U.S. jobs but a long-term gain in employment.

Clinton expects to push for a

PHOTO: PAUL FETTERS

**William Curtin:** *Sensitivity to workers is key.*

side agreement for retraining workers who lose their jobs because of the trade agreement.

There is also widespread recognition that post-Cold War reductions in defense spending will mean that many defense

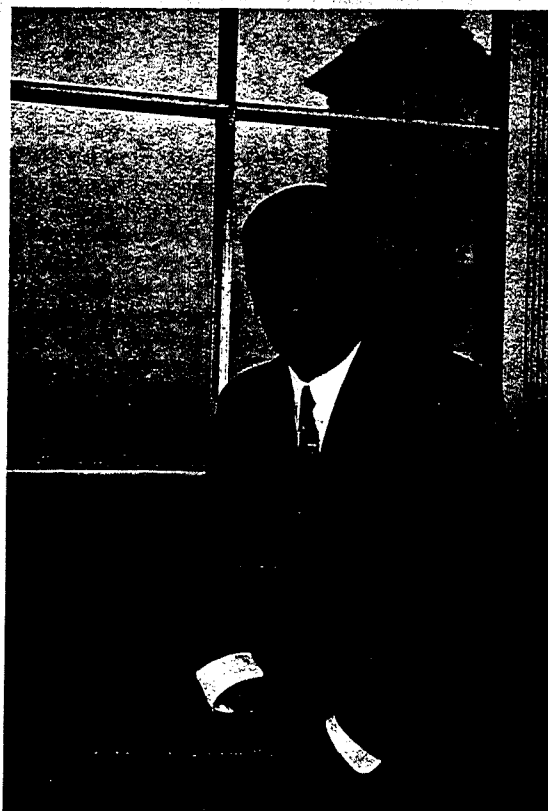


PHOTO: © TERRY ASHE

**Robert Georgine:** *Training should be negotiated.*

workers will have to be retrained. Others who will need training include the hard-core unemployed and the millions who are employed but must continually improve their skills.

**A**s these factors converge and awareness of the skills gap increases, some elements of society are increasing their efforts to address the problem. The U.S. Chamber of Commerce, for example, is moving on three fronts with programs to improve the education system, improve worker-training programs, and help companies adopt quality-management techniques.

In 1990, the business federation sensed the need for concerted action to generate education reform at the local level and established the Center for Workforce Preparation and Quality Education as an affiliate. The center moved immediately to equip local business leaders with the tools to spark education reform.

Among the center's recent accomplishments is a groundbreaking study that analyzed how education dollars are spent by the nation's schools. Financed through a grant from the Indianapolis-based Lilly Endowment Inc., the study devised a school-finance model that enables communities to track every dollar within their school systems, not just in the central office but also in every classroom.

The study's model allows communities to determine inequalities in spending within individual school districts.

The U.S. Chamber also has been on the cutting edge of efforts to promote lifelong learning and retraining. Last year the organization established its Quality Learning Services Division to provide television satellite seminars on quality management.

With state and local chambers of commerce as the link between the Washington-based learning program and individual business people, the seminars deal with topics ranging from global-trade opportunities for small firms to coping with such federal regulations as those for the new Americans with Disabilities Act.

The nation's largest business federation is also developing a plan that would equip U.S. educational institutions, local and state chambers of commerce, and other community sites with the technological tools and multimedia video and computer software to help improve education and training.

Known as the Community Learning and Information Network (CLIN), the

*Continued on Page 28*

## COVER STORY

*Continued from Page 24*

nationwide plan is intended to deliver a myriad of services to individuals of all ages. These include interactive and self-directed learning software; access to on-line information and databases; facilities for audio and video conferences; distance-learning capabilities, which permit interactive instructional or training services to be transmitted from a central site; interactive video disks; and electronic mail.

Distance learning represents a major resource in educating and retraining the American work force. And new computing technology can play an important part. If this technology is merged into community-based facilities, members of the network would avoid the costs of building, staffing, and maintaining new facilities. Resources could be shared by schools and others in the community, such as federal, state, and local governments; the National Guard and the Reserves; and private industry. All these entities are engaged in lifelong learning and training and would pay for the time spent using the system.

"The network could become an ideal mechanism for helping small businesses train their workers for 21st-century jobs in an affordable manner," says Joseph. This is an idea that has received congressional support, and the federal government will soon be funding pilot projects of the concept around the country.

Richard L. Lesher, the U.S. Chamber's

**Untrained Americans are losing out. If not competing with low-wage workers abroad, they increasingly are competing with new technologies here at home.**

—Labor Secretary Robert Reich

president, says the Chamber believes "lifelong learning and training is essential if U.S. industry is to remain world-class, and the Chamber's recent actions are a reflection of that belief."

The Chamber has also made overtures to members of the administration and organized labor, expressing interest in a joint effort to upgrade the work force.

**L**ike the smaller Robotron Corp., larger U.S. corporations have recognized the need to establish cutting-edge training programs. Among the leaders are Xerox Corp., Motorola, Inc., and BellSouth Corp.

Xerox, for example, spends over \$300 million per year for training and retraining its employees, says Gary Aslin, director of Xerox Document University, the

company's major training facility. Located on 2,100 acres in Leesburg, Va., outside Washington, D.C., the university provides the bulk of the company's sales and service training.

One way Xerox is using newly flexible and well-trained workers is in a new plant called a "focus factory" in Rochester, N.Y. The company is building a new convenience copier, using teams of about seven workers each to build entire machines rather than having one long assembly line where each worker performs a single, repetitive task.

At Motorola, headquartered in Schaumburg, Ill., every employee is expected to take a minimum of 40 hours of job-related training each year. "Generally, engineers take well over the 40 hours because technology is changing so quickly," says Margot Brown, the company's media-relations manager.

About half of the information a software engineer learns in college is obsolete five years after graduation, she says. "Education is a way of life, and what makes our work force competitive is constant renewal of themselves and their skills." The training costs more than \$100 million annually and is provided by Motorola University, the company's training arm.

BellSouth Corp., headquartered in Atlanta, also has made a huge commitment to the education, training, and retraining

*Continued on Page 32*

## Information On Training

Following are useful sources of additional information on workplace training programs and issues.

### Publications

*Improving the Transition From School To Work in the U.S.* This 40-page report describes the school-to-employment problem and outlines strategies for improving career preparation. Copies are available for \$5 postpaid from the American Youth Policy Forum, Suite 301, 1001 Connecticut Ave., N.W., Washington, D.C. 20036-5541.

*Corporate Quality Universities: Lessons in Building a World-Class Work Force*, by Jeanne Meister, published by Business One Irwin, Homewood, Ill. This book, to be available in June and priced at \$45, offers an in-depth examination of innovative education and training programs at 30 U.S. companies. It takes readers behind the scenes at such well-known corporate universities as Motorola University and Xerox Document University. To order, call 1-800-634-3966.

*Bridging the Literacy Gap* offers business leaders and the executives of local

and state chambers of commerce detailed guidelines on how to establish literacy programs in communities and at work sites. It includes examples of both chamber-led and corporate-led literacy programs. For a copy, send a \$5 check to the Center for Workforce Preparation and Quality Education, U.S. Chamber of Commerce, 1615 H Street, N.W., Washington, D.C. 20062-2000.

*Training Partnerships: Linking Employers and Providers.* This 47-page report looks at the provider community and how employer-provided relationships are developed and sustained. It attempts to help employers make more-informed decisions about purchasing provider training. Single copies are free from the American Society for Training and Development, 1640 King St., Box 1443, Alexandria, Va. 22313-2043; (703) 683-8129.

### Seminars

Seminars on quality-management techniques and other business matters are being televised via satellite by the U.S. Chamber of Commerce. Small-business management topics include personnel

management; basic financial management; employee benefits; and business owners' insurance. Quality-management topics include recognition, reward, and incentive programs; business process redesign; and quality strategic planning.

For more information about the seminars, call the U.S. Chamber's Quality Learning Services Division at (202) 463-5570.

### Organizations

*Jobs for the Future*, a nonprofit group in Cambridge, Mass., is working to improve work-force quality in the United States. The group can provide business people with resources on apprenticeship programs. Contact Richard Kazis, Director of Work-Based Learning Programs, Jobs for the Future, 1815 Massachusetts Ave., Cambridge, Mass. 02140.

A. Wayne Rowley, of the Tulsa (Okla.) Chamber of Commerce, has helped coordinate business and education efforts to establish a youth apprenticeship program in his community. He can offer assistance on how local chambers can assist in establishing such programs. You can reach Rowley at the Tulsa Chamber of Commerce, 616 South Boston, Tulsa, Okla. 74119; (918) 585-1201.



# Learning From Germany's Model

Apprentice Michael Dean's weekly generally begins with a training session on the fundamental skills and techniques he will need as an electronic communications technician. He then spends the rest of his time working on projects that involve switching systems serving commercial and residential customers. This training involves learning how the computing systems are assembled, how they function, and how to repair them.

Five months into a new training program launched by Siemens Corp., Dean is working to perfect the soldering of electrical wiring onto a circuit board.

Siemens is a large company in fields that include electronics, electrical and medical engineering, and telecommunications.

"We are learning what quality soldering is and learning how to elevate our personal standards to a higher level," Dean says. "As we work on this, we can better visualize and understand what quality is."

Dean is an apprentice with Siemens Stromberg-Carlson in Lake Mary, Fla. Siemens Stromberg-Carlson, one of Siemens' operating companies in the United States, provides telephone operating companies with advanced, high-quality public telecommunications networks. Siemens Corp. also has started pilot apprenticeship programs at two other U.S. locations—Raleigh, N.C., and Franklin, Ky.

Dean, who was reared in California and has an associate's degree in arts and sciences, is learning the intricate details of this job from a German trainer in a new training center established by Siemens Stromberg-Carlson.

Each week, Dean spends 20 hours at the training center and takes approximately 20 hours in classroom courses at a local community college. There are 20 apprentices in the 2½-year apprenticeship program; most of them are younger than Dean, who is 41.

After completing two years of the apprenticeship program, Dean will receive six months of on-the-job training as a technician. Although he is not guaranteed a position with the firm, "we hope and anticipate that we will be able to hire every single apprentice in the program," says Gary Garman, Siemens' manager of training in Lake Mary.

Dean receives a monthly stipend plus money to cover all tuition and books for his required college courses while he is in the program. When he completes his contract work, he will receive an associate's degree in science and engineering technology and a SCL.

Siemens Stromberg-Carlson is working in conjunction with Seminole Community College on this particular apprenticeship program.

The new training program is similar in many ways to the highly respected ap-

prenticeship system in Germany, which Siemens has used with great success there.

At the end of a three-year apprenticeship, in which the training received meets standards agreed upon by employers and labor unions, the German trainees take a national exam and secure a certificate of mastery recognized throughout the country.

Individual German states fund the vocational schools, and the companies that take part in the nationwide program spend about 2 percent of payroll on it.

More than 50 percent of German apprentices remain employed with the companies that provided their training. Firms are not required to hire their apprentices, but many companies see an advantage in hiring employees whose personal characteristics and technical skills are known to them.

After completing their apprenticeships and working for several years, former apprentices can take additional instruction and pass another set of exams to become a "meister," which means master. They generally train other apprentices, and many own small businesses.

Attempts to establish a youth apprenticeship program in the U.S. are under way. The Labor Department has helped launch several youth apprenticeship pilot programs in a number of

locations around the country.

Stephen Hamilton, a professor of human development and family studies at Cornell University, in Ithaca, N.Y., and an expert on the German apprenticeship model, notes that the success of a nationwide effort must secure the participation of employers. "Unlike school-based approaches to learning, youth apprenticeship absolutely requires the participation of employers."

While program supporters caution that the German system cannot simply be duplicated in the United States, they note that several characteristics—such as starting the program in high school and establishing skill certification—can be incorporated into a program here.

A nationwide program is likely to win the support of Congress; eight apprenticeship bills were introduced in the last congressional session, but election-year politics made consideration of those measures difficult.

Similar measures will be reintroduced in the 108th Congress.

With the president's support, Congress is expected to pass youth apprenticeship legislation sometime this year or next.



PHOTO: SERGE BORCH

High-technology training is provided by Werner Franz, center, for Pawel Chrobok, left, and Michael Dean at Siemens Stromberg-Carlson in Lake Mary, Fla.

prenticeship system in Germany, which Siemens has used with great success there.

Improving quality at all three sites was the primary reason behind launching the new training effort, says John Tobin, Siemens' director of vocational and technical training, and a former New York City principal. "You have to lay out the parameters of quality and then you have to train workers to produce to that level."

While many European nations have successful apprenticeship programs, the German system, which has its origins in the 500-year-old crafts guilds of the Middle Ages, has attracted the most respect and attention in the United States.

About two-thirds of Germany's young men and women ages 16 to 19 participate in apprenticeship programs, working toward formal certification in about 380 different occupations.

German apprentices spend three or four days a week on a work site learning a craft and one or two days in technical school. It is called the "dual system" because it combines supervised work experience with part-time schooling. Ap-

## COVER STORY

*Continued from Page 28*

of its work force. It offers training through its educational network, which makes use of distance learning. BellSouth, in conjunction with the Communications Workers of America labor union, has devised training programs with the help of labor and management.

"We think training and education, both on and off the job, is a real mainstay in our strategic position to be world-class," says William Shaffer, segment manager for BellSouth's training technologies.

In addition to the Communications Workers, others among organized labor, too, are keenly aware of the value of training. "Training in the construction industry—which is all done through apprenticeships—is probably one of the most important things we do," says Robert A. Georgine, president of the Building and Construction Trades Department of the AFL-CIO. In his view, "the collective bargaining system represents the best way to negotiate training requirements."

The AFL-CIO believes that joint labor-management action on work-related training is the best road to a high-skill, high-performance workplace where employees are empowered to participate in decision making.

The federal government also has a vast array of training programs. It currently spends over \$16 billion a year on about 125 different employment training programs. (For details, see Page 25.) President Clinton has said the administration will assess the effectiveness of these programs to determine if they need to be better coordinated and streamlined.

The U.S. Chamber believes the delivery of federal job-training and welfare services should be coordinated into one-stop "skill centers" at the local level, says Joseph of the Center for Workforce Preparation and Quality Education.

In addition to streamlining current federal training programs, the administration has other ideas about improving the effectiveness of nationwide efforts. During his confirmation hearings, Labor Secretary Reich set four workplace goals:

- Providing a path to good jobs for the 75 percent of the nation's young people who do not complete four years of college and whose real wages have been declining.

- Helping workers who have been permanently displaced to get new jobs that pay at least as well.

- Fostering business organizations that create career ladders toward high-wage jobs, even for those individuals without university degrees.

- Encouraging the creation of good jobs that are good not only because they pay well but also because they provide a good work environment.

Displaced workers also will be high on

the list for retraining efforts. According to one estimate, approximately 2 million displaced workers lose their jobs each year because of shifts in technology, trade, and conditions of competition.

For those who will enter tomorrow's work force, the administration is expected to establish a nationwide youth apprenticeship program. When he was governor of Arkansas, Bill Clinton set up a state youth-apprenticeship program. A number of other states, including Oregon, Pennsylvania, and Maine, also have apprenticeship programs. (For details on Germany's apprenticeship program, see Page 30.)

Although a U.S. youth apprenticeship

impressive \$30 billion a year to help their workers, "the problem is that \$20 billion of that \$30 billion goes to workers who already have university degrees, not to those who need it most. So we have to figure out how to concentrate those resources, both public and private, on the workers who need that continuous training and upgrading."

Among the key policy questions to be answered: How will federal training and retraining efforts be financed? In the past, Clinton suggested requiring businesses with more than 50 employees to spend a minimum of 1.5 percent of payroll on continuing education and training for all workers.

But in recent months, the president appears to have backed away from that idea in the face of opposition that includes small businesses concerned about the impact of yet another cost mandate from the federal government. Instead of a training tax, the Chamber proposes a tax incentive to encourage business to upgrade its workers' skills. The Chamber's proposed "human-capital initiative" would provide business with a tax credit similar to the tax credit recommended for businesses that invest in facilities and equipment.

"The country needs a productivity set of incentives—an investment credit—that leaves enormous flexibility and choice to private firms on the type of training that is offered," says Pat Choate, a consultant and author of *The High-Flex Society*, a book that identifies problems facing industrial America and suggests a program of feasible solutions.

Choate says leaders of specific job-providing industries, such as motor vehicles, electronics, and textiles, together should decide

a direction for the industry. "It is important that all the stake holders know their role and their reciprocal commitments and responsibilities," he says. Such collaboration would initiate long-term cooperative relationships.

President Clinton has said, "We must promote lifetime learning for every American, investing in our people at every stage." This renewed emphasis on education and training as a key to economic growth represents an important opportunity for business, labor, and government to work together to provide the skills necessary to enable U.S. companies to remain top competitors worldwide. **NB**

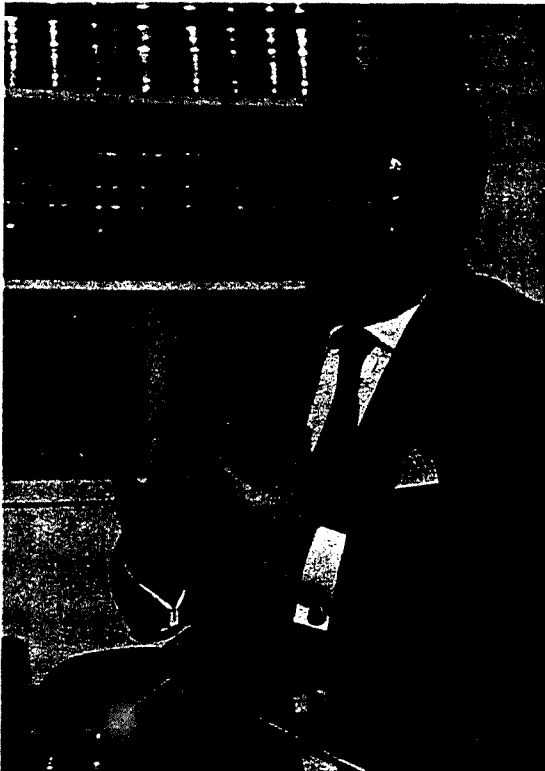



PHOTO: T. MICHAEL KEZA

**Pat Choate:** *Incentives for firms to encourage productivity would promote flexibility in training.*

system is still in the early stages of development, the traditional apprenticeship programs administered by labor unions have existed since the 1800s. Most of these apprenticeship training programs—mainly in the building trades—have been negotiated between employers and unions in collective-bargaining agreements. The main purpose has been to train workers in the various skills required by the building trades.

Besides establishing a national apprenticeship system and initiating other training reforms, the administration may push for change in the way business and labor, as well as the federal government, spend their training funds. Labor Secretary Reich, for example, told the Senate Labor Committee that while U.S. firms spend an

 To order reprints of this article, see Page 80.

# ***Kansas State Board of Education***

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

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March 16, 1993

TO: Senate Education Committee

FROM: Dale M. Dennis, Asst. Commissioner  
Division of Fiscal Services and Quality Control

SUBJECT: Parents As Teachers Program

During the Committee hearing on March 15, 1993, several questions arose while discussing the proposed expansion of the parents as teachers program.

Enclosed you will find the following materials which should answer these questions.

1. Kansas Parents As Teachers Parent Satisfaction Survey
2. List of school districts participating in the program with number of children served and family information
3. Current status of parents as teachers program
4. Executive Summary, Missouri Parents As Teachers Program (discusses their research in this area)

Dale M. Dennis  
Deputy/Assistant Commissioner  
Division of Fiscal Services and Quality Control  
(913) 296-3871  
Fax No. (913) 296-7933

*Sen. Education  
Attachment 11  
3/16/93*



KANSAS PARENTS AS TEACHERS  
PARENT SATISFACTION SURVEY  
1992-93

PURPOSE OF THE REPORT

The purpose of the report is to provide a summary of the annual evaluation of the attitudes of participating parents toward the Parents As Teachers (PAT) program.

DESCRIPTION OF THE EVALUATION INSTRUMENT

The Kansas State Board of Education, PAT Division, with the assistance of a committee of PAT educators and coordinators, developed two evaluation instruments to be used by district programs.

One was a survey that was sent to randomly selected parents enrolled in the program. This survey contained 4 Likert-type rating scale items covering the following categories of information: home visits, learning new things, group meetings, and screenings. Respondents were asked to record their response to questions like, "Have the home visits been helpful to you?" Their choice of responses were "Very Helpful" (#1), "Helpful" (#2), "Somewhat Helpful" (#3), "A Little Helpful" (#4) and "Not at all Helpful" (#5). In addition, parents were asked to answer "yes" or "no" to the question, "Would you tell your friends about Parents As Teachers?" Though there was not a section for comments, many parents chose to write-in information.

Each PAT Program was to randomly select 25% of the parents enrolled in the program. The parents were told that they had been randomly selected to help evaluate the PAT Program and were asked to return the completed questionnaire in the enclosed, self-addressed envelope. If the parents did not speak English or read, the questions were asked verbally and their responses were recorded for them.

The other instrument was a longer survey and was sent to all parents enrolled in the program. This survey contained 11 Likert-type rating scale items with the same choices for responses as in the shorter survey, 4 questions that asked for a "yes" or "no" response, and 8 opportunities to write comments. In addition, there were questions that specifically addressed the use of a PAT Playroom and Resource Room.

The longer survey was sent to every family who had been enrolled in the program for the 1991-92 program year. The cover letter explained that their individual responses would be confidential and anonymous.

## DESCRIPTION OF SURVEY RESULTS

All of the randomly selected questionnaires were returned. **Fifty-six** percent of the families returned the longer form. The information collected from these surveys is used to evaluate program effectiveness and parent satisfaction, and to improve program quality. The PAT Evaluation Committee chose not to combine the survey results of each district. The data is more useful to the committee as reported by district or service area.

The following comparisons were made between the two forms when similar questions were asked:

**QUESTION: Have the home visits been helpful to you?**

93% of the **Randomly Selected Parents** reported helpful or very helpful. 0% reported not at all helpful or a little helpful.

96% of the parents responding to the **longer form** reported helpful or a little helpful. 0% reported not at all helpful or a little helpful.

**QUESTION: Would you tell your friends about Parents as Teachers?**

100% of the **Randomly Selected Parents** said Yes.

98% of the parents responding to the **longer form** said Yes.

Other comparisons showed that:

1. The home visits are the most valuable component of the the PAT program.
2. The group meetings are better attended in urban areas.
3. Rural families want more frequent home visits.

In addition to responses to the questions, the parent comments provide many positive statements about the effectiveness of the program and suggestions for improvement. The desire for the program to continue past the current cut-off at the child's third birthday is often reported by parents.

Autonomy is given to local districts to develop the PAT program according to the needs of the families served.

# PAT FAMILIES/CHILDREN SERVED

Org Number	Organization Name	Families Served	0 12 Mos	13 24 Mos	25 36 Mos	Total Children	Waiting List
<b>005</b>	<b>BARTON CO</b>						
C0623	ARCOCK	28	21	9	6	35	4
	County Totals	28	21	9	6	35	4
<b>018</b>	<b>COWLEY CO</b>						
D0465	WINFIELD	53	44	14	8	66	8
	County Totals	53	44	14	8	66	8
<b>019</b>	<b>CRAWFORD CO</b>						
C0609	SE KS Ed Service Center	442	296	157	68	321	42
	County Totals	442	296	157	68	321	42
<b>022</b>	<b>DONIPHAN CO</b>						
D0406	WATHENA	20	10	5	9	24	0
	County Totals	20	10	5	9	24	0
<b>023</b>	<b>DOUGLAS CO</b>						
D0348	BALDWIN CITY	36	5	19	11	35	0
	County Totals	36	5	19	11	35	0
<b>026</b>	<b>ELLIS CO</b>						
D0489	HAYS	65	55	12	2	69	90
	County Totals	65	55	12	2	69	90
<b>028</b>	<b>FINNEY CO</b>						
D0457	GARDEN CITY	50	28	18	21	67	5
	County Totals	50	28	18	21	67	5
<b>029</b>	<b>FORD CO</b>						
D0443	DODGE CITY	35	13	21	10	44	19
	County Totals	35	13	21	10	44	19
<b>031</b>	<b>GEARY CO</b>						
D0475	JUNCTION CITY	123	51	58	53	162	12
	County Totals	123	51	58	53	162	12
<b>040</b>	<b>HARVEY CO</b>						
C0373	Harvey County Parent Ed	68	33	29	28	90	25
	County Totals	68	33	29	28	90	25
<b>042</b>	<b>HODGEMAN CO</b>						
D0227	JETMORE	28	9	10	17	36	0
	County Totals	28	9	10	17	36	0
<b>044</b>	<b>JEFFERSON CO</b>						
C0608	NE KS Ed Service Center	265	64	99	111	226	20
	County Totals	265	64	99	111	226	20
<b>046</b>	<b>JOHNSON CO</b>						
D0231	GARDNER-EDGERTON-ANTIOCH	25	12	13	5	30	0
	County Totals	25	12	13	5	30	0

## PAT FAMILIES/CHILDREN SERVED

Org Number	Organization Name	Families Served	0 12 Mos	13 24 Mos	25 36 Mos	Total Children	Waiting List
<b>0 4 7</b>	<b>KEARNY CO</b>						
D0215	LAKIN	6	2	4	0	6	0
	County Totals	6	2	4	0	6	0
<b>0 5 5</b>	<b>LOGAN CO</b>						
C0602	NW KS Ed Service Center	37	25	13	5	43	2
	County Totals	37	25	13	5	43	2
<b>0 5 9</b>	<b>MCPHERSON CO</b>						
D0400	LINDSBORG	21	3	9	11	23	0
	County Totals	21	3	9	11	23	0
<b>0 6 1</b>	<b>MIAMI CO</b>						
C0368	Paola USD 368	64	49	24	4	77	19
	County Totals	64	49	24	4	77	19
<b>0 6 3</b>	<b>MONTGOMERY CO</b>						
D0445	COFFEYVILLE	139	124	34	18	176	9
	County Totals	139	124	34	18	176	9
<b>0 6 5</b>	<b>MORTON CO</b>						
D0218	ELKHART	30	18	11	5	34	16
	County Totals	30	18	11	5	34	16
<b>0 7 6</b>	<b>PRATT CO</b>						
C0382	Pratt/Skyline	34	33	6	0	39	0
	County Totals	34	33	6	0	39	0
<b>0 7 8</b>	<b>RENO CO</b>						
D0308	HUTCHINSON PUBLIC SCHOOLS	110	57	53	22	132	0
D0309	NICKERSON	26	10	7	9	26	0
	County Totals	136	67	60	31	158	0
<b>0 8 1</b>	<b>RILEY CO</b>						
D0383	MANHATTAN	320	228	106	50	384	47
	County Totals	320	228	106	50	384	47
<b>0 8 5</b>	<b>SALINE CO</b>						
D0306	SOUTHEAST OF SALINE	35	17	12	10	39	0
	County Totals	35	17	12	10	39	0
<b>0 8 7</b>	<b>SEDGWICK CO</b>						
D0259	WICHITA	308	102	131	135	368	228
	County Totals	308	102	131	135	368	228
<b>0 8 9</b>	<b>SHAWNEE CO</b>						
C0437	Auburn-Washburn	77	42	38	11	91	0
D0501	TOPEKA PUBLIC SCHOOLS	129	33	56	49	138	12
	County Totals	206	75	94	60	229	12
<b>0 9 5</b>	<b>STEVENS CO</b>						



**PAT FAMILIES/CHILDREN SERVED**

Org Number	Organization Name	Families Served	0 12 Mos	13 24 Mos	25 36 Mos	Total Children	Waiting List
D0210	HUGOTON PUBLIC SCHOOLS	38	31	9	6	46	7
	<b>County Totals</b>	<b>38</b>	<b>31</b>	<b>9</b>	<b>6</b>	<b>46</b>	<b>7</b>
<b>096</b>	<b>SUMNER CO</b>						
C0628	South Central Ks Ed Srv C	41	33	11	3	46	0
	<b>County Totals</b>	<b>41</b>	<b>33</b>	<b>11</b>	<b>3</b>	<b>46</b>	<b>0</b>
<b>099</b>	<b>WABAUNSEE CO</b>						
D0330	WABAUNSEE EAST	22	7	8	7	22	0
	<b>County Totals</b>	<b>22</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>22</b>	<b>0</b>
<b>105</b>	<b>WYANDOTTE CO</b>						
C0500	Kansas City Area PAT's	1433	879	305	60	1244	1022
D0204	BONNER SPRINGS	42	31	18	1	50	41
	<b>County Totals</b>	<b>1,475</b>	<b>910</b>	<b>323</b>	<b>61</b>	<b>1,294</b>	<b>1,063</b>
	<b>TOTALS</b>	<b>4,150</b>	<b>2,365</b>	<b>1,319</b>	<b>755</b>	<b>4,189</b>	<b>1,628</b>

**PAT FAMILY INFORMATION**

Org	Organization Name	First Time Parents	Teen Parents	ESL Parents	Transient Homeless	Single Parents	Other	Two Parents Employed	Single Parent Employed
<b>005</b>	<b>BARTON CO</b>								
C0623	ARCK	16	2	0	0	7	0	13	3
	<b>County Totals</b>	<b>16</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>13</b>	<b>3</b>
<b>018</b>	<b>COWLEY CO</b>								
D0465	WINFIELD	31	6	0	1	6	1	32	2
	<b>County Totals</b>	<b>31</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>32</b>	<b>2</b>
<b>019</b>	<b>CRAWFORD CO</b>								
C0609	SE KS Ed Service Center	174	56	0	0	87	0	210	21
	<b>County Totals</b>	<b>174</b>	<b>56</b>	<b>0</b>	<b>0</b>	<b>87</b>	<b>0</b>	<b>210</b>	<b>21</b>
<b>022</b>	<b>DONIPHAN CO</b>								
D0406	WATHENA	8	1	0	0	4	0	10	1
	<b>County Totals</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>10</b>	<b>1</b>
<b>023</b>	<b>DOUGLAS CO</b>								
D0348	BALDWIN CITY	8	2	0	0	2	0	20	1
	<b>County Totals</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>20</b>	<b>1</b>
<b>026</b>	<b>ELLIS CO</b>								
D0489	HAYS	48	2	0	0	9	0	43	7
	<b>County Totals</b>	<b>48</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>43</b>	<b>7</b>
<b>028</b>	<b>FINNEY CO</b>								
D0457	GARDEN CITY	35	19	0	0	27	0	12	9
	<b>County Totals</b>	<b>35</b>	<b>19</b>	<b>0</b>	<b>0</b>	<b>27</b>	<b>0</b>	<b>12</b>	<b>9</b>
<b>029</b>	<b>FORD CO</b>								
D0443	DODGE CITY	22	9	1	0	14	21	9	10
	<b>County Totals</b>	<b>22</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>14</b>	<b>21</b>	<b>9</b>	<b>10</b>
<b>031</b>	<b>GEARY CO</b>								
D0475	JUNCTION CITY	59	6	13	0	7	0	21	4
	<b>County Totals</b>	<b>59</b>	<b>6</b>	<b>13</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>21</b>	<b>4</b>
<b>040</b>	<b>HARVEY CO</b>								

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**PAT FAMILY INFORMATION**

Org	Organization Name	First Time Parents	Teen Parents	ESL Parents	Transient Homeless	Single Parents	Other	Two Parents Employed	Single Parent Employed
C0373	Harvey County Parent Ed	38	11	1	0	15	0	34	7
	<b>County Totals</b>	<b>38</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>15</b>	<b>0</b>	<b>34</b>	<b>7</b>
<b>042</b>	<b>HODGEMAN CO</b>								
D0227	JETMORE	7	2	0	1	6	8	9	4
	<b>County Totals</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>6</b>	<b>8</b>	<b>9</b>	<b>4</b>
<b>044</b>	<b>JEFFERSON CO</b>								
C0608	NE KS Ed Service Center	78	8	0	0	16	0	109	4
	<b>County Totals</b>	<b>78</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>0</b>	<b>109</b>	<b>4</b>
<b>046</b>	<b>JOHNSON CO</b>								
D0231	GARDNER-EDGERTON-ANTIOCH	7	8	0	0	12	0	8	0
	<b>County Totals</b>	<b>7</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>8</b>	<b>0</b>
<b>047</b>	<b>KEARNY CO</b>								
D0215	LAKIN	6	6	0	0	6	0	0	3
	<b>County Totals</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>055</b>	<b>LOGAN CO</b>								
C0602	NW KS Ed Service Center	15	1	0	0	4	14	22	2
	<b>County Totals</b>	<b>15</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>14</b>	<b>22</b>	<b>2</b>
<b>059</b>	<b>MCPHERSON CO</b>								
D0400	LINDBORG	9	0	0	0	1	0	12	0
	<b>County Totals</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>12</b>	<b>0</b>
<b>061</b>	<b>MIAMI CO</b>								
C0368	Paola USD 368	16	2	0	0	5	0	29	1
	<b>County Totals</b>	<b>16</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>29</b>	<b>1</b>
<b>063</b>	<b>MONTGOMERY CO</b>								
D0445	COFFEYVILLE	87	11	0	0	23	39	71	10
	<b>County Totals</b>	<b>87</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>23</b>	<b>39</b>	<b>71</b>	<b>10</b>
<b>065</b>	<b>MORTON CO</b>								



# PAT FAMILY INFORMATION

Org	Organization Name	First Time Parents	Teen Parents	ESL Parents	Transient Homeless	Single Parents	Other	Two Parents Employed	Single Parent Employed
D0218	ELKHART	18	6	2	0	6	0	18	6
	County Totals	18	6	2	0	6	0	18	6
076	PRATT CO								
C0382	Pratt/Skyline	22	9	0	0	13	0	11	7
	County Totals	22	9	0	0	13	0	11	7
078	RENO CO								
D0308	HUTCHINSON PUBLIC SCHOOLS	45	8	3	1	34	76	32	26
D0309	NICKERSON	14	5	0	0	8	0	14	3
	County Totals	59	13	3	1	42	76	46	29
081	RILEY CO								
D0383	MANHATTAN	197	52	39	2	56	52	102	34
	County Totals	197	52	39	2	56	52	102	34
085	SALINE CO								
D0306	SOUTHEAST OF SALINE	15	2	0	0	2	0	24	2
	County Totals	15	2	0	0	2	0	24	2
087	SEDGWICK CO								
D0259	WICHITA	193	63	78	13	91	86	116	35
	County Totals	193	63	78	13	91	86	116	35
089	SHAWNEE CO								
C0437	Auburn-Washburn	50	8	1	0	9	2	45	9
D0501	TOPEKA PUBLIC SCHOOLS	95	34	0	1	51	7	45	7
	County Totals	145	42	1	1	60	9	90	16
095	STEVENS CO								
D0210	HUGOTON PUBLIC SCHOOLS	21	4	6	0	5	0	11	0
	County Totals	21	4	6	0	5	0	11	0
096	SUMNER CO								
C0628	South Central Ks Ed Srv C	33	6	2	0	5	0	19	2
	County Totals	33	6	2	0	5	0	19	2

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**PAT FAMILY INFORMATION**

Org	Organization Name	First Time Parents	Teen Parents	ESL Parents	Transient Homeless	Single Parents	Other	Two Parents Employed	Single Parent Employed
<b>099</b>	<b>WABAUNSEE CO</b>								
D0330	WABAUNSEE EAST	13	2	0	0	2	0	9	2
	<b>County Totals</b>	<b>13</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>9</b>	<b>2</b>
<b>105</b>	<b>WYANDOTTE CO</b>								
C0500	Kansas City Area PAT's	515	74	3	3	171	532	479	76
D0204	BONNER SPRINGS	25	3	1	0	10	0	17	4
	<b>County Totals</b>	<b>540</b>	<b>77</b>	<b>4</b>	<b>3</b>	<b>181</b>	<b>532</b>	<b>496</b>	<b>80</b>
	<b>TOTALS</b>	<b>1,920</b>	<b>428</b>	<b>150</b>	<b>22</b>	<b>714</b>	<b>838</b>	<b>1,606</b>	<b>302</b>

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CURRENT STATUS OF THE PARENT EDUCATION PROGRAM  
Parents As Teachers Program

December 3, 1992

Parents As Teachers is a program for all families with children between 0 to 3 years of age. It recognizes that families provide children's first and most important learning environments and parents are children's first and most significant teachers. The goal of the program is to strengthen families and support the ability of all parents to provide the best possible environment for the healthy growth and development of their children.

Services are provided by certified parent educators who have a good knowledge of early childhood development, and the ability to work with adults. Their mission is to empower and encourage young families by sharing timely information about the stages of child development, giving tips on language development, home safety, nutrition, and other elements of child rearing. Early screening of vision, hearing, language and motor skills is provided to assure that the child does not reach age 3 with an undetected developmental delay. Research shows that more than one-third of these delays can be corrected if identified early.

Parents and children participate together. Participation in the program is voluntary and services are offered free to all families who wish to participate. Availability of the program to all families avoids the potential segregation, stigma, and labeling associated with targeted programs. All parents can benefit from support and information, especially during the early years of parenting.

The Parents As Teachers Program received \$1 million dollars for 1991-92. Thirty grant awards were made which served 92 school districts. There were 4,423 children enrolled in the programs receiving full services. Limited services were provided for the 1,628 families on waiting lists throughout the state. Four hundred and forty-five (445) teen parents participated in all components of the program and many other teens were involved in groups meeting in their school. Seven hundred and twenty-four (724) parents in the program were single.

A total of \$1,980,000 was awarded to the Parents As Teachers Program in FY 93. The money is being awarded to local unified school districts on a continuation basis. The local community must match the award. To date, 13 additional grants have been awarded which brings the number of districts offering the program to 160. Six thousand children are expected to receive services this year. The expansion of existing programs helped to alleviate the long waiting lists in some districts, but the lists continue to grow as more parents hear about the program.

The program is costing an average of \$452 per child served, but costs vary with extent, intensity, and location of service. The rural areas are the most costly due to the distance that parent educators must travel between families.

The service delivery plans differ according to the needs of the community. For example, Blue Springs has a space in a shopping mall where the parent resource center is very popular. Parents come to view a video, hear a speaker or just discuss common problems while their children play in the activity area. Resource materials are taken to the parent by the parent educator in the Oakley consortium because families live far away from the resource center. The parents can order books and materials which are delivered to them during the educator's home visit.

Many families enroll in the program on the advice of SRS, the court system or CASA (Court Appointed Special Advocats) workers. The Healthy Start home visitors from the County Health Offices refer families to the program. Many pediatricians advise their clients to enroll in PAT.

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PAT educators coordinate space, training, screening tools and other services with Chapter I Programs, Handicapped Special Education, Head Start and Adult Basic Education Programs. The County Extension Offices offer valuable assistance in sharing materials and expertise. The Parents As Teachers Program has truly become a community program.

The Parents As Teachers Program is not targeted. Studies on similar programs in South Carolina show that those programs which targeted a specific population were not as successful at reaching the families who most needed assistance as those which were open to all members of the community. Program evaluation from a Minnesota project reports the same finding.

The success of this program is due to the dedication of parent educators who recognize the needs of young families and who meet their needs. Bilingual educators have been employed to work with families who do not speak English; educators are learning sign language to better serve deaf children and their parents; group meetings are being held in neighborhood houses in project housing and home visits are made during evening hours and weekends for the working families.

It is clear that the qualifications and competence of local staff persons are of utmost importance. These people are the first contact with the local schools, and it is their skill in bringing the appropriate information to a family that makes the program valuable. They know that early intervention and prevention programs will help the child enter school ready to learn, and will save education dollars in the future.

The parent educators are trained at the National Parents As Teachers Center in a week long institute. They are certified by the National Center. In order to maintain certification, the educator must have 20 hours of inservice training annually, provided by the Kansas State Board of Education.

Mildred Winter, Director of the National Pat Center, met with members of the Kansas PAT program on March 12, 1993. She praised the Kansas Parenting Program for the quality training provided to the parent educators, and for the professionalism of the educators. Mrs. Winter has recommended that other states look to Kansas for guidance in developing their programs. She praised the collaboration/coordination with other agencies which provide services to young families.

The National Pat Center will cooperate with the State Board of Education to provide training of Kansas educators to conduct the required certification institutes in Kansas. Funding directed toward this goal would be required for the Kansas PAT program

Children who are enrolled in the pilot programs in 1989 will be entering kindergarten in the next few years. The impact on children's readiness for school and families involvement in their education will become evident at that time. Contact Lynne Owen at 913-296-3954 if additional information is needed about the program.

## EXECUTIVE SUMMARY



# **Second Wave Study of the Parents as Teachers Program**

**Missouri Department of Elementary & Secondary Education  
and Parents as Teachers National Center, Inc.**



Major funding for the study was provided by the **Ford Foundation** with additional funds provided by the **A.L. Mallman Family Foundation, Inc.** to support the substudy of parent-child interaction and parent effectiveness as a teacher.

The Summary of Findings was prepared by **Research & Training Associates, Inc.** Citation: Pfannenstiel, J., Lambson, T., Yarnell, V. (1991). Second Wave Study of the Parents as Teachers Program. St. Louis: Parents as Teachers National Center, Inc.



**T**he Parents as Teachers (PAT) Program was initiated as a pilot project in 1981 to demonstrate the value of high-quality parent education and family support in strengthening the skills parents need to enhance their children's development from birth to age 3. The Missouri Department of Elementary and Secondary Education (MDESE), in cooperation with the Danforth Foundation, organized and implemented the New Parents as Teachers (NPAT) project in four school districts representing metropolitan and rural communities. The 380 families, who were enrolled shortly before or after the birth of their first child, received timely information on child growth and development; periodic developmental, hearing, vision, and health screenings; monthly home visits by specially trained parent educators; monthly group meetings at parent resource centers located in neighborhood schools; and assistance in accessing needed services that were beyond the scope of the program.

The evaluation findings of the NPAT project, released in 1985, indicated the following outcomes:

- At age 3, NPAT children demonstrated more advanced achievement and language ability than did comparison children;
- NPAT children demonstrated significantly more positive aspects of social development than did comparison children;
- NPAT parents were more knowledgeable about child-rearing practices and child development than were parents of comparison children.

These findings were further substantiated by a follow-up investigation of NPAT and comparison group children as they completed first grade in 1989. NPAT children scored significantly higher than did the comparison group on school-administered standardized measures of reading and math achievement. Parents of NPAT children were reported twice as likely as parents of comparison children to be involved in their children's school experiences.

## STATEWIDE EXPANSION

Parent education and family support, beginning at birth, became a mandatory service for all Missouri school districts under the Early Childhood Development Act of 1984. The New Parents as Teachers project was retitled "Parents as Teachers" because of broadened eligibility for all parents of young

children, not just first-time or new parents. The PAT National Center was established to assist the MDESE in coordinating the statewide program and to provide training on a state and national basis.

The MDESE realized the need for continued study to respond to nationwide interest in the demonstration project and to questions about the effectiveness of a statewide program with limited funding. Early in 1986, the decision was made to initiate a study of PAT called the "Second Wave" to examine the program's effectiveness with a broad range of families.

The 37 Second Wave PAT districts selected for the study were asked to offer a monthly home visit during a minimum 8-month program year, as well as group meetings, periodic screenings, and referral for needed services that the program could not provide. Participants were families with a child under 8 months who enrolled during the 1986-87 school year.

## STUDY DESIGN

The Missouri Department of Elementary and Secondary Education obtained funding from the Ford Foundation to conduct the Second Wave Study. Research & Training Associates, Inc. was selected to serve as the independent evaluator. The study investigated child, parent, and parent-child interaction outcomes for different types of families. "Types" of families were defined by a number of traditional characteristics commonly associated with socioeconomic advantage or disadvantage: mother's educational level, one- and two-parent family, minority status and poverty.

The 37 diverse school districts selected for participation in the Second Wave PAT study were located in urban, suburban and rural areas. These districts included Missouri's two major inner city areas and rural areas with high concentrations of poverty.

Of the some 2500 families enrolled in the Second Wave program, 1627 had children whose third birthdays fell within the testing window. A sampling frame was constructed that stratified participants on types of families defined by mother's educational level, one- and two-parent family, and minority status. The sampling frame was additionally stratified to ensure proportionate numbers of male and female children among types of families. Four hundred families were randomly selected for participation in the study. Families were oversampled from among most family types to ensure adequate sample sizes for analysis.



Outcome measures for children at age 3 included achievement, as measured by the Kaufman Assessment Battery for Children (K-ABC) achievement scale; language ability, as measured by the Zimmerman Preschool Language Scale; assessment attributes of the child, as observed by psychometrists; and adaptive and social behavior, as rated by both the parent and parent educator on a self-administered assessment containing selected and adapted items from the Battelle Developmental Inventory.

Outcome measures for parents included parent knowledge of child development and child-rearing practices, as measured by a pre- and post-questionnaire, and parent satisfaction with program services, as measured by a questionnaire. Quality of parent participation was measured by a parent educator rating scale of parent participation on the following dimensions: eagerness for obtaining information and guidance; putting information given into practice; asking questions that indicated understanding of information and materials presented; participating in group discussions; and preparing for and actively participating in personal visits.

A substudy of parent-child interaction and parent effectiveness as a teacher, funded by the A.L. Mailman Family Foundation, Inc., involved 150 families from the St. Louis and Kansas City metropolitan areas. Outcome measures for parent-child interaction included parent educator and outside observer ratings on the quality of the home environment using a modification of the Home Inventory for Families of Infants and Toddlers (0-3) and Home Inventory for Families of Preschoolers (3-6). Additionally, parent effectiveness as a teacher was measured by observations of parent-child interaction using the NCAST Teaching Scale.

## SERVICE DELIVERY

Services provided to PAT sample participants varied among participating districts. However, home visits were the primary vehicle for service delivery among all programs. All participants received home visits. Additional services provided to PAT participants in all districts included group meetings and hearing, vision, health, and developmental screenings. In some districts, playtime and/or a resource center were available. Resource centers loaned children's books, toys, and parent education materials to participants.

- *PAT participants received a level of service delivery for home visits over almost three years of participation comparable to that provided by the NPAT demonstration project.* The sample of PAT participants was offered an average of 25

home visits and received an average of 22 home visits during their participation, comparable to the 23 home visits provided by the NPAT demonstration project. The number of home visits actually exceeded NPAT's performance when length of participation in PAT is considered.

- *On the average, PAT offered eight home visits and completed seven annually.* For families having children with frequent illnesses or developmental delays, for parents who were unable to discipline or cope with their children, and for families experiencing excessive stress, the PAT program offered as many as 16 visits and completed 12-14 visits per year--three times the amount for which they received State reimbursement.
- *Almost all PAT parents (91 percent) reported that their children received screenings for hearing, vision, and developmental milestones or delays.*
- *Although these additional services were not uniformly available in all PAT programs, one-third of parents reported using a resource center, and one-fourth of participants engaged in organized playtime.*

## SECOND WAVE STUDY SAMPLE

The 37 districts selected for participation in the Second Wave PAT study contained higher proportions of families with characteristics of **traditional risk** (i.e., mothers with less than a high school education, poverty, minority status, one-parent family) than were characteristic of district populations statewide: 26 percent of families in Second Wave PAT districts compared to 16 percent statewide were minority families; 23 percent of families in PAT districts were one-parent compared to 17 percent; 8 percent of families in PAT districts received public assistance compared to 5 percent; however, 31 percent of residents 18 years of age or older in PAT districts had less than a high school diploma as compared to 36 percent statewide.

A comparison of the PAT and NPAT samples and the State's population on traditional characteristics of risk reveals the following:

- *NPAT and PAT samples differed widely on the types of families participating, described by one-parent vs. two-parent families, mother's level of education, poverty and racial/ethnic minority status.* Twenty-five percent of the PAT sample were one-



parent families, 16 percent of mothers had not achieved a high school diploma, 22 percent of families received public assistance, and 27 percent represented racial/ethnic minority groups. By contrast, less than 10 percent of the NPAT sample were represented on any of these dimensions.

- *Slightly more than six percent of the PAT sample were characterized by all traditional characteristics of risk--one-parent, poverty, minority, low education mother--while less than one percent of the NPAT families profiled all characteristics.*
- *Compared to the State's population, the PAT sample was overrepresented on all but one traditional characteristic of risk (i.e., mothers with less than a high school diploma).*

The PAT sample is more diverse than the NPAT sample not only on characteristics of traditional risk, but also with respect to observed risks. **Observed risks** were poor coping skills and family stress, poor parent-child communication and child developmental delay, child illnesses, homes where English is not the primary language, and failure to thrive. The early identification and resolution of observed risk factors is a major objective of the PAT program.

Supporting the PAT program philosophy that all families have strengths, strong families were found among one-parent families; conversely, at-risk families existed in two-parent households. The strength of families participating in the PAT program was assessed on several dimensions, including whether characteristics of risk were observed, whether risks were resolved, and how well children and parents performed on relevant measures at the completion of the program.

- *Fifty-one percent of the PAT sample exhibited at least one characteristic of observed risk during their participation in the program, compared to 25 percent of the NPAT sample. The frequency of families with observed risk doubled for the PAT sample, verifying the program operators' anticipation of additional challenges for parent educators in statewide implementation.*
- *Contrary to expectations, two-parent, non-minority families with mothers having at least a high school education and no traditional characteristics of risk demonstrated high proportions of observed characteristics of risk over their three-year program participation. Almost one-half were observed to be at-risk. Of those at-risk, almost half were observed to have multiple characteristics*

of risk. This finding lends empirical support for the program's philosophy of universal access and the widespread need for early parent education and family support programs for all parents. Two-thirds of all observations of child developmental delays were in two-parent, high education, non-minority families having no traditional characteristics of risk.

- *The most frequent at-risk characteristic observed was parents' coping ability--with outside, familial and child sources of stress. For one out of three participants--or two out of three at-risk families--parents and families were observed to be under undue stress.*

## QUALITY OF PARTICIPATION

Parents in PAT were rated for quality of their program participation on five dimensions at the end of each year: eagerness for information, putting information into practice, asking questions, preparing well for home visits, and participation in group discussions.

- *In each of the three years of program participation, parents were consistently rated highest on their eagerness for information. About 85 percent of parents were rated as eager for information in each year of participation, indicating that the need for relevant information is pervasive and does not diminish between birth and 3 years of age. Three-fourths of parents received high ratings for their preparation for home visits and questions asked. A slightly lower percentage of parents (70 percent) received high ratings for putting information into practice.*
- *Families with developmentally delayed children participated in significantly more home visits. Parents with developmentally delayed children were responsive to increased home visits, and were rated significantly higher on their willingness to "put PAT information into practice."*
- *Seventy-four percent of PAT participants attended an average of two group meetings per year for a total of six. This is a substantial decrease from the average total of 13 group meetings attended by NPAT parents. It also acknowledges parent preference for and greater effectiveness of home visits as the major service delivery vehicle for the PAT program.*



- **Mothers with less than a high school education attended significantly more group meetings.** The PAT strategy of providing group meetings to teen mothers during or at the close of the school day at some high schools may explain this increased attendance.

- **Participants who never attended a group meeting were largely overrepresented by minority and single parents, and only somewhat overrepresented by poverty and low education mothers.** While 24 percent of PAT families were minority, 40 percent of parents who never attended a group meeting were minority parents. Sixty percent of participants who never attended a group meeting were minority and/or single parents.

## CHILD OUTCOMES

Child performance at age 3 on measures of achievement and language ability was assessed with the K-ABC Achievement Scale, a measure of school-related success, and the Preschool Language Scale (PLS)--measures utilized in the earlier NPAT evaluation.

- **PAT sample children performed significantly higher than national norms on achievement.** Despite the fact that PAT participants were overrepresented on all traditional characteristics of risk, they scored an average standard score of 106 on the K-ABC, or about a one-half standard deviation above the norm of 100, a commonly accepted standard of "meaningfulness."

- **The group most similar to the NPAT population--first-born children of two-parent, high education, non-minority, families--scored similarly to the NPAT population.** Their K-ABC assessment standard score was 113 on average, compared to NPAT children's standard score of 115--both are about one standard deviation above the mean. The language ability score of these PAT children, 47.5, was not significantly different from the average 49.1 score for NPAT children.

- **The performance of firstborn children was significantly higher than later born children only among two-parent families with mothers having at least a high school education.** Among all other family types, birth order was not related to children's performance.

- **Many families with traditional characteristics of risk defied conventional opinion about the low**

**performance expectations of their children.** Between 15 and 22 percent of children of poverty, low-education mothers, one-parent or minority status scored above the national norm of 100 on the K-ABC. About one-third scored within the standard error of the mean--considered to be within the average range.

- **Among the highest-achieving children were children from minority families with mothers having at least a high school education and no observed risks (whether they were one-parent or two-parent). They performed 1.5 standard deviations above the mean on performance measures of achievement and language ability.** These mothers were also highly rated for putting PAT information into practice, and they increased their knowledge to a greater degree over the course of their participation than did high-school educated mothers with observed risks.

- **More than one-half of children with observed developmental delays overcame them by age 3.** On measures of language ability and achievement, children who overcame or lessened developmental delays scored three-fourths standard deviation above the average PAT child.

- **Children's varying performance on achievement and language ability at age 3 is largely explained by assessment attributes of children as rated by psychometrists (e.g., comprehension of directions, verbalization skills, and attention span).** These assessment attributes, in turn, are primarily explained by certain highly-rated social and adaptive behaviors of children--self-concept, social responsibility and adult interaction skills. The combination of children's varying assessment attributes and social and adaptive behaviors (in particular, their coping and motor skills) explains almost 60 percent of children's variation on achievement and language ability.

- **Comparatively small--but statistically significant--percentages of variation in children's performance are explained by the low educational and minority status of the mother.** Parent-child interactions and activities in the home provide some indications why children of low education and minority mothers may perform poorly on measures of achievement and language ability. In-depth study of 150 PAT families indicated that low education and minority mothers rated themselves significantly lower (and were rated lower by parent educators) on the frequency with which they engaged



their children in cognitive/conceptual development activities (e.g., recognizing, naming, matching) and social growth fostering activities (e.g., spontaneously socializing/ conversing with child).

- ***Children in two-parent, low education families where English was not the primary language were rated significantly below average on measures of social and adaptive behavior, and were the lowest rated children on every scale.*** They were rated a full standard deviation lower than the average child on their task independence, social responsibility, adult interaction and coping skills. Furthermore, despite the tendency for parents to rate their children significantly higher than do parent educators, these parents rated their own children lower.

## PARENT/FAMILY OUTCOMES

- ***Parent knowledge of child development significantly increased for all types of families after three years' participation in the program.*** Only in families where both a language other than English was primarily spoken in the home and where mothers had not achieved at least a high school education did knowledge of child development fail to improve significantly. However, the language difficulties for such a parent posed by a questionnaire--even with assistance--cannot be understated.
- ***Non-minority mothers lacking a high school education demonstrated the largest gains in parent knowledge during their three years of PAT participation,*** demonstrating the responsiveness of this at-risk group to parent education and family support programs.
- ***Risk factors that remained unresolved were parent-centered and require intensive efforts and resources.*** Family stress that remained unresolved--primarily due to inadequate income and/or job-related problems, parents with poor coping skills, and non-English speaking households--posed some continued risk for children.
- ***The most frequently observed risk for all families--poor parental coping skills and family stress--was lessened or resolved for half of the families by the completion of the PAT program.***

- ***For one-third of the families at risk, observed risks were resolved by the completion of the PAT program.*** The risk areas that are most responsive to PAT participation and services are parent-child communication and developmental delays, which are highly related. Two-thirds of developmental delays and poor parent-child communication skills were improved or resolved by the completion of the PAT program.
- ***Parents who were eager for information and put information into practice were more successful in providing home environments that supported the social-emotional and cognitive/conceptual development of their children.***
- ***Parents expressed a high level of satisfaction with the PAT program.*** Eighty-three percent of participants gave home visits their highest ratings as "very helpful." No participants rated home visits as not helpful.

## SUMMARY

The Parents as Teachers Program was successfully adapted from the New Parents as Teachers Project for statewide expansion. Participants statewide included a wider diversity of families. They supported earlier NPAT findings that parents overwhelmingly prefer a parent education and family support program primarily based on home visits focused on the family's needs. PAT participants expressed a high level of satisfaction with the program. Parents in all types of families became significantly more knowledgeable about child development and child-rearing practices.

At age 3, PAT children on the average scored significantly above the national norms on measures of school-related achievement--despite the fact that PAT participants were overrepresented on traditional characteristics of risk (e.g., one-parent families, minority status, poverty and mother's low educational level).

The program was successful in maintaining the frequent home visits that the earlier NPAT project delivered. This was accomplished by subsidizing the State support with district resources and by successfully identifying those families who could substantially benefit from increased home visits. Home visits to families did not increase simply on the basis of traditional characteristics of risk. Instead, identified conditions of risk were the basis for determining the need for increased home visits.



The PAT program was particularly successful for families with children identified with developmental delays and whose parents demonstrated poor parent-child communication. These families received significantly more home visits. Parents were rated significantly higher on "putting information into practice." Parent-child communication was improved

and developmental delays were resolved by completion of the program for two-thirds of identified families. Children for whom developmental delays were resolved performed three-fourths standard deviation above the average PAT participant at age 3.

## ACKNOWLEDGMENTS

Special thanks to the staff of the 37 school districts chosen to participate in the Second Wave Study of Missouri's Parents as Teachers Program and to those individuals who served as a psychometrist and/or outside observer for giving generously of their expertise, time, and effort in order to ensure a quality study.

### Second Wave Districts

Albany R-III  
Blue Eye R-V  
Blue Springs R-IV  
Branson R-IV  
Cabool R-IV  
Columbia 93  
Ferguson-Florissant R-II  
Forsyth R-III  
Fort Osage R-I  
Francis Howell R-III  
Fredericktown R-I  
Gasconade County R-I  
Hickman Mills C-1

Hollister R-V  
Independence 30  
Kansas City 33  
Kirbyville R-VI  
Kirksville R-III  
Ladue  
Lee's Summit  
Mansfield R-IV  
Mehlville R-IX  
Meramec Valley R-III  
Moberly  
Mountain Grove R-III

New Madrid Co. R-I  
Normandy  
North Kansas City 74  
Parkway C-2  
Raytown C-2  
Reeds Spring R-IV  
Rockwood R-VI  
St. Louis City  
Shelby Co. R-IV  
Shell Knob 78  
Springfield R-XII  
Thayer R-II

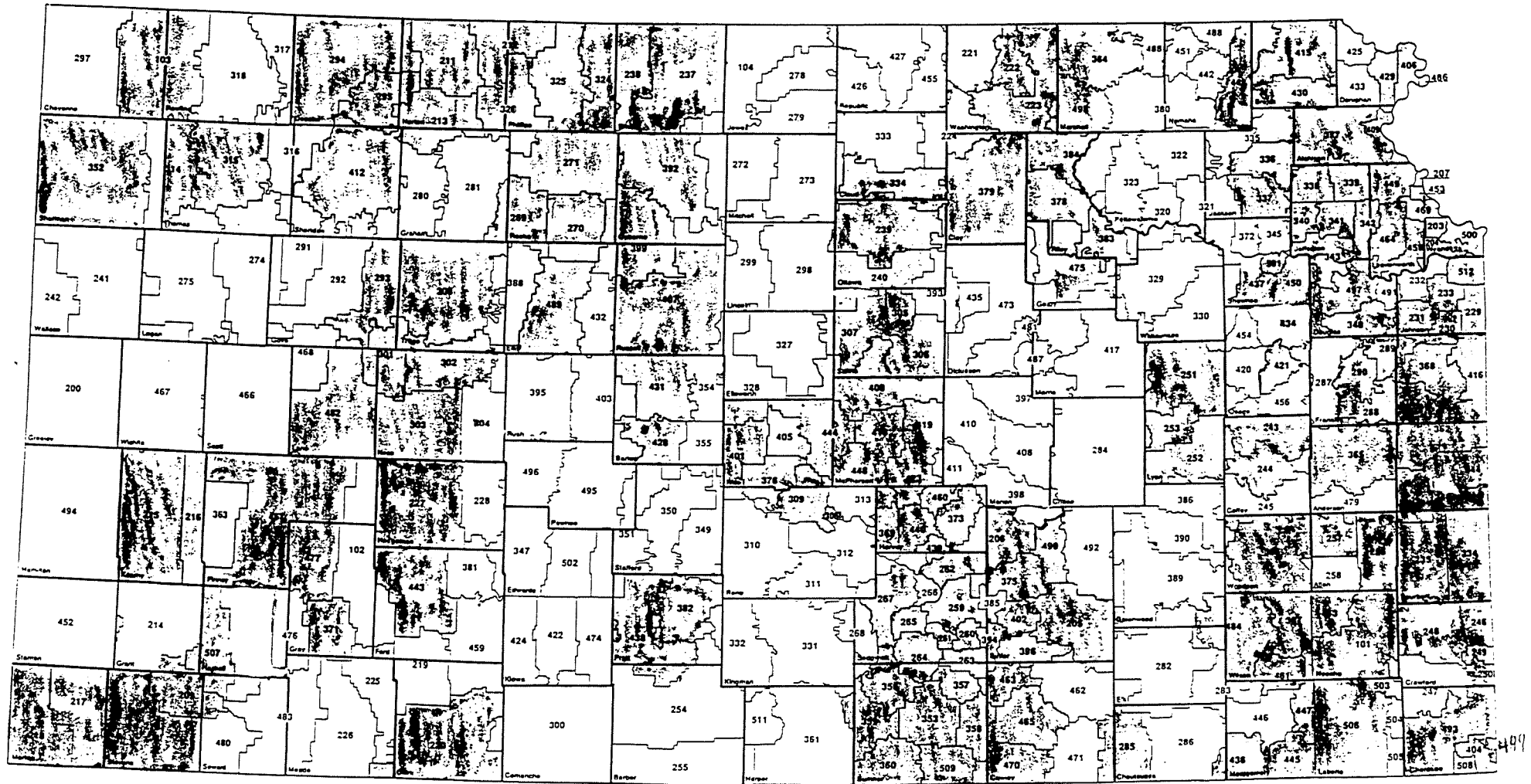
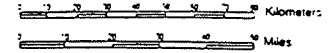
### Psychometrist-Observers

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Gail Eddins  
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# Kansas School Districts 1992



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