

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The joint meeting of the House Education Committee and House Economic Development was called to order by Education Chairperson, Duane Goossen at 3:30 p.m. on January 19, 1994 in Room 519-S of the Capitol.

All education committee members were present except:

Phill Kline (excused)
Patricia Pettey (excused)
Ellen Samuelson (excused)

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

Conferees appearing before the committee:

Malinda Haggerty, Human Resource Coordinator
M-Pact Worldwide Management, Eudora
Kathy Solnok, TransUnion Credit Reporting, Wichita
John Dralus, Director of Training, Kansas City Power & Light

Others attending: See attached list

Chairperson Goossen announced the House Education Committee will not meet on Thursday, January 20, 1994. Education Committee members should have next week's agenda in their offices.

The chair recognized three company representatives to give business perspective of school to work.

Malinda Haggerty representing M-Pact Worldwide Management of Eudora described the company as a manufacturer of medical devices with 130 employees, 100 of which are located in Eudora. She stated qualities looked for in prospective employees are: stable work history, highschool diploma or GED and previous manufacturing experience. A college degree not necessarily in the area would be an added requirement for professional personnel. This company feels a stable work history is the best predictor for future work stability. This company participates in two programs: (1) Hires a part time highschool student in Eudora and (2) From the University of Kansas employs two engineering students who work 12-20 hours per week. The company participates in the Kansas Career Work Program. They are reimbursed 50% for gross wages. Responding to a question as to how well prepared in basic education they have viewed highschool applicants, she responded they do no pre-employment testing. However, overall she would estimate 80% of their personnel have good skills, while 20% do not, especially in the area of mathematics.

Kathy Solnok, TransUnion Credit Reporting of Wichita, stated the company employs highschool students to serve in customer service, data entry, filing and mail processing. Some positions require some problem solving. These employees are available for evening and Saturday work which meets the need of this business while also meeting the need of students for flexible hours. "Kids have an opportunity to learn first hand; it is all up to them." They can move up to more responsible jobs when they are ready. TransUnion works with schools who provide a coordinator for the student. They have nine students working at present. Salary costs are not subsidized by outside sources. They have observed highschool applicants were poor in spelling and lack self confidence. They put a good deal of training into entry level positions. Students are limited by their own skill. The highschool students bring a lot of energy and new ideas. Both the school coordinator and their company make sure students are successful. If a student has problems, the company relies on the school coordinator to handle the problem.

John Dralus, Director of Training, Kansas City Power and Light, stated his testimony would be in two parts: (1) why business/education partnerships are important and (2) partnerships KC P& L have developed and the results. They train lineworkers, mechanics, and machinists in electrical crafts. He has been training director since 1981, and has developed tests with Edison Electric Institute, a consortium, for all of the 1900 bargaining unit positions in the company. Dialogue between education and business is needed. Education must understand the needs of business. They have statistics which reveal highschool applicants reading at 7th grade level. Only 20% of applicants can fill out an application due to inability to read. Reading is a key skill that is missing in a significant portion of our population. They also feel attitude is extremely important. They look for persons who want to grow with the company, change and can adapt. The turnover rate in their apprenticeship program in 1986 was 14 to 21 per year. They now have less than 10% leave the program. The

CONTINUATION SHEET

MINUTES OF HOUSE EDUCATION COMMITTEE meeting January 19, 1994 at 3:30 p.m. in Room 519-S of the Statehouse

company currently has one female lineworker and two women participating in the apprenticeship program.

The company participates in a business/education partnership with Central Missouri State, Missouri Western and a couple of other schools who come to their facility to provide training. They also worked with Penn Valley Community College in Missouri putting together a pre-apprentice lineworker program. The BE² program targeting the middle school is in 21 school districts in Kansas and Missouri. Wyandotte and Johnson Counties in Kansas are involved. They have a long-term need to work with middle schools and a very long-term need to work with the whole system K-12.

Chairperson Goossen requested Lynn Holt provide information to the Education Committee members regarding the BE² program. (Attachment 1)

The conferees were thanked for their participation.

Meeting adjourned at 4:40 p.m. The next scheduled meeting of the committee is Monday, January 24, 1994, in Room 519-S.

GUEST LIST

Committee: Education/Economic Development (Joint meeting)

Date: 1-19-94

[illegible]

BUSINESS/EDUCATION EXPECTATIONS (BE²):

A BRIEF OVERVIEW

What is Business/Education Expectations?

BE² is a metropolitan-wide, bi-state effort to transform the content and methods of instruction in schools so that they better prepare students for the demands & opportunities of the 21st Century job market. These changes are also expected to give students the foundation of skills and knowledge so necessary for success in institutions of post-secondary education, as well as in life.

What are the goals of BE²?

Business/Education Expectations has four major goals:

- 1.) Cooperation between the business community and educators in defining expectations for the schools and in identifying how those expectations can be met.
- 2.) Communication to parents and children about the expectations for skilled workers of the future and how students can meet those expectations.
- 3.) Identification of school systems in the metropolitan area that can and will provide qualified workers for area employers and capable students for post-secondary training and education.
- 4.) Implementation of teaching and learning opportunities that link the work place to the classroom.

How do businesses participate in BE²?

Opportunities for area businesses to participate include the following:

- 1.) Educator/Student Internships - This program is designed to encourage curriculum change as an outcome of the real world experiences gained through hands-on mentoring by business professionals. By "shadowing" and working closely at an actual job site with business personnel, both students and educators get a first hand look at the skills, knowledge and attitudes that are actually necessary in today's competitive job markets.

House Education
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Attachment 1

2.) Applied Learning Opportunities - This program creates a forum in which educators and students alike can put to work the methods and knowledge they gained through their internship experiences. By assisting educators in creating applied learning opportunities, by providing training for teachers to help them make the most of those opportunities and by offering resources which augment the applied learning experience, area businesses can have a direct and positive impact on the quality of education. While changing curriculum to align it more closely with the demands of the work place and by assigning classroom projects that challenge students to apply their new found knowledge and skills, educators can create an atmosphere which encourages a positive attitude towards lifelong learning.

BE² is in partnership with the:

- Greater Kansas City Chamber of Commerce
- Full Employment Council
- Labor-Management Council
- Mid-America Regional Council
- Urban League
- KCI Regional Education Business Alliance
- Learning Exchange
- Interdistrict Educational Alliance
- Civic Council of Greater Kansas City

To find out further information about how your organization can become a pro-active part of the Business/Education Expectations initiative, please contact Elisabeth S. Roth (Project Manager) or Thomas Moriarty (Project Assistant) at the Civic Council offices: 221-2263.

BE² is a partnership sponsored by the Civic Council of Greater Kansas City

EDUCATOR INTERNSHIPS

The educator internship program combines a two-week internship in an organization with a staff development course at the Learning Exchange. In 1994, there will be two sessions.

OBJECTIVES

- To provide a hands-on look at the day-to-day inner workings of today's business world. Educators will experience the attitudes and team dynamics that are essential to success, as well as the precise skills and knowledge that are required of individuals who have become effective employees.
- To provide an opportunity for educators to take their experiences from the job site and use them as powerful tools for creating applied, integrated curriculum. Transformation at the curriculum level is expected to better prepare students for the challenges of today's job market as well as for the global economies of the 21st Century.
- To provide business people with information and an understanding of education: its history, current changes and its future.

PROGRAM CRITERIA

- Selected educators will represent all levels of instruction, from elementary through secondary, and reflect all educational disciplines.
- Selected educators will be chosen based upon their innovative thinking and demonstrated leadership abilities.
- The school district must detail how it will utilize the educator interns following the internship for school staff and curriculum development.
- The host organization must provide a "coach" to facilitate active intern participation in the completion of specific company projects or tasks relevant to the department(s) assigned.
- The host organization must provide an opportunity for the intern to meet with top level management during the on site internship.

COST

\$225 per educator to be paid by the host organization (the cost of the Learning Exchange course). Educators have the option of earning three graduate credit hours for completion of the BE² Educator Internships Program at a reduced cost.

SESSION I

<u>Location</u>	<u>Date</u>	<u>Time</u>
The Learning Exchange	June 13-June 17	1/2 day sessions
Internship at Host Organization	June 20-July 1	10 full day sessions
The Learning Exchange	July 5-July 8	1/2 day sessions

SESSION II

<u>Location</u>	<u>Date</u>	<u>Time</u>
The Learning Exchange	July 11-July 15	1/2 day sessions
Internship at Host Organization	July 18- July 29	10 full day sessions
The Learning Exchange	August 1-August 5	1/2 day sessions

STUDENT INTERNSHIPS

OBJECTIVES

- To provide middle school students with the opportunity to participate personally in a "real world" work experience. By shadowing and then directly assisting company "mentors" in their daily job tasks, students will discover the responsibilities and demands the business world places upon individuals who want to be successful.
- To impress upon students the skills that they will need to accomplish the goals they have set for themselves, whether they be in the job market or in continued education after graduation.
- To encourage students to graduate from high school by helping them understand why their school work is relevant to their future.

PROGRAM CRITERIA

- Participating school districts will be responsible for providing transportation to and from the job site. In addition, the district must provide a teacher to supervise the children on site (maximum ratio: 1-15).
- Selected students will represent all levels of academic proficiency, ranging from "at risk" to "gifted."
- Selected students must agree to attend the internship as required by the program guidelines.
- Internships will be unpaid.
- There must be a pre-internship component consisting of training on workplace etiquette, completing employment applications, resume writing, and interviewing skills.
- The host organization must provide a mentor or a pool of "mentors" for the students to meet and discuss new knowledge with during the internship.
- The host organization must provide an opportunity for the interns to meet with top level management during the on site internship.
- The internship program shall be co-designed by the school district personnel and the host organization and shall be based on the BE² Educational Outcomes Matrix.
- Internships should be more than one week in duration and may occur during either the summer months or school year.

COST

No up-front financial contribution is required. However, an organization will have to invest sufficient human resources both during the development and implementation of the internship.

TIME FRAME

January:	A timeline and further details will be distributed
February/March:	School district personnel and employers will be paired Educators and employers will assign teams
April/May:	Development of internship

APPLIED LEARNING OPPORTUNITIES

OBJECTIVES

- To restructure curriculum by designing instructional modules, for use in the classroom, based upon workplace and life skills for use within a variety of grade levels and learning disciplines.
- To develop new relationships between educators and employers.
- To help students practice problem-solving, reasoning and decision-making; effective interpersonal communication; identifying, organizing, planning and allocating resources; acquiring and using information; understanding complex interrelationships; and working with a variety of technologies.

PROGRAM CRITERIA

- Participating school districts and employers will assign a team of professionals to work together in an ongoing basis for the purpose of developing an ALO. The teams will attend a training session on development and implementation.
- Participating school districts will be responsible for identifying student grade level and learning disciplines, as well as desired curriculum outcomes.
- The ALO shall be co-designed based on the desired curriculum outcomes and the performance behaviors listed on the BE² Educational Outcomes Matrix.
- ALOs will be completed in the classroom with some off-site activities.
- ALO development and implementation must be documented so that the information may be available for use by other school districts and businesses.

COST

No up-front financial contribution is required. However, an organization will have to invest sufficient human resources both during the development and implementation of an ALO.

TIME FRAME

January:	A timeline and further details will be distributed
February/March:	School district personnel and employers will be paired
	ALO Workshop
April/May:	Development of ALO

BE² School District Coordinators

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*** NOTE - Denotes that the school district coordinator is:**

Schools, business face widening job-skills gap

Programs set up to offer students technical tools start to gain momentum

BY CASEY GILMORE
The 1980s produced a report called "A Nation at Risk" on top of a heap of studies about the failings of American education and the miserable economic future the country faces.

In the 1990s, educators and business are doing something about it.

Kansas City in the next year will see numerous pilot projects launched that address a hapless mismatch between the skills employers require and the skills schools teach.

That mismatch is costing industry billions of dollars to teach workers what they should have learned in school. It also results in more technical jobs left open while unskilled, poorly prepared workers remain in low-paying jobs.

More than 80 percent of the jobs in the United States require a functional understanding of science and technology, said Jim Everett, a Kansas City education-reform leader.

"However, over 80 percent of high school students never acquire even a basic understanding of the technologies in their lives, let alone an ability to control, analyze, synthesize or evaluate technology," he said, basing his remarks on research by Willard Daggett, president of the International Center for Leadership in Education.

Don Schlueter, coordinator of industrial training resources for three Kansas City-area community colleges, said he's often read about the problem: Americans bought Japanese cars in the 1980s because Japanese workers were better-skilled and built better cars. Japanese quality control flopped in the United States because American workers lacked the basic math and problem-solving skills needed to improve their product.

High-paying, low-skill manufacturing jobs have shifted to countries where low wages are paid. What remains in this country are minimum-wage jobs at one extreme and professional jobs requiring college education at the other. In between are mid-level, technical jobs that pay well and are growing faster than every segment of the labor market.

But American education mainly produces workers for the two extremes. Students either get on a college track or a vocational track, learning trades such as cosmetology, welding, child care and car repair. Half the students in American high schools fall between the two paths and graduate unprepared for college or technical jobs.

Employers in growth areas are left scrambling for the biomedical technicians, computer technicians, radiation technicians and other skilled workers they need.

In the last year, local educators have begun addressing the gaping hole in education with a major assist from business, which once limited its role to providing schools with copiers, computers and pizza parties.

"I work with companies all the time and I see a big change in attitude," Schlueter said. "There's a realization that the companies have to get involved in the products the schools are putting out. They are realizing it's not an issue that's nice to work on — it's survival."

Southwestern Bell is among the businesses getting involved. Mike David, area public affairs manager, said that to remain competitive, the company needs people with technical skills and critical-thinking skills; the country's economic future hinges on workers who, instead of implementing a task, can find creative ways to get the job done.

"That's why we in business think education is critically important to our future," David said.

Everett paused after discussing revisions of high school science curricula. He said the aim is to produce students who can get better jobs and support a higher standard of living in this country.

15 OCCUPATIONS WITH HIGHEST ANNUAL JOB OPENINGS



OCCUPATION	BASE YEAR 1990 EMPL.	PROJ. YEAR 2000 EMPL.
Salespersons, Retail	25,165	27,880
Cashiers	18,150	20,714
Secretaries, Executive, Legal & Medical	21,775	24,774
General Managers and Top Executives	27,066	30,608
Food Preparation Workers	10,832	12,669
Waiters and Waitresses	11,347	12,692
Truck Drivers, heavy	14,045	16,968
Registered Nurses	13,922	18,318
Janitors and Cleaners	16,374	19,144
General Office Clerks	20,575	23,692
Nursing Aides and Orderlies	11,005	15,192
Food Preparation, Serv. Fast Food	8,761	10,265
Other Sales Reps, Exc. Retail	11,795	13,529
First Line Supervisors, Sales	13,569	15,234
First Line Supervisors, Clerical	10,163	11,464

Source: Bureau of Labor Statistics

Tech Prep to the rescue

One of the boldest efforts to rework high school education is Tech Prep, a national movement toward a "2+2" program, so called because it involves the last two years of high school and two years of community college.

Educators nationwide are turning to business to find out what skills employees must have. Then they develop curricula for the 2+2 program so high school students get thorough exposure to math, language and other basic skills in high school. When they go on to a community college, they are ready for more-demanding courses in their chosen field.

The students can continue to a four-year college or take a technical job after receiving a Tech Prep Associate Degree.

Everett, Tech Prep Coordinator for the Northwest Consortium of Missouri, said the idea is to make the transition from high school to community college smooth by tying together what the two schools are teaching in various career areas. There are three community colleges and 16 school districts in the consortium.

Carol Fagan, Tech Prep Coordinator for Johnson County Community College and nine high schools, said her program is developing career pathways in engineering, industrial technology, business information and health and human services.

She said high school students on the college prep track currently are not guided toward technical careers while those on the vo-tech track spend half their time at a vo-tech school learning a trade and do not end up with a sufficient math and language background for a high-skill job.

JCCC's Tech Prep program is in its second year and is beginning to offer pilot Tech Prep classes at the high school level. Fagan said the program probably will have a full curriculum next year.

Everett said his program worked with educators throughout 1992 to make them more aware of the needs of business and to tell them how the curriculum needs to be revised to meet Tech Prep goals.

The catchword in the revised curricula is contextual education, or relating what students learn to the workplace. Math education, for instance, is not based on abstract theories but on real workplace applications.

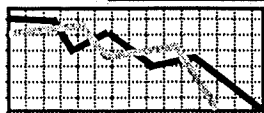
In a health field curriculum, teachers could teach fractions and ratios by describing mixing units of medicine to come up with a proper dosage. A traditional five-page book report could be replaced by a one-page memo requesting and justifying the purchase of a piece of school equipment.

Everett said schools in the consortium are at varying levels of implementing Tech Prep curricula, but it's up to the schools to participate. The federal grant that funds Tech Prep programs around the country runs out in two years and he's hoping schools will fall in line by then.

"Our goal now is to get enough out to enough people so that once the money ends, there is a grass-roots felt need for this to continue," he said.

President Clinton has made various proposals requiring businesses to support technical education. Fagan said schools need businesses' expertise, not their money.

15 OCCUPATIONS WITH LOWEST ANNUAL JOB OPENINGS



OCCUPATION	BASE YEAR 1990 EMPL.	PROJ. YEAR 2000 EMPL.
EKG Technicians	136	136
Municipal Clerks	149	154
Shear, Slitter Mac. Setter/Operator	125	129
Forging Machine Setter/Operator	102	93
Ambulance Drivers & Attendants	103	116
Court Clerks	219	228
Musical Instrument Repair & Tune	102	104
Industrial Engineering Technician	169	171
Bakers, Manufacturing	130	104
Frame Wires, Central Office	130	87
Separating, Filtering Machine Operators	111	106
Data Entry Keyers, Composing	205	203
Assessors	154	158
Mechanical Control Install & Repair	155	157
Printing Press Machine Setter/Operator	100	112

Business Journal
April 9-15, 1993

"I'd like to see employers get incentives to work with schools to smooth that transition" to a technology-based education, she said. "It's tough now because business is in a survival mode."

BE² + pupils = training

Business/Education Expectations is another innovative program getting off the ground in Kansas City. BE² project manager Elisabeth Roth said the program involves children in sixth, seventh and eighth grades and, so far, about 60 businesses. Most of them belong to the Civic Council of Greater Kansas City, the sponsor of BE².

The program allows groups of middle school students to do short-term internships at local businesses. The idea is to get students excited about learning by showing them how their studies will parlay into workplace know-how.

Roth is setting up business matches for 20 school districts so 40 educators and 100 students can participate in a pilot program this summer. The internships can range from one to six weeks, depending on the school district.

Matches so far include the Kansas City School District and Butler Manufacturing; HNTB and the DeSoto School District; Farmland Industries and the Kansas City, Kan., School District; and DST Systems Inc. and the Shawnee Mission School District.

Lora Furstner, a design engineer at Butler, said the Butler interns will be broken into teams. One team will design a building after taking into account the effect of rain, snow, earthquakes and other factors. Another team will track the cost of operating the building and a third will market it for sale.

She said Butler's involvement with schools in the past amounted to responding to requests for money.

"I think more people will be touched both in Butler and in the schools," through the internships, she said.

A third movement that has formed in recent years is formal alliances between businesses and educators, such as the KCI Regional Education Alliance and the Inter District Educational Alliance. The KCI alliance brings together five school districts and several businesses in the airport region, said director Kathleen Gibbons-Shepherd. The IDEA includes 15 school districts in the Kansas City area and six businesses, said Director Michael Slusher.

The aim is to coordinate efforts among schools and businesses to prepare students for the workplace. Both alliances are working with the BE² project on teacher internships at businesses.

The KCI alliance is about to pull off its biggest feat in October, the Futures Fair. Traditionally, the schools have held a college night but the Futures Fair marks the first time the schools have pitched a wide array of careers at middle and high school students and their parents.

The day-long event gives businesses a chance to tell students what jobs are available, what skills are needed to get those jobs, and what the positions pay.

Seminars will be offered all day on paying for education, interviewing, apprenticeships and "Jobs for the Jetsons," a look at learning skills that are needed for any job, even those that aren't invented yet.

"We want students to see the connection between what the workplace wants," Gibbons-Shepherd said, "and what it takes to get there."

Take A Lesson

EDITORIAL: INGRAMS
NOVEMBER, 1992

BY ANN WYLIE

Nobody questions whether business is a victim of this country's education crisis. As under-skilled graduates scramble for the poorest-paying jobs, industry complains about a dearth of skilled workers. In fact, in a 1989 survey, Missouri employers said their No. 1 problem was workers without adequate skills.

But what can we do about it?

It looks as if Kansas City's civic leaders have found at least part of the answer in Business Education Expectations (BE²), a new business-education partnership announced last month by the Civic Council.

BE² is an attempt to shorten the gap between school and the workplace by letting teachers, students, and parents know what local businesses need in workers.

The project will study the capabilities employers are looking for — advanced math skills, say, or comput-

that, according to the Bureau of Labor Statistics and Community/Corporations/Classroom, a project similar to BE² in Fort Worth. And the unemployment rate for workers in high-skill jobs hovers at 2 or 3 percent while low-skill workers suffer unemployment rates of 6 to 7 percent.

Schools. BE² will complement existing business-education partnerships and build community support for our schools.

The city. A well-trained work force will be a strong selling point in wooing new business. And metropolitan dividing lines should blur as participants crisscross Kansas City — suburban students interning at a Downtown business, for example, or business people crossing State Line to speak in classrooms.

Business. As our schools produce more skilled workers, local businesses will become more competitive. This program could also help slash the cost of training employees — an effort that cost American business \$30 billion last year.

BE² needs business people to speak in classrooms, offer internships, and help interview local employees about needed job skills. So call your local chamber or the Civic Council and volunteer.

It will be worth your time. BE² could make Kansas City a leader in education in the twenty-first century. And as the National Committee for Economic Development report says: "Investment in human capital is among the most important contributions business can make to assure continued growth in this nation's standard of living and its leadership in the global economy."

**BE² SHOULD SHORTEN THE GAP
BETWEEN SCHOOL AND
THE WORKPLACE BY LETTING
TEACHERS, STUDENTS, AND
PARENTS KNOW WHAT LOCAL
BUSINESSES NEED IN WORKERS.**

er literacy. Then it will create programs, such as internships, where students can practice computer skills by inputting data, for example, or science skills by learning to read X rays.

This program promises to help:

Students. Better education means better-paying, more stable jobs. Occupations that require only basic skills pay around \$300 a week; jobs that demand advanced skills pay twice

Putting education to work

Partnership of business and schools aims to help students get better jobs.

KC STAR 10-16-92

By LYNN HORSLEY
Education Writer

Kansas City business leaders and 12 area school districts formed a partnership Monday to try to ensure that students learn the skills they will need to get good jobs.

The partnership, known as Project Business/Education Expectations (or BE²) is patterned after an effort that began three years ago in Fort Worth, Texas.

It is also part of a broader national trend in which schools are recognizing that too many students are qualified only for the poorest-paying jobs after graduation.

In announcing the initiative, Payless Cashways Chairman David Stanley said that businesses for too long have lamented the costs of training and retraining employees in skills they should have received in school.

"Lamentation is not a productive behavior," he said. "BE² is pro-active."

The program has ambitious goals that go beyond the limited mission of typical business/school partnerships. Those goals include:

- Cooperation between businesses and schools to define workplace expectations and how schools can meet them.

- Communication with parents and students about the demands for skilled workers of the future and how students can meet those demands.

- Identification of school systems in the metro area that can and will provide qualified workers for area employers.

- Efforts to link the workplace with the classroom through mentors and internships.

In Kansas City, the Civic Council's board has agreed to pay for a full-time program manager to oversee the program for three years.

In Fort Worth, participants in the program studied 800 jobs and identified the skills and levels of proficiency for those jobs. They

determined that most good jobs in the future will require substantial knowledge in reading, writing, advanced math, computer literacy, speaking and listening, reasoning and problem solving, and originality and creativity.

The challenge now, proponents agreed, is to im-



prove the match between what the workplace requires and what students are taught.

One of the most expansive gestures in Fort Worth came last summer, when businesses offered weeklong internships for 1,000 seventh-graders.

Gary Standridge, research and development director in the Fort Worth Independent School District, said businesses reported they had gotten even more out of the experience than the students did.

The employers will offer up to 2,500 internships next summer.

School districts that have agreed to participate include Kansas City; Kansas City, Kan.; Liberty; Independence; Center; Blue Valley; Hickman Mills; the Catholic Diocese of Kansas City; Olathe; Gardner, Kan.; Raytown; and Lee's Summit.

Stanley said Shawnee Mission has not yet signed on because a new superintendent was being hired when the initiative was explored, and officials wanted to study it further. Shawnee Mission officials did not return a telephone call Monday.

In addition to the Civic Council, participating business groups will include the Full Employment Council, the Chamber of Commerce, the Labor-Management Council, the Mid-America Regional Council, the Urban League, the Interdistrict Educational Alliance and the Learning Exchange.

Helping schools do the job

KC STAR 10-8-72

The partnership announced by civic leaders and Kansas City area school districts creates an exciting expectation of educational improvements throughout the metropolitan community.

In many communities, business and industry bemoan the lack of skilled and educated graduates to fill jobs, but do very little to change that. In Kansas City, the story is different.

Project Business Education Expectations, which is being launched by the Civic Council in conjunction with 12 area school districts, should assist the schools in turning out graduates who are better prepared for jobs and should keep businesses from having to train and retrain workers because they didn't learn the proper skills in school.

There will be no magic formulas for doing this. Each school district — with the assistance of business leaders who can identify what students need to learn to acquire future jobs — will determine where

its weak spots are.

The effort will be a cooperative one between employers and schools, leading to not only a better understanding of employers' needs but a more solid foundation of community support for school districts. That support will be necessary if the districts need to seek additional finances or rearrange their educational objectives to meet new goals.

The variety of school districts participating in this program underscores the fact that a partnership of business and education can benefit any school district, regardless of its size or location.

The districts range from Blue Valley and Kansas City, Kan., on the Kansas side, to Independence, Lee's Summit and Kansas City on the Missouri side. Shawnee Mission has not committed to it yet because of a change in superintendents, but should do so.

This cooperative effort to turn out better students and thus better workers can benefit everyone.

SUMMARY OF BUSINESS/EDUCATION EXPECTATIONS (BE²)

BACKGROUND

The Education Committee of the Civic Council of Greater Kansas City created a Subcommittee on Community Expectations in 1991. The mission of the subcommittee was to determine a means to communicate to the education system the types of skills, knowledge and attitudes that graduates must have to compete successfully in the job market, to gain entrance to trade or vocational schools or to be successful in two- and four-year colleges. The committee members reviewed the SCANS report prepared by the U.S. Department of Labor and evaluated similar efforts in other communities nationally. The subcommittee concluded that Fort Worth was the best example of a community that had successfully brought together business people and educators to discuss these matters and to begin the implementation of substantive programs to accomplish their goals.

A group of 18 Kansas City business and civic leaders and educators spent May 19, 1992 in Fort Worth visiting with representatives of the Fort Worth Chamber of Commerce and the Fort Worth Independent School District about their project, called Project C³: Community, Corporations and Classrooms. The Kansas City delegation returned with a high level of enthusiasm about the Fort Worth effort. Subsequent to that visit, twenty-five school districts representing five counties and two states have committed to participate in the Business/Education Expectations initiative. The executive committee of the Chamber of Commerce of Greater Kansas City unanimously endorsed participation in the project. The Full Employment Council, the Labor-Management Council, the Mid-America Regional Council, the Urban League, the KCI Regional Education Business Alliance and the Learning Exchange and its programs including the Interdistrict Educational Alliance have also pledged their support. The Civic Council Board of Directors formally approved BE² for a period of three years.

PROJECT C³: A MODEL

In 1989, the Fort Worth Independent School District (FWISD), along with the Fort Worth Chamber of Commerce, created Project C³: Community, Corporations and Classrooms. Their goal was to create a system of high performance schools which motivate and prepare students for success in school, the workplace and life.

The FWISD identified a four-step process for accomplishing this goal:

1. Identify skills needed in the workplace;
2. Assess needs;
3. Link instruction and classrooms with the workplace;
4. Establish performance standards.

In Step 1, a job analysis was performed to identify the necessary workplace skills. Two hundred companies and organizations evaluated more than 800 jobs. They identified common tasks performed on the job and the types of knowledge that workers must have to perform each task. Seven knowledge and skill areas were identified as critical:

1. Reading;
2. Mathematics;

3. Writing;
4. Speaking and Listening;
5. Computer Literacy;
6. Reasoning and Problem Solving;
7. Originality and Creativity.

The job analysis was based on a five-point rating scale which designated the levels of proficiency necessary to complete the required tasks. The proficiency levels were defined as follows: **Rudimentary, Basic, Intermediate, Adept and Advanced.**

Step 2 of Fort Worth's project involved contrasting the types of knowledge needed, as identified in Step 2, with the curriculum offered by the Fort Worth Independent School District. Steps 3 and 4 are the ongoing creation and implementation of changes to meet the deficiencies identified.

BE²: BUSINESS/EDUCATION EXPECTATIONS

The Education Committee's BE² Partnership has several goals that go beyond the typical expectations of business-education partnerships. They include the following:

1. Cooperation between the business community and educators in defining expectations for the schools and in identifying how those expectations can be met.
2. Communication to parents and children about the expectations for skilled workers of the future and how students can meet those expectations.
3. Identification of school systems in the metropolitan area that can and will provide qualified workers for area employers and capable students for post-secondary training and education.
4. Implementation of teaching and learning opportunities that link the workplace to the classroom.

Because of the quality of the research undertaken in Phase I of the Fort Worth project, much of the first phase of BE² will focus on the validation of Fort Worth's findings by large and small businesses in the Kansas City area. In addition, area vocational-technical schools and colleges and universities will be surveyed to determine their expectations for students entering a variety of educational or training programs. This element was not included in the Fort Worth project, but participants there feel it would be a valuable addition. This validation and additional survey work is expected to be completed during the first year of BE².

Program development and implementation would occur in Years 2 and 3. Programs underway in Fort Worth include the creation of applied learning centers, developed with the assistance of local businesses; the placement of 1,000 seventh graders in summer internships in local businesses; the commitment to teaching algebra and geometry to all students; and the transition to performance-based assessment of students performance.

The Kansas City effort will be monitored by a steering committee, including members from participating school districts, the business community and other interested constituents and partners.

Project C³ Summary Rating Form

SAMPLE

Company/Organization FWISD/
Research Department

Person(s) completing form Doris Baird, Louise Ellison,
Sheila Hicks, Nancy Jarrall

Job/Title Secretary

Position of person(s) completing form Secretary

TASK #1 Use word processing to produce reports, memos, charts and other documents.

	Rudimentary	Basic	Intermediate	Adept	Advanced
A. Reading	1	2	3	4	5
B. Mathematics	1	2	3	4	5
C. Writing	1	2	3	4	5
D. Speaking and Listening	1	2	3	4	5
E. Computer Literacy	1	2	3	4	5
F. Reasoning and Problem Solving	1	2	3	4	5
G. Originality and Creativity	1	2	3	4	5

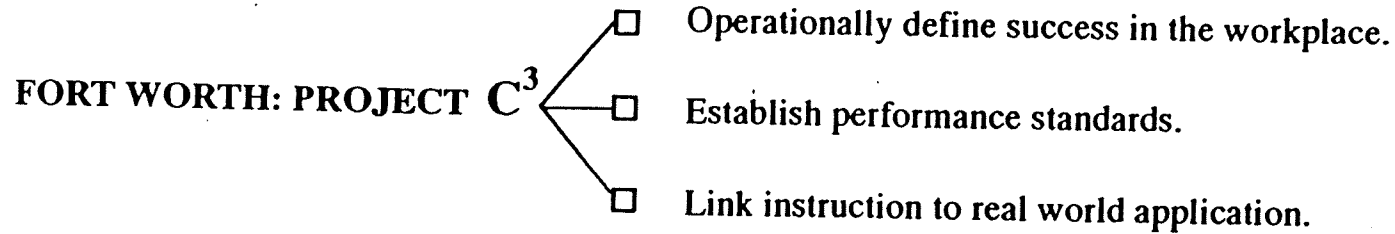
TASK #2 Make travel arrangements

	Rudimentary	Basic	Intermediate	Adept	Advanced
A. Reading	1	2	3	4	5
B. Mathematics	1	2	3	4	5
C. Writing	1	2	3	4	5
D. Speaking and Listening	1	2	3	4	5
E. Computer Literacy	1	2	3	4	5
F. Reasoning and Problem Solving	1	2	3	4	5
G. Originality and Creativity	1	2	3	4	5

FORT
WORTH
INDEPENDENT SCHOOL DISTRICT



THE CONCEPT



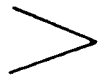
THE STANDARD

Intermediate and Adept levels of proficiencies

THE PROCESS

Link Instruction to Real World Application.

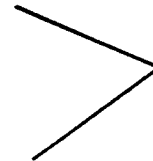
800 Job Analyses
4,000 Tasks
30,000 Sub-tasks



Merge with SCANS
competencies



Teachers and community
resources collaborate to design
and produce authentic learning
tasks for students.



1. Students do the work.
2. They usually succeed.
3. When they don't, they persist.
4. They seek more work and recommend it to others.
5. They are satisfied.
6. They achieve the intended learning results.

R&D, 4/92

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Levels of Proficiency

Rudimentary

1

A. Reading

ability to carry out simple, discrete reading tasks; e.g., read safety rules, simple directions, want ads, work orders, etc.

Basic

2

ability to understand specific or sequentially related information; e.g., obtain information from a directory, understand product labels, take written tests, read shop manuals and newspapers, etc.

Intermediate

3

ability to search for specific information, interrelated ideas, understand main theme or point, make generalizations; e.g., proofreading to delete errors, etc.

Adept

4

ability to find, understand, summarize and explain relatively complicated information, understand cause and effect relationships; e.g., interpret school policy, procedures and rules, interpret and learn from scientific or technical journals, etc.

Advanced

5

ability to evaluate symbolism, multiple meanings and subtle influences in written material; e.g., interpret classic literature, political writing, etc.

B. Mathematics

ability to perform simple addition and subtraction, multiplication and division; e.g., inventory number of items in stock, weigh produce and calculate price, total a bill for services, etc.

ability to use basic math skills to solve two step problems; e.g. make cost estimates for a construction project, etc.

ability to use algebra and geometry concepts to solve practical problems; e.g., calculate the number of yards of material needed for a pattern, calculate arrival times in transportation, etc.

ability to use more advanced math, such as calculus, probability and statistics, differential equations, to solve problems of design; e.g., design an electric circuit, projecting growth patterns in a geographical area, etc.

ability to create mathematical models of a process, ability to derive new theorems or methods of solution; e.g., derive and solve partial differential equations for a refining process, etc.

C. Writing

ability to copy serial or model numbers, label materials or fill out a time card

ability to write standard English sentences; e.g., complete application for employment and record telephone messages, etc.

ability to write to inform, and express ideas accurately with correct spelling, quoting and phrasing; e.g., to construct letters and reports, write a business letter to relate actions taken at a meeting, etc.

ability to write reports, studies, documents, etc.; ability to write to convince; e.g., write a report recommending a change in policy, etc.

ability to write publishable material; e.g., journal articles, books, novels, etc.

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Levels of Proficiency

Rudimentary

1

Basic

2

Intermediate

3

Adept

4

Advanced

5

D. Speaking and Listening

ability to answer and ask questions and to follow two or three sequential instructions; e.g., ask an instructor for directions, repeat a message, answer simple oral exam questions, etc.

ability to verbalize one's understanding of instructions, to ask questions for clarification and demonstrate appropriate action; e.g., obtain and give telephone information order supplies, parts, materials, etc.

ability to organize and express ideas, directions and data in a logical sequence; e.g., describe how something works, explain to someone else how to perform a task, etc.

ability to convince or to sell, and identify/comprehend the main and subordinate ideas in discussions; e.g., express an idea to improve a process, justify an investment to management, persuade others in favor of a product, etc.

ability to conceive and develop ideas about a topic for the purpose of speaking to a group, to choose and organize related ideas and to present them in a compelling fashion

E. Computer Literacy

basic understanding of how a computer works and common computer terminology; e.g., DOS, RAM, keyboard functions, etc.

ability to do an application; e.g., knowledge of simple software packages, etc.

ability to solve problems using multiple software packages; e.g., wordprocessing, spreadsheet, database, desktop publishing, etc.

ability to write a program, create a new functionality

ability to integrate programs to develop complete software systems, develop hardware

F. Reasoning and Problem Solving

ability to understand and implement a given set procedure; e.g., inspect manufactured items for certain qualities and accept or reject, etc.

ability to select the best solution from clear alternatives after interpreting data and information; e.g., determine whether to use FAX, Express Mail, or regular mail to transmit information, etc.

ability to identify and express problems, develop solutions from alternative methods and procedures; e.g., increase output on assembly line, etc.

ability to abstract, generalize, develop concepts, understand cause and effect relationships when multiple variables impact the result; e.g., develop investment strategy (stocks, bonds, money market, etc.) based on conditions and trends

ability to develop totally unique solutions to multi-variable and multiple outcome problems; e.g., develop new surgical procedure such as transplant surgery, etc.

G. Originality and Creativity

performs tasks or other activities that do not deviate from set procedures

applies original thinking to the solution of problems, must devise or modify methods or process to solve specific problems

refines concepts or theories discovered or developed by others

creates new products or processes, validates concepts or theories

creates original concepts or theories that advance knowledge in technical or professional field and that can be used to develop new products or expand business

BE² EDUCATIONAL OUTCOMES MATRIX

OUTCOMES	EMPLOYMENT	ADVANCEMENT	ENHANCED
SPEAKING & LISTENING	Ask and answer questions. Listen actively. Verbalize instructions. Ask questions for clarification and demonstrate appropriate action. Organize and express ideas, direction and date in a logical sequence. Use correct telephone skills.	Receive and convey messages with diverse groups in public using a variety of forms of appropriate communication.	Apply critical and creative thinking to express ideas to improve a process. Justify investments to management. Listen both critically and empathetically.
TECHNOLOGY	Operate the appropriate hardware and run related software programs at the job place or in the home.	Use the hardware and software packages to coordinate specific job and life related tasks which might include word processing, spreadsheets, graphs and charts.	Coordinate and use a variety of multi-media sources such as CD rom, Modem, Networking for presentations and communications purposes on the job and in personal life.
PERSONAL & INTERPERSONAL QUALITIES	Work independently and be a self-directed worker. Take the initiative to update skills, knowledge and abilities. Display a positive view of self. Take responsibility to manage resources of time, money, materials and energy. Choose and display ethical courses of action, honesty and integrity. Demonstrate the ability to adapt to change. Demonstrate respect for diverse populations and cultures in the workplace	Apply critical thinking skills of decision-making, problem-solving, creative thinking and reasoning. Demonstrate understanding of social , organizational and technological systems and the worker's role in the systems. Participate as a member of a team to accomplish work tasks displaying teamwork, collaboration and negotiating skills. assume leadership roles. Recognize and act appropriately to social and environmental issues. Use negotiation and collaboration to obtain resources, resolve conflicts and deal with divergent interests and opinions. set personal goals, monitor progress and direct personal improvement.	Take responsibility for teaching and helping others in the workplace.
CAREER DEVELOPMENT	Demonstrate effective short term career planning and employment strategies including resume writing, interviewing and job search techniques. Maintain employment by prompt and consistent attendance, productive use of time, appreciation of work ethics, collaborative and cooperative teaming, and loyalty to company and staff.	Engage in job or career related programs such as profit sharing, job improvements. Recognize future employment opportunities generated by participating in professional development activities such as workshops, seminars, conferences and advance degree programs.	Recognize trends in future jobs as each relates to career life goals. Use life-long learning skills for advancement. Develop long-term career plans.

BE² EDUCATIONAL OUTCOMES MATRIX

OUTCOMES	EMPLOYMENT	ADVANCEMENT	ENHANCED
READING	Distinguish fact from opinion in newspapers. Interpret written information and relate it to current problems and life situations. Interpret shop manuals and technical and business documents. Comprehend and implement sequential written directions and work orders. Compare and contrast product information and safety materials. Make generalizations from written materials.	Use maps, charts, directories and graphs to gain information and solve problems. Read and use reference materials to gain, assess and synthesize specific information. Analyze written information for main ideas, supporting and specific details. Read and interpret government regulations.	Evaluate symbolism and multiple meanings in written materials. Interpret, evaluate and relate literature to life experiences. Interpret political writing.
WRITING	Write using complete sentences and correct spelling and grammar to accurately express ideas. Clearly and concisely express ideas in writing. Write business letters, memoranda and messages using correct form and concise expression of meaning. Complete employment applications and other business forms.	Write informative and work-related technical material. Prepare sequential written directions. Prepare graphs or tables with written narratives. Construct and write work reports and documents.	Write clear and concise narratives and reports designed to persuade, convince or recommend a specific course of action. Write reports and technical documents to publish.
MATH	Perform simple addition, subtraction, multiplication and division. Use these skills to solve two step problems. Make cost estimates for a project. Calculate time needed for a procedure.	Use algebra, geometry concepts to solve practical problems such as calculate the number of materials needed for a pattern. Calculate arrival times in transportation. Complete a profitability analysis. Prepare a financial budget.	Use calculus, probability and statistics, and differential equations to create mathematical models of process and derive new theorems or methods of solution and apply to improving process for quality improvement. Cycle time or cash management flow.
REASONING & THINKING	Describe and implement a given set procedure. Select the best solution from clear alternatives after interpreting data and information. Use test procedures for faulty equipment and determine likely cause of fault and fix the trouble.	Identify and express problems, develop solutions from alternate methods and procedures. Abstract, generalize, develop concepts, evaluate cause and effect relationships. Evaluate factors to increase output on assembly line. Use a computer program to manipulate variable for an investment strategy. Conduct a risk analysis for a given project.	Develop totally unique solutions to multi-variable and multiple outcome problems. Develop new procedure for inventory management, reduction of overhead costs.

BE² Flow Chart
1993-1994

BE-1

