

Approved: 3-15-94
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Duane Goossen at 3:30 p.m. on March 10, 1994 in Room 519-S of the Capitol.

All members were present except: Lisa Benlon (excused)
Phill Kline (excused)
Ed McKechnie (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: Mark Tallman, KASB
David DePue, Kansas Council on Vocational Education
Larry Keirns, Director, Northwest Kansas Technical School,
Goodland
Dr. Bill Reeves, Director, North Central Kansas Area Vocational-
Technical School
Bill Berry, Director, Manhattan Area Technical Center and
President of the Kansas Vocational Association
Bernie Koch, Wichita Area Chamber of Commerce
Charles R. Warren, President, Kansas Inc.
Rosemary A. Kirby, President of the Kansas Association of Area
Vocational Technical Schools
Connie Hubbell, Legislative Coordinator of the State Board of
Education

Others attending: See attached list

Hearing on **HB 3029** relating to Special Education Finance was continued with opponent testimony from Mark Tallman, representing KASB. They do not believe this bill addresses the differences in the costs of educating exceptional children, and the different requirements placed on school district budgets. The formula does not appear to recognize that some districts are providing services to non-public school students that are not reflected in their FTE enrollment. No attempt was made to determine what expenditure level is actually appropriate to provide a "suitable" education for exceptional children. The bill does not contain any mechanism for insuring that the formula keeps up with actual special education costs. It would "lock in" current expenditure levels. Funding inequities are exacerbated if the new system is funded at less than 100% of identified need. The KASB feels there should be a continuing effort to developing a better system for special education funding. (Attachment 1)

Hearing opened on **SB 586** providing for establishment of technical colleges.

David DePue, Executive Director, Kansas Council on Vocational Education testified in support of **SB 586**. He stressed the importance of skill training and the associate of applied science degree. This bill provides a no cost measure to help students, workers, employers and benefits the economy. (Attachment 2)

The floor was opened to questions by the committee.

CONTINUATION SHEET

MINUTES OF HOUSE EDUCATION COMMITTEE meeting March 10, 1994, at 3:30 p.m. in Room 519-S of the Statehouse.

Larry Keirns, Director of the Northwest Kansas Technical School in Goodland spoke in support of **SB 586**. He stated, "The real benefit to becoming a 'technical college' will be the authority to develop courses to a college credit hour basis. Graduating students will have the choice of becoming gainfully employed, as they do now, or transfer to another college for the successful completion of an AAS degree -- thus removing the non-college stigma that now exists." (Attachment 3)

Dr. Bill Reeves, Director, North Central Kansas Area Vocational-Technical School spoke in support of **SB 586**. The bill will allow them to develop specific credit courses to greatly enhance the transfer process. The Commission on Institutions of Higher Education are requiring Area Vocational-Technical Schools to become degree-granting institutions on January 1995 in order to maintain accreditation. (Attachment 4)

Bill Berry, Director of the Manhattan Area Technical Center, and also President of the Kansas Vocational Association spoke in support of **SB 586**. (Attachment 5)

Bernie Koch, Wichita Area Chamber of Commerce, stated SB 586 "confers a higher level of respectability on vocational education. . . The job growth now and in the future is in the technical area." (Attachment 6)

Charles R. Warren, President, Kansas, Inc. testified in support of **SB 586**. "The Senate Committee on Education amended the original bill to require AVTS governing boards to examine all potential mergers with community colleges before converting to a technical college. A review of the state's current post-secondary system and the conversion of AVTSs to technical colleges can occur concurrently." (Attachment 7)

Rosemary A. Kirby, president of the Kansas Association of Area Vocational Technical Schools and Director of the Wichita Area Vocational Technical School spoke in support of **SB 586** stating the proposed legislation will allow area vocational technical schools who wish to do so the opportunity to award the Associate of Applied Science degree, allowing postsecondary technical students the same access and equity that other postsecondary students have. (Attachment 8)

Connie Hubbell, Legislative Coordinator of the State Board of Education, supporting SB 586 stated it would permit area vocational schools/area vocational-technical schools to become equal players in Kansas higher education. They will have to meet the same quality standards as other higher education institutions and must be accredited by the State Board of Education. (Attachment 9)

The meeting adjourned at 4:58 p.m.

The next meeting of the House Education Committee will be Monday, March 14, 1994 at 3:30 p.m. in Room 519-S.

GUEST LIST

Committee: Education

Date: 3-10-94

NAME: (Please print)	Address:	Company/Organization:
Bernie Koch	Wichita	WICHITA AREA CHAMBER OF COMMERCE
Charles Stansberry	ATCHISON	N.E.K.A. Vo. Tech. Sch.
Dick Mewhorker	Topeka	KAW TEEN Sch.
KEITH STODOLSKA	Emporia	FURT HILLS TECH
Lloyd E. Barnett	Salma	Salma Area Vo Tech School
Bill Reeves	Beloit	NCK AUTS
Bill Berry	Manhattan	Manhattan Area Technical Center
LARRY KEIRNS	GOODLAND	N.W. KS. TECH SCHOOL
John Lind	Kansas City Ks. AUTS	KCK Area Voc Tech School
Ron Thomas	Dodge City Kansas	Dodge City Comm College
TED D. AYRES	TOPEKA	KS BOARD OF REGENTS
Kathy Sexton	"	Div. of Budget
ALAN COBB	TOPEKA	KAAUTS
Craig Grant	Topeka	ITNEA
Dave DeLue	"	Council on Vocations / Educ
Robert Dene	Wichita	KIAUTS
Ed Walbourn	Topeka	Walbourn Co
Scott Hessel	Topeka	Kansas Inc.
Larry Geis	Blossington	USD 240
Tim Youally	Overland Park	USD #512



Testimony on H.B. 3029
Before the House Committee on Education
By Mark Tallman, Director of Governmental Relations
March 9, 1994

Mr. Chairman, Members of the Committee:

Thank you for the opportunity to share our comments on H.B. 3029, which would create a new system for financing special education services in Kansas schools. Given the complexity of this issue, I hope you will understand that our association's views must be presented as a whole.

We support efforts to develop a more rational, less bureaucratic system of special education funding. However, we cannot support the funding mechanism contained in H.B. 3029 because we do not believe that it addresses the differences in the costs of educating exceptional children, and the different requirements placed on school district budgets. We do believe that certain concepts developed by the special education funding task force, which formed the basis of H.B. 3029, include some very positive features which should be pursued. We encourage the Legislature to explore the development of a special education weighting system in the school finance formula, rather than a uniform amount per FTE for all districts.

The school finance decisions of two state district court judges since 1991 have established the principle that the State of Kansas has a constitutional obligation to provide a suitable education to each child; that children with different educational needs may require different levels of spending to receive a suitable education; and that differences in spending must have a rational educational basis. Furthermore, federal and state laws mandate a free and appropriate public education for all exceptional children. KASB agrees with these principles, and supports the concept of weighting students in the school finance system to recognize these differences in cost. Each of the weighting factors currently included in the school finance act is used to adjust for cost differences among districts.

Although the new proposal contained in H.B. 3029 recognizes higher costs for delivering special education services, it assumes that every school district has - or should have - the same percentage of exceptional children (13.4%) and that the cost of educating each of these children is the same (0.83 multiplied by the base state aid per pupil, currently \$3,600). There are two exceptions: a district would receive additional aid when the cost of an individual student exceeds \$20,000 per year, and it could count additional special education students in excess of a 16% student prevalence rate.

House Education
March 10, 1994
Attachment 1

The problem we have with this approach can be seen by looking at the State Department of Education's report on the percentage of students receiving special education services by district. The very first page provides information on USD 202 (Turner) in south central Wyandotte County and on USD 229 (Blue Valley), USD 230 (Spring Hill), USD 231 (Gardner-Edgerton-Antioch), USD 232 De Soto and USD 233 (Olathe) in Johnson County. The prevalency rate for these districts ranges from just over 11% (11.12% in De Soto) to nearly 16% (15.81% in Olathe). But even more important than the disparity in the prevalency rate of exceptional children is the disparity in the types of exceptionality. Consider the first two districts listed, Turner and Blue Valley. Turner's enrollment is about one-third of Blue Valley's. But Turner is actually educating more "educable mentally retarded" students than Blue Valley (57 compared to 43). It is educating one-half the number of students with learning disabilities as Blue Valley, and about two-thirds the number of students needing speech and language services.

Another comparison can be made between Gardner and De Soto. Their enrollments are similar (1813 compared to 1864). But De Soto has three times as many students in early childhood special education and twice the number of students with severe multiple disabilities, while Gardner has twice the number of educable mentally retarded students, and more than twice as many speech and language students.

A third simple comparison can be found on page 21, looking at USD 501 (Topeka) and USD 512 (Shawnee Mission). Topeka has less than half the enrollment of Shawnee Mission, but it educates more students with behavior disorders, more educable mentally retarded students, and is providing early childhood services for over twice as many students.

Under the proposed system, each of these districts would receive exactly the same amount per total FTE for special education services. But this obviously means very different amounts per special education student. Those districts with fewer special students and/or lower costs would be receiving more dollars for each special student - in fact, they would be able to spend those additional dollars on regular education students. On the other hand, districts with a higher percentage of special students and higher costs would receive less per special student, and would have to make up the difference by reducing expenditures on regular students. It seems to us that this system penalizes districts that have higher numbers of students with special needs, and those that have worked to identify those students, while rewarding districts with fewer special need students.

This is the most basic reason we oppose H.B. 3029. Several other concerns should also be noted. First, the formula does not appear to recognize that some districts are providing services to non-public school students that are not reflected in their FTE enrollment. (This is one reason some districts may appear to have a higher prevalence rate.) These districts would not receive compensation for students not reflected in their FTE.

Second, the basis for the proposed formula is statewide expenditures for a year when the state aid as a percentage of "excess cost" was at an all-time low. No attempt was made to determine what expenditure level is actually appropriate to provide a "suitable" education for exceptional children.

Third, the bill does not contain any mechanism for insuring that the formula keeps up with actual special education costs. It would "lock in" current expenditure levels, regardless of changes in state and federal service mandates.

Fourth, funding inequities are exacerbated if the new system is funded at less than 100% of identified need. For example, "fully funding" this system would treat every district as if it has a prevalency rate of 13.4%. If funding is provided at 85% - the level approved by the House - all districts would receive the equivalent of 11.4% rate. This means that a district with an actual prevalency rate of 15.4% would be funded at about 75%, while a district with an actual prevalency rate of 11.4% would be funded at 100%.

These are the reasons for our opposition to the bill. But at the beginning of my remarks I indicated our support for changes in special education funding, and for some features of the new proposal. What would we do different, and what would we do the same?

KASB believes that the best way to correct what we consider to be the fatal flaw in H.B. 3029 would be to develop a weighting system for special education students, based on the actual costs of different exceptionalities. This does not necessarily mean a different weight for each category; costs may rationally fit into a few broad groups based on the level of severity or the type of program required. There may, in fact, be categories where the approach presented in this bill is appropriate; for example, if the category is defined as a uniform percentage of a population, such as gifted. But this will require a more detailed study of actual costs.

Once weighting factors are developed, each district could receive additional funding for the special needs of its students. We would retain the feature of this bill which would add these funds to the general budget of the district, providing more flexible use of these funds. We agree that this step would assist districts in developing more inclusive programs, and better services for all students. We believe such a system would be a significant improvement over the present system.

We also strongly support the concept of providing special assistance for districts with exceptionally high cost students. We believe this provision should be adopted even if no change in the main special education formula is implemented.

We applaud the effort to bring more flexibility and simplicity to the complicated system of funding special education. However, we believe that in its quest for simplicity, H.B. 3029 sacrifices fairness and rationality. We want to offer whatever assistance we can in continuing the development of a better system.

Thank you for your consideration.

REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT*

1.

based on the Public School Headcount Enrollment, September 20, 1992 and the Part B, Individuals with Disabilities Education Act child count, December 1, 1992.

	AU	BD	DB	DD	ED	EM	HI	IN	LD	MA	CH	OT	PI	PT	SL	SM	TB	TM	VI	Tot SPED	Tot Reg	%SPED	Gifted	% Gifted All	Except	% Except
202 Turner	Wyandotte County																			491	3841	12.78	86	2.23	577	15.02
ad: 202	0	31	0	0	8	57	4	0	215	0	15	0	4	0	146	1	0	9	1							
2 Turner Special Education																				491	3841	12.78	86	2.23	577	15.02
op Total:	0	31	0	0	8	57	4	0	215	0	15	0	4	0	146	1	0	9	1							
229 Blue Valley	Johnson County																			785	11024	7.12	506	4.58	1291	11.71
ad: 229	1	49	0	0	36	43	4	0	372	0	29	9	4	1	215	8	1	9	4							
3 Blue Valley Special Education																				785	11024	7.12	506	4.58	1291	11.71
op Total:	1	49	0	0	36	43	4	0	372	0	29	9	4	0	215	8	1	9	4							
230 Spring Hill	Johnson County																			134	1282	10.45	51	3.97	185	14.43
ad: 230	0	3	0	0	1	5	0	0	73	0	1	0	0	0	48	0	0	3	0							
0 Spring Hill Special Education																				134	1282	10.45	51	3.97	185	14.43
op Total:	0	3	0	0	1	5	0	0	73	0	1	0	0	0	48	0	0	3	0							
231 Gardner-Edgerton-Ant	Johnson County																			172	1813	9.48	57	3.14	229	12.63
ad: 231	0	11	0	0	4	20	0	0	76	0	0	2	1	0	52	2	0	4	0							
1 Gardner Special Services																				172	1813	9.48	57	3.14	229	12.63
op Total:	0	11	0	0	4	20	0	0	76	0	0	2	1	0	52	2	0	4	0							
232 De Soto	Johnson County																			141	1864	7.56	67	3.59	208	11.15
ad: 232	0	17	0	0	12	10	1	0	69	0	4	0	1	2	19	4	0	2	0							
2 De Soto Special Education																				141	1864	7.56	67	3.59	208	11.15
op Total:	0	17	0	0	12	10	1	0	69	0	4	0	1	0	19	4	0	2	0							
233 Olathe	Johnson County																			1714	15885	10.79	799	5.02	2513	15.81
ad: 233	5	111	0	0	195	90	15	0	793	0	28	0	15	0	415	16	1	22	8							

*Caution: Percentages will be inflated for those school districts who provide special education services to private school students (they are included in the special education child count, but are not included in the enrollment total).

U - Autism
D - Behavior Disorder
B - Deaf-Blind
D - Developmental Delay
C - Early Childhood SE

EM - Educable Mental Retardation
HI - Hearing Impaired
IN - Interpreter Services
LD - Learning Disabled
MA - Mobility Assistance

OH - Other Health Impaired
OT - Occupational Therapy
PI - Physically Impaired
PT - Physical Therapy
SL - Speech Language

SM - Severe Multiple Disability
TB - Traumatic Brain Injury
TM - Trainable Mental Retardation
VI - Visually Impaired

1-4

REPORT OF PERCENTAGE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES BY DISTRICT

based on the Public School Headcount Enrollment, September 20, 1992 and the Part B, Individuals with Disabilities Education Act child count, December 1, 1992.

	AU	BD	DB	DD	EC	EM	HI	IN	LD	MA	OH	OT	PI	PT	SL	SM	TB	TM	VI	Tot SPED	Tot Reg	%SPED	Gifted	% Gifted	All Except	% Except
5 Tri-County Special Services																				198	2156	9.18	5	.23	203	9.41
oop Total:	0	15	0	0	13	31	4	0	62	0	1	0	0	0	63	0	0	7	2							
497 Lawrence																										
oped: 497	5	109	0	0	61	71	21	0	524	0	28	1	11	0	296	12	0	24	3	1166	9119	12.78	663	7.27	1829	20.05
497 Lawrence Special Education																										
oop Total:	5	109	0	0	61	71	21	0	524	0	28	1	11	0	296	12	0	24	3	1166	9119	12.78	663	7.27	1829	20.05
500 Kansas City																										
oped: 500	0	154	0	172	1	388	34	0	827	0	66	0	10	0	989	28	0	73	6	2748	21831	12.58	334	1.52	3082	14.11
5204 Bonner Springs																										
oped: 500	0	5	0	8	0	25	2	0	71	0	3	0	2	0	81	1	0	1	1	198	2128	9.30	111	5.21	309	14.52
5203 Piper																										
oped: 500	0	2	0	1	0	5	4	0	22	0	4	0	1	0	35	1	0	1	3	79	1198	6.59	97	8.09	176	14.69
50 Wyandotte County Special Education																										
oop Total:	0	161	0	179	1	418	40	0	920	0	73	0	13	0	1105	30	0	75	10	3025	25157	12.02	542	2.15	3567	14.17
5051 Topeka Public School																										
oped: 501	0	244	0	0	85	206	22	0	658	0	17	0	30	0	441	21	1	43	7	1775	14805	11.98	523	3.53	2298	15.52
501 Topeka Special Education																										
oop Total:	0	244	0	0	85	206	22	0	658	0	17	0	30	0	441	21	1	43	7	1775	14805	11.98	523	3.53	2298	15.52
50512 Shawnee Mission																										
oped: 512	52	238	0	60	32	203	48	0	1824	0	99	4	13	2	707	38	4	61	14	3399	31534	10.77	1038	3.29	4437	14.07
512 Shawnee Mission Special Education																										
oop Total:	52	238	0	60	32	203	48	0	1824	0	99	4	13	0	707	38	4	61	14	3399	31534	10.77	1038	3.29	4437	14.07

Caution: Percentages will be inflated for those school districts who provide special education services to private school students (they are included in the special education child count, but are not included in the enrollment total).

AU - Autism
BD - Behavior Disorder
DB - Deaf-Blind
DD - Developmental Delay
EC - Early Childhood SE

EM - Educable Mental Retardation
HI - Hearing Impaired
IN - Interpreter Services
LD - Learning Disabled
MA - Mobility Assistance

OH - Other Health Impaired
OT - Occupational Therapy
PI - Physically Impaired
PT - Physical Therapy
SL - Speech Language

SM - Severe Multiple Disability
TB - Traumatic Brain Injury
TM - Trainable Mental Retardation
VI - Visually Impaired



**KANSAS COUNCIL ON
VOCATIONAL
EDUCATION**

1020 S. KANSAS AVE • TOPEKA, KANSAS 66612-1300
SUITE 250
(913) 296-2451 FAX (913) 296-0622

Dennis K. Shurtz, Chair
Shurtz Commodity Trading, Inc.
Agribusiness Owner
Arkansas City

Allene Knedlik, Vice Chair
Dean of Academic Affairs
Coffeyville Community College
Coffeyville

Gary Withrow
Executive Committee Member
Employee Relations Manager
Morlon Salt
Hutchinson

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

David L. DePue, Ph.D.
Executive Director

Virginia Charbonneau, CPS
Executive Secretary

TO: Representative Duane Goossen, Chairman,
and Members of the House Education Committee

FROM: David DePue, Executive Director
Kansas Council on Vocational Education

SUBJECT: Support for SB 586 - Technical Colleges

DATE: March 10, 1994

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

J. C. "Cash" Bruner
Business Representative
International Assn. of Machinists
and Aerospace Workers
Wichita

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

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

Julie E. Kuhn
Counselor/Placement Coordinator
Manhattan Technical Center
Manhattan

Janis Lee
State Senator
Farmer/Rancher
Kensington

Manuel Maciel
USD 457 Principal
Garden City

Carol Nigus
Director, Brown County Kansas
Special Education Cooperative
Hiawatha

Robert Thiry
Coordinator KS Carpentry
Apprenticeship
Perry

Thank you for giving me the opportunity to speak on this important issue. The State Council provides oversight and policy advice on vocational education and training programs for the U.S. Congress. Each member of our Council represents at least one of the constituent groups served by programs: business, industry, labor, agriculture, minorities, limited English speaking persons, career guidance counselors, people with a handicapping condition, and women.

COMPETITIVE REQUIREMENTS

Studies by the U.S. Department of Labor and others show that over 75% of the jobs by the year 2000 will require postsecondary training at less than the baccalaureate level. Middle level managers are a disappearing breed. Entry-level jobs are mostly at the technician level. Global competition has increased the skill requirements for these high-wage, high-tech jobs. Today's production workers need more than job skills. They need writing and speaking skills to communicate with customers, suppliers, and co-workers. Production workers need math skills in probability science and statistics to work with charts and graphs as part of SPC and TQM. They need competencies in the sciences to give them deeper understanding in the technologies.

What I have described is provided in the general education core which turns most AVTS certificates into an associate of applied science degree. This is an entry-level requirement for many high-tech occupations.

A Fortune 500 executive told us that the associate of science degree is required for all entry-level production jobs in their plants. An Eaton Vice President reported that their company will not locate or expand in an area which is not served by a community college.

House Education
March 10, 1994
Attachment 2

LIFELONG LEARNING IN A SEAMLESS SYSTEM

Barriers which limit personal/professional growth of people in our workforce must be removed. As a worker's responsibilities and vision expand, he or she must be empowered with continuing education. This currently works fairly well from the AVTS certificate to the associate degree. However, many baccalaureate students tell us that they were required to repeat course work which would not transfer. There are notable programs which coordinate well, especially, with our private colleges.

CONCLUSION

Attachments are provided to demonstrate the value of skill training and the associate of applied science degree. It is difficult to understand why there could be opposition to a no cost measure which helps students, workers, employers, and benefits the economy. The greatest concern is that more studies will be recommended. We need action, not a 21st study and the public ridicule associated with indecision and delay.

DLD:vdc
Attachments

REWARD

"ALIVE ONLY"

An experienced

TECHNICIAN

(Preferably **HYDRAULIC** or construction background)

JOB OPENINGS

Topeka Construction
Shop technician
Engine component specialist
Welder
Parts counter

MED

Truck engine technician
Industrial engine technician
Front office secretary

Ag

Secretary
Shop technician



Note: We will not consider or hire people currently under employment by our customers.

Please see your supervisor to arrange for further information and details.

Round Up Your Referral

Please make your referral in writing to your supervisor. You receive **\$150** if MTC hires your referral. PLUS, if your referral is retained after 90 days, you receive a additional **\$150**.

Submit Your Names Today!

INFORMATION IN ACTION

Florida Education and Training Placement Information Program

The Florida Education and Training Placement Information Program (FETPIP) obtains follow-up data by linking the records of former students to information maintained by several state and federal agencies. It also contacts the employers of former students for information on their job titles and work locations.

FETPIP data have been used to assist in planning and accounting for education programs including technical and vocational programs. Data are provided to administrators and policymakers that describe employment, military enlistment, and continuing education experiences of former students. The data have also been supplied to students to assist them in selecting training program alternatives.

FETPIP has been used to develop follow-up information for public high schools, vocational programs, community colleges, four-year universities, and various training programs. It has developed information on former prison inmates, migrant and seasonal farm workers, Project Independence clients, and Job Training Partnership Act (JTPA) participants. In the coming year, a trial effort will be expanded involving a sample of Florida's licensed private vocational and technical schools.

One of the benefits of having the FETPIP system is that data are collected that can be compared across education levels and among various training programs. One area of comparison is that of earnings.

FETPIP earnings data are collected directly from employer quarterly payrolls. Therefore, earnings measures are expressed as "quarterly earnings." An additional feature is that the earnings measure is expressed for employees who are estimated to be working full time for a full quarter. The chart above displays "full-time/full-quarter" quarterly earnings measures.

On the left side of the chart are four bars that express commonly used wage levels as full-time/full-quarter earnings. The first bar shows the minimum wage, \$4.25 an hour, at \$2,039 per quarter. The second bar expresses the lower living

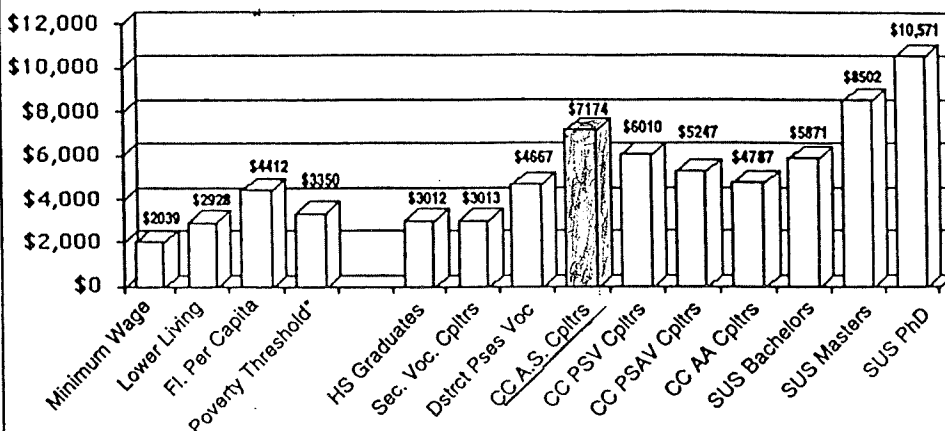
standard. This standard is used by the U.S. Department of Labor to indicate a wage threshold below which an earner might have to rely on additional assistance to meet basic living needs. The next bar reflects Florida's per capita income as a quarterly earnings rate. The final block

living levels, but Florida's per capita earnings level as well. This finding should be of particular interest to readers.

Florida's Department of Commerce and various local chambers of commerce have frequently established economic development goals targeted to increasing

Selected Earnings "Gauges" 1992 Employment 1991-1992 Students

Thousands Quarterly



Note: High school graduates are abbreviated as "HS Graduates". "SUS PhD" Indicates recipients of doctoral-level degrees from one of the nine public universities in Florida. Others include: Sec. Voc. Cpltrs - Secondary Vocational Education Completers. Distct Psec Voc - District Postsecondary Vocational Completers. CC A.S. Cpltrs - Community College Associate of Science Recipients. CC PSV Cpltrs - Community College Postsecondary Vocational Completers. CC PSAV Cpltrs - Community College Postsecondary Adult Vocational Completers. CC AA Cpltrs - Community College Associate of Arts Recipients. SUS Bachelors - State University System Bachelor's Degree Recipients. SUS Masters - State University System Masters Degree Recipients. *Family of Four. FETPIP Earnings are for Oct.-Dec. 1992. Other rates are for CY 1991.

on the left side reflects the official poverty rate for a family of four according to the U.S. Office of Management and Budget.

The next ten blocks reflect earnings for graduates and completers of various educational programs from the 1991-92 school year. The earnings account for employment that occurred between October and December 1992. As one might expect, recent high-school graduates earned the least while Ph.D. recipients earned the most. One finding of interest is that the initial earnings of associate of science degree recipients from community colleges are the third highest earnings level behind masters and Ph.D. recipients. Community college and postsecondary vocational completers are fourth.

It is of interest to note that at all levels, former students' earnings exceed the minimum wage level by a substantial margin. The earnings of former students from all postsecondary levels not only

earnings levels available to working Floridians. Often, this is expressed as increasing the state's per capita income. If, as these data show, students who graduate or complete programs administered by public school districts, community colleges, and universities have earnings that exceed the state's per capita income, then they are contributing to the state's economic development goals. Further, the data indicate that former student's earnings in most cases exceed the per capita income by a substantial margin. Therefore, the contribution to these goals is substantial.

This is an inaugural piece in a series of articles that will be published in this newsletter that will examine the outcomes of students in relation to other economic data about Florida's economy. If you have questions or comments, please feel free to contact FETPIP staff at (904) 487-0900; SUNCOM 277-0900.

- Contributor: Joy Pfaffner



NORTHWEST KANSAS AREA VOCATIONAL TECHNICAL SCHOOL
P.O. Box 668 Goodland, Kansas 67735 Ph. 913-899-3641

Larry Keirns, Director
NORTHWEST KANSAS TECHNICAL SCHOOL, GOODLAND

Testimony to
Kansas House of Representatives Education Committee
March 10, 1994

Good afternoon...I bring you greetings from the Top Side of Kansas. I am Larry Keirns, Director of the Northwest Kansas Technical School in Goodland. Thank you for the opportunity to speak in favor of Senate Bill 586.

This is my 30th year at the Technical School in Goodland and my 34th year in vocational and technical education in Kansas. I have been a part of many significant changes in education during this period of time. Some good...some not so good. This effort to establish public technical colleges in Kansas is a good bill.

This legislation does more than give area vocational-technical schools a cosmetic change in name and appearance. It gives our schools the opportunity to develop an educational environment that meets the needs of students, business and industry.

According to a research report by the University of Kansas entitled "Work Force Training: The Challenge for Kansas," 41% of the new jobs in Kansas in the year 2000 will require workers to have a high level of technical skills as well as reading, computation and problem-solving skills. These new technicians

House Education
March 10, 1994
Attachment 3

must be flexible. Because of rapid technological change, technical skills become outdated quickly. The work force must be prepared to adapt to this change. In addition to basic skills, workers must have the ability to learn, think creatively, solve problems, communicate effectively, work as a team member, apply higher-order reasoning, and become computer literate. It is a known fact that 85% of workers lose their jobs due to life skills -- their inability to deal with the people with whom they work on a daily basis. We do an outstanding job of teaching occupational skills, but we are lacking in teaching the applieds of human relations, personal finance, report-writing, speech, business management, etc. Senate Bill 586 will provide us the opportunity to incorporate life skills that are needed in today's work force.

The "Secretary's Commission on Achieving Necessary Skills" (SCANS REPORT) further supports the need for technical education to develop curricula which incorporates these work place skills as a part of its educational programs. At Goodland, we already integrate these work place competencies in all of our programs. We believe, however, that there is much more we can do if we are to continue to prepare graduates needed by business and industry.

Employers who come to our campus to hire our graduates are interested in quality, knowledgeable technicians. They place much emphasis on educational achievement. If a student has

completed an associate of applied science degree, that individual is often given the first consideration in the job selection process.

The difference can be from \$1,000 to \$5,000 more annual starting pay. Some high-level technical companies will not interview students unless they have the AAS degree. It is perceived that students who attend a college will work toward completion of a degree. This Bill 586 sets the stage for this type of achievement.

Our technical schools in Kansas are presently required to place at least 75% of their graduates, maintain viable curricula by working with advisory committees, and conduct one-year follow-up surveys with graduates and employers. We are the only education entity that is held accountable to such a degree. Know what? We like it...because we have proof of our success in placing our graduates into the Kansas economy.

The real benefit to becoming a "technical college" will be the authority to develop courses to a college credit hour basis. Graduating students will have the choice of becoming gainfully employed, as they do now, or transfer to another college for the successful completion of an AAS degree -- thus removing the non-college stigma that exists now. Having our instructional programs on a credit-hour basis will enhance the acceptance of our students' course work at other post-secondary institutions.

Changes are underway in Kansas and the United States that have important implications for the Kansas economy. This past week we had two of the top executives for the North American operations for Northern Telecom on our campus. Northern Telecom is the major supplier of equipment for the entire telecommunications industry. They renewed their commitment to help us stay on the cutting edge of the new technologies by helping to secure state-of-the-art equipment and instructional materials. Northern Telecom is a major employer of our graduates and they place much emphasis on educational achievement -- earning at least the AAS degree.

This firm is one of the best examples why Senate Bill 586 is needed. We must continue to meet the needs of business and industry. Becoming a technical college, continuing to offer the highest quality technical programs, and having successful working partnerships with industry will help the AVTS's to be institutions of which Kansas will be proud. We hope you will pass Senate Bill 586.



AREA VOCATIONAL - TECHNICAL SCHOOL

Dr. Bill Reeves, Director

Chairman Goossen and members of the House Education Committee, I speak to you today not only as the Director of North Central Kansas Area Vocational-Technical School, but also as a professional vocational educator who has served in both area vo-tech schools and community colleges in four states over the last twenty-six years. As the Dean of Vocational-Technical Education at a community college in Georgia, I even opposed legislation similar to Senate Bill 586. It is because of this experience that I support this bill today.

In my view, this piece of legislation will provide a more seamless, flexible education for the students of Kansas. NCK Vo-Tech, in particular, has achieved a level of accreditation equal to any four-year institution in the state. We are listed with the Commission on Institutions of Higher Education, North Central Association of Colleges and Schools. With these credentials we have improved the image of vocational-technical education in our area and are in a position to work directly with four-year institutions in the development of articulation agreements.

Senate Bill 586 allows us to develop specific credit courses which will greatly enhance this transfer process. NCK Vo-Tech students could receive credit for technical courses completed at Beloit and be able to pursue advanced degrees in technology at four-year institutions. Much more emphasis would then be placed on technology training because a link would be established between the high school tech prep programs and the university level technology programs.

Apparently, the Commission on Institutions of Higher Education agrees with us on this issue as they are requiring us to become a degree-granting institution by January 1995 in order to maintain our accreditation. They are quite aware of the importance of credit courses to the process of articulation.

The bill will require no new programs be developed. We will continue to contract with Cloud County Community College and Barton County Community College for academic courses which they now provide. Our articulation agreements with these two institutions will remain in effect. In fact, as with my experience in Georgia, community colleges will probably be asked to provide more academic courses than before the legislation was passed.

We at North Central Kansas Area Vocational-Technical School ask that you favorably consider this bill so that we may meet the educational needs of all of our students

House Education
March 10, 1994

Attachment 4



The TECHNICAL CENTER

MANHATTAN AREA TECHNICAL CENTER

TESTIMONY IN FAVOR OF SENATE BILL 586

Presented To The House Education Committee

Thursday, March 10, 1994

Representative Goossen, committee members, thank you for the opportunity to testify in support of SB 586. My name is Bill Berry and I am Director of the Manhattan Area Technical Center, and also President of the Kansas Vocational Association.

I want to share with you my reasons for supporting SB 586.

First, let me paint a mental picture of our institution. We have a daytime enrollment of approximately 350 students. The average age of this group is 25, with 95% of our student body being postsecondary. Our placement rate has never been below 90%. For school year 1991-92, 94% of the graduates were placed, with 91.3% of these employed in Kansas.

Our Continuing Education division serves approximately 1,500 students per year.

We are moving more and more to the "non-traditional" by way of multiple entry dates, year-round school, 12 month teacher contracts, competency (outcomes) based instruction, etc.

The Technical Center has a written articulation agreement with Cloud County Community College, an institution that is 85 miles away. A number of our daytime students and graduates take advantage of this arrangement by pursuing the Associate of Applied Science degree from Cloud CCC.

Passage of the bill before you today, SB 586, would permit the conversion of any of the Kansas area vocational-technical schools to Technical Colleges. This permissiveness, in my opinion, is one of the primary strengths of the legislation. Those local boards wishing to convert could do so by a majority vote and permission from the Kansas State Board of Education.

Some of the major benefits of becoming a Technical College:

- * provide "seamless" postsecondary education opportunities (college credit for ALL postsecondary education)
- * the image of technical education would be improved due to the AAS degree (AVTS's are currently not authorized to grant a recognized diploma or degree)

House Education
March 10, 1994

Attachment 5

- * assist potential students in understanding the value of technical education as a viable alternative to traditional "college" (we would be able to relate in similar ways, such as credit hours, transferability, degrees)
- * the Associate of Applied Science degree is applied and technical
- * would provide for cohesiveness between daytime, continuing education and business/industry training (college credit and degree opportunity)
- * associate degree or occupational certificate (student choice)
- * the Technical College concept is endorsed by organizations such as Kansas Inc., the Kansas State Board of Education, and the United School Administrators of Kansas (I am speaking on behalf of USA as the Legislative Committee chairman, in the absence of Mr. Gerald Henderson)

I encourage your support for SB 586 and thank you for the opportunity to speak with you today.

TESTIMONY ON SENATE BILL 586

HOUSE EDUCATION COMMITTEE

MARCH 10, 1994

Bernie Koch, Wichita Area Chamber of Commerce

Mr. Chairman, members of the committee, I'm Bernie Koch with the Wichita Area Chamber of Commerce, appearing in support of Senate Bill 586.

Our business community is vitally interested in vocational and technical education. For over six years, we've been involved in the issues which link education and the workforce.

For us, it's an economic issue. We live and die by the quality of our workforce. Because our economy is dominated by manufacturing, many of our businesses require specific technical training or a solid background and proficiency in various technologies.

For a number of years, we've been concerned about the image of vo-tech and how to improve it. It's been viewed historically as a dumping ground, someplace you send those who don't have what it takes to go to college. This is certainly not true today, if indeed it ever was, but changing that image has been difficult.

Senate Bill 586 confers a higher level of respectability on vocational education, respectability it deserves and needs. The job growth now and in the future is in the technical area. The good paying jobs are in this area. If we are going to attract young people to these career paths, it makes sense to work to heighten the image of these careers and the training which leads to them.

Thank you for the opportunity to appear today.

HOUSE EDUCATION
March 10, 1994
Attachment 6

House Committee on Education
Senate Bill 586

Charles R. Warren, President, Kansas Inc.
March 10, 1994

Mr. Chairman, members of the Committee, thank you for the opportunity to testify in support of Senate Bill 586. This bill would allow area vocational technical schools that met certain conditions to become "technical colleges." In essence, this would allow these institutions to confer an associate of applied science degree which currently is awarded principally by community colleges. Some AVTSs and community colleges are currently providing the A.A.S. degree through joint programs with the AVTS providing the technical training while the community college offers the basic education courses. This joint arrangement would continue, however, S.B. 586 would enable the degree to be granted by a technical college.

In research conducted for Kansas Inc. in the past several years, we have identified that the combination of these skill and basic education competency needs of workers, particularly for those who do not pursue a four-year college degree, will continue to increase substantially. The demands of these non-college careers -- generally grouped under the category of "technicians" -- require not only sophisticated technical skills but also competencies in statistics, technical reading and writing, teamwork, and problem-solving. Beyond these workplace needs is also the desire to offer and have a background in basic liberal arts subjects. The authority for vocational technical schools to award the applied associate degree would expand the opportunity for these institutions to integrate technical education with general academic courses.

The only issue that we would raise concerning this legislation is with regard to the development of an overall system for post-secondary education. We believe that it is important that Kansas have an educational system that is well coordinated and allows individuals to progress smoothly from one institution to another. In the past few years, several community colleges and AVTSs have initiated their own attempt to better coordinate services by offering the joint degrees described above as well as merging the two types of institutions. These activities should continue. During this interim, I presented a proposal to the Task Force on Community College Financing that called for the creation of 16 "colleges of technology" from the existing 32 community colleges and AVTS's. In my view, S.B. 586 is compatible with that concept. There are situations where merger of these institutions is not feasible or may not be the most appropriate response.

The Senate Committee on Education amended the original bill to require AVTS governing boards to examine all potential mergers with community colleges before converting to a technical college. This bill, particularly with the inclusion of the requirement to consider mergers, does not impede any attempt to develop and implement a coordinated system. A review of the state's current post-secondary system and the conversion of AVTSs to technical colleges can occur concurrently. We support this bill and would encourage the committee to report it favorably. I will be happy to answer any questions.

HOUSE Education
March 10, 1994
Attachment 7

House Education Committee

Good Afternoon:

I come to you today wearing two hats. The first hat is that of the President of the Kansas Association of Area Vocational Technical Schools. I'd like to share with you the history of "where we've been" and "where we are now" with the goals and objectives of the area vocational technical schools.

Several years ago extensive planning began to strategically develop long range goals and objectives for the state's area vocational technical schools. Over that period of time (under the leadership of Shirley McCune of McRel) the document, "Bold Directions" that you have been given, was developed. If you have not had time to read through it, I would hope that you will take the time as you will find it very informative. A great deal of dialogue and planning went into the preparation of "Bold Directions." If you will review *page 10*, you will notice *Objective 3.11* is, "**Design plans for institutional structures which enhance workplace skills program delivery.**" Further, you will notice that the plan is to retain the present "Board of Control" governance (the Kansas State Board of Education); become associate degree granting "technical colleges;" retain certificate/diploma options; retain secondary delivery options and to develop lifelong learning continuum.

The information that you received attached to my comments (Economic Development, Educational Input and Output Model) is a quick overview of "what is" and "what can be" with the passage of the permissive legislation. The left-hand side of the first sheet indicates that the present funding formula (postsecondary aid) **WOULD NOT CHANGE (zero-based funding)**, nor the existing boards of governance (local or state).

The area vocational technical schools presently are the leaders in emerging technology; our program and course offerings are competency based and we are incorporating the SCANS competencies and skills within each of our programs and courses. The national interest in secondary tech prep and youth apprenticeships are becoming flagship offerings for the area vocational technical schools. As most of you know, the area vocational technical schools are the leaders in providing customized training for local industries and businesses with the Wichita Area Vocational Technical School being the leader.

By Rosemary A. Kirby

HOUSE EDUCATION

March 10, 1994

Attachment 8

The right-hand circle indicates the offerings of the general academic studies presently being done by the regents institutions and the community colleges.

In order for the area vocational technical schools to award the associate of applied science degree we must achieve higher education accreditation and have access to the enabling legislation. The opportunity to become degree granting, clock-hour conversion to credit hour conversion will allow the students attending the area vocational technical schools the same access and equity that is presently afforded all students who attend other postsecondary institutions within our state.

Additional information for you - while the area vocational technical school directors were in the process of developing the strategic plan, a survey was conducted of the 50 states to determine the structure and delivery of postsecondary technical education within each state. We learned that the vocational technical schools were degree granting in over 50 per cent of those states responding to the survey.

Now I would like to change hats and share with you as the Director of the Wichita Area Vocational Technical School. Much communication and interaction has gone on within the educational and business/industry communities within the delivery system of the Wichita Area Vocational Technical School. The local Chamber of Commerce surveyed small, medium and large industries to determine the need and/or desire for a technical degree-granting postsecondary institution within our community. Of those responding, 79 per cent expressed a definite "YES" citing as reasons: economic development, a bench marking for employees as they are encouraged to become life-long learners - and again, equity and access.

I conferenced with Dr. Gene Hughes, the President of Wichita State University (as late as Tuesday morning of this week); Dr. Biff Green, President, Friends University; and Sister Tarcisia, President, Kansas Newman University. Dr. Hughes is very supportive of the initiative and feels it will allow our two institutions (Wichita State University and Wichita Area Vocational Technical School) to continue to work very closely together in providing postsecondary technical and academic education for those postsecondary students pursuing technical education, as well as those students desiring a two-year degree in technical

By Rosemary A. Kirby

education. Presently, Wichita State University provides the academic component for the students enrolled in the electrical engineering technology program offered by the Wichita Area Vocational Technical School - Wichita State University awards the degree - we provide 75 per cent of the technical instructional learning - and the University the other 25 per cent (academic learning).

Both Friends University and Kansas Newman University would be interested in offering academic course work to those technical students who wished to achieve the credit from either institutions. I have talked with all three of the four-year institutions about creating a four-year degree in technology that could provide the two-year technical students the opportunity of a four-year degree program.

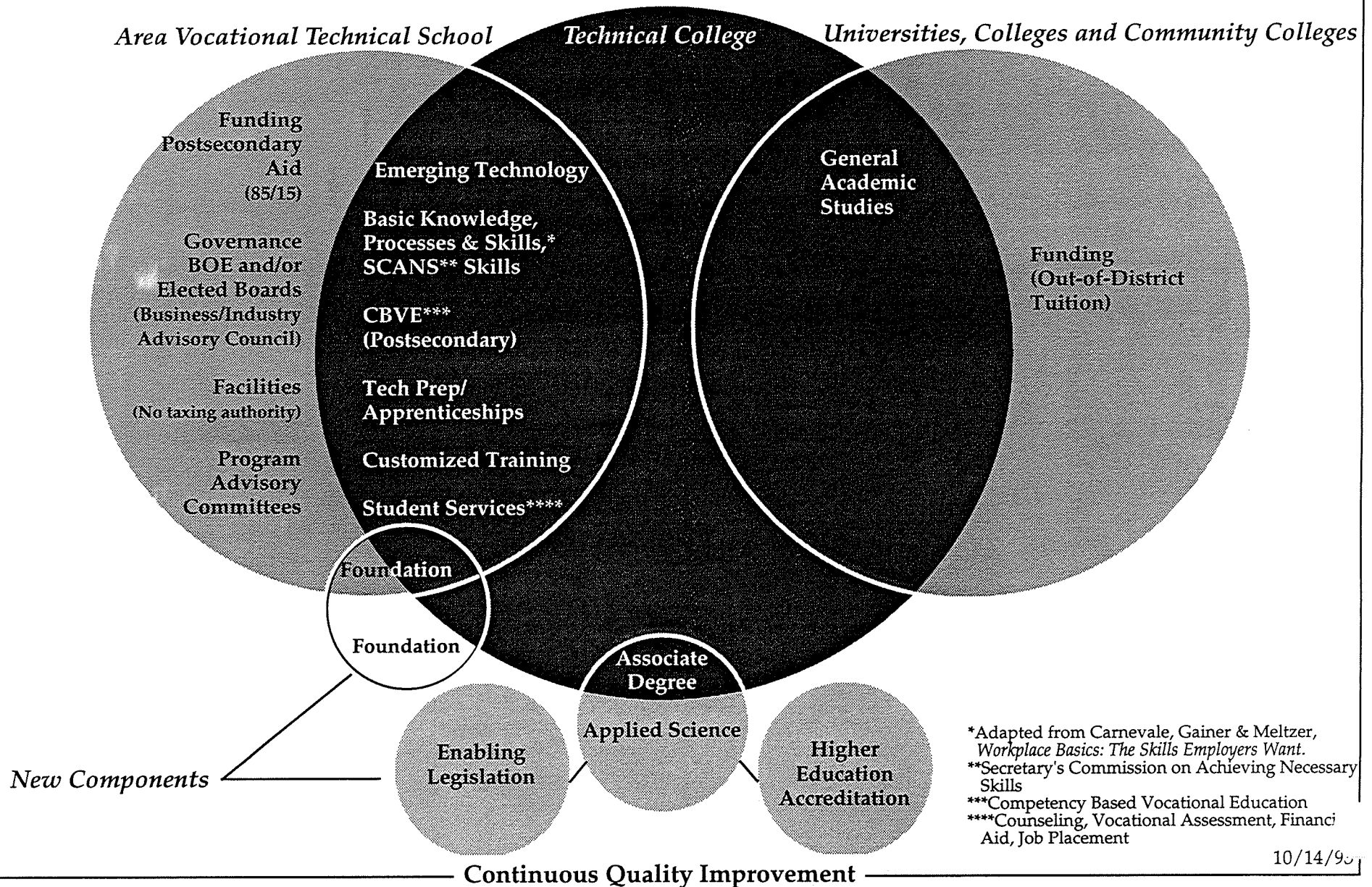
Under the new leadership for the Wichita Public Schools and the new leadership for Wichita State University, I believe you will see modeling of "school to work transition" for K-12 students, extending into the 13th and 14th year with a technical degree and lastly, a possibility of a 15th and 16th year of postsecondary degree offerings, become the vision and reality of life-long learning. A change in the educational delivery system for all students will lead to students who are better prepared to transition into the world of work - or - to continue their education. The bottom line is that students will graduate better prepared for the world of reality and add greatly to the economic development of our community and the state as a whole.

In closing, the proposed legislation you are reviewing will allow those area vocational technical schools, who wish to do so, the opportunity to award the Associate of Applied Science degree - thus allowing postsecondary technical students the same access and equity that other postsecondary students within this states.

By Rosemary A. Kirby

ECONOMIC DEVELOPMENT EDUCATIONAL INPUT MODEL

— Educational Partnership —



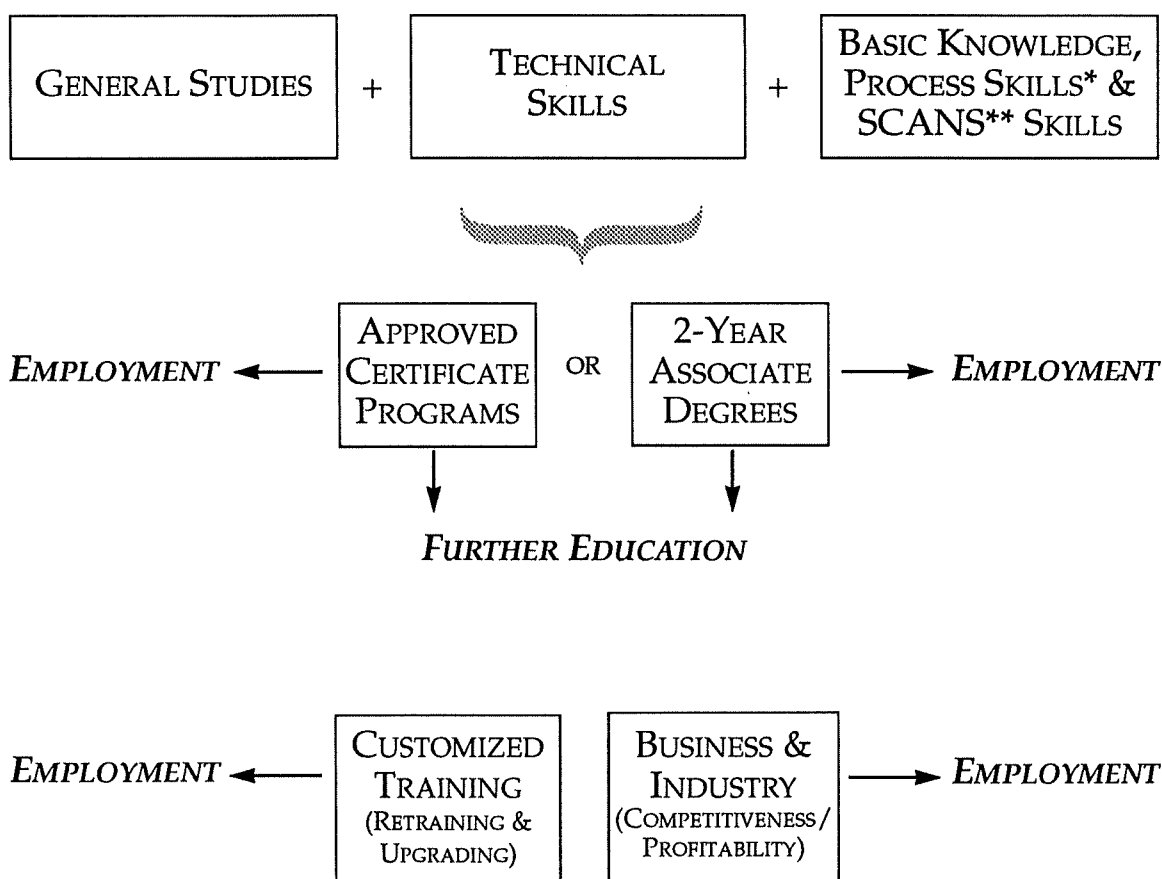
*Adapted from Carnevale, Gainer & Meltzer, *Workplace Basics: The Skills Employers Want*.
 **Secretary's Commission on Achieving Necessary Skills
 ***Competency Based Vocational Education
 ****Counseling, Vocational Assessment, Financial Aid, Job Placement

10/14/90

7-8

ECONOMIC DEVELOPMENT EDUCATIONAL OUTPUT MODEL

TECHNICAL COLLEGE



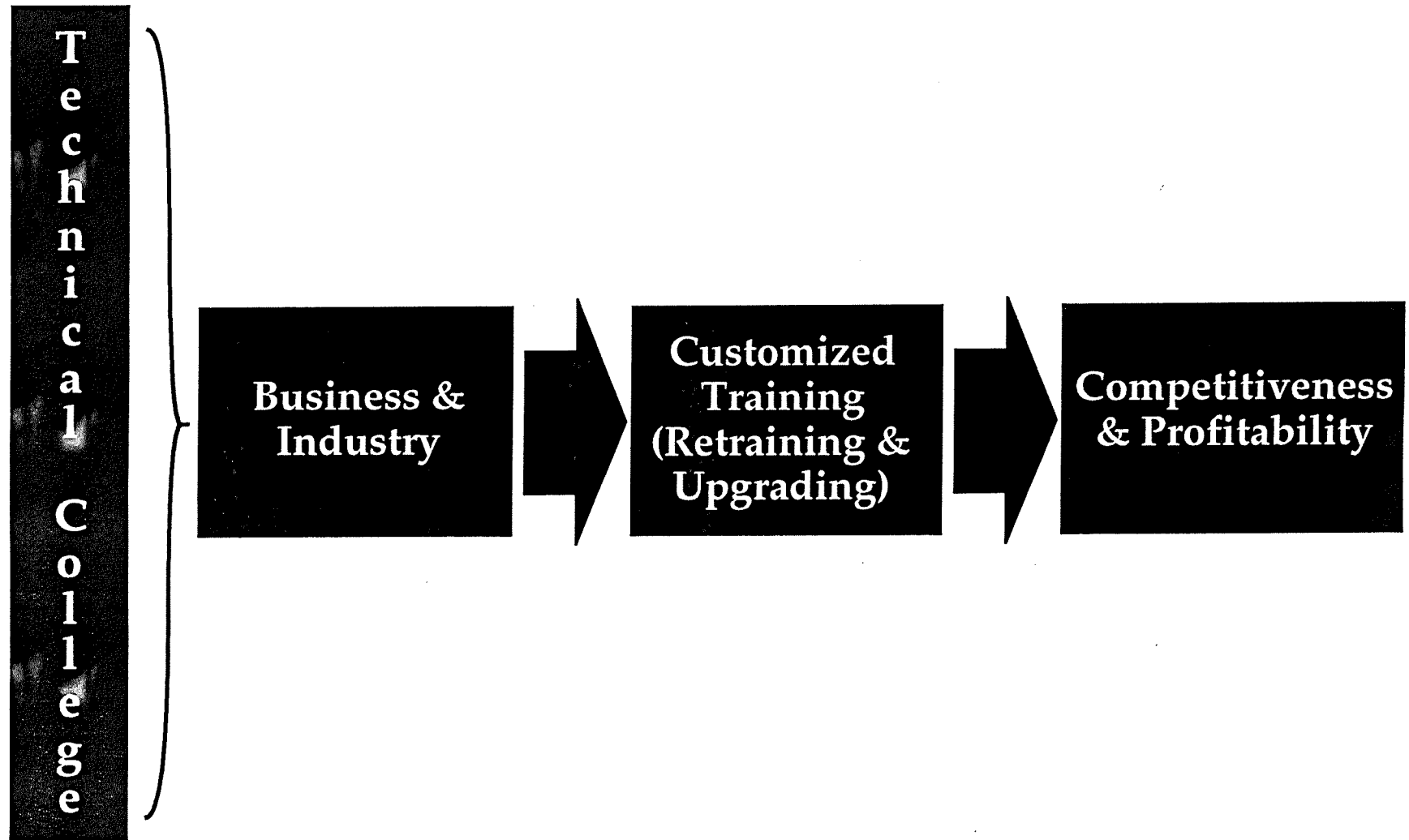
MISSION:
EDUCATION FOR EMPLOYMENT

*ADAPTED FROM CARNEVALE, GAINER & MELTZER, *WORKPLACE BASICS: THE SKILLS EMPLOYERS WANT*.

**US DEPARTMENT OF LABOR SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS

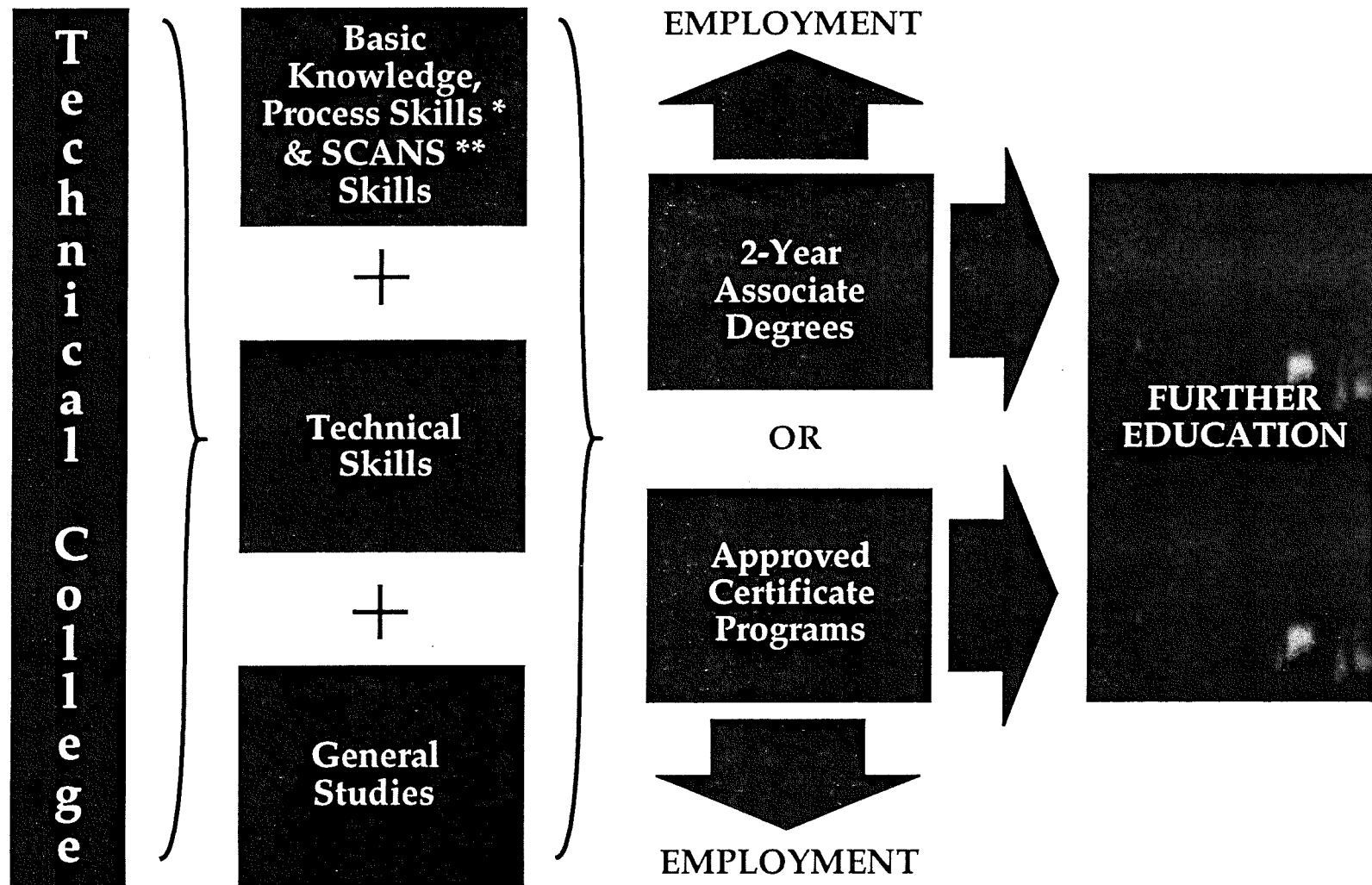
10/14/93

Economic Development Educational Output Model



Mission: Education for Employment

Economic Development Educational Output Model



Mission: Education for Employment

* Adapted from Carnevale, Gainer & Meltzer, *Workplace Basics: The Skills Employers Want*.

** U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills

Kansas State Board of Education

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

March 10, 1994

TO: House Education Committee
FROM: State Board of Education
SUBJECT: 1994 Senate Bill 586

My name is Connie Hubbell, Legislative Coordinator of the State Board of Education. It is a pleasure for me to appear before this Committee on behalf of the State Board.

Senate Bill 586 authorizes area vocational schools/area vocational-technical schools to become technical colleges having the power to grant associate of applied science degrees.

Many of the employers in business and industry desire to hire persons not only with technical skills but also with some of the academic skills which are a part of the associate of applied science degree.

Based upon a study conducted by the U.S. Office of Education, approximately 70 percent of the jobs available in the future will not require a four-year college degree. The demand will be for graduates who receive training in the high-skilled programs and provide a work ready employee who has the technical and work place skills in demand by today's employers. The associate of applied science degree will assist these students.

It is the State Board of Education's belief that this will have the effect of improving the economic development of Kansas as we become more competitive in the global economy.

Senate Bill 586 would permit area vocational schools/area vocational-technical schools to become an equal player in Kansas higher education. They will have to meet the same quality standards as other higher education institutions and must be accredited by the State Board of Education.

Based upon testimony previously submitted to legislative committees and the State Board of Education, this change would eliminate negative stigma associated with area schools.

The State Board of Education recommends Senate Bill 586 be reported favorably for passage.

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

HOUSE Education
March 10, 1994
Attachment 9