

Approved: 2/17/94  
Date

## MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by Vice-Chairperson Sheila Frahm at 1:30 p.m. on February 15, 1994 in Room 123-S of the Capitol.

All members were present except: Senator Lana Oleen (Excused)

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

Conferees appearing before the committee:

Dr. Thomas Burke, President, Kansas City Community College  
Connie Hubbell, State Board of Education  
Larry Keirns, Director of the Northwest Kansas Technical School  
John Lempp, Student Senate President, Northwest Technical School  
Dr. Bill Reeves, Director, North Central Kansas Area Vocational-Technical School  
Bill Berry, Director, Manhattan Area Technical Center  
Dr. Charles Warren, President, Kansas Inc.  
Bernie Koch, Wichita Area Chamber of Commerce  
Rosemary Kirby, President, Kansas Association of Area Vocational-Technical Schools  
Gerald Henderson, United School Administrators of Kansas

Others attending: See attached list

### SB 565 - Community colleges, nonresident employees of Kansas businesses, in-state tuition rates

Staff explained that SB 565 would allow community colleges which provide training or retraining for Kansas business and industry to charge Kansas resident tuition rates for the nonresident employees taking the course.

Dr. Thomas Burke, President, Kansas City Community College, testified in support of SB 565 (Attachment No. 1). He advised that the out-of-state tuition rate is almost three times as much as the resident rate. Dr. Burke said that 25 percent of the workers employed in Wyandotte County live in Missouri and some of the larger companies may have as high as 50 percent or more of their workforce residing in Missouri. He noted that there is no state expense involved because community colleges receive no state aid for nonresident students.

Connie Hubbell, State Board of Education, testified in favor of the bill (Attachment No. 2). She said the State Board feels the bill would encourage and support economic development and would assist the community colleges in their role of providing training and retraining programs.

### SB 586 - Technical colleges, establishment

Staff explained that SB 586 provide for a mechanism that permits area vocational schools (AVSs) and area vocational-technical schools (AVTSs) to be transferred into technical colleges which could then confer an associate of applied science degree. The governing body of the school, which would remain the same, would adopt a resolution to convert to a technical college and the State Board of Education would make a determination whether the proposal is in the best interests of the institution. Staff noted that the bill provides that regular teacher certification requirements do not apply to the employees of these institutions who teach the technical portion of the program.

Larry Keirns, Director of the Northwest Kansas Technical School, testified in support of the bill (Attachment

## CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION, Room 123-S Statehouse, at 1:30 p.m. on February 15, 1994.

No. 3). He said the bill will provide schools with the opportunity to teach the requisite life skills needed for today's workforce in addition to the technical and occupational skills they currently teach. He mentioned the enhanced career opportunities for students who hold an associate in applied science degree. Mr. Keirns said that the real benefit to the schools who become technical colleges will be the authority to offer courses on a college credit hour basis and to remove the non-college stigma of AVSs and AVTSs. He does not expect that there will be duplication of programs and anticipated that his school will maintain its association with Colby Community College. He noted that the State Board of Education will have to approve the courses and programs.

John Lempp, Student Senate President, Northwest Kansas Technical School, spoke in favor of the bill (Attachment No. 4). He described his personal educational program to attain an associate of applied science degree. Mr. Lempp said that the ability to confer an associate degree will help to elevate AVSs and AVTSs to the level of respect they deserve.

Dr. Bill Reeves, Director, North Central Kansas Area Vocational-Technical School, testified in favor of SB 586 (Attachment No. 5). He sees this bill as aiding in providing a seamless system of education. Dr. Reeves advised that North Central Kansas Area Vocational-Technical School is listed with the Commission on Institutions of Higher Education, North Central Association of Colleges and Schools, and have been advised by the commission that the school must become a degree-granting institution by January, 1995, in order to maintain their accreditation. Dr. Reeves said his school will continue to contract with Cloud County Community College and Barton County Community College.

Bill Berry, Director, Manhattan Area Technical Center, testified in favor of the bill (Attachment No. 6). Some of the benefits he sees which would be provided by SB 586 are: allowing college credit for all postsecondary education, improving the image and perceived value of technical education and providing cohesiveness between daytime, continuing education and business/industry training.

Dr. Charles Warren, President, Kansas Inc., testified in support of the bill (Attachment No. 7). He advised that he had just attended a conference on tech prep where there was a presentation about the program in South Carolina for a four-year sequence of study. Beginning in 1996, all general education programs in high school will be eliminated. Students beginning the 11th grade will either enter a college track program or a professional tech track. Dr. Warren said he has concern that Kansas postsecondary institutions will be capable of providing the last two years of such a program, and he sees SB 586 as being of assistance in such a process. The position of Kansas Inc. is that Kansas community colleges and AVTSs should be restructured to form a set of strong postsecondary institutions, and Dr. Warren sees this legislation as a move towards a statewide system of community colleges and AVTSs. He suggested that it would be appropriate to require that before a school can become a technical college, consideration be given to the feasibility of a merger with a community college, at least by the State Board of Education.

Bernie Koch, Wichita Area Chamber of Commerce, spoke in support of the bill (Attachment No. 8). He said SB 586 would help to heighten the image of technical careers and training.

Rosemary Kirby, President, Kansas Association of Area Vocational-Technical Schools, testified in favor of the bill (Attachment No. 9). She advised that the association surveyed approximately 50 states and over half of the responses indicated that their technical schools grant degrees. She said the association is asking that they be provided the "same playing field" as other postsecondary institutions. Ms. Kirby said that there is broad support in the Wichita community for changing the AVTS to a technical college.

Connie Hubbell, State Board of Education, testified in support of SB 586 (Attachment No. 10). She said that employers want employees who have the technical training but also hold an associate degree. She said that AVSs and AVTSs are the only higher education institutions in Kansas which cannot presently grant a degree.

Gerald Henderson, United School Administrators of Kansas, spoke in favor of the bill (Attachment No. 11).

The Committee was provided with a letter opposing SB 586 signed by several individuals in the Emporia area (Attachment No. 12) and a letter opposing SB 586 "in its present form" signed by George Taylor, Emporia (Attachment No. 13).

Senator Jones made a motion that the minutes of the February 9, 10 and 14, 1993, meetings be approved. Senator Langworthy seconded the motion, and the motion carried.

The meeting was adjourned at 2:30 p.m. The next meeting is scheduled for February 16, 1994.

SENATE EDUCATION COMMITTEE

TIME: 1:30 PLACE: 123-S DATE: 2/15/94

GUEST LIST

NAME

ADDRESS

ORGANIZATION

<del>John Marshall</del>	<del>Topeka</del>	<del>KSB</del>
KEITH STOVER	EMPORIA	FLINT HILLS TECHNICAL SCHOOL
Bill Reeves	Beloit	NCK AUTS
Helma-Hunter Dodson	Topeka	SRS
John Lempp	Goodland	NWETS
Larry Kurns	Goodland	N.W.K.S.T.S
Bill Berry	Manhattan	Manhattan Area Tech. Center
Connie Haeled	Topeka	SLB f ed
Primarily Kirby	Wichita	W.A.V.T.S.
Robin Clements	Wichita	Wichita Public Schools
Bernie Koch	Wichita	Wichita Area Chamber
ALAN COBB	TOPEKA	KAAVTS
Lester Abel	Coffeyville	SEK School of Technology
TED D. AYRES	TOPEKA	REGENTS STAFF
ERIC L. Sexton	Wichita	Wichita State
Gena M. Farland	Overland Park	OP Chamber of Commerce
David Kefue	Topeka	State Council on VOED
Susan Chiles	Topeka	KUEA
Merle Hue	"	KACC
Ed Walbourn	"	Walbourn Co
Tom Edwards	Topeka	KCCI
Jim Zvonally	Overland Park	USD 512

**SENATE EDUCATION COMMITTEE**

**Testimony in Favor of**

**Senate Bill 565**

**by**

**Dr. Thomas R. Burke, President**

**Kansas City Kansas Community College**

**February 15, 1994**

*Sen. Ed.  
2/15/94  
Attachment 1*



Members of the Senate Education Committee:

Thank you for providing me with an opportunity to appear before you today to express general comments from the business community regarding the issue of tuition rates for non-resident employees and to express my professional opinion concerning how education can better serve business and industry.

Kansas City Kansas Community College strongly supports Senate Bill No. 565 authorizing admission of non-resident students at in-state tuition rates for business and industry-sponsored training.

Over the past eight and a half years, Kansas City Kansas Community College, through its Business and Industry Training and Assistance Center (BITAC), has assisted many businesses in laying the groundwork for the transition into a continuous workforce training mode, adapting to the changing technology, and meeting performance standards established in Total Quality Management (TQM) programs.

BITAC has worked with local business and industry to identify and secure funding through the Kansas Department of Commerce and the Board of Education to subsidize corporate-sponsored training initiatives. Furthermore,

KCKCC has initiated collaborative partnerships with local educational and industry organizations to provide opportunities to enhance the learning experience of our local workforce.

The efficiency and flexibility of KCKCC's responsiveness to the training needs of business and industry have been instrumental to the growth and success of these educational programs. As a result of many on-site programs and college credit opportunities, many employers have successfully attained training goals for their workforce.

Despite our successes, I would like to briefly outline some of the concerns local business and industry have expressed regarding the current law that regulates out-of-state tuition:

1. As part of the Greater Kansas City metropolitan area, most of our employers have a workforce comprised of a mix of Kansas residents and non-residents. Larger companies, like General Motors, may have as many as 50-55% of their employees living in the state of Missouri.

Since out-of-state tuition is almost three times the resident rate, companies must restrict the number of training programs offered or the number of employees that can participate in training as a result of having to expend a higher percentage of their training budgets on out-of-state tuition for non-resident employees.

Over the past two years, 54% of the monies invoiced for credit business and industry training was expended on 31% of the participants who were non-residents. Recently, Mid-West Conveyor Inc. offered four (4) credit hours of electrical training to 39 employees, 40% of which were non-residents. Seventy percent (70%) of the cost of this program was consumed by non-resident tuition.

Because of their high percentage of non-resident employees, General Motors has requested that we find alternative payment arrangements for their employees that reside in Missouri so they can take advantage of more training.

2. According to the 1990 census, there are 77,911 workers employed in Wyandotte County. Of that number, only 36,867 or 47.3% reside in Wyandotte County; 14,835 reside in Johnson County; while 6,689 live in other Kansas counties. This means that 19,520 or 25% live in Missouri.
3. Employers want to provide their employees with improved skills and current technology without a major interruption to production. Business and industry prefer to use the local community college because of the ease of bringing training to the work site or the convenience of local training facilities.

4. Local business and industry are important contributors to the tax base that supports the community college and employers want to utilize local community college resources to provide training opportunities for their employees. Additionally, many companies see the added value of credit training programs which not only provide upgrading work-related skills, but can lead to the beginning or completion of a college certificate or degree program.

KCKCC understands that employers in our community need workers with skills beyond those sufficient for entry-level positions, and qualified people are not always easy to find. We acknowledge that Senate Bill 565 may reduce the amount of tuition collected by our college, since tuition charged for non-resident fees is paid directly to the college. However, we strongly believe that Senate Bill 565 will encourage business and industry to expand educational partnerships and initiate new training programs to further develop a labor force that is trained, highly productive, dependable, and adaptable in a constantly changing economic environment. The adoption of Senate Bill No. 565 will provide Kansas-based business and industry an opportunity to maximize the efficiency of its training dollars.



Making things *MOVE* is our business.

RECEIVED

FEB 4 1994

KCKCC - PRESIDENTS OFFICE

February 3, 1994

Dr. Tom Burke  
Kansas City Kansas Jr. College  
7250 State Avenue  
Kansas City, Kansas 66112

Dear Dr. Burke.

I am writing this letter in support of Senate Bill #565. In the past five years we have used your College to teach various business courses and to do our OSHA and EPA yearly training. We believe in a program of educating our employees.

Our production is of a special nature and as a result of that we have employees from Missouri and Kansas. We are Wyandotte County based and have to pay extra for our training for our Missouri employees. Being a Kansas Company supporting Wyandotte County and Kansas economy we feel we should receive the same level of fees for all our employees.

Thank you for your cooperation and support in this matter.

Sincerely,

Jim Hurl  
Vice President Operations

JH/js





COLGATE-PALMOLIVE COMPANY

A Delaware Corporation

1806 Kansas Avenue  
Kansas City, KS 66105-1124  
Telephone 913-371-3232

February 10, 1994

Dr. Thomas Burke  
President  
Kansas City Kansas Community College  
7250 State Avenue  
Kansas City, Kansas 66112

Dear Dr. Burke:

I understand Senate Bill 565 is to be debated this week in Topeka and you will testify on its behalf. Since the intent of this bill is to allow Kansas companies to pay only in-state, or resident, tuition when utilizing community colleges for specific work-related training (even if an employee is not a Kansas resident), I hope this letter will provide corroboration and support of your testimony.

As a contributor to the economy of Kansas City and the State of Kansas, our facility would certainly favor passage. Operating a manufacturing site just within the state's eastern border, we question the equity of having to pay three times more to have our Missouri-resident employees trained. Furthermore, the tuition parity intended with Senate Bill 565 would remove the additional barrier of employers being made to operate as custodial agents and translators for state regulations and restrictions. Simply put, we are in the manufacturing business, not the education business, and such functions should not be our administrative concerns.

Colgate-Palmolive's history with Kansas City Kansas Community College goes back some years and includes work-specific training and an in-house Program for Adult College Education. Among other ventures, KCKCC has been our professional source for HAZMAT (Hazardous Materials) training. When Colgate-Palmolive's global restructuring began, programs were cut because training dollars were no longer readily available. HAZMAT follow-on training was one of those lost in the budgeting process and one plausible rationale was that triple tuition rates for Missouri-based employees significantly increased our exposure.

Please express to the Kansas Senate our business support for passage of Senate Bill 565.

Sincerely,

Michael J. Ryan  
Director of Manufacturing

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

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

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February 15, 1994

TO: Senate Education Committee

FROM: State Board of Education

SUBJECT: 1994 Senate Bill 565

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 565 permits employees of a business or industry located in Kansas who are enrolled in a training or retraining course or program provided by a community college for the business or industry to be admitted to the community college at the same rate as in-state students.

The State Board of Education believes this bill would help economic development in Kansas, strengthen our business community, and improve the opportunity for training and retraining particularly for businesses such as General Motors in Wyandotte County.

The State Board of Education recommends Senate Bill 565 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

Sen. Ed  
2/15/94  
Attachment 2

Larry Keirns, Director  
NORTHWEST KANSAS TECHNICAL SCHOOL, GOODLAND

Testimony to  
Senate Education Committee  
February 15, 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.

A popular slogan at our institution states "Teaching Tomorrow's Technology Today." Tomorrow's technological needs in all career fields demand a different graduate than they did in 1964. When area vocational-technical schools were first organized, graduates could become gainfully employed with lower level technical skills and limited academic skills. Many jobs simply required motions of a process or a repetitive interaction with machines.

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 must be flexible. Because of rapid technological change, technical skills become outdated quickly. The

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Attachment 3



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 the top graduates needed by business and industry.

Senate Bill 586 is a significant step in helping our well-trained and highly-skilled graduates be even more successful in their chosen career fields. We will have over 400 post-secondary students attend one of our thirteen programs this year. 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 in applied science degree, that individual is often given the first consideration in the job selection process over students who have only the diploma or credential.

Employers often offer students with the associate in applied science degree more salary. 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. Graduates are advised that their ability to advance on the job and to move into management and supervisory levels is greatly enhanced by having completed the AAS degree. According to personnel directors who interview on our campus "there is a perception that students who complete the AAS degree are more highly-motivated and better students." 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.

In society, there is much emphasis placed on young people "going to college." Some students tell us that they were discouraged from coming to our school because it was not a college. Or, they were made to feel that choosing our institution was an inferior choice. One young woman was even told that she should attend a proprietary business school because it was a college. The word "college" seems to carry the connotation that the educational process is at a high level. Changing the name of our institutions means that our instructional programs can move to a higher level. It can help the students and general public reflect pride in attending a "college."

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 educational 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



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. Southwestern Bell and the independent telephone companies in Kansas are key consumers of Northern Telecom switches. These executives were very positive about the future of telephony. 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 also is a major employer of our graduates and challenged us to keep our instructional programs honed to the needs of industry. 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 (specifically Northwest Kansas Technical College) to be an institution of which Kansas will be proud. We hope you will pass this bill.



JOHN LEMPP  
NORTHWEST KANSAS TECHNICAL SCHOOL

TESTIMONY  
SENATE EDUCATION COMMITTEE  
FEBRUARY 15, 1994

Good Afternoon, My name is John Lempp. I am currently enrolled as a second-year student, in the Technical Drafting Program, at Northwest Kansas Technical School in Goodland Kansas. During this school year, I was fortunate to be elected as President of the Drafting Department, President of the American Society of Certified Engineering Technicians, (Hi-Plains Student Chapter) and as President of the Student Senate, which is the student governing body of the entire campus. The previous year I served in the capacity as Vice-President to my department and as a Student Senate Representative. I chose the NWKTS because of the affordable, quality education that it offers its students. I chose the Technical Drafting Department because of my background in the construction industry, specifically as a concrete finisher. I had worked in this trade for a period of six years and decided to change my profession. I chose to attend a technical school to improve my employment skills and Northwest Kansas Technical School was my choice.

The Technical Drafting Department is a two-year, 2520 hour course. The department is broken down into two respected areas, the drafting courses, which include: Geometric Constructions, Advanced Mechanical Drafting, City Planning, Architectural Drafting and Computer-Aided Drafting. The related courses include:

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Attachment 4



Fundamentals of Mathematics & Mensurations, Technical Applied Trigonometry, Applications of Geometry, Coordinate Mathematics with Basic Algebra Applications, Life Skills and Public Relations. This is only a partial list of the courses in my department, but by no means is this my complete curriculum for the past two school years. I am also currently enrolled in night classes at Colby Community College to attain my Associate of Applied Science Degree in Technical Drafting. These courses are offered through an outreach program in conjunction with the Northwest Kansas Technical School. My class schedule in the department is from 7:00a.m. to 3:00p.m., Monday thru Friday. I attend night classes from 6:00p.m. to 9:00p.m. several nights each week. I have also, for the last two years, held down a 30 to 35 hour-a-week job while attending these aforementioned classes.

The Drafting Department is supported by a group of individuals from various companies in industry forming a Advisory Committee. These individuals include Engineers, Architects, Engineering Technicians, and Personnel Directors, who bi-annually meet with the instructors and students at the school. We discuss current updates within the industry, the level and quality of our education, the needs of our department, and the current outlook of the job market in the coming months. In our most recent meeting held last Friday, all 15 Committee Members unanimously agreed in favor of the Senate Bill No. 586 by the Committee on Education. Marvinette Hartwig, Chairperson and a Professional Engineer with Balloffet & Associates of Denver, Colorado stated : "We as employers like to see that



possible employees have received their Associate Degree. It allows the employee to begin work at a higher entry level with our companies, it also allows that person to attain a higher educational degree at a much faster pace." I have chosen to put myself under such a work load, because I believe that the Associate Degree is a must in my chosen profession. It not only gives me the satisfaction of completion, but I believe it gives me an edge in attaining better employment with any engineering firm I choose. It will also allow me to attain my engineering or architectural degree faster, if I so wish to continue my formal education after I become gainfully employed. The governing body at the school has already discussed the integration of the general education classes into the regular program. These changes would allow me better time control which would in turn enhance my learning capabilities.

We are a school of the highest caliber. The graduates in the Technical Drafting department have had 100% job placement potential since 1966, the first year we had graduates of the program, and it has continued ever since. I firmly believe that there is no other school like ours. It has a broad curriculum that trains it's students with intensity. These are the skills that employers look for. Dale Cissna of Black & Veatch in Kansas City said: "I believe that this is one of the top schools of its kind in the nation. Black & Veatch has been hiring graduates of this program for thirteen years and will continue to hire people. You have the type of individuals that we desire as our employees." I am proud of my accomplishments and proud of the school which I chose to



attend. Yet there seems to be a public stigma attached to the term "Vo-Tech", an attitude of inferiority towards the programs and its graduates. What I am asking you, is to help me achieve the respect that I deserve just as any graduate with a degree from any college would receive. I ask that you pass Senate Bill No. 586 which will change my institution from a Technical School to a Technical College. Thank you for your time and your patience.





## AREA VOCATIONAL - TECHNICAL SCHOOL

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Dr. Bill Reeves, Director

Chairman Kerr and members of the Senate 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.





## The TECHNICAL CENTER

MANHATTAN AREA TECHNICAL CENTER

### TESTIMONY IN FAVOR OF SENATE BILL 586

Presented To The Senate Education Committee

Tuesday, February 15, 1994

Mr. Chairman, Senator Oleen, 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.

As Director of The Technical Center, 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 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)

- \* 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 Kansas Inc.

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

**"A Kansas Vision" for Work Force Training:  
The Need for Colleges of Technology**

**by**

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

**February 3, 1994**

Sen. Ed.  
2/17/94  
Attachment 7

## **The Kansas Inc. Strategy for Education and Work Force Training**

In February 1993, Kansas Inc. released an updated economic development strategy for Kansas entitled: "A Kansas Vision." The strategy was prepared with extensive participation of the state's leaders and citizens, and its goals and recommendations are based on a detailed analysis of the strengths and weakness, as well as opportunities available to this State.

The Strategy has two fundamental purposes:

To enable the citizens of Kansas to enjoy a higher standard of living and quality of life; and,

To ensure economic opportunities for all Kansas statewide.

These purposes are to be accomplished by focusing on "the development of high performance firms using high skilled workers to produce higher value-added products and services and to provide high wage employment."

Kansas Inc. articulated four major goals for economic development:

1. Globally competitive, high performance Kansas businesses.
2. An internationally competitive, high-skilled work force.
3. A positive business climate and resources essential to economic growth.
4. Effective public-private partnerships.

The second goal of a high skilled work force is considered absolutely critical to the success of the Kansas economy today and into the 21st century. Unless this goal is reached, the remainder of the strategy will be impossible to realize.

## **Kansas Inc. Studies of Work Force Training**

Since 1988, Kansas Inc. has consistently believed that our highest priority for economic development should be placed on education and work force training. In 1989, we undertook with the University of Kansas a major study titled, Work Force Training: The Challenge for Kansas. It documented the growing skills' gap between Kansas workers and the demands of the work place. In 1991, again with the University of Kansas, we prepared a report on Adult Basic Skills Education. It documented the inadequacy of resources, the lack of access, and the need for greater attention to adult education programs.

In Spring 1993, we began a comprehensive study of the job training programs in Kansas, with the Legislative Joint Committee on Economic Development. We collected data and information on 14 federal and state programs that are being managed by six separate state departments and boards. (See attached program list.) The total funding of these 14 programs approximates \$100 million in Fiscal Year 1994. For a host of reasons, these job training programs are fragmented, duplicative, and a "nonsystem." Undoubtedly, the study has documented the fact that resources alone will not produce effective work force training. Without strong coordination, effective management, and an overall state framework, the goals we have set for training and educating our work force cannot be realized.

### **Work Force Objectives and Strategies**

"A Kansas Vision" identifies 13 separate strategies that can lead to the achievement of four broad strategic objectives:

1. A coordinated, seamless system of secondary and post secondary education guides the development of strong work place skills and competencies.
2. Adults have higher educational achievement and work place skills.
3. Kansas youth is successfully prepared for high skill employment.
4. A coordinated employment system trains and retrain individuals.

These statements do not characterize the existing systems of secondary and post secondary education, adult education, and job training operating in Kansas today.

### **Why A Skilled Work Force Is Critical**

Our research has shown that many Kansas firms are mature, marginal in their profitability, and operating in declining, slow growth industrial sectors. Too many Kansas companies have not invested in new and advanced machinery and technology, nor have they invested in upgrading the skills and training of their existing workers. Unless this situation is reversed, we believe that many of these companies will become more vulnerable to foreign competition and face extinction.

Too many Kansas firms have adopted a low-skills, low-wages strategy. In 1990, the average manufacturing wage in Kansas was slightly higher than the U.S. at \$10.94 per hour compared to \$10.84 per hour. Yet, if we eliminate from that calculation the wages paid in a single industrial sector -- transportation equipment -- that includes Boeing, Cessna, Beech, Learjet, and General Motors, we see the average manufacturing wage drop to \$7.70 an hour. That hourly wage produces an annualized income of only \$16,016. Still, in our earlier study, almost 60 percent of Kansas firms reported a moderate to severe gap between the skill of new employees and the needs of the firms.

Our strategy recognizes that Kansas firms must be encouraged to increase their own investments in worker training. While part of the answer lies with business, a number of issues in the education and training system must also be addressed, including:

- 1) more information about available programs;
- 2) state assistance in reducing training costs;
- 3) scheduling flexibility;
- 4) greater relevance of training to firms' needs;
- 5) more up-to-date equipment; and
- 6) more highly qualified instructors.

The significance of educational preparation for the work force cannot be understated. The nature of work is changing and the skills required for jobs in the fastest growing sectors are demanding more professional and technical training. Fifty percent of the jobs created in Kansas from 1980 to 1990 were in occupations of a technical or specialized professional category. These jobs are not typically available to four year college graduates, but require associate degrees or certificates.

Kansas has fewer high school dropouts and more college graduates than the U.S. average, yet it lags the United States in associate degrees with 5.4 percent of Kansans over 25 having that level of educational attainment, compared to 6.2 percent in the U.S. Clearly, greater priority and resources must be provided to the two-year post secondary institutions and programs.

### **Goals For Post-Secondary Education**

The community colleges and vocational-technical schools of Kansas are critical to achieving our goals, and their redesign is essential. The Presidents and faculty of our community colleges and AVTS's are the most ardent supporters of economic development. I have the greatest respect and admiration of their work, and much sympathy for the barriers they face and the woefully inadequate resources they have been given to perform their role.

The report, "A Kansas Vision," explicitly states this objective:

Restructure the relationship between area vocational technical schools (AVTS's), community colleges, and the Regents universities to create new systems of governance, finance, and organization.

No specific suggestions are made in the strategy to achieve this restructuring. We have not made any recommendations to change the system of governance or financing of post secondary institutions. However, we support the goals of the Task Force on Community College Financing.

We have identified some fundamental principles in the report that might guide this restructuring:

1. balancing the financial burden of the system between taxpayers and users;
2. creating a better balance between state and local resources;
3. recognizing the importance of the institutions' economic development role; and,
4. formalizing better inter institutional administration, planning, and oversight.

### **Personal Observations On the Post Secondary System**

In the remainder of this presentation, I would like to offer my own observations and recommendations regarding the governance and financing of community colleges and vocational-technical schools. These views are not those of the Board of Directors of Kansas Inc.

The existing collection of post secondary institutions does not constitute the statewide system of professional and technical education that we require to meet the goals of our strategy. We need a state system of "colleges of technology" that can only be created by merging the existing community colleges and area vocational technical schools and establishing alliances with the Regent's universities.

Creation of a statewide system can only be met by dramatically restructuring the existing institutions. Progress will be retarded if we continue to devise solutions to meet the needs of single metropolitan areas or regions of the state. A state of 2.5 million population does not need 32 separate post secondary institutions, nor can it afford that number of schools.

A new system should meet the following criteria:

1. It should provide all residents throughout the state convenient access to vocational-technical training, professional degree programs, and two year liberal arts programs.
2. It should provide a framework for lifelong learning by having a commonly agreed upon system of articulation and credit hour transferability among all Kansas post secondary institutions.
3. It should provide a system of "colleges of technology" operating as regional training centers that can also serve as the focal point for adult education and job training in each region of the State.
4. It should have a system of funding that places the state in the dominant financial position, providing at least 40 percent of total financial support.
5. It should achieve substantial economies of scale and efficiencies in administration and capital outlay for facilities and equipment over the present system.



6. It should enable the development of specialized training and educational programs that serve a statewide clientele and require more costly training equipment and faculty expertise.

The basic problem in establishing a new statewide system of "colleges of technology" is that we have several different situations to cope with:

1. Counties with only a community college (13);
2. Counties with only an AVTS (3);
3. Counties with only a Regent's university (3);
4. Counties with a community college and an AVTS (4);
5. Counties with a Regent's university and an AVTS (3);
6. A county with a community college, an AVTS, and a branch campus of a Regent's university (1);
7. A county with a branch campus of a Regent's university and an AVTS (1);
8. A county with a state supported university and an AVTS (1); and,
9. Counties with no post secondary institution (76).

This confusing array of institutional arrangements is the core of the problem and has led to ad hoc service areas, and monopolistic, as well as entrepreneurial behavior by the institutions. It has also produced unnecessary duplication, needless competition, and diseconomies of scale.

We have to do more than just "tinker with the system." I would like to propose that you begin to think of the possibility of more closely integrating the community colleges, the AVTS's, and the Regents Institution into a statewide system of "colleges of technology."

Based on the of institutions we have today and their service areas, there is one possible scenario for reform. Attached is a very rough proposal on how the current system might be restructured. This scenario is presented to stimulate your thinking about what might be achieved through a bold proposal.

This scheme would create universal coverage in Kansas of the educational programs offered by the Regents universities, community colleges, and vocational-technical schools. It would result in a total of 16 unified "colleges of technology" assuming the missions of the 32 community colleges and vocational-technical schools. The existing campuses and branch facilities would probably be maintained to ensure that services are accessible. A great reduction in administrative and overhead structures and costs would be possible, allowing more resources to be devoted to instruction. It would provide the State fifteen regional centers for the delivery of other job training efforts, including adult basic education, literacy training, Job Partnership Training Act programs, Kan-Work, and customized business training.

## **Proposed Restructuring of Post-Secondary Institutions**

1. Create one "College of Technology" in Southeast Kansas by merging under a single administrative structure the following institutions:

- o Allen County Community College
- o Neosho County Community College
- o Fort Scott Community College
- o Labette Community College
- o Independence Community College
- o Coffeyville Community College
- o Southeast Kansas AVTS

The SE Kansas College of Technology would be allied with Pittsburgh State University. This new college would serve the counties of Franklin, Coffey, Anderson, Linn, Woodson, Neosho, Wilson, Crawford, Elk, Chautaugua, Montgomery, Labette, and Cherokee.

2. Create a "College of Technology" within Emporia State University, building on the Flint Hill AVTS, that would serve the following counties: Lyon, Morris, Chase, and Osage.
3. Create a "College of Technology" within Washburn University, building on the Kaw Area AVTS, that would serve the counties of Shawnee, Wabaunsee, Jefferson, and Jackson.
4. Johnson County Community College would remain as it is with its relationship with the Johnson County AVTS, and would have a formal relationship the KU Regents Center. It would serve the Counties of Johnson, Douglas, and Miami.
5. Create a "College of Technology" in Wyandotte County merging Kansas City Community College with the Kansas City AVTS, and establishing a formal relationship with the University of Kansas, that would serve the counties of Wyandotte and Leavenworth.
6. Create a "College of Technology" in Doniphan County by merging Highland Community College with the Atchison ATVS, and establishing a formal relationship with the University of Kansas, that would serve the counties of: Atchison, Doniphan, Nemaha, and Marshall.
7. Create a "College of Technology" by merging Cloud County Community College with the North Central (Beloit) AVTS and the Manhattan AVTS with an alliance with Kansas State University that would serve the following counties: Riley, Geary, Pottawatomie, Washington, Clay, Republic, Cloud, Ottawa, Lincoln, Mitchell, Jewell, Osborne and Smith.

8. Enlarge the mission of Kansas State University - Salina by merging with it the Salina AVTS and having its service area include the counties of: Salina, Dickerson, Ellsworth, Rice, McPherson, and Marion.
9. Create a "College of Technology" building on the Wichita AVTS and creating an alliance with Wichita State University.
10. Maintain Butler County Community college but establish formal agreements for articulation and transfer with the Wichita AVTS. It would serve the metropolitan counties of Sedgwick and Butler.
11. Create a "College of Technology" from the Hutchinson Community College with a formal relationship with Wichita State University serving Reno and Harvey Counties.
12. Create a "College of Technology" from Cowley County Community College allied with Wichita State University.
13. Create a "College of Technology" from Pratt County Community College allied with Wichita State University and serving the counties of Kingman, Harper, Barber, and Pratt.
- . Create three Colleges of Technology serving the West Central, the Northwest, and Southwest regions allied with Fort Hays State University:
14. The first would build on Barton County Community College and serve the counties of Ellis, Russell, Rush, Barton, Pawnee, and Stafford.
15. The Second would merge Colby Community College with the Northwest (Goodland) AVTS and serve the counties of Cheyenne, Rawlins, Decatur, Norton, Phillips, Sherman, Thomas, Sheridan, Graham, Rooks, Wallace, Logan, Gove, and Trego.
16. The Third would merge Garden City, Dodge City, and Seward Community Colleges with the Liberal and Southwest (Dodge City) AVTS's and would serve the counties of Greeley, Wichita, Scott, Lane, Ness, Hamilton, Kearney, Finney, Hodgeman, Gray, Ford, Stanton, Grant, Haskell, Morton, Stevens, Seward, Meade, Clark, Kiowa, and Commanche.

I offer this proposal to stimulate thought and discussion on the range of alternatives that are available to restructure the existing system. As stated recently by one commentator, "Success in this new era will come to those who think beyond the boundaries."

TESTIMONY ON SENATE BILL 586  
FEBRUARY 15, 1994  
Senate Education Committee

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. The quality of our workers has a significant impact on the success of our businesses. 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 like swimming upstream.

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.

Sen. Ed.  
2/15/94  
Attachment 8



# KANSAS

## ASSOCIATION OF AREA VOCATIONAL-TECHNICAL SCHOOLS

### **SUMMARY OF THE KANSAS ASSOCIATION OF AREA VOCATIONAL TECHNICAL SCHOOLS' PROPOSAL FOR SEAMLESS POSTSECONDARY EDUCATION IN KANSAS**

Rosemary A. Kirby  
President

Lester Abel  
President Elect

Robert Stinson  
Secretary

Richard McWhorter  
Treasurer

Keith Stover  
Past President

Legislation being proposed by the Kansas Association of Area Vocational Technical Schools (KAAVTS) is a first step towards a continuous and seamless postsecondary education for the 75% of Kansans who do not receive a four-year postsecondary degree. This legislation would accomplish this by doing the following:

- *Allow an area school to grant an Associate of Applied Science Degree.*

This would be *permissive* legislation; only the schools whose local boards of control wish to pursue this option would be affected.

Currently, each area vocational technical school is mandated by state law to have an articulation agreement with a local community college regarding the granting of an Associate degree. For example, Butler County Community College awards an Associate of Applied Science degree based on the equivalent of 45 hours of technical education from Flint Hills Technical School in Emporia. Butler County and Emporia State University are responsible for 18 hours of general education instruction, such as English, History, Biology, etc.

Problems occur when a student has received his/her general education requirements at a school other than Butler County Community College. That student must take at least nine hours of these courses at Butler County. These problems occur throughout the state. Allowing the area vocational technical school to award the degree will alleviate this problem.

The area schools will continue their relationships with Kansas' community colleges and the Regents' institutions for the delivery of the general education classes. This legislation will simply allow the awarding of the degree; it will not require the area schools to begin general education instruction.

In order for an area vocational technical school to grant a degree, they must be allowed to grant credit; currently they award certificates based on clock hour instruction. Under the provisions of the bill, a technical college may award college credit on a conversion rate of 30 clock hours of technical instruction to one credit hour of college credit and 15 clock hours of academic instruction to one credit hour of college credit. At the cumulation of 62 earned college credits, a technical college may award an Associate of Applied Science degree. Students must meet the graduation requirements for the Associate of Applied Science degree as established by the individual technical college and the State Board of Education.

This legislation does not require **any** change in funding. The area schools would continue to be funded on a clock hour basis. Not all students or schools will be choosing the Associate Degree route. Maintaining funding with the current system allows for adequate funding for both certificate and degree programs.

Sen. Ed.  
2/15/94  
Attachment 9



## ASSOCIATION OF AREA VOCATIONAL-TECHNICAL SCHOOLS

### **WHY TECHNICAL COLLEGES WILL BENEFIT KANSAS AND KANSAS STUDENTS**

Rosemary A. Kirby  
President

Lester Abel  
President Elect

Robert Stinson  
Secretary

Richard McWhorter  
Treasurer

Keith Stover  
Past President

- ***Targets appropriate education to Kansas students.***

Census figures from 1991 indicate that only 25% of U.S. workers were four-year college graduates, but only 16% reported needing a four-year college degree for their jobs. High school graduates who receive training to qualify for jobs and to improve their skills had slightly high median earnings than college graduates who received no such training.

- ***Trains Kansas' workforce.***

The Associate of Applied Science degree program at Kansas' vocational technical schools will develop highly-skilled and work-ready employees. This program will upgrade technical and workplace skills of current employees by delivering customized training tailored to the needs of business and industry.

- ***Fills educational void.***

The Associate of Applied Science degree program at Kansas' vocational technical schools will ensure world-class training capabilities by filling a two-year technical skills void in the educational system. Technical, workplace (SCANS) and academic skills underlying quality and productivity will be stressed. The technical portion of the associate degree will be built around world-class occupational skills and standards.

- ***Promotes economic development.***

The Associate of Applied Science degree program at Kansas' vocational technical schools will provide a cornerstone for economic development by developing skills to attract and retain high skill/high wage jobs. This program will also develop skills to attract and retain world-class business in Kansas. This program will lead to a competitive advantage in a global economy. Business and education will be linked through the design and delivery of the educational services.

- ***Improves quality of life.***

The Associate of Applied Science degree program at Kansas' vocational technical schools will provide a means, through high wage employment, of improving the standard of living of its graduates. The associate degree provides a meaningful conclusion of one-step in the technical education process. The path is cleared for the student to pursue a bachelor's degree or other additional training as the students' needs develop over time and work experience.



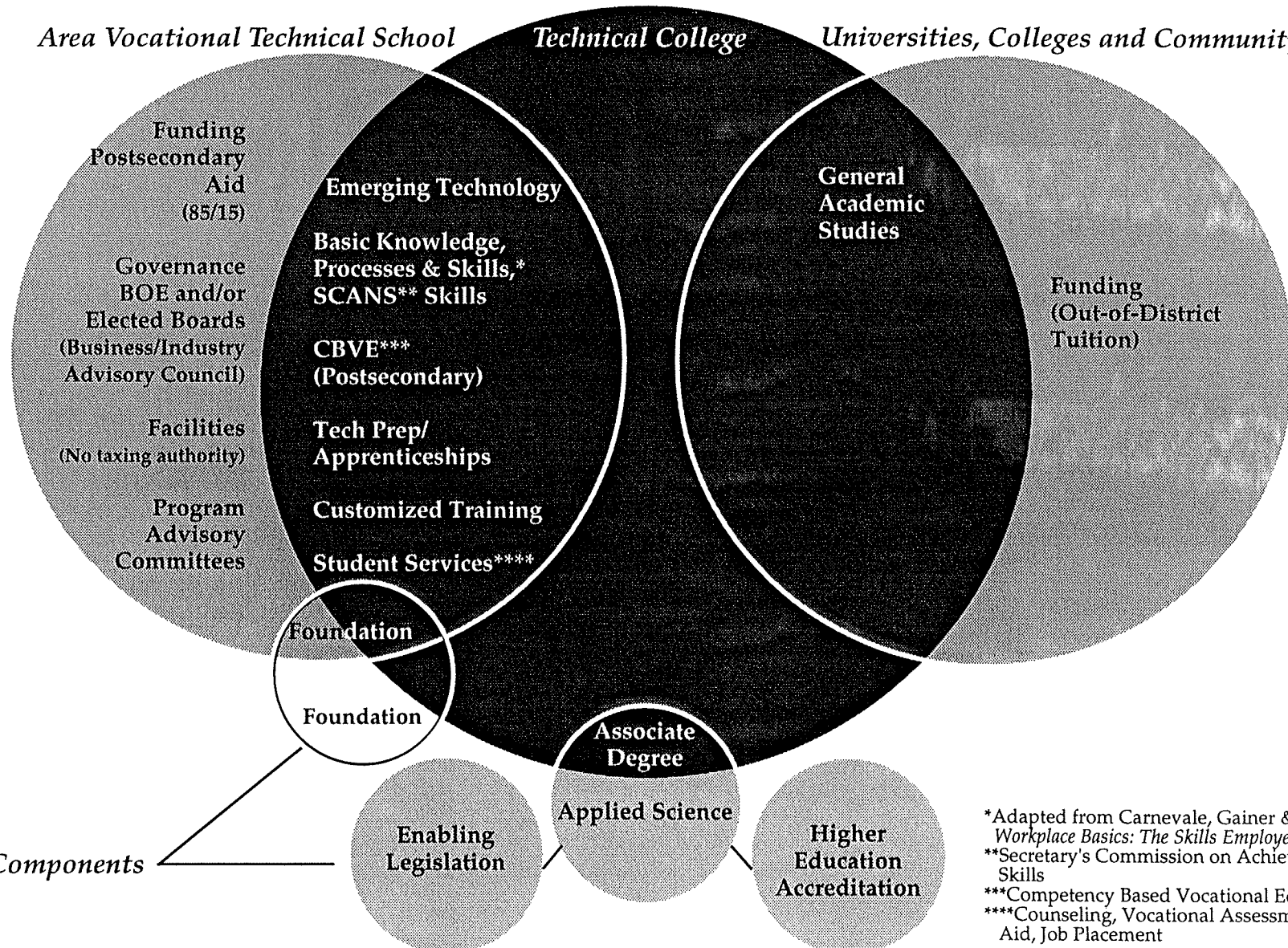
# ECONOMIC DEVELOPMENT EDUCATIONAL INPUT MODEL

— Educational Partnership —

*Area Vocational Technical School*

*Technical College*

*Universities, Colleges and Community Colleges*



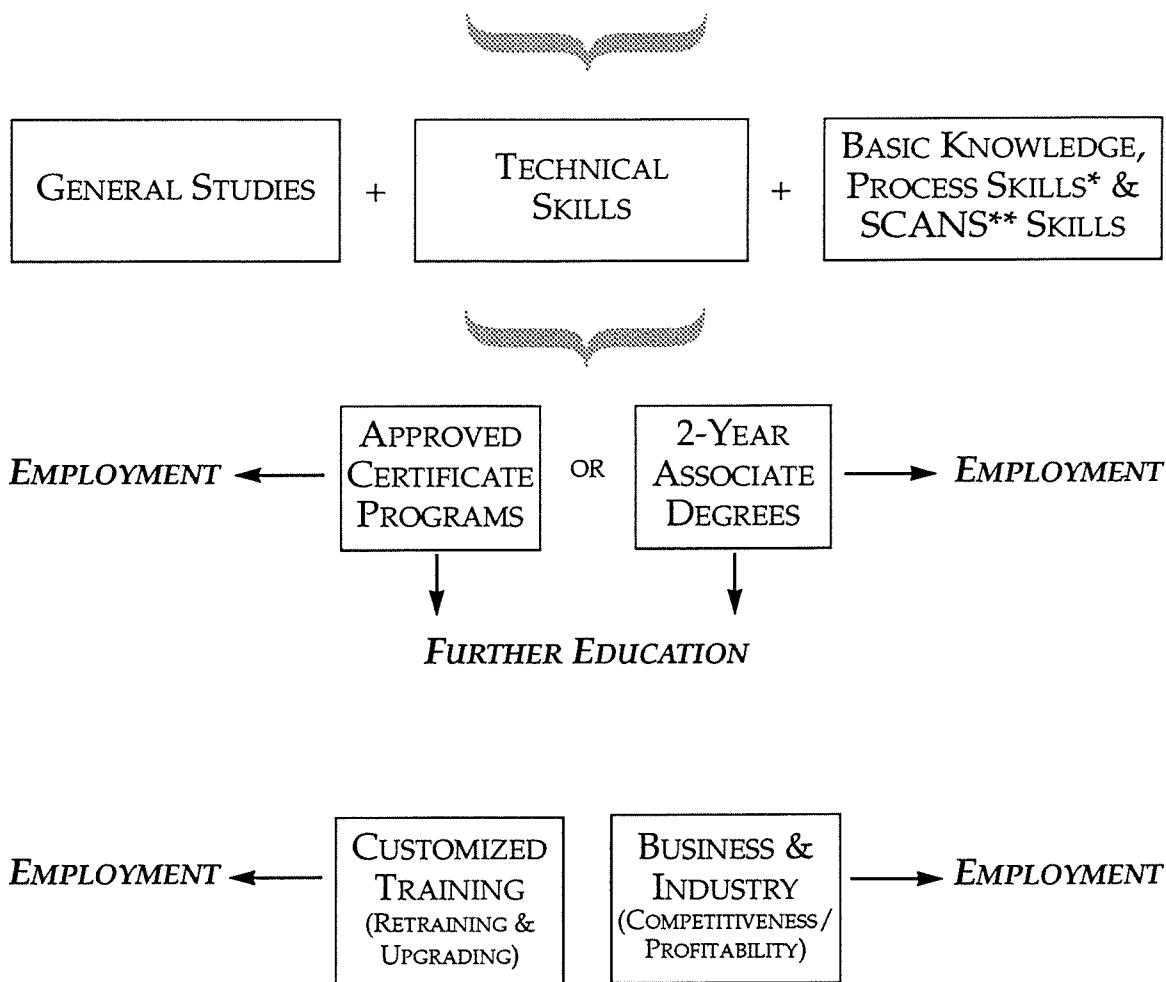
\*Adapted from Carnevale, Gainer & Meltzer, *Workplace Basics: The Skills Employers Want*.  
 \*\*Secretary's Commission on Achieving Necessary Skills  
 \*\*\*Competency Based Vocational Education  
 \*\*\*\*Counseling, Vocational Assessment, Financial Aid, Job Placement

10/14/93

— Continuous Quality Improvement —

# 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



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

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

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February 15, 1994

TO: Senate 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

Sen. Ed.  
2/15/94  
Attachment 10



## **SB 586**

Testimony presented before the Senate Committee on Education  
by Gerald W. Henderson, Executive Director  
United School administrators of Kansas  
February 15, 1994

Mister Chairman and Members of the Committee:

United School Administrators of Kansas believes that **SB 586** is an important piece in the design and delivery of "seamless" educational opportunities for Kansas citizens. It is also an important component to changing the attitudes of Kansas people to vocational/technical education. This is especially true of high school aged students.

Even with the press during the past several years toward technical versus broad based higher education, young people still enroll in four year colleges and graduate with degrees they have difficulty selling. **SB 586** would go a long way toward changing this circumstance. Students could if this measure is passed, obtain technical skills and associate degrees at area technical colleges, transfer that credit to four year universities, and complete a baccalaureate degree with little or no waste in time or resources. Such an option will in our judgement, become extremely attractive to Kansas students.

We encourage the committee to act favorably of **SB 586**.

LEG/SB586

Sen. Ed.  
2/15/94  
Attachment 11

Dear Senator Kerr:

Attachment 12



Frank Fowler  
Kam Work  
SRS

Winnie Davis  
SRS Kam Work

Roger Weaver  
SRS Kam Work

Margie Fleming  
SRS Kam Work

Janice Throckmorton  
KETCH Employment Services

Robert Armon  
Dept. Chair - Special Education - Emporia High School

David Chapman  
MCOS - community integration manager

*Hand out to  
Committee re SB536*

2/14/94

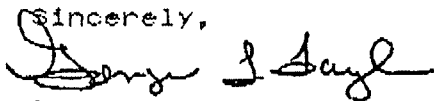
Mr. David Kerr  
Kansas Senate Education Chair  
Topeka, Kansas

Mr. Kerr:

In response to the pending Senate Bill 586: While I am not opposed to allowing technical schools to upgrade to institutions which grant credit and award the two year associate of applied science degree, this should not be allowed without a curriculum change which would mandate a parallel program targeted for occupational training of the broad spectrum of special education students. Tech schools are partially tax supported institutions and as such must respond to the educational needs of all which include students with learning problems. If we don't educate these kids now and train them to be productive individuals we will be supporting them on welfare later. The loss of human potential being even greater than the loss in economic terms. Please do not support Senate Bill 586 in its present form.

I applaud your interest in this most important issue of educating our young people. I also challenge you to see the magnitude of the issues I outlined in this letter and respond with proper legislation to help the next generation. Thanks for taking the time to read and consider this. If I may be of assistance please do not hesitate to call.

Sincerely,



George T. Taylor  
Flint Hills Transition Council  
1819 Meadowlark  
Emporia, Kansas 66801  
316 342 1564

Sen. Ed.  
2/15/94  
Attachment 13