

M I N U T E S

LEGISLATIVE EDUCATIONAL PLANNING COMMITTEE
(1202 COMMISSION)

July 13, 1976

Room 519 - State House

Members Present

Senator Joseph Harder, Chairman
Representative Don Crumbaker, Vice-Chairman
Senator George Bell (sitting in for Senator Jack Steineger)
Senator Ross Doyen
Senator Billy McCray
Senator Jan Meyers
Representative John Bower
Representative Ruth Luzzati
Representative Jim Maag
Representative Roger Robertson
Representative Fred Weaver

Staff Present

Dr. James W. Drury, Legislative Research Department
Carolyn Rampey, Legislative Research Department
Ben Barrett, Legislative Research Department
Gail Harkness, Legislative Research Department
Marlin Rein, Legislative Research Department
Avis Badke, Revisor of Statutes Office

Conferees

Dr. Bob Severance, Director, North Central Kansas AVTS (Beloit)
Dr. Harvey Ludwig, Superintendent, USD 489 (Hays)
Larry Keirns, Director, Northwest Kansas AVTS (Goodland)
Dr. Dale Brooks, Director, Central Kansas AVTS (Newton)
Lawrence Foth, Executive Director, Kansas Advisory Council for Vocational Education

Vocational Education Funding

Mr. Barrett presented information explaining the formula by which federal and state vocational education categorical aid is distributed to unified school districts (USD's), community junior colleges (CJC's), and area vocational schools (AV's). (A copy of his memorandum is in the Committee notebooks.)

Mr. Barrett told the Committee this is the second year school districts and community colleges have received funds under the existing formula. FY 1976 is the first year the formula has been applied to the area vocational schools. Funding for all three types of institutions is on a program basis and applications for program approval and funding are made to the State Department of Education.

For FY 1976, the following amounts of state categorical aid were appropriated:

USD's - \$ 438,000
CJC's - \$ 336,000
AV's - \$3,620,646

With the exception of funds earmarked for administrative expense and disadvantaged and handicapped students, federal categorical aid is distributed by the formula in much the same way. The amount of federal aid available for distribution in FY 1976 was \$2,794,840.

The formula, developed by the staff of the State Department of Education, is intended to meet federal requirements and allocates 90% of the state and federal funds on the basis of need and the remaining 10% on the basis of performance.

The formula, when applied, takes into account the following factors for each vocational program approved for funding:

1. The maximum legal amount which could be produced by the two mill levy (USD's and CJC's only).
2. State general financial aid to the school the previous year.
3. The number of students in vocational education programs in the school in the previous year.
4. The reimbursement from vocational education funds for the program for the previous year.
5. The total expenditures for the program the previous year.
6. The evaluation of the program in the previous year.

Proposed AVT School Satellite Program
in Hays, Kansas

The 1202 Commission has been asked by the State Board of Education to consider the matter of three proposed postsecondary vocational education programs to be offered by the North Central Kansas Area Vocational-Technical School (Beloit) in the Hays area.

In order to get information on the matter, the Committee invited several of the persons involved to appear at the meeting.

Dr. Bob Severance, Director of the North Central Kansas AVTS, Beloit, told the Committee the Beloit AVTS, at the invitation of the Hays school district, was already offering three secondary vocational programs in the Hays area. Last year, they had been asked by school officials in Hays to offer three postsecondary vocational programs in Hays -- Office Education, Carpentry-Cabinetmaking, and Farm Equipment Mechanics.

Dr. Harvey Ludwig, Superintendent of USD 489 (Hays), said he had asked the Beloit AVTS to offer the satellite programs to fill what he termed a vocational education void in the Hays area. He said Hays is the only community its size in the state not within 30 miles of vocational training.

He told the Committee the request to the Beloit AVTS to offer the programs in Hays was extended in behalf of superintendents of school districts in the surrounding area (LaCrosse, Victoria, Natoma, Russell, Plainville, and Ellis). Prior to making the request, surveys had been done to determine student interest and employment needs.

Dr. Ludwig told the Committee that when the Beloit AVTS applied to the Division of Vocational Education in the State Department of Education, the application was disapproved, primarily on the grounds of an anticipated loss in enrollment to the Goodland AVTS. The letter disapproving the programs (a copy is in the notebooks) noted that approximately 100 students within a 50-mile radius of Hays attend the Goodland AVTS and that if Beloit offered postsecondary programs in Hays, there could be a significant loss of enrollment at Goodland. (Both the Goodland and Beloit schools are predominately post-secondary.)

Dr. Ludwig challenged the rationale upon which the disapproval was based on the grounds that drawing a circle around a school and called the area within the circle that school's "area of service" was arbitrary since schools drew their students from areas outside the circle.

Dr. Ludwig said an appeal was made by the Beloit AVTS to the Commissioner of Education who recommended approval of the programs on the basis of need and cited the fact that the satellite programs were in response to an invitation from school district superintendents in the Hays area and that the Beloit AVTS was already offering satellite programs there.

In accord with appeal procedure, the matter came before the State Board of Education which referred it to the 1202 Commission.

Larry Keirns, Director of the Northwest Kansas AVTS, Goodland, told the Committee if the Beloit AVTS established satellite programs in Hays it would be detrimental to vocational education in Western Kansas. He said he is not opposed to secondary programs in Hays since they serve as feeders to postsecondary programs.

He cited K.S.A. 72-4412c which defines "area vocational technical schools" and lists the four schools to which the definition applies: Central Kansas AVTS (Newton), Southeast Kansas AVTS (Coffeyville), Northwest Kansas AVTS (Goodland), and North Central Kansas AVTS (Beloit). It is his opinion that the statute imposes a moratorium upon the establishment of new area vocational technical schools and that the establishment of a satellite program in Hays would violate the moratorium.

Mr. Keirns referred to the Master Planning Commission report and quoted its finding that needless proliferation of postsecondary institutions has resulted in competition for students and revenue, limited program offerings in some areas, and unnecessary duplication of courses and programs.

Mr. Keirns questioned the ability of officials at the Beloit AVTS to administer and provide student services for programs more than 100 miles away. He said he believes programs offered at each of the AVT schools in Western Kansas are adequate to meet the needs in that part of the state.

Included in the material Mr. Keirns made available to the Committee were letters from Eugene Lundgrin, Director of the Salina AVTS, Melvin F. Corn, Director of the Liberal AVTS, and Eddie D. Estes, Director of the Southwest Kansas AVTS (Dodge City). Each of these directors expressed the view that their programs could handle additional students to meet whatever need there is for vocational education. They said that, given the facts that appropriations are limited and postsecondary enrollments might decline generally, efforts to upgrade and increase programs should focus on existing schools, not the creation of satellites.

Dr. Dale E. Brooks, Director of the Central Kansas AVTS (Newton), told the Committee he believes it is a mistake to implement postsecondary vocational education programs without first developing and strengthening secondary programs. He said a satellite as extensive as that proposed in Hays would set a precedent. He told the Committee a community should either seek limited assistance to offer vocational education or, if the need for programs is as great as it appears to be in Hays, establish its own AVTS.

Lawrence Foth, Executive Director of the Kansas Advisory Council for Vocational Education, submitted a copy of an excerpt from the April 2, 1976, minutes of a meeting of the Vocational Education Advisory Council. According to the minutes, the Council expressed its concern at the possible damage to existing AVT schools due to the "unplanned proliferation" of satellite programs and recommended that approval not be granted for new programs or the expansion of existing programs if the addition or expansion would be detrimental to existing programs in the same general geographic area. Mr. Foth said the recommendation was a statement of general policy and not in response specifically to the proposed programs in Hays.

The Committee will resume its consideration of satellite offerings at Hays at a later meeting.

Washburn University Feasibility Study

The Committee began its study of Washburn by considering information presented by the staff. (A copy of all the material presented is in the Committee notebooks.)

The staff discussed the following topics:

1. History of Washburn University
2. Degree and Program Information
3. Origin of Washburn University Undergraduate Students
4. Faculty and Student Information
5. Fiscal Information
6. Capital Assets
7. History of Wichita University's Entry into the State System
8. Broad Alternatives Relating to the Washburn Feasibility Study
9. Estimates of Cost to State if Washburn Became a State School

Dr. Drury told the Committee a number of alternatives exist with regard to Washburn, ranging from "do nothing" to taking it into the state system on a basis equal to the existing state colleges and universities.

The options he discussed with the Committee included the following:

APPROACHES TO WASHBURN FEASIBILITY STUDY

Broad Alternatives

1. Do not admit Washburn into the state system at this time.
 - a. See what happens on extension to county of Washburn levy.
 - b. Continue state aid, but at what level and on what basis.
 - c. Encourage Washburn to operate more as a junior college.
2. Admit Washburn into the state system.
 - a. As a separate and "autonomous" institution under the Board of Regents.
 - b. As an associate university with an association to an existing Regent's Institution, i.e., KU or KSU.
 - c. Establish a State University Center at Washburn with existing Board of Regents institutions cooperating to operate assigned programs.
 - d. Arrange for Board of Regents institutions to offer courses in "Washburn" facilities but with limited or no central administration.

Referring to alternative 2a above (admitting Washburn into the state system as an autonomous institution under the Board of Regents), an attempt was made to determine an approximate cost to the state. In estimating the cost to the state were Washburn to become a state school, the staff used several approaches. One approach was to simply estimate the cost to the state if Washburn came into the state system at its present level of funding. The second approach was to estimate Washburn's cost if it were funded at the level of each of the three state colleges. The latter approach was calculated on both an FTE enrollment basis and on a cost per weighted credit hour basis.

The data below summarize the net increase to the state for each of the approaches used:

Net increase to state if Washburn brought in at present level of funding:

1. Student tuition at present level - \$1,949,129
2. Student tuition at 25% level - 3,395,896

Net increase to state if Washburn brought in at level of three state colleges (tuition at 25% level):

1. Based on FTE enrollment (controlled for Washburn)
 - a. Fort Hays - \$3,572,138
 - b. Emporia - 4,571,699
 - c. Pittsburg - 4,365,332
2. Based on cost per weighted credit hour (controlled for Washburn)
 - a. Fort Hays - \$3,376,032
 - b. Emporia - 3,808,937
 - c. Pittsburg - 3,813,816

Dr. John Henderson, President of Washburn University, told the Committee that no action has been taken on 1976 H.B. 2811 due to the fact that Washburn was being studied by the Commission. (1976 H.B. 2811 would permit the expansion of the Washburn taxing district to include all of Shawnee County, subject to the approval of the voters of Shawnee County living outside the Topeka city limits.)

The staff intends to present additional material relating to Washburn at the next Committee meeting.

Other Matters

The minutes of the previous Committee meeting were approved.

The next meeting will be August 24 and 25 (Tuesday and Wednesday). Among matters the Committee will consider will be a continuation of the study of Washburn University.

A copy of all material presented to the Committee is in the Committee notebooks and also on file in the Office of Legislative Administrative Services.

The meeting was adjourned.

Prepared by Carolyn Rampey

Approved by Committee on:

(Date)

MEMORANDUM

FROM: Legislative Research Department July 6, 1976
TO: Legislative Educational Planning Committee
RE: Washburn University -- Degrees and Program Information

Washburn University is organized into three schools or colleges from which programs are offered and degrees conferred:

1. The College of Arts and Sciences. This College consists of programs in the humanities, science and teaching and awards the Bachelor's Degree in Arts, Fine Arts, Science, Education and Music. In addition, the College awards a number of Associate of Arts Degrees and the Master of Education Degree. (There is no graduate school at Washburn. The one program for which a Master's Degree is awarded, Education, is operated out of the College of Arts and Sciences.) Special programs such as continuing education, special instructional programs, and workshops are offered under the auspices of the College of Arts and Sciences.

2. The School of Business. The School of Business offers majors in General Business, Accounting, Economics, Finance, Management, and Marketing leading to the Bachelor of Business Administration Degree. It also awards a Bachelor of Arts Degree with a major in Economics.

3. The School of Law. Washburn's law school awards the degree of Juris Doctor.

Listed below is an inventory of subject majors offered at Washburn University. Also listed are the Regents' Institutions that offer a major in the same area. An "x" in the appropriate column indicates the degree awarded in each area: Baccalaureate (B), Masters (M), and Doctoral (D). The numbers in parenthesis refer to the number of degrees conferred school year 1974-1975. (If a student graduates with more than one major, schools either report the degree in the area of specialization or split the degree and report it as, for example, half a degree in Biology and half a degree in Chemistry.)

It should be kept in mind that the number shown for degrees awarded is for one year only and that the number of students graduating with a major in a given area may vary from year to year.

In addition to the majors listed, for which baccalaureate, masters, or doctoral degrees are awarded, Washburn and Kansas University award the degree of Juris Doctor upon successful completion of law school. For school year 1974-1975, Washburn awarded 146 law degrees. Kansas University awarded 135.

Washburn also offers programs in Criminal Justice, Engineering, Community Health, Education, Child Development and Computer Science for which Associate Degrees are awarded. (Four Associate Degrees were awarded in school year 1974-1975 to persons completing the Criminal Justice program.) Washburn conducts a Mental Health Work Program to train persons to provide care for the mentally ill and mentally retarded. Persons who complete the Program are awarded a certificate and may apply to the State Board of Nursing for licensure as Mental Health Technicians.

Subject Major	Type and Number of Degrees Awarded - 1974-1975		
	B	M	D
<u>BIOLOGICAL SCIENCES</u>			
<u>Biology, General</u>			
Washburn University	X(14.5)		
University of Kansas	X(111)	X(15)	X(15)
Kansas State University	X(87)	X(5)	X(2)
Wichita State University	X(45)	X(9)	
Emporia Kansas State College	X(62)	X(16)	
Kans. St. College of Pittsburg	X(35.5)	X(15)	
Fort Hays Kansas State College	X(9)	X(6)	

Subject Major	Type and Number of Degrees Awarded - 1974-1975		
	B	M	D
<u>BUSINESS AND MANAGEMENT</u>			
<u>Business and Commerce, General</u>			
Washburn University	X(93)		
University of Kansas	X(205)	X(105)	X(4)
Kansas State University	X(123)		
Wichita State University	X		
Emporia Kansas State College	X(6)	X(22)	
Kans. St. College of Pittsburg	X(40)	X(20)	
Fort Hays Kansas State College	X(81.5)	X(20)	

Subject Major	Type and Number of Degrees Awarded - 1974-1975		
	B	M	D
<u>Accounting</u>			
Washburn University	X(55)		
University of Kansas	X(64)		
Kansas State University	X(117)	X	
Wichita State University	X(128.5)	X(9)	
Emporia Kansas State College	X(35)		
Kans. St. College of Pittsburg	X(66.5)		
Fort Hays Kansas State College	X(27)		

Subject Major	Type and Number of Degrees Awarded - 1974-1975		
	B	M	D
<u>COMMUNICATIONS</u>			
<u>Communications, General</u>			
Washburn University	X(21.5)		
Wichita State University		X	

Subject Major	Type and Number of Degrees Awarded - 1974-1975		
	B	M	D
<u>Journalism</u>			
Washburn University	X		
University of Kansas	X(86)	X(12)	
Kansas State University	X(43)	X(17)	
Wichita State University	X(23.5)		

Subject Major	Type and Number of Degrees Awarded - 1974-1975		
	B	M	D
<u>Radio/Television</u>			
Washburn University	X		
University of Kansas	X(68.5)	X(12)	
Kansas State University	X(37)	X(1)	
Wichita State University	X		

Subject Major	Type and Number of Degrees Awarded - 1974-1975		
	B	M	D
<u>Speech</u>			
Washburn University	X		

Subject Major	Type and Number of Degrees Awarded - 1974-1975		
	B	M	D
<u>EDUCATION</u>			
<u>Elementary Education, General</u>			
Washburn University	X(44)	X(18)	
University of Kansas	X(238)		
Kansas State University	X(192)	X(48)	
Wichita State University	X(121)	X(45)	
Emporia Kansas State College	X(183)	X(48)	X
Kans. St. College of Pittsburg	X(107)	X(48)	X
Fort Hays Kansas State College	X(128.5)	X(27)	

Subject Major	Type and Number of Degrees Awarded - 1974-1975		
	B	M	D
<u>Educational Administration</u>			
Washburn University		X(4)	
University of Kansas	X	X(19)	X(26)
Kansas State University	X	X(6)	X
Wichita State University	X	X(27)	X(5)
Emporia Kansas State College	X	X(15)	
Kans. St. College of Pittsburg	X	X(27)	
Fort Hays Kansas State College	X	X(21)	

Subject Major	Type and Number of Degrees Awarded - 1974-1975		
	B	M	D
<u>Reading Education</u>			
Washburn University		X(10)	
Fort Hays Kansas State College		X	

Subject Major	Type and Number of Degrees Awarded - 1974-1975		
	B	M	D
<u>Physical Education</u>			
Washburn University	X(10)		
University of Kansas	X(52)	X(15)	X(3)
Kansas State University	X(61)	X(16)	
Wichita State University	X(38)	X(12)	
Emporia Kansas State College	X(80)	X(15)	
Kans. St. College of Pittsburg	X(41)	X(22)	
Fort Hays Kansas State College	X(49)	X(5)	

Subject Major	Type and Number of Degrees Awarded - 1974-1975		
	B	M	D
<u>FINE AND APPLIED ARTS</u>			
<u>Art (Painting, Drawing, Sculpture)</u>			
Washburn University	X(7)		
University of Kansas	X(30)	X	
Kansas State University	X(3)	X(5)	
Wichita State University	X(19)		
Emporia Kansas State College	X(36)	X(10)	
Kans. St. College of Pittsburg	X(23)	X(12)	
Fort Hays Kansas State College	X	X	

Subject Major	Type and Number of Degrees Awarded - 1974-1975		
	B	M	D
<u>Music (Liberal Arts Program)</u>			
Washburn University	X(12)		
University of Kansas	X(1)		
Kansas State University	X(2)		
Wichita State University	X		

Subject Major	Type and Number of Degrees Awarded - 1974-1975		
	B	M	D
<u>Dramatic Arts</u>			
Washburn University	X(5)		
University of Kansas	X(9)	X(15)	X(2)
Kansas State University	X	X(30)	
Wichita State University	X		
Emporia Kansas State College	X(2)	X(8)	

Specialist Degree.

Subject Major	Type and Number of Degrees Awarded - 1974-1975		
	B	M	D
<u>FINE AND APPLIED ARTS (cont'd.)</u>			
<u>Applied Music</u>			
Washburn University	X(1)		
<u>FOREIGN LANGUAGES</u>			
<u>French</u>			
Washburn University	X(4.5)		
University of Kansas	X(16.33)	X(9)	X(4)
Wichita State University	X(4.5)		
<u>German</u>			
Washburn University	X(2.5)		
University of Kansas	X(8.83)	X	X(2)
Wichita State University	X(2.5)		
<u>HEALTH PROFESSIONS</u>			
<u>Medical Laboratory Technologies</u>			
Washburn University	X(3)		
University of Kansas	X(26)		
Kansas State University	X(19)		
Wichita State University	X(10)		
Emporia Kansas State College	X		
Kans. St. College of Pittsburg	X(14)		
<u>HOME ECONOMICS</u>			
<u>Home Economics, General</u>			
Washburn University	X(7)		
Kansas State University	X(40)	X(18)	X
Emporia Kansas State College	X(18)		
Kans. St. College of Pittsburg	X(12)		
Fort Hays Kansas State College	X(18)		
<u>LETTERS</u>			
<u>English, General</u>			
Washburn University	X(25.5)		
University of Kansas	X(69.67)	X(23)	X(12)
Kansas State University	X(14)	X(6)	X(5)
Wichita State University	X(51)	X(6)	
Emporia Kansas State College	X(37)	X(5)	
Kans. St. College of Pittsburg	X(19)	X(17)	
Fort Hays Kansas State College	X(12)	X(5)	
<u>Philosophy</u>			
Washburn University	X(2)		
University of Kansas	X(20.33)	X(4)	X
Kansas State University	X(2)	X(1)	
Wichita State University	X(5)	X(5)	
Emporia Kansas State College	X		
Fort Hays Kansas State College	X		

Subject Major	Type and Number of Degrees Awarded - 1975		
	B	M	D
<u>MATHEMATICS</u>			
<u>Mathematics, General</u>			
Washburn University	X(15.5)		
University of Kansas	X(19.2)	X(9)	X(3)
Kansas State University	X(15)	X(19)	X(6)
Wichita State University	X(19)	X(4)	
Emporia Kansas State College	X(23)	X(10)	
Kans. St. College of Pittsburg	X(24.5)	X(11)	
Fort Hays Kansas State College	X(22.5)	X(2.5)	
<u>PHYSICAL SCIENCES</u>			
<u>Physical Sciences</u>			
Washburn University	X(1)		
Kansas State University	X(18)		
Wichita State University	X(2)	X(3)	
Emporia Kansas State College	X(4)	X(6)	
Kans. St. College of Pittsburg	X(2)	X	
Fort Hays Kansas State College		X	
<u>Physics, General</u>			
Washburn University	X(1.5)		
University of Kansas	X(1.5)	X(3)	X(4)
Kansas State University	X(8)	X(9)	X(4)
Wichita State University	X(3.5)	X	
Emporia Kansas State College	X(6)	X	
Kans. St. College of Pittsburg	X(3.5)	X(2)	
Fort Hays Kansas State College	X(2)		
<u>Chemistry, General</u>			
Washburn University	X(7)		
University of Kansas	X(36.17)	X(4)	X(18)
Kansas State University	X(6)	X(3)	X(4)
Wichita State University	X(31.5)	X(5)	X*
Emporia Kansas State College	X(10)	X(3)	
Kans. St. College of Pittsburg	X(8)	X(7)	
Fort Hays Kansas State College	X(8)	X(6)	
*Cooperative Ph.D. program with K.U.			
<u>PSYCHOLOGY</u>			
<u>Psychology, General</u>			
Washburn University	X(31)		
University of Kansas	X(147.33)	X(2)	X
Kansas State University	X(69)	X(7)	X(7)
Wichita State University	X(84.5)	X(10)	
Emporia Kansas State College	X(76)	X(6)	
Kans. St. College of Pittsburg	X(17.5)	X(17)	
Fort Hays Kansas State College	X(39)	X(15)	
<u>Applied Psychology</u>			
Washburn University	X(1)		

Subject Major	Type and Number of Degrees Awarded - 1974-1975			Subject Major	Type and Number of Degrees Awarded - 1975		
	B	M	D		B	M	D
<u>PUBLIC AFFAIRS AND SERVICES</u>				<u>SOCIAL SCIENCES (cont'd.)</u>			
<u>Parks and Recreation Management</u>				<u>History</u>			
Washburn University	X(17)			Washburn University	X(30.5)		
				University of Kansas	X(58.5)	X(14)	X(8)
				Kansas State University	X(23)	X(13)	X(5)
<u>Social Work and Helping Services</u>				Wichita State University	X(30)	X(5)	
Washburn University	X(31.5)			Emporia Kansas State College	X(6)	X(3)	
University of Kansas	X(57)	X(105)		Kans. St. College of Pittsburg	X(24.5)	X(5)	
Kansas State University	X(27)			Fort Hays Kansas State College	X(18)	X(4.5)	
Wichita State University	X(35)			<u>Political Science and Government</u>			
<u>Law Enforcement and Corrections</u>				Washburn University	X(33)		
Washburn University	X(22.5)			University of Kansas	X(60.17)	X(17)	X(3)
Wichita State University	X(69)	X(11)		Kansas State University	X(29)	X(5)	
<u>SOCIAL SCIENCES</u>				Wichita State University	X(27.5)	X(7)	
<u>Criminal Justice</u>				Emporia Kansas State College	X(3)		
Washburn University	X(6)			Kans. St. College of Pittsburg	X(17.5)	X(3)	
<u>Economics</u>				Fort Hays Kansas State College	X(21)	X(4)	
Washburn University	X(6.5)			<u>Sociology</u>			
University of Kansas	X(20.83)	X(9)	X(5)	Washburn University	X(29.5)		
Kansas State University	X(21)	X(2)	X(7)	University of Kansas	X(27.15)	X(7)	X(7)
Wichita State University	X(8)	X(9)		Kansas State University	X(41)	X(3)	
Emporia Kansas State College	X(3)			Wichita State University	X(24.5)	X(7)	
Kans. St. College of Pittsburg	X(6)	X(6)		Emporia Kansas State College	X(31)		
Fort Hays Kansas State College	X(7)	X*		Kans. St. College of Pittsburg	X(3.5)	X(9)	
Temporarily Suspended				Fort Hays Kansas State College	X(33.5)	X	
*Temporarily Suspended				*Temporarily Suspended			

MEMORANDUM

FROM: Legislative Research Department July 13, 1976
TO: Legislative Educational Planning Committee
RE: Description of Vocational Education Categorical Aid
Distribution Program

Introduction

The purpose of this memorandum is to explain the way in which certain federal and state categorical aids are distributed to educational institutions. More extensive information pertaining to an overview of vocational education funding will be submitted at a later date.

General

The funds referred to herein are distributed on a formula basis to three types of institutions -- unified school districts (USD's), community junior colleges (CJC's) and area vocational schools (AVS's).

The primary unit with which this funding program is concerned is the individual vocational education program. In order to qualify for federal and state funding, a vocational program must first have the approval of the State Board of Education. Historically, the AV schools have been funded by total budget for each institution as approved by the State Board, rather than by program. However, FY 1976 is the first year in which the allocation formula has been applied to the individual programs of AV schools. This has resulted in some modification of the funding basis for AVS's.

State funds to assist in meeting matching requirements for federal funds are requested by the State Board in its annual budgetary requests.*

FY 1976 is the second year in which CJC's and USD's have been allocated vocational funds, by program, under the existing formula. Under prior formulas, USD's and CJC's also received their allocations on a program basis.

USD's and AVS's determine the programs they wish to offer and make application for program approval and funding to state level personnel responsible for vocational education

* Major additional funds which may be considered for matching purposes also are received by USD's, CJC's and AVS's. These will be identified in a subsequent memorandum.

programming. Enrollment in USD programs is almost exclusively secondary. The programs of AVS's may be exclusively secondary or postsecondary, or they may include a mixture of secondary and postsecondary students. CJC's determine the programs they wish to offer and these programs are subject to the joint scrutiny of State Department of Education staff who are responsible for vocational education programming and those involved with continuing education and community junior college programming. Enrollments in CJC programs are virtually all postsecondary.

State Categorical Aid

For FY 1976, the legislature appropriated the following sums for distribution as categorical aids to USD's, CJC's and AVS's

<u>FY 1976</u>
USD - \$438,000
CJC - \$336,000
AVS - \$3,620,646

These funds are distributed to programs on a formula* basis. Thus, USD programs "compete" with each other for a share of the appropriations for USD programs. The same principle applies relative to the appropriations for CJC and AVS programs. No doubt, the effect on the entitlements for individual programs would be quite different if state aid were a single, lump-sum amount.

Federal Part B Aid**

In addition to the state categorical aid appropriations, there is an annual formula distribution of a portion of the federal Part B funds Kansas receives. These federal funds provide basic grants for support of regular vocational education programming. There is some "earmarking" of these funds, so that less than the full amount available to the state is distributed through

* The formula is described herein in considerable detail.

** Part B of the Vocational Education Act of 1963 as amended in 1968. The law provides that these federal funds must be matched by nonfederal funds on a 50-50 basis. As a practical matter, this presents no problems since the nonfederal funds for approved vocational programs greatly exceed the federal fund allocation.

the formula. For example, some funds are used for state level administration, 15% of funds must be used to assist disadvantaged students to succeed in vocational programs, and 10% must be used to assist handicapped students. The remaining amount is distributed via the formula. For FY 1976, a total of \$2,794,840 in Part B funds was available for the formula distribution. In the allocation of the federal funds, there is no division of funds by category of institution. Theoretically, each program is in competition with every other program for a share of available funds.

The Formula - General
Observations

A formula has been developed by the staff of the State Department of Education and approved by the State Board principally for the purpose of meeting requirements of federal law that a number of criteria be taken into account in fund allocation. In the most elementary of terms, the federal requirements primarily are directed toward an allocation of funds on the basis of need. Funds earned under this part of the formula are referred to as base allotments. The formula has been designed for the purpose of distributing the largest portion of available funds to programs having the greatest need. In addition, a portion of the funds are allocated on a performance basis. This part of the distribution formula is designed to provide financial incentives for programs on the basis of excellence.

Performance is evaluated by state-level program area specialists through the completion of an annual rating sheet* for each program. Nearly 60% of the performance rating is based on accountability indicators. About one-third of the evaluation is based upon an assessment of the degree to which the program provides employees for the significant manpower needs in the state and the placement rate of program graduates. Relative cost factors and program retention also are considered as accountability items. Other components of the program evaluation activity relate to institutional philosophy and goals, program administration, instruction, and ancillary services such as guidance and counseling.

The current State Board of Education policy is generally that 90% of available funds will be distributed as the base allotment and 10% as the performance allotment.

The formula provides for the determination of the base allotment by a computation of local effort (amount spent for programs in the preceding year minus reimbursement) and

* Copy attached.

local ability (funds to support vocational education that could be generated locally from all sources, e.g., state aid, local tax levy, tuition). A ratio factor is derived by dividing local effort by local ability, which factor is then multiplied by the level of reimbursement in the previous year to determine the base allotment entitlement. This entitlement is subjected to some additional constraints which are explained below. The performance allotment is made by dividing the performance money available by the total number of performance points accumulated and allocating the resultant amount per performance point among the programs, based upon the total number of such points "earned" by each program.

In summary, by use of a formula, the following factors, where applicable, are taken into account for each program in each school:

1. The maximum legal amount which could be produced by the two mill levy. (USD's and CJC's only).
2. State general financial aid to the school the previous year.
3. The number of students in vocational education programs in the school in the previous year.
4. The reimbursement from vocational education funds for the program for the previous year.
5. The total expenditures for the program the previous year.
6. The evaluation of the program in the previous year.

The following illustration of one specific application of the formula as applied in FY 1976 to a USD. It should be borne in mind that distribution of funds under the formula requires six different applications. The illustration shown below represents the basic effects of two of those applications.

As noted above, state categorical aid is appropriated separately for USD's, CJC's and AVS's. Thus, based upon the aid available, the formula is applied three times for the distribution of state categorical aid for Part B programs. In addition the appropriation for USD programs is divided so that in FY 1976 about 45% of funds are distributed to support Part B programs, and 55%, to Part F* (homemaking) programs. The decision concerning the division of the state appropriation among Part B and Part F programs is made by the vocational education staff of the State Department of Education. The formula is applied once for the distribution of federal Part B funds to USD's, CJC's and AVS's and once for the distribution of federal Part F funds to USD's.

* Under the federal law, certain funds are earmarked to support approved consumer and homemaking programs. These are referred to as Part F programs. In Kansas, these programs are offered only by USD's. In general, federal funds for Part F programs must be matched dollar for dollar by nonfederal funds. The matching requirement is reduced somewhat where economically depressed areas are involved.

THE FORMULA

(An Illustration of Actual Data for One USD - FY 1976)

Basic Data

\$ 197,498.00 -- Total FY 1976 state funds allocated to USD Part B, programs.

\$2,794,841.00 -- Total federal fund allocation to Part B programs in FY 1976.

\$ 228.00 -- State financial aid per student in the USD for previous year (1974-75).

\$ 35,926.00 -- Maximum two-mill money which could be raised in the USD (two-mills x 1975 assessed valuation).

1-Part B } Number of approved vocational programs in the USD
1-Part F } funded by Part B and Part F funds.

\$ 2,245.00 -- Part B vocational education funds (combined state and federal received by the USD for previous year, 1974-75.)

\$ 13,511.00 -- Part B total actual expenditures in the USD for previous year (1974-75).

5-Part B full-time equivalent students in the USD program (1974-75).
12-Part F full-time equivalent students in the USD program (1974-75).

50-Part B -- Evaluation points for the Part B program (1974-75).

FY 1976 STATE FUNDS COMPUTATION

$$\underline{\text{Local Money Available}} = (\text{state aid per student in USD}) \times (\text{Part B FTE students}) + \frac{(\text{two mill money}) \times (\text{Part B FTE students})}{\text{Part B FTE students} + \text{Part F FTE students}}$$

$$\underline{\text{Local Money Available}} = (\$228.00)(5) + \frac{\text{OR} \quad (\$35,926.00)(5)}{(5 + 12)} = \underline{\underline{\$11,706.47}}$$

A. Base Money

$$\text{Program Money Needed} = (\text{Part B reimbursement}) \times \frac{(\text{Part B expenditure} - \text{Part B reimbursement})}{\text{Local Money Available}}$$

$$\underline{\text{Program Money Needed}} = (\$2,245.00) \frac{\text{OR} \quad (\$13,511.00 - \$2,245.00)}{\$11,706.47} = \underline{\underline{\$2,160.52}}$$

NOTE: In addition to this computation, the "program money needed" is subject to three tests:

1. If the average computed amount per program in the school is less than \$1,000, an average of \$1,000 per program is used as the money needed. In this illustration this criterion is not applicable.
2. If the computed amount is less than 90% of the amount received the previous year, the amount needed is established as 90% of the amount received the previous year. In this illustration this criterion is not applicable.
3. If the computed amount is greater than 110% of the amount received the previous year, the amount needed is established as 110% of the amount received the previous year. In this illustration this criterion is not applicable.

Similar computations are made for each USD. The sum computed for all USD's is designated: Total Program Money Needed. In FY 1976, "total program money needed" by USD's totaled \$613,268.00.

Proration of Available Funds

The formula provides that 10% of available state funds are reserved for incentive funding (Performance Money), which is based upon an annual evaluation of the performance of each program. The remaining 90% of available state funds are prorate, when necessary, to each program, in the following manner:

$$\text{Base Money for Program} = (\text{Program Money Needed}) \times \frac{(\text{Available state aid for USD Part B programs})}{(\text{Total state aid for USD Part B programs})} \times 90\%$$

$$\underline{\text{Base Money for Program}} = (\$2,160.52) \frac{\text{OR} \quad \$197,498.00}{\$613,268.00} (.9) = \underline{\underline{\$626.20}}$$

B. Performance Money

Performance money is allocated on a point basis. As described previously in this memorandum, points are assigned based on a performance rating of each program:

Total Performance Money = (10%) X (available state aid for USD Part B programs)

OR

Total Performance Money = (.1)(\$197,538.00) = \$19,753.80

The total points awarded to all USD Part B programs was 11,688:

Amount Per Point = $\frac{\text{total performance money}}{\text{total points}}$

OR

Amount Per Point = $\frac{\$19,753.80}{11,688}$ = \$1.69

Performance Money for Program = points awarded to USD program X amount per point

OR

Performance Money for Program = (50)(\$1.69) = \$84.50

Total State Aid for USD Part B Programs = Base Money + Performance Money

OR

Total State Aid for USD Part B Program = \$626.20 + \$84.50 = \$710.70

FY 1976 FEDERAL FUNDS COMPUTATION

A. Base Money

As is the case with state categorical aid, 10% of federal Part B program funds are reserved for incentive funding, i.e., Performance Money. As was true in the computation of base money entitlement for state categorical aid, the sum of all program base money entitlements exceeded the money available and had to be under-prorated. Thus:

$$\text{Federal Base Money for Program} = (\text{program money needed}) \times \frac{(\text{available federal aid for Part B programs})}{(\text{total federal Part B aid needed})} \times 90\%$$

$$\text{Federal Base Money for Program} = \overset{\text{OR}}{(\$2,160.52)} \frac{\$2,794,841.00}{\$5,718,096.00} (.9) = \underline{\underline{\$950.40}}$$

B. Performance Money

$$\text{Total Performance Money} = (\text{total available federal Part B aid}) \times (10\%)$$

$$\text{Total Performance Money} = \overset{\text{OR}}{(\$2,794,841.00)} \times (.1) = \underline{\underline{\$279,484.00}}$$

$$\text{Amount Per Point} = \frac{\text{total performance money}}{\text{total points}}$$

$$\text{Amount Per Point} = \overset{\text{OR}}{\frac{\$279,484.00}{31,831}} = \underline{\underline{\$8.78}}$$

$$\text{Performance Money for Program} = \text{points awarded to USD program} \times \text{amount per point}$$

$$\text{Performance Money for Program} = \overset{\text{OR}}{(50)(\$8.78)} = \underline{\underline{\$439.00}}$$

$$\text{Total Federal Aid for USD Part B Program} = \text{Base Money} + \text{Performance Money}$$

$$\text{Total Federal Aid for USD Part B Program} = \overset{\text{OR}}{\$950.40 + \$439.00} = \underline{\underline{\$1,389.40}}$$

TOTAL PART B REIMBURSEMENT

State Money + Federal Money = Total Part B Reimbursement

OR

Total Part B Reimbursement = \$710.70 + \$1,389.40 = \$2,100.10

Observations

1. Insofar as USD's and CJC's are concerned, the distribution formula accounts for only a small percent of the cost of vocational programs (est. less than 15%).

2. Constraints have been built into the formula relative to the base amount entitlements so that the funding of an approved program will neither increase nor decrease greater than 10% from one year to the next. A purpose of these constraints was to minimize the effects of the transition from the previous formula to the present one.

3. An additional constraint is that each approved program is guaranteed to a minimum entitlement of \$1,000. This guarantee is provided regardless of need.

4. Under the base allocation portion of the formula, the ratio determined by dividing "local effort" by "local ability" is applied to the sum of the state aid entitlement of the program for the prior year. A question might be raised whether using the previous year's aid as the figure against which the local effort ratio is applied is the most defensible such figure.

5. As a matter of policy, a question might be raised concerning whether efforts should be made to develop an acceptable formula for the distribution of these categorical funds which could be understood more easily by school people, legislators and the general public.

6. A question might be raised as to whether the procedure used for the evaluation of programs for purposes of awarding performance points and performance funding is suitable.

7. The decision on how to allocate available categorical funds to vocational programs is made by the State Board of Education, upon the recommendation of professional staff who work in the area of vocational education. These persons have considerable latitude with regard to the development of such a formula. The main requirements are that the formula must be acceptable in terms of meeting the federal program constraints. An additional informal but significant constraint is the vested interest that ongoing programs have in whatever funding mechanism is derived. A policy question that might be considered is whether the development and application of such a formula should continue to be delegated, virtually exclusively, to an agency (in this case the State Department of Education) or whether there should be formal guidelines established to provide direction in such an effort. (For example, at the present time, the appropriations for USD's, CJC's, and AVS's are separate line item amounts in the State Department of Education budget. The legislature has decided it should set the amount of funds appropriated for each category of institution, but it has given no further direction.

In some previous years, the categorical aid appropriation for USD's and CJC's has been a lump-sum amount with the distribution to the types of institutions determined internally by the State Department and State Board of Education.)

8. The way the distribution formula presently is constructed provides that aid entitlements are determined on the basis of prior year expenditures. Such an approach does not take into account new or unusual funding requirements in the current school year. Is there a need to update the formula so that the current year needs are recognized?

CRITERIA FOR PROGRAM EVALUATION AND APPROVAL

School _____ Program _____

Instructor(s) _____

I. INSTITUTIONAL

CRITERIA 1. PHILOSOPHY, GOALS, AND CHARACTERISTICS		Points Poss.	Points Award.	Wt.	Total Points
COMMENTS:	Philosophy	.5		1	=
	Goals	.5			
	TOTAL	1.0	X		

II. MANAGEMENT—ADMINISTRATION

CRITERIA 2. ORGANIZATION, PLANNING AND STAFFING		Points Poss.	Points Award.	Wt.	Total Points
COMMENTS:	Organization	.3		2	=
	Planning	.4			
	Staffing	.3			
	TOTAL	1.0	X		

CRITERIA 3. REPORTING, BUDGETING, AND EVALUATION		Points Poss.	Points Award.	Wt.	Total Points
COMMENTS:	Budgeting	.3		4	=
	Evaluation	.4			
	Reporting	.3			
	TOTAL	1.0	X		

III. INSTRUCTIONAL PROGRAM

CRITERIA 4. PROGRAM DESCRIPTION, MEASURABLE OBJECTIVES, PROGRAM PURPOSE DEFINED		Points Poss.	Points Award.	Wt.	Total Points
COMMENTS:	Program Description	.2		4	=
	Measurable Objectives	.3			
	Purpose of Instruction	.3			
	Matching Outcome with Objective	.2			
	TOTAL	1.0	X		

CRITERIA 5. LEARNING RESOURCES, ADEQUATE FACILITIES, AND EQUIPMENT		Points Poss.	Points Award.	Wt.	Total Points
COMMENTS:	Learning Resources Material	.3		4	=
	Adequate Facilities	.4			
	Adequate Equipment	.3			
	TOTAL	1.0	X		

CRITERIA 6. ORGANIZATION AND MANAGEMENT, DURATION AND INTENSITY, AND CONDITIONS UNDER WHICH INSTRUCTION IS GIVEN		Points Poss.	Points Award.	Wt.	Total Points
COMMENTS:	Organization and Management	.3		8	=
	Duration and Intensity	.4			
	Conditions under which Instruction is Given	.3			
	TOTAL	1.0	X		

CRITERIA 7. DUPLICATION AND ARTICULATION, ADVISORY COMMITTEE		Points Poss.	Points Award.	Wt.	Total Points
COMMENTS:	Duplication and Articulation	.2		3	=
	Advisory Committee	.8			
	TOTAL	1.0	X		

CRITERIA 8. LEADERSHIP ACTIVITIES		Points Poss.	Points Award.	Wt.	Total Points
COMMENTS:	Leadership Activities			3	=
	TOTAL	1.0	X		

CRITERIA 9. TEACHER QUALIFICATION, METHODOLOGY, PROGRAM EVALUATION		Points Poss.	Points Award.	Wt.	Total Points
COMMENTS:	Program Evaluation	.3		4	=
	Teacher Qualification and Methodology	.7			
	TOTAL	1.0	X		

CRITERIA 10. CLIENTELE SERVED, AND STUDENT INTEREST		Points Poss.	Points Award.	Wt.	Total Points
COMMENTS:	Clientele Served	.5		3	=
	Student Interest	.5			
	TOTAL	1.0	X		

IV. ANCILLARY SERVICES—GUIDANCE AND COUNSELING

CRITERIA 11. PLACEMENT AND FOLLOW-UP PROCEDURES, STUDENT RECORDS		Points Poss.	Points Award.	Wt.	Total Points
COMMENTS:	Guidance and Counseling	.2			
	Enrollment Procedure	.2			
	Placement and Follow-up Procedure	.4			
	Student Records	.2			
	TOTAL	1.0		×	2 =

V. ACCOUNTABILITY

CRITERIA 12. STATE MANPOWER NEEDS		Points Poss.	Points Award.	Wt.	Total Points
COMMENTS:	State Manpower Needs				
	TOTAL	1.0		×	9 =

CRITERIA 13. REGIONAL MANPOWER NEEDS		Points Poss.	Points Award.	Wt.	Total Points
COMMENTS:	Regional Manpower Needs				
	TOTAL	1.0		×	8 =

CRITERIA 14. PLACEMENT RATE		Points Poss.	Points Award.	Wt.	Total Points
COMMENTS:	Placement Rate				
	TOTAL	1.0		×	18 =

CRITERIA 15. COST PER STUDENT ENROLLED		Points Poss.	Points Award.	Wt.	Total Points
COMMENTS:	Cost Per Student Enrolled				
	TOTAL	1.0		×	3 =

CRITERIA 16. COST PER STUDENT COMPLETION		Points Poss.	Points Award.	Wt.	Total Points
COMMENTS:	Cost Per Student Comp.				
	TOTAL	1.0		×	5 =

CRITERIA 17. COST PER STUDENT PLACED		Points Poss.	Points Award.	Wt.	Total Points
COMMENTS:	Cost Per Student Placed				
	TOTAL	1.0		×	8 =

CRITERIA 18. COMPETITION OF PROGRAMS		Points Poss.	Points Award.	Wt.	Total Points
COMMENTS:	Competition of Programs				
	TOTAL	1.0		×	5 =

CRITERIA 19. RETENTION RATE		Points Poss.	Points Award.	Wt.	Total Points
COMMENTS:	Retention Rate				
	TOTAL	1.0		×	5 =

Total Points

Signature _____

Comments:



EXCERPT FROM VOCATIONAL EDUCATION ADVISORY COUNCIL
MINUTES

Minutes
April 2, 1976
Page 7

SATELLITE
PROGRAMS

There was considerable discussion regarding the starting of new satellite programs in school districts not participating in an area vocational technical school. It was the concern of the Council that unplanned proliferation of such programs will damage existing efforts in neighboring area vocational technical schools.

It was moved by Wm. Studyvin and seconded by L. D. Boone that the Council go on record as recommending that approval not be granted for new programs for the expansion of existing programs when this addition or expansion will be detrimental to programs now in existence in the same general geographic area. Motion carried.

ADJOURN-
MENT

Meeting adjourned at 4:00 p. m.

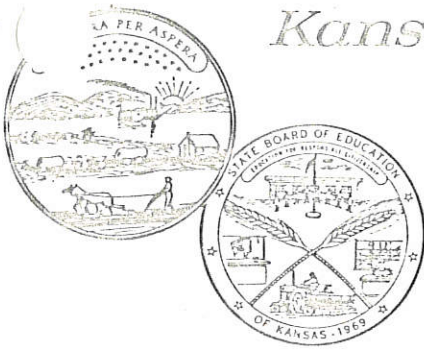
M. Ludwig

Kansas State Department of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612

March 31, 1976



Dr. Bob Severance, Director
 North Central Kansas AVTS
 Box 626
 Beloit, Kansas 67420

Dear Bob:

This letter is in response to your request for approval to operate a satellite vocational-technical school in Hays, Kansas, under the auspices of the North Central Kansas Area Vocational-Technical School, Beloit.

After careful review of your request we have made the following decision. The L.P.N. program currently operated by NCKAVTS at Hays can and will be an approved extension of the existing L.P.N. program located at NCKAVTS. In part, this is because of the need for clinical facilities for this particular type of program. Your request for additional satellite post-secondary vocational education programs is not approved for the following reasons.

The Hays area is presently being served by the Northwest Kansas Area Vocational-Technical School, Goodland, and the North Central Kansas Area Vocational-Technical School, Beloit, with students attending both institutions. At present there are approximately 100 students attending NWKAVTS from a 50-mile radius surrounding Hays. If a satellite program were approved to operate in Hays it would have an adverse effect on the ability of NWKAVTS to run a cost effective institution. Their enrollment is approximately 350 students and the anticipated loss of 100 students would be significant. Even though you have not furnished us comparable figures for NCKAVTS students from the same 50-mile radius, we can logically assume that a substantial number of your students live in this same area.

It is also apparent that this 50-mile area surrounding Hays sends students to Colby Community Junior College as well as Barton County Community Junior College both of which have approved vocational education programs.

We also feel supervision and administration of a full blown satellite vocational program would be a problem considering the distance between Hays and Beloit.

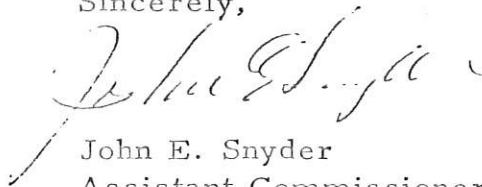
Dr. Bob Severance
Page 2
March 31, 1976

Based on the above rationale this satellite program arrangement is disapproved except for the present ongoing L.P.N. program.

I feel that you should be advised of your right to appeal this decision. A copy of the appeal procedures is enclosed in the event you wish to appeal.

If we can assist you further or answer questions regarding the appeal process, please feel free to contact my office.

Sincerely,

A handwritten signature in cursive script, appearing to read "John E. Snyder".

John E. Snyder
Assistant Commissioner
Division of Vocational Education

JES:tjm

Enclosure

Kansas State Department of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612

Office of the Commissioner

May 4, 1976

Dr. Bob Severance, Director
North Central Kansas AVTS
P.O. Box 626
Beloit, Kansas 67420

Dear Doctor Severance:

Your request for approval of three additional vocational-technical programs to be offered in Hays, Kansas by the North Central Kansas Area Vocational-Technical School during the 1976-77 school year has again been thoroughly reviewed by me and other members of my staff in accordance with appeal procedures outlined in the Vocational Education Handbook for 1976. The three programs considered were: Office Education, Carpentry-Cabinetmaking, and Farm Equipment Mechanics.

This is to inform you that I will recommend approval of the aforementioned programs to be offered in Hays during the 1976-77 school year to the State Board of Education at its regular meeting being held on May 11, 1976. This recommendation is based upon my understanding that these programs will be to serve students in the Hays and local areas, and are not to be construed as competitive programs with the Goodland Northwest Kansas Area Vocational-Technical School. You are aware that the State Board of Education must officially approve vocational-technical programs offered by local education agencies, including Area Vocational-Technical Schools, pursuant to the provisions pertaining to program approval and operation stipulated by statutes and within rules and regulations of said Board. Provisions for vocational education program approval are outlined in the Vocational Education Handbook for 1976.

The bases for my recommendation to the State Board of Education are:

- (1) The North Central Kansas Area Vocational-Technical School is currently conducting programs for the training of Licensed Practical Nurses, Cooperative Industrial Training (CIT), and Agriculture Production in Hays.
- (2) The Unified School Districts of Hays USD No. 489, Ransom USD No. 302, LaCrosse USD No. 395, Victoria USD No. 432, Natoma USD No. 399, Russell USD No. 407, Plainville USD No. 270, and Ellis USD No. 388 initially contacted your office regarding establishing the programs cited above rather than your making the first contact. I assumed you were first contacted by the school districts because your school is currently operating a postsecondary LPN program and secondary programs in the areas of Cooperative Industrial Training (CIT) and Agriculture Production.

Doctor Bob Severance

May 4, 1976

Page 2

- (3) Members of my staff and I have determined, in our judgments, that there is justification of need for the programs in the Hays area. This has been substantiated by surveys made in the participating school districts.
- (4) Proper procedures for making application for new programs were followed.
- (5) The three contemplated programs would serve both secondary and postsecondary students.
- (6) It seems that manpower training needs can best be met through programs offered in Hays rather than requiring students to drive long distances or to attend in residence at another school.

If you or others have further questions, please feel perfectly free to contact our Division of Vocational Education or my office.

Sincerely,



Merle R. Bolton
Commissioner of Education

MRB:vi

cc: James H. Tangeman, President, Colby CJC
Jimmie L. Downing, President, Barton CJC
Larry Keirns, Director, Northwest AVTS
Harvey L. Ludwick, Hays USD No. 489 ✓
Carl D. Thieszen, Ransom USD No. 302
Eli Boucher, LaCrosse USD No. 395
Peter O'Brien, Victoria USD No. 432
Terry D. Cates, Natoma USD No. 399
Verl D. Anderson, Russell USD No. 407
J. D. Brunnemer, Plainville USD No. 270
R. D. Rorabaugh, Ellis USD No. 388
Dale Dennis
John Snyder
Tom Moore
David Kester
L. C. Crouch

NORTH CENTRAL KANSAS AVTS

Babit

School Attendance Map

1975-76 Enrollment

CHEYENNE	MAWLINS	DECATUR	NORTON	PHILLIP	SMITH	JEWELL	REPUBLIC	WASHINGTON	MARSHALL	NEMAHA	BROWN	DONIPHAN	
	1	2	2	4	12	20	33	25	8	5	9	3	
SHERMAN	THOMAS	SHERIDAN	OSBORN	ROOKS	OSBORNE	MITCHELL	CLOUD	CLAY	RILEY	POTTAWATOMIE	JACKSON	ATCHISON	
	1	3		5	17	40	35	12	5	8	2	2	
WALLACE	LOGAN	COVE	TREGG	ELLIS	RUSSELL	LINCOLN	CITAWA	DEWEES	GEARY	WAINWRIGHT	SHAWNEE	JEFFERSON	LEAVENWORTH
	1	1	2	90	10	26	11		3	3	2	2	1
CARLELEY	WRIGHT	SCOTT	LANE	NESS	RUSH	BARTON	ELLSWORTH	ELLSWORTH	MORRIS	LYON	OSAGE	BOULDER	JOHNSON
			1	3	2	3	2	5	12		1	3	3
RAWLINS	KEARNY	FINNEY	ROCKMAN	POWNEE	STAFFORD	RICE	MACPHERSON	MACPHERSON	HARRISON	CHASE	QUATEY	ANDERSON	MIAMI
7		1		2	2	3	3	3	2			3	3
STANTON	GRAFF	TRAVEL	GRAY	FORD	EDWARDS	FRANK	RENO	HARVEY	BUTLER	GREENWOOD	WOODSON	ALLEN	COLLINS
							2		1			3	2
STANTON	GRAFF	TRAVEL			KIRK	FRANK	KIRK	SEMPER			WILSON	KEESHO	CRAWFORD
					2		1	1				1	3
ROBERTSON	STOVERS	SEWARD	ROBERTSON	CLARK	OSAWATOMIE	BARBER	WINNEMUNGO	SUMNER	CONLEY	ELK	MINY-COBBY	LAGETTE	CHERRY
											1	1	

This North Central Area School is a statewide area school, with 35 counties represented.

PRESENTATION TO 1202 COMMISSION ON EDUCATION

by

Dr. Dale E. Brooks

I believe it is a mistake for a community to establish post-secondary vocational education programs carte-blanche on top of the on-going educational program without first taking a serious look and improving the secondary school through the development of quality vocational education programs.

As a matter of fact, it has been demonstrated that excellent secondary programs will substantially reduce the post-secondary need.

Strong secondary programs reduce problems in high schools, add to learning opportunity and can be provided at a substantially lower cost than a post-secondary program.

The usual spin-off of a good high school program is an improved junior high curriculum and improved elementary educational opportunity.

The most successful secondary programs are Carpentry, Auto Mechanics, Machine Shop, Agriculture Production, Agriculture Mechanics, Home Economics, both Homemaking and Wage earning, Cooperative Industrial Training, Distributive Education and Office Education.

The strongest total vocational education program that a school system can provide is an active career education program, a secondary vocational education opportunity articulated with a post secondary program.

The Hays area has sufficient high school student population to support a high quality secondary vocational education program with 2,468 high school students attended school within 40 miles of Hays last year.

FROM KANSAS EDUCATIONAL DIRECTORY 1975-76

District	H.S. ENROLLMENT	Miles from Hays
Hays	637	0
Ransom	108	38
LaCrosse	257	25
Victoria	183	10
Natoma	99	41
Russell	677	24
Plainsville	271	26
Ellis	236	15

Total 2468

It appears from a document presented to the Division of Vocational Education, State Department of Education by Dr. Severance titled, "Hays Satellite", section "Plans for the Future" that the following post-secondary programs are being planned for operation: Licensed Practical Nursing, Office Education, Carpentry-Cabinetmaking, Farm Machinery Mechanics, Distributive Education, Electricity and Masonry.

This approaches a full fledged area vocational technical school.

It seems reasonable that a community should have the opportunity to request limited assistance from an Area Vocational Technical School or Community Junior College to assist with occupational training needs. However establishing a program of this scope as a satellite will set a precedent. It is our contention that if the Hays' Community has an educational need of this magnitude, a full-fledged Area Vocational Technical School should be considered to be operated by the Hays USD.

PRESENTATION

to the

1202 COMMISSION

July 13, 1976

* * * *

TOPIC:

"Proposed Hays Satellite Post-Secondary Programs"

* * * *

by

Northwest Kansas Area Vocational-Technical School
Goodland, Kansas

Larry Keirns, Director

The Northwest Kansas Area Vocational-Technical School, Goodland, Kansas, opposes the proposal for the establishment of post-secondary programs in Hays, Kansas, as a satellite to the North Central AVTS located at Beloit, Kansas.

The Area Board of Control of Northwest Kansas AVTS on April 24, 1976, unanimously agreed to oppose the Beloit proposal of satellite programs at Hays because of the detrimental effect it would have on vocational-technical education in Western Kansas. Our reasons are set out in the following presentation and exhibits.

Please refer to EXHIBIT "A" (North Central AVTS's Hays Satellite Proposal). The groundwork is being laid to start post-secondary programs in Hays in Carpentry, Farm Mechanics, Office Education, Electricity, Distributive Education and Masonry. This would represent a total of six post-secondary programs...and it is noted that it only takes five such post-secondary programs to be eligible for approval as an area vocational-technical school in Kansas. Such plans are in direct conflict with the moratorium for establishment of an area vocational-technical school (KSA 72-4412c) which specifically prohibits by that statute the authorization for establishment and operation of any area vocational-technical school. Please refer to EXHIBIT "B" (State Board of Education's Concept for Satellite Programs 2/2/72).

* * * * *

The Master Planning Commission reports set forth various findings which further emphasize the inappropriateness of establishing post-secondary programs at Hays as a satellite to the North Central AVTS at Beloit.

Reference: "Post Secondary Educational Planning to 1985, Final Report and Recommendations" prepared by the Master Planning Commission. _____

Page 4:

A significant fact... the labor force needs for Western Kansas in 1970's will be less than 15% of the entire work force needed during that period.

Page 28:

Proliferation of Institutions: The number of post-secondary institutions exceed that required to adequately serve the needs of the state. As a result of this proliferation, the following problem areas are not uncommon: (1) needless competition for students and revenue; (2) unnecessary duplication of courses and programs; (3) limited program offerings in some institutions; and (4) inefficiencies due to failure to achieve economies of scale.

Page 29:

Reasons for not having dual system in Northwestern Kansas:
(1) unnecessary duplication of services, staffing, equipment and facilities; (2) low institutional enrollment; (3) reduction of articulation and planning among the elements of post-secondary education, etc.

* * * * *

The Master Planning Commission proportioned the State of Kansas into twenty regions in making its study of the Grade 12 Projections through 1986-87. Region Eight (8) encompasses the Northwest Kansas Area Vocational-Technical School in Goodland and Region Nine (9) encompasses the Ellis County (Hays) area. The following calculations verify the anticipated drastic drop in enrollment of the 12th grade graduating students during the next eleven (11) years, as follows:

Reference: "Projections, Grade Twelve Enrollments" prepared by the Master Planning Commission, Pages 45 and 46.

PROJECTED 12th GRADE ENROLLMENT			
	1976-77	1986-87	Decrease
Region #8	737	487	- 34 % (Page 45)
Region #9	1449	809	- 44 % (Page 46)

The following comparison of Region 8 and 9 for school year 1975-76 indicates the high percentage of students attending the Northwest Kansas AVTS in Goodland from that area encompassing the Ellis County (Hays) area.

ANALYSIS OF REGIONS 8 and 9 OF THE TWENTY REGIONS USED BY MASTER PLANNING COMMISSION

Northwest Kansas AVTS 75-76 Enrollment by Regions:

REGION #9 - Norton, Phillips, Smith, Graham, Rooks, Osborne, Gove, Trego, Ellis and Russell Counties.

Farm & Diesel Mechanics 17 students 33 %

Carpentry 10 students 45 %

REGION #8 -- Sheridan, Decatur, Rawlins, Cheyenne, Sherman, Wallace, Logan and Thomas Counties

Farm & Diesel Mechanics 34 students

Carpentry 12 students

Please refer to EXHIBIT "C" (Enrollment Map and County Data) for county by county comparison in a radius distance from Goodland and also from Hays showing enrollment in the various programs. This comparison itself indicates that if such post-secondary programs were to be established at Hays, it would certainly erode the enrollment at Northwest Kansas AVTS, Goodland.

IN SUMMARY . . .

(1) We contend that once the enrollment increases to the point that the area schools at Beloit, Goodland, Salina, Liberal and Dodge City cannot serve the needs of students in the six post-secondary programs proposed and planned for Hays, then the existing area schools should expand their programs to handle such student needs. This could be done by utilizing the present staff, facilities and equipment of such area schools. Due to the known fact that the availability of prospective students will become less, however, the existing area vocational-technical schools should be able to handle the needs of students desiring vocational-technical school training in Western Kansas without the proliferation of new post-secondary vocational programs in competition with those already in existence in area vocational-technical schools and community colleges.

(2) The establishment of post-secondary programs in Hays would not only be in direct conflict with the moratorium concerning the establishment of additional area vocational-technical schools in Kansas, but would... in fact... dilute the state and federal vocational funds which are already extremely limited within the State of Kansas.

(3) Such establishment of post-secondary programs at Hays would proliferate programs which would bring about severe competition for students in Western Kansas.

(4) The cost for establishing such satellite programs at Hays would be prohibitive. One would have to expect to hire additional instructors, purchase expensive equipment, build, lease or rent facilities and encounter high costs of utilities, supplies, etc.

(5) Supervision, coordination and administration of the proposed Hays satellite programs are questionable since the post-secondary students would require guidance services, financial aid planning and aid in placement. With Beloit personnel being 220 miles (round trip) from such post-secondary students, supervision and administration by that school seems impractical. Eventually such administrators may need to be hired at the Hays location, the cost of which would be in addition to costs referred to in Item #4.

(6) EXHIBIT "D" within this presentation represent letters from three Western Kansas area school directors -- Salina, Dodge City and Liberal -- setting forth their concerns about such post-secondary programs at Hays. They further state that they have available slots for incoming students in the proposed programs.

* * * * *

The above-mentioned facts set forth the obvious reasons why such post-secondary vocational-technical education programs should NOT BE ESTABLISHED at Hays.

We respectfully request that the 1202 Commission review the facts and determine that the proposal for satellite programs at Hays is not in the best interest of vocational-technical education in the State of Kansas.

NORTH CENTRAL KANSAS AREA
VOCATIONAL-TECHNICAL SCHOOL

HAYS SATELLITE

OVERVIEW. The efforts to increase the vocational-technical education opportunities in the Hays area was started in the spring of 1974. Mr. George Gatschett, who at that time was director of development at St. Anthony Hospital, Hays, approached the director and the chairman of the Practical Nursing Department of the North Central Kansas Area Vocational-Technical School regarding the possibility of the school sponsoring a Licensed Practical Nursing Program at Hays to help alleviate a serious employment problem by health care agencies in that area. After checking employment needs and student interest and receiving encouragement and approval from the division of vocational-technical education and the State Board of Nursing, students were admitted to the first class on October 1, 1974.

The Hays Practical Nursing Program was unique inasmuch as it was not a new program. The program was simply an extension of the on-going LPN program that had been operated by the NCKAVTS in Beloit for the past six years. Although three new instructors were hired, the supervisor of the Beloit-based Practical Nursing Program, Mrs. Sue Akers, continued to be the chairman of the Hays Practical Nursing Program also. The same curriculum, student tests and evaluation, screening procedures, textbooks and audio-visual materials were used in the new program. The only essential difference was the geographical difference of 108 miles and physical facilities used for classrooms and clinical facilities.

Following the establishment of the Hays Area Practical Nursing Section of the NCKAVTS, interested Hays community laity expressed a desire for further vocational-technical education opportunities, especially in the post-secondary level. Basis for this concern was the obvious geographical vocational-technical education "void" in Northwest Central Kansas. Distance to existing area vocational-technical schools varies from 95 miles to Salina AVTS to 160 miles to Northwest Kansas AVTS at Goodland.

The staff and Board of Control of the NCKAVTS worked closely with Hays USD #489 during the 1974-75 school year. Needs assessments were made relative to student interest and employment needs of the community. On June 3, a three-year satellite agreement was signed with USD #489 which included provisions for secondary programs in Office Education, Cooperative Industrial Training and Vocational Agriculture. Secondary students who would be served included those from Hays High School, Marian High School, and Thomas Moore Prep High School. By mutual agreement, officials of USD #489 and the NCKAVTS intended to expand the post-secondary vocational-technical area during the 1976-77 year to better serve the needs in the greater Hays area.

To obtain greater involvement in the surrounding communities, school administrators from the local unified school districts were invited to form an ad hoc committee for purposes of expanding vocational-technical training opportunities to more people. These school administrators represented the Victoria, Russell, Natoma, Plainville, Ellis, Ransom, LaCrosse, and Hays communities. Several in-depth meetings were held during the fall and winter by this group. Needs assessments were made for student interest and employment needs of the area industries. After reviewing the data, it was the committee's recommendation that three post-secondary programs be established starting in the fall of 1976. These programs were Office Education, Carpentry-Cabinetmaking and Farm Machinery Mechanics.

Like the previously established Practical Nursing Program, the new post-secondary programs would be an expansion of on-going programs now being conducted at the NCKAVTS campus in Beloit. Supervision of the new programs, curriculum, teaching materials, shop and laboratory procedures and other related items would originate from the Beloit campus.

It must be emphasized at this point that at no time in all the deliberations was there a concerted effort to "establish a new area vocational-technical school." Filling the vocational-technical needs of the greater Hays area was paramount in the thinking of all concerned. The fact that the Kansas Legislature had previously passed restrictive legislation prohibiting any new area vocational-technical schools was not questioned.

PLANS FOR THE FUTURE. Present plans for the 1976-77 year include the continuation of the on-going Practical Nursing Program and the starting of three new post-secondary programs which will include Office Education, Carpentry-Cabinetmaking and Farm Machinery Mechanics. The Practical Nursing Program will be housed at St. Anthony Hospital with clinical experiences at Hadley Regional Hospital, St. John's Rest Home and St. Anthony Hospital. The three instructors presently employed will comprise the teaching staff for the coming year. The Office Education program is being changed from secondary to post-secondary. The present instructor is being retained for this position. Tentative rented facilities have been arranged for this program at 121 East 11th Street in Hays. No instructor or facility commitments have been made for the Carpentry-Cabinetmaking or Farm Equipment Mechanics programs.

Explorations for the 1977-78 year include the possibility of a post-secondary Distributive Education Program, a post-secondary Electricity Program, and possibly some type of Masonry Program.

Adopted by the State Board of Education, February 2, 1972



CONCEPT FOR SATELLITE PROGRAMS

High-quality Vocational-Technical Education should be available to all secondary, post-secondary and adult students.

Where necessary, satellite attendance centers may be established to extend vocational-technical services to areas not served adequately by existing institutions, subject to guidelines established by the State Board of Education.

SATELLITE PROGRAMS POLICY STATEMENT:

TO ASSURE THAT OPPORTUNITIES FOR PARTICIPATION IN VOCATIONAL-TECHNICAL EDUCATION WILL BE AVAILABLE TO ALL SECONDARY SCHOOL AND ADULT STUDENTS, SATELLITE ATTENDANCE CENTERS MAY BE ESTABLISHED TO EXTEND VOCATIONAL-TECHNICAL SERVICES TO AREAS NOT SERVED ADEQUATELY BY EXISTING INSTITUTIONS.

ALL VOCATIONAL-TECHNICAL SATELLITE PROGRAMS MUST BE SUPPORTIVE TO AND ADMINISTERED WITHIN THE AUTHORITY OF AN ESTABLISHED AREA VOCATIONAL-TECHNICAL SCHOOL, COMMUNITY JUNIOR COLLEGE, OR ESTABLISHED TECHNICAL INSTITUTE. REQUESTS FOR ORGANIZATION, OR DISORGANIZATION, OF SATELLITE PROGRAMS SHALL BE IN ACCORD WITH THE GUIDELINES AS ESTABLISHED BY THE STATE BOARD OF EDUCATION.

APPROVAL FOR IMPLEMENTATION, CONTINUED RESPONSIBILITY FOR PROGRAM SUPERVISION, AND EVALUATION SHALL BE THE RESPONSIBILITY OF THE STATE COMMISSIONER OF EDUCATION.

PROCEDURES FOR IMPLEMENTING POLICY:

I. ORGANIZATION

The Commissioner of Education shall be responsible for development, review, and administration of the criteria for program approval and application.

A. Criteria for Program Approval:

1. The requested satellite program must be based within a geographical area designated as consistent with an Area Vocational-Technical School or Community Junior College organization and such statewide geographical areas shall be established inversely proportionate to the density of population of the area.
2. The population density must be such as to justify a remote program establishment.
3. Satellite vocational programs must be authorized as the responsibility of an area vocational-technical school and satellite academic programs must be authorized as the responsibility of a community junior college if two or more institutions are located in the same designated geographical area.

4. The program must be located in the existing service area of an established transportation system if student transportation is a part of the proposed plan.
5. Willingness on behalf of constituency to support such satellite program and designation of financial support.
6. Demonstrated willingness of vested interest agencies toward cost sharing concept.
7. Compatibility with "program planning" concept relative to servicing total vocational needs of Kansas.
8. Degree of shortage of skilled personnel in the program area.
9. Interrelationship of the program with the statewide trend toward concentrating specialized programs.
10. The comparative cost of requested on-site satellite program versus the cost of the "add-on" concept of programs as already established at the parent school.
11. The capacity of the program to serve exploratory or preliminary functions to career programs versus the closed-end, terminal concept.
12. A documented need of skill to be delivered by the program.
13. All submitted plans must be in accord with the established statewide districting as it pertains to the two-year, post-secondary vocational-technical educational programs for Kansas.

B. Approval Procedure and Responsibilities:

1. The method of submission, application format, and approval sequence shall be in accord with systems established by the Commissioner of Education.
2. Upon submission of the request, the application shall be reviewed and approved or rejected by the Commissioner of Education.

2. The satellite school shall have direct responsibility for budget, facilities, instructional personnel, equipment, materials, and other services consistent with sound educational practice.
3. The satellite school shall conform to all requests by the parent school on all matters pertaining to reporting, follow-up procedures, inventory control, budget preparation format, and identification of goals and objectives consistent with the procedures established by the State Board of Education.

5-76 Enrollment Figures -- circled area on map around Hays.....

Sheridan County	<u>27 total --</u>	Carpentry	3 *
		Farm & Diesel	5
		Electricity-Elect	6
<u>*Names of Students:</u>		Auto Body Repair	2
Ackerman, Arlan	(Hoxie)	Auto Mechanics	6
Boxler, Craig	"	Tech. Drafting	3
Leiker, Don	"	Cosmetology	2

.....

Norton County	<u>14 total --</u>	Carpentry	2 *
		Electricity-Elect	5
<u>* Names of Students:</u>		Communications Tech.	1
Johnson, Edwin	(Clayton)	Farm & Diesel	3
Johnson, James	(Lenora)	Plumbing	2
		Auto Mechanics	1

.....

Phillips County	<u>15 total --</u>	Auto Mechanics	5
		Communications Tech.	4
		Secretarial	1
		Farm & Diesel	1
		Cosmetology	2
		Plumbing	1
		Electricity-Elect	1

.....

Graham County	<u>11 total --</u>	Carpentry	1 *
		Electricity-Elect.	3
<u>* Name of Student:</u>		Cosmetology	3
Dietz, Mark	(Hill City)	Auto Body Repair	1
		Farm & Diesel	2
		Communications Tech.	1

.....

Rooks County	<u>7 total --</u>	Electricity-Elect.	2
		Auto Mechanics	3
		Auto Body Repair	1
		Cosmetology	1

.....

Osborne County	<u>9 total --</u>	Carpentry	2 *
		Communications Tech.	3
<u>* Name of Students:</u>		Secretarial	1
Schurr, Tim (Osborne)		Farm & Diesel	3
Slothower, Dave (")			

.....

CARPENTRY ENROLLEES FOR 1976-77
who reside within the circled area around Hays

Balluch, Christopher J.	Lincoln County
Hertel, Daniel J.	Barton County
Munsch, Robert L.	Ellis County
Scheck, Larry D.	Barton County
Schurr, Timothy A.	Osborne County
Slothower, Dave M.	Osborne County
Birzer, Stephen H.	Barton County
Kats, Rexford W.	Phillips County
Slagle, Brent E.	Ness County
Willson, Gary L.	Osborne County

those who live about on circle border between Hays & Goodland:

Johnson, Edwin	Norton County
Boeger, Glenn W.	Sheridan County
Goodman, Steven A.	Lane County
Riedel, Steve J.	Gove County
Schmidt, Gary L.	Gove County
Shaw, Galen Mike	Sheridan County

16 out of 29 total enrolled in Carpentry to date for 76-77
... 55 % ...

FARM & DIESEL MECHANICS ENROLLEES FOR 76-77
 who reside within the circled area around Hays...

Birzer, Aaron J.	Barton County
Carlin, Patrick W.	Osborne County
Eichman, Ivan D.	Ellis County
Fehrenbach, James P.	Ness County
Flax, Anthony	Trego County
Henke, Douglas H.	Osborne County
Ninemire, Lon	Graham County
Noel, Chris E.	Phillips County
Panning, Marvin D.	Barton County
Potts, Gerald R.	Osborne County
Thompson, Gerald L.	Russell County
Sassmann, Mark E.	Barton County
Scott, Michael	Graham County
Wirtz, Jerald D.	Barton County
Wright, John L.	Barton County

those who live about on circle border between Hays & Goodland:

Baalman, Michael J.	Gove County
Blackwill, James D.	Gove County
Boeger, Mark C.	Sheridan County
Cooksey, John D.	Gove County
Follis, Clint A.	Sheridan County
Kuhn, Alan R.	Gove County
Lohrmeyer, Daryl E.	Norton County
Magers, Mark S.	Norton County
Richmeier, Edwin	Gove County
Rietcheck, Ronald J.	Sheridan County
Weber, Edwin	Gove County
Weeks, Dale E.	Sheridan County
Zimmerman, Steven R.	Gove County

May 7, 1976

Mr. Larry Keirns, Director
Northwest Kansas AVTS
P.O. Box 668
1209 Harrison
Goodland, Ks. 67735

Dear Larry:

I am writing in response to a telephone call I received from you on May 7, 1976. In looking over my enrollment, I am finding that we have a high number of students who attend the Salina Area Vocational-Technical School from west following Interstate 70 out through to Wakeeney. In post high school programs, we have a very good attendance due to the fine Interstate and makes traveling easy to Salina for schooling. I am opposed to satellite post-secondary programs, especially those where programs already exist in existing area vocational-technical schools across the state. At the present time, we are hearing they are going to be declining enrollments at the post-secondary level and I feel that we do not need to expand programs of area vocational-technical schools at the post-secondary level. We need to fill those existing programs up with students. With the mobile population as it is today, we need to fill up existing programs.

One of the things that we should be careful of in area vocational-technical schools is that we do not get the State Board nor the Legislature feeling that we are setting up additional area vocational-technical schools when a moratorium has been placed on this for the state. I do not feel that an arm of an existing school is really the way area vocational-technical schools were set up for operation. I do not (please note) I do not oppose unified school districts implementing high school vocational programs through the unified district. This is already in the law and unified districts can submit applications and start high school vocational programs within their own system.



SALINA
AREA VOCATIONAL - TECHNICAL SCHOOL

2562 Scanlan Avenue • Salina, Kansas 67401 • Phone 913-825-1508

Page 2

The post-secondary program does present a problem from the standpoint that additional monies will be needed and this is going to eliminate existing monies for schools which are in operation. Junior colleges also have the capability of offering vocational programs and we do not need to be in the process of developing more area schools.

Thank you for allowing me to give my viewpoints on satellite post-secondary programs.

Sincerely,

Eugene Lundgrin
by bh

Eugene Lundgrin
Director

EL:bh

**LIBERAL AREA
VOCATIONAL-TECHNICAL SCHOOL**

PHONE (316) 624-2551 • BOX 949 • LIBERAL, KANSAS 67901

From The Office Of
MELVIN F. CORN
Director

May 6,

1
9
7
6

Northwest Kansas AVTS
1209 Harrison Street
Goodland, Kansas 67735

Attention: Mr. Larry Keirns, Director

Dear Larry:

In response to your letter requesting information on our Farm Mechanics (Diesel), Office Education and Carpentry programs, I would submit to you the following information.

We have not in the past had to turn away any students in these programs, especially at the beginning of school. If we were to have a situation of having more demands than our present staff could handle we could, with very nominal cost, increase the program. However, a suggestion we would make to anyone starting a new program is that they concentrate on a feeder program for secondary schools and allow the existing fourteen area schools to handle the post secondary education.

I hope this answers your questions and if you need additional information please feel free to call on us.

Sincerely,



Melvin F. Corn
MFC/lg



SOUTHWEST KANSAS AREA VOCATIONAL TECHNICAL SCHOOL

P. O. Box 1324 • 1000 Second Avenue • Ph. (316) 227-8932 • Dodge City, Kansas 67801

EDDIE D. ESTES, Director

May 6, 1976

Larry Keirns, Director
Northwest Kansas AVTS
1209 Harrison
Goodland, Kansas 67735

Dear Larry:

This letter is in response to your recommendation of May 5, 1976. We do offer Farm Mechanics, Office Education and Carpentry here at the Southwest Kansas Area Vo-Tech School. Currently, we would be able to serve additional post-secondary students in these programs.

We feel that the establishment of additional satellite programs in our area is not necessary at this time. I am certain that the Liberal Vo Tech School would also have openings in these three areas. It is my opinion that the three Vo Tech Schools in this area would be able to accommodate these students.

If you require any additional information, please contact me as soon as possible.

Sincerely,

A handwritten signature in cursive script that reads "Eddie".

Eddie D. Estes,
Director

cc: Melvin Corn
Tom Moore

HISTORY OF WICHITA UNIVERSITY'S
ENTRY INTO THE STATE UNIVERSITY SYSTEM

1961-1962

The state began providing credit hour state aid to Wichita and Washburn Municipal Universities in FY 1962 as the result of legislation enacted during the 1961 Legislative Session.¹ Aid was in the amount of \$3.00 per credit hour for undergraduate students who had fewer than sixty college credit hours.

Also during the 1961 Session, a bill was introduced which called for the conveyance of property of Wichita University to the state for the operation of a state university at Wichita. The bill died.

However, the legislature adopted 1961 HCR 34 which called for the Legislative Council to:

Make a study, evaluation and examination to determine the needs of higher education within the state in order to obtain the maximum use of facilities and to provide programs of instruction to eliminate duplication and evaluate such other needs as the Legislative Council shall deem proper in connection with such study. The Council shall make a report of its findings and recommendations to the 1963 regular session of the legislature.

The resolution noted that the Board of Regents of Wichita Municipal University had already offered the University's facilities to the state.

Legislative Council Committee Study. The study by the Legislative Council committee took eighteen months and, in the final report, it was observed that the state faced a tremendous increase in student population. Enrollments in Kansas state schools for Fall, 1962, increased 9% over Fall, 1961, and estimates were that the number of students would at least double in the next fifteen years.

¹ 1961 H.B. 474 (Wichita) and 1961 S.B. 140 (Washburn)

Faced with the prospect of burgeoning enrollments, the Committee concluded that "it would be more economical to the state to accept the University of Wichita in the state system and thus to utilize all of its existing facilities for state purposes in higher education."

Among the critical factors that had a bearing on the Committee's recommendation, the report listed:

1. A commitment to making postsecondary education available to every qualified person in the state.
2. Strong support for the inclusion of Wichita University in the state system from persons and groups across the state.
3. The value of the Wichita University campus and physical plant as a significant educational asset to the state.
4. The caliber of the Wichita University faculty and the fact that its salary range was comparable to that of Kansas University and that the retirement system was the same as that of other state schools.
5. The need for the state to acquire facilities and otherwise prepare to meet the need to educate thousands of additional students in the years to come.
6. The location of the University in a densely populated area that afforded strong ties between the University and Wichita business, industrial, and financial communities.

According to the Committee Report, the strongest objection to Wichita University becoming part of the state system was the possibility of duplication of courses and programs. The Committee concluded that, in light of climbing enrollments, additional courses and programs were justified and that any unnecessary duplication would be eliminated by the Board of Regents once Wichita University came into the state system.

Eurich Report. At least one other study of the Wichita University question was made independently of the Legislative Council study.

Early in 1962, the Kansas State Board of Regents contracted with Alvin C. Eurich, Director of the Education Division of the Ford Foundation, to do a study on the future needs of higher education in Kansas and to make recommendations to the Board on methods of improving and developing the states' postsecondary educational system.

Dr. Eurich made his report to the Board of Regents in the Fall of 1962, at which time he proposed that the University of Kansas and Kansas State University jointly establish a State Universities Center at Wichita under a board composed of administrative personnel from Kansas University and Kansas State. The Center would be under the jurisdiction of the two schools and would be responsible to the Board of Regents.

The Board adopted some of his recommendations pertaining to higher education in general, but did not adopt the specific recommendation relating to Wichita University.

Throughout the entire debate over Wichita University coming into the state system, the State Board of Regents took no official position. However, newspaper and other accounts show that board members, as individuals, opposed the University becoming a state school on the grounds that there was no need for another school and that another school would dilute resources allocated to existing schools.

1963

The 1963 Session of the Legislature passed S.B. 151 and S.B. 152 which established Wichita State University, effective July 1, 1964.

The major provisions of the legislation are the following:

1. The question of the University of Wichita becoming a state school had to be submitted to city voters in a special election. This election was held in May, 1963, and, by an overwhelming vote, the Wichita electorate agreed to transfer the property of the municipal university to the state.

2. Wichita State University would be an associate of the University of Kansas under the jurisdiction of the State Board of Regents. The statute specified that the Wichita State budget would be submitted to the chancellor of the University of Kansas for comments and recommendations prior to being submitted to the State Board of Regents. In addition, the President of Wichita State University would be appointed by the Board of Regents upon consideration of the recommendation of the Chancellor of the University of Kansas.

For at least one year, the Wichita State University budget was submitted to the Chancellor of the University of Kansas. Efforts were also made to coordinate programs, particularly at

the graduate level, but generally, the associate arrangement with Kansas University never really functioned and, in 1970, the law was changed to reflect Wichita State's equal status with the other state universities. (K.S.A. 1975 Supp. 76-711,)

3. The Board of Regents of the municipal university would become the Board of Trustees and would continue to have authority with regard to endowment property, as defined in the act.

4. Beginning in 1964, a citywide property tax of one and one-half (1.5) mills would be levied. Proceeds from this levy would be used to retire and pay the interest on general obligation bonds outstanding on July 1, 1964.

Any money remaining after the principal and interest was paid on the general obligation bonds would be turned over to the Board of Trustees to be used in accordance with their duties under the act. (See number 3 above.)

This levy has been made every year since 1964, and, after the interest and principle on the general obligation bonds are paid, the balance of the levy provides an additional source of income to the University which is used much like an endowment fund. The levy raised \$1,025,787 in 1975.

MEMORANDUM

TO: Legislative Educational Planning Committee

SUBJECT: History of Washburn University

Washburn University began in 1865 as Lincoln College, a school established by the Congregational Church. It was located at Tenth and Jackson Streets in Topeka where presently stands the State Historical Society museum.

The name of the school was changed to Washburn College in 1868 in recognition of the financial support of a New England philanthropist, Deacon Ichabod Washburn. In its early days, much of the support of the College came from persons in the East who hoped to promote quality education throughout the rest of the country.

The College moved to its present location in 1874. By the turn of the century, the School of Law had been organized as well as a School of Fine Arts and a Medical School. (The Medical School was discontinued in 1913.)

In 1941, Topeka voters approved the establishment of a municipal university and the Board of Trustees of Washburn College turned the assets of the College over to the University. Washburn College and its Board of Trustees still exist as the entity that administers the endowment fund. Endowments made to Washburn are invested by the Board of Trustees of the College which, each year, transfers income earned on the investments to Washburn University.

The municipal university itself is governed by a ten-member Board of Regents which, since 1965, is required by law to include one member who is also on the Kansas State Board of Regents. The Mayor of the City of Topeka also serves on the Board. The remaining members are appointed by the Topeka City Commission (4) and the Topeka Board of Education (4).

Beginning in 1961, the state has supported Washburn University in the form of credit hour state aid. (Aid was also begun to Wichita Municipal University at the same time.) The aid was made available first for courses taken by undergraduates, then expanded to include courses taken by upperclassmen, and, more recently, law and graduate students. Other major sources of income for the University are student tuition and receipts from taxes levied on property within the City of Topeka.

1976 H.B. 2811 would permit the expansion of the taxing district to include all of Shawnee County, subject to the approval of the voters of Shawnee County living outside the Topeka city limits.

ORIGIN OF WASHBURN UNIVERSITY UNDERGRADUATE STUDENTS

Fall, 1975

Largely for recruitment purposes, Washburn University keeps a record of the origin of its students based upon the county, state, or country from which they graduated from high school. Since this information is compiled earlier in the fall than is the "official" enrollment data reported in the Regents' Enrollment Report, it no doubt includes some students who later drop out of school.

For Fall, 1975, of the 4,669 undergraduates accounted for, 2,285 were from Shawnee County, 1,559 were from other Kansas counties (for a total of 3,844 from Kansas), 776 were from states other than Kansas, and 49 were from countries outside the United States. Not included is information on the origin of Washburn law students, graduate students, special students, 177 students who passed the high school equivalency examination (GED) and approximately 500 other undergraduate students.

Listed below are the high schools from which Shawnee County students attending Washburn, Fall, 1975, graduated:

ORIGIN OF SHAWNEE COUNTY UNDERGRADUATE
STUDENTS ATTENDING WASHBURN UNIVERSITY FALL, 1975,
BASED UPON HIGH SCHOOL GRADUATED

<u>High School</u>	<u>Location of School</u>	<u>Number of Washburn Students</u>
Hayden	Topeka (Students predomi- nately from Topeka)	288
Highland Park	Topeka (Students from Topeka)	294
Seaman	Outside Topeka City Limits (Students predominately from outside Topeka. A few are from North Topeka.)	170
Shawnee Heights	Outside Topeka City Limits (Students from outside Topeka)	102
Silver Lake	Silver Lake (Students from outside Topeka)	31
Topeka	Topeka (Students from Topeka)	731
Topeka West	Topeka (Students from Topeka)	515
Auburn-Washburn	Outside Topeka City Limits (Students predominately from outside Topeka. A few are from Topeka.)	154
	TOTAL	2,285

Listed below are the Kansas Community Colleges which graduated students attending Washburn University, Fall, 1975:

<u>Community College</u>	<u>Number of Students Attending Washburn University Fall, 1975</u>
Allen County	13
Barton County	11
Butler County	22
Cloud County	14
Coffeyville	11
Colby	10
Cowley County	15
Dodge City	6
Fort Scott	8
Garden City	7
Highland	17
Hutchinson	42
Independence	8
Johnson County	28
Kansas City, Kansas	47
Labette	3
Neosho	3
Pratt	4
Seward County	<u>1</u>
TOTAL	270

The map on the following page shows the origin, by county of high school graduation, of the 3,844 students from Kansas who were attending Washburn last fall.

All states in the union except Alaska were represented in Washburn University's student body last fall, based upon the state from which the student graduated from high school. The five states outside Kansas with the most students represented were Missouri (122), Texas (54), Illinois (52), Oklahoma (50), and New York (42).

The entire listing is as follows:

ORIGIN OF OUT-OF-STATE UNDERGRADUATE
STUDENTS ATTENDING WASHBURN UNIVERSITY FALL, 1975,
BASED UPON STATE OF HIGH SCHOOL GRADUATION

Alabama	7	Louisiana	11	Ohio	33
Arizona	6	Maine	4	Oklahoma	50
Arkansas	8	Maryland	10	Oregon	1
California	36	Massachusetts	18	Pennsylvania	20
Colorado	31	Michigan	23	Rhode Island	2
Connecticut	13	Minnesota	20	South Carolina	2
Delaware	2	Mississippi	3	South Dakota	8
Florida	13	Missouri	122	Tennessee	10
Georgia	10	Montana	4	Texas	54
Hawaii	3	Nebraska	23	Utah	4
Idaho	2	Nevada	2	Vermont	3
Illinois	52	New Hampshire	3	Virginia	13
Indiana	11	New Jersey	10	Washington	5
Iowa	31	New Mexico	6	West Virginia	6
KANSAS	3,844	New York	42	Wisconsin	21
Kentucky	7	North Carolina	3	Wyoming	3
		North Dakota	5		

TOTAL: 4,620

In addition, 49 students attending Washburn University last fall graduated from high schools in countries outside the United States.

It must be kept in mind that all the above data are based upon the county, state, or country from which the student graduated from high school. The data do not show residency for tuition purposes. In order to be considered a resident for tuition purposes at Washburn, a student must have lived in Kansas six months and demonstrate intent to stay. Many out-of-state students quickly satisfy the residency requirements and are considered in-state students for tuition purposes.

According to the Regents' Enrollment Report for Fall, 1975, Washburn had 5,403 resident students and 166 non-resident students. (The figures are for head count enrollment and include graduate students.)

MEMORANDUM

TO: Legislative Educational Planning Committee (1202 Commission)
 RE: Faculty and Student Information Relating to Washburn University

Headcount Enrollment

For Fall, 1975, Washburn had a total headcount enrollment of 5,569 students, the largest headcount enrollment in the school's history. It represented a 10% increase over the headcount enrollment of the previous fall.

Of the 5,569 students, 623 were enrolled in the law school. Again, the headcount enrollment for the law school was the largest in the school's history. (Law school enrollment is limited to 220 new students each year. Of these incoming freshmen, no more than 15% may be nonresidents of Kansas.)

Table I, taken from the Regents' Enrollment Report, shows Washburn's Fall, 1975, headcount enrollment compared to that of the Regents' institutions. Total enrollments are shown as well as headcount enrollments by class level.

TABLE I
 SUMMARY OF HEAD COUNT ENROLLMENTS BY STUDENT CLASSIFICATIONS
 MUNICIPAL AND REGENTS' INSTITUTIONS
 Fall Semester, 1975

	Vocational	Freshmen	Sophmore	Junior	Senior	5th Year ⁽¹⁾	Specials ⁽²⁾	Post Bac. ⁽³⁾	Masters	Ph.D.	Total
Washburn Municipal University		1,662	1,010	865	726		615	623	68		5,569
Kansas University		3,982	3,910	3,259	3,792	108	1,482	456	2,854	1,895	21,738 (23,541, including, Med. Center)
Kansas State University		4,950	3,196	2,836	3,058	185	218	188	2,648	622	17,901
Wichita State University		3,512	2,318	2,006	2,264		2,101		3,487	26	15,714
Emporia Kansas State College		1,430	1,044	1,001	963		233		1,840		6,511
Fort Hays Kansas State College		1,417	849	899	795		144		1,037		5,141
Kansas State College of Pittsburg	285	1,007	638	883	810		350		1,715		5,688
Total Regents' Institutions	285	16,298	11,955	10,884	11,682	293	4,528	644	13,581	2,543	72,693 (74,496, including Med. Center)

1) Students engaged in the 5th year of the 5-year curriculum in Architecture or Pharmacy at the University of Kansas or Architecture at Kansas State University.
 2) All other students at the undergraduate level and any students taking post-graduate work who are not admitted to graduate school.
 3) Students enrolled in professional schools of law, medicine, or veterinary medicine. (Except where noted, figures exclude students enrolled at the Kansas University Medical Center.)

It can be seen from Table I that Washburn's headcount enrollment most closely approximates that of Kansas State College of Pittsburg and, to a lesser degree, that of Fort Hays Kansas State College.

Enrollment studies done for the Commission by Dr. Kenneth B. Anderson project that Washburn's headcount enrollment will begin to decline, and, by 1980, total 4,807. Declining headcount enrollments each year until 1980 are also projected for the three state colleges.

Among factors that could influence student population is overall population growth or decline. According to Kansas 2000, a report prepared by the Division of State Planning and Research, Washburn University (as well as Kansas University) is located in one of only two regions in Kansas in which population growth instead of decline is expected to take place between now and the year 2000. The region in which Shawnee County is located includes both Johnson and Wyandotte Counties and the increase in population is expected largely due to migration to urban and industrial areas in or near Kansas City.

FTE Enrollment

Washburn's FTE enrollment totaled 4,035 for Fall, 1975. Since 1970, FTE enrollment has ranged between 3,500 and 4,000.

Table II shows Washburn's FTE enrollment and that of the state colleges and universities:

TABLE II

SUMMARY OF FULL-TIME EQUIVALENT ENROLLMENTS BY STUDENT CLASSIFICATIONS
MUNICIPAL AND REGENTS' INSTITUTIONS

Fall Semester, 1975

	Vocational	Freshmen	Sophomore	Junior	Senior	5th Year ⁽¹⁾	Specials ⁽²⁾	Post Bac. ⁽³⁾	Masters	Ph.D.	Total
Washburn Municipal University		1,128	747	681	600		259	591	29		4,035
Kansas University		3,945	4,027	3,365	3,800	110	524	445	2,764	1,469	20,449
Kansas State University		4,695	3,215	2,965	3,095	184	96	233	1,808	540	16,831
Wichita State University		2,698	1,775	1,593	1,732		796		1,910	24	10,528
Emporia Kansas State College		1,370	1,034	985	904		82		1,065		5,440
Fort Hays Kansas State College		1,329	804	928	759		76		631		4,527
Kansas State College of Pittsburg	352	986	653	886	803		113		958		4,751
Total Regents' Institutions	352	15,023	11,508	10,722	11,093	294	1,687	678	9,136	2,033	62,526

Students engaged in the 5th year of the 5-year curriculum in Architecture or Pharmacy at the University of Kansas or Architecture at Kansas State University.

- 2) All other students at the undergraduate level and any students taking post-graduate work who are not admitted to graduate school.
- 3) Students enrolled in professional schools of law, medicine, or veterinary medicine. (Figures exclude students enrolled at the Kansas University Medical Center.)

The total of FTE undergraduate students at Washburn is 3,415. FTE enrollment in the law school (shown on the table under "Post Baccalaureate") totals 591, the largest law school enrollment in the school's history. The FTE enrollment in the graduate program has declined since 1970 and for Fall, 1975, totals 29 students. Washburn's FTE enrollment compares most closely with that of Fort Hays Kansas State College.

Average Student Loads

Table III shows a summary of average student loads for Washburn and the Regents' institutions:

TABLE III

SUMMARY OF AVERAGE STUDENT LOADS BY STUDENT CLASSIFICATIONS
MUNICIPAL AND REGENTS' INSTITUTIONS

Fall Semester 1975

	Vocational*	Freshmen	Sophomore	Junior	Senior	5th Year ⁽¹⁾	Specials ⁽²⁾	Post Bac. ⁽³⁾	Masters	Ph.D.
Washburn Municipal University		10.2	11.1	11.8	12.4		6.3	14.2	3.8	
Kansas University		14.9	15.4	15.5	15.0	15.2	5.3	14.6	8.7	7.0
Kansas State University		14.2	15.1	15.7	15.2	14.9	6.6	18.6	6.1	7.8
Wichita State University		11.5	11.5	11.9	11.5		5.7		4.9	8.4
Emporia Kansas State College		14.4	14.9	14.8	14.1		5.3		5.2	
Fort Hays Kansas State College		14.1	14.2	15.5	14.3		7.9		5.5	
Kansas State College of Pittsburg	30.9*	14.7	15.4	15.0	14.9		4.9		5.0	
Average Regents' Institutions	30.9*	13.8	14.4	14.8	14.2	15.0	5.6	15.8	6.1	7.2

* Vocational average student loads are recorded in clock hours instead of credit hours.

- 1) Students engaged in the 5th year of the 5-year curriculum in Architecture or Pharmacy at the University of Kansas or Architecture at Kansas State University.
- 2) All other students at the undergraduate level and any students taking post-graduate work who are not admitted to graduate school.
- 3) Students enrolled in professional schools of law, medicine, or veterinary medicine. (Figures exclude students enrolled at the Kansas University Medical Center.)

Source: George B. Smith Enrollment Report No. 48.

Equating a full student load to 15 credit hours for undergraduates, it can be seen in Table III that students at Washburn University and Wichita State University take, on the average, smaller class loads than do the students at any of the other state colleges and universities. This fact points out the urban university nature of both Washburn and Wichita State. Their respective student bodies are characterized by a high percentage of part-time students, many of whom go to school and hold full-time jobs.

Faculty-Student Ratios

Table IV shows faculty-student ratios for Washburn University and the Regents' Institutions. The ratio is computed by dividing the number of FTE students by the number of FTE faculty. (There is no "formula" for figuring FTE faculty such as there is for figuring FTE students. The various institutions make their own determination of who is considered a full-time faculty member.)

TABLE IV

FACULTY STUDENT RATIOS BASED UPON
FULL-TIME EQUIVALENT FACULTY AND FULL-TIME
EQUIVALENT STUDENTS MUNICIPAL AND REGENTS' INSTITUTIONS¹

	1972-73		1973-74		1974-75		1975-76	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Washburn Municipal University	21.3	19.9	20.9	19.1	20.6	19.9	21.8	20.7
Kansas University (Lawrence Campus)	15.5	14.6	16.0	15.6	16.8	15.7	17.0	15.8
as State University	18.0	16.9	17.8	16.6	18.3	17.3	19.3	17.6
Washburn State University	17.3	16.4	18.1	16.0	17.8	16.2	20.0	18.1
Emporia Kansas State College	20.8	19.6	20.2	18.9	23.3	21.1	22.8	20.8
Fort Hays Kansas State College	20.7	19.6	21.2	19.2	22.4	20.8	22.0	20.5
Kansas State College at Pittsburg (Regular College Programs)	18.9	18.0	19.6	17.7	20.5	18.5	21.0	19.5

¹In evaluating faculty-student ratios, the importance of the "mix" of students should be kept in mind. For example, the ratio of faculty to graduate students is generally lower than the ratio of faculty to undergraduate students. For that reason, comparisons of faculty-student ratios among schools should be viewed in light of the composition of the respective student bodies.

Source: George B. Smith Enrollment Report No. 49.

As seen in Table IV, Washburn's faculty-student ratio is similar to the faculty-student ratios at the three state colleges. It is important to note the footnote to the table and recall the low number of graduate students at Washburn. The amount of research and special studies conducted at a school and the overall composition of its student body have an important bearing on the faculty-student ratio. One would generally expect the ratio of faculty to undergraduate students to be higher than the ratio of faculty to graduate students.

Faculty Salaries

Table V shows the salaries of full-time faculty at Washburn University, Emporia and Fort Hays Kansas State Colleges, 1975-76. (Information on Pittsburg Kansas State College is not available for 1975-76.) Salaries shown are based on 9-10 month salary contracts. The salaries of those persons on year-round contracts have been converted to 9-10 month salaries and are included in the table:

TABLE V

SALARIES OF FULL-TIME INSTRUCTIONAL FACULTY CONVERTED
TO 9-10 MONTH SALARY CONTRACTS, 1975-76

Washburn University, Emporia Kansas State College
and Fort Hays Kansas State College⁽¹⁾

	Washburn		Emporia		Fort Hays	
	Number of Persons (Number Tenured in Parenthesis)	Mean Salary	Number of Persons (Number Tenured in Parenthesis)	Mean Salary	Number of Persons (Number Tenured in Parenthesis)	Mean Salary
Professors %	38 (35) 24%	\$19,588	70 (70) 26%	\$16,485	48 (48) 23%	\$17,637
Associate Professors %	23 (21) 14%	16,078	90 (86) 33%	14,488	60 (56) 29%	14,255
Assistant Professors %	69 (31) 43%	13,639	76 (33) 28%	13,234	78 (32) 38%	12,420
Instructors %	31 (0) 19%	11,084	33 (0) 12%	11,109	20 (0) 10%	9,908
TOTAL %	161 (87) 100%	\$14,893	269 (189) 99%	\$14,239	206 (136) 100%	\$13,926

1) The State Board of Regents was engaged in meet and confer negotiations with a bargaining unit representing Pittsburg Kansas State College and did not allocate FY 1976 salaries until May, 1976. For that reason, FY 1976 salary information comparable to the other state colleges is not available for Pittsburg.

It will be noted that the total mean salary for the Washburn faculty is generally comparable to that of Emporia Kansas State College. Most noticeable are differences in salaries at the upper levels of professors and associate professors. Another difference among the schools is that, at Emporia and Fort Hays, more than half of the faculty (59% and 52% respectively) are at the levels of professor and associate professor, whereby at Washburn, the greater part of the faculty (62%) is at the levels of assistant professor and instructor.

MEMORANDUM

TO: Legislative Educational Planning Committee
(1202 Commission)

RE: Fiscal Information Relating to Washburn
University

Major Sources of Income

The major sources of income for Washburn University are taxes levied on property within the Topeka city limits, state money appropriated in the form of credit hour state aid, and student fees. Together, these three revenue sources amounted to \$6,276,521 for FY 1976, or 85% of Washburn's general fund income.

Table I shows general fund sources of income for the fiscal years 1971 through 1976.

TABLE I

WASHBURN GENERAL FUND INCOME

Income	Actual FY 1976	Actual FY 1975	Actual FY 1974	Actual FY 1973	Actual FY 1972	Actual FY 1971
Topeka Taxes %	\$1,216,511 16%	\$1,134,363 17%	\$1,053,259 19%	\$1,041,413 21%	\$ 949,687 20%	\$ 905,625 21%
State Aid %	1,811,515 24	1,502,216 23	1,323,210 23	780,828 16	787,680 17	736,108 17
Student Fees ⁽¹⁾ %	3,248,495 44	2,869,907 44	2,452,044 43	2,451,742 50	2,341,924 50	2,128,495 48
Endowment %	305,985 4	294,672 5	217,824 4	265,377 5	249,663 5	236,218 5
Educational Television %	123,445 2	114,009 2	79,862 1	73,854 2	78,907 2	91,637 2
Athletic %	62,028 1	66,268 1	53,265 1	55,387 1	61,635 1	58,937 1
Other %	636,669 9	510,109 8	492,854 9	242,095 5	250,518 5	232,033 5
TOTAL %	\$7,404,648 100%	\$6,491,544 100%	\$5,672,318 100%	\$4,910,696 100%	\$4,720,014 100%	\$4,389,053 99%

1) Includes incidental and special fees.

SOURCE: Washburn University Financial Reports 1972-1976.

Student Tuition

It can be seen from the table that the greatest single source of support for the University is student tuition and fees. Table II shows what student tuition and fees have been since 1972:

TABLE II

WASHBURN STUDENT FEE CHARGES 1972-1977

	Undergraduate		Law		Graduate	
	<u>Kansas Resident</u>	<u>Non-Resident</u>	<u>Kansas Resident</u>	<u>Non-Resident</u>	<u>Kansas Resident</u>	<u>Non-Resident</u>
1972-74	17.00	26.00	30.00	30.00	30.00	30.00 (1)
1974-75	20.00	34.00	34.00	34.00	34.00	34.00 (2)
1975-76	20.00	36.00	42.00	56.00	34.00	45.00 (3)
1976-77	21.00	37.00	45.00	59.00	34.00	45.00 (3)

- 1) University Fee of \$1.50 a Credit Hour. Student Activities Fee for College and Graduate Education Students \$9.00; \$10.00 School of Law each semester.
- 2) University Fee of \$2.00 a Credit Hour. Student Activities Fee for College and Graduate Education Students \$9.00; \$10.00 School of Law each semester.
- 3) University Fee of \$2.00 a Credit Hour. Student Activities Fee for all students taking in excess of 6 Credit Hours a Semester is \$10.00.

When Washburn first became a Municipal University in 1941, all students in the respective colleges or schools were charged the same tuition regardless of whether they were from Kansas or from out-of-state. The exception was for undergraduate students from Topeka who were charged less, the rationale being that it was Topeka tax money that helped support the institution.

This pattern continued until the mid-60's when, for several years, a three-tier tuition schedule was adopted whereby undergraduate students from Kansas were charged more than Topeka students but less than out-of-state students.

Beginning in 1968, Topeka students have been charged the same rates as all other Kansas resident students.

Table III shows the basic tuition or incidental fees charged students attending Washburn University and the state colleges and universities for school year 1975-76:

TABLE III

INCIDENTAL FEES CHARGED TO ALL REGULAR FULLTIME STUDENTS WASHBURN UNIVERSITY AND KANSAS COLLEGES AND UNIVERSITIES (EXCLUDING KU MED-CENTER), SCHOOL YEAR 1975-1976

<u>Resident Fees Per Semester</u>						
<u>Washburn</u>	<u>KU</u>	<u>KSU</u>	<u>WSU</u>	<u>Emporia</u>	<u>Pittsburg</u>	<u>Hays</u>
\$300*	\$205	\$205	\$205	\$150	\$150	\$150

<u>Nonresident Fees Per Semester</u>						
<u>Washburn</u>	<u>KU</u>	<u>KSU</u>	<u>WSU</u>	<u>Emporia</u>	<u>Pittsburg</u>	<u>Hays</u>
\$540*	\$600	\$600	\$600	\$397.50	\$397.50	\$397.50

* Fees calculated on an hourly basis. Total shown is for a 15-hour load.

When the fee-cost ratio for Washburn is computed on the same basis as it is computed for the Regents' institutions (incidental fees as a percentage of total general use funding for educational programs and physical plant), the result is that Washburn student tuition for FY 1976 amounts to 45.7% of Washburn's general use budget. This compares to Fort Hays State College at 16.9%, Pittsburg State College at 15.5%, and Emporia State College at 16.8%.

Topeka Taxes

Support the university receives from the City of Topeka is in the form of two levies assessed on property within the Topeka city limits. A levy of up to five(5) mills is authorized for the general operation of the University and a levy of up to one and one quarter (1½) mills is authorized for debt retirement and construction. Under conditions which apply to counties that have been reappraised within the last six years, Washburn is prevented from levying the statutory maximum until next year.

For 1975, the combined levies equaled five and one-half (5½) mills. The revenue to Washburn's general fund budget derived from the general fund levy amounted to \$1,216,511 for FY 1976, or 16% of Washburn's general fund budget.

State Aid

The state aid component of Washburn University's general fund budget is in the form of credit hour state aid. The aid was begun in 1961 for undergraduate students with fewer than 60 credit hours. Credit hour state aid was also begun for Wichita University and the community colleges. Wichita University ceased to receive state aid on a credit hour basis when it became a state university in 1964. The community colleges continue to receive credit hour state aid and, to date, have received the same dollar amount per credit hour (as defined for community colleges) as has Washburn. Table IV shows the history of state aid to Washburn University.

TABLE IV
HISTORY OF STATE AID TO WASHBURN UNIVERSITY

	<u>Amount Per Credit Hour</u>	<u>Basis</u>
FY 1962-1965	\$ 3.00	Hours taken by undergraduates having fewer than 60 credit hours
FY 1966-1967	3.00	Hours in freshman and sophomore level courses
	5.00	Hours in junior and senior level courses
FY 1968-1969	5.50	Hours taken by undergraduates
FY 1970-1973	8.00	Hours taken by undergraduates
FY 1974	14.00	Hours taken by undergraduates
FY 1975	14.00	Hours taken by undergraduates
	10.00	Hours taken by law + graduate students
FY 1976	15.50	Hours taken by undergraduates
	11.00	Hours taken by law + graduate students

State aid to Washburn University totaled \$1,811,515 for FY 1976. For FY 1977, the legislature has approved an appropriation of \$1,931,781.

A bill that would have increased credit hour state aid to Washburn from \$15.50 to \$17 for undergraduate students and from \$11 to \$12 for law and graduate students was introduced during the 1976 legislative session, but did not pass.

WASHBURN UNIVERSITY
CAPITAL ASSETS AS OF JUNE 30, 1975

ASSETS:	Insured for Replacement Value (1)	Book Value
<u>Buildings:</u>		
Carnegie Hall (1903) and (1966)	\$ 560,000	\$ 183,739.47
Whiting Field House (1928) (1961) and (1964) Fire Escapes and Renovation	1,484,000	422,341.66
Morgan Building (1955) (1958) Air Conditioning and 1967 Addition	3,584,000	1,805,553.26
Stoffer Hall (1960)	2,464,000	1,200,527.64
Garvey Fine Arts Center (1968)	4,340,000	3,113,805.35
Benton Hall (1923)	1,064,000	274,907.97
Carruth Hall (1959)	625,000	280,027.68
Memorial Union (1951) and (1966)	2,464,000	1,340,182.65
Heating Plant (1903); Stack (1946); Boiler (1959) (1970)	560,000	362,500.67
Physical Plant Building (1949) and (1965)	100,000	30,765.98
48 Married Student Apartments (12 Buildings) (1958)	672,000	384,542.71(3)
Learning Resources Center (1971)	3,640,000	2,773,492.11
Maintenance Dwelling	25,000	1,000.00
Moore Bowl and Associated Improvements	315,000	184,363.72
2 Butler Storage Buildings (1966) OEP	128,000	60,000.00
Butler Physical Education Gym South (1966) OEP	212,000	112,000.00
Gym South Annex - 2 Units	28,000	21,852.10
Portable Classroom Units (1966) OEP	132,000	90,000.00
Law School (1969)	1,500,000	1,094,960.77
Law Clinic Annex - 2 Units	20,000	30,544.69
Steam Line Tunnels	224,000	---
Outside Transformers & Air Conditioners	146,000	---
Concrete Tennis Courts	22,000	51,069.00
Greenhouse (1970)	20,000	12,000.00
International House (Womer)	108,000	40,000.00
Kuehne Bell Tower	67,000	50,935.07
TOTAL BUILDINGS Under General Form Multi-Peril Ins.	\$24,504,000	\$13,921,112.50
Sweet Residence, 1621 Boswell, Separately Insured	55,000	45,000.00
President's Residence, 3130 Shadow Lane, Sep. Ins.	100,000	94,424.28
Klasse Farm #1, Residence, Separately Insured	4,000	---
TOTAL BUILDINGS	<u>\$24,663,000*</u>	<u>\$14,060,536.78</u>
<u>Equipment: (2)</u>		
Equipment, Furniture and Books in Buildings Covered by Public and Institutional Form		\$3,696,246.82
Equipment in Buildings Covered by Public and Institutional Form but Separately Insured		724,070.83(4)
Equipment in Buildings Considered a part of Building for Insurance Purpose		<u>365,356.70</u>
TOTAL EQUIPMENT		<u>\$4,785,674.35</u>
<u>Miscellaneous:</u>		
Campus Grounds, Including Sewer, Heat Lines & Streets		600,000.00
Concrete Parking Lots & Sidewalks, Cons. Parking Lot Amt.		389,147.42
Campus Electrical Distribution System		134,879.62
Lawn Sprinkler Systems		18,092.20
ETV Land, Building, Asphalt Pond & Parking (Purchased 1967) 75,000		85,900.90
TOTAL BOOK VALUE EQUITY IN PLANT ASSETS		<u>\$20,072,231.27</u>

(1) According to Statement of Values filed with Kansas
Inspection Bureau on January 1, 1975

(2) Perpetual Inventory records as of June 30, 1975

38 (3) Includes streets around project, total cost of project

(4) \$556,309.15 is ETV Equipment

* Buildings are insured for 90% of their value. Thus, the total replacement value of buildings on the Washburn campus is \$24,663,000 plus 10%, or \$27,129,300. In addition, a new library and a new law school are planned, which will add approximately \$4 million to Washburn's capital assets.

Source: Washburn University Financial Report 1974-1975.

APPROACHES TO WASHBURN FEASIBILITY STUDY

Broad Alternatives

1. Do not admit Washburn into the state system at this time.
 - a. See what happens on extension to county of Washburn levy.
 - b. Continue state aid, but at what level and on what basis.
 - c. Encourage Washburn to operate more as a junior college.
2. Admit Washburn into the state system.
 - a. As a separate and "autonomous" institution under the Board of Regents.
 - b. As an associate university with an association to an existing Regent's Institution, i.e., KU or KSU.
 - c. Establish a State University Center at Washburn with existing Board of Regents institutions cooperating to operate assigned programs.
 - d. Arrange for Board of Regents institutions to offer courses in "Washburn" facilities but with limited or no central administration.

MEMORANDUM

TO: Legislative Educational Planning Committee
(1202 Commission)

RE: Estimates of Cost to State if Washburn Became
a State School

At its last meeting, the Commission asked the staff to (1) compare Washburn's budget to that of the three state colleges and (2) estimate what it would cost the state if Washburn came into the State System.

Problems of Comparability

One of the problems in comparing Washburn University to the state colleges is that some budgeted activities for Washburn are not classified in the same way as for the Regents' schools. For that reason, the staff has worked with the staff at Washburn University to try to reclassify some of Washburn's budgeted activities to make the Washburn budget more comparable to the budgets of the three state colleges.

All data shown in this memorandum are based on estimated FY 1976 expenditures. All amounts refer to general use funds only, or funds that can be used to provide general financial support for campus operations, such as instruction, general administration, and libraries. The term does not include funds that are restricted for a particular purpose or money used to support auxiliary enterprises and capital improvements.

The exclusion of capital improvements from the calculations should be noted. If Washburn were to come into the state system, one assumption is that the state would have to finance capital improvements.

For the Regents' institutions, the major sources of general fund income are state appropriations and student tuition. For Washburn, the major sources of general fund income are state appropriations, student tuition, and taxes levied on property within the Topeka city limits.

Washburn's Budget Compared to the
Three State Colleges

Table I shows the estimated FY 1976 general use fund expenditures for Washburn University and the three state colleges:

TABLE I

ESTIMATED FY 1976 EXPENDITURES - WASHBURN UNIVERSITY AND STATE COLLEGES
General Use Funds Only

<u>Activity</u>	<u>Washburn</u>	<u>Fort Hays</u>	<u>Emporia</u>	<u>Pittsburg</u>
General Administration	\$ 510,096	\$ 570,165	\$ 534,311	\$ 565,886
General Expense	-	184,666	250,596	211,889
Student Services	376,692	431,140	798,643	585,326
Instruction	3,786,767	5,136,750	6,881,142	6,223,440
Libraries	359,660	447,811	706,197	536,474
Unallocated	823,000	-	-	-
Subtotal Educ.	\$5,856,215	\$6,770,532	\$ 9,170,889	\$8,123,015
Physical Plant	883,000	1,408,472	1,780,969	1,586,158
Sub.- Educ. and Gen.	\$6,739,215	\$8,179,004	\$10,951,858	\$9,709,173
Research-Extension	250,000	82,379	47,507	46,279
Total Operating	\$6,989,215	\$8,261,383	\$10,999,365	\$9,755,452
Fall 1975 FTE Enrollment	4,035	4,527	5,440	4,751
General Use Operating Ex- penditure Per FTE Stu- dent	\$1,732	\$1,825	\$ 2,022	\$2,053
Total Operating, Minus Physical Plant	\$6,106,215	\$6,852,911	\$ 9,218,396	\$8,169,294
General Use Operating Ex- penditure Minus Physical Plant Per FTE Student	\$1,513	\$1,514	\$1,695	\$1,719

From Table I, it is possible to make comparisons among Washburn and the three state colleges concerning the different levels of support for budgeted activities and the size of each school's physical plant. In comparing the levels of support for the four schools, it is important to keep in mind differences in enrollment, expensive programs offered at some schools (the Technical Institute at Pittsburg, for example), the size and condition of physical plants, libraries, faculty staffing patterns, and the composition of each school's student body. In this connection, Washburn's smaller FTE enrollment, its small number of graduate students, and its relatively small and new physical plant should be noted.

From the data available, it is possible to arrive at a cost per student at Washburn and the three colleges. This cost is shown in Table I and is obtained by dividing the Fall, 1975, FTE enrollment at each school into the school's total operating budget. The result is a range of costs per student from \$1,732 at Washburn (low) to \$2,053 at Pittsburg (high).

To get a better picture of what the educational costs per student amount to, the cost of operating each school's physical plant has been subtracted from the total operating cost and a cost per student figured. The results are shown in Table I. As can be seen, when the cost of the physical plant is subtracted, the cost per FTE student at Washburn and Fort Hays is almost identical.

Another way to arrive at a basis for comparing costs is to calculate costs on a weighted credit hour basis. In order to take into account the higher cost of upper division and graduate courses, an arbitrary weight is assigned so that lower division hours are 1, upper division 2, masters level 3.5, and doctoral level hours 6.

By dividing the total number of weighted credit hours into the operating budget, it is possible to arrive at a cost per weighted credit hour at each of the schools. The results are shown below, both including and excluding each school's cost for physical plant operations.

TABLE II

ESTIMATED FY 1976 COST PER WEIGHTED CREDIT HOUR

	<u>Washburn</u>	<u>Fort Hays</u>	<u>Emporia</u>	<u>Pittsburg*</u>
Cost Based on Total Operating Budget	\$75.20	\$78.86	\$85.45	\$86.44
Cost Based on Operating Budget Minus Physical Plant	\$65.70	\$65.41	\$71.62	\$71.69

* Excludes Technical Institute.

Estimated Cost of Admitting Washburn into the State System as a Separate Institution

In estimating what it would cost to take Washburn into the state system as a separate institution, a number of approaches could be used. Basically, the staff has estimated the cost in two ways: (1) the cost of taking Washburn into the state system at its present level of funding and, (2) the cost of taking Washburn into the state system if it were funded at the levels of each of the three state schools.

Approach I - The Cost of Taking Washburn into the State System at its Present Level of Funding. From Table I we see that Washburn's total general use operating budget estimated for FY 1976 is \$6,989,215. If we subtract from that amount the income from student tuition at its present level, the remainder is \$3,795,144. This would be the cost to the state if Washburn were to come into the state system at its present level of funding and the level of student tuition were to remain as it is. Since the state is already paying \$1,846,015 in state aid to Washburn, the net increase to the state would be \$1,949,129.

If we assume that, as a policy decision, student tuition income at Washburn were to equal 25% of Washburn's general use educational and general budget, then the cost to the state would be greater.* At the 25% level, student tuition at Washburn would amount to \$1,747,304, leaving \$5,241,911 of Washburn's operating cost to be borne by the state. By subtracting the amount of present state aid from that figure, it is possible to determine that the net increase to the state would be \$3,395,896.

In the above calculation, and in all subsequent references to tuition income as a percentage of the operating budget, the percentage cited is based upon the total general use fund operating budget. While this approach is different than that which was used in an earlier memorandum relating to the Board of Regents' institutions, it provides a more accurate measurement of the application of this general policy due to the uncertain use of the \$250,000 identified in Table I as an expenditure by Washburn for Research-Extension. This sum constitutes a reserve for matching federal funds which will likely result in expenditures in the instructional budget as well as the research budget.

Approach II - The Cost of Taking Washburn into the State System if it Were Funded at the Level of Each of the Three State Schools. In order to make comparisons between Washburn and the three state colleges more meaningful, an attempt has been made to compute the budgets of the three colleges on the basis of

* In this memorandum we have used the 25% assumption for illustrative purpose. Since the three Board of Regents' colleges have actually followed a somewhat lower fee/cost ratio, a lower percent (e.g., 15%) could have been used. This would have increased the cost to the state. It would be a policy question as to what percent should be used were Washburn to be incorporated into the state system.

Washburn's FTE enrollment. The hope in doing so is to provide a rough measure of what each college's budget would be if its enrollment were the same as Washburn's. On the basis of this calculation, we are able to make a rough estimate of what it would cost to operate Washburn if it were funded at the same level as each of the three colleges.

In order to make this calculation, a formula was used to figure the number of classified and unclassified positions each college would lose as a result of assuming Washburn's lower FTE enrollment. Adjustments were made in the budgets for these staff reductions as well as for reduced operating expenses. The results are shown in Table III.

TABLE III
BUDGET COMPARISON OF WASHBURN AND THREE STATE COLLEGES FOR FY 1976
ASSUMING FTE ENROLLMENT OF 4,035 STUDENTS AT ALL CAMPUSES

	Washburn (4,035)	Fort Hays (4,527)	Emporia (5,440)	Pittsburg (4,751)
Est. FY 1976 General Use Operating Budgets, Ex- clusive of Physical Plant	\$6,106,215	\$6,852,911	\$9,218,396	\$8,169,294
Est. Losses in Staff & Operating Support Were State College Enroll- ments to Decline to 4,035 FTE:				
-Unclassified Personnel	\$ -	(24.6) \$360,636	(70.3) \$1,104,694	(35.8) \$548,671
-Classified Personnel	-	(6.2) 46,767	(17.6) 132,757	(9.0) 67,887
-Operating Support	-	104,304	306,993	153,940
Subtotal	\$ -	\$511,707	\$1,544,444	\$770,498
Est. FY 1976 General Use Operating Budgets, Ex- clusive of Physical Plant, at 4,035 FTE Students	\$6,106,215	\$6,341,204	\$7,673,952	\$7,398,796
Physical Plant	883,000	1,408,472	1,780,969	1,586,158
TOTAL	<u>\$6,989,215</u>	<u>\$7,749,676</u>	<u>\$9,454,921</u>	<u>\$8,984,954</u>

Table IV extends the computation to the point of actually determining the additional cost to the state of incorporating Washburn into the state system. In this table, the cost of maintaining Washburn's physical plant is substituted for the respective physical plant costs at each of the three colleges. Next, adjustments are made to subtract student fees (assumed at a 25% level) and the present amount of state aid to Washburn in order to arrive at the net increase to the state were Washburn to become a state school. The final line in Table IV shows what it presently costs to operate Washburn University and what it would cost to operate it if it were funded at the level of each of the three colleges, assuming Washburn's present FTE enrollment. Differences in level of expenditures are explained by variations in program make-up, composition of student body, and other factors. If Washburn were to be brought into the state system and the decision were made to fund it at the level of the state colleges, the question would have to be asked, "At the level of which state college"?

TABLE IV

COST TO STATE OF FUNDING WASHBURN UNIVERSITY AT PRESENT LEVEL
AND AT THE LEVEL OF EACH STATE COLLEGE

	<u>Present Level</u>	<u>At Level of Fort Hays</u>	<u>At Level of Emporia</u>	<u>At Level of Pittsburg</u>
Total Operating Budget at 4,035 FTE	\$6,989,215	\$7,224,204	\$8,556,952	\$8,281,796
Fees at 25%	<u>1,747,304</u>	<u>1,806,051</u>	<u>2,139,238</u>	<u>2,070,449</u>
Total State Cost	\$5,241,911	\$5,418,153	\$6,417,714	\$6,211,347
Present State Aid to Washburn	<u>1,846,015</u>	<u>1,846,015</u>	<u>1,846,015</u>	<u>1,846,015</u>
Net Cost to State	<u>\$3,395,896</u>	<u>\$3,572,138</u>	<u>\$4,571,699</u>	<u>\$4,365,332</u>

As can be seen in Table IV, the cost of funding Washburn at its present level is comparable to what the cost would be if it were funded at the level of Fort Hays Kansas State College.

A variation of this methodology would be to simply assume the state would fund the operating budget of Washburn at the same level per weighted student credit hour (W.S.C.H.) as the colleges but leaving the expenditure for physical plant

operations at the Washburn level (\$883,000). Assuming that tuition fee income would approximate 25% of the general use fund operating budget, the net increase in state appropriations above the current level of state aid would vary depending upon which of the state colleges the funding for Washburn would most closely approximate. The following is the net increase in state funding required were the level of expenditure authorized per Weighted Student Credit Hour the same as that for each of the three state colleges.

<u>Expend Per W.S.C.H.</u>	<u>Total Gen. Use Cost</u>	<u>Less: Tuition</u>	<u>Less: Current State Aid</u>	<u>Est. New State Aid Required</u>
\$65.41 (Ft. Hays)	\$6,962,729	\$1,740,682	\$1,846,015	\$3,376,032
71.62 (Emporia)	7,539,936	1,884,984	1,846,015	3,808,937
71.69 (Pitts.)	7,546,442	1,886,611	1,846,015	3,813,816

The higher cost affected by Emporia and Pittsburg per W.S.C.H. may be due to the weighting system not adequately recognizing high cost programs or graduate level instruction.

Conclusion

To summarize the data presented, the net increase to the state for each of the several approaches used is shown below:

Approach I - Net increase to state of bringing Washburn into the state system at present level of funding:

- a. Washburn tuition at present level \$1,949,129
- b. Washburn tuition at 25% level 3,395,896

Approach II - Net increase to state if Washburn were brought in at level of state colleges with Washburn tuition at the 25% level:

- a. Fort Hays
 - Based on FTE enrollment \$3,572,138
 - Based on cost per weighted credit hour 3,376,032
- b. Emporia
 - Based on FTE enrollment \$4,571,699
 - Based on cost per weighted credit hour 3,808,937
- c. Pittsburg
 - Based on FTE enrollment \$4,365,332
 - Based on cost per weighted credit hour 3,813,816