

MINUTES OF THE HOUSE COMMITTEE ON EDUCATIONThe meeting was called to order by Representative Don Crumbaker at
Chairperson3:30 ~~am~~/p.m. on February 21, 1983 in room 423-S of the Capitol.

All members were present except: Representatives Moomaw and Leach, who were excused.

Committee staff present:

Avis Swartzman, Revisor of Statutes
Ben Barrett, Legislative Research
Dale Dennis, State Department of Education
JoAnn Mann, Secretary to the Committee

Conferees appearing before the committee:

Sondra Vedock, Director of Community Education, Derby
Jim Gray, Derby
Pat Purcell, Derby
John Koepke, Kansas Association of School Boards
Representative Jim Braden
Representative Mike Meacham
Pat Baker, Kansas Association of School Boards
Jerry Schreiner, United School Administrators
Louis Serano, American G.I. Forum of Kansas
Joy Cole, Adjutant General's Office

Chairman Crumbaker told the Committee he had been requested to introduce legislation which would transfer land in Chase County back to Toledo township in Chase County.

Representative Brady moved that the legislation be introduced as a Committee Bill, By Request. Representative Reardon seconded the motion and the motion carried.

Representative Kline made a motion to amend HB 2491 to include buildings in the land transfer. Representative Miller seconded and the motion carried.

HB 2188 - Community education act, grants-in-aid to community education agencies.

Sondra Vedock, Director of Community Education in Derby, appeared before the Committee in support of HB 2188. She stated that in the early part of 1980, the facilities of the Derby school district were used only for the education of children.

In 1979, Ms. Vedock was contacted by Dr. Robert Shoop, Director of the State Community Education Association in Manhattan. A Mott Grant was applied for and received to do a feasibility study to determine whether or not Community Education was a concept the people of Derby wanted to adopt.

A Task Force Council was formed and in May 1981, a 50 page proposal was presented to the USD 260 school board. The board voted to support the concept of Community Education but determined the money for such a project was not available in the budget. Therefore, they suggested the Council find another way to fund the program.

The council decided they needed approximately \$48,000 and a referendum election was passed by a 2 to 1 vote. As a result, numerous programs have been initiated, 3,000 - 5,000 people a month go in and out of buildings and 2,000 people of all ages took non-credit courses in Community Education in 1981-82. Duplication of services has been eradicated through cooperation between the Derby Recreation, the Derby Arts Council, Wichita State University and the various social service agencies in the area. A copy of Ms. Vedock's testimony is attached and made a part of these minutes. (Attachment A)

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,
room 423-S, Statehouse, at 3:30 ~~xxx~~/p.m. on February 21, 1983

Jim Gray, Derby, appeared in support of HB 2188. He spoke of the obstacles confronting them after the referendum was passed. The new school superintendent felt the council was going to try to run the entire school system. The attitude of principals, teachers and custodians was negative as they felt their territory was being invaded. These attitudes quickly changed and they realized that public use of buildings had created an enormous amount of public pride. Vandalism has decreased.

The Derby Optimist Club has made available a scholarship fund for people wanting to take courses but cannot afford it. This is in addition to the \$750 they donate to the no-interest loan fund.

A copy of Mr. Gray's testimony is attached and made a part of these minutes.
(Attachment B)

Pat Purcell, Derby, stated that Community Education would offer an immediate and more personal benefit to all adults in the school district. As a member of the Derby Council, she realized that it is a process of educating a community to itself and it is too good a thing not to take advantage of.

A copy of Ms. Purcell's testimony is attached and made a part of these minutes.
(Attachment C)

John Koepke, Kansas Association of School Boards, supported the concept as they have of the bill in various forms over the past years. Community Education provides a greater utilization of schools.

Representative Jim Braden opposed HB 2188 as he felt it was attempting to duplicate a program that's already doing well and, therefore, the bill was not needed. He was strongly against the duplication. Since the beginning of the Community Education Act, 31 communities have benefited from the program. Every program that was started is still in existence and all are now self-supporting. Mr. Braden distributed statistics to the Committee which are attached and made a part of these minutes.
(Attachment D)

HB 2158 - School, requiring basic life support cardiopulmonary resuscitation training programs.

Representative Mike Meacham, author of the bill, explained that the legislation would mandate the availability of CPR for grades 9-12 in both public and non-public accredited schools. He felt the bill had gained support and cited the Kansas Farm Bureau as one agency who supported it. Mr. Meacham said he would leave it to the committee to decide about the mandate.

Pat Baker, Kansas Association of School Boards, opposed stating school boards have long been opposed to state mandated subjects. At the present time, only two subjects are mandated, American Government and Kansas History. She said KASB supports the concept of teaching CPR and distributed a survey conducted by KASB in reference to selected CPR related factors in public school instruction. The survey is attached and made a part of these minutes. (Attachment E)

Jerry Schreiner, United School Administrators, opposed any mandate curriculum and felt that should be set at the local level.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,
room 423-S, Statehouse, at 3:30 ~~xx~~/p.m. on February 21, 1983.

HB 2314 - Postsecondary educational institutions, credit for military service-connected education.

Louis Serano, American G.I. Forum of Kansas, appeared in support of HB 2314. He stated that the servicemen who have been educated in the military in sensitive, advanced and sophisticated subject matter, are not considered qualified when they become civilians. In order to continue those skills, he must repeat in the classroom to gain accreditation for those skills which he has already acquired in the military. He urged a favorable report of HB 2314. A copy of Mr. Serano's testimony is attached and made a part of these minutes. (Attachment F)

Joy Cole, representing the Adjutant General's office, appeared in support. She said much of the training received in the military is the same or equal to that received in civilian training and colleges. Besides high technology courses in areas such as nuclear weaponry, computer programming, electronics, and heat and hydraulic systems, many soldiers take courses in management, fiscal management, personnel and business.

Fair and equitable consideration of comparable course work will mean that personnel with a military background can receive credit and will not have to repeat a course about which they are already informed. A copy of Ms. Cole's testimony is attached and made a part of these minutes. (Attachment G)

The Chairman adjourned the meeting.

TURNING A TOWN "ON" --- TO COMMUNITY EDUCATION

By

Sondra A. Vedock

Director of Community Education

Derby, Kansas

As recently as two years ago, in the early part of 1980, the facilities of the Derby school district were used only for the education of its children. The doors of the buildings were unlocked between the hours of 8:00 A.M.-3:45 P.M. during the nine months that school was in session. Occasionally, buildings and fields were used in the evenings by the school age population for extra-curricular activities. A beautiful new track was built to encircle the hallowed ground of the football field and was used only in the spring by the high school track team. The rest of the year, the track and football field were locked up tightly.

There were some Adult Education classes in existence at that time and were perhaps the driving force behind what happened here. We had begun Adult Education classes in 1976. At that time, 90 adults took non-credit hobby classes at night. Four years later, 1,200 adults were taking classes and were clamoring for new and better and more challenging curriculum offerings. During these years, I was a high school English teacher with a Master's Degree in Educational Administration. I was given a stipend to co-ordinate the Adult Education program in the evenings. I began to perceive several changes occurring both in me and in the participants in the programs. For example, I had created all of the classes being offered from my own imagination for four years. I made up courses like "Couples Dance," "Early Bird Figure Control for Women" (A weight lifting class for ladies which met at 6:30 A.M. and had 18 women enroll), and various crafts and hobby classes. This was all well and good, however, each of us can only have so many ideas, and after four years, I had used up all of mine. I was "burning out" and I was frightened, because people were beginning to take classes as a natural course, and they seemed to expect each new brochure which listed classes to have lots of new choices. I later learned that this kind of paranoid thinking is fairly natural behavior for those of us in these positions.

Another interesting thing that I began to observe was that many people (most especially women) were following a kind of progression through the classes. They would take aerobics, then a crafts course, then a "language for fun" course, then something like refresher math, and then they would ask if it would be possible to get some college courses in Derby.

The result of all this, is that I was running out of ideas, and the citizens in the community seemed to have more needs than I could meet.

In the fall of 1979, I was fortunate enough to be contacted by Dr. Robert Shoop, the Director of the State Community Education Association in Manhattan,

Kansas. I applied for and received a Mott Grant to do a feasibility study to determine whether or not Community Education was a concept the people of Derby wanted to adopt.

In January of 1980, I spent two weeks in Flint, Michigan at the National Center for Community Education. They provided me with materials, information, and answers to my many questions. During this workshop, I wrote a plan which detailed how I would educate an entire community to this concept. My decision was to be placed on the agenda of every organization in Derby, and to give a general comprehensive speech to each group, which would detail the possibilities of a Community Education program. While at these meetings, I asked each group to select one interested member to join a Community Education Task Force which would meet only three times.

In February of 1981, I spoke to 23 community organizations. I talked about the fact that school buildings literally belonged to the taxpayers. The public received this information with gleaming eyes and rather vocal support. (It was a fact they had suspected for a long time.) Some school personnel, on the other hand, tended to shudder with distaste at the thought of the public being given "carte blanche" freedoms with school facilities.

A Task Force Council was formed. Members consisted of one representative from every organization in town, plus interested citizens who wanted to be part of the action. This group met once a month for three months. Their meetings were well organized, they were taught how to "brainstorm," and for the first time for many of them, each of their ideas were listened to and discussed. I began to see immediately that thirty heads are better than one. They mentioned resource people in the community who could fill specific needs, people I didn't know existed. It began to be very clear to all of us, that by working together, we could indeed accomplish a great deal!

We also began to realize that many, many people agreed that schools needed to be open for the community use. In addition hundreds, maybe thousands of people would support the Community Education concept. This meant that simply by numbers, we were becoming a force. We all knew that by presenting a proposal to the school board as the Community Education Task Force Council, that the school board was going to listen closely. We represented a very broad-based economic and educational spectrum. This was no "special" interest group. It was, instead, a great many people who had the same interest.

The council did its homework. In May 1981, we presented a fifty page proposal to the USD #260 school board which addressed the following issues:

1. Definition/Logo of Community Education
2. Needs/resources assessment results
3. Task Force Council Membership
4. Community Education staff (volunteers/paid teachers)
5. Time schedule for programs/salaries for teachers
6. Director of Community Education job description
7. Budget
8. Interagency cooperation/support letters
9. Brochure plans
10. Community Education/Evaluation

The school board was pleasantly overwhelmed. They voted to support the concept of Community Education, but determined the money for such a project was not available in the budget. Therefore they suggested that we find another way to fund the program.

It was decided at this time that we needed approximately \$48,000. in our budget, so through much thought, our Deputy Superintendent, Charles Hubbard suggested holding a referendum election to raise the money.

The Task Force Council, about 35 members strong, knocked on doors in the community for six weeks. In retrospect, the fact that citizens talked to other citizens openly and honestly about the exact cost to individual taxpayers seemed to be vital. On August 4, 1981 the referendum passed by a 2 to 1 vote.

Everything that these council members, ever dreamed of, and more, has occurred since that day. It is extraordinary when educators tap the resources of citizens in their community and join hands with them to enrich the lives of every individual of every age. Some examples of what now exists in USD #260:

1. The High School track is now open all day and evening year around for the joggers, and is in constant use.
2. 3,000 - 5,000 people a month go in and out of buildings. Clubs use schools for meetings, bazaars, fashion shows, travelogues, dinners and much more. Individuals from organizations are often given keys to buildings on week-ends.
3. 2,000 people of all ages took non-credit courses in Community Education in 1981-82. These courses ranged from Russian, Latin, French, German, Spanish and Italian for children and adults, through "Bubblegum Cookery" for 10-12 yr. olds, to "Introduction to Computers" for adults.
4. Duplication of services has been eradicated through cooperation between the Derby Recreation, the Derby Arts Council, Wichita

- State University, and the various social service agencies in the area. An example of this is the brochure we put out four times a year. It has information from every agency in it, so there is no need for each agency to publish its own brochure. This saves money, and gives people one constant, reliable source of information.
5. Wichita State University enrolled 768 people in Derby classes in 1982-83. 700 of these were undergraduate students and approximately half of these were first time college freshmen.
 6. Derby Community Education No-Interest Student Loan was established. The only criteria for application is that one must be a resident of U.S.D. #260, a high school graduate, and in financial need. The Board of Directors selects the recipients, and in our first year, they awarded \$2,500 to a young man who was entering his first year at K.U. Medical School. \$1,200. was given to a 26 year old woman with two children to become a Licensed Practical Nurse. The money was raised by the Community Education Council from clubs in town, and through money raising projects like a spaghetti feed and a community-wide garage sale. Both of the recipients signed agreements to pay back their loans 5 years from the day they received them. For this reason, the Council will raise money for 4 years, and from then on, Derby residents will help send Derby residents to school forever.
 7. G.E.D. classes are offered to school district residents-free. The teacher's salary is paid from the referendum money. This service is provided because we are trying to offer growth opportunities to all our residents, and those needing a GED Diploma are often those whose income is low.
 8. English-As a Second Language courses are offered to adults-free. These courses are free for the same reason as above. We have approximately 100 Laotian students in our day schools, and feel that by teaching their parents to speak English, we are improving the communication between the schools and these families.
 9. The Adult Night high school opened in the Fall of 1982 and presently has ~~30~~ adults enrolled. They are taking courses in Science, Literature, Composition, Algebra and General Math. One lady has been out of school for 38 years, and has returned to fulfill a life long ambition to earn her high school diploma.

10. The members of the Community Education Council themselves are getting involved. One fifty-year-old man is presently taking his first college class, two members are making plans to run for the school board, several of the housewives have recently gotten jobs after years in their homes. As individuals, they are growing in confidence and pride.
11. Community Education has total support from USD #260 Board members and central office and building administrators. Some of these people are on the Community Education Council, some teach Community Education classes, and many enroll in classes. Our superintendent, Dr. Theador Jones recently traveled to Topeka to make a presentation before the State Board of Education as to the positive impact of Community Education on our community.

And there's more. We were visited in October by a representative from the Center for Early Adolescence, University of North Carolina, and cited as a community which provides numerous programs for children between the ages of 10-15 after school. With so many working women in the world today, these are the people who are too old for sitters and too young for jobs, who need meaningful experiences to keep them busy after school.

The Derby Community Education Council was awarded the outstanding Community Education Program Award at the Kansas Community Education Association conference in Manhattan, Kansas in November of 1982, and nine members of our local council attended that conference.

I have been invited to speak to four state conference associations and one national association in the last year, and was recently selected President-elect of the Kansas Community Education Association.

Even though our title is Derby Community Education, we have initiated a most interesting project. On February 7, 1983 a Food Bank was opened to feed needy residents of USD #260. The Food Bank is located in a low-income area, and is staffed entirely by volunteers from this same area. Food is being collected weekly from distribution points located at each school located in the district. There are also food boxes in the Derby City Building, the local banks, and local stores. In its first two weeks, the Food Bank has fed approximately 120 individual children and adults. Over \$3,000. worth of food has been collected. Individuals and groups have contributed approximately \$200. in cash for milk, eggs and bread. A local farmer donated 60 lbs. of ground beef. And now that the children in our schools are eating, we feel they will be more apt to learn.

We are most proud of the fact that because of Community Education, community pride and spirit has been raised. We want to take care of our own.

Because this town is now so "Turned On" to Community Education our motto, "When People Care About Each Other....Learning Is Forever." embraces the entire school district population of 15,000.

What happened here can happen anywhere.

I am the 50 year old man who took my first college course this last year, and one of the school board candidates Mrs. Vedock mentioned in her presentation.

When I first became involved in Community Education-I represented the Optimist Club on the original task force council. I never realized how deeply involved I would become, so much so, that I became their first council president, and now serve as Chairman of the Board.

In the beginning, my understanding of Community Education was just as vague as everyone else's. All I understood was the customary adult education programs. The full comprehensive realm of Community Education was not realized until the Task Force work sessions were completed. Once we, as a group, understood the concept of Community Education, we were then able to talk about it with understanding. Selling a new idea is not easy. It took three trips to the school board to finally get their support and backing for one year just in case the referendum failed.

The referendum passed and our next obstacle was the new school superintendent who felt that our council was going to try and run the entire school system. It didn't take him long to realize that it was not our intent. The problem was that he too did not understand what Community Education meant. Now I'm sure he feels it would look good on his resume.

Another obstacle was the attitude of principals, teachers and custodians. They felt that we were invading their territory.

Now they've realized that public use of buildings (if wisely managed) has created an enormous amount of public pride. Vandalism has been decreasing ever since these buildings have been in constant use.

I taught a free course in basic salesmanship for Community Education. Some of the people in my class were a minister's wife, a banker, an independent tool salesman, and a 22 year old man. As a result of taking this course, he was able to get a job with the Wichita Eagle Beacon.

The Derby Optimist Club has made available a scholarship fund for people wanting to take enrichment courses but cannot afford it. This is in addition to the \$750 they donate to the no-interest student loan fund. To help raise money for these loans, one Derby merchant donated a stereo set for a raffle, while another man, an owner of a local supermarket, let us sell tickets for a 3 minute shopping spree in his store. Our goal this year is to raise \$5000 for the student loan fund.

Community Education has personally enriched my life. Never in my wildest dreams did I ever think that Community Education could reach so many people and accomplish so many beneficial goals for them.

Our symbol and logo prove that "When people care about each other, learning is forever."

All it takes to get Community Education going in any community, is one caring, dedicated person with a little financial backing. After that, the people will take care of themselves and each other.

I am here today to share with you my belief in Community Education. I became aware of Community Education a couple of years ago when it was presented for consideration to Derby's Board of Education. It appealed to my thrifty nature, and there seemed to be a quality of fairness about it.

Over the years I have come to realize that no matter how old I may live to be, for as long as I own a home, I will continue paying property tax and a substantial portion of that tax money will be used to fund public schools. Because I know that children are our future. I know too that we all benefit from their education. But Community Education would offer an immediate and more personal benefit to all adults in the school district.

The facilities used in educating our children stand idle much of the time, which is wasteful. However, Community Education gives us the opportunity to use those facilities evenings and weekends, the year round.

In the beginning my idea of Community Education was classrooms, after regular school hours, filled with people of all ages learning about a variety of subjects. My original ideas have altered dramatically.

My introduction to a Community Education Program in operation came when my husband, a School Board member, became the Board's representative on the newly formed council. I began helping with fund-raising projects to finance no-interest student loans. At the first council meeting I attended, I witnessed the presentation of the first two of those loans.

Since then, my understanding of Community Education has grown. I have been a member of the Derby Community Education Council for eight months and it has been a delightful experience, and a source of amazement. From the numbers and the enthusiasim, of the people participating, through the list of things accomplished, it is amazing!

I am undeniable proud of Derby's accomplishments and I realize that Derby is special. But I wonder, how many special communities are there in Kansas? Perhaps Derby's program can't be duplicated, but I have no doubt that it can be equalled. Investing five thousand dollars and getting half of what Derby's Community Education Program has produced would be a bargain.

Those classrooms in Derby are still being filled, after regular school hours, and my understanding of Community Education just keeps growing. Now my idea of Community Education is that it is a process of educating a community to itself, and I truly believe that it is too good a thing not to take advantage of.

TITLE: Community Resource Program

Legislation: House Bill 2300

Enacts: Community Resources Act

Administering Agency: Kansas Department of Economic Development, Topeka, Kansas
Contact: Stan McAdoo
Division of Community Planning and Development
913/296-3486

Technical assistance contract: University for Man, a sponsored project,
Division of Continuing Education,
Kansas State University
Manhattan, Kansas

Contact: Beverly Wilhelm
Outreach Department
913/532-5866

BUDGET:

| <u>FY</u> | <u>Budget</u> | <u>Total of Communities benefitting from CRA since inception</u> |
|-----------|--------------------|--|
| 1980 | 37,500 | 11 |
| 1981 | 37,500 | 17 |
| 1982 | 37,500 | 25 |
| 1983 | 39,600 | 31 |
| 1984 | 39,600 (requested) | 36 (estimate) |

COMMUNITY RESOURCE PROGRAM
(FY- 1983)

Accounting of state appropriation:

I. Grants-in-aid ----- \$20,000

Funding Status (1982)

Program A - Communities in 3rd and final year of the program

| <u>Community</u> | <u>Population</u> | <u>State 25%</u> | <u>Local 75%</u> |
|-------------------|-------------------|------------------|------------------|
| 1. Bonner Springs | 6,235 | \$ 750.00 | \$2,250.00 |
| 2. Burlington | 2,908 | 1,035.75 | 3,107.25 |
| 3. Courtland | 377 | 286.25 | 572.50 |
| 4. Garnett | 3,293 | 125.00 | 375.00 |
| 5. Haysville | 8,101 | 1,002.50 | 3,320.00 |
| 6. Iola | 6,951 | 500.00 | 1,500.00 |
| 7. Lawrence | 52,003 | 500.00 | 1,500.00 |
| 8. Overland Park | 81,385 | 156.25 | 500.00 |
| 9. Paola | 4,554 | 1,125.00 | 3,000.00 |
| 10. Summerfield | 222 | 581.25 | 1,747.00 |
| 11. Westmoreland | <u>603</u> | <u>187.50</u> | <u>387.50</u> |
| TOTAL POPULATION | 166,632 | \$6,249.50 | \$18,259.25 |

PROGRAM B - Communities in 2nd year

| <u>COMMUNITY</u> | <u>POPULATION</u> | <u>State 50%</u> | <u>Local 50%</u> |
|------------------|-------------------|------------------|------------------|
| Belleville | 2,807 | \$ 965.00 | \$ 965.00 |
| Beloit | 4,354 | 1,000.00 | 1,000.00 |
| Kansas City | 159,972 | 467.50 | 467.50 |
| Pawnee Rock | 411 | 540.50 | 540.50 |
| Pittsburg | 18,759 | 817.50 | 817.50 |
| Sharon Springs | <u>968</u> | <u>1,000.00</u> | <u>1,037.00</u> |
| TOTALS | 187,271 | \$4,790.50 | \$4,952.50 |

PROGRAM C - Communities in 1st year

| | | <u>State 75%</u> | <u>Local 25%</u> |
|-----------------|--------------|------------------|------------------|
| Eskridge | 604 | \$1,200.00 | \$ 600.00 |
| Glasco | 709 | 750.00 | 250.00 |
| Jennings | 194 | 500.00 | 303.00 |
| Mound City | 753 | 1,385.00 | 600.00 |
| Newton | 16,225 | 650.00 | 1,700.00 |
| Ottawa | 10,759 | 850.00 | 500.00 |
| Osawatomie | 4,451 | 2,500 | 825.00 |
| Perry-Lecompton | <u>1,495</u> | <u>1,125.00</u> | <u>375.00</u> |
| TOTALS | 35,190 | \$8,960.00 | \$5,153.00 |

TOTALS OF PROGRAMS

| | | | |
|-----------|---------|-------------|-------------|
| A, B, & C | 389,093 | \$20,000.00 | \$28,364.75 |
|-----------|---------|-------------|-------------|

PROGRAM D - 1983

| <u>COMMUNITY</u> | <u>POPULATION</u> | <u>STATE 75%</u> | <u>LOCAL 25%</u> |
|------------------|-------------------|------------------|------------------|
| Ashland | 1,096 | \$2,500.00 | \$ 836.00 |
| Effingham | 632 | 2,000.00 | 669.00 |
| Goessel | 425 | 1,000.00 | 334.00 |
| Pomona | 868 | 2,500.00 | 836.00 |
| Roxbury | 97 | 910.00 | 304.00 |
| Troy | <u>1,233</u> | <u>2,500.00</u> | <u>834.00</u> |
| TOTALS | 4,351 | \$11,410.00 | \$3,813 |

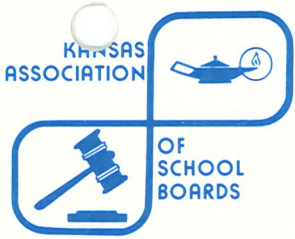
1983 funds committed to on-going programs ----- \$2,380.00
Program B (6 programs in last year of funding)

Program C (8 programs in 2nd year of funding ----- 6,210.00

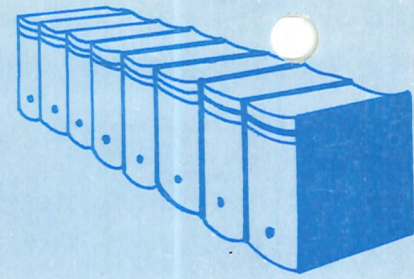
1983 funds committed to new programs

Program D (6 programs in 1st year of funding ----- \$11,410.00

TOTAL \$20,000.00



5401 S. W. 7TH AVENUE
TOPEKA, KANSAS 66606



RESEARCH BULLETIN

February, 1983

SURVEY ON SELECTED CPR RELATED FACTORS IN PUBLIC SCHOOL INSTRUCTION (Requested by Representative Mike Meacham, Wichita, KS)

by Gordon Nelson, KASB Research Director

As of 2-17-83, the survey had a 47% return from the 306 Kansas school districts. The sample is large enough to make some generalizations. All comments will be made in percents so that the percents can be extended to all school districts.

CPR OFFERED?

58.33 % of Kansas school districts offer CPR in the education program. 41.67% indicated they do not include it in the school offerings, but that decision was often based on the existence of CPR programs already operative in other institutions.

ELECTIVE OR REQUIRED?

58.51% of those districts offering CPR training include it in required courses; 36.20%, make it an elective; and 5.30% have both alternatives. It is included in a required course for students and made available on an elective basis for all employees as well.

NUMBER OF STUDENTS INVOLVED?

Over 6,700 students were involved in CPR training in the 144 school districts (47%) reporting. This figure indicates that, in a total return of the survey, over 14,000 public school students would be taking the training annually. The median school district of those reporting indicated that 42 students took CPR training annually.

AT WHAT GRADE LEVEL(S)?

The ninth grade level was most frequently reported in the survey returns of districts offering CPR training. Other grades or combinations of grades are reported in the table below.

| <u>Grade Level</u> | <u>Number of Districts</u> |
|--------------------|----------------------------|
| 9th | 39 |
| 8th | 13 |
| 9th - 12th | 8 |
| 10th | 7 |
| 12th | 6 |
| Adult Employees | 4 |
| 11th | 3 |
| 7th - 12th | 3 |
| 7th | 2 |
| 10th - 12th | 2 |

INSTRUCTOR CERTIFICATED STAFF?

In 81% of the schools reporting the CPR instructor is a certificated member of the school staff.

WHAT OUTSIDE AGENCIES ASSIST?

Outside agencies assisting the schools in CPR training are tabulated below.

| <u>Agency</u> | <u>Number of Districts</u> |
|------------------------------|----------------------------|
| Red Cross | 18 |
| Emergency Medical Technician | 16 |
| Local Hospital | 15 |
| Ambulance Service | 6 |
| Fire/Police Department | 5 |
| County Health | 5 |
| Heart Association | 3 |
| CPR Now | 3 |
| Community College | 2 |
| Local Doctors | 1 |

ESTIMATED COST?

The estimated cost reported in the survey ranged from \$10,000.00 to \$15.00 depending obviously on whether or not the cost of the "Resusci-Anns" was borne by the district or an assisting outside agency. The median cost was \$250.00. Many districts did not report a cost, stating that it was absorbed in the instructional costs of the school program.

AMERICAN GI FORUM OF KANSAS

NATIONAL VETERANS FAMILY ORGANIZATION



2314

The essence of education is accreditation.

That is today's cry of the civilian sector when hiring servicemen who have been educated in the military. Yet the military of today is viewed only as having an average of a high school education or little more. The ironic sense of the whole thing is that the military, although it does not have an accredited program according to civilian standards, still manages to protect our nation in both peace and war.

So I as a representative of the American G.I. Forum comes before you to ask you to consider the acceptance of the military courses taught to Kansas siblings, and that they be given credit in our institutions for higher learning.

At the present time these Kansas siblings who have received this education at government, taxpayers expense are not receiving any kind of recognition for the subject matter or the time spent learning such. They learn sensitive, advanced, sophisticated subject matter to handle our present machinery, instruments, computers and everyday operation of living, but yet they are not considered qualified when they become civilians.

They are discriminated upon because they served their country. They are made to feel like fifth, sixth, or seventh class citizens.

It is rather ironic that this Kansas sibling, in order to continue the skills which he acquired in the military, has to repeat in the classroom, spending additional time and money to gain recognition and accreditation for those skills which he has already acquired and been recognized for in the military.

There must be an alternate route wherein these ex-servicemen be allowed credit for courses taken and have experience of job performance

"EDUCATION IS OUR FREEDOM AND FREEDOM SHO

ATTACHMENT F

2/21

- Page 2

given toward a degree in our Kansas universities.

The values and standards of the civilian sector differ in the mission of which it wants to accomplish and that mission is education.

But it changes its values and standards according to the demands of the group it wants to educate. So if you do not fall within this groups standards you are totally left out. This is the case of the military men of today when it comes to education - he has been left out. He is only good when he is needed as a fighting man or defender of his country.

So I come before you today as a presentative of the American G.I. Forum for you to consider this bill - House Bill No. 2314 as a full commitment by the State of Kansas to show its full belief and sensitivity to that Kansas sibling who served his country and give him full recognition and accreditation of that education that he received while in the military.

This not only would be a sign of respect and understanding, faith and recognition, and also pride for the education attained while in the military.

An example is in the para-medical field. Only 0.01% were able to continue in this profession in civilian life.

You can see the waste of time, money, and human resources.

A handwritten signature in cursive script, appearing to read "Lewis Howard". The signature is written in dark ink and is located in the bottom right corner of the page.

STATE OF KANSAS
THE ADJUTANT GENERAL
TOPEKA, KANSAS 66601

February 21, 1983

I support the passage of House Bill 2314 providing for college credit for military service-connected education.

Much of the training received in the military is the same or equal to that received in civilian training and colleges.

Various schools conducted in the military enhance leadership and provide high technology training for use by the soldier in the high technology equipment the military has now. Besides high technology courses in areas such as nuclear weaponry, computer programming, electronics, and heat and hydraulic systems, many soldiers take courses in management, fiscal management, personnel, and business.

Training for success in the military is also learning for success in a civilian situation. While it is generally understood that formal education is valuable, it may not be known that military training parallels civilian education. The level of difficulty and amount of knowledge gained in both educational settings are comparable. What is learned in military schooling can be applied in civilian jobs. What is learned in college courses can be applied in military situations.


For instance, the Army career code 73D is an accounting specialist. To have this career, students are sent to Fort Benjamin Harrison, Indiana, to take a 16 week course in learning general accounting techniques to train for supervisory and production work in accounting, interviewing, and audit and budget activities.

To be a computer operator in the Air Force, the airman learns systems control and learns to operate Automated Data

Processing Equipment (ADPE), as well as to perform computer operator maintenance and administrative functions. These skills taught in the military are comparable to college courses taught on campus.

Fair and equitable consideration of comparable course work will mean that personnel with a military background can receive credit for knowledge gained and will not have to repeat a course about which they are already informed.

I ask you to pass House Bill 2314.



Ralph T. Tice
Major General, KSARNG
The Adjutant General

ACCOUNTING SPECIALIST - CAREER CODE 73D

VOCATIONAL FIELD:

Supervises or conducts accounting; interview, audit and budget activities.

VOCATIONAL TRAINING RECEIVED:

You will learn general accounting techniques as ledgers, transactions, transfers of aggravation and available funds based on fiscal codes. Capable of preparing statements and can assist in budget review functions.

SCHOOL LOCATION:

Fort Harrison, Indiana.

LENGTH:

16 weeks.

PREREQUISITE: CL 100 test score, HS math.

NATIONAL GUARD AND POTENTIAL CIVILIAN EMPLOYMENT

NATIONAL GUARD

Initially, work as accounting clerk in preparing or publishing fiscal data. Progression based on ability and experience.

CIVILIAN

Student will be immediately qualified for opportunities in a high demand career field, either in industry or civil service.

AIRMAN AIR FORCE SPECIALTY

COMPUTER OPERATOR

* 1. SPECIALTY SUMMARY

Prepares for operation and operates computer systems equipment and peripheral equipment. Processes and controls data flow to ensure timely processing of data, controlled reports, and data products. *Related DOD Occupational Subgroup: 531.*

* 2. DUTIES AND RESPONSIBILITIES

a. *Prepares computer and peripheral equipment for data processing operation.* Performs start up operations; performs power-on or power-off procedures. Selects and mounts tapes, disc packs, or carriage control tapes. Selects input or output files; loads programs, files, or data base.

b. *Operates automated data processing equipment (ADPE).* Operates consoles; responds to messages or signals displayed by ADPE. Isolates and performs recoveries of machine stops or malfunctions due to electrical or mechanical failures. Answers status inquiries from remote users. Operates other data processing equipment such as card punches, readers, interpreters, sorters, and decollaters. Performs shift turnover procedures. Assists in troubleshooting problems occurring on machine runs.

c. *Performs systems control and tape librarian functions.* Degausses and cleans tapes; identifies unusable tapes or disc packs. Locates tapes or disc packs in storage media or library, and prepares new tapes for library. Establishes daily program run priorities. Informs OPR of input data errors, and schedules due-in or due-out machine workloads. Ensures that input data is complete prior to

scheduling programs for computer runs. Ensures that output is timely, accurate, and conforms to established procedures. Applies computer security techniques to preclude unauthorized access to sensitive data or misuse of computer resources.

d. *Performs computer operator maintenance and administrative functions.* Changes paper in printers. Completes machine utilization records. Monitors temperature and humidity of computer facilities. Maintains supply levels and records. Performs computer operator maintenance of ADPE and peripheral equipment. Inspects equipment, supplies, and work areas; coordinates repair of ADPE with maintenance personnel. Assures compliance with Air Force and DOD directives governing physical and operational security.

e. *Performs supervisory functions.* Conducts on-the-job training; demonstrates how to operate equipment. Plans or schedules work assignments and shifts; counsels personnel and interprets policies, directives, or procedures for subordinates.

* 3. SPECIALTY QUALIFICATIONS

a. *Knowledge.* Knowledge of capabilities and functions of data processing equipment and technical methods for data processing operation; and organization and functions of Air Force automated data systems, data flows, and system control techniques is mandatory. Possession of mandatory knowledge will be determined according to AFR 35-1.

b. *Education.* Completion of high school with courses in business arithmetic is desirable.

c. *Experience.* Experience in one of the functions of preparation, operation, or operator maintenance of computers is mandatory.

d. *Training.* Completion of a basic computer operator course is desirable.

e. *Other.* A minimum score of 57 on the Air Force Electronic Data Processing Test (EDPT) is mandatory for entry or retraining into this career field ladder.