

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by CHAIRMAN JOSEPH C. HARDER at  
Chairperson

1:30 ~~xxx~~/p.m. on THURSDAY, MARCH 3, 1983 in room 254-E of the Capitol.

All members were present except:

Committee staff present:

Mr. Ben Barrett, Legislative Research Department  
Ms. Avis Swartzman, Legislative Revisor's Office  
Mrs. Millie Randell, Secretary

Conferees appearing before the committee:

SB 334 - An act providing for the establishment of an area vocational-technical school to be designated as Johnson county area vocational-technical school (Education)

Proponents:

Dr. Mel Winters, Superintendent, Olathe School District  
Dr. Raj Chopra, Superintendent, USD 512, Shawnee Mission  
Dr. Charles J. Carlsen, President, Johnson County Community College

SB 77 - An act concerning school districts; authorizing boards of education thereof to close school buildings operated or used for pupil attendance (Education)

Proponents:

Mr. John Koepke, Associate Executive Director, Kansas Association of School Boards

Opponents:

Mr. Kenneth Rogg, Schools for Quality Education

Following a call to order by Chairman Joseph C. Harder, Senator Warren moved, and Senator McCray seconded a motion to approve minutes of the Committee meeting of March 1, and the motion carried.

SB 334 - The Chairman then recognized Dr. Mel Winter, Superintendent of the Olathe School District, who presented testimony in support of SB 334, which would establish a Type II area vocational-technical school in Johnson County. (Attachment 1) In responding to questions, Dr. Winter replied that there is no area vocational-technical school in Johnson County at the present time. During discussion, Mr. Ben Barrett of the Legislative Research Department stated that currently there is a moratorium on Type II area vocational-technical schools, but not on Type I schools.

When the Chairman called upon Dr. Raj Chopra, Superintendent of USD 512, Dr. Chopra related that the Board of USD 512 had passed a resolution supporting the establishment of a Type II area vocational-technical school in Johnson County and that this resolution urged for a cooperative effort to be made with the other school districts involved in the accomplishment of this task.

Dr. Chopra described present conditions in the area as piecemeal so far as attempting to provide adequate high technology courses required to satisfy the needs of today's work society. Dr. Chopra felt that the combined efforts of the county's school districts would, in the long run, be beneficial to the tax payer. In response to questions, Dr. Chopra replied that the Johnson County Community College would be a part of the new Type II school, and he stated that the curriculum would vary according to the needs of the community.

Mr. Dale Dennis of the State Department of Education, who was in attendance, responded to a Committee question by stating that the state's share to fund the new Type II school would be \$1,260,000 and that this money would come

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

room 254-E, Statehouse, at 1:30 ~~x.x.x~~/p.m. on THURSDAY, MARCH 3, 1983.

from the State General Fund. Mr. Dennis also stated that it is the State Board of Education which sets the budget for area schools. In responding to a Committee question as to who would be members of the board for the new school, staff members felt that participating members would probably each have a member on the board.

Dr. Charles J. Carlsen, President of Johnson County Community College, testified briefly in support of SB 334 and reasoned that such establishment would help eliminate duplication of courses and consolidate efforts of administration. He also responded to a question by stating that the Johnson County Community College would handle the post-secondary part of the new school.

When the Chairman asked if there were any opponents to SB 334, there was no response; and the Chairman announced that the hearing on SB 334 was concluded.

SB 77 - The Chairman then called upon Mr. John Koepke of the Kansas Association of School Boards. Mr. Koepke testified in support of SB 77, but he also urged for the passage of an amendment to SB 77, and that is to remove the words "pupil attendance purposes" on line 0110 and substitute the words "public educational purposes as determined by the local board of education". (Attachment 2)

Mr. Kenneth Rogg of the Schools for Quality Education testified in opposition to SB 77. He explained that the area he represents in Southeast Kansas has a student population of approximately one student per square mile and that per school attendance ranges from less than 100 to a little more than 1500 students. He further stated that although the total costs of education are higher in the area which he represents, state aid is less. Mr. Rogg reminded the Committee of the recourse communities now have for closing a school via a vote of the district. He urged the Committee to report the bill adversely.

The Chairman asked for the Committee's attention in regard to an amendment relating to school closings that had been recommended by Senator Roy Ehrlich on behalf of Dr. Lee Tarrant, USD 407, at an earlier meeting. The Chairman read the draft of the amendment to the Committee. (Attachment 3) During Committee discussion, Mr. Dale Dennis of the State Department of Education responded to one question by stating that there were approximately fifteen high schools in Kansas which would fall below the 50 full-time equivalent students category. When the Chairman asked the Committee if it wished to consider taking any action on the amendment, there was no response. ← NO  
ATCH.  
3

When the Chairman asked for the Committee's pleasure regarding SB 77, Senator Allen moved, and Senator Angell seconded a motion to report SB 77 adversely, and the motion carried. Senator Rehorn stated that he opposed the motion.

The Chairman announced that further consideration of SB 334 would be at a later date, since he felt the Committee would probably need more time for discussion before any action should be taken on the bill to establish a new Type II area vocational-technical school in Johnson County.

The Chairman adjourned the meeting at 2:30 p.m.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: March 3, 1983

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Raj Chopra	9005 Greenway Lane, S.M.	Shawnee Mission School Dist.
Ronald E Wilson	9914 Ensley Lane SW 66206	S-M School District
DONALD HRABIK	6206 CRAIG S.M. 66202	S-M SCHOOL DISTRICT 512
Marilyn Meyer	8518 Cherokee Pl Lawrence 66206	S-M School Dist.
Robert W. Hinson	115 Nelson Ct. Olathe 6661	Olathe USD # 233
Melva Peterson	7616 W. 98 <sup>th</sup> Terr. O.P.Ks 66212	Shawnee Mission
Charles Carlson	11604 Woodward O.P. Ks. 66210	Johnson Sch. Dist. Community College
Mel Winters	1404 Wakarusa Dr Olathe, Ks	USD 233
Richard King	14108 Rowet Olathe 66062	USD # 233
Keith Ann Hadden	685 W. Cedar Olathe, Ks. 66061	USD 233 Jacc Com. KASB College Rd Bd.
Jim Youally	Shawnee Mission	USD # 512
ALMEDA EDWARDS	R2 OTTAWA, Ks	Bd. USD 290
John Koepke	Topeka	KASB
Oran, C. Burnett	Topeka	USD 501 #
Ken Ragg	Paula	S R E
Cherry Coen	Ottawa	Farm Bureau
Jim Peckham	Rantoul	Farm Bureau

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: March 3, 1983

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Bob Ritter	3505 Mohawk Ct. Bonner Springs	KNEA
Marilyn Case	4147 S. Insley, Bonner Springs	KNEA
Craig Grant	3310 W 9th St. Lawrence	HNBA
M D MCKENNEY	TOPEKA	USA KANSAS
Agnes McEbert	10105 Edelweiss Merriam	KNEA
Bill Smattor	622 Church St. Tonganoxie, KS	KNEA
Todd Troutman	8610 W. 54th Terr. #2 O.P. KS	KNEA
Ben Bury	3136 Dickens, Manhattan	Manhattan Vi-Tech
Denise James	8115 Georgia KC Ks	KNEA
Ed Wolbaum	Topoka	KACC
Cyilma Gillespie	1368 N. Halman Leaw. Ks.	KNEA
Laura Snyder	East of 4th + Cheyenne Leaw. Ks	KNEA
Ralph Hedgepeth	RR #1 Dunlap, Ks.	Farm Bureau
Jim Lee	Dwight, Ks	Farm Bureau
Janet Blume	1313 Delaware, Leaw., Ks.	KNEA
Arthura C Massoth	P.O. Box 538, Leaw. Ks. 66048	KNEA
Dick Munroe	4419 Lane, Olathe - 66061	KNEA

Transcript of Remarks to Senate Education Committee on Senate Bill 334  
Thursday, March 3, 1983  
1:30 p.m.

Chairman Harder and members of the committee we appreciate the opportunity to speak on behalf of S.B. 334.

Senate Bill 334 would allow for the creation of a Type II Area Vocational-Technical School in Johnson County. Our remarks and supporting data will prove our need for an area vocational-technical school and our avenue to pursue this need is through the enactment of S.B. 334.

The statistical information contained in your folder will reveal a total population for the six Johnson County school districts of 281,176 and a total school enrollment of 48,462 plus 7,698 students at Johnson County Community College. As a comparison for size the city of Wichita total population is 280,000. What this means is that in a metropolitan area that has a high demand for people with high technology skills and for retraining in new skills is not taking care of the excess demand for these skills.

It is our contention that the establishment of an area vocational-technical school in Johnson County will attract large numbers of secondary and post-secondary students who are needed to fill the jobs that demand high technology skills.

The schools in Johnson County have not just recently recognized the need for vocational education. Since 1976 a consortium of school districts including Blue Valley #229 DeSoto #232, Gardner #231, Spring Hill #230 and Olathe #233 have been operating a cooperative vocational school in Olathe.

During these same years Shawnee Mission and the Community College have provided some vocational education classes for their students, reaching for the ultimate realization of providing vocational-technical education to all students in Johnson County.

All of the educational entities in Johnson county are in agreement that our goals for vocational-technical education can best be met by one area vocational-technical school for the entire county. By the county wide-cooperation and operation we will have better utlization of facilities and people and the cost-effectiveness of such a plan would be met.

An example of cost effective measures and utilization of resources would be the ability, through cooperative efforts, to acquire high-technology equipment that could not have acquisition through single district resources.

The vocational cooperative now serving Blue Valley, DeSoto, Gardner, Spring Hill and Olathe has a pending application with the Kansas State Board of Education for a Type I area vocational school. The boards of education of these cooperating districts have agreed to hold disposition of this application in order that we might direct efforts to form an area vocational-technical school for all of Johnson County.

We urge your favorable consideration of S.B. 334 and recommend its passage to the legislature.

We have enclosed other statistical and informational material in your folder and we stand ready to answer your questions upon completion of the testimony.

PROFILE OF JOHNSON COUNTY SCHOOL DISTRICTS

Approval is hereby requested for an Area Vocational School to be located in or adjacent to the Cities of Olathe and Overland Park, Kansas for the purpose of providing Vocational Education services to the following cooperating districts:

<u>Blue Valley U.S.D. #229</u>	<u>Stanley, Kansas - Johnson County</u>
<u>Spring Hill U.S.D. #230</u>	<u>Spring Hill, Kansas - Johnson County</u>
<u>Gardner U.S.D. #231</u>	<u>Gardner, Kansas - Johnson County</u>
<u>DeSoto U.S.D. #232</u>	<u>DeSoto, Kansas - Johnson County</u>
<u>Olathe U.S.D. #233</u>	<u>Olathe, Kansas - Johnson County</u>
<u>Shawnee Mission U.S.D. #512</u>	<u>Overland Park, Kansas - Johnson County</u>
<u>Johnson County Community College</u>	<u>Overland Park, Kansas - Johnson County</u>

The area to be served shall be defined as:

The Area Vocational School will serve Secondary Students residing in the geographical boundaries of Unified School District No. 229, Johnson County, State of Kansas; Unified School District No. 230, Johnson County, State of Kansas; Unified School District No. 231, Johnson County, State of Kansas; Unified School District No. 232, Johnson County, State of Kansas; Unified School District No. 233, Johnson County, State of Kansas; Unified School District No. 512, Johnson County, State of Kansas;

The school would also be serving Post-Secondary students from Johnson, Franklin, and Miami Counties in Kansas.

EVIDENCE OF NEED

POPULATION DISTRIBUTION

District	Population
<u>Blue Valley #229</u>	<u>13,304</u>
<u>Spring Hill #230</u>	<u>4,718</u>
<u>Gardner #231</u>	<u>7,791</u>
<u>DeSoto #232</u>	<u>8,496</u>
<u>Olathe #233</u>	<u>44,337</u>
<u>Shawnee Mission #512</u>	<u>202,530</u>
<b>TOTAL:</b>	<u>281,176</u>

## Occupational Structure of Area

Over 100,000 persons were employed in Johnson County in 1980 in over 6,500 businesses. The major types of business and industry in the county range from manufacturing (22%) and construction (08%) to retail and wholesale trade (34%) and a variety of service industries (20%).

The number of persons employed in Johnson County will increase by over 25,000 by 1990. The greatest growth will be in manufacturing (28%) and service industries (27%).

In the next three years alone, over 35,000 openings (new and replacement positions) will occur in jobs for which an area technical vocational school might provide training.

Exhibits E through H detail the occupational structure of the area. Also, the results of a survey of Olathe businesses provide additional insight into the occupational structure of the area.



High School Graduates  
Last 2 Years 1981 - 1982

	<u>Graduates</u>	<u>Entered College</u>	<u>Potential Enrollees</u>
Blue Valley #229	394	280	114
Spring Hill #230	180	100	80
Gardner #231	195	96	99
DeSoto #232	210	84	126
Olathe #233	964	586	378
Shawnee Mission #512	5,551	4,440	1,111
TOTAL	7,494	5,586	1,908

Assessed Tangible Valuation

Blue Valley #229	79,000,000
Spring Hill #230	11,300,000
Gardner #231	22,081,816
DeSoto #232	17,505,156
Olathe #233	148,185,312
Shawnee Mission #512	663,453,934
TOTAL	941,526,215

## PLAN OF OPERATION

### LOCATION OF SCHOOL

311 East Park, City of Olathe, Johnson County, Kansas, owned by Unified School District No. 233.

12345 College at Quivira, City of Overland Park, Johnson County, Kansas, owned by Johnson County Community College.

Site to be selected in Shawnee Mission, Johnson County, Kansas owned by Unified School District No. 512.

---

### DESCRIPTION OF FACILITY

The building now used for Vocational Education for the five participating school districts is located at 311 East Park, Olathe, and was previously a Junior High School. There is a large 3-floor main building housing offices, classrooms, shop area, large gym and auditorium. There is a 2-floor annex housing a library and eight classrooms. The building is near the downtown area and has more than enough ground for expansion. The south annex was completely remodeled to house office education, distributive education, home economics related occupations and an early childhood development program with a lab facility. The Vocational Opportunity Program (handicapped students) occupies four rooms on the third floor of the main building. This building has been adapted for vocational education. Welding, Auto Body Repair and Auto Mechanics classes are housed in a building erected in 1980 for this purpose.

Johnson County Community College existing facilities will be utilized for post-secondary classes and for specialized secondary classes.

Shawnee Mission USD 512 will make facilities available at a current school site for secondary programs.

---

### PLAN FOR TRANSPORTATION OF STUDENTS

Each Participating School District shall be responsible for the transportation of its own students to and from the Vocational Education Facilities designated by the Sponsoring District or any Participating District may contract for such transportation.

## ADMINISTRATIVE ORGANIZATION

A participating agreement for vocational education will be entered into by and between the Boards of Education of Unified School District No. 229, Johnson County, State of Kansas; Unified School District No. 230, Johnson County, State of Kansas; Unified School District No. 231, Johnson County, State of Kansas; Unified School District No. 232, Johnson County, State of Kansas; Unified School District No. 233, Johnson County, State of Kansas; Unified School District No. 512, Johnson County, State of Kansas. This agreement will be entered into by the six Unified School Districts and the Community College for the purpose of providing vocational education for youth and adults as authorized by K.S.A. 72-4416, 72-4412, 72-4421.

### A. BOARD OF CONTROL

1. The Board of Control shall be composed of one elected member of the Boards of Education of the participating Unified School Districts and one elected member from the Board of Trustees from Johnson County Community College selected by the individual boards.
2. The Board of Control shall meet monthly.

### B. Advisory Council

1. Membership - The membership of the Advisory Council shall consist of the Superintendents of the Participating School Districts and the President of the Community College.

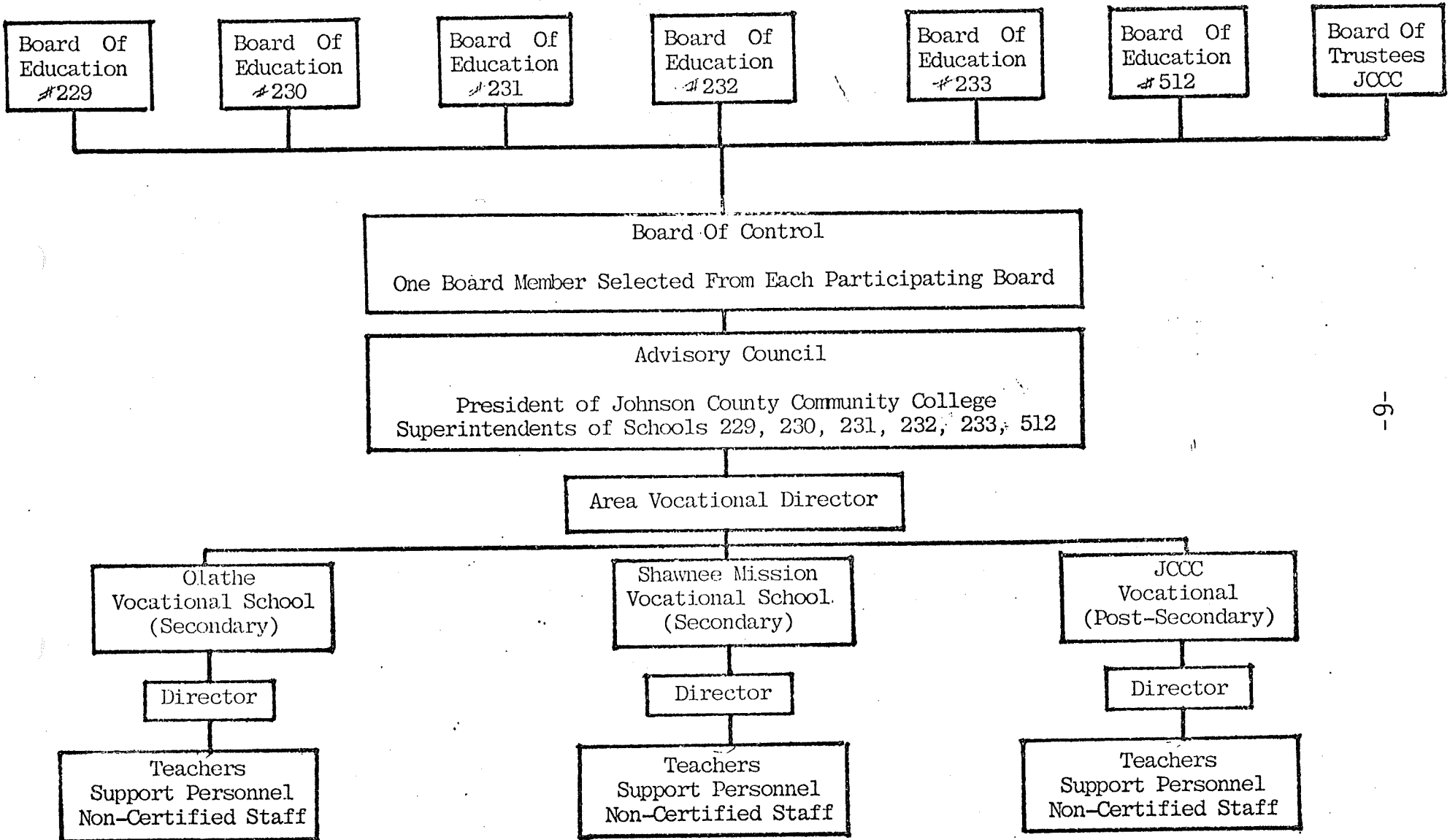
### C. Duties - Board of Control of Sponsoring Districts shall be:

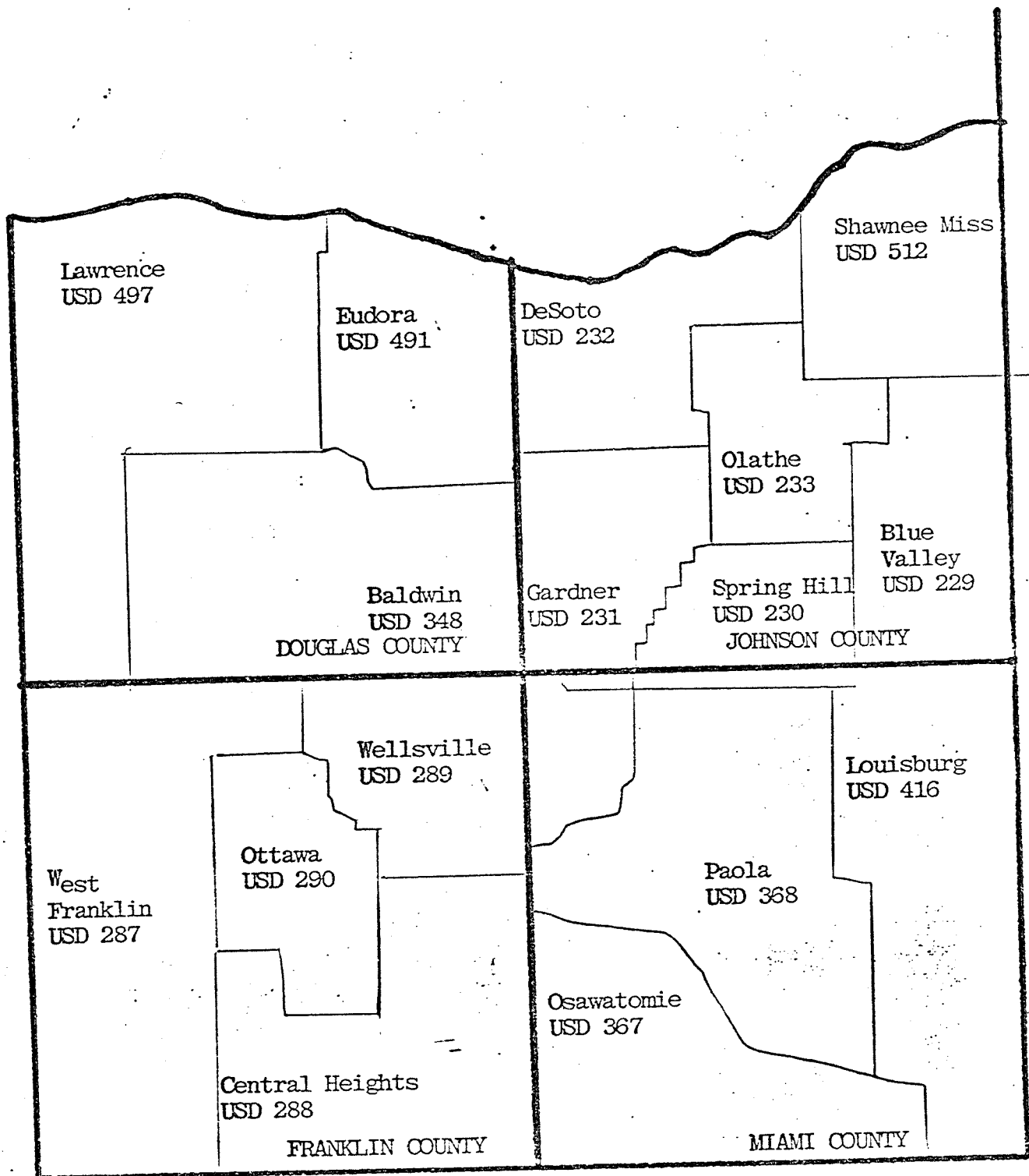
1. To hold monthly meetings of the Advisory Council and to furnish Council Members with appropriate agenda and minutes.
2. To keep records of all fiscal transactions and to prepare such statements and reports as may be required.
3. To adopt a budget to finance the programs in accordance with legal budget limitations and the recommendations of the Advisory Council.
4. To enter into contracts of employment of Certified Vocational Personnel, in accordance with the recommendations of the Advisory Council.
5. To make all purchases and expenditures and be responsible for providing all facilities and equipment for all state approved vocational education programs consistent with the recommendations of the Advisory Council.

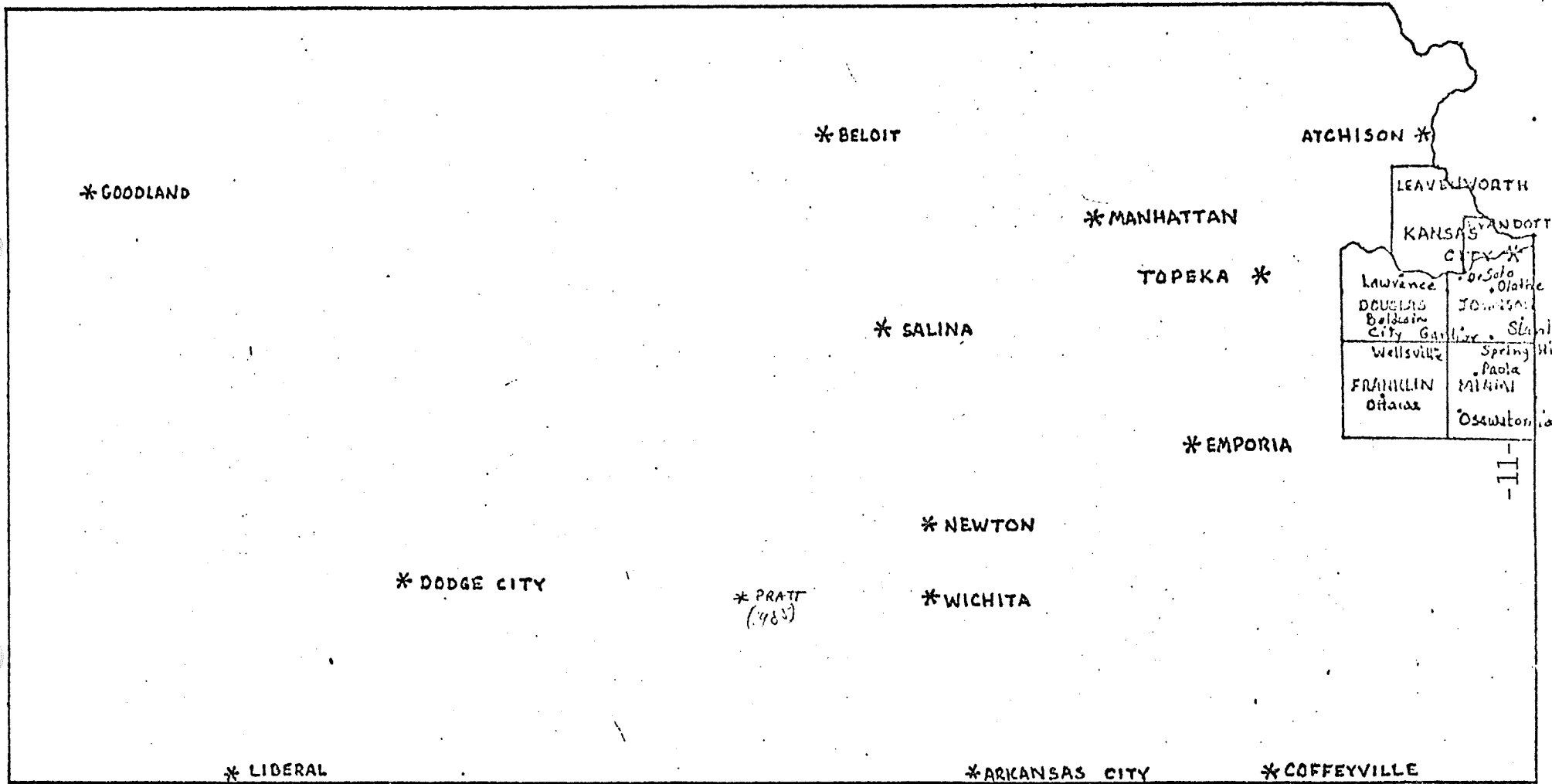
6. To apply for and receive all funds due, including the payments of the Participating School Districts. All such receipts shall be placed by the Sponsoring District in a special vocational fund in accordance with K.S.A. 72-7058.
7. See attached Administrative Structure.

ADMINISTRATIVE STRUCTURE

AREA VOCATIONAL-TECHNICAL SCHOOL







\* AREA VOCATIONAL SCHOOLS

EXHIBIT A

School Enrollments

1982-83

	<u>K - 8</u>	<u>9 - 12</u>	
Blue Valley #229	2,364	1,080	
Spring Hill #230	895	353	
Gardner #231	1,034	440	
DeSoto #232	1,241	531	
Olathe #233	6,009	3,351	
Shawnee Mission #512	20,700	10,464	
TOTAL	32,243	16,219	48,462
Johnson County Community College			7,698

1982 Enrollments of Surrounding School Districts\*

Baldwin #378	910
Wellsville #289	678
Ottawa #290	2,140
Osawatomie #367	1,088
Paola #368	1,496
Louisburg #416	978
Eudora #491	755
TOTAL	8,045

\*Kansas Educational Directory 1982-83



EXHIBIT B

POPULATION<sup>1</sup> OF SERVICE AREA

	1970	1980	1970 - 1980 % Increase
Johnson County	220,073	270,269	22.8%
Franklin County	20,007	22,062	10.3%
Miami County	<u>19,254</u>	<u>21,618</u>	<u>12.3%</u>
TOTAL SERVICE AREA	259,334	313,949	21.1%

1. 1980 Federal census data.

## EXHIBIT C

JOHNSON COUNTY POPULATION PROJECTIONS<sup>1</sup>  
1982 to 1992

School District (estimated from census tract data)	Population			1982 - 1992 percent change
	1982 estimated	1987 projected	1992 projected	
Shawnee Mission USD # 512	202,530	209,823	217,526	7.4%
Olathe USD # 233	44,337	54,658	64,979	46.6%
Blue Valley USD # 229	13,304	17,428	21,552	62.0%
DeSoto USD # 232	8,496	9,435	10,374	22.1%
Gardner Edgerton USD # 231	7,591 (7,791) <sup>2</sup>	8,763	9,935	30.9%
Spring Hill USD # 230	3,932 (4,718) <sup>2</sup>	4,890	5,848	48.7%
JOHNSON COUNTY TOTAL	280,190	304,997	330,214	17.9%

1. Figures are straight line projections based upon 1970 and 1980 Federal census data at the census tract level from the National Data Planning Corporation.
2. Includes approximate population of portion of Miami County served by school districts located predominantly in Johnson County.

## EXHIBIT D

1980 JOHNSON COUNTY POPULATION<sup>1</sup>  
BY AGE AND SEX

Age	Male	Female	TOTAL
0 - 9	20,756	19,640	40,396
10 - 14	11,636	11,238	22,874
15 - 19	12,059	11,396	23,455
20 - 24	9,804	10,935	20,739
25 - 34	24,618	26,722	51,340
35 - 44	18,116	18,694	36,810
45 - 54	13,840	14,843	28,683
55 - 59	6,947	7,377	14,324
60+	<u>13,310</u>	<u>17,682</u>	<u>30,992</u>
Subtotal	131,086	138,527	269,613
Age Unknown			<u>656</u>
JOHNSON COUNTY TOTAL			<u>270,269</u>

1. 1980 Federal census data.

## EXHIBIT E

1980 JOHNSON COUNTY EMPLOYMENT  
BY TYPE OF BUSINESS/INDUSTRY<sup>1</sup>

Business/Industry	Number of			
	Employees	Percent	Establishments	Percent
Agricultural services, forestry, fisheries	468	0.5%	77	1.2%
Mining	53	0.1%	13	0.2%
Construction	7,918	7.8%	626	9.6%
Manufacturing	21,845	21.5%	314	4.8%
Transportation and other public utilities	3,594	3.5%	120	1.8%
Communications	2,101	2.1%	33	0.5%
Wholesale trade	10,065	9.9%	852	13.0%
Retail trade	24,446	24.0%	1,555	23.8%
Finance, insurance and real estate	11,317	11.1%	793	12.1%
Hospitality services	820	0.8%	21	0.3%
Business services	4,047	4.0%	350	5.4%
Computer and data processing services	671	0.7%	31	0.5%
Auto repair services and garages	531	0.5%	94	1.4%
Health services	5,454	5.4%	449	6.9%
Social and educational services	1,519	1.5%	95	1.5%
Other services	6,304	6.2%	783	12.0%
Non-classified	616	0.6%	333	5.1%
TOTAL	101,769		6,539	

1. County Business Patterns, 1980, Kansas. U.S. Department of Commerce,  
Bureau of the Census, March, 1982.

## EXHIBIT F

JOHNSON COUNTY EMPLOYMENT PROJECTION<sup>1</sup> BY  
TYPE OF BUSINESS/INDUSTRY

Business/Industry	Employment (Positions)			
	Number 1980	Projected Number 1990	Projected Increase 1980 - 1990	Projected Increase 1980 - 1990
Agriculture, Mining, Construction, Transportation, Communications, Public Utilities and Wholesale Trade	26,349	26,911	562	+ 2.1%
Manufacturing	17,151	21,970	4,819	+28.1%
Service, Finance, Insurance, Real Estate and Government	51,013	64,677	13,664	+26.8%
Retail Trade	<u>32,161</u>	<u>35,942</u>	<u>3,781</u>	<u>+11.8%</u>
TOTAL	126,674	149,500	22,826	+18.0%

1. Projections by Mid-America Regional Council.

## EXHIBIT G

PROJECTED AVERAGE ANNUAL JOB OPENINGS 1982 - 1985  
IN KANSAS<sup>1</sup> AND KANSAS CITY METROPOLITAN AREA (SMSA)<sup>2</sup>  
BY SELECTED OCCUPATIONS

Selected Occupations	Average Annual Job Openings					
	New		Replacement		Total	
	Kansas	KC, SMSA	Kansas	KC, SMSA	Kansas	KC, SMSA
Service Workers	7,025	1,380	7,033	3,850	14,058	5,230
Food service	2,325	430	2,200	1,080	4,525	1,510
Health services	2,700	300	1,542	450	4,242	750
Protective services	425	160	492	350	917	510
Other services	1,575	490	2,799	1,970	4,374	2,460
Clerical Workers	9,367	3,260	7,216	5,350	16,583	8,610
Professional, Technical and Kindred Workers	7,033	1,880	5,325	3,500	12,358	5,380
Drafting technicians	217	120	58	50	275	170
Electronic technicians	92	20	8	20	100	40
Health technicians	517	100	208	120	725	220
Computer technicians	150	80	25	40	175	120
Other technicians	6,057	1,560	5,026	3,270	11,083	4,830
Operatives	6,358	1,390	4,034	2,200	10,392	3,590
Metal workers	600	140	342	150	942	290
Assemblers	1,217	360	366	210	1,583	570
Truck drivers	933	180	525	260	1,458	440
Other operators	3,608	710	2,801	1,580	6,409	2,290
Craft and Kindred Workers	6,308	1,250	4,700	2,280	11,008	3,530
Construction	1,650	410	1,625	650	3,275	1,060
Machinists	250	40	133	80	383	120
Mechanics/repairers/ installers	1,725	340	1,092	530	2,817	870
Printers	117	60	150	130	267	190
Other craftsman	2,566	400	1,700	890	4,266	1,290
Managers, Officials, Proprietors	4,933	1,330	5,875	3,070	10,808	4,400
Sales	2,192	780	3,241	2,120	5,433	2,900
Non-farm Laborers	1,467	190	1,466	800	2,933	990
Farmers	-1,017	-180	6,167	280	5,150	100

1. Projections from the Kansas Occupational Outlook, 1985, Kansas Department of Human Resources, September, 1981.
2. Projections from the Kansas City SMSA Employment Outlook, Projections to 1985, Missouri Department of Labor and Industrial Relations, November, 1979.

## EXHIBIT H

PROJECTED<sup>1</sup> TOTAL JOB OPENINGS 1982 - 1985  
 IN JOHNSON COUNTY BY SELECTED OCCUPATIONS

Selected Occupations	Total Job Openings 1982 - 1985		
	New	Replacement	Total
Service Workers	2,171	2,173	4,344
Food service	718	680	1,398
Health service	835	476	1,311
Protective service	131	152	283
Other services	487	865	1,352
Clerical Workers	2,894	2,230	5,124
Professional, Technical and Kindred Workers	2,173	1,646	3,819
Drafting technicians	67	18	85
Electronic technicians	28	3	31
Health technicians	160	64	224
Computer technicians	46	8	54
Other technicians	1,872	1,553	3,425
Operatives	1,965	1,246	3,211
Metal workers	185	106	291
Assemblers	376	113	489
Truck drivers	289	162	451
Other operators	1,115	865	1,980
Craft and Kindred Workers	1,949	1,453	3,402
Construction	510	502	1,012
Machinists	77	41	118
Mechanics/repairers/installers	533	337	870
Printers	36	46	82
Other craftsman	793	527	1,320
Managers, Officials, Proprietors	1,525	1,815	3,340
Sales	677	1,002	1,679

1. Projections based upon data from Kansas Occupational Outlook, 1985, Kansas Department of Human Resources, September, 1981. Projections assume Johnson County will have job openings proportionate to its representation in the number of persons employed in the State of Kansas.

EXHIBIT I

EDUCATIONAL CURRICULA TO BE OFFERED

Agriculture and Agriculture Related:

- Agribusiness
- Urban agribusiness/nursery management
- Horticulture/landscape planning
- Equine studies
- Small animal health

Business Occupations:

- Cooperative office education/secretarial
- Cooperative distributive education/marketing
- Fashion/interior merchandising
- Word processing
- Data processing
- Paralegal
- Business management
- Commercial art
- Bookkeeping/accounting
- Computerized accounting

Industrial Occupations:

- Auto mechanics/auto body repair
- Biomedical equipment technology
- Construction/maintenance
- Electronics
- Robotics
- Energy technology
- Metal fabrication/welding
- Carpentry/cabinet making
- Printing/graphic arts
- Plumbing
- Electrical
- Heating and air conditioning
- Technical drafting
- Computer assisted design and manufacturing
- Cooperative industrial training
- Small engine technology

Home and Community Service Occupations:

- Food service
- Early childhood education
- Home economics related occupations
- Hospitality/restaurant management
- Chef apprenticeship
- Mental health technology
- Industrial sewing
- Recreational leadership
- Administration of justice
- Fire science
- Interpreter training
- Cosmetology



EXHIBIT I (2)

Health Occupations:

- Nurse's aide
- Practical nursing/registered nursing
- Dental assisting/hygiene
- Exploring medical careers
- Emergency medical technology
- Paramedic training
- Medical laboratory technology
- Medical transcription
- Medical records technology
- Radiologic therapy
- Physical therapy assisting
- Respiratory therapy
- Special needs, handicapped students
- Vocational opportunity program for job evaluation and placement --
- vocational/career exploration for handicapped students

EXHIBIT J

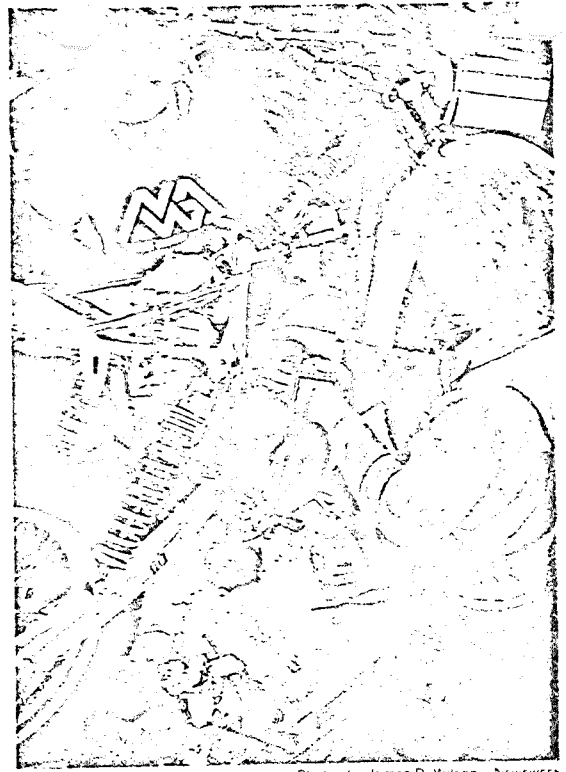
JOHNSON COUNTY: GROWTH, STUDENTS AND JOBS

Some assorted facts that bear upon the need for an area vocational technical school:

- \* 11% of the total population of the State of Kansas, over 275,000 people, live in Johnson County.
- \* The population of Johnson County will increase 18% in the next 10 years to approximately 330,000 people.
- \* Johnson County public schools enroll nearly 50,000 students and its community college enrolls another 8,000.
- \* Over 100,000 persons were employed in Johnson County in 1980 in over 6,500 businesses.
- \* The number of persons employed in Johnson County will increase by over 25,000 by 1990. The greatest growth will be in manufacturing (28%) and service industries, including finance, banking and real estate (27%).
- \* In the next three years, over 35,000 openings will occur in jobs for which an area technical vocational school might provide training.

Sources of data: Federal Census Bureau, Mid-America Regional Council, and Kansas Department of Human Resources.

## EDUCATION



Photos by James D. Wilson—NEWSWEEK

*Cultivating plants and fixing motorcycles at Lake Washington technical institute near Seattle: The 1980s' equivalent of relevance*

## Vocational Schools Get Respect

Eric Tschosik, a high-school leader, honor student and basketball star from Piper City, Ill., sat down two years ago to consider his future. His grades were strong enough to get him into major universities, and local colleges wanted to sign him up to play ball. But when Tschosik studied the want ads, he didn't see many for teachers, bankers or pro-basketball players; he saw a lot for electronics technicians. So Tschosik, 18, enrolled at the ITT Technical Institute in Indianapolis, training to become a computer technician. "I thought about being an engineer, but I really believe technicians will be in demand," he says. "The jobs go to students who train and specialize in vocational schools."

Vocational education, so long the stepchild of American schooling, is now a hot ticket—for reasons as plain as the latest unemployment statistics. Of the 12 million people out of work, perhaps a third are also out of careers. Their jobs will never come back, and they need retraining for new skills. At the same time, pragmatic high-school graduates realize that a bachelor's degree, which may cost as much as \$50,000, is no guarantee of secure employment. According to one recent study, 14 of the top-20 growth jobs of this decade—such as nurse's aides, paralegals, travel agents and computer technicians—do not require a college degree. As a result, vocational education is overcoming what Marvin Feldman, president of New York's Fashion Institute of Technology (FIT), calls the "national attitude that vocational education is for some-

body else's children—that the only good education is capped by four years of college."

One simple fact is testament to the change: public community colleges and private for-profit trade schools are the fastest-growing segments of higher education. Nine million people are now enrolled in community, technical or junior colleges, an increase of more than 44 percent since 1972. Two-thirds of them are there specifically for vocational training, compared with one-third 10 years ago. "This is my 34th year in the business and I've never seen anything like it," marvels William Goddard of the National Association of Trade and Technical Schools. The chain of trade schools run by Control Data Corp., for example, had a 15 percent enrollment increase this year; 30 percent of the students already have college degrees. Community colleges, meanwhile, are less of a stepping-stone for people working their way up to a four-year school. This year Michigan's Macomb County Community College received more than 1,000 requests to have college credits transferred in instead of the other way around. Even though Macomb turned away 3,000 applicants for lack of space last fall, the once humble suburban-Detroit school now stands as the third largest college in the state.

Vocational schools are able to attract growing numbers of people because they are uniquely geared to the real world of work—the 1980s' equivalent of relevance. A community college can move quickly to add a

program for a specific line of work, at a cost to students of only a few hundred dollars. And since students spend fewer than four years in school, they get into the job market sooner. Many courses are based on the needs of local industry. While Macomb, for example, features high-tech approaches to Michigan's depressed auto economy through its computer-aided design lab, New York's FIT is tailored to the city's apparel industry. The curriculum includes much more than dress design: FIT also teaches advertising, production management, fashion merchandising and textile technology. The school has a job-placement rate of more than 90 percent, helped by a faculty composed of people in the business and by star alumni like Calvin Klein and Norma Kamali. "I think in today's world it's better not to dillydally," says jewelry-design major Catherine Mancuso, 19, who chose FIT over two universities. "The earlier you start off in business, the better off you are."

**Laser Beam:** Butler County Community College in western Pennsylvania is making a name for itself with a specialized program in metrology, the science of precise measurements. Students deal with femtoseconds ( $10^{-15}$ ) and with measurements so small that they must be marked off with a laser beam. Director James Teza says the 500 high-tech companies that help fund the program through the National Conference of Standards Laboratories "are waiting in line for these students. We could place thousands of them if we had them." One recent graduate landed an \$18,000-a-year job after completing the three-year program. Within five years he could earn \$35,000.

This year the 10-year-old Lake Wash-

## EDUCATION

ington Vocational Technical Institute near Seattle is finally coming of age. Previously scattered among 22 sites, including church basements, beauty shops and an abandoned Nike missile base, the institute is settling into a 200,000-square-foot building whose very operation will be a voc-ed project. The machinery students will perform maintenance, cooking students will run the cafeteria, horticulture students will do the landscaping, word-processing students will handle the paperwork and child-care students will staff the day-care center. The school operates nearly round the clock. "In some schools, you can shoot off a cannon at four in the afternoon and not even hit a sleeping custodian," says institute director Don Fowler. "But shoot off a cannon here at 4 a.m. and you'll wipe out my machine shop." The institute, one of five state training centers in Washington, places 98 percent of its graduates. It has clearly benefited from declines in the state's timber, fishing, shipbuilding and aviation industries. But the same slump that has forced people to seek retraining has also curtailed state funding; student fees have doubled in three years to an average of about \$250 per semester.

**Big Money:** High tuition is typical of private trade schools: some courses of study, with an annual price tag of \$8,000, cost as much as a private college. Some of the most successful trade schools are also backed by big money. ITT, Control Data and Bell & Howell each own a chain of schools. The country's biggest chain, the California-based National Education Corp., had a net income of more than \$5 million in 1982. In almost every case, a robust bottom line depends directly on a school's placement record. "Graduates of a private vocational school must find employment, or the school will lose its reputation and go out of business," says voc-ed expert Richard Adamsky of Temple University.

Uriah Nolder, 27, was one of 3,000 workers laid off from the Chrysler plant in Kokomo, Ind., more than two years ago. "When I was sent out of the plant, I knew that was it," he says. "The chances of getting back on the job were very slim." Along with six former co-workers, Nolder applied to the ITT institute in Indianapolis with a trade readjustment allowance; the government paid their school fees and supplied temporary income as they learned a new trade. After a year of classes, Nolder is ready to begin a new career in heating and cooling systems.

Annamarie Banting, 22, graduated last May from the University of Illinois with a degree in marketing. "I was a good student, but the competition for jobs in the field was keen," she says. Banting enrolled in the Echols Travel School in Chicago, part of a four-city chain that trains employees for airlines, travel agencies, ship cruises and hotel management. "If I had not switched

careers I would still be handing out résumés," says Banting, who now works at a corporate-travel agency.

Some students see trade schools as more of a stepping stone. Andrew Colon, 19, spent a year studying to become a respiratory therapist at the Southland College of Medical, Dental and Legal Careers in Los Angeles. His plan is to use the therapist job to help work his way through college and medical school.

Demand is so great that vocational educators question their ability to accommodate it. Some would like more help from the federal government: federal money amounts to only about 10 percent of the vocational-education budget. A more promising source of help is private industry. The Santa Ana community-college system of Orange County, Calif., has joined with nearly 400 neighboring firms, many of them defense related, to form the nonprofit Tech-



Bart Bartholomew—Black Star

### Southland dental class in Los Angeles

nology Exchange Center. Chancellors of the eight community colleges sit on a board of directors with corporate chief executive officers to anticipate job openings and plan training programs to fill them. Students use space and equipment at the industry sites, and companies get pretrained employees at low cost.

**Industry Needs:** Officials of Hewlett-Packard Co.'s Ft. Collins, Colo., plant have lately been working more closely with local institutions like the Larimer County Vocational-Technical Center. Hewlett-Packard donates equipment and employees to teach at the schools and offers internships for voc-ed instructors, who work at the plant during the summer to familiarize themselves with industry needs. "The state can't do it alone, schools can't and industry doesn't want to do it alone," says former Larimer administrator Tom Loser, who now works for Hewlett-Packard. "The more schools and industry work together,

the sooner we can solve the training issue."

But is the issue simply job training or should vocational education do more? The question is most difficult for public colleges, which are not in business solely to place graduates in jobs. Leslie Koltai, chancellor of the Los Angeles Community College District, is heading a national study on the two-year associate's degree that community colleges confer. He wants to determine just what kind of education students receive. In many cases, it's not much. Koltai says that barely 5 percent of L.A.C.C. students complete all the general requirements for a degree, which is not necessary for most vocational programs. Koltai and others believe that voc-ed students should be more well rounded. "More and more kids are opting to get a job first and culture later," says Robert Worthington of the U.S. Department of Education. "I can't say I blame them. But we still need to encourage young people to be well educated, to know history and to use language well."

**Emerging Technology:** One long-term educational benefit of the vocational craze may be that many new jobs—particularly those involving advanced technology—will require students to be better prepared academically. Butler's Teza, for instance, says that only the top 20 percent of graduating high-school seniors have the skills to make it through his metrology program, which demands knowledge of physics, chemistry and calculus. Edward Lynch, dean of occupational education at Macomb, maintains that students can't bumble their way through high school and move right into something like robotics. "If you can't read and do math when you get here," he says, "you're not going to be successful in emerging technology. I don't think that message has reached the high schools yet."

For that reason, the promise of a new age of new skills and new jobs may be misleading for many. One recent study estimates that industrial robots will create 5,000 to 18,000 jobs in Michigan by 1990 but that as many as 24,000 jobs may be lost—a heavy blow to those who believe that assembly-line employees can find work servicing the robots that replace them. "I think some of the job opportunities in high tech have been overstated," says Macomb president Albert Lorenzo. Other experts in vocational education worry that today's jobs, too, will pass, that very few people will be able to count on a single skill to set them for life. "The issue is getting young people to regard education as a lifetime proposition and to have them look at careers rather than just jobs," says Nolen Ellison, president of Cleveland's Cuyahoga Community College. "In the future, people may have to change careers three, four, even five times. That should ensure that vocational education remains a booming business."

DENNIS A. WILLIAMS with JACOB YOUNG in Detroit, SUSAN AGREST in New York, LORI ROTENBERG in Chicago, MARY LOR in Washington and bureau reports

KANSAS  
ASSOCIATION



OF  
SCHOOL  
BOARDS



5401 S. W. 7th Avenue Topeka, Kansas 66606  
913-273-3600

Testimony on S.B. 77  
Before the  
Senate Education Committee  
by  
John W. Koepke, Associate Executive Director  
Kansas Association of School Boards  
March 3, 1983

Mr. Chairman and members of the Committee, we appreciate the opportunity to express the views of our member boards of education on S.B. 77. Although this bill was ostensibly introduced at the request of KASB, you will recall that our actual request was somewhat different than the nature of the bill before you.

S.B. 77 in its present form is a measure we can support. It provides a measure of school board authority we have sought from many sessions of this legislature. It would allow any school board in the state to close any attendance center in the school district by a simple majority vote of the board of education. This is a privilege presently extended to all boards of education, with one exception, who govern districts with enrollments over 1600.

We believe that at whatever point the state becomes truly serious about Pupil-Professional Personnel Ratios and efficiency in school operation, that this privilege must be extended to all boards of education. Perhaps more than most, however, our organization is aware of the emotional and divisive nature

such a statute change would engender. It is for that reason and not because of any subterfuge that our delegates adopted the policy position which resulted in the introduction of this bill.

This policy position was only adopted this past November by our delegates and reflects, I believe, their concern about the need for more efficient use of school facilities. The position reads as follows:

"KASB believes that state law concerning the changing of use of attendance facilities (K.S.A. 72-8213(e)) should be amended so as not to limit the use of such facilities so long as the facilities are being used for public educational purposes as determined by the local board of education."

We would hope that the members of the Committee would accept this expression of opinion of our members at face value and amend S.B. 77 so that it accomplishes the purpose sought by our members. They, more than anyone, are aware of the complexities and emotions wrought by school closing. We believe that they would continue to use their powers wisely and with discretion.

Our goal could be accomplished by restoring all the language in S.B. 77 to its original form except for the three words on line 110 for which the phrase "public educational purposes as determined by the local board of education" would be substituted. We would urge your favorable consideration to amending S.B. 77 in this fashion and reporting the bill favorably. Thank you for the opportunity to express our position.

Draft - CLOSING OR CONSOLIDATING OF ATTENDANCE CENTERS  
THAT FAIL TO MAINTAIN MINIMUM ENROLLMENT

Secondary attendance centers that fail to maintain an enrollment of at least 50 full-time equivalent secondary students for three consecutive years will be closed or consolidated at the end of that third year of operating below the 50 full-time equivalent students.

Elementary attendance centers that fail to maintain an enrollment of at least 50 full-time equivalent students for three consecutive years will be closed or consolidated at the end of the third year of operating below the fifty full-time equivalent students.

Exceptions must be approved by the State Board of Education. Applications for exception must be made by October 15 of the year in which the attendance center would be required to close. Exceptions will be approved for 1 year only.

Enrollment reports, 1981-82 and 1982-83, will be used as the base data for this determination.