

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

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

1:30 ~~am~~/p.m. on WEDNESDAY, JANUARY 18, 1984 in room 254-E of the Capitol.

All members were present except:

Senator Charlie Angell, excused
Senator Joe Warren, excused

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:

After Chairman Joseph C. Harder called the meeting to order, he called the Committee's attention to two items of business. On behalf of Mr. Craig Grant of Kansas-National Education Association, he announced that K-NEA would be hosting its annual dinner meeting for members of the Senate Education Committee on Monday, January 30, with letters of invitation to follow.

The Chairman next called the Committee's attention to a bill sponsored by Senator Norman Gaar which, he said, relates to the prevention of cruelty to animals in school science classes and science fairs. He further stated that Senator Gaar would like the Education Committee to introduce the bill, Attachment 1. Senator Bogina moved, and Senator Parrish seconded a motion to introduce a bill as proposed by Senator Gaar and requested that it be rereferred to the Education Committee. The motion carried.

The Chairman introduced two members of the State Board of Education, Ms. Kay M. Groneman, Kansas City, District 1; and Ms. Marilyn Harwood, Glasco, District 6, who briefed the Committee on Phase I and Phase II of the Master Plan Study on vocational and postsecondary education. The members stated that the Board is requesting input from the Legislature before implementing Phase I and Phase II and that they would also like suggestions from the Legislature before proceeding with any plans for Phase III. Attachments 2 through 9 were distributed to the Committee members on behalf of the State Board.

Senator Bogina moved and Senator Allen seconded a motion to approve minutes of the Committee meeting of January 17, and the motion carried.

The Chairman adjourned the meeting.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: Wednesday, January 18, 1984

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
<i>Kay Queen</i>	<i>6900 Parallelic</i>	<i>State Board of EO</i>
<i>Maureen Howard</i>	<i>P.O. Box 428</i>	<i>State Board of Ed</i>
<i>Bill Curtis</i>	<i>Topeka</i>	<i>KASB</i>
<i>Craig Grant</i>	<i>Lawrence</i>	<i>K-WEA</i>
<i>Maureen Green</i>	<i>2400 W. 36th</i>	<i>Sen. Daniels</i>
<i>Dean Kodaska</i>	<i>120 East 10th Street</i>	<i>State Board of Education</i>
<i>Jim F. Newell</i>	<i>120 E. 10th</i>	<i>Ks State Bd. of Education</i>
<i>Sister Ellen Richardson</i>	<i>702 Comm. Bank - K.C.</i>	<i>Ks. Catholic Conference</i>
<i>Merle Hae</i>	<i>Topeka</i>	<i>KACC</i>
<i>Ken Royce</i>	<i>Paola</i>	<i>SQ E</i>

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: Wednesday, January 18, 1984

GUEST LIST

NAME

ADDRESS

ORGANIZATION

Joannis W. Esely	Box 295 Canton, KS.	The Farmers State Bank & Trust & U.S.D. #419-PRES
Bill Mertsch	Wichita	U.S.D. 259
Jack Snavely	Rt #1 Perry, KS	A.C.C.H.
Gordon Evans	Rt 1 Ozonoke Kan	
Lynda Cery	Topeka	Intern for Senator Cingell
Bob Hammit	Topeka	Intern for AG office

PROPOSED BILL NO. _____

AN ACT to prevent cruelty to animals in school science classes and science fairs.

Be it enacted by the Legislature of the State of Kansas:

Section 1. When used in this act:

(a) "Animal" means every living vertebrate except a human being.

(b) "Vertebrate animal" means any animal belonging to the subphylum vertebrata of the phylum chordata which includes all mammals, fishes, birds, reptiles and amphibians.

(c) "School" means any elementary or secondary school.

Sec. 2. No school principal, administrator or teacher shall allow any live vertebrate animal to be used in any school, or in any activity associated with the school, such as science fairs, as part of a scientific experiment or procedure in which the normal health of the animal is interfered with; or in which fear, pain, suffering or distress is caused. Such experiments and procedures include but are not limited to surgery, anesthetization, and the inducement by any means of painful, lethal, stressful or pathological conditions through techniques that include but are not limited to:

(a) Administration of drugs;

(b) exposure to pathogens, ionizing radiation, carcinogens, or to toxic, hazardous or polluting substances;

(c) deprivation; and

(d) electric shock or other distressing stimuli.

Sec. 3. No person shall perform, in the presence of a pupil in any school, any of the procedures or experiments described in section 2 or exhibit any vertebrate animal that has been used in such manner. Dissection of any dead animal, or portions thereof,

shall be confined to the classroom and to the presence of students engaged in the study to be promoted thereby.

Sec. 4. Science fair projects originating in other states that violate the provisions of section 2 shall not be exhibited within this state.

Sec. 5. Any live animal kept in a school shall be housed and cared for in a humane and safe manner and shall be the personal responsibility of the teacher or other adult supervisor of the project or study.

Sec. 6. The provisions of this act shall not be construed to prohibit biological instruction involving the maintenance and study of living organisms or the vocational instruction in the practice of animal husbandry.

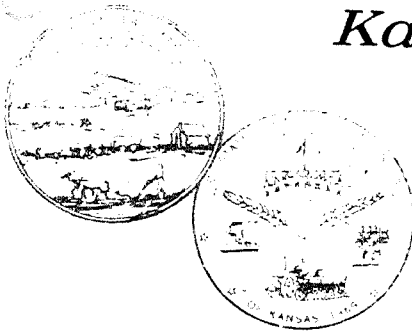
Sec. 7. Any person convicted of violating the provisions of this act shall be guilty of a class A misdemeanor.

Sec. 8. This act shall take effect and be in force from and after its publication in the statute book.

Kansas State Board of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612



Kay M. Groneman
District 1

Alicia L. Salisbury
District 4

Marilyn Harwood
District 6

Evelyn Whitcomb
District 8

Kathleen White
District 2

Ann L. Keener
District 5

Theodore R. Von Fange
District 7

Robert J. Clemons
District 9

Dale Louis Carey
District 3

Gordon Schultz
District 10

January 18, 1984

The Honorable Joseph Harder, Chairman
Senate Education Committee
Statehouse, Room 143-N
Topeka, Kansas 66612

Dear Senator Harder:

We would like to again express our appreciation for the invitation to visit with the Senate Education Committee today regarding Phase I and Phase II of the Master Plan Study on vocational and postsecondary education.

We appreciate the comments and questions from members of the Committee and welcome their suggestions. We would be happy to meet again with the Committee members, either individually or with the full Committee, for further discussion on this or any other matters pertaining to education. We feel progress has been made in more effective communication and believe this is the best way to improve educational opportunities for students. We would welcome any further opportunity to meet with you.

Sincerely,

Kay M. Groneman
District 1

Marilyn Harwood
District 6

KG/MH/ce

Attachment 2

PHASE I

CRITERIA FOR NEW SCHOOLS, NEW PROGRAMS AND PROGRAM CONTINUATION



*Kansas State Board of Education
Kansas State Department of Education*

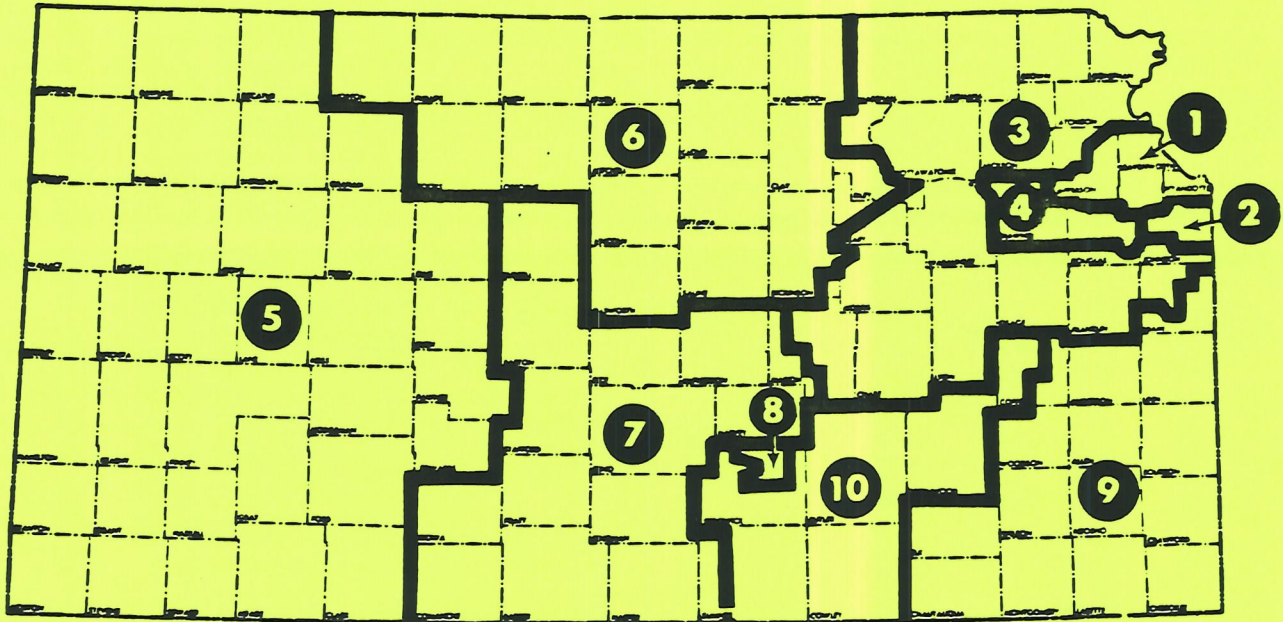
*Kansas State Education Building
120 East 10th Street Topeka, Kansas 66612*

An Equal Employment/Educational Opportunity Agency

June 14, 1983

AREA VOCATIONAL SCHOOLS AND COMMUNITY COLLEGES

KANSAS STATE BOARD OF EDUCATION DISTRICTS



STATE BOARD OF EDUCATION

Kay Groneman
District 1

Kathleen White, Vice-Chairman
District 2

Dale Louis Carey
District 3

Alicia L. Salisbury
District 4

Ann L. Keener
District 5

Marilyn Harwood
District 6

Theodore R. Von Fange, Ed.D.
District 7

Evelyn Whitcomb
District 8

Robert J. Clemons
District 9

Gordon Schultz, Ph.D., Chairman
District 10

COMMISSIONER'S STATEMENT

It is appropriate at this time to review the status of postsecondary education in Kansas as it pertains to area vocational schools, area vocational-technical schools, and community colleges that are under the jurisdiction of the Kansas State Board of Education. The purpose of Phase I of the master plan for area vocational schools and community colleges is to establish criteria for new schools, new programs, and program continuation. In our judgment this report accomplishes that task.

Phase I consists of a series of goal and objective setting statements, a review of current criteria, and recommendations for proposed criteria. In an endeavor of this nature, process is as important as product. Great care has been taken to involve representatives of affected institutions, advisory groups, agency staff, and members of the State Board of Education. Draft materials have been discussed at meetings of institutional leadership representing area vocational schools and community colleges. Briefings have been conducted with educational leadership regarding proposed changes.

I am particularly appreciative of the work done by Dr. James McCain, Chairman of the Inter Advisory Council Planning Committee, and members of the Kansas State Department of Education staff. Many long hours have been invested by the agency staff and professionals in the field on this report. The support of the educational community in carrying out this State Board of Education directed study has been essential from the start.

Members of the staff and the educational community representing area vocational schools and community colleges are now in the process of developing Phase II of the study which will examine the educational needs at this level of education for the balance of the twentieth century and the beginning of the twenty-first. The technological changes occurring affecting the life of every citizen demands that current instructional content and methods be reviewed by responsible governing bodies. Further, at a time when resources for education are limited, it is incumbent on all of us to review ways in which education can be satisfactorily organized and efficiently governed to ensure quality. This report is part of a first step in that direction.

Respectfully,

Merle R. Bolton
Commissioner of Education

F O R E W O R D

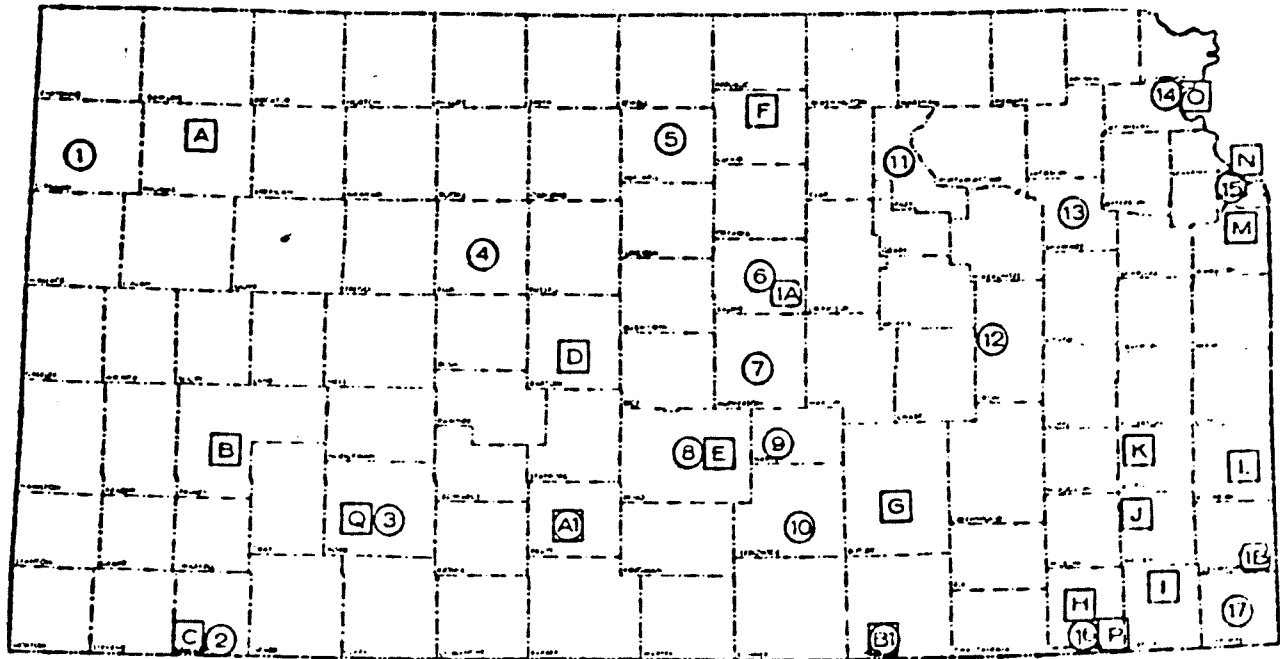
Over the past twenty years Kansas has made significant strides toward fulfilling the goal of providing statewide postsecondary education opportunities for its citizens. Enrollments and program offerings increased dramatically; the needs of adult citizens were met through community service activities; community colleges and area vocational schools maintained generally low tuition schedules; federal and state financial aid was substantial and minority group enrollment increased. Kansas community colleges and area vocational schools opened the doors of postsecondary education to many students who otherwise would have lacked the opportunity.

Past efforts and accomplishments, however, represent only a beginning. In the decade ahead the schools that comprise the Kansas postsecondary education community must reach people who still lack educational opportunities and those who strive to higher levels of skill and training. The Kansas State Board of Education recognizes that it must either plan for the future of postsecondary education or be controlled by it. The State Board of Education established an Inter Advisory Council Planning Committee to develop a master plan for postsecondary education.

The primary purpose of this plan is to define the role of vocational and community college education in Kansas, to establish goals, objectives and criteria, and to recommend policies. Once this plan is in place, it should provide a philosophic and management basis for establishing new schools, new programs and program continuation at these institutions, and for maintaining the current system within the confines of three factors -- economy, efficiency, and effectiveness.

If this plan is to consider existing issues and others yet to emerge, it must maintain a vitality and flexibility. The plan should be viewed as a guide and not a contract. The directions to which it points are based on assumptions and information which are reality today, but which may well be altered tomorrow. For those reasons Phase I of the Master Plan sets out strategies which should encourage flexibility of response to growth as well as changing economic, social and educational conditions.

LOCATION MAP
For
AREA VOCATIONAL TECHNICAL SCHOOLS AND COMMUNITY COLLEGES



Area Vocational/Technical Schools ○

1. NWKAVTS - Goodland
2. Liberal AVTS - Liberal
3. SWKAVTS - Dodge City
4. NCKAVTS - Hays Satellite
5. NCKAVTS - Beloit
6. Salina AVTS - Salina
7. CKA VTS - McPherson Campus
8. CKA VTS - Hutchinson Campus
9. CKA VTS - Newton Campus
10. Wichita AVTS - Wichita
11. Manhattan AVTS - Manhattan
12. Flint Hills AVTS - Emporia
13. Kaw AVTS - Topeka
14. NEKAVTS - Atchison
15. KCKAVTS - Kansas City
16. SEKAVTS - Coffeyville
17. SEKAVTS - Columbus Satellite

Community Colleges □

- A. Colby
- B. Garden City
- C. Seward County - Liberal
- D. Barton County - Great Bend
- E. Hutchinson
- F. Cloud County - Concordia
- G. Butler County - El Dorado
- H. Independence
- I. Labette - Parsons
- J. Neosho County - Chanute
- K. Allen County - Iola
- L. Fort Scott
- M. Johnson County
- N. Kansas City
- O. Highland
- P. Coffeyville
- Q. Dodge City

Vocational and/or Technical Institutes □

- 1A Kansas Technical Institute - Salina
- 1B Vocational/Technical Institute -
Pittsburg

Combined Institutions □

- A1. Pratt - (Effective 1985)
- B1. Cowley County - Arkansas City

T A B L E O F C O N T E N T S

	Page Number
Commissioner's Statement	
Foreword	i
Map of Area Vocational Schools and Community Colleges of Kansas	ii
Table of Contents	iii
State Board of Education Authorization	iv
Committee Membership and Participating KSDE Staff	v
I. Assumptions About Planning	1
II. Obstacles Which Tend to Diminish Equal Education Opportunities in Vocational and Community College Education in Kansas	3
III. Statement of Goals and Objectives	
A. Statement of Philosophy: Goals and Objectives	4
1. ACCESS	5
2. ORGANIZATION AND GOVERNANCE	5
3. FINANCE	6
4. PROGRAM QUALITY	6
5. PROGRAM ARTICULATION	7
6. AVOIDING UNNECESSARY PROGRAM DUPLICATION AND PROLIFERATION	7
7. RESPONSIVENESS TO THE JOB MARKET	8
8. IMPORTANCE OF GENERAL EDUCATION	8
IV. CRITERIA	
A. New Schools - Authority	9-12
1. Current Criteria for Approval of a New Area Vocational School and/or Community College	13
2. Proposed Criteria for Approval of a New Area Vocational School and/or Community College	14
Goals, Objectives, New School Criteria Matrix	15
B. New Programs - Authority	16
1. Current Criteria for Approval of New Programs in Area Vocational Schools and/or Community Colleges	17
2. Proposed Criteria for Approval of New Programs in Area Vocational Schools and/or Community Colleges	18
Goals, Objectives, New Program Criteria Matrix	19
C. Program Continuation -	
1. Current Criteria for Approval of Program Continuation in Area Vocational Schools and/or Community Colleges	20
2. Proposed Criteria for Approval of Program Continuation in Area Vocational Schools and/or Community Colleges	21
Goals, Objectives, Program Continuation Criteria Matrix	22
V. Glossary	23-25
 APPENDIX	
- Matrix of Recommendations Made by State Studies 1970-1982	26

STATE BOARD OF EDUCATION AUTHORIZATION

MEMBERSHIP
of
INTER ADVISORY COUNCIL PLANNING COMMITTEE
(Master Plan Study)

Chairman:

James McCain

Committee:

Shawn Casey Vocational Education Advisory Council member
Morris Eastland Vocational Education Advisory Council member
Harry Falgren Director, Kansas City Area Vocational Technical School
Leon Foster President, Independence Community College
Kay Groneman State Board of Education
Marilyn Harwood ... Community College Advisory Council member
Dan Stockstill Superintendent, Smith Center USD 237
Ruby Tate Vocational Education Advisory Council member
Edwin Walbourn ... Executive Director, Kansas Association of Community Colleges
Harold Walker Community College Advisory Council member
Floyd West Vocational Education Advisory Council member

KSDE Resource Staff:

Merle Bolton Commissioner
Harold Blackburn ... Assistant Commissioner,
Education Services
Maria Collins Program Specialist
Dale Dennis Assistant Commissioner,
Financial Services
Willie Dunlap Program Specialist
Ed Hankins Coordinator, Vocational Education Administration
John Hanna Program Specialist
Ann Harrison Director,
Program Analysis and Evaluation
Margaret Holeman .. Secretary
Tom Moore Program Specialist
Sam Newland Director,
Postsecondary Administration
Carol Oberle Program Specialist
Dean Prochaska Director,
Vocational Education Administration
Ruth Reynolds Secretary
Damon Slyter Program Specialist
Don Strait Program Specialist

Other:

Lawrence Foth Executive Director,
State Advisory Council for Vocational Education

**I. ASSUMPTIONS ABOUT PLANNING
AS RELATED TO
VOCATIONAL EDUCATION AND COMMUNITY COLLEGES IN
KANSAS
(1983)**

ASSUMPTIONS ABOUT PLANNING AS RELATED TO VOCATIONAL EDUCATION AND COMMUNITY COLLEGES IN KANSAS (1983)

Planning necessitates the establishment of beginning reference points. It is inherent in sound planning to develop reference points for supplementary and alternative planning. The following list of "assumptions about planning" represents several reference points that must be considered before a "master plan of educational services for Kansas" can be realistically developed.

Assumptions

1. Kansas community colleges and area vocational-technical schools were founded on the premise of making low cost quality education available to any resident wanting to pursue a postsecondary education. Hence, it is assumed that Kansas community colleges and area vocational-technical schools will continue to make available financial assistance to students (federal, state, and private sources, i.e. loans, institutional scholarships, and state grants in aid) and that the philosophy of providing low cost quality community college/vocational instruction *will* be retained.
2. Kansas community colleges and area vocational-technical schools attempt to address statewide job needs with their training programs in order to positively serve the needs of the labor market. Hence, it is assumed that Kansas community colleges and area vocational-technical schools *will* continue to design training programs which will be based on present and future training needs.
3. During the past two years the amount of public funds for community colleges and area vocational-technical schools has not kept pace with the increasing costs for both types of institutions. It is, therefore, assumed that the limited resources available will likely encourage additional program consolidation, the development of attendance centers (satellite campuses), and inter-institutional program development. Furthermore, limited resources may also cause a reduction of new program development.
4. In the mid 1960s Kansas developed a number of area vocational-technical schools and community colleges. Due to economic and political considerations a master plan that would determine where to locate schools and programs in order to best serve the needs of Kansans and the job market was never developed. As a result, in certain areas of the state there are two or more separate institutions in the same community, or in close proximity, that provide comparable vocational education opportunities while in other areas virtually no delivery agent exists. As a result of this lack of a plan, it is assumed there will be additional requests to the State Board of Education to consider applications for new programs and institutions that offer vocational training. In addition, the lack of a planned system will cause continued questions/concerns regarding the number of community colleges and area schools in the state and the potential duplication between these institutions and unified school districts.
5. Since the inception of the community colleges/area school movement, there has been both interest and, in the case of community colleges, the statutory authority (KSA 71-1003) to subdivide the entire state into postsecondary regions for vocational and/or community college education. It is assumed that there will be continued interest in regionalizing the state system at least for postsecondary education.
6. While at present a legislated moratorium exists on the creation of new community colleges and Type II vocational-technical schools,* there continues to be a demand for additional vocational training institutions for the state of Kansas. It is, therefore, assumed that in order to utilize state funds efficiently the Kansas State Department of Education should develop a master plan for community college and area vocational school education and that such a plan should set criteria, financial and demographic, and other needs for the establishment of new area schools or community colleges.

* A Type II Vocational-Technical School is under the authority of a Board of Control representing participating USDs as per K.S.A. 72-4412.

7. A review of the existing vocational school and community college budgets indicates that the preponderant fiscal effort in the state's vocational education system is postsecondary in nature. Since the present vocational funding patterns provide more incentives for postsecondary than secondary enrollments, it is assumed that without a revision of the funding and delivery system the preponderance of state/local fiscal efforts for vocational education will be postsecondary.
8. Although Kansas educators have long advocated having the development of exploratory vocational programs available to all middle school and secondary students, such programs in some school districts have not been fully implemented. Without a major revision of the delivery system and redirection of funding, it is assumed that Kansas vocational education will continue to lack a statewide exploratory system for vocational education.
9. Since the establishment of the transfer and articulation agreement between the Regents' institutions and Kansas community colleges in 1975, there has been increasing interest in developing better systems of articulation between community colleges and area schools and a system where vocational students would be consistently able to take advantage of advanced placement in all publicly funded vocational programs in Kansas. It is assumed that there will be continued interest in a better system of articulation for Kansas community colleges, area vocational-technical schools, and universities.
10. A major role in assisting students to recognize opportunities in formal education and in the world of work is adequate counseling during the middle school and high school years. Concerns are consistently raised by community college and area school administrators, in addition to the public in general, that some students are not adequately informed concerning the opportunities in these institutions particularly in vocational technical education. It is, therefore, assumed that there will be continued concern that student counseling efforts provide equitable exposure to the opportunity for success and satisfaction in careers for which the community colleges and area schools offer preparation.
11. Problems in coordination between area schools and community colleges are frequently noted due to the fact that vocational programs approved at these institutions are under two different types of administration, both locally and on the state level. It is assumed that there will be continued interest in institutional or administrative consolidation or any form of improved coordination.
12. Since the mid 1960s some educators and policymakers have advocated placing Kansas community colleges under the jurisdiction of the Kansas Board of Regents. This movement broadened in scope during the 1983 legislative session with a proposal for placing the community colleges and the postsecondary segment of the area schools under the Board of Regents. It is assumed that in the future there will be further consideration as to placing these institutions under the jurisdiction of the Board of Regents.
13. Educators have noted that over the last five years the number of students in grades K-12 has declined sharply. Furthermore on college campuses and in vocational schools the student population is aging (as is the American populace) so that the average age on community college campuses is now 27, at universities between 21 and 23, and in area schools 25. It is assumed that during this period the age of students as well as the number of part-time students in postsecondary institutions will continue to increase.
14. As a result of the tendency for students on college campuses to be older, in comparison with ten years ago, institutions have been responding to the needs of the population by designing programs for retraining and offering lifelong learning courses. The continued trend of older people on campuses and increasing numbers of part-time students suggest that lifelong learning and retraining will continue to be an important part of college offerings.
15. For the last ten years in some fields of study there has been an increasing number of people graduating from the colleges and universities in the United States that exceeds some specific job market demands. Statistics seem to indicate that America's job market is changing which in some cases is resulting in less emphasis on college and university baccalaureate education and more emphasis on one and two year post-high school educational programs. It is, therefore, assumed that community colleges and area vocational schools will continue their important roles in retraining as the job markets change and that America's job market will continue to require increasing numbers of people who have completed one or two year programs.

**II. OBSTACLES WHICH TEND TO DIMINISH
EQUAL EDUCATION OPPORTUNITIES
IN
VOCATIONAL AND COMMUNITY COLLEGE EDUCATION
IN KANSAS**

**OBSTACLES WHICH TEND TO DIMINISH
EQUAL EDUCATION OPPORTUNITIES
in
VOCATIONAL AND COMMUNITY COLLEGE EDUCATION
in
KANSAS**

OBSTACLES:

1. A major obstacle limiting access to vocational programs is the travel distance of some students to the educational facility. Distance or travel time to an instructional program/institution is regarded as a key factor which limits student access to community college and vocational programming.
2. Closely related to the first obstacle is the issue of the location of institutions and programs in relation to the various centers of state population. The state's area vocational schools and community colleges were not located geographically to efficiently serve the state's population.
3. Access to vocational and community college education has been limited due to the lack of statewide funding support for the institutions. Only 26 counties out of a total of 105 counties have either vocational schools or community colleges.
4. The inadequacy of vocational guidance and counseling available in some middle and high schools is regarded as an obstacle to access. All too often some guidance personnel counsel students for postsecondary education according to their own personal experiences and preferences rather than the full range of opportunities available to the student. In addition, students who are high academic achievers in school are usually counseled to pursue a university education rather than vocational training.
5. In areas where there is both a community college and an area school, the inflexibility of scheduling restricts access to both types of education. For example, at most area vocational-technical schools scheduling is on a two or more hour block of instruction while college classes are often for one hour. This failure of the institutions to adopt scheduling modes that complement neighboring institutions makes it extremely difficult for students to attend both types of institutions simultaneously or for institutions to develop joint or cooperative programs.
6. Another obstacle which inhibits access to vocational education is the lack of a statewide policy of advanced placement for students who have had previous vocational training particularly on the secondary level.
7. A number of funding issues limit access to vocational and community college education. These include:
 - a. The limitations of state funds for capital needs, equipment and facilities will tend to limit access.
 - b. Decreases in available amounts of student aid monies tend to make it difficult for some students to enroll in postsecondary education.
 - c. The present funding system for secondary students restricts the ability of postsecondary institutions to offer instruction to secondary students.
8. The lack of adequate exploratory vocational education in some middle, junior high and high schools, limits access in that students are not made aware of the opportunities in the vocational fields.

III. STATEMENT OF GOALS AND OBJECTIVES

A. STATEMENT OF PHILOSOPHY: GOALS AND OBJECTIVES

The goals and objectives which follow have been developed in light of the previously stated assumptions and obstacles to access. Historically, Kansas has placed a high priority on education and has invested considerable resources in the education of its citizens. The proposed goals and objectives will encourage the vocational and community college education community to respond to new challenges in instruction and in the job market place. The possibilities for renewal and improvement within the present system are impressive. The goals and objectives assume, therefore, that future postsecondary education will build upon the solid traditions of education achievement that currently exist.

GOAL 1: ACCESS

Statement of Goal: Provide access to all types and levels of area school and community college programs.

Objectives:

- 1.1 Most education programs will be available within reasonable commuting time.
- 1.2 Programs will be situated to serve most efficiently all segments of the population.
- 1.3 Adequate and equitable funding of programs will include a statewide sharing of vocational education/community college costs.
- 1.4 Individual student needs will be utilized to determine course scheduling and student placement.
- 1.5 Secondary school pre-vocational or occupational information will include concepts of career education.
- 1.6 Guidance and counseling services that emphasize vocational/community college education as a reasonable first choice will be provided.

GOAL 2: ORGANIZATION AND GOVERNANCE

Statement of Goal: Develop an organizational structure properly governed for statewide vocational and post-high school education* that provides for maximum educational opportunities for the citizens of Kansas.

Objectives:

- 2.1 The organization and governance structure will provide for efficient and effective utilization of resources.
- 2.2 The organization and governance structure will provide to the citizens of Kansas maximum access to a satisfactory array of services and programs including general and vocational education programs.
- 2.3 The organization and governance structure will provide maximum integration of occupational and general education.
- 2.4 The organization and governance structure will encourage and plan initiatives that lead to the training of adequate numbers of qualified workers sufficient to meet the manpower needs of Kansas.
- 2.5 The organization and governance structure will encourage educational institutions to promote and accommodate the philosophy of lifelong learning.
- 2.6 The organization and governance structure will encourage area vocational schools and community colleges to serve as catalysts in the development of the economic, cultural, and social life of Kansas.

- Limited to institutions under the jurisdiction of the State Board of Education.

GOAL 3: FINANCE

Statement of Goal: Establish and support financial policies which provide adequate financial resources for quality vocational and post-high school education.

Objectives:

- 3.1 A system of statewide finance will be provided which will be able to adapt to economic, social, and educational changes.
- 3.2 A basis of that finance system will be one which provides a tax base of sufficient strength and equity so as to provide quality education statewide.
- 3.3 The educational benefits received from the finance system will be clearly attributed to costs.
- 3.4 Adequacy and flexibility of resource use will be provided by the finance system.
- 3.5 The financial system will ensure statewide and institutional accountability of funds.

GOAL 4: PROGRAM QUALITY

Statement of Goal: Provide high quality programs that meet current and future needs of Kansas business and industry as well as the educational needs of individuals.

Objectives:

- 4.1 Programs will be based on identified individual student and job market needs.
- 4.2 All instructional programs will be subject to measurements of quality.
- 4.3 Curriculum will be designed to be readily adaptable to technological and other changes in the labor market.
- 4.4 Basic skills and employability skill training will be an integral part of all regular vocational programs.
- 4.5 Instructional programs and related services will be evaluated on a regular basis to assure their effectiveness in meeting both labor market and student needs.
- 4.6 State and federal reimbursement will be utilized to provide incentives for continuation of quality programs.
- 4.7 Equipment used in occupational programs will be evaluated annually to determine condition and relevance to courses taught and market demand.
- 4.8 Work experience programs and activities will be an integral part of appropriate occupational program curricula.

GOAL 5: PROGRAM ARTICULATION*

Statement of Goal: Design, promote, and implement articulation procedures that facilitate vocational-technical education.

Objectives:

- 5.1 Develop program alignment and continuity in given occupational areas/programs among institutions/agencies conducting those programs.
- 5.2 Establish procedures for identification of necessary skills and knowledge for each program area that encourages a smooth transition from one level of education to the next.
- 5.3 Develop a closer relationship between job titles and education program definitions.
- 5.4 Establish mechanisms that provide an efficient transition of students between program levels and institutions.
- 5.5 Promote continuous communication between state and local educational agencies that will facilitate articulation procedures and encourage cooperation between educational institutions and agencies.

- Articulation is the planned systematic interrelationship between two or more subjects of study, and the interrelationship between two or more subjects of study at successive levels of the educational system.

GOAL 6: AVOIDING UNNECESSARY PROGRAM DUPLICATION AND PROLIFERATION

Statement of Goal: Unnecessary duplication of courses and/or programs shall be eliminated.

Objectives:

- 6.1 The State Board of Education will take the leadership role in establishing policies and procedures to avoid unnecessary duplication of programs and courses.
- 6.2 The State Board of Education will develop criteria for both approval of new programs and continuation of existing programs.
- 6.3 The State Board of Education will encourage the development of an effective statewide training/job data system in cooperation with other state agencies that assemble and utilize this information.
- 6.4 The State Board of Education will develop procedures by which appeals can be made when courses and/or programs are denied to institutions.

GOAL 7: RESPONSIVENESS TO THE JOB MARKET

Statement of Goal: Identify and train qualified workers to meet human resource needs through cooperation with other agencies providing skill training to Kansas.

Objectives:

- 7.1 The State Board of Education will exercise leadership in developing courses and programs leading to a satisfactory balance between an available trained workforce and job market needs.
- 7.2 The State Board of Education will conduct cooperative activities with business, agriculture, and industry to identify new and emerging occupations, develop training agreements utilizing the Job Training Partnership Act, and sponsor joint training ventures with the Department of Economic Development and other appropriate agencies.
- 7.3 The State Board of Education will inventory present occupational programs for the purpose of identifying those that are irrelevant and obsolete for possible conversion to meet new and emerging labor market demands.
- 7.4 The State Board of Education will encourage cooperative training agreements among community colleges and area vocational-technical schools and business, agriculture, industry and labor.
- 7.5 The State Board of Education will encourage cooperation among various agencies involved in training and retraining for employment.
- 7.6 The State Board of Education will establish and administer a state clearinghouse for maintenance of an up-to-date inventory of vocational training programs, facilities, job needs and opportunities in the State of Kansas as a basis for planning in the fields of job training and placement.

GOAL 8: IMPORTANCE OF GENERAL EDUCATION

Statement of Goal: Provide for an educated citizenry to foster economic, cultural and social progress in Kansas.

Objectives:

- 8.1 Whenever feasible, general education courses will be acceptable for transfer to other institutions of higher education.
- 8.2 General education will be an integral part of all vocational and post-high school programs. Educational institutions will provide for instruction in reading, writing, math and oral communications as determined necessary by the local educational institution and according to the requirements of the individual program.
- 8.3 Competency levels will be established for writing, reading, math and oral communications.
- 8.4 Related education courses will be pertinent to individual occupational clusters.
- 8.5 General education instruction which provides for the maximum integration of occupational and general education will be offered.

**IV. C R I T E R I A
SECTION**

A. NEW SCHOOLS

**CURRENT AND PROPOSED CRITERIA
FOR APPROVAL OF
NEW AREA VOCATIONAL SCHOOLS AND COMMUNITY
COLLEGES**

AUTHORITY FOR APPROVAL PROCESS FOR NEW AREA VOCATIONAL SCHOOLS

Reference: K.S.A. 72-4416

“AREA VOCATIONAL SCHOOLS: PLANS: APPROVAL AND DESIGNATION, WHEN.

“Any board may present a plan to the state board for the establishment and operation of an area vocational school. The plan may specify that the area vocational school is to be a department or a division of a school district or a community junior college or an institution under the state board of regents or any municipal university. The plan shall be prepared in such form as is prescribed by the state board.

“Information included in support of the plan shall include, but not be limited to the following:

- (a) Concentration of population within a reasonable community service area;
- (b) Total school enrollments in grades one through eight, and in grades nine through twelve, separately;
- (c) Number of persons graduating from high school within the area;
- (d) Probability of growth in school enrollments within the area;
- (e) Identification of vocational education services needed within the area;
- (f) Local interest and attitudes toward the program;
- (g) Ability to contribute to the financial support of the program;
- (h) Consideration of the area in relation to other programs or requests for programs of vocational education to prevent, as nearly as is practicable, overlapping or duplication of educational services.

“Upon receipt and examination of a plan, the state board shall conduct hearings and make such investigations related to the plan as it deems appropriate. If the plan submitted is approved, or approved after amendment, the state board may designate a school district, community junior college, and institution under the control of the state board of regents or a municipal university as an area vocational school. (L. 1969, ch. 318, paragraph 6; April 21.)”

MORATORIUM ON AREA VOCATIONAL SCHOOLS

Reference: K.S.A. 72-4412 (1977 S.B. 368, p 4) Excerpt from (c)

“(c)“The state board of education may adopt special rules and regulations applicable to the conduct, operation and administration of area vocational-technical schools.

“Nothing in this act shall be construed to authorize the establishment or operation of any area vocational-technical school not specifically named in this subsection. Unless approved by the state board of education, no area vocational-technical school, so designated under authority of this act, shall construct or reconstruct or acquire any building or land until this provision is amended or repealed from the law.

“Nothing in this act shall be deemed to prevent any school district from becoming a part of an area vocational-technical school which immediately prior to the effective date of this act was designated as type II area vocational-technical school under authority of laws repealed by this act; nor shall any school district which is now or hereafter a part of such an area vocational-technical school be prevented by the provisions of this act from withdrawing therefrom, except as has been otherwise contracted by such school district...”

AUTHORITY FOR APPROVAL PROCESS OF NEW COMMUNITY COLLEGES

Reference: K.S.A. 71-1101. (1980 S.B. 724, p 53)

“APPLICATION TO ORGANIZE: PREPARATORY STUDY

- “(a) Any one or more interested school districts may make a preparatory study of the need and feasibility of establishing a community college in its or their area. The state board may provide professional advice and technical assistance in the study. Such study shall include evidence and analysis of each of the following:
- (1) The present concentration of population and population trends and projections within the area;
 - (2) Total school enrollment in grades one (1) through twelve (12) and in grades nine (9) through twelve (12) in such area;
 - (3) The number of high school graduates during the preceding ten-year period in such area, and a classification of them by their post-high school educational experience;
 - (4) Types and capacities of educational facilities beyond the high school level present in such area;
 - (5) Educational services needed within such area;
 - (6) Ability of such area to contribute to the financial support of a community college;
 - (7) Such other data as the state board may by rule and regulation or otherwise require.
- “(b) The preparatory study shall include recommendations concerning the establishment of the community college and programs of instruction which would be most appropriate for such area at the time of establishment of the college. The preparatory study shall include recommendations for method of election and voting plan.
- “(c) After the consideration of the preparatory study, boards of education of any one or more school districts in such area may file a petition in writing with the state board that the establishment of a community college be approved. Such petition shall be accompanied by a certified copy of the resolution of the petitioning board or boards authorizing the request; a copy of the preparatory study; a statement in such form and detail as the state board may require setting forth a plan of financing and the student potential for the proposed community college; and any other information which may assist in explaining or supporting the request. (L. 1965, ch. 417, p 8; L. 1968, ch. 211, p 8; L. 1980, ch. 207, p 53; July 1.)”

AUTHORITY FOR APPROVAL PROCESS OF NEW COMMUNITY COLLEGES

Reference: K.S.A. 71-1102 (1980 S.B. 724 p 54)

"STANDARDS FOR APPROVAL

"Every community college shall meet the following standards:

- "(a) At least all of the territory of the petitioning district or districts or all of one county shall be included in the proposed community college district.
- "(b) Any contiguous compact territory in the area in which the petitioning districts are located may be included in the proposed community college district.
- "(c) The proposed community college district shall have taxable property valuation in an amount not less than twenty million dollars (\$20,000,000). Any community college the campus of which is located in a county having a taxable property valuation of less than twenty million dollars (\$20,000,000) and if the same contains the territory of an existing college shall only be required to include all of such county.
- "(d) The community college shall have a potential student attendance volume within commuting distance in the area of at least nine hundred (900) students enrolled in grades nine (9) to twelve (12) inclusive, in the opinion of school officials of the petitioning district or districts and in the opinion of the state board. The advisory council shall state its opinion of the student potential in the proposed district in making its recommendation to the state board.
- "(e) The overall intention of the legislature shall be controlling in the interpretation of the requirements for approval of the community colleges. (L. 1965, ch. 417, p 9; L. 1968, ch. 211, p 9; L. 1980, ch. 207, p 54; July 1.)"

MORATORIUM ON NEW COMMUNITY COLLEGES

Reference: K.S.A. 71-1103 (1980 S.B. 724, p 60)

"Moratorium on new community colleges.

"No community college shall be established after the effective date of this act until this section of this act is repealed. (L. 1968, ch. 211, p 3; L. 1980, ch. 207, p 60; July 1.)"

CURRENT
**CRITERIA FOR APPROVAL OF A NEW
AREA VOCATIONAL SCHOOL**

Reference: K.S.A. 72-4416

Information on the concentration of population within a reasonable community service area.

Total school enrollments in grades one through eight, and in grades nine through twelve, separately.

Number of persons graduating from high school within the area.

Probability of growth in school enrollements within the area.

Identification of Vocational Education Services needed within the area.

Local interest and attitude toward the program.

Ability to contribute to the financial support of the program.

Consideration of the area in relation to other programs or requests for programs of vocational education to prevent, as nearly as is practicable, overlapping or duplication of educational services.

CURRENT
**CRITERIA FOR APPROVAL
OF A NEW COMMUNITY COLLEGE**

At least all of the territory of the petitioning district or districts or all of one county shall be included in the proposed community college district.

Any contiguous compact territory in the area in which the petitioning districts are located may be included in the proposed community college district.

The proposed community college district shall have taxable property valuation in an amount not less than twenty million dollars (\$20,000,000). Any community college, the campus of which is located in a county having a taxable property valuation of less than twenty million (\$20,000,000) and if the same contains the territory of an existing college, shall only be required to include all of such county.

The community college shall have a potential student attendance volume within commuting distance in the area of at least nine hundred (900) students enrolled in grades nine (9) to twelve (12) inclusive, in the opinion of school officials of the petitioning district or districts and in the opinion of the State Board. The advisory council shall state its opinion of the student potential in the proposed district in making its recommendation to the State Board.

The overall intention of the legislature shall be controlling in the interpretation of the requirements for approval of the Community Colleges.

**PROPOSED
CRITERIA* FOR APPROVAL
OF A
NEW AREA VOCATIONAL SCHOOL AND/OR COMMUNITY COLLEGE**

- **1.** Each applicant shall serve a designated area, which will include one or more local education agencies and have an assessed valuation of at least \$100,000,000.
- **2.** Each applicant shall serve an area having a minimum total population of 2,000 students in grades eleven and twelve and such a student population level is projected to remain at or above this number for the next five-year period.
3. Each applicant shall provide education programs within commuting distance of the population to be served. Commuting distance is defined as a fifty-mile radius from the institutional site or one of its attendance centers.
4. Each applicant shall provide evidence of need for a new institution by surveying business, industry and agricultural needs in the geographic areas to be served. Projected labor market needs relative to persons to be trained in the proposed service area will be obtained from state agencies representing labor and agriculture and other state agencies that collect and analyze demographic information. Such data will be submitted as supporting evidence to the application.
5. Each applicant shall provide, as evidence supporting the application, student interest surveys indicating that fifteen or more students will participate in each of the programs proposed.
6. Each area vocational school applicant shall offer a minimum of ten occupationally specific programs in at least five of the program areas. Attendance centers may be established within the proposed service area that will provide a minimum of five programs per site.
7. Each community applying for a community college shall provide results of a district-wide assessment of general education, vocational education and continuing/community education needs supporting the applicant's claims of a potentially full-time equivalent enrollment of 1,500 students in the surveyed instructional areas.
8. Each area vocational school and area vocational-technical school applicant shall provide accessibility to vocational education programs for eleventh and twelfth grade students in the proposed service area by developing participating agreements with at least 75% of the Unified School Districts in that proposed service area. Evidence shall be provided that such participating agreements will result in the applicant structuring program schedules that facilitate access to program services by students from participating school districts. These participating agreements will specify the level of financial support and specific transportation arrangements to be contributed by each participating Unified School District.
 - When in the judgment of the State Board of Education unusual circumstances prevail, alternative delivery methods other than establishing new institutions may be authorized to provide needed programs.
 - These criteria will require some form of enabling legislation.

All criteria cited in K.S.A. 71-1101-1102 and K.S.A. 72-4416 must be incorporated in these proposed criteria in full or by reference, or these laws must be amended.

M A T R I X
GOALS, OBJECTIVES, AND NEW SCHOOL CRITERIA

B. NEW PROGRAMS

CURRENT AND PROPOSED CRITERIA FOR APPROVAL OF NEW PROGRAMS IN AREA VOCATIONAL SCHOOLS AND COMMUNITY COLLEGES

**AUTHORITY
FOR KANSAS STATE BOARD OF EDUCATION
COURSE APPROVAL FOR COMMUNITY COLLEGES**

Reference: K.S.A. 71-601 (1980 S.B. 910 p 2)

“Credit hour defined; state aid.

- “(a) “Credit hour” shall mean one hour of instruction per week for eighteen (18) weeks or its equivalent in a subject or course at a level not higher than those subjects or courses normally offered to freshmen and sophomores in four-year institutions of postsecondary education which subject or course is approved by the state board. Credit hour shall not include within its meaning any hour of instruction in a subject or course taken by a student enrolled for audit or in any subject or course not approved by the state board. The state board, in consultation with the state board of regents, shall determine whether the subjects and courses offered in the community colleges are at the level of freshman and sophomore subjects and courses offered in the state institutions of postsecondary education and shall not approve any subject or course offered at a higher level.
- “(b) The limitations in chapter 71 of Kansas Statutes Annotated relating to maximum credit hours from institutions of postsecondary education shall apply only for the purpose of determination of out-district state aid entitlements of the community college and determination of the rate of out-district tuition to be charged to and collected from counties, and shall not apply in determining transfer of credit hours for any student.” (K.S.A. 71-601; L. 1973, ch. 274, p 12; L. 1978, ch. 278, p 2; L. 1980, ch. 209, p 2; July 1.)”

**AUTHORITY
FOR KANSAS STATE BOARD OF EDUCATION
PROGRAM APPROVAL FOR COMMUNITY COLLEGES**

Reference: K.S.A. 71-201 (b) 3.

“To determine the educational program of the college subject to prior approval thereof as provided in this act and to grant certificates of completion of courses or curriculum.”

CURRENT
CRITERIA FOR APPROVAL OF NEW PROGRAMS IN
AREA VOCATIONAL SCHOOLS

The application will be based upon state priorities as identified in the State Plan for Vocational Education.

The application will identify key individuals in the community regarding advisability of starting a program.

The application will identify an appointment of a steering committee and publicize the existence of a steering committee that will work with other educational training resources.

The application will indicate that a steering committee will review and recommend instructor qualifications, curricula, equipment and facilities applicable to the program.

The application will indicate the need for the program by conducting a local occupational survey.

The application will indicate the extent to which the program proposal meets the needs of the people to be served.

The application for a new program will include a VE-1 Local Plan for Vocational Education and a VE-2 Single Application.

CURRENT
CRITERIA FOR APPROVAL OF
NEW PROGRAMS IN COMMUNITY COLLEGES

Community Colleges are judged by the following criteria:

1. Is there documented local or state need for such a program?
2. Is the proposed program applicable to Community College offerings?
3. Are State funds available to reimburse the program?
4. Does the proposed program duplicate existing area programs?
5. Has the institution demonstrated in its application its ability to operate such a program?

**PROPOSED
CRITERIA FOR APPROVAL OF NEW PROGRAMS
IN
AREA VOCATIONAL SCHOOLS AND/OR COMMUNITY COLLEGES**

1. Each institution shall provide documentation of need at the local and state levels for each proposed new program.
2. Each institution shall provide evidence that the current or future labor market demand equals or exceeds the number of students surveyed that indicate an intent to enroll in the vocational program.
3. Each institution shall provide evidence that the proposed new program does not unnecessarily duplicate existing programs within the district or those programs affecting the district. Where applicable, the following evidence shall be included:
 - (a) results of studies of public and private training programs at industrial firms, private schools proprietary schools, and apprenticeship programs within or affecting the district;
 - (b) identification of Classification of Instructional Programs code;
 - (c) occupational objectives; and
 - (d) method or type of proposed instruction.
4. Each institution shall develop a plan for financing and providing adequate facilities for the proposed new program. An estimate of costs needed to implement and operate the program for the first two years shall be included.
5. Each institution that receives credit hour aid from the state shall provide an estimate of the amount of aid that will be generated by the new program during the first year.
6. Each institution shall provide documentation of the involvement of a steering committee and/or advisory council in the planning and development of the new program. (Names of committee members and occupational category represented shall be included.)
7. Each institution shall include an outline of the proposed program of study. The outline will be used in the implementation and evaluation of the proposed program.
8. Each institution where a new course or program is proposed, such new courses and programs shall be designed to provide instruction in a manner wherein the course content is directly related to program content and objectives, and is consistent with the *legal* limitations and responsibilities applicable to the institution.

M A T R I X
GOALS, OBJECTIVES, AND NEW PROGRAM CRITERIA

C. PROGRAM CONTINUATION

**CURRENT AND PROPOSED CRITERIA
FOR APPROVAL OF
PROGRAM CONTINUATION IN AREA VOCATIONAL SCHOOLS
AND COMMUNITY COLLEGES**

CURRENT
**CRITERIA FOR APPROVAL OF PROGRAM
CONTINUATION IN AREA VOCATIONAL SCHOOLS**

The class size should maintain an enrollment of ten to twenty-five students.

Instructor employed must meet certification standards and/or be qualified in the area of instruction.

Ongoing programs will be evaluated once within each five-year period by the Vocational Education Administration Section.

Each program shall offer a curriculum in accordance with guidelines set out in the Vocational Education Handbook.

Continuing programs will maintain a craft or general advisory committee.

Each local program will submit annually the enrollment-completer and program expenditure report (K-VED-1) and the progress follow-up placement form (K-VED-2) at the appropriate time.

Secondary vocational programs (exception: Consumer Homemaking and Broadbase Industrial Education programs) should maintain a 50% placement rate of those students available for placement; postsecondary and adult preparatory programs should maintain a 75% placement rate of those students available for placement, as reflected by the K-VED-2 program follow-up and placement report.

CURRENT
**CRITERIA FOR APPROVAL OF PROGRAM
CONTINUATION IN
COMMUNITY COLLEGES**

At present, there are no official criteria for the continuation of programs at Kansas Community Colleges. Previously, the Postsecondary Section had utilized the criteria included in the Vocational Education Handbook. When this was removed the following process was adopted by the Postsecondary Section:

1. Administrators are to notify the Postsecondary Office concerning which programs are to be continued.
2. Programs to be continued must have an enrollment of at least eight students.
3. If the enrollment falls below this level, the college is advised that state staff recommends the termination of the program.

**PROPOSED
CRITERIA FOR APPROVAL OF PROGRAM CONTINUATION
IN
AREA VOCATIONAL SCHOOLS AND/OR COMMUNITY COLLEGES**

1. Each institution shall submit a list of programs for which continuance is planned for the succeeding school year to the Kansas State Board of Education by January 15.
2. Each institution shall provide documentation of anticipated enrollment for each program planned for continuance. If enrollment is estimated at less than ten (10) students the institution shall provide rationale for that low enrollment and justification for funding the continuance of the program.
3. Each institution shall provide evidence of a favorable annual evaluation of the program to be continued. Evaluations shall include examination of current curriculum syllabi. Area vocational schools shall require faculty qualification/certification documentation. If the most recent annual evaluation of a specific program is not favorable, a plan must be submitted to the Kansas State Board of Education describing how that program shall be improved during the ensuing year and what standards are to be used to measure improvement.
4. Each institution shall provide evidence of the continued existence and utilization of an advisory council and/or committee. Minutes of advisory council and/or committee meetings shall be made available upon request.
5. Each institution shall provide evidence of current and/or future labor market needs for each request for vocational program continuation.
6. Each institution shall provide evidence of successful placement of the "completers" of each vocational program. Acceptable placement rates will be determined annually in advance of program continuation approval by Kansas State Board of Education in consultation with institutional leadership.
7. Each institution shall have submitted all appropriate reports relative to program operation during the previous year of operation.

M A T R I X
GOALS, OBJECTIVES, AND PROGRAM CONTINUATION

V. G L O S S A R Y

GLOSSARY

- Advisory Council Advisory councils are usually composed of representatives from schools, labor, business and agriculture.
- Adult Education Educational programs below the college level for persons over the age of sixteen who have already entered the labor market, or who are unemployed and not in high school.
- Area Vocational School and Area Vocational-Technical School Institutions formed in 1964 to deliver skill training. They fall into three categories of governance: Type I - governed by a single local board; Type II - governed by an area board of control; joint community college/area school - governed by a community college board of trustees.
- Attendance Center An attendance center other than the home site of a school, where programs of instruction are offered by an institution.
..See Satellite
- Board of Control.....The governing body of an area vocational-technical school constituted by agreement among the participating districts.
- Board of EducationThe board of education of any school district, the board of control of any area vocational-technical school or the board of trustees of any community college.
- Board of TrusteesThe governing body of a community college.
- Community College.....A public community college approved and accredited by the State Board of Education that provides comprehensive, multi-program postsecondary education at low cost to all students and citizens who want, need, or can profit from such education.
- CourseAn organization of subject matter and related learning experiences provided for the instruction of students on a regular or systematic basis, usually for a predetermined period of time as in a semester, a quarter, or a regular school term.
- Credit HourOne hour's instruction per week for eighteen weeks or its equivalent.
- DegreeA title conferred by a college or university as official recognition for the completion of a program of studies or for other attainment.
- Differential FundingReimbursement to community colleges for approved academic programs at \$23.00 per credit hour and for approved vocational programs at \$34.50 per credit hour as established by K.S.A. 71-601.
- DiplomaA formal document certifying the successful completion of a prescribed program of studies.
- Dual Enrollment.....An arrangement whereby pupils regularly and concurrently attend two schools which share direction and control of their studies. For example the pupil attends a public school part-time and a nonpublic school part-time, or, they attend a public secondary school part-time and an area vocational school part-time with the direction and control of their studies similarly shared by the two institutions.
- Exploratory Program.....A program of exploratory activities that provides orientation to a number of different occupational fields and counseling designed to assist individuals in choosing an occupation for which to train. Usually offered in grades seven through ten.

- Fee**A payment, charge, or compensation for services other than instruction for privileges, or for the use of equipment, books, or other goods.
- Fiscal Year**Meaning the year beginning July 1st of one calendar year and ending June 30th of the following calendar year.
- Institution of Higher Education**An institution that offers courses of collegiate grade and has been so accredited by either a state department of education or by a recognized regional or national collegiate or university accrediting agency. The community colleges may also be defined as a two-year postsecondary educational institution designed to serve the postsecondary educational needs of both the individual student and the area in which it is located and operated cooperatively by the state and local district.
- Instructional Staff**.....Individuals employed for the primary purpose of performing instructional activities in job skill preparation.
- Level of Instruction**An indication of the general nature and difficulty of instruction, usually identified by the designation of a grade or year in an organized educational system.
- Noncredit Course**A course for which pupils do not receive credit applicable toward graduation or completion of a program of studies.
- Out-District Tuition**A charge which is made to and paid by the county of residence for any student attending a community college whose residence is in Kansas and outside the community college district.
- Out-District Tuition Tax**That amount of mill levy authorized to counties for the payment of out-district tuition.
- Out-District State Aid**.....An amount equal to out-district tuition paid by the state for any student attending a community college whose residence is in Kansas and outside the community college district.
- Postsecondary Instructional Level**A general level of instruction provided for pupils in community college or area vocational-technical school programs, usually beginning with grade 13, and any instruction of a comparable nature and difficulty provided for adults and youth beyond the age of compulsory school attendance.
- Postsecondary Program**Vocational education for persons who have completed or left high school and who are enrolled in organized programs of study for which credit is given toward an associate or other degree, but which programs are not designed as baccalaureate or higher degree programs.
- Pre-Vocational Program**A program of activities that allows 9th and 10th grade students to explore an occupational field for which training is available through vocational schools and programs.
- Program**A planned sequence of courses, services, or other educational activities designed to meet a specific vocational objective(s).
- Satellite**See attendance center.
- School District**.....An administrative unit at the local level which exists primarily to operate public schools or to contract for public school services. Normally, taxes can be levied by such units for school purposes. These units may or may not be coterminous with county, city, or town boundaries. This term is used synonymously with the terms "local basic administrative unit" and "local education agency."

Secondary Program Vocational education for persons in secondary grades as defined by state law.

File A Bev 7,072

State Advisory Council for Vocational Education Required by federal vocational education legislation for any state wishing to receive federal vocational education money; advisory to the State Board of Education.

State Board The constitutional State Board of Education.

State Department of Education The Department which is administered by and under the direction of the State Board of Education.

State Occupational Information Coordinating Committee Organization established by federal vocational education legislation and representing state offices of employment security, vocational education, vocational rehabilitation and comprehensive employment and training.

State Plan The plan adopted for community colleges as heretofore provided by law, and such plan as it is from time to time amended by the State Board of Education upon recommendation of the advisory council; such plan may include other matters listed in the *Community College Act* and acts amendatory thereof, or supplemental thereto.

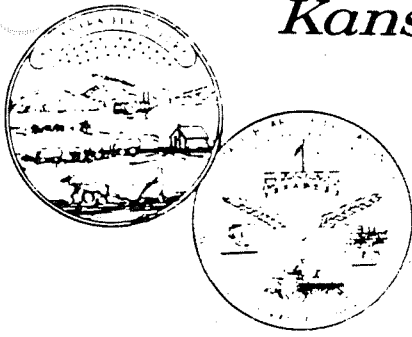
Student Tuition The charge made to and paid by students for the privilege of attending a community college and participating in the institutional program.

Vocational Education Program A planned series of educational experiences designed to prepare individuals for employment in an occupational field.

A P P E N D I X

STATE BOARD OF EDUCATION GOALS

1. The Kansas State Board of Education will provide equal educational opportunity to encourage each student within his/her developmental ability in -
 - Attaining the optimum skills of reading, writing, speaking, listening, computation, and problem solving.
 - Developing an awareness of career opportunities and appropriate work habits to succeed in the world of work, including sheltered work environments.
 - Acquiring a general education.
 - Attaining knowledge and skills to qualify for further education, employment, re-employment, or rehabilitation.
 - Learning the rights and responsibilities of parents and family; the knowledge to achieve and maintain emotional, mental, and physical health; and the processes of effective citizenship.
 - Developing a literacy of technology and computers.
2. The Kansas State Board of Education will advocate quality education by:
 - Strengthening accreditation standards of schools.
 - Encouraging institutions of higher education to strengthen teacher preparation programs.
 - Formulating policies which provide programs, facilities, and institutions.
 - Implementing evaluation measures which will provide program and student information to decision makers at all levels.
3. The Kansas State Board of Education will encourage the professional growth of educators by:
 - Approving teacher preparation programs which meet the needs of the Kansas education community.
 - Providing certification procedures which reflect the needs of the teaching profession, school districts, and students.
 - Promoting the development of state approved inservice programs at the local school district level.
4. The Kansas State Board of Education will promote curriculum improvement by:
 - Providing technical assistance to local school districts.
 - Disseminating reports and information about applied research in education.
 - Identifying and recognizing outstanding local school district curriculum programs.
5. The Kansas State Board of Education will promote effective legislation and financial services to local education entities by:
 - Identifying areas of educational need.
 - Proposing legislation to meet identified educational needs.
 - Distributing fiscal resources fairly and equitably.
 - Adopting reporting and funding processes that encourage accountability at all levels.



Kansas State Department of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612

October 4, 1983

Dear Friend of Education:

The Kansas State Board of Education has accepted for consideration Phase II of its study of area vocational schools and community colleges. The study titled "Improving Programs and Developing Resources for Kansas...." was completed on September 26, 1983. After presenting the draft of the study to the Inter Advisory Council Planning Committee, special efforts were made to brief various education related organizations of Kansas about the study's recommendations. At least 19 different organizations and associations have been or will be briefed. These organizations include education groups, legislators, policy makers, administrators, professional organizations, and others. In some instances draft copies of the study's findings and recommendations were provided.

If you have on hand an earlier draft copy and wish that copy to be replaced by the copy submitted to the Kansas State Board of Education, please contact Dr. Harold Blackburn, Assistant Director, Education Services. This draft copy contains some information which was changed from earlier draft copies in light of more recent data computations, particularly in the area of finance. We hope this information will be useful to you.

Sincerely yours,

Merle R. Bolton
Commissioner of Education

Attachment 3

October 4, 1983

COMMENT SHEET

Chapter IV, pages 32-33: The powers of proposed regional boards are discussed and K.S.A., Ch. 71, Art. 2, is included as an example of the concept of power envisioned for regional boards. On those two pages the words "college" and/or "community college" are frequently mentioned. This statute is cited for example only, and is not construed as an omission of area vocational schools.

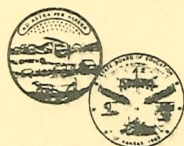
PHASE II

DRAFT

October 4, 1983

**IMPROVING
PROGRAMS AND
DEVELOPING
RESOURCES
FOR KANSAS . . .**

AREA VOCATIONAL SCHOOLS AND COMMUNITY COLLEGES

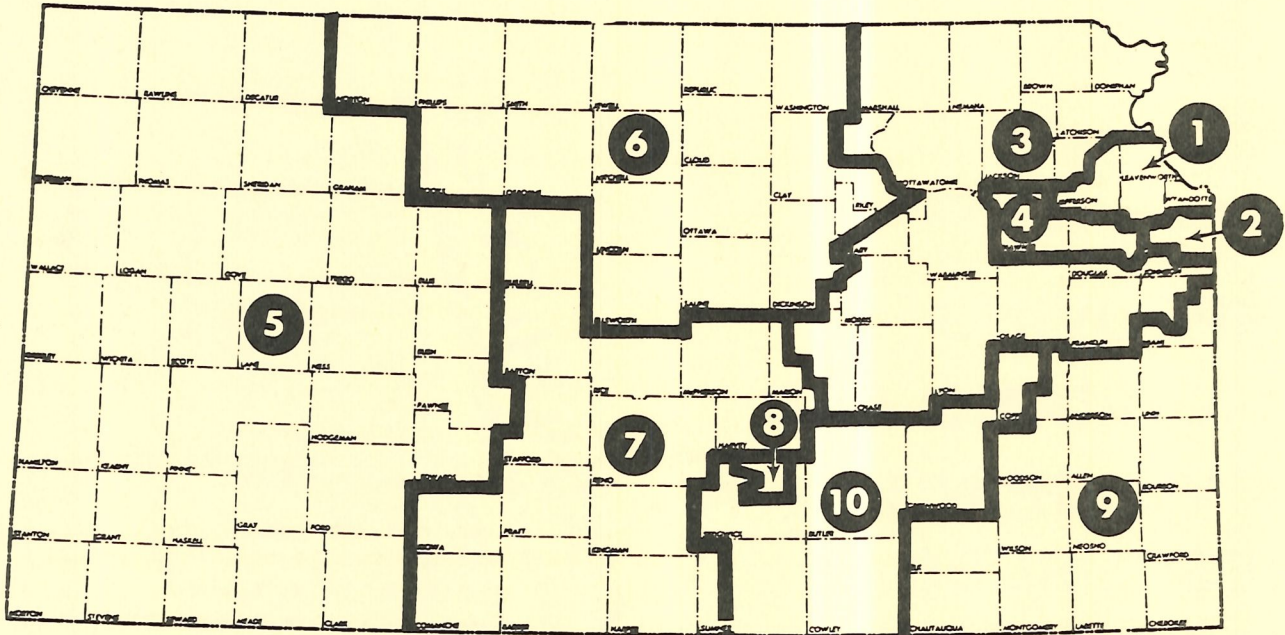


Kansas State Education Building
120 East 10th Street Topeka, Kansas 66612

An Equal Employment/Educational Opportunity Agency

Kansas State Board of Education
Kansas State Department of Education

KANSAS STATE BOARD OF EDUCATION DISTRICTS



STATE BOARD OF EDUCATION

Kay Groneman
District 1

Kathleen White, Vice-Chairman
District 2

Dale Louis Carey
District 3

Alicia L. Salisbury
District 4

Ann L. Keener
District 5

Marilyn Harwood
District 6

Theodore R. Von Fange, Ed.D.
District 7

Evelyn Whitcomb
District 8

Robert J. Clemons
District 9

Gordon Schultz, Ph.D., Chairman
District 10

**KANSAS STATE BOARD OF EDUCATION
STATEWIDE MASTER PLAN**

IMPROVING PROGRAMS AND DEVELOPING RESOURCES
for
AREA VOCATIONAL SCHOOLS
and
COMMUNITY COLLEGES
1983

Kansas State Department of Education
Topeka, Kansas
September 26, 1983

MEMBERSHIP
of
INTER ADVISORY COUNCIL PLANNING COMMITTEE
(Master Plan Study)

Chairman:

James McCain

Committee:

Shawn Casey Vocational Education Advisory Council member
Morris Eastland Vocational Education Advisory Council member
Harry Falgren Director, Kansas City Area Vocational-Technical School
Leon Foster President, Independence Community College
Kay Groneman State Board of Education member
Marilyn Harwood ... Community College Advisory Council member
and State Board of Education member
Ruby Tate Vocational Education Advisory Council member
Edwin Walbourn ... Executive Director, Kansas Association of Community Colleges
Harold Walker Community College Advisory Council member
Floyd West Vocational Education Advisory Council member

KSDE Resource Staff:

Merle Bolton Commissioner
Harold Blackburn ... Assistant Commissioner,
Education Services
Maria Collins Program Specialist
Dale Dennis Assistant Commissioner,
Financial Services
Willie Dunlap Program Specialist
Ed Hankins Coordinator, Vocational Education Administration
John Hanna Program Specialist
Ann Harrison Director,
Program Analysis and Evaluation
Cheryl Henderson ... Program Specialist
Ed Henry Program Specialist
Margaret Holeman .. Secretary
Linda Johnson Program Specialist
Corena Mook Program Specialist
Tom Moore Program Specialist
Sam Newland Director,
Postsecondary Administration
Charles Nicholson .. Program Specialist
Carol Oberle Program Specialist
Les Olsen Program Specialist
Carolyn Olson Program Specialist
Susan Owen Program Specialist
Dean Prochaska Director,
Vocational Education Administration
Ruth Reynolds Secretary
Richard Russell Program Specialist
Damon Slyter Program Specialist
Lue Ann Snider Clerk IV
Don Strait Program Specialist

Other:

Lawrence Foth Executive Director,
State Advisory Council for Vocational Education

T A B L E O F C O N T E N T S

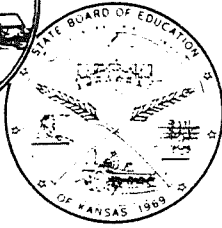
	Page Number
Letter of Transmittal	i
Foreword	iii
Kansas State Board of Education Resolutions	v
Map (Location of Postsecondary Institutions)	vii
List of Postsecondary Institutions	viii
Executive Summary	I
Chapter I, "Changes Influencing the Nature of Work in Our Society Between Now and the Year 2000."	5
Chapter II, "Unique Needs of the Various Population Groups that Must Be Served by Kansas Education Between Now and the Year 2000"	11
Chapter III, "Some Factors Affecting Curriculum and Instruction in Kansas Area Vocational Schools and Community Colleges Between Now and the Year 2000."	15
Chapter IV, "Organization and Governance of Postsecondary Education in Area Vocational Schools and Community Colleges."	27
Chapter V, "Financing Area Vocational Schools and Community Colleges."	35
Chapter VI, "Evaluation of Area Vocational Schools and Community Colleges."	49
Phase II Recommendations	53
References Consulted	55
Appendices	57
Appendix A - Legal Base for Education in Kansas	58
Appendix B - Kansas Statutes	59
Appendix C - Difference Between Type I and Type II Area Vocational Schools	63
Appendix D - Matrix of Recommendations Made by State Studies, 1979-1982	67
Appendix E - 1980 Population and 1982 County Valuation	69
Appendix F - Current Financing of Kansas Vocational Education	71
Appendix G - Current Financing of Kansas Community Colleges	71
Glossary	73



Kansas State Department of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612



October 4, 1983

Dr. Gordon Schultz, Chairman
Kansas State Board of Education
Kansas State Department of Education
120 E. 10th Street
Topeka, KS 66612

Dear Chairman Schultz:

The area vocational and vocational-technical schools and community colleges of Kansas serve the public interest by educating considerable number of the state's postsecondary students. In the 1982-83 school year 60.9% of the 82,330 first and second year students enrolled in public certificate/degree granting institutions are enrolled in area vocational school postsecondary programs or in community colleges in Kansas. The significant responsibility for administering these institutions rests with the Kansas State Board of Education. This document is a companion piece to Phase I, "Criteria for New Schools, New Programs and Program Continuation." This plan focuses on long and short-range modifications that according to the majority of the Inter Advisory Council seem to be necessary for those institutions to remain vigorous and flexible to meet the changing needs of the Kansas economy and the needs of the individual students.

It is planned that both Phase I and Phase II of the Master Plan will be presented for review to Kansas educators, policy makers and other interested parties. After its receipt by the Kansas State Board of Education, it is with pleasure then that we submit Phase II of the Master Plan to the Kansas State Board of Education for their consideration and adoption.

Sincerely yours,

James A. McCain, Chairman
Inter Advisory Council Planning Committee

FOREWORD

This study is about area vocational schools and community colleges, their students, programs and services. These institutions enroll over 50,000 men and women in postsecondary education. Although a dollar value can be assigned to buildings and grounds which accommodate these institutions, no such value can be assigned to the accomplishment and achievements of the students and the faculties of these institutions. Their value to Kansas is immeasurable. They represent an investment in the present and the future of Kansas. The academic and technical skills that these men and women acquire or refine, are as essential to the Kansas economy as any natural resource. For those reasons this study has focused on postsecondary vocational education and community college education.

Another major focus of the study has been to identify alternatives that will strengthen the fiscal resources required for each of the institutions to provide a quality education program.

Phase II of the study begins with a review of the changing nature of work, populations to be served and curriculum principles associated with change. The study makes specific recommendations pertaining to organization, governance, finance and evaluation that will enable these institutions to be more vigorous and vital as we approach the twenty-first century.

It is anticipated that this study will open discussion and debate about the role in area vocational schools and community colleges in Kansas, as well as ways that they might be properly supported. That discussion will be helpful and useful to the citizens of the state and their representatives in the legislature and those on the boards of education who ultimately must carry out these decisions.

The National Commission on Excellence in Education Report, "A Nation At Risk: The Imperative for Educational Reform," considered in detail the importance of quality education. Many Kansas high school graduates participate in area vocational schools and community college instruction and deserve quality education at that level, too. Phase II of the plan makes recommendations which should lead to improvements in efficiency, equity and effectiveness of those important Kansas institutions. These recommendations should be seriously considered.

Merle R. Bolton
Commissioner of Education

STATE BOARD OF EDUCATION AUTHORIZATION

MINUTES - December 14, 1982

It was moved by Mrs. Salisbury, seconded by Mrs. Groneman, that the State Board of Education charge the Community College Advisory Council and the Vocational Education Advisory Council to develop a master plan of educational services for vocational/vocational-technical education and community college education to be submitted to the State Board at its June meeting. Motion carried by a vote of 9 to 0. Mr. Bergner was not present for the vote.

Action taken by the Kansas State Board of Education on December 14, 1982,
Topeka, KS.

* * *

MINUTES - February 8, 1983

It was moved by Mrs. Salisbury, seconded by Mrs. Groneman, that the Board retain its present charge and time frame of June for the master plan of educational services for vocational, vocational-technical, and community college education and that the Board direct the committee to expand the study to include the additional areas of governance, finance, and secondary vocational education to be submitted to the Board on or before the October State Board Meeting. Motion carried by a vote of 10 to 0.

Action taken by the Kansas State Board of Education on February 8, 1983,
Topeka, KS.

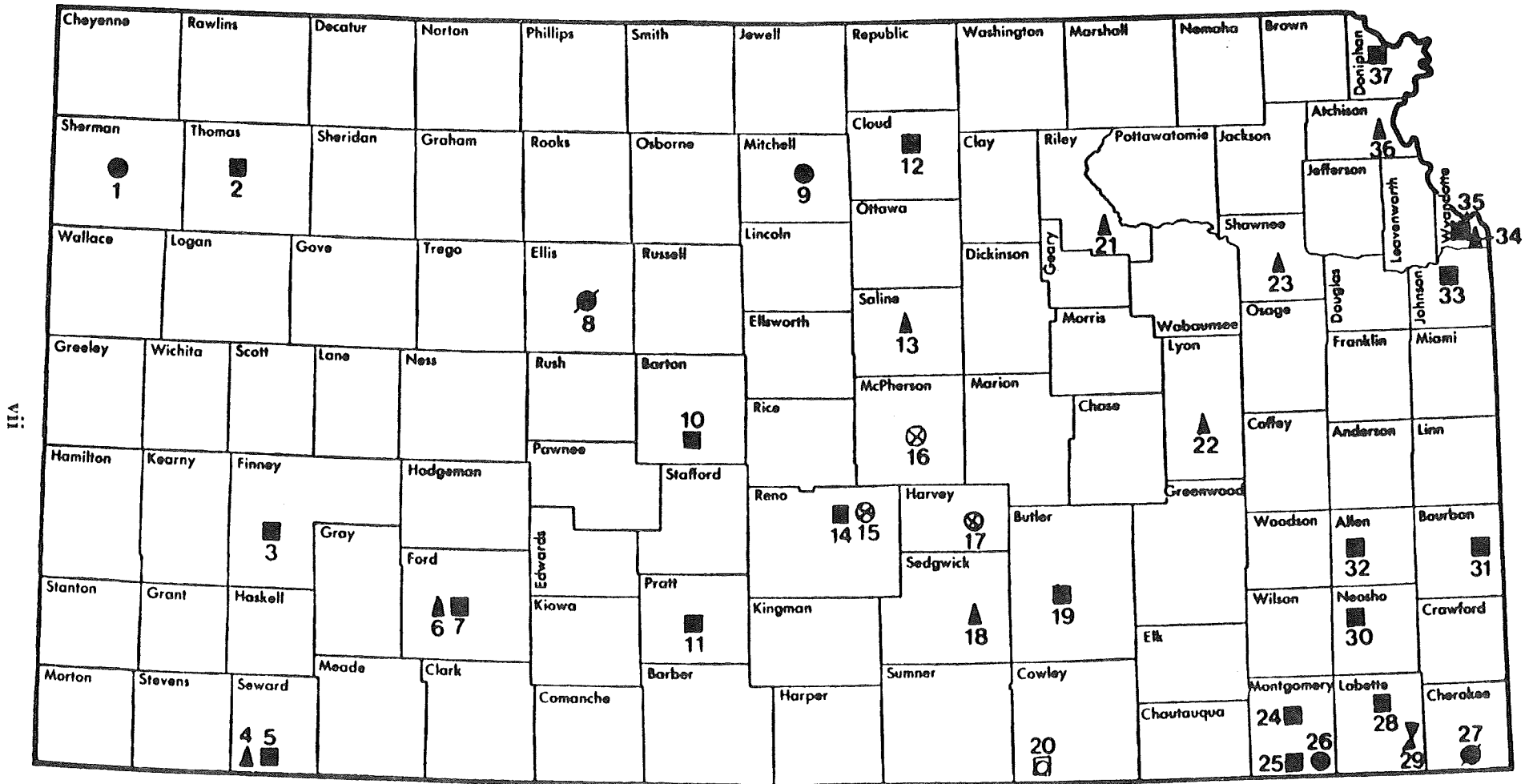
* * *

MINUTES - June 14, 1983

It was moved by Mrs. Whitcomb, seconded by Mr. Carey, that the Board approve Phase I of the Master Plan Study of educational services for vocational, vocational-technical education and community college education on criteria for new schools, new programs, and program continuation. Motion carried by a vote of 9 to 0.

Action taken by the Kansas State Board of Education on June 14, 1983, Topeka,
KS.

LOCATION OF AREA VOCATIONAL SCHOOLS, AREA VOCATIONAL-TECHNICAL SCHOOLS, AND COMMUNITY COLLEGES



114

LEGEND:

- ▲ AVS
- AVTS
- CC
- ⊠ Branch Campus
- ⊞ Combined CC and AVTS
- ⊙ Satellite AVTS
- ⊗ CK AVTS

See other side for names of institutions.

LIST OF POSTSECONDARY INSTITUTIONS

1. *NWKAVTS, Goodland*
2. *Colby CC*
3. *Garden City CC*
4. *Liberal AVS*
5. *Seward County CC, Liberal*
6. *SWKAVS, Dodge City*
7. *Dodge City CC*
8. *NCKAVTS, Hays Satellite*
9. *NCKAVTS, Beloit*
10. *Barton County CC, Great Bend*
11. *Pratt CC*
12. *Cloud County CC, Concordia*
13. *Salina AVS*
14. *Hutchinson CC*
15. *CKAVTS, Hutchinson Campus*
16. *CKAVTS, McPherson Campus*
17. *CKAVTS, Newton Campus*
18. *Wichita AVS*
19. *Butler County CC, El Dorado*
20. *Cowley County CC, Arkansas City*
21. *Manhattan AVS*
22. *Flint Hills AVS, Emporia*
23. *Kaw AVS, Topeka*
24. *Independence CC*
25. *Coffeyville CC*
26. *SEKAVTS, Coffeyville*
27. *SEKAVTS, Columbus Satellite*
28. *Labette County CC, Parsons*
29. *Labette County CC, Oswego Branch Campus*
30. *Neosho County CC, Chanute*
31. *Fort Scott CC*
32. *Allen County CC, Iola*
33. *Johnson County CC, Overland Park*
34. *KCKAVS, Kansas City*
35. *Kansas City CC*
36. *NEKAVS, Atchison*
37. *Highland CC*

EXECUTIVE SUMMARY
OF
PHASE II: IMPROVING PROGRAMS AND DEVELOPING
RESOURCES FOR KANSAS AREA VOCATIONAL SCHOOLS
AND COMMUNITY COLLEGES

The American society has moved through the agrarian and industrial age into the "information age." The technological advances accompanying this "information age" require the United States to better manage its economic resources (including human resources) in order to remain competitive with the rest of the world. Accordingly, Kansas postsecondary education institutions have a tremendous opportunity to play a major role in developing the state's human resources to meet these challenges.

The population of the United States is increasing at an annual rate of approximately one percent. Kansas population is expected to remain constant through the year 2000. Changes in the population subgroups contained in the total population continue to make demands upon education. The Kansas postsecondary education system will need to respond to the needs of the "Baby Boom" subgroup (individuals between the ages of 19-37) as well as the needs of the increasing numbers of minorities.

Kansas community colleges and area vocational-technical schools have traditionally been successful in developing programs and courses to meet the needs of their respective communities. These postsecondary institutions must expand their vision to include broader areas and be even more responsive in their curriculum development if they are to meet the needs of the state's citizens and industries.

Organization and governance structures and procedures are developed and operated for the expressed purpose of achieving specific goals. The development of a comprehensive governance strategy for Kansas postsecondary education is necessary if the goals of access, efficiency, equity, quality, and flexibility are to be accomplished. This governance strategy necessitates a single system for providing postsecondary education.

If a comprehensive system of postsecondary education is to succeed, it must have adequate and equitable financial support. Legislators and other education policymakers would do well to take into consideration factors such as regional valuation and assessed valuation per fulltime equivalent student when developing the machinery to finance a comprehensive system of postsecondary education. The broader the base of financial support is for a comprehensive system, the better the chances are for establishing some uniformity of funding and tuition rates, as well as obtaining continued support from the general public for the program.

If the system is to successfully achieve the stated goals, it is essential to have an accurate objective evaluation component. The purpose of evaluation is to truthfully describe the accomplishments of the educational system and to identify prospective courses for improvement. Evaluation must be provided and received in the cooperative spirit of improvement if it is to be a positive productive experience. The Kansas system of postsecondary education needs an active, positive, and flexible plan for evaluation to ensure its success.

RECOMMENDATIONS

IT IS RECOMMENDED THAT POSTSECONDARY INSTITUTIONS UNDER THE JURISDICTION OF THE KANSAS STATE BOARD OF EDUCATION:

1. Review institutional curriculum and instruction annually and revise them where appropriate to ensure that institutional offerings meet the specific needs of individuals, an information based society in general, and specific needs of Kansas business and industry.
2. Design curricular programs and instructional services that meet the educational needs of all students with special attention directed toward the growing population subgroups, such as older people and minority students.
3. Submit a proposed curriculum annually to the State Board of Education for review so that unnecessary program duplication can be minimized and program coordination can be improved.
4. Improve vocational counseling and guidance services to both secondary and postsecondary age youth to ensure appropriate emphasis on both vocational and general education.

IT IS RECOMMENDED THAT THE KANSAS STATE BOARD OF EDUCATION IMPROVE THE ORGANIZATION AND GOVERNANCE OF POSTSECONDARY INSTITUTIONS UNDER ITS JURISDICTION BY:

5. Dividing the state into postsecondary education regions that will be regionally governed by an elected board.
6. Delegating to the regional board the governance and management powers authorized in K.S.A. Ch. 71, Article 2, and K.S.A. 72-4424.
7. Retaining legal governance powers for postsecondary education in the areas of program approval, general supervision, and statewide planning within the framework of the Legislative Educational Planning Committee (formerly 1202 Commission).
8. Placing all public postsecondary education institutions in each region under one chief administrative officer responsible to each regional board.
9. Altering the organization of the Kansas State Department of Education so that all rules, regulations, guidelines and technical assistance for postsecondary education will be centered in a single, readily identifiable office.

IT IS RECOMMENDED THAT THE KANSAS STATE BOARD OF EDUCATION ADOPT THE FOLLOWING CONCEPTS OF IMPROVED FINANCING OF POSTSECONDARY SCHOOLS UNDER ITS JURISDICTION:

10. Establish postsecondary regions in Kansas so that they represent areas of relatively equitable property tax base.
11. Establish a uniform, affordable fee or tuition structure for area vocational schools and community colleges that will further advance equity.
12. Retain the flat grant system of state aid to area vocational schools and community colleges but encourage uniform state aid reimbursement by utilizing reimbursement formulas that include equal valuation or equal adjusted valuation per full time equivalent (FTE) student factors.
13. Increase state aid to community colleges to 40 percent from the current level of approximately 30 percent and expand the utilization of the property tax base for postsecondary vocational education through implementation of the regionalization concept.

14. Eliminate out-of-district state aid for community colleges and repeal the special rates of reimbursement for vocational subjects (provided by statute) for community colleges that are also recognized as area vocational schools.
15. Authorize regional boards to contract with unified school districts for provision of vocational educational services.

IT IS RECOMMENDED THAT THE KANSAS STATE BOARD OF EDUCATION EXERCISE ITS RESPONSIBILITY FOR INSTRUCTIONAL EVALUATION AND IMPROVEMENT BY:

16. Designing and implementing a rigorous evaluation system utilizing qualified, independent third party evaluators to evaluate programs and institutions according to measurable goals and objectives contained in a required long-range institutional evaluation plan.

CHAPTER I

CHANGES INFLUENCING THE NATURE OF WORK IN OUR SOCIETY BETWEEN NOW AND THE YEAR 2000

***The transition
of American
society.***

The United States and the world as a whole are moving into a new era. The transition from the old era to the new era which we are now experiencing is one of turbulence and uncertainty. Our society has moved from the agrarian age through the industrial age and is now moving into the information age (Naisbitt, 1982). Dunham (1981) has labeled this era as one of reindustrialization while Leach (1982) feels revitalization is the more appropriate term for the task at hand.

Whatever label is chosen to designate this new era, the transition will not be easy. The salient elements which will influence the nature of work in our society for the next twenty years and beyond are as follows:

Productivity and the World Marketplace

Toffler (1980) cautions against viewing the future as a mere extension of the past. Upgrading America's traditional factories to increase production is not the answer. The economic policies that provided the growth and success of American industry between 1940 and the mid 1960's are no longer appropriate (Leach, 1982).

Productivity growth in the United States began to decrease in 1966. Since 1978 productivity in the United States has actually declined, while in Japan, West Germany and other countries it continues to improve (Huddleston, 1982).

Many Americans feel that protective tariffs and restriction on imports of foreign goods is the answer to the problems of economic decline. In a recent poll conducted by the Opinion Research Corporation, 69 percent of Americans surveyed supported import barriers (*Time*, May 30, 1983).

***Protectionist
policies in
world trade are
not the answer.***

The problem with this approach is that the United States economy and world economy are interdependent. Between 1970 and 1980 exported American goods increased from 9 to 22 percent (Reich, 1983). Because of this expansion, restrictions on imports from other countries will likely cause retaliatory measures on United States exports and the possible loss of American jobs. "One thing is certain: protectionism cannot stop or even slow the advance of technology" (*Time*, May 30, 1983, p. 70).

In some cases our restrictions on imported products have provided incentives to foreign industries to become more creative and have accelerated the development of new products and new jobs (Reich, 1983). For example, the Toyota automobile company of Japan recently announced it will produce a non-metal car by 1990.

Other nations of the world are becoming more competitive in the international marketplace (*A Nation at Risk*, April, 1983; Naisbitt, 1982). Just as Japan has garnered a greater share of the world market in the automobile and steel industry from the United States, in the future it is likely that third world countries will take over some industrial production from Japan (Naisbitt, 1982). America must adapt to meet the economic realities created by the information age society.

**Emphasis on
service related
jobs.**

Jobs of the Future

Many new jobs will be created in the next twenty years. All projection studies indicate that health care or data processing related occupations will be the front runner. More importantly, there will be a dramatic shift from manufacturing to service-related jobs.

By the year 2000, manufacturing jobs will account for 11 percent of the labor force, down from 24 percent in 1980. Jobs in agriculture will decline from 4 percent to 3 percent, while service employment will increase from 62 percent to 86 percent (*U.S. News and World Report*, May 9, 1983, p. A25).

The use of computers will be incorporated into virtually all occupational fields. Other technological advances will create new jobs while eliminating others (*U.S. News and World Report*, May 9, 1983). Some of the technologies that will influence the future job market are laser technology, fiber optics, biogenetic engineering, microelectronics, industrial waste control, energy production, information processing and robotics (*U.S. News and World Report*, May 9, 1983; *A Nation at Risk*, April, 1983).

A sample listing of twenty specific occupations of the future requiring two years training beyond high school is found in Chart 1.1.

Is the United States Ready for the Future?

The trend of a decreasing birth rate will cause the United States to move from a period of worker abundance, with youth unemployment being a significant factor, to a period of worker shortages. "As a result, 90 percent of the United States workforce in 1990 is already at work today" (Hodgkinson, 1983, p. 7).

Some experts (Leach, 1982; Reich, 1983) are not convinced the United States is ready for the retraining challenge created by the information age.

At any given time between 1 and 2 percent of the labor forces in West Germany, France, Sweden and Japan are training for new jobs. (Only one-tenth of 1 percent of America's labor force is in training or retraining.) Nor is job training limited to the lower rungs of the employment ladder. All workers are encouraged to upgrade their skills, even if they already have jobs (Reich, 1983, p. 220).

**Preparation for
jobs of the
future.**

A similar concern has been expressed about our ability to prepare our youth for the jobs of the future. "More young people emerge from high school ready neither for college nor for work" (*A Nation at Risk*, April, 1983, p. 5). In the future, businesses will require higher levels of skills even of entry-level workers (Hodgkinson, 1983).

The high technology industries will require employees working in groups with skills in critical thinking, problem solving (including math), creativity, synthesis, decision-making, and communications in many modes (Forbes and Gisi, 1982). Reich (1983) feels these so called "flexible-system" industries, which will require workers with these characteristics, are vital to providing the United States a greater share of the world market. They are also the types of jobs that are protected from low wage competition.

Although the fastest growing occupations in the United States are related to high technology, Levin and Remberger (1983) point out that the occupations expected to generate the most jobs through 1990 are not in the high technology area. Because of changing job requirements and future career changes however, these two researchers concur that the ability to adapt to a changing work environment is best enhanced through mastery of many of the same basic skills required in high technology.

Elements for Reindustrialization

Several elements have been identified as key to revitalizing the American economy (Leach, 1982). Each of these factors are interrelated to one another and should therefore not be viewed in isolation. These elements are as follows:

***Modernization
innovation and
humanization
remain important.***

- Collaborative Policy Development - A government-business-labor partnership that develops and implements economic policy is central to reindustrialization. Policy revisions are suggested in the following major areas: government spending, trade, expansion and development of natural resources, antitrust, industrial promotion, tax laws, and credit.
- Increased Investment in Plant and Equipment - Policies that encourage investment to update plants and equipment are important. The emphasis of the past fifteen years on spending rather than saving has to be reversed to provide the necessary capital.
- Technological Innovation - The ability of American industry to convert technological innovations to commercial products and processes is declining. Increased expenditures on research and development need to be encouraged.
- Special Attention to Small Business - Eighty-five percent of all businesses in the United States have less than 20 employees and provide approximately 60 percent of all the jobs. The development of small business needs to be encouraged as the main source of new jobs and innovation.
- Investment in Human Resources - The development of an up-to-date labor force is essential to a technology-oriented nation. Reindustrialization will require investment in human resources at all levels including management and retraining existing personnel.

Job Trends in Kansas

It is difficult to predict job trends in Kansas during the next twenty years since there is no precedence for the explosion of technological innovation that is now occurring and will occur. The projected occupational employment growth to 1985 in Kansas is found in Chart 1.2. Although there are no projections available of the Kansas employment outlook through 1990, some generalizations of employment trends have been made by the Kansas Department of Human Resources concerning high technology industries.

***“High tech”
occupations are
pervasive and
increasing in
numbers.***

Many people think of “high tech” only in terms of an entire industry (primarily manufacturing) rather than specific occupations. “High tech” occupations or skills (and equipment) are not exclusive to certain industries and are found in many businesses and industries only as a smaller percentage of the workforce. This includes operatives capable of using more sophisticated equipment; craftsmen for machine setup, maintenance and operation; and clerical personnel capable of utilizing the latest text processing equipment (Rice, Myzer and McAtee, May, 1983).

Using the more restrictive “industry wide” definition of high technology, Kansas shows potential in the following three areas: the aircraft industry which ranks first in manufacturing in this state; the sixth most important manufacturing industry, electric and electronic equipment; and chemicals, the eighth ranking manufacturing industry (Rice, Myzer and McAtee, May, 1983).

The area vocational technical schools and community colleges have the ability to train technician level and other support personnel for both present and future needs of industry. This capability is evident by the fact that Kansas has traditionally been an exporter of education. Business and industries outside the state need to be made aware of the advantages of moving closer to available skill training.

Conclusion

America must move rapidly into this new technological era or become a nation of exporters of raw materials and assemblers of components designed and manufactured in other countries which may ultimately result in a lower standard of living (Reich, 1983). Other nations of the world are not standing idly by while the United States retools itself for the future. Japan, West Germany, France and Great Britain are taking measures to ensure their share of the world markets as well ("The Reindustrialization," 1980).

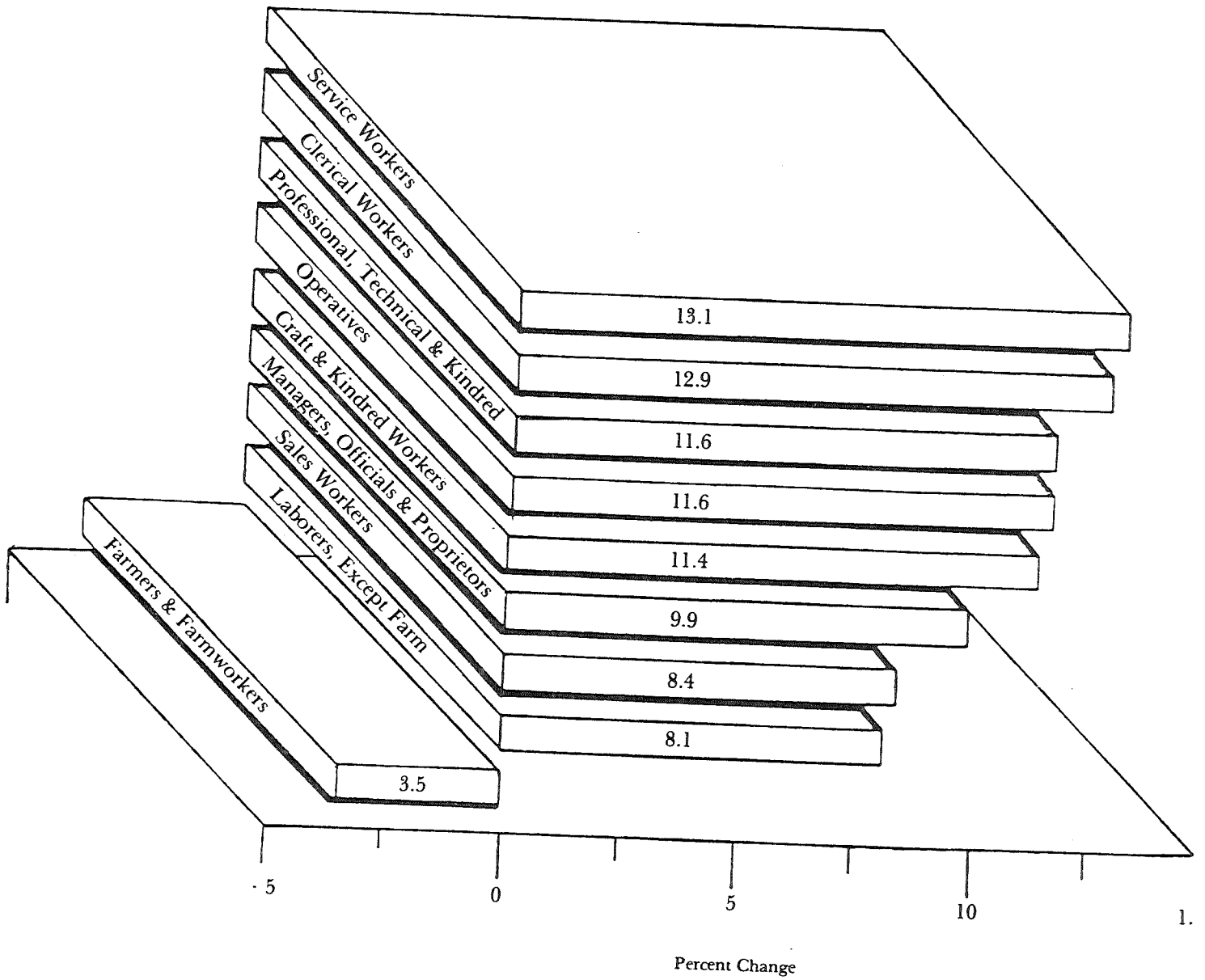
The wave of the future is clear. The United States must begin to better manage its economic resources (including human resources) to meet the challenges created by accelerating technological advances. Accordingly, vocational education and community colleges have an opportunity to play a vital role. However, obsolete approaches, techniques, and biases must be discarded in an effort to usher the nation into this new era, or alternative delivery systems will be developed to meet these challenges. This nation and the state of Kansas must redouble their efforts to keep pace with other industrialized nations as they approach the twenty-first century.

CHART 1.1
NEW OCCUPATIONS FOR THE 1990s

Occupation	Job Demand	Salaries	
		Starting	Mid-range
COMPUTER			
Office-Business-Commerce			
computer-terminal information processor	270,000	\$20,000	\$30,000
computer-terminal distributive information processor	140,000	20,000	35,000
Technical-Industrial			
computer-assisted design (CAD) terminal product engineer	450,000	14,500	27,000
computer drafting technician	300,000	18,000	30,000
computer modeling and simulation technician	300,000	25,000	40,000
computer-assisted graphics terminal input artist	150,000	18,000	25,000
computer graphics technician	150,000	20,000	35,000
CAD terminal parts cataloger	125,000	11,000	17,500
computer-assisted manufacturing technician	120,000	30,000	40,000
TECHNOLOGICAL			
geriatric social technician	610,000	15,000	22,000
housing rehabilitation technician	500,000	14,000	24,000
emergency medical technician	400,000	16,000	26,000
industrial robot production technician	400,000	15,000	24,000
industrial laser process technician	360,000	15,000	25,000
energy conservation technician	310,000	13,000	26,000
hazardous-waste management technician	300,000	15,000	28,000
battery technicians (fuel cells)	250,000	12,000	18,000
materials utilization technician	210,000	15,000	24,000
genetic engineering technician	200,000	10,000	29,000
holographic inspection specialist	160,000	20,000	28,000
bionic-electronic technician	120,000	21,000	32,000

Source: Cetron and Helms, 1983

CHART 1.2
PROJECTED KANSAS OCCUPATIONAL EMPLOYMENT
GROWTH RATE
1982 to 1985



Source: Rice, Myzer and McAtee, May, 1983

CHAPTER II

UNIQUE NEEDS OF THE VARIOUS POPULATION GROUPS THAT MUST BE SERVED BY KANSAS EDUCATION BETWEEN NOW AND THE YEAR 2000

The population of the United States is growing at a rate of approximately 1 percent per year. This means that the 228 million people in 1983 will become 242 million by the year 1990 and should exceed 270 million by the turn of the century.

By 1990, United States population will grow. The population of Kansas will remain the same.

Kansas currently has a population of slightly less than 2.4 million people and is projected to have about the same number, 2.4 million, by the year 2000. This figure reflects little or no growth for the population of Kansas over the next seventeen years.

The current populations and population needs of various subgroups in both the United States and Kansas need to be examined in order to project the unique education and training requirements for these groups to the year 2000.

The United States 1983-2000

While the population of the United States is growing at a modest rate, the changes that are taking place within the population as a whole are anything but modest. Phenomena, such as the "baby boom" after World War II and the current "differential fertility rate," are causing massive strains in various sectors of American society.

The "baby boom" that occurred between 1946 and 1964 created a population subgroup that has been likened to a "mouse in a snake" (Hodgkinson, 1983). This particular population segment of the 35 to 44 age group will increase over 42 percent during the 1980's. This group moving through the various stages of life has strained the institutions and organizations which provide them goods and services. This stressful phenomenon can be expected to continue in the near future as this population group grows older.

The birthrate following the "baby boom" declined sharply for the Caucasian population; but the birthrate for minorities remains stable, resulting in an increased percentage of births coming from minorities. The relevance of this increase reveals itself more clearly when it is recognized that between 20 and 25 percent of America's population will consist of minorities by 1990. Even more pertinent to the postsecondary education sector is the fact that over 30 percent of the youth (17 and under) will be black, Hispanic, or another minority.

Nationwide, minority population subgroups will increase.

This growing minority population is more evident in such states such as California, Texas, and Florida. Over 45 percent of the statewide birth cohorts in Texas and California are currently minorities. The ramifications this data will have on educational institutions will become more apparent as these children move through life. Some recent studies have even projected that California will become a "minority majority" by the year 2000.

This increase in percentages of minorities takes on added meaning when looking at the overall makeup of the workforce. The "baby boom" group is currently affecting the labor force with over 90 percent of the workforce in 1990 already working. As these workers retire or leave the workforce, they will be replaced with new younger workers -- over half of which will be minorities. This simply means that when the current older members of the workforce retire, they will be dependent upon the new younger minority workers to support the Social Security System.

Kansas 1983-2000

The total population of Kansas is projected to remain stable between now and the year 2000 and even beyond. This projection, of course, assumes that no major events, such as mass industrialization or out-migration, takes place. An important question is "How will the population subgroups move around and change during the next two decades?" Defining these subgroups and projecting their educational needs will be tremendously important if the education system in Kansas is to successfully meet its goal of designing and operating programs and services to meet their needs.

Kansas age group, 19-37, is the "baby boom" group still being educated.

Kansas, like the nation as a whole, is affected by the "baby boom." This population segment is identified as the age 19-37 subgroup (See Chart 2.1). It represents over one third of the state's total population. The strains placed on the system for fiscal, social, educational, and other kinds of services will most certainly continue as this group moves through life. If Kansans experience the longer life span and expanded work life that is predicted, the demands that this group particularly place on the educational system will be dramatic. The median age of a community college student in Kansas is already over 30 years.

The percent of minorities represented in the Kansas population is substantially lower than the nation as a whole. Slightly over 8 percent of the total population of Kansas is minority. This figure rises to 13.2 percent, however, when considering only the youth group (17 and under). This reflection of the nationwide increase in minority youth is much more evident at the national level. The fact that over 13 percent of Kansas' future educational clients will be minorities should give a message to the education system that this group's needs must be considered in educational planning.

The subgroup of the population that constitutes the workforce in Kansas is older than that group nationally. The percentage of the workforce made up of women is still slightly lower than the nation, but has shown a marked increase over the last decade.

The entire workforce in Kansas by 1987 is expected to increase by only 5.6 percent, with a 1.3 percent increase in the overall working age population. The fact that the numbers of high school *graduates* in Kansas are projected to decline through the 1990's tends to support this prediction.

Conclusion

As the nation and Kansas move toward the twenty-first century and into what has been called the "Information Age" (Reich, 1983), the education system must respond to the unique needs of the Kansas population. These needs will mirror the needs of the various subgroups within the population and will change as the groups go through life. Many of these changes will be dramatic and will not allow education policymakers the luxury of merely doing more of what they did "yesterday." The statement, "You can never plan the future by the past," (Edmund Burke, 1791) has never been more true or appropriate.

The following conclusions and observations can be made regarding the Kansas population subgroups and their future needs.

- The overall population in Kansas has a larger percentage of older people, which will continue through the year 2000.
- Educational programs and services will need to be designed to serve this subgroup up to, through, and after retirement.

- More women are being employed and in higher level jobs. This increased employment will continue to the point where the state percentages are consistent with those at the national level. More women are returning to school for retraining and will continue to do so.
- While the overall percentage of minorities in the Kansas population is significantly lower than that nationally, the percentages of minorities within the youth group are increasing. The educational system will need to serve this group's needs before the year 2000.

The Kansas education system is faced with a truly challenging task. It must continue to serve the state's youth whose unique educational needs change at an ever quickening pace. It must also develop and implement the programs and services needed to meet the currently undefined needs of the state's other population subgroups.

CHART 2.1

Kansas Population Distribution by Male and Female

Universe Persons	Male	Percent	Female	Percent
Population by Age/Sex	1,156,941	100.0	1,206,738	100.0
0-4 Years	92,984	8.0	87,893	7.3
5-13 Years	157,864	13.6	150,238	12.4
14-15 Years	38,890	3.4	36,709	3.0
16 Years and Over	867,203	75.0	931,898	77.2
16-17 Years	42,913	3.7	41,544	3.4
18-19 Years	48,310	4.2	45,631	3.8
20-21 Years	49,735	4.3	46,376	3.8
22-24 Years	70,160	6.1	66,517	5.5
25-34 Years	190,044	16.4	184,574	15.3
35-44 Years	123,643	10.7	125,997	10.4
45-54 Years	112,874	9.8	118,555	9.8
55-64 Years	107,273	9.3	118,692	9.8
65-74 Years	75,568	6.5	97,843	8.1
75 Years and Over	46,683	4.0	86,169	7.1
Median Age in Years	28.8		31.7	

(U.S. Bureau of the Census, 1980)

Kansas Population by Race, Including Hispanics

	Number	Percent
	Population by Race, including Hispanics	2,363,679
White	2,168,221	91.7
Black	126,127	5.3
Native American	15,373	0.7
American Indian	15,256	0.6
Eskimo	81	—
Aleut	36	—
Asian and Pacific Islander	15,078	0.6
Japanese	1,585	—
Chinese	2,425	0.1
Filipino	1,662	—
Korean	2,627	0.1
Asian Indian	2,357	—
Vietnamese	3,690	0.2
Hawaiian	378	—
Guamanian	264	—
Samoan	90	—
Remaining Races	38,880	1.6

CHAPTER III

SOME FACTORS AFFECTING CURRICULUM AND INSTRUCTION IN KANSAS AREA VOCATIONAL SCHOOLS AND COMMUNITY COLLEGES BETWEEN NOW AND THE YEAR 2000

Economic Impact on Curriculum and Instruction

Educational leadership in curriculum change is essential.

Individual and institutional perceptions of the future are being revised as a result of the transition from an agricultural/industrial based economy to an information based economy. These changes even now are having a significant impact on curriculum and instruction in Kansas elementary, secondary schools, area vocational schools and community colleges. The management of the future, therefore, requires curricular and instructional programs responsive and sensitive to changes in individual as well as job market needs. Kansas educators must lead in providing for curricular change in order to prepare students for the everchanging job market.

Responsibility for Curriculum Change

Impact of national studies.

American public education has in recent months received substantial criticism as to the quality and relevance of school curriculum. Some education reports of national importance addressing that issue in 1983 include:

The National Commission on Excellence in Education's "A Nation at Risk;" Education Commission of the States' "Action for Excellence;" and similar reports prepared by the Twentieth Century Fund Task Force and the College Board. Each of these studies contain certain similar recommendations; i.e., the importance of a basic core curriculum for high school students and setting higher standards throughout all public education.

The content of the ECS's "Action for Excellence" specifically addresses curriculum change. This report holds that the future success of this nation, its national defense, social stability, well-being, and national prosperity is dependent upon improved education and training of individual citizens. "Action for Excellence" suggests that there are two curriculum imperatives:

An upgrading of the definition of basic skills to include skills considerably broader than those we consider basic today.

Mobilization of the educational system to teach these new skills.

The report went on to recommend a "renewed curriculum." Teaching materials must be developed, aimed at attracting, motivating and establishing competency at every level. "A concept of curriculum improvement that focuses on cognitive goals but ignores motivation is destined to fail...." (ECS)

Legislators, State Boards of Education and teachers play major role in curriculum change.

Other important factors to be considered in making curricular changes include (1) subject matter content; (2) form (how content is organized) and (3) the processes of educational decision-making that shape curriculum (Apple, 1983). Of these three factors the processes of educational decision-making may be the most critical at this time. Legislators, policy makers on local and state boards of education and professional educators, must assume the major responsibilities for encouraging and stimulating needed curricular changes as well as providing resources for making area vocational school and community college programs responsive to individual and job market needs.

Learning has become a lifelong process.

Effective learning depends on the skills of qualified and competent teachers. Teachers should be the acknowledged leaders in determining subject matter content and organization. The capacity of institutions to be responsive to the needs of a changing economy depend to a considerable degree on the ability and willingness of professional staff members to identify problems and initiate needed curriculum changes.

Curriculum Based on Lifelong Learning

Some theories of learning that were characteristic of instruction in schools during the dominant periods of the agricultural and industrial economy were based on the assumption that learning is preparation for life and that there comes a time in life to stop learning and start living (Barnes, 1972).

With the recent acceleration of the flow of information to students and potential students by both the printed and electronic media, it would appear that assumption about learning is obsolete. If by 1990, the important job skills include such skills as critical thinking and problem solving, a rethinking of earlier learning theories is in order (Hodgkinson, 1983). Some newer theories of learning are based on a vastly different set of assumptions that include the notion that learning is life and life is learning, that learning takes place continuously at various places and that people want to learn (Barnes, 1972).

As newer assumptions about learning become more institutionalized in Kansas area vocational schools and community colleges, their curricula will tend to: (Barnes, 1972).

1. Undergo continuous changes.
2. Be based on the premise that learning is continuous and lifelong.
3. Encourage learners to participate in education decisions which affect them.
4. Be sensitive to the uniqueness of each individual and his needs.
5. Emphasize learning by technology.

Some Occupational Factors Affecting Postsecondary Curriculum Planning

There is a growing number of workers in service related occupations.

In 1900, 35 percent of the American workforce were involved in making "things," e.g., industrial occupations, and 65 percent in agricultural production. In 1950, 65 percent were involved in industrial occupations. In 1983, only 27 percent of the workforce are involved in making "things," or industrial occupations. About 60 percent of the total American workforce are now involved in the production of information and services as well as goods (Annison, 1983). The trend is for more of the workforce to be involved in information and service related occupations. Such trends have enormous implications for school curriculum at all levels of education.

In recent years there has been an increase in the number of men and women high school graduates who are employed in service related work occupations and a decrease in other major occupation groups (Digest of Education Statistics, 1982). See Chart 3.1. In Kansas, 1980 estimates and 1985 projections of the occupational distribution of the Kansas workforce reported some increases in clerical and operative occupations and significant decreases in the number of agricultural jobs (Kansas Occupational Employment, 1980). See Chart 3.2.

The 1980 estimate of industrial distribution of Kansas employment however, projects increases in manufacturing and service related employment (Kansas Industrial Distribution, 1980). See Chart 3.3.

Student Preferences Effect on Curriculum

Provision must be made for a curriculum that motivates young people (1) to complete high school and (2) to prepare for meaningful occupations which will exist in the future. Studies (KSDE, 1979) reveal that of all the students entering first

grade in Kansas in 1966-67, 74 percent graduated from high school, 38 percent entered a community or four-year college, and 14 percent graduated from college. See Chart 3.4.

High school curricular choices are crucial.

Most of these students, whether or not they graduated from high school, probably chose one or more of the following programs during their high school experience (Department of Education Statistics, 1982).

- Academic - normally prepares a student for college.
- General - is neither primarily academic nor vocational in orientation.
- Vocational - prepares a student for immediate employment after high school graduation.

A crucial decision that must be made by the high school student is the selection of a program to follow. A national study of curricular program choices by high school seniors in 1980 found that:

- 35.3% of midwest seniors (including Kansas) had chosen academic programs.
- 40.4% had chosen general education programs.
- 24.3% had chosen vocational education programs.

Curricular programs for postsecondary schools must be designed in content and form to attract secondary school graduates, meet their needs, address the needs of the state's economy and Kansas society as a whole.

Secondary Dropouts' Effect on Curriculum

Appropriate curriculum and instruction can reduce the number of dropouts.

A curriculum that fails to motivate students encourages student dropouts. "Dropouts" in an information based economy represent the loss of a potential producer of goods and services, as well as the personal loss that ultimately is borne by the dropout.

Dropout statistics are one of the important indicators of how well curriculum is matched to individual student needs, particularly at the secondary school level. Theoretically, if curriculum content and instructional methods are designed to perfectly fit the individual needs of the learner, there are no dropouts. In practice, this rarely occurs. Personal and societal factors outside the purview of the immediate school setting can affect student motivation to attend or complete school. Secondary and postsecondary curriculum planners must continually search for ways to "tailor" curriculum content and instructional methods so that it is usable to the student now and relevant to his/her future.

Vocational counseling is important

Studies conducted with population groups nationwide indicate that there were important differences in the dropout rates among individuals in major occupation groups. Male blue collar workers and female service workers were found to have a higher incidence of dropping out of school than other occupation groups (Digest of Education Statistics, 1982). See Chart 3.1. It is likely that an inadequate curricula and/or inadequate counseling programs are in part responsible for some of the high incidence of dropouts. School counselors can play an important role in advising students about course and career choices. A 1982-1983 study involving 1,898 Kansas high school juniors identified as their primary need, "to know more about job opportunities in my career interest areas." Kansas counselors and counselor educators must meet the need for improved vocational guidance and counseling services in both secondary and postsecondary institutions (Unpublished KSDE Dropout Reports, 1983). See Chart 3.5.

VOCATIONAL EDUCATION

Vocational education is offered in a variety of settings.

A major share of job training in the United States is provided by employers in what has been called the "shadow educational system." It is estimated that nationwide 68 percent of job related courses are provided on the job site and 32 percent at educational institutions (*Education Daily*, 6/23/83). Included in that 32 percent are over 10,000 institutions in the United States that offer vocational education. These institutions include general high schools, comprehensive high schools, vocational high schools, area vocational centers-secondary, area vocational schools-postsecondary, community colleges, technical institutions, specialized postsecondary schools, four-year institutions offering two-year programs and skill centers (*Phi Delta Kappan*, January, 1983).

In 1979, there were 383 secondary and postsecondary institutions in Kansas that offered vocational education programs. They were: (Condition of Education, 1983).

● Public secondary schools	246
● Public area vocational schools	14
● Private secondary schools	5
● Public noncollegiate postsecondary institutions	14
● Private noncollegiate postsecondary institutions	65
● Two-year institutions in higher education	24
● Four-year institutions in higher education	15

General vocational education provides information for career choices.

Vocational education programs can generally be classified in two broad categories: general vocational education and specific occupational programs (*Phi Delta Kappan*, January, 1983).

General vocational education is designed to provide a basis for career choices and to develop prerequisite skills necessary for success in a selected occupational *area*. The five kinds of general vocational education programs are:

- Consumer homemaking
- Prevocational
- Prevocational basic skill programs
- Related instruction (science, mathematics, communications)
- Employability skills (on-the-job training)

Specific occupational programs focus on skills acquisition.

"Occupational specific programs" focus primarily on content skills necessary for employment in a specific *job*. The occupational specific vocational programs are:

- Occupational *cluster* programs (agribusiness, trades, office work, etc.)
- Occupational *specific* programs (preparation for specific jobs such as computer programming)
- Job specific programs (lathe operator)
- Employer specific program preparation (e.g., to meet the needs of a particular employer such as a beef packing plant).

In 1982 in Kansas, 52,000 high school students, 23,000 postsecondary students and 29,000 adults participated in vocational education (Unpublished KSDE Report, 1982).

Area vocational schools are an important component in the Kansas vocational education delivery system. The first area vocational schools were established in Beloit, Emporia, Newton, Topeka, Wichita and Coffeyville in 1963. In 1983, there are 14 area vocational schools and vocational-technical schools operating in Kansas.

Kansas area vocational school enrollment indicates increases.

Area vocational school enrollment variations reflect a declining high school population age group but an increasing enrollment of older adults who desire to learn or improve existing skills. Enrollment trends in Kansas in recent years in area vocational schools show a slight increase in full-time equivalent students up to 1981 and substantial increases in 1981-82 in both full-time and part-time students representing both secondary and postsecondary education (Unpublished KSDE Report, 1983). See Chart 3.6.

The relatively large number of youth and adults enrolling in Kansas vocational education courses indicates its importance to students, state, and economy.

The key issues now confronting Kansas vocational educators and vocational education policy makers are the following:

1. "Is the range of curricular offerings in area vocational schools broad enough to meet individual and job market demands?"
2. "Are there sufficient funds for expanding and modernizing the area vocational school curricular programs?"

UNIVERSITY/COMMUNITY COLLEGE/AREA VOCATIONAL SCHOOL COORDINATION

All four-year universities in the state, with the exception of Kansas University, provide a number of associate degree programs for the students they serve. Most of the two-year degree programs in those institutions are in the business education area and are generally utilized for students who initially enrolled in a four-year degree program and later changed plans to include termination after two years in the program.

Any statewide planning for the delivery of training programs in consort with the labor market must include the "supply" of trained workers being provided through the university system. Since the majority of the two-year programs found in a university are in the business education area and all labor market projections indicate an increasing need for persons prepared for the information age, it appears that minimal amount of duplication occurs between the two types of postsecondary institutions. In isolated cases, a certificate of completion type program may be provided by a four-year university as is the case with the Vocational-Technical Institute at Pittsburg State University. Close coordination of vocational education among all levels of education in Kansas is essential for efficiency of operation and cost effectiveness.

COMMUNITY COLLEGE EDUCATION

The junior college movement can be characterized as one of growth in numbers of students and institutions.

The first junior college founded in 1902 in Illinois, had as its purposes to provide an institution of higher education that would be closer to the homes of students, operate at lower costs and provide various kinds of postsecondary services to students who could not attend four-year colleges and universities. These original purposes have expanded significantly in recent years nationwide and in Kansas (Cohen and Brawer, 1982).

In 1980, there were 1,289 two-year junior or community colleges or 11.7 percent of the total number of postsecondary institutions in the United States. Of these postsecondary institutions, 949 (39.4%) were public two-year junior and community colleges, and 340 (4.0%) were private two-year junior and community colleges (Condition of Education, 1982).

In Kansas, the first junior colleges were established in 1919 in Holton, Marysville, Garden City and Fort Scott (Walbourn, 1983). In 1983, there are 19 public community colleges and three private two-year institutions in Kansas.

Kansas community colleges provide a variety of programs and services to the community.

Kansas community colleges like the area vocational schools have been responsive to the needs and desires of the state and local communities they serve. Occupational courses, short courses, seminars and other program services have supplemented the original junior college purposes. Current functions of the community colleges in Kansas include: (Walbourn, 1983)

1. College transfer and general education.
2. Occupational, vocational and technical education.
3. Adult and continuing education.
4. Community services.
5. Student personnel services.
6. Developmental education programs of a compensatory nature.
7. Student development activities.

Approximately 100 vocational or occupational/technical courses and programs are included in the Kansas community colleges' curricula.

The variety of curricular offerings and services and responsiveness to community need have resulted in a substantial and generally growing enrollment in Kansas community colleges. For example, in Kansas in the 1982 fall semester, of the 82,330 students enrolled in public certificate/degree granting institutions on the freshman-sophomore level, 50,108 (60.9%) were enrolled in area vocational school postsecondary programs or a community college. The enrollments at area vocational schools and community colleges represented 36.5 percent of all students enrolled in all public certificate/degree granting institutions in Kansas in the fall of 1982.

Status of Curriculum in Existing Postsecondary Institutions

Kansas community colleges and area vocational schools have been responsive to the needs and desires of the local communities they serve. This responsiveness to local needs has in many cases promoted unnecessary program duplication resulting in insufficient utilization of resources. Curriculum and program development, if it is to achieve a maximum level of effectiveness, need to be developed and coordinated on a scale broader than a single community.

Conclusions

- Curriculum in Kansas postsecondary education institutions must reflect the rapidly changing economy and society.
- Curriculum must above all be *responsive* to the needs of Kansas citizens of all ages, and *flexible* enough to meet the demands of the job market.
- Legislators and other policy makers must take into consideration many factors that affect curriculum, student dropouts and student performance.
- Most efficient and effective curriculum development for statewide postsecondary education takes place on a broad centralized level.
- Success of curriculum development activities will be measured by students' job placement and success, and industrial accomplishments in Kansas.

CHART 3.1

MAJOR OCCUPATION GROUPS OF EMPLOYED HIGH SCHOOL GRADUATES NOT ENROLLED IN COLLEGE, BY YEAR OF HIGH SCHOOL GRADUATION, AND OF SCHOOL DROPOUTS, BY YEAR LAST ATTENDED SCHOOL, BY SEX: UNITED STATES, OCTOBER 1980

(Percentage distribution of persons 16 to 24 years of age)

Major occupations group and sex	Graduates of—		Dropouts last attended school in		
	1979 or 1980				
	1979 ¹	1980 ²	Total	1979 ¹	1980 ²
1	2	3	4	5	6
Men					
Total: Number (in thousands)	612	580	307	194	113
Percent	100.0	100.0	100.0	100.0	100.0
White collar workers	20.2	13.4	10.3	10.8	9.3
Professional, technical and kindred workers	3.0	2.0	1.7	1.7	1.7
Managers and administrators, except farm	4.4	2.0	.9	1.4	---
Sales workers	4.8	3.0	3.0	2.6	3.6
Clerical workers	8.0	6.5	4.7	5.1	4.0
Blue collar workers	66.3	59.1	69.0	71.1	65.3
Craft and kindred workers	22.6	15.9	18.0	18.7	16.8
Operatives except transport	18.1	13.8	28.5	30.8	24.5
Transport equipment operatives	5.7	3.9	2.9	3.1	2.6
Laborers, except farm and mine	19.9	25.6	19.6	18.5	21.5
Service workers	7.3	20.7	13.8	11.6	17.7
Farm workers	6.2	6.8	6.9	6.4	7.7
Women					
Total: Number (in thousands)	640	498	172	113	59
Percent	100.0	100.0	100.0	100.0	100.0
White collar workers	61.4	54.0	30.8	25.0	(3)
Professional, technical, and kindred workers	3.4	1.1	1.8	1.5	(3)
Managers and administrators, except farm	2.9	3.2	2.8	1.0	(3)
Sales workers	8.4	9.8	7.0	3.3	(3)
Clerical workers	46.6	39.8	19.3	19.3	(3)
Blue collar workers	17.2	14.1	17.6	23.9	(3)
Craft and kindred workers	2.4	1.8	1.4	1.8	(3)
Operatives except transport	13.2	8.9	12.7	19.1	(3)
Transport equipment operatives1	.4	.6	---	(3)
Laborers, except farm and mine	1.6	3.0	2.9	3.0	(3)
Service workers	20.0	31.1	49.6	50.7	(3)
Farm workers	1.4	.7	2.0	.4	(3)

1 Individuals who graduated or dropped out between January 1, 1979 and December 31, 1979.

2 Individuals who graduated or dropped out between January 1, 1980 and October 18, 1980.

3 Percent not shown where base is less than 75,000.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, Special Labor Force Studies, unpublished data.

Digest of Education Statistics, 1982, National Center for Education Statistics, U.S. Department of Education, Washington, D.C.

Occupational Distribution of Kansas Employment*

22

CHART 3.2

**Managers, Officials,
and Proprietors**
11.1% (11.0%)

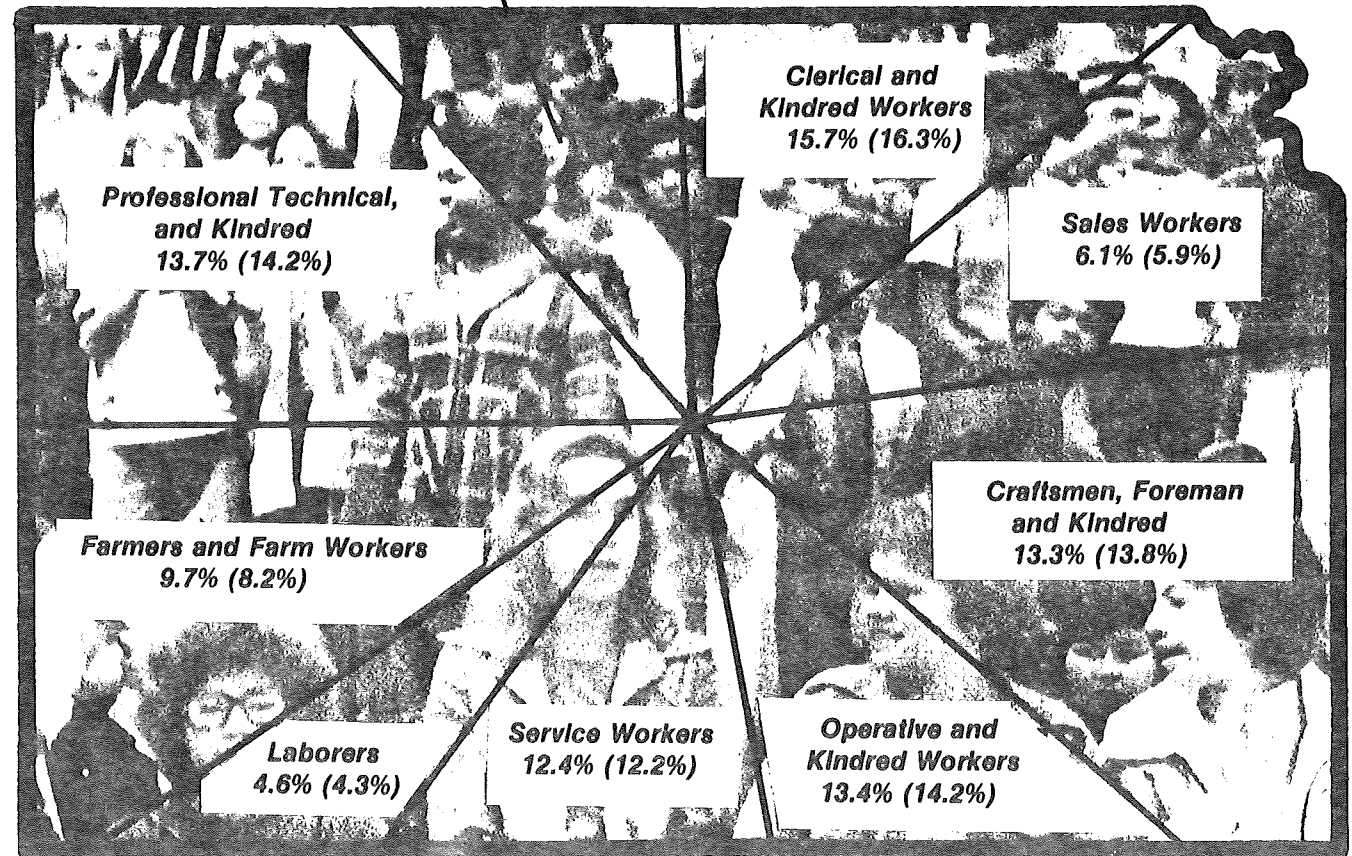


CHART 3.2

* 1970 Census of Population. Source: ANNUAL PLANNING INFORMATION REPORT, Kansas Department of Human Resources, May, 1980.

Figures in () are 1985 projections. Source: ANNUAL PLANNING INFORMATION REPORT, and KANSAS EMPLOYMENT OUTLOOK 1985, Kansas Department of Human Resources, May, 1980.

Industrial Distribution of Kansas Employment*

CHART 3.3

Transportation, Communications and Public Utilities
7.1% (7.9%)

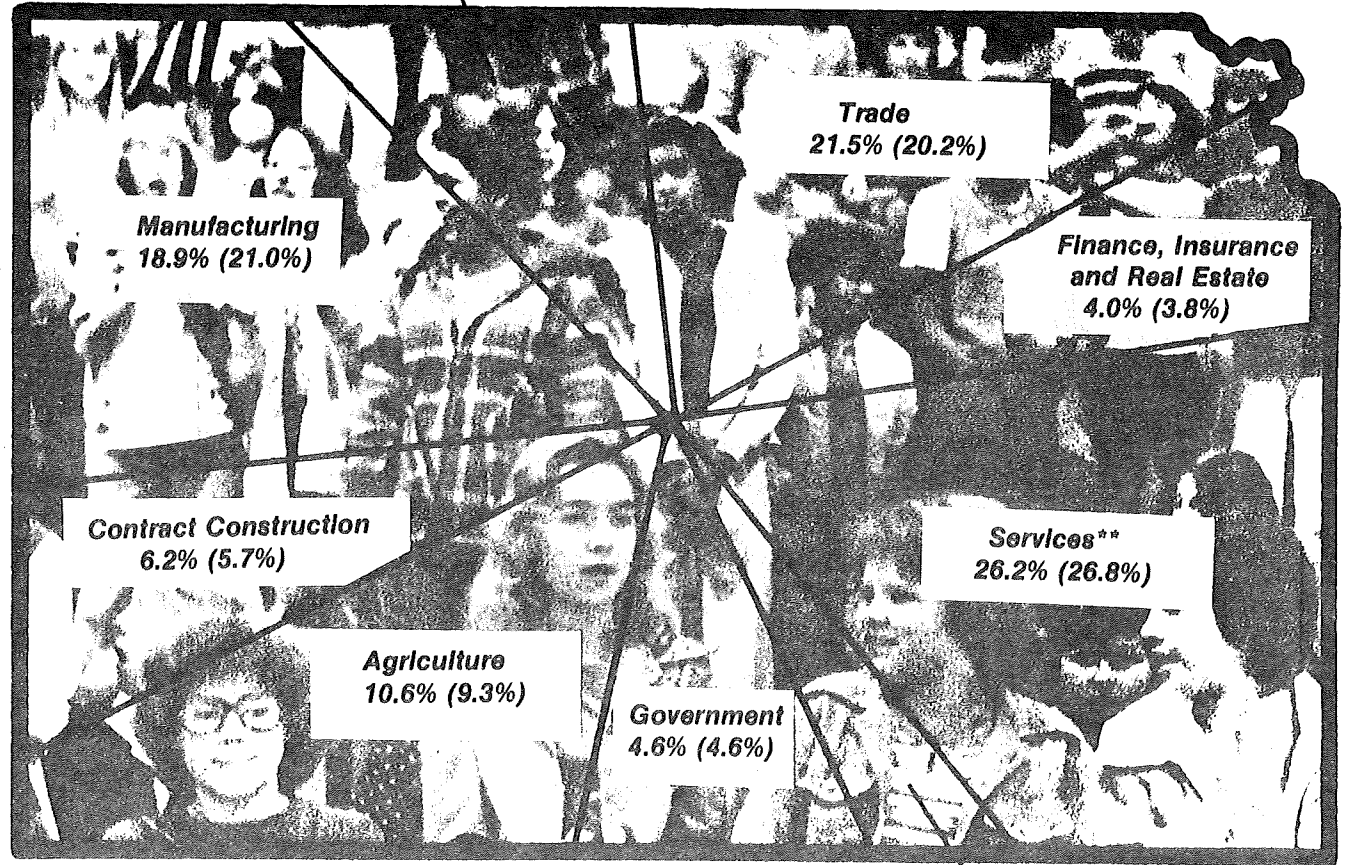


CHART 3.3

* Figures are based on 1970 census.

Figures in () are 1985 projections. Source: ANNUAL PLANNING INFORMATION REPORT and KANSAS EMPLOYMENT OUTLOOK 1985, Kansas Department of Human Resources, May 1980.

** Services Industries — Includes establishments primarily engaged in rendering a wide variety of services to individuals and business establishments. i.e. hotel and other lodgings, repair services, medical and other professional services.

CHART 3.4

KANSAS EDUCATIONAL PROGRAM

ENTERING FIRST
GRADE 1966-67

100

ENTERING NINTH
GRADE 1975-76

94

GRADUATE FROM
HIGH SCHOOL 1979

74

ENTER COMMUNITY OR
4-YEAR COLLEGE

38

GRADUATE
FROM COLLEGE*

14



24

Published (1980) by:
Vocational Education Administration
State Department of Education

Source:
State Department of Education
School Year 1979

* This figure based on 35% of the starting freshmen finishing a 4-year degree program.

This figure does not account for students transferring to other institutions or dropping out for family or military reasons returning, after a period of time, to complete a degree program.

CHART 3.

CHART 3.5

**KANSAS SCHOOL DROPOUTS
STATEWIDE DROPOUT RATES**

<u>Year</u>	<u>Dropouts</u>	<u>Enrollment</u>	<u>Percentage</u>
1976-77	8,434	458,330	1.8
1977-78	8,909	446,592	2.0
1978-79	7,291	433,547	1.7
1979-80	6,850	422,924	1.6
1980-81	6,359	415,291	1.5
1981-82	5,694	409,909	1.4
1982-83		407,074	

**PUBLIC SCHOOL DROPOUTS
BY SELECTED KANSAS COUNTIES**

<u>County</u>	<u>1980-81 Dropouts</u>	<u>Percent of Total 1980-81</u>	<u>1981-82 Dropouts</u>	<u>Percent of Total 1981-82</u>
Johnson	644		405	
Sedgwick	530		645	
Shawnee	615		615	
Wyandotte	<u>1,003</u>		<u>657</u>	
Subtotal	2,792	44%	2,322	41%
Other Kansas Counties	<u>3,567</u>	<u>56%</u>	<u>3,372</u>	<u>59%</u>
	6,359	100%	5,694	100%

CHART 3.6

KANSAS AREA VOCATIONAL SCHOOL ENROLLMENT

<u>Year</u>	<u>FTE*</u>	<u>Total Enrollment</u>	<u>Percent Secondary Students</u>
1978-1979	6,068	20,617	54%
1979-1980	6,129	17,688	59%
1980-1981	6,629	17,648	56%
1981-1982	6,358	21,295	50%

* FTE - Full-Time Equivalent Students

KANSAS COMMUNITY COLLEGE ENROLLMENT

<u>ACADEMIC</u>		
<u>Year</u>	<u>FTE*</u>	<u>Total Enrollment</u>
1979	14,312	29,651
1980	14,103	30,316
1981	14,798	31,269
<u>OCCUPATIONAL</u>		
1979	4,896	8,077
1980	5,813	9,090
1981	5,140	9,402

* FTE - Full-Time Equivalent Students

CHAPTER IV

ORGANIZATION AND GOVERNANCE OF KANSAS AREA VOCATIONAL SCHOOLS AND COMMUNITY COLLEGES

Some Principles of Organization and Governance

American system of public education.

American education can be described as a system that is ruled by many within the framework of the Federal and State Constitutions. The rule of *many* implies that governing power or authority is delegated by the group to a few who exercise this power on behalf of the *many* with their consent and in accordance with their wishes.

Educational governance focuses on who should have how much of what kinds of authority in and over schools. It involves determining how schools are controlled and in what manner those who control schools are responsible to the many.

Purposes of Organization and Governance

Authority and power to control are created and delegated for the purpose of accomplishing specific goals. In Kansas postsecondary education, organization and governance should be developed to accomplish the following goals:

Access, efficiency, equity, quality and flexibility.

1. Providing for maximum access to programs (McCain, 1983).
2. Maximum efficiency of operations related to and based on assumption of financial equity.
3. Maintenance of high quality education.
4. Maintenance of an increasing institutional flexibility and capacity to respond efficiently to changes in a volatile job market.

Responsibilities of boards of education.

Elected boards of education, selected from the general public, hold major responsibility for governing public education. The major governance principles relating to education institutions and systems that operate under traditional democratic concepts are as follows:

1. Public schools are units of local government that are required to meet the needs of the people who in turn assume the cost of providing these public schools (Morphet, 1959).
2. The people of a state, through their representatives, are responsible for developing and establishing a plan for organizing and governing their schools (Morphet, 1959).
3. Public schools should incorporate in their operation those principles of representative government that are a tradition in American history to include local governing boards, citizen advisory boards, and various forms of student government (Campbell, 1971).
4. Schools exist to provide quality educational opportunities for all learners.
5. School programs should constantly be revised to meet the needs of the individual learner, the state and nation.

An education governing board serves another important function. It serves as a product review body that assigns tasks and evaluates their accomplishment. This concept implies accountability and responsiveness to the will of the people through an elected governing board. It implies accounting for governmental actions to the various "publics" and "constituents" (Drucker, 1974).

Kansas has a variety of education governing boards.

KANSAS EDUCATION GOVERNANCE

In 1983 there were 305 unified school districts, 14 area vocational-technical schools, and 19 community colleges in Kansas with three distinct types of governance. Unified school districts have local taxing authority in a specified area and are under the authority of a local board of education. Community colleges have district-wide taxing authority and are under the authority of a local board of trustees. Vocational and vocational-technical schools are governed in one of the following ways: (1) by a unified school district board, or (2) a separate area board of control, or (3) by a community college board of trustees. These area schools depend on these different boards to obtain revenues for operation.

Interlocal consortiums are volunteer associations of two or more districts that provide services for students in two or more districts. These "interlocals" are governed by a Board of Directors.

SOME REASONS FOR PROPOSING A NEW ORGANIZATION STRUCTURE FOR AREA VOCATIONAL SCHOOLS AND COMMUNITY COLLEGES IN KANSAS

Why reorganize?

Some form of reorganization of the relatively autonomous area vocational schools and community colleges in Kansas into a state system seems to be desirable at this time for the following reasons:

1. *Improve Program Access*

Access by students to a full range of programs in Kansas area vocational schools and community colleges is a desirable goal. Such access is not now available. There are two major barriers to accessibility. (1) Uneven geographic arrangement of some area vocational schools and community colleges that serve senior high schools. The sparsity of area vocational schools and satellite education centers in the western part of the state tends to diminish access for secondary school students.

(2) Unevenness of resources available to area vocational schools and community colleges can create differences in program quality. Such inequities can constitute a barrier to equal access of quality education (Phase I, 1983, Page 14).

2. *Encourage Financial Equity*

The present arrangement of area vocational schools and community colleges in Kansas does not encourage a statewide sharing of resources to fairly meet the fiscal needs of some area vocational schools and community colleges. The present system of fiscal support makes uneven use of the ability to tax property. For example, only 18 of 105 counties utilize property tax revenues to support community colleges located within county boundaries. Although other counties contribute out-of-county tuition which helps to offset operating costs, it does not allay the problem of required capital outlay costs (Phase I).

3. *Improve Quality*

Quality education and access are equally desirable goals. Quality education depends on a competent staff and latest equipment and materials, which must be available in all portions of the state to assure quality education and access. An uneven wealth distribution in the state resulting in uneven education expenditures within the state can affect quality as well as equal opportunity (Phase I).

4. *Response to Technological Change*

Information presented in preceding parts of this study describes the rapid changes taking place in education and commerce. Education must be sensitive to rapid changes in job market demands within the state and nation and quickly design and adapt courses that reflect reasoned responses to meet technological changes. Educational planning in Kansas under present organizational and governance arrangements is somewhat fragmented for rapid response to statewide technological changes (Phase I).

PROPOSED ORGANIZATION OF POSTSECONDARY EDUCATION REGIONS*

The concept of dividing the state into regions for the purpose of meeting postsecondary education needs was adopted early in the deliberations of the Inter Advisory Council Planning Committee of the Master Plan. This decision resulted from the committee's recognition that a collaborative relationship among institutions is inevitable. Many postsecondary institutions in Kansas can no longer go it alone, because of shrinking resources, leveling off of so-called traditional student enrollment, competing agencies for public resources, and increasing accountability requirements.

The new features are regions and regional boards.

To ensure the continued existence of these postsecondary institutions, the committee approved the region model of postsecondary education which requires a cooperative, coordinated approach for providing services. *This model offers minimum change to the governance of the current system of postsecondary education.* The State Board of Education is still the state's chief governing body for elementary, secondary, vocational, and community college education; and local control is still emphasized through the powers provided in K.S.A. Ch. 71, Article 2. All existing institutions remain unchanged in purpose and responsibility until regional organization is effective. The major difference is that the concept of local board of control has been expanded to include the regional board.

This system of postsecondary education regions is designed on the county basis: all of the counties of the state are in some region. The number of regions has not been established; however, the minimum unit of inclusion is a county, with the whole of any county being in one region, and with all counties in a region being contiguous. Each region would have a board which is responsible for administration of those public postsecondary institutions under the jurisdiction of the State Board of Education and their programs within the region.

Will likely result in cost savings.

Although the organization chart shows what appears to be a new administrative structure at the regional level, the costs of implementing the regional management center concept would be more than offset through improved long-range planning particularly in program services and in centralization of some administrative functions. These functions are currently being performed on an individual basis by the nineteen community colleges and fourteen area vocational and vocational-technical schools.

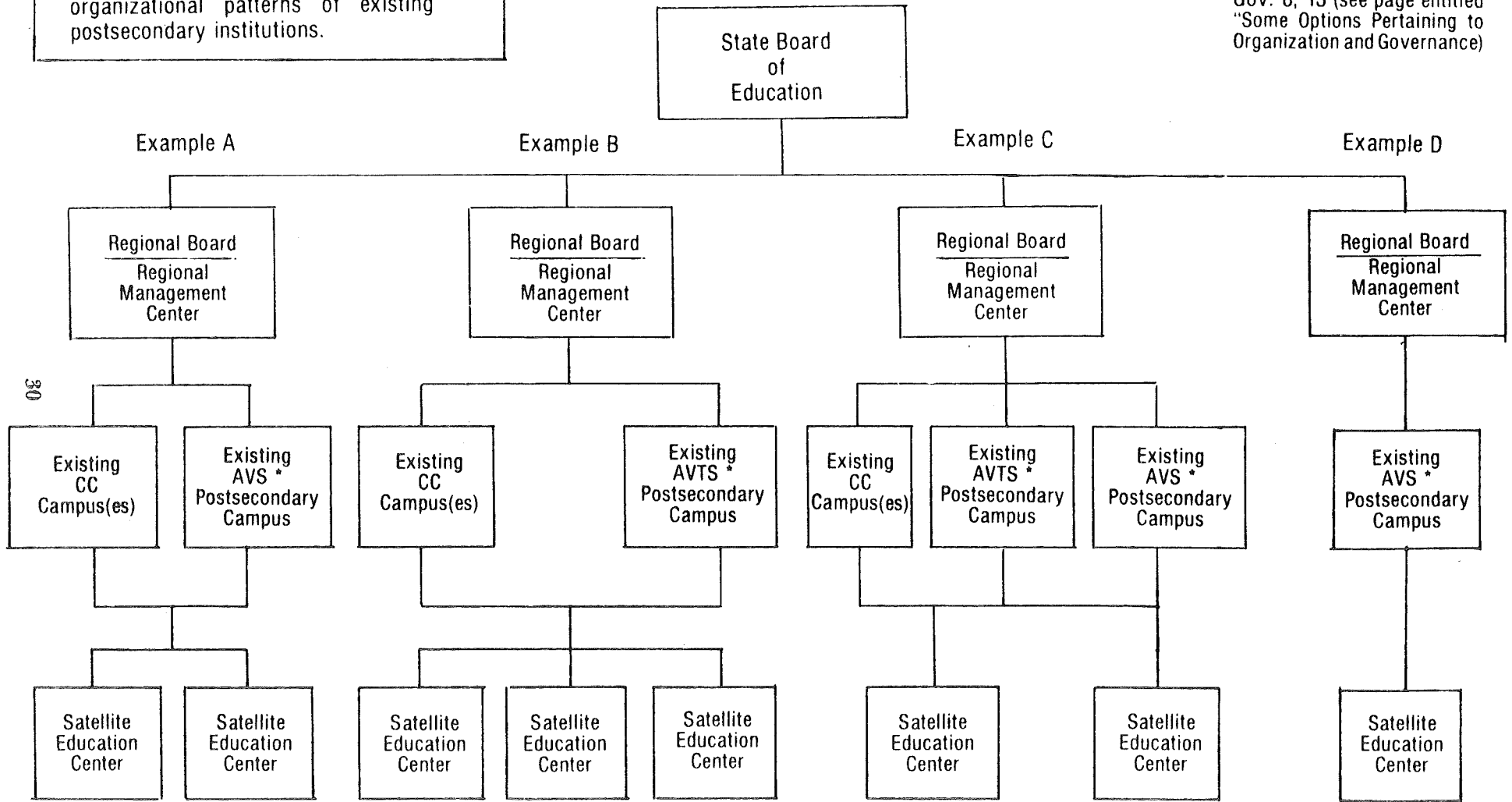
All postsecondary education institutions would continue to exist as they now do with the operation and administration of the individual institutions remaining under the direction of the current chief administrator. One institution per region would be identified by the respective region to house the management center, which would be responsible for coordinating the postsecondary education

* Postsecondary institutions refer to those under the jurisdiction of the State Board of Education.

Organization of Postsecondary Education Regions

The number of regions has not been determined. The four examples provided on this chart are only to depict possible organizational patterns of existing postsecondary institutions.

Org. and Gov. Codes
 Org. 1 or 2 or 3 and 5
 Gov. 8, 13 (see page entitled "Some Options Pertaining to Organization and Governance")



* There are nine area vocational schools currently under control of local boards -- Atchison, Dodge City, Emporia, Kansas City, Liberal, Manhattan, Salina, Topeka, and Wichita -- which offer secondary and postsecondary curricula. The Regional Board would contract services from the AVS in the region.

There are four area vocational-technical schools under a board of control -- Beloit, Coffeyville, Goodland, and Newton -- which offer secondary and postsecondary curricula. The Regional Board would direct the AVTS in the region.

Currently there is one community college - Cowley County Community College - that includes a vocational-technical school.

components of the region. That center would be charged with the responsibility of reducing duplication and overlap, increasing efficiency and effectiveness, and assuring accountability and continuity in the postsecondary educational process for the region.

SOME OPTIONS PERTAINING TO ORGANIZATION AND GOVERNANCE

CAMPUS ORGANIZATION

A. Types of Main Campus Sites

1. Separate campus for each area vocational school and community college. (Current arrangement)
2. Single campus for an area vocational school and a community college in each region.
3. Single campus for a combined area vocational school/community college in each region.

B. Type of Satellite/Attendance Centers

4. Separate centers directly related to each parent area vocational school or community college. (Current arrangement)
5. Combined center(s) serving area vocational schools and community colleges.

GOVERNANCE

A. State Board of Education

(Given Kansas Constitutional provisions. No State Board is not an option.)

6. State Board has broad governing powers.
7. State Board has limited governing powers.

B. Regional Boards

8. Regional Boards have broad governing powers.
9. Regional Boards have limited governing powers.
10. No Regional Boards.

C. Institutional Boards

11. Institutional Boards have broad governing powers.
12. Institutional Boards have limited governing powers.
13. No Institutional Boards.

PROPOSED GOVERNANCE OF POSTSECONDARY EDUCATION REGIONS

State Board of Education

Authority and responsibility.

Governance at the state level for postsecondary education, except those institutions under the jurisdiction of the State Board of Regents, is vested in the State Board of Education. The administrative arm of the State Board of Education is the Kansas State Department of Education. The KSDE is responsible for recommending rules, regulations, and guidelines for the administration of postsecondary regions to the State Board. It is further responsible for collecting and analyzing postsecondary data for use by the State Board, the legislature, and the Legislative Education Planning Commission in their deliberations on postsecondary education.

Regional Board

Membership

Each region shall be governed by a board which shall be elected. Each region should have authority to determine how members are elected.

Powers

Authority and responsibility.

The regional board should have overall governance and management powers for all public postsecondary education under the jurisdiction of the State Board of Education in the region. Powers should include at least the following: (These are presented as basically written in K.S.A. Ch. 71, Article 2, which will have to be amended to incorporate the concept of regional boards.)

- (1) To select its own chairperson and such other officers as it may deem desirable, from among its own membership. The secretary may be chief administrative officer of the college.
- (2) To sue and be sued.
- (3) To determine the educational program of the college subject to prior approval thereof as provided in this act and to grant certificates of completion of courses or curriculum.
- (4) To appoint and fix the compensation and term of office of a president or chief administrative officer of the college.
- (5) To appoint upon nomination of the president or the chief administrative officer members of the administrative and teaching staffs, to fix and determine within state adopted standards their specifications, define their duties, and to fix their compensation and terms of employment. No community college teacher shall be required to meet certification requirements greater than those required in the universities supervised by the State Board of Regents.
- (6) Upon recommendation of the chief administrative officer, to appoint or employ such other officers of the college, agents and employees as may be required to carry out the provisions of this act and to fix and determine within state adopted standards their qualifications, duties, compensation, terms of office or employment and all other items and conditions of employment.
- (7) To enter into contracts.
- (8) To accept from any government or governmental agency, or from any other public or private body, or from any other source, grants or contributions of money or property which the board may use for or in aid of any of its purposes.
- (9) To acquire by gift, purchase, condemnation or otherwise, own, lease, use and operate property, whether real, personal, or mixed, or any interest therein, which is necessary or desirable for the community college purposes. The term of any lease entered into under authority of this subsection may be for not to exceed (10) years. Such lease may provide for annual or other payment of rent or rental fees and may obligate the community college to payment of maintenance or other expenses. Any lease agreement entered into under authority of this subsection shall be subject to change or termination at any time by the legislature. Any assignment of rights in any lease made under this act shall contain a citation of this section and a recitation that the lease agreement and assignment thereof are subject to change or termination by the legislature. The provisions of the cash basis and budget laws shall not apply to any lease made under authority of this subsection in such a manner as to prevent the intention of this act from being made effective.
- (10) To determine that any property owned by the college is no longer necessary for college purposes and to dispose of the same in such manner and upon such terms and conditions as provided by law.
- (11) To exercise the right of eminent domain, pursuant to chapter 26 of the Kansas Statutes Annotated.

- (12) To make and promulgate such rules and regulations, not inconsistent with the provisions of this act or with rules and regulations of the State Board of Education, that are necessary and proper for the administration and operation of the college, and for the conduct of the business of the board.
- (13) To exercise all other powers not inconsistent with the provisions of this act or with the rules and regulations of the State Board of Education which may be reasonably necessary or incidental to the establishment, maintenance and operation of a community college.
- (14) To appoint a member to fill any vacancy on the board of trustees for the balance of the unexpired term. When a vacancy occurs, the board shall publish a notice one time in a newspaper having general circulation in the community college district stating that the vacancy has occurred and that it will be filled by appointment by the board not sooner than 15 days after such publication.
- (15) To contract with one or more agencies, either public or private, whether located within or without the community college district or whether located within or without the state of Kansas for the conduct by any such agencies of academic or vocational education for students of the community college, and to provide for the payment to any such agencies for their contracted educational services from any funds or moneys of the community college, including funds or moneys received from student tuition, out-district tuition, fees, funds received from the state of Kansas or the United States for academic or vocational education or taxes collected under K.S.A. 71-204 and 72-4424, and acts supplemental or amendatory thereto. Any contract made under this subsection with an institution of another state shall be subject to the provisions of K.S.A. 71-202. (See Appendix A for these statutes.)
- (16) To authorize by resolution the establishment of a petty cash fund in an amount not to exceed \$1,000, and to designate in such resolution an employee to maintain such petty cash fund. The employee designated in any resolution provided for in this subsection receiving such funds shall keep a record of all receipts and expenditures from the fund, and shall from time to time, and at the end of the fiscal year, prepare a statement for the board showing all receipts, expenditures, and the balance in the petty cash fund. The petty cash fund shall be replenished by payment from the appropriate funds of the community college to the petty cash fund upon proper claim. The fund shall be kept separate from all other funds and be used only for authorized expenditures and itemized receipts shall be taken for each expenditure. No part of such fund may be loaned or advanced against the salary of an employee. All employees entrusted with such funds under this subsection shall be bonded by the community college district.

Each regional board is encouraged to contract with any agency for educational services at any time such a practice would be more cost effective than if the service were performed by the staff of the region. Such an agency could be a unified school district, proprietary school, private school, and Regents institution of higher education. Each regional board shall consult with unified school districts to appropriately plan and articulate secondary with postsecondary vocational programs.

Regional Plan

*A new concept
for coordination;
a regional plan.*

To maintain statewide focus and to exercise its constitutional directives for administering postsecondary institutions, the State Board shall require a plan from each regional board which delineates how the region will meet the postsecondary educational needs of the region. The State Board shall approve such plans if they meet guidelines established and promulgated by the State Board.

Details of the regional plan.

The regional plan shall be comprehensive and shall be based upon an assessment of postsecondary educational needs in the region. Specifically, each regional plan shall address itself to at least the following topics.

1. Employment opportunities (regional, state, and national) for graduates from programs in the region.
2. Occupational education needs of secondary students.
3. Provision of academic programs.
4. Facilities
 - a. Utilization of existing facilities
 - b. Lease arrangements
 - c. Construction needed
 - d. Purchases needed.
5. Relationship of regional programs to educational programs of other agencies and institutions within the region
 - a. Baccalaureate degree granting institutions - public and private
 - b. Unified school districts
 - c. Proprietary schools
 - d. Other private educational institutions
 - e. Business, industry, and labor.
6. Contractual arrangements for educational services.
7. The ways in which the plan implements and is commensurate with the plans of the State Board of Education and the Legislative Education Planning Commission.

Amendment of the regional plan to respond to the unforeseen needs of the job market will be encouraged.

ADMINISTRATION

Postsecondary institutions under the jurisdiction of the State Board of Education within a region are to be under a single administration responsible to the regional board. The regional board shall appoint a chief administrative officer for postsecondary education in the region, and may appoint other administrative personnel as deemed appropriate. The chief administrative officer is the executive officer of the regional board and is responsible for the management of postsecondary education in the region as authorized by the state statutes; federal and state rules and regulations; and policies, guidelines, regulations, and rules of the regional board. The chief administrative officer shall also serve as the official liaison between the region and the State Board. Each institution within a region shall maintain a chief administrative officer.

CHAPTER V

FINANCING POSTSECONDARY EDUCATION

After completing a survey to determine how other states financed their postsecondary institutions and reviewing the literature on school finance, the Inter Advisory Council Planning Committee concluded that there is no optimal finance plan which can be adopted from another state and implemented in Kansas. A finance plan common to all states is impossible because of the variance among the states in (1) function of postsecondary institutions, (2) values and interest of state legislators and educators on the institutions' programs and activities, and (3) financial constraints in providing for education. However, the survey and literature did reveal various discrete and incremental decisions that policymakers make in changing current finance plans to stress the objectives of postsecondary education.

1. Aggregate levels of support and the concern that budgets were not keeping pace with inflation and enrollment growth.
2. Financial responsibilities of state and local governments.
3. Equalization of resources among schools with different property wealth.
4. Tuition costs.
5. Financial support for noncredit activities.
6. Incentive effects produced by various finance formulas.
7. Problems surrounding the distribution of state support, including the choice of formula (cost-based versus flat rate), the use of enrollment-driven formulas at a time of slow or no growth, difficulty of converting non-traditional activities into common units of measurement for support, and the lack of start-up funds for new programs (Breneman and Nelson, 1981).

Basic premises for financing

With these decisions in mind, the committee set out to design a finance plan for postsecondary education unique and appropriate to Kansas. Starting from the premises that (1) the state should be divided into regions (see Chapter IV), (2) equity should be provided to the student and the taxpayer, and (3) unnecessary duplication of programs should be reduced, the committee reviewed three financing methods as identified by Walter I. Garms: market economy, planned economy, and mixed. (Garms, 1971). The first model, market economy, is based on the free market economy. In other words the institutions produce and sell a service just as other suppliers do. Proprietary schools as operated in Kansas are a good example of this model.

Planned economy, the second model, has two forms: state financing with centralized control and state financing with some decentralization of control. This model has full state funding and control of the institution to some degree by a state governing board. Little discretion is left to the local entity because budgets are approved by the state. This model was ruled out very early in the study due to the State Board's emphasis on local control.

The final model, characterized by state and local sharing of both finance and control, includes four plans: percentage matching, flat grants, foundation programs, and power equalizing.

Under percentage matching, the state provides an agreed-upon percentage of operating costs, such as one-third or one-half, with the balance coming from local government and tuition. When budget levels are determined locally, this method becomes, in effect, a blank check on the state treasury; and thus in practice a maximum state payment per student is often specified. When this maximum is binding, percentage matching is indistinguishable from the next model -- flat grants. In simplest form, flat grants simply involve state payment of a set amount for each full-time student enrolled (part-time students are converted into full-time equivalents). The institution must raise the remainder of the budget from local funds, tuition, and other sources. Kansas currently uses this plan for its community colleges.

Percentage matching (with a maximum state payment) and flat grant methods entail a state payment per student that does not vary with the fiscal capacity of the local jurisdiction; rich or poor, each community is treated identically. If maximum state contribution is not specified, percentage matching actually increases expenditure inequalities among districts, because state payments increase or decrease directly with the size of the local contribution.

Under foundation programs and power equalizing, however, the state contribution is varied to offset differences in property tax wealth among communities; the state payment per student is higher in low-wealth districts. The foundation program accomplishes this result by specifying a minimum expenditure per student that the state will guarantee, as well as a minimum property tax rate and possibly also a tuition charge. The institution is guaranteed a budget equal to the foundation amount multiplied by full-time equivalent (FTE) enrollment; from this figure, the local contribution (determined by the required minimum tax rate applied to the tax base) and tuition receipts are subtracted, with the balance supplied by the state.

Power equalizing varies this formula, not by specifying a required tax rate, but by guaranteeing that each school will receive the same amount per student for each mill levied. Thus, expenditures per student are allowed to vary among institutions in response to differing community preferences as expressed in the mill levy set, but not in response to differences in taxable property wealth. Foundation programs and power equalizing were developed as more equitable ways to finance public elementary and secondary schools (Breneman and Nelson, 1981).

Selection of flat grant plan

The committee agreed on using the mixed model and computing the 1982 expenditures of the nineteen community colleges and the fourteen area vocational-technical schools, the state aid, and property valuation according to the four plans - percentage matching, flat grants, foundation program, and power equalizing. After numerous computer runs to determine the financial effect on the institution and the taxpayer, the committee agreed to a flat grant plan for postsecondary education in Kansas.

Financial Model

Characteristics

1. Places every county in the state in a postsecondary region and levies a mill levy on each county to support community colleges and postsecondary vocational education. In addition the proposal gives a broader base for capital outlay.

2. Replaces the numerous institutional boards with a regional board which would be elected from a broader geographical base, better representing all areas served by the institutions.
3. Abolishes state out-district aid and county out-district tuition as a source of funding for community colleges. In addition, abolishes the 85 percent postsecondary aid for area vocational schools.
4. Raises student tuition at both community colleges and area vocational schools to a minimum of eighteen dollars per credit hour.
5. Proposes to provide a more equal tax base for each region and for public postsecondary education under the jurisdiction of the Kansas State Board of Education.
6. Raises credit hour aid to thirty-two dollars per credit hour for academic courses and forty-eight dollars per credit hour for vocational subjects at community colleges. These figures can be changed dependent on the level of state and local support desired. Special rates for vocational subjects provided (by statute) for Cowley County Community College and Pratt Community College would be repealed.
7. Computes all postsecondary aid for students in the region at the same rate. Clock hours of instruction at the present area schools will be computed into credit hours on the basis of 30 to 1.

Advantages

1. Broadens the base of political and economic support for both community colleges and area vocational schools.
2. Eliminates out-district tuition, a source of constant problems among some community colleges and county governments.
3. Provides a uniform funding system and tuition rate for community colleges and area vocational schools.
4. Is easy to understand for both lay persons and educators.
5. Has the potential to slightly increase funding from state sources.
6. Consolidates a number of institutions under a regional board, thereby reducing administrative costs and program duplication.

Disadvantages

1. Places all counties into a region. Levying taxes on each county may be difficult to sell politically.
2. Abolishes local institutional boards -- an action which may not be popular.
3. May not encourage the vigorous promotion of quality education, because of the continuance of enrollment driven funding (state credit hour aid).
4. Proposes to increase the political and economic base but fails to close institutions that may be duplicative.

The following proposed maps and charts exemplify the use of flat grants in two ways:

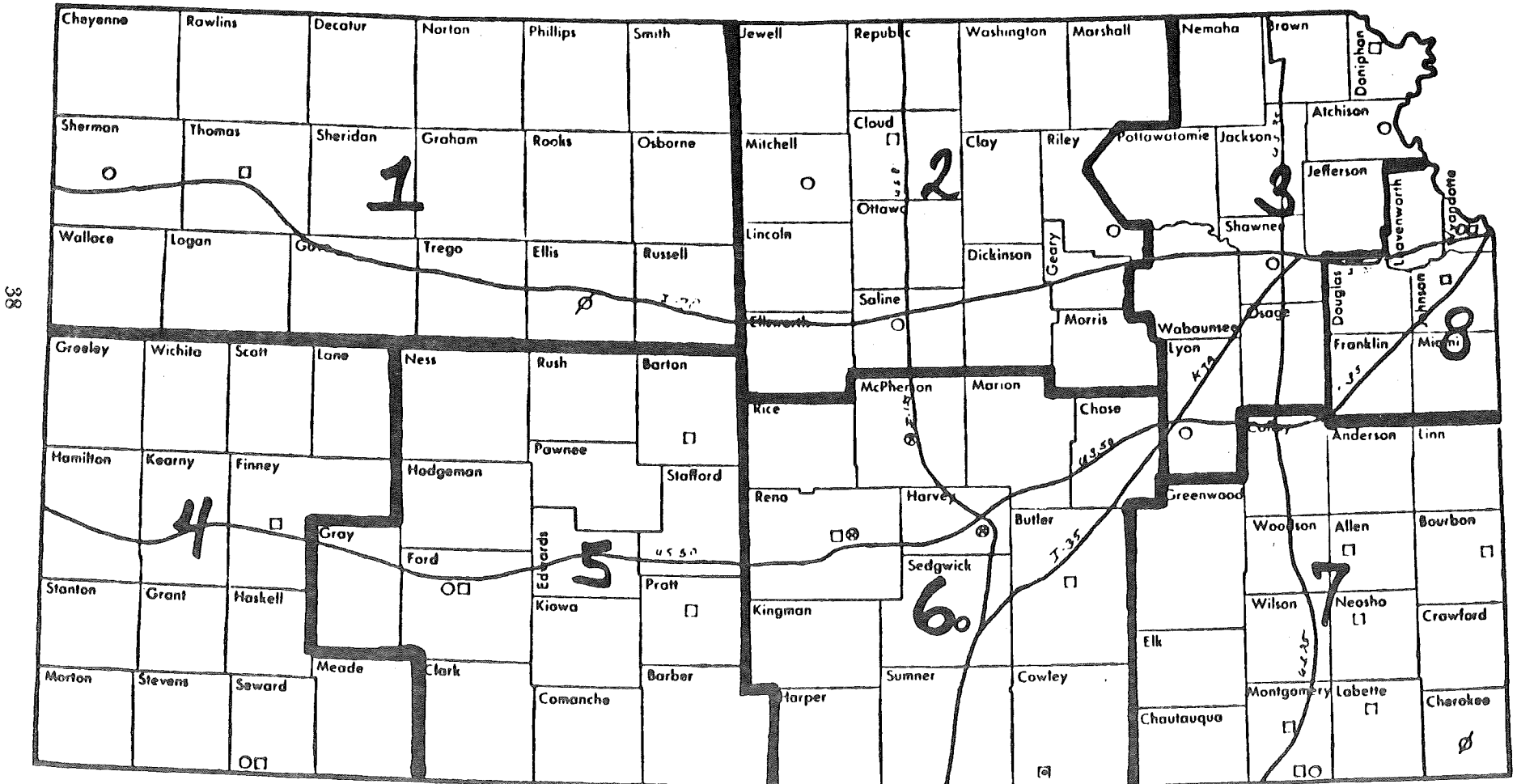
- Equal valuation per region.
- Equal adjusted assessed valuation per full time equivalent student. (FTE)

The committee suggests that it might be useful to readers if a comparison were made of the proposal made by the 1974 Task Force to the Kansas Legislative Planning Commission to the current study's proposals.

7/27/83

As recommended
8-15-83

Equal Valuation Per District



- Community College
- AVTS
- AVTS Satellite
- ⊗ Combined
- ⊗ CKA VTS Campus

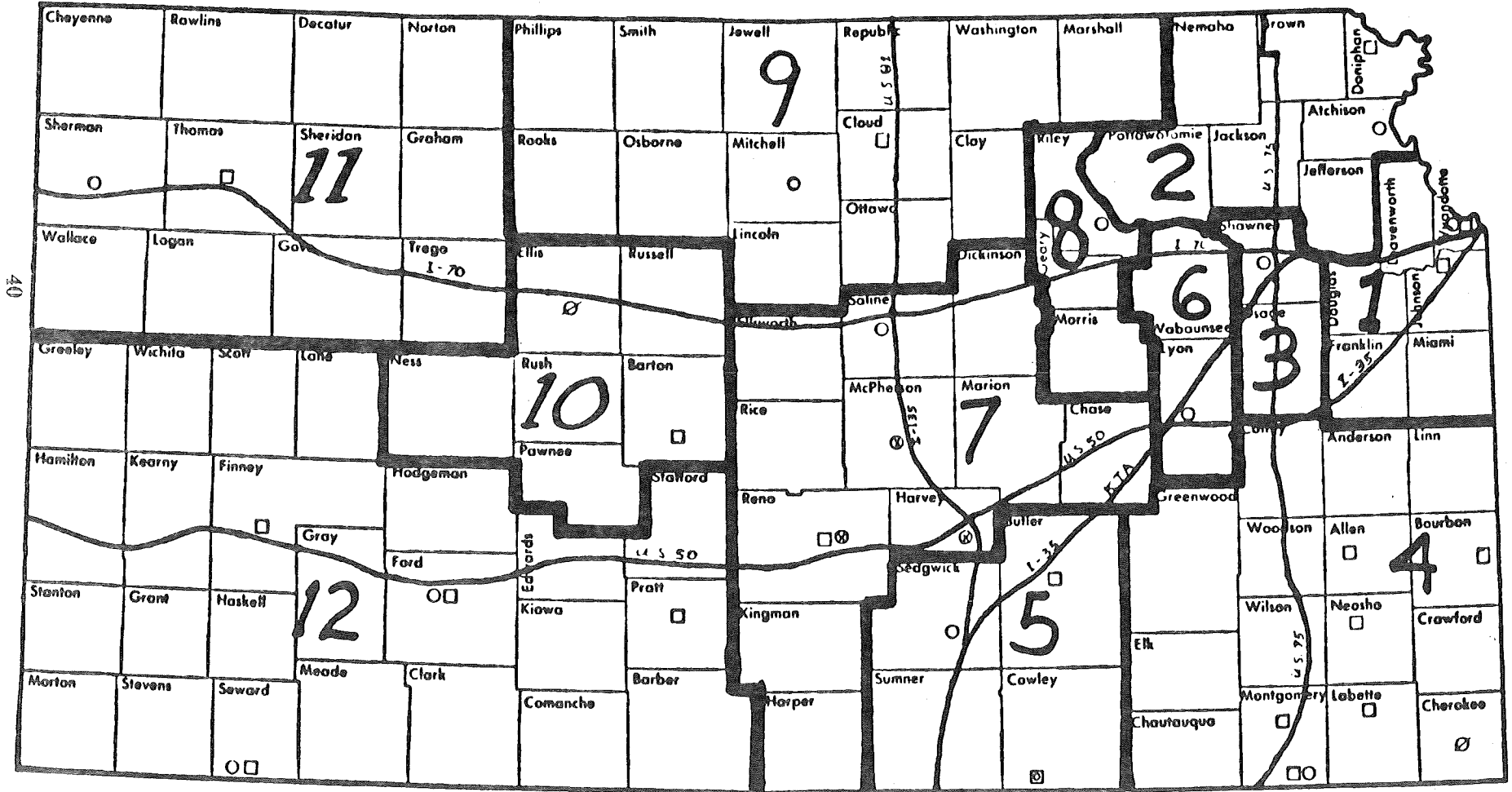
38

Equal Valuation Per Region

Community College/ AVTS	CURRENT PER CREDIT HOUR AID								PROPOSED REGIONAL PER CREDIT HOUR AID							
	Total \$ Budget	Total Credit Hours	State Credit Hour \$ Aid	Post- secondary \$ Aid	AVTS Categ. \$ Aid	Out- District \$ Aid	Total State \$ Aid	CC Tax Rate	Regional Total \$ Budget	Credit Aid \$ 32/48	P.S. Credit Hour	Total State \$ Aid	Student \$ Tuition	Out-of-State \$ Tuition	Regional Property \$ Valuation	Est. Mill Levy
REGION 1																
Colby	3,558,574	43,964	700,855	—	—	372,197	1,073,052	13.61	—	1,622,656	—	1,622,656	791,352	105,000	—	—
Goodland AVTS	1,125,009	12,548	—	687,785	249,485	—	937,270	—	—	602,304	602,304	225,864	—	—	—	—
TOTAL	4,683,583	56,512	700,855	687,785	249,485	372,197	2,010,322	—	4,683,583	1,622,656	602,304	2,224,960	1,017,216	105,000	988,056,539	1.34
REGION 2																
Cloud Co.	3,184,727	46,082	766,153	—	—	431,247	1,197,400	11.30	—	1,574,464	—	1,574,464	829,476	36,450	—	—
Beloit AVTS	1,836,614	15,660	—	1,182,193	323,523	—	1,505,716	—	—	751,683	751,683	281,880	—	—	—	—
Manhattan AVTS	1,257,862	12,055	—	725,594	251,628	—	977,222	—	—	578,655	578,655	216,990	—	—	—	—
Salina AVTS	1,352,754	13,816	—	780,220	319,849	—	1,100,069	—	—	663,176	663,176	248,688	—	—	—	—
TOTAL	7,631,957	87,813	766,153	2,888,007	895,000	431,247	4,780,407	—	7,631,957	1,574,464	1,993,514	3,567,978	1,577,034	38,450	921,914,103	2.88
REGION 3																
Highland	2,062,678	32,852	476,467	—	—	300,763	777,230	19.43	—	1,156,928	—	1,156,928	591,336	14,934	—	—
Atchison AVTS	825,650	8,223	—	488,034	163,940	—	651,974	—	—	394,704	394,704	148,014	—	—	—	—
Flint Hills AVTS	748,337	6,275	—	524,088	93,840	—	617,928	—	—	301,200	301,200	112,950	—	—	—	—
Kaw AVTS	1,476,356	15,275	—	913,769	237,756	—	1,151,525	—	—	733,200	733,200	274,950	—	—	—	—
TOTAL	5,113,021	62,825	476,467	1,925,891	495,536	300,763	3,198,857	—	5,113,021	1,156,928	1,429,104	2,586,032	1,127,250	14,934	1,118,840,511	1.24
REGION 4																
Garden City	4,513,536	38,376	743,106	—	—	226,309	969,415	10.12	—	1,429,632	—	1,429,632	690,768	75,538	—	—
Seward Co.	2,795,623	18,090	369,069	—	—	96,793	465,862	13.81	—	685,552	—	685,552	326,620	24,564	—	—
Liberal AVTS	709,949	5,847	—	480,476	100,064	—	580,540	—	—	280,656	280,656	105,246	—	—	—	—
TOTAL	8,019,108	62,313	1,112,175	480,476	100,064	323,102	2,015,817	—	8,019,108	2,115,184	260,656	2,395,840	1,222,634	100,102	1,528,064,862	2.88
REGION 5																
Barton Co.	6,195,502	59,802	1,127,299	—	—	396,191	1,523,490	11.96	—	2,274,832	—	2,274,832	1,076,436	24,825	—	—
Dodge City	4,773,095	40,631	687,872	—	—	291,067	978,939	20.27	—	1,441,024	—	1,441,024	731,358	21,012	—	—
Pratt	2,670,313	32,730	557,070	—	—	246,820	803,890	12.99	—	1,198,464	—	1,198,464	589,140	37,211	—	—
Dodge City AVTS	340,720	4,116	—	203,417	58,445	—	261,862	—	—	197,568	197,568	74,088	—	—	—	—
TOTAL	13,979,630	137,279	2,372,241	203,417	58,445	934,078	3,568,181	—	13,979,630	4,914,320	197,568	5,111,888	2,471,022	83,048	1,136,095,387	5.58
REGION 6																
Butler Co.	5,860,600	80,679	1,407,163	—	—	610,815	2,017,978	10.48	—	3,003,008	—	3,003,008	1,452,222	29,573	—	—
Cowley Co.	3,472,147	34,243	994,313	—	—	138,438	1,132,751	12.38	—	1,394,320	—	1,394,320	616,374	21,600	—	—
Hutchison	6,495,000	101,894	1,313,074	—	—	394,030	1,707,104	10.88	—	3,533,360	—	3,533,360	1,834,092	89,458	—	—
Central KS AVTS	319,363	3,306	—	199,432	49,208	—	248,640	—	—	158,688	158,688	59,508	—	—	—	—
Wichita AVTS	3,600,772	44,000	—	1,978,591	934,720	—	2,913,311	—	—	2,112,000	2,112,000	792,000	—	—	—	—
TOTAL	19,747,882	264,122	3,714,550	2,178,023	983,928	1,143,283	8,019,784	—	19,747,882	7,930,888	2,270,888	10,201,376	4,754,198	140,631	2,718,877,983	1.71
REGION 7																
Allen Co.	1,723,700	23,902	427,978	—	—	159,240	587,218	8.32	—	868,896	—	868,896	296,946	36,698	—	—
Coffeyville	2,589,268	37,082	563,665	—	—	113,886	677,551	16.49	—	1,296,144	—	1,296,144	667,476	40,000	—	—
Fort Scott	2,821,090	30,764	539,557	—	—	226,416	765,973	13.89	—	1,142,240	—	1,142,240	553,752	224,725	—	—
Independence	2,290,133	21,469	437,942	—	—	107,757	545,699	20.39	—	794,256	—	794,256	386,442	16,801	—	—
Labelle	3,101,444	39,886	825,723	—	—	212,484	1,038,207	18.88	—	1,529,584	—	1,529,584	717,948	74,208	—	—
Neosho	2,140,490	19,795	445,693	—	—	145,727	591,420	16.82	—	749,680	—	749,680	356,310	13,350	—	—
SE KS AVTS	713,624	6,380	—	400,263	158,461	—	558,724	—	—	306,240	306,240	114,840	—	—	—	—
TOTAL	15,379,749	179,278	3,240,558	400,263	158,461	886,510	4,764,792	—	15,379,749	6,380,800	306,240	6,687,040	3,083,714	405,782	1,119,680,233	4.64
REGION 8																
Johnson Co.	16,987,858	136,537	3,545,644	—	—	198,154	3,743,798	8.45	—	5,300,112	—	5,300,112	2,457,666	118,800	—	—
Kansas City	6,958,317	83,534	1,821,264	—	—	316,970	2,138,234	6.52	—	3,072,208	—	3,072,208	1,503,612	108,990	—	—
KC AVTS	1,928,468	18,243	—	1,157,366	424,213	—	1,581,579	—	—	875,664	875,664	328,374	—	—	—	—
TOTAL	25,874,643	238,314	5,366,908	1,157,366	424,213	515,124	7,463,811	—	25,874,643	8,372,320	875,664	9,247,984	4,289,652	227,790	1,772,042,157	8.83
GRAND TOTAL	100,429,573	1,088,058	17,749,907	9,721,228	3,365,132	4,985,304	35,821,571	—	100,429,573	34,087,360	7,955,738	42,023,098	19,452,718	1,113,737	11,314,371,805	—

Equal Adjusted Assessed Valuation Per FTE

Alternate as recommended
8-15-83

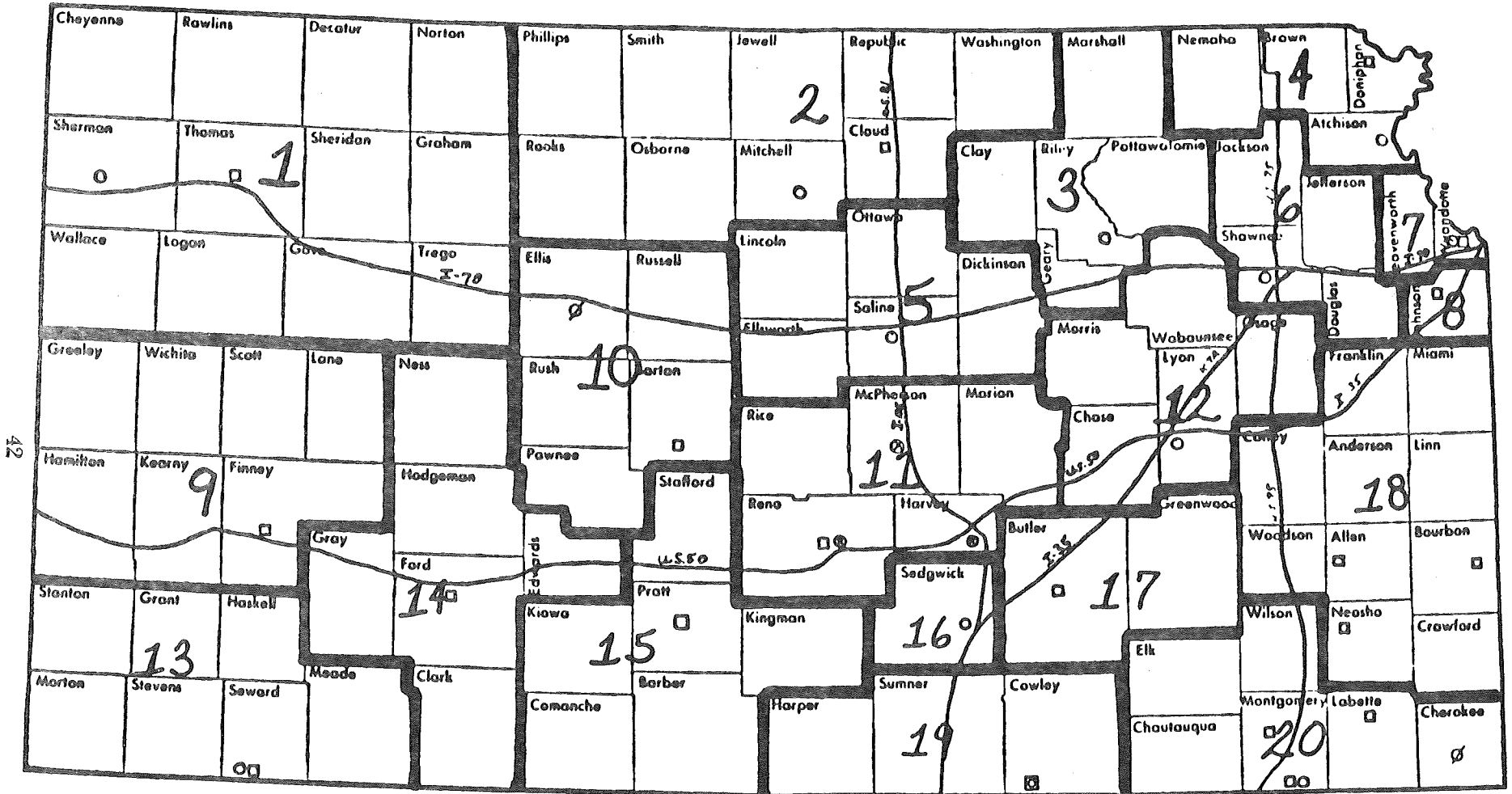


- Community College
- AVTS
- ⊙ AVTS Satellite
- ◻ Combined
- ⊗ CKA VTS Campus

Equal Adjusted Assessed Valuation Per FTE

Community College/ AVTS	CURRENT PER CREDIT HOUR AID							PROPOSED REGIONAL PER CREDIT HOUR AID							Regional Property Valuation	Est. Mill Levy
	Total Budget	Total Credit Hours	State Credit Hour \$ Aid	Post-secondary \$ Aid	AVTS Categ. \$ Aid	Out-District \$ Aid	Total State \$ Aid	CC Tax Rate	Regional Total Budget	Credit Aid \$ 32/48	P.S. Credit Hour	Total State \$ Aid	Student \$ Tuition	Out-of-State \$ Tuition		
REGION 1																
Johnson Co.	16,967,858	136,537	3,545,644	—	—	198,154	3,743,798	8.45		5,300,112	—	5,300,112	2,457,666	118,800		
Kansas City	6,958,317	83,534	1,821,264	—	—	316,970	2,138,234	6.52		3,072,208	—	3,072,208	1,503,612	108,990		
KC AVTS	1,928,468	18,243	—	1,157,366	424,213	—	1,581,579	—		—	875,664	875,664	328,374	—		
TOTAL	25,874,843	238,314	5,366,908	1,157,366	424,213	515,124	7,463,811	—	25,874,843	8,372,320	875,664	9,247,984	4,289,662	227,790	1,772,042,157	6.8
REGION 2																
Highland	2,062,678	32,852	476,467	—	—	300,763	777,230	19.43		1,156,928	—	1,156,928	591,336	14,934		
Alchison AVTS	825,650	8,223	—	488,034	163,940	—	651,974	—		—	394,704	394,704	148,014	—		
TOTAL	2,888,328	41,075	476,467	488,034	163,940	300,763	1,429,204	—	2,888,328	1,156,928	394,704	1,551,632	739,350	14,934	476,833,517	1.2
REGION 3																
Kaw AVTS	1,476,356	15,275	—	913,769	237,756	—	1,151,525	—		—	733,200	733,200	274,950	—		
TOTAL	1,476,356	15,275	—	913,769	237,756	—	1,151,525	—	1,476,356	—	733,200	733,200	274,950	—	494,792,872	.9
REGION 4																
Allen Co.	1,723,700	23,902	427,978	—	—	159,240	587,218	8.32		868,896	—	868,896	296,946	36,698		
Coffeyville	2,589,268	37,082	563,665	—	—	113,886	677,551	16.49		1,296,144	—	1,296,144	667,476	40,000		
Fort Scott	2,821,090	30,764	539,557	—	—	226,416	765,973	13.89		1,142,240	—	1,142,240	553,752	224,725		
Independence	2,290,133	21,469	437,942	—	—	107,757	545,699	20.39		794,256	—	794,256	386,442	16,801		
Labelle	3,101,444	39,886	825,723	—	—	212,484	1,038,207	18.88		1,529,584	—	1,529,584	717,948	74,208		
Neosho	2,140,490	19,795	445,693	—	—	145,727	591,420	16.82		749,680	—	749,680	356,310	13,350		
SE KS AVTS	713,624	6,380	—	400,263	158,461	—	558,724	—		—	306,240	306,240	114,840	—		
TOTAL	15,379,749	179,278	3,240,558	400,263	158,461	965,510	4,784,792	—	15,379,749	6,880,800	306,240	6,887,040	3,083,714	406,782	1,119,660,233	4.6
REGION 5																
Butler Co.	5,860,600	80,679	1,407,163	—	—	610,815	2,017,978	10.48		3,003,008	—	3,003,008	1,452,222	29,573		
Cowley Co.	3,472,147	34,243	994,313	—	—	138,438	1,132,751	12.38		1,394,320	—	1,394,320	616,374	21,600		
Wichita AVTS	3,600,772	44,000	—	1,978,591	934,720	—	2,913,311	—		—	2,112,000	2,112,000	792,000	—		
TOTAL	12,933,519	158,922	2,401,476	1,978,591	934,720	749,253	6,064,040	—	12,933,519	4,397,328	2,112,000	6,509,328	2,860,596	51,173	1,601,637,163	1.9
REGION 6																
Flint Hills AVTS	748,337	6,275	—	524,088	93,840	—	617,928	—		—	301,200	301,200	112,950	—		
TOTAL	748,337	6,275	—	524,088	93,840	—	617,928	—	748,337	—	301,200	301,200	112,950	—	147,014,122	2.2
REGION 7																
Hutchinson	6,495,000	101,894	1,313,074	—	—	394,000	1,707,104	10.88		3,533,360	—	3,533,360	1,834,092	89,458		
Central KS AVTS	319,363	3,306	—	199,432	49,208	—	248,640	—		—	158,688	158,688	59,508	—		
Salina AVTS	1,352,754	13,816	—	780,220	319,849	—	1,100,069	—		—	663,176	663,176	248,688	—		
TOTAL	8,167,117	119,016	1,313,074	979,652	389,057	394,000	3,055,813	—	8,167,117	3,533,360	821,864	4,355,224	2,142,288	89,458	1,228,379,445	1.2
REGION 8																
Manhattan AVTS	1,257,862	12,055	—	725,594	251,828	—	977,222	—		—	578,655	578,655	216,990	—		
TOTAL	1,257,862	12,055	—	725,594	251,828	—	977,222	—	1,257,862	—	578,655	578,655	216,990	—	200,960,568	2.2
REGION 9																
Cloud Co.	3,184,727	46,082	766,153	—	—	431,247	1,197,400	11.30		1,574,464	—	1,574,464	829,476	36,450		
Beloit AVTS	1,836,614	15,660	—	1,182,193	323,523	—	1,505,716	—		—	751,683	751,683	281,880	—		
TOTAL	5,021,341	61,742	766,153	1,182,193	323,523	431,247	2,703,116	—	5,021,341	1,574,464	751,683	2,326,147	1,111,356	36,450	623,303,182	2.4
REGION 10																
Barton Co.	6,195,502	59,802	1,127,299	—	—	396,191	1,523,490	11.96		2,274,832	—	2,274,832	1,076,436	24,825		
TOTAL	6,195,502	59,802	1,127,299	—	—	396,191	1,523,490	—	6,195,502	2,274,832	—	2,274,832	1,076,436	24,825	694,203,974	4.0
REGION 11																
Colby	3,558,574	43,964	700,855	—	—	372,197	1,073,052	13.61		4,683,583	1,622,656	—	1,622,656	791,352	105,000	
Goodland AVTS	1,125,009	12,548	—	687,785	249,485	—	937,270	—		—	602,304	602,304	225,864	—		
TOTAL	4,683,583	56,512	700,855	687,785	249,485	372,197	2,010,322	—	4,683,583	1,622,656	602,304	2,224,960	1,017,216	105,000	497,098,305	2.6
REGION 12																
Garden City	4,513,536	38,376	743,106	—	—	226,309	969,415	10.12		1,429,632	—	1,429,632	690,768	75,538		
Dodge City	4,773,095	40,631	687,872	—	—	291,067	978,939	20.27		1,441,024	—	1,441,024	731,358	21,012		
Seward Co.	2,795,623	18,090	369,069	—	—	96,793	465,862	13.81		685,552	—	685,552	326,620	24,564		
Dodge City AVTS	340,720	4,116	—	203,417	58,445	—	261,862	—		—	197,568	197,568	74,088	—		
Liberal AVTS	709,949	5,847	—	480,476	100,064	—	580,540	—		—	280,656	280,656	105,246	—		
Pratt	2,670,313	32,730	557,070	—	—	246,820	803,890	12.99		1,198,464	—	1,198,464	589,140	37,211		
TOTAL	15,803,236	139,790	2,357,117	683,893	158,509	880,989	4,060,508	—	15,803,236	4,754,672	478,224	5,232,896	2,517,220	158,325	2,249,428,287	3.5
GRAND TOTAL	100,429,573	1,088,056	17,749,907	9,721,228	3,365,132	4,985,304	35,821,571	—	100,429,573	34,087,360	7,955,738	42,023,098	19,452,718	1,113,737	11,314,371,805	—

1974 Task Force



- Community College
- AVTS
- ⊙ AVTS Satellite
- ⊠ Combined
- ⊗ CKA VTS Campus

1974 TASK FORCE

Community College/AVTS	Total Budget	CURRENT PER CREDIT HOUR AID					Total State Aid	CC Tax Rate	PROPOSED REGIONAL PER CREDIT HOUR AID						Regional Property Valuation	Est. Mill Levy
		Total Credit Hours	State Credit Hour Aid	Postsecondary Aid	AVTS Categ. Aid	Out-District Aid			Regional Total Budget	Credit Aid 32/48	P.S. Credit Hour	Total State Aid	Student Tuition	Out-of-State Tuition		
REGION 1																
Colby	\$ 3,558,574	43,964	\$ 700,855	---	---	\$ 372,197	\$ 1,073,052	13.61		\$1,622,656	---	\$ 1,622,656	\$ 791,352	\$ 105,000		
Goodland AVTS	1,125,009	12,548	---	\$ 687,785	\$ 249,485	---	937,270	---		---	\$ 602,304	602,304	225,864	---		
TOTAL	4,683,583	56,512	\$ 700,855	687,785	\$ 249,485	\$ 372,197	2,010,322		\$ 4,683,583	1,622,656	602,304	2,224,960	1,017,216	\$ 105,000	\$ 497,098,305 2.69	
REGION 2																
Cloud Co.	3,184,727	46,082	766,153	---	---	431,247	1,197,400	11.30		1,574,464	---	1,574,464	829,476	36,450		
Beloit AVTS	1,836,614	15,660	---	1,182,193	323,523	---	1,505,716	---		---	751,683	751,683	281,880	---		
TOTAL	5,021,341	61,742	766,153	1,182,193	323,523	431,247	2,703,116		5,021,341	1,574,464	751,683	2,326,147	1,111,356	36,450	448,744,018 3.45	
REGION 3																
Manhattan AVTS	1,257,862	12,055	---	725,594	251,628	---	977,222	---		---	578,655	578,655	216,990	---		
TOTAL	1,257,862	12,055	---	725,594	251,628	---	977,222		1,257,862	---	578,655	578,655	216,990	---	492,247,720 .94	
REGION 4																
Highland	2,062,678	32,852	476,467	---	---	300,763	777,230	19.43		1,156,928	---	1,156,928	591,336	14,934		
Atchison AVTS	825,650	8,223	---	488,034	163,940	---	651,974	---		---	394,704	394,704	148,014	---		
TOTAL	2,888,328	41,075	476,467	488,034	163,940	300,763	1,429,204		2,888,328	1,156,928	394,704	1,551,632	739,350	14,934	182,009,817 3.20	
REGION 5																
Sellino AVTS	1,352,754	13,816	---	780,220	319,849	---	1,100,069	---		---	663,176	663,176	248,688	---		
TOTAL	1,352,754	13,816	---	780,220	319,849	---	1,100,069		1,352,754	---	663,176	663,176	248,688	---	384,753,975 1.14	

Community College/AVTS	Total Budget	Total Credit Hours	CURRENT PER CREDIT HOUR AID				Total State Aid	CC Tax Rate	Regional Total Budget	PROPOSED REGIONAL PER CREDIT HOUR AID					Regional Property Valuation	Est. Mill Levy
			State Credit Hour Aid	Postsecondary Aid	AVTS Categ. Aid	Out-District Aid				Credit Aid 32/48	P.S. Credit Hour	Total State Aid	Student Tuition	Out-of-State Tuition		
REGION 6																
Kew AVTS	1,476,356	15,275	---	913,769	237,756	---	1,151,525	---	---	733,200	733,200	274,950	---	---	---	---
TOTAL	1,476,356	15,275	---	913,769	237,756	---	1,151,525	---	1,473,356	---	733,200	733,200	274,950	---	---	721,191,847 .65
REGION 7																
Kansas City KC AVTS	6,958,317	83,534	1,821,264	---	---	316,970	2,138,234	6.52	---	3,072,208	---	3,072,208	1,503,612	108,990	---	---
TOTAL	1,928,468	18,243	---	1,157,366	424,213	---	1,581,579	---	---	---	875,664	875,664	328,374	---	---	---
TOTAL	8,886,785	101,777	1,821,264	1,157,366	424,213	316,970	3,719,813	---	8,886,785	3,072,208	875,664	3,947,872	1,831,986	108,990	---	489,801,522 6.12
REGION 8																
Johnson Co.	16,987,858	136,537	3,545,644	---	---	198,154	3,743,798	8.45	---	5,300,112	---	5,300,112	2,457,666	118,800	---	---
TOTAL	16,987,858	136,537	3,545,644	---	---	198,154	3,743,798	---	16,987,858	5,300,112	---	5,300,112	2,457,666	118,800	---	939,882,123 9.69
REGION 9																
Garden City	4,513,536	38,376	743,106	---	---	226,309	969,415	10.12	---	1,429,632	---	1,429,632	690,768	75,538	---	---
TOTAL	4,513,536	38,376	743,106	---	---	226,309	969,415	---	8,019,108	1,429,632	---	1,429,632	690,768	75,538	---	620,492,751 3.74
REGION 10																
Barton Co.	6,195,502	59,802	1,127,299	---	---	396,191	1,523,490	11.96	---	2,274,832	---	2,274,832	1,076,436	24,825	---	---
TOTAL	6,195,502	59,802	1,127,299	---	---	396,191	1,523,490	---	6,195,502	2,274,832	---	2,274,832	1,076,436	24,825	---	616,076,095 4.58

Community College/AVTS	Total Budget	Total Credit Hours	CURRENT PER CREDIT HOUR AID				Total State Aid	OC Tax Rate	Regional Total Budget	PROPOSED REGIONAL PER CREDIT HOUR AID					Regional Property Valuation	Est. Mill Levy
			State Credit Hour Aid	Postsecondary Aid	AVTS Categ. Aid	Out-District Aid				Credit Aid 32/48	P.S. Credit Hour	Total State Aid	Student Tuition	Out-of-State Tuition		
REGION 11																
Hutchinson	6,495,000	101,894	1,313,074	---	---	394,030	1,707,104	10.88		3,533,360	---	3,533,360	1,834,092	89,458		
Central KS AVTS	319,363	3,306	---	199,432	49,208	---	248,640	--		---	158,688	158,688	59,508	---		
TOTAL	6,814,363	105,200	1,313,074	199,432	49,208	394,030	1,955,744		6,814,363	3,533,360	158,688	3,692,048	1,893,600	89,458	713,697,884	1.60
REGION 12																
Fillint His. AVTS	748,337	6,275	---	524,088	93,840	---	617,928	--		---	301,200	301,200	112,950	---		
TOTAL	748,337	6,275	---	524,088	93,840	---	617,928		748,337	---	301,200	301,200	112,950	---	262,375,651	1.27
REGION 13																
Seward Co.	2,795,623	18,090	369,069	---	---	96,793	465,862	13.81		685,552	---	685,552	326,620	24,564		
Liberal AVTS	709,949	5,847	---	480,476	100,064	---	580,540	--		---	280,656	280,656	105,246	---		
TOTAL	3,505,572	23,937	369,069	480,476	100,064	96,793	1,046,402		3,505,572	685,552	280,656	966,208	431,866	24,564	907,572,141	2.30
REGION 14																
Dodge City	4,773,095	40,631	687,872	---	---	291,067	978,939	20.27		1,441,024	---	1,441,024	731,358	21,012		
Dodge City AVTS	340,720	4,116	---	203,417	58,445	---	261,862	--		---	197,568	197,568	74,088	---		
TOTAL	5,113,815	44,747	687,872	203,417	58,445	291,067	1,240,801		5,113,815	1,441,024	197,568	1,638,592	805,446	21,012	425,930,735	6.22
REGION 15																
Prett	2,670,313	32,730	557,070	---	---	246,820	803,890	12.99		1,198,464	---	1,198,464	589,140	37,211		
TOTAL	2,670,313	32,730	557,070	---	---	246,820	803,890		2,670,313	1,198,464	---	1,198,464	589,140	37,211	475,629,732	1.78

Community College/AVTS	Total Budget	Total Credit Hours	CURRENT PER CREDIT HOUR AID				Total State Aid	CC Tax Rate	Regional Total Budget	PROPOSED REGIONAL PER CREDIT HOUR AID					Regional Property Valuation	Est. Mill Levy
			State Credit Hour Aid	Postsecondary Aid	AVTS Categ. Aid	Out-District Aid				Credit Aid 32/48	P.S. Credit Hour	Total State Aid	Student Tuition	Out-of-State Tuition		
REGION 16																
Michigan AVTS	3,600,772	44,000	---	1,978,591	934,720	---	2,913,311	--		---	2,112,000	2,112,000	792,000	---		
TOTAL	3,600,772	44,000	---	1,978,591	934,720	---	2,913,311		3,600,772	---	2,112,000	2,112,000	792,000	---	1,324,033,420	.53
REGION 17																
Butler Co.	5,860,600	80,679	1,407,163	---	---	610,815	2,017,978	10.48		3,003,008	---	3,003,008	1,452,222	29,573		
TOTAL	5,860,600	80,679	1,407,163	---	---	610,815	2,017,978		5,860,600	3,003,008	---	3,003,008	1,452,222	29,573	263,078,802	5.23
REGION 18																
Allen Co.	1,723,700	23,902	427,978	---	---	159,240	587,218	8.32		868,896	---	868,896	296,946	36,698		
Fort Scott	2,821,090	30,764	539,557	---	---	226,416	765,973	13.89		1,142,240	---	1,142,240	553,752	224,725		
Neosho	2,140,490	19,795	445,693	---	---	145,727	591,420	16.82		749,680	---	749,680	336,310	13,350		
TOTAL	6,685,280	74,461	1,413,228	---	---	531,383	1,944,611		6,685,280	2,760,816	---	2,760,816	1,207,008	274,773	842,136,049	2.90
REGION 19																
Cowley Co.	3,472,147	34,243	994,313	---	---	138,438	1,132,751	12.38		1,394,320	---	1,394,320	616,374	21,600		
TOTAL	3,472,147	34,243	994,313	---	---	138,438	1,132,751		3,472,147	1,394,320	---	1,394,320	616,374	21,600	340,607,411	4.23

Community College/AVTS	Total Budget	Total Credit Hours	CURRENT PER CREDIT HOUR AID				Out-District Aid	Total State Aid	CC Tax Rate	Regional Total Budget	PROPOSED REGIONAL PER CREDIT HOUR AID					Regional Property Valuation	Est. Mill Levy
			State Credit Hour Aid	Postsecondary Aid	AVTS Categ. Aid	CC Credit Hour					State Aid	Student Tuition	Out-of-State Tuition	Regional Property Valuation			
REGION 20																	
Coffeyville	2,589,268	37,082	563,665	---	---	113,886	677,551	16.49		1,296,144	---	1,296,144	667,476	40,000			
Independence	2,290,133	21,469	437,942	---	---	107,757	545,699	20.39		794,256	---	794,256	386,442	16,801			
Lebanon	3,101,444	39,886	825,723	---	---	212,484	1,038,207	18.88		1,529,584	---	1,529,584	717,948	74,208			
SEKAVTS	713,624	6,380		400,263	158,461	---	558,724	---		---	306,240	306,240	114,840	---			
TOTAL	8,694,469	104,817	1,827,330	400,263	158,461	434,127	2,820,181		8,694,469	3,619,984	306,240	3,926,224	1,886,706	131,009	366,989,809	7.49	
GRAND TOTAL	100,429,573	1,088,056	17,749,907	9,721,228	3,365,132	4,985,304	35,821,571		100,429,573	34,067,360	7,955,738	42,023,098	19,432,718	1,113,737	11,514,371,805		

GNF/5

CHAPTER VI

EVALUATION OF POSTSECONDARY EDUCATION IN KANSAS

Educational improvement is the evaluation's chief purpose.

Evaluation is determining how well educational goals are being met. This requires the careful identification of program and institutional goals and a systematic and critical look at how well the goals are being achieved. It is imperative that, as a structure for delivery of education services is designed for the future, an evaluation system be developed to effectively measure the outcomes of the institutions involved in this plan.

The chief purpose of evaluation is educational improvement. The benefits of evaluation include:

1. Stimulating educators to clearly define, clarify and review school and program goals.
2. Providing for involvement of staff in self-evaluation and institutional and program evaluation.
3. Developing staff readiness to implement needed changes and improvements resulting from the outcomes of the evaluation process.
4. Communicating assurances of the quality of education programs in Kansas to educators and to the public at large.
5. Generating additional financial and other forms of support when the unmet program needs and areas of concern are identified.

Vocational Education Evaluation in Kansas

Accreditation

Public institutions offering vocational education in Kansas currently utilize several evaluation plans. The vocational education accreditation process is designed to comply with eligibility requirements for Basic Economic Opportunity Grants that were developed in 1976. The five-year evaluation cycle required in vocational legislation added a second and entirely separate accountability function to traditional state and regional accreditation agency evaluations. Adjustments have been made in recent years to allow a school which offers vocational programs and undertakes the vocational education accreditation review to apply criteria from the vocational education accountability guidelines so that repetition can be avoided.

Evaluators include federal and state education departments.

Another form of evaluation of the state's vocational program is the annual accountability report required by the federal government. This document must include evidence of compliance with rules relating to expenditure of specially targeted funds as well as indicators of success in achieving goals and objectives. The reporting cycle of this form of evaluation was established by the federal government. The data is of limited use because the information collected is not current.

The State Department of Education has recently developed evaluation procedures to replace those which have been used for the past five years. This procedure, designated "Kansas Plan for Assistance and Review" (K-PAR) is currently being field-tested in several locations and will with appropriate revisions, be implemented in the fall of 1985.

Finally, the State Advisory Council for Vocational Education has recently introduced, and is preparing to field-test, a model designed to better facilitate the involvement of local advisory committees in the evaluation process. This activity is not intended to add another separate procedure, but will be a strong supplement to existing evaluation activities and to enhance accountability.

Evaluation of Community Colleges in Kansas

State accreditation and North Central Accreditation teams have evaluation responsibilities.

Presently, Kansas community colleges undergo a unique evaluative process which includes an assessment of effectiveness of the academic and vocational curricula as well as the entire institutional operation. Community colleges participate in a joint State/North Central evaluation where two separate teams (a state team and a North Central team) review an institutionally prepared self-study of the institution's curriculum, staffing, and overall structure. Once the state team has visited the campus, typically for three days, a report is submitted to the institution by both the state team and the North Central team indicating strengths and weaknesses of the institution and its evaluation.

Federal compliance law requires vocational program evaluation.

A second phase of community college evaluations is performed by the Kansas State Department of Education, Vocational Education Administration Section, and concerns exclusively the vocational programs. The process is in response to compliance requirements of the federal government. This evaluation is thought necessary in order for the state to be in compliance with the evaluation requirements of P.L. 94-482, in the 1976 revision of the Vocational Education Act of 1963. The evaluation (Kansas Plan for Assistance and Review, K-PAR) procedure requires a team visit to review specific vocational programs in community colleges. These visits do not always coordinate with the regularly scheduled processes of the institution.

Conclusions

Present evaluation.

The evaluation procedures described above indicate the extent and importance of evaluation and also identify some possible concerns in evaluation practices. These concerns are:

1. Repetition in the postsecondary evaluation process.
2. Little encouragement for postsecondary schools' system-wide long-range planning.
3. Limited involvement of local vocational education advisory committees in evaluation and planning.
4. Lack of performance comparison of programs to standards of quality.
5. Irregular evaluation cycle.

Recommendations include state and local leadership, emphasis on competencies, long-range plans and goals, and change implementation.

Based on the preceding information and assumptions, the following recommendations pertaining to accountability and evaluation are proposed:

1. The State Department of Education shall be responsible for leadership in evaluation and school improvement, i.e., competency based instruction.
2. State Department of Education and educational institutions preparing professional personnel shall emphasize long-range planning and evaluation.
3. Whenever possible qualified independent third party evaluators to evaluate programs and institutions according to measureable goals and objectives shall be utilized.
4. The evaluation system shall incorporate a process that encourages planning changes based on evaluation results.

If a proposed model for delivery of education services is to function effectively as a planning tool, it is essential that the evaluation component clearly measure its impact on quality. It is also important that all evaluation efforts include a process whereby deficiencies are addressed in planned change strategies. The recommendations listed above may incorporate these provisions.

PHASE II RECOMMENDATIONS

IT IS RECOMMENDED THAT POSTSECONDARY INSTITUTIONS UNDER THE JURISDICTION OF THE KANSAS STATE BOARD OF EDUCATION:

1. Review institutional curriculum and instruction annually and revise them where appropriate to ensure that institutional offerings meet the specific needs of individuals, an information based society in general, and specific needs of Kansas business and industry.
2. Design curricular programs and instructional services that meet the educational needs of all students with special attention directed toward the growing population subgroups, such as older people and minority students.
3. Submit a proposed curriculum annually to the State Board of Education for review so that unnecessary program duplication can be minimized and program coordination can be improved.
4. Improve vocational counseling and guidance services to both secondary and postsecondary age youth to ensure appropriate emphasis on both vocational and general education.

IT IS RECOMMENDED THAT THE KANSAS STATE BOARD OF EDUCATION IMPROVE THE ORGANIZATION AND GOVERNANCE OF POSTSECONDARY INSTITUTIONS UNDER ITS JURISDICTION BY:

5. Dividing the state into postsecondary education regions that will be regionally governed by an elected board.
6. Delegating to the regional board the governance and management powers authorized in K.S.A. Ch. 71, Article 2, and K.S.A. 72-4424.
7. Retaining legal governance powers for postsecondary education in the areas of program approval, general supervision, and statewide planning within the framework of the Legislative Educational Planning Committee (formerly 1202 Commission).
8. Placing all public postsecondary education institutions in each region under one chief administrative officer responsible to each regional board.
9. Altering the organization of the Kansas State Department of Education so that all rules, regulations, guidelines and technical assistance for postsecondary education be centered in a single, readily identifiable office.

IT IS RECOMMENDED THAT THE KANSAS STATE BOARD OF EDUCATION ADOPT THE FOLLOWING CONCEPTS OF IMPROVED FINANCING OF POSTSECONDARY SCHOOLS UNDER ITS JURISDICTION:

10. Establish postsecondary regions in Kansas so that they represent areas of relatively equitable property tax base.
11. Establish a uniform, affordable fee or tuition structure for area vocational schools and community colleges that will further advance equity.
12. Retain the flat grant system of state aid to area vocational schools and community colleges but encourage uniform state aid reimbursement by utilizing reimbursement formulas that include equal valuation or equal adjusted valuation per full time equivalent (FTE) student factors.

13. Increase state aid to community colleges to 40 percent from the current level of approximately 30 percent and expand the utilization of the property tax base for postsecondary vocational education through implementation of the regionalization concept.
14. Eliminate out-of-district state aid for community colleges and repeal the special rates of reimbursement for vocational subjects (provided by statute) for community colleges that are also recognized as area vocational schools.
15. Authorize regional boards to contract with unified school districts for provision of vocational educational services.

IT IS RECOMMENDED THAT THE KANSAS STATE BOARD OF EDUCATION EXERCISE ITS RESPONSIBILITY FOR INSTRUCTIONAL EVALUATION AND IMPROVEMENT BY:

16. Designing and implementing a rigorous evaluation system utilizing qualified, independent third party evaluators to evaluate programs and institutions according to measurable goals and objectives contained in a required long-range institutional evaluation plan.

References Consulted

- Barnes, Ron. *Learning Systems for the Future*. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1972. pp. 11-13.
- Bottoms, Gene and Copa, Patricia. A Perspective on Vocational Education Today. *Phi Delta Kappan*, January 1983, pp. 348-354.
- Breneman, David W. and Nelson, Susan C. *Financing Community Colleges: An Economic Perspective*. Washington: The Brookings Institute, 1981.
- Cetron, M. and Helms, C. *Jobs With a Future*. Arlington, Virginia: Forecasting International Limited, April, 1983.
- Cohen, Arthur and Brawer, Florence. *The American Community College*. San Francisco, California: Jossey-Bass, 1982, pp. 20-21.
- Condition of Education, 1982*. Washington, D.C.: National Center for Education Statistics, U.S. Department of Education, p. 136.
- Condition of Education, 1983*. Washington, D.C.: National Center for Education Statistics, U.S. Department of Education, pp. 36-37.
- Digest of Education Statistics, 1982*. Washington, D.C.: National Center for Educational Statistics, U.S. Department of Education, p. 69.
- Dunham, D. B. Voc Ed Inaugurates Productivity as its Watchword for the 80s. *The National Network for Curriculum Coordination in Vocational and Technical Education Newsletter*, 1981, 8, 1-2.
- Editors. Employers, Not Schools, Furnish Most Job Training. *Education Daily*. Vol. 16, No. 121, June 23, 1983, p. 3.
- Education Commission of the States. *Action for Excellence*. Denver, Colorado: Task Force on Education for Economic Growth, June 1983.
- Encyclopedia Britannica* (Vol. 10). Chicago, Illinois: Encyclopedia Britannica, Incorp., 1962.
- Forbes, R. and Gisi, L. *The Information Society: Are Our High School Graduates Ready?* Denver: Education Commission of the States, 1982.
- Garms, Walter I., *Financing Community Colleges*. New York: Columbia Teachers College Press, 1977.
- Hodgkinson, H. L. *Guess Who's Coming to College: Your Students in 1990*. Washington, D.C.: National Institute of Independent Colleges and Universities, January 1983.
- Huddleston, K. F. *If Productivity Is the Problem ...* Columbus, Ohio: The National Center for Research in Vocational Education, Ohio State University, June 1982.
- Industrial Distribution of Kansas Employment, 1980*. Topeka, Kansas: Vocational Education Administration Section, Kansas State Department of Education, 1980. (Source data, Kansas Department of Human Resources).
- Leach, J. A. *Reindustrialization: Implications for Vocational Education*. Columbus, Ohio: The National Center for Research in Vocational Education, Ohio State University, January 1982.
- Levin, H. M. and Rumberger, R. W. *The Educational Implications of High Technology*. Stanford, California: Institute for Research in Educational Finance and Governance, Stanford University, February 1983.
- Naisbitt, J. *Megatrends*. New York: Warner Books, 1982.

- Occupational Distribution of Kansas Employment, 1980.* Topeka, Kansas: Vocational Education Administration Section, Kansas State Department of Education, 1980. (Source data, Kansas Department of Human Resources).
- Phase I "Criteria for New Schools, New Programs and Program Continuation," Kansas State Board of Education, June 14, 1983.
- Reich, R. B. *The Next American Frontier.* New York: Time Books, 1983.
- The Reindustrialization of America, *Business Week* Special Issue, June 30, 1980, pp. 55-146.
- Rice, F. A., Myzer, J. A. and McAtee, S. *Structures of the Kansas Labor Force - An Overview of the Industrial and Occupational Composition of the Kansas Labor Force.* Topeka, Kansas: Kansas Department of Human Resources, May 1983.
- Statement by Edwin J. Walbourn, Executive Director, Kansas Association of Community Colleges, to the Kansas State Senate Ways and Means Committee, March 14, 1983.
- Unpublished School Dropout Reports for 1976-77, 1977-78, 1978-79, 1979-80, 1980-81, 1981-82 issued by the Kansas State Department of Education. Topeka, Kansas: Wichita State University Vocational Guidance Project. 1982-83, Brooke Collison, Director.
- Unpublished Area Vocational School Enrollments, 1977-1982.* Topeka, Kansas: Vocational Education Administration Section, Kansas State Department of Education, 1983.
- Unpublished Vocational Education Report, Population Served by Vocational Education, Kansas 1982.* A report developed specifically for the Inter Advisory Council Planning Committee utilizing 1982 enrollment data prepared by Vocational Education director, Dean Prochaska, Kansas State Department of Education, Topeka, Kansas, 1983.
- Unpublished Report on Academic and Occupational Enrollment, Topeka, Kansas: Postsecondary Administration Section, Kansas State Department of Education, 1983.
- U.S. Bureau of the Census. *1980 Census of Population, Vol. I, Chapter B.*
- The National Commission on Excellence in Education. *A Nation at Risk: The Imperative for Educational Reform.* Washington, D.C.: United States Department of Education, April 1983.
- The New Economy. *Time*, May 30, 1983, pp. 62-70.
- Toffler, A. *The Third Wave.* New York: William Morrow, 1980.
- What the Next 50 Years Will Bring. *U.S. News & World Report*, May 9, 1983. pp. A1-A42.

APPENDICES

- Appendix A Legal Base for Education in Kansas
- Appendix B Kansas Statutes
- Appendix C Difference Between Type I and Type II
Area Vocational Schools
- Appendix D Matrix of Recommendations Made by State
Studies, 1979-1982
- Appendix E 1980 Population and 1982 County Valuation
- Appendix F Current Financing of Kansas Vocational
Education
- Appendix G Current Financing of Kansas Community
Colleges

APPENDIX A
LEGAL BASE FOR EDUCATION IN KANSAS

Excerpts From State Laws and Constitutions

Constitutional Language Creating School Systems:

KANSAS - The legislature shall provide for intellectual, educational, vocational and scientific improvement by establishing and maintaining public schools. Kansas Constitution Art 6, Sec. 1.

The legislature shall provide for a state board of education which shall have general supervision of public schools, educational institutions and all the educational interests of the state.

Grant of Power to State Board of Education:

KANSAS - Among other powers, the state board is given the authority to set the course of study, accredit schools and certify teachers. K.S.A. 72-7513.

Grant of Power to State Superintendent:

KANSAS - The state commissioner of education is created by Kansas Constitution Art. 6, Sec. 4. The state board of education is given the authority to set the duties of the commissioner. K.S.A. 72-7601.

Grant of Power to Local Board of Education:

KANSAS - Local Public schools under the general supervision of the state board of education shall be maintained, developed and operated by locally elected boards. Kansas Constitution Art. 6, Sec. 5. The board in each district has the power to set the course of study, adopt teaching standards, and select texts, subject to the approval of the state board. K.S.A. 72-8205.

APPENDIX B
KANSAS STATUTES

Chapter 71 - SCHOOLS -- COMMUNITY COLLEGES

Article 1. - General Provisions

71-101 to 71-119 -- Transferred to 70(a)-101 to 70(a)-119

Article 2. - Organization, Powers and Finances of Boards of Trustees

- 71-201 - Powers and duties of boards of trustees; filling of vacancies; general obligation bonds; limitations.
- 71-202 - Contracts for education; intergovernmental and institutional; limitations.
- 71-203 - Scholarships; limitation on use of funds; special limitations on athletic scholarships.
- 71-204 - Tax levy authorization; determination of amount; budget.
- 71-205 - Off-campus instruction at Fort Leavenworth military reservation.
- 71-206 - Handling of funds.
- 71-207 - Off-campus instruction at certain state institutions; agreements with secretary of corrections.
- 71-208 - Handling of funds.
- 71-209 - Authority for secretary of corrections to contract.
- 71-210 - Affiliation with certain organizations and associations; payment of dues, membership fees authorized.
- 71-211 - Standardized and uniform chart of accounts.

Article 3. - Out-District and Student Tuition

- 71-301 - Student tuition; out-district tuition; computation; special county funds; county tax levies; limitation on rate of out-district tuition.
- 71-302 - Tuition of out-of-state students; exceptions.
- 71-303 - Audit of budgets; out-district state aid and out-district tuition; credit hour limitations.
- 71-304 - Exception to payments of out-district tuition; residency of student in another district.
- 71-305 - Exception not applicable under certain conditions.
- 71-306 - Rules and regulations; substantially equivalent courses and programs.

Article 4. - Residence Determination

- 71-401 - Residence waiting period.
- 71-402 - Determination of residence for minors and adults.
- 71-403 - Rules and regulations by state board of education; county liability for out-district tuition; conclusive determination of residence matters.
- 71-406 - Out-of-state and foreign residence.

Article 5. - Special Building Funds

- 71-501 - Special building funds; tax levies.
- 71-502 - Bonds in lieu of capital outlay levy.
- 71-503 - Special building fund in certain districts; tax levy; election upon petition.
- 71-504 - Election.

Article 6. - State Aid and Fiscal Provisions

- 71-601 - Credit hour defined; state aid.
- 71-602 - Basis for distribution of credit hour state aid.
- 71-603 - Certification of credit hours; reports; forms; policies.
- 71-604 - Credit hour state aid and out-district state aid; payment; apportionment; audits; rules and regulations; repayment, when.
- 71-605 - Distribution, when; credit to general fund.
- 71-606 - Curriculum limitation.
- 71-607 - Out-district state aid; determination of entitlements; reports.

APPENDIX B (Continued)

- 71-609 - Off-campus instruction, location outside county; exceptions.
 - 71-609a - Vocational education courses; agreements with area vocational schools.
 - 71-610 - Out-district tuition and out-district state aid; limitation when two districts located in one county.
 - 71-611 - Budget limitation; definitions.
 - 71-612 - 105% budget limitation; exception.
 - 71-612a - 107% budget limitation; exception for 1977 fiscal year.
 - 71-613 - Vocational education fund.
 - 71-613a - Optional sources.
 - 71-614 - General fund; transfer authorizations; operating expense; certain expenditures prohibited.
 - 71-615 - Exceeding budget limitation; penalty.
 - 71-616 - Appeals to exceed budget limitation; grounds for appeal.
 - 71-617 - Adult education fund; tax levy authorized; sources; expenses; election.
 - 71-618 - Nonresident students considered residents for state aid purposes.
- Article 7. - Definitions of General Application
- 71-701 - Definitions.
- Article 8. - Supervision by State Board of Education
- 71-801 - Supervision by state board of education.
 - 71-802 - Loss of approval of college; loss of state aid entitlement.
- Article 9. - Advisory Council
- 71-901 - Advisory council of community colleges; membership; vacancies; terms; compensation and allowances.
- Article 10. - State Plan for Community Colleges
- 71-1001 - State plan; amendment.
 - 71-1002 - State plan considerations.
 - 71-1003 - Contents of state plan; standards; course limitations.
- Article 11. - New Community Colleges
- 71-1101 - Application to organize; preparatory study.
 - 71-1102 - Standards for approval.
 - 71-1103 - Establishment; approval by state board; approval at election.
 - 71-1104 - Election for approval; determination of result.
 - 71-1105 - Order establishing new college; contents.
 - 71-1106 - School year and day; exceptions; employment of non-certificated personnel.
 - 71-1107 - Election laws applicable to this article.
 - 71-1108 - Moratorium on new community colleges.
- Article 12. - Attachment of Territory
- 71-1201 - Territorial attachment; election, when; limitations and approvals.
- Article 13. - Consolidation of Community Colleges
- 71-1301 - Authorization to agree to consolidate.
 - 71-1302 - Contents of agreement to consolidate.
 - 71-1303 - State board approval of agreements.
 - 71-1304 - Election for approval of consolidation.
 - 71-1305 - Certification of the election results; state board's order for establishment.
 - 71-1306 - Election of board of trustees after consolidation approved.
 - 71-1307 - Bond debt assumption or retention upon consolidation.
 - 71-1308 - Transfer of property and funds upon consolidation.
 - 71-1309 - Definitions.

APPENDIX B (Continued)

Article 14. - Community College Elections

- 71-1401 - Citation of act.
- 71-1402 - Definitions.
- 71-1403 - Board of trustees is governing body; election by one of four methods.
- 71-1404 - Change of method of election; existing methods, rotation and terms.
- 71-1405 - Change to district method of election.
- 71-1406 - Change of method of election, how determined.
- 71-1407 - Member-districts and member-positions; numbering; residence of member.
- 71-1408 - Time when change may be made.
- 71-1409 - Election for approval of change.
- 71-1410 - Petition for change of method of election; plan of change; approval by state board; number of required signatures.
- 71-1411 - Notice of election; ballots, canvass and report of election.
- 71-1412 - Terms of members.
- 71-1413 - Duties of county election officers; election dates.
- 71-1414 - Petition or declaration and fee to become candidate; filing deadline.
- 71-1415 - Primary election, when; write-in candidates.
- 71-1416 - Correlation with other local elections.
- 71-1417 - Ballots and rotation of names.
- 71-1418 - Notice of election, publication.
- 71-1419 - Elections to be nonpartisan; application of other laws; canvass.
- 71-1420 - Voting plan in community college elections.
- 71-1421 - Holdover trustees in certain cases.

Article 15. - Provisions of Limited Application

- 71-1501 - Transfer of assets and contracts from predecessor community colleges.
- 71-1502 - Retention of retirement benefits; Kansas school retirement law.
- 71-1503 - Severability of 1965 act.
- 71-1504 - Severability of 1968 act.
- 71-1505 - Community colleges in urban areas; no-fund warrants.

Article 16. - Purchase of Insurance

- 71-1601 - Student insurance; personal property, loss, theft, damage; purchase authorized.
- 71-1602 - Sickness, bodily injury, accidental death; authorization to purchase.

Chapter 72 - SCHOOLS

Article 44. - Vocational Education

- 72-4408 - Acceptance of federal act, administration supervision; state plan development.
- 72-4409 - State advisory council for vocational education.
- 72-4410 - State advisory council for vocational education; funds expended to operate.
- 72-4411 - Purpose of act.
- 72-4412 - Definitions, board, area vocational school, area vocational-technical school, school district, state board, school year, vocational education, state plan.
- 72-4413 - Authority under the state plan.
- 72-4414 - Authority to contract for research in vocational education.
- 72-4415 - Distribution of state and federal funds for vocational education.
- 72-4416 - Establishment of new area vocational schools.
- 72-4417 - Student tuition and fees.
- 72-4417a - Residence determination, tuition payments.
- 72-4418 - Admission and enrollment procedures to vocational programs.
- 72-4419 - Tuition payment by a school district.
- 72-4420 - Repealed.
- 72-4421 - Participating agreements between school districts and/or community colleges.

APPENDIX B (Continued)

- 72-4422 - Admission and tuition for out-of-state students.
- 72-4423 - Gifts, grants and bequests.
- 72-4424 - Tax levy authorization for community colleges; fund accounting.
- 72-4424a - Tax levy for vocational education fund by community colleges.
- 72-4425 - Reporting, audits and inspections.
- 72-4426 - Savings clause - continuation of existing agreements.
- 72-4427 - Participation in comprehensive employment and training act.
- 72-4428 - Financing student centers.
- 72-4429 - Out-of-state agreements for students to participate in a vocational education course or program.

- 72-4430 - Postsecondary student definitions.
- 72-4431 - Postsecondary aid computation.
- 72-4432 - Postsecondary aid distribution.
- 72-4433 - Postsecondary tuition rate.
- 72-4440 - Capital outlay aid for area vocational and area vocational-technical school.
- 72-4441 - Capital outlay fund in area vocational-technical schools.
- 72-4442 - Capital outlay fund distribution to area vocational and area vocational-technical schools.
- 72-4443 - Excluding capital outlay funds from the operating budget of an area vocational and area vocational-technical school.

APPENDIX C

MEMORANDUM

June 9, 1983

TO: Legislative Educational Planning Committee
FROM: Kansas Legislative Research Department
RE: Difference Between Type I and Type II Area Vocational Schools

In 1963, legislation was enacted which created a system of area vocational-technical schools. The law provided for two types of administrative organization: An area vocational-technical school could be under the control of the board of the school district in which it was located or it could be under the control of a board consisting of representatives of each of the boards of cooperating districts. (The former are known as Type I schools and the latter as Type II schools.)

By the end of 1964, seven schools were operating: three under individual school district boards in Dodge City, Emporia, and Topeka, and four under boards of control made up of members of participating school districts. The four were the Central Kansas Area Vocational-Technical School in Newton, the Southeast Kansas Area Vocational-Technical School in Coffeyville, the Northwest Kansas Area Vocational-Technical School in Goodland, and the North Central Kansas Area Vocational-Technical School in Beloit.

During the next four years (1965 through 1968), seven more area vocational schools were established. All were under the control of the board of a single school district except for the area school which was part of the Cowley County Community College and under the control of the College's Board of Trustees.

Thus, by the end of 1968 each of the 14 area vocational schools in existence today had begun operations. The only new school approved since that time is the area vocational school in Pratt which will begin operations July 1, 1984. That school will be under the control of the Board of Trustees of the Pratt Community College.

Listed below are the schools:

Schools under the control of a board composed of representatives of cooperating districts:

Central Kansas Area Vocational-Technical School, Newton
Southeast Kansas Area Vocational-Technical School, Coffeyville
Northwest Kansas Area Vocational-Technical School, Goodland
North Central Kansas Area Vocational-Technical School, Beloit

Schools under the control of the board of a single school district:

APPENDIX C (Continued)

-2-

Flint Hills Area Vocational-Technical School, Emporia
Kansas City Area Vocational-Technical School, Kansas City
Kaw Area Vocational-Technical School, Topeka
Liberal Area Vocational-Technical School, Liberal
Manhattan Area Vocational-Technical School, Manhattan
Northeast Kansas Area Vocational-Technical School, Atchison
Salina Area Vocational-Technical School, Salina
Southwest Kansas Area Vocational-Technical School, Dodge City
Wichita Area Vocational-Technical School, Wichita

Schools under the control of a community college board of trustees:

Cowley County Area Vocational-Technical School, Arkansas City
Pratt Area Vocational-Technical School, Pratt
(Begins operations July 1, 1984)

In 1969 the current law was enacted which defines "area vocational school" (Type I) as a vocational education school which is under the control of a school district or community college board or is operated as part of an institution under the control of the board of a municipal institution or the State Board of Regents. The law sets forth a procedure for designating new area vocational schools (Type I only) whereby the board of a school district, community college, municipal university, or Regents' institution may present a plan for the establishment and operation of a school to the State Board of Education for its approval. The law requires that the following information be provided:

- (a) Concentration of population within a reasonable community service area;
- (b) Total school enrollments in grades one through eight, and in grades nine through twelve, separately;
- (c) Number of persons graduating from high school within the area;
- (d) Identification of vocational education services needed within the area;
- (e) Local interest and attitudes toward the program;
- (f) Ability to contribute to the financial support of the program;
- (g) Consideration of the area in relation to other programs or requests for programs of vocational education to prevent, as nearly as is practicable, overlapping or duplication of educational services.

The law also defines "area vocational-technical school" (emphasis added) as vocational education schools which were designated Type II schools under prior law, a designation which is continued in current law. The four schools identified are the four which are under the control of a board composed of representatives of cooperating districts. That type of board is termed a "board of control."

APPENDIX C (Continued)

-3-

In addition, the statutes say that "nothing in the act shall be construed to authorize the establishment or operation of any area vocational technical school not specifically named in this subsection" (K.S.A. 72-4412).

Matrix of Recommendations Made By State Studies 1970 - 1982*

2/1/83

Studies Making
Recommendations
1 2 3 4 5

Recommendations

REGIONALIZATION

Under the recommended plan of unification, the number of public two-year institutions would be reduced from 33 to 20; however, in effecting this consolidation the number of comprehensive institutions would be significantly increased.	X			X	
It is recommended that seven two-year colleges be formed by merging existing pairs of area vocational-technical schools and community junior colleges:	X				
<ul style="list-style-type: none"> • Northwest Kansas AVTS, Colby CJC • Liberal AVTS, Seward County CJC • Southwest Kansas AVTS, Dodge City CJC • North Central Kansas AVTS, Cloud County CJC • Central Kansas AVTS, Hutchinson CJC • Northeast Kansas AVTS, Highland CJC • Kansas City AVTS, Kansas City Kansas CJC 					
It is recommended that two multicampus colleges be formed by merging the six community junior colleges serving southeast Kansas and the area vocational-technical school located at Coffeyville:	X		X		
<ul style="list-style-type: none"> • Southeast Kansas AVTS, Coffeyville CJC, Independence CJC, Labette County CJC • Allen County CJC, Ft. Scott CJC, Neosho County CJC 					
It is recommended that the offerings at the six community junior colleges and the four area vocational-technical schools listed be appropriately expanded to enable each to provide both academic and occupational-oriented training opportunities consistent with local needs:	X				
<ul style="list-style-type: none"> • Barton County CJC • Butler County CJC • Cowley County CJC • Garden City CJC • Johnson County CJC • Pratt CJC • Kaw AVTS • Flint Hills AVTS • Manhattan AVTS • Wichita AVTS 					
It is recommended that technical training such as that offered in Salina by the Kansas Technical Institute would be incorporated into the expanded curricula of those comprehensive colleges which serve areas of relatively high labor market demand for technicians.	X				
The facility which currently houses the Kansas Technical Institute would be operated as one of two campuses (the other being the existing Salina AVTS) of the proposed <i>Salina Community College</i> at the discretion of the college's governing board.	X				
Each region should be responsible for administration of all public two-year postsecondary institutions and their programs within the region according to guidelines adopted by the State Board of Education and within a framework established by the 1202 Commission or its successor.					X
It is recommended that a procedure be established to allow any county to transfer from one region to a contiguous region.					X
It is recommended that a procedure be established by which a total region may combine with a contiguous region or a region may disorganize, provided that all counties are attached to some contiguous region.					X
It is recommended that postsecondary planning by the Legislative Educational Planning Committee be developed to allow, within practical limits, maximum regional determination of priorities for postsecondary educational programs.					X
It is recommended that all public postsecondary institutions within a region be under one administrative officer responsible to the regional board.					X

SYSTEM

It is recommended that a permanent and independent state planning agency be created, appointed by the legislature, charged with the continuing responsibility of research and planning for a comprehensive system of postsecondary education. This agency to be known as the <i>State Planning Commission for Postsecondary Education</i> , or <i>State Commission</i> , also shall be designated under Section 1202 of the federal Education Amendments of 1972, as the postsecondary education commission. Also after June 30, 1973, the State Commission should be assigned sole responsibility for the administration of all aspects of postsecondary education including state plans required under Section 105, 603, 704 and Titles VI and VII of the Higher Education Act of 1965.	X	X	X	X	X
It is recommended that no new institutions be established during the 1970's except those resulting from mergers as previously defined.	X				
It is recommended that the system of public four-year colleges and universities be unchanged:	X				
<ul style="list-style-type: none"> • Fort Hays Kansas State College • Kansas State College of Pittsburg • Kansas State Teachers College • Kansas State University • University of Kansas • Wichita State University • Washburn University 					
It is recommended that the existing dual system of area vocational-technical schools and community junior colleges be combined into a streamlined and integrated network of comprehensive two-year colleges.	X			X	
Concurrent with this recommendation is the requirement that enforceable guidelines and assurances be instituted to help insure that occupational and academic programs become complementary components of postsecondary education and that they attain positions of quality and stature so as to best meet the postsecondary needs of all Kansans.	X				
It is recommended that a State Management Agency be created, appointed by the Governor with the advice and consent of the Senate, charged with the management of the state interest in a comprehensive system of postsecondary education. This agency also shall be designated under Part B, Section 1055 of the federal Education Amendments of 1972, as the state agency responsible for administration of Occupational Educational Programs.	X			X	
The Task Force recommends that a state system of comprehensive postsecondary education regions be established to include all of the counties of the state in some region.				X	
It is recommended that the State Board of Education have legal governance powers for postsecondary education in the areas of program approval, general supervision, and statewide planning within the planning framework established by the Legislative Educational Planning Committee. Statewide planning by the State Board includes the authority to implement statewide plans and to make decisions in accordance with state and regional need studies as to what programs are offered and which regions may offer them.				X	
It is recommended that the state level administrative structure be so organized that all rules, regulations, and guidelines for postsecondary education come through a single, readily identifiable office.				X	
It is recommended that data gathering for purposes of statewide planning be coordinated between the Legislative Educational Planning Committee and the State Board to avoid duplication.		X		X	X

* Eighteen studies, dating from 1970 to 1982, were reviewed. Of these eighteen only five are used in the matrix, because they made specific recommendations concerning what should be done to improve postsecondary education.

1. Master Planning Commission—Postsecondary Education Plan to 1985—Final Report—1972
2. Final Report of Master Planning Commission —1973
3. Ozarks Regional Commission Community College Education in Southeast Kansas—Part I—1973
4. Report of KSBE to Kansas Legislative Planning Commission —1974
5. A Comprehensive Needs Assessment and Plan in Vocational Education—1978

APPENDIX E

July 1983

1980 POPULATION AND
1982 COUNTY VALUATIONS

	<u>Pop.</u>	<u>County Valuation</u>		<u>Pop.</u>	<u>County Valuation</u>
ALLEN	15,654	\$ 65,534,302	HASKELL	3,814	99,274,016
ANDERSON	8,749	44,277,097	HODGEMAN	2,269	41,859,351
ATCHISON	18,397	50,232,820	JACKSON	11,644	33,285,472
BARBER	6,548	81,291,033	JEFFERSON	15,207	44,142,000
BARTON	31,343	227,862,371	JEWELL	5,241	33,874,305
BOURBON	15,969	50,143,320	JOHNSON	270,269	939,882,123
BROWN	11,955	50,708,863	KEARNY	3,435	160,106,053
BUTLER	44,782	209,480,888	KINGMAN	8,960	102,071,211
CHASE	3,309	28,965,169	KIOWA	4,046	73,640,832
CHAUTAUQUA	5,016	28,609,117	LABETTE	25,682	71,052,472
CHEROKEE	22,304	60,852,236	LANE	2,472	38,183,148
CHEYENNE	3,678	29,945,632	LEAVENWORTH	54,809	104,429,210
CLARK	2,599	56,502,808	LINCOLN	4,145	32,745,189
CLAY	9,802	43,491,804	LINN	8,234	119,941,142
CLOUD	12,494	55,131,928	LOGAN	3,478	33,983,998
COFFEY	9,370	233,923,677	LYON	35,108	114,119,934
COMANCHE	2,554	44,633,926	MARION	13,522	67,356,049
COWLEY	36,824	154,598,016	MARSHALL	12,787	57,452,010
CRAWFORD	37,916	81,120,289	MCPHERSON	26,855	170,020,702
DECATUR	4,509	39,405,669	MEADE	4,788	77,571,237
DICKINSON	20,175	77,810,902	MIAMI	21,618	75,116,158
DONIPHAN	9,268	32,007,579	MITCHELL	8,117	41,238,748
DOUGLAS	67,640	199,314,973	MONTGOMERY	42,281	133,708,748
EDWARDS	4,271	64,288,573	MORRIS	6,419	36,052,890
ELK	3,918	24,512,863	MORTON	3,454	122,451,612
ELLIS	26,098	186,095,591	NEMAHA	11,211	49,060,555
ELLSWORTH	6,640	69,321,528	NEOSHO	18,967	66,908,676
FINNEY	23,825	261,064,131	NESS	4,498	78,127,881
FORD	24,315	128,702,688	NORTON	6,689	33,455,652
FRANKLIN	22,062	67,927,381	OSAGE	15,319	50,343,470
GEARY	29,852	59,032,594	OSBORNE	5,959	42,655,835
GOVE	3,726	41,259,579	OTTAWA	5,971	40,870,161
GRAHAM	3,995	61,956,048	PAWNEE	8,065	64,442,094
GRANT	6,977	181,013,951	PHILLIPS	7,406	59,137,127
GRAY	5,138	56,449,434	POTTAWATOMIE	14,782	217,396,228
GREELEY	1,845	40,428,771	PRATT	10,275	94,275,185
GREENWOOD	8,764	53,597,914	RAWLINS	4,105	36,696,512
HAMILTON	2,514	42,596,691	RENO	64,983	249,042,805
HARPER	7,778	72,506,556	REPUBLIC	7,569	43,181,870
HARVEY	30,531	120,992,720	RICE	11,900	106,285,608

APPENDIX E (Continued)

	<u>Pop.</u>	<u>County Valuation</u>		<u>Pop.</u>	<u>County Valuation</u>
RILEY	63,505	114,875,084	STANTON	2,339	64,564,348
ROOKS	7,006	86,632,251	STEVENS	4,736	237,795,455
RUSH	4,516	44,301,666	SUMNER	24,928	113,502,839
RUSSELL	8,868	93,374,371	THOMAS	8,451	61,300,734
SALINE	48,905	164,006,195	TREGO	4,165	55,676,672
SCOTT	5,782	41,645,960	WABAUNSEE	6,867	32,894,188
SEDGWICK	366,531	1,324,055,420	WALLACE	2,045	24,084,436
SEWARD	17,071	124,901,522	WASHINGTON	8,543	52,828,895
SHAWNEE	154,916	444,449,402	WICHITA	3,041	36,467,997
SHERIDAN	3,544	32,716,252	WILSON	12,128	48,254,373
SHERMAN	7,759	46,617,121	WOODSON	4,600	37,244,007
SMITH	5,947	34,063,059	WYANDOTTE	172,335	385,372,312
STAFFORD	5,694	79,717,545			

From 1980 Census Data and 1982 Kansas Department of Revenue, Division of Property Valuation Statistical Report of Property Assessment and Taxation.

APPENDIX F

3/14/83

CURRENT FUNDING OF KANSAS VOCATIONAL EDUCATION

Vocational funds are currently made available through the following sources:

Federal Program Reimbursement

Statewide, federal reimbursement funds used for program costs account for approximately 8%

State Categorical Aid

These funds are used in the distribution formula to USD/AVTS institutions. The approximate percentage of these funds is 17%

Postsecondary State Aid

Funds are used for paying on AVTS postsecondary hours through the Department's finance office. These funds account for approximately 28%

Local Match

(Includes USD General Revenue Funds and AVTS Student Tuition)

Statewide, local matching funds for program costs are approximately 47%
100%

AVTS SUMMARY

Federal Program Reimbursement	5%
State Categorical Aid	17%
Postsecondary State Aid	28%
Local Match	<u>50%</u>
	100%

APPENDIX G

3/14/83

Current Financing of Kansas Community Colleges

Kansas Community Colleges are currently financed from approximately five different sources of revenue--local property tax, state credit hour aid, student tuition, out-district tuition, and state out-district aid.

By far the largest source of funds is from the local property tax levied on the college district. Nearly 50% of the funding comes from this levy alone.

The state credit hour aid and the state out-district aid make up the next major sources of income--approximately 30%. State credit hour aid is the aid paid on the credit hours enrolled in by students attending the institution. State out-district aid is the funding for those students attending the institution from another district.

Student tuition contributes approximately 15% of the budget. Tuition charges range from \$10.00 to \$15.00 per credit hour enrolled.

Last, but certainly not least, is the out-district tuition paid by home counties of students who are attending a community college in another district/county. This amounts to approximately 5% of the total budget. The counties make a tax levy on the district for this source of funds.

G L O S S A R Y - Phase II

Listed below are some terms that are found in Phase II in the study. Definitions of some other terms can be found in the glossary accompanying Phase I (Pages 23-25).

- AccreditationA systematic process of institutional evaluation whereby a team of peers evaluate an educational institution and recognize it for a specific period of time.
- Advisory CouncilA group usually composed of representatives from schools, labor, business and agriculture used for advisory purposes.
- Advisory Council
of Community
CollegesA statutory advisory council (K.S.A. 71-901) appointed by the Governor and responsible for advisory elements of state government or community college education.
- Adult EducationEducational programs below the college level for persons over the age of sixteen who have already entered the labor market, or who are unemployed and not in high school.
- Area Vocational
School and Area
Vocational-
Technical SchoolInstitutions formed in 1964 to deliver skill training. They fall into three categories of governance: Type I -governed by a single local board; Type II - governed by an area board of control; joint community college/area vocational school - governed by a community college board of trustees.
- Attendance CenterAn attendance center other than the home site of a school, where programs of instruction are offered by an institution.
- Baccalaureate
Degree-Granting
Institutions.....An institution which confers the traditional four years normally consisting of 124-140 credit hours of instruction.
- Board of Control.....The governing body of an area vocational-technical school constituted by agreement among the participating districts.
- Board of EducationThe board of education of any unified school district.
- Board of TrusteesThe governing body of a community college.
- Certificate.....A document offered by both the community colleges and the area vocational schools indicating the student has completed a specified program.
- Clock Hours of
InstructionThe term used to measure the length of an instructional program. One clock hour equates to sixty minutes of instruction.
- Community College.....A public community college approved and accredited by the State Board of Education that provides comprehensive, multi-program postsecondary education at low cost to all students and citizens who want, need, or can profit from such education.
- Course.....An organization of subject matter and related learning experiences provided for the instruction of students on a regular or systematic basis, usually for a predetermined period of time as in a semester, a quarter, or a regular school term.

Credit HourA method of recording educational progress in a community college. Normally one credit hour equates to 15 clock hours of instruction.

DegreeA title conferred by a college or university as official recognition for the completion of a program of studies or for other attainment.

DemographicsCharacteristics of human population.

Differential
FundingReimbursement to community colleges is paid on a differential rate with academic programs receiving \$23.00 per credit hour and vocational programs \$34.50 per credit hour as established by K.S.A. 71-601.

Dual Enrollment.....An arrangement whereby students regularly and concurrently attend two schools which share direction and control of the student.

Exploratory Program.....A program of exploratory activities that provides orientation to a number of different occupational fields and counseling designed to assist individuals in choosing an occupation for which to train. Usually offered in grades seven through ten.

FeeA payment, charge, or compensation for services other than instruction such as for the use of equipment, books, or other goods.

Fiscal YearThe year beginning July 1st of one calendar year and ending June 30th of the following calendar year.

Full Time Equivalency
StudentA unit of measure for identifying the length of a course program. One FTE (student) equates to 1,080 hours of instruction or 30 credit hours for community college students.

Instructional
StaffIndividuals employed for the primary purpose of performing instructional activities in a school or institution.

Level of
InstructionAn indicator of the general nature and difficulty of instruction, usually identified by the designation of a grade or year in an organized educational system.

Legislative Post
Audit CommitteeLegislative Educational Planning Commission - A joint committee of state legislators charged with the responsibility of planning for postsecondary or higher education in Kansas.

Noncredit CourseA course for which pupils do not receive credit applicable toward graduation or completion of a program of studies.

Out-District
TuitionA charge made by a community college and paid directly by the county of residence to the community colleges for any student attending the community college and whose residence is in Kansas but outside the community college district.

Out-District
Tuition Tax.....The amount of mill levy authorized to counties for the payment of out-district tuition.

Out-District
State Aid.....An amount equal to out-district tuition paid by the state for any student attending a community college whose residence is in Kansas and outside the community college district.

- Postsecondary Aid**Funding provided by the state to the area vocational schools for instruction of post high or adult students. These funds are computed on the basis of FTE student and equate to 85% of the cost of the instruction.
- Postsecondary Program**Programs of instruction for persons who have completed or left high school or who are enrolled in organized programs of study for which credit may be given toward an associate or other degree, but which are not designed as baccalaureate or higher degree programs.
- Pre-Vocational Program**A program of activities that allows 9th and 10th grade student to explore an occupational field for which training is available through area vocational schools and programs.
- Satellite**See attendance center.
- School District**.....An administrative unit at the local level which exists primarily to operate public schools or to contract for public school services. These units may or may not be coterminous with county, city, or town boundaries. This term is used synonymously with the terms "local basic administrative unit" and "local educational agency."
- State Advisory Council for Vocational Education**An advisory group required by federal vocational education legislation for any state wishing to receive federal vocational education money; advisory to the State Board of Education.
- State Board of Education**An elected body of individuals representing all areas of the state responsible for the statewide system of public education in unified school districts, area vocational-technical schools and the community colleges.
- State Department of Education**The state agency under the direct control of the State Board of Education which has the responsibility of administrating the federal and state laws, rules and regulations as they pertain to public education in the state.
- State Occupational Information Coordinating Committee**Organization established by federal vocational education legislation and representing state offices of employment security, vocational education, vocational rehabilitation and comprehensive employment and training.
- State Plan (Community College)**The plan adopted for community colleges as heretofore provided by law, and such plan as it is from time to time amended by the State Board of Education upon recommendation of the advisory council; such plan may include other matters listed in the Community College Act and Acts amendatory thereof, or supplemental thereto.
- State Plan (Vocational Education)**A plan prepared by the State Department of Education to assist local education agencies in the planning and operation of programs of vocational education. State plans are required by the federal government and must be approved by that federal agency before a state is eligible to receive federal vocational education funding.

STATE BOARD OF EDUCATION GOALS

Adopted: May, 1983

1. The Kansas State Board of Education will provide equal educational opportunity to encourage each student within his/her developmental ability in -
 - Attaining the optimum skills of reading, writing, speaking, listening, computation, and problem solving.
 - Developing an awareness of career opportunities and appropriate work habits to succeed in the world of work, including sheltered work environments.
 - Acquiring a general education.
 - Attaining knowledge and skills to qualify for further education, employment, re-employment, or rehabilitation.
 - Learning the rights and responsibilities of parents and family; the knowledge to achieve and maintain emotional, mental, and physical health; and the processes of effective citizenship.
 - Developing a literacy of technology and computers.
2. The Kansas State Board of Education will advocate quality education by:
 - Strengthening accreditation standards of schools.
 - Encouraging institutions of higher education to strengthen teacher preparation programs.
 - Formulating policies which provide programs, facilities, and institutions.
 - Implementing evaluation measures which will provide program and student information to decision makers at all levels.
3. The Kansas State Board of Education will encourage the professional growth of educators by:
 - Approving teacher preparation programs which meet the needs of the Kansas education community.
 - Providing certification procedures which reflect the needs of the teaching profession, school districts, and students.
 - Promoting the development of state approved inservice programs at the local school district level.
4. The Kansas State Board of Education will promote curriculum improvement by:
 - Providing technical assistance to local school districts.
 - Disseminating reports and information about applied research in education.
 - Identifying and recognizing outstanding local school district curriculum programs.
5. The Kansas State Board of Education will promote effective legislation and financial services to local education entities by:
 - Identifying areas of educational need.
 - Proposing legislation to meet identified educational needs.
 - Distributing fiscal resources fairly and equitably.
 - Adopting reporting and funding processes that encourage accountability at all levels.

Executive Summary of Phase II: Improving Programs and Developing Resources for Kansas Area Vocational Schools and Community Colleges

The American society has moved through the agrarian and industrial ages into the *information age*. The technological advances accompanying this *information age* require the United States to better manage its economic resources (including human resources) in order to remain competitive with the rest of the world. Accordingly, Kansas postsecondary education institutions have a tremendous opportunity to play a major role in developing the state's human resources to meet these challenges.

The population of the United States is increasing at an annual rate of approximately one percent. Kansas population, is expected to remain constant through the year 2000. Changes in the population subgroups contained in the total population continue to make demands upon education. The Kansas postsecondary education system will need to respond to the needs of the *Baby Boom* subgroup (individuals between the ages of 19-37) as well as the needs of the increasing numbers of minorities.

Kansas community colleges and area vocational-technical schools have traditionally been successful in developing programs and courses to meet the needs of their respective communities. These postsecondary institutions must expand their vision to include broader areas and be even more responsive in their curriculum development if they are to meet the needs of the state's citizens and industries.

Organization and governance structures and procedures are developed and operated for the expressed purpose of achieving specific goals. The development of a comprehensive governance strategy for Kansas postsecondary education is necessary if the goals of access, efficiency, equity, quality, and flexibility are to be accomplished. This governance strategy necessitates a single system for providing postsecondary education.

If a comprehensive system of postsecondary education is to succeed, it must have adequate and equitable financial support. Legislators and other education policymakers would do well to take into consideration factors such as regional valuation and assessed valuation per full-time equivalent student when developing the machinery to finance a comprehensive system of postsecondary education. The broader the base of financial support is for a comprehensive system, the better the chances are for establishing some uniformity of funding and tuition rates, as well as obtaining continued support from the general public for the program.

If the system is to successfully achieve the stated goals, it is essential to have an accurate objective evaluation component. The purpose of evaluation is to truthfully describe the accomplishments of the educational system and to identify prospective courses for improvement. Evaluation must be provided and received in the cooperative spirit of improvement if it is to be a positive productive experience. The Kansas system of postsecondary education needs an active, positive, and flexible plan for evaluation to ensure its success.

Recommendations

It is recommended that postsecondary institutions under the jurisdiction of the Kansas State Board of Education:

1. Review institutional curriculum and instruction annually and revise them where appropriate to ensure that institutional offerings meet the specific needs of individuals, an information based society in general, and specific needs of Kansas business and industry.
2. Design curricular programs and instructional services that meet the educational needs of all students with special attention directed toward the growing population subgroups, such as older people and minority students.
3. Submit a proposed curriculum annually to the State Board of Education for review so that unnecessary program duplication can be minimized and program coordination can be improved.
4. Improve vocational counseling and guidance services to both secondary and postsecondary age youth to ensure appropriate emphasis on both vocational and general education.

It is recommended that the Kansas State Board of Education improve the organization and governance of postsecondary institutions under its jurisdiction by:

5. Dividing the state into postsecondary education regions that will be regionally governed by an elected board.
6. Delegating to the regional board the governance and management powers authorized in K.S.A. Ch. 71, Article 2, and K.S.A. 72-4424.
7. Retaining legal governance powers for postsecondary education in the areas of program approval, general supervision, and statewide planning within the framework of the Legislative Educational Planning Committee (formerly 1202 Commission).

8. Placing all public postsecondary education institutions in each region under one chief administrative officer responsible to each regional board.
9. Altering the organization of the Kansas State Department of Education so that all rules, regulations, guidelines, and technical assistance for postsecondary education will be centered in a single, readily identifiable office.

It is recommended that the Kansas State Board of Education adopt the following concepts of improved financing of postsecondary schools under its jurisdiction:

10. Establish postsecondary regions in Kansas so that they represent areas of relatively equitable property tax base.
11. Establish a uniform, affordable fee or tuition structure for area vocational schools and community colleges that will further advance equity.
12. Retain the flat grant system of state aid to area vocational schools and community colleges but encourage uniform state aid reimbursement by utilizing reimbursement formulas that include equal valuation or equal adjusted valuation per full-time equivalent (FTE) student factors.
13. Increase state aid to community colleges to 40 percent from the current level of approximately 30 percent and expand the utilization of the property tax base for postsecondary vocational education through implementation of the regionalization concept.
14. Eliminate out-of-district state aid for community colleges and repeal the special rates of reimbursement for vocational subjects (provided by statute) for community colleges that are also recognized as area vocational schools.
15. Authorize regional boards to contract with unified school districts for provision of vocational educational services.

It is recommended that the Kansas State Board of Education exercise its responsibility for instructional evaluation and improvement by:

16. Designing and implementing a rigorous evaluation system utilizing qualified, independent third party evaluators to evaluate programs and institutions according to measurable goals and objectives contained in a required long-range institutional evaluation plan.

WRITTEN
By
INTER ADVISORY COUNCIL
PLANNING COMMITTEE

Chairman:

James McCain

Vice-Chairman:

Harold Blackburn

Committee:

Shawn Casey

Vocational Education Advisory Council member

Morris Eastland

Vocational Education Advisory Council member

Harry Falgren

Director, Kansas City Area Vocational-Technical School

Leon Foster

President, Independence Community College

Kay Groneman

State Board of Education member

Marilyn Harwood

Community College Advisory Council and
State Board of Education member

Dan Stockstill

Superintendent, Smith Center USD 237

Ruby Tate

Vocational Education Advisory Council member

Edwin Walbourn

Executive Director, Kansas Association of
Community Colleges

Harold Walker

Community College Advisory Council member

Floyd West

Vocational Education Advisory Council member

KSDE Resource Staff:

Merle Bolton, Commissioner

Harold Blackburn, Assistant Commissioner,
Education Services

Maria Collins, Program Specialist

Dale Dennis, Assistant Commissioner,
Financial Services

Willie Dunlap, Program Specialist

Ed Hankins, Coordinator, Vocational Education
Administration

John Hanna, Program Specialist

Ann Harrison, Director, Program Analysis
and Evaluation

Cheryl Henderson, Program Specialist

Ed Henry, Program Specialist

Margaret Holeman, Secretary

Linda Johnson, Program Specialist

Corena Mook, Program Specialist

Tom Moore, Program Specialist

Sam Newland, Director, Postsecondary
Administration

Charles Nicholson, Program Specialist

Carol Oberle, Program Specialist

Les Olsen, Program Specialist

Carolyn Olson, Program Specialist

Susan Owen, Program Specialist

Dean Prochaska, Director,
Vocational Education Administration

Ruth Reynolds, Secretary

Richard Russell, Program Specialist

Damon Slyter, Program Specialist

Lue Ann Snider, Clerk IV

Don Strait, Program Specialist

Other:

Lawrence Foth, Executive Director, State Advisory
Council for Vocational Education

For a copy of *Executive Summary Phase II: Improving Programs and Developing Resources for Kansas Area Vocational Schools and Community Colleges*, contact Dr. Merle R. Bolton, Commissioner of Education, Kansas State Department of Education, 120 East 10th, Topeka, KS 66612

Executive Summary

**Phase II: Improving
Programs and Developing
Resources for Kansas
Area Vocational Schools
and Community Colleges**

DRAFT

***Inter Advisory Council
Planning Committee***

***Sponsored by the
Kansas State Department of Education***

*Kansas State Education Building
120 East 10th Street Topeka, Kansas 66612*

September 27, 1983

Kansas State Board of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612

Kay M. Groneman
District 1

Alicia L. Salisbury
District 4

Marilyn Harwood
District 6

Evelyn Whitcomb
District 8

Kathleen White
District 2

Ann L. Keener
District 5

Theodore R. Von Fange
District 7

Robert J. Clemons
District 9

Dale Louis Carey
District 3

Gordon Schultz
District 10

January 13, 1984

TO: Senator Joseph Harder, Chairman, Senate Education
Committee

FROM: State Board of Education

SUBJECT: Criteria for Approving Area Vocational Schools and Area
Vocational-Technical Schools

The State Board of Education would like to offer one minor recommendation when the proposal to revise the law on the State Board of Education's authority to approve area vocational-technical schools is reviewed by the Committee. The State Board requests that consideration be given to granting authority to the Board to reject an application for an area vocational school or an area vocational-technical school even if it meets the criteria if in the Board's opinion a more suitable delivery system is available.

Attachment 5



STATE OF KANSAS

OFFICE OF THE ATTORNEY GENERAL

2ND FLOOR, KANSAS JUDICIAL CENTER, TOPEKA 66612

ROBERT T. STEPHAN
ATTORNEY GENERAL

November 15, 1983

MAIN PHONE: (913) 296-2215
CONSUMER PROTECTION: 296-3751
ANTITRUST: 296-5299

ATTORNEY GENERAL OPINION NO. 83- 169

Honorable Denise C. Apt
Representative, Tenth District
810 Meadowbrook
Iola, Kansas 66749

Re: Schools--Vocational Education--Plan for Establish-
ment; Approval by State Board of Education

Synopsis: The State Board of Education lacks the discretion
to reject a plan for the establishment of a proposed
area vocational school solely for the reason that
the legislature may not provide additional financial
support therefor. Cited herein: K.S.A. 72-4416, Kan.
Const., Art. 6, §§1, 2 and 6.

*

*

*

Dear Representative Apt:

You seek our opinion on whether the State Board of Education may reject a plan for the establishment of an area vocational school, even though the information submitted in support of the establishment of the area vocational school, as prescribed in K.S.A. 72-4416, indicates the area vocational school meets the criteria established by the Board. Specifically, you inquire whether a plan may be rejected because of concern that a new area vocational school may create a demand for financial support in excess of the amount the state legislature may provide.

In our judgment, the State Board lacks the authority to deny a plan on this basis alone. This conclusion is premised in part upon our consideration of Sections 1, 2(a) and 6(b) of Article 6 of the Kansas Constitution, which provide, respectively:

"§1. Schools and related institutions and activities. The legislature shall provide for intellectual, educational, vocational and scientific improvement by establishing and maintaining public schools, educational institutions and related activities which may be organized and changed in such manner as may be provided by law.

"§2. State board of education and state board of regents. (a) The legislature shall provide for a state board of education which shall have general supervision of public schools, educational institutions and all the educational interests of the state, except educational functions delegated by law to the state board of regents. The state board of education shall perform such other duties as may be provided by law.

"§6. Finance. . . .

"(b) The legislature shall make suitable provision for finance of the educational interests of the state. No tuition shall be charged for attendance at any public school to pupils required by law to attend such school, except such fees or supplemental charges as may be authorized by law. The legislature may authorize the state board of regents to establish tuition, fees and charges at institutions under its supervision."
(Emphasis added.)

These sections of the constitution clearly prescribe certain duties which are the responsibility of the state legislature and certain other duties which are the responsibility of the State Board of Education.

Under Article 6, Section 1, the duty to provide for, inter alia, vocational improvement, by establishing and maintaining public schools, educational institutions and related activities, is placed squarely upon the legislature. However, in providing for the establishment of schools, institutions and related activities, the legislature may require the State Board to lend assistance. See Article 6, Section 2(a), supra, and State ex rel. v. State Board of Education, 215 Kan. 551 (1974), in which case, the Kansas Supreme Court held:

"Under Art. 6, Sec. 1 and 2 of our constitution the State Board of Education is authorized to perform any duties pertaining to the educational interests of the state which the legislature deems wise and prudent to impose upon the board, and the legislature has authority to delegate to that board the power to perform duties which, in the general classification of powers of government, are legislative in character" Id. at Syl. ¶3.

Pursuant to its authority to delegate to the State Board of Education the power to perform duties legislative in character, the legislature has prescribed, in K.S.A. 72-4416, that the State Board review plans for the establishment of new area vocational schools, conduct hearings and investigations in regard to any such plan, and, based upon the factors prescribed by the legislature, approve, modify and approve as modified, or reject any such plan. This all is set forth in K.S.A. 72-4416, which provides:

"Any board may present a plan to the state board for the establishment and operation of any area vocational school. The plan may specify that the area vocational school is to be a department or a division of a school district or a community junior college or an institution under the state board of regents or any municipal university. The plan shall be prepared in such form as is prescribed by the state board.

"Information included in support of the plan shall include, but not be limited to the following:

"(a) Concentration of population within a reasonable community service area;

"(b) Total school enrollments in grades one through eight, and in grades nine through twelve, separately;

"(c) Number of persons graduating from high school within the area;

"(d) Probability of growth in school enrollments within the area;

"(e) Identification of vocational education services needed within the area;

"(f) Local interest and attitudes toward the program;

"(g) Ability to contribute to the financial support of the program;

"(h) Consideration of the area in relation to other programs or requests for programs of vocational education to prevent, as nearly as is practicable, overlapping or duplication of educational services.

"Upon receipt and examination of a plan, the state board shall conduct hearings and make such investigations related to the plan as it deems appropriate. If the plan submitted is approved, or approved after amendment, the state board may designate a school district, community junior college, an institution under the control of the state board of regents or a municipal university as an area vocational school."

When functioning under the provisions of this statute, the State Board is performing the legislative function of determining whether an educational institution should be established. The State Board is performing this function only pursuant to a delegation of legislative authority. Consequently, the State Board has only such authority as has been conferred upon it by the legislature. See, e.g., State ex rel. Dix v. State Board of Education, 224 Kan. 38 (1978). Like any executive agency or department to whom the legislature delegates administrative authority, the State Board, legally, must confine its actions within the parameters of the authority conferred by the legislature. See, e.g., Cray v. Kennedy, 230 Kan. 663 (1982) and the cases cited therein at 675-676. As was said in Cray, supra:

"The Kansas cases have consistently held, whether in the case of administrative acts or in the adoption of rules and regulations, that administrative agencies must act within the ambit of their specific statutory authority and not beyond." 230 Kan. at 675.

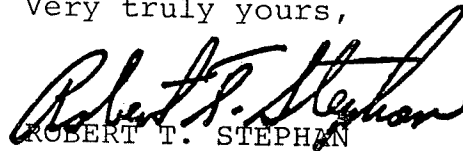
Thus, the power of the State Board under the provisions of K.S.A. 72-4416 is only as broad as the specific statutory authority conferred therein.

Honorable Denise C. Apt
Page Five

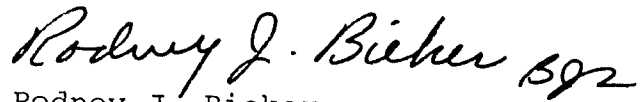
The matters that the State Board is to consider are adequately detailed in the statute or necessarily implied therefrom. K.S.A. 72-4416 neither states expressly, nor by implications, that the State Board is to consider whether the legislature will provide the financial support necessary to maintain additional area vocational schools. Such speculation is beyond the authority delegated to the State Board. Thus, the State Board, except as an interested observer and a source of information and recommendations, may not consider upon review of an application for an area vocational school whether the legislature will provide funding for an area vocational school which meets the legislative and administrative criteria.

Therefore, based upon the above considerations, we are of the opinion that the State Board of Education lacks the discretion to reject a plan for the establishment of a proposed area vocational school solely for the reason that the legislature may not provide additional financial support therefor.

Very truly yours,



ROBERT T. STEPHAN
Attorney General of Kansas



Rodney J. Bieker
Assistant Attorney General

RTS:BJS:RJB:jm

AREA VOCATIONAL SCHOOLS

STUDENT TUITION

	<u>Per Hour</u>	<u>Full-time Student</u>
Northeast Kansas AVTS, Atchison	.42	\$453.60
North Central Kansas AVTS, Beloit	.50	540.00
Southeast Kansas AVTS, Coffeyville	.38	410.40
Southwest Kansas AVTS, Dodge City	.31	334.80
Flint Hills AVTS, Emporia	.38	410.40
Northwest Kansas AVTS, Goodland	.36	388.80
Central Kansas AVTS, Newton	.33	356.40
Kansas City AVTS	.38	410.40
Liberal AVTS	.47	507.60
Manhattan AVTS	.41	442.80
Salina AVTS	.35	378.00
Kaw AVTS, Topeka	.36	388.80
Wichita AVTS	.29	313.20

Kansas Community College
 Student Tuition/Per Credit Hour
 1983-84 Academic Year

<u>College</u>	<u>In-State/Full Time</u>	<u>In-State/Part Time</u>	<u>Out-State/Full Time</u>	<u>Out-State/Part Time</u>
Allen	10.00	10.00	54.00	54.00
Barton	15.00	15.00	53.20	53.20
Butler	13.50	13.50	54.00	54.00
Cloud	14.00	14.00	54.00	54.00
Coffeyville	11.00	11.00	53.20	53.20
Colby	15.00	15.00	55.00	55.00
Cowley	10.00	10.00	55.00	55.00
Dodge City	15.00	12.00	53.20	53.20
Fort Scott	12.00	12.00	54.00	54.00
Garden City	12.00	12.00	53.20	53.20
Highland	12.00	12.00	53.20	53.20
Hutchinson	14.00	15.00	53.20	53.20
Independence	12.00	12.00	53.20	53.20
Johnson	15.00	15.00	57.50	57.50
Kansas City	13.00	13.00	56.00	56.00
Labette	12.00	12.00	53.20	53.20
Neosho	12.00	12.00	53.50	53.50
Pratt	13.00	12.00	53.20	55.00
Seward	12.00	12.00	53.50	53.50

County	1982-83 Mill Levy Equiva- lency for Out-District Tuition	1982-83 Community College Mill Levy	Total	Master Plan Recomen- dation
ALLEN	.19	10.46	10.65	4.64
ANDERSON	1.25		1.25	4.64
ATCHISON	.90		.90	1.24
BARBER	.62		.62	5.56
BARTON	.01	12.18	12.19	5.56
BOURBON	.12	15.72	15.84	4.64
BROWN	1.43		1.43	1.24
BUTLER	.03	11.48	11.51	1.71
CHASE	.41		.41	1.71
CHAUTAUQUA	1.41		1.41	4.64
CHEROKEE	1.56		1.56	4.64
CHEYENNE	.63		.63	1.34
CLARK	.41		.41	5.56
CLAY	1.12		1.12	2.66
CLOUD	.03	13.71	13.74	2.66
COFFEY	.17		.17	4.64
COMANCHE	.52		.52	5.56
COWLEY	.02	12.82	12.84	1.71
CRAWFORD	.74		.74	4.64
DECATUR	.43		.43	1.34
DICKINSON	.73		.73	2.66
DONIPHAN	.00	23.40	23.40	1.24
DOUGLAS	.28		.28	6.83
EDWARDS	.39		.39	5.56
ELK	1.02		1.02	4.64
ELLIS	.16		.16	1.34
ELLSWORTH	.64		.64	2.66
FINNEY	.01	11.19	11.19	2.88
FORD	.03	21.10	21.13	5.56
FRANKLIN	1.01		1.01	6.83
GEARY	.62		.62	2.66
GOVE	.73		.73	1.34
GRAHAM	.39		.39	1.34
GRANT	.17		.17	2.88
GRAY	.69		.69	5.56
GREELEY	.52		.52	2.88
GREENWOOD	.80		.80	4.64
HAMILTON	.56		.56	2.88
HARPER	.73		.73	1.71
HARVEY	.69		.69	1.71

County	1982-83 Mill Levy Equivalency for Out-District Tuition	1982-83 Community College Mill Levy	Total	Master Plan Recommendation
HASKELL	.30		.30	2.88
HODGEMAN	.36		.36	5.56
JACKSON	1.37		1.37	1.24
JEFFERSON	.86		.86	1.24
JEWELL	1.27		1.27	2.66
JOHNSON	.02	10.27	10.29	6.83
KEARNY	.25		.25	2.88
KINGMAN	.71		.71	1.71
KIOWA	.34		.34	5.56
LABETTE	.12	19.88	20.00	4.64
LANE	.44		.44	2.88
LEAVENWORTH	2.25		2.25	6.83
LINCOLN	.47		.47	2.66
LINN	.43		.43	4.64
LOGAN	.83		.83	1.34
LYON	.07		.07	1.24
MARION	.34		.34	1.71
MARSHALL	1.09		1.09	2.66
MCPHERSON	.57		.57	1.71
MEADE	.49		.49	2.88
MIAMI	1.66		1.66	6.83
MITCHELL	.84		.84	2.66
MONTGOMERY	.15	C-18.99;I-22.20	C-1914;I-22.35	4.64
MORRIS	.32		.32	2.66
MORTON	.18		.18	2.88
NEMAHA	1.12		1.12	1.24
NEOSHO	.25	18.98	19.23	4.64
NESS	.34		.34	1.71
NORTON	1.62		1.62	1.34
OSAGE	.67		.67	1.24
OSBORNE	.61		.61	1.34
OTTAWA	.63		.63	2.66
PAWNEE	.98		.98	5.56
PHILLIPS	.64		.64	1.34
POTTAWATOMIE	.22		.22	1.24
PRATT	.01	13.99	14.00	5.56
RAWLINS	.92		.92	1.34
RENO	.01	11.88	11.89	1.71
REPUBLIC	1.43		1.43	2.66
RICE	.70		.70	1.71

C = Coffeyville; I = Independence

County	1982-83 Mill Levy Equiva- lency for Out-District Tuition	1982-83 Community College Mill Levy	Total	Master Plan Recomen- dation
RILEY	.23		.23	2.66
ROOKS	.36		.36	1.34
RUSH	.59		.59	5.56
RUSSELL	.48		.48	1.34
SALINE	.33		.33	2.66
SCOTT	.95		.95	2.88
SEDGWICK	.47		.47	1.71
SEWARD	.02	16.30	16.32	2.88
SHAWNEE	.08		.08	1.24
SHERIDAN	.85		.85	1.34
SHERMAN	.60		.60	1.34
SMITH	.89		.89	1.34
STAFFORD	.59		.59	5.56
STANTON	.19		.19	2.88
STEVENS	.12		.12	2.88
SUMNER	1.04		1.04	1.71
THOMAS	.02	15.51	15.53	1.34
TREGO	.37		.37	1.34
WABAUNSEE	.38		.38	1.24
WALLACE	.49		.49	1.34
WASHINGTON	1.13		1.13	2.66
WICHITA	.77		.77	2.88
WILSON	1.63		1.63	4.64
WOODSON	.81		.81	4.64
WYANDOTTE	.05	7.52	7.57	6.83

1982-83

ESTIMATED DOLLAR AMOUNT OF
COUNTY OUT-DISTRICT TUITION BILLINGS

COUNTY		Millage Equivalency
Allen	11,395.00	.187
Anderson	55,012.00	1.254
Atchison	45,262.25	.901
Barber	50,172.25	.617
Barton	3,132.00	.014
Bourbon	5,401.75	.118
Brown	72,401.25	1.428
Butler	5,422.25	.026
Chase	11,925.50	.412
Chautauqua	40,552.25	1.407
Cherokee	64,722.50	1.558
Cheyenne	19,042.00	.634
Clark	22,942.50	.406
Clay	41,871.00	1.124
Cloud	1,322.50	.025
Colley	40,156.50	.174
Comanche	23,326.00	.522
Cowley	3,311.00	.021
Crawford	57,622.75	.735
Decatur	16,922.50	.429
Dickinson	56,226.00	.725
Doniphan	21.50	.001
Douglas	55,425.50	.290
Edwards	25,042.50	.390
Elk	24,912.50	1.017
Ellis	30,551.50	.164
Ellsworth	44,171.75	.637
Finney	1,580.25	.006
Ford	39,422.25	.026
Franklin	69,322.00	1.006
Geary	36,421.00	.617
Gove	30,122.25	.730
Graham	24,022.75	.389
Grant	32,722.00	.170
Gray	32,467.75	.685
Greeley	21,037.75	.521
Greenwood	43,021.50	.803
Hamilton	21,757.00	.558
Harper	53,226.50	.734
Harvey	23,921.75	.694
Haskell	24,659.25	.300
Hodgeman	14,567.25	.355
Jackson	45,424.00	1.367
Jefferson	27,904.00	.859
Jewell	42,022.00	1.269
Johnson	20,124.00	.021
Kearny	39,617.75	.247
Kingman	71,943.30	.705
Kiowa	24,122.75	.335
Labette	8,363.50	.118
Lane	11,472.25	.441
Leav worth	23,474.17	2.249
Lincoln	15,211.75	.465

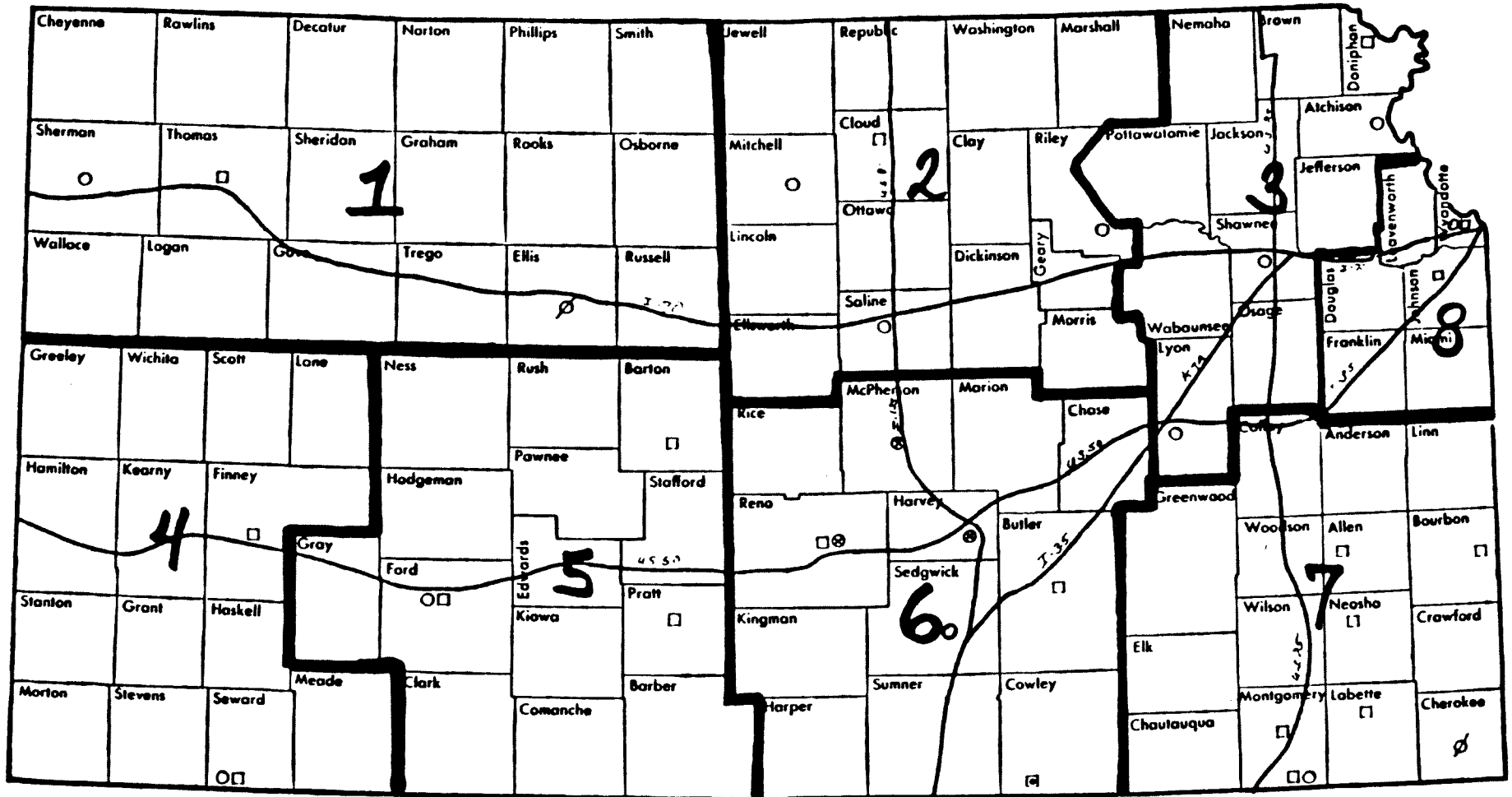
COUNTY		Millage Equivalency
Linn	57,862.00	.432
Logan	28,079.00	.826
Lyon	7,412.50	.065
Marion	22,532.00	.335
Marshall	62,833.75	1.094
McPherson	96,220.43	.569
Meade	38,276.50	.491
Miami	124,442.00	1.657
Mitchell	24,421.50	.835
Montgomery	19,642.00	.147
Morris	11,552.25	.321
Morton	21,962.25	.179
Nemaha	55,115.25	1.123
Neosho	16,641.00	.249
Ness	26,670.75	.341
Norton	54,221.50	1.623
Osage	22,516.50	.665
Osborne	26,272.25	.608
Ottawa	25,822.00	.631
Pawnee	62,922.50	.977
Phillips	37,614.25	.636
Pot'wa'mie	41,714.00	.215
Pratt	1,022.00	.011
Rawlins	33,721.25	.918
Reno	25,692.25	.010
Republic	61,812.50	1.435
Rice	24,540.50	.701
Riley	26,541.75	.251
Rooks	31,262.50	.362
Rush	26,122.00	.589
Russell	44,722.00	.479
Saline	53,524.25	.329
Scott	39,431.00	.947
Sedgwick	625,326.00	.473
Seward	1221.50	.015
Shawnee	33,122.25	.075
Sheridan	27,622.25	.846
Sherman	27,896.25	.604
Smith	30,222.50	.890
Stafford	46,934.50	.589
Stanton	11,921.75	.185
Stevens	22,574.50	.116
Sumner	117,932.25	1.039
Thomas	1,021.25	.017
Trego	15,157.50	.366
Wabaunsee	12,427.00	.378
Wallace	11,717.50	.487
Washington	57,501.25	1.126
Wichita	28,222.00	.770
Wilson	28,622.00	1.629
Woodson	30,126.00	.812
Wyandotte	12,425.50	.048
TOTAL	4,435,557.42	

7/27/83

As recommended
8-15-83

Equal Valuation Per District

38



- Community College
- AVTS
- ⊙ AVTS Satellite
- ⊞ Combined
- ⊗ CKA VTS Campus

Equal Valuation Per Region

Community College/ AVTS	CURRENT PER CREDIT HOUR AID								PROPOSED REGIONAL PER CREDIT HOUR AID						Regional Property \$ Valuation	Est. Mill Levy
	Total \$ Budget	Total Credit Hours	State Credit \$ Aid	Post-secondary \$ Aid	AVTS Categ. \$ Aid	Out-District \$ Aid	Total State \$ Aid	CC Tax Rate	Regional Total \$ Budget	Credit Aid \$ 32/48	P.S. Credit \$ Hour	Total State \$ Aid	Student \$ Tuition	Out-of-State \$ Tuition		
REGION 1																
Colby	3,558,574	43,964	700,855	—	—	372,197	1,073,052	13.61	—	1,622,656	—	1,622,656	791,352	105,000	—	—
Goodland AVTS	1,125,009	12,548	—	687,785	249,485	—	937,270	—	—	602,304	602,304	225,864	—	—	—	—
TOTAL	4,683,583	56,512	700,855	687,785	249,485	372,197	2,010,322	—	4,683,583	1,822,656	602,304	2,224,960	1,017,216	105,000	999,066,530	1.34
REGION 2																
Cloud Co.	3,184,727	46,082	766,153	—	—	431,247	1,197,400	11.30	—	1,574,464	—	1,574,464	829,476	36,450	—	—
Beloit AVTS	1,836,614	15,660	—	1,182,193	323,523	—	1,505,716	—	—	751,683	751,683	281,880	—	—	—	—
Manhattan AVTS	1,257,862	12,055	—	725,594	251,628	—	977,222	—	—	578,655	578,655	216,990	—	—	—	—
Salina AVTS	1,352,754	13,816	—	780,220	319,849	—	1,100,069	—	—	663,176	663,176	248,688	—	—	—	—
TOTAL	7,631,957	87,813	766,153	2,688,007	895,000	431,247	4,780,407	—	7,631,957	1,574,464	1,993,514	3,567,978	1,577,034	36,450	921,914,103	2.66
REGION 3																
Highland	2,062,678	32,852	476,467	—	—	300,763	777,230	19.43	—	1,156,928	—	1,156,928	591,336	14,934	—	—
Atchison AVTS	825,650	8,223	—	488,034	163,940	—	651,974	—	—	394,704	394,704	148,014	—	—	—	—
Flint Hills AVTS	748,337	6,275	—	524,088	93,840	—	617,928	—	—	301,200	301,200	112,950	—	—	—	—
Kaw AVTS	1,476,356	15,275	—	913,769	237,756	—	1,151,525	—	—	733,200	733,200	274,950	—	—	—	—
TOTAL	5,113,021	82,825	476,467	1,925,901	495,536	300,763	3,198,857	—	5,113,021	1,156,928	1,429,104	2,586,032	1,127,250	14,934	1,118,940,511	1.24
REGION 4																
Garden City	4,513,536	38,376	743,106	—	—	226,309	969,415	10.12	—	1,429,632	—	1,429,632	690,768	75,538	—	—
Seward Co.	2,795,623	18,090	369,069	—	—	96,793	465,862	13.81	—	685,552	—	685,552	326,620	24,564	—	—
Liberal AVTS	709,949	5,847	—	480,476	100,064	—	580,540	—	—	280,656	280,656	105,246	—	—	—	—
TOTAL	8,019,108	82,313	1,112,175	480,476	100,064	323,102	2,015,817	—	8,019,108	2,115,184	280,656	2,395,840	1,222,834	100,102	1,528,064,802	2.88
REGION 5																
Barton Co.	6,195,502	59,802	1,127,299	—	—	396,191	1,523,490	11.96	—	2,274,832	—	2,274,832	1,076,436	24,825	—	—
Dodge City	4,773,095	40,631	687,872	—	—	291,067	978,939	20.27	—	1,441,024	—	1,441,024	731,358	21,012	—	—
Pratt	2,670,313	32,730	557,070	—	—	246,820	803,890	12.99	—	1,198,464	—	1,198,464	589,140	37,211	—	—
Dodge City AVTS	340,720	4,116	—	203,417	58,445	—	261,862	—	—	197,568	197,568	74,088	—	—	—	—
TOTAL	13,979,630	137,279	2,372,241	203,417	58,445	642,078	3,568,181	—	13,979,630	4,914,320	197,568	5,111,888	2,471,022	83,048	1,136,005,387	5.56
REGION 6																
Butler Co.	5,860,600	80,679	1,407,163	—	—	610,815	2,017,978	10.48	—	3,003,008	—	3,003,008	1,452,222	29,573	—	—
Cowley Co.	3,472,147	34,243	994,313	—	—	138,438	1,132,751	12.38	—	1,394,320	—	1,394,320	616,374	21,600	—	—
Hutchison	6,495,000	101,894	1,313,074	—	—	394,000	1,707,104	10.88	—	3,533,360	—	3,533,360	1,834,092	89,458	—	—
Central KS AVTS	319,363	3,306	—	199,432	49,208	—	248,640	—	—	158,688	158,688	59,508	—	—	—	—
Wichita AVTS	3,600,772	44,000	—	1,978,591	934,720	—	2,913,311	—	—	2,112,000	2,112,000	792,000	—	—	—	—
TOTAL	19,747,882	264,122	3,714,550	2,178,023	963,928	1,143,283	8,019,784	—	19,747,882	7,930,888	2,270,688	10,201,378	4,754,196	140,831	2,718,877,983	1.71
REGION 7																
Allen Co.	1,723,700	23,902	427,978	—	—	159,240	587,218	8.32	—	868,896	—	868,896	296,946	36,698	—	—
Coffeyville	2,589,268	37,082	563,665	—	—	113,886	677,551	16.49	—	1,296,144	—	1,296,144	667,476	40,000	—	—
Fort Scott	2,821,090	30,764	539,557	—	—	226,416	765,973	13.89	—	1,142,240	—	1,142,240	553,752	224,725	—	—
Independence	2,290,133	21,469	437,942	—	—	107,757	545,699	20.39	—	794,256	—	794,256	386,442	16,801	—	—
Labette	3,101,444	39,886	825,723	—	—	212,484	1,038,207	18.88	—	1,529,584	—	1,529,584	717,948	74,208	—	—
Neosho	2,140,490	19,795	445,693	—	—	145,727	591,420	16.82	—	749,680	—	749,680	356,310	13,350	—	—
SE KS AVTS	713,624	6,380	—	400,263	158,461	—	558,724	—	—	306,240	306,240	114,840	—	—	—	—
TOTAL	15,379,740	179,278	3,240,558	400,263	158,461	986,510	4,784,792	—	15,379,740	6,380,800	306,240	8,887,040	3,093,714	405,782	1,119,880,233	4.64
REGION 8																
Johnson Co.	16,987,858	136,537	3,545,644	—	—	198,154	3,743,798	8.45	—	5,300,112	—	5,300,112	2,457,666	118,800	—	—
Kansas City	6,958,317	83,534	1,821,264	—	—	316,970	2,138,234	6.52	—	3,072,208	—	3,072,208	1,503,612	108,990	—	—
KC AVTS	1,928,468	18,243	—	1,157,366	424,213	—	1,581,579	—	—	875,664	875,664	328,374	—	—	—	—
TOTAL	25,874,643	238,314	5,366,908	1,157,366	424,213	515,124	7,463,811	—	25,874,643	8,372,320	875,664	9,247,984	4,289,852	227,790	1,772,042,157	6.83
GRAND TOTAL	100,429,573	1,088,056	17,749,907	9,721,228	3,385,132	4,965,304	35,821,571	—	100,429,573	34,067,380	7,965,738	42,023,098	18,452,718	1,113,737	11,314,371,805	—