

Approved 03/05/87  
Date

MINUTES OF THE HOUSE COMMITTEE ON ECONOMIC DEVELOPMENT

The meeting was called to order by Phil Kline at  
Chairperson

3:30 a.m./p.m. on Monday, February 23, 1987 in room 423-S of the Capitol.

All members were present except: Rep. Barkis (Excused)

Committee staff present:

Jim Wilson, Revisor  
Lynn Holt, Research  
Molly Mulloy, Secretary

Conferees appearing before the committee:

Jamie Schwartz, United Telecommunications Inc. and 4th Financial  
Dan Rice, Legal Counsel, Secretary of State  
Dr. Ron Brown, Kansas Community Education Assn. and Kansas Foundation for Partnerships  
in Education  
John Koepke, Kansas Association of School Boards  
Bob Shoop, Kansas Community Education Association  
Jerry Horn, Associate Dean, College of Education, KSU  
Tom Searcy, Executive Director, UFM (formerly University for Man)

Chairman Kline called the meeting to order and introduced Jamie Schwartz.

Mr. Schwartz, representing United Telecommunications, distributed a bill draft (Att. 1) concerning the taxable income of Kansas corporations and requested that it be introduced to the committee. Rep. Foster moved, and Rep. Chronister seconded, that it be introduced and referred to the Economic Development committee. Motion carried.

Mr. Schwartz, representing 4th Financial, distributed a bill draft regarding collateral for security of public funds and asked that it be introduced and referred to the House Pensions and Investment committee (Att. 2). Rep. Foster moved, and Rep. Dyck seconded, that the bill be introduced and referred as requested. Motion carried.

Dan Rice of the Secretary of State's office asked for introduction of a bill regarding several technical amendments to the foreign corporation application process (Att. 3). Rep. Chronister moved, and Rep. Aylward seconded, that the bill be introduced and referred to Economic Development. Motion carried.

Chairman Kline opened the hearing on H.B. 2388 and introduced the first conferee, Dr. Ron Brown. Dr. Brown supported the bill, saying it would positively impact on economic development by allowing school districts and community colleges to fund a wide variety of valuable community education programs (Att. 4). He noted that the bill would not require any state financing.

John Koepke, representing the Kansas Assn. of School Boards, also spoke in favor of the bill. He said school districts should be aware of community needs. He noted this bill greatly expands what the mill levy could be used for and would provide for community education as well as adult supplementary education.

Bob Shoop spoke for the bill, stating that H.B. 2388 simply allows schools to have a facilitating process so they can provide community education should they choose to do so. He said it eliminates duplication of resources by allowing one person to be identified in the community to facilitate the process. He distributed two newsletters on existing community education programs (Att. 5 and Att. 6).

Dr. Jerry Horn of KSU supported the bill, speaking on behalf of the Kansas Foundation for Partnerships in Education. He said this bill would help economic development in the state by promoting partnerships between business and education using the community education approach. He distributed a brochure and newsletter on partnerships (Att. 7 & 8).

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON ECONOMIC DEVELOPMENT,  
room 423-S, Statehouse, at 3:30 a.m./p.m. on Monday, February 23, 1987

The last conferee was Tom Searcy, who said he supports community education and feels schools should be used not just for K-12 education but for the community also.

After committee discussion, Rep. Leach moved to amend the bill by changing the 1/4 mil to 1/2 mil on line 0180 and to strike the \$50,000 limit in lines 0186-7. Rep. Baker seconded the motion but said she thought the 1/4 mil was fine for community colleges because they didn't ask to have it raised to 1/2 mil. Rep. Leach amended his motion to strike the \$50,000 but leave the 1/4 mil figure for community colleges. After additional discussion, Rep. Baker withdrew her second and Rep. Leach withdrew his motion. Rep. Aylward moved, and Rep. Miller seconded, that the bill be recommended favorably. The motion failed.

The meeting adjourned at 4:35. The next meeting is scheduled for Wednesday, February 25th, at 3:30pm.



\_\_\_\_\_ BILL NO. \_\_\_\_\_

By Committee \_\_\_\_\_

AN ACT relating to income taxation; concerning the Kansas taxable income of a corporation; amending K.S.A. 79-3279 and K.S.A. 79-32,142 and repealing the existing sections.

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

Section 1. K.S.A. 79-3279 is hereby amended to read as follows: 79-3279. Same; **Business income** - All business income of railroads and interstate motor carriers of persons or property for-hire shall be apportioned to this state by multiplying the business income by a fraction, in the case of railroads, the numerator of which is the freight car miles in this state and the denominator of which is the freight car miles everywhere, and, in the case of interstate motor carriers, the numerator of which is the total number of miles operated in this state and the denominator of which is the total number of miles operated everywhere. Any other taxpayer may annually elect to apportion all business income to this state by either of the following methods: (1) by multiplying the business income by a fraction, the numerator of which is the property factor plus the payroll factor plus the sales factor, and the denominator of which is 3; or (2) by multiplying the business income by the sales factor alone, unless the Director of Revenue establishes that use of the sales factor alone clearly does not represent the extent of the taxpayer's business activity in this state.

Section 1. K.S.A. 79-32,142 is hereby amended to read as follows:  
79-32,142. **Consolidated returns.** - (a) In the event two or more corporations file federal income tax returns on a consolidated basis, and in the event that all of such corporations derive all of their income and expenses from

Attachment 1  
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sources within Kansas, then, and in such events, such corporations shall file consolidated returns for purposes of determining their Kansas income tax liability the same as if such corporations were one corporation.

Section 79-32,142 (b) - If two or more corporations file federal income tax returns on a consolidated basis, and if one or more of such corporations derive a portion of their income from sources outside the state of Kansas, then such corporations shall not be required to file consolidated, combined or unitary returns for purposes of determining their Kansas income tax liability except as hereinafter provided in subsection (c) of this section.

(c) - An affiliated group of corporations described in subsection (b) of this section may elect to file a consolidated return for Kansas income tax purposes provided such group files an election with the Department of Revenue.

HOUSE BILL NO. \_\_\_\_\_

AN ACT relating to public moneys; concerning affiliate banks; amending K.S.A. 1986 Supp. 9-1402, 9-1405 and 75-4218 and repealing the existing sections.

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

Section 1. K.S.A. 1986 Supp. 9-1402 is hereby amended to read as follows: 9-1402. (a) Before any deposit of public moneys or funds shall be made by any municipal corporation or quasi-municipal corporation of the state of Kansas with any state or national bank, trust company, state or federally chartered savings and loan association or federally chartered savings bank, such municipal or quasi-municipal corporation shall obtain security for such deposit in one of the following manners prescribed by this section.

(b) Such bank, trust company, state or federally chartered savings and loan association or federally chartered savings bank may give to the municipal corporation or quasi-municipal corporation a personal bond in double the amount which may be on deposit at any given time.

(c) Such bank, trust company, state or federally chartered savings and loan association or federally chartered savings bank may give a corporate surety bond of some surety corporation authorized to do business in this state, which bond shall be in an amount equal to the public moneys or funds on deposit at any given time and such bond shall be conditioned that such deposit shall be paid promptly on the order of the municipal corporation or quasi-municipal corporation making such deposits.

(d) Any state or national bank, trust company, state or federally chartered savings and loan association or federally chartered savings bank may deposit, maintain, pledge and assign, or cause its affiliate bank, agent or trustee to deposit,

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maintain, pledge and assign, for the benefit of the governing body of the municipal corporation or quasi-municipal corporation in the manner provided in this act, securities owned by it directly or indirectly through its agent or trustee holding securities on its behalf, or owned by its affiliate bank, the market value of which is equal to 100% of the total deposits at any given time, and such securities shall consist of:

(1) Direct obligations of, or obligations that are insured as to principal and interest by, the United States of America or any agency thereof and obligations and securities of United States sponsored corporations which under federal law may be accepted as security for public funds;

(2) bonds of any municipal corporation or quasi-municipal corporation of the state of Kansas which have been refunded in advance of their maturity and are fully secured as to payment of principal and interest thereon by deposit in trust, under escrow agreement with a bank, of direct obligations of, or obligations the principal of and the interest on which are unconditionally guaranteed by, the United States of America;

(3) bonds of the state of Kansas;

(4) general obligation bonds of any municipal corporation or quasi-municipal corporation of the state of Kansas;

(5) revenue bonds of any municipal corporation or quasi-municipal corporation of the state of Kansas if approved by the state bank commissioner in the case of banks and by the savings and loan commissioner in the case of savings and loan associations or federally chartered savings banks;

(6) temporary notes of any municipal corporation or quasi-municipal corporation of the state of Kansas which are general obligations of the municipal or quasi-municipal corporation issuing the same;

(7) warrants of any municipal corporation or quasi-municipal corporation of the state of Kansas the issuance of which is authorized by the state board of tax appeals and which are payable from the proceeds of a mandatory tax levy;

(8) bonds of either a Kansas not-for-profit corporation or

of a local housing authority that are rated at least Aa by Moody's Investors Service or AA by Standard & Poor's Corp.;

(9) bonds issued pursuant to K.S.A. 12-1740 et seq., and amendments thereto, that are rated at least MIG-1 or Aa by Moody's Investors Service or AA by Standard & Poor's Corp.; or

(10) notes of a Kansas not-for-profit corporation that are issued to provide only the interim funds for a mortgage loan that is insured by the federal housing administration.

(e) No state or national bank, trust company, state or federally chartered savings and loan association or federally chartered savings bank may deposit and maintain for the benefit of the governing body of a municipal or quasi-municipal corporation of the state of Kansas, any securities which consist of:

(1) Bonds secured by revenues of a utility which has been in operation for less than three years; or

(2) bonds issued under K.S.A. 12-1740 et seq., and amendments thereto, unless such bonds have been refunded in advance of their maturity as provided in subsection (d) or such bonds are rated at least Aa by Moody's Investors Service or AA by Standard & Poor's Corp.

(f) Whenever a bond is authorized to be pledged as a security under this section, such bond shall be accepted as a security if (1) in the case of a certificated bond, it is assigned, delivered or pledged to the holder of the deposit for security; (2) in the case of an uncertificated bond, registration of a pledge of the bond is authorized by the system and the pledge of the uncertificated bond is registered; or (3) in a form approved by the attorney general, which assures the availability of the bond proceeds pledged as a security for public deposits.

(g) Any expense incurred in connection with granting approval of revenue bonds shall be paid by the applicant for approval.

Sec. 2. K.S.A. 1986 Supp. 9-1405 is hereby amended to read as follows: 9-1405. (a) All bonds and securities given by any bank, trust company, state or federally chartered savings and



loan association or federally chartered savings bank to secure public moneys of the United States or any board, commission or agency thereof, shall be deposited as required by the United States government or any of its designated agencies.

(b) All bonds and securities pledged to secure the deposits of any municipal corporation or quasi-municipal corporation shall be deposited with a Kansas state or national bank or trust company having adequate modern facilities for the safekeeping of securities or the federal home loan bank of Topeka, and a joint custody receipt taken therefor with one copy going to the municipal corporation or quasi-municipal corporation making the public deposit and one copy going to the bank, trust company, state or federally chartered savings and loan association or federally chartered savings bank which has secured such public deposits. No bonds or securities pledged to secure public deposits shall be left for safekeeping in any safe deposit vault owned or controlled directly or indirectly by the bank, trust company, state or federally chartered savings and loan association or federally chartered savings bank securing such public deposits, except that such securities may be left for safekeeping in any safe deposit vault owned by an affiliated bank controlled by the same bank holding company which controls the pledging bank.

(c) All such bonds and securities shall be deposited under a joint custody receipt issued by a bank within the state of Kansas or the federal reserve bank of Kansas City or the federal home loan bank of Topeka. All bonds or securities held by any depository and for which a joint custody receipt has been issued shall be retained by such depository and not released except upon consent of both the municipal corporation or quasi-municipal corporation making the deposit and the bank, trust company, state or federally chartered savings and loan association or federally chartered savings bank taking or securing such deposit. In every report required to be published by any bank, trust company, state or federally chartered savings and loan association or federally chartered savings bank it shall show in full all of the assets

pledged or deposited as security for public moneys.

(d) A bank, trust company, state or federally chartered savings and loan association or federally chartered savings bank which fails to pay according to its terms any deposit of public moneys of any municipal or quasi-municipal corporation shall immediately take such actions as are required to enable bonds and securities pledged to secure such deposit to be sold to satisfy its obligation to the municipal or quasi-municipal corporation.

Sec. 3. K.S.A. 1986 Supp. 75-4218 is hereby amended to read as follows: 75-4218. (a) All state bank accounts shall be secured by pledge of securities as provided in this section.

(b) The bank receiving or having a state bank account shall deposit or cause its affiliate bank, agent or trustee to deposit, securities owned by it, or by its agent or trustee holding securities on its behalf, or by its affiliate bank, in one of the following ways:

(1) Deposit with the treasurer.

(2) Deposit with a bank having adequate modern facilities for the safekeeping of securities and doing business in the state of Kansas, and which facilities shall have had the prior approval of the board. Any such bank receiving securities for safekeeping shall be liable to the state for any loss suffered by the state in the event such bank relinquishes the custody of any such securities contrary to the provisions of this act or rules and regulations adopted thereunder. No such deposit of securities shall be made in any facility owned or controlled directly or indirectly by the bank depositing the same, except that such deposit may be made in a facility owned by an affiliated bank controlled by the same bank holding company which controls the depositing bank.

(3) Deposit with the federal reserve bank of Kansas City, Missouri.

(4) Any combination of (1), (2) and (3).

(c) Any such deposit of securities, except with the treasurer, shall have a joint custody receipt taken therefor with one copy going to the treasurer and one copy going to the bank

which deposits such securities. In lieu of the initial deposit of securities provided for in this subsection (c), the treasurer or the treasurer's duly authorized deputy may, for a period of not to exceed 10 calendar days, accept the telephone assurance of a bank qualified as provided in (2) or (3) of subsection (b), that the depository bank has requested the issuance of a joint custody receipt with the state of Kansas, specifying the securities pledged, for the purpose of compliance with this section and that such joint custody receipt will be forthcoming.

(d) Securities deposited to comply with this section may be withdrawn on application of the bank depositing the same, if such application is approved by the treasurer or the treasurer's duly authorized deputy and the director of accounts and reports or the director's duly authorized assistant for the reason that such deposit of securities is no longer needed to comply with this section or are required for collection by virtue of their maturity or for exchange. Securities withdrawn for collection by virtue of their maturity or for exchange shall be replaced within 15 calendar days, but until replaced the state shall retain a first lien on the withdrawn security or the proceeds therefrom.

(e) Active accounts, time deposit, open accounts, inactive accounts, fee agency accounts and custodial accounts shall be secured by pledge of securities the market value of which is equal to 100% of the amount of the account, less so much of any such account as is protected by the federal deposit insurance corporation. Any agency responsible for a fee agency account shall transfer immediately all moneys not so secured to the state treasurer for deposit in the state treasury.

Sec. 4. K.S.A. 1986 Supp. 9-1402, 9-1405 and 75-4218 are hereby repealed.

Sec. 5. This act shall take effect and be in force from and after its publication in the statute book.

**17-6003.** Execution, acknowledgment, filing, recordation and effective date of articles of incorporation and other corporate instruments; exceptions; validation of former acts. (a) Whenever any provision of this act requires any instrument to be filed with the secretary of state or in accordance with this section or act, such instrument shall be executed as follows:

(1) The articles of incorporation shall be signed by the incorporator or incorporators, and any other instrument to be filed before the election of the initial board of directors, if the initial directors were not named in the articles of incorporation, shall be signed by the incorporator or incorporators; and

(2) All other instruments shall be signed: (i) By the chairperson or vice-chairperson of the board of directors, or by the president or a vice-president, and attested by the secretary or an assistant secretary, or by such officers as may be duly authorized

to exercise the duties, respectively, ordinarily exercised by the president or vice-president and by the secretary or assistant secretary of a corporation; (ii) if it appears from the instrument that there are no such officers, by a majority of the directors or by such directors as may be designated by the board; (iii) if it appears from the instrument that there are no such officers or directors, by the holders of record, or such of them as may be designated by the holders of record, of a majority of all outstanding shares of stock; or (iv) by the holders of record of all outstanding shares of stock.

(b) Whenever any provision of this act requires any instrument to be acknowledged, such requirement means that the instrument was acknowledged in accordance with the uniform law on notarial acts.

(c) Whenever any provision of this act requires any instrument to be filed with the secretary of state or in accordance with this section or act, such requirement means that:

(1) The original signed instrument, together with a duplicate copy which may be either a signed or conformed copy, shall be delivered to the office of the secretary of state;

(2) All taxes and fees authorized by law to be collected by the secretary of state in connection with the filing of the instrument shall be tendered to the secretary of state;

(3) Upon delivery of the instrument, and upon tender of the required taxes and fees, the secretary of state shall certify that the instrument has been filed in the office of secretary of state by endorsing upon the original signed instrument the word "Filed" and the date and hour of its filing. This endorsement is the "filing date" of the instrument and is conclusive of the date and time of its filing in the absence of actual fraud. The secretary of state shall thereupon file and index the endorsed instrument;

(4) The secretary of state shall compare the duplicate copy with the original signed instrument, and if he finds that they are identical, he shall certify the duplicate copy by making upon it the same endorsement which is required to appear upon the original, together with a further endorsement that the duplicate copy is a true copy of the original signed instrument;

(5) The duplicate copy of the instrument so certified by the secretary of state shall be recorded in the office of the register of

deeds of the county in which the corporation's registered office in this state is, or is to be, located; and

(6) Upon receipt of the certified copy of the instrument, the register of deeds shall record and index it in a book kept for that purpose.

(d) Any instrument filed in accordance with subsection (c) of this section shall be effective upon its filing date except that if the instrument is not recorded in accordance with paragraph (5) of subsection (c) within 20 days after its filing date, ~~the instrument shall not take effect until it is so recorded and~~ the recording fee to be collected by the register of deeds shall be increased by 25%. Any instrument may provide that it is not to become effective until a specified date subsequent to its filing date, but such date shall not be later than 90 days after its filing date.

(e) If another section of this act or any other law of this state specifically prescribes a manner of executing, acknowledging, filing or recording a specified instrument or a time when such instrument shall become effective, which differs from the corresponding provisions of this section, then the provisions of such other section shall govern.

(f) Whenever any instrument authorized to be filed with the secretary of state under any provision of this act has been so filed and is an inaccurate record of the corporate action therein referred to, or was defectively or erroneously executed, sealed or acknowledged, such instrument may be corrected by filing with the secretary of state a certificate of correction of such instrument which shall be executed, acknowledged, filed and recorded in accordance with this section. The certificate of correction shall specify the inaccuracy or defect to be corrected and shall set forth the portion of the instrument in corrected form. The corrected instrument shall be effective as of the date the original instrument was filed, except as to those persons who are substantially and adversely affected by the correction and as to those persons, the corrected instrument shall be effective from the filing date.

(g) Whenever any corporation conveys any lands or interests therein by deed or other appropriate instrument of conveyance, such deed or instrument shall be executed on behalf of the corporation by the

The amendments to subsection (d) of this act shall apply to all instruments filed with the office of the secretary of state on or after January 1, 1986.

president, vice-president or presiding member or trustee of the corporation. Such deed or instrument, when acknowledged by such officer to be the act of the corporation, or proved in the same manner provided for other conveyances of lands, may be recorded in the same manner and with the same effect as other deeds. Corporations likewise shall have power to convey by an agent or attorney so authorized under letter of attorney or other instrument containing a power to convey real estate or any interest therein, which power of attorney shall be executed by the corporation in the same manner as herein provided for the execution of deeds or other instruments of conveyance.

**17-7301. Foreign corporations; application to do business in Kansas; contents; authorization by secretary of state.** (a) As used in this act, the words "foreign corporation" means a corporation organized under the laws of any jurisdiction other than this state.

(b) No foreign corporation shall do any business in this state, through or by branch offices, agents or representatives located in this state, until it shall have filed in the office of the secretary of state of this state an application for authority to engage in business in this state as a foreign corporation. Such application shall be filed in accordance with K.S.A. 17-6003 and shall set forth:

(1) A certificate issued within ~~thirty~~ (30) days of the date of application by the proper officer of the jurisdiction wherein such corporation is incorporated attesting to the fact that such corporation is a corporation in good standing in such jurisdiction;

(2) The ~~place where~~ the principal office of the corporation is located;

(3) The ~~place where~~ the principal office or place of business in this state is to be located;

(4) The full nature and character of the business the corporation proposes to conduct in this state;

(5) The name and address of each of the officers, trustees or directors of the corporation;

(6) A statement as to when the corporate existence of the corporation will expire in the state of incorporation;

(7) A detailed statement of the assets and liabilities of the corporation, as of a date not earlier than ~~six~~ (6) months prior to the filing

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(9) The date on which the foreign corporation did, or intends to do, business in the State of Kansas.

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address of

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date, showing that the capital of the corporation is unimpaired; and

(8) The location of the registered office of the corporation in this state and the name of its resident agent in charge thereof.

The application shall be subscribed and sworn to by the president or a vice-president and the secretary or an assistant secretary of the corporation, and it shall be accompanied by the written consent of the corporation, irrevocable, that actions may be commenced against it in the proper court of any county where there is proper venue by the service of process on the secretary of state as provided for in K.S.A. 17-7307 and stipulating and agreeing that such service shall be taken and held, in all courts, to be as valid and binding as if due service had been made upon the president and secretary of the corporation.

Said consent shall be executed by the president or a vice-president and secretary or an assistant secretary of the corporation and shall be accompanied by a duly certified copy of the order or resolution of the board of directors, trustees or managers of the corporation authorizing the said secretary or an assistant secretary and president or a vice-president to execute the same. Nothing in this act or the act of which this section is amendatory shall be construed as requiring said consent or the order or resolution of the board of directors to be recorded in the office of the register of deeds.

(c) After receipt of any such application, if the secretary of state shall find that it complies with the provisions of this section, he or she shall issue a certificate authorizing the foreign corporation to do business in this state, except that the secretary of state shall not issue such certificate unless the name of the corporation is such as to distinguish it upon the records of the office of the secretary of state from the names of other corporations organized under the laws of this state or reserved or registered as a foreign corporation under the laws of this state, unless there shall be obtained the written consent of such other corporation, executed, acknowledged and filed with the secretary of state in accordance with K.S.A. 17-6003. The certificate of the secretary of state, under his or her seal of office, shall be delivered to the resident agent upon the payment to the secretary of state of the fee prescribed for his or her certificates, and the certificate shall be prima

facie evidence of the right of the corporation to do business in this state.

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and amendments thereto; or (3) the corporation indicates, as a means of identification and in its advertising within the state, the state in which it is incorporated and the application sets forth this condition.

**17-7302.** Foreign corporations; annual filing of certificate of good standing; filing of merger or consolidation information;

furnishing copies of articles of incorporation; amendments in articles of incorporation. (a) ~~Every foreign corporation admitted to do business in this state shall file annually with the secretary of state of this state a certificate of the proper officer of the jurisdiction in which the corporation shall have been incorporated, issued within thirty (30) days prior to the date of filing and attesting that such corporation is a corporation in good standing in such jurisdiction.~~ Whenever any foreign corporation admitted to do business in this state shall be a party to a merger or consolidation with any other foreign corporation, whether or not admitted to do business in this state, the resident agent of such foreign corporation shall file with the secretary of state of this state, within thirty (30) days after the time the merger or consolidation becomes effective, a certificate of the proper officer of the jurisdiction under the laws of which the merger or consolidation was effected, attesting to such merger or consolidation and stating:

- (1) The corporate parties thereto;
- (2) The time when such merger or consolidation became effective; and
- (3) That the resulting or surviving corporation is a corporation in good standing in such jurisdiction.



(b) Upon the written request of any person and the payment of a fee of twenty-five dollars (\$25), the resident agent of any foreign corporation admitted to do business in this state shall furnish such person with a copy of the articles of incorporation of such corporation which are then in effect, within thirty (30) days after such request. If the resident agent does not furnish said articles of incorporation within the prescribed time, the person requesting a copy thereof may apply to the secretary of state for an order directing said resident agent to furnish such person with a copy of said articles of incorporation within thirty (30) days of the date of said order. Upon such application being made, the secretary of state shall issue said order, and if the resident agent fails to comply therewith, the right of such foreign corporation to do business in this state shall be forfeited.

(c) Whenever any foreign corporation admitted to do business in this state shall amend its articles of incorporation in a manner which affects any of the information contained on such corporation's application

to do business in Kansas, the resident agent of such corporation shall file with the secretary of state, within thirty (30) days after the amendment is adopted, a certificate of the proper officer of the jurisdiction in which such corporation shall have been incorporated attesting to such amendment. Any foreign corporation may amend its original application for authority to do business in Kansas by certifying that such amendment has been duly adopted, and by executing, acknowledging, filing and recording the same in accordance with K.S.A. 17-6003.

**17-7504. Annual reports and franchise taxes of nonprofit corporations.** (a) Every corporation organized not for profit shall make an annual report in writing to the secretary of state, showing the financial condition of the corporation at the close of business on the last day of its tax period next preceding the date of filing, but if a corporation's tax period is other than the calendar year, it shall give notice thereof to the secretary of state prior to December 31 of the year it commences such tax period. The reports shall be made on forms prescribed by the secretary of state. ~~The report shall be filed at the time prescribed by law for filing the corporation's annual Kansas income tax return, except that if any such corporation shall apply for an extension of time for filing its annual income tax return under the internal revenue service or under subsection (c) of K.S.A. 79-3221, such corporation shall also apply, prior to the due date of its annual report, to the secretary of state for an extension of the time for filing the report under this section and the same shall be extended a corresponding time to that under K.S.A. 79-3221. Such application shall include a copy of the application to income tax authorities. If any such corporation is not required to file a Kansas annual income tax return, the annual report and tax required by this section shall be due in the office of the secretary of state on or before April 15 of each year, except that prior to such date such corporation may apply to the secretary of state for an extension of time for filing the report under this section and the secretary of state may grant such extension for a period not to exceed 90 days. The report shall contain the following information:~~

on the 15th day of  
the sixth month  
following the close of  
the taxable year

- (1) The name of the corporation;

(2) the location of the principal office;  
(3) the names of the president, secretary and treasurer, and the members of the board of directors, with the residence address of each;

(4) the number of shares of each class of authorized capital stock and the par value, if any, of each share;

(5) the number of memberships or the number of shares of capital stock issued and the amount of capital stock paid up; and

(6) a complete and detailed statement of the assets, liabilities and net worth of the corporation.

(b) Every corporation subject to the provisions of this section which holds agricultural land, as defined in K.S.A. 17-5903, within this state shall show the following additional information on the report:

(1) The acreage and location listed by section, range, township and county of each lot, tract or parcel of agricultural land in this state owned or leased by or to the corporation;

(2) the purposes for which such agricultural land is owned or leased and, if leased, to whom such agricultural land is leased;

(3) the value of the nonagricultural assets and the agricultural assets, stated separately, owned and controlled by the corporation both within and without the state of Kansas and where situated;

(4) the total number of stockholders of the corporation;

(5) the number of acres owned or operated by the corporation, the number of acres leased by the corporation and the number of acres leased to the corporation;

(6) the number of acres of agricultural land, held and reported in each category under provision (5), state separately, being irrigated; and

(7) whether any of the agricultural land held and reported under this subsection was acquired after July 1, 1981.

(c) Such reports shall be signed by the president, treasurer or secretary of the corporation, sworn to before an officer duly authorized to administer oaths and forwarded to the secretary of state. Foreign corporations shall send with such report a certificate of good standing as required to be filed of foreign corporations under the general corporation code. At the time of filing such report, each nonprofit corporation shall pay an annual privilege fee of \$5.

**7505.** Annual reports and franchise taxes of foreign corporations organized for profit or as cooperative; disposal of papers, records and document superseded by certificate of good standing. (a) Every foreign corporation organized for profit, or organized under the cooperative type statutes of the state, territory or foreign country of incorporation, now or hereafter doing business in this state, and owning or using a part or all of its capital in this state, and subject to compliance with the laws relating to the admission of foreign corporations to do business in Kansas, shall make an annual report in writing to the secretary of state, showing, in such form as the secretary of state may prescribe, the financial condition of the corporation at the close of business on the last day of its tax period next preceding the date of filing, but if a corporation operates on a fiscal year other than the calendar year it shall give written notice thereof to the secretary of state prior to December 31 of the year commencing such fiscal year. The report shall be made on a form prescribed by the secretary of state. The report shall be filed at the time prescribed by law for filing the corporation's annual Kansas income tax return, except that if any such corporation shall apply for an extension of time for filing its annual income tax return under the internal revenue service or under subsection (c) of K.S.A. 79-3221, such corporation shall also apply, prior to the due date of its annual report, to the secretary of state for an extension of the time for filing the report under this section and the same shall be extended a corresponding time to that under K.S.A. 79-3221. Such application shall include a copy of the application to income tax authorities. The report shall contain the following facts:

- (1) The name of the corporation and under the laws of what state or country organized;
- (2) the location of its principal office;
- (3) the names of the president, secretary, treasurer and members of the board of directors, with the residence address of each;
- (4) the date of the last annual election of officers and directors;
- (5) the number of shares of each class of authorized capital stock, and the par value, if any, of each share;
- (6) the number of shares of capital stock issued and the amount of capital stock paid up;
- (7) the nature and kind of business in which the company is engaged and its place or places of business both within and without the state of Kansas;
- (8) the name and location of its office or offices in Kansas, and the name and address of the officers or agents of the company in charge of its business in Kansas;
- (9) the value of the property owned and used by the company in Kansas, where situated, and the value of the property owned and used outside of Kansas and where situated;

(b) the corporation's shareholder's equity attributable to Kansas; and

(11) a balance sheet showing the financial position of the corporation at the close of business on the last day of its income tax fiscal year next preceding the date of filing.

(b) Every corporation subject to the provisions of this section which holds agricultural land, as defined in K.S.A. 17-5903, within this state shall show the following additional information on the report:

(1) The acreage and location listed by section, range, township and county of each lot, tract or parcel of agricultural land in this state owned or leased by or to the corporation;

(2) the purposes for which such agricultural land is owned or leased and, if leased, to whom such agricultural land is leased;

(3) the value of the nonagricultural assets and the agricultural assets, stated separately, owned and controlled by the corporation both within and without the state of Kansas and where situated;

(4) the total number of stockholders of the corporation;

(5) the number of acres owned or operated by the corporation, the number of

acres leased by the corporation and the number of acres leased to the corporation;

(6) the number of acres of agricultural land, held and reported in each category under provision (5), state separately, being irrigated; and

(7) whether any of the agricultural land held and reported under this subsection was acquired after July 1, 1981.

(c) Such report shall be signed by the president, treasurer or secretary, sworn to before an officer duly authorized to administer oaths and forwarded to the secretary of state, ~~together with the certificate of good standing required to be filed by a foreign corporation under the general corporation code.~~ At the time of filing its annual report, each such foreign corporation shall pay to the secretary of state an annual franchise tax in an amount equal to \$1 for each \$1,000 of the corporation's shareholder's equity attributable to Kansas, except that no such tax shall be less than \$20 or more than \$2,500.

(d) ~~Whenever any foreign corporation shall file a certificate of good standing with the secretary of state, the secretary of state shall dispose of all papers, records and other documents of such corporation which are superseded by such certificate of good standing or which are no longer required by law to be filed with the secretary of state.~~

(4)

RATIONALE FOR SUPPORT OF HOUSE BILL NO. 2388

FEBRUARY 23, 1987

- I. House Bill No. 2388 does not require any general fund expenditure from the State.
- II. During the 1986-87 school year, only <sup>H</sup>seven (7) of the three hundred and four (304) school districts in the state of Kansas used the half mill levy provided under K.S.A. 72-4523.
- III. H.B. 2388 would expand the scope of K.S.A. 72-4523 to include Community Education and Business/Education Partnerships thereby meeting a variety of needs of children, adults, businesses, communities, and schools.

Some examples of these needs are:

A. CHILDREN

1. A program is needed before and after school and during the summer for children of working parents.
2. Programs are needed to promote leisure time activities.

B. ADULTS

1. There is a need for the provision of lifelong learning opportunities in the form of:
  - a. GED Programs
  - b. Job retraining
  - c. Recreation
  - d. Hobby and leisure time activities

C. BUSINESSES

1. There is a need for:
  - a. The promotion of economic development and educational excellence through Business/Education Partnerships.
  - b. Increase in the meaningful participation of the private sector in the educational process.
  - c. Sharing of resources among schools, businesses and the community.
  - d. The development of new and useful projects that improve the total community.

D. COMMUNITY

1. Communities need to strive for a more comprehensive and cost effective public service delivery system:
  - a. Maintenance Service--Hutchinson, Kansas; city; county; community college; and USD collaborated resources to reduce grass mowing costs at a savings of \$40,000 in just one year.
  - b. Civil Service--U.S. Postal Services, USD and community joined together to install a post office in local USD board room which is operated by secretarial staff.
  - c. Health Service--Hospital, civic groups, physicians, nurses, volunteers, and a USD jointly sponsor an annual Health Fair at an estimated savings of \$32,000 to the citizenry.
  - d. Community Development Project--City, county, and USD collaborated on a \$3.5 million dollar outdoor recreational complex. The one million plus dollars contribution to this project by the USD has been through local fund raising projects and donations.
  - e. Fire Protection--USD and community members established a volunteer fire department and provided training through local community college. This effort resulted in improved fire protection and reduced insurance costs.
  - f. Inservice Training--A USD and a community college included parents in their staff development program (i.e., effective teaching and reading comprehension).

E. SCHOOLS

1. There is a need to increase the meaningful participation of citizens in the educational process for:
  - a. Improving the image of public education.
  - b. Identification of and use of local resources in a school district.
  - c. Cost savings programs.
  - d. More efficient use of school facility (On the national average, only 25% of the tax payers in a given district have children in school).

Dr. Ron E. Brown  
Supt. of Schools  
Phone Number--913 721 2088 (Office)  
913 721 1249 (Home)

Attachment 4  
2/23/87



# A Sense of Community

Vol. 5, No. 4

Kansas Center for Community Education

Summer 1986

## "Teen Night" at Rose Hill

Over eight hours of fun, games, and food was enjoyed by more than 200 Rose Hill junior high and high school students as part of Rose Hill Community Education's attempt to provide worthwhile and fun weekend activities for area teens.

March 23 marked the first annual Rose Hill Community Education night at Wichita State University's Heskett Activity Center. Swimming, basketball, racquetball, wallyball, volleyball, soccer, pickleball and movies were some of the activities available for teens to take part in from 10 p.m. until 7 a.m. March 23-24. At 1 a.m. pizza and pop were served and at 6 a.m. donuts and juice. Many local businesses donated merchandise which was awarded for individual athletic competitions and as random drawings throughout the evening. Each student paid \$8 for the entire evening worth of food and fun.

Students and adult sponsors were transported via school buses from Rose Hill to Wichita State University and back. Approximately 20 sponsors plus about 10 WSU personnel supervised the activities.

**Terry Boswell, Director  
Rose Hill Community  
Education**



*Over 75 pizzas, 50 dozen donuts and pastries, and hundreds of cups of pop were quickly gobbled up throughout the evening.*

**COMMUNITY EDUCATION** is a process involving citizens involvement; efficient use of physical, financial, and human resources; interagency cooperation/collaboration/linkage and educational opportunity and lifelong education.

## Community Education Sponsors Multi-Media Showcase

Those glamorous Hollywood stars who call themselves working women had better watch out. Twenty-two women from the heart of Kansas have captured the limelight as they share their insights on the multiple role of wife, mother and working woman in a Community Education production entitled "Looking In: A Monograph on Working Women".

Produced by **Hesston Community Education Director Paula Patton**, the 25 minute multi-media presentation was developed in part for an outreach education workshop presented during the Fifth Annual Governor's Conference held during March. "My goal was to develop an educational program that would have potential to reach a great number of people, both in our local community and across the state. In addition, the workshop focused on women's changing roles, and after some thought, I decided that the women of central Kansas had a great deal to say about their roles and could say it better than I could," **Patton** said.

**Patton** contacted women who represented a variety of lifestyles, including a range of different marital situations and children in various stages of development. "I asked these women to allow me to photograph them at their places of work and to respond to a series of questions." The responses were recorded and eventually, the photos, their conversational thoughts and background music were dubbed and synchronized to create a "story". Statistical information is interspersed throughout the program to support and/or refute the perceptions of the women.

The voices of each of the women relate a variety of reactions and feelings on such topics as early-life preparation for the multiple roles of wife-mother-worker; the kind of support received from family members; the standards of housekeeping maintained; relationships with spouses and children; and the impact of the woman's earnings on the family's standard of living.

"I think these women have shared a great deal of wisdom in this project," **Patton** added. "They revealed some very basic and personal feelings about work, home and family, and they've done a beautiful job!"

The program is most effective when used as part of a workshop that focuses on the new issues facing Kansas families. "These are ordinary women, with ordinary jobs who receive a modest return for their efforts," **Patton** emphasized. "The most exciting thing to me has been the response from both men and women who indicate that these are 'real' women with whom they can relate and empathize."

"Looking In" is available for use by interested groups; and with special arrangement, the one-night workshop could be presented in communities across the state. Contact **Patton** at 327-4931 or P.O. Box 2000, Hesston, for more information.

Attachment 5  
2/23/87

## News from Valley Heights

As I sat in my high school chemistry class 24 years ago, I never dreamed I would some day be coordinating classes in which my chemistry instructor, a very learned man with 222 college hours to his credit, would be enrolling. Recently, however, I received his enrollment, along with 450 others, for the Spring session of Community Education classes. What a good feeling to know that we are providing learning opportunities for so many individuals in the community.

Valley Heights Community Education got its start in April of 1985. Although it was successful from the start, now even the skeptics are realizing the impact it is having on the two small communities that make up our school district.

One of the most rewarding programs to date has been the GED class. Of the ten that completed the course and were tested, all have passed, including one legally blind young lady with high hopes for employment in the future, and a 55-year-old man who drove 60 miles round trip to attend class. These two were more thrilled when they passed than any high school graduate I have ever seen. Community Education is presently planning a party for all of those "graduates" and their families.

Not only are a large number of people enrolling in our wide variety of classes for all ages, but they are coming forward with suggestions for classes and offering to be instructors in order to share what they know with others. To me, this is one of the great aspects of Community Education, "people helping people." Many are not even concerned with being paid. They just want to share knowledge and experiences.

Since this is a rural area 50 miles from the nearest university, residents have not had many opportunities to take advantage of continuing education. It is a new and exciting experience for them.

To date, the largest class was the Halley's Comet viewing when over 100 people, young and old, turned out to see a part of history take place. The high school science teacher had a very informative short instructional class session before actually viewing the comet.

Fifty energetic couples have enjoyed fun-filled Saturday nights learning new dance steps. An original plan of 10 couples last session grew into 30 couples and then, by popular demand, another class was held this session along with an advanced class. Transformed from a dance hall on Saturday nights, the multipurpose room turns into an exercise room on Monday and Wednesday mornings for about 15 women. Then Monday and Thursday nights it is filled with Karate enthusiasts. Sunday afternoons it, and another gym in the school district, are open under volunteer supervision for the public to come in and practice basketball.

Several of our classes have been held in the school buildings during school hours. This has been received very well by the administration and most of the teachers. Besides making better use of the facilities, we are getting people into "their" buildings that many have not entered for years. This way many are able to observe the progress and changes being made with the computers, VCRs, learning disabilities and speech rooms and equipment, and other advancements in education.

Although I had never heard of Community Education until our local program was organized and I was hired as coordinator, as I look back, it is like a dream come true. I have long felt a need for talented people to share their skills and know-how with others. It is a wonderful experience to be employed to fulfill this dream.

**Margaret Blaske**  
Coordinator  
Valley Heights Community  
Education



Tom Searcy, Executive Director of UFM



## Tom Searcy Executive Director of UFM

**Thomas L. Searcy** of Becker, Minnesota, succeeds **Sue Maes** as Executive Director of UFM. **Maes** resigned to accept an appointment as Director of Planning and Resource Development in the Division of Continuing Education at Kansas State University.

**Tom** brings extensive experience in planning, development and management along with strong public relations and promotional skills. He has served as Director of Community Services for the city of Becker and Becker School District in Minnesota and as the Community Education Director in Morris, Minnesota.

**Searcy** said one reason he came here was he liked the direction of the current UFM program. "We will continue doing the things we are noted for, then if direction needs to be changed, we will go in that direction," **Searcy** said.

**Searcy** said he is committed to community education and the life-long pursuit of knowledge, using resources within the community for a better community and the improvement of life for individuals.

**Michelle Jenkins – Editor**

## Hanna Named Director

*The following article recently appeared in the Topeka Capital-Journal:*

**Dr. John Hanna** has been appointed as director of the Kansas State Department of Education's Community Colleges Section.

**Hanna** has been employed as an education program specialist in the section since 1979. His responsibilities include coordinating accreditation of the 19 community colleges, recommending approval or disapproval of new courses offered at the community colleges, collecting and analyzing information for annual community college reports and working on partnerships between education and business and industry.

From 1972 to 1979, **Hanna** was employed by the University of Kansas in various capacities. He taught history, sociology and introduction to business at Colby Community College from 1967 to 1969.

**Hanna** has a doctor of philosophy in higher education/community colleges, a master's degree in school administration and two bachelor's degrees in education and history from the University of Kansas. He replaces **Dr. Sam Newland** who resigned in November 1985.

2 Annals  
1985





## Highlights from the State Conference

The Kansas Community Education Association and the Kansas Foundations for Partnerships in Education Conference was held April 10-11, 1986 in Salina, Kansas. The purpose of the conference was to provide information and exchange ideas on how education can be a shared responsibility of home, school, business, and industry. The conference sponsors were: the **C. S. Mott Foundation**—partial funding provided by grant; the **Kansas Community Education Association**; the **Kansas Foundation for Partnerships in Education**, and the **Kansas Center for Community Education**.

Partnerships are one way for public schools and the private sector to provide new learning experiences for students while improving each group's understanding of the other. Partnerships foster community support of a strong vital educational institution which in turn improves the quality of life for the entire community, education and the private sector alike. The Conference showed how partnerships can be formed within Kansas communities to tap the wealth of human resource available.

### Partnerships Program Testimonials

**Debbie Franklin – Pizza Hut, Inc.,** Wichita, Kansas.

"Book It!" is a National Reading Incentive Program for elementary students grades 1-6. The concept was originated by **Art Gunther**, President of Pizza Hut, Inc. Pizza Hut entered into a formal partnership with the Kansas State Department of Education. "Book It!" is one of 46,000 Private Sector Initiatives currently in place in the U.S. and has been recognized by the White House for Private Sector Initiatives as "the largest ever attempted in the U.S."

**Claude Brazell – The Coleman Company, Inc.,** Wichita, Kansas.

The Coleman Company signed formal adoption papers last January with **Amelia Earhart Environmental School**—an elementary school located in Wichita. A mutually supportive and enriching relationship was established at Earhart School between and among Coleman employees, the principal, teachers, parents, and students.

"Our adoption program with the Earhart Environmental Complex has been a very rewarding one," said **Brazell**. The declaration of adoption states three objectives: (1) to acquaint the children with various occupations through field trips, resource persons, and hand-on experiences; (2) direct utilization of Coleman products through demonstrations; and (3) to integrate Coleman's past in connection with the Kansas "Olden Days" curriculum. **Brazell** stated he feels these objectives are profitable both for the school and for the company. He said "Coleman Company is delighted with the program and looks forward to a continuation of working with everyone at the Earhart Environmental Complex.

Some of the many projects and ventures to date include (1) students singing Christmas carols at the company's factories and offices; (2) teachers toured the factories and offices to learn manufacturing methods, processes, and to visit with the employees; (3) company employees, teachers, parents, and students have had several campouts; (4) children drew and displayed giant Christmas cards at the company; (5) the company's historian visited the school and displayed old products and related the history of the company for 1900 to present; (6) Coleman Company videotaped children's "advertising" ventures as they studied product marketing methods, and (7) on the last day of school last Spring, Coleman hosted a cookout on the school grounds. Parents and teachers brought covered dishes. Games were provided and supervised. A fun day!

Many other projects and ventures will be forth-coming as business and education work together in mutually rewarding ways. Throughout, the mutual goals have been: to establish a caring relationship between the Coleman Company and Earhart School; to support and enrich the educational process, and to have a lot of fun doing it! **Brazell** stated "We are succeeding beyond our expectations."

### Strategies for Dealing with the State Department of Education

**Shelia Frahm – Kansas Department of Education Board Member: District 5**

The State Board of Education is an advocate for students. Responsibilities of the Kansas State Board of Education are: accreditation, administering state and federal funds, appointing and reviewing advisory councils, certification, teacher education program, holding public hearings, licensing proprietary schools, community colleges, AVTS, Kansas State School for the Visually Handicapped and Kansas State School for the Deaf.

Meetings are held monthly in Topeka on the second Tuesday (10:00 a.m.) and Wednesday (9:00 a.m.). Citizens open forum is Wednesday of each monthly board meeting (11:00 a.m.).

### Innovative Delivery Systems for Rural Communities

**Julie Coates, Director, and Karen Barron, Coordinator of the SPARK/SPARC Project.**

(SPARK is funded by the Department of Education, Rehabilitation Services Administration and administered through University for Man)

The purpose of the SPARK project is to extend community recreational and leisure time activities to adult special populations in rural Kansas communities. Special populations include: physically and mentally handicapped persons (State Vocational Rehabilitation Agency Clients, Disabled Vets, Mentally Handicapped Persons, and Mentally and Physically Disabled Elderly within nursing homes and in private residential settings).

SPARK has three major components: (1) to develop a broadly based program of recreational activities designed to meet the needs of disabled persons in rural communities; (2) to develop innovative service delivery systems in rural communities through community resource utilization and resource networking, and (3) to disseminate this cost-effective model throughout the state of Kansas in communities where limited or no current programs for special populations are offered.

The Conference was a great success! Thank you, to all who participated. Special thanks to the Salina schools for providing the audio-visual equipment.

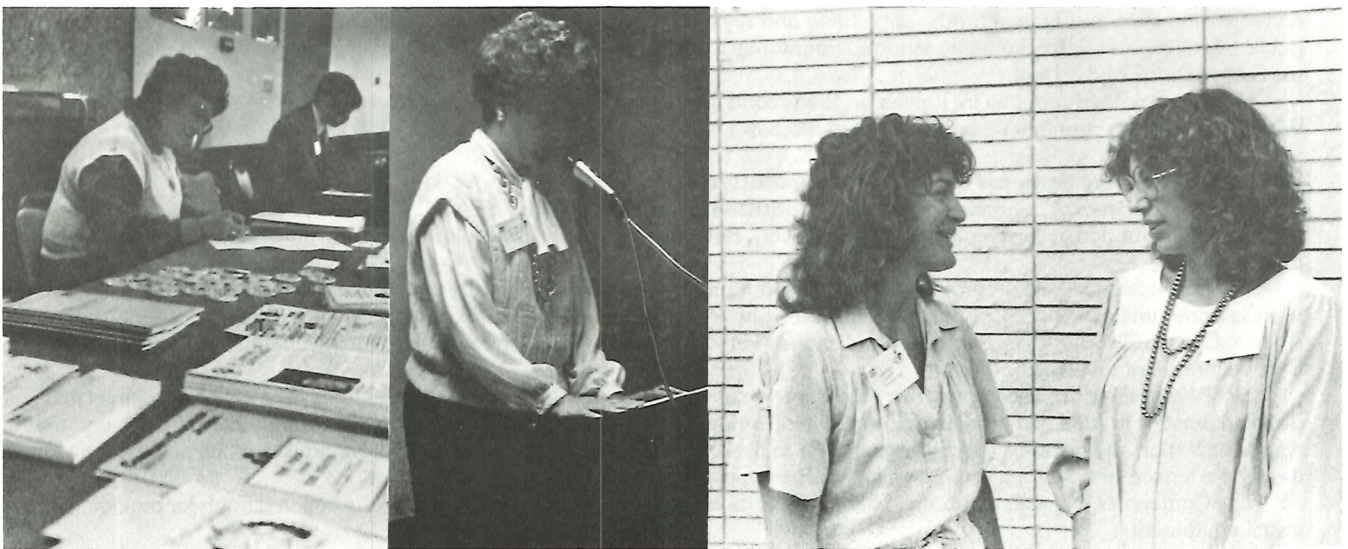
Compiled by Michelle  
Jenkins – Editor

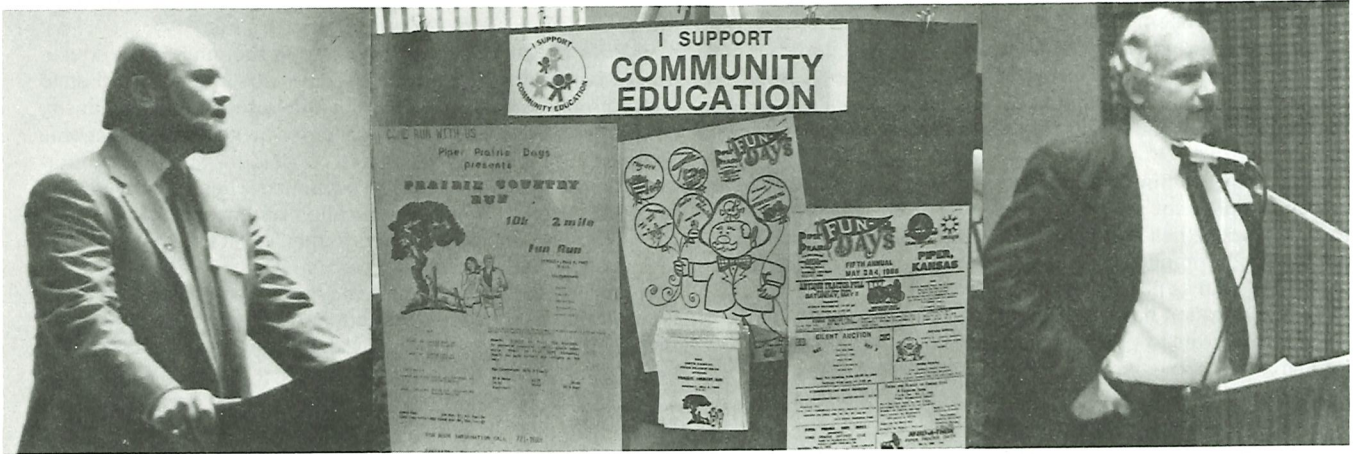


# Your Investment in the Education Future of Kansas



Kansas Community Education Association  
And The Kansas Foundations for Partnerships in Education Conference  
April 10-11, 1986, Salina, Kansas



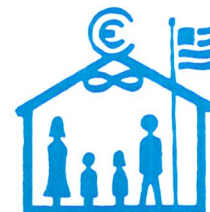


A one year membership to the National Community Education Association will be awarded to the KCEA member who can correctly identify the most people appearing in these photos. Send your entry to the Kansas Center for Community Education, 209 Bluemont Hall, Kansas State University, Manhattan, Kansas 66506. Entries must be received by June 30, 1986.





## BUSINESS / EDUCATION PARTNERSHIPS: A CAREER ED PERSPECTIVE



A call for “partnerships” between the education system and the broader community can be seen in almost every major educational reform proposal made in the 1980s. The concept of “partnerships” has been part of both community education and of career education for many years. Thus, both movements welcome this call.

Our common problem is to help our colleagues in other parts of education respond to this call without having to “re-invent the wheel.” A first step in solving this problem is to share with each other what we’ve discovered about “partnerships” in our earlier efforts. By doing so, we can better join forces to help others.

The community education movement has conceptualized and implemented community/education system “partnerships” that cover a very wide variety of community interests and concerns. Career education, on the other hand, has limited itself to “partnerships” growing out of a need and desire to better meet the goal of *education as preparation for work*. Thus, most career education partnership efforts have focused on collaboration between the business/labor/industry community and the formal education system.

Today many community educators are being urged to formulate and implement private sectors/education system “partnerships” as part of their assignment. The purpose of this article is to share with community educators some of what career education has learned in its part efforts in this area.

Career education has devoted a great deal of attention during the past 15 years to promoting *collaborative* partnership efforts and trying to avoid those that are basically only *cooperative*. This is not just a matter of semantics. On the contrary, it lies at the heart of the whole “partnership” concept.

For years, the business/industry community has expressed a desire and willingness to “cooperate” with the education system. “Cooperation” means they are willing to help the education system solve *the education system’s problems*. If the problems are solved, the education system receives the credit. If they aren’t solved, the education system gets the blame. Career education has refused to recognize such cooperative arrangements as deserving of the title “partners.” When only cooperation is involved, we have business-industry “helpers”, but *not* true “partners.”

The concept of *collaboration* centers around three words to be shared by the “partners”—namely, (1) authority; (2) responsibility; and (3) accountability. Each partner must decide what *portion* is to be assumed. Once this decision has been made, the same portion is assigned to each of these three components. That is, if one partner wants, say  $\frac{2}{3}$  of the “authority”, then that partner must be willing to accept  $\frac{2}{3}$  of the “responsibility” and  $\frac{2}{3}$  of the “accountability.” There is no necessary requirement that partners share equally—even though it’s obvious that would, theoretically, be desirable.

The major problems career education has found in implementing truly *collaborative* partnerships are: (1) convincing the education system to share its *authority* for making decisions with the business/industry community; and (2) convincing the business/industry community to accept appropriate shares of both the *responsibility* and *accountability* for the success or failure of the total effort. In brief, it’s a combination of (a) convincing the education system to let loose; and (b) convincing the business/industry system to take hold. Of these two problems, the first has typically been tougher to solve than the second.

### What are Hoyt’s 10 Rules For A Successful Partnership Efforts?

Over the last 15 years, career educators have discovered a number of very simple basic rules which, if followed, seem to lead to more successful partnerships with the business/labor/industry community. They include:

**Rule 1:** Get all partners to agree on specific benefits youth should receive from the partnership effort. This is essential in order to gain consensus regarding whether or not the effort is to be reported as a “success” or a “failure.” Both partners—the private sector and the education system—will find themselves motivated to seek benefits that extend beyond those sought for youth. If each is allowed to evaluate the effort only from its unique motives, one might consider it a “success” while the other would say it was a “failure.” That won’t work.

**Rule 2:** Begin the partnership effort with a project almost sure to be a success. It takes time to learn how to work together in a true collaborative fashion. Initially, much discomfort and many doubts are sure to exist. These can best be overcome by taking on a very small project where success is almost guaranteed. Those partnership efforts that appear to have been most successful over the years have paid careful attention to this rule.

**Rule 3:** Operate the partnership as though it is the education system asking for help. This seems to be much better than to start with an offer to help made by the business/labor/industry community. For the education system to invite others to become “partners” is far less threatening to educators—and that’s important. Those efforts perceived as beginning when the private sector started “butting in” to the education system seem likely to fail.

**Rule 4:** Make sure answers to the “What’s in it for me?” are upfront and obvious for each partner. Theoretically, of course, partnerships should be formed and implemented because youth need them. Career educators have found that such a basis for partnerships works well for a relatively short period of time. Sustaining partnership efforts necessitate each partner having something to gain over and beyond benefits accruing to any other partner—or even to youth themselves. There’s nothing wrong—and a good deal right—about recognizing and acting on this.

**Rule 5:** Make sure that partnership efforts don’t impinge negatively on any part of the education system. Private sector/education system partnerships are obviously primarily concerned with the goal of *education as preparation for work*. It’s equally obvious this is but one of the basic goals of the education system. Done right, private sector/education system partnerships will help—not hurt—all other basic goals of education. For this to happen demands the potential for creating negative effects be recognized and dealt with.

**Rule 6:** Insist on joint private sector/education system planning and evaluation for activities involving both “partners” interacting with students. When such interaction takes place in the school building, the classroom teacher takes the lead role. When in the private sector, the private sector rep takes the lead role. It’s important students see them working together.

**Rule 7:** Where one partner is a K-12 school system, find ways to involve parents as partners in the total effort. School systems and the private sector working together isn’t enough. Parents can—and often will—destroy in 10 minutes what it took the other “partners” all day to get across to students. Parents certainly have both a right and a responsibility to be involved in career development of their children. A private sector/education system partnership that ignores parents will accomplish less than it should—and certainly less than it could if it involved parents.

**Rule 8:** Use private sector partners only for tasks where their expertise and resources are essential—not for things educators could do as well or better themselves. For example, private sector partners can explain to students—and to teachers—how a particular bit of subject matter is valuable in a specific work setting, but they shouldn’t have to also try to teach the subject matter to students. Private sector partners can show students how the practice of good work habits leads to increased productivity, but they shouldn’t be also charged with teaching work habits to students in classroom settings.



**Rule 9:** Private sector/education system partnership efforts should extend beyond the formal education system so as to include community organizations involved in providing career development opportunities to youth. Youth organizations such as (a) 4-H; (b) Boy Scouts of America; (c) Girl Scouts of the U.S.A.; and (d) Junior Achievement are all involved in youth career development. A "partnership" that ignores these kinds of valuable community resources will be "missing the boat" badly.

**Rule 10:** Try to use existing community organizations in organizing and implementing private sector/education system partnerships. Community organizations composed primarily of private sector persons—e.g., Chamber of Commerce, Rotary Club, Kiwanis Club, Lions Club, Junior League, Business and Professional Women's Club, American Legion Post, etc.—exist in every community. Because they are often already organized and operating along "career" lines, it is relatively easy to undertake partnership arrangements involving one—and even several—such organizations. In some communities to be sure, none of these organizations are strong enough for effective use and it becomes necessary to identify and use a major private sector organization in the community as the "flagship" company.

To whatever extent community educators find their efforts dovetailing and/or overlapping those of career education noted here, they will find most career educators supportive—not critical—of their efforts. Career educators are great believers in the "a rose by any other name" school of thought. If what is done looks/sounds/acts like what we call "career education", but you want to call it "community education" you will find no objections coming from most persons in career education. We feel strongly that today's youth need the kinds of partnership efforts described here. What such efforts are named is of secondary importance.

**Kenneth B. Hoyt**  
**University Distinguished**  
**Professor**  
**Kansas State University**

**Latchkey numbers reported rising**

The U.S. Department of Labor reports that in 1981 over sixty-six percent of all mothers with children between the ages of six and thirteen worked.

Twenty percent of all children between six and thirteen live with single parents, of which over sixty percent work at least part-time. It is expected that the children with working parents (or a single working parent) will increase over the next few decades.

You are cordially invited to join the KANSAS COMMUNITY EDUCATION ASSOCIATION (KCEA). All persons and groups engaged in, or supportive fill out the information requested below and send to:

**KCEA MEMBERSHIP APPLICATION**

NAME \_\_\_\_\_

Home Address \_\_\_\_\_

City & State \_\_\_\_\_ Zip \_\_\_\_\_

Phone: Area Code \_\_\_\_\_ Number \_\_\_\_\_

Business Address \_\_\_\_\_

City & State \_\_\_\_\_ Zip \_\_\_\_\_

Position \_\_\_\_\_

Referred by: \_\_\_\_\_ Membership year begins with dues payment.

# Ten-Day Community Education Workshop

The National Center for Community Education announces a ten-day Community Education Orientation Workshop, **July 8-18, 1986**

The National Center for Community Education (NCEE) in Flint, Michigan, is uniquely qualified to promote the development of community education by offering leadership training opportunities. These sessions provide participants from across the United States, Canada, and other parts of the world a chance to:

- \* Formulate a conceptual framework for community education.
- \* Explore a variety of community education models.
- \* Talk with outstanding community education practitioners.
- \* Develop skills related to successful community education practices.
- \* Search through a variety of community education films and videotapes, written and other materials.

**NCEE Provides:**

- \* Ten days of intensive exploration of community education processes and programs.
- \* Free lodging (double occupancy only) at the Hyatt Regency Hotel.
- \* \$13.00 per day toward meal costs (some deductions are made for planned meals).
- \* Community Education materials and notebook.

**Each Participant Provides:**

- \* \$70.00 registration fee (non-refundable).
- \* Transportation costs to, from and within Flint.
- \* Commitment to learn about community education.

**Registration**

It is important that you register now! Each workshop is limited to 35 persons. The first 35 who are fully registered (fee paid) will be accepted. However, you may telephone (313) 238-0463 to hold a tentative place for yourself.

## CALENDAR



- July 8-18, 1986** National Center for Community Education: Ten-Day Community Education Orientation Workshop.
- Dec. 4-6, 1986** 21st. Annual National Convention of the National Community Education Association

**Paula Patton**  
**USD 460**  
**150 North Ridge Road**  
**Hesston, Kansas 67062**

\$10.00 per individual  
 \$20.00 per non-voting institutional contributory

- Please check the appropriate box:
- I am interested in receiving information regarding the Learning Resources Network (LERN).
  - I am interested in receiving information regarding the National Community Education Association (NCEA).

DATE RECEIVED  
 1986



*A Capital Convention!*

December 4-6  
Washington, D.C.

National Community  
Education Association

## National Community Education Association

**21st. National Convention – 1986**  
**“Education – A Capital Investment”**  
**Washington, D.C. – A Great Place to Learn!**

Twenty-nine Mid-Atlantic Regional Agencies and Organizations have committed their talents, enthusiasm, and financial support to host the 1986 Convention. N.C.E.A.-86 will be held at the Hyatt Hotel, just across the Potomac from Washington, D.C., in Crystal City, Virginia, (Thursday, Friday, and Saturday), December 4, 5, and 6, 1986. Please plan to be a guest in the Capital City in 1986.

**A GREAT CONVENTION . . . A GREAT TIME!**

**More information:** NCEA, 119 North Payne Street, Alexandria, VA 22314



**A SENSE OF COMMUNITY**

Kansas Center for Community Education  
College of Education, Kansas State University  
Manhattan, Kansas 66506

**Editor & Center Associate: Michelle R. Jenkins**  
**Director: Robert J. Shoop, Ph.D.**

A Sense of Community is a publication of the Kansas Community Education Association prepared by the Kansas Center for Community Education in cooperation with the KSU College of Education and Charles Stewart Mott Foundation.

### NOTICE OF NONDISCRIMINATION

Kansas State University is committed to a policy of nondiscrimination on the basis of race, sex, national origin, handicap, or other nonmerit reasons, in admissions, educational programs or activities, and employment, all as required by applicable laws and regulations. Responsibility for coordination of compliance efforts and receipt of inquiries, including those concerning Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, has been delegated to Jane D. Rowlett, Ph.D., Director, Affirmative Action Office, 214 Anderson Hall, Kansas State University, Manhattan, Kansas 66506, (913) 532-6220.

## Community Ed Video Conference Held May 8

A national video conference entitled **“Building Public Confidence Through Community Education”** was aired May 8, 1986 from 1-3 p.m. The conference was sponsored by the **Council of Chief State School Officers and funded by a grant from the Mott Foundation.**

The video conference featured eight states—Iowa, Alabama, Arizona, Kentucky, Minnesota, New York, Oregon, and Utah. Each of the eight states superintendents have participated in the Community Education Project sponsored by the Mott Foundation.

In addition, the video conference included presenters from the National Governor’s Association, the National Association of State Boards of Education, the Education Commission of the States and the National Association of State Legislators.

Topics of discussions at the satellite conference included an introduction to video conferencing, project background information; Parent and Community Involvement—Effective Schools—Lifelong Learning—Partnerships—Business Education—Coalition Building—Interagency Projects. The conference concluded with **IMPLICATIONS FOR FUTURE DEVELOPMENT OF COMMUNITY EDUCATION** consisting of panel discussion, questions and answers, and overview.

The video conference was sponsored by the CCSSO in cooperation with the National Community Education Association (NCEA).

## From the Editor:

In order to make our next newsletter first-rate, we need your help. Please, send us committee news, community education ideas, reports of big successes (and small ones), workshop announcements, and lively gossip. Please feel free to send pictures, too. If you have any information that you would like in the Kansas Community Education Newsletter, please contact me—**Michelle R. Jenkins** at 3115 Heritage Court #6, Manhattan, Kansas 66502, (913) 539-7455, or **Dr. Bob Shoop** at the Kansas Center for Community Education, 209 Bluemont Hall, Kansas State University, Manhattan, Kansas 66506, (913) 532-5533. We are interested in your local community education activities. We are looking forward to hearing from you!



Kansas Center  
For Community Education  
College of Education  
Kansas State University  
Manhattan, KS 66506

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# A Sense of Community

Vol. 5, No. 3

Kansas Center for Community Education

Spring 1986

*This issue of A Sense of Community is dedicated to Sue Maes in appreciation for the outstanding leadership that she has given in the area of Community Education in Kansas. "Thank you, Sue."*



## **PARTNERSHIPS**

**Excerpts From CCSO Issue Brief  
Partnerships: Pitfalls Pending?**

During the last two years, partnership activities have received a considerable amount of attention, appear to be flourishing, and are being encouraged by the Reagan Administration. The concept is not new. It has been an integral part of community education for years. Consequently, there are programs in existence that are tested, tried, and true, and which do not represent "hop on the bandwagon and give it a try" approaches. Initial enthusiasm about the potential of partnerships as a viable activity was encouraging to educators as another way to focus public attention on education. The rewards and benefits of partnerships to education and the private sector are obvious and cannot be disputed. However, a growing concern has emerged as increasing numbers of meetings and conferences are devoted to this topic.

First, there appears to be very little coordination of the growing partnership effort. Secondly, despite the good intentions of the business and industry sector to "go forth to do good work" for education, partnerships are being discussed and developed without the involvement of educators!

If one examines the reverse situation, educators do involve the business sector in their governing and advisory boards. Most local and state boards of education are representative of the private sector, often as the majority of its members. Since a one-way street seems to be developing the partnership area, several questions need to be answered: How do educators assume a more proactive or assertive role to take full advantage of an opportunity that will benefit both education and the business community? How does an educator make the appropriate impact or communicate the message, "this is a great idea, but we want to work together," to the private sector? Unfortunately, there are no easy answers; however, we do need to be alerted to the potential "gap" that is developing. If we are indeed to embark on mutually beneficial partnerships, then action plans must be developed and implemented with equal representation from partners.

As part of the commitment required for successful partnerships to take place, both partners must be equally involved AND perceive mutual benefits. If equality is not both perceived and believed, one party is likely to feel that they are being taken advantage of. Educators need to carefully examine their approach to partnerships. If business leaders think that education only wants to "get" something (particularly money or equipment), they will be less receptive to a lasting partnership. On the other hand, educators don't need to be told by the private sector what is wrong with education without joint efforts to make things right. If we are to avoid the potential pitfalls and implement successful partnerships, a systematic, coordinated, mutually beneficial approach is necessary.

## **What Is It?**

Community Education is a process whereby citizens of a community identify their needs, interests, concerns and resources. Through the cooperation of people working together, these needs and resources are brought together to improve the quality of life for individuals and, thereby, the community as a whole.



**Fall 1985 The Community  
Education Profile  
West Virginia Center  
for Community Education**

*Attachment 6  
2/23/87*



# PARTNERSHIPS IN EDUCATION, WHERE DO WE GO FROM HERE?

The **Kansas Foundation for Partnerships in Education**, a nonprofit 501(c)(3) foundation, has been formed. The purpose of the Foundation is to promote, establish, maintain, endorse, and support the concept of partnerships in education in Kansas. These are powerful words, but what does the foundation really hope to be able to accomplish and how does it propose to do it?

Initially, we are seeking public/private sector involvement and are broadening the membership to include more representatives from business and industry, civic organizations, and governmental units. We are embarking on a campaign to make these groups aware of the mutual benefits of partnerships.

At a recent meeting held in Wichita, the following were elected to serve on the Board of Directors of the Foundation: **Don Bartley**, Greyhound Kennels of Abilene; **Claude Brazell**, Coleman Company; **Ron Brown**, Superintendent USD #203; **James Connett**, KEDDS/LINK; **Margaret Ann Gray**, Beech Aircraft; **Tom Hansen**, Boeing Aviation; **Frank Holtz**, D.D.S.; **Jerry Horn**, Kansas State University; **Gordon Hibbard**, Kansas Farm Bureau; **Ann Keener**, U. S. Department of Housing and Urban Development; **Wanda Reed**, Kansas Association of School Boards; **Robert Shoop**, Kansas State University; **Ken Suter**, SACO Petroleum, Inc.; and **Patricia Sweeney**, Central Kansas Cooperative in Education. The following officers were also elected: **Ann Keener**, Chairperson; **Ken Suter**, Vice-chairperson; **Patricia Sweeney**, Secretary; and **Claude Brazell**, Treasurer. An executive planning committee was appointed to determine the methods to be used to achieve the goals of the Foundation and a timeline for implementation.

We are in the initial stages of forming coalitions with two other groups, the **Community Education Association of Kansas** and the **Confidence in Education Task Force**. These groups will assist us in our efforts to involve the public/private sector in education. Rather than all three groups working independently, we hope to share our resources and the expertise of the members of each group to avoid wasteful duplication of services.

The Kansas Community Education Conference, to be held this spring in Salina, will include joint sponsorship with the Kansas Foundation for Partnerships in Education. Representatives from both groups are meeting to formulate the conference session schedule and choose the presentors for the various programs.

The Foundation membership believes very strongly in the partnership concept and the tasks are equally shared by educational representatives and public/private sector representatives. The Foundation is new and, as such, will have "growing pains"; but with all of us working together, we hope to impact the educational process here in Kansas by assisting educators as they strive to make our schools institutions of educational excellence. Hopefully through these joint efforts the students in our schools will be better prepared to meet the challenges of an ever changing environment.

The work of the Foundation is being done on a voluntary basis. Companies, agencies, institutions, and individuals are contributing personnel, printing materials, providing meeting rooms, and hosting the meetings in various cities including Wichita, Topeka, and Manhattan. Most of the representatives from business and industry have been or are currently involved with educational partnerships. The Coleman Company and the U. S. Department of Housing and Urban Development have both been active in the Adopt-A-School program. Beech and Boeing

have worked on programs with Wichita State University and other post-secondary educational institutions. Pizza Hut, of course, created the very successful Book-It program which has recently grown from the initial Kansas field test project into a national program.

Excellence in education is vital for our society. We can no longer look to the Federal government to provide the necessary dollars for our school system, nor can the general public continue to provide these dollars without at least knowing that our system of education is accountable. Partnerships provide a means for others to become involved in the educational process, while at the same time providing a vehicle for interaction at the "grass roots" level of a community. If schools truly want to be involved with a partnership, they must decide what benefits they can offer to the sponsoring business or industrial partner, and in some cases they need to decide if there are specific functions which would be more beneficial if provided by private citizens. The more involvement in education by the private sector, the greater the awareness of the participants of each other's responsibilities and obligations, as well as the limitations of both.

The Foundation would welcome participation from any individual or group that would like to be actively involved in this type of activity.

**Ann L. Keener**

The October issue of *Update* from the Community Education Center at Oklahoma State University contained the following article.

## HOW COMMUNITY EDUCATION ENHANCES

How can Community Education enhance a school program? The following answer was given by a community school principal, who also enrolls in community education programs.

Community Education does several positive things in a school and its community.

1. Community education brings continuing educational, recreational, and social experiences to its community members.
2. School buildings that normally are empty and unused after hours and during summer, are utilized by the people who tax themselves to build them.
3. People of all ages and backgrounds avail themselves of the many evening and summer programs.
4. Community school programs are varied, useful and interesting. Courses may be a one-session seminar or multi-session class. Programs are planned to meet the many needs of our neighborhood.
5. Vandalism and school burglaries are almost non-existent in community school buildings. Schools are seen as helpful places.
6. Learning is a life-long experience. Community education nurtures and provides for these experiences.
7. Community support for school revenue issues is enhanced.

We are living in the information age. Our lives are changing rapidly and community populations must be brought along with this ever expanding wealth of knowledge. Where else but in the community school can this task be addressed and successfully met? There's no better way to develop popular support for school programs and needs than through an active community education program.



J. MATHIAS  
10/15/81



# perspectives

After seventeen years as Director of University for Man, **Sue Maes** has resigned to accept a new challenge with the Rural Action Agenda Project. This project which UFM has been developing, offers her a new professional horizon. The project, which focuses on the unmet needs of the rural adult and their access to postsecondary educational opportunities, will be developing regional centers across the country, coordinating a national invitational meeting in Washington, D.C. and working with federal legislators, foundations, etc., advocating the needs of the rural adult. According to **Sue**, "In a time with severe stress on the rural person, she is happy to be centering her efforts on their needs." She adds, "working with this project will give me more time to care for my family and at the same time, allow me room for new professional growth."

"UFM started out as a university program to provide less structured creative learning experiences and spontaneous forums for people," **Maes** recalls. "It is an experiment that worked." Her involvement with UFM began as a work-study student. She shared an office with three other faculty. Now, UFM has a staff of 28 people and has its own physical facility. **Maes** adds, "UFM started on a college campus and headed to small isolated rural communities." State funding created the Community Resource Program which provides grants-in-aid to communities interested in initiating community education programs. Now, over fifty community learning programs exist statewide due to the efforts of UFM. Each year through the Community Resources Act, UFM helps new communities start programs. The UFM statewide program for the handicapped involves ten rural communities who have projects ranging from raised garden beds to neighbors reading the local newspapers on tape for the blind. Further, UFM has helped start programs in five other states and is presently working with rural adult programs across the United States in the Rural Action Agenda Project.

"UFM has always been a place for new ideas to come in and for others to get excited about them," **Maes** reflects. "UFM is a responsive agency to community and statewide needs. UFM's current stage places its emphasis on physical and self-improvement, personal finance, and computers. Unfortunately, issues such as poverty in America and world hunger get few people out." **Maes** adds that she would like to see community seminars on alcoholism and the economic viability of small communities, etc. "Community education is about the community and its livelihood."

"University for Man has been able to respond to the new ideas and needs of the community." UFM has spawned locally a city-wide recreation program for the handicapped, a nationally recognized lecture series in honor of Lou Douglas, and a community gardens program. Other examples of how UFM staffers work constantly to fill gaps in the community include UFM Co-ops for woodworking, pottery, and photography; also, the Downtown Farmers Market, the Home Program providing assistance on home maintenance for the elderly and handicapped, the Be Busy After School Center and the Solar Center for UFM projects.

In addition to **Sue Maes'** leadership in building UFM into a unique national organization, she has given much of herself to UFM in other ways. She has lived the philosophy of sharing through learning by teaching for over a decade in the UFM program. Under **Sue's** capable leadership, UFM has touched the lives of many people and improved the quality of their lives. Our best wishes go to Sue as she begins her work with the Rural Action Agenda Project.

Michelle R. Jenkins

## Notes from the State Department of Education

*Legislative Package Finalized*—the State Board of Education has finalized its legislative package for the upcoming 1986 legislative session. Community Education is not among the priorities on the list of proposed new legislation. This fact coupled with the overall revenue problems that Kansas finds itself faced with seems to make the chances for community education funding very slim. State staff along with the Kansas Community Education Association and the Kansas Center for Community Education will continue to work for State legislation and funding for community education.

*Sheila Frahm Named to Advisory Council*—**Mrs. Sheila Frahm** of Colby, was named to the Advisory Council for Community Education by the Kansas Board of Education at its November meeting. **Mrs. Frahm** replaces **Ms. Ann Keener** of LaCrosse who resigned from the State Board of Education in September to take a position with Housing and Urban Development regional office in Kansas City, Missouri. Colby has received national community education grants in the past which should give **Mrs. Frahm** some exposure to the concept.

*Sam Newland Resigns*—**Dr. Sam Newland**, Director of Community Colleges, resigned his position effective November 14, 1985. **Dr. Newland** will be going on active duty with the Army and will locate in Carlisle, Pennsylvania. The state staff assigned to community education served under **Dr. Newland** in the Community College Section of the State Department of Education. Everyone wishes **Sam** well in his new position doing research and writing for the Army.

*State Association to Host Spring Conference*—The Kansas Community Education Association will host its annual conference in Salina on April 10 and 11, 1986. The Heart of America Inn will be the site of the conference. The Task Force on Partnerships with Education has expressed a desire to participate in the conference with the association. State Association board members **Bob Shoop**, **Ron Brown**, and **John Hanna** are all members of the partnerships Task Force.

John Hanna

## The Kansas Community Education Association . . .

. . . invites you to participate in Community Education throughout the state. The purpose of Community Education is to identify the needs of the community and then satisfy those needs through available community resources.

Your membership indicates your commitment to be actively involved in the development of Community Education in Kansas.





# Community Education in Derby USD #260

Community education in Derby USD #260 has seen a great deal of growth in one year. There are now three councils working in three different locations within the school district to meet the needs within the locales. Community education has opened a new program at McConnell Air Force Base. It has also established a new state GED test site in the school district; and, as a result of this, the Board of Education has approved a new high school diploma which is issued through the community education department.

## DERBY COMMUNITY EDUCATION COUNCIL

As a result of a brainstorming session in July, the 50 member Derby Community Education Council decided to work on the following projects for the 1985-1986 school year: Follies (March 15, 1986); Career Fair (April 5, 1986); Adult Night High School (graduation, May 25, 1986); Bike Path to Garrett Park; Banquet (June 7, 1986); Fund Raising for the Ada Thomas No-Interest Student Loan; Orchestra/Drama/Choral; Tutors and Senior Citizens as Aides; Links for Learning; Food and Clothes Bank; Helping Hands; Christmas Parade; Evaluating the Community Education courses quarterly to provide in-put for a Teacher of the Year Award.

The "Helping Hands Project" is the process through which senior citizens and the handicapped alert Community Education of their needs to winterize their homes, pick up trash, or do menial house or yard work. This was a highly successful program in October, 1985.

The Links for Learning Committee worked through the Derby Chamber of Commerce to develop lunch time classes (participants brought "brown-bag" lunches). It was extremely successful; attendance was good and new locations for classes were found.

## McCONNELL/OAK KNOLL COMMUNITY EDUCATION COUNCIL

This is the first year that Derby USD #260 has had the contract with the Air Force to conduct the Basic Skills/IDEA programs for military people. The Council is the advisory group for this activity as well as the enrichment program for civilians. The Council was developed in Spring 1985 and has 15 people working presently. A needs assessment project will determine the direction of the projects and programs. The first program was a parenting course on discipline. Other classes are being developed.

## OAKLAWN/SUNVIEW COMMUNITY EDUCATION COUNCIL

The Oaklawn/Sunview Community Education Council was developed during the Fall of 1984 with the first official meeting held in January 1985. The Council grew to over forty members in less than a year, learning from the people where the emphasis in programming and projects should be.

Social issues were of immediate concern: hunger, safety on the streets, jobs, senior citizen problems, etc. During the next few months we had speakers from Mental Health Association, JTPA, and from the County Sheriff's Department. A successful baby-sitting class for children 11 through 16 kept the older youngsters involved instead of "just hanging out." The Summer Nutrition Program fed up to 400 people daily (except Saturdays and Sundays) from June 3 through August 9. We have continued to work on a Neighborhood Watch program and have been effective in obtaining more surveillance through Sheriff support. A sense of pride is developing as people are becoming more and more successful in getting action from the two Improvement District offices (Oaklawn and Sunview). Oaklawn/Sunview is an unincorporated area of the county which falls into the Derby USD #260; however, the people who live there have Wichita addresses. We

are not working on a Clothes Bank for children, a Leash Law, a nutritious breakfast program for children who come to school hungry, and a grocery store for the community.

## CONCLUSION

There is quite a bit of interaction between the Councils in the Derby School District. The Oaklawn/Sunview Chairman is **Debbie Huffman**; the Derby Chairman is **Debbie Thomas**; the McConnell Chairman is **Debbie Perry**. There is no way to show the "real essence" of the activity during these past exciting months. We are working with concerned and committed people who care very much about their families and their communities.



**Georgia Sturch**  
Director Community  
Education, Derby

## On Conference Planning

People who are not familiar with the many subtle aspects of conference planning may see this task as insurmountable. Although it would be impossible to list a simple recipe for organizing all the plans that conferences require, a few ideas and suggestions come to mind that may be helpful.

Assuming that you have outlined your program and identified your audience, the first question you may be asking yourself is "How do I go about selecting the right site for my program?" In terms of choosing a city, factors to consider include access to an airport, convenient mass transportation, entertainment options, a safe and secure environment, and an appealing climate. You should also consider hosting your conference where the greatest density of your target population exists (e.g., the Northeast is a hub of higher education institutions).

A second issue to consider is cost. This includes the general costs of living in a city (restaurants, hotel, entertainment), the cost of travel to the city, and the amount of flexibility a hotel can offer your meeting based on the competition that exists for your business. A valuable resource for gathering information about a city is that city's Chamber of Commerce. Their Visitors and Convention Bureau provide many services that will assist you in selecting the best site for your meeting.

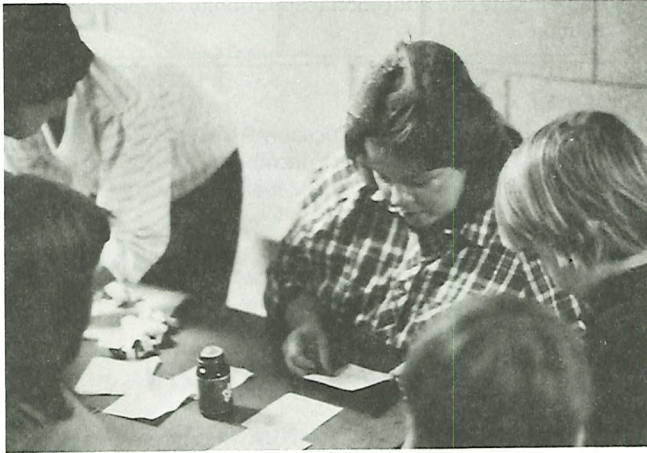
Once you have decided on the city, it is important to select a hotel that will best suit your needs. This is when establishing a good working relationship with a hotel salesperson is essential. A good working relationship will ease the stress involved in negotiating over such things as sleeping room rates for participants, meeting space charges, audiovisual equipment, socials and other related items. It is important to know that often times hotels need a notice of eight months to a year or more for booking large conferences and local hotels will need more time than what you might think. Always allow a minimum of six to eight months to book your meeting.

Registration material is another important factor in successful conference planning. Be certain to *only* include essential information (dates, who should attend, benefits, etc.). Be very clear in printing registration deadlines, late fee and refund policies. Always provide a brief description of what the registration fee includes (meals, refreshments, proceedings, etc.). This will assist people when making a decision to attend.

Finally, it is essential that promotional materials reach your target audience at least eight weeks prior to conference dates. Allow more time when possible. Adequate time to develop, proof, print, and distribute your brochure is crucial. This process can take up to ten weeks. Always work backwards from your preferred dates to guarantee a timely schedule.

These are a few considerations to keep in mind. A final suggestion is to consider relying on professional conference planners to assist you in some or all of the details of conference planning.

**Joseph T. Pittle**



Laura Hensley and Lyn Smith, volunteers, help students put name plates in their new RIF Books.

## TONGANOXIE SCHOOL VOLUNTEERS

One of the most exciting branches of Tonganoxie Community Education is the School Volunteer Program. Started in 1979, the School Volunteer program is a creative way for the Community to become very involved in their schools, as well as a support system for the elementary, middle, and high school teachers. With increasing enrollment in Tonganoxie, the support of the community is an important issue.

There are many ways to become involved in Volunteering in the schools. Working one to one or in small groups in the classroom, can be most rewarding. There's always a choice of reading with a student and/or listening to them read, working on vocabulary, math facts or helping with that special science project, the list is endless. As a volunteer you have choices, if working one to one or reading aloud to a class is not for you, the Volunteer Center may very well be. The Volunteer Center is a hub of activity. Volunteers make learning centers activities, laminate classroom materials for teachers, work on art projects with students and help

students find supplies in the materials in the recycle center; there is something for everyone at the center.

Due to the willing help of the Volunteer Group, Tonganoxie applied to join the national "Reading is Fundamental" program in 1979. It takes a dedicated group of Volunteers to order books for kindergarten through sixth grade and organize the three distributions a year. It's an exciting volunteer experience to be involved with those smiling faces, as students choose their free books.

The Picture Person Program was introduced in 1980. It takes Volunteers willing to choose Art prints, and prepare these four prints to share with four different classrooms each month, Kindergarten through 6th. grades. To give children the gift of seeing art and sharing your talents and love for art makes a mutually rewarding activity.

Volunteers compile and distribute "Welcome to Tonganoxie" packages to people moving into the community for the first time. Volunteers worked with community businesses to prepare coupon books, free merchant gifts, and resource booklet for new residents.

"Room Grandparents" are very special people in Tonganoxie. In 1982 people were invited to become grandparents for a class. With the decline in meaningful relationships between the generations, this program is building on the beauty of that relationship. During the Leavenworth County Fair a young child ran from mother and father across the fairground to an older adult with a wild hug and a call "Grandma"! The father turned very concerned to his wife, she quickly explained this was the child's room grandparent from school. This reciprocal relationship is as valuable to the adult as to the child. We need to better utilize the resources the older adult has to offer the younger generation.

By involving 50 to 60 Volunteers in a variety of activities in the school and community, we are showing that the schools truly belong to the community, and students are enriched by the involved parents and community.

**Markay LaGue**  
**Community Education**  
**Coordinator**  
**Tonganoxie, Kansas**

## CALENDAR

**April 10-11**

Kansas Community Education Conference  
Salina, Kansas

**December 4-6**

National Community Education Association  
21st. National Convention—1986  
Hyatt Hotel—Crystal City, Virginia

You are cordially invited to join the KANSAS COMMUNITY EDUCATION ASSOCIATION (KCEA). All persons and groups engaged in, or supportive fill out the information requested below and send to:

### KCEA MEMBERSHIP APPLICATION

NAME \_\_\_\_\_

Home Address \_\_\_\_\_

City & State \_\_\_\_\_ Zip \_\_\_\_\_

Phone: Area Code \_\_\_\_\_ Number \_\_\_\_\_

Business Address \_\_\_\_\_

City & State \_\_\_\_\_ Zip \_\_\_\_\_

Position \_\_\_\_\_

Referred by: \_\_\_\_\_

Membership year begins with dues payment.

Paula Patton  
USD 460  
150 North Ridge Road  
Hesston, Kansas 67062

\$10.00 per Individual  
\$20.00 per non-voting institutional contributor

Please check the appropriate box:

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- I am interested in receiving information regarding the National Community Education Association (NCEA).



# PARTNERSHIPS

**Partnerships Guideline  
Booklet Available**

The School Volunteer Program of the Florida Department of Education has developed a 12-page booklet called "Guideline for Business-Education and Adopt-a-School Partnerships." This publication contains useful information for communities that are exploring the potential for a partnership program. Included is a step-by-step approach for implementing a business-education partnership. Single copies are available by contacting: **Susanne Taranto**, Coordinator, Florida School Volunteer Program, Department of Education, 228 Knott Building, Tallahassee, FL 32301; (904) 488-8385.

School/Business partnerships are springing up around the country. Since President Reagan launched the National Partnership in Education Program in 1983, 46,000 partnerships have been created, according to White House figures.



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**COMMUNITY EDUCATION** is a process involving citizen involvement; efficient use of physical, financial, and human resources; interagency cooperation/collaboration/linkage and educational opportunity and lifelong education.

#### NOTICE:

The National Community Education Association has moved its offices to 119 N. Payne Street, Alexandria, VA., 22314. As the telephone company says, "Please make a note of it." 703-683-NCEA

## NATIONAL COMMUNITY EDUCATION ASSOCIATION

**21st. NATIONAL CONVENTION - 1986**  
**"Education - A Capital Investment"**

Twenty-nine Mid-Atlantic Regional Agencies and Organizations have committed their talents, enthusiasm, and financial support to host the 1986 Convention. N.C.E.A.-86 will be held at the Hyatt Hotel in Crystal City, Virginia, (Thursday, Friday, and Saturday), December 4, 5, and 6, 1986. Please plan to be a guest in the Capital City in 1986.

### From the Editor:

In order to make our next newsletter first-rate, we need your help. Please, send us committee news, community education ideas, reports of big successes (and small ones), workshop announcements, and lively gossip. Please feel free to send pictures, too. The deadline for our next issue is April 10, 1986. If you have any information that you would like in the Kansas Community Education Newsletter, please contact me—**Michelle R. Jenkins** at 3115 Heritage Court #6, Manhattan, Kansas 66502, (913) 539-7455, or **Dr. Bob Shoop** at the Kansas Center for Community Education, 209 Bluemont Hall, Kansas State University, Manhattan, Kansas 66506, (913) 532-5533. We are interested in your local community education activities. We are looking forward to hearing from you!



Kansas Center  
For Community Education  
College of Education  
Kansas State University  
Manhattan, KS 66506

Nonprofit Organization  
U. S. POSTAGE  
**PAID**  
Permit No. 525  
Manhattan, Kan. 66502

**Partnerships in Education  
Benefit All Partners Involved**



**A Partnership Program is**

...a cooperative endeavor between a school or other educational institution and a business, civic organization, governmental agency or other entity where a formal arrangement is made to share resources (including human, material or financial).

**Benefits**

- An increase in the meaningful participation of the private sector in the educational process.
- The sharing of resources between schools and the community.
- The development of new and useful projects that improve the total community.
- The broadening and improvement of public awareness of schools.



**Kansas Partnerships in Action...**

**...Creating Educational Excellence**

STATEWIDE, Southwestern Bell Telephone through its Kansas Educational Excellence Program offered annual grants totaling \$20,000 to Kansas public school teachers. Projects are approved which "substantially improve the education and achievements of students." Southwestern Bell believes in giving teachers the financial backing necessary to put innovative teaching methods into action.



**...Increasing Community Involvement**

Fifth graders at Piper Elementary School use math skills and grocery coupons to go grocery shopping for senior citizens in the PIPER community. Accompanied by an adult, students compute (using pen and paper) the unit cost of each item and the percentage saved by using coupons. Math skills are improved while seniors and students develop positive relationships.



**...Building Mutual Partnerships**

The Coleman Company of WICHITA and the Amelia Earhart Environmental School share an interest in the environment and the desire to organize a mutual partnership. They created their partnership through the local Adopt-A-School Program. Employees, teachers, parents and students share activities such as overnight camping trips, student advertising projects, and corporate holiday functions.

**...Promoting Economic Development**

The DODGE CITY Tri-Ed partnership (a state vocational school, community college, and private liberal arts college) worked with local businesses to create new programs in travel, tourism and conventions. They also worked with the local Chamber of Commerce and county Economic Development Commission to produce a video promoting the schools as well as the Dodge City community. Their message is "attend Dodge."



**... Investing in the Future**

In DERBY, F&M State Bank sponsored an essay contest "The Bank of Today... The Bank of the Future." Participating students toured the bank to gain first hand information and the winners were honored at a luncheon attended by both USD 260 and bank officials. Pictured below, Carter Albrecht (second place prize winner and sixth grader at El Paso Elementary) spent part of a day assisting Cliff Gillenwater, bank president.



**KANSAS FOUNDATION  
FOR  
PARTNERSHIPS  
IN EDUCATION**

**Membership Application**



Name \_\_\_\_\_

Home Address \_\_\_\_\_

Home Phone \_\_\_\_\_

Work Phone \_\_\_\_\_

Work Address \_\_\_\_\_

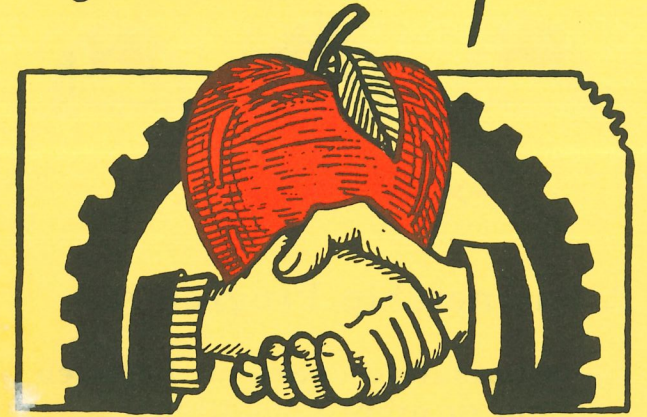
Position \_\_\_\_\_

- Individual \$5.00
- Organization \$15.00
- I'm interested, please send me a sample quarterly newsletter.

Detach and return this panel to:

Kansas Foundation for Partnerships in Education  
Mailing Address:  
College of Education  
Bluemont Hall  
Kansas State University  
Manhattan, KS 66506  
Phone: (913) 532-5886

*Partnerships*



*in Education*

**"Business/Education Partnerships:  
Promoting Economic Development  
Through Educational Excellence"**



**Kansas Foundation  
for  
Partnerships  
in Education**



AH. 7  
2/23/87



**Kansas Foundation for Partnerships in Education**  
**Mailing Address:**  
College of Education  
Bluemont Hall  
Kansas State University  
Manhattan, KS 66506

**An Invitation to Join the  
Kansas Foundation for  
Partnerships in Education**



**The Kansas Foundation for  
Partnerships in Education was  
formed in 1985 to promote,  
establish, maintain, endow and  
support the concept of partner-  
ships in education in Kansas.**

**The Foundation membership  
believes strongly in the  
partnership concept and tasks  
are equally shared by educa-  
tional representatives and  
public/private sector represen-  
tatives. Companies, agencies,  
institutions and individuals  
contribute personnel, printing  
materials and meeting rooms.  
Members host meetings in  
various cities including  
Wichita, Topeka and Manhattan.**

**Become an active advocate of  
educational partnerships in your  
community and support the  
movement state-wide. Keep up-  
to-date through the quarterly  
newsletter which describes  
upcoming meetings and events,  
as well as current news and  
information about partnerships  
around the state.**



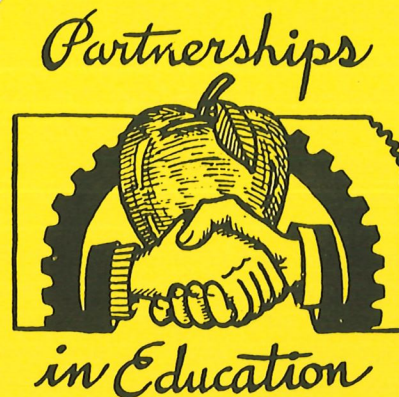
**Join the  
Kansas Foundation for  
Partnerships in Education.**



**Kansas Foundation for Partnerships in Education**  
**College of Education**  
**Bluemont Hall**  
**Kansas State University**  
**Manhattan, KS 66506**

# “ ? ? ? ” Newsletter

Kansas Foundation for Partnerships in Education



Volume 1, Number 2

February 1987

## Coleman Company “Adopts” An Elementary School

At first glance, a manufacturing company and an elementary school would appear to have little in common. But Amelia Earhart Environmental School and the Coleman Company in Wichita, Kansas have cemented bonds of friendship over the past two years that are proving to be of value to both of them.

In the fall of 1984, the Wichita Board of Education contacted Vern Williams, then vice president of personnel for the Coleman Company, to see if the company would be interested in participating in their Adopt-A-School program. The idea was initiated by President Reagan’s challenge to Business and Education to form closer ties.



The school had chosen to apply to Coleman because it was an outdoor recreation equipment manufacturer and had a well-documented concern for the environment, which is high on the priority list of Amelia Earhart School. In turn, Coleman chose the school because students and teachers included in their application what they expected to do for Coleman as opposed to a one-sided effort in which the company would simply donate equipment the school thought might be nice to have for its programs.

On January 10, 1985, the school and Coleman signed the formal “adoption” papers, which hang on the wall in the Coleman personnel offices along with the key to the school presented to Coleman. Three objectives were mutually agreed to:

1. To acquaint children with various occupations through field trips, resource persons and “hands on” experiences.
2. Direct utilization of Coleman products through demonstrations.
3. To integrate Coleman’s past in connection with Kansas’ olden days curriculum as a means of familiarizing them with state history.

*continued page 2*

## Math Links School and Community

Sharpening of math skills and providing community service are two outcomes of a new program for 5th grade students at Piper Elementary School. Larry Breedlove, Principal, designed and implemented this program.

Mary Gonzales’ fifth-grade class uses their math skills and grocery coupons to go grocery shopping for senior citizens in the Piper community. Students accompanied and supervised by an adult shop once a week, for one or two families. Two area grocery stores have agreed to participate in the project and offer special savings through double coupons and a 5% discount.

Students are provided with a shopping list from the person for whom they are shopping. It is the task of each student to select the best quality and priced item, and use the coupons to save on the cost of the food. The students then compute (by using a pen and paper, not a calculator) the cost of the items selected in their grocery cart, without taking into consideration the coupons. Then the coupons are used to compute the percentage of savings which they will receive.

According to Breedlove, not only are the math skills of the students strengthened but they experience a stronger relationship with the senior citizens. In addition, it provides an opportunity

*continued page 2*

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★  
★ **Newsletter Contest Extended** ★

- ★ The Board of Directors of the Kansas Foundation have ★  
★ agreed to extend the Newsletter Name Contest deadline. ★  
★ Our quarterly publication needs a name. Please send ★  
★ in your suggestions and encourage others involved with ★  
★ partnerships to mail an entry too. The winning entry will ★  
★ receive a Coleman 24-quart personal cooler. ★  
★ Send your entries to Kansas Foundation for Partnerships ★  
★ in Education, c/o Dr. Ron Brown, 12036 Leavenworth ★  
★ Rd., Kansas City, Kansas, 66109. ★  
★ Be sure to include your name, address and telephone ★  
★ number on all entries. Contest deadline is March 1, 1987. ★

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Attachment 8  
2/23/87

## Message from the Chair

Since its inception, the Kansas Foundation for Partnerships in Education has been nurtured by a very capable Ann Keener. Due to some new and exciting career and educational plans, she has chosen to contribute to the Foundation in ways other than as Chair of the Board of Directors. I feel honored to have been elected to fill that position this year. I look forward to providing the leadership to bring even more of Ann's dream to fruition, while at the same time, helping the Foundation be a visible and effective catalyst in forwarding the partnerships concept across the state. We have some exciting ideas and projects developing, and most importantly, we have dedicated people as members of the Foundation. To mention only a few of the projects, the "How To" handbook is moving along nicely. With the generous support of the Coleman Foundation and the expertise of Ken Hoyt and Carla Crook, it will be a useful tool to those interested in learning more about forming partnerships. The video production has been completed and should be available for use in the near future. Jim Connett did a super job in organizing this project and monitoring the presentations. Ann Keener, Tom Hansen and Wayne Franklin were the stars, but I enjoyed being a supporting actor.

For the near future, we need to broaden our membership and increase opportunities for persons to participate in Foundation projects. I will be communicating some ideas about how we can accomplish this. Futhermost, we want to keep the partnerships concept in front of schools and the private sector, and where possible, facilitate the efforts of individuals to develop partnerships within their communities. Our schools are valuable resources in all communities. The more we work to retain the strong community support necessary for good schools, the more rapidly Kansas will develop economically and educationally. Often times, acting as a catalyst and a linker, one person can make a difference. In a true partnership, both parties contribute and both benefit. It is the Foundation's role, among others, to help this happen.

I elicit your ideas!! What can we do to help you become even more interested in working with the Foundation? Please communicate your ideas and concerns to me, and I hope to see each of you involved in the activities of the Foundation and the partnerships movement. It is a valuable experience!

Jerry G. Horn, Chair  
Board of Directors

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## Math Links *(continued from page 1)*

for the elderly to experience some of the good things students can do for others. These students are particularly appreciated when the weather is adverse and it is difficult for some seniors to go to the grocery store.

Dr. Ronald Brown, Superintendent of the Piper Schools, says everyone benefits—the students, the senior citizens, and businesses.

This type of school/business partnership could be implemented in any size district, anywhere in Kansas. It is an example of partnerships expanding educational opportunities, and creating mutual benefits for all involved partners.

## Coleman *(continued from page 1)*

Both the school and Coleman feel they have met the mutual goals of establishing a caring, mutually supportive and enriching relationship, furthering the educational process, but also having a lot of fun in the bargain.

Some of the mutual projects and ventures include tours for teachers of factories and offices to learn manufacturing methods and processes and visits with employees to talk about their work. At Christmas the students sang at the company's tree lighting ceremony and sang carols in the offices.

There were day and overnight camping trips for company employees, teachers, parents and students, using the products that Coleman makes. Some teachers went on canoeing trips. These outdoor adventures showed the connection between the manufacturing of products and where they are used. The company historian visited the school, displayed old products and related the history of the company from 1900 to the present.

Greeting cards were sent by the children to company personnel on birthdays, anniversaries or during hospital stays. The company videotaped a children's "advertising" venture as they studied product marketing methods. And to celebrate the end of the school year, company personnel provided and grilled hot dogs on the school ground and teachers brought covered dishes. The school was also allowed to buy a quantity of tents at cost.

Students even had a surprise birthday party for Sheldon Coleman, chairman of the board. At the birthday celebration, Sheldon and Galey Coleman were met by a warm and enthusiastic group of students. The children had researched how the company had started in 1900 and had written an original play which they presented.

When an educator from Indiana heard about the Wichita program, she wrote to the company inquiring how such a corporate investment in public education fit into the philosophy and long-term strategies of the company.

Claude Brazell, human relations director of Coleman, replied that Coleman's interest in Earhart School was enkindled by knowing that the school taught a great deal about the outdoors and pioneer days in Kansas and America. The relationship has grown from there. Coleman believes that one day some of these students may occupy its offices and factories, and if anything can be done to instill in them the philosophy of the company and of free enterprise, a contribution will have been made to their education.



**Emporia Unified School**

**District No. 253**

## Emporia School Officials Strengthening Ties with Businesses This Year

Officials of the Emporia School District are visiting local industries to strengthen ties between schools and businesses.

*(continued)*



## Engineering Career Tapes From Boeing

The following is a list of Engineering Career Tapes that have been developed by the Boeing Military Airplane Company. These tapes are available for loan without cost for informational and instructional purposes by any educational institution or organization. They are all available in 1/2" VHS. If your group is interested in obtaining these 10-15 minutes video tapes contact: Thomas M. Hansen, engineering career and development training manager, Boeing Military Airplane Company, K72-01, P.O. Box 7730, Wichita, Kansas 67277-7730, 316-526-4000.

Name	Tape No.
Plastics Technology	9550-01
Word Processing	9550-02
Computer Science	9550-03
Electronic Technician	9550-04
Production Planner	9550-05
Programmer/Analyst	9550-06
Buyer	9550-07
Electrical Engineer	9550-08
Structural Engineer	9550-09
Drafting	9550-10
Estimator	9550-11

The district's Career Education Program seeks to expand students' awareness of career options and to develop good work habits which will be helpful in any vocation. Career education is not intended to be taught separately, but to be a part of the established curriculum. The topic for a speech or writing exercise, for example, might be to tell about a relative's occupation.

Two helpful resources for career education are classroom speakers and field trips, and the Career Education Office works with local businesses to identify both for teachers. An arranged visit to a farm and grain elevator, for example, helped second graders from Arkansas Avenue Elementary School understand the state's important agriculture industry. Students from the University of Kansas School of Medicine—Wichita visited several high school science classes.

*Reprint of an article in the School VIP News, Wichita Public Schools.*



*Mrs. Shirlene Duncan, partnership coordinator, Wichita Public Schools, is shown beside a Christmas tree decorated by the students at Dodge Elementary School for its business partner, Hardee's Restaurant, located on South West Street in Wichita.*



*Sunnyside Nursery is sponsoring a three year landscaping project at Dodge Elementary School in Wichita. Shown after completion of the initial shrub planting is Tom Mosteller (owner of Sunnyside Nursery), his son, and Monroe Nikkel (principal at the school), standing with a group of students who assisted in this project.*



Southwestern Bell

## Southwestern Bell Supports School/Business Partnerships

Southwestern Bell Telephone has many school/business partnerships throughout Kansas. Community Relations (CR) Teams are set up in various cities across the state, where there is a substantial employee work force. These CR Teams are volunteer groups made up of employees who live and work in the local communities. They are committed to making their local communities better by being involved in activities which benefit their neighbors, and especially the children which many believe are the greatest asset of any community.

One activity sponsored by a CR Team is providing 911 coloring books to schools throughout Kansas for distribution to elementary students. The Hays CR Team sponsored a poster contest for grade school students and an essay contest for high school students on safety belt awareness. The Coffeyville CR Team sponsored a fishing derby to aid the Children's Art Academy at the Coffeyville Community College. The third annual Drunk Driving and Drug Awareness Day was sponsored by the Hutchinson CR Team. In conjunction with this event, a poster contest was held for Reno County Elementary School Students.

*(continued)*

In addition to providing training for elementary school children on how to properly use the 911 emergency number the Salina CR Team has launched the KIDSLINE program. Under this program, children at home alone can call the KIDSLINE number 24 hours a day and visit with someone.

Another very successful program sponsored by the Salina CR Team benefited more than 2,000 Salina school children. Participating children receive an ID card similar to the Southwestern Bell Company employee ID cards. Each of these cards contains the child's picture, weight, date of birth, hair color, and eye color and any other distinguishing physical features. These cards also list the Child Find toll free number.

In another part of the state, the Mission—Kansas City (Kansas) CR Team sponsored a safety fair at a Johnson County elementary school and was a sponsor for an ad contest in which high school students competed in developing actual newspaper advertisements for Johnson County businesses.

The second annual "Return of the Kids" program was sponsored by the Topeka CR Team. Under this program, safety signs were placed on Topeka buses informing the public that a new school year was beginning and urging everyone to drive safely.

The Wichita CR Team participates in the Adopt-A-School program and provides tutoring, and assists in bulletin board preparation, clerical tasks and has donated computer equipment to the school.

Through Community Relations Teams, Southwestern Bell is an active participant in school/business partnerships. Southwestern Bell is an example of how a large company can be active locally through smaller groups of its employees, thereby providing assistance to the students within their area. On behalf of the members of the Kansas Foundation for Partnerships in Education we take this opportunity to say "Thank You Southwestern Bell" for providing educational opportunities and special programs which benefit students and demonstrate your commitment to the educational system in Kansas.



## McJobs Program Comes to Kansas

The McDonald's Corporation Overland Park office is working with the Kansas Department of Social and Rehabilitative Services in Wyandotte County through the McJobs Program.

McJobs is an employment program designed to provide skill training and job placement for mentally and physically disabled individuals. The agency refers clients to McDonalds and from this referral list four or five candidates

are selected for the program. The training is conducted by a full-time McDonald's employee who serves as a "Job Coach". The training consists of formal classroom instruction (using videos), demonstration, and supervised practice on the grill. In addition, the Job Coach is responsible for reviewing and evaluating the individual's performance, developing a training schedule, participating as a member of the management team and communicating with the disabled employees' rehabilitation agency. After the four or five employees complete their training they graduate, are "mainstreamed" into the crew and continue employment at the store where they were trained.

The following quote was taken from the McJobs program brochure, "We have two basic requirements of all qualified applicants. First, they must believe in themselves. And second, they must have the desire to prove that belief. Armed with these strengths, success becomes possible... Our new friends have helped us remember something very important. The power of believing is almost unbelievable."

Partnerships make ideas come true and enable many students in our state to experience educational opportunities which otherwise might not be available to them. And because of these opportunities many are able to enter the world of work in areas which previously were impossible, but now have become realities because of a successful partnership program. Kansas is a partnership state with educational institutions, businesses, organizations, and agencies all working together.

## Announcements

### *EDUCATION PARTNERSHIPS IN RURAL AREAS*

The next issue of the Newsletter will feature a section highlighting "Education Partnerships in Rural Areas." Please contact Ann Keener, Newsletter editor, with articles and ideas for this special section.



### *LAPEL PINS*

Interested in owning a Kansas Foundation for Partnerships in Education Lapel Pin? All it takes is a yearly membership in the Foundation. Mail in the application (following page) to receive your lapel pin now.

Harold Hosey, superintendent of schools; John Keiter, assistant superintendent for personnel; and Keith Stover, assistant director of the Flint Hills Area Vocational-Technical School are touring plants and talking with employees and managers to see how schools and businesses can benefit each other. School administrators visited Iowa Beef Processors, Inc., Sauder Customer Fabrication, Inc., Modine Manufacturing Company and Didde Graphic Systems, Inc. They also visited Dolly Madison Cake Company.

Dr. Keiter reported, "We ask companies what they look for in employees and how we can educate students to be good employees. Modine, for instance, needs people strong in math ratios and percentages as part of their quality control system, which includes all employees. This has implications for our math program, and we happen to be revising it right now."

Mr. Stover said, "Businesses stress the importance of training students to have a good attitude and share it with others they work with. Their attitude can be as important as their ability to do the job."

Mr. Stover talks with plant managers about classes for their employees. "We'll provide training for employees at the plant or at whatever place they wish. The Vo-Tech School tries to keep class scheduling flexible enough to enable working people to take courses. We have six Dolly Madison employees attending classes in electronics and machine tool."

Conci Denniston

Director of Communications

Emporia Unified School District No. 253

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## Businesses, Schools Forge Strong Links

- *When Hyde Elementary School sixth-grade teacher Dwight Henry wanted beef hearts for students to dissect as part of a study unit on the heart and circulatory system, the school appealed to the business which recently "adopted" Hyde. The Dillon's Store at 4801 E. Central found the hearts for the students to study.*
- *Sharon Harris, a senior from East High School, "attends class" at Pizza Hut, Inc., headquarters on East Douglas. Sharon is a high school intern in the Financial Systems Department.*
- *The Personal Finance class at Northwest High School wanted more information about insurance. The Wichita Association of Life Underwriters provided one of its members as a resource speaker.*

Business-school relationships in Wichita are thriving. businesses have loaned employees for tutoring, hosted field trips, supervised student interns, and contributed scrap materials—to cite just a few examples. Schools have decorated stores and factories with student art work, given musical presentations, and shared their facilities for employee recreational programs.

Business-school relationships have been forged at almost every level, and three of the most organized efforts are coordinated by Shirlene Duncan. As coordinator of business-school partnerships, Duncan is responsible for (1) the Executive High School Internship, (2) the Adopt-A-School Program, and (3) the Career Education Program.

## CUTIVE INTERNS

The Executive High School Internship (EHI) allows high-ability seniors to work for credit as unpaid assistants in local businesses, agencies, and organizations. Students take leave from the traditional classroom for all or part of the school day for one semester. They work under the supervision of their business-world sponsors for four days each week, then attend a seminar with the program coordinator and other interns on Friday.

A student may participate in either the fall or spring semester or in a six-week summer session. About 65 students participate each year. Students who are accepted are sent on interviews with sponsors in the students' area of vocational interest. No assignment is made unless both student and sponsor agree. Once on the job, the intern becomes a part of the organization, attends meetings, collects information, makes reports and presentations, and learns how decisions are made—while getting an overview of the entire profession.

Duncan says that some of the more popular interest areas over the past few years have been medicine (sponsors have included Wesley Medical Center and Riverside Hospital, for example), the law (many district court judges have been sponsors), computers (Pizza Hut, Bank IV, and the school district's Data Center), and veterinary medicine (the Sedgwick County Zoo and several local veterinarians). One the unique side have been two students who were interested in mortuary work and interned with Downing Mortuary, and a student whose interest in the ministry led to an internship with the pastor of a large local church.



### ADOPT-A-SCHOOL

More than 60 local businesses and organizations have "adopted" Wichita public schools to help build a climate of excellence. After each participating school has completed a needs assessment, the Adopt-A-School Office matches the school with a volunteer business. The school and business then work out activities to help meet identified needs.

Earhart Environmental Complex, for example, sponsors many student camps; so The Coleman Company, which adopted Earhart, provided a workshop for the school's teachers on safe camping. Payne Elementary School wanted to offer incentives to encourage academic effort, so the Burger King restaurant at 1215 W. Pawnee provided a luncheon for Payne's honor-roll students. Several companies arrange for employees to help as tutors.

"We're not asking for money," Shirlene Duncan emphasizes. "And we hope the relationship will be reciprocal to some extent, with the company also receiving benefits."

For instance, Earhart students visited Coleman Company facilities to sing holiday music last year. The students appreciated the audience, and Coleman employees appreciated the music. In addition to such immediate payoffs, the company also sees a long-range benefit from the program. "One objective was to acquaint the children with Coleman," said Natalie Hewitt of Coleman's Human Relations Department. "Someday they'll be the ones who will be working in our offices and factories."

(continued)

This issue of the Newsletter is published with the support of the College of Education at Kansas State University.

### CALENDAR OF EVENTS

Date	Event	Location
10:30 a.m.-12 noon February 25, 1987	Corporate Co-op Connection Teleconference, \$5 fee Luncheon Buffet available in the University Club of the Marcus Center, \$8.10/person	Room 209 Marcus Center for Continuing Education 4201 East 21st Wichita State University Wichita, Kansas Contact, Norma Gribble (316) 689-3726
1:00 p.m.-3:00 p.m. February 25, 1987	Kansas Foundation for Partnerships Meeting	Room 209 Marcus Center for Continuing Education 4210 East 21st Wichita State University Wichita, Kansas Contact, Jerry Horn (913) 532-6361

### From the Editor:

In order to make this newsletter as informative as possible we need your help. Please send to me information about educational partnership activities in your schools and communities. Pictures (black and white preferred) are useful additions to most stories. We are especially interested in successful partnerships in small communities and look forward to hearing from all of you.

If you have information to share, please contact me—Ann Keener, Special Assistant, U.S. Department of Housing and Urban Development, 1103 Grand Avenue, Suite 1200, Kansas City, Missouri 64016, 816-374-2661. Deadline for next issue is April 1, 1987.

### Newsletter Subscription Information

All members of the Kansas Foundation for Partnerships in Education receive a one-year subscription to this quarterly newsletter. If you or your organization would like to continue receiving this publication, please complete this membership application form. All members are encouraged to photocopy this newsletter and distribute it to any interested individuals or groups.

#### Kansas Foundation for Partnerships in Education Membership Application

Name \_\_\_\_\_

Home Address \_\_\_\_\_

City & State \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone: Area Code \_\_\_\_\_ Number \_\_\_\_\_

Work Phone: Area Code \_\_\_\_\_ Number \_\_\_\_\_

Work Address \_\_\_\_\_

City & State \_\_\_\_\_ Zip \_\_\_\_\_

Position \_\_\_\_\_

\$5.00 per individual

\$15.00 per organization or company

Mailing Address: Kansas Foundation for Partnerships  
in Education  
College of Education  
Bluemont Hall  
Kansas State University  
Manhattan, KS 66502



**Kansas Foundation  
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College of Education  
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Manhattan, Kansas 66506