

Approved February 7, 1990  
Date

MINUTES OF THE HOUSE COMMITTEE ON ECONOMIC DEVELOPMENT

The meeting was called to order by Elizabeth Baker at  
Chairperson

3:37 ~~xxx~~ p.m. on Wednesday, January 31, 1990 in room 423-S of the Capitol.

All members were present except: Representatives Barkis, Dean and Foster. Excused.

Committee staff present:  
Lynne Holt, Research  
Elaine Johnson, Secretary

Conferees appearing before the committee: None

Chairperson Baker called the meeting to order at 3:37 p.m.

The minutes of the January 23, 24 and 25, 1990 meetings were approved.

Representative Baker recognized Ferman P. Marsh, Assistant Commissioner, Division of Community Colleges and Vocational Education.

Assistant Commissioner Marsh representing the State Board of Education presented the proposed response to each of 13 questions presented by the Joint Committee on Economic Development pertaining to the report "Work Force Training: The Challenge for Kansas" done by Dr. Charles Krider, Director of Business Research, Institute for Public Policy and Business Research at the University of Kansas. Attachment 1.

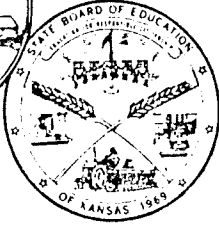
Mr. Marsh responded to questions from the committee throughout the presentation.

Representative Baker requested the statistics on the successful completion of grade 13 reading requirements and also the statistics on the age and race of the present workforce and the projected age of the workforce in the next 10 years. Representative Jayne Aylward asked just what the grade 13 reading level is. Mr. Marsh consented to provide this information to the committee.

The meeting adjourned at 4:40 p.m.

*Elizabeth Baker*





# Kansas State Board of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612-1103

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District 1

Connie Hubbell  
District 4

Bill Musick  
District 6

Evelyn Whitcomb  
District 8

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Timothy R. Emert  
District 9

Paul D. Adams  
District 3

Everett L. Johnson  
District 10

January 17, 1990

The Honorable Rochelle Chronister  
Chairperson, Joint Committee on Economic Development  
State Capitol, Room 182 West  
Topeka, KS 66612

Dear Representative Chronister:

We want to thank you for the interest you have shown in the training and retraining needs of the State of Kansas as reported in the study entitled "Work Force Training: The Challenge for Kansas" (October 1989) completed by Dr. Charles Krider and Dr. Ron Ash of the Institute of Public Policy, University of Kansas.

The State Board of Education welcomes the opportunity to respond to your questions and requests for information as presented to us in your letter of November 27, 1989. These responses are attached and will also be presented to the standing Senate and House Economic Development Committee as you requested.

If you have further questions, or we can assist you in any way, please let us know.

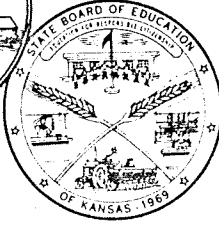
Sincerely,

Connie Hubbell, Chairman  
State Board of Education

c: Lee Droegemueller, Commissioner  
Dale Dennis, Assistant Commissioner

*House Eco. Devs. Committee*

*Attachment 1*



# Kansas State Department of Education


Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612-1103

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January 3, 1990

TO: Lee Droegemueller  
Commissioner of Education

FROM:  Ferman P. Marsh, Assistant Commissioner  
Division of Community Colleges & Vocational Education

SUBJECT: Response to Request for Information on Kansas Business  
Training Study

The Joint Committee on Economic Development in response to the Work Force Training: The Challenge for Kansas report, developed a set of questions. These questions, which focus on training for Kansas business and industry, were presented to the Kansas State Board of Education for response.

The enclosed materials represent the State Board's proposed response to each of the 13 questions. Supportive materials and documentation accompany each question and are on blue paper.

Staff will be available to answer any questions the State Board might have.

jh

**Question 1: How many AVTS' are offering remedial education courses? Please identify the AVTS' and the courses. Please describe the two federally-funded remedial education pilot programs being conducted at Southeast Kansas AVTS and Liberal AVTS.**

Twelve of the 16 vocational schools are offering remedial courses. A listing of each school and its course offerings are shown on Table I. A course outline on the two State Board initiated remedial education pilot programs being conducted at Southeast Kansas AVTS and Liberal AVTS is also included.

**Question 2: Are any vocational-technical schools testing students on basic academic skills at the time of entry and at the time of completion of their programs? (See Policy Option No. 2, p. 3.)**

Yes, 15 of the 16 vocational schools test students on basic academic skills at the time of entry. Five of the 16 vocational schools administer outcome tests upon completion of the program. The detailed information for each area vocational-technical school remedial program appears in Table I.

## AVTS REMEDIAL PROGRAMS 1989-1990

AREA SCHOOL	PROVIDE REMEDIAL COURSES	COURSES	BASIC SKILLS ASSESSMENT	INSTRUMENTS USED	OUTCOMES ASSESSMENT	INSTRUMENTS USED
CKAVTS (Newton, Hutch- inson, McPherson)	YES	DEV. ENGLISH I & II, BASIC MATH & ALGEBRA GEN/CONSUMER MATH	YES	PSB for PN applicants, DAT, SRA, KMCT	YES	NLN TEST GROUP, SRA SURVEY, KMCT
COWLEY CO CC/AVTS	YES	BEG. ALGEBRA INT. ALGEBRA COLLEGE MATH ENGLISH COLL. READING SKILLS RAPID READING ADV. RAPID READING	YES	ACT - ASSET	NO	
FLINT HILLS AVTS	NO		YES	WONDERLIC SCHOLASTIC LEVEL EXAM, CALIF ACHIEVEMENT TEST	NO	
JCAVTS (Olathe)	NO		NO		NO	
KAW AVTS (Topeka)	YES	BASIC SKILLS	YES	TABE	NO	
KCAVTS (Kansas City)	YES	LEARNING CENTER, JTPA PALS PROGRAM	YES	APTITUDE & ACHIEVEMENT	YES	TABE, DAT
LIBERAL AVTS	YES	LEARNING RES. CENT. EMPLOYABILITY SKILLS	YES	NELSON-DENNY READING, SCHOOL DEV BASIC MATH, TABE	YES	ELECTRONICS - C.E.T.
MANHATTAN AVTS	YES	READING & MATH	YES	NELSON-DENNY READING, BASIC MATH SKILLS	YES	RETEST READING/MATH
NCKAVTS (Beloit)	NO	TUTORIAL HELP AVAILABLE	YES		NO	
NEKAVTS (Atchison)	YES	MATH	YES	GEN. APT. TEST BATTERY	NO	
NWKAVTS (Goodland)	YES	MATH & COMPUTATION READING DEV. & COMP. SPELLING & VOCAB. STUDY SKILLS OCCUP. SKILLS/JOB APPL. TUTORING	YES	GEN. APT. TEST BATT., STANFORD DIAGNOSTIC READING & MATH SRA READING	NO	
PRATT CC/AVTS	YES	BASIC ENGLISH, COMPUTATIONAL SKILLS, BASIC READING	YES	ASSESSMENT & PLACEMENT SERVICE FOR COMM. COLL.	NO	
SALINA AVTS	YES	REMEDIAL MATH	YES	CALIF. MATH TEST	NO	
SEKAVTS (Coffeyville)	YES	APPLIED MATH APPL. COMMUNICATIONS REMEDIAL SKILLS EMPLOYABILITY SKILLS	YES	TABE, SAT, CAT	YES	TABE
SWKAVTS (Dodge City)	NO		YES	STANFORD DIAGNOSTIC READING TEST, BASIC COMPUTATION MATH	NO	
WICHITA AVTS	YES	MATH REVEIW, INDIV. HELP IN RESOURCE CENTER	YES	TABE, NELSON-DENNY, SPECIFIC PROGRAM TESTS	NO	COURSES ARE ALL CRITERION REFERENCE

ACT - AMERICAN COLLEGE TESTING  
 ASSET - AN ACT DEVELOPED ASSESSMENT TEST  
 CAT - CALIFORNIA ACHIEVEMENT TEST  
 DAT - DIFFERENTIAL APTITUDE TEST  
 KMCT - KS MINIMUM COMPETENCY TEST  
 NLN - NATIONAL LEAGUE OF NURSING  
 PSB - PSYCHOLOGICAL SERVICES BUREAU  
 SAT - SCHOLASTIC APTITUDE TEST  
 SRA - SCIENCE RESEARCH ASSOCIATES (ACHIEVEMENT TEST)  
 TABE - TEST OF ADULT BASIC EDUCATION

4/20/89

**PROGRAM TITLE:** Employability Skills Enhancement

**LENGTH:** 600 Clock Hours

**STRUCTURE:** Competency based and Open Entry-Open Exit

**COMPLETION:** A certificate of completion will be issued.

**STANDARDS FOR ABILITY TO SUCCEED:** Student must have a high school diploma, GED or use the Test of Adult Basic Education.

### **CURRICULUM**

1. STUDENT INTEREST INVENTORY-(KOPS, Kuder, CPP or other interest test)
2. ASSESSMENT COUNSELING
3. APPLYING HUMAN RELATIONS SKILLS
  - A. Understand One's Behavior and Value System
  - B. Complete Self-analysis
  - C. Use the 7-step Method of Problem Solving
  - D. Understand the Use of Defense Mechanisms
  - E. Give Orders, Directions, and Instructions
  - F. State Ways to Get Along with Supervisors
  - G. State Ways to Get Along with Co-workers
  - H. Describe Ways to Handle Difficult Persons
  - I. State Ways to Improve Communications Skills
  - J. Analyze Voice Qualities
4. APPLIED MATHEMATICAL SKILLS FOR EMPLOYMENT
  - A. Computations
  - B. Estimates
  - C. Concepts
  - D. Measurements
  - E. Problem Solving
5. APPLIED READING SKILLS FOR EMPLOYMENT
  - A. Following Directions
  - B. Looking Up and Obtaining Information
  - C. Filling Out Forms and Documents
  - D. Understanding Financial and Legal Documents
  - E. Problem Solving
6. APPLIED COMMUNICATIONS FOR EMPLOYMENT
  - A. Communicating in the Workplace
  - B. Gathering and Using Information in the Workplace
  - C. Starting a New Job
  - D. Following and Giving Directions
  - E. Upgrading, Retraining and Changing Jobs

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7. KEYBOARDING SKILLS
  - A. Identify the Parts of the Keyboard
  - B. Demonstrate Correct Fingering of the Keys
  - C. Demonstrate Knowledge of Key Locations
  - D. Take timed Writings with Limited Errors
8. INTRODUCTION TO MICROCOMPUTERS
  - A. Demonstrate an Understanding of Microcomputers and Peripheral Equipment
  - B. Demonstrate Proficiency in Basic Microcomputer Terminology
  - C. Perform the Tasks of SAVE, LOAD, COPY and INITIALIZE Disks
  - D. Operate Prepared Programs
  - E. Demonstrate Applications of Microcomputers in Business and Industry
9. DETERMINING EMPLOYMENT CAPABILITIES
  - A. Complete the General Aptitude Test Battery
  - B. Match Interests to a Specific Career Path
  - C. Match Aptitudes to a Specific Career Path
  - D. Develop a Career Plan
  - E. Identify an Immediate Career Goal
10. APPLYING EMPLOYMENT SEEKING SKILLS
  - A. Prepare a Resume
  - B. Locate and Analyze Job Openings
  - C. Write a Letter of Application for a Job
  - D. Complete a Job Application Form
  - E. Request an Interview, Interview, and Write a Job Interview Follow-up Letter
  - F. Evaluate a Job Offer
11. PREPARATION AND COMPLETION OF GENERAL EDUCATIONAL DEVELOPMENT
  - A. Complete the Specific Areas of the GED Preparation Study Guides
  - B. Pass the General Educational Development Test



**Question 3: Please describe and, if possible, assess the effectiveness of the technical preparation pilot program which is currently being conducted with Carl Perkins funds. Are there any other technical preparation programs being offered in Kansas? (See Policy Option No. 1, pp. 5-6.)**

The State Department of Education has sponsored the development of technical preparation programs into the curriculum at the secondary level since 1983 when the first Principles of Technology program was piloted at Tonganoxie High School, Tonganoxie, Kansas. Since 1983, forty-six (46) additional Principles of Technology programs have been established in Kansas high schools. A listing of these programs is provided, and an evaluation of the Principles of Technology pilot program is available upon request.

Highlights of the evaluation indicate:

- 1) The majority of students were positive about Principles of Technology.
- 2) Both students and teachers indicated that Principles of Technology provided a helpful bridge to explaining the inter-relationships of academics and technology.
- 3) The majority of teachers were satisfied and comfortable with Principles of Technology.

The State Department of Education has also initiated other technology preparation programs on a pilot basis throughout the state. These include Applied Communications, Applied Mathematics, Explorations in Technology (middle school program), Food Science, and Applied Biology/Chemistry. A listing of these pilot programs and their locations are included for your review. An overview of each of the applied courses is also provided. These technical preparation pilots have been partially funded with Carl Perkins vocational funds.

## APPLIED COMMUNICATIONS PARTICIPANTS

### Coffeyville Community College

Maureen Thoendel  
11th & Willow  
Coffeyville, KS 67337  
(316) 251-7700 Ext. 2122

### Southeast Kansas AVTS

Pat Brookover  
6th & Roosevelt  
Coffeyville, KS 67337  
(316) 251-3910

### Liberal AVTS

Linda Staiger  
Barbara Loya  
Linda Payne  
P.O. Box 1599  
Liberal, KS 67905-1599  
(316) 626-3819

### Seaman High School

Julie Goodman  
Von Unruh  
4850 NW Rochester  
Topeka, KS 66617  
(913) 286-1100

### Inman High School

Colleen Gearhart  
404 S. Main  
Inman, KS 67546  
(316) 585-6441

### USD #380--Frankfort & Centralia

Beth Reust  
Frankfort High School  
Frankfort, KS 66427  
(913) 292-4486  
(913) 857-3324

Linda Schomaker  
Frankfort High School  
604 N. Kansas  
Frankfort, KS 66427

Joyce DeBord  
Centralia High School  
Centralia, KS 66415  
(913) 857-3324

### Fort Scott Community College

Bob Reavis  
Dr. Mary Ann Leamon  
2108 South Horton  
Fort Scott, KS 66701  
(316) 223-2700

PRINCIPLES OF TECHNOLOGY

USD No.	School	USD No.	School
206	Remington-Whitewater	406	Wathena
210	Hugoton	418	McPherson
232	DeSoto	423	Moundridge
248	Girard	426	Pike Valley (Scandia)
250	Pittsburg	432	Victoria
257	Iola	442	Nemaha Valley (Seneca)
259	Wichita	443	Dodge City
282	West Elk (Howard)	443	Dodge City-SW KS AVTS
304	Bazine	444	Little River
308	Hutchinson	447	Cherryvale
322	Onaga	448	Inman
358	Oxford	449	Easton
361	Chaparral (Anthony-Harper)	451	B & B (Baileyville)
362	Prairie View (LaCygne)	453	Leavenworth
368	Paola	457	Garden City
379	Clay Center	464	Tonganoxie
380	Vermillion (Frankfort)	473	Chapman
382	Pratt	481	White City
383	Manhattan	488	Axtell-Bern
395	LaCrosse	489	Hays
402	Augusta	492	Flint Hills (Rosalia)
403	Otis-Bison (Albert)	493	Columbus
405	Lyon	497	Lawrence
		512	Shawnee Mission

VE2@/CPTEST

FOOD SCIENCE

215 0468 LAKIN  
239 1064 N. OTTAWA CO  
259 1612 WICHITA  
322 3458 ONAGA-HAVENS  
339 3948 JEFF. CO. NO  
366 4646 YATES CENTER  
368 4700 PAOLA  
457 7130 GARDEN CITY  
470 7456 ARKANSAS CIT  
481 7760 RURAL VISTA-  
512 8818 SHAWNEE MISS  
6036716 443SOUTHWEST KS  
6064830 373CENTRAL KS A

APPLIED MATH

259 1612 Wichita  
418 6040 McPherson  
423 6142 Moundridge  
60226810 445Southeast KS

260 Derby  
341 Oskaloosa  
362 LaCygne  
405 Lyons  
406 Wathena  
473 Chapman

## OVERVIEW OF APPLIED COURSES

### Applied Math

Applied Math is a math course designed to be presented in a less theoretical, but more practical mode so that the student can realize the relevancy of math and its daily applicability. Typically, the materials are used by vocational students in grades nine through twelve or also by adults who are in vocational training programs. Students are required to have an eighth grade reading level and a pre-algebra skill level.

### Applied Communications

This class is designed primarily for high school students, but is also useful for post-secondary students and adults. Materials are available in fifteen modules and are presented as they apply to health, home economics, business, marketing, agriculture, and trade and industry areas. The modules can be used as supplements for an existing class or as a one year stand-alone course. Students are involved in the materials through exercises, discussions, and group work.

### Applied Biology/Chemistry

This curriculum is currently under development by CORD. Materials will include an instructor's manual, student worktext, and video materials. The curriculum will include laboratory procedures which touch occupational areas such as health, home economics, trade and industry, and agriculture. Dodge City is currently reviewing the possibility of offering this class when it is available.

### Food Science

Food Science is a one or two semester course designed for high school students. Materials assist students in developing laboratory, writing, and reasoning skills through measuring, recording, and graphing data as well as short research projects and evaluating laboratory results. This curriculum offers a science course designed to be taught in a home economics room.

## **Principles of Technology**

**Principles of Technology is a two year applied physics program. The program is designed for vocational education students in the eleventh and twelfth grades. The curriculum should be taught by a vocational teacher with industrial experience and a strong background in physics. Kansas currently has 47 schools using the Principles of Technology materials.**

## **Explorations in Technology**

**Explorations in Technology is a middle school course containing twenty learning modules. These modules are two weeks in length and include reading, spelling, and many activities that are geared to the interest level of the student. The class is designed to include 36 students working in 18 different learning modules. Self-directed instructions are written for each module which enables each student to work at his/her own pace and places the responsibility for learning on each individual student. A computer grading system has been established to allow all testing to be done on a computer test card. This frees the instructors from tedious grading procedures which allows them more time to interact one-on-one with students. It also allows the student an instant feedback on the test results.**

EXPLORATIONS OF TECHNOLOGY

USD No.	School
232	DeSoto
253	Emporia
259	Wichita
331	Kingman
341	Oskaloosa
382	Pratt
402	Augusta
442	Seneca
453	Leavenworth
460	Hesston
464	Tonganoxie

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**Question 4: Please explain whether there is any coordination between secondary technical preparation programs and postsecondary technical programs at community colleges or AVTS' (See Policy Option No. 2, pp. 6-7.)**

2 + 2 Definitions

A 2 + 2 (Tech Prep) program provides an opportunity for students to begin training for a degree while they are still enrolled in high school. It is a cooperative effort between secondary and postsecondary schools to prepare students for a career in a technical field. Students are identified and enrolled in a prescribed series of courses during their junior and senior years in high school and continue that program at the postsecondary level.

The Department of Education is making a concerted effort to emphasize the importance of coordination between secondary and postsecondary institutions in all areas of education. On-going efforts in the area of vocational education include establishing formal relationships between secondary and postsecondary vocational programs. Superintendents, area vocational school directors, and academic deans from the community colleges were invited to Overland Park, Kansas, to review the Rhode Island Plan for coordination of technical preparation programs. Kansas' 2 + 2 efforts provide for secondary students to begin technical preparation during their junior and senior years of high school with partial credit being accepted at the postsecondary level. Upon implementation, the Kansas 2 + 2 program will require a secondary student to complete applied courses in mathematics, technology, and communications during the last two years of high school.

In an effort to promote the expansion of the 2 + 2 concept the Kansas State Board of Education is supporting the development of two pilots. Butler County Community College and Augusta USD 402, along with Garden City Community College and Garden City USD 457, have established or are developing 2 + 2 programs. A summary of both programs is attached.

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## ABSTRACT OF THE PROPOSAL

Volumes have been written about our nation being at risk. We subscribe to that notion. We believe that students must understand technical math and science. If indeed our nations industrialists are having difficulty employing persons who can work with the rapidly expanding technologies, and if indeed there are far too many bright people dropping away from our educational system; it seems incumbent on responsible people working specifically within an educational system to make fundamental changes to effect a lessening of that risk. We know that those changes have something to do with making schooling more relevant. We know that often, students do not see a relationship with their formal education and the real work force they will soon enter.

This proposal is designed to yield two major outcomes. One involves faculty and their exposure and understanding of the concepts of competency based education and the development of articulation agreements for successful 2+2 programming within a school system. We will call this a people or process change. The other outcome will be the planning and development of actual competency based courses and articulation agreements for use by the unified school district of Garden City, Kansas in partnership with Garden City Community College. Planning and developmental activities will begin November 1, 1989 and end on June 30, 1990. An implementation phase of planned and developed activities will begin on July 1, 1990 and continue for one year.

A by-product outcome of this project will be the demonstration of a communities ability to unite its separately governed school systems to work in a partnership effort for better education of its residents. Trust and respect, with student needs placed well ahead of system needs will be the guiding principal.

Fears of so called "student stealing" will be inappropriate. This is because of the enhanced educational program being developed for the student at both educational levels of the partnership. By converting to a competency based system, students at the secondary level will be offered plenty of challenges. When those challenges are met, and when students are ready to matriculate, they will be better prepared to either enter the workforce or a rigorous, more in depth, articulated college program that reduces wasteful repetition.

# Butler County Community College

901 South Haverhill Road / Phone: (316) 321-6083  
EL DORADO, KANSAS 67042-3280

December 18, 1989

Dr. John P. Hanna  
Director, Community Colleges  
Kansas State Department of Education  
120 East 10th Street  
Topeka, KS 66612-1103

Dear Dr. Hanna:

Butler County Community College has been working with Augusta USD #402 on the development of a model to facilitate student development. Dr. Boyles, Superintendent, has created a task force to further develop a model entitled "The School Renewal Model". The model is being designed to be all inclusive of students (at-risk to college baccalaureate). Dr. Oharah and I joined Dr. Boyles' task force to provide input from the community college. Dr. Glen Dey from WSU has also been involved, providing theory and support.

The 1987-88 Articulation Grant (Carl Perkins) aided considerably in the process of the model development. Parnell's book, The Neglected Majority, was instrumental in fostering the tech-prep sequence. By working with Augusta and Remington on implementation of the Principles of Technology classes, a bond of vocational-technical preparation was formed. Faced with the high cost of technical classes, Augusta worked with BCCC to provide for the revision of their industrial programs. Augusta Seniors in 1988 began coming to BCCC campus to take Auto Body and Auto Mechanics during their first two hours of the day and returned to the high school to complete their requirements. For the Fall of 1990, Jerry Dougherty (Augusta Principal), and Howard Clements (BCCC Division Chair), were able to expand this opportunity to Auto Body, Auto Mechanics, Electronics, Welding, and Computer Aid Drafting. These students will receive college credit which applies toward an Associate Degree.

Not to be forgotten is the Principles of Technology option that these same students might take in high school that is being articulated into BCCC. A real link is being forged in technical education as Augusta is also exploring the implementation of Applied Math and Applied Communication in order to meet the needs of technical skills in the high school curriculum. All this has been incorporated into Augusta's School Renewal Model. The 2+2 concept is definitely taking shape with these efforts. BCCC continues to work with the Wichita State University to provide 2+2 work that now extends to the high school level.

a-1-14  
1/31/90

In addition, Dr. Boyles has implemented a course entitled Dynamics of Relationships that focuses on personal development. Geared toward all students but especially engineered toward non-baccalaureate students and at-risk students, this class focuses on defining student's goals and the issues facing young people today. Gail McKenzie (high school counselor) has been instrumental in this endeavor.

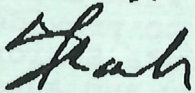
In addition to the tech-prep side, Augusta has requested that in Spring 1990 BCCC teach English Composition I and General Psychology at the high school during first period as a quick-step tool for selected students. Students must meet high school criteria to enroll as well as meet BCCC's entrance requirements.

In summary, BCCC and Augusta USD 402 schools have created a tech-prep model as part of the total school-community educational needs identified in the School Renewal Model. Articulation guidelines and concurrent community college and high school enrollment comprise essential elements of the tech-prep sequence. Major participants are:

Dr. Lyle Boyles, USD 402 Superintendent-775-5484  
Mr. Jerry Dougherty, USD 402 Principal -775-5461  
Dr. Jack Oharah, BCCC Vice-President -321-5083, ext. 110  
Mr. Howard Clements, BCCC Division Chair-321-5083, ext. 128

If you have further questions, please let me know.

Sincerely,



Frank C. Veeman, Ed.D.  
Division Chair,  
Adult/Community Education

**Question 5: Is the State Department of Education coordinating competency standards for all approved programs to ensure statewide consistency and to maintain standards? (See Policy Option No. 3, p. 9.)**

The State Department of Education approves all postsecondary vocational education programs. Secondary vocational education programs do not receive formal approval, but are reviewed at the time the secondary school is accredited. Program approval at the postsecondary level is based on proven needs, available job openings, and an outline of the proposed program. Programs are evaluated annually on number of graduates or completers and placement statistics regarding completers. Competency profiles (which contain the job tasks required for job competency) are currently being developed in new occupational areas under the direction of the State Department of Education. Seventy-six (76) profiles have been completed. Twelve additional profiles are scheduled to be completed in each of the next two years. Completed profiles have been validated by Kansas business and industry representatives along with vocational education teachers. Twenty thousand five hundred twenty-seven (20,527) copies of these profiles have been disseminated to vocational education teachers throughout the state of Kansas.

a-1-15  
1/31/90

**Question 6: To what extent are articulation agreements in effect between community colleges, AVTS', and Regents institutions? (See Policy Option No. 2, p. 11 and No. 4, p. 12.)**

Articulation agreements are endorsed by the State Board of Education for area vocational technical schools and community colleges, and result in an associate of applied science degree. A formal transfer and articulation agreement between community colleges and Regents institutions is also in force. The agreement was revised in 1989 and has been signed by all appropriate institutions. The new transfer and articulation agreement is in effect through the 1994-1995 academic year and includes a standardized general education requirement. Sample copies of each type of agreement are attached for your review.

A-1-16  
1/31/90

11-1-89

MEMORANDUM OF AGREEMENT

THIS AGREEMENT, by and between Seward County Community College (SCCC), Liberal, Kansas and the Liberal Area Vocational-Technical School (LAVTS), Liberal, Kansas is made to provide students enrolling in either the programs listed below the option to earn an Associate in Applied Science Degree from Seward County Community College;

1. DRAFTING TECHNOLOGY
  
2. ELECTRONICS TECHNOLOGY

The parties also desire to enter into this agreement to enhance the employment opportunities of the students and to provide for a cooperative effort by SCCC and LAVTS to offer the Associate in Applied Science Degree in the areas listed above.

NOW, THEREFORE, it is agreed by and between the parties as follows:

1. The Associate in Applied Science Degree in Drafting Technology or Electronics Technology may be granted by SCCC. The awarding of such a degree is contingent upon the joint operation of the specific program by the two institutions.

2. The LAVTS will provide the specialization and related contextual courses and competencies which may equate in up to 46 college credit hours in either of these areas. The mix of offerings from one and two below is determined by the requirements of the occupation.

(1) Specialization courses/competencies

(a) technical knowledge (theory)

(b) technical skills (laboratory)

(2) Contextual courses/competencies appropriately distributed among the following:

(a) mathematics

(b) science

(c) communication

(d) interpersonal skills (employability skills)

(e) courses from other technical disciplines

3. SCCC will provide a minimum of 18 college credit hours of general education courses and competencies as specified below:

(1) General education courses/competencies -- Minimum of 18 college credits:

Communications Area . . . . . 6 hours  
General Education . . . . . 9 hours\*

\*(from any of the following areas)

Business

Mathematics and Science

Arts and Humanities

Social and Behavioral Science

Health/Physical Education Activity Courses . 2 hours

College Orientation . . . . . 1 hour

TOTAL 18 hours

4. Both parties may advertise the programs and will jointly advise the students that this option is available to them.
5. The LAVTS will supply all of the specialized and related contextual courses for SCCC with no exchange of reimbursement between the schools. LAVTS will charge the student regular tuition for the specialized and related contextual courses.
6. SCCC will supply all of the general education courses and competencies with no exchange of reimbursement between the schools. SCCC will charge the student regular tuition and fees for the general education courses.



7. Students must complete at least 15 hours of credit in residence at SCCC.
8. Students who have completed a program at the LAVTS more than five years ago must have their occupational competency validated by the LAVTS.
9. SCCC will assess the normal graduation fees to the students who earn this degree.
10. This Agreement may be revised by mutual agreement and shall be modified in the event of cancellation, discontinuance or disapproval of any course or program by the State Board of Education.
11. Both parties agree to evaluate this program on an annual basis and in context with the student benefits, program efficiency, and effectiveness.
12. The term of this Agreement shall be from July 1, 1989, to June 30, 1994, and shall be effective only upon approval of the State Board of Education.

13. The respective parties shall retain ownership in any physical facilities used to provide vocational education under this agreement.

14. This agreement is subject to change or cancellation by the Legislature at any time in accordance with Article 6, Section 5 of the Kansas Constitution.

IN WITNESS WHEREOF, both of the parties accept and approve THIS AGREEMENT.

ATTEST:

Therese W. Wierhoff  
Secretary, Board of Trustees

BOARD OF TRUSTEES OF  
SEWARD COUNTY COMMUNITY COLLEGE

By [Signature]  
Chairperson, Board of Trustees

ATTEST:

Ronald W. Hall  
Clerk, Board of Education

UNIFIED SCHOOL DISTRICT #480 BOARD  
LIBERAL AREA VOCATIONAL-TECHNICAL  
SCHOOL

By [Signature]  
Chairperson, Unified School  
District #480 Board

**TRANSFER AGREEMENT AND ARTICULATION GUIDE**  
**Kansas Public Community Colleges - Kansas Regents Universities**

We, the undersigned representatives of public institutions of higher education in the State of Kansas, join in acceptance of the following transfer agreement effective with the academic year 1989-90 and terminating with the end of the academic year 1994-95.

*A student who completes an Associate of Arts or Associate of Science degree based on a baccalaureate oriented sequence at a state and regionally accredited Kansas public community college and whose program of studies has met the requirements of the Kansas Public Community College-Kansas Regents Transfer Agreement and Articulation Guide will be accepted with junior standing and will have satisfied the general education requirements of all Regents universities.\**

This voluntary commitment reaffirms the intent to cooperate with sister colleges and universities in matters of student transfer and articulation for the ultimate benefit of all transfer students in the State of Kansas.

\* See points of clarification of agreement on reverse side.

REGENTS UNIVERSITIES:

Date: March 16, 1989

Gene A. Budig  
Gene A. Budig, Chancellor  
UNIVERSITY OF KANSAS

Jon Wefald  
Jon Wefald, President  
KANSAS STATE UNIVERSITY

Warren B. Armstrong  
Warren Armstrong, President  
WICHITA STATE UNIVERSITY

Robert Glennen  
Robert Glennen, President  
EMPORIA STATE UNIVERSITY

Donald Wilson  
Donald Wilson, President  
PITTSBURG STATE UNIVERSITY

Edward A. Hammond  
Edward Hammond, President  
FORT HAYS STATE UNIVERSITY

A-1-20  
1/31/90

POINTS OF CLARIFICATION

1. This agreement applies only to Associate of Arts and Associate of Science degree transfers from state and regionally accredited public community colleges in Kansas. The agreement does not include transfers from nonaccredited community colleges or any other colleges.
2. Transfer students accepted for admission at Kansas Regents universities with the Associate of Arts or Associate of Science degree will automatically be given Junior standing with the understanding that:
  - a) Each receiving institution has the right to determine admission standards to the various majors in their institutions.
  - b) Transfer students are subject to the same institutional assessment policies and procedures as resident students of the receiving institution.
3. General education is defined as follows:

General education provides students with facility in the use of the English language and a broad intellectual experience in the major fields of knowledge. It insures that each graduate will have experienced some of the content, method and system of values of the various disciplines which enable humanity to understand itself and its environment at a level of abstraction beyond that found in secondary school studies.

Although the following distribution of courses does not correspond to the General Education requirements at any Kansas Regents institution, it will be accepted as having satisfied the general education requirements of all Kansas Regents universities.

A minimum of 45 credit hours of general education with distribution in the following fields will be required. General education hours totaling less than 45 will be accepted, but transfer students must complete the remainder of this requirement before graduation from the receiving institution, which may require an additional semester(s).

12 hours of Basic Skills courses, including:

- 6 hours of English Composition
- 3 hours of Speech Communication
- 3 hours of college level Mathematics (statistics will be required of transfer students where University curriculum requires it)

12 hours of Humanities courses from at least three of the following disciplines:

Art*	Theatre*	Philosophy
Music*	History	Literature

\*Performance courses are excluded.

12 hours of Social and Behavioral Science courses from at least three of the following disciplines:

Sociology	Psychology
Political Science	Economics
Geography	Anthropology

9 hours of Natural and Physical Science courses from at least two disciplines (lecture with lab).

Transcripts of students fulfilling the requirements of this agreement will be appropriately coded by the sending institution.

4. Other associate degrees and certificates may be awarded for programs which have requirements different from baccalaureate-oriented sequences or a primary objective other than transfer. Students in such programs wishing to transfer to Kansas Regents universities are to be considered outside of the terms of this agreement.

Students attempting to transfer into Technology, Engineering and Architecture programs are considered outside this agreement. It is recommended that 2 + 2 and 2 + 3 arrangements be developed for the above programs of study.

Acceptance of course credit for transfer from such programs will be determined by the receiving institution on the basis of application of the courses to the baccalaureate program in the major field of the student.

5. Each institution will define its own graduation requirements.
6. Foreign language requirements are viewed as graduation requirements and not as general education requirements for purposes of this agreement.
7. A transfer student may be required to take freshman or sophomore courses to meet particular requirements or course prerequisites of a given major or minor.
8. Transfer students preparing for teacher certification must meet the general education requirements as outlined by the State Board of Education. Teacher certification requirements have been incorporated into the degree requirements of Kansas Regents universities.
9. The spirit of the Agreement indicates that transfer students are to be judged academically in the same way as non-transfer students.



Question 7: What is the availability of the associate degree in applied engineering? (See Policy Option No. 5, p. 13.)

The associate degree in applied engineering is not available from Kansas community colleges under this specific title. However, community colleges provide a wide variety of applied science degrees. A partial list includes: manufacturing technology, bio-medical equipment technology, computer technology, drafting technology, electronics technology, robotics technology, telecommunications technology, and manufacturing technology. The Associate of Applied Science degree requires a unique combination of technical and academic skills. A copy of the State Board adopted Associate in Applied Science degree is attached.

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## ASSOCIATE IN APPLIED SCIENCE

Each community college shall provide programs of instruction consisting of college credit courses to prepare persons for entry into an occupation or closely related cluster of occupations. The courses shall be based in theory and of sufficient complexity, rigor, and theory to be judged as college credit courses. Developmental courses offered by an institution shall not count toward fulfilling degree requirements. The courses shall be classified primarily as occupational but also may include transfer courses. The associate in applied science degree may be awarded upon attainment of predetermined and specified performance requirements. Students must satisfactorily complete a planned program of not less than sixty college credits distributed as follows:

Specialization and related contextual courses/competencies -- Minimum of 45 college credits -- the mix of offerings from (1) and/or (2) below is to be determined by using the requirements of the occupation(s) as the basis.

### Specialization courses/competencies

technical knowledge (theory)  
technical skills (laboratory)  
contextual courses/competencies appropriately distributed among the following:

mathematics  
science  
communication  
interpersonal skills (employability skills)  
courses from other technical disciplines

General education courses/competencies -- Minimum of 15 college credits -- should be from not less than two of the following areas:

communication  
mathematics and science  
social science  
arts and humanities  
health and/or physical education

Question 8: To what extent, if at all, is there coordination between the State Council on Vocational Education and the State Employment and Training Council? Please comment on the proposal to merge the two councils. (See Policy Option No. 6, p. 17.)

The report entitled Workforce Training: The Challenge for Kansas refers to the State Employment and Training Council. However, the report's policy recommendations refer to the Job Training Partnership Act which is supervised by the State Job Training Coordinating Council (JTCC, not the JSEC). Dr. David DePue, Executive Director, State Council on Vocational Education, was asked to respond to the coordination efforts of the two councils. A copy of Dr. DePue's response is attached for your review.

a-1-24  
1/31/90





**KANSAS COUNCIL ON  
VOCATIONAL  
EDUCATION**

717 KANSAS AVE • TOPEKA, KANSAS 66603-3811  
913-296-2451

Eddie Estes, Ph.D., Chair  
President, Western Kansas  
Manufacturers Association  
Dodge City


Dr. David L. DePue  
Executive Director

Gary Withrow, Vice Chair  
Employee Involvement Coordinator  
Eaton Hydraulics Division  
Hutchinson

Frances Graham  
Executive Committee Member  
Vocational Counselor  
Johnson County AVTS  
Olathe Center  
Olathe

MEMORANDUM

TO: Tom Moore, State Director of Vocational Education  
State Department of Education

FROM: David DePue, Executive Director   
Kansas Council on Vocational Education

RE: Coordination Between KCOVE and JTCC

DATE: December 20, 1989

J. C. "Cash" Bruner  
Business Representative  
International Assn. of Machinists  
and Aerospace Workers  
Wichita

Karen A. Conklin  
Market & Survey Research Analyst  
Johnson Co. Community College  
Overland Park

Janis Lee  
State Senator  
Farmer/Rancher  
Kensington

D. Joe Mildrexiar  
Dean of Community Services  
Colby Community College  
Colby

Jerrilee Mosier, Ed.D.  
Vice President, Instruction  
Allen County Community College  
Iola

Carol Nigus  
Director, Brown County  
Kansas Special Education Cooperative  
Hiawatha

Lee Reeve  
Agribusiness Entrepreneur  
Garden City

Dick Rogenmoser  
Senior Vice President  
Martin Tractor Company  
Topeka

Robert Thiry,  
Coordinator  
Ks. Carpentry Apprenticeship  
Perry

Andrea Welborn  
Coordinator, Turning Point-ALRC  
University of Kansas  
Lawrence

I am pleased to react to your interest in coordination between councils and programs. I am sure that I cannot add to that of yours and Mr. Marsh's knowledge on this issue. However, here is my understanding on the legislation and its intent.

The Job Training Partnership Act (JTPA) is a U.S. Department of Labor funded training program. It is focused upon the economically disadvantaged client and is a state administered program operated entirely with federal funds (about \$14 million per year in Kansas). The focus is on relatively narrow skill training for an existing job, including assessment and remedial education when necessary.

The Perkins Act is a U.S. Department of Education funded program which serves targeted populations (handicapped, disadvantaged, minorities, limited English proficiency and females). Its purpose is to develop a competitive work force, meeting the needs of business, industry, and labor. The focus is upon career development, education, and training for a somewhat broad range of jobs within a specific occupation or career. About \$9 million per year of federal funds is provided for Kansas. This is approximately 10% of state and local funds going for vocational education in the state.

There are several ways in which coordination exists between the State Job Training Coordinating Council (JTCC) and the Kansas State Council on Vocational Education (KCOVE):

1. Joint membership: Dr. Eddie Estes, President of the Western Kansas Manufacturers Association is chair of a local Private Industry Council (PIC) and a member of the JTCC. He represents that body on KCOVE and currently serves as chair of this council. Federal legislation (JTPA and Perkins) requires this minimum joint membership. In addition, two other KCOVE members (G. Withrow and J. Mildrexler) serve on a local PIC.
2. Joint meetings: The JTCC and KCOVE members and staff have acknowledged the need for more coordination at the policy level. Staffs are planning joint meetings for the current operational calendar.
3. Joint membership on local committees: Over one-third of the community college and AVTS advisory committees have at least one PIC member or staff serving on one or more committees. At least half of the PIC's have members or staff on school/college advisory committees.

Oversight and policy advisement for JTPA and Perkins funded programs are provided by the enabling legislation. Each state must have a State Job Training Coordinating Council (JTCC) and a State Council on Vocational Education (KCOVE). Current federal law does require joint membership (one person) but does not allow merging the two councils. However, 1990 federal legislation could change this.

Additional overlapping membership could be provided but representation categories must be honored. The appointing authority (the Governor for JTCC; the State Board of Education for KCOVE) could select a qualified member of one council for appointment to an appropriate category on their appointed council.

DLD/m

OVERVIEW OF JTPA/PERKINS ACT

	<u>JTPA</u> (Job Training Partnership Act)	<u>Perkins</u> (Vocational Education)
Funding agency	U.S. Department of Labor -- state program operates entirely on federal funds (approximately \$14 million per year) 100% of spending	U.S. Department of Education -- categorical supplements to state and local funds (approximately \$9 million per year) 10% of spending
Oversight/policy review	State Job Training Coordinating Council (JTCC)	State Council on Vocational Education (KCOVE)
Appointing authority	Governor	State Board of Education
Member categories	Business, education, labor, and state government representatives (30)	7 private sector reps (business, industry, agriculture, and labor); 6 reps of constituents (handicapped, disadvantaged, minorities, etc.)
Local implementation	Private Industry Council (PIC) for each of 5 state service delivery areas (SDA's)	No direct linkage (KCOVE helps establish local institution and program advisory committees)
Administration	JTCC staff are part of state administration (KDHR)	KCOVE is a freestanding agency (funds flow through State Department of Administration)
Program coordination	PIC's contract for training services from community colleges, AVTS's and schools (as well as private agencies)	Community colleges, AVTS's, and high schools contract for JTPA training
JTPA 8% funds	Transferred to State Board of Education for administration	
Legislative federal programs to oversee	JTPA, Wagner-Peyser (Job Service), Vocational Rehabilitation, Veterans Training	Perkins, part of Adult Education

06/13/90  
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**Question 9: Please comment on the possible ramifications of basing state funding of AVTS' upon student acquisition of technical and academic competencies, as well as on a minimum number of hours of attendance. (See Policy Option No. 5, p. 20.)**

The existing formula for funding area vocational-technical schools will meet the needs of both delivery methods (clock hours and competency based) if it is fully funded.

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Question 10: Is a clarification in the Kansas statutes needed to authorize community colleges to use their tax levy authority for equipment purchases? (See Policy Option No. 2, pp. 22-23.)

Community college administrators understand capital outlay monies may be used to purchase equipment.

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1/31/90

Question 11: Is there a problem with the current funding mechanism for financing customized training through AVTS'? (See Policy Option No. 2, p.25.)

Yes, there is a problem with the current funding mechanism for financing customized training through area vocational-technical schools. We currently use postsecondary aid funds to finance customized training. Since these funds are capped on a percentage basis from the preceding year's budget, these funds do not allow the flexibility required to offer customized training. This is especially true when training needs arise during the school year.

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Question 12: Are performance standards for skills acquired through vocational programs needed to measure the quality of programs? What are the implications of having the State Board of Education establish the standards to measure basic academic skills, occupational skills, and other competencies? (See Policy Option No. 3. p. 29.)

Yes, there is a need for a standardized skill check based on the skills needed to perform the job requirements of each program. Implications of this need include the necessity of a uniform test in each of the skill areas. Remedial programs will need to be made available for students deficient in required skill areas, both academic and occupational.

Each area school currently has the capability to operate a remedial program. The legislature will need to make remedial programs a priority and provide the needed funding in order to finalize and implement such programs in all area vocational-technical schools. (See attachments for questions 1 and 2 for an outline of pilot remedial programs.)

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Question 13: Please review the recommendations contained under the subsection of Planning for Training Programs and comment on the extent to which these recommendations have been implemented and the attendant costs for implementation. (See Policy Options No. 1-5, pp. 37-40.)

The overall goal under this subsection speaks to a need for strategic planning at both the state and local level. It further charges vocational education to "better anticipate and meet needs of students and business and industry." There are five policy options connected with this goal. Each policy option will be presented along with the response.

- Option 1: The Department of Education's strategic plan for vocational technical education should identify changing needs for skill training and how those needs can best be met as part of a statewide system.
- Option 2: Each vocational education institution's strategic planning process should position programs to anticipate and respond to population and industry changes in their services area.

The availability of jobs is legitimized through surveys before new programs are approved to be offered by area vocational-technical schools or community colleges. (Please see approval form.)

The Kansas State Department of Education is currently cooperating with other agencies, such as Human Resources, to determine statewide needs of Kansas business and industry. Department staff also works closely with Department of Social and Rehabilitation Services staff to meet the needs of the state welfare system.

In response to the growing needs of rural Kansas, the Kansas State Department of Education is involved in the implementation of various distance learning alternatives. Pilot projects utilizing two-way fiber-optic technology are currently being implemented.

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Option 3: Each vocational education institution should have a strategic planning advisory group consisting of top level business and industry leaders from the school's service region who would participate in strategic planning for the entire vocational program.

Several vocational education institutions currently have general as well as technical advisory committees. The State Department of Education is considering requiring such committees as a part of program approval.

Option 4: The Department of Education should ensure that data collection systems support planning and accountability efforts by providing uniform measures across all vocational education institutions.

This recommendation is currently a part of Kansas law. Attached are copies of K.S.A. 72-4450 through 72-4452.

Option 5: The Department of Education should establish a statewide program to provide information on technical career opportunities to students, their parents, and the general public.

This recommendation is currently required by Kansas law. See K.S.A. 72-4450 through 72-4452 attached.

The Department of Education has a member on the State Occupational Information Coordination Committee.

## APPLICATION FOR NEW PROGRAM APPROVAL IN VOCATIONAL EDUCATION

**Definition:** The following guidelines request documentation from the community being served by the Area Vocational School or Community College. "The community being served" should be interpreted as the surrounding school districts, counties, communities as appropriate to each school.

**CRITERIA 1.**

- A. Proposed New Program Area \_\_\_\_\_  
 Proposed Date of Initiation \_\_\_\_\_  
 Classification of Instructional Program (CIP) code: \_\_\_\_\_  
 A meeting of administrators of the LEAs to be served by the Area Vocational School or Community College should be conducted to determine need for the program. Attach names of administrators and minutes of the meeting.
- B. The following information should be secured from the Kansas Department of Human Resources:  
 Number of projected job openings in program area \_\_\_\_\_ for the counties of \_\_\_\_\_  
 Number of projected job openings in the program area for Kansas \_\_\_\_\_  
 Projected percentage increase or decrease of annual replacement needs for the next 10 years \_\_\_\_\_ for the counties of \_\_\_\_\_
- C. A local survey of business and industry developed specifically for the proposed new program should be developed and analyzed. At least 75 percent of the prospective employers in the surrounding communities should be surveyed, with a survey return rate of at least 50 percent.  
 Number of businesses in the surrounding area \_\_\_\_\_  
 Number of businesses surveyed \_\_\_\_\_  
 Return percentage of survey \_\_\_\_\_  
 Attach survey mailing list, survey instrument, and survey results.

An Equal Employment/Educational Opportunity Agency

**CRITERIA 2.**

Each institution will survey students by grade level to determine student interest and projected enrollment. Survey should include current and proposed vocational programs. Attach survey instrument and summarization of results.

	Total Number of Students Enrolled	Total Number of Students Surveyed	Students Planning to Enroll in Proposed Program	Labor Market Demand in Community-- Current	Labor Market Demand in Community-- Next Three Years
9th	_____	_____	_____	_____	_____
10th	_____	_____	_____	_____	_____
11th	_____	_____	_____	_____	_____
12th	_____	_____	_____	_____	_____
P.S.	_____	_____	_____	_____	_____
Adult	_____	_____	_____	_____	_____

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**CRITERIA 3.**

Identify current enrollment in the specific program by surveying public schools and private training programs in industrial firms, private schools, proprietary schools, and apprenticeship programs within or affecting area served by school. Attach survey instrument and survey results.

**CRITERIA 4 and 5.**

A. Describe existing facilities and equipment available for the proposed program.

**B. Projected Program Cost for Two Years.**

	1st year	2nd year
Salaries	_____	_____
Fringe Benefits	_____	_____
Supplies	_____	_____
Travel	_____	_____
Other	_____	_____

**C. Plan for Finances**

**INCOME AMOUNTS**

Business/ Industry/ Anticipated Income <u>Local Funds</u>	• Credit Hr. Foundations <u>Contributions</u>	State/Federal <u>Funds</u>	Aid (1 yr. <u>estimate</u> )
--	---	-------------------------------	---------------------------------

• Applicable for community college only.

**CRITERIA 6.**

Provide documentation of a Steering Committee by attaching a list of the steering committee members and their occupational categories.

The functions of the steering committee are to determine long- and short-range goals of the proposed program, prerequisites of the program, class size, course content, equipment needs, funding requirements, and projected program budget.

Attach copies of the steering committee minutes.

**CRITERIA 7.**

Attach an outline of the proposed program of study, including:

- (a) course objectives
- (b) program description
- (c) proposed courses
- (d) course syllabi
- (e) how a vocational student organization will be used in the program
- (f) follow-up procedures
- (g) methods of evaluation to be used in determining how effective the instructional process has been in achieving program objectives.
- (h) Attach a summary of the occupational objectives of the proposed new program. Include the method or type of proposed instruction in the description (i.e., coop, individualized, lab, field experiences, etc.).

**KANSAS TRAINING INFORMATION PROGRAM**

**72-4450. Definitions.** As used in this act:

(a) "Vocational education program" means a program of vocational or technical training or retraining which is operated at the postsecondary level and is designed to prepare persons for gainful employment.

(b) "Vocational education institution" means any area vocational school, area vocational-technical school, community college, municipal university, or any state educational institution which operates one or more vocational education programs.

(c) "Area vocational school," "area vocational-technical school," "community college," "municipal university," "state educational institution," and "state board" have the meanings respectively ascribed thereto in K.S.A. 72-4412, and amendments thereto.

(d) "Proprietary school" has the meaning ascribed thereto in K.S.A. 72-4919, and amendments thereto.

(e) "Program" means the Kansas training information program established by this act.

**History:** L. 1987, ch. 281, § 1; July 1.

**72-4451. Establishment and administration; rules and regulations; reports; advisory committee; forms.** There is hereby established the Kansas training information program. The state board shall adopt rules and regulations for administration of the program and shall:

(a) On or before December 31 in each fiscal year, publish and distribute a report of the employment placement rates and average salaries earned by persons completing vocational education programs in this state during the most recently ended fiscal year for which such information is available;

(b) establish an advisory committee consisting of representatives of vocational education institutions and participating proprietary schools to assist in the administration of the program; and

(c) prescribe all forms necessary for vocational education institutions and participating proprietary schools to provide the information necessary to produce the report required by this section.

**History:** L. 1987, ch. 281, § 2; L. 1988, ch. 279, § 1; July 1.

**72-4452. Transmittal of certain information required, when; availability of certain information to enrollees.** (a) Every vocational education institution, and every proprietary school which desires to participate in the program, shall:

(1) On or before August 1 in each fiscal year, transmit to the state board (A) the social security number of each person who completed a vocational education program operated by the vocational education institution or proprietary school during the prior fiscal year, and (B) such other information as the state board may require in order to conduct follow-up surveys and studies which will assist in the evaluation of vocational education programs; and

(2) prior to or at the time of enrollment at the vocational education institution or proprietary school, make available to persons enrolling in a vocational education program the most current report published and distributed by the state board.

(b) Information transmitted to the state board pursuant to subsection (a)(1) shall be confidential and shall not be disclosed or made public in such a manner that any individual person can be identified thereby.

**History:** L. 1987, ch. 281, § 3; L. 1988, ch. 279, § 2; July 1.

**72-4415. Allocation and distribution of state and federal funds; state plan of accountability, preparation, administration, contents; reports to governor and legislature; area advisory councils.** (a) The state board shall be responsible for the allocation and distribution of state and federal funds for vocational education in accordance with the state plan. Monies allocated and distributed under the provisions of this section shall be expended only in accordance with and for the purposes specified in federal or state law or the state plan. Payments under this act may be made in installments and in advance or by way of reimbursement, with necessary adjustments on account of overpayments or underpayments. Federal funds for vocational education shall be deposited in the state treasury.

(b) The state board shall prepare, review annually and administer a state plan of accountability for vocational education programs approved by it. The state plan shall include standards of performance for measuring effectiveness in meeting documented needs of business and industry, in job placement and earnings of program completers, in satisfaction of employers with job skills of people completing the program and in performance of people completing the program on occupational proficiency examinations and licensing examinations. The state board shall prepare a report to be submitted by February 1 of each year to the governor and the legislature. The report shall include analyses and supporting data relating to administration of the state plan of accountability.

(c) Every area vocational school and area vocational-technical school may have an area advisory council comprised of primarily non-professional persons appointed by the board of such school and having the qualifications and terms approved by the state board.

**History:** L. 1969, ch. 318, § 5; L. 1978, ch. 278, § 8; L. 1986, ch. 267, § 5; L. 1987, ch. 271, § 1; July 1.