

Approved 3-13-90
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

The meeting was called to order by Don E. Crumbaker at
Chairperson

3:30 ~~am~~/p.m. on February 19, 1990 in room 519-S of the Capitol.

All members were present except:

Representatives Blumenthal, Pottorff and Lowther, all excused

Committee staff present:

Avis Swartzman, Revisor of Statutes Office

Ben Barrett, Legislative Research

Thelma Canaday, Secretary to the Committee

Conferees appearing before the committee:

Dr. Merle Hill, Executive Director, Kansas Association of Community Colleges
Father Harold Bradley, Executive Director, Cooperative Association of States for
Scholarships, Georgetown University

Mr. Vince Wagner, State Director, Cooperative Association of States for Scholarships

Dr. Dan Kinney, President, Coffeyville Community College

Mr. Bob Romine, Vice President of Instruction, Independence Community College

Mr. John Junk, Chairman, Board of County Commissioners, Leavenworth County
Representative Graeber

Mr. John Peterson, Kansas Association of Private Career Schools

The meeting was called to order by Chairman Crumbaker.

The chairman opened hearings on HB 2845 concerning student exchange agreements in community colleges. The chairman turned the chair over to Vice Chairman Empson to conduct the hearings.

Vice chairman Empson recognized Dr. Hill for comments concerning HB 2845.

Dr. Hill said Kansas Association of Community Colleges has no position on HB 2845. Because of having lived abroad for five years and being involved in teaching in Germany Dr. Hill said he strongly supports all international programs.

Dr. Hill introduced Father Harold Bradley to discuss the program proposed in HB 2845.

Father Bradley said the Central American Scholarship Program was created five years ago under the recommendations of the Kissinger Commission to advance the development of Central America. Father Bradley said Congress has now appropriated funds for a pilot matching fund scholarship, seeking to incorporate both state and private sector support. Independence Community College, Fort Scott Community College and Hesston College are participating in this program according to Father Bradley. Father Bradley requested support for HB 2845. (Attachment 1)

Mr. Vince Wagner testified in favor of HB 2845. Mr. Wagner said he became involved in the program one and a half years ago. Mr. Wagner believes having students from Central America on our community college campuses will benefit our students by making them aware of the needs and problems in other parts of the world. Mr. Wagner pointed out it's predicted by the year 2000 we will not have the labor force needed to maintain our growing economic machines and we must look beyond our orders for workers.

From questions by Representative Empson Mr. Wagner said federal funding in the amount of \$800,000 comes to Kansas to provide for the 65 students in the present program.

Dr. Kinney testified in favor of HB 2845. Dr. Kinney said Coffeyville Community College has been involved in the program four and a half years. Eighty students have gone through the program. Dr. Kinney said at the present Coffeyville Community College is involved in the pilot program of Central America Scholarship Program which he considers an excellent program. Dr. Kinney is concerned about the future funding of the program in Kansas. Dr. Kinney said the community benefits in an economic

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

room 519-S Statehouse, at 3:30 ~~xxx~~/p.m. on February 19, 1990.

way from the students when they spend money for clothes and other needs while attending college in Coffeyville.

Mr. Bob Romine spoke in favor of HB 2845. Mr. Romine views the CASS program as a valuable experience both for the students from Central America and our native students. Mr. Romine pointed out the excellent study habits, tenacity and dedication to their studies of the students from Central America have served as a model for the students at Independence Community College. (Attachment 2). Mr. Romine submitted examples of community and campus involvements in connection with the CASS program. (Attachment 3)

The chairman closed hearings on HB 2845.

Hearings were opened by Chairman Crumbaker on HB 2747, concerning rates of student tuition and out-district tuition in community colleges.

Representative Graeber encouraged the committee to consider HB 2747 favorably.

Chairman Crumbaker called on Ben Barrett to explain HB 2747.

Mr. Barrett said under conditions of HB 2747 community colleges would definitely be discouraged from increasing their tuition fees in accord with this schedule because to do so would cause them to lose twice as much money as they would gain in terms of an increase of student tuition.

Mr. Junk testified in favor of HB 2747. Mr. Junk said the problem of financing out-district tuition for counties is an ongoing situation. Mr. Junk believes the cost of higher education should be borne by the individual and not by all the taxpayers. Mr. Junk asked the committee to consider HB 2747 favorably and give relief to the Leavenworth County taxpayers. (Attachment 4)

Dr. Hill spoke against HB 2747. Dr. Hill said the members of Kansas Association of Community Colleges do not believe the tuition range suggested in HB 2747 is appropriate. Dr. Hill gave a comparison of credit-hour and out-district funding (Attachment 5) which showed a disincentive rather than an incentive for community colleges to educate Kansans and to train and retrain the Kansas work force.

Hearings on HB 2747 were declared closed by the chairman.

Chairman Crumbaker opened hearings on HB 2962, concerning ethnic minority scholarship program, definition of eligible educational institution.

Mr. Peterson testified for HB 2962. Mr. Peterson said HB 2962 simply makes a minor amendment to a bill passed last year that would change the definition of "eligible institution". Mr. Peterson believes Kansas students should be able to choose which accredited institution they wish to attend on a scholarship. Mr. Peterson said HB 2962 would give a student the flexibility to choose the school where he can best be trained to be a productive member of society.

A time of discussion followed Mr. Peterson's testimony.

Written testimony from Ms. Clantha McCurdy was submitted. (Attachment 6). Ms. McCurdy said the Kansas Minority Scholarship Program is in its first year of operation and has been quite successful. Ms. McCurdy is opposed to the adoption of HB 2962 as it could shift the focus from academics to vocational training.

Hearings on HB 2962 were declared closed by the chairman.

The meeting was adjourned by Chairman Crumbaker at 4:54 p.m.

The next meeting will be February 20, 1990 in Room 519-S at 3:30 p.m.

Statement of

Reverend Harold Bradley, S. J.

Georgetown University
Washington, D.C.

House Bill No. 2845

Committee on Education

Kansas House of Representatives

February 19, 1990

*Attachment 1
House Education
2-19-90*

Mr. Chairman and Members of the Committee I am Father Harold Bradley, S.J., Director of the Academy for Intercultural Training (AIT) and the Center for Immigration Policy and Refugee Assistance (CIPRA) at Georgetown University. I appreciate the opportunity to testify before this Committee on House Bill No. 2845. Under a cooperative agreement with the Agency for International Development, Georgetown administers a scholarship program which has brought more than 1500 economically disadvantaged students from rural Central America and the Caribbean to study at United States community colleges for two years.

The Central American Scholarship Program (CASP) was created with strong bipartisan support in the United States Congress in response to the recommendations of the Kissinger Commission in 1985. The program provides technical training critical to the economic development needs of Central America and the Caribbean, and through these students fosters long term ties between participating states and that region. At the same time the program enables American students and their communities to learn first hand about the situation of our neighboring countries. For the past four years the program has been fully funded.

*A-1-2
House Ed.
2-19-90*

Congress has now appropriated funds for a pilot matching fund scholarship, seeking to incorporate both state and private sector support . This new project, the Cooperative Association of States for Scholarships (CASS), uses CASP as its model, but by involving the private sector and states, enables nearly twice the number of students to train and includes the Caribbean region as well. CASS was launched in August of 1989, with over 500 students attending nineteen community-based institutions in ten states. Among those colleges participating are Independence Community College, Fort Scott Community College, and Hesston College. I would like to request your support for this important initiative in Kansas.

The CASS/CASP program benefits participating community colleges by enabling them to fulfill their mission to provide responsible international education for their students. The students who join your campuses through this program make available, in a personal and meaningful way, a window of understanding of the developing world, a world which will be of increasing importance to the future of your state and the world in which your students will live. This is simply not just theory; your state has been on the forefront of this effort through the original fully funded program CASP. Coffeyville Community College and the community of Coffeyville over the last several years have demonstrated the merits and success of this program. The

families of Coffeyville have opened their homes to our students and the students in turn have constructed lasting ties between this state and the countries that they will return to.

The program brings Kansas students into contact with the future leaders of those societies: the men and women who will build and strengthen new democracies, who will develop the industry, educational programs and information systems which will help these societies enter into the future as full partners. This program is concrete investment in the future, a way of strengthening the educational programs of our own students who would never have this vital opportunity to understand the realities of a future international community of which they will be part.

Unquestionably, this scholarship effort offers as well a humanitarian and pragmatic contribution to the developing world, in particular to Central America where our influence has been felt so strongly and not necessarily educationally. This is a positive contribution towards building democracy in this war-torn region, a long-term investment in its stability and therefore its economic viability.

It is this economic stability that is important to Kansas as the need for expanding markets continues to grow. We must look to

our neighbors to the south and programs such as these provide the ties to begin that admittedly arduous but critical process. The State of Florida recognized this through a similar scholarship effort it funds jointly with the private sector, absent any infusion of federal dollars.

This program offers the opportunity for Kansas to participate in a cooperative education effort to train manpower for the proposed North American Common Market. Rather than wait for the results of the negotiations to establish a Common Market including Canada, Mexico, the United States and the six republics of the Central American isthmus, we can begin to participate in the education of young people from Central America and the Caribbean who will look to Kansas when they consider trade or manufacturing partners.

While we certainly support the bill before you, we would ask that you consider the provision of additional language to this bill. I am strongly supportive of international exchange efforts and in fact began the International Student Exchange Program, where students can attend anyone of nearly 200 universities and colleges in 50 countries. However, in the case of Central America and the students and the technical training critical to CASP/CASS, exchange is premature. It is partly for that reason that federal funds have been allocated to defray much

of the cost of this effort. In order to facilitate the continuation of CASS in Kansas I would ask that you consider amending the current bill to provide that students attending a community college as a participant in a program operated by the Agency for International Development be considered resident students for purposes of distribution of state aid. I would also ask that you consider including language authorizing this concept that would permit the participation of the State Board of Education.

CASS is an opportunity to participate in cooperative economic development. Each dollar buys a matching three dollars and an investment in the future for Kansas, its students and future leaders and for those future leaders of Central America and the Caribbean. I am grateful for your serious consideration of this matter.



Independence Community College

Bob Romine, Vice-President for Instruction
Remarks in Support of House Bill 2845

February 19, 1990

Chairman Crumbaker, Vice Chairmen Empson and distinguished Representatives, thank you for the opportunity to make some remarks concerning House Bill 2845 this afternoon. I am Bob Romine, Vice-President for Instruction from Independence Community College. Dr. McDowell, the President of Independence Community College, was originally scheduled to visit with you this afternoon, but she has been called to Arkansas to evaluate a community college in that state as a member of a North Central Association evaluation team. She has asked that I bring to you her regards.

I would like to communicate to you concerning an invaluable cultural exchange program which takes place on our campus. This is the CASS (Cooperative Association of States for Scholarship) Program. In trying to communicate to you the importance of this program, I am reminded that meanings are not in words, but that meanings are in people, and this program means a great deal to our campus and our community. We believe that House Bill 2845 will promote and facilitate this valuable program and urge your support.

The CASS Program on our campus has fast become an integral part of the educational program of Independence Community College and has had a dramatic impact on our campus and in our community. As you may

already know, the CASS Program operates under the aegis of the congressionally authorized Central American Peace Scholarship Program which seeks to increase the number of current and future leaders in Central America with a positive learning experience in the U.S.

As the program is structured on our campus, the ten young women and six young men who are participating in this first year of the program, are involved in three basic activities:

1. Seeking a degree in Small Business Management
2. Sharing experiences in American and Kansas culture
3. Sharing experiences with the American and Kansas democratic decision-making process

With regard to pursuing the degree in small business management, CASS students have been a valuable example for our native students. They are among the best and brightest of our students. The CASS students have mastered English in one semester and have begun to set the curve in courses such as college algebra, economics and small business management. Their dedication to their studies, their excellent study habits and their tenacity have become models from which our native students can benefit. Last week one of our instructors indicated to me that if we could have an entire institution of CASS students, we could be the Princeton of the prairie.

Putting to use the principles derived from their courses, the CASS students have formed a CASS student enterprise group for the purpose of simulating small business operations. They have successfully undertaken a number of fund-raising activities to help defray some of the expense entailed in activities I will mention shortly. The CASS students are taking to heart the principles of entrepreneurship learned in their classes to the

A-2-2
House Ed.
2-19-90

extent that they are becoming leaders in their various church and civic groups, assisting in fund-raising activities. The spirit of free enterprise burns bright in these students. This facet of their education, upon their return to their own countries, will help to develop a shared business and economic perspective which can bring us all closer together.

The CASS students on our campus are involved in a true cultural exchange effort. Those of us on the campus and in the community are sharing our cultures with one another. The CASS students attend a host of cultural and social events to familiarize them with American and Kansas culture. Everywhere the CASS students go, they are ambassadors of good will. CASS students proudly participated in our annual Neewollah parade, riding a float sponsored by one of our local banks, entitled "CASS-Bridge to Central America," drawing applause from the sixty thousand visitors assembled to view the parade.

The CASS students had their first experience with snow on our campus, lining up in front of a snow covered hill to take photos of each other to send to friends and relatives back home

CASS students have undertaken a tree planting project on our campus, planting trees representing their countries and the hope that our country and theirs will flourish and thrive in a mutually supportive environment, just as the trees will.

The students have visited the Little House on the Prairie Museum and Riverside Park and Zoo; they have attended community concerts; toured the Kansas State Historical Society Museum; toured the Brown Mansion in Coffeyville; toured the Dalton Museum in Coffeyville; attended a rodeo; participated in community recreation league activities; and in general, have been exposed to a host of American and Kansas social and

*A-2-3.
House Ed.
2-19-90*

cultural activities. In turn, they have shared their native songs, dances, foods, and other cultural traits with countless community groups and elementary school children.

The CASS students have actually become a part of our campus and community and not just observers. They live with host families in our city who care for and share with these students holidays, vacations, and all the joys and sorrows of life as we experience them in our culture. CASS students become family members. On campus, CASS students have been very well received by their fellow students. CASS students serve on the Student Senate and CASS students have been elected both football and basketball homecoming queen candidates.

In the same vein as the shared cultural experiences to which I have alluded, are the shared experiences with the democratic decision-making process which the CASS students bring to our campus and community. They have toured and observed our local law enforcement agencies, the court system, and the city and county commissions. They also plan visits to the legislature and to the State Department of Education.

As Student Senate members, the CASS students are involved now in a series of seminars on democracy which are being held on our campus. In the first of these seminars, one of our native students posed a question to the panel of distinguished presenters-"If democracy doesn't ensure equality, fairness and the absence of poverty, why should we have it." A CASS student, in response, replied "In a democracy, if there is no equality or fairness, and if there is poverty, we have only ourselves to blame. That is why democracy is so valuable. It is the only kind of government which lets us identify what is important, and accomplish it." As I said, the CASS

A-2-4
House Ed.
2-19-90

programs involves sharing cultures and insights, and the CASS students give us at least as much as we give them in this process.

This kind of program brings to our campus and to our community an international exposure which will become more and more an essential ingredient in education given the importance of the global economy and in the face of the impact of international events upon our lives. That is why we urge your support for House Bill 2845. Thank you once again, for this opportunity to make some observations about our extremely valuable cultural exchange program which could be benefited by House Bill 2845. I will be happy to respond to questions.

*A-2-5
House Ed.
2-19-90*

CASS as a Cultural Exchange Program

A. Campus Involvement

- 1. Student Senate Members:** All CASS students were members of Student Senate, which meets for one hour each week. They had the opportunity to be a part of the planning of student senate activities, and they participated in almost all of these designated activities. The activities included: skating party, two dances, movie night, two picnics or chili feeds, homecoming, and a Red Cross Blood Drive.
- 2. International Club Members:** All CASS students were members of International Club, which meets twice a month. The president of the club is a CASS student. Several students from the United States also attend the meetings.
- 3. Members of Presidential Scholars Club:** Two of the CASS Students qualified for membership in this organization because of their outstanding academic performance.
- 4. Members of Cast in Campus Productions:** Several of the CASS Students have been cast in roles for the fall play, *Cat on a Hot Tin Roof*, and the spring musical, *Showboat*.
- 5. Elected Football and Queen Candidates:** Two of the CASS women students have been elected queen candidates by the student body.
- 6. Gave presentations to Campus Day Care Center:** CASS Students from each of the seven countries represented gave programs to pre-school children attending the ICC Day Care Center.
- 7. Invited to attend other campus organizations:** The CASS students were invited to join the Delta Psi Omega for a scavenger hunt and party during the fall semester.
- 8. Plant trees on campus:** Students planted trees to represent each of their countries as a living memorial to the growth of friendship between the United States and Latin America.

B. Community Involvement

- 1. Host Family Exchange:** The host family experience provided a great deal of opportunity for contact between the CASS students and the community. All of the sixteen CASS Students spent the first six months of their stay in Independence, KS with a host family from the community. There were fourteen families involved, and 29 family members all together. These nucleus families also had

*Attachment 3
Blouse Education
2-19-90*

extended families and friends, plus community groups to which they belonged.

2. Cultural Presentations: The students gave numerous programs about their countries to various civic groups, schools and professional organizations. Following is a list of such groups and the approximate number of people in attendance:

Independence Middle School Classroom (30);
 3 Arts Club (40);
 Home Economist Extension Unit (50);
 Lincoln School in Cherryvale, KS (300);
 ARCO Retirees (80);
 Cherryvale Chums (8);
 Lutheran School (100);
 ICC Board of Trustees (20);
 International Board and host parents (50);
 ICC faculty, staff and students (50)
 Leadership Independence (20);
 Senior citizen Nazarene Church group (25);
 Boy Scouts of America (150).

2. Volunteer Work: The students volunteered their time to the following groups or organizations:

American Red Cross (helped with Blood Drive);
 Booster Club (helped in concession stand at sporting events, and Neewollah Celebration);
 Automotive Control Corp company picnic (worked concession stand);
 Coca-Cola (represented Coke in annual sand castle contest);
 Fredonia Regional Hospital (helped with fund raising benefit);
 Neewollah Queen Committee (helped serve queen contestants lunch).
 Neewollah Committee (ushered for special festival events).

3. In-Kind Gifts: Following is a list of individuals or organizations in the community that offered their support of the CASS program in various ways:

Citizens National Bank
 Paul Viets (President)
 125 N. Penn

Independence, KS 67301

(Donated flags, sponsored a float in the Neewollah parade, and offered free checking accounts to CASS students)

*a-3-2
 House Ed.
 2-19-90*

Dale and Linda Carr

300 S. 4th

Independence, KS 67301

(Hosted a get together of students and host families; gave demonstration on making apple cider with old fashion press; provided transportation for Ozark trip, and workshop in Bartlesville; Hosted Square Dance and provided refreshments)

Pratt Barndollar

416 W. 6th

Coffeyville, KS 67337

(Rodeo tickets at half the regular price)

Ruby Dennis

Administrative County Health Nurse

604 Union

Coffeyville, KS 67337

(AIDS presentation - special ordered information pamphlet in Spanish)

Dwaine McBee

Park Ranger Big Hill Project

P.O. Box 426

Cherryvale , KS 67335

(Conducted nature tour, gave the students frisbee's and informational materials)

Carolyn Wishal

Public Relations Officer

Mercy Hospital

800 W. Myrtle

Independence, KS 67301

(Conducted tour of hospital, gave out key chains.)

Mary Ann Baldassaro

900 W. Myrtle

Independence, KS 67301

(Gave tour of doctor's office and gave presentation on staying healthy, ordered special materials in Spanish.)

*A-3-3
House Ed.
2-19-90*

Jeff Rutland
Rt 1 Box 141
Independence, KS 67301
(Gave tour of quarter horse ranch and gave a talk about the American Rodeo)

Linda Carr
Home Extension Agent
115 S. 6th
Independence, KS 67301
(Gave presentation on sugar and one's health.)

Janice Mitchell
Nutrition Instructor
Rt 2
Independence, KS 67301
(Gave presentation on nutrition.)

Marlin Swope
Manager K - Mart
2505 W. Main
Independence, KS 67301
(donated welcome packets of toiletries to CASS students.)

Chamber of Commerce
Brenda
322 N. Penn
Independence, KS 67301
(donated welcome packets to students.)

Dr. Porter Barbera
700 E. Birch
Independence, KS 67301
(donated bicycle)

Police Department
C/o Lee Bynum
City Hall
Independence, KS 67301
(Conducted tour, gave presentation on police operations, handed out badges.)

*A-3-4
House Ed.
2-19-90*

Paul Sass
 City Manager
 City Hall
 Independence, KS 67301
 (Gave talk on city government.)

Fire Department
 City Hall
 Independence, KS 67301
 (Gave tour of facilities.)

Jack Reddick
 1704 Irving
 Independence, Ks 67301
 (donated 2 bikes; hosted a host family and student Anniversary party)

Mrs. John Clement
 110 W. Ash
 Independence, KS 67301
 (Donated 2 maps of the Caribbean for International Room)

Samir Salem
 2629 Links Lane
 Independence, KS 67301
 (Hosted Pool Party for students and host families.
 Donated T -shirts, caps, and teddy bears)

Paul Harper
 505 N. 8th
 Independence, Ks
 History Instructor
 (donated Guitar; gave a presentation on the history of Kansas to students at Little House on the Prairie)

Hank and Kathy Modich
 Independence Cinema
 121 W. Laurel
 Independence, KS 67301
 (donated 20 movie passes.)

*A-3-5
 House Ed.
 2-19-90*

Mike Baldassaro
 1006 E. Birch
 Independence, KS 67301
 (donated bicycle)

Velda and Claud Robinson
 Rt 1
 Independence, KS 67301
 (Circle "I" Round Dance Group hosted an evening with students.)

Del and Reva Shepard
 Route 1
 Caney, KS 67333
 (Furnished and drove truck for hayrack ride)

Grady and Carol Miller
 (Pastor of Bolton Friends Church)
 Route 3
 Independence, KS 67301
 (hosted hayrack ride; furnished van and served as tour guide for
 Ozark trip)

Mrs. William Kurtis
 2311 Grand Lane
 Independence, KS 67301
 (Opened Little House on the Prairie off season just for our group)

Crystal Harper
 R.R.
 Cherryvale, KS
 (donated 3 bicycles)

Good Samaritan Center
 P.O. Box 1172
 Bartlesville, OK 74005
 (Provided \$100 scholarships to each students for Progoff's Intensive
 Journal Workshop: a two day workshop designed to teach a unique
 journaling technique that allows the individual to focus his/her life
 in order to achieve goals, and to be more productive and creative)

*A-3-6
 House Ed.
 2-19-90*

A-3-7
Honor Ed.
2-19-90



COLORFUL PAGEANT — Wearing traditional native costumes and carrying the flags of their homelands, students from Central America and the Caribbean wait for their cue to enter the auditorium at Zion Lutheran

School. The students, from Independence Community College, were visiting the school to give a cross-cultural presentation.

(Photo by Thomas Long)

A-3-8
House Ed.
2-19-90

Lutheran students entertained

CASS students bridge cultural gap

By M. MEREDITH RELPH
Staff Writer

Since coming to the United States and to Independence last summer, 16 young men and women from Central America have underscored the cultural differences and inherent likenesses between peoples' lives on the two continents. Independence Community College is participating in the Cooperative Association of States for Scholarships program to allow the students to spend two years studying in the United States.

Since their visit began, the students have been taking part in cultural programs in the community to share with their North American neighbors a part of the history and culture of seven other lands. The students are from Antigua, Belize, El Salvador, Guatemala, Honduras, Jamaica and the Dominican Republic.

In this season of sharing, the CASS students Thursday visited Zion Lutheran School to present their cross-cultural program and deliver a Christmas wish to the students.

The CASS students wore traditional costumes from their countries, the bright colors contrasting with the gray, wintry skies outside. An avenue of flags displayed each nation's colors and the students sang their national anthems. After all seven nations had been represented, the American flag was

displayed and the group sang "The Star-Spangled Banner."

CASS coordinator Cella Crump told the students at the Lutheran school that the CASS students were accomplishing more than an academic education in the United States.

"They also are on a very special friendship mission," she said. "So when they return, there will be a bridge between Independence, Kansas, and these other countries. They will have made friendships that will last a long, long time."

"Today, they will share with you something special about their cultures. You will see dances that have been done for hundreds of years; the costumes they are wearing are not everyday clothes but traditional costumes for special times."

Violet Salabie, from Jamaica, served as narrator for the program, introducing each student for his or her presentation.

"We are glad to be here to share our cultures with you," Miss Salabie said.

She told a few facts about each of the countries, including the types of exports, government, religion and weather.

Clifford Samuel, from Antigua, elicited smiles and raucous applause for his rousing island folk song, telling about the beautiful sun and island life in a happy, calypso beat.

Illustrating that the theme of young love transcends all cultures, Ana Maria Camacho

and Osvaldo de Jesus, of the Dominican Republic, presented a folk dance depicting a young man in love with a girl whose parents disapprove of the match. Ultimately, he wins her hand and they dance happily with a chorus of friends singing background cadence.

Other traditional dances were presented by Shirlett Vaccaro, Belize; Franca Aragon, Juana Bustamante and Elmer Luna, all from El Salvador; Bayron de Leon, Angel Leonardo and Gaspar Loarca, all from Guatemala; and Juan Aguilera, Noelia Ramos, Mario Villatoro and Sulma Zelaya, all of Honduras. Miss Salabie and Dwight Fraser, Jamaica, presented a folk dance and two songs from their island homeland.

At the close of the cultural presentations, Samuel gave the local students a Christmas wish from the visiting students, all of whom will be celebrating the holidays away from their families and friends.

The finale of the cultural program brought all the students together, hand-in-hand, singing a popular song, "When the Children Cry."

Ms. Crump pointed out that cultural differences made meeting new people interesting and, upon finding out more about the foreign lands, people discovered they shared many ideas and thoughts.

"We really have much more in common than we think," she said.



Photo by Leonda Morrisson

The International Club includes (back row) Mark Newby, Juana Bustamente, Yukiko Matsumoto, Miako Takagusa, Mario Villatoro, Franka Aragon, Juan Aguilera, Chiaki Saito; (front row) Violet Salabie, Elmer Luna, Noelia Ramos, Osvaldo DeJesus, Zulma Zelaya, Ana Maria Camacho, Angel Leonardo, Gaspar Loarea, Bayron De Leon, Michelle Wallick; (seated) Derik Bryant, Gary Mitchell.

The Buccaneer 2-2-90

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A-3-9
 House Ed.
 2-19-90

The ICC Buccaneer 2-16-90



Photo by Angela Nelson.

The 1990 Homecoming Candidates pose for a photo after the ceremonies were held. The candidates are Tiffany Wetmore, Kristin Michaelis, Kim Fitzpatrick, Violet Salabie, and Ana Maria Camacho.

2-19-90
R. Bruce Ed.
A-3-10



PLANTING TREES — Independence Community College foreign students, Bayron de Leon, left, Oswaldo de Jesus, Franca del Aragon, Juan Pablo Aguilera

and Dwight Fraser, with shovel, plant a crabapple tree in honor of Jamaica, Fraser's homeland as part of a CASS project at the college.

(Photo by M. Meredith Relph)

Foreign students plant trees

By M. MEREDITH RELPH
Staff Writer

Students who leave their native lands to study in a foreign country return home with a sense of enlightenment about cultures, customs, language and people different from their own.

This year, foreign students at Independence Community College will leave other students something to remember them by — trees dotted across the sweeping college campus.

ICC has students from several foreign countries, including the CASS students from seven South and Central American nations. This week, the CASS students have been busy planting seven trees, representing each of their homelands, on the ICC campus.

Celia Crump, coordinator for CASS, said the project involved different classes at ICC. She said the trees were symbols of friendship between the United States and the students' countries.

Ms. Crump said the idea was based on a similar project in Egypt, along

the Suez Canal, in which trees representing homelands of ambassadors to that country were planted. ICC Board of Trustees member, Sam Salem, originally mentioned the idea and the students agreed that it would be fun, she said.

"It adds to the beauty of the campus and is ecologically sound as well," Ms. Crump said.

The students were assisted by ICC biology instructor, Don Schnurbush, who also does landscape designing for the campus. The seven crabapple trees eventually will have plaques on them, bearing the name of the country and the students who attended ICC this year from each land. The CASS students represent Honduras, Guatemala, El Salvador, Belize, the Dominican Republic, Antigua and Jamaica.

CASS students were in charge of the project, including digging the holes and placing each tree in its place.

"They all have blisters on their hands from the digging," Ms. Crump laughed.

Indeed, Oswaldo de Jesus, a student from El Salvador, displayed

his blisters rather proudly as the group was planting Jamaica's tree near the fieldhouse.

While the crabapple trees now are small, they will grow to be the white-blossoming trees that enhance gardens and yards across the state. They are placed throughout the campus, with the locations designated by Schnurbush as part of the landscaping plan.

Sixteen students from neighboring countries to the south are attending ICC this year and have taken part in many North American and Independence traditions, including the recent Neewollah celebration. The students rode a float in the parade, displaying costumes of their homelands and illustrating a "bridge of friendship" theme.

When the students depart after completing their schoolwork at ICC, they will return to the familiar ways and people of their own countries. But as the trees at ICC are nurtured and grow larger, they will serve as a reminder of the students who bridged the cultural and linguistic rift between the Americas.

9-3-11
Dance Ed.
3-19-90

4

The problem of financing Out-District Tuition for counties is nothing new. A copy of the minutes of February 7, 1969 reflects the identical problem we are faced with today. The cost of Out-District Tuition has risen steadily since that time. In 1989 it was necessary for Leavenworth County to request no fund warrants in the amount of \$150,000.00 to cover the additional enrollment in all junior colleges. In the 1990 budget we appropriated \$790,300.00 for Out District Tuition. This amount included the \$150,000.00 to repay the no fund warrant.

The location of a satellite unit in Leavenworth drastically increased attendance at Kansas City Kansas Community College which in turn impacted our budget. With this location so convenient it may be possible that Leavenworth County would have a \$1,000,000.00 or more budget for Out District Tuition. This amount would be just shy of what is required to operate the entire Courthouse. We do not want to sound as if we are opposed to anyone obtaining an education we are not. We are proponents for education, but feel that the cost should be borne by the individual attending any educational level above high school and not by all the taxpayers.

In Leavenworth County approximately 48% of the property is tax exempt which places the tax burden on the remaining 52%. We are not objecting to the exempt property as most of that property creates a large amount of employment which in turn helps our economic situation tremendously.

Any option that will reduce our cost whether it be increased amounts paid by students and decreased amounts from the Counties as proposed in HB 2747, or requiring students to successfully complete a course before payment is made will be greatly appreciated.

Last year SB 210 proposed to phase out County Out District Tuition over a five (5) year period and this proposal fell by the wayside. The Leavenworth County taxpayers are pleading for relief in this area.

*Attachment 4
House Education
2-19-90*

Dear Leavenworth County Legislator:

We, the Board of County Commissioners, would like to call to your attention one particular item that is in the Kansas County Platform, adopted by the Kansas County Commissioners Association, Kansas County Clerks Association and Kansas County Engineers Association, meeting in regular session at Wichita last November.

This appears on Page 3, Item C-6, Vocational and Junior College Schools. "The joint boards continue to recommend that existing laws requiring the payment of junior college and vocational school tuition by counties be repealed. In the absence of their repeal, we recommend legislation to prohibit abuse of this practice, requiring adequate notice of tax requirements and the levying of the tax by the school district of the pupil."

As a matter of fact, in Leavenworth County during 1967 we budgeted \$10,000.00 for Junior College Tuition and actually paid \$17,679.20 out of the County General Fund. There was nothing budgeted in Voc-Tech. but we paid \$6,175.00.

During 1968 we budgeted \$27,832.00 for Junior College and actually paid \$42,997.71 and budgeted \$5,000. in Voc-Tech and actually paid \$11,900.00 or total payment of \$54,897.71 during 1968 out of the County General Fund.

We, as County Commissioners, are not attempting to say we are against either junior college or vocational technical schools--what we are saying is that the County General Fund should not be the fund that pays these items. We feel that the Unified School Districts should pay this tuition, or paid by the State.

As you gentlemen know, Leavenworth County is always in trouble trying to finance our general fund budget. One of the reasons is because legislation is passed such as the junior college tuition and vocational technical tuition that requires the county to pay same. We are unable in this County to support an additional \$54,000.00 disbursement.

We certainly hope that each of you will help in removing the county from the payment of this tuition.

Sincerely,
BOARD OF COUNTY COMMISSIONERS
/s/ Harold C. Donley, Chairman
Donald F. Aaron, Commissioner
Gordon Hurlbut, Commissioner

Taken from the Commissioners Minutes dated February 7, 1969, Book X,
Page 209-210.

Valaine A. Hooper
Deputy County Clerk

R-4-2
House Ed.
2-19-90



KANSAS ASSOCIATION OF COMMUNITY COLLEGES

Columbian Title Bldg., 820 Quincy • Topeka 66612 • Phone 913-357-5156

W. Merle Hill
Executive Director

New address: 700 SW Jackson, Topeka, Kansas 66603

To: House Committee on Education

From: Merle Hill, Executive Director
Kansas Association of Community Colleges

Date: February 19, 1990

Subj: House Bill No. 2747: An Act concerning community colleges;
relating to rates of student tuition and out-district tuition
charges.

Mr. Chairman, members of the Committee, I am Merle Hill, executive director of the Kansas Association of Community Colleges. Thank you very much for giving me the opportunity to express the concerns of the KACC's members regarding House Bill No. 2747.

House Bill No. 2747 increases the tuition students pay per credit hour at Kansas community colleges from the current range of \$14 - \$22 to \$18 - \$30. This is an increase of 28.57 percent at the bottom of the range and a 36.36 percent increase at the top. At a time when people are discussing a tax lid and rolling back property taxes by 20 percent, such proposed increases in student tuition appear to be unusual.

The community colleges supported Representative Patrick's bill last year to increase tuition from the range of \$14 - \$22 to \$19 as a minimum and to have no maximum, increasing the minimum from \$14 to \$19 by one dollar a year. House Bill 2152 passed the House, and there was a hearing on the bill before the Senate Committee on Education; but the bill was not moved out of Committee.

The community colleges still support House Bill No. 2152 and would even support a \$2 increase in 1990 to make up for the \$1-increase that did not pass for 1989. However, the members of the KACC do not believe the tuition range suggested in House Bill No. 2747 is appropriate.

A second part of House Bill No. 2747 decreases the out-district tuition liability

*Attachment 5.
House Education
2-19-90*

of counties from \$24 per credit hour to \$20 per credit hour. In addition, the out-district liability decreases further by \$1 for each \$1 tuition increases above the minimum of \$18.

What does that do for community colleges in these times of proposed increases in funding for other entities of higher education? Here are a few examples:

Comparision of Credit-Hour and Out-District Funding

<u>College</u>	<u>Tuition</u>	<u>State Aid</u>	<u>O-D</u>	<u>State Aid</u>	<u>O-D Tuition</u>	<u>Total</u>
Barton Co.	Now - \$18	\$31		\$24	\$24	\$97
	2747 - \$18	\$31		\$24	\$20	\$93
Kansas City	Now - \$20	\$31		\$24	\$24	\$99
	2747 - \$20	\$31		\$24	\$18	\$93
Johnson Co.	Now - \$22	\$31		\$24	\$24	\$101
	2747 - \$22	\$31		\$24	\$16	\$ 93
Dodge City	? - \$30	\$31		\$24	\$24	\$109
	2747 - \$30	\$31		\$24	\$ 8	\$ 93

These figures show a disincentive rather than an incentive for community colleges to educate Kansans and to train and retrain the Kansas work force. This does not appear to be the direction funding for Kansas education should take.

In 1986, two interim committees of the Legislature studied vocational training for the Kansas work force. Consultants to both committees recommended financial incentives to community colleges to encourage them to do even more in the way of educating and training the work force, and the committees recommended two bills to do just that. The bills were not acted upon, unfortunately, but the members of the KACC still believe the concepts were valid.

On December 1, 1989, Kansas Inc. issued a research report on Work Force Training: The Challenge For Kansas. Research for the report was conducted by the prestigious Institute for Public Policy and Business Research of The University of Kansas. Among the policy options recommended by Kansas Inc. were the following:

- o Provide incentives for community colleges to offer technical programs by basing state aid for technical programs upon relative costs. (Emphasis added.)

A-5-2
House Ed.
2-19-90

- o Support the increased cost of funding technical courses according to relative cost with a phased increase to 40 percent in the proportion of state funding for community colleges.
- o Extend the taxing authority of community colleges to all counties in their service areas. (This would not pertain to counties in which a state university is located but would pertain to Leavenworth County and 78 others.)
- o Eliminate out-district tuition.

All of these option would increase, not decrease state and other aid to community colleges.

In spite of the fact that the community junior college act was passed in 1965, there are still many Kansans who do not understand what a community college is, how it differs from a junior college with a single, transfer mission, how the students differ from "typical" students enrolled at a state university, and how they serve primarily Kansans, not students from out of state.

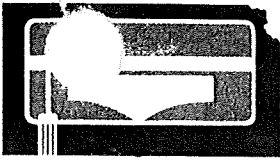
Let's look at those Leavenworth County residents enrolled for classes at Kansas City' Leavenworth Center. Their average age is 35, 68 percent of them are above the age of 21, 95 percent of all credit hours attempted in the fall of 1989 were completed, and most of them are tax-paying Kansans who are attending school in their "free" time, evenings and weekends.

The fact that the community colleges are educating Kansans, not out-of-staters, also appears to be unrecognized. From fall, 1980 to fall, 1989, resident enrollment at the Kansas state universities declined by 1,111 students, and it was only the out-of-state enrollment increase of 3,571 which permitted the state system's net enrollment increase to be 2,460.

For this same period, resident enrollment at Kansas community colleges increased by 18,622. It would appear to be inimical to support legislation which would be a disincentive to the colleges serving some 60,000 Kansans.

The members of the Kansas Association of Community College do not believe House Bill No. 2747 is in the best interest of Kansans and recommend that the bill be reported unfavorably for passage.

*A-5-3
House Ed.
2-19-90*



KANSAS BOARD OF REGENTS

SUITE 609 • CAPITOL TOWER • 400 SW EIGHTH • TOPEKA, KANSAS 66603-3911 • (913) 296-3421

HOUSE BILL 2962 KANSAS MINORITY SCHOLARSHIP PROGRAM

TESTIMONY FOR THE HOUSE EDUCATION COMMITTEE

February 19, 1990

Good Afternoon Mr. Chairman and members of the Committee.

The Kansas Minority Scholarship Program is in its first year of operation. Implementation in the first year has been quite successful. With an initial appropriation of \$150,000, all available scholarships have been awarded. Almost five hundred applications were received for the 1989-90 academic year. Of this number approximately three hundred students met the requirements for the scholarship. However, given the appropriation, less than one-hundred awards were possible.

The Kansas Board of Regents office opposes House Bill 2962 which seeks to amend the Minority Scholarship Program by making scholarship funds available to qualified students attending any postsecondary institution in the state, to include vocational-technical and proprietary schools.

The original intent and purpose of the Minority Scholarship Program was that of increasing minority participation at Kansas colleges and universities. This program was also viewed as a mechanism to help reduce the number of academically talented minority students enrolling in out-of-state colleges and universities by providing an attractive scholarship to minority students, similar to those offered by out-of-state schools. **The Kansas Minority Scholarship is a program designed to assist minority student pursue an academic career, not a vocational program.** This program helps Kansas colleges and universities compete with out-of-state institutions in their ability to attract the academically talented student.

Amending the Kansas Minority Scholarship Program through House Bill 2962 opens the scholarship program to students who attend proprietary and vocational-technical schools. We are not opposed to student enrollment at vocational or proprietary schools. We are concerned that the focus of the Kansas Minority Scholarship Program is that of providing financial assistance to complete a college degree program, focusing on academics, rather than vocation. This focus could be lost by adopting House Bill 2962.

*Attachment 6
House Education*

2-19-90

The Kansas Vocational Education Scholarship Program is currently available for students who choose to enroll in vocational or proprietary institutions. Under this program, one hundred students are selected each year to receive vocational scholarship funds. Since this program is designed to provide gift assistance to students who choose to enter an alternative educational program, we would argue that you do not change the existing eligibility requirements for the Kansas Minority Scholarship Program as recommended by House Bill 2962.

Some may argue that not many students who qualify for the Minority Scholarship Program will enroll in vocational or proprietary schools. If this is true, then we question the need for House Bill 2962.

Thank you for receiving this testimony. Since I am unable to be present today, I ask that you please let me know if I can provide you with any additional information to assist you evaluate House Bill 2962.

Clantha Carrigan McCurdy
Director of Student Financial Aid

*A-6-2
House Ed.
2-19-90*