

Approved March 28, 1991
Date

MINUTES OF THE Senate COMMITTEE ON Economic Development

The meeting was called to order by Senator Dave Kerr at
Chairperson

8:00 a.m. ~~XXX~~ on March 26, 1991 in room 123-S of the Capitol.

All members were present ~~XXXX~~:

Committee staff present:

Bill Edds, Revisor of Statutes' Office
Lynne Holt, Legislative Research Department
LaVonne Mumert, Committee Secretary

Conferees appearing before the committee:

Tim Emert, Chairman, State Board of Education

Senator Dave Kerr, Chairman, called the meeting to order and announced that the meeting would be devoted to the response of the State Board of Education to the recommendations of the 1990 Joint Committee on Economic Development in its January 22, 1991 letter (Attachment 1).

Tim Emert provided written testimony (Attachment 2). (Mr. Emert also provided several accompanying documents which are on file in the Legislative Research Department: "Kansas Comprehensive Community Colleges", "Proprietary Schools Approved by the Kansas State Board of Education", "Kansas Area Vocational-Technical Schools Occupational Training", a description of the Comprehensive Adult Student Assessment System Employability Competency System, "Kansas State Plan for Vocational Education for Fiscal Years 1991-94" and A Review of Selected Studies of Finance and Governance Issues in Kansas Community Colleges.)

Mr. Emert discussed coordination among area vocational technical schools (AVTS) and community colleges in remedial education courses. He said future direction may be to have community colleges responsible for remediation programs where feasible. Mr. Emert advised that the board projects that basic skills assessments will be conducted for all AVTSs, community colleges and unified school districts by July 1, 1992. He also addressed the training of Adult Basic Education Center staff, performance skills for vocational programs and the "Principles of Technology" program topics. Mr. Emert talked about the expansion of the 2+2 programs and mentioned that the 17 applications which have been received include 170 school districts, all 19 community colleges, 7 AVTSs and Wichita State University and Pittsburg State University. He reviewed the vocational program profiles, skill training and the use of research data by the Department of Human Resources. There was discussion about the compilation of a report of innovative programs. Mr. Emert mentioned some problems in defining "innovative" programs but agreed that the report would be done. Mr. Emert also reviewed the program providing technical careers.

He discussed the funding formula for AVTSs and said the department's study indicates that the formula is adequate but the problem is funding. He said that a preliminary report shows that in 1989-90 vocational training at community colleges increased by 5% over the previous year in the number of businesses served with a 40% increase in the number of employees served. At the same time, AVTSs experienced a 21% reduction in the number of businesses served and a 30% reduction in the number of employees served. Mr. Emert said the AVTSs have been exceeding their budgets but now the training has declined because of a lack of funding. In response to a question from Chairman Kerr about changing to a competency-based formula, Ferman Marsh (State Department of Education) said that no legislative changes are needed to accomplish the adjustment and it can be done within the agency.

CONTINUATION SHEET

MINUTES OF THE Senate COMMITTEE ON Economic Development,
room 123-S, Statehouse, at 8:00 a.m.~~a.m.~~^{XXX} on March 26, 1991

The Committee did not review the remaining responses as those areas are to be reviewed by the 1991 Joint Committee this summer.

There was discussion about eliminating duplication of remedial programs from AVTSs in areas where a community college is nearby. Senator Salisbury asked if a time frame has been established for this effort, and Mr. Emert replied that there has not. Ferman Marsh noted that out-district tuition could be a factor in such efforts. Senator Oleen mentioned concerns about possible duplication of remedial courses by adult continuing education and AVTSs or community colleges. Senator Salisbury expressed concern about the lack of specific time frames for several of the topics and stressed her belief that it is desirable to set dates in order to accomplish desired objectives.

Senator Salisbury moved that the minutes of the March 18 and 21, 1991 meetings be approved. Senator Vidricksen seconded the motion, and the motion carried.

The meeting adjourned at 9:00 a.m. The next meeting of the Committee will be Wednesday, March 27, 1991.

STATE OF KANSAS

DAVE KERR
SENATOR, THIRTY-FOURTH DISTRICT
P.O. BOX 2620
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TOPEKA

SENATE CHAMBER

COMMITTEE ASSIGNMENTS
CHAIRMAN ECONOMIC DEVELOPMENT
MEMBER EDUCATION
FINANCIAL INSTITUTIONS AND INSURANCE
JUDICIARY
WAYS AND MEANS

January 22, 1991

Mr. Timothy R. Emert
State Board of Education
120 East 10th
Topeka, Kansas 66612

Dear Mr. Emert:

The 1990 Joint Committee on Economic Development focused most of its interim review on work force training issues. As a result of that review, the Committee recommended the introduction of five bills and two resolutions. In addition, the Committee made several policy recommendations which it wanted relayed in letters to various state agencies and organizations. Most of those recommendations affect the State Board of Education and the Department of Education and are listed on pages 5-7 of the Committee's report, which is enclosed with this letter.

On behalf of the Committee, I request that the Board review those recommendations and consider implementing them. The Committee would like the Board to report back to the standing House and Senate Economic Development committees toward the end of the 1991 Session. In that report, please address the Board's plans or ongoing efforts to accomplish the following objectives:

1. coordination among AVTSs and community colleges in providing remedial education so that duplication of such programs can be avoided;
2. assurance that all AVTSs in Kansas conduct basic skills assessments of students who enter and leave those AVTSs and that such students are able to pass an examination which attests to the acquisition of basic skills prior to receipt of a vocational certificate;
3. assurance that the Adult Basic Education Center staff is given adequate training to assess basic competency skills;
4. development, in coordination with the National Advisory Commission on Work-Based Learning, of performance skills for vocational programs in terms of competencies in basic academic and occupational skills, so as to ensure that students' skills more appropriately meet job placement requirements;

Attachment 1
3/26/91
Sen. Eco. Devel.

5. assurance that the "Principles of Technology" program is offered to students in middle and senior high schools, unless determined by the Board to not be feasible;
6. expansion of the 2+2 programs to sites other than Garden City and Butler County;
7. ongoing monitoring and updating of the profile of tasks identified by business and industry for which training is required at each AVTS;
8. identification in the Board's strategic plan for vocational education of the changing needs for skill training and how these needs can best be met as part of a statewide system;
9. use of regional research data provided by the Department of Human Resources for educational program planning;
10. compilation of a report which outlines all innovative programs of AVTSs and community colleges; and
11. establishment of a statewide program to provide information on technical career opportunities to students, parents, and the general public.

The Committee also recommended that the Board report to the standing Economic Development Committees on the status of remedial education pilot programs (Employability Skills Enhancement) at four AVTSs and on conferences, to be sponsored by the Department, in conjunction with other state agencies, to assist businesses in assessing training needs and developing human capital strategies.

Finally, the Committee recommended that the Board report back to the 1991 Joint Committee on Economic Development (and, in some cases, other legislative committees) on the following activities and efforts:

1. a proposal for an alternative funding formula for AVTSs, as it relates to competency-based programs, if the Board, after monitoring the effect of that formula on the AVTSs' training capabilities, determines that the existing formula is flawed;
2. the ongoing implementation of the "Principles of Technology" program;
3. an assessment of the 2+2 pilot programs in Garden City and Butler County, which should include information on the benefits of and problems, if any, with this type of program, and any plans to require implementation of this program on a statewide basis if the Board considers it to be successful;
4. an evaluation of options for merging community colleges and AVTSs and efforts undertaken to consolidate schools, whenever it was determined to be practicable, and to eliminate duplication in programs (this report is scheduled for September, 1991); and

Mr. Emert

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5. an analysis of private sector salaries in highly technical fields, including a determination as to the estimated increased funding needed to bring salaries of vocational-technical instructors to the same level as employees with comparable skills in the private sector.

On behalf of the members of the Joint Committee, I welcome the Board's cooperation with the Legislature in making work force training programs more effective and responsive to private sector needs and thank you, and the other Board members, for giving attention to this very important issue.

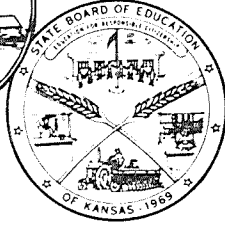
Sincerely,

Senator Dave Kerr, Chairman
1990 Joint Committee on Economic Development
Senate Economic Development Committee

Enclosure

cc: Representative Diane Gjerstad
Charles Warren, Kansas, Inc.
Dr. Charles Krider, University of Kansas

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Kansas State Board of Education

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District 5

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District 7

Timothy R. Emert
District 9

Paul D. Adams
District 3

Gwen Nelson
District 10

March 26, 1991

TO: Senate Committee on Economic Development

FROM: State Board of Education

SUBJECT: Technical Education Response

My name is Tim Emert, Chairman of the State Board of Education. I appreciate the opportunity to respond to the questions submitted to the State Board.

It is the State Board's opinion it takes cooperation between the Legislature, the State Board of Education, and the business community if we are going to provide a climate in which economic development can prosper in Kansas.

Attached are the State Board's comments regarding the objectives outlined in your letter.

Attachment 2
3/26/91
Sen. Eco. Devel.

- 1) **coordination among AVTSS and community colleges in providing remedial education so that duplication of such programs can be avoided;**

Communication and coordination currently takes place at the Department of Education within the Division of Community Colleges and Technical Education.

As specified by State Board approved policy each community college provides remedial/developmental education in the three areas of math, English, and reading. An individual student may take up to 18 semester hours (maximum of 12 is a single area) of remedial/developmental courses. These courses are eligible for state aid but do not count toward graduation. Remediation is one of the 12 State Board adopted missions for comprehensive community colleges in Kansas.

A formalized remedial/developmental program does not exist at area vocational schools, but most schools operate a skill center. These skill centers provide instruction for students with deficiencies in mathematics, reading, or English. It should be noted, however, that remedial/developmental education is not a formal program at an area vocational school and is not eligible for state funding as a program. Students that require instruction in mathematics, reading, or English in a skill center do so at the expense (reduction) of their specific skill training program.

In summary, all the community colleges have an identified and funded remedial/developmental program. The area vocational technical schools do not have an identified program. The remedial/developmental instruction they offer is made part of an existing program. This results in the reduction of total hours of skill instruction in that program.

Future directions may reflect the integration of community college remedial programs at the area schools. A study is underway to examine the feasibility of this concept.

- 2) **assurance that all AVTSS in Kansas conduct basic skills assessments of students who enter and leave those AVTSS and that such students are able to pass an examination which attests to the acquisition of basic skills prior to receipt of a vocational certificate;**

The State Board of Education is in the process of requiring basic skills assessment of students in vocational schools at entrance and exit. Most unified school districts already have either pre- or post training assessment testing. The estimated date for full implementation of this testing at all area schools, unified school districts, and community colleges is July 1, 1992.

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- 3) assurance that the Adult Basic Education Center staff is given adequate training to assess basic competency skills;

The Kansas Department of Education continues to work closely with the Department of Social and Rehabilitation Services as well as the Department of Human Resources in providing inservice training to adult educators. The CASAS assessment (Program of the States instrument) is one of several tests available at ABE centers. Training workshops are being conducted to expand the CASAS testing capability to the entire network of ABE centers. (See Attachment)

- 4) development, in coordination with the National Advisory Commission on Work-Based Learning, of performance skills for vocational programs in terms of competencies in basic academic and occupational skills, so as to ensure that students skills more appropriately meet job placement requirements;

The State Board of Education continues to devote time and effort to improving performance skills for vocational programs in terms of competencies in basic academic and occupational skills. Information, standards, and trends on Work Based Learning represents one of several sources of information utilized by the Department to determine program skills and curriculum. (See Attachment)

- 5) assurance that the "Principles of Technology" program is offered to students in middle and senior high schools, unless determined by the Board to not be feasible;

The Kansas State Board of Education continues to encourage unified schools districts to implement several Applied Technology courses. These courses include:

Explorations in Technology
Applied Math
Applied Communications
Food Science
Applied Biology/Chemistry
Principles of Technology

In order for these programs to be successfully integrated with the middle and senior high schools, adequate funds for materials, equipment, and staff training will need to be provided.

- 6) expansion of the 2+2 programs to sites other than Garden City and Butler County;

The 1990 amendments to the Carl Perkins vocational legislation establishes special funding to plan and implement Tech Prep (2+2) throughout the state. The Kansas allocation of over \$600,000 (Federal aid) will provide funding for the development and implementation of the Tech Prep (2+2) programs across the state. (17 applications totaling over 2 million dollars are currently being evaluated.)

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- 7) ongoing monitoring and updating of the profile of tasks identified by business and industry for which training is required at each AVTS;

The Kansas State Board of Education, along with technical committees, monitor and update one-third of the vocational program profiles each year. This cycle has just been completed (1991), resulting in a total statewide update during the 1988-91 time period. Work profiles are changing at an astonishing pace, some almost daily.

- 8) identification in the Board's strategic plan for vocational education of the changing needs for skill training and how these needs can best be met as part of a statewide system;

The changing needs for skill training have been identified in the new State Plan for Vocational Education FY 1992-94. The plan is scheduled for final action by the State Board at its April 1991 meeting. (See Attachment)

- 9) use of regional research data provided by the Department of Human Resources for educational program planning;

Since our Kansas workers are part of a dynamic competitive global workforce, data is collected and utilized from many sources for the purposes of planning educational programs. Information from the Department of Human Resources is one of the sources utilized for this purpose.

- 10) compilation of a report which outlines all innovative programs of AVTSs and community colleges; and

The Kansas State Board of Education continues to approve new programs and monitor enrollments and placement rates in all existing vocational programs throughout Kansas. If our workers are to be competitive in a global society, all vocational programs must be technically oriented, constantly changing, and innovative. To date, no criteria have formally been adopted which define innovative programs and no attempt has been made to develop a report on innovative programs.

- 11) establishment of a statewide program to provide information on technical career opportunities to students, parents, and the general public.

The Kansas State Board of Education and Department staff currently distribute program brochures from area vocational schools, community colleges, and proprietary schools to all junior and senior high school counselors across the state. Over 25,000 brochures were distributed during 1989-90 in this manner. The Kansas Training Information Program (K-TIP), developed by the Kansas Legislature requires area vocational schools and community colleges to document vocational program completers, placement rates, and salaries to be compiled in a document distributed to prospective students. This project is currently ongoing. (See Attachment)

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Listed below is our report on the activities and actions listed on page 2 of your letter of January 22, 1991

- 1) a proposal for an alternative funding formula for AVTSS, as it relates to competency-based programs, if the Board, after monitoring the effect of that formula on the AVTSS training capabilities, determines that the existing formula is flawed;

The State Department conducted a study of the current funding formula for AVTSS this past year to determine whether any changes or adjustments were needed as competency-based instruction is implemented in the schools.

Conclusion: The formula is adequate to meet the needs. The problem is the lack of funding for the formula. The formula has not been fully funded the past several years.

- 2) the ongoing implementation of the "Principles of Technology" program;

See #5 above.

- 3) an assessment of the 2+2 pilot programs in Garden City and Butler County, which should include information on the benefits and problems, if any, with this type of program, and any plans to require implementation of this program on a statewide basis if the Board considers it to be successful;

Preliminary assessment of the developmental phase of the Garden City 2+2 pilot resulted in the funding of the 2nd and final year of the project. Garden City continues to develop and disseminate materials as well as provide technical assistance to other colleges and schools wishing to begin implementation of 2+2. A final project report is anticipated after July 1, 1991.

Great effort is being placed on infusing technical education components into existing high school curriculum to insure new workplace basics.

- 4) an evaluation of options for merging community colleges and AVTSS and efforts undertaken to consolidate schools, whenever it was determined to be practicable, and to eliminate duplication in programs (this report is scheduled for September, 1991); and

Since 1970, numerous studies have been conducted by several entities (including the State Board of Education) which dealt with governance and finance of Kansas postsecondary education.

Since 1987, the State Board has chosen to emphasize communication and coordination between community colleges and area vocational schools through written agreements. This has increased the access to the Associate in Applied Science degrees and other postsecondary options for students.

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Cooperative agreements are now in existence between/among all area vocational schools and community colleges in Kansas. Two of the above agreements include regent universities and Kansas College of Technology, as well as area vocational schools and community colleges. The State Board continues to coordinate and merge these programs.

- 5) an analysis of private sector salaries in highly technical fields, including a determination as to the estimated increased funding needed to bring salaries of vocational-technical instructors to the same level as employees with comparable skills in the private sector.

This information is not available in our office. The State Board of Education would be glad to conduct a study of this nature for the Economic Development Commission at their request.