

Approved February 19, 1991  
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

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

1:30 ~~xx~~/p.m. on Monday, February 4, 1991 in room 123-S of the Capitol.

All members were present except:

Committee staff present:

Mr. Ben Barrett, Legislative Research Department

Ms. Avis Swartzman, Revisor of Statutes

Mrs. Millie Randell, Committee Secretary

Conferees appearing before the committee:

SCR 1613 - A concurrent resolution commending school districts, the the state board of education, and the commissioner of education for efforts at achieving strong relationships with business and industry and urging continuation and strengthening of those efforts.

Proponents:

Senator Fred Kerr, primary sponsor of SCR 1613

Mr. Jim Edwards, Director of Chamber and Association Relations, Kansas Chamber of Commerce and Industry

Ms. Louann Fulmer, Promotions Coordinator, KMAJ-Radio-Topeka

Ms. Terry Boswell, Supervisor of Partnership Services, Wichita Public Schools

Mr. Bernie Koch, Wichita Area Chamber of Commerce

Mr. Gerry Henderson, speaking on behalf of Dr. Roger Pickerign, Superintendent, Stanton County Public Schools, Johnson, KS

Mr. Gary Price, Superintendent, Hesston Public Schools

Mr. Rob Winter, Superintendent, Riley County Public Schools

Mr. Richard Schurle, President, Schurle Signs; board member, Riley County Public Schools

Mr. Craig Grant, Director of Political Action, Kansas-National Education Association

Ms. Connie Hubbell, Legislative Chairman, State Board of Education

Mr. Paul Getto, Assistant Director of Education Services, Kansas Association of School Boards

Senator Joseph C. Harder called the meeting to order and welcomed Senator Fred Kerr, primary sponsor of SCR 1613.

Senator Kerr stated that SCR 1613 speaks to the potential of business-education partnerships in Kansas. He stated that although there were several good programs now in existence, there is great potential for many more business-education partnerships for the purpose of improving education. He explained that the purpose of SCR 1613 is: 1) to raise awareness and identify businesses working with education across the state so as to encourage additional participation, and 2) to encourage the Commissioner of Education to gather and disseminate to school districts information on current business-education partnerships in Kansas. He then yielded the floor to conferees who had come from out of town to explain their programs to the Committee.

The Chair then called upon Mr. Jim Edwards, director of Chamber and Association Relations, Kansas Chamber of Commerce and Industry, who testified in support of SCR 1613. Mr. Edwards emphasized the importance of business-education partnerships across Kansas to further enhance our education system. Mr. Edwards explained that business-education partnerships bring business much closer to understanding and addressing

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,  
room 123-S, Statehouse, at 1:30 ~~xx~~ p.m. on Monday, February 4, 1991

the problems facing education. (Attachment 1)

When Ms. Louann Fulmer, promotions coordinator for KMAJ Radio-Topeka, was called upon to testify in support of SCR 1613, Ms. Fulmer described the KMAJ school instrument promotion drive initiated by KMAJ radio station last fall. She affirmed that KMAJ Radio would like to repeat this promotion next fall. (Attachment 2) The next conferee called upon to testify in support of SCR 1613 was Ms. Terry Boswell, supervisor of partnership services, Wichita Public Schools. (Attachment 3)

Mr. Bernie Koch, vice president for government relations, Wichita Area Chamber of Commerce, appeared in support of SCR 1613. He, too, explained the importance of encouraging business-education partnerships. (Attachment 4) During Committee discussion of "Grow Your Own Teacher" program, Mr. Koch replied that the Wichita Chamber of Commerce currently is funding higher education of 31 minority students who are training to become teachers. In explaining the program, he said that for every year a student should teach in the Wichita public school system, 25% of that student's scholarship loan is written off.

Responding to a question, Mr. Koch replied that the Economic Development Agency is providing the money for this program and includes city and county funds. He asserted, however, that primary funding for this five-year partnership program is \$7million from private industry.

Responding to a Committee question, Mr. Dale Dennis, staff, replied that the Carl Perkins Act has been significantly restructured, and some categories can no longer obtain funding.

When the Chair called upon Mr. Gerry Henderson, Mr. Henderson explained that he had come to testify on behalf of Dr. Roger Pickerign (superintendent of Stanton County Public Schools, Johnson, KS), a member of The United School Administrators of Kansas. He stated that he had invited Representative Eugene Shore from Stanton County to be present today to help respond to possible Committee questions.

Mr. Henderson described some examples of business-education partnerships in one small community to point out that successful business-education partnerships are not dependent upon the size of a district. (Attachment 5)

The Chair then recognized Mr. Gary Price, superintendent of schools at Hesston. Mr. Price shared information regarding a partnership that exists between Hay and Forage Industries and Hesston High School. (Attachment 6) He stated that Hesston High School had agreed to establish a manufacturing curriculum for the purpose of fostering a proper education program for a technological world. Mr. Price called Committee attention to the prospect of providing product liability insurance in conjunction with its manufacturing curriculum.

Mr. Rob Winter, superintendent of the Riley County Public Schools, testified in support of SCR 1613. (Attachment 7) Mr. Winter introduced Mr. Richard Schurle, a member of the school board and president of Schurle Signs, Inc., Riley, KS. Mr. Schurle stated that he had come to testify in support of SCR 1613 and to explain the Entrepreneurship program that is now in place. He affirmed that the program is an asset to small rural communities which wish to retain local students following their graduation from high school.

Mr. Craig Grant, Kansas-National Education Association, was present to testify in support of SCR 1613, but was unable to do so due to lack of time.

Written testimony in support of SCR 1613 was submitted by Ms. Connie Hubbell, State Board of Education, (Attachment 8); and Mr. Paul Getto, Kansas Association of School Boards, (Attachment 9), who were unable to testify due to lack of time.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,  
room 123-S Statehouse, at 1:30 ~~xxx~~ p.m. on Monday, February 4, 1991

The Chair thanked the conferees who had attended today's meeting and announced that the meeting tomorrow will commence at 1:15 p.m. in room 313-S. He then adjourned the meeting.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 123-S DATE: Monday, February 4, 1991

GUEST LIST

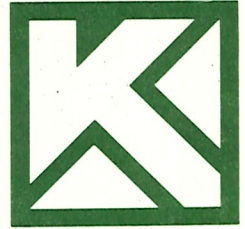
<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Bernie Koch	Wichita	Wichita Area Chamber
Jeff Wasaman	Sendra Staff	"
Juan Carlos	<del>5315</del> 5315 SW 7th	TKMAJ
Cornie Plueel	Topeka	SLB of Ed.
Les Winger	USD 378	Riley Co.
Richard Schulte	116 E. KANSAS RILEY, Ks.	SETHERE SIGNS
Merle Hae	KACC	Topeka
Paul Getto	KASB	Topeka
Dan Hermos	Topeka	DOB
Rep Eugene Shire		leg
Craig Diant	Topeka	K-WEA
Ken Baker	Topeka	Beck Aircraft Corp
Rep Richard Reinhardt	rc	leg.
Bella Highfill Scott	Topeka	USA
Andy Price	Hesston	USD 460
David Payne	Shawnee	Maranatha Academy



# LEGISLATIVE TESTIMONY

## Kansas Chamber of Commerce and Industry

500 Bank IV Tower One Townsite Plaza Topeka, KS 66603-3460 (913) 357-6321



A consolidation of the  
Kansas State Chamber  
of Commerce,  
Associated Industries  
of Kansas,  
Kansas Retail Council

SCR 1613

February 4, 1991

### KANSAS CHAMBER OF COMMERCE AND INDUSTRY

Testimony Before the  
Senate Education Committee

by

Jim Edwards  
Director of Chamber and Association Relations

Mr. Chairman and members of the Committee:

I am Jim Edwards, Director of Chamber and Association Relations for the Kansas Chamber of Commerce and Industry. I appreciate the opportunity to appear before you today to support the efforts of the Legislature in the area of business-education partnerships and specifically SCR 1613, which recognizes businesses and school systems which have taken the time to adopt such programs.

The Kansas Chamber of Commerce and Industry (KCCI) is a statewide organization dedicated to the promotion of economic growth and job creation within Kansas, and to the protection and support of the private competitive enterprise system.

KCCI is comprised of more than 3,000 businesses which includes 200 local and regional chambers of commerce and trade organizations which represent over 161,000 business men and women. The organization represents both large and small employers in Kansas, with 55% of KCCI's members having less than 25 employees, and 86% having less than 100 employees. KCCI receives no government funding.

The KCCI Board of Directors establishes policies through the work of hundreds of the organization's members who make up its various committees. These policies are the guiding principles of the organization and translate into views such as those expressed here.

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Across Kansas today, there are many efforts that are linking business and education in cooperative programs that have, and will continue to make the difference in further enhancement of our educational system. It brings business much closer to understanding the issues facing education today and becoming allies with the educational systems in addressing these issues.

While the resolution mentioned several program concepts, I will take the opportunity to go into more detail on two of them as well as mention a few others.

Mentioned in the resolution was a Topeka radio station that helped provide band instruments to needy students. This station was KMAJ and the main thrust of their program was to locate individuals that had band instruments they were no longer using and have them donate them to the school system to be used by students who wanted to participate in band or orchestra but unable to afford an instrument. As an incentive, those providing the instruments were given a receipt which could be used as a deduction for donations. While this may seem like a rather simple concept, its outcome could have long reaching effects. We all know of the studies which show the advantage of using extracurricular programs to enhance education. The bottom line here is that you have a business which saw a problem and designed a program to address it.

Another program mentioned in the resolution was a cooperative effort within the Greater Hutchinson Chamber of Commerce. They had many large businesses which were sponsoring their own programs but they also had several smaller businesses which wanted to help but were reluctant because of size. By bringing both groups together, the businesses found they could learn from what others were doing. The bottom line here was that they had more involvement from the business community.

A program that wasn't mentioned but is one that I will elaborate on is the "Take One" program in the Topeka business community. It is designed to identify students that are at risk of dropping out and provide them with the support needed to keep them in school on a one-on-one basis. The bottom line here is that you have a business community that is willing to put time and effort into addressing school system drop-outs.

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I would be remiss if I did not take the opportunity to tell you where KCCI efforts have been in this arena. Because of our statewide focus, we have elected to act as a clearinghouse for program ideas. We actively encourage members to become involved in partnerships and give them ideas of what others are doing. We also are working with local chambers in the same manner. As most of you know, our focus for CAUCUS (our annual meeting to be held tomorrow) is business-education partnerships.

In summary, we have found that business needs encouragement to become involved in such programs. We will continue to identify good programs and inspire others to become involved. Efforts such as SCR 1613 will carry these efforts one step further by recognizing the partnerships that exist.

Thank you for your time and I would stand for questions.

*Majic*

February 4, 1991

To: Senate Education Committee

From: Louann Fulmer, KMAJ Promotions Coordinator

**KMAJ SCHOOL INSTRUMENT DRIVE**

My name is Louann Fulmer. I am Promotions Coordinator at KMAJ Radio here in Topeka, Kansas. I'm here to tell you about a very successful promotion we did last fall.

In October of 1990, KMAJ decided we wanted to work with a school district on a project. Our Sales Manager, Bill Reed, had recently donated a musical instrument he'd been storing to a public school. He realized that there was a great need for donations of instruments in the public schools and brought to my attention the idea of a KMAJ "School Instrument Drive".

It was at that point that I contacted Dr. Harlan Rimmerman, Curriculum and Instructional Specialist with Unified School District 501. I told him that KMAJ was interested in working with the Topeka Public School System in a "School Instrument Drive", if they felt there was a need for such donations. Dr. Rimmerman said that an "Instrument Drive" would be a great service to USD 501; that musical instruments are always in demand. He told me that every year there are several students who want to learn to play an instrument, but just can't afford it. For that reason he was very excited and willing to work with us on the "School Instrument Drive".

KMAJ then went to work on a recorded promotional announcement that urged listeners to dig into their closets or basements for any old musical instruments: flutes, clarinets strings, etc. They were asked to bring them to KMAJ, and they were told that all donations would go to USD 501 students who would like to play in the band, but who don't have a musical instrument. KMAJ ran the recorded announcement, and also a live announcement with the same information, throughout the entire promotion. The announcements aired daily, at least 10 times a day.

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The KMAJ "School Instrument Drive" ran from October thru all of November; about six weeks. Once listeners were made aware of the drive they eagerly helped out. Weekly I received instruments: flutes, saxophones, trumpets, clarinets, trombones, one snare drum and even an entire piano! Each week I loaded up the instruments in my car and took them to the USD 501 Central Service Facility. At the end of the drive we had collected 23 instruments.

We were very happy with the results, and since the promotion ran smoothly we'd like to continue our efforts and hold another KMAJ "School Instrument Drive" next year.

KMAJ *Magic*

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**WICHITA PUBLIC SCHOOLS**  
*Unified School District No. 259*  
**ADMINISTRATION CENTER**  
**217 N. WATER**  
**WICHITA, KANSAS 67202**

*Terry Boswell, Supervisor*  
*Partnership Services*  
*316-833-4130*

**Testimony before the Senate Committee on Education, February 4, 1991.**

Mr. Chairman and Members of the Committee:

I am Terry Boswell, supervisor of Partnership Services for Wichita Public Schools, here in support of Senate Concurrent Resolution No. 1613. My responsibilities for the district include management of business/education partnerships and the school volunteer program. Wichita Public Schools recognizes the tremendous benefits of business/education partnerships and appreciates your efforts in promoting their importance.

Wichita Public Schools has formally supported partnerships for over seven years. Full-time staff is employed to facilitate and develop partnerships, a Board of Education policy encourages schools to engage in partnerships, and school administration engages in coordination and collaboration between the district and local industry to improve education. All K-12 schools have the opportunity to participation in one or more types of partnerships. Over 100 businesses engage in a variety of partnerships with the district. Partnerships are used to help address three of the district's 1990-91 goals. Those goals are: 1) providing a secure learning environment for all students, 2) striving for equity of educational outcomes, and 3) individualizing learning opportunities for students.

Benefits to students, teachers, and businesses are great from partnerships. Specific benefits for Wichita schools include improved student motivation and self concept, enriched curriculum, increased career awareness, greater student understanding of the business world, increased professional development for staff, opportunities for interagency collaboration and cooperation. Although education derives the most direct benefit from partnerships, progressive businesses feel that they receive benefit through investing in tomorrow's leaders, being viewed as socially conscious corporate citizens, significantly enhancing educational opportunities for students and staff, and by involvement with school reform and restructuring issues.

Urban districts are fortunate to have a multitude of business resources to tap for partnerships. Rural districts often are faced with more challenges in initiating partnerships. It is important for all school districts to realize that both large and small businesses have important and diverse contributions to make to schools. I serve on the Board of Education of Rose Hill Schools which is a small suburban community outside of Wichita. Prior to being employed by Wichita Schools, I was Director of Community Education at Rose Hill. I have a keen understanding of both the needs for and impediments to partnership development in both small and large districts. Although small districts do not have large businesses or as many businesses as urban districts, partnerships, nevertheless, can be facilitated in small districts.

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Wichita Schools and local business have developed many successful partnerships that have enhanced student achievement. Two specific partnerships that I would like to showcase for you are the Math Tutoring Program and the Community Resource Data Bank. Both of these have applications to large and small districts. The Math Tutoring Program was initiated three years ago and is offered to students needing remediation in mathematics. Employees from one of the aircraft plants are given two hours of paid release time each week to work directly with students in middle and high schools in Wichita. Walking into a classroom, you would see a tutor working in small groups with one or more students or assisting the teacher as an aide with the entire class. Approximately 85 employees serve as tutors under the supervision of classroom teachers to nearly 375 students. Employees contribute the equivalent of seven full time employees each school year for which Boeing pays salary and benefits. If the district was required to purchase these services, its cost would be approximately \$300,000 for this program. Due to the success of this partnership, the tutoring concept is being expanded to district and county elementary schools.

The Community Resource Data Bank is a computerized data bank of business and community speakers who can be accessed not only by Wichita Public Schools teachers, but, by all teachers in public and parochial schools in Sedgwick County. Teachers place their request with the data bank and data bank personnel secure and schedule the speaker and conduct follow-up evaluations with both the teacher and the speaker. The data bank is one year old, contains over 400 resources, and has placed over 300 speakers during that period. This is a collaborative project between Wichita Public Schools and the Chamber of Commerce and funded equally by each.

There is a window of opportunity today for schools to involve themselves in partnerships with business. Education must realize that the key to successful partnerships is developing a good working relationship with business and industry. Human resources are the key to successful partnerships. Although additional financial support of education is desirable, education cannot enter into partnerships with that being the agenda. Business is often reluctant to spend money on public education because education is tax supported. Incentives are often not there to encourage businesses to get involved in education.

I appreciate your support of partnerships and offer my assistance as a resource in your consideration of state recognition for partnership endeavors.

Thank you for the opportunity to testify.

**Testimony Highlights**  
**SENATE EDUCATION COMMITTEE**  
**SENATOR JOSEPH HARDER, CHAIRMAN**  
**February 4, 1991**

**HOW WICHITA PUBLIC SCHOOLS BENEFITS FROM PARTNERSHIPS:**

- Improved student motivation and self-image.
- Enriched curriculum.
- Increased career awareness.
- Provides greater student understanding of business world.
- Assists teachers in special areas and provides professional development opportunities.
- Provides access to technological advances and equipment.
- Produces stronger public school system.
- Enhances work force preparation.
- Presents opportunities for interagency collaboration and coordination.
- Urban setting increases partnership opportunities; development of partnerships in outlying districts is often more difficult; opportunity to collaborate with smaller districts in partnership endeavors produces benefits for both sizes of districts.

**TYPES OF WICHITA PUBLIC SCHOOLS PARTNERSHIPS:**

- **District-wide:** Partnership programs available to all students/staffs/schools in the school district.
- **Curriculum-specific:** Partnerships between a business(es) and one of the curriculum areas (i.e. science, math, language arts).
- **School-based:** Partnerships between one business and one school; patterned after the Adopt A School programs.

**SHOWCASE OF TWO PROGRAMS:**

- **Math tutoring program:** Support is offered to students who are having difficulty in comprehension and/or application by assigning tutoring teams to work directly with students at their school during the school day. Employees from one of the local aircraft manufacturing companies are provided an average of two hours of paid release time each week to assist students who have the potential and the desire to improve. Approximately 85 employees serve as volunteer tutors under the supervision of classroom teachers. The tutorial program targets nearly 375 middle school and high school students and operates in over two-thirds of the district's secondary schools. Employee time contribution is over 11,300 man hours each school year. In essence, seven full time employees are provided to the district each year for which Boeing pays salary and benefits. Boeing's financial contribution for this one program averages between \$300,000-\$500,000 including salary and benefits.

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- **Community Resource Data Bank:** The data bank is a resource bank of speakers which can be accessed by all public and parochial school districts in Sedgwick County. The intent is to encourage the utilization of business people and their expertise by classroom teachers and to provide a vehicle to assist both schools and businesses with speaker requests. Teachers initiate a request for a speaker and the data bank personnel secure and schedule the speaker at the requested time and conduct the follow-up evaluation with both the teacher and the speaker. The data bank is one year old, contains over 400 speaker resources, and has placed over 300 requests for speakers during that period. It is a collaborative project between and funded equally by Wichita Public Schools and the Chamber of Commerce.

#### **KEYS TO ESTABLISHING PARTNERSHIPS:**

- Support of school administrative staff and climate which reinforces staff for community service.
- Needs assessment of schools; prioritize needs, plan for partnership involvement based on needs.
- Support of business top management and climate reinforcing community service for employees.
- Research companies' corporate goals to determine their attitude toward education, community responsibility, needs and resources relative to school needs, and vice versa.
- Focus on establishing and maintaining a win/win relationship focusing on improving education.

#### **WICHITA PUBLIC SCHOOLS' COMMITMENT TO PARTNERSHIPS:**

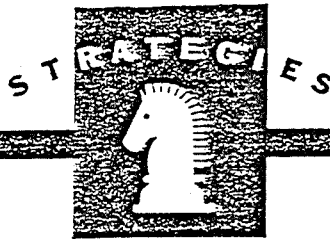
- Supports full-time staff person to facilitate partnership relationships for the district.
- Board policy supports partnerships between local business and the school district.
- School administration encourages coordination and collaboration efforts between the district and business and industry designed to improve education.



# THINGS YOU CAN DO

- 1** Be a mentor. Get involved with one student's life, and let him or her get involved with yours. Some children in America do not know a single person who works, honestly, for a living. They have no experience with the etiquette, the routine, or the rewards of the world of work. Providing a glimpse into what you consider life's mainstream will make a more significant impression on a youngster than your talent for math or history. **2** Learn more about the dimensions of the crisis. Ask your human resources department to quantify the skill level of job applicants for your company. Then find out how much your company is spending on remedial training. **3** Encourage your employees to become active in the public schools. Allow them time off to visit their children's classrooms, give sabbaticals for those who want to teach or help manage schools, offer management training for employees who plan to serve on school boards. **4** Put pressure on your state government to restructure public schools—but lobby only for *real* reform. **5** Raise expectations. Ashland Oil sends high school students in Kentucky and West Virginia—many of whom are potential dropouts—to local colleges and universities for a day. The idea: to show that college can be stimulating, fun, and rewarding. **6** Help kids go to college. Firestone endowed a college-bound program for 40 poor children a year. The fund will provide them enrichment programs from the sixth grade on, and then pay their tuition at the University of Akron. For 23 years companies in Cleveland have tried to ensure that every high school graduate in the city who wants to go to college gets there. The Cleveland Scholarship Program provides counselors who seek out students, help them through the maze of applications, and advise them on the sources of financial aid. Now New York City, Boston, Miami, and Baltimore have similar programs. **7** Remember money is not the most important contribution you can make—time and effort are. But money can greatly boost morale. Spend it on computer and laboratory equipment, academic awards ceremonies, libraries, or mini-grants for students and teachers. **8** Tell the schools what you expect in a high school graduate or a vocational school graduate. Work with them to see that your expectations become realities. **9** Show respect for teachers. They are the front-line managers in the entire education effort. Do not ever again say: "Oh, she's *only* a school teacher." **10** Don't be discouraged if some of your efforts fail. Turning around the 150-year-old, highly bureaucratic, American educational system requires real long-term commitment. **E**

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# HOW BUSINESS HELPS SCHOOLS

*All but 2% of the companies responding to a FORTUNE poll contribute to education—but some are more committed than others. Want ideas? Read on. ■ By Susan E. Kuhn*

**B**Y NOW it is clear: Corporate involvement in public school reform has become serious business. Since the education system has failed to check the erosion of basic skills, companies are proposing increasingly innovative measures to help schools turn out a new generation of workers who can read, write, compute, and think.

Do you buy the argument that remedial education is the automatic answer to drop-out prevention? Chevron doesn't. By 1992 it will have given \$1.5 million to the Stanford University Accelerated Schools program to expand a project, currently in place in 39 schools, that builds the skills of disadvantaged youngsters by *accelerating* their elementary school studies. Want to *really* make a school partnership work? Cigna not only supplies equipment and employee volunteers to the five Philadelphia schools it has adopted, but also provides management training for school administrators as part of the \$1.5 million it has committed over a three-year period ending in 1991. The list of such imaginative programs is growing.

To find out just what America's leading companies are doing to save public schools, and to encourage others by their example, FORTUNE polled all FORTUNE 500 and Service 500 companies. Many of the questions were the same as those posed last year in a longer FORTUNE magazine—Allstate Insurance survey of the same group of corporations. In 1989, 404 companies returned their questionnaires. This year, 305 responded.

Only seven of this year's companies, 2%, do nothing for education, down from 4% in 1989. Though 41% of the companies that participated in the 1990 poll give less than

REPORTER ASSOCIATE Stephanie Losee

\$100,000 annually to public schools, 28% donate from \$100,000 to \$500,000, and a laudable 18% contribute \$1 million or more a year. More impressive, 70% of top executives are now actively involved in their companies' efforts.

The survey asked companies for a brief description of any interesting public school programs in which they are involved. This

almost casually that it had targeted a hefty \$46 million (between 1989 and 1993) toward improving elementary and secondary education. The company is no newcomer to the field—it first declared its commitment to education in the early 1930s—which may explain why it is now the kingpin of corporate givers.

IBM's worldwide contributions to all levels of education in 1988 totaled \$81 million, according to the Taft Group, a firm in Rockville, Maryland, that tracks corporate contributions using IRS data, company reports, and matching grants. (Therefore, this figure is higher than IBM's own calculations.) No. 2 in spending on the Taft list is Procter & Gamble, with \$19 million, followed closely by General Electric and AT&T, with \$18 million each. Rounding out the top ten, with contributions from \$16 million to \$8 million, are Du Pont, Minnesota Mining & Man-

ufacturing, Shell Oil, Ford Motor, Eastman Kodak, and Boeing.

Where is the money going? Over 80% of the companies in the FORTUNE survey report that they give to colleges or universities. Graduate programs and high schools come next. Last year graduate programs took second place with 57% support, followed closely by high schools with 55%. The order was reversed this year, with 58% of companies contributing to high schools and 52% to grad schools.

That's because as the importance of early

## WHAT COMPANIES ARE DOING TO HELP PUBLIC EDUCATION\*

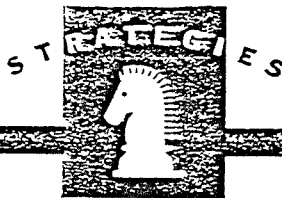
Contribute money .....	78%
Offer students summer or part-time jobs .....	76%
Contribute materials or equipment .....	64%
Encourage employees to run for school boards .....	59%
Encourage employees to tutor or teach .....	50%
Participate in school partnerships .....	48%
Offer teachers summer jobs .....	26%
Lobby legislatures for reform .....	22%
Support tax increases or bond issues .....	18%
Loan executives to schools .....	12%

\*Figures do not add to 100% as companies were allowed to choose more than one answer.

year's responses were heartening, and rarely brief. The table on the following pages highlights several strategies that 88 of the most involved companies are taking. The directory, which includes some companies not on either FORTUNE 500 list, generally describes only elementary and high school initiatives, although each company is credited with its entire annual financial contribution to education.

The biggest benefactors are corporate household names. In its 1989 annual report, International Business Machines mentioned

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academic intervention becomes better known, the numbers are turning in favor of the lower grades. Over the past few years, IBM and GE have shifted contributions toward elementary and secondary schools, and US West and Texas Instruments are even funding preschool efforts. Mobil, which currently targets an estimated 5% of its current \$7 million education budget on kindergarten through 12th grade, may soon increase that percentage by supporting programs that encourage more minorities and women to become science teachers.

The ways in which companies can help

### ANNUAL CORPORATE CONTRIBUTION TO PUBLIC EDUCATION

Under \$100,000 .....	41%
\$100,000-\$499,999 .....	28%
\$500,000-\$999,999 .....	7%
\$1 million-\$4,999,999 .....	14%
\$5 million or more .....	4%
No answer .....	6%

American schools—and American students—include contributing money, offering summer jobs to children and teachers, and encouraging employee involvement. While the majority of this year's FORTUNE respondents participate mainly by writing a check, a significant 50% or more report more direct links, with employees serving on school boards or as tutors in classrooms. Nearly half of all companies polled underwrite school partnerships in which corporations adopt one or many schools.

School partnerships are what the partners make of them. Involvement can range from minimal (a Central Fidelity bank in Richmond has run a minibank at Chimborazo Elementary since 1988) to substantial (Cray Research gave \$500,000 last year to its 70 school partners in northwest Wisconsin to promote math and science). The National Center for Education Statistics reports that 40% of public schools were involved in partnerships during the 1987-88 school year, up from 17% in 1983-84. Businesses sponsored 70% of all partnerships in 1987-88.

Meanwhile, political efforts to reform public schools—lobbying legislatures for educational change or supporting bond issues—seem to be losing popularity. The 1989 FORTUNE/Allstate survey found that

33% of respondents were pressing for educational change in their states. That number is only 22% this year. In addition, corporate support for educational bond issues has fallen by four percentage points.

Successful educational programs are usually the ones close to home. One true pioneer is Climax Molybdenum, a mining subsidiary of Amax. Concerned about the quality of rural education in its Colorado hometown, Climax formed an advisory committee in 1958 to start student scholarships and teacher training programs. Even when prices for minerals, especially molybdenum, fell sharply in the 1980s and Climax was forced to cut its Colorado payroll from 5,000 employees to 1,000, the support continued. Says Terry Fitzsimmons, an Amax public relations director who started with Climax in the 1950s: "Management could have said that our scholarship programs were just cream, but they didn't. We've been very pleased."

Banks and insurance companies are pros at making the most of neighborhood connections. All 16 Citibank branches in Florida's Dade County have adopted local schools, and through a special fund the bank is giving out cash grants averaging \$500 to local educators who devise ways to cut Miami's dropout rate. Connecticut Mutual Life, ITT Hartford Insurance Group, and Phoenix Mutual Life Insurance have all adopted or funded programs at Hartford schools, providing them with everything from a dance floor to summer jobs for students. Approximately 15% of the Phoenix staff in Hartford, for example, each week tutors fourth-, fifth-, and sixth-graders from Fred D. Wish Elementary School in the company cafeteria.

On the theory that good incentives are a good idea, Jostens, the school-ring compa-

### WHERE CORPORATE CONTRIBUTIONS GO\*

Preschool .....	14%
Elementary school .....	27%
Junior high school .....	32%
High school .....	58%
Vocational school .....	38%
College .....	81%
Graduate school .....	52%

\*Figures do not add to 100% as companies were allowed to choose more than one answer.

### HOW INVOLVED IS TOP MANAGEMENT?

Very involved .....	32%
Fairly involved .....	38%
Not too involved .....	25%
Not at all involved .....	5%

ny in Minneapolis, designed an innovative reward system two years ago for junior high and high school students. Called the Renaissance Program, it encourages students to get high grades in exchange for such perks as reserved parking or exemption from final exams. By September the program will be in effect in 1,000 schools nationwide. Elsewhere, pharmaceutical companies such as Upjohn and Merck are loaning out scientists or opening their corporate labs to teachers for science research projects.

### HAS CORPORATE INVOLVEMENT MADE ANY DIFFERENCE?

Big difference .....	6%
Fair amount of difference .....	33%
Not much difference .....	48%
No difference .....	7%
No answer .....	6%

Companies are beginning to look at educational contributions the way they've traditionally regarded research and development costs—as long-term investments. Though 55% of the respondents to this year's FORTUNE poll believe that their educational efforts have made little, if any, impact so far, that number was 75% in the 1989 survey. As in business, companies should look at—and learn from—both the successful programs and those that are not working as well. Top managers should also realize that many, perhaps even most, of their investments in the schools may ultimately pay off. Says Albert Shanker, president of the American Federation of Teachers: "We have hundreds of people struggling to find the same answers. We need a system of sharing and communication." With that in mind, FORTUNE presents the following list.

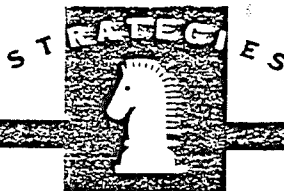


# WHERE THE MONEY IS GOING

COMPANY location	ANNUAL CONTRIBUTIONS TO EDUCATION	PROGRAM HIGHLIGHTS
<b>ALLIED-SIGNAL</b> Morristown, New Jersey 201-455-5876	\$\$\$\$	<b>High school partnerships, summer internships for teachers.</b> Improving science and math skills is top priority at Allied-Signal. The corporate foundation gives grants nationwide; on the local level, it offers summer internships to science teachers through a New Jersey consortium.
<b>AMAX</b> New York City 303-234-9020	\$\$\$	<b>Teaching fellowships, student scholarships.</b> In the mountains in Colorado, where Amax subsidiary Climax Molybdenum operates, rural students and teachers have benefited from Climax's interest. Among the many programs: a summer teacher fellowship (\$1,000 each to up to 20 recipients) and a doctoral fellowship to train future administrators for rural schools.
<b>AMERICAN EXPRESS</b> New York City 212-640-5660	\$\$\$\$	<b>Academies.</b> In 1982, American Express launched an innovative Academy of Finance at John Dewey High School in Brooklyn. Designed to prepare urban juniors and seniors for careers through a combination of classroom experience and on-the-job training, the program proved a runaway success. Today several corporations sponsor 35 finance academies across the country. American Express set up an independent National Academy Foundation last year to bring the concept to other industries and to expand such programs worldwide.
<b>AMERICAN TELEPHONE &amp; TELEGRAPH</b> New York City 212-605-6008	\$\$\$\$\$	<b>School reform.</b> AT&T may be a long-distance carrier, but it hasn't lost the local connection. In those cities where AT&T has a major facility, Ma Bell has established an Urban Schools Initiative that focuses on curriculum reform and student achievement. In Phoenix, for example, the foundation sponsors the Hispanic Mother-Daughter program, which selects disadvantaged but potentially successful eighth-grade girls and lets them—and their mothers—visit Arizona State University throughout the school year to see what college is like.
<b>AMOCO</b> Chicago 312-856-5111	\$\$\$\$\$	<b>School reform.</b> Amoco believes in questioning the basics. It is a primary sponsor of the University of Chicago School Mathematics Project, an effort to develop a completely new math curriculum, with materials for students and teachers in grades K-12. The company is also a supporter of the Principal's Scholars program, which prepares minority or disadvantaged students for college studies in business, math, and science.
<b>APPLE COMPUTER</b> Cupertino, California 408-974-2042	\$\$\$\$\$	<b>Technology.</b> Updating that great American tradition of bringing apples to schools, Apple Computer is providing classroom computers nationwide for low-income, minority, and disabled students and to girls studying math and science. It also donates computers to its own Apple Classroom of Tomorrow, a project in five selected schools in various states that is studying the effect of new technology on both teachers and students.
<b>ASHLAND OIL</b> Russell, Kentucky 606-329-3333	\$\$\$\$\$	<b>Dropout prevention.</b> With the average American 13-year-old watching over three hours of television a day, Ashland decided the best way to reach kids was through the flickering screen. Since 1983 the company has run a series of tough-talking TV spots in its Kentucky-West Virginia region encouraging kids to stay in school.
<b>ATLANTIC RICHFIELD</b> Los Angeles 213-486-3511	\$\$\$\$	<b>Student achievement.</b> When the Bolivian-born math teacher Jaime Escalante proved that Hispanic students in East Los Angeles could excel on an advanced placement examination in calculus, Arco took notice. The result: <i>Stand and Deliver</i> , the major motion picture that told his story and that was underwritten by the company. The Arco Foundation continues to support his efforts through a three-year, \$150,000 gift to East Los Angeles College, where Escalante directs a summer program that prepares minority high school students for AP exams in calculus and other subjects.
<b>BALTIMORE GAS &amp; ELECTRIC</b> Baltimore 301-234-5631	\$\$\$\$	<b>School partnerships.</b> BG&E has been blitzing students, parents, and teachers with school reform ideas since 1976. Today employee-mentors coach students in classrooms, workshops teach parents how to support their children's education, and classes help train teachers in good management techniques.
<b>BELL ATLANTIC</b> Philadelphia 703-974-8826	\$\$\$\$	<b>Teacher development.</b> Take one teacher, add bold new ideas, and presto: You've got a chemical reaction sure to enliven education. Through a three-year, \$750,000 grant awarded by the Bell Atlantic Charitable Foundation, the company has joined with the American Association for the Advancement of Science (AAAS) to sponsor a two-week summer skills-enrichment program for some 40 teachers from the Middle Atlantic region.

\$ Under \$100,000   
 \$\$ \$100,000—\$499,999   
 \$\$\$ \$500,000—\$999,999   
 \$\$\$\$ \$1 million—\$4,999,999   
 \$\$\$\$\$ \$5 million or more

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COMPANY location	ANNUAL CONTRIBUTIONS TO EDUCATION	PROGRAM HIGHLIGHTS
<b>BELLSOUTH</b> Atlanta 404-249-2390	\$\$\$\$	<b>Adopt-a-school, teacher grants.</b> BellSouth has built a direct hookup to the future through its subsidiaries, which have adopted more than 100 schools. In addition to encouraging regular involvement of employees as mentors, the company awards mini-grants to schools or individual teachers to fund innovative projects.
<b>BOEING</b> Seattle 206-655-1035	\$\$\$\$\$	<b>Partnerships with schools, teacher grants.</b> Boeing is so serious about the need for a qualified future work force that it assigns company representatives, called education managers, to local schools and school districts where the company has operations. The managers put together partnerships, ranging from individual tutoring to systemwide improvements. Boeing also invites teachers to participate in company management classes.
<b>BURGER KING</b> Miami, Florida 305-378-7096	\$\$\$\$	<b>Academies.</b> Burger King knows how to get kids' attention. Last fall, in partnership with the Justice Department and Cities in Schools, a national dropout prevention organization, the company established the Burger King Academy program for high school students. Each of the six academies—in Philadelphia, Miami, West Palm Beach, San Antonio, Sacramento, and Long Beach, California—works with up to 125 students, encouraging them to graduate.
<b>CAPITAL CITIES/ABC</b> New York City 212-456-7125	\$\$\$\$\$	<b>Literacy.</b> Cap Cities/ABC is using a powerful weapon in the fight to make literacy alluring: TV stars. The company has teamed with the Public Broadcasting Service to produce Project Literacy U.S., or PLUS. The program features famous faces on the ABC network lauding the joys of reading.
<b>CENTERIOR ENERGY</b> Independence, Ohio 216-447-3232	\$\$\$\$	<b>Teacher development.</b> Centerior Energy believes as much in building mental pipelines as gas ones. Through its Educational Services Program, the company attempts to add sizzle to science education by underwriting teacher workshops, sponsoring classroom energy projects, and supplying education consultants.
<b>CENTRAL FIDELITY BANKS</b> Richmond 804-782-4000	\$	<b>Adopt-a-school.</b> On the theory that it is never too soon to know about money, Central Fidelity has opened a minibank in an adopted school, Chimborazo Elementary in Richmond, where students open an account with \$25 and make transactions monthly. Most of the accumulated savings are used toward class field trips.
<b>CHAMPION INTERNATIONAL</b> Stamford, Connecticut 203-358-7000	\$\$\$\$	<b>School reform.</b> Champion has given the public school system of Stamford, Conn., \$2 million toward restructuring local middle schools. Plans include creating a math and science magnet school, to open in 1991, and providing more individual attention for students, thanks to added advisers and teachers.
<b>CHASE MANHATTAN CORP.</b> New York City 212-552-9221	\$\$\$\$	<b>Teacher development.</b> Chase's chief concern is bad writing. By 1993 the company will have contributed \$735,000 to fund the Chase/Lehman College Writing and Learning Project. Some 250 teachers in all disciplines are chosen from five New York City junior high schools and trained at a four-week summer program; the idea is to encourage writing in all subjects, including mathematics.
<b>CHEVRON</b> San Francisco 415-894-3800	\$\$\$\$\$	<b>Student achievement.</b> If special enrichment programs work for high achievers, why not try them on students struggling to learn? That's the idea behind Chevron's \$1.5 million, three-year grant to the Stanford University Accelerated Schools program. Operating in 39 schools nationwide, the program targets "at risk" children who live in poverty, come from single-parent families, or have limited English skills. Instead of emphasizing remedial work, the program aims to propel them far beyond minimum requirements so that they "catch up" by sixth grade.
<b>CHRYSLER</b> Highland Park, Michigan 813-956-2726	\$\$\$\$\$	<b>Literacy.</b> Not everyone who drives can read a road map—or the simplest instructions. Chrysler hopes to remedy that by building literacy skills early on. Through the Reading Is Fundamental organization, the company has designed a literacy motivation program for first-graders in all cities where plants are located.
<b>CIGNA</b> Philadelphia 215-523-2583	\$\$\$\$	<b>School partnerships.</b> In the spirit of neighborliness, Cigna has made a three-year, \$1.5 million commitment to assist five interrelated Philadelphia schools. The components in the model program include professional training for teachers and educators, as well as new teaching aids and equipment. Cigna has pledged to hire up to 20 graduates annually.



# Here's how business can help education

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**T**here is a significant new dimension to the collaboration of schools and private business in the United States today.

It's a refinement of the generations-old practice of school districts and businesses serving local communities by working closely together to generate public support for "yes" votes in school bond or tax elections, buy uniforms for school bands, or send the high school choirs or debating teams to regional competitions.

This new dimension is the insistence of big business leadership at the state and national levels to work on those broad, conceptual education

issues that have a state and nationwide nature.

It began in the capitals and business centers of states and gradually—over the past decade or so—spread to Washington, D.C., and the nation's business and finance centers.

It has come to fruition as one of the ricochet effects of our coast-to-coast focus on education that gave birth to the six national goals of education identified by President George Bush and our governors earlier this year.

Our nation's business leaders are now hip-deep in the national effort to reform the schools. Their recent entrance on the scene is welcomed enthusiastically by school board members and superintendents across the country.

Indeed, school people greet these national business leaders in the same warm and cordial manner as they did their business counterparts in the local communities through the decades. The newly found interest of business in schooling illustrates the truth of the assertion that the United States will survive and prosper as a nation—and not as a loose collection of states—in an increasingly interdependent world economy.

School board members—many of whom are in business themselves—have great expectations for heightened participation by national business leaders in education reform.

School people ask America's business leaders—who have come together nationally in an informal coalition they call the nation's "Business

Roundtable," headquartered in New York City—to live up to the noble aims of the first "roundtable" attributed to legendary English King Arthur. And school folk have lots of advice on how the Business Roundtable's knights in these latter days can "go about the land doing good" for education.

School boards, composed mostly of locally elected lay governors of public elementary and secondary education in the 15,350 local community school districts in the United States, identify easily with their fellow citizens in business, labor, and taxpayer associations and with concerned parents and all others whose interest in education is oriented to the commonweal and not focused on their own private interests.

Thus, school boards—working through their state and national associations—are natural allies with state and national business roundtables in the state capitals and Washington, D.C.

Here are seven specific ways I believe leaders of the nation's Business Roundtable can help school boards:

**(1) Encourage local business leaders to serve on local public school boards.** School boards are part of the historic American democratic institution of free representative, participatory, and accountable governance of the public schools. They are the essence of local community determination of education policy and are unique to North America.

The rest of the world is endeavoring to decentralize control of education, from the state to the local levels, but the United States (and Canada) have had local control and accountability of the schools from the beginning.

The quality of local school board performance, as is the case with any human institution, depends on the quality of its policymakers—the people who serve on school boards in local communities.

The biggest contribution the nation's Business Roundtable could make to enduring education reform is by establishing local committees in our nation's local school districts to encourage, endorse, and assist worthy school board candidates.

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# School/business collaboration: a new dimension

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From Shannon, p. 2

**(2) Support sensible public investment in public elementary and secondary education.** One of the most damaging shibboleths to hammer education in the past decade has been this assertion: "You can't solve education's problem by throwing money at it!"

The inference drawn from this nonsense—that all money for education is foolishly wasted—has hurt the case for making reasonable investments in education that are commensurate with the expected results and consonant with the benefits to be produced for our society by improved schooling.

The reality is that no prudent person tells the Defense Department, housing advocates, law enforcement agencies, health officials, or highway builders—all of whom also depend on public money to provide critical government services—the pollyannaish tripe that "More money won't matter; just reorganize and change your modus operandi, and all will be well."

The brutal fact is that education is an expensive investment. Classrooms need more sophisticated technology, and education is labor intensive—about 85 percent of any school district's budget goes for employee pay and benefits.

By shifting attention away from the fact that education takes money is as unbusinesslike as deferring indefinitely needed roof repair for a warehouse loaded with next fall's fashionable garments.

Business leaders need to understand the case for more funding of the schools and become preeminent advocates for a sensible investment in education. President Thomas Jefferson—an early local school board member whose interest in education is part of American legend—identified tax support of education as an important public obligation.

The extent of that support—as in virtually every other public activity—will determine its ultimate effectiveness when governed by good and true people.

**(3) Support development of accurate and credible education performance measurements.** Business has the cleanest performance and evaluation method extant: the "bottom line" of the balance sheet and the profit and loss statement, expressed in dollars. Nobody argues with its validity.

Unfortunately, no similar, universally credible, accurate, and objective proof of performance is available in education. Educators everywhere call for more reliable student performance assessment and evaluation instruments and techniques.

Progress in this regard is being made on a national basis by the National Assessment of Educational Progress (NAEP), headquartered in the offices of the Educational Testing Service in Princeton, N.J. NAEP is experimenting with new approaches, but international comparisons are languishing.

The nation's Business Roundtable could provide a real service by insisting on more progress in both national and international education assessment and evaluation as well as by selectively funding efforts to design acceptable approaches to academic performance measurement.

**(4) Understand pedagogy and its contributions to sound education.** Pedagogy is a credible and legitimate discipline. As the study of how children learn under an almost endless list of conditions and in every imaginable circumstance, its research frontiers constantly are being pushed outward.

One truth stands out above all: It takes a lot more to teach a child well than simple mastery of the subject matter. And this rubric is gaining in urgency as the student population becomes more diverse racially, ethnically, culturally, and linguistically.

Business leaders can insist that the normal centers for education research—colleges and universities—should be of practical help to school boards and educators in successfully teaching the changing population of the nation's schools. Business leaders could even fund chairs for such practical research.

Business leaders—like the knights of King Arthur's Roundtable—should take on only the big fights. They steadfastly should resist the temptation to meddle in pedagogy or curriculum, just as they would, for example, shy

away from telling medical doctors how to prescribe for the sick during epidemics or platoon leaders how to engage the enemy in times of national peril.

Influencing the setting of education goals is, of course, a legitimate interest of business. How to achieve those goals through specific pedagogy or curriculum is not.

When business leaders rush into pedagogy and curriculum, they illustrate only that, in such matters, reasonable opinion may differ. They blunt their real contribution, which is anchored in the things they know and do best.

An example is the dichotomy of two recognized business gurus who hold polar opinions.

Peter Drucker preaches "competition" and how it should be intertwined everywhere in schools. W. Edwards Deming says that's all wrong; "cooperation" is what should be infused into schooling.

**(5) Understand the human dynamics inherent in educating children.** No public activity has a larger, more volatile emotional dimension than educating children. This translates into complex political activity to secure control over the schooling process. There's nothing sinister about that. It's just part of the human condition.

What parent doesn't want his or her child to receive all A's, be saved from suspension or expulsion for bad conduct, or be grounded in the parent's values?

What taxpayer who has no child in school would not want to shift responsibility for paying the school tax to someone else? What shall we do about people with special interests who want to dictate the curriculum? How about those with narrow agendas who want the schools to focus mainly on their pet ideas? And what about school employee unions that want to protect their members by the

best way possible—through controlling the schools?

This is merely a short litany of all the possible issues that are commonplace at school board meetings across our land. The point is twofold:

- Understand that the governance of schools is never a placid activity, especially when society is changing. Governance decisions are lightning rods of controversy. And in a healthy democracy, it always will be thus.

- Be hesitant to fault school boards as they attempt to resolve the naturally occurring and naturally tough problems in school governance.

An understanding of the human dynamics undergirding school decision making by school boards, administrators, and teachers will enhance the judgments that business leaders make. And ensuring that the best people in each community serve on the school board is a key factor.

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(6) Look at the "big picture"—because the schools cannot do the job that needs to be done. Children present themselves at schoolhouse doors from all circumstances of life. During the entirety of their school years, children are in class less than half of their waking hours, five days a week, about nine months a year.

It's self evident that what happens when boys and girls are not in school must have an important impact, not only on how ready and capable of solid learning they are but also on what kinds of people they will become. The entire

community, in a holistic approach to children, must be involved in the job of education.

Business leaders can be in the forefront of this effort by insisting that the community provide—to mention but a few examples—enriching recreational programs after school and on weekends, libraries with volunteers available to help young people, safe and drug-free neighborhoods, decent nutrition for poor children that befits the best-fed nation in the history of the world, and adequate medical care.

(7) Encourage businesses to provide a work environment in which parental involvement with the schools is feasible. The realities of our changing work force—with more mothers of school-age children employed full time and a higher divorce rate resulting in more single-parent families—require more flexibility in job schedules.

Schools need the close cooperation of parents, who should not have to fear being fired, because occasionally they need to counsel with school people during school hours about their children.

If the nation's Business Roundtable could integrate these seven initiatives into its strategies for helping the nation to implement the national education goals agreed to by President Bush and the governors, the results would be an enduring contribution to education reform throughout the United States. And that would be good news for our nation's future.



Wichita's economic and cultural future depends in large measure upon the students in our schools today.

### The Partnerships

Partnerships improve public education through the direct hands-on involvement of businesses and other interested organizations in special relationships with one or more schools.

Each partnership functions independently. Its activities can be as flexible and creative as individual partners develop programs which suit their needs and interests. Emphasis is on direct interaction and involvement.

### The Partners

Any organization interested in improving the quality of public education by sharing its expertise and/or resources with Wichita schools is eligible to participate: businesses, colleges and universities, professional, civic, and community organizations—all have valuable resources that can enhance public education.

### Students Benefit:

- enriched curricular opportunities
- increased awareness of career options
- identification with successful role models
- access to current technological information and equipment
- improved motivation and self-image

### Businesses Benefit:

- a school system more responsive to the concerns of business and community
- an opportunity for corporate employees to become involved with the education of students in their own neighborhoods and schools
- an investment in tomorrow's leaders, employees, and consumers
- an opportunity to influence students' career decisions
- a realistic understanding of public education's role and needs

Please contact me:

name \_\_\_\_\_  
organization \_\_\_\_\_  
address \_\_\_\_\_  
city, zip \_\_\_\_\_  
phone \_\_\_\_\_

I would like more information about:

- classroom presentations
- visits and tours of work sites
- tutoring
- mentorships and internships

incentives and awards

professional development for staff

other

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Wichita Public Schools  
Wichita, Kansas

# the partnerships PROGRAM



## The First Step

Contact:

**Terry Boswell, Supervisor**  
**Partnership Services**  
Wichita Public Schools  
217 N. Water  
Wichita, KS 67202  
(316) 833-4130

## The Next Step

A meeting will be scheduled to discuss your interest and options and to review programs or schools seeking a partner. You will have the opportunity to meet with a variety of school personnel to learn more about specific potential partners. Commitments may be open-ended or optionally renewed at the close of each school year. Assistance in establishing new programs is always available.

## The Right Step

Partnerships are productive, satisfying, and necessary. Public education is everyone's business!

Partnership Services  
Wichita Public Schools  
217 N. Water  
Wichita, KS 67202

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TESTIMONY BEFORE THE  
SENATE EDUCATION COMMITTEE

SCR 1613

Bernie Koch  
Wichita Area Chamber of Commerce

February 4, 1991

Mr. Chairman, members of the committee, I'm Bernie Koch, Vice President for Government Relations with the Wichita Area Chamber of Commerce, appearing in support of SCR 1613. We believe encouragement of business-education partnerships is important. In fact, we wish there were incentives you could offer to encourage these partnerships.

You might be interested to know that Congress has set up a structure for delivery of incentives to encourage these partnerships. Unfortunately, they were not funded last year in the process of making difficult decisions on the federal budget.

The delivery system comes in the form of grants through the Carl Perkins Act. Our Chamber of Commerce, along with our partnership, the Business Education Success Team, or BEST, worked to provide Senator Kassebaum and her Senate Education Subcommittee staff with information on our programs.

The final version of Carl Perkins sets up grants to business-education-labor partnerships. The language gives priority for grants going to partnerships run through chambers of commerce or similar organizations. It also instructs those making grant decisions to give priority to partnerships which have programs dealing with skill shortages in the work force.

I would suggest that if you would like to pursue this area further, a good resource person would be Susan Hattan, who works for Senator Kassebaum. As ranking minority on the Senate Education Subcommittee, Senator Kassebaum has an office and staff for education issues which is separate from her state office in Washington. Susan Hattan is director of that office and worked extensively on the Carl Perkins Act.

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I'd like to briefly tell you about our commitment to working with education. A few years ago, Wichita and Sedgwick County completely restructured economic development efforts. We have one unified economic development agency, the Wichita-Sedgwick County Partnership for Growth, or WI/SE for short. The Wichita Area Chamber is the managing partner of WI/SE. Other members are the City of Wichita, Sedgwick County, Wichita State University, labor, the Wichita School District, and the 2nd and 3rd class cities of Sedgwick County.

We realized two things in planning our strategy. First, our manufacturing industry, particularly aviation, was telling us that they're running up against a shortage of skilled machine operators. From that, we realized that we don't have mountains, oceans or other vast natural resources that drive our economy. We live and die by the quality of our work force. That drove us to education and training and the formation of our business-education partnership. A stronger alliance between education and industry is one of our seven economic development objectives.

If there's one central thought I'd like to leave with you about this subject, it's that business-education partnerships are a two-way street. Business cannot dictate to education. We can't be telling professional educators how to do their jobs. We can tell them our needs and work to implement changes that meet those needs in the most effective way possible.

On the flip side of the coin, some educators just want business to write a check and get out of the way. It doesn't work that way either. I think we all must remember that the key word to describe these relationships is partnerships, and it's a very appropriate word.

Thank you for the opportunity to testify.

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BUSINESS EDUCATION SUCCESS TEAM (BEST)

AN INITIATIVE OF THE WI/SE PARTNERSHIP FOR GROWTH INC.

In March 1987, the Wichita Sedgwick County Long Range Planning Task Force approved a strategic plan for a bold new comprehensive economic development program for Wichita and Sedgwick County. This plan, called "Blueprint 2000," outlined a 7-point action agenda to be implemented over an initial five year period designed to guide the development of stronger economic foundations for Sedgwick County. According to the report published by the LRPTF, the goal of Blueprint 2000 was "to foster job creation, create new wealth, and enhance the overall quality of life in our community".

The initial step toward implementation of the program was the formation of a non-profit, public-private partnership to be responsible for implementing the plan. The Wichita/Sedgwick County Partnership for Growth, Inc. (WI/SE) was formed on July 1, 1987. The 16-member board of directors, representing the various partners, is responsible for setting policy for economic development and funding the programs. The 2 1/2 year old partnership between the City of Wichita, Sedgwick County, The Wichita Area Chamber of Commerce, Wichita State University, the Wichita Public Schools, the Sedgwick County Rural Mayors Association (ALARM), organized labor and business at-large has demonstrated significant gains as reflected in the 1989 annual report.

Blueprint 2000 outlines seven programs that are to serve as a cornerstone on which to base new initiatives and actions necessary to create a local economy suited to today's global economic realities. The 7-point plan is designed to address the following needs:

1. focused economic development policy,
2. enhanced quality of life through downtown development,
3. an upbeat, positive community image,
4. transportation improvements,
5. higher payoff from the area's technology base,
6. stronger alliances between education and industry, and
7. improved financial and information support to small business.

It was in response to need number six, "stronger alliances between education and industry", that the Business Education Success Team (BEST) was created.

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## BEST

Following a year of planning, BEST was officially announced in September 1988. BEST's initial charge was to enhance the K-12 educational system to improve our citizens' work force readiness and life skills. A compact, signed by the current members of the WI/SE board of directors and the superintendents from the ten unified school districts in Sedgwick County challenged the community to "ensure that every student has the opportunity to learn to his or her fullest potential and to become a lifelong learner, prepared to meet the 21st century". In addition, it called upon the business community to "commit (their) human and financial resources in direct support of area students and teachers".

Since the signing of the compact a mission statement and three goals have been developed. They are:

MISSION STATEMENT: The mission of BEST is to contribute to the health and growth of the community by improving the quality and supply of human resources through collaborative efforts of business and education.

GOAL I: To improve work force readiness and life skills through the enhancement of educational systems in Wichita/Sedgwick County on behalf of all students regardless of race, sex or socio-economic status.

GOAL II: To provide all students without regard to race, sex or socio-economic status an educational environment that is conducive to learning and allows them to meet the increasingly complex demands of the future.

GOAL III: To improve those elements of the environment that impact education and work force readiness on behalf of all students regardless of race, sex or socio-economic status.

BEST is governed by a 21-member executive committee consisting of representatives from business, teachers' unions, school administration, higher education, government, and community organizations. A 95-member advisory council comprised of business, educators, and community leaders serves as the eyes and ears of BEST as well as working on BEST's numerous task forces and committees. In addition to these two significant groups, BEST's programs are being implemented by about 400 volunteers.

With a target audience of Sedgwick County, BEST's programs are open to approximately 65,000 students in grades K-12 and 4,500 educators employed by the ten public school districts and the Catholic Diocese. A major challenge of BEST is to facilitate networking between these districts and to encourage cooperation. This is being accomplished through monthly meetings with all of the public school superintendents and has led to new levels of communication and cooperation. A more recent development is regularly scheduled meetings involving the superintendents, business community representatives and the presidents of the ten public boards of education.

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As a direct result of this networking, the public school superintendents are sharing information and staff expertise, and are discussing other opportunities for collaboration.

This level of cooperation played a major role in enabling BEST to develop a county-wide business/education action plan for school reform. The initial step in reaching a consensus on an action plan occurred when BEST acted as the catalyst for the development of a position relative to work place needs and education by the Wichita Area Chamber of Commerce. Through the work of a high level task force of business leaders, The Chamber developed a position statement dealing with the need for the establishment of globally competitive academic standards, strengthening of basic skills, supporting teachers and creating effective partnerships.

In addition, the ten Sedgwick County Superintendents wrote a unified position paper on education reform. Outlined in this position statement are actions involving accountability, outcomes based education, staffing, finance, restructuring, and governance. The superintendents have agreed to work as a cohesive group in the carrying out of their educational reform proposal.

The remaining segment to be involved in this process was the community. BEST, in response to a request from USD 259, joined with The Wichita Eagle and USD 259 in sponsoring a county-wide conference on education. Education Agenda for the 21st Century was held on May 4-5, 1990 with approximately 200 individuals representing a true cross section of our community in attendance. The two days were spent listening to national speakers and discussing what we need to do as a community to prepare our youth to enter the 21st century.

The final step, in the process of developing an action plan, was to pull together the conference report, The Chamber's position paper and the superintendent's position paper into one all encompassing plan. This was done and in November 1990 the BEST executive committee adopted the Business/Education Action Plan. Briefly, the plan calls for the initiation of a public awareness campaign, designing of corporate policies in support of education, defining expectations for students, influencing legislative actions, adopting an outcomes based evaluation system and developing an evaluation and reward system that recognizes achievement of expectations.

Prior to becoming involved in education reform, BEST developed and implemented several programs affecting the 65,000 students and 4,500 educators in Wichita and Sedgwick County. Following is a list of these programs with a brief description.

TEACHER SUMMER HIRE: This six week teacher intern program is designed to provide teachers a "hands on" experience inside one of our local employers. Selected teachers spend their time interacting with employees within a company and learning the skill requirements for a variety of jobs. In addition, teachers share their expertise by taking on and completing a specific assignment, ie: developing an in-house literacy program, teaching employees methods to improve their writing skills, and developing and carrying out workshops for an employer. To date approximately 50 teachers and 12 employers have been involved in Teacher Summer Hire.

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GROW YOUR OWN TEACHERS: This program is designed to combat the shortage of ethnic minority teachers in our schools. Graduating high school minority students that are interested in pursuing a career in teaching are identified and interviewed for possible participation in GYOT. Upon their selection, they receive an annual scholarship of \$1,500. Participating institutions of higher education: WSU, Friends and Kansas Newman, provide additional financial assistance to cover books, fees, and, in the case of Friends and Newman, tuition. In addition, GYOT students participate in a comprehensive support program which includes mentors and several seminars and group meetings. The students, upon graduation, are required to teach school within Wichita or Sedgwick County for a reciprocal number of years.

FUTURES FAIR: In cooperation with USD 259, the Sedgwick County Schools, and KACRAO (Kansas Association of College Registrar and Admissions Officers) BEST sponsors the annual Futures Fair. The purpose of this program is to provide high school students the opportunity to explore a variety of job opportunities and their skill requirements along with a wide range of post-secondary education and training opportunities. Held at Century II, Wichita's Convention Center, Futures Fair attracts over 125 institutions, approximately 4,000 students, and beginning in 1990, numerous area employers.

CONNECTION 2000: A relatively new initiative, Connection 2000 is designed to provide area educators with up to date information on local employment trends, work force skills, and general career awareness information. The first Connection 2000 event was a day long conference involving teams from area high schools and representatives from business and industry. The high school teams consisted of an administrator, a teacher, a counselor and a student. The day was spent in listening to a variety of speakers with the majority of the time spent in dialogue between the participants. Additional Connection 2000 events are being planned.

CLASS OF THE YEAR 2000: In 1988 the members of the graduating class of the year 2000 entered the first grade. BEST adopted this class and since that time has done a variety of things to draw the class to the attention of the community. We began by participating in the '89 Sundown Parade, followed by the development and distribution of a teaching unit to all second grade teachers targeting a comparison study of the past, present and future. This culminated in an official class of the year 2000 button contest with the winner's class treated to an all day field trip. Our current project is the creation of a class of the year 2000 collage.

SUMMER JOBS FOR TEENS: SJFT is designed to provide youth ages 15-18 with summer employment. Last year approximately 300 youth were provided jobs through this program.

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SHADOW DAY: An annual event, Shadow Day was developed to provide high school students the opportunity to spend a day shadowing an individual that is employed in a career that is of interest to the student. As a pilot project during the '89-90 school year, the program involved approximately 120 youth and 75 businesses. It is our intent to expand the program in the Spring of '91 to 700 high students and 350 businesses.

MATH COACHES: Modeled after a program implemented by the Boeing Company and SAMS (Society for the Advancement of Math and Science), math coaches utilizes volunteers from business and industry in elementary classrooms as math tutors. During the spring of '91 math coaches will be placed in a minimum of 10 elementary schools in Wichita, Derby, Haysville and Valley Center.

COMMUNITY RESOURCE DATA BANK: Designed with teachers' schedules in mind, CRDB provides access to over 400 speakers and 1000 topics to classroom teachers, counselors, librarians and principals. All educators have to do is call one phone number and enter their requests for a community speaker. The CRDB office then secures the speaker and coordinates all details. The program was implemented in January '90. Since that date over 800 speakers have been placed in schools through the data bank.

In addition to the above programs, BEST played a major role in facilitating the initiation of the Cities In Schools program in the Wichita Public Schools. CIS is a nationally recognized program that unites community resources in support of at-risk students and their families. Besides serving as one of three catalysts (United Way of the Plains and USD 259 were the other two) BEST staff serves on the CIS board of directors and is providing substantial financial support to the program.

Lionel Alford, chair-BEST executive committee, member WI/SE board of directors and retired senior vice president of The Boeing Company, states our philosophy in simple terms with the following proverb:

If you are planning for a year - plant rice.  
If you are planning for a decade - plant a tree.  
If you are planning for a lifetime - educate a young person.

This is what Wichita and Sedgwick County are, through BEST, working to achieve.

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Adopted  
November 14, 1990

## BUSINESS/EDUCATION ACTION PLAN

The BEST executive committee proposes that the following must occur if we are to achieve a high quality education system in Wichita and Sedgwick County.

### I. Community Support

- A. Initiate a comprehensive 3-part public awareness campaign targeting parents, students, workers and community. The purpose of the campaign would be to: 1) build support for quality education and those people who are responsible for it; 2) enlighten the public of the changing world (including population, workplace and global economics) and, consequently, the necessity for change in our education system; and 3) outline desired expectations for the education system.

Timeline: Initiate 1991

Who: The Chamber, school districts, media, teachers

1. Organize one or more public events for the purpose of communicating educational goals and proposed actions to achieve these goals. Target boards of education, parents, school districts' staffs, business/industry and community-at-large.

Timeline: Fall 1991

Who: BEST, The Chamber, school districts, media

- B. Develop a model for employers that recommends policies relating to supporting education. Encourage adoption of the model by local employers.

Timeline: Appoint task force January 1991

Market model beginning Summer 1991

Who: BEST, school districts, The Chamber, teachers

- C. Mobilize the public through the creation of a coalition to define and attack community conditions that are placing our students at risk.

Timeline: Implement January 1991

Who: The Chamber, BEST, Cities in Schools (CIS), school districts, United Way, City, County

### II. Expectations

- A. Develop a clearly defined set of expectations based on specific basic, workplace and life skills that are required for academic, employment, and social competence. (See IV.A.).

Timeline: Conduct study and develop expectations 1991-92

Who: BEST, school districts, business/industry, teachers

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- B. Develop and implement a process that provides for the ongoing critical analysis of how our students are being served. Specific attention should be given to how the education system serves the different ethnic groups. This should provide an impetus for any changes in our delivery system(s).

Timeline: Design system Spring 1991

Conduct analysis Fall 1991-Spring 1992

Who: BEST, school districts, teachers, Sedgwick County Superintendents (SCS)

- C. Design and implement a system that provides for frequent, in-depth interaction between business/industry and school districts.

Timeline: Design system 1991

Implement 1991

Who: BEST, school districts, SCS

### III. Legislation

Influence legislative action at the state level for necessary changes that would enable school systems to meet expectations

Timeline: Agree on changes - Fall 1990

Begin action - Fall 1990 January 1991

Who: The Chamber, SCS, school districts, teachers

### IV. Assessment

Adopt an outcomes based evaluation system. This should be reflected in periodic criterion referenced tests (testing of specific outcomes), graduate exit examinations, teacher/administrator evaluations and other appropriate assessments. This cannot be attempted until expectations are defined. (See II.A.).

Timeline: Develop testing program and evaluation systems based on expectations 1991, 1992

Who: BEST, SCS, school districts, teachers, business/industry

### V. Accountability

Develop an evaluation and reward system that recognizes achievement of expectations which depends upon an equitable balance between authority and accountability at all levels.

Timeline: Study and design 1991

Who: BEST, SCS, business/industry, teachers

IT IS THE STRONG CONVICTION OF BEST THAT THE SUCCESSFUL ENHANCEMENT OF OUR EDUCATION SYSTEM IS DEPENDENT UPON THE DEVELOPMENT AND COORDINATION OF ALL OF THE ABOVE ACTION STEPS.

This action plan was unanimously adopted by the members of the Business Education Success Team's executive committee on Wednesday, November 14, 1990.

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BUSINESS/EDUCATION  
SUCCESS TEAM

## Information for Math Coaching Businesses and Volunteers

Looking for individuals, groups, and businesses that have an interest in education and in the success of students that would be able to volunteer time in schools to work with small groups of students on math skills.

Business responsibilities would include:

1. promote program to employers, encourage and support employee volunteers,
2. designate an employee as team leader contact person and,
3. when feasible: provide released time and corporate recognition.

Volunteers must be willing to:

1. coordinate with teachers,
2. work in teams of two with a third as an alternate,
3. commit to one hour a week for one semester,
4. participate in a 1-2 hour math coaches training program, and
5. work with a small group (2-3) of students in a school setting.

Schools and teachers will:

1. provide a math coaches coordinator,
2. identify students in need of coaching,
3. provide space and support materials,
4. communicate math skill needs to coaches,
5. enlist parent support, and
6. coordinate with coaches on regular basis.

BEST will:

1. facilitate program,
2. establish guidelines,
3. identify schools and match with coaches, and
4. serve as intermediary between schools, businesses and coaches.

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# B. E. S. C.

## Business Education Success Team

### Compact

Whereas ...

the maintenance of a high quality of life in Wichita and Sedgwick County is dependent upon the mutual growth of economic and educational opportunities, and

Whereas ...

the educational system is being called upon to shoulder increasing responsibility in motivating and in directing youth, and

Whereas ...

the young people who come through our school systems must achieve high competencies to secure and maintain a productive life, and

Whereas ...

business and education, through partnership, can expand human and financial resources brought to bear on these challenges,

Therefore,

be it resolved that the Wichita/Sedgwick County education community shall:

- Ensure that every student has the opportunity to learn to his or her fullest potential and to become a lifelong learner, prepared to meet the 21st century.
- Ensure that teachers and administrators of high quality are employed, retained and recognized by Wichita/Sedgwick County schools.
- Ensure that Wichita/Sedgwick County schools achieve an exemplary status locally, regionally and nationally.
- Ensure that parents of students have the opportunity to play an active, personal role in the educational process.
- Ensure that graduates of Wichita/Sedgwick County schools are fully capable to enter the world of work or to further pursue their educational interests.

Be it further resolved that Wichita/Sedgwick County businesses shall:

- Commit human and financial resources in direct support of area students and teachers.
- Commit technical expertise in support of school administration.
- Commit, wherever possible, utilization of facilities to enhance the learning environment.
- Commit business-based professional development and employment opportunities for staff and students.

We the business and we the education leadership of Wichita/Sedgwick County, Kansas, in partnership with our students and their parents, therefore do agree to apply our common resources to achieve these said objectives in order to ensure a bright future for our individual and collective citizenry.

Affirmed this first day of September, in the year of our Lord one thousand nine hundred and eighty-eight.

In witness of, we subscribe our names,

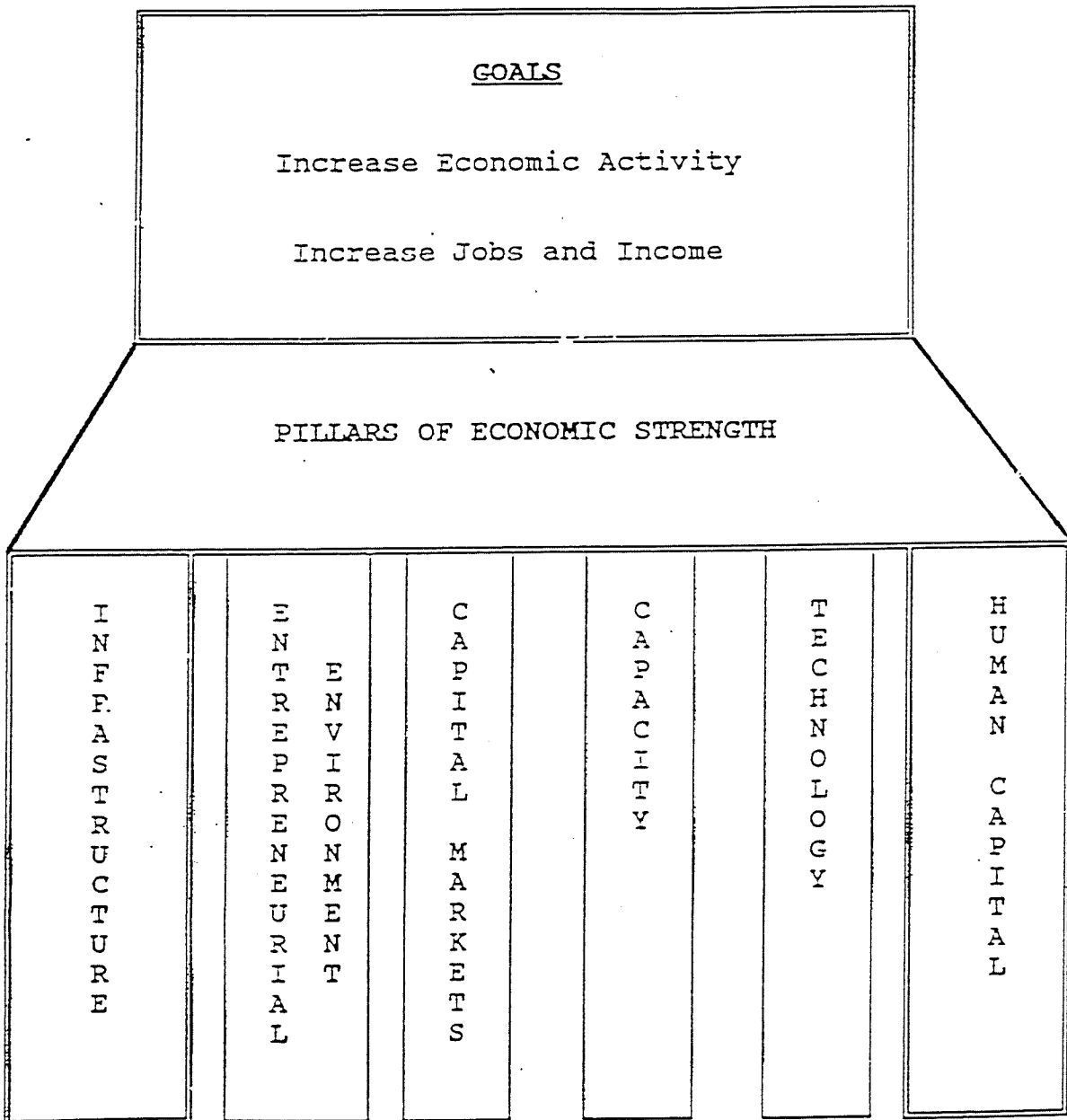
<p><i>Donald Delford</i></p> <p><i>Don O'Leary</i></p> <p><i>Alfred J. Johnson</i></p> <p><i>Ken C. Perry</i></p> <p><i>Pat Ranson</i></p> <p><i>Hald Kitching</i></p> <p><i>Sheldon C. Blum</i></p>	<p><i>Gary L. Rogers</i></p> <p><i>Richard W. Felt</i></p> <p><i>C. S. Unglesong</i></p> <p><i>Robert D. Hill</i></p> <p><i>Ernest W. Meyer</i></p> <p><i>Sheldon Kamen</i></p>	<p><i>John A. Miller</i></p> <p><i>Wayne H. Clark, Ed. D.</i></p> <p><i>Stuart Berger</i></p> <p><i>Walter B. ...</i></p> <p><i>Walter B. ...</i></p>	<p><i>Barbara Mehl</i></p> <p><i>William N. Goughen</i></p> <p><i>Mark ...</i></p> <p><i>Brian D. Johnson</i></p> <p><i>Robert M. ...</i></p>
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An Initiative of the Wichita/Sedgwick County Partnership For Growth.

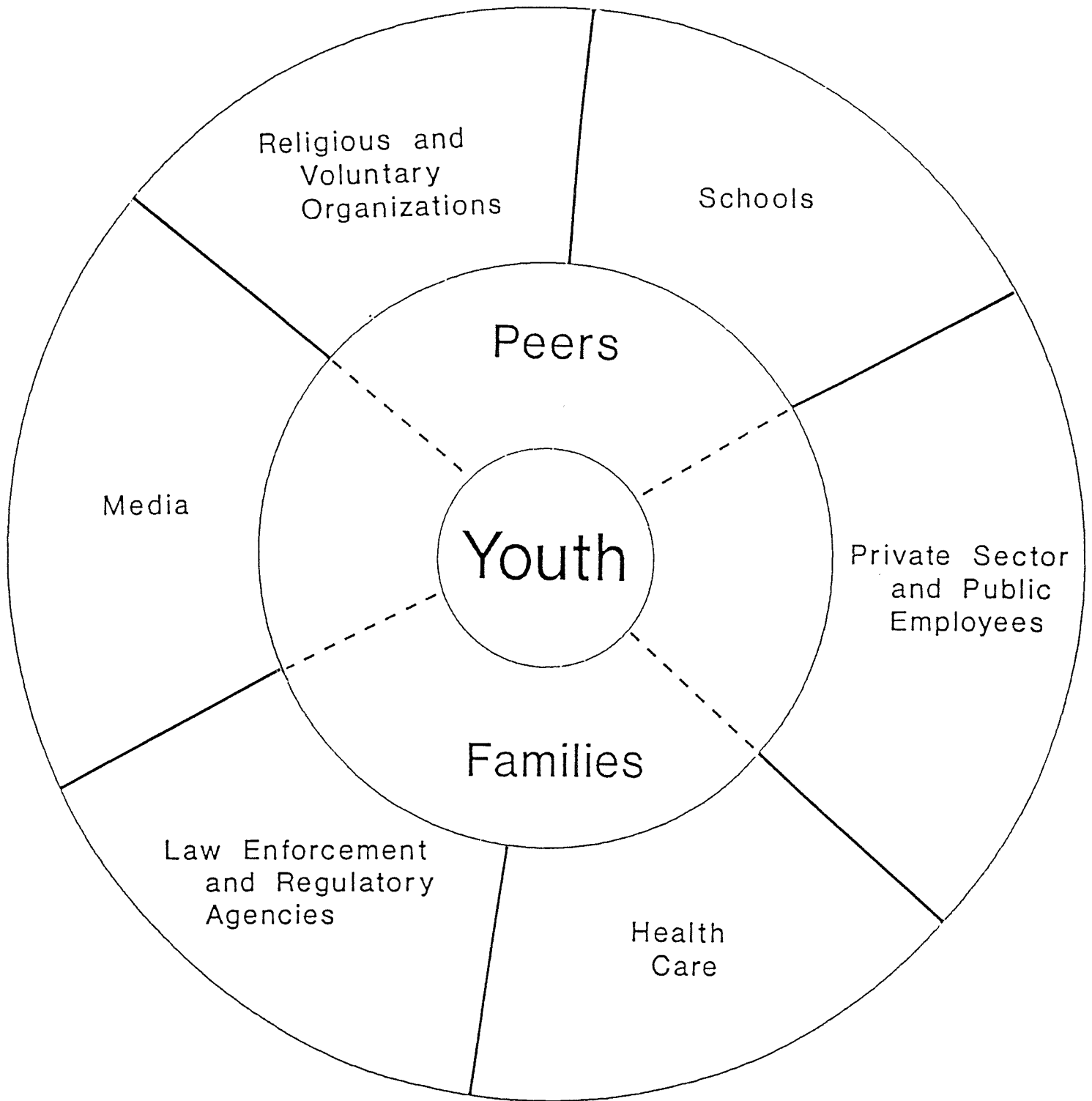
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Economic Development Goals and Pillars of Economic Strength



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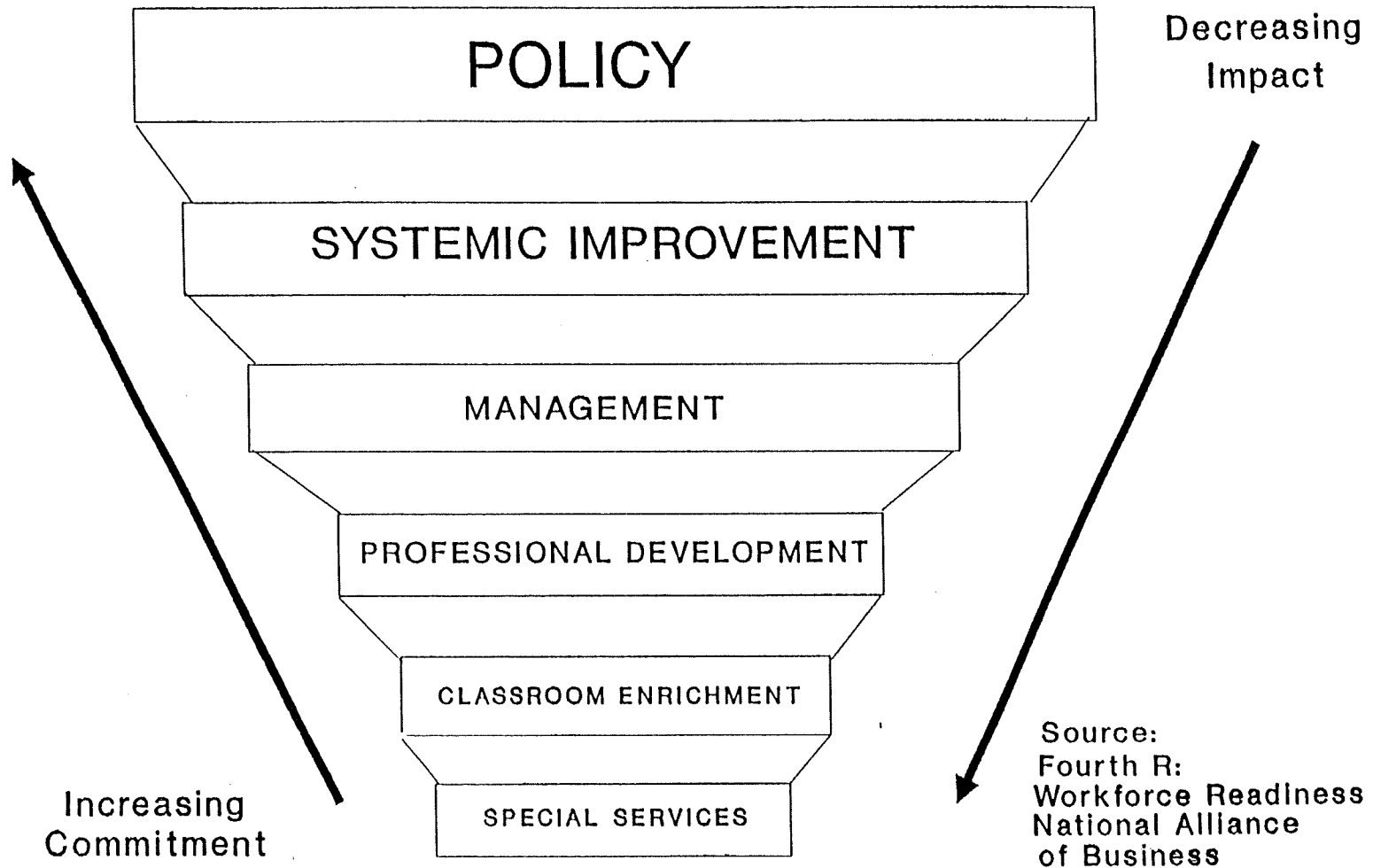




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# MULTILEVEL PARTNERSHIPS



# Business-Education Partnership Matrix

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LEVELS OF PARTNERSHIP	TYPES OF ACTIVITIES	AMOUNT AND TYPE OF RESOURCES	COMMITMENT AND LEADERSHIP OF TOP MANAGEMENT	LOCUS OF ACTIVITY	SCOPE OF INVOLVEMENT AND INVESTMENT
<b>LEVEL 1: POLICY</b>	National or State Legislative Task Force or Lobbying; Political Action Committees; Serving on State Legislatures, State Job Training Coordinating Committees, Private Industry Councils, School Boards, City Councils; Providing Testimony, Speeches, Leadership Meetings; Publishing Policy Statements, Reports; Conducting Broad Public Information Campaigns	Substantial, sustained, long-term financial and executive leadership commitment and support (to ensure follow-through), in amounts usually afforded by the nation's largest corporations and foundations. But committed smaller employers are also essential. Resources must be matched by educational and community resources. Ultimately, implementation of policy changes will require more resources from federal, state and local government and the private sector, or a radically different way of combining and channeling resources.	Requires CEO, highest levels of corporate management, and staff support and involvement, including substantial time investments to serve on policy task forces, governance bodies, provide leadership, speeches, reports, public information	United States Congress; State Legislatures; State Job Training Coordinating Committees; Private Industry Councils; City Councils; School Boards; Professional Business Associations; Business Roundtables; Chambers of Commerce, etc.; Corporate Legislative Offices; Corporate Public Relations Offices.	Broadest scope of involvement and investment to push for education as a priority; legislative changes; coordination of organizations and resources. Requires leadership to take action and to influence/catalyze others. Longest term agenda, 5 years and beyond for follow-through activities. Highest return on investment.
<b>LEVEL 2: SYSTEMIC EDUCATIONAL IMPROVEMENT</b>	Community Compacts, Contracts, Investment Plans, Alliances, Consortia; Activities Implemented by Chambers of Commerce or Other Major Business Organizations or Associations; Development and Dissemination of Publications, Research, Demonstrations, Evaluations; Technical Assistance, Brokering, Networking, Facilitating Roles	Substantial, sustained, long-term investments of financial and executive level resources and support, usually matched equally by the education and community partners. Small businesses can have greatest impact by joining other businesses in working coalitions. Businesses can provide full-time or summer jobs, internships, work-study, or cooperative education opportunities, as leverage to bring about educational improvements	Requires CEO and top management commitment and leadership, as well as follow-through on a long-term basis by executives and employees, to work through the process of establishing relationships, building trust, and developing and implementing long-term plans for institutional change. Commitment required to provide full time or summer jobs, internships, work-study, cooperative education, or vocational exploration.	State Legislatures; State Job Training Coordinating Committees; Private Industry Councils; Industry-Education Councils; Business-Education Alliances; Community Consortia or Compacts; Advisory Committees; City or County councils; City or County governments; Public School Systems; School Boards	Broad scope involvement/investment in planning, implementing and evaluating school improvement efforts. Requires long-term agenda, 3 to 5 years and beyond. Large scale projects requiring broad coalitions, maximum coordination affecting large numbers of youth, combining and channeling resources differently to solve the community's problems.
<b>LEVEL 3: MANAGEMENT</b>	Providing management support and business expertise through Adopt-A-School or others in: Strategic Planning and Goal Setting; Management Information Systems; Personnel Management and Development; Legal, Insurance, Finance, Accounting and Tax Assistance; Organization Development; Performance Standards and Productivity; School Building Management, Physical Plant Improvement; Computer or Equipment Purchasing	Investment/involvement can include a wide range of financial, managerial, and physical equipment and services. Usually, business' employees are actually involved in the development, delivery, and follow-up.	Top management support required. May or may not involve their own personal time and effort. Broad corporate initiative and strong involvement of employees at all levels to share management and business expertise, labor market information, and exposure to the work world.	Local Boards of Education; Public School Systems; Corporate Headquarters or Plant; Outside Training Facilities; Colleges and Universities; Proprietary Schools; Individual Schools.	Requires 1- to 2-year commitment. Activities may be large, medium or small in scale. Partners share in planning, coordinating, implementing and evaluating activities.
<b>LEVEL 4: PROFESSIONAL DEVELOPMENT</b>	Classes, Conferences, Seminars, Workshops, Institutes, Retreats, Inservice Training; Internships or Faculty-Executive Exchanges; Outside Training and Development; Visits to Other Schools, Corporations; Orientations to the Labor Market, World of Work, New Technological Advances; On-site Consultations; Grants for Supplemental Training or Sabbaticals; Temporary Employment of School Professionals in Business; Activities often provided through Adopt-A-School Programs.	Resources that are required may vary within a limited range of human, financial, and physical resources, depending on the size and scope of the activity.	Senior management support required. May or may not involve their own personal time and effort. Line managers, supervisors and staff can participate actively. There is a role for large and small businesses.	Teacher Training Institutions; Colleges and Universities; Teachers' Unions; Professional Associations; Corporate Physical Plants; Individual School Classrooms.	Requires 1-month to 1-year commitment. Activities are generally shorter term, usually small or medium in scale. May be implemented by an individual company with the schools or may be part of a formal program for professional development.
<b>LEVEL 5: CLASSROOM</b>	Role Models, Mentoring, Tutoring of Students; Serving as Teachers, Guest Lecturers; Sponsoring Field Trips, Extracurricular Activities; Providing Career-Specific Materials, Curricula; Providing Remediation or Computer Assisted Instruction; Participating in Adopt-A-School Programs	Varied amounts of staff and resources are required, but the overall investment is generally modest. Large and small businesses are equally likely sources of support in this area	Senior management concurrence may or may not be needed. Employees may undertake these activities individually or collectively. Businesses of all sizes may participate.	Business Offices or Plants; Individual Schools; Individual Classrooms; Individual Students	Generally requires minimal investment or involvement, generally short term in nature, covering one or more semesters, or one or more classes.
<b>LEVEL 6: SPECIAL SERVICES</b>	Awards, Recognition Programs, Scholarships, or Other Incentives; Fund-raising, Hosting Receptions; Donating or Sharing Equipment or Educational Material; Sponsoring Career or Book Fairs; Sponsoring Student Teams, Clubs, Trips or Activities; Providing Financial Support for Specific Projects; Participating in Adopt-A-School Programs	Generally minimal corporate time and financial support are required.	Senior management concurrence may or may not be required. Employees may participate individually or collectively.	Business Offices or Plants; Individual Schools; Individual Classrooms; Individual Students.	Generally one-time, short-term, project-specific activities affecting one school, one class, or one student.

# BEST NEWSLETTER

BUSINESS/EDUCATION SUCCESS TEAM

An initiative of the WI/SE Partnership for Growth, Inc.

V. 2, No. 1 Jan.-Feb., 1991

## 1990: A Year of Growth and Achievement

**T**he mission of the Business Education Success Team is ambitious yet simply stated: to help the community by upgrading the readiness of its work force through cooperative efforts of business and education.

Not a simple task, certainly, but one toward which considerable progress was made during 1990, the second full operating year for BEST.

Following is a review of BEST's accomplishments for the past year, outlined with respect to the three major goals set forth by BEST as the means to achieve its mission.



Summer Jobs For Teens, a program open for young people age 15-19 who are enrolled in school, placed 293 youth during the summer of 1990.

✓ **CONNECTION 2000** — Where do students go when they want information about a career or job source? Often to a favorite teacher or counselor. It made sense, then, to set up a program to ensure that high school staff members have up-to-date information on job skills, jobs in demand, and training requirements. Connection 2000 invited students, administrators, counselors, and teachers to a day-long conference on employment trends and career awareness as part of its continuing series of programs linking business and education.

*Continued on Back Page*

### Goal I

*To improve the readiness and life skills of the work force by enhancing education in Wichita/Sedgwick County on behalf of all students regardless of race, sex, or socio-economic status.*

✓ **TEACHER SUMMER HIRE** — What does a teacher do during the summer? Go to school? Relax? Work? All of these, of course, but economic considerations often place the most emphasis on the latter: a summer job.

The Teacher Summer Hire program seeks to turn that necessary summer job into a truly meaningful experience. By establishing summer intern positions for teachers in the business and professional community, both the community and education are enriched. Teachers return to the classroom with new perspectives for their lesson plans; the business community in turn gains new ideas and programs from some very talented individuals.

Modeled after a program initiated by The Boeing Company in 1988, Teacher Summer Hire in 1990 expanded the number of participating companies from 8 to 13. They included Boeing, Beech, Cessna, Bank IV, Emprise Bank, First National Bank, Rent-A-Center, Wichita Tool, Great Plains Ventures Inc., Pizza Hut, City of Wichita, WI/SE, and St. Francis. More than 20 teachers were involved.

✓ **SUMMER JOBS FOR TEENS** — There's no question what a teenager does during the summer. He or she looks for a summer job — too often with little success.

## The Real Success Story

**P**erhaps the least obvious but most important accomplishment of 1990 was BEST's role in facilitating a growing cooperation and networking among the 10 public school districts (Wichita, Derby, Valley Center, Haysville, Cheney, Clearwater, Renwick, Maize, Mulvane, and Goddard) in Sedgwick County that are represented by BEST.

Monthly meetings with all public school superintendents during the past year have led to new levels of communication. A more recent development is regular meetings involving the superintendents, business community representatives, and presidents of the 10 public boards of education.

As a direct result of this networking, BEST has been able to develop a county-wide business/education action plan for school reform. It encompasses, among other documents, a unified position paper on education reform written this year by the 10 public school superintendents.

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✓ **COMMUNITY RESOURCE DATA BANK** —

When schools and teachers need outside experts to help classroom presentations come alive, the Data Bank is there. Some 600 requests filled during 1990, but with more than 400 speakers on file representing well over 1,000 topics and areas of expertise, there's no end in sight.

✓ **SHADOW DAY** —

What better way for a student to gain insight into the rigors and rewards of a particular career than to "shadow" someone already so employed. Some 75 businesses agreed to participate in this first annual Shadow Day, offering career exploration experiences to 120 students in a host of fields from engineering to literary services to welding.

✓ **MATH COACHES** —

The student affliction known as "math anxiety" received a strong antidote in 1990 with a new tutoring program modeled after a program implemented by Boeing and the Society for the Advancement of Math and Science. Volunteers from business and industry are slated to serve as math tutors in some 18-20 schools in Wichita, Derby, Haysville, and Valley Center. WSU provided graduate assistant and teacher Linda Macy to head the program.

✓ **FUTURES FAIR '90** —

What does the future hold? Area teens want to know, and the Futures Fair '90 provided many answers. More than 4,000 students attended the Fair at Century II, gathering information on post-secondary education, employment opportunities, and required job skills from more than 130 exhibitors, including an increased number of local business participants.

✓ **GROW YOUR OWN TEACHERS** —

A program designed to reduce the shortage of ethnic minority teachers in area classrooms, GYOT expanded during 1990 to encompass 37 students enrolled with scholarship help in teacher training programs at WSU, Friends, and Kansas Newman. This year the first graduate of the program began teaching in USD 259.

*Editor's Note: For more information about any of these programs or activities coordinated through BEST, please contact Connie Dietz, director, at 265-2095.*

**Goal II**

*To provide all students, regardless of race, sex, or socio-economic status, an educational environment that is conducive to learning and that allows them to meet the complex demands of the future.*

✓ **CITIES IN SCHOOLS** — At-risk students, those who are likely to drop out prior to graduation, are a priority concern in any school district. Students who don't graduate often fail to become productive members of the work force because they lack the training and skills to compete for any but the most menial of jobs.

Cities In Schools works to develop partnerships with the public and private sectors that in turn provide services to at-risk youth in the areas of school attendance, literacy, job preparedness, drug and alcohol abuse, pregnancy, suicide, and school violence.

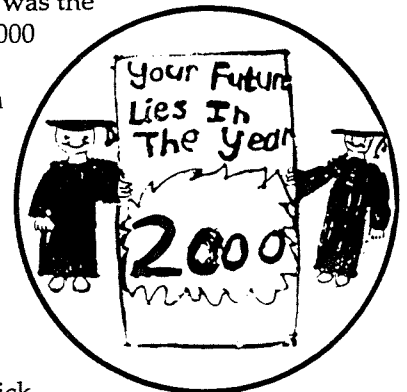
During 1990, a two-year effort in conjunction with the United Way and USD 259 (Wichita) to get CIS activated in the Wichita area culminated in the employment of a director, Judy Frick. Funding has been secured, and Lawrence Elementary selected as the program's pilot school.

**Goal III**

*To improve the overall environment when it has impact on the education and work force readiness of students regardless of race, sex, or socio-economic status.*

✓ **CLASS OF THE YEAR 2000** — In 1988 BEST adopted the members of the graduating class of the year 2000 who were, at the time, just entering first grade. A highlight of the past year was the official class of the year 2000

button contest with the winner's class treated to a field trip. The winning button, shown at right, was designed by Kimberly Crawford, a second grader at McCollum Elementary in Wichita. The buttons, in full color, were distributed to 7,000 second graders in Sedgwick County public and parochial schools.



✓ **EDUCATION AGENDA FOR THE 21st CENTURY** — Co-sponsored with USD 259 and *The Wichita Eagle*, this two-day conference drew 250 participants who explored the issues that must be addressed in Sedgwick County if each resident is to be prepared to meet the 21st century. In addition to local speakers and panelists, the conference featured Willard R. Daggett, New York State Education Dept.; James J. Harvey, one of the principal writers of the landmark "A Nation at Risk" report; and Dale Mann, author and professor at Columbia University.

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# NEWSLETTER

BUSINESS/EDUCATION SUCCESS TEAM

An initiative of the WISE Partnership for Growth, Inc.

Special Edition

## HIGH SKILLS OR LOW WAGES?

by William Kolberg

Just how good are America's new workers? Not good, and getting worse, according to recent studies. The majority of business leaders are not satisfied with the work force and are increasingly concerned about public school education. People entering the work force are not prepared to work, and too many don't even have the skills to learn their jobs.

Employers who do find acceptable employees too often must interview seven or eight applicants to fill one position. In a recent poll conducted by North Coast Behavioral Research, leading personnel officers said this trend has worsened in the past five years--only 36% are satisfied with the new workers they are getting. They also said that many employees who are hired require extensive remedial reading, math and other specialized training to become effective in their jobs. Less than half are even satisfied with the educational training of new employees.

About 75% of the company executives believed our education system has not kept up with the nation's technological growth. In addition, 72% said that skills have declined in the last five years; 65% thought reading skills among new hires have fallen over the same period.

All of this is costing business billions, and an increasing number of business people are awakening to the problem. The *Grant Thornton Manufacturing Climates Study* has for 11 years asked U.S. manufacturers to list their most important factors when considering where to locate a new plant. The survey indicates that education has moved into second place on the list; last year it ranked eighth. Soon, education will be the top priority for a business when opening a new plant--smart workers will be even more important than low wages. The future belongs to those states that marshal their human resources through education and skill training.

America's work force quality crisis means U.S. dollars are being diverted from more productive uses, such as research and development, to remedial reading, remedial mathematics and extra job training. Even more tragic, many companies are accepting the status quo, forced to compete by keeping wages down, instead

of raising skills and productivity. Smaller businesses, in particular, are suffering because they don't have the resources to train and retrain new workers.

That isn't the way to compete in today's world. Better employee productivity, not low wages, is the key to economic success. The U.S. is just barely holding its own compared to overseas competitors, especially the high performance work organizations of West Germany and Japan. If something is not done, our national productivity growth--at a crawl today--will plummet far below more competitive countries. We will become a nation of low skilled, low wage workers.

Meeting the competitive challenge from Europe and Asia requires a better trained work force and companies that are organized to take full advantage of those skills. We need new ways of organizing work that give more responsibility and more incentive to the front-line worker.

We need to attack the problem of declining worker competency on two fronts. First, basic reform of our educational system must meet the goals set by President Bush and the nation's governors last year. We must also reform our attitudes and approaches to preparing our youth for work. Second, employers must be ready to reform and restructure themselves, to prepare for a better-skilled work force. This means investing in training and becoming involved locally with those institutions that provide workers--schools.

This is a national problem that will be solved locally--at the local school district and at the local plant, as well as at the national and state level. Unless everyone--especially local business people--pushes for change, there will never be change. And the United States will be awash in the wake of the third industrial revolution.

Mr. Kolberg is President and CEO of National Alliance of Business in Washington, DC.

## STUDY SHOWS PARENTS ARE WEAK EDUCATION PARTNERS

A little-known study by the U.S. Department of Education holds some disturbing statistics for those educators and corporate partnership practitioners who

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understand the importance of parental involvement in the schools.

A nationwide study of 24,600 eight graders in 1,000 public and private school shows that nearly half the students said they rarely discuss school with their parents. And, a survey of the student's parents reveals that only about half of them have any contact at all with their children's schools.

The *Wall Street Journal* reports that the results of the survey - *National Educational Longitudinal of 1988*, show that parent's aren't getting the message that they should become more involved in their children's education and in their children's schools.

"You can't bring about major reform unless parents are going to be part of it", says Christopher Cross, assistant secretary for Research at the U.S. Department of Education. Cross says in the *Journal* article "You have got to have parents understand that they do make a difference, and you've got to get the teachers and the principals to understand the importance of parental involvement. One of the things that clearly shows (in the survey) is the disengagement of parents from the schools and from their children's performance."

#### NO COMMUNICATION

The survey of eighth graders illustrates the problems that can arise when parents don't pay enough attention to their children's schooling.

Two-thirds of the students said they hoped to graduate from college, yet less than 30% planned to take a college preparatory program in high school. One reason for this mismatch may be that only about half of the students talked to their parents more than three times about planning their high school program, and less than half of the students talked to their teachers about high school courses.

The *Journal* says parental involvement in education has been a victim of changes in American family life. Since 1965 the divorce rate, the ratio of children living in single-parent families and the proportion of married mothers of young children working outside the home have all doubled. As a result, parents have less time and energy to devote to their children's education.

Note: Above article appeared in Partnerships in Education Journal, October 1990.

#### EDUCATION GOVERNANCE ISSUE ON NOVEMBER 6 BALLOT

Appearing on the November 6 ballot is a proposed revision of the governance education article of the

Kansas Constitution. BEST does not have a position on this issue but thought it would be beneficial to the readers of our newsletter to outline the features of this proposed change in our state's constitution.

If passed by the voters, the proposed revision would instill the following features relating to education governance in Article 6 of the constitution:

Governance. (a) The legislature shall make suitable provision for governance of the system of public education and the schools and institutions which are parts of the system. The legislature shall provide for such instrumentalities of governance as may be necessary, and such instrumentalities shall exercise such power and perform such duties as may be prescribed by law. (b) Public elementary and secondary schools shall be maintained, operated and managed, under state supervision, by locally elected boards. (c) Public institutions of postsecondary education, and such other public education institutions as may be provided for by law, shall be maintained, operated and managed, under state supervision or control, as provided by law.

Effects: The existing article sets forth requirements for the establishment of the State Board of Regents through appointment by the Governor, the requirements for the establishment of the State Board of Education by election, and the creation of the position of Commissioner of Education. All of these provisions are removed from the proposed amendment.

The proposed amendment removes the constitutional authority of the State Board of Education with respect to the supervision of public schools, educational institutions and other state educational interests except those delegated by law; and which authorizes in accord with law, local school boards to engage in cooperative programs.

The section significantly enhances the flexibility of the Legislature to address matters of governance, control, supervision, and organization of public education in the state. The constitutional recognition of locally elected boards of education is continued.

The practices and arrangements set out in the present article could be continued or modified by statutory provisions. However, the constitutional authority to legislate in the field of public education clearly would reside with the Legislature, and no longer be divided between the Legislature and the State Board of Education.

#### WANT MORE INFORMATION?

Questions about BEST? Call Connie Dietz at 265-2095.

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# 5 STEPS TO TRAINING & EMPLOYMENT

To help you make career decisions and develop job skills, the following step-by-step guide has been created. It's simple! It's free, except for training! It presents you with options... or avenues... into the working world.

Following these steps will not guarantee you a job, but it will certainly improve your chances. When presented with proper information, many businesses and industries will always give you a job application.

## STEP 1: Vocational Assessment Center (833-4350)

The two-hour vocational assessment is **FREE**. Taking the California Aptitude Profile (CAPS) and the California Occupational Profile (COPS) will help you better understand your occupational abilities and interests. And, the assessment will help you plan the next step.

You may schedule an assessment by calling or visiting the:

Vocational Assessment Center  
Room 216  
Central Vocational Building  
324 North Emporia  
Wichita, Kansas 67202  
833-4350

There is free parking immediately behind or directly across the street in front of the building. This parking, as well as the location of Central Vocational Building, is shown on the map.

## STEP 2: Group Occupational Counseling

Finding out what your assessment results really mean may be the most important step. To help you understand, 30 to 60 minute group counseling sessions will be held each week. The time and place for these will be arranged when you complete vocational assessment. Don't worry! Your results are confidential and will not be shared with the group.

At the counseling session, you will be given a CAPS/COPS Summary Sheet. This matches your assessed occupational interests and abilities to 14 occupational groups. Each group contains a large number of occupations. From this matching, probable success in different occupations can be predicted.

The results of the assessment may verify your career choice. Or, you may decide on something else.

Either way, you will receive help in creating a plan of action to reach your career goals. As part of the plan, employment requirements and trends will be looked at. Local schools which provide training related to various jobs will be identified. Future steps will be recommended.

## STEP 3: Individual Occupational Counseling

With assessment results in hand, you are encouraged to seek one-on-one counseling to narrow career choices and create educational plans. The Wichita Area Vocational-Technical School and

many other schools and agencies in this community have counselors who can help you finalize a plan of action which will help you reach your career goals.

## STEP 4: Training

**Vocational/Technical:** If you have the interests and abilities to succeed in a chosen occupation... but lack the occupational skills... you will be encouraged to enroll in vocational-technical training. The length of the training, whether daytime or evening, will depend on the occupation and school you choose.

If you choose the Wichita Area Vocational-Technical School, you will receive an **OCCUPATIONAL PROFILE** when you finish training. This is like an expanded "grade card," written in the terminology of the occupation. The profile gives the employer a clear picture of your occupational skills.

**Reading & Math:** If you need to improve your reading and math skills, this should be done before enrolling in vocational-technical training. Otherwise, your career decisions and plans may never be reached.

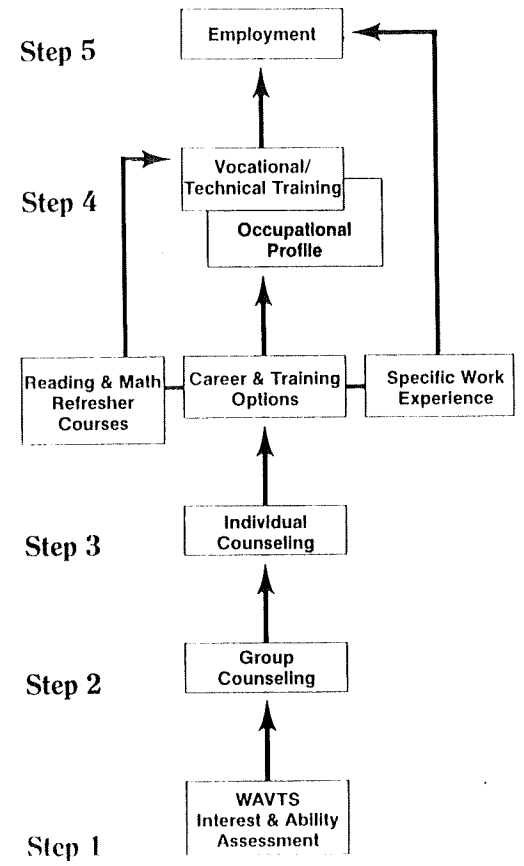
## STEP 5: Employment

When applying for a job, you should always take your Occupational Profile and share it with the employers you visit. The profile will help you get a job interview with many businesses and industries.

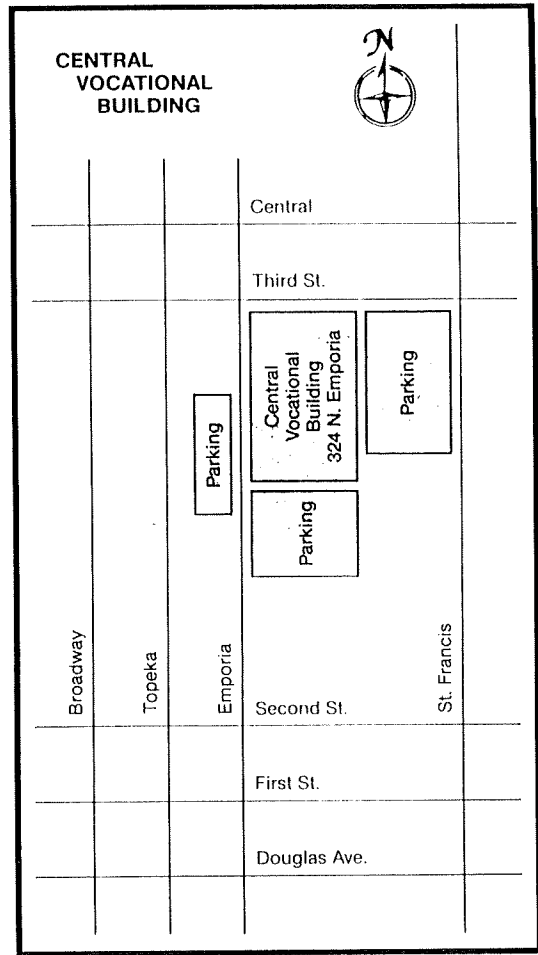
If you go through the assessment, but not the training, you should show your CAPS/COPS Summary Sheet to prospective employers.

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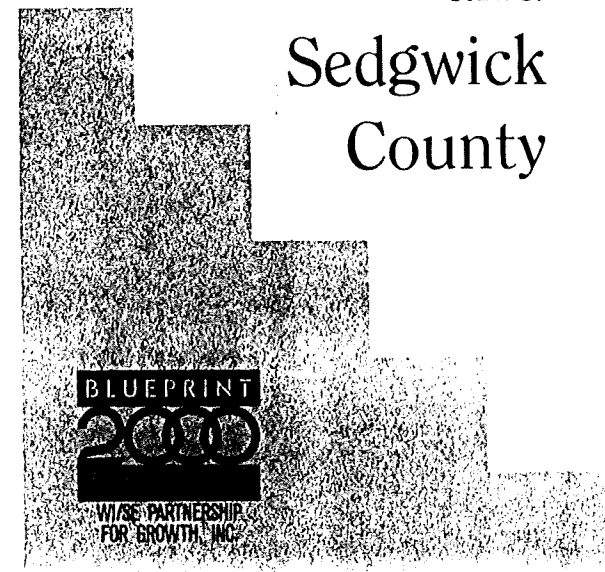


These steps prepare you to be competitive for a job, but do not guarantee employment.



**WICHITA.**  
**WORKING WONDERS.**

An Initiative of the  
W/SE Partnership for Growth, Inc.  
350 W. Douglas  
Wichita, Kansas 67202



# 5 STEPS

to

## TRAINING

and

## EMPLOYMENT

in

### Wichita

and

### Sedgwick

County

of our educational  
source for the work  
area business/  
imperative that  
business work  
sure that this work  
st we can offer."

— Karen Kreutzer,  
or, Campus High School

owner brings the world of  
grade class by sharing how a  
fore production.



■ Mastering basic skills, in addition to  
acquiring a specialized skill, is a necessity in  
today's working world, as evidenced in the  
health care field.

If you are planning for a year  
— plant rice.

If you are planning for a decade  
— plant a tree.

If you are planning for a lifetime  
— educate a young person.

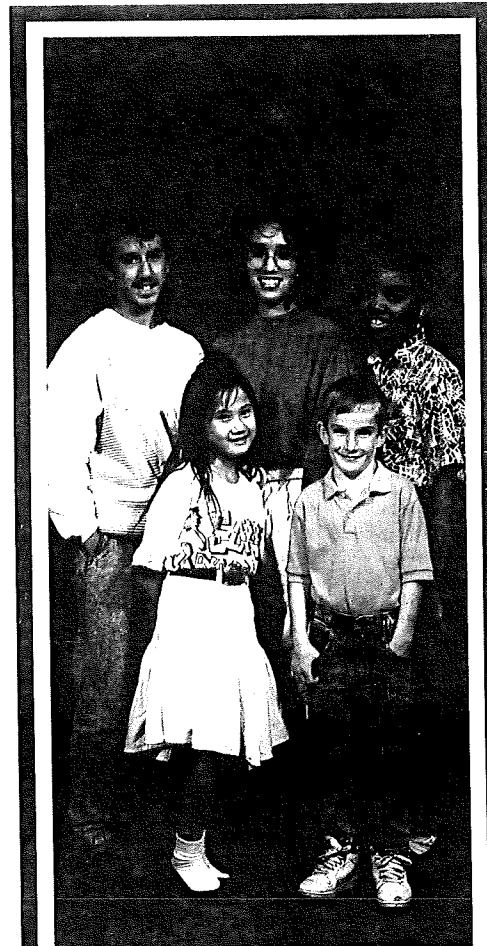
— Chinese Proverb



BUSINESS EDUCATION  
SUCCESS TEAM

BEST is an initiative of the Wichita-Sedgwick County  
Partnership for Growth, Inc.

## THE FUTURE BELONGS TO OUR CHILDREN IF THEY'RE READY FOR IT



## WE ARE IN A CRISIS . . .

It's serious . . . Our community and nation are in a  
precarious situation. We are faced with increasing inter-  
national economic competition . . . beyond anything we  
have experienced before. The number of youth lacking  
basic work force skills is on the increase. Statistics reflect a  
30% average drop-out rate with . . . 50% for Hispanics . . .

40% for African  
Americans. Demographic  
trends in our country  
indicate the necessity of  
high labor force  
participation in the  
future . . . otherwise . . .  
we won't be able to  
sustain our standard of  
living and . . . support  
the increasing percent-

***Business and education . . . are  
working together . . . to ensure our  
children the opportunity of their  
lifetime . . . quality education.***

— Brian D. Johnson, Chairman  
WI/SE Partnership for Growth

age of elderly persons in society. Effective labor force  
participation . . . cannot occur without substantially higher  
percentages of our youth receiving better education.  
There's a growing gap between what competition forces  
the work place to require of employees . . . and what  
young people learn in school . . . The pace of economic  
and technological change continues to increase . . . This  
implies that our young people should be educated . . .  
with skills that allow them to continue to learn . . . to adapt  
throughout their lives.

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## BUSINESS EDUCATION SUCCESS TEAM LEADS THE WAY

Community leaders . . . recognizing the need for education and training as fundamental for future economic development . . . established education as a key element in the Blueprint 2000 strategic plan. Business and education joined together as a team to prepare our youth to meet the challenges of the future under the umbrella of . . . the Business Education Success Team (BEST). The organization's primary mission . . . contributes to the health and growth of the community by enhancing the quality and supply of human resources.

## AS THE DROP-OUT RATE CONTINUES TO INCREASE . . . AND TECHNOLOGY CONTINUES TO ADVANCE . . .

BEST strives . . . to provide an educational environment that meets the demands of the future . . . and to improve work force readiness and life skills of graduating seniors.

## PLUS . . .

Business . . . through BEST . . . has an opportunity to enhance its influence in the quality of public education . . . essential to continued high productivity and continued competitiveness and . . . help build a firm foundation for future economic development. Take a look at several direct benefits to the business community:

- Literate, trained, skilled work force
- Increased productivity, product quality
- Improved understanding of business principles/operations by educators and youth
- Better use of educational resources in meeting business needs
- Greater economic growth
- Better competitive edge in global marketplace
- Enhanced work force readiness and retention in Wichita/Sedgwick County

*"Business must take advantage of this opportunity to work with schools to ensure that our youth are prepared to face the work force challenges of tomorrow."*

— Lionel Alford  
Sr. Vice President,  
Boeing Company

## THERE'S MORE . . .

Our students and schools receive benefits . . . such as quality education . . . an important key to the future of our city and county. BEST facilitates valuable learning experiences for students and teachers through a variety of business/education partnerships . . . committing human and financial resources to area schools . . . ensuring enhancement of the learning

environment for students, teachers and school administrators. Enhancement of the learning environment is being achieved through:

- Technical expertise provided by business
- Business-based professional development for educational staff
- Structured dialogue between business leaders/educators regarding local career/job opportunities and skill requirements
- More youth receiving education/training enabling them to qualify for local jobs/careers
- Local, regional and national recognition of education systems
- Employment, retention and recognition of high quality teachers and administrators
- Opportunities for parents to take an active, personal role in the educational process
- Opportunities for all students to learn to their fullest potential and to become lifelong learners prepared to meet the 21st century.

## THE BEST COMPACT

The high quality of life in Wichita and Sedgwick County is dependent upon the mutual growth of economic and educational opportunities. The educational system has become increasingly responsible for motivating and directing our youth . . . who must achieve high competencies to secure and maintain a productive life. Business has a new realization that profitability and survival itself in the 1990s depends on access to a well educated work force. Consequently, a formal compact has been signed by 10 area school districts and the W/SE board . . . pledging their commitment and support to education.

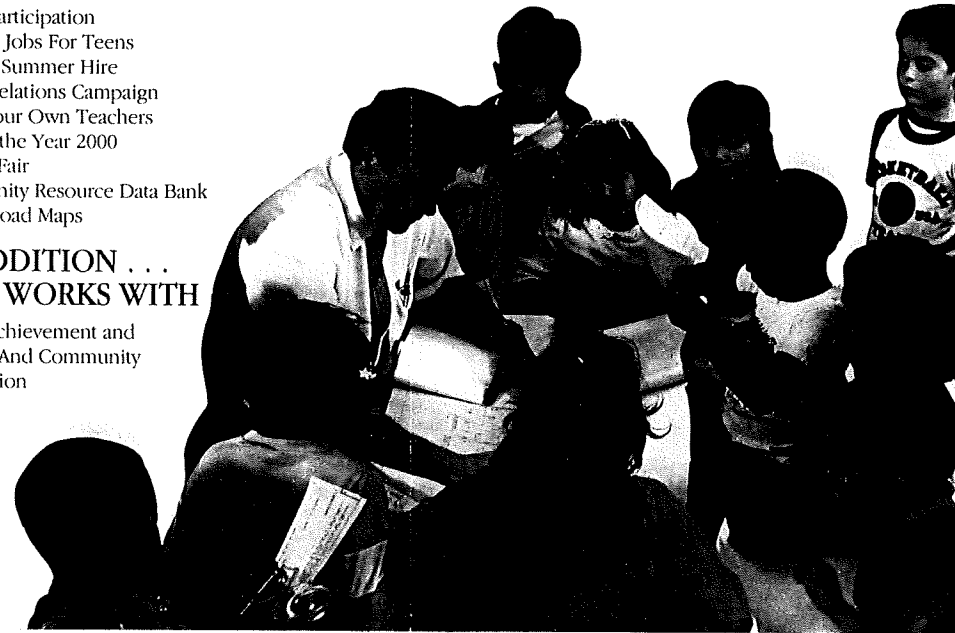
- USD 260 Derby
- USD 261 Haysville
- USD 262 Valley Center
- USD 263 Mulvane
- USD 264 Clearwater
- USD 265 Goddard
- USD 266 Maize
- USD 267 Renwick
- USD 268 Cheney
- USD 259 Wichita

## BEST FACILITATED PROGRAMS ARE OFF AND RUNNING . . .

Parent Participation  
Summer Jobs For Teens  
Teacher Summer Hire  
Public Relations Campaign  
Grow Your Own Teachers  
Class of the Year 2000  
Futures Fair  
Community Resource Data Bank  
Career Road Maps

## IN ADDITION . . . BEST WORKS WITH

Junior Achievement and  
Schools And Community  
Connection



## WANT TO KNOW ABOUT OUR SCHOOLS?

Wichita/Sedgwick County serves the needs of 74,250 (attending public and private schools) . . . kindergarten through grade twelve . . . by offering a variety of education opportunities.

The county has ten public school districts . . . with a total of 131 schools . . . These include ninety-six K-6 schools, twenty-six junior high schools and middle schools and nineteen senior high schools. In addition . . . there are twenty-nine private schools in Sedgwick County accredited by the state of Kansas.

## WHO CAN BECOME INVOLVED WITH BEST?

- The Education Community
- Churches
- Parents
- Community Organizations
- Businesses

Take an interest in tomorrow by investing in BEST today. Contact BEST at (316) 265-2095.

YES! I want to become involved in BEST.

NAME

ADDRESS

CITY

PHONE

STATE

ZIP

THE FUTURE  
BELONGS TO  
OUR CHILDREN  
IF THEY'RE  
READY FOR IT

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■ Pam Johnson, after participating in Teacher Summer Hire as a communications assistant at BANK IV, shared her experience with students through a number of special activities.

**BEST**  
BUSINESS EDUCATION  
SUCCESS TEAM  
W I / S E  
PARTNERSHIP  
FOR GROWTH, INC.  
2000 BOARD OF  
DIRECTORS

## LINKING BUSINESS AND EDUCATION THROUGH TEACHER SUMMER HIRE



BULK RATE  
U.S. POSTAGE  
PAID  
WICHITA, KS  
PERMIT NO. 686

**BEST**

BUSINESS EDUCATION  
SUCCESS TEAM

W I / S E  
PARTNERSHIP  
FOR GROWTH, INC.

CITY OF WICHITA  
SEDMAN COUNTY  
THE WICHITA STATE UNIVERSITY  
ASSOCIATION OF LEGISLATIVE ACTION  
FOR RURAL MAYORS  
WICHITA AREA CHAMBER OF COMMERCE

GLASS AVENUE  
7002  
352 7502

## BUSINESS EXPERIENCE BRINGS REALITY TO CLASSROOM

In the summer of 1989, a Wichita law firm hired a short-term employee, a teacher. It turned out to be a real learning experience.

So, what's the big deal about hiring a teacher for summer employment. Lots of teachers take summer jobs.

*"Our summer intern impressed us with his willingness to work hard and his interest in both the legal profession and the law. He earned his pay! He also provided many of us with a new appreciation of the challenges faced by classroom teachers and the unique talents which they must possess in order to stimulate a desire for learning in their students."*

— Tom Kitch, Partner,  
Fleeson Gooing Coulson and Kitch

But not jobs like this! The teacher and the law firm joined a new program called Teacher Summer Hire, a project of the Business Education Success Team (BEST), an initiative of the Wichita/Sedgwick County Partnership for Growth, Inc.

Teacher Summer Hire is a golden opportunity for teachers to learn about modern business techniques and needs. And it's a golden opportunity for

business to have a direct influence on what is being taught their future employees.

All over America, businesses are worried that there are not enough potential employees with basic learning skills to fill the jobs a robust economy is creating. Worse, there are also not enough workers with advanced skills to meet the needs of business.



## WHAT ARE YOUR OPPORTUNITIES?

- Impact the education of future workers.
- Learn what teachers need from business to educate future workers.
- Learn about our educational system.
- Participate in influencing curriculum.
- Have an impact in molding educational standards.
- Utilize teacher expertise in a business setting.

## WHAT ARE YOUR RESPONSIBILITIES?

- Employ one or more teachers in your organization for a minimum of six weeks, paying them an agreed upon wage. You may employ a teacher for as long as two months if you and the teacher desire.
- Develop a job description for the teacher's duties.
- Appoint a regular member of your staff to be liaison between the teacher and the company.
- Participate in a formal evaluation process at the conclusion of Teacher Summer Hire.

## WHAT DO YOU RECEIVE FOR YOUR DOLLARS?

- A trained professional who can help provide on-the-job training for your staff.
- An opportunity to enhance that teacher's teaching skills which can be communicated to students.
- A strong voice that influences what is being taught in the classroom.

**T**eacher Summer Hire began in 1988 when Boeing Military Airplanes employed a small group of teachers. So enthusiastic was Boeing management over the experience that they contacted the Business Education Success Team (BEST) and suggested the program be expanded. It was. In the summer of 1989, a few of the largest corporations and financial institutions in Wichita/Sedgwick County participated along with some smaller companies and a law firm.

Every one experienced the same enthusiasm as Boeing. Take Debbie Franklin, for example:

*"... Our teacher gave us several ideas from an educator's perspective and we were able to share ideas from a business perspective. It was a mutually valuable experience and we are looking forward to having more intern teachers join us in the future."*

— Debbie Franklin  
Manager, Program Development  
BOOK IT! Reading Incentive Program  
Pizza Hut, Inc.

All over America there is a growing recognition that business must become involved in education.

Here's the chance for your company to be part of that involvement.

Want to know more?  
Contact BEST 265-2095.

■ *BANK IV employees, Ann Stephens and Harry Pape, demonstrate to Pam Johnson (left), the firm's 1989 teacher intern and a Clearwater High School teacher, how skills learned in the classroom are applied in business.*



*"We have long recognized that having good employees is essential to a successful business. Now it's crystal clear that quality education is essential to having good employees."*

*At Cessna, we hired a teacher last summer. We're going to hire more next summer. We strongly believe in this program. I urge you to join the growing number of progressive companies who are participating in Teacher Summer Hire. It's an innovative idea that can produce great benefits, both now and in the future. Don't you want to be a part of that future?"*

— Russell W. Meyer, Jr.  
Chairman and  
Chief Executive Officer  
Cessna Aircraft Company

**BOTTOM LINE:  
OUR CHILDREN  
BENEFIT**

YES! Our company wants to participate in the Teacher Summer Hire Program.

COMPANY NAME

CONTACT PERSON

ADDRESS

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ZIP

**LINKING  
BUSINESS AND  
EDUCATION  
THROUGH  
TEACHER  
SUMMER HIRE**





## SCR 1613

Testimony presented before the Senate committee on Education by Gerald W. Henderson, Executive Director, United School Administrators of Kansas.

Mister Chairman and members of the committee. I am presenting today in behalf of Dr. Roger Pickerign, Superintendent of Stanton County Public Schools out in Johnson. Dr. Pickerign has in our judgement, led his community to one of the most all inclusive school/business partnerships in the state. I will cite a few of the Student Recognition and Incentive Programs in place in Johnson and then let you judge for yourself the extent of the program by looking through the materials provided.

Please notice in your packet a card which says **We Honor A and B Honor Roll Students Trojan Academic Credit Cards**. Also on that page are two copies of the credit cards earned by students. It is my understanding that nearly every merchant in Johnson from the Coop gas station to the local hamburger stand honors this credit card with up to 20% discounts. This program has provided tremendous incentive for scholarship and has increased business for those merchants who participate.

The second example I would like to mention has to do with the program designed to assimilate new school people into the community. Each new employee of the district is assigned a response group of at least three community members. This group guides the newcomer through all aspects of moving into the community: getting utilities arranged, finding a church home, introductions to community activities, etc.

Finally, the costs of all the programs mentioned in the materials supplied by Dr. Pickerign are underwritten by the business community. Printing costs for the credit cards and window signs, costs of the get acquainted lunches, costs for the recognition breakfasts, and all of the many aspects of the student recognition program are assumed by business people in Johnson.

The result? In the 1989 graduating class of Stanton County High School, all members of the class took the ACT. The average score was 24. The Kansas average that year was 19.2. The school district approaches a 0% drop out rate. They just do not give up on kids so long as they live in the district. One young woman who had a child during her junior year continued taking one or two classes each semester until she graduated.

I close with a statement from Dr. Pickerign: **"You can look at programs, but you will not be successful until you look at the total school. Test scores improve when kids are not only well prepared, but feel good about the school situation. Our business community and the dedication of our staff have allowed us to do what we have done."**

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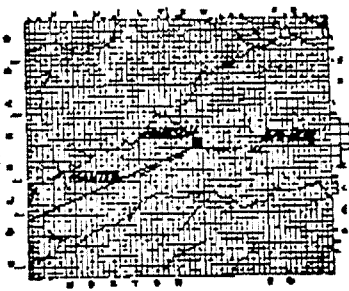


*Stanton County Unified District*

# 452

JOHNSON, KANSAS 67855

DR. ROGER PICKERIGN, SUPERINTENDENT



1. Every Teacher, Principal, or any other person, hired by the District is assigned a response group made up of at least three people in the District. This may be business men, farmers, or professional people. They will take the person to lunch at least once a month, introduce them to the churches, and be there to help them become acquainted with the community. With over fifty teachers and administrators it involves over 180 people within the District. The persons committee also help in the hiring of the prospective person by calling them and also telling them of the highlights of our community. This way new people are not left out of our community. They are invited to community events by their committee.

The community also participates in area activities and athletics. The Rotarians serve as line judges at volleyball games and also run the chains at football games, keep books at basketball games and other events as needed. They also do the judging at quiz bowls and help with the running of other events as well.

The community uses the school extensively for Coop meetings. Any of the large meetings are scheduled at the school. We also share equipment, tractors with the golf course, trucks with the county, etc.

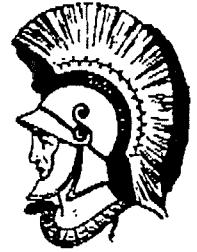
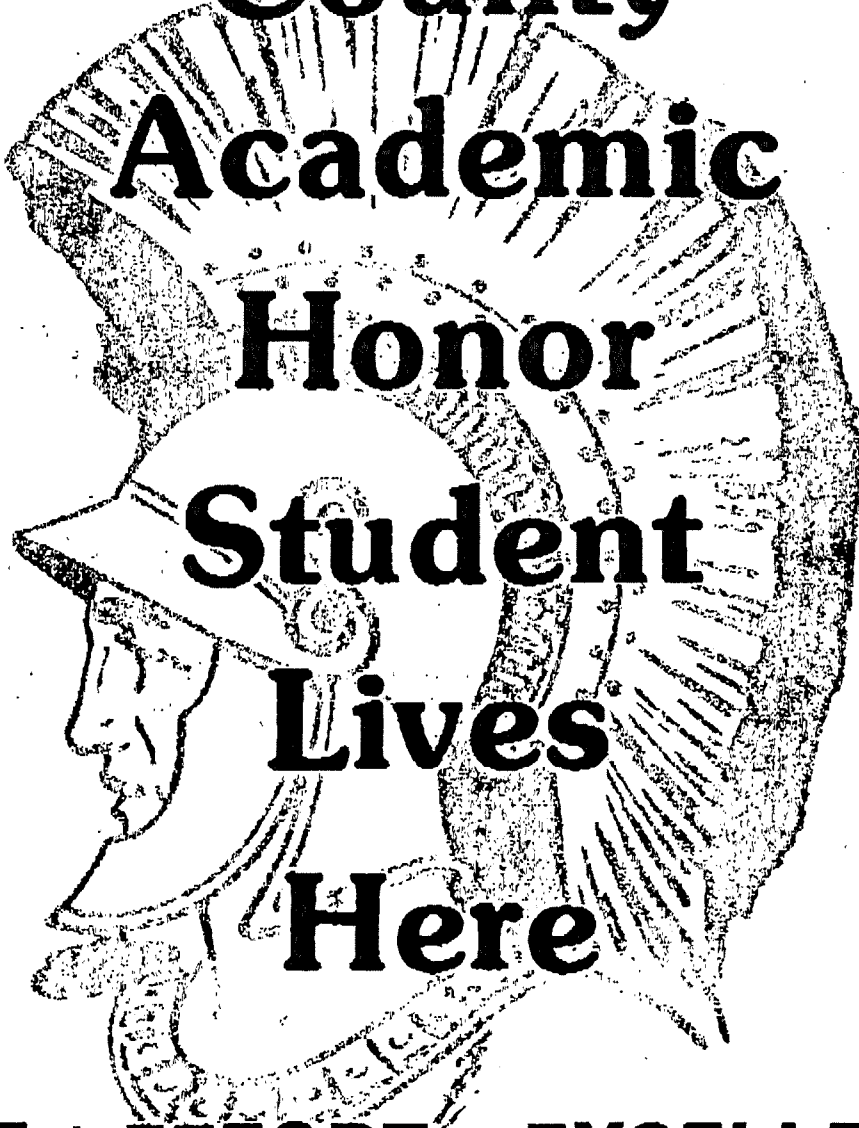
Thanksgiving dinner is held at the school sponsored by the Chamber of Commerce. The entire community is invited.

Students, parents and grandparents bring in different foods from their nationality on Ethnic Day. The explain about the country they originated from and share the different foods with the students.

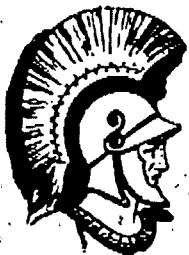
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# Stanton County Academic Honor Student Lives Here



**PRIDE + EFFORT = EXCELLENCE!**



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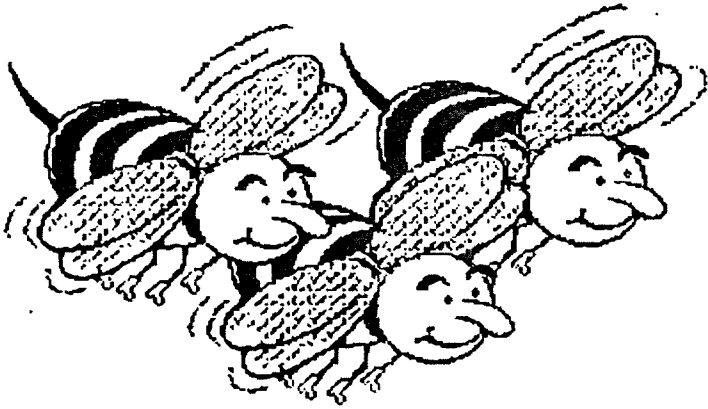
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# BUGS AWARD

WE WOULD LIKE TO  
CONGRATULATE

FOR  
"BRINGING UP  
GRADES"  
THIS PAST NINE  
WEEKS



---

MR. JACK LA FAY

Stanton County  
Middle School  
Johnson, Kansas



# THANK YOU GRAM

Concerning \_\_\_\_\_

Date \_\_\_\_\_

Dear \_\_\_\_\_;

We at Stanton County Middle School are taking this opportunity to thank you for helping with the following school activities:

\_\_\_\_\_  
Signed

\_\_\_\_\_  
Signed

\_\_\_\_\_  
Signed

\_\_\_\_\_  
Signed

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A5-6

# Certificate of Excellence

**SCMS WOULD LIKE TO CONGRATULATE YOU  
ON RECEIVING AN "A" AVERAGE IN:**

\_\_\_\_\_

*Fantastic*

MR. JACK LA FAY

# Stanton County Middle School

Johnson, Kansas



# UP SLIP

Concerning \_\_\_\_\_

Date \_\_\_\_\_

Dear \_\_\_\_\_;

We at Stanton County Middle School are taking this opportunity to recognize the achievement of one of our students.

The following experience deserves your attention as well as our praise!

\_\_\_\_\_  
Signed

\_\_\_\_\_  
Signed

\_\_\_\_\_  
Signed

\_\_\_\_\_  
Signed

Dear Parent,

We feel a responsibility to you to indicate that your child has

# TROJAN FEVER

EDUC  
2/4/91  
A 5-8

02-01-91

Your son or daughter has contracted an infection from the teachers and fellow students of Stanton County Middle School. Common symptoms demonstrated by your child are the following:

1. Good classroom behavior
2. Respect for teachers
3. Respect for fellow students
4. Punctuality
5. Good attendance
6. Sportsmanship
7. General cooperation
8. Consideration for the rights of others
9. Good hallway and lunchroom behavior
10. School pride

We are most happy at Stanton County Middle School to announce that \_\_\_\_\_ has the FEVER.

We are also very proud to be able to share in his or her learning experiences.

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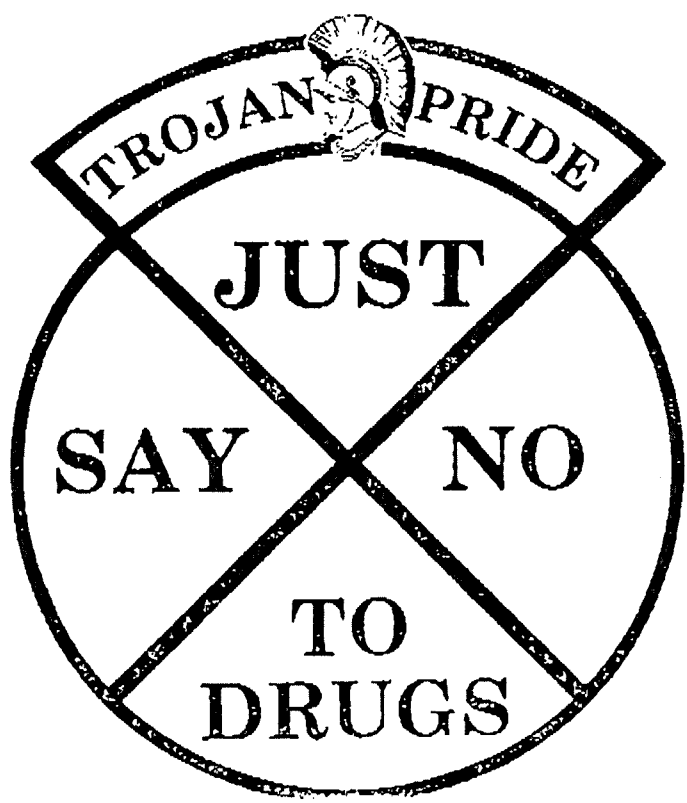
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AS MEMBERS OF  
SCMS  
DRUG EDUCATION  
CLASS,  
WE ARE INFORMING  
OURSELVES AND  
OTHERS TO JOIN THE  
FIGHT AGAINST  
DRUG AND ALCOHOL  
ABUSE.

"WE CARE ENOUGH  
TO BE AWARE."

- |                  |                    |  |
|------------------|--------------------|--|
| Ardis Moore      | Donald H. Johnson  |  |
| Juda             | Ricky Wagner       |  |
| Tina J.          | Lisha Brown        |  |
| Becky Nicholas   | Corrie Foster      |  |
| Janice Shipp     | Stacy Semmes       |  |
| Susy Muñoz       | Darci Batten       |  |
| Colby Liles      | Dreg Rowan         |  |
| Nichole Weyner   | Mike Benoit        |  |
| David Mendenhall | Brianne Smith      |  |
| Brenda Winger    | Jennifer McMichael |  |
| Eddie Crow       | Keri Tiley         |  |
| Rance Edgar      | Becky Barber       |  |
| Mikela Nolin     | Jenny Oswald       |  |
| Allen Reeler     | Stephanie Keyser   |  |
| Puss W.          | Sean Denney        |  |
| Karen Kibler     | Erika Johnson      |  |
| Pine Rhodes      | Edie Packer        |  |
| Jenny Smith      | Clair Montiel      |  |
| Beth Smith       | Matthew Scott      |  |
| Brenda Jones     | Romonda Green      |  |
| Marian Kirk      | Amber Ramsay       |  |
| Angela Russell   | Paul Hester        |  |
|                  | Justin Whitman     |  |
|                  | Sony Pacionez      |  |
|                  | Rob Covato         |  |
|                  | Maria Pacionez     |  |
- Steve Carrithers  
Jason Robinson  
Terry Turner  
Dyan Tucker  
Alison C.H.  
Candace Luther  
Zoe Scott



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2/4/91  
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P. 06  
FEB- 1-91 FRI 15:50 STANTON COUNTY USD 452

# We Honor A and B Honor Roll Students Trojan Academic Credit Cards

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A 5-10

FEB- 1-91 02:56PM P.06

A and B Honor Roll Student  
Trojan Academic  
Credit Card

Name \_\_\_\_\_

Expires \_\_\_\_\_

Valid for above student only

A and B Honor Roll Student  
Trojan Academic  
Credit Card

Name \_\_\_\_\_

Expires \_\_\_\_\_

Valid for above student only

# Certificate of Excellence

**SCMS WOULD LIKE TO CONGRATULATE YOU  
ON RECEIVING AN "A" AVERAGE IN:**

\_\_\_\_\_

MR. JACK LO FRY

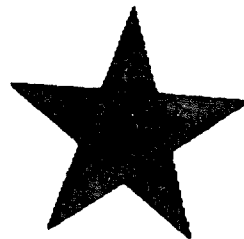
*Fantastic*

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2/4/91  
A5-11

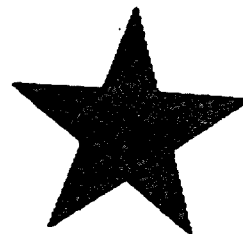
EDUC  
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**I'm a Proud Grandparent of A  
STANTON COUNTY  
HONOR STUDENT**



**I'm a Proud Parent of A  
STANTON COUNTY  
HONOR STUDENT**



ACADEMIC ACHIEVEMENT MEDAL - High School Level - Medal given to outstanding student in each subject area selected by teacher. Medals are awarded at Spring Academic Awards Assembly.

ACADEMIC HONOR POSTERS - Window posters stating that "Stanton County Academic Honor Student Lives Here". (sample enclosed)

TROJAN SUPER READER BOARD - To promote recreational reading. Bulletin board listing number of pages of library books that students have read. Total is kept by Language Arts teacher. Additions are made each nine weeks. Total student body goal is set each nine weeks. If goal is made, student body receives the following reward:

- 1st nine weeks - Taco party provided by cooks
- 2nd nine weeks - Party - dance
- 3rd nine weeks - Pizza party
- 4th nine weeks - Activity Fun Day



TRIPLE A AWARD - "Academics, Achievement, and Attitude" - Home room based activity. Award given to a home room each nine weeks. Award is determined by the home room that has the highest "Triple A Award" points per student:

- SCMS Academic Wall of Fame - 3 points per student
- Honor Roll - 10 points per student
- Honorable Mention - 5 points per student
- Bugs Award - 10 points per student
- Trojan Pride Student of the Week - 10 points per student
- Citizenship - 15 points per student



Reading - 5 points per student for each 500 pages of library books a student reads  
The home room that has the highest "Triple A" average at the end of the nine weeks receives a free day in the core curriculum areas.

ACADEMIC PEP ASSEMBLY - Each nine weeks, Middle School Cheerleader Club recognize Honor Roll Students, Citizenship, Trojan Pride, Wall of Fame, Trojan Super Readers, Certificates of Academic Excellence, and Bugs Awards. Parents are notified by mail.



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PRIDE STUDENT OF THE WEEK - Given by principal each week to a Middle School student. Student's name is placed on Trojan Pride Bulletin Board in hall and other names are added each week. Brief biography of student is placed in local newspaper.

UPSLIPS - Certificate that is given every 3 weeks to students who have demonstrated outstanding achievement or improvement in curriculum areas (core and exploratory). The upslips are signed by the teachers and mailed to parents. (sample enclosed)

TROJAN FEVER AWARD - Certificate that is given every three weeks by the principal to students who have demonstrated positive characteristics in the following areas: (sample enclosed)

1. Attitude
2. Citizenship
3. Academic progress



TROJAN SCHOLAR - T-shirt stating "Trojan Scholar" is given at awards assembly at the end of school year to students who meet one of the following criteria:

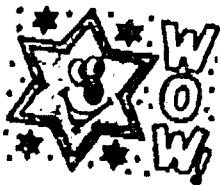
1. A & B Honor Roll for entire school year
2. B+ average for school year

THANK - YOU GRAMS - Sent to parents at the end of activity seasons thanking them for their support. These are also sent to other school patrons for helping with other school activities. (sample enclosed)

ACTIVITY INSERTS - National Honor Society insert displaying picture, brief biography of student is placed in High School Football Program at homecoming. This is High School level. Honor Roll insert naming semester Middle School Honor Roll students is placed in Middle School Basketball Program.

TROJAN SCHOLAR - High School Level - Each semester High School Students who have a 3.5 grade point average or better receive an SC letter with scholar written on it. Two times or more they receive a bar. Breakfast Awards Assembly for students and parents.

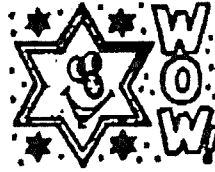
EXTRA EFFORT AWARD - High School Level - Any student who raises an "F" to a passing grade received an Extra Effort Award. Breakfast Awards Assembly for students and parents.



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FERRIFIC TROJAN ATTENDANCE ROLL - Bulletin board listing students who have perfect or near perfect attendance each nine weeks:

- 1st nine weeks - 0-2 absences
- 2nd nine weeks - 0-3 absences
- 3rd nine weeks - 0-4 absences



BUMPERSTICKERS - Given to Honor Roll and Honorable Mention Honor Roll students. Bumperstickers state:

1. I'm A Proud Parent of A Stanton County Honor Student
2. I'm A Proud Grandparent of A Stanton County Honor Student

INTER - GENERATIONAL STUDIES - A program in cooperation with Senior Citizen Center. Students are involved in Arts & Crafts projects. They work under the guidance of Senior Citizens and the Director of the Senior Citizen Center. Listed below is a outline of the Arts & Crafts Program:

- 1st nine weeks - T-shirt painting
- 2nd nine weeks - Ceramics
- 3rd nine weeks - Wood crafts
- 4th nine weeks - Students assist and demonstrate the "World of Computers" to Senior Citizens



Halloween Costume Contest - A committee of Senior Citizens and Middle School Students judge the Halloween costumes of our local merchants.

Senior Citizens Munchies Days - Middle School Students make snacks for Senior Center during Christmas season.

Senior Citizen Concert - Vocal concert for Senior Citizens at their open house.

CONCERT ON COURT HOUSE LAWN - Brown bag concert by Middle School Band at noon during the month of May.

CITIZENSHIP AWARD - A citizenship medal is given to a 7th grade boy and girl and 8th grade boy and girl each nine weeks. Students are chosen by faculty based on the following criteria:

- A. Respect for students, faculty and for public and private property.
- B. Responsibility.
- C. Reverance and concern for life.

Picture of students and parents are placed in local newspaper.



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A 5-15



FESTIVAL OF EDUCATION WEEK - Held during American Education Week.

1. Munchies for Mom & Dad Day - Rolls, coffee, juice and other goodies are available for parents (7:00 a.m. - 11:00 a.m.). Parents are invited to attend and enjoy the munchies and browse through the school if they choose. Student hosts to assist parents.
2. Book Fair.
3. Letters sent to parents inviting them to attend school for a day.
4. Open House Night - School tours, Home Ec. Style Show, Championship Volleyball between parents, students, and faculty, refreshments.

BACK TO SCHOOL NIGHT - Held during first week of school in the fall. Parents tour school and visit with teachers. Parent, teacher, student volleyball games at conclusion of tours.

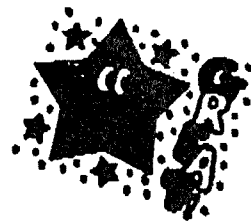
TROJAN GOLD ACADEMIC CREDIT CARD - Given to students who make A & B Honor Roll each nine weeks, grades 7-12. They receive special discounts from Stanton County Merchants. New credit cards are given each nine weeks. Merchants who sponsor have a poster in their store window stating, "Proud Sponsor of Trojan Academic Credit Cards". The school has breakfast for sponsoring merchants in the spring. They are given a plaque which states, "Proud Sponsor of Trojan Academic Cards 19\_\_". (sample enclosed)

JUST SAY "NO" TO DRUGS STICKERS - Anti-drug stickers placed in lockers and throughout school areas. (sample enclosed)

A, B, C's FROM THE MIDDLE SCHOOL - Newsletter mailed each nine weeks to parents listing academic and activity accomplishments and other important data.

HALL OF MEMORIES - Hallway which has pictures of previous school years. Pictures are placed in a display case and titled "1988-89" etc.

BRAGGING BOARD - A bulletin board listing students who have made outstanding contributions to academic areas in class discussion, tests, projects, daily assignment, etc. New list comes out every three weeks.

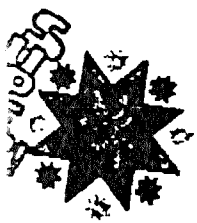


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A5-16

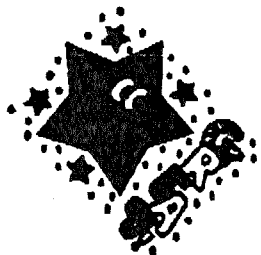


## TIPS AND TECHNIQUES TO BUILD A POSITIVE SCHOOL CLIMATE

Dr. Roger Pickerign, Supt. of Schools, USD #452 - 316-492-6226  
Jack LaFay, Principal, Stanton County Middle School - 316-492-2223



SCHOOL MOTTO - SCMS SPELLS SUCCESS! NOBODY DOES IT BETTER!  
(Motto is painted on the walls of the hallways)



ACADEMIC EXCELLENCE DISPLAY CASE - Following items are placed in this:

1. Achievement List - This is placed in display case and put in newspaper every three weeks. This recognized students who have demonstrated outstanding achievement in various subject areas.
2. Wall of Fame - Students who are listed in three or more subject areas on the Achievement List have their names placed on the Wall of Fame. Their names along with the date they made the Wall of Fame are kept on the wall the entire year and other list are added every three weeks.
3. Bugs Award "Bringing Up Grades" - Given each nine weeks to students who have met the following requirements; 1. Shown progress in 3 academic areas 2. Have not dropped one letter grade in any subject area 3. Do not have an "F" on their report card. (sample enclosed)
4. Honor Roll & Honorable Mention Honor Roll - Names are placed in display case.
5. Certificate of Excellence - Given each nine weeks to students who have A-, A or A+ average in the core curriculum areas. (sample enclosed)

TROJAN FAMILY DISPLAY CASE - Pictures of students and family are displayed. Pictures are K-6 years and pre-school - new group every 3 weeks.

VIK DINNERS - "Very Important Kid" - Birthday dinners are held each month during regular lunch break for students who have birthdays in that particular month. Students may invite parents, relatives or senior citizens. Cooks have special seating arrangements for VIK students and guests.

MIDDLE SCHOOL PARENT - STUDENT ORIENTATION - Held in August of each year by principal to give background information on the middle school. Student and parent handbooks are distributed at this time.



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2/4/91  
A5-17

STUDENT OF THE WEEK

A weekly recognition of one student in each class. A certificate is presented by the principal in each classroom each week.

GRANDPARENTS DAY

A day to recognize grandparents. Especially important because of all today's students being raised by grandparents.

HONOR'S ASSEMBLY

An assembly held each nine weeks to honor students of the week, honor roll students, and any other special recognition for outstanding work in any other area presented by teachers.

COMPANION READING

A special reading program (see attached).

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2/4/91  
A 5-18

100% CLUB - Students who have completed all their assignments in the core curriculum areas are rewarded with an all day field trip during the school week. They leave at 8:30 and arrive back at school at 3:30.

DELTA FORCE - This is a program to provide motivation for "At Risk Students". They meet once a week for 30 minutes with the principal. Discussion items include:

1. Responsibility
2. Respect
3. Trust
4. Positive Actions
5. Etc.

Every other week there is a guest speaker who gives motivational type program.

SASA - "Students Assisting Students In Academics" - Once a week for approximately 40 min. middle school students go to the grade school and work with 1st grade students in reading. The middle school students are from the At Risk Program, Delta Force, Title I Reading Program, and the Migrant Program.



2/4/91  
EDUC  
A 5-19

## **Manufacturing: Theory, Technology, and Productivity**

A Joint Curricular Effort of Hesston High School and Hay and Forage Industries

In partnership with Hay and Forage Industries (HFI) of Hesston, Kansas, the students of Hesston High School (HHS) may participate in a four-year elective program exploring manufacturing theory, technology, and productivity. This program, unlike most efforts of this type, is not a simulation. Hesston High School will form a company to operate on a year-round basis to develop and produce one or more tools, parts, or unit products for integration into larger HFI products. The cooperative effort between HFI and HHS will include, but not be limited to:

- curriculum planning and development;
- staff development and training;
- laboratory design and equipping; and
- organization and production of manufactured goods.

Students who participate in the program one or more semesters and master the curriculum will take with them technological, thinking, and organizational skills that can lead them into successful positions as members of production teams in manufacturing environments. Some students may choose post-secondary vocational or college studies that lead to careers in manufacturing. The complete program will provide unprecedented training in all areas of manufacturing operations for high school students.

### **Rationale**

Manufacturing at all levels is a force that is a mainstay of a vigorous, healthful, economy. For every manufacturing job created in Kansas, another 3.4 jobs are generated in wholesale and retail trade, transportation, service, administration, construction and/or finance, according to a Kansas Chamber of Commerce and Industry report. The value of manufacturers to the state of Kansas should not be underestimated. More than 185,300 Kansans are currently employed in manufacturing jobs. When the multiplier of 3.4 is applied, Kansas benefits from an enormous 630,000+ non-manufacturing jobs, each of which is "fed" by manufacturing. It is clear that what is good for the manufacturing industry is good for Kansas. And for Kansas to attract and retain stable manufacturing industries like Hay and Forage Industries, a well-educated, skilled labor force must be readily available.

This ongoing need for labor means that Kansas schools, now more than ever, must respond with curricula and laboratory experiences through which students will demonstrate theoretical and practical understandings of the role of manufacturing in our state. The components of research, design, procurement, scheduling, and quality control are integral to this understanding. Additionally, schools must provide opportunities for students to develop skills in cost accounting, marketing, and distribution of products. It is with this perspective that Hesston students and staff engage in this project to replicate the applied technology and productivity of a manufacturing environment.

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2/4/91

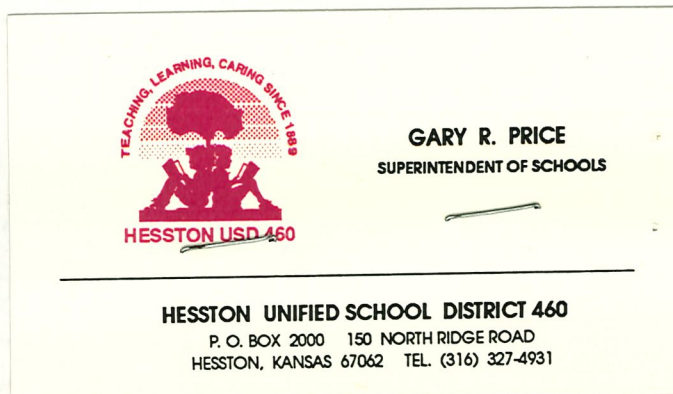
A6-1

## Outcomes and Projections

A fully implemented manufacturing curriculum will result in a pool of graduates who possess knowledge and skills that qualify them for positions in manufacturing industries at or above entry level. Area manufacturers and subsequently the community and state will be the direct benefactors of this quality labor pool. Beyond the labor force, this curriculum project offers a second benefit, the intangible appreciation for the presence of industry in the community. Young adults who participate in the curriculum, as well as those who observe it as part of the high school curriculum, will enter the community as good neighbors who understand the role of industry and appreciate its significant contribution to the economy.

During the 1990-91 school year, curriculum planning is underway with the direct assistance of personnel of Hay and Forage Industries. Some students are enrolled in related classes such as computer assisted drafting (CAD). The entire curricular sequence will develop over the next three years. This program is funded primarily with local funds committed to the project as the district abandons its traditional industrial arts curriculum. Support funding for implementation is coming from a grant of \$34,000 under the authority of S.B. 658 (1990). A \$7,500 grant has been received from Tenneco, Inc. and J. I. Case, parent companies of Hay and Forage Industries. The district has been encouraged to apply for additional funding from the Case Contributions Board in future years.

As the news of this "partnership" has spread in our area, the school has been contacted by another company, Excel Industries, indicating an interest in joining the partnership. Another strand of our "technology curriculum" under development is Environmental Technology. The district has now been approached by the City of Hesston with a partnership proposal in this area as we develop together new methods for trash disposal in the community. The school's "manufacturing company" may add composting equipment and trash disposal units to its product line as this environmental partnership develops within our community. The third strand in our "technology curriculum", Information Processing, is being considered for another partnership with a business in our area. Hesston schools are finding that "partnerships" are contagious. Truly, our community, our businesses, all our patrons want to work with the school to provide an appropriate education for our young people. We commend the legislature of our great state for assisting and encouraging us in this endeavor. We urge the legislature to continue support of these efforts.



EDUC.  
2/4/91  
A6-2



700 State Street  
Racine, Wisconsin 53404  
(414) 636-6011

November 21, 1990

Dr. Gary Price  
Unified School District  
200 N. Ridge Road  
Hesston, KS 67062

Dear Dr. Price:

Enclosed are two checks, one from Tenneco and another from Case, to support your Manufacturing Program. We're proud to be in partnership with you on such an innovative program.

Your program was one of six to be funded by the Tenneco Education Grant. The Case Contributions Board was so impressed with your proposal that they voted to supplement it with a Case contribution.

Your proposal included provisions for second and third-year funding. Since we were not able to fund the full amount requested, the Contributions Board asks that you submit a revised proposal reflecting your needs for 1991.

Once the program is established, we would like to promote our partnership in the local media. Please keep us apprised of the program status.

We look forward to a long and successful partnership with Hesston High School.

Sincerely,

A handwritten signature in cursive script that reads "S. J. Lasch".

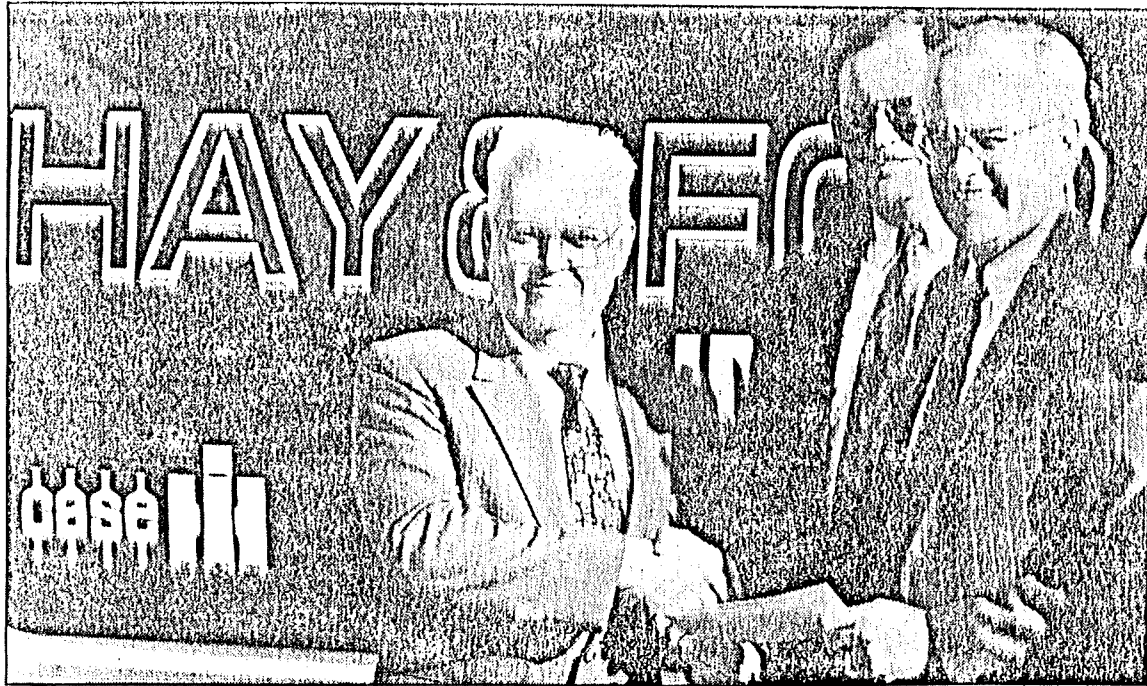
S. J. Lasch  
Manager, Community Relations

cc: C. H. Miller  
G. VanDolah



EDUC  
2/4/91  
A6-3





Eric D. Rathko/Newton Kansan

**Industrial educators —**

Above, Gary Price (left), Hesston school superintendent, receives a \$7,500 grant from Chuck Miller (right), general manager of Hay and Forage Industries in Hesston, as Gary Van Dolah of Hay and Forage looks on. The grant was presented Tuesday afternoon to Price to help pay for a new manufacturing

education program at Hesston High School. The program, developed by Hesston school officials, will use the grant money and assistance from Hay and Forage officials to train non-college-bound students for careers in manufacturing.

# Grant helps Hesston students prepare for careers

By Matt Bartel  
Kansan staff writer

Chalkboard, pgs. 8-10

HESSTON — A \$7,500 grant from Hay and Forage Industries will help prepare Hesston High School students for careers in industry under a program being started by the school district, officials from Hay and Forage and Hesston USD 460 announced this week.

The grant is sponsored by J.I. Case, one of two parent companies of Hay and Forage, and Tenneco Inc., the parent company for Case.

Hesston, which submitted its grant proposal about six months ago, was one of six schools nationwide to be funded by the program, says Gary Van Dolah of Hay and Forage.

Under the program, Hesston is developing curriculum to give students who may not be college-bound the option of learning about the manufacturing process and eventually, manufac-

turing a part for Hay and Forage.

"We'd been working on this idea, and then the funding became available," says Gary Price, Hesston superintendent of schools.

He says Hesston schools hope to have the vocational curriculum — focusing on "manufacturing theory, technology and productivity" — started by fall 1991, with space for about 30 to 40 students.

The students will have the opportunity to form

work teams, establish production schedules, interpret technical data, set and meet deadlines and operate specialized tools and equipment.

Price joined Van Dolah on Tuesday in describing the program as an opportunity for non-college-bound students to get involved in manufacturing and help them become productive in industry occupations very quickly.

"Plus, I think it will help them see industry like this

as an important part of the community," Price says. "This is a unique partnership."

Along with the grant money, Hay and Forage will provide Hesston administrators and faculty with assistance and guidance on which topics to stress in the new program and with getting students started manufacturing a part for a piece of Hay and Forage's line of hay-handling equipment.

EDUC A 6-4  
2/14/91

RILEY COUNTY  
UNIFIED SCHOOL DISTRICT NO. 378

P.O. Box 326  
RILEY, KANSAS 66531

ROB WINTER, SUPERINTENDENT  
(913) 485-2818

February 4, 1991

To Whom It May Concern:

Currently, in many small communities across not only Kansas but the entire country, there is concern regarding work opportunities on the part of today's youth. Many young adults feel they have little choice but to leave the small rural settings they have grown up in, because employment prospects are simply nonexistent. This migration from the rural communities has, and continues to be, a major concern for those of us involved with the education of students in rural school districts.

In an attempt to address this issues, representatives from the Riley County School District attended a seminar jointly sponsored by the Kansas State University's Center for Rural Development and MCREL Laboratories out of Denver Colorado in the spring of 1989. As a result of the district's concern regarding this topic, the information obtained at the seminar and additional research on this dilemma, USD 378 implemented a full year course into the high school curriculum attempting to educate students concerning employment opportunities following both high school and college.

The course, entitled Entrepreneurship, is designed to introduce students to various career paths for their consideration. In this course students are provided with the realistic framework for starting their own business and options available for opening a business in their hometown. Students also attend and work with the Entrepreneurship Showcase sponsored by the Rural Enterprise Institute through Kansas State University. This entails two or three of the students involved with the program attending a banquet monthly where they have the occasion to hear from leading Kansas entrepreneurs.

In the two years since the class's inception, it has been evaluated, revised and expanded. Work will continue to keep the purpose of this class focused and to provide students with options for careers and business opportunities within the small, rural communities of Kansas.

EDUC

2/4/91

A 7-1



**ENTREPRENEURSHIP**

**BUSINESS  
PLAN**

**PROJECT**

EDUC

7/4/91  
A 7-2

## ENTREPRENEURSHIP BUSINESS PLAN ASSIGNMENTS

FOLLOW THESE STEPS ON THE ROAD TO SUCCESS.....

1. Students will work alone
2. Students will choose one of these business categories for the year. (Only one person to a category)
  - A. Florist Business (Ex. It's Still Country)
  - B. Children's Clothing
  - C. Jewelry Store (Ex. Pfeifley's)
  - D. Grocery Store (Ex. Leonardville IGA)
  - E. Convenience Store (Ex. Roetto's and Bentley's)
  - F. Home Maintenance Store (Ex. Riley Lumber)
  - G. Wedding Clothing Business (Ex. Mayo's, Clay Center)
  - H. Full Service Restaurant (Ex. Calico Inn)
  - I. Quick Service Restaurant (Ex. Hardee's)
  - J. Financial Services (Ex. Riley State Bank, Copeland Insurance)
  - K. Electronic Products (Ex. Bletcher's)
  - L. Appliance Products (Ex. Bletcher's)
  - M. Antiquing (Ex.)
  - N. Child Care (Ex. )
  - O. Printing (Ex. The Riley Countian)
  - P. Cleaning Service (Ex. The Personal Touch)
  - R. Beautician (Ex. Annette Marden)
  - S. Other ideas!!!! (Must be approved by the instructor)
3. All business plan assignments will be completed based on the students business.
4. The student will "Create a new business for Riley, Leonardville, or Keats". You may want to contact a person in an existing similar business as a resource person for information (a mentor). Explain to them that you are doing a school project.
5. Assignments must be handed in on time. Late projects will receive half credit. Remember neatness counts. Follow directions carefully!!
6. The business plan assignments are in addition to a 2 page outline of each chapter and corresponding workbook assignments as well as magazine articles and reaction papers for speakers and videos.
7. Assignments are worth a total of 1000 points.

### LIST OF BUSINESS PLAN ASSIGNMENTS AND POINTS:

- |       |                   |                                    |
|-------|-------------------|------------------------------------|
| ( 50) | ASSIGNMENT ONE:   | TABLE OF CONTENTS                  |
| (100) | ASSIGNMENT TWO:   | BUSINESS OPPORTUNITIES             |
| (200) | ASSIGNMENT THREE: | STRATEGIES                         |
| (200) | ASSIGNMENT FOUR:  | ORGANIZING YOUR BUSINESS PERSONNEL |
| (200) | ASSIGNMENT FIVE:  | GRAND OPENING                      |
| (200) | ASSIGNMENT SIX:   | DESIGN AND LAYOUT                  |
| ( 50) | ASSIGNMENT SEVEN: | BUSINESS PLAN SUMMARY              |

EDUC

2/4/91

A7-3

## SPECIFIC DIRECTIONS

1. The questions listed on each assignment should be answered and formulate the rough draft outline. Simply answering each question in 1-2 sentences. This will be enough information to complete the page requirement for that assignment.
2. For each assignment there is a due date for both the rough draft and final draft. I will review the rough draft and return to the student with corrections and suggestions.
3. All pages except the title page and table of contents should be consecutively numbered in the upper right hand corner of the page. The completed project should be at least 12 numbered pages and no more than 20 numbered pages.
4. The first page of your project should be a title page with the following information centered:
  - a. The name of your business
  - b. Entrepreneurship
  - c. Year 1990-91
  - d. Your name
5. The second page of your project should be the table of contents which lists the six main headings and 20 subheadings on the next page of the directions.
6. The balance of the project should be 1-3 pages per assignment depending on the information requested.
7. The business plan summary will be the last page of this report and is simply a one-page summary of your findings.
8. All major headings and subheadings should be identified in the report.
9. All final drafts of assignments should be typed, double spaced.

### BUSINESS PLAN ASSIGNMENT DUE DATES:

	ROUGH DRAFT DUE DATE	FINAL DRAFT DUE DATE
ASSIGNMENT ONE:	FEBRUARY 4, 1991	MAY 3, 1991
ASSIGNMENT TWO:	FEBRUARY 11, 1991	FEBRUARY 18, 1991
ASSIGNMENT THREE:	FEBRUARY 25, 1991	MARCH 11, 1991
ASSIGNMENT FOUR:	MARCH 4, 1991	MARCH 18, 1991
ASSIGNMENT FIVE:	APRIL 8, 1991	APRIL 22, 1991
ASSIGNMENT SIX:	APRIL 15, 1991	APRIL 29, 1991
ASSIGNMENT SEVEN	MAY 1, 1991	MAY 10, 1991

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BUSINESS PLAN ASSIGNMENT ONE: DEVELOPING THE TABLE OF CONTENTS

ANSWER THE FOLLOWING QUESTIONS AND INCLUDE IN YOUR NOTEBOOK.

QUESTIONS:

1. What is the name of your business? Why did you choose this name? What marketing image benefits does the name possess or communicate to your potential customers? (You may wish to modify or change your business name later on as you develop your business plan)
2. What are the sources of information (Publications, names of advisors, that you have used or plan to use in the development of your business plan?
3. Other information to be included in the description of your business can be completed as your plan develops.

4. Create the table of contents. These are the recommended headings:

- A. DESCRIPTION OF THE BUSINESS
  1. NAME OF BUSINESS
  2. OWNER (S) AND LEGAL FORM
  3. OCCUPATIONAL EXPERIENCE OF OWNER/MANAGER(S)
  4. TYPE OF BUSINESS
  5. DESCRIPTION OF PRODUCTS/SERVICES LINES
- B. THE MARKETING PLAN
  1. TARGET MARKET
  2. MARKETING MIX STRATEGIES
    - a. Product and services strategies
    - b. Promotion strategies
    - c. Pricing strategies
    - d. Distribution or location strategies
- C. THE PERSONNEL ORGANIZATION PLAN
  1. ORGANIZATION CHART
  2. JOB DESCRIPTIONS
  3. BENEFITS/POLICIES
  4. EVALUATION FORM
- D. GRAND OPENING PLAN
  1. NEWSPAPER AD LAYOUT
  2. RADIO OR TELEVISION COPY
  3. BILLBOARD OR OUTDOOR SIGN
  4. SPECIAL IN-STORE PROMOTION
  5. MONTH-LONG MEDIA CALENDAR
- E. BUSINESS DESIGN AND LAYOUT
  1. EQUIPMENT AND FIXTURES
  2. STORE LAYOUT
  3. STORE IMAGE
  4. LOCATION MAP AND DESCRIPTION
- F. THE BUSINESS PLAN SUMMARY

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## BUSINESS PLAN ASSIGNMENT TWO: EVALUATING YOUR OWN BUSINESS OPPORTUNITY

### DIRECTIONS:

EVALUATE A POTENTIAL BUSINESS OPPORTUNITY THAT YOU ARE CONSIDERING. ANSWER THE QUESTIONS LISTED BELOW. COLLECT INFORMATION FROM YOUR TEACHER, YOUR PRESENT EMPLOYER, OR OUTSIDE RESOURCES SUCH AS THE CHAMBER OF COMMERCE, SMALL BUSINESS ADMINISTRATION, OWNER-MANAGERS OF SIMILAR BUSINESSES, GOVERNMENT PUBLICATIONS AND OTHER SOURCES.

### QUESTIONS:

1. What type of business do you plan to organize (Retail, service, franchise, and existing business, a part-time business, or a new business)?
2. What are your reasons for this choice of a business (existing, or unique needs for the business, trends, developments, or market potential)?
3. What type(s) or products or services are you going to emphasize, specialize in, feature in your business? What are your reasons for these decisions?
4. Who are your major competitors for your business? How can your products or services be competitive in your market area?
5. What are your experiences, interests, or unique qualifications that will assist you in being successful in this particular type of business?
6. What are ways that you can prepare for management/ownership of this type of business? (Some ways to consider are education required, on-the-job training programs, internships, beginning as a part-time business and management training.)
7. Identify the information or advice that you have obtained from others in this type of business.
8. Overall, what do you believe will be the most challenging, interesting, rewarding aspects of managing and owning the type of business you have chosen to organize?
9. What additional information are you seeking to assist you in making a decision regarding the type of business you wish to start? (Discuss this question with your teacher to obtain possible sources of such information before you begin your search.)

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BUSINESS PLAN ASSIGNMENT THREE: DEVELOPING YOUR MARKETING PLAN

DIRECTIONS: (RESOURCE: Community profile-Chamber of Commerce)

THE MARKETING PLAN IDENTIFIES THE FOLLOWING:

1. Your business target market.
2. Marketing mix strategies, (product and or service, price, promotion and place/distribution decisions) to achieve your marketing objectives

OBTAIN INFORMATION FOR THE FOLLOWING QUESTIONS FROM SUCH SOURCES AS OWNER-MANAGERS OF SIMILAR BUSINESSES, SBA, PUBLICATIONS, AND/OR TRADE MAGAZINES.

TARGET MARKET QUESTIONS:

1. Describe the potential customers who are most likely to be attracted to your new business (age, sex, income levels, buying habits/preferences, unique characteristics, and population trends).
2. What are the needs and wants of these customers that your products and/or services will satisfy?
3. What is the total estimated market size in terms of numbers of potential customers and projected sales dollars? What estimated percentage or share of this total market would you plan to realize at the end of the first year? Three years? These estimates may be difficult to make for a new business. Planned or estimated sales, however, are necessary for a new business.

MARKETING MIX STRATEGIES:

A. PRODUCTS AND SERVICES STRATEGIES:

1. What quality, variety, and style of products or services will you offer your customers?
2. What are advantages and disadvantages of competitors' products, services, or brands?
3. How are your products, services, or brands superior to or different from your competitors'?
4. Identify suppliers who will provide specific merchandise or materials for your products and/or services.
5. Describe the type of customer services you will offer. Examples of services are delivery, merchandise return adjustment and/or repair, credit, customer/product/service information, and other unique services.

B. PROMOTION STRATEGIES:

For your business plan include those types of special promotion tools identified in this project that you will use in the first month of your new business operation. Include a brief explanation of your reasons for using each promotion tool. It is suggested that you rule a monthly calendar to identify types of promotions, timing and length of promotions (days), and estimated costs of each promotion.

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### C. PRICING STRATEGIES (POLICIES):

List the different types of pricing policies you would follow for different kind of merchandise or services offered in your new business. Include the type of pricing policy, the merchandise or service, and your reasons for the different pricing policies.

### D. DISTRIBUTION/LOCATION STRATEGIES

1. Obtain a copy of a telephone book or a city directory. Also, obtain a copy of a city or area map. The Chamber of Commerce may also have this information.
2. Identify specific trade area(s) on the local map that you believe would provide enough customers to support your new business.
3. Evaluate three possible business locations using the following criterion:
  - A. Rental or purchase terms
  - B. Competition in the trading area
  - C. Compatibility of neighboring businesses
  - D. Neighborhood atmosphere
  - E. Site history
  - F. Customer accessibility to site
  - G. Traffic volume
  - H. Parking availability
  - I. Zoning restrictions
4. Conduct a customer traffic count of potential customers passing by your proposed new business site. Use these categories:
  - A. Those who enter the store (existing business)
  - B. Those who may become customers after looking in the window
  - C. Those who pass without entering or looking
5. Write out the answers to the following questions and include in your notebook.

### QUESTIONS:

1. What business conditions are adequate to support your type of business in the site you are considering?
2. What kind of people will want to buy what you plan to sell? What are people like who live in the area?
3. What are the number, type, and size of competitors in the area?
4. Why does the area need another business like the one you plan to open?
5. Have you checked and found adequate utilities, parking facilities, police and fire protection, housing, schools, and other cultural and community activities?
6. What is the occupancy history of this building? Does the location have a reputation for failures? (Have businesses opened and closed after a short time?)
7. Why have other businesses failed in this location?
8. What are the terms of the lease?

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BUSINESS PLAN ASSIGNMENT FOUR: ORGANIZING YOUR BUSINESS PERSONNEL

DIRECTIONS:

YOUR EMPLOYEES ARE THE MOST IMPORTANT ASSET OF BUSINESS. FIRST ANSWER THE QUESTIONS AND THEN COMPLETE THE ASSIGNMENTS.

QUESTIONS:

1. What types of personnel are you going to hire?
2. How are you going to organize the efforts of your employees?
3. What responsibilities are you going to assign to each employee?

COMPLETE THESE TASKS:

1. Draw an organization chart for your business, identifying specific job titles and numbers of employees needed for each job title. Also, organize your business according to different departments and/or activities. Identify job titles of individuals who will manage or be responsible for the departments and/or activities.
2. Prepare a job description for yourself as the owner-manager of your new business. Interview the owner-manager of a similar business to obtain ideas for this job description. Identify those duties and responsibilities that are most important and should not be delegated to others.
3. Describe the employee benefits and policies for your business. Distinguish any differences for full-time and part-time employees such as health insurance.
4. Design a sample job performance evaluation form. Refer to what is listed in the job description and then include general work habits such as attendance, tardies, appearance, initiative, and dependability.

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BUSINESS PLAN ASSIGNMENT FIVE: PLANNING THE GRAND OPENING

DIRECTIONS:

LOCAL ADVERTISING AND MEDIA REPRESENTATIVES WOULD BE EXCELLENT RESOURCES FOR THIS PROJECT. THE SAMPLE ADS AND IN-STORE PROMOTION SHOULD BE FOCUSED ON ONE THEME OR EVENT SUCH AS HALLOWEEN, CHRISTMAS OR 2 FOR 1 SALE.

1. Prepare the copy and layout for a grand opening newspaper advertisement. Feature special merchandise, prices, services, promotions for your new business. Prepare a budget estimate for the cost of this advertisement. Identify the dates and size of this advertisement.
2. Prepare a radio or television commercial for your grand opening. Include similar information for this ad as described in Activity 1.
3. Design a sketch of an exterior sign or billboard for your new business. Include appropriate logo, colors, lettering, graphics, and other business, product, or service information. You may wish to contact a sign or billboard business to obtain ideas.
4. Use your creativity in planning a special in-store promotion that will attract customers to your grand opening. Describe the merchandise of services featured, the supplies required, personnel needed, costs, and creative aspects of this promotion.
5. Create a month-long media calendar for your grand opening.

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## BUSINESS PLAN ASSIGNMENT SIX: PLANNING THE BUSINESS DESIGN AND LAYOUT

### DIRECTIONS:

AN OWNER-MANAGER MUST CONSIDER THE NEEDS OF PRODUCTS HANDLED, SERVICES OFFERED, EMPLOYEES, AND CUSTOMERS WHEN PLANNING THE DESIGN AND LAYOUT OF A NEW BUSINESS. SUCH CONSIDERATIONS INCLUDE CUSTOMER BUYING HABITS AND SERVICE, IMAGE, PRODUCT ORGANIZATION AND DISPLAY, UTILIZATION OF AVAILABLE SPACE, SECURITY, AND SEPARATION OF MAJOR ACTIVITIES. YOUR ASSIGNMENT IS TO PLAN THE DESIGN AND LAYOUT OF YOUR NEW BUSINESS. USE THE FOLLOWING STEPS:

1. Visit several businesses that are similar in type and size to the business you plan to start. Sketch or take notes on layout features that you believe could be adapted to your business. If possible, discuss with the manager his/her opinion of the effectiveness of the layout.
2. Obtain fixture and equipment catalogs and price lists from local or national suppliers. Identify fixtures and equipment needed for your business. Prepare a list of such items including an itemized price list and total budget. Local building or remodeling contractors might supply cost and labor estimates for your design and layout project.
3. Prepare a scale drawing of your business layout using graph paper. Determine the dimensions for various offices, merchandise departments, storage areas, service departments, and other areas. You may wish to use pieces of colored construction paper cut in blocks or shapes corresponding to various departments of your business. You may arrange and rearrange these pieces until you are satisfied that you have found the layout most appropriate for your business. You may wish to identify various areas or departments within your business layout by either labeling or coding these elements. You may wish to obtain sample fabric swatches, carpet samples, wallpaper or paneling materials, or color schemes to include with your layout plan.
4. Briefly describe the store image such as discount, moderate-priced or prestige.
5. Create a location map of your business and a written description to justify your choice.

## BUSINESS PLAN ASSIGNMENT SEVEN: BUSINESS PLAN SUMMARY

### DIRECTIONS:

WRITE A ONE-PAGE SUMMARY OF YOUR FINDINGS. REFER TO CHAPTER 59, PAGE 509 IN THE RETAIL MARKETING TEXTBOOK.

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BUSINESS PLAN ASSIGNMENT FOUR: ORGANIZING YOUR BUSINESS PERSONNEL

DIRECTIONS:

YOUR EMPLOYEES ARE THE MOST IMPORTANT ASSET OF BUSINESS. FIRST ANSWER THE QUESTIONS AND THEN COMPLETE THE ASSIGNMENTS.

QUESTIONS:

1. What types of personnel are you going to hire?
2. How are you going to organize the efforts of your employees?
3. What responsibilities are you going to assign to each employee?

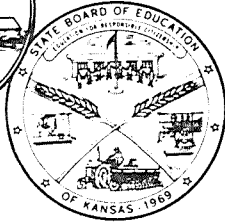
COMPLETE THESE TASKS:

1. Draw an organization chart for your business, identifying specific job titles and numbers of employees needed for each job title. Also, organize your business according to different departments and/or activities. Identify job titles of individuals who will manage or be responsible for the departments and/or activities.
2. Prepare a job description for yourself as the owner-manager of your new business. Interview the owner-manager of a similar business to obtain ideas for this job description. Identify those duties and responsibilities that are most important and should not be delegated to others.
3. Describe the employee benefits and policies for your business. Distinguish any differences for full-time and part-time employees such as health insurance.
4. Design a sample job performance evaluation form. Refer to what is listed in the job description and then include general work habits such as attendance, tardies, appearance, initiative, and dependability.

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# Kansas State Board of Education

Kansas State Education Building (913) 296-3203

120 East 10th Street Topeka, Kansas 66612-1103

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Connie Hubbell  
District 4

Bill Musick  
District 6

Evelyn Whitcomb  
District 8

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District 2

I. B. "Sonny" Rundell  
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Wanda Morrison  
District 7

Timothy R. Emert  
District 9

Paul D. Adams  
District 3

Gwen Nelson  
District 10

February 4, 1991

TO: Senate Education Committee  
FROM: State Board of Education  
SUBJECT: 1991 Senate Concurrent Resolution 1613

My name is Connie Hubbell, Legislative Chairman of the State Board of Education. I appreciate the opportunity to appear before this Committee on behalf of the State Board.

The State Board strongly supports partnerships between business and education. Cooperative efforts such as those listed below can produce significant improvement in student achievement.

1. Allow employees to attend parent-teacher conferences during the school day.
2. Provide volunteer services to assist in classroom activities.
3. Provide equipment for training students.
4. Provide reward system for significant student achievement.
5. Provide guest speakers.
6. Host school spirit winners.
7. Provide advice in curriculum improvement in specialized areas such as technology.
8. Cooperate in work-study programs.
9. Participate in adopt-a-school program.
10. Provide meeting rooms and other facilities for community education programs.

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It is the State Board's opinion that the business education partnership opportunities are unlimited. Even though some progress has been made to date, further work is necessary in this area if students are to be competitive in the world of work. It is essential that Kansas maintain a well educated, well trained work force.

The State Board of Education commends the sponsor of Senate Concurrent Resolution 1613 and recommends it be reported favorably for passage.

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Testimony on SCR No. 1613  
before the  
Senate Committee on Education

by

Paul Getto  
Assistant Director of Education Services  
Kansas Association of School Boards

February 4, 1991

Mr. Chairman, members of the Committee, thank you for the opportunity to comment on Senate Concurrent Resolution No. 1613 on behalf of the Kansas Association of School Boards. We support efforts to create and sustain business-education partnerships which will assist students in their preparation for adult life and provide a service for businesses so that students are better prepared to become productive members of the work force. To assist in this effort, KASB has supported the Kansas Foundation for Partnerships in Education for the past several years.

We applaud the examples mentioned in this resolution by businesses in Topeka, Wichita, Hutchinson and others throughout the state and join with the legislature to encourage further development of partnerships between business and education which will assist our schools and their students as they prepare young people for their roles in the 21st century.

Thank you for the opportunity to present the views of our association. I will be happy to answer questions.

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