

Approved June 26, 1992
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

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

1:30 ~~am~~/p.m. on Tuesday, February 25, 1992 in room 123-S of the Capitol.

All members were present except:

Senator Dave Kerr, excused

Committee staff present:

Mr. Ben Barrett, Legislative Research Department
Ms. Avis Swartzman, Revisor of Statutes
Mr. Dale Dennis, Assistant Commissioner of Education
Mrs. Millie Randell, Committee Secretary

Conferees appearing before the committee:

SB 570 - Community colleges, transferring supervision from
state board of education to state board of regents.

Comments:

Mr. Ted Ayres, General Counsel, Kansas Board of Regents

Opponents:

Dr. Patrick J. McAtee, President, Kansas Association of Community Colleges;
President, Cowley County Community College
Dr. Patricia Caruthers, Assistant to the President of Kansas City Kansas
Community College; former member, Kansas Board of Regents
Ms. Kay Coles, Director of Communications, Kansas-National Education
Association
Dr. David L. DePue, Executive Director, State Council on Vocational
Education
Mr. Tim Emert, Chairman, State Board of Education

Following a call to order, Chairman Joseph C. Harder called upon the first conferee, Mr. Ted Ayres, General Counsel, Kansas Board of Regents.

Mr. Ayres informed members that although the Board of Regents has not taken a specific position on SB 570, the Board's interest in assuming increased responsibilities with regard to the community colleges is based upon the Regents' response to the Governor's Commission on Reform of Educational Governance. (Attachment 1) Responding to a question, Mr. Ayres estimated the fiscal impact to the Regents in assuming this responsibility is approximately \$172,600.

When the Chair called upon the first opponent, Dr. Patrick J. McAtee expressed opposition to SB 570 on behalf of the Kansas Association of Community Colleges, of which he is president.

Dr. McAtee noted differences in admissions policies between the State Board of Regents and community colleges. He stated that while the Regents support selective admissions, community colleges are open-door institutions and accept applicants regardless of their station in life.

Dr. McAtee pointed out differences in mission: the Regents mission is one of research, which is primarily teaching and degree oriented; community colleges have a very diverse population and mission. While college preparatory courses are part of the community college mission, only one out of five students transfers to university, he said. Being under the control of the Regents, claimed Dr. McAtee, would be a step backward to the former junior college concept, that of being just transfer oriented.

Dr. McAtee cited the strong technology mission of community colleges and credited the State Board of Education with having lead them to a community college concept involving business and industry.

Dr. McAtee referred Committee attention to funding for community colleges

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

room 123-S, Statehouse, at 1:30 ~~xxx~~ p.m. on Tuesday, February 25, 1992

and pointed out that state funding (about 24%) is based upon course and program approval and that state funds decline when courses and programs decline. He reminded members that over 50% of community college funding is paid by the communities themselves.

Dr. McAtee noted the need for duplication of programs at community colleges in order to serve better the communities and their economic development needs. He cited Cowley County's involvement with General Electric as one example.

Dr. McAtee also cited partnerships community colleges might have with private colleges to better serve the needs of communities.

Dr. McAtee described a process approved by the State Board of Education which allows community colleges to respond immediately to needs of business and industry through custom designed courses and stressed that it is critical to act quickly in such matters.

Transferring control of community colleges to the State Board of Regents would destroy community colleges and deny access to affordable, quality education for all citizens, affirmed Dr. McAtee.

The president of the Kansas Association of Community Colleges reaffirmed his stance that community colleges should be supervised by an elected body, the State Board of Education, which will make decisions based upon need, not politics.

Dr. Patricia Caruthers, Assistant to the President of Kansas City Kansas Community College, stressed the criteria which Committee members need to consider before any change should be made in transferring control of community colleges to another body. She cited a separate State Board of Community Colleges as the only other alternative to current control by the State Board of Education. (Attachment 2)

Speaking on behalf of the Kansas-National Education Association, Ms. Kay Coles stated that her organization has taken a position in support of keeping community colleges under the supervision of the State Board of Education. (Attachment 3)

Dr. David L. DePue, Executive Director of the Kansas Council on Vocational Education, called attention to the fact that the State Board of Education has been designated by Congress to receive the almost \$10 million it receives each year in Federal Perkins Act funds, and a governance change to the State Board of Regents would require the Regents Board to effectively "sub-contract" with the State Board of Education for these funds. (Attachment 4)

The Chairman of the State Board of Education, Mr. Tim Emert, reaffirmed the testimonies of prior conferees. He then described the role his Board has played in developing an updated community college mission that serves not only traditional students but also the business and industry of Kansas. (Attachment 5) Mr. Emert expressed concern regarding the loss of local control by community colleges should the State Board of Regents assume supervision; and these, he said, would include a mission statement, hiring of the community college president, and budgeting. He urged the Committee to report SB 570 adversely.

Replying to questions, Mr. Emert informed members that the State Board of Education, by law, has supervisory authority which includes program approval. He said it does not include hiring the community college president or budgeting. He also replied that each community college has its own mission statement.

Senator Montgomery moved, and Senator Frahm seconded the motion that minutes of the meetings of February 20 and February 24 be approved. The motion carried, and the Chair adjourned the meeting

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 123-S DATE: Tuesday, February 25, 1992

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Chris Pike	605 S Cherokee Girard Ks 6667439 ^{inward middle}	
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Patricia W. Gaulters	Kansas City	Kansas Comm. College
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Tim Emert	Independence	KSBO of Ed
R. Lipsy	Top	AP
Susan Hurd		Altern-Breinhardt
Paul Phe	Topeka	KCOVE
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TED D. AYLES	TOPEKA	BO OF REGENTS
ERIC SEXTON	Wichita	WSU
Bree Colvin	Wichita	Wash. Mercury
Kay Ellis	Topeka	KICA
Jane Roberts	Topeka	KS ADTSS
Kriste Wardell	Topeka	ASK
Bob Kelly	Topeka	KICA
Cindy Kelly	Topeka	KASB
David Moniceal	Topeka	Washburn
Ed Washburn	Topeka	Washburn
Sue Peterson	Manhattan	KANSAS State University
Kim Vickys	Topeka	Intern (Kan)
Rodney Cox	E1 Donado	Butler Co Comm Coll

The Testimony of

Ted D. Ayres
General Counsel
Kansas Board of Regents

before
THE SENATE COMMITTEE ON EDUCATION
1992 Legislative Session

in re
Senate Bill 570

1:30 p.m.
February 25, 1992
Room 123-S
Kansas Statehouse

EDUC
2/25/92
A1-1

Chairperson Harder and Members of the Committee:

My name is Ted D. Ayres and I am General Counsel to the Kansas Board of Regents. I am here this afternoon representing the Board of Regents.

On February 14, 1991, the Board of Regents approved a proposal called "CONSTRUCTING PARTNERSHIPS IN KANSAS HIGHER EDUCATION." This proposal was written as a response or follow-up to recommendations made in December, 1990, by the Governor's Commission on Reform of Educational Governance.

The February 14, 1991, document recommended that the Board of Regents assume some governance and overall coordinating responsibilities for the state's community colleges; local boards of trustees would remain. The proposal noted several reciprocal benefits and advantages which result from this action. Community colleges can provide the Regents universities with significant assistance in:

- * the improvement of transfer, articulation and general education programs.
- * the development of responses to the needs of businesses and the state's interest in workforce development.
- * the remediation of students who are underprepared for academic programs.
- * providing services to local communities, such as in-service programs for local teachers.
- * providing services and instruction for the personal development and cultural enrichment of students.

EDUC
2/25/92
A1-2

Regents universities can provide the community colleges with significant assistance in:

- * developing approaches for articulating vocational programs with baccalaureate programs.
- * developing regionalized, market-sensitive vocational training programs.
- * creating faculty and staff development programs, including improving the degree credentials of employees.
- * advocating to the Governor and Legislature for higher education (this works both ways).

The Board of Regents has not taken a specific position on Senate Bill 570. However, I believe that I can communicate, based on the February report, the Board's interest in assuming increased responsibilities with regard to the community colleges. The Board is ready to step forward, as determined and directed by the legislature, to help meet the challenges facing education in Kansas as we move to the 21st century.

I would be happy to stand for questions.

EDUC
2/25/92
A1-3

SENATE BILL NO. 570

(Dr. Patricia Caruthers)
(February 25, 1992)

I appreciate the opportunity to address the proposed changes that are contained in Senate Bill No. 570 today, relative to transferring the supervision of the community colleges from the State Board of Education to the State Board of Regents. Hopefully, I will be able to show in my discussion of specific areas of the mission, philosophy, governance, admissions criteria, and role of the community college to its community, that any change in the transferring of power would be detrimental to the overall aspect of higher education in Kansas.

Community colleges were originally established because there was an increasing number of demands that were being placed on schools that the universities could not address. Further, as Arthur Cohen says in his book, The American Community College, community colleges have grown and continue to grow because they have taken on the responsibilities of meeting the immediate needs of a community without the burden of having to defend tradition, or having alumni to question their role, or having their statements of philosophy questioned that would preclude the inability to respond to a legitimate inquiry. The whole idea of the community college is to be comprehensive, and that simply means being able to provide faculty and staff that are not only able, but willing to understand first, that the community colleges exist sometimes as the last ray of hope to individuals who seek higher education; that we, in the community college arena become counselors, teachers, disciplinarians, and sometimes parents, and it is our job to provide an environment that says, "Yes, I can."

Too often, when individuals talk about higher education, they purposefully ignore community colleges. And, I understand that

EDUC
2/25/92
2-1

because I recognize the constant debate among scholars that the community colleges are an extension of high school. But, I am here today to say that if individuals would sincerely look at the mission of the comprehensive community college, they would readily recognize that, with the economic conditions of this country and this state, with the number of individuals who are unemployed and continue to be laid off (GM, AT&T, Allied Signal, IBM, TWA, etc.), with the demands being given on the retraining of the workforce, with the increase in the costs of attending public universities and colleges, with the increase in the illiteracy rate of individuals, with the increased drop-out rate of middle and high school students, and with the proposal of this legislative session for qualified admissions at the Regents universities, the community colleges are the only institutions that can address these concerns. And, these are a part of their mission.

The role, mission, and philosophy of the community colleges must be thoroughly understood before the transferring of power takes place, and this is really what this is all about. This whole idea has been discussed for over twenty years, and it's about who will control higher education in the State of Kansas. I have come here today to say:

1. Community colleges have the philosophy of open admissions, open access to anyone in the community who wants any program from university parallel curricula to vocational programs, ABE/GED, partnerships with businesses and industries, cooperative programs with the AVTS, outreach programs, two-plus-two programs with universities, cooperative academic programs with the area high schools where students may obtain

EDUC
2/25/92
2-2

college credit for courses while preparing for graduation from high schools, cooperative programs with JTPA, etc. We serve students from various backgrounds and ethnic groups who have varying abilities and capabilities. We do not have selective admissions policies nor do we want any, because our mission is to serve the needs of the local community. Further, community colleges prefer to hire faculty and staff who understand the comprehensive, open-door philosophy, and who are able to teach and fully understand the needs of students with varying abilities and educational backgrounds. As a matter of fact, this statement is on all of KCKCC's job descriptions.

2. With the continuing increases in the tuition of public universities and the proposal again for qualified admissions by the state universities, the whole notion of transferring supervision raises a lot of questions again about understanding the mission of community colleges and removing the governance away from local Boards. It is inconceivable to me for the Board of Regents to gain total control and power over the local community colleges. The local Board of Trustees currently answer to the citizens who elect them to the Boards, and they are representatives of the individual communities and/or service areas. And, because of the local elective process, that means that the Board members have an interest in how the citizens of that community are served. Further, they understand the economic and social needs of their community and can, therefore, set tuition and fees, and develop a budget that specifically addresses that community. It does not seem feasible to me to have any entity deciding

EDUC
2/25/92
2-3

what is best for a local community.

3. Responding to the needs of the local communities is imperative to the mission of community colleges. Even though state universities have students from these local communities who attend their institutions of higher education, there still does not exist that commitment to the local constituencies that exists with local Boards and the faculties and staffs of strategically located community colleges. Additionally, the community colleges perceive, often times, more clearly the needs of students, whether it be financial aid, developmental courses, tutoring, special support services for special populations as they are defined presently by the State Board of Education, i.e., academically and economically disadvantaged, single heads of households, prison inmates, the physically and mentally handicapped, the learning disabled, etc., retraining for local industrial workers, packaged credit courses for businesses, participating in the State literacy initiative, participating as a regional center for the Governor's initiative of alcohol, drug, and substances abuse, etc. The principal point here is, that the response time to a stated and proven need of the community is important, whether the request is for a completely new program or the elimination of programs; whether the local Fire Department or Police Department needs an assessment center established; whether the local Red Cross wants to use the facilities on a Saturday or Sunday; whatever the need, the response must be timely. And, community colleges perform this function best. It is not in the mind-set of community colleges faculty and staff to decide

EDUC
2/25/92
2-4

for the citizens of the community who should go to college and who shouldn't. It is not in the purview of community colleges faculty and staff to establish barriers, whether they be financial or relate to admissions policies, so that individuals can be "weeded" out and denied access to higher education.

K-12, community colleges, universities, and colleges all have their roles and missions in the total educational process within a state. I have personally been in the K-12 environment, have been a member of the Kansas State Board of Regents, have graduated from a community college, and am currently serving at a community college. Therefore, I feel that I can speak from experience. And, what I feel very strongly is, that the community colleges should remain under the State Board of Education if the only alternative is the State Board of Regents, because as I have continued to keep abreast of the changes in the educational philosophy of some individuals, I question whether the complete understanding of the role of the community colleges has not been pushed aside in lieu of the power and control. The only other alternative is a separate State Board of Community Colleges. It is imperative that the quality of education and service to the local community not be ignored in this whole legislative process.

EDUC
2/25/92
2-5



KANSAS NATIONAL EDUCATION ASSOCIATION / 715 W. 10TH STREET / TOPEKA, KANSAS 66612-1686

Testimony before the
Senate Education Committee
Kay Coles, Kansas NEA
SB 570
February 25, 1992

Thank you, Mr. Chairman. Members of the committee, I am Kay Coles, here today representing the 24,000 members of Kansas NEA. We appreciate the opportunity to speak with you in opposition to SB 570.

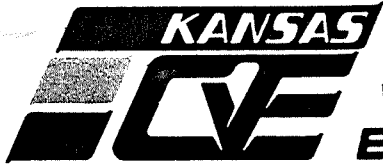
The issue of community college governance has arisen each year for several years. Proposals ranging from this one, which puts community colleges under the supervision of the Kansas Board of Regents, to those proposing an independent board for community colleges have come up time and again.

The members of Kansas NEA have spoken on the issue contained in SB 570. In KNEA resolution D-20, the Association has taken a position in support of keeping community colleges under the supervision of the State Board of Education. Our community college members have voiced strong objection to supervision being moved to the State Board of Regents.

Believing that community colleges serve distinct roles quite different from the Regents institutions, our members believe that the Regents function is, quite rightly, supervision of the Regents institutions. They have expressed concern that community college needs could take a back seat to the needs of Regents institutions should the supervision of community colleges be transferred to the Regents.

Further, our members are quite satisfied and pleased with the progressive advocacy that the State Board of Education has exhibited in support of community colleges.

For these reasons, we would ask you to not support SB 570. Thank you for listening to our concerns. I would be glad to try and answer any questions.



KANSAS COUNCIL ON VOCATIONAL EDUCATION

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J.C. "Cash" Bruner, Chair
Business Representative
International Assn. of Machinists
and Aerospace Workers
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Eddie Estes, Ph.D., Vice Chair
President, Western Kansas
Manufacturers Association
Dodge City

Robert Thiry
Executive Committee Member
Coordinator, KS Carpentry
Apprenticeship
Perry

TO: Senator Harder, Chairman, and Members of the Senate Committee on Education *Dr. David L. DePue Executive Director*

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

SUBJECT: Comments on S 570

DATE: February 25, 1992

The State Council on Vocational Education is established by the U.S. Congress to provide oversight and policy advice on vocational education and training programs in Kansas. Each of our 13 members represents one of the constituent groups served by programs.

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

Fran Graham
Vocational Counselor
Johnson County AVTS
Olathe Center
Olathe

Allene Knedlik
Coordinator of Tech Prep
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Counselor/Placement Coordinator
Manhattan AVTS
Manhattan

Janis Lee
State Senator
Farmer/Rancher
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D. Joe Mildrexler
Dean of Community Services
Golby Community College
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Carol Nigus, Director
Brown County Kansas Special
Education Cooperative
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Dennis K. Shurtz
Agribusiness/Commodities
Arkansas City

Mitch Sexton
Manager of Training & Quality Programs
Jostens School Products Group
Topeka

Gary Withrow
Employee Relations Manager
Morton International
Hutchinson

Kansas receives almost \$10 million each year in Federal Perkins Act funds. This requires the development of an extensive State Plan, considerable administration, and an annual evaluation. The State Board of Education is designated by Congress to receive these funds. Much the same scenario exists for Federal Adult Education funds. Nearly half of community college courses are vocational-technical in nature.

A governance change to the State Board of Regents would require the Regents Board to effectively "sub-contract" with the State Board of Education for these funds. The Regents Board would have to duplicate much of the State Board administration to deal with funding and monitoring. We would duplicate vocational-technical programs under the two boards.

Community Colleges in Oklahoma are part of their Regents system. Leaders in these institutions say they have yet to receive their fair share of federal vocational education and training funding. That state's vocational-technical schools have been in the vanguard of economic development. This can be contrasted with Kansas Community Colleges that are responsive to community and business needs, focusing on training, retraining, and upgrading skills.

The first time this governance question came up after I took my present position, I called my counterpart in each of the states where community colleges were under their Regents Board. I was told that if Kansas had all K-14 education under one board, we had the ideal system. We should leave it that way and not duplicate efforts and costs.

EDUC
2/25/92
A4

Kansas State Board of Education

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

February 25, 1992

TO: Senate Education Committee
FROM: State Board of Education
SUBJECT: 1992 Senate Bill 570

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

In the last few years, the State Board of Education has spend a great deal of time working with Kansas community college administrators and boards of trustees in developing an updated community college mission that serves not only traditional students but the business and industry of Kansas.

The mission of the community colleges is quite different than the Regents' institutions in Kansas. The community college system is currently structured in a way that when the need arises to serve business and industry, the community college responds in an expeditious manner. Through our business and industry service program for the community colleges, we have a two-week turnaround for providing customized training.

According to the latest information available, four out of five students enrolled in a community college are involved in nontransfer programs. These numbers are based on headcount enrollment not full-time equivalent credit hours. The typical community college student is female, over 30 years of age, a part-time student, employed full-time, and is primarily a nontransfer student.

In addition, the State Board of Education has developed the Kansas Training and Retraining Plan which community colleges are making an effort to follow. Implementation of this plan has had a positive impact on the economic development of the state.

The community colleges are also in the process of developing the capability to offer programs regionally through fiber optics which we believe will provide a great potential for further economic development and training/retraining in Kansas.

Many community colleges have developed articulation agreements with area vocational-technical schools to permit students to receive an associate of applied science degree while receiving their skill training at the area school.

Another major difference between the community colleges and Regents' institutions is that community colleges currently have local control and local mill levy authority. The State Board of Education strongly believes that the board of trustees should retain their current authority in order to be able to respond to the needs of the community as they arise. The term "community" includes the major service areas which have been in place since 1977.

Dale M. Dennis
Deputy/Assistant Commissioner
Division of Fiscal Services and Quality Control
(913) 296-3871

EDUC

2/25/92

A5-1

The State Board of Education has general supervisory authority over the community colleges, but we believe the local boards of trustees should be charged with the operation of the community colleges as provided in current law.

Attached is a copy of the Kansas Training and Retraining plan and an Executive Summary of the Vocational Training for Economic Development Plan which provide some of the services to business and industry in Kansas.

The State Board of Education recommends that the Senate Education Committee report Senate Bill 570 adversely.

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2/25/92

5-2

VOCATIONAL TRAINING FOR ECONOMIC DEVELOPMENT

A REPORT ON BUSINESS/INDUSTRY RELATIONSHIPS WITH KANSAS COMMUNITY COLLEGES AND AREA VOCATIONAL-TECHNICAL SCHOOLS 1989-90 ACADEMIC YEAR

[EXECUTIVE SUMMARY OF COMMUNITY COLLEGE DATA]

Compiled and Prepared by:

Lifelong Learning Division
Kansas State Board of Education

Ferman Marsh, Assistant Commissioner
John Hanna, Director Community Colleges/Community Education
Tom Moore, Director Technical Education

For more information please call (913) 296-3047

April, 1991

EDUC
2/25/92
5-3

TABLE OF CONTENTS

Introduction.....1
Executive Summary.....2
Summary of Tables.....3
Table I: Totals of Vocational Training and
Kansas Industrial Training Programs.....4
Table II: Kansas Industrial Training Program.....4
Table III: Vocational Training: 1987-88 Averages.....5
Table IV: Vocational Training - Community Colleges.....6
Appendix: Vocational Training - Community Colleges.....7

EDUC
2/25/92
5-4

Introduction

"A strong educational system that is responsive to business needs is critical in maintaining the state's ability to offer industry a well trained work force."¹

Kansas promotes economic development in many ways. One of the most important strategies for promoting economic development is providing educational opportunities for entry into and advancement within the work force. In support of this strategy, public community colleges and area vocational technical schools have expanded their offerings to include customized training for businesses and industries within Kansas.

This report focuses on the training opportunities currently being offered to meet the changing needs of business and industry in Kansas. Specifically, the report includes information on vocational training programs offered by public community colleges, area vocational technical schools and the Kansas Industrial Training Program. Whether the training is a course, program or workshop, the majority is custom designed to fulfill the particular needs of a business, employee or group of employees.

The Kansas Industrial Training Program (KIT) is a cooperative effort between the Kansas Department of Commerce, the Kansas State Board of Education, and Kansas businesses and industries. The agreements between these entities provides funding through Carl Perkins legislation to support customized training for new industries entering the state or industries who wish to expand their operations. Information on these specific projects is presented in separate tables.

Requests for additional information, or questions concerning individual institutions or projects, may be directed to Mr. Ferman Marsh, Assistant Commissioner, 120 East 10th Street, Topeka, Kansas 66612, (913) 296-3047.

¹ Work Force Training: The Challenge for Kansas Kansas Inc.

KANSAS COMMUNITY COLLEGES AND AREA VOCATIONAL TECHNICAL SCHOOLS
BUSINESS/INDUSTRY RELATIONSHIPS REPORT
1989-90 SCHOOL YEAR

EXECUTIVE SUMMARY

- During the 1989-90 school year, Kansas public community colleges and area vocational schools served 1,291 businesses/industries and 65,341 employees with credit courses and non-credit services.
- Each business/industry served received an average of 2,127.3 hours of vocational training for a total of 2,746,331 hours provided by community colleges and area vocational schools in 1989-90.
- Nine area vocational schools and eight community colleges provided 708,144 hours of customized instruction to 32 businesses and 1,611 employees through the Kansas Industrial Training Program.
- The average community college or area vocational school provided vocational training to 1,931 employees of 38 businesses/industries, and offered 153 courses in a variety of program areas. (KIT Program data are not included.)
- Overall, community colleges and area vocational schools offered over 5,046 courses in vocational training programs for Kansas businesses in 1989-90. (KIT Program data are not included.)
- In 1989-90, community colleges provided vocational training to slightly more businesses (.5% increase), more employees (36% more), for more hours (an increase of 10%) than in 1988-89. Area vocational schools experienced a reduction in services during the same time period. Area schools served 21% fewer businesses and 24% fewer employees, with an overall reduction of 31% in hours of training provided. (KIT Program data are not included.)
- Each employee served by vocational training from the community colleges or area vocational schools received an average of 32 hours of instruction.

DESCRIPTION OF TABLES

- Table I: The data are a combination of the totals for vocational training and the KIT Program.
- Table II: These data are from the Kansas Industrial Training Program. The data presented are: Number of institutions providing instruction, number of businesses receiving instruction, number of hours of instruction, number of employees served (or enrolled), the average hours of instruction per employee, and the average hours of instruction per business.
- Table III: This table presents the 1989-90 averages for vocational training programs provided by community colleges and area vocational schools; KIT Program data are not included.
- Table IV: Data on numbers of businesses and employees provided with vocational training by community colleges are presented; KIT Program data are not included.

TABLE I

KANSAS COMMUNITY COLLEGES AND AREA VOCATIONAL TECHNICAL SCHOOLS
 VOCATIONAL TRAINING AND KANSAS INDUSTRIAL TRAINING PROGRAMS
 1989-90 SCHOOL YEAR

	BUSINESSES INDUSTRIES SERVED (ESTIMATED)	EMPLOYEES TRAINED (ACTUAL)	TOTAL CONTACT HOURS OF TRAINING PROVIDED	AVERAGE TRAINING HOURS PROVIDED/ EMPLOYEE	AVERAGE HOURS/ BUSINESS SERVED
AVTS	541	12,804	1,094,336	85.47	2,022.80
COMMUNITY COLLEGE	750	52,537	1,651,995	31.44	2,202.66
TOTALS	1,291	65,341	2,746,331	42.03	2,127.29

TABLE II

KANSAS COMMUNITY COLLEGES AND AREA VOCATIONAL TECHNICAL SCHOOLS
 KANSAS INDUSTRIAL TRAINING PROGRAM
 FISCAL YEAR 1990

	NO. INST'S PROVIDING TRAINING	BUSINESSES RECEIVING TRAINING	TOTAL HOURS OF TRAINING PROVIDED	NUMBER OF EMPLOYEES TRAINED	AVERAGE TRAINING HOURS PER EMPLOYEE	AVERAGE TRAINING HOURS PER BUSINESS
AREA VO- TECH SCHOOLS	8	14	503,660	928	542.74	35,975.71
COMMUNITY COLLEGES	7	18	204,484	683	299.39	11,360.22
TOTALS	15	32	708,144	1,611	439.57	22,129.50

TABLE III
 KANSAS COMMUNITY COLLEGES AND AREA VOCATIONAL TECHNICAL SCHOOLS
 VOCATIONAL TRAINING
 1989-90 AVERAGES

	BUSINESSES INDUSTRIES SERVED (ESTIMATED)	EMPLOYEES TRAINED (ACTUAL)	NUMBER OF COURSES PROVIDED	TOTAL CONTACT HOURS OF TRAINING PROVIDED
AVTS AVERAGES	38	848	94	42,191
COMMUNITY COLLEGE AVERAGES	39	2,729	196	76,185
COMBINED CC/AVTS AVERAGES	38	1,931	153	61,763

EDUC
 2/25/92
 5-9

TABLE IV

KANSAS COMMUNITY COLLEGES
VOCATIONAL TRAINING
1989-90 SCHOOL YEAR

COMMUNITY COLLEGE	BUSINESSES INDUSTRIES SERVED (ESTIMATED)	EMPLOYEES TRAINED (ACTUAL)	NUMBER OF COURSES PROVIDED	TOTAL CONTACT HOURS OF TRAINING PROVIDED
ALLEN COUNTY CC	17	715	65	22,404
BARTON COUNTY CC	62	3,621	192	280,161
BUTLER COUNTY CC	55	307	53	17,436
CLOUD COUNTY CC	21	2,902	149	5,302
COFFEYVILLE CC	8	1,446	79	26,190
COLBY CC	37	850	69	13,701
COWLEY COUNTY CC	36	1,754	108	50,641
DODGE CITY CC	24	1,754	60	37,135
FORT SCOTT CC	41	4,743	502	448,867
GARDEN CITY CC	37	525	61	12,493
HIGHLAND CC	31	254	24	17,314
HUTCHINSON CC	45	5,412	375	89,623
INDEPENDENCE CC	116	2,331	417	58,539
JOHNSON COUNTY CC	71	18,207	1,002	225,496
KANSAS CITY KS CC	49	2,309	251	31,487
LABETTE CC	21	1,646	275	54,327
NEOSHO COUNTY CC	28	1,674	59	22,979
PRATT CC	16	656	47	40,514
SEWARD COUNTY CC	17	1,598	12	6,603
TOTALS	732	51,854	3,731	1,447,511

APPENDIX
VOCATIONAL TRAINING
COMMUNITY COLLEGES

EDUC
2/25/92
5-11

ALLEN COUNTY					
Business/Industry	Employees Served	Type of Service	Applicable Program	Number of Courses	Contact Hours
Local Bus, Horse Breeders, Livestock Prod, Midland Brake, Klein Tool, Lebo Area Nursing Homes, IMP, Gates, Gen Bus Community, Larson & Fry Attorneys, Allen Co Ext, Colt Energy Inc, Herff-Jones, Monarch Cement, Snodgrass/Dunlap, Iola Pharmacy, WalMart, USD 257 Iola, Emprise Bank	8	Administration	Adult Home Care	6	1,800
	197	Workshops	Adult Home Care	12	5,430
	20	Sprvsr Trng Sem	Business/Indus	1	480
	35	Hrse Brdrs Clin	Horse Mgmt	1	280
	65	Stallion Avenue	Horse Mgmt	1	520
	35	Club Calf Sale	Livestock Mrktg	1	160
	3	CAD	Mfg Tech	1	203
	4	Quality Control	Mfg Tech	1	180
	17	Shop Math	Mfg Tech	1	255
	5	Blueprint Rdng	Mfg Tech	1	225
	99	CMA Recert	Nursing Asst	4	1,485
	4	CNC	Nursing Asst	1	270
	120	Geriatric Aide	Nursing Asst	11	7,380
	5	Home Hlth Aide	Nursing Asst	1	150
	41	Medication Aide	Nursing Asst	5	2,460
	12	Comp Appl	Office Ed	4	496
	2	Office Auto	Office Ed	1	30
	6	Pers Comp App	Office Ed	1	45
	37	WordPerfect	Office Ed	11	555
	TOTAL	715			65

BARTON COUNTY

Business/Industry	Employees Served	Type of Service	Applicable Program	Number of Courses	Contact Hours
Adult Hlth Care Fac, Scranton Sup, Essex Group Inc, ASI, Area Bus, Fuller Indus, Great Bend Police Dept, KS Hwy Patrol, Ellsworth Corr Fac, LaCrosse Police Dept, Barton Co Sheriffs Office, Saline Co Sheriffs Office, Pawnee Co Sheriffs Office, SE Kansas Corr Fac, Cent KS CASA, Russell Police Dept, Larned Police Dept, Area Police Officers, City of Great Bend, Midwest Energy	950	Employee Insrv	Adult Hlth Care	1	28,500
	100	Spec Programs	Adult Hlth Care	6	9,000
	17	Auto Comp Cont	Auto Tech	1	255
	16	Coping w/Stress	CIT	1	525
	24	Empl Assistance	CIT	1	360
	29	First Aid & CPR	CIT	2	435
	16	Fund of Math	CIT	1	720
	3	Fund of Speech	CIT	1	135
	37	Hman Rel in Bus	CIT	1	555
	578	Internship	CIT	69	60,742
	3	Interpers Comm	CIT	1	135
	14	Parenting	CIT	1	210
	12	Accident Invest	Crim Justice	1	96
	35	Accident Recon	Crim Justice	1	2,800
	47	Basic Training	Crim Justice	13	10,730
	7	Criminal Invest	Crim Justice	1	315
	11	Emer Veh Ops I	Crim Justice	1	440
	13	Emer Veh Ops II	Crim Justice	1	104
	40	Emer Veh Ops II	Crim Justice	1	320
	12	Emer Veh Ops II	Crim Justice	1	96
	8	EMT Training	Crim Justice	1	64
	29	Hostage Nego	Crim Justice	1	1,160
	47	Jail Operations	Crim Justice	4	2,820
	16	Judicial Intern	Crim Justice	2	576
	35	Law Enf Trng	Crim Justice	1	1,575
	47	Narc Invest	Crim Justice	1	376
	16	Pol Def Tactic	Crim Justice	1	128
	90	Police Firearms	Crim Justice	1	720
	9	Police Photog	Crim Justice	1	405
	6	Report Writing	Crim Justice	1	270
	328	Turner Lec Ser	Crim Justice	2	2,624

EDUC
2/25/92
5-13

324	CPR	EMT	24	4,860
452	Emerg Med Trng	EMT	30	133,365
78	Fire Sci Trng	Fire Sci	8	10,485
10	Blueprint Rdng	Mid-Mgmt	1	450
30	Classroom Mgt	Mid-Mgmt	1	1,200
20	Comp Prog	Mid-Mgmt	1	300
106	Sprvsry Trng	Mid-Mgmt	4	1,500
6	Entrprnrship	Self-Empl Trng	1	810
TOTAL	3,621		192	280,161

BUTLER COUNTY

Business/Industry	Employees Served	Type of Service	Applicable Program	Number of Courses	Contact Hours
Pioneer Balloon Co, KG & E, Texaco, City of Andover, Beech Aircraft, Susan B. Allen Hosp, Intl Cold Storage, Emprise Bank, Area Nursing Homes, Ferguson Prod	73	Sprvsr Mgt	Business/Indus	2	1,830
	18	Medication Aide	CMA	1	1,584
	85	Nurses Aide	CNA	22	8,840
	70	Comp Trng	Data Processing	6	1,050
	17	Emergency Med	EMT	3	2,720
	6	Mntal Hlth Aide	EMT	6	360
	12	Actvty Drctr/SS Dsgnee	Health	1	48
	26	Rehab Trng	Restor Aide	12	1,004
TOTAL	307			53	17,436

CLOUD COUNTY

Business/Industry	Employees Served	Type of Service	Applicable Program	Number of Courses	Contact Hours
Area Nursing Homes, Prof Nursing Industry, Area Law Enf	400	CMA, CGA, CRA	Allied Health	43	1,600
	1,400	Insrv Staff	Allied Health	28	700
	1,062	Recertification	Allied Health	74	1,202
	40	Adm of Justice	Continuing Ed	4	1,800
TOTAL	2,902			149	5,302

EDUC
2/25/92
5-14

COFFEYVILLE					
Business/Industry	Employees Served	Type of Service	Applicable Program	Number of Courses	Contact Hours
Caney USD 436, Coffeyville Reg. Med. Ctr., Red Cross, Funk Mfg., City of Coffeyville, Condon Bank, C.W.P.E.L.	2	Adv. Lifesaving	Emergency Med	1	30
	453	CPR	Emergency Med	29	6,795
	432	CPR/ACLS	Emergency Med	11	6,480
	175	Hlth/PE/Ft Aide	Emergency Med	12	2,625
	2	Lifeguarding	Emergency Med	1	30
	28	Water Safety	Emergency Med	2	420
	154	Engineering	Ind Tech/Elect	6	4,620
	20	Sprvsry Skills	Mid-Mgmt	6	1,800
	23	Word Processing	Office Ed	1	1,035
	157	Consultative	Psychology	10	2,355
TOTAL	1,446			79	26,190

EDUC
2/25/92
5-15

COLBY

Business/Industry	Employees Served	Type of Service	Applicable Program	Number of Courses	Contact Hours
Area Farmers, Area Insurance Agents, Colby Retailers, Colby Police/Fire, Fed Aeronautics Adm, Goodland Police/Fire, Quinter E.M.S., Atwood Police/Fire, Colby Chamber, Goodland Hospital, Area Nursing Homes, Oakley Hospital, Norton Nursing Homes, Goodland Nursing Homes, Logan Nursing Home, Colby Hospital, Colby Nursing Homes, Area Hospitals, Rawlins Co Hospital, Phillipsburg Nursng Homes, Goodland Chamber, Palco Chamber, Oakley Chamber, Colby Chamber	28	Agriculture Sem	Agriculture	1	420
	41	Hmwners Ins	Business	1	328
	8	Mkng Sls Chmps	Business	1	24
	36	CPR	Health	5	288
	19	Emerg Med Trng	Health	3	2,280
	200	Wellness Fair	Health	1	800
	10	Alzheimer's Dis	Nursing	1	20
	12	Care of Back	Nursing	1	48
	16	Cnslng for Nrs	Nursing	1	48
	28	Co-Dependence	Nursing	2	112
	36	Depression	Nursing	1	144
	8	Eating Disordrs	Nursing	1	48
	18	Fllng/Old Age	Nursing	1	108
	41	Gerontlgy Conf	Nursing	1	656
	18	Hmor in Healing	Nursing	1	108
	11	Infant Abduct	Nursing	1	33
	24	Medication Aide	Nursing	23	1,440
	14	Med Update	Nursing	1	210
	46	New Medicines	Nursing	2	184
	25	Nurse Aide Trng	Nursing	3	2,250
	24	Ortho Update	Nursing	1	72
	12	Pt Trtmnt/Famly	Nursing	1	24
	11	Peak Perf	Nursing	1	66
	34	Prof Behavior	Nursing	1	136
	28	Rcptr/Hepatitis	Nursing	1	56
	4	Refr Course	Nursing	1	240
	12	Therap Proces	Nursing	1	180
	16	Nurse Aide Trng	Nursing	2	1,920
	12	Cert Trng for Act Dir	Sociology	1	384
	12	Cert Trng for Soc Wkrs	Sociology	1	384

	46	Stress Mgmt	Sociology	6	690
TOTAL	850			69	13,701

COWLEY COUNTY

Business/Industry	Employees Served	Type of Service	Applicable Program	Number of Courses	Contact Hours
John Morrell Co, Gilliland Pub, First Natl Bank, First Comm Federal, Area Bus, General Electric, Care Fac/Winfield, Cumbernauld Village, Southwestern College, Total Petroleum, City of Arkansas City, Day Care Ctrs/Long Term, State Hosp/T.C.	65	Bal Work/Family	Business Mgt	2	260
	10	Consulting	Business Mgt	1	72
	45	Job Search	Business Mgt	5	429
	166	Mgmt Trng	Business Mgt	11	2,649
	55	Time Mgmt	Business Mgt	2	545
	25	Writing Skills	Business Mgt	1	375
	255	Arcrft Pwr Plnt	Business/Indus	16	9,185
	85	Inspector Trng	Business/Indus	8	3,825
	111	Mechanics Trng	Business/Indus	8	4,995
	181	Microcomputer	Data Processing	13	2,482
	497	Nurse Aide Trng	Geriatric Aide	23	23,190
	97	Bal Work/Family	Home Economics	11	704
	24	Personal Dev	Home Economics	1	24
	27	Secr Trng	Home Economics	1	81
	6	Safety	Industrial Tech	1	270
	2	Office Mgmt	Office Ed	1	10
	43	Child Care Trng	Service Tech	1	645
	60	Stress Mgmt	Service Tech	2	900
TOTAL	1,754			108	50,641

EDUC
2/25/92
5-17

DODGE CITY

Business/Industry	Employees Served	Type of Service	Applicable Program	Number of Courses	Contact Hours
Hlth Care Facil, Alle's Art Shop, Small Bus Devlp Cncl, Small Bus Admini, Chamber of Commerce, SW KS Bus Alliance, Municipalities, Ford County, City of Dodge City, City of Colby, Curtis, Centel, EXCEL, Western Prairie Nrsg Home, Fowler Nrsg Home, Fountain View Nrsg Home, Trinity Manor Nrsg Home, Hill Top House Nrsg Home, Minneola Nrsg Home	615	Cert Trng	Allied Health	16	9,225
	13	Art Techniques	Business	1	292
	12	Business Image	Business	1	36
	82	Drg Free Wrkplc	Business	1	922
	10	Impr Cust Rel	Business	1	30
	15	Income Tax	Business	1	337
	12	Mgmt Skills	Business	1	36
	12	Motivation	Business	1	36
	13	Prof Image	Business	1	39
	347	Cert Trng	Env Water Tech	12	10,708
	79	W-W Cert Trng	Env Water Tech		

EDUC
2/25/92
5-18

DODGE CITY

Business/Industry	Employees Served	Type of Service	Applicable Program	Number of Courses	Contact Hours
Hlth Care Facil, Alle's Art Shop, Small Bus Devlp Cncl, Small Bus Admini, Chamber of Commerce, SW KS Bus Alliance, Municipalities, Ford County, City of Dodge City, City of Colby, Curtis, Centel, EXCEL, Western Prairie Nrsg Home, Fowler Nrsg Home, Fountain View Nrsg Home, Trinity Manor Nrsg Home, Hill Top House Nrsg Home, Minneola Nrsg Home	615	Cert Trng	Allied Health	16	9,225
	13	Art Techniques	Business	1	292
	12	Business Image	Business	1	36
	82	Drg Free Wrkplc	Business	1	922
	10	Impr Cust Rel	Business	1	30
	15	Income Tax	Business	1	337
	12	Mgmt Skills	Business	1	36
	12	Motivation	Business	1	36
	13	Prof Image	Business	1	39
	347	Cert Trng	Env Water Tech	12	10,708
	79	W-W Cert Trng	Env Water Tech	4	5,333
	35	Fire Ftng Instr	Fire Sci	4	787
	10	Fire Prev/Insp	Fire Sci		
	28	In Fr Adm I-II	Fire Sci	1	630
	10	Pub Sfty Commun	Fire Sci	1	675
	26	Hand Tools/SPC	Mfg Tech	2	637
	48	Power Plant Opr	Mfg Tech	3	1,080
	109	Weldng/Plnt Mnt	Mfg Tech	2	2,452
	19	Nursing Insrv	Nursing	1	427
	TOTAL	1,754			60

EDUC
2/25/92
5-19

FT SCOTT

Business/Industry	Employees Served	Type of Service	Applicable Program	Number of Courses	Contact Hours
Ambul Service, Nursing Homes, Aviation, Am States Ins, Key Industries, Merchants of Paola/Pittsburg, Diesel Mechanics, King Radio, Envmental Water Tech, Nursing Homes, Law Enforcement Agencies, Commerc Truck Driving Companies	34	Activity Dir	Allied Health	2	510
	34	Aging: Psy/Phy	Allied Health	2	510
	47	Care Plan	Allied Health	2	705
	36	CPR	Allied Health	4	540
	7	EMT	Allied Health	1	840
	13	First Responder	Allied Health	3	585
	86	Geriatric Aide	Allied Health	6	9,585
	97	Health Sem	Allied Health	5	1,455
	94	Med Aide Review	Allied Health	7	1,410
	89	Medication Aide	Allied Health	9	5,340
	33	Multi-Media FA	Allied Health	4	495
	36	Nrsng Hm: PS/A	Allied Health	2	540
	13	Rehab Aide	Allied Health	1	390
	34	Soc Ser Desig	Allied Health	2	510
	26	Av-Fl Instrc Lc	Aviation	3	1,140
	11	Avi-Instruments	Aviation	1	330
	11	Av-Multi Eng II	Aviation	1	330
	21	Av-Prv Pilot Fl	Aviation	2	945
	2	Av-Sngl Eng Cam	Aviation	1	90
	2	Av-Sngl Eng II	Aviation	1	60
	7	Gn Av Phys Sci	Aviation	2	315
	136	Gen Aviation	Aviation	9	5,130
	26	Instr Lic Grnd	Aviation	3	1,170
	24	Priv Lic Ground	Aviation	3	1,080
	16	Automated Acctg	Business	5	720
	8	Business Law	Business	1	360
	44	Business Math	Business	6	1,980
	15	Business O & A	Business	2	675
	47	Fund Acctg	Business	5	1,410
	28	Insurance	Business	4	1,095
10	Intro to Bus	Business	1	450	

EDUC
2/25/92
5-20

29	Princ of Acctg	Business	3	1,305
21	Database Mgmt	Comp Sci/DPT	2	945
31	Int to Comp Sci	Comp Sci/DPT	3	1,395
71	Micro App I-II	Comp Sci/DPT	9	3,195
169	Personal Comp	Comp Sci/DPT	218	9,531
4	Sem. Data Proc	Comp Sci/DPT	1	180
18	Spreadsheet App	Comp Sci/DPT	3	540
164	Word Processing	Comp Sci/DPT	25	7,230
11	Diesel Brakes	Dsl Mech Tech	1	743
12	Dsl Eng Prn/Acs	Dsl Mech Tech	1	2,430
11	Diesel Hydraul	Dsl Mech Tech	1	1,485
11	Dir: Indep Std	Dsl Mech Tech	1	743
12	Elec Systems	Dsl Mech Tech	1	810
11	Fuel Inj System	Dsl Mech Tech	1	1,980
12	Trns/Diff Sys	Dsl Mech Tech	1	1,890
68	Problem Solving	Education	4	1,020
81	Crss Conn Contl	Env Water Tech	6	3,645
17	Dist Sytem	Env Water Tech	1	510
1	Gen Main Proc	Env Water Tech	1	30
1	Gen Main Theory	Env Water Tech	1	30
84	Lab Meth/WWTP	Env Water Tech	4	3,780
29	Math/WW & WWTP	Env Water Tech	2	435
39	Math & Hyd/WWTP	Env Water Tech	2	1,170
45	Math & Phy/WWTP	Env Water Tech	2	1,350
1	Occ Exp Mnt Per	Env Water Tech	1	135
64	Occ Exp/Util Mg	Env Water Tech	2	8,640
84	Occ Exp/WWTP	Env Water Tech	4	11,340
84	Oper & Mnt WWTP	Env Water Tech	4	3,780
65	Prin Util Fin	Env Water Tech	2	1,950
1	Pump/Pump Sys	Env Water Tech	1	45
65	Utl Mgt Skll Dv	Env Water Tech	2	1,950
65	Utility Mgmt	Env Water Tech	2	975
65	Util Org & Adm	Env Water Tech	2	2,925
39	Wastewater Coll	Env Water Tech	1	1,170

320	Water Cert	Env Water Tech	6	4,800
39	Fund Nursing I	Nursing	2	8,775
29	Fund Nursing II	Nursing	2	3,915
39	Intro to Nursng	Nursing	2	585
16	LPN Bridge	Nursing	1	960
31	Mj Hlth Prb III	Nursing	1	9,300
84	Mj Hlt Prb I-II	Nursing	4	10,080
36	Nutrition	Nursing	3	1,620
30	Tr Issues/Mgmt	Nursing	1	450
9	Int Ad of Jst	Police Sci	1	405
16	Intro to Corr	Police Sci	2	720
15	Business Comm	Secretarial Sci	2	675
22	Field Study	Secretarial Sci	3	990
2	Office Tech	Secretarial Sci	1	90
3	Project Study	Secretarial Sci	1	135
9	Secr Practices	Secretarial Sci	2	405
31	Shorthand	Secretarial Sci	5	1,395
5	Spreadsheet App	Secretarial Sci	1	225
101	Typing	Secretarial Sci	15	4,545
212	Prf Trk Drv Crt	Transp Mgt	8	9,540
1,122	Transportation	Transp Mgt	24	269,280
TOTAL	4,743		302	448,867

GARDEN CITY

Business/Industry	Employees Served	Type of Service	Applicable Program	Number of Courses	Contact Hours	
AC/Delco, Motor Craft/Sun Elec, Ford Mtr Co, Jeff Rollins, Heyco, David Germann, Sunflower Elec, Cash & Carry Lmbr, Miller Gear, Larry Taylor, Northern Nat, F-Stop Photo, Fidelity State Bnk, Bus Comp Ctr, Prince Elec, Western RR, Ks Hiway Ptrl, Area Nursing Homes, Area Police/Sheriff Depts, Bank IV, Brookover Ranch, Lewis Hooper & Dick, Colingwood Grain, Monfort Packing, March of Dimes, Western State Bnk, Garden City Telegram, Fidelity State Bnk, Sunflower Elec, FLB, PCA	55	Emissions	Auto Mechanics	2	165	
	37	Fuel Injection	Auto Mechanics	2	147	
	27	Ignitions	Auto Mechanics	1	71	
	12	New Prod Exp	Auto Mechanics	1	72	
	12	Transmissions	Auto Mechanics	1	72	
	32	CAD	Drafting	19	1,280	
	1	Drafting	Drafting	2	96	
	81	Geriatric Aide	Health	6	7,290	
	20	Medication Aide	Health	2	1,200	
	13	Chld Sx Crms In	Police Sci	1	15	
	8	CJ Comp App	Police Sci	1	15	
	2	Comp CS/Traf Acc Sktch	Police Sci	1	15	
	22	Comps Don't Byte	Police Sci	1	15	
	10	Comp Recds Mgt	Police Sci	1	15	
	15	FA Instr School	Police Sci	1	15	
	67	Police Conf	Police Sci	1	30	
	4	Taking Byte Out/Budget	Police Sci	1	15	
	107	Comp Appl	Secr Tech	17	1,965	
	TOTAL	525			61	12,493

EDUC
2/25/92
5-23

HIGHLAND					
Business/Industry	Employees Served	Type of Service	Applicable Program	Number of Courses	Contact Hours
Area Rltrs, Var Sm Bus, Holton/Wamego Area EMS, Brown Co EMS, Onaga EMS, Wash EMS, Wstmlnd EMS, Wbnse Co EMS, Sldr EMS, Hiawatha Nrsng Hms, St. Marys EMS, Jeff Co EMS, Ble Rpds EMS, Eskrdg EMS, Crstvw Mnr Hm, Centralia Nrsng Hm, Wamego Nrsng Hm, Brwn/Doniphan Co Homes	10	Real Estate Principles	Business & Mgmt	1	450
	15	Fed Gvt Cntrng	Business/Indus	1	60
	26	Frnhising Trng	Business/Indus	1	104
	25	Women in Govnmt	Business/Indus	1	150
	8	E-Med Refresher	EMT-Ambulance	1	128
	66	EMT Training	EMT-Ambulance	7	7,920
	49	EMT-Intmd Trng	EMT-Ambulance	6	4,102
	14	First Responder	EMT-Ambulance	2	840
	35	CNA	Geriatric Aide	3	3,290
	6	Rstr Aide Trng	Misc Health	1	270
TOTAL	254			24	17,314

EDUC
2/25/92
5-24

HUTCHINSON

Business/Industry	Employees Served	Type of Service	Applicable Program	Number of Courses	Contact Hours
Mrningside Found, Halstd Hlth Ctr, Halstd Hosp, Sndstne Hghts, Bethany Hm, Sdgwk Conv, Pretty Prie Snst, New Hrzns, Cdrorst Haven, Wesley Twrs, Mennonite Mnr, Buhler Sunshine, Rvrvw Est's, Regncy Hlth Care, Oakwood Villa, Plsnt Vw, Golden Plains, Mt Hope, Ks Christian Hm, Shiloh Mnr, The Cedars, Dorskocil, PMS Foods Inc, Hertzler Cln, Natl Coop Ref, SC Library Sys, Certainteed Inc, Manville Sale Corp, Prairie Vw, KSIR, Sterling Drug, AIB Bknng Assoc, Plumbers Union, Day Care Providers, Farmland Ind, Reno Co, Elec Union, Natco, Mem Hosp, Hutch Hosp, Newton Med Cntr, Cargill Salt Co, Rice Co Amb, Burrton Fr Dpt, Kingman Co EMS, Reno Co Fr Dept, Reno Co EMS, Arlngtn EMS, Hutch Fr Dpt, Slna Fr Dpt, Newton Fr Dpt, Hlstd Fr Dpt, Hsstn Fr Dpt	28	Rescue Training	EMT	2	420
	13	Int to Food Sci	Agriculture	1	585
	333	Certified Staff	Allied Health	13	7,656
	15	Hme Health Trng	Allied Health	1	225
	107	Licensed Staff	Allied Health	13	1,648
	35	Med Aid Trng	Allied Health	3	1,395
	250	Nurse Aid Trng	Allied Health	23	16,745
	311	Support Staff	Allied Health	13	2,392
	123	Mgmt Trng	AMA-Gen Bus	9	2,205
	188	Comp Training	App D.P.	15	3,570
	73	Bank Trng	Banking	7	2,985
	245	Cont Ed Sem	Banking	2	490
	3	Apprentice Trng	Bldng Constr	1	315
	7	FA/CPR	Child Care	1	28
	13	Comp Training	Data Processing	1	585
	13	CAD	Drafting	1	585
	7	Basic Algebra	Education	1	315
	6	Engl Skill Trng	Education	1	270
	8	General Psych	Education	1	360
	7	Apprentice Trng	Electronic Tech	1	1,050
	154	Emerg Care Trng	EMS	11	3,150
	44	Emg First Resp	EMS	5	2,640
	50	Emerg Med Tech	EMS	5	7,275
	174	EMT Recertif	EMS	12	2,610
	25	EMT Synthesis	EMS	1	1,125
22	Arson Invest	Fire Sci	1	1,650	
58	Fire Prot Tng	Fire Sci	4	2,610	
45	Firefighter I	Fire Sci	3	2,225	

EDUC
2/25/82
5-25

Belleville Fr Dpt, Real Est Appr Assn, Ins Prof, Navy Res, Eaton Corp, Various mining Co's, hwy dept's, constr co's, incldng: Lne Str Ind, Pike Constr, Fogle Qry, Holland Qry, Walker Stn Qry, Lrnce Snd, Ks Min, Pray Stn Co, Buildex Inc, Cent Snd Co, Kaw Snd Co, Neosho Co Qry, McFarland Grvl, KS Dpt of Trans, Holliday Snd Co, Miles Snd Pit, Killough Inc, Clemens Coal Co, Mueller Snd, Bayer Const, Victory Snd Co Assoc Mat, Greater KC Mine Resc, Wstnghouse Elec, Stilwater Mining, Ga-Pac Corp, KSMS Off, Lyons Mine Resc Team, Dravo Mine Co, Monarch Cement Co	15	Rescue Trng	Fire Sci	2	225
	19	Rural Apprsl	Gen Business	1	285
	177	Cont Ed Sem	Insurance	4	354
	5	Machine Shop	Mach Tech	1	225
	9	Adv Numrcl Trng	Machine Tech	1	405
	9	Mchn Blprnt Rdg	Machine Tech	1	135
	86	Numercl Control	Machine Tech	8	3,870
	20	App Indust	Manuf Eng Tech	1	300
	10	SPC	Manuf Eng Tech	1	150
	12	Basic Algebra	Mathematics	1	540
	75	AIDS	Mining Industry	1	75
	736	Ann Refresher	Mining Industry	32	5,111
	31	Ann Refr/FA	Mining Industry	7	248
	620	Ann Refr FA/CPR	Mining Industry	67	4,968
	60	Blaster Safety	Mining Industry	26	672
	33	Blasting Haz	Mining Industry	1	33
	70	CPR	Mining Industry	3	204
	27	Explosives Inf	Mining Industry	1	108
	132	FA	Mining Industry	2	153
	258	FA/CPR	Mining Industry	19	980
	48	FA/CPR Refr	Mining Industry	5	172
	7	Fire Safety	Mining Industry	1	28
	64	Kiln Rebricking	Mining Industry	2	200
	8	Mine Rescue	Mining Industry	1	128
	84	Mine Resc Cntst	Mining Industry	9	1,035
	58	Mine Rescue	Mining Industry	5	464
	101	Mock Disaster	Mining Industry	4	202
	48	New Miner Trng	Mining Industry	8	364
	9	New Miner Trng/FA	Mining Industry	2	144
	100	Safety Trng	Mining Industry	1	100
85	SPC Course	Mining Industry	4	597	
39	Substance Abuse	Mining Industry	1	39	
TOTAL	5,411		374	89,584	

EDUC
 2/25/92
 5-26

INDEPENDENCE

Business/Industry	Employees Served	Type of Service	Applicable Program	Number of Courses	Contact Hours
Westerfelt/Carson /Miller, Dist Ct, Aardvark Video, Pierce Pharm, Howard's Town & Country, Parker Ind, Rok-A-Chair Mfg Co, Harper's Prop, Independ Cinemas, H & R Block, Parka Explor Inc, Chestnut Ldry Mat, Qual Toyota, Col Ldg, Overton Auto Body, Marty's Bkstr, Dewey Auto Store, Charloma Fiberglass, Glass Ltd, Pleasant Valley Mnr, Col Ldg/Terr, Independ Cty Rec, Gold Keys Nursing Hm, City of Cherryvale, City of Neodesha, Fredonia Med Ctr, Tri-County Sp Ed Coop, Indep Headstart, City of Sedan	3	Consultation	Accounting	0	3
	42	Employee Trng	Accounting	52	2,887
	701	Employee Trng	Allied Health	55	9,296
	17	Consultant	Bus Comp/Cnsole	0	23
	148	Employee Trng	Bus Comp/Cnsole	131	6,528
	140	Employee Trng	Bus Mgmt	5	20,706
	59	Consultation	Communications	0	6
	103	Employee Trng	Drftng/Eng Tech	15	309
	2	Consultation	Drftng/Eng Tech	0	2
	5	Consultation	Education	0	22
	782	Corp Wellness	Education	21	7,519
	42	Consultation	Mid-Mgmt/Dst Ed	0	11
	45	Employee Trng	Money & Banking	15	114
	4	Employee Trng	Office	10	828
	92	Consultation	Office Ed	0	75
	140	Employee Trng	Office Ed	108	10,192
6	Employee Trng	Postal Admin	5	18	
TOTAL	2,331			417	57,354

EDUC
2/25/92
5-27

JOHNSON COUNTY

Business/Industry	Employees Served	Type of Service	Applicable Program	Number of Courses	Contact Hours
MRC SI, Shawnee St Bnk, Woodsmall Benefit, Wtr Dist #1, Natl Crop Ins, Burns & McDonnell, Allied Sig, OP Marriott, Tomahawk Hills Golf, Johnson Co Libr, Blue Vy Rec, Carter Wtrs, Disney/Childcraft United Data, Oak Park Bnk, Area Pol Dpt, Marine Corp Fin, City of Overland Park, Omni Media US Sprint, KC Power & Light, Puritan-Bennett, Patron's Group, Area Buses	20	Accting Basics	Bus	1	300
	120	Adv Telephone	Bus	10	288
	900	Beg Telephone	Bus	45	2,700
	17	Behav Sc - CPS	Bus	1	170
	20	Bus Off Skills	Bus	1	120
	13	Bus Law - CPS	Bus	1	156
	469	Bus Writing	Bus	16	1,954
	310	Cust Relations	Bus	9	1,850
	60	Decision Making	Bus	3	300
	10	Dict Skills	Bus	1	40
	13	Economics - CPS	Bus	1	117
	12	Eff Supr Skills	Bus	1	144
	20	Grammar	Bus	1	120
	144	Gramr/Puncttion	Bus	6	874
	13	Mgmt - CPS	Bus	1	117
	20	Mil Writing	Bus	1	300
	13	Office Admin	Bus	1	78
	20	Proofreading	Bus	1	80
	10	Public Speaking	Bus	1	200
	40	Salesmanship	Bus	2	280
	20	Stress Mgmt	Bus	2	40
	30	Teambuilding	Bus	3	60
	80	Tech Writing	Bus	4	520
	30	Telephone	Bus	3	120
	10	Writing	Bus	1	20
	340	Bus Skills	Bus	27	2,469
	157	Cert Prof Secr	Bus	8	1,382
	684	Office Skills	Bus	45	6,431
	4,163	Bus Skills	Bus/Indus	241	25,019

EDUC
2/25/92
5-28

MO Dept Mental
 Hlth, U. S.
 Central, Puritan
 Bennett, FAA,
 USDA, Budget
 Rent-A-Car, Home
 Office Reference,
 Monogram
 Retailers, AT & T
 Am Isuzu, Nissan,
 Subaru, NAPA,
 Honeywl, Lennox,
 Trane Co, KPL Gas
 Serv, Gen Htg &
 Cooling, KU Med
 Cntr, Tilden
 Corp, Wilson
 Fans/Lghtng, AFG
 Indus, Sallie
 Mae, SOR Inc,
 Boelte-Hall, JBM
 Consultng Engrs,
 Franklin Svngs,
 Burlington Nor RR
 Mid Central
 Systems, Lee
 Company, United
 Tele
 Bartlett Grain,
 Sta Fe RR, Reno
 Constr

464	Indstrl Trng Videoconf	Bus/Indus	11	1,722
768	Industrial Trng	Bus/Indus	53	22,111
2,310	Mgmt Trng	Bus/Indus	124	39,528
415	Micro Trng	Bus/Indus	29	4,689
12	dBase III+	Comp Trng	1	144
16	Fund of SMART	Comp Trng	1	192
27	Intro to PC	Comp Trng	2	314
25	LOTUS 1-2-3	Comp Trng	2	300
17	MicroSoft Excel	Comp Trng	1	204
13	MicroSoft Word	Comp Trng	1	156
62	PC DOS	Comp Trng	4	276
111	SmartWare II	Comp Trng	7	1,509
132	WordPerfect	Comp Trng	10	1,584
35	Beg Sign Lang	Deval Ed	2	630
549	Resume Writing	Deval Ed	36	7,935
147	Elec Trng	Electronics	2	5,512
88	Servicing HVAC	Energy Tech	1	3,300
71	Servicing HVAC	Energy Tech	1	2,662
52	Chld Sx Abuse	Health	1	1,040
33	Cmn Ear Prblms	Health	1	66
223	Critical Care	Health	1	4,014
16	Haz Materials	Health	1	256
34	Mgmt of Rashes	Health	1	68
38	Mngmt of Common Emerg	Health	1	76
69	Sch Nurse Conf	Health		
82	Str Intrdiction	Health	1	656

EDUC
 2/25/92
 5-29

21	Tot Jnt Rplcmnt	Health	1	42
197	Automotive Trng	Industrial Trng	14	3,291
231	HVAC	Industrial Trng	7	3,432
12	Pneumatics	Industrial Trng	1	216
21	TAI Overview	Industrial Trng	2	168
182	TAI/SPC	Industrial Trng	14	9,058
29	TQM	Industrial Trng	2	1,566
5	Video Prod	Industrial Trng	1	80
91	Welding	Industrial Trng	12	5,200
117	Welding Trng	Metal Fabr	4	6,840
205	Welding	Metal Fabr	5	12,300
20	Stress Mgmt	Mgt/Sprvsry Dev	1	140
582	Bus Sem Trng	Mgt/Sprvsry Dev	35	4,219
68	Eff Pres Skills	Mgt/Sprvsry Dev	5	1,024
150	Hand Conflict	Mgt/Sprvsry Dev	1	1,200
13	Leadership Dev	Mgt/Sprvsry Dev	1	156
38	Mgmt Trng	Mgt/Sprvsry Dev	2	372
44	Mgt Assessment	Mgt/Sprvsry Dev	1	616
582	Mgt Trng Sems	Mgt/Sprvsry Dev	35	4,219
40	Mrktshare Impr	Mgt/Sprvsry Dev	2	480
20	Organ Dev	Mgt/Sprvsry Dev	1	200
349	Problem Solving	Mgt/Sprvsry Dev	17	4,682
965	Teambuilding	Mgt/Sprvsry Dev	56	16,255
10	Time Mgmt	Mgt/Sprvsry Dev	1	40
12	Networking	Pers Comp Appl	1	216
6	SAS Stat Prog	Pers Comp Appl	1	108
50	Personal Dev	Personal Dev	1	250
580	Small Bus	SBDC	45	3,933
TOTAL	18,207		1,002	225,506

KANSAS CITY

Business/Industry	Employees Served	Type of Service	Applicable Program	Number of Courses	Contact Hours
Dept of Army, Wyandotte Co Jail, IRS, Am Inst of Bknng, Delco Batt, Small Bus Owners PQ Corp, Assoc Groc, Sealright, Sun Sav, Prov-St Margaret, SRS US Pen, Nat'l Fire Acad, Forbes Air Field, Gen Mtrs, KCK Fire Dept, Owens-Corning, U S Treas, Veterans Admin, KS Fed of Labor, Lbr Union 1290, Oil Chem/Atmic Wrkrs, Labor Beacon, Fed Employees, KS Dept of Human Res, Tri-Co Lbr Cncl,	28	Gen Education	AA Degree/PACE	21	1,323
	1	Consultation	ABE/GED	0	2
	1	Accounting I	Bus	1	45
	146	Banking/Bus	Bus	39	8,370
	114	Financial Mgmt	Bus	8	2,850
	21	Ldership Styles	Bus	3	168
	478	Small Bus Dev	Bus	82	2,385
	46	DOS	Comp Sci	5	312
	118	DOS/LOTUS 1-2-3	Comp Sci	13	1,263
	14	MacIntosh	Comp Sci	1	112
	10	SMART Sprdsheet	Comp Sci	1	60
	28	WordPerfect	Comp Sci	4	392
	20	Foster Care Trng	Continuing Education	8	120
	5	Basic Writing	Deval Skills	1	200
	19	Machine Drawing	Engineering	1	855
	6	Fire Brigade	Fire Sci	1	144
	87	Fire Sci	Fire Sci	3	3,480
	20	General Ed	Fire Sci	4	180
	35	Haz Mat/Spill	Fire Sci	4	1,400
	344	Hazardous Waste	Fire Sci	13	2,064
	75	RCRA	Fire Sci	5	174
	20	Chemistry	Fire Sci/Sci	1	900
	50	Presentation	General/PACE	0	1
	14	Med First Resp	Health	1	630
	6	Consultation	Med Rec Tech	10	68
	20	Classes	PACE	4	3,600
	516	Consultation	PACE	15	188
67	Careering	Prof Trng	2	201	
TOTAL	2,309			251	31,487

EDUC
2/25/92
5-31

LABETTE

Business/Industry	Employees Served	Type of Service	Applicable Program	Number of Courses	Contact Hours
Peabody Tec Tank, St Hosp/Parsons, Class Ltd, Good Samaritan Ctr, Labette Co Med Ctr, Elm Haven Nursing Home Wiseda Corp, USD 503 Parsons, ACO Hlthcare, Ace Electric, Day & Zimmerman, Parsons Precision Prod, Galena Head Start, USD 493 Columbus Labette Co, Parsons Commercial Bank, Ace Hardware, City of Galena, City of Columbus, City of Baxter Springs, Cherokee County, USD 505 Chetopa Arkhaven Nrsng Hm, Tri-County Sp Ed Coop Ruskins Div Phillips, City of Altamont	6	Accounting, Col	Accounting	2	405
	3	Bus	Bus Admin	3	202
	118	Develop Employ	Bus Admin	2	1,770
	189	Effect Comm	Bus Admin	10	2,070
	30	Emp/Emp Rel	Bus Admin	1	450
	50	Emp/Emp Rel	Bus Admin	2	750
	173	Leadership Dev	Bus Admin	13	3,014
	29	Comp Lit	Comp Sci	20	1,956
	146	Comp Tech	Comp Sci	21	2,190
	14	Comp Training	Comp Sci	8	945
	3	Micro Appl	Comp Sci	1	45
	23	Spreadsheet	Comp Sci	6	1,552
	197	Bus Ind Sprv	CIT	65	14,196
	16	Human Relations	CIT	2	1,080
	29	Accident Invest	Crim Justice	2	1,688
	25	Criminal Law	Crim Justice	4	1,687
	6	Criminalistics	Crim Justice	2	405
	6	Patrol Proc	Crim Justice	1	405
	18	Police Sci	Crim Justice	2	405
	13	Police Sci Sem	Crim Justice	3	292
	5	Drafting	Drafting	3	247
	8	Drafting Sem	Drafting	4	540
	23	Teach Read Cont	Elementary Ed	7	1,035
	15	Build Cnst Fire	Fire Sci	1	1,012
	15	Fire App/Equi	Fire Sci	1	1,012
	25	Fire Sci	Fire Sci	2	562
	15	Firefighting	Fire Sci	1	1,350
	15	Life Sfty Code	Fire Sci	1	1,012
	2	ADSSD	Health Care	2	90
	17	EMT Refresher	Health Care	2	255
14	Med Aide Rcrt I	Health Care	7	210	

EDUC
2/25/92
5-32

9	Medication Aide	Health Care	7	810
11	Nrs Aide/Ger	Health Care	7	1,485
6	Restor Aide	Health Care	2	180
15	Accident Prev	Industrial Tech	1	675
17	General Math	Mathematics	2	765
40	B-Mod	Parapro	22	600
26	Excpt In Adv Tp	Parapro	3	1,754
90	Sp Ed Workshop	Parapro	4	2,024
11	Job Psychology	Psychology	1	495
26	First Aid	Recrea/Hlth/PE	4	300
138	CPR	Respir Care	16	2,070
6	Keyboarding	Secretarial	2	135
3	Secr Training	Secretarial Sci	3	202
TOTAL			279	55,242

NEOSHO COUNTY

Business/Industry	Employees Served	Type of Service	Applicable Program	Number of Courses	Contact Hours
Auto Body, Auto Serv Excellence, Prestige Prod, GEO Churchill, Poultry Tsk Frce, Postal Serv, First Christian Ch, First United Meth Dist, USD 258 Humboldt, Micro-Lite Inc, Elect Ind, Humboldt Chamber Comm, Adult Care Homes, Ottawa Chamber Comm, Real Est Agents, Breadeaux Pisa, Hi-Lo Tables, Sutcliffe, Inc., Kustom Elect, P. C. Boards, Kingdom Awards, Nat'l Garmet, Mercy Hosp, Osawatomie St Hosp,	40	Refinish Sem	Auto Body	2	200
	70	Testing	Automotive	0	300
	1	Comp CAD	Building Trades	1	45
	5	Comp CAD & CAM	Building Trades	3	225
	2	Consulting	Bus & Industy	0	24
	1	Microcomputer	Bus/Office Ed	0	10
	14	Pstl Econ & Fin	Bus/Office Ed	1	630
	4	Word Processing	Bus/Office Ed	0	30
	1	Smple Tstng	Chemistry	0	200
	10	Elec Demo	Electronics	1	20
	63	Geriatric Aide	Health Care	5	5,670
	125	Health Fair	Health Care	0	420
	414	Inservice	Health Care	14	828
	42	Med Aide Update	Health Care	3	630
50	Medication Aide	Health Care	5	3,000	

100	Ped First Aide McGruff	Health Care	1	200
480	State Testing	Health Care	0	960
7	Resid Appraisal	Marketing Ed		105
9	Resid Finance	Marketing Ed	1	135
1	Consulting-CAD	Mid-Mgmt	0	30
1	Hmn Rel/SB Mgt	Mid-Mgmt	2	90
40	Safety Training	Mid-Mgmt	1	440
1	Sm Bus Mgt	Mid-Mgmt	1	45
4	Sm Bus Mgt/Cnsltng	Mid-Mgmt	2	60
32	SPC Methodology	Mid-Mgmt	5	480
6	Consulting	Nursing	0	6
16	Cnsltng Hd Lice	Nursing	0	32
55	Inservice	Nursing	3	95
10	Consulting	Office Ed	0	176
12	Insrv	Office Ed	1	48
9	Criminal Inv	Police Sci	1	405
19	Insrv	Police Sci	2	1,140
30	Pipe Welding	Welding	4	6,300
TOTAL	1,674		59	22,979

PRATT

Business/Industry	Employees Served	Type of Service	Applicable Program	Number of Courses	Contact Hours
Ins Agencies, KS	5	Cert Hours	Bus	2	55
Dept Wildlife & Parks, Small Bus's, Banking	8	Comp App	Bus	1	120
Ind, USD's, Hlth Ind, City/County	43	Human Relations	Bus	2	645
EMS, Long Term Care Homes	24	Staff Dev	Bus	3	1,080
City/Co Govern's, County Hlth Dept, Hospitals,	20	EMT Recert	Emergency Med	1	300
Aircraft Indus	20	Basic EMT	EMT	1	3,600
	8	Care Plans	Health	1	64
	68	Cert	Health	2	1,020
	27	EMT Recert	Health	1	405

	193	Insrv	Health	3	2,895
	41	Medication Aide	Health	7	2,460
	48	Staff Dev	Law Enforcement	4	2,160
	5	Home Hlth Aide	Nurse Aide	1	150
	53	Nurse Aide	Nurse Aide	9	4,770
	13	Med Terminology	Office Tech	1	390
	80	Trng Courses	Ind Arts	8	20,400
TOTAL	656			47	40,514

SEWARD COUNTY

Business/Industry	Employees Served	Type of Service	Applicable Program	Number of Courses	Contact Hours
Area Farmers, Feedlot Mill Ops, Small Bus's, Aviation, Meade Co EMS, Oxy USA, Panhandle Eastern, Cattle Breeders, Area Retailers, Area Fire Dept, SW Med Cntr, High Plains Sp Ed Coop, SW KS School Dists Depression Support Group, Am Heart Assoc, Diabetes Chapter, KS Assoc/CC Workers, Area Econ Dev, Bob Wilson Mem Hosp, Project Liberal, Satanta District Hosp, DeKalb Swine Breeders, Garden Club, Co Fairs, Northern Nat'l Gas, Liberal Chamber Comm	16	Hedging/Commod	Agriculture	2	256
	8	Sem	Agriculture	0	36
	25	Trng Cnslrs/Ag Prsnl	Agriculture	0	200
	14	Consult/Adv	Art	0	56
	10	Aviation Course	Aviation	2	450
	35	FAA Exams	Aviation	0	80
	11	Emergency	Biology	1	1,650
	28	Comp	Bus/Indus	1	420
	37	Comp Basics	Bus/Indus	2	555
	3	Comp Sem	Bus/Indus	1	45
	14	MS-DOS	Bus/Indus	1	210
	15	Sem A/I	Bus/Indus	1	450
	16	Video Telenet	Bus/Indus	0	108
	250	Career Info	Career Day/Cnslng	0	250
	250	College Plning	Career/Academic	0	750
	1	RFG Program	Data Processing	0	1
	4	Parapro	Education	1	192
22	Sci Sem	Education	0	132	
25	Addct's/ Soc	Health	0	25	
15	Cornry Ary Dis	Health	0	15	

EDUC
2/25/92
5-35

10	Stress Mgmt	Health	0	10
300	Wellness Sem	Health	0	300
55	Self-Dev	Kellogg Grant	0	165
1	Consultation	Mgmt	0	30
400	Marketing Surv	Marketing/Mgmt	0	100
5	Consultation	Mid-Mgmt	0	45
10	Tech Consult	Photography	0	4
10	Biological Cont	Science	0	30
5	Judging Photog	Science	0	30
1	Tech Consult	Science	0	6
2	Consultation	Social Sci	0	2
TOTAL	1,598		12	6,603

Kansas Training and Retraining Plan

DRAFT

April 1991
Revised 8/14/91



May 1991

EDUC
2/25/92
5-37

Strategic Directions for Kansas Education

The Kansas State Board of Education is charged with the general supervision of public education and other educational interests in the state. While clearly acknowledging the role and importance of local control, the State Board of Education has the responsibility to provide direction and leadership for the structuring of all state educational institutions under its jurisdiction.

The beginning place for determining the mission for the Kansas State Board of Education is the assumption that all Kansas citizens must be involved in their own learning and the learning of others. It is the combined effort of family, school, and community that makes possible the development of a high quality of life. It is the parent who is the first "teacher" of children. As we grow older, we learn that the school, the workplace, and the community support our lifelong learning and our training and retraining. The Board recognizes the responsibility it holds for Kansas educational systems and promoting quality education programs. The mission for Kansas education is:

To prepare each person with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our evolving, global society.

We believe that the strategic directions for the structuring of Kansas education must be organized to:

- involve parents and support their efforts in the education of their children
- expand learner-focused approaches to curricula and instruction that can amplify the quality and scope of learning
- expand career, lifelong learning, and applied technical preparation which is relevant to the changed nature of work in an information society
- strengthen involvement of business and industry, public and private agencies, and community groups to increase the quality of education and the development of Kansas human resources
- strengthen educational quality and accountability through performance-based curricula and evaluation systems
- develop state and local information systems which may be used for systematic feedback for program improvement, evaluation, and sharing
- strengthen positive environments and develop environments which empower learners and staff
- extend and update the professional and leadership excellence of Kansas educators essential for quality education
- extend and expand the effective utilization of information technology which can increase information access for all learners of the state and productive learning for all Kansas educational institutions
- develop learning communities which involve educational institutions, public and private agencies, and community groups in more effective methods of meeting human resource development needs.



Kansas State Board of Education

Kansas State Education Building
120 East 10th Street Topeka, Kansas 66612

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EDUC
2/25/92
5-30

Table of Contents

	Page
Introduction	1
The Vision	3
The Plan	3
Problem	3
Skills Required of the Workforce	4
Chart 1, Skills Required by Future Workforce	6
Integration of Learning and Working	7
High Skills and High Wages Jobs	8
Access for Individuals to Information and Education	9
Chart 2, Children At Risk	10
Information Required for Guidance, Training, and Placement	12
Individualization of Services and Programs	13
Coordination Among Program Providers and Funding Agencies	14
Articulation of Programs and Schools	15
Funding Sources and Processes	15
Accountability for Results and Use of Financial Resources	16
Summary	17
Summary of Potential Strategies	19

EDUC
2/25/92
5-39

Introduction

Positioning Kansas to be economically competitive in a global society while increasing the quality of life of its citizens requires a re-examination of the economic and educational structures of the past. The movement from an industrial model with its business and labor incentives to an information and service base with a focus on customer needs demands a new focus upon Kansas citizens and what they will be doing to increase productivity and their quality of life. There is little question that human resource development, information processing, and customization of products and services will be the keys for economic success. Smart people who are lifelong learners trained in the **new workforce skills** and who can identify and solve problems and broker customized solutions will be the economic leaders.

Kansas now has a leadership advantage: all educational institutions, with the exception of professional training (universities), are under the direction of a single governmental unit, the State Board of Education. The educational restructuring responsibility of the State Board gives Kansas the unique advantage of addressing all of lifelong learning so that the new workplace skills will be in the elementary and secondary schools as well as the community colleges and vocational schools. This advantage will leverage the economic position of Kansas ahead of other states. It is imperative that the Board, the Governor, the Legislature, and all citizens of Kansas understand the importance of restructuring education, training and retraining, and the new educational skills needed for 21st century success.

TRAINING AND RETRAINING PLAN

THE VISION

In 2000, every Kansan is a learner and a worker. Learning is working and working is learning and both are high priorities in everyone's life. When exiting from formal education, all Kansans have future basic skills which allow them to pursue additional schooling or training or to work at a high performance job. In fact for Kansans, postsecondary education or training is a right rather than a privilege.

In 2000, all Kansas businesses employ high quality workers. To maintain a quality workforce and to ensure high productive work, all employers are committed to investments in the education and training of their workers. Lifetime education and training are supported at the state and local level as well as by the private sector.

In 2000, there are no barriers to labor force participation in Kansas. Minorities, single parents, women, older workers, and disabled persons participate in the workforce through a supportive work environment. Workers have no outside pressures from child care, elder care, or family illness, because programs are available to help employees solve work/family problems. The employers promote a supportive work environment to retain valued employees and to attract new ones.

In 2000, a job information system matches qualified workers with jobs so that skills already available in the labor market are used more effectively. This information system also provides counseling services and data which align job seekers with education programs and skills.

THE PLAN

GOAL: TO MAKE THIS VISION A REALITY, THE KANSAS BOARD OF EDUCATION RECOMMENDS AND PROMOTES NEW APPROACHES TO EDUCATION AND THE MANAGEMENT OF HUMAN RESOURCES THAT EMPHASIZE LEARNING, FLEXIBILITY, AND PRODUCTIVE PARTICIPATION IN WORK AND SOCIETY THROUGHOUT THE ENTIRE LIFE OF A KANSAN.

Problem

Achieving this goal in Kansas will require a restructuring in delivering education that emphasizes outcomes learning, flexibility, and productive participation in work and society throughout the entire life of the individual Kansan. A network of learning communities comprised of educational institutions, public and private agencies, and community groups, should be developed and implemented that will help children reach school healthy and ready to learn, prepare people for rewarding work, and enable adults to be self-sufficient. Rather than our current piecemeal approach of fragmented and unconnected policies in developing a workforce, Kansas needs a comprehensive network of education that links work to education and takes into account the interrelated needs and problems of the student. In this network, secondary and postsecondary education would connect and articulate the levels, programs, support services, and institutions of education.

Time is of utmost importance in restructuring the current system of preparing a workforce into a network of delivering education/training to Kansas. The state is moving toward an

economy in which information and knowledge are critical, basic and advanced skills in reading comprehension and mathematics are vital, and social and interpersonal abilities are necessary. Yet, there is already a gap between what is needed and what is available in these areas. The gap will widen under business-as-usual practices. Failure to act now could add up to a major competitive handicap for Kansas business and economy, resulting in low wages for low skills and a waste of human resources.

The State Board of Education intends to take responsibility for designing a lifelong learning-working network and adopting policy which will enable the network to function. The network will provide the components essential to producing a flexible, adaptable workforce:

1. Skills required of the workforce
2. Access for individuals to information and education
3. Coordination among program providers and funding agencies.

SKILLS REQUIRED OF THE WORKFORCE

School-based skills are not always the same thing as workplace skills. When employers criticize the educational preparation of the high school graduates they hire, they are assessing them in terms of the kinds of things they want their employees to be able to do in the workplace. When educators assess these same students to determine their educational capabilities, they are looking at the kinds of tasks completed in the classroom. There is today considerable misunderstanding between employers and employees as to what they mean when they say "prepared for work."

There is even less understanding about the preparation future workers will need. Better preparation of workers for today's jobs will not meet the skills and productivity needed in tomorrow's jobs, if America is going to compete in a global economy. It should be noted that more is needed than just reforming education to make changes for educating future workers with high skills. **BUSINESS ALSO HAS TO CHANGE IF PRODUCTIVITY GROWTH IS TO IMPROVE.** However, the vast majority of businesses do not recognize the need for reorganization of the way work is done. Few employers expect skill requirements of their workers to change, despite the national warning that America must improve its productivity to stay competitive in the world economy.

The Commission on the Skills of the American Workforce summed up the challenge of maintaining an equilibrium between the education and skill levels of its workers and the demands of their jobs:

Is There a Skills Shortage?

No

- No, if we stay with the Low Wage Model
- Because employers only want:
 - Good attitude
 - Good work ethic
 - Reliability
 - Good personality
 - Pleasant appearance

Is There a Skills Shortage?

Yes

- Yes, if we want high living standards
- Yes, if we want to increase productivity and to compete world-wide
- Yes, if we need workers who can learn and be flexible

EDUC
2/25/92
5-42

Chart 1

SKILLS NEEDED BY FUTURE WORKFORCE

Skills	Carnevale, Gainer, and Meltzer*	Brock, Marshall, Carnevale, Tucker, Sculley, etc.*	Carkhuff*
Learning to learn	Exposure to various learning strategies and analytical approaches and instruction on how best to apply strategies awareness of one's own learning approach	An exhibited capacity to learn	Learning to adjust and adapt Processing skills
Reading, writing, computation	Basic academic skills: Reading (analytical, summary, comprehension) Writing (analysis, conceptualization, synthesis, distillation of information, clear articulation) Mathematics (problem identification, reasoning, estimation, problem solving)	Demonstrated ability to read, write, compute, and perform at world class levels in general school subjects (math, physical and natural sciences, technology, history, geography, politics, economics, and English)	Receiving information Processing skills
Listening and oral communication	Listening: content, conversation long-term context, emotional meaning and directions Oral: recognizing own style of communication and approaches that are different from own and how to adjust		Information processing Giving information Receiving information
Creative thinking/problem solving	Creative thinking: problem solving, personality awareness and development, and group team building Problem solving: cognitive group interaction and problem processing skills	An exhibited capacity to think and solve problems	Organizational processing Thinking and initiating skills
6 Self-esteem, goal setting--motivation and personal career development	Self-esteem: recognize current skills and understand emotions and abilities to cope with stress, change, and criticism Goal setting/motivation: self-awareness, self-direction, and adaptability Personal/career development: techniques for understanding and expanding skills inventories, career planning, and management		Interpersonal processing skills
Interpersonal skills, negotiations, and teamwork	Interpersonal skills: ability to judge and balance appropriate behavior, cope with undesirable behavior in others, absorb stress, deal with ambiguity, inspire confidence in others, share responsibility, and interact with others Negotiations: techniques for separating people from problem, focusing on interests not positions, inventing options for mutual gain, and using objective criteria Teamwork: recognize and cope with various personalities, understand group dynamics, and recognize skills of fellow members	An exhibited capacity to work effectively alone or in groups	Ability to think and work together in the common cause of a mission Technologizing (breaking jobs into tasks)
Organizational effectiveness and leadership	Organizational effectiveness: understanding of organizations and why they exist Leadership: Understanding goals and strategies of organization, developing and communicating a vision, influencing the behavior of others, and projecting emotional stability		Strategic systems, operations, and performance planning Synthesizing goals and operationalizing programs

DRAFT
PENDING STATE BOARD APPROVAL

EDUC-5-44
2/25/90

Material was taken from *Workplace Basics: The Skills Employers Want*, Washington, D.C.: U.S. Department of Labor, American Society for Training and Development, 1989; *America's Choice: high skills or low wages*, New York: National Center on Education and Economy, Commission on the Skills of American Workplace, 1990; and *The Age of the New Capitalism*, Amherst, Mass: Carkhuff Thinking Systems, 1985.

Program Planning, Research, and Evaluation
10/10/90

National reports* studied the future workplace of America and identified the following skills and behavior needed for employment in the future: 1) learning to learn; 2) reading, writing, and computation; 3) listening and oral communication; 4) creative thinking and problem solving; 5) self-esteem, goal setting, motivation, and personal career development; 6) interpersonal skills, negotiations, and teamwork; and 7) organizational effectiveness and leadership. Chart 1 identifies the future workplace skills and behavior according to national authorities.

In 1989, a business training study surveyed 1,773 Kansas businesses to determine skills needed to adapt to technological changes anticipated over the next five years.** The skills and percent of study respondents who identified the need are as follows:

<u>Skill</u>	<u>Percent</u>
Adaptability/flexibility	72
Problem-solving	72
Teamwork	71
Goal setting and personal motivation	71
Proper attitudes toward work and work habits	70
Comprehension/understanding	68
Organizational effectiveness and leadership	68
Microcomputer	67
Listening and oral communication	65
Business/management	58
Computation	56
Interpersonal relations	56
Technical	56
Reading	51

Potential Strategies

1. The assessment and remediation of basic skills or employability enhancement skills will be available through community colleges for all postsecondary institutions.
2. Elementary and secondary exit outcomes will require basic skill development and employability enhancement skills. (See QPA model.)
3. The community colleges and area vocational-technical schools will develop a program designed to market the need for new workplace skills.

* National Alliance of Business, *Fourth R., Workforce Readiness* (1987); A Committee for Economic Development, *Investing in our Children: Business and the Public Schools*, 1985; National Academy of Science, *High Schools and the Changing Workplace: The Employers' Views*; American Society for Training and Development and the U.S. Department of Labor, *Workplace Basics: The Skills Employers Want*, 1988; Office of Educational Research and Improvement, U.S. Department of Labor, *Workplace Competencies: Improving Literacy and Employment Readiness*, 1990.

** University of Kansas, Business Training Study (1989), a study sponsored by Kansas Inc. and KSBE.

EDUC
2/25/92
5-43

2. Special programs will be developed to retrain the unemployed or underemployed worker in the new workplace skills.
3. Programs, such as welfare and JTPA, will revise skill programs to include high level of workplace skill requirements.
4. A program will be established whereby business and industry will assume partial cost of retraining workers involved in early retirement, reduction of workforce, and closing of businesses.

High Skills and High Wages Jobs

There is a shift from a manufacturing to a service economy, from an economy based on the organization and manipulation of physical resources to one founded on collecting, processing, and distributing information. Knowledge and information have become the key raw materials of today's economy. The workers whose skills are required to create products and services of higher value today need to be educated, trained, motivated, and rewarded differently from their industrial predecessors who turned out large volumes of standardized physical items.

The old organization of work around a strict division of labor derived from the demands of machine-based production processes, with rank and file workers tightly controlled by supervisors, is giving way to new models based on different organizing principles. The advance of automation and the application of microchip-based technologies transform the workplace and create a demand for workers who can work with other people, make decisions and innovations on the job, and create new products. In this type of workplace, the ability to gain new knowledge becomes crucial. Thus, there is a need for continuing education training throughout the working life.

Technological change is not the only factor increasing the skills required to perform many jobs. The move toward greater decentralization of decision making causes similar demands. In these less hierarchical organizational structures, workers gain more authority to make decisions affecting the company's products and customers. At the same time that organizations are leveling by removing layers of management, employers are "downsizing," or "rightsizing," their permanent workforces, using part time and outside contracted employees.*

The state cannot produce a highly trained technical workforce needed in the previously described high skills workplace without providing its workers with a strong education. Today's children represent the workers who will have to be prepared for tomorrow's workforce. Children who began grade school in 1988 will be the high school graduates in the year 2000. The restructuring of education and the support of these children and the existing workforce are critical measures of the state's future.

Crucial to the workforce of tomorrow is the projection that 40 percent of the workers will be minorities and immigrants, groups with disproportionately low income levels. The birth rate of these groups is the highest of all segments of the population. The factors responsible

* Research and Policy Committee of the Committee for Economic Development, *An America That Works: The Life-Cycle Approach to a Competitive Work Force*, 1990.

Integration of Learning and Working

As Kansas' workforce matures, outdated job skills reduce flexibility in the labor market. Added to the outdated skill problem is the smaller cohort of new workers who need to be educated and trained in workplace skills. The challenge is to help the larger group of existing workers adjust to changing work demands and to make the smaller group of new workers high performing and technically skilled.

Educating the new workers will require the restructuring of education. IMPLEMENTING REFORM IN EDUCATION IS NO LONGER ENOUGH. As numerous critics claim,* only a major paradigm shift in education will suffice in salvaging America's, and Kansas', place in the world economy.

Paramount to the restructuring of education is the concept of lifelong learning. To create a stronger, more competitive workforce, Kansans must become lifelong learners. Lifelong learning can do the following:

- Prepare children for learning in formal education
- Prepare youth for high wages, rewarding work lives, and for participation in community life
- Help adults to be self-sufficient and socially responsible through high productive work and skill renewal and to make some provision for their own retirement needs
- Keep older citizens active and independent.**

As a natural complement to restructuring the education system, learning in the workplace must increase. The success of America, and Kansas, to adapt to the demands of the international marketplace hinges on the ability of employees to become productive, high performance workers. The work skills required in the future will have to be learned and often relearned by experienced workers in the labor force. As change continues to accelerate in the workplace, more training and retraining will be required. Workers increasingly will need more advanced skills just to qualify for the kinds of training that will be needed. For some this may require remedial instruction in new workplace skills.

As noted in the following section on "High Skills and High Wages Jobs," it may have been possible in the past to pay high wages to low skilled workers, but it will be difficult to do so in the service-oriented global economy that places a premium on information, problem solving skills, and creation of new products and services. Preparing the new and old workforce for these jobs will be critical to keeping productivity and real wage levels rising.

Potential Strategies

1. Secondary and postsecondary programs will integrate academic and technical skills. This integration will require academic teachers and vocational teachers to form teams in order to integrate skills required in the workplace.

* J. Murphy and C. Everson, *Restructuring School: Capturing the Phenomena* (N.Y.: Teachers College Press, 1991); J. E. Chubb, "Why the Current Wave of School Reform will Fail," *The Public Interest*, 1990; C. Flinn, "Biggest Reform of All," *Phi Delta Kappan*, 1990.

** Research and Policy Committee of the Committee for Economic Development, *An America That Works: The Life-Cycle Approach to a Competitive Work Force*, 1990.

**Chart 2
Children At Risk***

	% of Births Low Weight 1988	Infant Mortality (per 1000)	% of All Births to Teens 1988	Per Capita Income 1989	% in Poverty < 18 Years 1989	Avg. Monthly AFDC Payment** 1989	% Nonelderly Without Health Insurance
Kansas	6	8	11	\$16,182	14	\$345	13
U.S.	7	10	13	\$17,567	20	\$381	17

* Population Reference Bureau, Inc., *America in the 21st Century*, 1990.

** Average monthly benefit for a single mother with two children.

DRAFT
PENDING STATE BOARD APPROVAL

84-5
2/25/92
EDUC

for these young learners' later success in their working life are multidimensional and interrelated: prenatal care, health care, nurturing, nutrition, preschool, and adult support. Not educating these children will incur welfare, unemployment, and incarceration costs for the state.

By many indicators Kansas children face a life that is healthier and more promising than at any time in the past. Unfortunately a substantial number of children in Kansas remain at risk of being hungry, living in poverty, and consequently dropping out of school.* Because birth rates have dropped dramatically since the 1960s and remain at fairly low levels, there are fewer children than in years past. This makes the investment in the well being of each child all the more critical.

Potential Strategies

1. Existing area vocational schools will be transformed into technical colleges.
2. Secondary and postsecondary schools will integrate academic and technical skills.
3. All program data will be disaggregated by race, sex, and socioeconomic status. The program data must proportionately reflect the communities and populations they serve.
4. In areas of the state where community colleges and area vocational schools are in close proximity, they will become one operating unit of the postsecondary education system.

ACCESS FOR INDIVIDUALS TO INFORMATION AND EDUCATION

Across the 80,000 square miles of Kansas is a public postsecondary system of sixteen vocational schools, nineteen community colleges, one technical school, one municipal university, and seven Regents' universities. Although these postsecondary institutions are irregularly situated around the state, with the western part of the state having the least number of institutions, most Kansans are within fifty miles of a postsecondary institution or its outreach program. Access to the institution usually means physical attendance at the site of the school or one of its programs.

This postsecondary school system has served the majority of Kansans well in the past, because many of the citizens attended Kansas schools long enough to acquire appropriate degrees or hours of training and never needed to return. Education was a one-time requirement, usually endured early in life.

Today the system is no longer fitting for a state whose economy depends on the high qualifications of its workforce. The foundation of today's economy is people — the human capital represented by their knowledge, skills, organizations, and motivations. Employers need workers with the new basic workplace skills. The workforce has to know how to learn, think creatively and critically, communicate effectively, solve problems, and analyze information. The job requirements demand that employees be highly numerate, literate, and innovative.

* See Chart 2 in which 1989-90 data show one out of four public school students, or 102,011 students, are at risk in Kansas.

To provide this needed workforce, postsecondary institutions should be prepared to enter-exit at various times in the people's work life. Because the approximately 60 percent of Kansas workers who had no need for lifelong learning in past years now must know how to learn and relearn job skills for a changing workplace, the various institutions of postsecondary education should consider the redrawing of service area boundaries. Areas of the state that are now served by only a university should be provided the opportunity to acquire lifelong learning and workplace skills that are not available from the four-year school. The provision of the workplace skills is extremely important to Kansans in cities.

Access to postsecondary institutions can no longer be through the state's highway and road infrastructure. Instead, the information highways of communications can be made available to all Kansans through the acquisition and use of fiber optics, microwave, cable television, and satellite linkages across the state. Three major areas — community training and retraining, business and economic development, and learning community — would be emphasized.

Kansas' current telecommunication system consists of a myriad of technologies: satellite, microwave radio, copper wire, fiber-optic cable. Some are leased from telephone companies; others are customer-owned. However, fiber-optic cable is the mature technology with the most capacity and flexibility.

A fiber-optic communication system permits cost-effective two-way communication, whereas other technologies such as broadcasting and satellites are used predominately for one-way communication. Fiber-optic cable is used for interoffice trunking, and now video is driving fiber to the local loop. Fiber is cost effective because it is buried underground, has low maintenance, and permits consolidation of all information delivery into one transmission medium. Dollar for dollar, fiber yields 1,000 times the bandwidth of ordinary copper wires. One pair of fiber will yield as much bandwidth as exists in all of common carrier radio frequencies available for microwave. As the electronics improve on each end, the channel capacity increases.

The state's dependence on information, global communication, and human resource development calls for fiber to transmit all signals including telephone calls, data transmission, fax (facsimile), graphics, animation, compressed television, full motion television, and high definition television.

Local communities, using fiber-optic cable two-way interactive video, could cluster together to share teachers for K-12 education, connect to community colleges and vocational schools for training and retraining, and receive undergraduate and graduate courses from Kansas universities. The same communication system through clustering could be used to expand the business community, to provide access to health care, and to deliver social services.* With these accomplishments, economic development for the state would be a reality.

Potential Strategies

1. The state's *A Plan for Telecommunications in Kansas* (two-way video plan) which includes the "clustering" of communities concept as an integral part of the state's telecommunication system will be implemented.

* Educational Interactive Video Task Force, *A Plan for Telecommunications in Kansas*, 1991.

2. The concept of assigned service areas for postsecondary education will be cojoined with a statewide delivery system that provides access to programs concerning new workplace skills.
3. All Kansas citizens will have access to training and retraining through a statewide system of community colleges and area vocational schools.
4. Remediation for university programs will be provided by community colleges.

Information Required for Guidance, Training, and Placement

Most developed countries have a highly structured process to help learners make the transition from school to work or from work to retraining. In countries such as Germany and Japan there is a strong, conscious connection between school and work. In Germany, counseling about jobs and the world of work starts early and concludes with an apprenticeship practice which combines school work and on the job instruction. In Japan, the schools themselves select students for referrals to employers. In other countries, there is either a strong employment counseling and job placement function within the school system; or this function is carried out for the learners by a labor market authority of some type, working cooperatively with the schools.

In America, and Kansas, there are some schools that have developed good linkage to the work world, often found in the guidance office of vocational schools or the natural operation of cooperative education programs. However, the general pattern of counseling learners has been one of doing a whole lot more to link high school learners to college than to work. Employment assistance to departing learners never has been developed as a regular responsibility of the schools.

It should be noted that counselors, in some schools, are helping the non-college-bound learner, but their counseling services are clearly weighted to other functions. An ETS study of the 1980s showed that counselors across the nation spent only 4 percent of their time on job placement and 25 percent on occupational choice or career planning. The rest of their time had to be spent with learners on "choice of high school courses," 34 percent; "college admissions and selection," 30 percent; and "attendance and discipline problems," 27 percent.*

There is a dire need for a state process to assist learners progress from school to work. Nationally, the U.S. Department of Labor assigned a high priority to improving the school-to-work process. Its Employment and Training Administration established a new Office of Work-Based Learning as a focal point for the department's job and training partnerships with the private sector. One of its principal tasks was to "assist young people with their school-to-work transition so they can move into productive careers and upgrade their job skills." The director of the office made a principal recommendation: the expansion of "structured work-based training programs through the development and implementation of new training program models based on features of apprenticeship."**

* Education Testing Service, *Survey of Career Information Systems in Secondary Schools*, 1981.

** James D. Van Erden, *Work Based Learning: Training America's Workers, Employment and Training Administration*, U.S. Department of Labor, 1990.

Potential Strategies

1. Elementary education will include an objective to encourage all children to develop dreams of work goals.
2. A program for training teachers, parents, and students about career options and job skills will be developed and provided to schools and community centers.
3. Each learning community will establish a career center which would provide services on training and skill requirements.
4. A plan for implementing a school-to-work apprenticeship program in appropriate areas of the state will be developed.

Individualization of Services and Programs

Learners are individuals, possessing unique needs, attitudes, goals, motivations, and self-concepts. This individuality of learners has complicated the process of our industrial model of education in which all learning styles are forced to respond to one teaching style. Often times those learners who can not adapt to teacher-centered learning drop out of school or fall behind the other learners. Furthermore, those students who do remain in school do not acquire the new work skills, as identified in the "Integration of Learning and Working" section, because the emphasis of the outdated model is on the schooling process and not on the student outcomes of the process, i.e., accreditation is by "seat time" vs performance and competency achievement.

No longer can Kansas allow such a loss of potential wage earning power in its economy. Education can be restructured to provide for individualized treatment of learners with learner-centered instruction and to develop new learners with skills in problem solving, problem identifying, and strategic brokering which links problem solvers and problem identifiers.* A major delivery system of individualized instruction is distance education through new technologies, which offer instruction even though educator and learner are at a distance from each other.

Distance education started with, and still includes, correspondence study. However, distance education has expanded to include media, such as audio and videocassettes, teleconferencing, television, and computers. As previously mentioned, Kansas' investment in a telecommunication system, especially the fiber-optic cable technology, will bring education and economic development to all communities and homes.

The advantages to the state in providing education to Kansas learners through a fiber-optic telecommunication system outweigh the disadvantage of start-up cost and maintenance. As the gap between the education of workers and the new work skills required for jobs continues to grow, Kansas has little choice but to invest in a postsecondary delivery system which offers every citizen access to information, education, and government services. Distance education can fit into every Kansan's busy schedule and provide knowledge, skill, and attitudes so vital for making the choice between high skills or low wages.

* Robert B. Reich, *The Work of Nations: Preparing Ourselves for 21st Century Capitalism*, 1991.

Potential Strategies

1. Carnegie units of study will be eliminated and replaced with individualized performance-based education programs.
2. Access to ABE-GED centers will be extended to every citizen through outreach or telecommunication technology.
3. Every Kansan will have access to training and retraining and lifelong learning through a network of community and technical colleges.

COORDINATION AMONG PROGRAM PROVIDERS AND FUNDING AGENCIES

Fundamentally, this plan is calling for a new way of thinking about and acting on a wide variety of economic and education issues that will determine the quality of the Kansas workforce. The goal of the plan is to identify strategies and promote new approaches in helping Kansans develop and fully utilize the skills and talents that will keep the state and national economy strong and productive.

The policies concerning postsecondary institutions and the funding of the programs and services those institutions provide are segmented artificially by age, level, and subject matter. For example, a single parent returning on a JTPA grant to a community college for skill training could be the responsibility of three state agencies: education, human resources, and social rehabilitation services. Instead of meeting this student's education, welfare, child care needs at one place, the state, through fragmented and unconnected policies, shifts the cost and service from one agency to another. Often times the process is redundant, although all three agencies have the same goal: prepare the client for the workforce.

Another example of the need to integrate program services and support is that of child development and education. The agencies that serve children and young people are frequently isolated from one another. Early childhood development used to be considered more or less the exclusive province of the family. Today, development in the earliest years of life involves a more variable set of agency responsibilities, including less exclusive involvement of families and involvement of child care, education, health, and social service agencies. The pattern of agency responsibility is in a state of flux.

Policies that affect the workforce need to be integrated. Rigid delineation of each agency's or program's responsibilities puts the state's effort on the process and not on the client. The mutual interests, obligations, and relationships of state agencies and programs need to be redefined to ensure the client receives appropriate intervention services.

Potential Strategies

1. The learning community concept will be developed in every community which will allow for the coordination of services and training to be delivered to one location at the local level.

2. One community council will be established to identify needs, coordinate services of all local agencies, provide direction and relay information to the state level, thus eliminating the numerous councils of special interest groups.

Articulation of Programs and Schools

There is no human resource development system in Kansas. There is a two-pronged system of skill development programs. 1) The network of unrelated skill development programs, most of which came from educational, social, and economic goals, is designed to help the special needs and disadvantaged population. The largest of these programs is Job Training Partnership Act (JTPA). 2) In addition, there is an economic development program which is to attract new and to expand old business and industry located in the state. The skill training provided is short duration, intended to train workers for new jobs and to upgrade the skills of those already in the workforce. Some of this training helps fill specific skill shortages in the state, and some helps companies upgrade skills of selected groups of line workers.

This fragmented system of overlapping skill development programs is further complicated by an incoherent system of standardization or information exchange services on which various providers and users of skills can rely. The language which employers and workers use to discuss expected skills in the labor market is skills based on classifications. There is not one classification for communicating the description and standards of occupations, but seven different classification systems used by various federal agencies and three additional systems used by the armed services. The United States Department of Labor's Dictionary of Occupational Titles lists 12,000 classifications. Standards for jobs are set by over 500 national and regional groups. For example, to set standards for 384 occupations, the U.S. Department of Labor's apprenticeship program uses 97 separate industry committees.

The lack of standardization across this disorganized system of staff development programs makes it difficult for learners and skill providers to combine courses into a logical sequence of advancement toward higher skilled work. Although many workers receive little or no education or training beyond high school, those who do receive training take occasional courses which are not tied to any certification that has been laid out by industry or business. As a consequence, articulation of programs occurs between postsecondary schools that have written agreements, but not for all institutions that provide postsecondary education.

Potential Strategies

1. All training and retraining programs will meet the standards referred to in the competency-based system as adopted by the State Board of Education.
2. The state will fund the development of a uniform system of skills classification for use in postsecondary education institutions.

Funding Sources and Processes

Community colleges' vocational programs are funded at a rate that is 1.5 times higher, and 2.0 higher at three postsecondary institutions, than that of academic programs in recognition of the higher cost of offering vocational programs. Since highly technical

programs (e.g., nursing, biomedical equipment technology) cost much more per credit hour than other programs (e.g., paralegal, accounting, business administration), colleges gain more financially by offering lower cost programs. This practice creates a disincentive for colleges to offer expensive programs even though such programs might contribute significantly to the economic development of the region and state.

Because programs are not funded on a continuum defined by relative cost, colleges have little incentive to offer or implement more costly, highly technical programs that could have a significant impact upon regional economies. For example, at one community college the cost per credit hour for Interior Merchandising is approximately \$40.00, while the cost for Biomedical Equipment Technology is approximately \$373.00. State aid to community colleges for vocational enrollment is \$39.375 per credit hour; thus the cost of the interior decorating program is almost totally covered by state aid, yet state aid covers only 10.5 percent of the biomedical equipment program. The cost of equipment and perhaps of instructors accounts for the difference in program cost.

The current state funding system encourages area vocational schools to keep students in a program for the maximum number of hours, rather than individualizing training to enable students to develop competency regardless of the amount of time required. These schools are currently reimbursed at 85 percent of the local cost per instructional hour (i.e., time spent by student in class).

To provide business and industry with employees who are job ready, the training needs to change from one that is paid for accumulation of hours to one that is paid for results — demonstrated competency in technical and academic skills. An open-entry, open-exit competency-based system is so important to an effective vocational education system.

Potential Strategies

1. A process which eliminates clock hours and units of instruction as criteria for funding vocational-technical programs at community colleges and area vocational schools will initiate the development of a new weighted funding formula.
2. A new funding formula for vocational-technical courses and programs will include incentives for the postsecondary institutions to provide high skill/high wage programs.
3. The state will assume more responsibility in funding community college programs as it does other postsecondary programs, i.e., Regents' programs and area vocational schools.
4. Outdistrict tuition will be replaced with state sources.
5. A statewide levy or technology tax will assist postsecondary education in acquiring equipment for high technology.

Accountability for Results and Use of Financial Resources

Accountability of postsecondary education expenditures is a long standing concern. The concern is best stated in a twofold question: What is the investment in postsecondary education expected to buy and how can the outcomes of the investment be measured? There are several factors surrounding postsecondary education that hamper the answering of this question.

First, as previously noted in the section on "Articulation of Programs and Schools," economic, social, and education programs that incorporate work training as part of their mission have nothing to bind them all together. The result is a complex and fragmented network of training efforts. Thus, evaluation has been focused on hours required in programs, services available for program participants, and employment in any kind of job rather than technical and academic skills in related work.

Second, the lack of common classification for skills makes it impossible to compare programs. Lack of agreement on how to define levels of skill attainment or competency makes it difficult to establish workable outcome standards. In Kansas, 25 percent of the vocational-technical programs are competency-based. Only one area vocational school is 80 percent competency-based.

Third, most program efforts have been narrowly focused on training programs for the academic and economically disadvantaged rather than building a single comprehensible system to meet the training needs of employers.

Fourth, the training efforts have not been market-driven. The assumption has been that learners will do better economically through public investment in their training. People think in terms of federal funding categories, thus ignoring the need for employers to contribute to the development of the non-college educated workforce. Data show that nationally, companies spend only one-third of the \$30 billion that goes to formal training on the non-college educated workforce.* This amount affects no more than 8 percent of the frontline workers.

Potential Strategies

1. A system of performance measures for vocational/technical education will be developed and implemented by 1992.
2. All vocational-technical programs will be open-entry, open-exit competency-based.

SUMMARY

Throughout this plan there is convincing evidence that Kansas needs a newly defined system of education based on the maximization of each Kansan's potential in learning. The existing formal system of education which was designed for a period of time when learning beyond childhood and youth was confined to small numbers of selected people does not recognize that societal and economic learning needs have changed. The education community, as we know it today, no longer dominates learning and controls learning experiences.

Instead the education system should be redefined to include the following:

1. A concern for helping students learn how to learn
2. Recovery of the educational system's role in socialization of adults to acquire such skills as working in groups, feeling good about one's self, understanding one's self abilities and emotions, and separating people from problems

* The Commission on the Skills of American Workforce, *America's Choice: high skills or low wages* (1990).

3. A configuration of learning activities in which learners can enter and exit as simply and smoothly as possible from school to work
4. Elimination of the distinction between full time and part time students
5. An ability to adjust continuously to what is taking place in learning and not to assume that learning is the exclusive prerogative of the educational system
6. Recognition of various symbols of learning accomplishments, such as learner-developed portfolios
7. Realization or acceptance that lifelong learning is essential to economic development and the improvement of life's quality for all Kansans.

With this educational system in place, Kansas can base its very essence on the learning capacities of all of its citizens throughout their lives. Although visionary in scope, this Kansas is possible; for it is based on the most human of all human characteristics, the capacity to knowingly and willingly transform oneself. Along with loving, learning is our most promising endowment.

**Summary
of
Potential Strategies**

ACCESS FOR INDIVIDUALS TO INFORMATION AND EDUCATION

Potential Strategies

1. The state's *A Plan for Telecommunications in Kansas* (two-way video plan) which includes the "clustering" of communities concept as an integral part of the state's telecommunication system will be implemented.
2. The concept of assigned service areas for postsecondary education will be cojoined with a statewide delivery system that provides access to programs concerning new work-place skills.
3. All Kansas citizens will have access to training and retraining through a statewide system of community colleges and area vocational schools.
4. Remediation for university programs will be provided by community colleges.

Information Required for Guidance, Training, and Placement

Potential Strategies

1. Elementary education will include an objective to encourage all children to develop dreams of work goals.
2. A program for training teachers, parents, and students about career options and job skills will be developed and provided to schools and community centers.
3. Each learning community will establish a career center which would provide services on training and skill requirements.
4. A plan for implementing a school-to-work apprenticeship program in appropriate areas of the state will be developed.

Individualization of Services and Programs

Potential Strategies

1. Carnegie units of study will be eliminated and replaced with individualized performance-based education programs.
2. Access to ABE-GED centers will be extended to every citizen through outreach or telecommunication technology.
3. Every Kansan will have access to training and retraining and lifelong learning through a network of community and technical colleges.

SKILLS REQUIRED OF THE WORKFORCE

Potential Strategies

1. The assessment and remediation of basic skills or employability enhancement skills will be available through community colleges for all postsecondary institutions.
2. Elementary and secondary exit outcomes will require basic skill development and employability enhancement skills. (See QPA model.)
3. The community colleges and area vocational-technical schools will develop a program designed to market the need for new workplace skills.

Integration of Learning and Working

Potential Strategies

1. Secondary and postsecondary programs will integrate academic and technical skills. This integration will require academic teachers and vocational teachers to form teams in order to integrate skills required in the workplace.
2. Special programs will be developed to retrain the unemployed or underemployed worker in the new workplace skills.
3. Programs, such as welfare and JTPA, will revise skill programs to include high level of workplace skill requirements.
4. A program will be established whereby business and industry will assume partial cost of retraining workers involved in early retirement, reduction of workforce, and closing of businesses.

High Skills and High Wages Jobs

Potential Strategies

1. Existing area vocational schools will be transformed into technical colleges.
2. Secondary and postsecondary schools will integrate academic and technical skills.
3. All program data will be disaggregated by race, sex, and socioeconomic status. The program data must proportionately reflect the communities and populations they serve.
4. In areas of the state where community colleges and area vocational schools are in close proximity, they will become one operating unit of the postsecondary education system.

COORDINATION AMONG PROGRAM PROVIDERS AND FUNDING AGENCIES

Potential Strategies

1. The learning community concept will be developed in every community which will allow for the coordination of services and training to be delivered to one location at the local level.
2. One community council will be established to identify needs, coordinate services of all local agencies, provide direction and relay information to the state level, thus eliminating the numerous councils of special interest groups.

Articulation of Programs and Schools

Potential Strategies

1. All training and retraining programs will meet the standards referred to in the competency-based system as adopted by the State Board of Education.
2. The state will fund the development of a uniform system of skills classification for use in postsecondary education institutions.

Funding Sources and Processes

Potential Strategies

1. A process which eliminates clock hours and units of instruction as criteria for funding vocational-technical programs at community colleges and area vocational schools will initiate the development of a new weighted funding formula.
2. A new funding formula for vocational-technical courses and programs will include incentives for the postsecondary institutions to provide high skill/high wage programs.
3. The state will assume more responsibility in funding community college programs as it does other postsecondary programs, i.e., Regents' programs and area vocational schools.
4. Outdistrict tuition will be replaced with state sources.
5. A statewide levy or technology tax will assist postsecondary education in acquiring equipment for high technology.

Accountability for Results and Use of Financial Resources

Potential Strategies

1. A system of performance measures for vocational/technical education will be developed and implemented by 1992.
2. All vocational-technical programs will be open-entry, open-exit competency-based.