

Approved: 2-11-93  
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Duane Goossen at 3:30 p.m. on February 9, 1993 in Room 519-S of the Capitol.

All members were present.

Committee staff present: Ben Barrett, Legislative Research Department  
Avis Swartzman, Revisor of Statutes  
Joyce Harralson, Committee Secretary

Conferees appearing before the committee: Charles E. Krider, Professor of Business, Kansas University

Others attending: See attached list

Chairman Goossen welcomed the members of the House Economic Development Committee who were meeting with the joint session.

Dr. Charles Krider addressed the committee regarding restructuring the professional technical training system in Kansas (Attachment #1).

The floor was opened for questions.

The meeting was adjourned at 4:30 pm.

The next meeting is scheduled for 3:30 pm, February 10, 1993 in Room 519-S.

GUEST LIST

COMMITTEE: House Education

DATE: 2/8/93

NAME (PLEASE PRINT)	ADDRESS	COMPANY/ORGANIZATION
Ellie Lutzko		Sec. Ec Dev. Comm.
Kathleen Georgan		Joan Wagnon
C KRISAN	Lawrence	KCV
Dick M. Wheeler	Topoka	KAW TECH SELLER
Robert W. Hinson	Olathe	Johnson County Arts.
Warren E. Richardson	Augusta	Butler Co. Econ. Dev.
Allene Kredik	Coffeyville, KS	KCOVE Coffeyville Community College
Karen Coulter	Johnson Co. CC	Kansas Council Voc Ed K.C.O.V.E.
J. L. BRUNER	WICHITA	MACHINIST UNION
Linda Lanning Claster	Topoka	KDHR
Mark Tallman	Topoka	KASB
Merle Hree	Topoka	KACC
<del>Fred WARR</del>	Council Grove	Intern/Wizard
Karen Catalano	Lawrence	Intern / Bishop
Paul Gabel	Coffeyville	SEKs ARTS
Dan Kinney	Coffeyville	Coffeyville Community College
Robyn Nichols	Wichita	Wichita Public Schools
Bob Kelly	Topoka	KICA
Quinn Giff	Topoka	EAAC/USA
Barbara Cole	Topoka	KNEA
Chuck Tilman	Topoka	KUSA
Bruce Corder	Topoka	Kansas AA
Arvin Robertson	Topoka	Brewer Assoc

INSTITUTE FOR PUBLIC POLICY AND BUSINESS RESEARCH  
UNIVERSITY OF KANSAS

RESTRUCTURING THE PROFESSIONAL TECHNICAL TRAINING SYSTEM  
IN KANSAS

Testimony by

Charles E. Krider  
Professor of Business  
Director of Business Research

Prepared for the

House Education and Economic Development Committees

Anthony Redwood  
Professor of Business and Executive Director

February 9, 1993

HE  
Attachment #1  
2-7-93

## **INTRODUCTION**

- Firms throughout Kansas and across the nation are being challenged to become more competitive as a result of broadening global markets, increasing customer sophistication and demand for quality, and rapid technology change. To be competitive, firms must focus on improving the productivity and quality of their output, and this depends on a well educated, trained, and skilled work force.
- Accordingly, goal #2 of the recently formulated Kansas Inc. strategy for economic development is to "ensure that Kansas has a high skilled work force that is internationally competitive". Accomplishing this goal will require a restructuring of our educational system.
- As articulated by Kansas Inc., what is needed is a "coordinated, seamless system of secondary and post-secondary education that guides the development of strong work place skills and competencies". In a coordinated, seamless system, students will be able to easily progress through educational institutions without unnecessary duplication of loss of credit. Students will be able to exit and easily re-enter the system, and they will be able to move up and down the educational ladder with ease i.e. from an AVTS to a community college and vice versa, from a community college to a Regents university and back.
- The purpose of my testimony is not to set forth the details of how to successfully restructure our system, rather to set forth the broader policy directions that should be followed, particularly as they relate to the non-college bound (approximately 70% of today's high school graduates).
- Upon graduating from high school, a student has basically three options: attending a four year college, attending a vocational technical school, or going directly into the world of work.
- While we do a good job in preparing those high school graduates that choose to go on to a four year college, we fail to effectively address the needs of those choosing either of the other two options.
- We need to provide appropriate professional technical preparation for those not pursuing a college degree.

## **EFFORTS AT THE SECONDARY LEVEL**

- All secondary students should acquire the basic academic, as well as technical, skills that employers require.

- Secondary professional technical students should learn the principles of applied math, applied science, etc. in preparation for occupational training at the post-secondary level.

## **EFFORTS AT THE POSTSECONDARY LEVEL**

- Increase the number of students that receive postsecondary professional technical educational attainment.
- All students in postsecondary professional technical programs should demonstrate competency in technical skills and underlying principles of technology specified by business as appropriate for the particular occupation.
- A well coordinated training system should minimize duplication of training and allow technical students to progress through multiple levels of training, receiving recognition for courses-hour-competencies already attained in the form of credit or advanced placement i.e. students should be able to move easily from one education program/institution to another without losing credit for what they have already learned and used.

## **POLICY OPTIONS**

### Secondary schools

1. Assess all secondary students on broad basic skills and competencies to ensure they are prepared for employment or postsecondary education.
2. Establish skill and competency requirements for K-12 through business/education consortia.
3. Establish technical preparation (tech prep) programs in all Kansas high schools to facilitate the transition to postsecondary professional technical programs.

### Restructuring postsecondary technical training

1. Merge AVTSs into community colleges where possible, or restructure them into colleges of technology. *AVTS*
2. Require community colleges to serve the entire service area not just the home county. This will require changes in the funding mechanisms.

### Funding

1. Increase the relative funding to community colleges for professional technical programs compared to college transfer programs.

2. Reimburse community colleges for professional technical courses according to relative cost.
3. Change the way AVTSs (colleges of technology) are funded away from reimbursement for clock hours to reimbursement for courses (outcomes) defined as credit hours.

#### Coordination

1. Require universal articulation agreements between all community colleges and AVTSs (colleges of technology) for postsecondary students.
2. Encourage community colleges and Regents institutions to enter into articulation agreements covering students in technical programs.

#### Governance

1. Establish a separate governing board for community and technical colleges to focus upon the particular educational needs of students going into technical education.